MEETING CALL (**REVISED May 26, 2006)
REGULAR MEETING OF THE REPRESENTATIVE ASSEMBLY
OF THE DAVIS DIVISION OF THE ACADEMIC SENATE

Thursday, June 1, 2006
2:10 – 5:00 p.m.
Memorial Union, MU II

1. Transcript of the February 3, 2006 Meeting 2-6
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 – Daniel L. Simmons
   b. Remarks by the Staff Assembly Chair – Lin King
7. Reports of standing committees
   a. Graduate Council
      i. Proposed Amendments to DDR 500-520  7-14
   b. Undergraduate Council
      i. Subject A 15-18
   c. Committee on Committees
      i. Confirmation of 2006-2007 Committee Appointments 19-22
   d. **Committee on Elections, Rules and Jurisdiction
      i. Confirmation of Committee on Committee Elections (distributed by email May 26, 2006 and available at meeting)
   e. Distinguished Teaching Awards Committee
      i. Confirmation of the 2006 Distinguished Teaching Award recipients 23-31
   f. Public Service Committee
      i. Confirmation of the 2006 Distinguished Scholarly Public Service Award recipients 32-34
8. Reports of special committees and/or task forces
   a. Executive Council Special Committee on Shared Governance and Senate Operations:
      i. Proposal to amend DDBL 40-D as endorsed by Executive Council during the December 2005 meeting 35-36
      ii. Proposal to amend DDBL 28-C as endorsed by Executive Council during the December 2005 meeting 37
   b. ICA Task Force Report 38-62
9. Petitions of Students
10. Unfinished Business
11. University and Faculty Welfare
12. New Business

*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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Susan Kauzlarich, Secretary
Representative Assembly of the
Davis Division of the Academic Senate

*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.
1. Transcript of the November 1, 2005 Meeting -
   Action: Approved

2. Announcements by the President - None

3. Announcements by the Vice Presidents – None

4. Nomination of Professor Zuhair Munir for the 2005-06 Faculty Research Lecture
   Action: Election unanimously approved

5. Graduate Council: Report on Non Resident Tuition Funding
   Action: Status Report given by Professor Andrew Waterhouse

6. State of the Campus – Chancellor Larry N. Vanderhoef
   Action: A complete copy of the address is posted to the Representative Assembly page on the
   Academic Senate web site:
   (http://academicsenate.ucdavis.edu/ra/020306rameeting/state_of_the_campus_address_2006.pdf)

7. Announcements by Deans, Directors, or other Executive Officers – None

8. Remarks by the Chair of the Davis Division of the Academic Senate,
   Daniel L. Simmons


10. Reports of standing committees:
    a. Committee on Elections Rules and Jurisdictions Legislative Ruling on Student
       Petitions (Informational Item)
    b. Committee on Committees
       i. Confirmation of appointment of Professor Linda Bisson as Davis Division
          Chair 2006-07 and 2007-08
      Action: Unanimously approved
    ii. Amend DDBL 76: Revises the process by which members are appointed to
        the Faculty Research Lecture committee. The proposal was endorsed by the
        Executive Council.
      Action: Unanimously approved
    Motion: Amendment to DDBL 76 to become effective immediately
    Action: Unanimously approved
    c. Undergraduate Council
       i. Subject A: The proposal was forwarded by the Executive Council.
      Action: Item deferred prior to the meeting by proposal authors and supporters in order to
      conduct further review and refine the proposal.
       ii. Amend: DDR 542-B: Proposal seeks to make the required minimum GPA in
           all cases of Posthumous Recognition of Undergraduate Achievements
           consistent. The proposal was forwarded by the Executive Council.
      Action: Unanimously approved
    Motion: Amendment to DDR 542-B to become effective immediately
    Action: Unanimously approved

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

Friday, February 3, 2006
2:10 – 4:00 p.m.
Memorial Union, MU II

11. Reports from Special Committees
   a. Special Committee on Shared Governance (to be considered as time permits)
      i. Create DDBL 16.5: Removal from Office – Creates a process whereby a
         committee member may be removed under definitive circumstances. The
         proposal was endorsed by the Executive Council.

         **Action:** Approved with one opposing vote

      ii. Amend DDBL 31 and 32: Clarifies the circumstances under which a special
          committee may be appointed and the process for appointing the
          membership. The proposal was endorsed by the Executive Council.

         **Action:** Amendment of DDBL 31 unanimously approved and by separate vote amendment
         of DDBL 32 unanimously approved

12. Petitions of students – None
13. University and faculty welfare - None
14. New business

   **Action:** Professor Jerold Theis read two articles, one dated 1992 and the other 2006, related
   to the No Confidence Petition, into the record. The articles are enclosed.

   Susan Kauzlarich, Secretary
   Representative Assembly of the
   Davis Division of the Academic Senate
Rejection to Reverse Executive Compensation

Consensus sought for simplified system to bolster public confidence

The Report by the UC President

UC Focus
Chancellor gives details of deal

Black legislators wanted administrator to be treated fairly, UCD's leader says.

By Pamela Martineau -- Bee Staff Writer

Published 2:15 am PST Friday, February 3, 2006

Story appeared on Page A3 of The Bee

UC Davis Chancellor Larry Vanderhoef said that before he finalized a controversial settlement last year with a vice chancellor who alleged racial and gender bias, several African American state legislators forwarded concerns that the woman be treated fairly.

Vanderhoef, speaking during a meeting Thursday with The Bee editorial board, said he was told by Senior Vice President for University Affairs Bruce Darling that "six or seven" members of the Legislative Black Caucus had contacted UC Regent Tom Sayles, who is African American, and other UC officials with concerns that the settlement agreement with Celeste Rose be "fair."

Rose, who is African American, is married to a legislative aide of an assemblyman who is a member of the Black Caucus.

Under a settlement crafted by Vanderhoef and UC attorneys, Rose was allowed to work from home for two years with no set job duties at a salary of $205,000, and to receive a $50,000 payment at the end of those years if she dropped her gender and race discrimination claims against the university.

Since the deal last July, Rose has performed no work for the university.

Vanderhoef said he didn't feel any political pressure about crafting the settlement.

"Bruce Darling just called to tell me of those inquiries (from the Black Caucus)," Vanderhoef said. "All we heard is that they wanted to be sure that the agreement was fair."

Assemblyman Mervyn Dymally, D-Compton, who is chairman of the Legislative Black Caucus, laughed when told about the chancellor's statement Thursday.

He said in a telephone interview that he knew nothing of the Rose settlement prior to news reports, had never made any inquiries about it and didn't believe the five other members of his caucus had either.

"When you write that story, put it in the section with 'A Million Little Pieces,' because it's fiction," said Dymally, referring to a best-selling memoir that recently was exposed for its falsehoods.

"If six members had thought it was a serious issue, they certainly would have raised it in a caucus meeting," Dymally said.
Efforts to reach Sayles and Darling on Thursday were not successful. Vanderhoef's statements came during a wide-ranging interview in which UC President Robert Dynes and UC Board of Regents Chairman Gerald L. Parsky vowed changes in UC policies to make pay and severance packages more open to public scrutiny.

News reports about high administrator salaries, perks and severance packages cut without regent approval have sparked public outcry. It's unclear why lawmakers would have contacted Sayles, because regents have expressed concern they weren't advised of the financial arrangements.

"From the regents' standpoint, we recognize that there needs to be cultural change organized around accountability and transparency," Parsky said. "If the administration can't defend publicly what it is doing, then it shouldn't be doing it."

Dynes added: "We've made some mistakes and we're going to fix that as we move forward. ... The policy will be much clearer and more transparent."

The state Legislature has scheduled hearings on the UC pay issue and ordered an audit into UC pay practices.

The UC regents, the governing board over the university system, will now authorize pay raises, bonuses and other stipends for employees earning more than $200,000. Dynes, Parsky and Vanderhoef stressed Thursday that the salaries, severance packages and perks often are needed to attract top talent and remain competitive.

But critics have balked at the financial arrangements, especially at a time when student fees have risen dramatically in recent years.

Outrage over the Rose settlement has been so intense on the Davis campus that a group of faculty is trying to force an Academic Senate vote of no confidence against Vanderhoef.
March 22, 2006

PROFESSOR DANIEL SIMMONS, Chair
Davis Division of the Academic Senate

RE: UC Davis Academic Senate Regulations 500-520 – Request for Revisions

Dear Professor Simmons:

At its meeting of March 17, 2006, the Graduate Council discussed the need for a wording change to the Davis Division of the Academic Senate Regulations 500-520, Requirements for Higher Degrees. In reviewing requests for changes to graduate program degree requirements, Council’s Educational Policy subcommittee (EPC) has found that some programs allow students to have more committee members on their thesis or dissertation committees than is stipulated in the Davis Division regulations. The Office of Graduate Studies interprets the stated number of members as the minimum number required. However, the wording of the regulations actually specifies the number. The EPC recommended that Council request a re-wording of the document to state “a minimum of three members” or “a minimum of five members” where the regulations specify “three” or “five.” The Graduate Council supported a motion to make this request, with nine votes in favor and two votes opposed.

The proposed insertions of a minimum of are bolded and underlined in the enclosed document at the following six locations:

- Page 2, 500. (C) (3) (b) line 1 (Page 2, Paragraph 1, line 1)
- Page 3, 508. (C), line 1
- Page 6, 520. (C) (4) Plan A, line 2
- Page 6, 520. (C) (4) Plan A, (a) line 1
- Page 7, 520. (C) (4) Plan B, line 2
- Page 7, 520. (C) (4) Plan C, line 2

Please relay Council’s request for these proposed revisions to the appropriate bodies for review and approval. If you have any questions, please let me know. Thank you for your assistance.

Cordially,

Andrew L. Waterhouse, Chair
Graduate Council

lsw

c: Edward Caswell-Chen
   Jeffery Gibeling
Graduate Council’s proposed revisions, endorsed March 17, 2006

http://academicsenate.ucdavis.edu/documents_regulations.cfm

REQUIREMENTS FOR HIGHER DEGREES

500. General Requirements for Master’s Degrees

(A) Departments or fields of study in which students may become candidates for Master's degrees and specific departmental regulations must be approved by the Graduate Council and are published in the Announcement of the Graduate Division.

(B) Students will pursue one of the following plans for fulfillment of the requirements for the Master's degree, depending on the advice of the department or group selected for the major work. One or the other or both plans may be adopted. Departments or groups adopting both plans shall designate the plan to be followed by each student.

Plan I. There are required 30 units of graduate and upper division courses (the 100 and 200 series only) and, in addition, a thesis or a project in lieu of a thesis. At least 12 of the 30 units must be graduate work in the major field. The student is subject to guidance by the major department or group regarding the distribution of his or her work.

Plan II. There are required 36 units of graduate and upper division courses, of which at least 18 units must be graduate courses in the major field. Not more than 9 units of research (299 or equivalent) may be used to satisfy the 18-unit requirement. A comprehensive final examination in the major subject, of such nature and conducted in such manner as may be determined by the department or group concerned, is required of each candidate.

(C) The following rules apply.

1. Departments or groups may specify requirements in addition to those listed above to be completed by their students under either plan.

2. Only courses in the 100 and 200 series in which the student is assigned grades of C- or better, or S, may be counted in satisfaction of the requirements for the Master's degree under either plan. Courses in the 300 and 400 series may be accepted if they have been approved by the Graduate Council. Furthermore, the student must maintain an average of three grade points per unit in all of the above courses except those graded S or U.

3. For those under Plan I:

(a) The thesis or project subject must be approved by the Dean of Graduate Studies as indicated on the form submitted for Advancement to Candidacy.
Graduate Council's proposed revisions, endorsed March 17, 2006

(b) A committee of a minimum of three shall be appointed by the Dean to pass finally upon the merits of the Master's thesis or project. Whenever possible, one member of the committee shall be chosen from a department other than that of the major subject. (Am. 1/24/72)

501. Master of Arts or Master of Science

(A) Under Plan I, a candidate for the Master of Arts or Master of Science degree must complete a thesis.

