

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

Tuesday, October 23, 2007

2:10 – 4:00 p.m.

Memorial Union, MU II

REVISED 10/16/07

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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	
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v. *Annual Report of the Committee on Privilege and Tenure	122

*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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8. Petitions of Students	
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Patricia Harrison, Secretary
Representative Assembly of the
Davis Division of the Academic Senate

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TRANSCRIPT
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Thursday, June 7, 2007

2:10 – 4:00 p.m.

Memorial Union, MU II

1. Transcript of the April 2, 2007 Meeting

Action: Unanimously Approved

2. Announcements by the President - None
3. Announcements by the Vice Presidents – None
4. Announcements by the Chief Campus Officer - None
5. Announcements by the Deans, Directors or other Executive Officers – None
6. Special Orders
 - a. Remarks by the Divisional Chair – Linda Bisson
7. Reports of Special Committees
8. Reports of Standing Committees
 - a. Committee on Committees
 - i. 2007-2008 Committee Appointments

Action: Unanimously Approved

- b. Distinguished Teaching Award Committee
 - i. Confirmation of the 2007 Distinguished Teaching Award Recipients

Action: Unanimously Approved

- c. Committee on Elections, Rules and Jurisdiction
 - i. **Report: CoC Nomination/Election Spring 2007*

Action: Unanimously Approved

- ii. Amend DDBL 16: The proposal was endorsed by the Executive Council.

1. MySenate Ballot Module Demonstration

Motion to Amend: (DDBL 16B): “Manner of Election: Ballots may be conducted by mail or electronically. The ballot shall be conducted by electronic means unless the Committee on Elections, Rules and Jurisdiction determines that a mail ballot shall be employed instead. Throughout these Bylaws the term “ballot” shall denote either a mail or electronic ballot. The only report that shall be generated is the overall result of the vote.” (DDBL 16C.2): “It shall not be possible for any person to determine how any individual voted.”

Action: Approved

- d. Graduate Council
 - i. DDR 520C: Clarification endorsed by the Executive Council.
 1. 520C Block Diagram

Discussion postponed until verification that the current regulation language is correct.

- e. Committee on Academic Personnel
 - i. UCAP Action: Barrier Review between Professor Step V and VI

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The Davis Division Committee on Academic Personnel Oversight believes the changes proposed via the UCAP legislation will not impact the current review process initiated by the Davis Division.

f. Committee on Transportation and Parking

Statement Read into the Record by Chair Stern: “The Chancellor has usurped the Senate’s advisory power in the area of transportation and parking. There is a Chancellor’s Advisory Committee on Transportation and Parking. The Senate no longer has the power to choose our representatives. This is in violation of the spirit of shared governance.”

9. Petitions of Students - None

10. Unfinished Business

11. University and Faculty Welfare - None

12. New Business

Patricia Harrison, Secretary
Representative Assembly of the
Davis Division of the Academic Senate

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Annual Report: Academic Year 2006-07

Davis Division: Academic Senate

Committee on Academic Personnel, Appellate Subcommittee (CAPAC)
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Total Meetings: 6	Meeting frequency: upon receipt of appeal(s)	Average hours of committee work each week: 2-3 hours per committee member per appeal
Total appeals reviewed: 23	Total of reviewed appeals deferred from the previous year: 2	Total appeals deferred to the coming academic year: 2 (not included in this report)

Listing of bylaw changes proposed: None.

Listing of committee policies established or revised: Procedure established by precedent, with agreement of the Vice-Provost for Personnel for requesting ad hoc committees to be established for appeals of Career Equity Review cases considered by CAPAC. CAPAC, when it judges the advice of an ad hoc committee to be needed, initiates the request, and the VP for Personnel appoints the committee.

Issues considered by the committee: One Issue: "System-wide Review of the University-wide Committee on Academic Personnel (UCACP)"

Committee's narrative:

The 2006-2007 Committee on Academic Personnel, Appellate Subcommittee (CAPAC) reviewed 23 cases during this academic year (Table 1) in response to requests from the Office of the Vice Provost – Academic Personnel (Table 2) and individual Dean's offices (Table 3). CAPAC met 6 times, averaging 2.3 hours per meeting, to discuss these appeals. Two CER appeals were received that were judged to need ad hoc committees. Recommendations and these appeals were deferred to the incoming CAPAC (2007-2008). These two appeals are not included in this report.

CAPAC recommended granting five of 23 appeals reviewed. Table 4 shows the decisions on these appeals, in relation to CAPAC's recommendations.

CAPAC, this year for the first time, was responsible for reviewing CER (Career Equity Review) appeals that were made appealable by Vice Provost Horowitz this preceding academic year. Three CER appeals were received by the committee but only one was reviewed. The chair judged it necessary to forward the other two CER appeals to ad hoc committees to gain the benefit of their expertise.

Table 1: Origin of Appeals	
College/School	# Appeals
College of Agricultural & Environmental Sciences	5
College of Engineering	5
College of Letters and Science	7
School of Law	0
School of Medicine	2
School of Veterinary Medicine	0
College of Biological Sciences	3
Graduate School of Management	1
Grand Total	23

Table 2: CAPAC Recommendations to the Vice Provost – Academic Personnel				
		GRANT APPEAL		DENY APPEAL
Action	# Cases	Grounds of Procedure	Grounds of Merit	Grounds of Merit
Decelerated Merit Advancement (1, 2, 3 Yr)	0	0	0	0
Accelerated Merit (1, 2, 3 Yr)	3	0	2	1
Accelerated Promotion (1, 2, 3 Yr)	3	0	0	3
Merit	4	0	2	2
Regular Merit, Above Scale	0	0	0	0
Promotion	2	0	0	2
CER Appeals	1	0	0	1
TOTALS	13	0	4	9

Table 3: CAPAC Recommendations to the Individual Deans				
		GRANT APPEAL		DENY APPEAL
Action	# Cases	Grounds of Procedure	Grounds of Merit	Grounds of Merit
Decelerated Merit Advancement (1, 2, 3 Yr)	0	0	0	0
Accelerated Merit (1, 2, 3 Yr)	2	0	0	2
Accelerated Promotion (1, 2, 3 Yr)	0	0	0	0
Merit	8	0	1	7
Regular Merit, Above Scale	0	0	0	0
Promotion	0	0	0	0
TOTALS	10	0	1	9

Table 4: CAPAC Recommendation vs. Final Decision						
		CAPAC Recommendation		FINAL DECISION		
ACTION	# CASES	GRANT	DENY	GRANT	DENY	PENDING
Decelerated Merit Advancement (1, 2, 3 Yr)	0	0	0	0	0	0
Accelerated Merit (1, 2, 3 Yr)	5	2	3	2	2	1
Accelerated Promotion (1, 2, 3 Yr)	3	0	3	0	3	0
Merit	12	3	9	0	8	4
Promotion	2	0	2	1	1	0
Regular Merit, Above Scale	0	0	0	0	0	0
CER Appeals	1	0	1	0	0	1
TOTAL	23	5	18	3	14	6

Respectfully submitted,

Bruce Gates, Chair
 Stuart Cohen, Lynn Roller, Joy Mench, Ron Hedrick,
 Edwin M. Arevalo (Assistant Director, Academic Senate)

ANNUAL REPORT
COMMITTEE ON ACADEMIC PERSONNEL - OVERSIGHT COMMITTEE
2006-07

The Committee on Academic Personnel – Oversight Committee (CAP) advises the Vice Provost for Academic Personnel on promotions, appointments, terminations, multiyear accelerations within rank that involve skipping a step, high-level merit actions, third-year deferrals, five-year reviews, and appraisals. CAP also recommends membership of ad hoc committees, which are appointed by the Vice Provost. CAP advises both the Academic Senate and the Vice Provost on academic personnel matters as they arise. CAP appoints and directs the Faculty Personnel Committees (FPCs) that advise the Deans on redelegated personnel actions. See Appendix I for a list of CAP's principal tasks.

Faculty Advancement Criteria

CAP evaluates candidate files according to guidelines established in the Academic Personnel Manual (APM). CAP's mandate is to assure fair and equitable treatment of all faculty while ensuring that high standards of scholarship are maintained across the campus. Its goal is to apply fair, objective, and uniform standards of evaluation across the disciplines, recognizing the variability of measures of accomplishment and success from one discipline to another. Teaching, research or creative activity, service, and professional competence are evaluated.

CAP bases its judgments on documents provided in the formal personnel evaluation process, including documents contained in each candidate's dossier, evaluations by departmental faculty and the chair, commentaries from the dean, and when appropriate, assessments from external evaluators. CAP may also get input from a three-person ad hoc committee appointed by the Vice Provost-Academic Personnel following CAP's recommendations.

The evaluation criteria are set out in the APM (APM-210, <http://www.ucop.edu/acadadv/acadpers/apm/sec2-pdf.html>). CAP's judgments are guided by the wording of the APM, according to which the "indispensable qualification" for advancement at all levels is "superior intellectual attainment, as evidenced both in teaching and in research or other creative achievement." CAP typically recommends advancement of a faculty member after the normal period at rank and step on the basis of a record of balanced accomplishment in research and/or creative activity, teaching, and service. Alternatively, CAP might make a favorable recommendation when it judges the performance to be well above expectations in one category although it was below expectations in another, as appropriate to rank and step. Time spent on an activity is not considered to be a substitute for accomplishment. CAP does not use time in service (except for deferrals) or health or personal issues in judging merit advancements.

CAP's evaluation of research reported in peer-reviewed publications (and in other venues) and of creative work presented in many forms and venues is based principally on the originality, creativity, and impact of the work as judged by peers. CAP's primary criteria for the evaluation of teaching are effectiveness and impact, as well as the candidate's command of his or her subject, scholarly growth, and presentation of material in ways that help students to think critically, independently, and creatively. Advising and mentoring activities as well as student evaluations are given substantial weight in judging teaching performance. CAP is also influenced by the amount, variety, and difficulty of teaching. In evaluating service, CAP assesses the effort, impact and outcome.

The files that were forwarded to CAP were mostly well prepared. Evaluations of the impact or quality of service activity were usually absent.

Pace of Activity

During the 2006-07 academic year (September through August), CAP met **38** times and considered **470** personnel actions. CAP also provided advice on numerous other issues related to academic personnel. The normal turnaround time for agenda items was two weeks.

Academic Personnel Actions, 2006-2007

Table 1 provides a summary of CAP's deliberations by category for the past academic year. CAP considered **84**¹ appointments, **103** promotions (including one senior lecturer), **172**² merit actions (including continuing lecturer and retroactive requests), **57** appraisals, and **54** other actions. Nine actions were referred to ad hoc committees (Table 11).

Appointments: CAP fast-tracked **55** new appointments and made recommendations to the Vice Provost. This process helps the campus compete more effectively with comparable institutions in an increasingly competitive environment.