(B) Each accepted thesis must be deposited by the candidate in the office of the Dean of Graduate Studies for transfer to the University Library.

(C) Each thesis must be prepared in the form prescribed by the Graduate Council. (Am. 1/24/72)

502. Master of Education

(A) The candidate must satisfy the requirement for Plan II for the Master's degree, except that only 12 of the 36 units need be in graduate level (200 series) courses.

(B) The candidate must either (1) have an approved teaching credential or (2) complete a program including at least 9 units of approved prerequisite courses that will, in the judgment of the committee in charge of his or her field of specialization, ensure an adequate preparation for successful work in that field. (Am. and renum. 1/24/72)

503. Master of Engineering

(A) The candidate must satisfy the requirements for Plan II for the Master's degree, except that only 12 of the 36 units need be in graduate (200 series) courses.

(B) The candidate shall demonstrate competence in the design of structures, circuits, machines, or processes appropriate to the field of specialization. Subject to the approval of the Graduate Council, the program of study will be determined and administered by the College of Engineering.

(C) The program of each candidate shall be under the supervision of a faculty committee appointed by the Dean of the College of Engineering. (Am. and renum. 1/24/72)

504. Master of Fine Arts

(A) The candidate must satisfy the minimum requirements for Plan I of the Master's degree and shall submit a suitable project in lieu of a thesis.

(B) The candidate must complete a minimum of 48 units of acceptable graduate, undergraduate, and professional courses. (Am. 1/24/72)
505. **Master of Health Services**

   (A) The candidate must satisfy the minimum requirements for Plan I of the Master's degree.

   (B) The candidate must satisfactorily complete a minimum period of one quarter as an intern or resident, as specified in the program proposal for the specific field of study. (App. by Rep. Assembly 1/24/72, effective 10/19/72)

506. **Master of Arts in Teaching**

   (A) The candidate must satisfy the requirements for Plan II of the Master's degree.

   (B) The candidate must complete a minimum of 18 units in professional courses in Education. (App. by Rep. Assembly 1/24/72, effective 10/19/72)

507. **Master of Business Administration**

   (A) The candidate must complete 72 units (approximately 24 courses) of acceptable graduate, professional, and undergraduate courses.

   (B) The core courses may be waived and the total course load reduced for students who have completed equivalent courses at another accredited institution of higher learning. However, students must complete a minimum of 14 courses in the program to qualify for the degree.

   (C) A part-time student may enroll in no more than two courses per quarter (excluding lower division remedial courses). (App. 10/28/75; Am. 10/30/89)

508. **Master of Agriculture and Management**

   (A) The candidate must satisfy the minimum requirements of Plan II for the Master's degree.

   (B) The candidate must satisfactorily complete a minimum of 42 units of acceptable graduate, professional and undergraduate courses.

   (C) The graduate adviser will appoint a minimum of three faculty members to serve as a guidance committee for each student in the program.

   (D) In addition to (A) and (B), the candidate must satisfactorily complete 20 weeks of full-time internship in a work experience approved by the guidance committee. (App. by Rep. Assembly 4/21/80)
Graduate Council's proposed revisions, endorsed March 17, 2006

515. Doctor of Engineering  The degree of Doctor of Engineering will be granted on the following conditions.

(A) The candidate shall have received the Bachelor's degree from the University of California in an engineering curriculum that provides adequate preparation for the proposed major field of study, or shall have successfully pursued a course of study equivalent to that represented by such a degree.

(B) The candidate shall have completed at least two years of graduate residence at the University of California.

(C) The candidate shall have completed a program of study in one of the major professional fields of engineering approved as such by the Coordinating Committee on Graduate Affairs. The program of study shall normally include such preparation in fields other than engineering as will provide broad support for the candidate's professional studies, and shall be approved in each case by the department. The student must maintain a minimum average of three grade points per unit in all course work undertaken except those courses graded S or U. (Am. 1/24/72)

(D) Before advancement to candidacy for the degree, the student shall have passed qualifying examinations in the major professional field and in such supporting minor fields as the department shall in each case designate. The department may, in such cases as it deems appropriate, require of any prospective candidate and examination in the reading knowledge of a foreign language.

(E) The candidate shall have submitted an acceptable dissertation in a field of professional application which shall demonstrate, through a comprehensive analysis of design, a grasp of economic or other feasibility factors as well as a knowledge of the technical features of the problem with which it deals.

(F) Except as otherwise provided in this Regulation, procedure before and during candidacy for the degree shall conform to that provided for the degree of Doctor of Philosophy under Plan B. (App. 1/26/71)

518. Doctor of Education  The Doctor of Education degree will prepare educational leaders for important positions in the public schools as administrators, policy analysts, resource persons and consultants on issues related to educational reform, planning, fiscal controls and personnel issues, as well as for teaching careers in universities, community colleges or other institutions.

(A) Normally the candidate shall come with an M.A. degree or equivalent and shall have a minimum GPA of 3.2 in upper division undergraduate and M.A. coursework.

(B) The candidate shall have completed a program of study which shall normally include core courses (required courses that are normally taken by an entire cohort), fieldwork practicum, elective courses selected by the candidate from one or more areas of emphasis, and dissertation research.
Graduate Council’s proposed revisions, endorsed March 17, 2006

(C) There is no foreign language requirement.

(D) All candidates shall complete at least a two-semester field-based research project, apart from routine field-based assignments related to the coursework. This project is expected to lead to the dissertation research design and should be conducted under the mentorship of a faculty member.

(E) The candidate shall normally be expected to construct a dissertation proposal with a clear theoretical framework, an adequate collection of original data, a critical analysis of the data collected, and a direct and specific discussion of the implications of theory and data for educational policy and/or practice.

(F) Except as otherwise provided in this Regulation, procedure before and during candidacy for the degree shall conform to that provided in Davis Division Regulation 520 for the degree of Doctor of Philosophy under Plan B. (En. 10/31/90; App. Assembly 11/20/90)

520. Doctor of Philosophy Each department or group is permitted to adopt regulations for the degree of Doctor of Philosophy, provided that the regulations are compatible with the following sections and are approved by the Graduate Council. Each department or group must keep a current statement of such regulations filed with the Dean of Graduate Studies. (App. 1/26/71)

(A) Qualifying Examinations. Before admission to candidacy, a student must have met any deficiencies in his or her training, must have maintained a minimum average of three grade points per unit in all coursework undertaken except those courses graded S or U, and must have passed a series of qualifying examinations (including any required tests of a reading knowledge of foreign languages) before a committee to be appointed by the Graduate Council for that purpose. The department or group primarily concerned with any examination will be asked to suggest to the Administrative Committee of the Graduate Council the names of persons to be included on such examining committees, but appointment shall be made by the Dean of Graduate Studies, who will advise all parties concerned. (Am. 1/26/71; 1/24/72; Renum. 12/80)

(B) Advancement to Candidacy. Immediately following the successful completion of the qualifying examination, each student should apply on the form provided by the Dean of Graduate Studies for advancement to candidacy for the degree of Doctor of Philosophy. If the department or group so recommends, a student who has been officially advanced to candidacy may be awarded the degree, Candidate in Philosophy. (App. 1/26/71; Renum. 12/80)
Dissertation and Final Examination. (Renum. 12/80)

(1) A dissertation on a subject chosen by the candidate, bearing on the principal subject of study and of such character as to show ability to prosecute independent investigation, must receive the approval of the special committee in charge of the dissertation and of the Graduate Council before the degree is recommended. Special emphasis will be placed upon this requirement, and the degree will in no case be given merely for the faithful completion of a course of study, however extensive.

(2) The dissertation must be in a form acceptable to the Graduate Council.

(3) Not later than three weeks before the proposed date of the final examination under Plan A (see (4) below) or not later than three weeks before the end of the quarter in which the degree is to be conferred under Plan B or Plan C, the candidate shall file with the Dean of Graduate Studies one copy of the dissertation (the original if typewritten) approved by the committee in charge. An abstract of the dissertation must be filed by the same date. The Administrative Committee of the Graduate Council may, in special cases under Plan A, authorize the taking of the final examination before the dissertation is completed.

(4) The candidate shall be subject to the provisions of either Plan A or Plan B or Plan C, as outlined below, depending upon the department or group primarily concerned with his or her field of study. Each department or group is required to adopt one of the two plans.

Plan A. The Administrative Committee of the Graduate Council shall appoint a committee of a minimum of five members, which shall determine whether the candidate has met the requirements for the degree, in accordance with the following procedure.

(a) A minimum of three of the members of the committee shall be designated to guide the candidate in his or her research and to pass on the merits of the dissertation.

(b) The entire committee shall conduct a final oral examination, which shall deal primarily with questions arising out of the relationship of the dissertation to the general field of study in which the subject of the dissertation lies.

(c) Admission to the final examination may be restricted to members of the committee, members of the Academic Senate, and guests of equivalent rank at other institutions.
Plan B. The Administrative Committee of the Graduate Council shall appoint a committee of a minimum of three members, which shall guide the candidate in his or her research and shall pass upon the merits of the dissertation. This committee shall arrange for such conferences with the candidate as may be necessary for the complete elucidation of the subject treated in the dissertation. After presentation of the dissertation, but before the final action has been taken on it, the candidate may, at the discretion of the committee, be required to defend it in a formal oral examination. (App. 1/26/71) Graduate program degree requirements may require an exit seminar of each student. Satisfaction of this requirement shall be verified by the chair of the dissertation committee. (Am. 28 Feb 05)

Plan C. The Administrative Committee of the Graduate Council shall appoint a committee of a minimum of three members, which shall guide the candidate in his or her research and shall pass upon the merits of the dissertation. This committee shall arrange for such conferences with the candidate as may be necessary for the complete elucidation of the subject treated in the dissertation. The entire committee shall conduct a final oral examination, which shall deal primarily with questions arising out of the relationship of the dissertation to the general field of study in which the subject of the dissertation lies. Admission to the final examination may be restricted to members of the committee, members of the Academic Senate, and guests of equivalent rank at other institutions. (Am. 28 Feb 05)
PROPOSED DAVIS DIVISION REGULATION 529:
The University of California Entry Level Writing Requirement (Formerly Subject A)

Submitted by: _____________________________.

April __________, 2006

529. University of California Entry Level Writing Requirement.

A. The University of California Entry Level Writing Requirement is a reading and writing proficiency requirement governed by Senate Regulation 636 and this Divisional Regulation.

B. Prior to enrollment at the University of California, each student may satisfy the University of California Entry Level Writing Requirement as specified by Senate Regulation 636.

C. A student who has not satisfied the University of California Entry Level Writing Requirement prior to enrollment in the University of California, Davis must satisfy the requirement either

1. by passing the University of California Analytical Writing Placement Exam administered Systemwide or on the Davis campus, or

2. by passing Workload 57, offered by Sacramento City College, with a grade of C or better.

D. The final examination for Workload 57 shall be the University of California Analytical Writing Placement Exam, which shall be evaluated by instructors from both UC Davis and Sacramento City College.

E. A student must satisfy the University of California Entry Level Writing Requirement as early as possible during the first year in residence at the University of California. A student who has not done so after three quarters of enrollment will not be eligible to enroll for a fourth quarter. Students placed into Linguistics 21, 22 and/or 23 will have three quarters plus one quarter for each required Linguistics course to meet the requirement.
The Current Requirement:

The rules for fulfilling the University of California Entry Level Writing Requirement (ELWR, formerly known as the Subject A requirement) before enrolling at Davis are specified in the systemwide regulation SR 636 (attached). But there is currently no Davis Division Regulation specifying how the requirement must be satisfied while on this campus. Instead, the requirement is described in the Catalog and more completely on the Subject A website:

UC Davis students who have not satisfied the ELWR prior to enrollment must take Sacramento City College’s Workload 57, a course in basic writing taught on the Davis campus that carries 4.5 units of UCD workload credit. To meet the Subject A requirement, students must then pass the University of California Analytical Writing Placement Examination (AWPE, formerly known as the Subject A exam), offered as the final examination for Workload 57.

Students who pass Workload 57 but do not pass the AWPE as the final examination may take the Orientation Week AWPE at the beginning of the following quarter. If they again fail the exam, they must retake Workload 57.

Students who pass Workload 57 a second time but do not pass the AWPE may request a portfolio review of their coursework. First-time Workload 57 students who fail the final examination but who earned an A or A- in the course or have received a B or higher in Linguistics 23 and Workload 57 may request a portfolio review before enrolling in Workload 57 a second quarter. [Source: http://wwwenglish.ucdavis.edu/suba]

The Proposed Change:

This proposal changes the current practice in two ways:

1) Section C (2) states that Workload 57, passed with a grade of C or better, should itself satisfy the ELWR.

2) Portfolio review is omitted as an option for meeting the requirement.

The remainder of the proposal provides the necessary codification of current practice as a Davis Regulation.

Rationale For the Proposed Change:

The University of California requires that all undergraduate students (including international students) satisfy the Entry Level Writing Requirement (ELWR) by demonstrating a minimum proficiency in English composition. There are a variety of ways to meet this requirement, which are outlined in SR636. Two common ways of satisfying the ELWR are: 1) to submit proof of completion of a transfer-level college course of four quarter-units or three semester-units in English composition with a grade of C or better; or 2) to take and pass the AWPE (the Analytical Writing Placement Exam, formerly known as the Subject A exam). Systemwide, a student who does not pass the AWPE is placed in the appropriate pre-English 1 class based on the score (s)he received.

Prior to 1993, UC Davis students who did not satisfy the requirement before matriculation would be placed either in one of the Linguistics series of classes or in the English A class taught here on campus by English department lecturers (Unit 18 members) and advanced graduate students. At that time, taking English A and
receiving a "C" or better as a course grade fulfilled the ELWR requirement. This class met for 4 hours a week (40 hours a term), and provided 2 units of workload credit and 2 units of baccalaureate credit. During the serious budget situation in the early 1990's, the decision was made to outsource this class. Cynthia Bates, director of the campus Subject A program, was asked to develop a version of the class that could be taught here on campus by Sacramento City College instructors. The resulting class (Workload 57) is in essence a superset of the English A class - it requires the same amount of writing, both in-class and out of class, and is graded similarly. However, it meets for 50 hours a term instead of 40 (a 25% increase), and requires 3 textbooks (the two used in English A, plus an additional one).

There is one other major difference - the final exam in English A was a "Subject A-like essay" that SCC and Davis Unit 18 faculty jointly graded, while in Workload 57 the final is the AWPE exam, which the student must pass in order to move on to introductory English composition courses. Using the AWPE exam in this way and having it graded by both SCC and Davis Unit 18 faculty was apparently done to attempt to ensure that outsourcing the course would not lead to a reduction in the quality of instruction. However, two different reviews of the program (one in 1998, and another in 2003) have concluded that requiring students to pass the AWPE in order to meet the ELWR requirement is not an effective use of resources. Students who receive a passing grade in Workload 57 yet fail the exam are forced to retake the class, sometimes several times.

Several years ago, the option of portfolio review was added: Under certain carefully defined circumstances (outlined above under current practice) students may request a portfolio review of their work in Workload 57. The pass rate on this portfolio review is approximately 90%, indicating that failing to pass the AWPE final exam does not appear to correlate strongly to the student's ability to write adequately.

Based on the reports from 1998 and 2003, and the fact that each year students are disenrolled for failure to meet the ELWR requirement who are otherwise in good academic standing, the Preparatory Education committee has recommended changing the way the ELWR can be met. Their recommendation is to modify the current practice by discontinuing the portfolio review process, and by allowing a class grade of "C" or better in the Workload 57 class to be sufficient to meet the ELWR.

Both the Preparatory Education committee and the Undergraduate Council have discussed this proposal extensively over the last three years, and the UGC whole-heartedly supports the recommendation and the proposed regulation for many reasons:

* The regulation would bring this course in line with all others on the UCD campus. As far as we know, this is the only example in which a course grade is not sufficient to meet a requirement.

* The regulation would bring us in line with the approach used by 6 of our sister campuses

* The regulation would prevent students from being required to repeat a class they have already passed (and in fact received a grade of "C" or better).

* Since in-class writing accounts for 40-45% of the Workload 57 grade, and a student cannot receive a "C" or better as a class grade unless they are able to maintain a minimum "C" average on the in-class writing assignments, the UGC feels the change proposed by the Prep Ed committee will not lead to large numbers of unqualified students circumventing the ELWR requirement.

* The regulation will allow a more effective use of financial resources. Before it was outsourced, class sizes in English A were 22 for regular classes, and 14 for ESL, EOP and STEP sections. Currently, Workload 57 class sizes are 30 for regular classes, and 18 for ESL, EOP and STEP sections. The administration will use the money saved by implementation of this regulation to buy down class sizes (which is particularly important for ESL students).
* The regulation would clarify what is in essence a double-message sent to students and to our community college colleagues. On the one hand, the existing approach includes an aura of elitism that implies that the course grade in a class taught by *our* Unit 18 members is acceptable, but if the class is taught by someone else we need to stand over their shoulders and check their work. On the other hand, approximately 33% of our new students have met the EWLR by taking a course elsewhere. Why do we only check the work of "others" when it involves the Workload 57 issue?

[attachment: Senate Regulation 636]
Appointments – Reported to Representative Assembly  
6/1/06  
Divisional Officers – 2006-07  
Chair: Linda Bisson  
Vice Chair: Robert Powell  
Secretary: Patricia Harrison  
Parliamentarian: Jerry Kaneko

**Academic Federation Excellence in Teaching Award:**  
Stanley Sue

**Academic Freedom and Responsibility**  
Alan Brownstein, Chair, Catherine Kudlick, Albert Lin, Max Nelson, and Eric Rauchway  
*UCAF Davis Divisional Representative: Alan Brownstein*

**Academic Personnel Appellate Committee**  
Bruce Gates, Chair, Stuart Cohen, Ron Hedrick, Joy Mench, and Lynn Roller

**Academic Personnel Oversight Committee**  
Catherine Paul Morrison, Chair, Chris Calvert, Vice Chair, William Casey, Laurel Gershwin, Ines Hernandez-Avila, Chip Martel, Jerry Powell, Christopher Reynolds, Steven Tharratt  
*UCAP Davis Divisional Representative: Chris Calvert*

**Admissions and Enrollment**  
Keith Widaman, Chair, Jennifer Chacon, Penny Gulan, Terrence Nathan, and Ronald Phillips  
*BOARS Davis Division Divisional Representative: Jennifer Chacon*

**Affirmative Action and Diversity**  
Bruce Haynes, Chair, Christopher Elmendorf, Ching Yao Fong, Carlito Lebrilla, Gloria Rodriguez, Jon Rossini, and Monica Vazirani  
*UCAAD Davis Divisional Representative: Bruce Haynes*

**Courses of Instruction**  
Roger McDonald, Chair, Linton Corruccini, Adele de la Torre, Mohammed Hafez, Richard Plant, and Ben Shaw (W,S)

**Distinguished Teaching Awards**  
Michael Saler, Chair, Frances Dolan, Krishnan Nambiar, Jim Shackelford, and Gina Werfel
**Elections, Rules and Jurisdiction**  
Jay Helms, Chair, Tom Farver, and G. J. Mattey

**Emeriti**  
Alan Jackman, Chair, Zunilda Gertel, Bill Lasley, Maria Manoliu, Dean Simonton, Robert Smiley, and Haig Zeronian

**Faculty Privilege and Academic Personnel Advisers**  
Robert Rucker, Chair, Ed Imwinkelreid, Evelyn Lewis, Martine Quinzii, and Dino Tinti

**Faculty Research Lecture Award**  
Stephen Kowalczykowski, Chair, Bruce Hammock, Zuhair Munir, Geerat Vermeij, and Tilahun Yilma

**Faculty Welfare**  
Brenda Bryant, Chair, Allison Coudert, John (Jack) Gunion, Saul Schaefer, Lisa Tell, Chi-Ling Tsai, and Alan Jackman (Emeritus member)  
*UCFW Davis Divisional Representative: Brenda Bryant*

**Grade Changes**  
Greg Miller, Chair, Robert Becker, Paul Bergin, Andres Resendez, and Francine Steinberg

**Graduate Council**  
Andrew Waterhouse, Chair, Shrini Upadyaya, Vice Chair, Nicole Baumgarth, Anne Britt, Matthew Farrens, Lynette Hunter, Tonya Kuhl, Walter Leal, Martha Macri, Jay Mechling, Hans-Georg Mueller, and Reen Wu  
*CCGA Davis Divisional Representative: Shrini Upadyaya*

**Graduate Student Privilege Advisor**  
Jerry Hedrick

**International Studies and Exchanges**  
Pablo Ortiz, Chair, Anne Britt, Beverly Bossler, Fadi Fathallah, Arthur Krener, Cristina Martinez-Carazo, and Frank Verstraete  
*UCIE Davis Divisional Representative – Beverly Bossler*

**(A/F) Joint Federation/Senate Personnel**  
Robert Gilbertson and Kenneth Giles

**(A/F) Administrative Series Personnel Committee**  
You-Lo Hsieh

**Library**  
Winder McConnell, Chair and Andrew Waldron
**Planning and Budget**
Bruno Nachtergaele, Chair, Ross Bauer, Shirley Chiang, Patricia Conrad, Ian Kennedy, John Payne, Richard Sexton, Chris Van Kessel, and Jane-Ling Wang  
*UCPB Davis Divisional Representative: Patricia Conrad*

**Instructional Space Advisory Group (subcommittee of Planning and Budget)**
Patricia Boeshaar and Joseph Sorensen (Chair and one other member is selected by Planning and Budget Committee from its membership)

**Privilege and Tenure – Hearings**
Bill Hing, Chair, Colin Carter, Mary Christopher, Deborah Diercks, Hanne Jensen, Robert Hendren, Thomas Joo, Denise Krol, Jim MacLachlan, Sally McKee, David Shelton, and Fern Tablin

**Privilege and Tenure – Investigative**
Daniel Link, Chair, Greg Kuperberg, Vito Polito, Lisa Pruitt, and Eugene Steffey  
*UCPT Davis Divisional Representative: Daniel Link*

**Public Service**
Paul Heckman, Chair, John Largier, Peter Moyle, Barbara Sellers-Young, and Steven Tharratt

**Research – Grants**
Marion Miller-Sears, Chair, Katharine Burnett, Bill Hagen (W,S), Lynette Hunter, Suad Joseph, Neil Larsen, Ben Morris, Sharman O’Neil, Kathryn Olmstead, Ning Pan, and Stefano Varese

**Research – Policy**
Marion Miller-Sears, Chair, Robert Berman, James Carey, Nipavan Chiamvimonvat, Michael Delwiche, Thomas Holloway, Cheuk-Yiu Ng, Jon Ramsey, Alice Tarantal, Anthony Wexler, and Keith Widaman  
*UCOR Davis Divisional Representative: James Carey*

**Student-Faculty Relationships**
Joanna Groza, Chair, Rance LeFebvre, Raul Piedrahita, and Keith Williams

**Transportation and Parking**
Judith Stern, Chair, Eitan Gerstner, Susan Handy, Charles Hunt, and Quirino Paris

**Undergraduate Council**
Daniel Potter, Chair, Keith Williams, Vice Chair, Matt Bishop, Linda Egan, Thomas Famula, Alessa Johns, Philip Kass, John Yoder, Elizabeth Constable
(GE Representative), Jay Mechling (SAP Chair), Richard Levin (PE Chair), and John Stachowicz (UI&PR Chair)