Promotions: For promotions to Associate Professor, CAP recommended promotion in **44** of **52** cases, of which five were one-year accelerations (Table 2). Based on career equity reviews, CAP recommended a further acceleration of the candidate than was requested in three cases, one via a retroactive action and two through acceleration to Associate Professor, Step II instead of Step I (one of which was approved at Associate Professor, Step I by the administration). Of the **8** cases for which CAP did not recommend promotion, it recommended merit advancement to Assistant Professor, Step V in two cases and Assistant Professor, Step VI in one case. In **45** cases the faculty members were

¹ Includes via change in title, department chair, and initial continuing non-Senate faculty appointments.

² Includes retroactive, accelerated continuing lecturer and lecturer merits.

promoted by the administration (one on appeal, with two positive and one negative recommendation pending).

CAP recommended **44** of **50** promotion actions to full Professor, including one to Senior Lecturer, SOE (Table 3). In seven cases the actions recommended by CAP were one-year accelerations, and in three cases 3-year accelerations (skipping a step). Of the six actions not recommended for promotion, CAP recommended merit advancement in five cases. The administration promoted **45** faculty members to full Professor, including in one case a 2-year acceleration not recommended by CAP.

High Level Merit Increases: CAP considered **44** actions for merit increases to Professor, Step VI or above (from Professor V) and supported **36** of these cases for advancement (Table 4). The administration gave a merit increase to Step VI (or above) in **37** of these cases (with one pending), one of which was approved on appeal. Five of the actions recommended by CAP were 1-year accelerations, four were retroactive actions per CAP, one was a 2-year acceleration, and two were recommended for a 1-year acceleration when two years and four years were requested, respectively.

There were a total of **14** requests for merit increases to Professor, Above Scale (Table 5). CAP supported advancement to Above Scale in **10** cases, of which two were 1-year accelerations. Two actions not recommended by CAP were requests for four year accelerations. The administration granted advancement in **12** cases, one of which was a 4-year acceleration.

CAP recommended **11** of **14** proposed merit increases within Professor, Above Scale (Table 6). The administration granted **13** advances. Each of the two additional actions approved by the administration involved a 1-year acceleration.

Other Merit Actions: CAP also considered other merit actions within the Assistant Professor, Associate Professor and Professor ranks.

For the rank of Professor, CAP considered **19** actions below Professor VI and **14** above (not including Above Scale). Of these **33** actions CAP recommended a merit advance in **26** cases (Table 7), including advancement above that requested by the faculty member in **3** cases and one 3-year acceleration. Of the 11 accelerated merit requests in this group, eight were requests for 3-year accelerations and two for 4-year accelerations. In those instances when CAP did not support the multiple-year accelerated action as proposed, either a 1-year retroactive action or a less accelerated action was recommended. The administration approved merit advances for **27** cases, with one pending.

At the Assistant and Associate Professor levels, CAP reviewed a total of **25** proposed merit actions, including one Continuing lecturer (Table 8). CAP recommended a merit advance

in **24** cases, including three 1-year and three 2-year accelerations. In three of the cases for which skipping a step was proposed a normal merit was recommended. The administration concurred with CAP in all cases.

Accelerated Actions: Nearly one-third (**78**) of the 232 merit or promotion cases reviewed above involved requests for accelerations. Further, although this year requests for multi-year accelerations that did not involve skipping a step went to the FPCs rather than CAP, **48** of these cases, or approximately one-fifth of all the merit and promotion cases reviewed above, were requests for accelerations of two or more years.

Specifically, for merit actions (including Professor Step VI and Above Scale), **9** 2-year, **13** 3-year and **5** 4-year accelerations were requested. Of these actions, five were recommended as requested by CAP and a sixth agreed to by the administration. Two were not recommended or granted, eleven received a normal merit action, and eight received a lesser acceleration (one year retro or accelerated action). For promotions to Associate Professor and Professor, **8** 2-year, **11** 3-year, **1** 4-year and **1** 7-year accelerations were requested. Of these actions, three were recommended as requested and a fourth granted by the administration, seven received normal actions and ten received a lesser acceleration.

CAP finds the trend toward requests for multiple-year accelerations somewhat problematic, particularly when discussions with UCAP committee members indicate that such actions are extremely rare on other campuses. CAP also cautions that such requests involve even more detailed scrutiny than in most cases to determine whether such an extraordinary action is justified.

Advancement to Associate Professor, Step IV: Requests for advancement to Associate Professor, Step IV are seen by CAP because for faculty promoted to Associate Professor, Step I, such a merit would typically involve more than six years at rank. However, if promotion is to a higher step this is not the case. In addition, even if a faculty member has spent six years at rank a merit advance rather than promotion may be appropriate if, for example, a submitted book manuscript only requires minor revision before it would be considered “in press.” Nineteen of the merit cases at the Associate rank reviewed above were requests to advance to Associate Professor IV. Three of these requests involved 1-year accelerations, one a 2-year acceleration, and one a 3-year acceleration (for which CAP recommended a normal merit increase).

Retroactive Merit Actions: Retroactive merit actions may be requested by Deans and/or Faculty Personnel Committees. When considering a retroactive action, the review period ends the year before the proposed merit date (e.g., for an action retroactive to July 1, 2006, the creative work/research publications are counted to December 31, 2005, and teaching/service until June 30, 2006). Thus, retroactive recommendations should specifically discuss the record for this review period, and why it supports the acceleration.

In 2006-07, CAP received **30** retroactive merit requests, including **1** at the Assistant Professor level, **3** at the Associate Professor level, **1** at Senior Lecturer SOE level, and **25** at the Professor rank. CAP recommended the requested additional acceleration (retroactive action) be approved in **20** of these cases. The administration approved **12** actions with **15** actions pending.

Career Equity Reviews: To address potential inequities at both the point of hire and/or during a faculty member's advancement, *Career Equity Reviews* are conducted. Career equity reviews consider the entire career record of the individual to determine if current placement on the academic ladder is consistent with faculty at equal and higher rank and step. Requests for career equity review can be initiated by individual faculty members, department chairs, deans, the Vice Provost-Academic Personnel, FPCs or CAP. In 2006-2007 CAP conducted six career equity reviews that were initiated by faculty (Table 9). Of these, CAP recommended an equity adjustment in three cases. In the three cases for which CAP did not recommend an equity adjustment, CAP supported a retroactive merit increase in two cases. CAP also conducts career reviews for every major advancement.

Five-Year Reviews: CAP carried out **12** five-year reviews, recommending "no advancement, performance satisfactory" in **10** cases and recommending "no advancement, performance unsatisfactory" in **2** cases.

Initial Continuing Appointments: CAP reviewed and made recommendations on **16** initial continuing non-Senate appointments in 2006-2007. CAP made favorable recommendations for an initial continuing appointment in **15** of these cases, and the administration approved all **15** of these appointments. Teaching excellence, with a capital "E," is a requirement for a continuing appointment.

Accelerated Merits for Continuing Lecturers: CAP considered **12** cases of accelerated merit advancement for Continuing Lecturers and recommended accelerations in six cases. Teaching excellence, course design and organization of teaching materials, contribution to curriculum and workshop development, student advising and mentoring, instruction-related service to campus and profession are some considerations that CAP looks upon favorably in making positive recommendations in such cases.

Ad Hoc Committees

Review by a campus ad hoc committee may be required in cases of major advancements (promotion to the Associate Professor and full Professor level, and merits to Professor, Step VI, and Above Scale) and for appointments with tenure. A total of **199** cases fell into this category in 2006-07. CAP's membership reflects the variety of disciplines represented on campus and is guided by external reviewers' evaluations, but CAP looks to campus ad

hoc committees for highly specialized expertise. CAP proposed ad hoc committees in 9 cases (Table 10), and thanks the faculty members who served on these committees for giving so generously of their time and for the high quality and objectivity of their evaluations and reports. Further, to acquaint new faculty with the personnel process, it has been policy to appoint Assistant Professors (Steps III and IV) as observers to ad hoc committees on promotions to Associate Professor or Professor. During the 2006-07 academic year, 8 assistant professors were appointed by the Vice Provost to serve as non-voting observers on ad hoc committees.

Faculty Personnel Committees

Faculty Personnel Committees (FPCs) advise the deans on personnel actions redelegated to the deans (except, in most cases, first actions after a promotion or appointment). In 2006-07, these actions included appointment of Assistant Professor, Steps I-III; most normal and accelerated merit actions that do not skip a step (up to and including Professor, Step IX, with the exception of merit increases to Professor, Step VI); most normal merit actions for Lecturers and Senior Lecturers with Security of Employment; and Unit 18 actions (including appointments and reappointments of Lecturers and Senior Lecturers without Security of Employment). The FPCs reviewed **338** cases (Table 11). In addition, the Committees conducted **57** appraisals of junior faculty which were then forwarded to CAP for further evaluation. CAP also conducted post-factum audits on the cases dealt with by the FPCs, and found general agreement with the recommendations of the FPCs.

FPCs are appointed by CAP upon the recommendation of the Executive Committees of the colleges, schools, and divisions (Appendix II). CAP appreciates the dedicated efforts and hard work of the members of these Committees.

University Committee On Academic Personnel (UCAP)

Christopher Calvert served as the UC Davis representative to the University Committee on Academic Personnel, which held several meetings throughout the academic year. The Office of the President, UCAP members, or other UC Academic Senate committees and officers bring issues to the attention of UCAP.

A primary function of this systemwide committee is to facilitate the exchange of information among campuses. Accordingly, CAP was regularly informed of UCAP discussions, and through its representative provided input into such discussions when appropriate. In 2006-07 UCAP addressed a broad range of issues, among which were salary scales and off-scale salaries. UCAP made specific recommendations aimed at improving the fairness and transparency of published salary scales and recommended amending the policy language in APM 620 that governs the use of off-scale salaries.

In addition, UCAP reviewed comments from systemwide committees and divisions to UCAP's proposed modifications to APM policy 220-18b (4), articulating the criteria for advancement to Professor, Step VI and Above Scale. The Academic Council recommended endorsing UCAP's proposal with a few minor modifications. UCAP discussed the role of service in merit and promotion criteria, and suggested that the Academic Council consider endorsing the Berkeley Budget Committee's guidelines for evaluation of service in the faculty merit and promotion system. UCAP considered a request from the University Committee on Academic Freedom (UCAF) concerning the use of "collegiality" as a factor in promotion and merit decisions, and found that CAPs review all files based on criteria outlined in APM 210 (and did not identify a case where a CAP recommended denial of a merit or promotion based solely on "collegiality"). UCAP also provided the Academic Council with comments on a joint UCEP/CCGA proposal on the role of graduate students in university instruction, a proposed Senate bylaw, a proposed amendment to Senate Bylaw 181, and a practice at UC Davis of recharging faculty salaries to extramural grants.

Other Matters

During 2006-2007, CAP made appointments for all Faculty Personnel Committees based upon recommendations from Faculty Executive Committees. CAP also reviewed voting procedures for the following departments: Anesthesiology & Pain Medicine, Dermatology, Emergency Medicine, Entomology, German & Russian, Molecular & Cellular Biology, Native American Studies, Nematology, Neurological Surgery, Obstetrics & Gynecology, Otolaryngology, Plant Pathology, Psychiatry & Behavioral Sciences, Radiology, and Viticulture & Enology.