UCEP Davis Divisional Representative: Keith Williams

UGC – General Education
Kathryn Radke and Jay Lund, Co-Chairs, Patricia Boeshaar, Elizabeth Constable, and William Lucas (COCI Representative will be forwarded by COCI)

UGC – Preparatory Education
Richard Levin, Chair, John Bolander, Alyson Mitchell, Jon Rossini, and Roman Vershynam
UCOPE Davis Divisional Representative – Richard Levin

UGC – Special Academic Programs
Jay Mechling, Chair, Chia-Ning Chang, Krishnan Nambiar, Ning Pan, and Wendell Potter

UGC – Undergraduate Instruction and Program Review
John Stachowicz, Chair, Timothy Morgan, and Aaron Smith

Undergraduate Scholarships, Honors and Prizes
Silas Hung, Chair, Hussain Al-Asaad, Abdul Barakat, Patricia Boeshaar, Andrew Chan, Christyann Darwent, Ting Guo, Sandy Harcourt, Rajiv Singh, Joseph Sorensen, Julie Sze, Matthew Traxler, Nancy True, Jean Vanderghynst, Bryan Weare, and Rena Zieve

Divisional Representatives to the Assembly of the Academic Senate
Representatives through August 31, 2007 (serving their second year of a 2-year term): Robert Irwin, Brian Morrissey, and Terence Murphy

Representatives through August 31, 2008 (2-year term): Matthew Farrens, Margaret (Peg) Rucker, and W. Jeffrey Weidner

Alternate Representatives (2-year terms): Alternate #1: John Rutledge (through 8/31/07); Alternate #2 - Jerold Last (through 8/31/07); and Alternate #3 - Birgit Puschner (through 8/31/08)
Ezra Amsterdam is no stranger to awards for exceptional teaching: he has won over nineteen of them in the course of a distinguished career as a cardiologist and Professor of Medicine at the UC-Davis Medical School. His first teaching award had a somewhat ambiguous name – the “Most Improved Professor” prize – but there never has been any doubt about his stellar qualities as a teacher and mentor for over thirty years. Among his many other awards are the Tupper Teaching prize, which is the highest teaching award given by the medical school, and the Distinguished Teaching Award from the American College of Cardiology, ranking him as the best teaching cardiologist in the nation. In fact, one could easily write a citation of his talents by quoting other citations of his talents: for example, one of his previous teaching awards, given by students at the Medical School, stated that “We came away from this distinguished teacher not only better students, but better people.”

Professor Amsterdam receives unstinting praise from the numerous constituencies he teaches, including premedical students, medical students, residents, interns, and junior faculty. Many attribute their choice of career in cardiology to the example he set as their mentor, including present and past Chiefs of Cardiology at UC San Diego, UC Irvine, UCD, Baylor, and Brown. He is particularly noted for teaching the clinical skills of careful physical examinations and a compassionate concern for patients, as well as teaching the latest advances in Cardiology, many of which see light in the eminent journal he founded and edits, Preventive Cardiology. He has advised many students in research, and one of these students, who won the Carlson Student Research Award, recalled, “This experience in clinical research [with Professor Amsterdam] was, from start to finish, a fantastic culmination of my medical school education.” Indeed, his fourth year course on basic cardiology is the single most popular course at the medical school, and he has extended his influence nationally through scientific presentations, books, articles, audiotapes, and the development of the concept of local Chest Pain Centers.

Part of Professor Amsterdam’s success as a teacher comes through his enthusiasm, lucidity, energy, and patience, and another part is due to his wide-ranging intellectual curiosity. As one former student writes, discussions with him ranged over “a whole cadre of political, philosophical, and literary issues. These sessions would often leave me with a feeling of true intellectual interaction”.

2006 Distinguished Teaching Award Recipients

Citation for
EZRA AMSTERDAM, M.D.
Distinguished Graduate/Professional Teaching Award
Perhaps the secret to his extraordinary success across such a wide-range of activities is revealed by the following comment by a former student: “He also taught me a key point that has become pivotal in all aspects of my professional and personal life. This was the idea that one faces limitations in professional, personal, and public life, yet by far the true limitations were those that were self-imposed. Working with him allowed me to understand this concept and helped me enormously in my life.” That heartfelt insight alone is worthy of a prize, and the DTA Committee is pleased to present the Distinguished Graduate/Professional Teaching Award to Ezra Amsterdam.

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Citation for
GARY B. ANDERSON
Distinguished Graduate/Professional Teaching Award

“He has changed the world for his students and they in turn have changed the world.”

Such is the sentiment expressed in numerous letters nominating Professor Gary B. Anderson for the Distinguished Graduate Teaching Award. He has devoted his professional and personal life to the education and development of young scientists at UC Davis. Professor Anderson’s nomination letters are filled with pithy statements that capture the essence of his approach to, and effect on, graduate student education. The success of this approach is seen in the achievements of past students: they are veterinarians, professors at illustrious institutions, research technicians, scientific writers, embryologists, zoological scientists, “university scholars”, endowed chairs, and deans. His students have received numerous honors including the UCD Outstanding Graduate Student Teaching Award, the UCD Chancellor’s Teaching Fellowship, and first place in the International Embryo Transfer Society’s highly contested, prestigious student competition.

“Professor Anderson’s standards for excellence are legendary”. Beyond meticulous care to present the most up-to-date scientific findings in his courses in which “each graphic/slide is carefully selected to accurately and effectively distill a Herculean amount of work down to its “rememberable” essence”, even his lecture attire, down to his tie and socks, is coordinated to reflect the lecture content. Part of his success at shaping the lives of his students lies in the motto “think like a scientist, communicate like a lay person.” Many nominators commented on Professor Anderson’s instructive and comprehensive editing style: “to this day, I believe that Gary is a major shareholder in the Bic pen corporation” wrote one nominator reminiscing about the “sea of red ink” that bathed the first draft of her thesis. Yet, she noted, Professor Anderson skillfully
retained the uniqueness of the writer’s voice. A former graduate student commented, “He inspires his students to achieve academic performance levels far beyond their expectation. There is an unparalleled, rewarding feeling for meeting Professor Anderson’s rigorous academic standards. That feeling motivates many of us to assume even greater challenges.”

His work ethic is inspirational: “Dr. Anderson arrived earlier. And worked harder. And stayed later.” Yet this is tempered by his effective use of humor by interjecting “some of his famous deadpan throw-away lines” that invariably elicit laughter and the creation of a collegial research team. Professor Anderson promotes his students tirelessly and facilitates learning opportunities that enable students to achieve sometimes ground breaking research; when such accomplishments gain media attention, Professor Anderson insists that his students be included in the interviews. He financially enables his graduate students to attend critical conferences (both national and international) where the students, with introductions by Professor Anderson, broaden their scientific networks. And he mentors the heart and soul of the students with generosity of spirit, time, donuts, and the ever famous “turkey and all of the fixins” dinner. One nominator sums up the experience of being under Professor Anderson’s tutelage: “His extraordinary guidance, support, and mentoring have helped his students to be ready for the tasks and challenges ahead of them in life. He has provided a nurturing and respectful environment and encouraged and inspired his students to be the best they could be. He has shown patience, diligence, and compassion in the face of resistance. He is respected and viewed as an extraordinary individual….” The DTA committee could not agree more with this assessment and is honored to confer the 2006 Distinguished Teaching Graduate/Professional Award to Professor Gary Anderson.

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Citation for
WILLIAM H. FINK
2006 Distinguished Undergraduate Teaching Award

It is indeed a delight to honor Professor Emeritus William H. Fink with this year’s Distinguished Teaching Award. In doing so, we recognize his life long commitment to improving the quality of undergraduate instruction at UC Davis and his mentoring efforts. The people who benefited from his mentoring include not only undergraduate students, but graduate students, staff and faculty. A former student now a university professor writes: “I attribute my academic success to the training and mentoring I received from Bill.” In the words of a colleague, Prof Fink is the quintessential teacher-scholar and mentor. He is a model citizen of our campus.
Professor Fink taught several large enrolment courses in Chemistry. The upper division courses are viewed as extremely challenging by students, yet he receives high marks from his students. Students love his teaching philosophy and the clarity with which he explains advanced physical chemistry concepts. One former student writes: “I did not know how interesting quantum chemistry would be until I met Professor Fink. The general feeling among students was: Quantum chemistry was to be avoided because it was so hard to understand. Indeed, quantum chemistry is not easy, but Dr. Fink was always willing to take the time to explain details so I could understand. That student went on to do graduate studies at UC Berkeley. The student continues: “For many years now, I have been able to teach others the principles of quantum chemistry and Biophysics patterned much after the mentoring I received from Dr. Fink”. Professor Fink trained an army of scientists and teachers now serving at institutions world wide, some even received teaching awards from their own institutions.

Professor Fink served as the Master Advisor for Undergraduate Students since 1986 until his retirement. In fact he was an advisor to everyone in Chemistry, including graduate students and faculty. A former student who is now a Professor at Cornell University writes: In my 19 years at Cornell, I served as faculty advisor to many undergraduate students. In my discussions with those students my internal model is surely the relationship that I had with Professor Fink. What I recall most strongly about my conversations with Professor Fink is the calm, patient and assured way in which he guided me through the various decisions of undergraduate life, starting with choice of courses, assessment of interesting research areas and choice of graduate programs.

Professor Fink was very active in revising the Chemistry Undergraduate Curriculum. A key instructional innovation he developed is his internet based tutorials for pre-lab presentations and post-lab exercises for the general chemistry courses Chem 2 A, B & C, which serves several thousand students each quarter. In the words of a colleague, a DTA recipient and who taught this course series, Bill truly deserves a medal for devising the codes for a year-long sequence of labs that will not ever let a student proceed to Step 2 of a calculation until Step 1 has been correctly. This program has enhanced the student learning, makes the students well prepared to do the experiments before they come to the labs and improved lab safety.

Professor Fink’s application of information technology for teaching is not limited to chemistry instruction. During 1999 – 2002 he was an active participant in SITT, a campus wide program designed to teach other faculty members on the campus the innovative uses of information technology for improving instruction, by sharing his own experience with others.

Professor Fink is an ardent believer in engaging undergraduate students in research. Some of his mentees have gone on to pursue their graduate education
and are now serving as Faculty worldwide. He had been an active participant in
the MURPPS (Minority Undergraduate Research Participation in the
Mathematical and Physical Sciences) program at UC Davis. Professor Fink was
an active participant in the joint effort between MURPPS and the Sacramento
based Project pipeline to bring Saturday Science Academies to Middle School
and High School students in the Davis-Sacramento-Woodland area. Such
dedication to education is rare indeed. Professor Fink is also very active in
sponsoring undergraduate students interested in research to join scientific
societies such as the American Chemical Society and Sigma Xi.

The committee concurs with all the sentiments expressed by Professor Fink’s
students and colleagues. We are pleased to bestow the 2006 Distinguished
Undergraduate Teaching Award on Professor William H. Fink.

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Citation for
CHARLES GASSER
2006 Distinguished Undergraduate Teaching Award

‘Training our students to meet the challenges of the future” is his motto and he
had been extremely successful!

“ My career and educational goals were established during my undergraduate
study with Dr. Gasser “ wrote a former undergraduate student, now a graduate
student at UC Berkeley.

“Excellent lecturer with an amazing ability to convey even complex concepts
effectively”, “his contagious enthusiasm for science in general and the course
material in particular”, “his genuine concern for the students' understanding of the
course material”, “He is one of the best instructors at UCD”, “undoubtedly one of
the most skilled professors I had at UCD” are some of the comments that appear
frequently in the student letters we received in support of his nomination.

“Professor Gasser brings an excitement and energy to his teaching that inspires
his students and colleagues alike. He embodies the highest level of teaching
excellence within the university” wrote the Chair of MCB. Students in his large
enrollment course comment repeatedly on his extensive and deep knowledge of
the material, his unique ability to capture their interest and make the material
relevant and interesting and his ability to intellectually engage students in the
lecture material so that they become active participants in the learning process. “
I enjoyed going to his lectures even though biochemistry is not my favorite
subject, because Dr. Gasser explained how the concepts explained in the class
were the basis of many concepts in other areas of biology” wrote one satisfied
student. He offers the students respect and encouragement both within and outside the classroom. He gets excellent student evaluations and his students seek out every opportunity to take other courses from him. There is no higher praise from students than this.

Professor Gasser is also an ardent believer in the merits of training undergraduate students in research. He has trained numerous students in his lab, and encourages and trains them to make scientific presentations at research conferences. He mentors not only undergraduate students, but graduate students and even junior faculty. “Chuck taught me a huge amount about how to teach a large undergraduate class” wrote a junior colleague.

Professor Gasser is a strong believer in the application of modern technologies in teaching. He was among the first of the UCD faculty to get students to solve real problems online using genomics and informatics tools as they became available. He continuously revised the course material to make it current. He developed websites to provide students the opportunity to observe and manipulate the three dimensional structures of the biomolecules they were studying.

In 2004-2005 Professor Gasser served as the Chair of the MCB Curriculum Committee where he oversaw an in-depth review of the Biochemistry and Molecular Biology major and considered revisions in the laboratory course offerings. Subsequently the College of Biological Sciences awarded Professor Gasser its Faculty Teaching Award.

The DTA committee is pleased to recognize this dynamic and enthusiastic teacher and mentor with the 2006 Distinguished Teaching Award.

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Citation for
TONYA KUHL
2006 Distinguished Undergraduate Teaching Award

“Professor Kuhl rocks my socks.....”

Professor Tonya Kuhl demonstrated a flair for teaching even before she came to UC Davis as an Assistant Professor in 2000. During her interview seminar, she “rocked the socks” of her audience by demonstrating the operation of a sophisticated device for measuring surfaces with a model constructed out of paper, string, and plastic. It was clear from the beginning that she was both an excellent scholar and a natural educator.
Professor Kuhl’s early promise as a distinguished teacher has been fulfilled by her contributions to education in the field of Chemical Engineering. She has developed an accelerated version of the Chemical Engineering Laboratory course in which students apply theoretical principles to problems in the laboratory. One of the lessons of the course is that engineers often do not have all of the information needed to obtain the perfect solution to a problem. They operate under real-life constraints on time, money, and equipment. The following quote from one of her students illustrates how much they appreciate this lesson:

“I went to her seeking concrete answers pertaining to the missing information I needed, but came to realize she had a knack for steering me in the right direction and then leaving me hanging. I must admit that I was a little frustrated by this at first….I eventually realized that she wanted us to use any means we could think of to fill the gaps …. including drawing on knowledge from past coursework, doing new research, or even making some common sense assumptions to come up with our own approximations...Tonya taught be to be confident in my creative reasoning.”

Professor Kuhl’s courses are challenging, but she is willing to provide students with the time and resources that they need to succeed. She tells her students, "When you suffer, I suffer." She has an open door policy and is available 24/7 when the laboratory course is in session. One student commented, “She honors her name. She is cool!”

In addition to her activities in the classroom, Professor Kuhl has donated considerable time and expertise to student extracurricular activities. She is the faculty advisor to the UC Davis chapter of the American Institute of Chemical Engineers. She has supervised activities ranging from making ice cream using liquid nitrogen for thousands of Picnic Day visitors to constructing a car for the national Chemical Car Competition. Students in the Department of Chemical Engineering and Materials Science recently recognized Professor Kuhl’s contributions inside and outside of the classroom by voting her the 2004-2005 Professor of the Year.

The Distinguished Teaching Awards committee shares the sentiments that were expressed by her faculty and student nominators. We are honored to confer the 2006 Distinguished Teaching Undergraduate Award to Professor Tonya Kuhl.

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Citation for
NORMAN MATLOFF
2006 Distinguished Undergraduate Teaching Award

Professor Norman Matloff holds his students to the very highest standards and, in return, receives their highest praise.

One student said of Professor Matloff that, “His tests are probably the most unique I’ve ever taken. I never feel the need to cram, primarily because it does you no good. His tests test the understanding of a subject, not the ability to memorize or jump through hoops. I think from all six tests I’ve taken from him I’ve walked out of each one feeling a little bit smarter, because his questions are aimed for the student to apply what he knows to solve a problem.” The Committee for the Distinguished Teaching Award is delighted to honor this inspiring teacher who demands so much of his students while demonstrating his genuine concern for their future.

Professor Matloff abhors rote memorization. Instead, he requires his students to think critically. Never giving make-work assignments, he instead carefully designs problems that engage the student in the material. He is especially effective in integrating the material from various aspects of the course, as well as bringing in material from the prerequisite courses. He has developed highly innovative sets of written course materials, and his exams follow the same philosophy of quite simply requiring the students to think!

The Committee was struck by Professor Matloff’s concern for his students. Students ranging from those who get straight As to those who are struggling felt that he really cares about their success in his classes. Norm’s concern for his students is clear from comments that we saw, as well as the fact that he has previously received a campus-wide Outstanding Faculty Advisor Award.

Professor Matloff describes his most gratifying moment in teaching as an instance in which he helped a student get a job at a major software company. The student had a troubled past and lacked confidence. Nonetheless, he had shown good insight in Norm’s class, and Norm helped him. In thanking Dr. Matloff, the student wrote, “You’re the only one who has ever shown any faith in me.”

Professor Matloff has also been a leader in curricular development in the Department of Computer Science. He is the original and sole developer of four of their undergraduate courses and one graduate course. He is also the co-developer of several other courses. As Chair of their Undergraduate Affairs Committee for the past six years, he has spearheaded the development of a new and innovative sequence of courses for non-majors.
The Committee is delighted to recognize this inspirational teacher with the 2006 Distinguished Teaching Award.
**2006 Distinguished Scholarly Public Service Award Recipients**

**Kenneth Brown, M.D., Ph.D. (Nutrition)**

Dr. Brown is a Professor of Nutrition and Director of the Program in International and Community Nutrition. He is being honored for his numerous contributions towards translating state of the art knowledge in nutrition and medicine towards preventive measures that will result in saving hundreds of thousands of lives in developing countries. This includes several unpaid consultations to the World Health Organization and the Pan American Health Organization, to create several key documents that have become the foundation for global policies on infant and young child feeding, as well as his leadership in establishing and now chairing the International Zinc Nutrition Consultative Group. It is estimated that more than 1 billion people suffer from zinc deficiency, yet without Dr. Brown’s commitment to bringing this problem to the world’s attention; its life-threatening consequences would likely go un-noticed.

As one of his former graduate students wrote, “what has left the most clear mark on me… is his sincere devotion to the alleviation of human suffering associated with hunger and malnutrition, particularly when this affects the lives of infants and young children.” Dr. Ricardo Uauy, the current President of the International Union of Nutrition Scientists, who has known Dr. Brown since they were pediatric residents together in Boston, commented on Dr. Brown’s dedication: “It took commitment to abandon a secure position…at Johns Hopkins University and start his independent career at the Cholera Research Laboratory in Dhaka, Bangladesh. This was a time when Bangladesh was politically unstable after gaining independence from Pakistan. Dr. Brown was there to contribute his talent to the emergent International Diarrheal Disease Research Center.” He took on his next challenge when he spent five years in Peru as a visiting scientist at the Instituto de Investigacion Nutricional. Dr. Uauy commented further that “I know of few other researchers …who have had as distinguished a record of scholarly public service.”

Dr. Brown joined the UC Davis faculty in 1989, where he has continued to contribute his vision and insightful leadership in tackling one of the world’s most pressing problems. His unflattering commitment to the poor, coupled with the highest scientific integrity, has made him a role model for students and faculty alike.

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**Carole Joffe, Ph.D. (Sociology)**

Dr. Joffe is a Professor of Sociology who has made extensive scholarly public service contributions in the area of reproductive health, to both the medical community and the public at large. Dr. Joffe has worked for many years on a pro bono basis with a variety of medical groups concerned with reproductive health issues. To quote from the Chief Medical Officer at Planned Parenthood in New York City, Dr. Joffe “…consistently brought discussions of specific issues into a broader arena, offering “big picture” analyses that emanated from her profound knowledge of history, feminism and social policy.”
In addition to her scholarly writings, including two highly influential books on family planning and abortion, Dr. Joffe plays an active public service role by speaking frequently at training sessions for primary care physicians. As described by her nominators, her "role at such trainings is to offer an historical context of the abortion issue in the U.S., including the pre-\textit{Roe v. Wade} era, and especially to illuminate for clinicians, the complex status of this issue within the medical profession.....Dr. Joffe also makes great efforts to communicate with the general public about reproductive health issues. She has published op-eds in nearly every major newspaper in the U.S, she frequently is interviewed by journalists and has appeared on numerous public radio shows…

Her columns are cutting-edge, combining the most up-to-date knowledge about technological and medical practices, science and policy making with her fundamental commitment to improving the lives and health of women, and the safety of health care professional. Professor Joffe makes a unique contribution toward redirecting public discussions on abortion away from exchanges of polarized, ideological statements to a substantive conversation about the institutional, scientific and social dimensions of this medical practice. She has maintained this extraordinarily active service record despite the very real risks to anyone who publicly takes a pro-choice stand in America today.”

As summarized by the Planned Parenthood medical officer, “Dr. Joffe embodies all the elements of a true public servant: a keen intellect, a huge heart, integrity, passion, courage, humility, vision, social conscience, and tireless dedication. Her enormous contributions have extended well beyond the walls of the university to make a real difference in women’s lives”.

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\textbf{H. Bradley Shaffer, Ph.D. (Evolution & Ecology)}

Dr. Shaffer is a Professor in the Section of Evolution and Ecology within the College of Biological Sciences who is an internationally recognized herpetologist. Dr. Shaffer has an impressive record of scholarly public service at the local, state, national and international levels, focused on the welfare and conservation of reptiles and amphibians, many of which are suffering population declines in the United States and globally. His contributions are too numerous to describe in detail, but a few examples from the nomination letter illustrate the breadth and depth of his involvement.

As a member of the Species Survival Commission for freshwater turtles, which is part of the International Union for Conservation of Nature and Natural Resources, Dr. Shaffer uses his knowledge of genetics and relatedness among turtle species, combined with his years of field experience, to devise prioritization criteria for the world’s most endangered turtle species. He has also participated in Rapid Biological Inventories Assessments in several international hotspots of biodiversity, including the Peruvian Amazon and southwestern China. As described by his nominators, “these trips are intense, sometimes dangerous, and exhausting expeditions that quantify biodiversity for international conservation. A team of experts typically helicopters into a remote area where the team rapidly surveys and photographs all the species they can find in a few weeks. No grants, publications, pay or kudos come from these trips: they are grueling days and nights of sampling done for the protection of the animals and plants. The aim of these activities is to identify, create or enhance existing national parks as joint collaborations between the governments of the countries involved and U.S. conservation organizations.”
At the national level, Dr. Shaffer has served pro bono in several capacities in the listing and protection of U.S. amphibians, including 14 years of regular, unpaid consultation to the U.S. Fish and Wildlife Service for the listing of the California Tiger Salamander as an endangered species.