Acknowledgments

CAP would like to express appreciation to the Academic Senate staff, in particular Solomon Bekele for his efficient and professional service and Shelley Lopez-Emerson for her efforts on behalf of ad hoc committees. CAP would also like to express appreciation to the Vice Provost-Academic Personnel, Barbara Horwitz and her staff. As this report shows, our recommendations and the ultimate decision by the administration almost always coincide.

Respectfully submitted,

C. Chris Calvert
Laurel Gershwin
Chip Martel
Christopher Reynolds
Catherine Morrison Paul, Chair

Bill Casey
Ines Hernandez-Avila
Jerry Powell
Steve Tharratt

Table 1. Personnel Actions Referred to CAP
2006-07

Appointments	Total	Accelerations	Ad Hoc
Assistant Professor*	16	0	0
Associate Professor*	14	0	0
Professor*	25	0	0
Via Change in Title	11	0	0
Initial Continuing Non-Senate	16	0	0
Dept. Chair (reappointment only)	2	0	0
Total Appointments	84	0	0
Promotions			
Associate Professor*	52	11	6
Professor*	50	23	1
Senior Lecturer, SOE	1		
Total Promotions	103	34	7
Merit Increases⁺			
Assistant Professor*	4	4	0
Associate Professor*	21	6	0
Professor*	105	34	2
Continuing Lecturer	12	12	0
Retroactive	30	30	0
Total Merit Increases	172	86	2
Miscellaneous Actions			
Career Equity Reviews**	6	6	0
Appraisals	57	0	0
Third-Year Deferrals	10	0	0
Five-Year Reviews	12	0	0
TOE Screenings	0	0	0
POP Screenings	7	0	0
Other Actions	19	0	0
Total Miscellaneous Actions	111	6	0
Total Personnel Actions	470	125	9

* Includes Acting, Clinical, In Residence, and Adjunct titles. ** CAP initiates equity reviews for all major advancements. These career equity reviews were initiated by faculty. ⁺ Excluding retroactive merits

Table 2. Promotions to Associate Professor, including 11 Proposed Accelerated Actions

Results	Dept.	Dean	Ad Hoc	CAP	Final Decision
Yes to proposed action	51	42	4	36	36
Yes but less than proposed action	0	2	0	5	5
Yes but more than proposed action	0	1	0	3	2
Divided on proposed action	0	0	0	0	0
No promotion, yet merit increase	0	2	0	3	2
No to proposed action	1	5	2	5	4
Pending	0	0	0	0	3
Total	52	52	6	52	52

Table 3. Promotions to Professor, including 23 Proposed Accelerated Actions

Results	Dept.	Dean	Ad Hoc	CAP	Final Decision
Yes to proposed action	49	43	1*	33	34
Yes but less than proposed action	1	2	0	10	10
Yes but more than proposed action	0	2	0	1	1
Divided on proposed action	0	0	0	0	0
No promotion, yet merit increase	0	2	0	5	4
No to proposed action	0	1	0	1	1
Total	50	50	1	50	50

* Removal of Acting Title, counted here as promotion.

Table 4. Merit Increase to Professor, Step VI, including 13 Proposed Accelerated Actions

Results	Dept.	Dean	Ad Hoc	CAP	Final Decision
Yes to proposed action	43	39	0	27	28*
Yes but less than proposed action	0	0	0	5	5
Yes but more than proposed action	0	0	0	4	4
Divided on proposed action	0	0	0	0	0
No to proposed action	1	5	1	8	6
Pending			0	0	1
Total	44	44	1	44	44

* one approved on appeal

Table 5. Merit Increase to Prof., Above Scale, including 4 Accelerated Actions

Results	Dept.	Dean	Ad Hoc	CAP	Final Decision
Yes to proposed action	14	14	1	10	12
Yes but less than proposed action	0	0	0	2	1
Yes but more than proposed action	0	0	0	0	0
Divided on proposed action	0	0	0	0	0
No to proposed action	0	0	0	2	1
Total	14	14	1	14	14

Table 6. Merit Increases within Professor, Above Scale, including 6 Proposed Accelerated Actions

Results	Dept.	Dean	Ad Hoc	CAP	Final Decision
Yes to proposed action	14	14	0	11	13
Yes but less than proposed action	0	0	0	0	0
Yes but more than proposed action	0	0	0	0	0
Divided on proposed action	0	0	0	0	0
No to proposed action	0	0	0	3	1
Total	14	14	0	14	14

Table 7. Merit Increases within Professor Rank (excluding Professor, Step VI and Professor, Above Scale)

Results	Dept.	Dean	Ad Hoc	CAP	Final Decision
Yes to proposed action	30	24	0	16	16
Yes but less than proposed action	0	4	0	7	8
Yes but more than proposed action	3	3	0	3	3
Divided on proposed action	0	0	0	0	0
No to proposed action	0	2	0	7	5
Pending	0	0	0	0	1
Total	33	33	0	33	33

Table 8. Merit Increases Within Assistant and Associate Professor Ranks, including 10 Accelerated Actions

Results	Dept.	Dean	Ad Hoc	CAP	Final Decision
Yes to proposed action	25	25	0	21	21
Yes but less than proposed action	0	0	0	3	3
Yes but more than proposed action	0	0	0	0	0
Divided on proposed action	0	0	0	0	0
No to proposed action	0	0	0	1	1
Total	25	25	0	25	25

Table 9. Career Equity Reviews

Results	Dept.	Dean	Ad Hoc	CAP	Final Decision
Yes to proposed action	6	6	0	3	2
Divided on proposed action	0	0	0	0	0
No to proposed action	0	0	0	3	2
Pending	0	0	0	0	2
Total	6	6	0	6	6

Table 10. Actions Sent to Ad Hoc Committees

Actions	Number
Promotion to Associate Professor	6
Promotion to Professor	1
Merit Increase to Professor VI	1
Merit Increase to Above Scale	1
Total	9

Table 11. Redelegated Merit Actions+

	FPC Recommendation			Dean's Decision	
	Yes	No	Split	Yes	No
College of Agricultural and Environmental Sciences	46	6	1	49	4
College of Biological Sciences	24	3		25	2
School of Education	2	0		2	0
College of Engineering	43	7		47	3
Graduate School of Management	4	2		5	1
Division of Humanities, Arts and Cultural Studies	22	2	1	24	1
Division of Mathematical and Physical Sciences	19	0	1	20	0
Division of Social Sciences	54	6	1	55	6
School of Law++					
School of Medicine	34	5		34	5
School of Veterinary Medicine	53	2		55	0
Totals	301	33	4	316	22

(+) The figures do not include “first actions after promotion” in which the Dean makes decisions without FPC input.

(++) The School of Law had five actions in which the FPC did not participate.

APPENDIX I

PRINCIPAL TASKS OF THE COMMITTEE ON ACADEMIC PERSONNEL – OVERSIGHT COMMITTEE

1. Nominating faculty to serve on ad hoc committees which make recommendations for promotions, appointments, and upper level merit increases.
2. Reviewing the reports of ad hoc committees and independently evaluating the dossiers of the candidate under consideration.
3. Reviewing proposed accelerated merit increases, terminations, reconsiderations, third-year deferrals, five-year reviews, Chancellor Fellow and Endowed Chair appointments, and reappointments of department chairs.
4. Reviewing merit actions for department chairs, program chairs, associate deans, members of Faculty Personnel Committees (and their near relatives) and other individuals for whom such action has not been redelegated to deans.
5. Appointing faculty to serve on Faculty Personnel Committees.
6. Reviewing policy matters referred by the administration and by the chair or committee of the Academic Senate, as well as initiating new policies and changes in existing policies when appropriate.
7. Conducting an annual post-audit of the recommendations from the Faculty Personnel Committees.
8. Reviewing summaries of confidential files of individual faculty prepared at individual's request by the Vice Provost—Academic Personnel.
9. Approving departmental voting procedures.
10. Reviewing requests for Target of Excellence and Partner Opportunity Program positions.
11. Reviewing cases to ensure equity in the application of criteria for appointments, merits, and promotion actions.
12. Conducting career equity reviews and reviewing continuing appointments for Unit 18 Lecturers.

APPENDIX II

COLLEGE OF AG. & ENVIRONMENTAL SCIENCES

Bryan Jenkins (Biological & Ag Engrg) – Chair
Adel Kader (Pomology)
Dina St. Clair (Plant Sciences)
David Reid (Food Science & Technology)
Steve Brush (Human & Community Development)
Kyaw Tha Paw U (LAWR)

COLLEGE OF ENGINEERING

Biswanath Mukherjee (Computer Science) – Chair
Jay Lund (Civil & Environ. Engrg)
Simon Cherry (Biomedical Engineering)
Greg Miller (Applied Science)
Steven Lewis (Electrical & Computer Eng)
Case van Dam (Mechanical & Aero. Eng)

COLLEGE OF LETTERS & SCIENCE

George Roussas (Statistics) – Chair
S. Mani Tripathi (Physics)
M. Cecilia Colombi (Spanish)
Lynette Hunter (Theatre & Dance)
Timothy Cogley (Economics)
Ross Thompson (Psychology)

COLLEGE OF BIOLOGICAL SCIENCES

John Harada (Plant Biology) – Chair
Charles Gasser (MCB)
Charles Langley (Evolution & Ecology)
John Meeks (Microbiology)
Andrew Ishida (NP&B)

GRADUATE SCHOOL OF MANAGEMENT

Anand Swaminathan (GSM) – Chair
Kim Elsbach (GSM)
Klaus Nehring – Economics

SCHOOL OF LAW

Michael Maher - (GSM) – Chair
Clarence Walker (History)
Holly Doremus
Joel Dobris
Alan Brownstein

SCHOOL OF MEDICINE

Joseph Antognini (Anesthesiology) – Chair
Richard Maddock (Psychology)
Michael Holland (Biological Chemistry)
Jerold Last (Internal Medicine)
Nipavan Chiamvimonvat (Internal Medicine)
Mary O'Hara (Ophthalmology)
Carroll Cross (Internal Medicine)
Robert Berman (Neurological Surgery)
Hung Ho (Surgery)

SCHOOL OF VETERINARY MEDICINE

Peter Ihrke (Medicine & Epidemiology) - Chair
Linda Lowenstine (PMI)
Richard Lecouteur (Surgical & Radiological Sci.)
Alan Conley (PHR)

SCHOOL OF EDUCATION

Suad Joseph (Anthropology) - Chair
Jon Wagner (Education)
I. Phillip Young (Education)

Annual Report: Academic Year 2006-07
Davis Division: Academic Senate

Committee on Planning & Budget

Total Meetings: 18	Meeting frequency: bi-weekly	Average hours of committee work each week: members: 2-3 hrs/week. Chair: 4-5 hrs/week
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Total proposals reviewed: TOE (0), POP (6), Endowments (14), other (38)	Total deferred proposals from the previous year: none	Total proposals deferred to the coming academic year: 1
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Listing of bylaw changes proposed: none

Listing of committee policies established or revised:

CPB determined academic plans are not required for the review of endowment proposals from the School of Medicine (SOM) since the SOM do not have academic plans. The SOM is always hiring usually based on clinical needs, which differs from the other departments/colleges.