To quote from the nomination letter, “Dr. Shaffer’s extraordinary efforts have resulted in an enormous conservation legacy for the people of California”. He has also contributed a great deal at the local level, having served as a scientific advisor for several counties, for the City of Davis, and for the improvement of the turtle habitat in the UC Davis Arboretum. He speaks regularly to audiences ranging from the California Academy of Sciences to science classes at Davis High School. In short, Dr. Shaffer takes every opportunity to contribute to the protection of reptiles and amphibians nationally and worldwide, and his hard work has paid off in ways that will benefit us all.

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Garen Wintemute, M.D. (MED: Emergency Medicine)

Dr. Wintemute is a Professor of Emergency Medicine and Director of the Violence Prevention Research Program. His nomination letter gives a compelling account of his scholarly public service: “Recognized as one of the nation’s foremost scholars addressing violence as a public health problem, he has weathered death threats, complaints about his scientific integrity and demands for dismissal from his job. A gun company president once advised him to keep his life insurance premiums paid up. He has published numerous scientific articles on gun violence, testified on the subject before Congress, the California Legislature and various local governments, and provided comments to Frontline, CNN the Washington Post and other media outlets. He has served as a consultant for the World Health Organization, U.S. Centers for Disease Control and Prevention, and the American Red Cross, and he has received many awards from professional and academic societies for his longstanding commitment to improve public health and safety. In 1997 Time magazine named him one of 15 international “heroes of medicine”.

With nearly 30,000 deaths a year, gun violence ranks among the top-10 killers of Americans. But in the early 1980’s, when Dr. Wintemute first set his sights on gun violence, only four or five researchers nationwide were looking at the problem as a public health issue. Since then, he has conducted groundbreaking research – and generated hard scientific data – to address the nature of gun violence, increase awareness of prevention, and focus efforts on improving public health policies. As a result of his research, state and federal legislators – as well as the victims of gun-related crimes, grassroots organizations and the general public – have advocated for and implemented more targeted violence-prevention and gun-control policies. Perhaps of greatest importance is Dr. Wintemute’s longstanding commitment of service to federal, state and local policymakers and law enforcement agencies. He collaborates regularly with staff at the California Department of Justice and the federal Bureau of Alcohol, Tobacco, Firearms and Explosives.” His vigorous and unrelenting leadership in the fight to end gun violence is an outstanding example of scholarly public service.

*******************************
Proposal: Revision to Davis Division: Academic Senate Bylaws
Amend DDBL 40-D
Submitted by: The Executive Council Special Committee on Shared Governance
Deletions are indicated by strikeout, additions are in bold type.

- Rationale: Should the proposal to create DDBL 16.5: Removal from Office be approved; the following amendment to DDBL 40-D is necessary to establish a process for replacement of a removed member(s).

40. Powers and Responsibilities

A. The Committee on Committees shall organize immediately after its election, elect its own chairperson and secretary, and make its own rules of procedure, not inconsistent with the Bylaws and Regulations of the Senate and the Davis Division. The retiring Committee on Committees shall delegate one of its holdover members to call the new Committee on Committees together for the first meeting. The new committee shall fill vacancies in its own membership and may determine when such vacancies have occurred. A member appointed to fill a vacancy shall serve only until the next regular election of members of the committee.

B. The Committee on Committees shall ascertain who are the members \textit{ex officio} of standing committees and who are the members and chairpersons of standing committees not subject to appointment by the Committee on Committees and shall report these names to the Representative Assembly. (Am. 10/19/71, effective 12/21/71)

C. Members of the Committee on Committees shall be eligible to serve as officers of the Division; and as members, chairpersons, or vice chairpersons of other Divisional committees. (Am. 10/20/97)

D. The Committee on Committees shall have the power to receive and act upon resignations, to decide when vacancies occur, and to make appointments to fill vacancies in the standing committees of the Davis Division that may occur because of resignation, prolonged illness or disability, \textit{or dismissal for cause, according to Davis Division Bylaw 16.5}. It shall report such appointments for confirmation at the next regular meeting of the Representative Assembly and, unless objection is made and an election called for by a majority vote of those present, the appointments shall stand. A person appointed to fill a vacancy shall take office at once and serve for the full remaining term, unless his or her appointment has been rejected by the Representative Assembly. (Am. 10/19/71, effective 12/21/71; Am. 10/20/97)

E. Unless otherwise specifically provided in the Bylaws of the Academic Senate or of the Davis Division, the Committee on
Committees shall designate members of the Davis Division to serve on the standing committees of the University Academic Senate. (Am. 10/20/97)

F. The Committee on Committees, or at its discretion a committee appointed by it, shall serve as a properly constituted conference body of the Davis Division to consult with the President of the University or his or her representative concerning the appointment of deans and directors.

G. The Committee on Committees shall consult in confidence with other committees, appointing bodies, or officers on the Davis Campus and throughout the University to the end that the committee assignments of any individual shall not be too burdensome.

H. The Committee on Committees shall call for nominees and volunteers from the Faculty to fill vacant positions on committees it appoints, but shall not be obligated to accept any such nominees and volunteers. No one shall be appointed to any office or committee without his or her consent. (En. 6/3/69)

I. In making appointments to regular standing committees, the Committee on Committees shall weigh the advantage of continuity resulting from reappointment of members of the committee against the advantage of continuity from the appointment of new members.

J. The Committee on Committees shall replace any officer of the Davis Division who dies, resigns, is unable to perform assigned duties for a prolonged period, or who is removed for good cause, according to Davis Division Bylaw 16.5. In the event of disability, the need for replacement shall be determined by the Executive Council. A replacement shall serve the remaining term of the original appointee. A vacant office shall be filled no later than the beginning of the second full academic term after a vacancy occurs. Selection may be made among all members of the Academic Senate, including existing officers, but no person may serve in more than one divisional office simultaneously. If a serving officer is selected to fill a vacancy, the Committee shall select a replacement for the vacancy created. In making replacement selections the Committee shall consult in confidence with other committees, appointing bodies, and officers of the Davis Division. (En. 2/23/99)
Proposal: Revision to Davis Division of the Academic Senate Bylaw 28-C
Submitted by: The Executive Council Special Committee on Shared Governance
Deletions are indicated by strikeout, additions are in bold type.

- DDBL 28-C clarifies committee membership of senior administrators and clarifies voting rights. The proposed amendments are contained in recommendations of the report of the Special Committee on Shared Governance. Specifically:

  “Another important principle relates to Senate members holding administrative positions in dean's offices (including associate deans) and in the central administration. In order to preserve the logical separation so crucial to shared governance (i.e., the maintenance of good fences) such administrators should serve on Senate committees only in an ex-officio, non-voting capacity. In addition, Senate members with administrative appointments should not serve as formal Senate representatives to joint committees. To our knowledge, there is no such restriction in place. We recommend that a bylaw be drafted to implement this restriction.

We do not believe that chairs of departments and programs, who serve at the behest of the deans, should be included in this restriction. However, we are concerned that some deans may view advice received from dean’s advisory committees, on which department chairs sit, as coming from the Senate. Such committees are not formal organs of the Senate nor are the members appointed Senate representatives. Dean’s Advisory Committees should be viewed as purely administrative committees that are not able to provide advice to the Administration on behalf of the Senate.”


  c. No member of the Division holding an administrative title of Chancellor, Vice Chancellor, Provost, Vice Provost, Dean, Associate Dean or titles with equivalent levels of administrative responsibility may serve as a member of a divisional committee or as a representative of the Davis Division to any taskforce, committee, or agency (except in a non-voting, ex officio capacity.) These restrictions do not apply to chairs of academic departments or programs.
UC Davis Athletics Baseline Data
2000 to 2004

Prepared at the Request of

Judy Sakaki, Vice Chancellor--Student Affairs
Leon Washington, Assistant Vice Chancellor--Student Affairs
on behalf of the
- Athletic Administrative Advisory Committee (AAAC)
- Academic Senate

By

Bill Kidder, Student Affairs
Thomas Estes, SARI
Gillian Butler, SARI
Elias Lopez, SARI

APRIL 2006
Principals

Office of Vice Chancellor of Student Affairs
Judy Sakaki
Leon Washington

Vice Provost of Undergraduate Studies
Fred Wood

Athletic Administrative Advisory Committee (AAAC)
Kim Elsbach

Academic Senate
Dan Simmons
Ted DeJong

Athletics Department
Greg Warzecka
Pam Gill-Fisher
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Graduation Characteristics ............................................................................................ 14

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Summary

- Between 2000 and 2004, the total number of athletes admitted decreased from 278 to 230 (see page 5).

- Upon admission (for those enrolled),
  - In 2004, 98% of athletes were UC eligible (sponsored and un-sponsored), compared to 99% of non-athletes (page 20).
  - The mean composite SAT of freshman athletes is about 25 points lower than non-athletes (see page 6).
  - The mean GPA of entering freshman athletes is 3.6. This is 0.1 points lower than non-athletes (see page 7).
  - Over time, both athletes and non-athletes are entering with more A-G units (page 8).

- The percent of UC-eligible sponsored athletes (as a percent of total athletes) increased from 57% in 2000 to 78% in 2004 (see page 20).

- While at UC Davis,
  - The mean cumulative GPA of athletes and non-athletes is very similar, less than 0.1 points (see page 11).
  - The average units taken per quarter is increasing over time for non-athletes; for athletes it has remained constant (see page 12).
  - The percent of athletes and non-athletes going to summer school is increasing (see page 12).
  - For those attending summer school, the average number of units taken in the summer is increasing (page 13).
  - The percent of athletes and non-athletes on probation or subject to dismissal has stayed relatively constant (page 13).

- Of those who graduated, for the 2000 cohort,
  - Most athletes (50%) graduated with a major in the social sciences (page 15).
  - By four years, 30% of athletes had graduated compared to 43% for non-athletes (page 17).
  - However, by the fifth year, 85% of athletes had graduated compared to 75% of non-athletes (page 17).
Athletes per Sport
Athletes per Sport

Average Number of Athletes per Sport, 2000 to 2004

Change in the Number of Athletes Between 2000 and 2004
Admission Characteristics
Characteristics at Admissions (enrolled)

Newly Admitted & Enrolled Athletes by Type of Admission, 2000 to 2004
(includes Freshman and Transfer Students)

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Athletes</th>
<th>Athletic Sponsored (UC Eligible)</th>
<th>Non-Athletic Sponsored (UC Eligible)</th>
<th>Admitted by Exception</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>278</td>
<td>159</td>
<td>92</td>
<td>27</td>
</tr>
<tr>
<td>2001</td>
<td>241</td>
<td>123</td>
<td>112</td>
<td>6</td>
</tr>
<tr>
<td>2002</td>
<td>275</td>
<td>161</td>
<td>106</td>
<td>8</td>
</tr>
<tr>
<td>2003</td>
<td>230</td>
<td>149</td>
<td>74</td>
<td>7</td>
</tr>
<tr>
<td>2004</td>
<td>230</td>
<td>179</td>
<td>47</td>
<td>4</td>
</tr>
</tbody>
</table>
Newly Admitted & Enrolled
The Mean SAT Composite Score of UCD Entering Freshmen, Athletes and Non-Athletes, 2000 to 2004

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-Athletes</th>
<th>Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>1172</td>
<td>1144</td>
</tr>
<tr>
<td>2001</td>
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<td>1145</td>
</tr>
<tr>
<td>2002</td>
<td>1171</td>
<td>1155</td>
</tr>
<tr>
<td>2003</td>
<td>1175</td>
<td>1135</td>
</tr>
<tr>
<td>2004</td>
<td>1171</td>
<td>1143</td>
</tr>
</tbody>
</table>

Newly Admitted & Enrolled
Relative Ranking of SAT Composite Scores of UCD Entering Freshmen, Athletes & Non-Athletes, 2000 to 2004