Issues considered by the committee: see Committee's Narrative below.

Recommended procedural or policy changes for the coming year:

- Need clarification regarding the viewpoint and questions CPB should follow when reviewing program proposals. Guidelines were unable to be located from past committee practices.
- Need to resolve the process that authorizes the transfer of department funds to an endowment in the School of Medicine.

- | |
|--|
| <ul style="list-style-type: none">▪ Hold the "Fall Retreat" at the end of October instead of in December in order to gain overview and early buy-in. |
| |

Committee's narrative:

This Planning and Budget Committee (CPB) considers matters involving planning and budget according to Davis Division Bylaw 48 ([click here](#)). The Chair, Bruno Nachtergaele, also served in two additional roles: 1) representative to Representative Assembly, and 2) member on Executive Council. CPB member Pat Conrad served as the Committee's representative on the UC Systemwide Planning and Budget Committee (UCPB) and provided regular updates to the Committee. CPB member John Payne served on the Conflict of Research Misconduct Policy Work Group on behalf of CPB, and member Ian Kennedy served on the Time to Degree Task Force. Regular updates regarding the Instructional Space Advisory Subcommittee's (ISAS) business was provided by ISAS's Chair Chiang during CPB meetings. Please see the Instructional Space Advisory Subcommittee's annual report for details regarding the subcommittee's business. For a more detailed account of the Committee's discussion & actions, please request the information from the Academic Senate analyst in order to review the action items from each meeting.

This section outlines the Committee's activity in 2006-2007 regarding the following items: guests who attended meetings, proposals reviewed (Endowment, Partner Opportunity Program, and Target of Excellence), proposals and items reviewed, and other considerations and topics of discussion.

CPB met with the following guests in the 2006-07 academic year:

- Virginia Hinshaw, Provost and Executive Vice Chancellor
- Barbara Horwitz, Vice Provost of Academic Personnel (currently Interim Provost)
- Linda Bisson, Davis Division Academic Senate Chair
- John Meyer, Vice Chancellor of Resource Management and Planning
- Kelly Ratliff, Associate Vice Chancellor of Resource Management and Planning
- Cheryl Lohse-Brown, Associate Vice Chancellor of Development
- Babs Sandeen, Vice Chancellor of University Relations
- Jan Corazza, Director of Campaign Planning/Programs in Development Office
- Terrence Murphy, Chair of College of Biological Sciences
- Ken Burtis, Dean of College of Biological Sciences
- Donna Ollson, Assistant Dean of College of Biological Sciences
- Mike Allred, Associate Vice Chancellor of Accounting & Financial Services

- Pete Siegel, Vice Provost of Information and Educational Technology
- Dave Shelby, Assistant Vice Provost of Information and Educational Technology
- Constance Melendy, Assistant Vice Provost of the Chancellor/Provost Office
- Karen Castelli, Manager of Public Health Sciences
- Marc Schenker, Chair of Public Health Sciences
- Stan Nosek, Vice Chancellor of Administration
- Dennis Shimek, Associate Vice Chancellor for Human Resources
- Irene Horgan-Thompson, Director of Comp, Ben, and Emp - Human Resources

Endowments, POPs, and TOEs Reviewed:

- **Table 1:**
 - Endowment Proposals Reviewed (14 total, all approved)
- **Table 2:**
 - Partner Opportunity Program Proposals Reviewed (6 total; 4 approved, 2 not approved)
- **Table 3:**
 - Target of Excellence Proposals Reviewed (0 received or reviewed)

Table 1: Endowment Proposals Reviewed (14 total, all approved)

Endowment Proposals Reviewed (14, all approved)	
<u>Carry-over from 2005-06</u>	
Cancer Center Professorship in Basic Science	
Roger Tatarian Endowed Professorship in Cardiovascular Medicine	
Dean's Chair in Medical Research	
John & Joan Fiddymment Chair in Agriculture: A&ES	
Bo Tomas Brofelt Chair in Emergency Medicine	
<u>New Endowments for 2006-07</u>	
Dean's Endowed Professorship in Bioethics: SOM	
Ralph Devere White Endowed Professorship: SOM	
Child Family Professorship of Engineering and Entrepreneurship: COE	
Richard Snavelly Endowed Fund: Applied Science	
Child Family Professorship in the College of Engineering	
Joe P. Tupin Endowed Professorship in Psychiatry	
Jeff & Dianne Child-Steve Whitaker Professorship in Chem. Engr & Mat Sci	
Joe P. Tupin Endowed Professorship in Psychiatry and Behavioral Sciences	
<u>Carry-over Endowments for 2007-08</u>	
Gwendolyn Bridges Needham Endowed Chair in English Literature	

Table 2: Partner Opportunity Program Proposals Reviewed (6 total; 4 approved, 2 not approved)

Partner Opportunity Program Proposals Reviewed (6)	
<u>Approved (4):</u>	
Jared Shaw, Chemistry	
Fu Liu, Mathematics	
Sabina Knight, East-Asian Languages & Cultures, & Comparative Literature	
Anna Scaglione, Electrical & Computer Engineering	
<u>Not approved (2):</u>	
W. Flagg Miller, Religious Studies (Arabic/Hindu)	
Jesse Drew, Technocultural Studies Program	

Table 3: Target of Excellence Proposals Reviewed (0 received or reviewed)

Target of Excellence Proposals Reviewed (0)
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Proposals and items reviewed:

- 5-Year ORU Review: Center for Health Services Research in Primary Care (CHSRPC), 1999-2004
- 5-Year ORU Review: Agricultural History Center
- Request to Change the Name of the Department of Medical Pharmacology and Toxicology to Department of Pharmacology
- Guiding Principles of Professional School Fees Proposal
- Proposed Policy: Stewardship of Electronic Information
- Proposed Amendment to System wide Senate Bylaw 205
- System-wide Standards for Institutional Review Boards
- Role of Graduate Students in Providing Instruction at UC
- Recycling MRU Funds
- UC Merit and Promotion System
- APM 220-18: UCAP Proposed Amendments (advancement to Prof Step VI and Above Scale
- Proposed Senate Bylaw 16 - Executive Director
- Proposed Increase In PostDoc Salary Minimum
- ISIs (Institute for Science & Innovation) Budget Proposal
- Proposal to Amend DDR 520C
- Integrity in Research: Draft Update of PPM 240-01
- Total Remuneration and 2006-07 Budget
- Relations with Vendors and Clinicians (Pharmaceutical)
- Proposal for Senate Regulation 694-Amendment and 695
- Proposal to Establish the School of Public Health

- General Education Task Force Report Review
- Proposed Open Access Policy
- Draft Updated Policy: Privacy/Disclosure of Student Records
- Masters of Public Health Degree Program (requested by Graduate Council)
- APM 620: Off-Scale Salaries
- Graduate Program in Communication and PhD
- UC San Diego: Increasing Operational Efficiencies Through Business Process Redesign and Analytics (EDUCAUSE)
- UCOP Staffing and Budget Overview
- Davis Professorial Salary Scales (DPSS) Information
- UCD 690 - Updated Academic Salary Scales
- 19900 Funds regarding promotion, reclassification and benefit activity
- Course Fees – oversight by the Course Materials Fees Committee
- CCFIT Annual Report 2006-07 Comments
- Philanthropy and Campaign Planning Information
- Gift Income Report
- 2007-08 Budget Planning Parameters
- Nonresident Tuition (NRT) and Graduate Council
- Dollar Guidelines for Naming Academic and Non-academic Properties, Programs, and Facilities in Honor of Donors
- PENDING (carry-over to 2007-08): New Minor Program in College of Engineering, Construction Management Proposal (COD)

In addition to the policies/procedure reviews listed above, CPB also considered the following items during the 2006-07 academic year:

- Hosted the annual Provost/Office of Resource Management & Planning/Committee Planning & Budget Retreat. The following items were discussed:
 - Faculty FTE – Provost Hinshaw
 - Annual update
 - Financial situation of the College of Biological Science and implications for campus as a whole
 - Discussion of 2007-09 allocation process
 - Davis Professorial Salary Scale
 - Graduate Student Support (campus GSR fee and tuition buy-down program, state allocation of funds options)
 - Enrollment Planning (process and framework) – VC Meyer
 - Campus Budget Process – AVC Ratliff
 - Campus Budget Overview and Campus Indirect Cost Recovery Overview
 - Overview of Regent's Budget for 2007-08
 - Overview of UC process for budgeting nonresident tuition

- Reviewed requested data from last five years of hiring regarding Interdepartmental Initiative Hires, Partner Opportunity Program (POP), Target of Excellence (TOE). The ethnicity for all the interdepartmental initiative hires within the last 10 years was also evaluated and compared with the information from the Systemwide Diversity Task Force Report in order to determine if diversity is an issue within these specialty hires. CPB determined that a major difference in diversity was not apparent
- Discussed the College of Biological Sciences with the Provost, Chair of CBS, and Dean of CBS which covered topics such as the history of CBS deficit, current status, plans for bringing the CBS finances back to health, oversight of CBS, differences contributing to CBS situation, high start up costs
- Reviewed Business Process Improvements with AVC Allred, VC Nosek, and VP Siegel for the following systems:
 - DaFIS
 - Grant processing
 - MyTravel
 - MyInfoVault
- Discussed the Davis Professorial Salary Scales with Vice Provost Barbara Horwitz
- Discussed the following with Kelly Ratliff and Virginia Hinshaw:
 - Overall financial situation of the campus and projections for future years; strategic plan
 - Budget process for Schools and Colleges
 - CBS recovery plan
 - Graduate student support
 - Central benefits funding
 - Enrollment planning
- Discussed campus projects and resources with guests Stan Nosek & John Meyer
- Discussed department staffing with Dennis Shimek
- Discussed the capital campaign with Babs Sandeen, Kelly Ratliff, Cheryl Brown Lohse, and Jan Corazza

Respectfully Submitted,

Bruno Nachtergaele, Chair

Shirley Chiang (member), Chris van Kessel (member), Richard Sexton (member), Ian Kennedy (member), Ross Bauer (member), John Payne (member), Jane-Ling Wang (member), Pat Conrad (member), Linda Bisson (advisor), Bob Powell (advisor), Jozsef Lango (AF Representative), and Diana Howard (Academic Senate Analyst)

Annual Report: Academic Year 2006-07

Davis Division: Academic Senate

Instructional Space Advisory Subcommittee <small>(Committee on Planning & Budget)</small>

Total Meetings: 2	Meeting frequency: as needed	Average hours of committee work each week: 2-3 (when meeting)

Total issues reviewed/discussed: 12	Total issues reviewed - deferred from the previous year: 0	Total issues deferred to the coming academic year: 0

Listing of bylaw changes proposed: None.

Listing of committee policies established or revised: None.

Issues considered by the committee: None.