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-Athletes</th>
<th>Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>50.9</td>
<td>43.9</td>
</tr>
<tr>
<td>2001</td>
<td>50.3</td>
<td>45.6</td>
</tr>
<tr>
<td>2002</td>
<td>50.7</td>
<td>45.9</td>
</tr>
<tr>
<td>2003</td>
<td>50.8</td>
<td>40.7</td>
</tr>
<tr>
<td>2004</td>
<td>50.8</td>
<td>43.7</td>
</tr>
</tbody>
</table>
Newly Admitted & Enrolled
The Mean GPA of UCD Entering Freshmen, Athletes and Non-Athletes, 2000 to 2004

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Athletes</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
</tr>
<tr>
<td>Athletes</td>
<td>3.6</td>
<td>3.6</td>
<td>3.6</td>
<td>3.6</td>
<td>3.6</td>
</tr>
</tbody>
</table>

Newly Admitted & Enrolled
Relative Ranking of High School GPA of UCD Entering Freshmen, Athletes & Non-Athletes, 2000 to 2004

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Athletes</td>
<td>51.2</td>
<td>50.7</td>
<td>50.5</td>
<td>51.0</td>
<td>51.0</td>
</tr>
<tr>
<td>Athletes</td>
<td>41.5</td>
<td>42.9</td>
<td>45.2</td>
<td>37.8</td>
<td>40.1</td>
</tr>
</tbody>
</table>
Newly Admitted & Enrolled
The Mean Number of Extra A-G Units (Beyond 35 Units) of UCD Entering Freshmen, Athletes and Non-Athletes, 2000 to 2004

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-Athletes</th>
<th>Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>9.1</td>
<td>7.8</td>
</tr>
<tr>
<td>2001</td>
<td>9.1</td>
<td>7.7</td>
</tr>
<tr>
<td>2002</td>
<td>9.7</td>
<td>7.6</td>
</tr>
<tr>
<td>2003</td>
<td>12.0</td>
<td>8.3</td>
</tr>
<tr>
<td>2004</td>
<td>12.0</td>
<td>8.9</td>
</tr>
</tbody>
</table>

Although the relative ranking of athletes has fallen, their number of excess A-G units has increased over time (see the chart above). The number of excess A-G units for non-athletes has increased faster.

Newly Admitted & Enrolled
Relative Ranking of the Extra A-G Units of UCD Entering Freshmen, Athletes & Non-Athletes, 2000 to 2004

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-Athletes</th>
<th>Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>50.9</td>
<td>44.1</td>
</tr>
<tr>
<td>2001</td>
<td>50.7</td>
<td>43.5</td>
</tr>
<tr>
<td>2002</td>
<td>50.6</td>
<td>41.8</td>
</tr>
<tr>
<td>2003</td>
<td>51.3</td>
<td>35.0</td>
</tr>
<tr>
<td>2004</td>
<td>51.0</td>
<td>37.4</td>
</tr>
</tbody>
</table>
Newly Admitted & Enrolled
The Mean GPA of UCD Entering Transfer Students, Athletes and Non-Athletes, 2000 to 2004

<table>
<thead>
<tr>
<th>Year</th>
<th>Athletes</th>
<th>Non-Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>3.2</td>
<td>3.3</td>
</tr>
<tr>
<td>2001</td>
<td>3.2</td>
<td>3.3</td>
</tr>
<tr>
<td>2002</td>
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</tr>
<tr>
<td>2003</td>
<td>3.2</td>
<td>3.3</td>
</tr>
<tr>
<td>2004</td>
<td>3.1</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Newly Admitted & Enrolled
Relative Ranking of the GPA of UCD Entering Transfer Students, Athletes & Non-Athletes, 2000 to 2004

<table>
<thead>
<tr>
<th>Year</th>
<th>Athletes</th>
<th>Non-Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>52.0</td>
<td>51.7</td>
</tr>
<tr>
<td>2001</td>
<td>51.7</td>
<td>51.2</td>
</tr>
<tr>
<td>2002</td>
<td>51.2</td>
<td>50.8</td>
</tr>
<tr>
<td>2003</td>
<td>50.8</td>
<td>51.3</td>
</tr>
<tr>
<td>2004</td>
<td>39.2</td>
<td>39.5</td>
</tr>
</tbody>
</table>

Student Affairs Research & Information
Performance at UC Davis
Academic Performance While at UC Davis

While at UC Davis
The Cumulative GPA of Athletes and Non-Athletes, 2000 to 2004

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Athletes</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
</tr>
<tr>
<td>Athletes</td>
<td>2.8</td>
<td>2.8</td>
<td>2.8</td>
<td>2.9</td>
<td>2.8</td>
</tr>
</tbody>
</table>
While at UC Davis

Average Units per Quarter for Athletes and Non-Athletes, 2000 to 2004

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-Athletes</th>
<th>Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>12.6</td>
<td>12.4</td>
</tr>
<tr>
<td>2001</td>
<td>12.6</td>
<td>12.4</td>
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<tr>
<td>2002</td>
<td>12.7</td>
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</tr>
<tr>
<td>2003</td>
<td>12.7</td>
<td>12.4</td>
</tr>
<tr>
<td>2004</td>
<td>13.0</td>
<td>12.3</td>
</tr>
</tbody>
</table>

While at UC Davis

Percent of Athletes and Non-Athletes Attending Summer School, 2000 to 2004

(Students with graded units attempted in either summer session as of the census)

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-Athletes</th>
<th>Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>23%</td>
<td>21%</td>
</tr>
<tr>
<td>2001</td>
<td>30%</td>
<td>21%</td>
</tr>
<tr>
<td>2002</td>
<td>35%</td>
<td>23%</td>
</tr>
<tr>
<td>2003</td>
<td>33%</td>
<td>28%</td>
</tr>
<tr>
<td>2004</td>
<td>36%</td>
<td>26%</td>
</tr>
</tbody>
</table>
While at UC Davis
Mean Summer Units Taken by Athletes and Non-Athletes
Attending Summer School, 2000 to 2004
(students with graded units attempted in both summer sessions as of the census)

While at UC Davis
Percent of Athletes and Non-Athletes on Probation or Subject to Dismissal, 2000 to 2004
Graduation Characteristics
Characteristics at Graduation

Graduates from the 2000 Entering Class
By College or Division

<table>
<thead>
<tr>
<th>College/Division</th>
<th>Non-Athletes</th>
<th>Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;ES Ag Sci</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>A&amp;ES Envir</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>A&amp;ES Human</td>
<td>13%</td>
<td>17%</td>
</tr>
<tr>
<td>A&amp;ES Explor/In dividual</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>17%</td>
<td>14%</td>
</tr>
<tr>
<td>Engineering</td>
<td>13%</td>
<td>6%</td>
</tr>
<tr>
<td>L&amp;S HArCS</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>L&amp;S M&amp;PS</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>L&amp;S Soc Sci</td>
<td>35%</td>
<td>50%</td>
</tr>
<tr>
<td>Individual</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Graduates from the 2000 Entering Class
Final Cumulative GPA

<table>
<thead>
<tr>
<th>GPA</th>
<th>Non-Athletes</th>
<th>Athletes</th>
</tr>
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<tbody>
<tr>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
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<td>2.2</td>
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<td>2.2</td>
</tr>
<tr>
<td>2.4</td>
<td>2.4</td>
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<td>2.6</td>
<td>2.6</td>
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<td>2.8</td>
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<tr>
<td>4.0</td>
<td>4.0</td>
<td></td>
</tr>
</tbody>
</table>

Freshmen | Transfers
Non-Athletes | 3.1 | 3.2 |
Athletes | 3.0 | 3.0 |

Graduates from the 2000 Entering Class
Total Units Upon Graduation

<table>
<thead>
<tr>
<th>Units</th>
<th>Non-Athletes</th>
<th>Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>201</td>
<td>196</td>
</tr>
<tr>
<td>50</td>
<td></td>
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</tr>
<tr>
<td>100</td>
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<tr>
<td>150</td>
<td></td>
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<tr>
<td>200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>250</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Freshmen | Transfers
Non-Athletes | 201 | 199 |
Athletes | 196 | 197 |
Graduation Rates of Freshman Athletes and Non-Athletes that Entered UC Davis in 2000

<table>
<thead>
<tr>
<th></th>
<th>4 yrs or less</th>
<th>5 yrs or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Athletes</td>
<td>43%</td>
<td>75%</td>
</tr>
<tr>
<td>Athletes</td>
<td>30%</td>
<td>85%</td>
</tr>
</tbody>
</table>
Tables
Report Notes:

- Column percentages may not appear to sum to 100% due to rounding.

- Populations
  Demographics and Academic Performance Measures are provided for all students enrolled at UCD in the Fall quarter of the specified year.
  Admissions and Graduation Performance Measures are provided for all students who entered UCD as new students in the Fall quarter of the specified year. The entering cohort is tracked to graduation.
  Note that "Grants-In-Aid Recipients" and "ICA Participation Roster" are subsets of "Athletes".

- Units/Quarter
  UC Units/Quarter is the mean units/quarter over all Fall, Winter and Spring quarters attended to date for all students enrolled in the Fall quarter of the specified year.
  UC Units/Summer is the mean units/summer over all Summer terms attended to date for students enrolled in the Fall quarter of the specified year.

- Division of Major
  A&ES Ag Sci        College of Agricultural and Environmental Sciences - Agricultural Sciences
  A&ES Envir        College of Agricultural and Environmental Sciences - Environmental Sciences
  A&ES Human        College of Agricultural and Environmental Sciences - Human Sciences
  A&ES Explor / Individual College of Agricultural and Environmental Sciences - Exploratory or Individual
  Biological Sciences    Division of Biological Sciences
  Engineering        College of Engineering
  L&S HArcs         College of Letters and Science - Humanities, Arts and Cultural Studies
  L&S M&PS          College of Letters and Science - Mathematical and Physical Sciences
  L&S Soc Sci       College of Letters and Science - Social Sciences
  L&S Individual   College of Letters and Science - Individual
## Newly Admitted and Enrolled Athletes & Non-Athletes at the Time of Admission, 2000 to 2004

<table>
<thead>
<tr>
<th>Entry Status</th>
<th>Non-Athletes</th>
<th>Athletes</th>
<th>Student Type</th>
<th>Grants-In-Aid Athletes</th>
<th>Athletic Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count Column</td>
<td>N %</td>
<td>Count Column</td>
<td>N %</td>
<td>Count Column</td>
</tr>
<tr>
<td>2000 Freshman</td>
<td>4,107</td>
<td>70%</td>
<td>233</td>
<td>41%</td>
<td>132</td>
</tr>
<tr>
<td>Transfer</td>
<td>1,771</td>
<td>30%</td>
<td>46</td>
<td>16%</td>
<td>16</td>
</tr>
<tr>
<td>2001 Freshman</td>
<td>4,217</td>
<td>70%</td>
<td>195</td>
<td>31%</td>
<td>91</td>
</tr>
<tr>
<td>Transfer</td>
<td>1,822</td>
<td>30%</td>
<td>46</td>
<td>22%</td>
<td>19</td>
</tr>
<tr>
<td>2002 Freshman</td>
<td>4,452</td>
<td>71%</td>
<td>222</td>
<td>30%</td>
<td>112</td>
</tr>
<tr>
<td>Transfer</td>
<td>1,851</td>
<td>29%</td>
<td>53</td>
<td>30%</td>
<td>19</td>
</tr>
<tr>
<td>2003 Freshman</td>
<td>4,552</td>
<td>73%</td>
<td>205</td>
<td>40%</td>
<td>110</td>
</tr>
<tr>
<td>Transfer</td>
<td>1,702</td>
<td>27%</td>
<td>25</td>
<td>15%</td>
<td>12</td>
</tr>
<tr>
<td>2004 Freshman</td>
<td>4,061</td>
<td>69%</td>
<td>205</td>
<td>30%</td>
<td>137</td>
</tr>
<tr>
<td>Transfer</td>
<td>1,796</td>
<td>31%</td>
<td>25</td>
<td>15%</td>
<td>11</td>
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</tbody>
</table>