Recommended procedural or policy changes for the coming year: None.

Committee's narrative:

This subcommittee considered matters involving instructional space according to Davis Division Bylaw 48 C ([click here](#)). Committee Planning & Budget (CPB) member Shirley Chiang chaired the subcommittee and reported the subcommittee's discussions and information to CPB. Overall, the main focus of the Committee was to ensure proper representation on the subcommittee as directed by the bylaw, and suggest changes when issues pertaining to the subcommittee arose. For a more detailed account of the Committee's discussion & actions, please request the information from the Academic Senate analyst in order to review the action items from each meeting. In addition to the policies/procedure reviews listed above, the Instructional Space Advisory Subcommittee (ISAS) also considered the following items during the 2006-07 academic year:

- Continued to discuss concerns and solutions with Sal Genito, Director of Facilities: Operations & Maintenance regarding the Clean Classroom Initiative, which originally was created in order to address areas and rooms where postings, chalk dust, carpet, flooring, etc. were in need of improvements

- Reviewed PPM 310 "Posting of Information" and discussed the current implementation of the policy/procedures (<http://manuals.ucdavis.edu/ppm/310/310-27.htm>)
- Voiced concern of the lack of lecture space available on campus; followed up with last year's lecture space request in Wellman (History Department) to ensure adjustments were made
- Ensured last year's Periodic Chart request in the Science Lab Lecture Hall was completed
- Discussed lighting options and the Research Lighting Center for new spaces. ISAS voiced concern regarding the lack of lighting in classrooms and lecture halls; the current lighting process and difficulty with retaining custodial staff was reviewed
- Discussed the use of Personal Response Systems (AKA clickers) on campus. ISAS was provided the following information upon their request regarding the departmental use of clickers/PRS on campus during the Fall 2006 quarter:

UCD Departments Using Clickers Fall 2006
7-Physics
5-Psychology
3-Biological Sciences
2-Neurobiology, Physiology, and Behavior
1-Anthropology
1-Plant Sciences
1-Chemistry

- Reviewed general assignment classrooms and space utilization reports, such as the "List of Lab Classrooms" document and the "Fall 2004 Space Utilization Report (by campus)" document. ISAS recognized UCD's high room use
- Reviewed information regarding Giedt Hall and the use of a blend of private and public dollars (space utilization and prioritization are made accordingly to the source of funds). The Classroom Master Plan Committee was created in order to review long term needs and to create long-term plans for classrooms across the campus. ISAS was asked to suggest membership for Fall 2007 since the membership was being reevaluated
- Discussed the possibility of adding telephones in classrooms for two purposes: emergency (911) and a technology hotline with Liz Gibson, Director of Mediaworks and CTS

- Discussed the Space Utilization Formula and reviewed the state's standards compared with UCD's high use of space; stated concern regarding the difficulty students must experience when attempting to find an open classroom
- Discussed the high level of interest in podcasting and webcasting on campus with Liz Gibson; reviewed two budgetary proposals for the Provost's support and allocation; ISAS passed the information along to CPB as well for their review
- Stated the need for the Committee on Planning and Budget to select a new ISAS Chair since Shirley Chiang will not be serving on CPB next year

Sincerely,

Shirley Chiang, Chair

Patricia Boeshaar, Joseph Sorenson, Jane-Ling Wang, Kiho Cho (Academic Federation Representative), Janis Dickens (ex-officio, Director of Classroom Technology Services), Maria Miglas (ex-officio, Registrars Office), Frank Wada (ex-officio, University Registrar), Julie Nola (Office of Architects and Engineers Representative), Jerry Johnson (Office of Resource Management and Planning Representative - retired), Kerry Geist (Office of Resource Management and Planning Representative), and Diana Howard (Academic Senate Analyst)

Annual Report: Academic Year 2006-07

Davis Division: Academic Senate

Committee on Admissions & Enrollment

Total Meetings: 9 (2 hours each)	Meeting frequency: As needed (approximately 3 times per quarter)	Average hours of committee work each week: varies; approximately 1 hour for members, 2 hours for Chair
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18 total policies/procedures reviewed/discussed	0 proposals were deferred from the previous year	0 proposals deferred to the coming academic year
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Listing of bylaw changes proposed: None.

Listing of committee policies established or revised:

Admissions & Enrollment (A&E) adopted the "Supplementary Freshman Comprehensive Review Process by Undergraduate Admissions Managers" proposal, which stated that "...the Admissions and Enrollment Committee give UA [Undergraduate Admissions] managers the authority to perform the following supplementary reviews following CR and/or Admission by Exception (ABE) review:

1. Applications with sufficient CR points for admission, but deemed not to meet UC eligibility requirements will be automatically given an ABE review, which may or may not result in a recommendation for admission.
2. Applications with sufficient CR points for admission, but who have two or more "D" or "F" grades after 9th grade, or who have a significantly low Core exam score will be given a review that examines more thoroughly academic preparation. (UA will perform analyses this summer to determine low test score thresholds for this review and will submit findings to A&E in early fall for discussion and approval.)
3. Anomalous cases found through an automated, by-high school analysis. This analysis will help to identify applicants with significantly lower academic profiles but with CR scores sufficient to gain admission while in the same school there are applicants with higher academic profiles (but lower CR scores) who are slated for denial."

Issues/topics considered by the committee: Please see Committee's narrative below.

Recommended procedural or policy changes for the coming year:

A&E agreed that it would be beneficial to annually involve the Committee members in a basic orientation on UC and UC Davis admissions policy and practices, as well as a mini-reader session in order for the Committee to understand the implementation of policy. These orientations and trainings would be provided by the Admissions Directors, and may function best if scheduled in the Fall Quarter.

Carry-over and Recommendations/Goals for 2007-08:

- Collaborate further with the Admissions Directors to compare the implementation of admissions and enrollment policy and search for ways to improve the process
- Continue the discussion on the transfer selection process since the majority of the Committee's focus has focused on freshman admits in the past. Also possibly clarify the path of admittance for transfer students
- Look into extending the service requirement for A&E members to more than a one-year term due to the extensive learning curve involved in the material reviewed and the complex process/procedures of admissions and enrollment
- Continue discussion the student population identified as English as a Second Language (ESL) students regarding admissions recognizing the unique challenges they face. A&E may possibly provide areas of potential concern to SARI in order to gather the data, and then SARI would provide the data to the Senate office for further analysis and possible implementation to help students succeed (listed below).
- Review the 2004 policy created by A&E regarding floors on test scores (In 2004, A&E set a new policy that a student cannot be denied acceptance based on only one criteria; which includes a minimum requirement for SAT scores.).

Committee's narrative:

This committee considered matters involving undergraduate admissions and enrollment according to Davis Division Bylaw 50 ([click here](#)). Jennifer Chacon served as the Davis campus representative to the UC Systemwide Board of Admissions and Relations with Schools (BOARS). Chair Keith Widaman served as the Committee's representative for Representative Assembly. Overall, the main focus of the Committee was to gain a more in-depth understanding the overall eligibility and admissions process, and then fine-tune the admissions process where needed. The Committee agreed that the admissions process did not need reinventing since they viewed the current system as successfully functioning. The Committee also embraced the Admissions Directors' viewpoints and advice as the implementers of A&E's policy. For a more detailed account of the Committee's discussion & actions, please request the information from the Academic Senate analyst in order to review the action items from each meeting. In addition to the policies/procedure reviews listed above, the Admissions and Enrollment Committee also considered the following items during the 2006-07 academic year:

- Studied and discussed existing admissions policy formed by past members that may need revisions in order to improve the eligibility and comprehensive review process.
- Participated in a basic orientation/training on UC and UC Davis admissions policy and practices lead by the Admissions Directors (Pam Burnett, Mary Dubitzky, Darlene Hunter). Also participated in a few meetings devoted to a mini reader-training session in order to understand the readers' challenges and processes. From these trainings, the Committee obtained a greater appreciation for the process and more in-depth knowledge of the requirements of UC and UCD in order to implement beneficial changes.
- Received regular updates and handouts from the Admissions Directors and discussed the admissions cycle for freshman and transfer students.
- Discussed the role of high school GPAs and test scores in UC eligibility and selection
- Reviewed subject A-G requirements at UC Davis
- Discussed the history and use of the UC honors grade bump policy
- Reviewed the path of admittance for transfer students
- Reviewed and supported the "Resolution on High School Exit Exam" proposal (by two in support of the proposal, one opposed, two absent) at the request of Davis Division Chair Linda Bisson
- Discussed the Systemwide Comprehensive Review selection procedures at various times

throughout the year, specifically how to obtain a more holistic review and diversify the eligibility pool (which included the BOARS proposal below).

- Invited Mark Rashid, BOARS Chair and former Chair of Admissions & Enrollment to attend a spring A&E meeting. Discussed the BOARS's Eligibility Reform Proposal (AKA Entitled to Review), which is currently on the June Academic Council agenda (campuses will review the proposal Fall 2007)
- Reviewed the test policy and required test patterns for admissions; discussed using AP tests as opposed to requiring both AP tests and SAT subject tests (subject tests do not seem to provide any significant new information)
- Reviewed the analysis from the Time to Degree Taskforce (Tom Lindholz), "Applicants with Low Standardized English Verbal Abilities" which looked at students attending the university who tested low in English abilities and need to function in a very competitive environment at the university
- Reviewed and discussed the student population identified as English as a Second Language (ESL) students. Discussion included ESL as a possible area affecting the students' success on campus since the admission of ESL students does not recognize the length of time needed to achieve academic proficiency in English (some admits only have a few years of English, when full academic proficiency does not come until seven to ten years of English). A&E discussed providing the areas of potential concern to SARI in order to gather the data, and then SARI would provide the data to the Senate office for further analysis and possible implementation to help students succeed (listed under recommendations for 2007-08 - above).
- Discussed the impact on test floors of the Committee's 2004 policy decision that stated that a student cannot be denied acceptance based on only one criteria (which includes a minimum requirement for SAT scores).
- Discussed the impact on SAT scores of Social Economic Status (SES) indicators in the Comprehensive Review process.
- Discussed the largest enrollment in history on campus (2006-07 year), and the adjustments that were made across campus in order to adjust to the number of students admitted.
- Reviewed and discussed topics covered at the UC Davis Undergraduate Admissions and Comprehensive Review Overview/Legislative Site Visit on 11-28-06 (Pam Burnett attended)
- Obtained information for BOARS regarding UCD's campus priority enrollment programs per BOARS' request. Priority registration groups are reviewed and approved by the Vice Chancellor for Students Affairs (information obtained from Frank Wada, University Registrar).

Respectfully Submitted,

Keith Widaman, Chair of the Committee on Admissions & Enrollment

Joseph Bleckman, Pamela Burnett, Gillian Butler, Jennifer Chacon, Mary Dubitzky, Eric Friedman, Penny Gullan, Darlene Hunter, Ellen Lange, Tom Lindholtz, Terry Nathan, Sophia Papageorgiou, Ron Phillips, and Diana Howard (Senate Analyst)

Annual Report: Academic Year 2006-07
Davis Division: Academic Senate

Committee on Courses of Instruction (COCI)

Total Meetings: 2	Meeting frequency: as needed	Average hours of committee work each week: 4 (when courses were being reviewed)
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Total: <u>558</u> Courses Reviewed	Total # of reviewed or deferred from the previous year: <u>198</u>	Total deferred to the coming academic year: <u>238 (at the senate level)</u>
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Listing of bylaw changes proposed:

none

Issues considered by the committee

- 1) Policy on the hiring of Associate Instructors (AI) to teach Summer Sessions courses:

Chair McDonald felt that AI appointments were too numerous during the summer. It seemed that some departments were staffing their entire department with AI's. Chair McDonald raised the issue with the necessary individuals.

Recommended procedural or policy changes for the coming year:

The Chair of COCI, Roger McDonald, and the COCI analyst, Edwin M. Arevalo, agreed that the policies and procedures that have been provided to the campus regarding COCI procedures need to be updated. The COCI analyst, in coordination with the new committee, will help develop a more detailed and helpful document.

Also, Chair McDonald felt that the Course Approval Form (CAF) is not working well for the campus. It was brought up that many of the individuals inputting courses into the CAF, whether faculty and/or staff, were not understanding how and why certain information went into the designated fields. The Chair felt that the system should be upgraded and be programmed to catch any user errors. Currently there is a CAF work group that is looking at the system and trying to analyze how the system can be more user-friendly.

Committee's narrative:

Course Requests

The primary duty of the Committee is to review and act upon requests to add new courses and change or cancel existing courses. The following table summarizes our actions from September 1, 2006 through August 31, 2007.

	New	Change	Cancel	Total
undergraduate	131	92	158	381
graduate	79	61	35	175
professional	1	1	0	2
Total	211	154	193	558

Associate Instructors

The Committee also is required to approve/reject requests from departments to use advanced graduate students to teach upper-division courses. The Chair normally does this without consulting with the Committee (except as needed) and by following explicit Committee policy on this matter. This year the Committee received and approved 133 Associate Instructors from 30 different departments.

Professor Bryan Weare assisted in reviewing AI appointments during the summer session.

Nonstudent Teaching Assistants

The Committee is required to approve/reject requests from departments to use teaching assistants who are not UCD students. Normally, this task is delegated to the chair. The Committee received and approved 5 requests from 1 department.

Undergraduate Teaching Assistants

The Committee is required to approve/reject petitions for the use of undergraduates as teaching assistants (this is an exception to policy). The Committee received and approved 4 petitions from 3 departments.

Undergraduate Readers

Like undergraduate teaching assistants, undergraduate readers are to be used only in exceptional circumstances. The Committee has written and maintains policy for the hiring of undergraduate readers. However, the Committee does not receive and review petitions for undergraduate readers.

Grading Variances

The Committee must approve requests to change course grading from Pass/No-Pass or Satisfactory/Unsatisfactory to letter grade or vice-versa. Normally this task is delegated to the Chair. Following the process described in the Committee web page, the Committee granted grading variances in 36 classes.

Professor Bryan Weare assisted in reviewing Grading Variances during the summer session.

ACADEMIC SENATE
Committee Membership 2006-2007

At-large Members

Roger McDonald, Chair
Linton Corruccini
Adela De La Torre
Joanne Engebrecht
Mohamed Hafez
Benjamin Shaw

Ex-officio Members

Robert Hansen
James Holcroft
Ross Boulanger
James Holcroft
Thomas Joo
Tonya Kuhl
Patricia Moran
Ruth McDonald
Frank Wada
Richard Plant
Stephen White
Tobin White
David Woodruff

Academic Federation Representative

Kenneth Hilt

Undergraduate Student Representative

Randall Larson-Maynard

Staff Consultant

Anastasia Bondarchuck
Marcus Tang

Academic Senate Analyst

Edwin M. Arevalo, Assistant Director of the Academic Senate Office

Summer Task Force (AI Review)

Bryan Weare
Karen Watson-Gegeo

TO: THE REPRESENTATIVE ASSEMBLY OF THE DAVIS DIVISION OF THE
ACADEMIC SENATE

ANNUAL REPORT OF THE GRADUATE COUNCIL 2006-2007

The Graduate Council is a standing committee of the Divisional Academic Senate and is responsible for regulating and making recommendations on matters pertaining to graduate education and postdoctoral scholar issues. The Graduate Council met on ten occasions during the 2006-2007 academic year, an average of once a month October through May, and twice in June. All of the meetings were two hours except for the last one, which was five hours long.

The Council is supported by a structure which includes the following subcommittees: (1) the Academic Planning and Development (APD) Committee, (2) the Administrative Committee, (3) the Bylaws Committee, (4) the Chair's Advisory Committee (CAC), (5) the Courses Committee, (6) the Educational Policy Committee (EPC), (7) the Program Review Committee (PRC), (8) the Support and Welfare Committee, and (9) The Program Review Closure Committee (PRCC).

GRADUATE COUNCIL GOALS FOR 2006-2007 from Chair Shrini Upadhyaya

- *Enhancing Graduate Education: This was presented at the Chancellor's Fall conference and further explored for potential solutions to some challenging issues*
- *Streamlining the Fellowship Evaluation Process: An efficient and effective fellowship evaluation process was developed and implemented resulting in a substantial reduction in faculty time in evaluating these applications.*

Summary of 2006-2007 Accomplishments

1. Enhancing Graduate Education: Last year the Academic Planning and Development Committee (APD) prepared a report that included the results and interpretations of "Survey of Challenges to Graduate Education at UC Davis." The key findings of this survey were presented at the Chancellor's Fall Conference on Graduate Education as well as to the Graduate Council. Two major challenges that face the Graduate Education on the UC Davis campus are: (i) Faculty time available for Graduate Education, and (ii) Nonresident Tuition (NRT).

1-a. Faculty Time Available to Graduate Education: The Graduate Council charged APD during its February 15th meeting to address a major issue facing graduate education -- Faculty time available to Graduate Education -- and develop concrete plans and strategies to address this issue. APD presented a report containing three specific recommendations to the Council at its last meeting on June 21, 2007. These recommendations are:

- Place responsibilities and oversight of teaching graduate level courses, including those offered through Graduate Groups, upon Department Chairs and relevant Deans that have the resources to allocate faculty FTE;

- Enhance the weight graduate education concerns have in strategic planning decisions during the faculty hiring processes; and
- Ensure continuing support for and work towards the formation of larger umbrella structures for clusters of programmatically connected graduate programs to maximize resource allocations and better the quality of all graduate program offerings on campus.

The details of this document can be found under APD report. Council accepted this report and asked Council Chair to send the proposal to the Graduate Studies Dean and ask him to submit it to the Dean's Council of Graduate Affairs (DCOGA). The chair has submitted the report to the Graduate Dean and requested him to present it to DCOGA.

1-b. Elimination of NRT: Following the spirit of the NRT memorandum that was overwhelmingly passed by the UC Davis faculty as well as the UC systemwide faculty, Council developed proposals to eliminate NRT for all students beginning with their second year of study. These proposals were developed in consultation with the Dean of Graduate Studies, Administrative Committee and Chair's Advisory Committee (CAC) of the Graduate Council. The Graduate Council approved these proposals during its February 15, 2007 meeting. Subsequently these proposals were endorsed by the Executive Council and presented at the Provost and Senate Chair's meeting in March. These proposals provided several alternatives to the Provost to use the additional money our campuses was supposed to get from the Office of the President in support of Graduate Education (about \$1.3 million) and a part or all of the money the Provost has been investing in Graduate education through the 25% Tuition Buydown program. The Council Chair and Dean of Graduate Studies met with the Provost and discussed the implications of these proposals. The Provost attended the May 15th meeting of the Graduate Council and explained the extent of support the Campus has already committed to Graduate Education for the coming year and said that such proposals may be revisited in the future. It is the hope of the Graduate Council that these proposals or their variations would be well received by the Provost in the near future and the NRT would be eliminated.

2. Streamlining Fellowship Evaluation Process: Early in the year Council decided to streamline the fellowship evaluation process so that faculty time spent on evaluation of applications would be minimized. The Council felt that a significant amount of faculty time was being spent on evaluating applicants when some of the awards were relatively small. The Chair of the Council met with the Chair of the Support and Welfare Committee, Associate Dean for Graduate Programs, Director of Student Financial Support in the Office of Graduate Studies, and a council member with expertise in statistics and devised a technique to rank the students from a given graduate program on a single, size neutral ranking scheme irrespective of the number of fellowships for which a student was being nominated. The Support and Welfare Committee worked out the mechanics of this approach and the results indicate that the faculty time involved in evaluating applications was reduced by a factor of about two (about 50% less time). Preliminary indications are that this technique resulted in similar results as in the previous years while making the evaluation process much more efficient. Additional details of this new approach can be found in the Support and Welfare Committee report.

In addition to the aforementioned major accomplishments, Graduate Council also attended to many of the routine matters of importance to graduate education that take a considerable amount of its time. These tasks relate to review of programs, bylaws, degree requirements, proposals to

establish new programs and schools, student appeals, student welfare issues, and graduate courses. Additional details of these activities are included in the respective subcommittee reports (i.e., Program Review Committee, Program Review Closure Committee, Bylaws Committee, Educational Policy Committee, Academic Planning and Development Committee, Administrative Committee, Support and Welfare Committee, and Courses Committee). Chairs of these busy committees, their members, and the staff who support these committees, deserve congratulations for their significant contributions to sustaining the quality in graduate education at UC Davis.

Moreover, Council acted on some very important issues related to graduate education at UC Davis. These actions are as follows:

- Approved a proposal from the Dean of Graduate Studies that establishes a policy on graduate program membership that is consistent with DDR 531.
- Approved a proposal from Dean of Graduate Studies that establishes policies and guidelines for Graduate Academic Certificate Programs consistent with Academic Senate Regulation 735.
- Approved the concept of a second Designated Emphasis that is in principle consistent with requirements for a second master's degree.
- Formulated a response to the CCGA and UCEP proposal on "Role of Graduate Students in University Instruction" by establishing an ad hoc committee that stressed the need to retain the designation of "Instructor of Record" for Graduate Student Instructors, if they are fully in charge of a course.
- As per the request of the Dean of Graduate Studies, on advice of the Chair's Advisory Committee (CAC) and in response to questions raised by the Senate Executive Directors from other campuses, Council approached Executive Council (EC) to obtain clarifications related to Graduate Extension Certificate Programs. The Executive Director of the Davis Division of the Academic Senate researched the issue for the Executive Council and provided a report to the Council. The EC has requested the Committee on Elections, Rules, and Jurisdiction (CERJ) to provide clarifications to the Graduate Council based on the information contained in the report and relevant Senate Regulations. The Graduate Council is waiting to hear from CERJ.
- Provided enthusiastic support for a proposal that aims to increase the Minimum Postdoctoral Scholar Pay.
- Started discussions on potential alternatives to provide maternity benefits to Graduate Students.
- Started discussions related to diversity, retention, mental health and mentoring that affect graduate education on our campus.