### Admissions Process

<table>
<thead>
<tr>
<th>Entry Status</th>
<th>UC Eligible</th>
<th>Not Athletic</th>
<th>Athletic Sponsored</th>
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<tbody>
<tr>
<td>2000</td>
<td>5,674</td>
<td>97%</td>
<td>34 23%</td>
</tr>
<tr>
<td>2001</td>
<td>5,843</td>
<td>97%</td>
<td>31 28%</td>
</tr>
<tr>
<td>2002</td>
<td>6,060</td>
<td>96%</td>
<td>40 28%</td>
</tr>
<tr>
<td>2003</td>
<td>6,050</td>
<td>96%</td>
<td>41 24%</td>
</tr>
<tr>
<td>2004</td>
<td>5,734</td>
<td>98%</td>
<td>37 24%</td>
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</table>

### Entering Freshmen Students

<table>
<thead>
<tr>
<th>Entry Status</th>
<th>High School GPA</th>
<th>SAT Comprehensive (mean scores)</th>
<th>Excess A-G Units (beyond 35 units)</th>
<th>Comprehensive Review (mean scores)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>4,090 3.7</td>
<td>4,092 1172</td>
<td>4,106 9.1</td>
<td>1,972 7.35</td>
</tr>
<tr>
<td>2001</td>
<td>4,204 3.7</td>
<td>4,207 1164</td>
<td>4,106 9.1</td>
<td>2,161 7.02</td>
</tr>
<tr>
<td>2002</td>
<td>4,444 3.7</td>
<td>4,438 1171</td>
<td>4,586 172</td>
<td>4,396 7.98</td>
</tr>
<tr>
<td>2003</td>
<td>4,576 3.7</td>
<td>4,568 1175</td>
<td>4,061 12.0</td>
<td>4,049 7.94</td>
</tr>
<tr>
<td>2004</td>
<td>4,060 3.7</td>
<td>4,058 1171</td>
<td>4,015 12.0</td>
<td>4,049 7.94</td>
</tr>
</tbody>
</table>

### Entering Transfer Students

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<thead>
<tr>
<th>Entry Status</th>
<th>CR2 Available</th>
<th>CR2 NA</th>
<th>CR2 Available</th>
<th>CR2 NA</th>
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</thead>
<tbody>
<tr>
<td>2000</td>
<td>2.134 52%</td>
<td>155 67%</td>
<td>2.151 51%</td>
<td>92 47%</td>
</tr>
<tr>
<td>2001</td>
<td>2.161 51%</td>
<td>155 67%</td>
<td>2.035 49%</td>
<td>103 53%</td>
</tr>
<tr>
<td>2002</td>
<td>3.597 81%</td>
<td>168 76%</td>
<td>854 19%</td>
<td>54 24%</td>
</tr>
<tr>
<td>2003</td>
<td>4,386 92%</td>
<td>191 93%</td>
<td>194 4%</td>
<td>14 7%</td>
</tr>
<tr>
<td>2004</td>
<td>4,049 100%</td>
<td>201 96%</td>
<td>12 0%</td>
<td>4 2%</td>
</tr>
</tbody>
</table>

### Source: Student Affairs Research & Information.

Note 1: Athletes are listed by year of entry. For example, a student may have been admitted in the year 2000, joined a sport in 2001 (in the roster), and participated in 2002. In this table, such a student would be listed as being part of the 2000 admissions cohort.

Note 2: Excludes Limited Status (UL), Second Baccaluareate (U2), and Post Baccalaureate (PB) students.

Note 3: Includes both full and part time students.
### Academic Performance of Enrolled Athletes and Non-Athletes at UC Davis, 2000 to 2004

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Non-Athletes</th>
<th>Athletes</th>
<th>Grants-In-Aid Athletes</th>
<th>Athletic Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2000</td>
<td>2001</td>
<td>2002</td>
<td>2003</td>
</tr>
<tr>
<td></td>
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<td>Count (N)</td>
<td>Count (N)</td>
<td>Count (N)</td>
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<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Freshmen</td>
<td>5,737</td>
<td>5,995</td>
<td>6,088</td>
<td>6,061</td>
</tr>
<tr>
<td></td>
<td>29%</td>
<td>29%</td>
<td>28%</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>3,356</td>
<td>3,722</td>
<td>3,846</td>
<td>4,027</td>
</tr>
<tr>
<td></td>
<td>17%</td>
<td>18%</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Junior</td>
<td>5,105</td>
<td>5,386</td>
<td>5,923</td>
<td>5,776</td>
</tr>
<tr>
<td></td>
<td>26%</td>
<td>26%</td>
<td>27%</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
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<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Senior</td>
<td>5,289</td>
<td>5,402</td>
<td>6,070</td>
<td>6,070</td>
</tr>
<tr>
<td></td>
<td>27%</td>
<td>27%</td>
<td>28%</td>
<td>28%</td>
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<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Subtotal</td>
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<td>100%</td>
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<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Cumulative GPA (mean)</td>
<td></td>
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<tr>
<td></td>
<td>19,353</td>
<td>20,357</td>
<td>21,804</td>
<td>22,555</td>
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<td>2.9</td>
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<tr>
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<td>733%</td>
<td>686%</td>
<td>690%</td>
<td>658%</td>
</tr>
<tr>
<td></td>
<td>380%</td>
<td>390%</td>
<td>402%</td>
<td>388%</td>
</tr>
<tr>
<td></td>
<td>575%</td>
<td>526%</td>
<td>532%</td>
<td>515%</td>
</tr>
<tr>
<td>Average Units per Quarter (mean)</td>
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<td></td>
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<td>684%</td>
<td>689%</td>
<td>656%</td>
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<tr>
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<td>478%</td>
<td>430%</td>
<td>402%</td>
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<tr>
<td></td>
<td>575%</td>
<td>526%</td>
<td>532%</td>
<td>515%</td>
</tr>
<tr>
<td>Summer School Units (mean)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
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<td>6,614</td>
<td>7,640</td>
<td>7,586</td>
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<tr>
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<td>7.0</td>
<td>8.6</td>
<td>9.0</td>
<td>8.9</td>
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<tr>
<td></td>
<td>154%</td>
<td>145%</td>
<td>161%</td>
<td>183%</td>
</tr>
<tr>
<td>% Attending Summer School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15,013</td>
<td>14,386</td>
<td>14,287</td>
<td>15,083</td>
</tr>
<tr>
<td></td>
<td>77%</td>
<td>70%</td>
<td>65%</td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td>579%</td>
<td>541%</td>
<td>525%</td>
<td>475%</td>
</tr>
<tr>
<td></td>
<td>301%</td>
<td>316%</td>
<td>313%</td>
<td>283%</td>
</tr>
<tr>
<td>% Attending Summer School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>75%</td>
<td>81%</td>
<td>78%</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>79%</td>
<td>81%</td>
<td>77%</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>445%</td>
<td>425%</td>
<td>400%</td>
<td>359%</td>
</tr>
<tr>
<td>Summer Attendance (includes both summer sessions--graded units attempted as of the census date)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>4,474</td>
<td>6,614</td>
<td>7,640</td>
<td>7,586</td>
</tr>
<tr>
<td></td>
<td>23%</td>
<td>30%</td>
<td>35%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>154%</td>
<td>145%</td>
<td>161%</td>
<td>183%</td>
</tr>
<tr>
<td>% Attending Summer School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15,013</td>
<td>14,386</td>
<td>14,287</td>
<td>15,083</td>
</tr>
<tr>
<td></td>
<td>77%</td>
<td>70%</td>
<td>65%</td>
<td>63%</td>
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<tr>
<td></td>
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<td>% Attending Summer School</td>
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<td>81%</td>
<td>78%</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>79%</td>
<td>81%</td>
<td>77%</td>
<td>73%</td>
</tr>
<tr>
<td></td>
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<td>359%</td>
</tr>
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<td>Academic Standing</td>
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<td>20,700</td>
</tr>
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<td>91%</td>
<td>91%</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td></td>
<td>674%</td>
<td>633%</td>
<td>624%</td>
<td>602%</td>
</tr>
<tr>
<td></td>
<td>342%</td>
<td>381%</td>
<td>371%</td>
<td>356%</td>
</tr>
<tr>
<td>% Attending Summer School</td>
<td></td>
<td></td>
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<td></td>
</tr>
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<td>17,851</td>
<td>18,895</td>
<td>19,947</td>
<td>20,700</td>
</tr>
<tr>
<td></td>
<td>91%</td>
<td>91%</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td></td>
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<td>633%</td>
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</tr>
<tr>
<td></td>
<td>342%</td>
<td>381%</td>
<td>371%</td>
<td>356%</td>
</tr>
</tbody>
</table>

Source: Student Affairs Research & Information.
Note 1: Excludes Limited Status (UL), Second Baccalaureate (U2), and Post Baccalaureate (PB) students.
Note 2: Includes both full and part time students.
## Graduation Rates & Performance of Athletes & Non-Athletes at UC Davis, 2000 to 2004

### Students by Type

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Student Type</th>
<th>Non-Athletes</th>
<th>Athletes</th>
<th>Grants-In-Aid</th>
<th>Athletic Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Count</td>
<td>Column N</td>
<td>% Mean</td>
<td>Count</td>
</tr>
<tr>
<td>Freshmen Cohort</td>
<td>Admitted</td>
<td>2000</td>
<td>4,107</td>
<td>233</td>
<td>130</td>
</tr>
<tr>
<td>Graduation Rates (cumulative %)</td>
<td></td>
<td>2001</td>
<td>4,217</td>
<td>195</td>
<td>91</td>
</tr>
<tr>
<td>4 yrs or less</td>
<td>2000</td>
<td>1,772</td>
<td>71</td>
<td>30%</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>2001</td>
<td>1,798</td>
<td>70</td>
<td>36%</td>
<td>30</td>
</tr>
<tr>
<td>5 yrs or less</td>
<td>2000</td>
<td>3,084</td>
<td>197</td>
<td>85%</td>
<td>115</td>
</tr>
<tr>
<td>Transfer Cohort</td>
<td>Admitted</td>
<td>2000</td>
<td>1,771</td>
<td>46</td>
<td>16</td>
</tr>
<tr>
<td>Graduation Rates (cumulative %)</td>
<td></td>
<td>2001</td>
<td>1,822</td>
<td>46</td>
<td>19</td>
</tr>
<tr>
<td>2 yrs or less</td>
<td>2000</td>
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<td>24%</td>
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</tr>
<tr>
<td></td>
<td>2001</td>
<td>734</td>
<td>11</td>
<td>24%</td>
<td>3</td>
</tr>
<tr>
<td>3 yrs or less</td>
<td>2000</td>
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<td>32</td>
<td>70%</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>2001</td>
<td>1,365</td>
<td>27</td>
<td>59%</td>
<td>8</td>
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<tr>
<td>4 yrs or less</td>
<td>2000</td>
<td>1,444</td>
<td>40</td>
<td>87%</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>2001</td>
<td>1,503</td>
<td>37</td>
<td>80%</td>
<td>14</td>
</tr>
<tr>
<td>5 yrs or less</td>
<td>2000</td>
<td>1,485</td>
<td>40</td>
<td>87%</td>
<td>13</td>
</tr>
</tbody>
</table>

### Graduates by College or Division

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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2000 Cohort</td>
<td>267</td>
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### Total Units at Graduation

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### Final GPA (cumulative)

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Source: Student Affairs Research & Information.

Note 1: Athletes are listed by year of entry. For example, a student may have been admitted in the year 2000, joined a sport in 2001 (in the roster), and participated in 2002. In this table, such a student would be listed as being part of the 2000 admissions cohort.

Note 2: Excludes Limited Status (UL), Second Baccalaureate (U2), and Post Baccalaureate (PB) students.

Note 3: Includes both full and part time students.