GRADUATE COUNCIL ACTIONS: 2006-2007

A summary of the Council's actions for the year is provided below. In addition, annual reports for the subcommittees are provided. The item dates are typically those of Council's meetings.

A. UC systemwide items. Graduate Council reviewed and commented on:

- Academic Senate (Systemwide) proposed changes to Senate Bylaw 205. 11/13/06
- System-wide Review of the Recommendations from the Joint Academic Senate and UCOP Workgroup on Recycling Multi-campus Research Units (MRU) funds. 11/13/06
- System-wide review of the Joint Universitywide Committee on Education Policy (UCEP) and Coordinating Committee on Graduate Affairs (CCGA) proposed policy on “Role of Graduate Students in University Instruction.” 12/11/06
- Senate-wide review: Senate Regulations 694 and proposed regulation 695, 02/15/07

B. UCD campus items. Graduate Council reviewed and commented on:

- Agricultural History Center ORU, 10/09/06
- The Center for Health Services Research Primary Care (CHSPRC), 11/13/06
- Approval of Posthumous degree award to a Veterinary Medicine Student (3/19/07)
- School of Public Health, 03/15/07, 04/19/07
- Draft PPM 320-21: Student Records 03/15/07

C. Current Items related to Graduate Studies and Graduate Council in 2006-2007. Graduate Council proposed, addressed, or received reports and updates on the following:

- Davis Division Regulation 520 C, 11/13/06, 05/17/07, 6/21/07
- Graduate Student Writing – University Writing Program 10/09/06, 11/13/06, 03/15/07
- Professors for the Future (PFTF) Project Report, 10/09/06, 3/15/07
- Notation to Place on Law School Transcript – a) Completed Public Service Law Program, and b) Completed Pro Bono program, 10/09/06
- Proposal for the re-Review of UC/CSU Joint EdD Programs, 11/13/06
- Policy and Guidelines for Graduate Academic Certificates, 11/13/06, 06/21/07
- Foreign Language TA, 01/25/07, 02/15/07, 03/15/07
- Concurrent DE in Critical Theory and Feminist Theory and Research, 12/11/06, 01/25/07, 02/15/07
- Second DE in Critical Theory and Feminist Theory and Research, 03/15/07
- Designated Emphasis Policy: How to monitor the policy?, 04/19/07
- Qualifying Examination decision making process, 04/19/07
- Fellowship Process, 04/19/07
- Qualifying Examination decisions on 4 to 1 split votes, 05/17/07
- Graduate Program Membership Guidelines, 10/19/06, 05/17/07, 06/21/07
- Maternity leave for graduate students, 06/13/07
- Systemwide Diversity Report, 06/13/07
- Challenges to Graduate Education at UCD, 06/21/07
- Graduate student diversity/retention/health/mentoring issues, 06/21/07
- Extension Certificate program (11/13/06, 12/11/2006, 6/21/06)

D. Graduate Council Guidelines and Policies, approved or revised in 2006-2007

- Graduate Academic Certificate Program Policy and Proposed Guidelines, approved 10/09/06

- Membership and Service on Advanced Degree Committees, revision approved 10/09/06
- Policy and Guidelines for Graduate Academic Certificates 11/13/06, 01/25/07
- TOEFL iBT Score Requirements 01/25/07
- Doctoral Qualifying Examinations, 01/25/07, approved 02/15/07
- UCD Masters' Thesis Definition, 01/25/07, 02/15/07, 03/15/07
- Personal History Statement on the graduate admission application, 01/25/07
- Satisfactory/Unsatisfactory Grading option, 01/25/07, 02/15/07, revision approved 3/15/07
- Designated Emphasis Policy and Proposal Guidelines, revision approved 03/15/07
- Service on an Advanced Degree Committee, revision approved 10/9/06
- Second Designated Emphasis, approved 03/15/07

E. Postdoctoral Scholar Items discussed:

- Supported a proposal for an increase in the minimum Postdoctoral Scholar pay.

F. New Graduate Program Proposals

- **Environmental Policy and Management M.S., Revised Proposal**, Council's initial approval, 4/21/06; responses from Library Committee and Committee on Planning and Budget, Graduate Group in Transportation Technology and Policy revision by proposers, 6/22/06; Council's final approval 7/6/06. CODVC's approval, 9/12/06. Letters to CCGA 05/16/07.
- **Forensic and Behavioral Sciences (formerly named Criminal Justice Sciences) Joint Doctorate (Ph.D.) with CSU Fresno**. Council's final approval 2/28/05. Chancellor's approval 3/14/05. Under review by CCGA. Revisions transmitted February and May 2006. Approved by CCGA 06/20/07.
- **Master of Public Health Phase 2**, Council's initial review, recommended revisions, 6/22/06, 01/25/07 letter to CCGA 04/19/07. Accepted by CCGA 05/01/07
- **Communication Proposal for a Ph.D.**, Approved by Council 04/19/07. Approvals of the Library Committee (05/28/07) and Committee on Planning and Budget (06/04/07)

G. Designated Emphasis (DE) programs

New Affiliations of Ph.D. Programs with DE programs, approved/discontinued:

- Biophotonics – Affiliation of MCIP, Approved, 01/25/07
- Biotechnology – Affiliation of Applied Science, Approved, 02/15/07
- Philosophy – Affiliation with Critical Theory, Discontinued, 12/11/06.

Proposed DE programs approved:

- DE in Program in International Nutrition name change to Program in International and Community Nutrition, 02/15/07

H. Degree Requirement and Curriculum Changes for Graduate Programs forwarded by the Educational Policy Committee and approved:

- DE in Biotechnology, 11/13/06
- Forensic Science, 06/21/07
- Philosophy, 06/21/07
- Soils & Biogeochemistry, 06/21/07
- Electrical and Computer Engineering, 6/21/07

Pending Reviews: Waiting for responses from the Graduate Programs for EPC/GC request for corrections/clarifications:

- ECE BS/MS Integrated Degree Program, 12/11/06.
- Ecology, 6/21/07
- JDPE in Ecology, 6/21/07
- Graduate Academic Certificate Program in Second Language Acquisition, 6/21/07
- Agricultural and Environmental Chemistry, 6/27/07

I. Program Bylaws

Bylaws guidelines, revised or new, approved

- Bylaws Guidelines for Designated Emphasis Programs, Reproductive Biology, 05/17/07
- Bylaws Guidelines for Designated Emphasis Programs, Biology of Vector-borne Diseases, 06/21/07

Program Bylaws, revised or new, approved

- Art History, 06/21/07
- Biophysics, 05/17/07
- Biostatistics, 05/17/07
- Education MA, 01/25/07
- Entomology, 12/11/06
- Philosophy, 05/17/07
- Public Health, 01/25/07
- Viticulture and Enology, 12/11/06

J. Simple Name Changes of Graduate Programs approved

- From Textile Arts and Costume Design to Design, 4/21/06, Chancellor's approval 7/7/06, CCGA, still under review.

K. Other Graduate Program Actions

- Civil and Environmental Engineering request to include an "Exit Seminar" as a part of the Ph.D. degree requirements under dissertation Plan B, 11/13/06.

L. Graduate Program Review

One of the major responsibilities of the Graduate Council is the review of graduate programs on a regularly scheduled basis. Please see the Program Review Committee (PRC) report. The following actions related to program reviews were taken by Council during 2006-2007.

Graduate Program Reviews

- Biostatistics Graduate Group
- Biophysics Graduate Group
- Designated Emphasis in Reproductive Biology
- Education (MA) Graduate Program
- Human Development Graduate Group
- Immunology Graduate Group
- International Commercial Law Graduate Group
- Masters of Law Graduate Program

Postponement of initiation of program reviews

- Geography

Program Review Reports approved; transmittal letters approved

Programs and administrators will respond to Council's recommendations.

- Biostatistics Graduate Group, 06/21/07; transmittal letter, 07/25/07
- Biophysics Graduate Group, 06/13/07; transmittal letter, 07/21/07
- DE in Reproductive Biology, 6/21/07; transmittal letter, 07/25/07
- Education (MA) Graduate Program, 5/17/07; transmittal letter, 07/10/07
- Human Development Graduate Group, 06/13/07; transmittal letter, 07/21/07
- Immunology Graduate Group, 6/21/07, transmittal letter; 07/25/07
- International Commercial Law Graduate Group, 05/04/07; transmittal letter, 07/21/07
- Masters of Laws Graduate Program, 5/17/07; transmittal letter, 07/17/07

Other Program Review Actions

- N/A

SUBCOMMITTEE REPORTS

ACADEMIC PLANNING AND DEVELOPMENT (APD) COMMITTEE

The Academic Planning & Development (APD) Committee's charge includes advising Graduate Council on matters related to the:

1. Future needs and directions in graduate education,
2. General issues related to graduate education,

3. Reports and recommendations to the Representative Assembly on matters pertaining to graduate work,
4. Reports to the Council on needs and procedures for coordination of various departments, graduate programs and schools for conferring of degrees higher than the Bachelor's degree including fund raising and enrollments, and
5. Postdoctoral Scholar issues.

In the academic year 2006/2007 APD continued the analysis of the key challenges for enhancing the quality of graduate education that it identified the previous academic year and provided a final report with 3 key recommendations to overcoming the identified challenges. Finalizing the data collection, it analyzed the results of a survey to the Chairs and relevant committees of all graduate programs. The results of the analysis were provided in a report to all graduate program chairs. The survey was designed to ask current graduate programs about key challenges that they are facing with regard to their program. The rationale for these studies was that strategic planning decisions for graduate education must be reasoned from a detailed understanding of current challenges that face graduate education at UC Davis. The data from the survey were used to update and validate data provided from a retrospective analysis of graduate programs based on the summary review statements that APD conducted in the previous academic year (<http://gradstudies.ucdavis.edu/gradcouncil/APDReport.pdf>).

The APD Committee usually consists of 3-7 Academic Senate members, 1 Graduate Student, 1 Postdoctoral Scholar, 1 Academic Federation Representative, and the Graduate Dean or Dean's designee. In 2006-2007, the committee members were: Nicole Baumgarth (APD Chair, Center for Comparative Medicine and Pathology, Microbiology and Immunology, Vet Med), Laurel Beckett (Health Sciences), Charles Bevins (Medical Microbiology and Immunology, Med School), Axel Borg (Academic Federation, Shields Library), Matt Farrens (Computer Science), Joseph Russell (Graduate Student Representative, Immunology – present for part of the year), Lori Lubin (Physics), Rhacel Parrenas (Asian American Studies), Eric Smoodin (American Studies/Film Studies) and Edward Caswell-Chen (Associate Dean for Programs, Graduate Studies). No Postdoctoral Scholar Representative was assigned to the committee, despite repeated requests.

The committee met eight times in the period November 2006-June 2007. Before meetings agenda items and related materials were provided electronically. Subsequent to meetings, minutes of the meeting were distributed and the committee's draft correspondence and reports were distributed electronically and agreed upon before submission.

The committee prepared the following recommendations to Graduate Council:

- Recommendation to provide the APD report on the "Survey of Challenges to Graduate Education at UC Davis" to all UC Davis graduate program chairs.
- Recommendations for responses to a report entitled "Education and Teaching survey results in humanities and social sciences: a report about grad students' needs" for graduate council, UC Davis and dated May 25, 2006 by Pardo Ballester.
- Recommendations for TOEFL iBT standards for admission to graduate programs at UC Davis in 2007/2008. The review was conducted with the help of Janet Lane from the linguistics department. In addition APD recommended to putting in place a data collection strategy to ensure that appropriate data will be at hand for a necessary

reevaluation of the standards in 2-3 years. It was recommended that GC seek collaboration with UC Berkeley in devising additional strategies to comprehensively assess the impact of the TOEFL iBT test on the quality of admitted graduate students. Janet Lane was willing to act as liaison.

- Recommendations to support and press the Graduate Studies Dean, Provost and relevant committees and other Deans to support and implement the recommendations listed in APD's report to Graduate Council, June 07, 2007.

The committee reviewed the following materials, collected data and analyzed the following:

- All collected surveys from the "Survey of Challenges to Graduate Education at UC Davis" (66 surveys, i.e. 80% response rate). Data analysis and interpretations.
- A report entitled "Education and Teaching survey results in humanities and social sciences: a report about grad students' needs" for graduate council, UC Davis and dated May 25, 2006 by Pardo Ballester.
- Current TOEFL standards and the relation of these standards to the new iBT TOEFL test. Results from UC Berkeley's analysis of iBT TOEFL standards.

From that analysis the following were prepared and submitted to Graduate Council

- The APD report on the results and interpretations of the "Survey of Challenges to Graduate Education at UC Davis".
- APD's recommendations for iBT TOEFL standards and other recommendations for iBT TOEFL standards.
- APD report entitled: "Recommendations by the Academic Planning and Development Committee to Overcoming Challenges to Graduate Education at UC Davis"

In summary APD's analysis identified insufficient graduate student funding for stipends and tuition costs, particularly non-resident tuition costs, weaknesses of core curriculum, lack of administrative support and infrastructure, and problems for students in accessing information as the most important concerns consistently identified for both departmental-based and non-departmental based graduate programs on campus. Increased resources specifically directed to graduate education and better utilization of resources currently available are needed to address these problems. Following intensive discussions within APD and between APD and current and previous members of Graduate Council, APD put forward in its report three key recommendations listed below. The recommendations are pragmatic in their approach and have developed from the realization that for graduate programs to work effectively and efficiently, all graduate education offerings, including those provided by Graduate Groups, must be linked into the existing hierarchical university structures, require clustering of programs for better resource utilization and careful strategic planning for effective future resource allocations.

- First, place responsibilities and oversight of teaching graduate level courses, including those offered through Graduate Groups, upon Department Chairs and relevant Deans that have the resources to allocate faculty FTE;
- Second, enhance the weight graduate education concerns have in strategic planning decisions during the faculty hiring processes; and

- third, ensure continuing support for and work towards the formation of larger umbrella structures for clusters of programmatically connected graduate programs to maximize resource allocations and better the quality of all graduate program offerings on campus

Graduate Council adopted these recommendations at its meeting on June 21, 2007 and agreed to work towards their implementation. The members of APD believe that implementation of these recommendations would go a long way towards achieving the objective to enhance graduate education on this campus.

ADMINISTRATIVE COMMITTEE

Committee Responsibilities: The Administrative Committee reviews student petitions, requests, and appeals concerning such issues as examinations, residency and degree requirements. It also reviews faculty appeals regarding appointment of major professors. Moreover, it reviews requests from graduate programs regarding exceptions to Qualifying Examination policy that requires at least one member should be from outside the program.

Committee members in 2006-2007: Shrini Upadhyaya, Chair of Graduate Council and Committee; Nicole Baumgarth, Vice Chair of Graduate Council; Edward Caswell-Chen, Associate Dean for Graduate Programs; there was no Associate Dean for Students; Kara Thompson, Graduate Student Assistant to the Dean and Chancellor; and by invitation, Cathy Jurado, Director of Graduate Admissions and Academic Services. Graduate Studies Staff: Lisa Marquez.

The Administrative Committee met 5 times during the 2006-2007 academic year and the following summer (October 1, 2006 – September 30, 2007). The Committee dealt with 16 separate matters. The five appeals that were considered included:

- 3 appeals from students for exceptions to policy: 1 appeal of non-pass on Pre-Qualifying Written Exam; 1 request to transfer University Extension Course; 1 appeal of the one-quarter waiver for Residency Requirements
- 1 appeal from a student on split decisions for Qualifying Examinations;
- 1 appeal from a faculty member regarding service on Dissertation Committee.

The 11 other matters that were considered by the Administrative Committee were:

- 6 requests for blanket exception to the Graduate Council Policy for QE Exams for:
 - Animal Behavior
 - Comparative Pathology
 - Human Development
 - Linguistics
 - Pharmacology and Toxicology
 - Political Science
- QE Essentials;
- Possible mechanisms to eliminate NRT for all graduate students starting with their second year in the program;
- Draft review of PPM 200-20 and 200-25;

- Policies and Guidelines for Graduate Academic Certificates;
- Proposal from Dean Gibeling regarding the Personal Statement on the Application Form.

BYLAWS COMMITTEE

- The Bylaws Committee reviews bylaws for new programs and revised bylaws for existing programs.
- **Committee Membership:** Chair: Walter Leal, Member: Chris Calvert, Staff Analyst: Kathy Garcia
- Meetings were held twice a month with the Chair and the Analyst, and weekly with the Committee member and the Analyst.
- For the 2006-2007 academic year, the Committee had 28 sets of bylaws in various stages of review with 10 sets approved and 18 sets currently in the review process.
- **Bylaws approved by Council:**
 - Art History
 - Biophysics
 - Biostatistics
 - DE Reproductive Biology
 - DE in the Biology of Vector-borne Diseases
 - Education MA
 - Entomology
 - Philosophy
 - Public Health
 - Viticulture and Enology
- **Bylaws in the review phase:**
 - Anthropology
 - Applied Science
 - Cell and Developmental Biology
 - Chemical Engineering and Materials Science
 - Chemistry
 - Communication
 - Designated Emphasis in Biotechnology
 - Designated Emphasis in Second Language Acquisition
 - English
 - Forensic Science
 - Genetics
 - Geography
 - Joint Doctoral Program in Ecology with CSU San Diego

- Mechanical and Aeronautical Engineering
- Molecular, Cellular, and Integrative Physiology
- Music
- Neuroscience
- Pharmacology and Toxicology

CHAIR'S ADVISORY COMMITTEE (CAC)

The Chair's Advisory Committee, a subcommittee established in 1999-2000, met once every other month during the academic year. The committee is comprised of the current and recent past Chairs of Graduate Council. Its charge is to advise Council on long-range planning and policy issues regarding graduate education on the UCD campus. This committee discussed issues related to Graduate Academic Certificates, Graduate Program membership, Non Resident Tuition, Extension Certificate, 4:1 Qualifying Examination decision – delegation of authority to Dean of Graduate Studies, Role of Council Chair in the selection of Graduate Group chairs and appointing Graduate Advisers.

COURSES COMMITTEE

Chair: Tonya Kuhl (Academic Senate)

Members: Beverly Bossler, Nemanja Kaloper, Martha Macri, Thomas Young, Rena Zieve, and Kathleen Ward (Academic Federation Representative) (no student representatives)

Committee Analyst: Diana Howard (Academic Senate Office)

The Courses Subcommittee met at the beginning of the academic year for training and discussion, and conducted the majority of business via MySenate, email, and the telephone.

During the subcommittee's service period from September 1, 2006 through August 31, 2007, the members reviewed 145 course requests. Of the 145 course requests reviewed, 90 were new courses, 34 were course changes, and 21 were canceled courses. The 145 courses reviewed were received by the subcommittee between the dates of July 2, 2006 through July 5, 2007. There are a total of 9 outstanding course requests as carry-over for the 2007-2008 academic year (waiting in queue for review from July 6-August 31).

EDUCATIONAL POLICY COMMITTEE (EPC)

The Educational Policy Committee (EPC) typically reviews proposals for new graduate programs, designated emphases and new graduate degrees. EPC also reviews proposed changes to degree requirements for existing graduate programs. In addition, the EPC is asked for its recommendations regarding miscellaneous academic and programmatic issues and policies.

Committee members in 2006-2007: Committee Chair: Lynette Hunter, Shirley Chiang, Peggy Farnham, Mark Grismer, Kari Lokke, Raul Piedrahita, Jeffrey Schank, Viki Montera, (Academic Fed. Rep), Lisa Dorn (GSA Rep), Staff: Carla Lacey

The EPC views its role as facilitating graduate program proposals that seek to implement changes to existing programs, for example simple name changes and degree requirement changes. The EPC also reviews proposals for new graduate programs (departmentally-based graduate programs, graduate groups and Designated Emphasis programs) as well as integrated bachelor's and master's programs and concurrent programs. Most of the proposal revisions recommended by the EPC are to improve the clarity of the proposals, to strengthen them, or to bring them into compliance with existing regulations or policies and standard wording.

EPC Actions: During the academic year 2006-2007, the Educational Policy Committee met nine times. It also conducted some of its reviews of materials electronically.

Degree Requirements Policy

Masters' thesis definition

New graduate programs

Communication – Proposal for a Ph.D.

Changes to graduate programs

Critical and Feminist Theory & Research – Second DE

Certificate Program in Second. Language

Degree Requirement Changes

- Ecology
- Ecology – JDPE
- ECE Integrated BS/MS
- Epidemiology
- Philosophy
- Forensic Science
- Soils & Biogeochemistry
- Chemistry
- Electrical and Computer Engineering

Items in process

- Agricultural & Env. Chemistry
- Concurrent Master's/MBA Program, requests from five programs to partner with M.B.A.: Biological and Agricultural Engineering, Civil and Environmental Engineering, Computer Science, Mechanical and Aeronautical Engineering, and Transportation Technology and Policy
- Health Informatics (formerly Medical Informatics) degree requirements to be reformatted and re-submitted
- Stem and Progenitor Cells
- Translational Research
- Revision of the "New Graduate Program" policy guidelines
- School of Education – Program in Psychometrics

- Design-MFA

PROGRAM REVIEW COMMITTEE

The Program Review Committee (PRC) has the primary function of conducting reviews of graduate programs on a regularly scheduled, periodic basis (Graduate programs include graduate groups, departmentally-based graduate programs and designated emphasis programs.) At the completion of a review the PRC recommends action to the Graduate Council.

During the 2006-2007 academic year, the Committee met six times. The Committee members include: Professors Jay Mechling, Chair; Dallas Hyde, Jack Gunion, Jack Hicks, Wolfgang Kollmann, Kathryn McCarthy, Janet Momsen (fall and winter quarters only), Jim MacLachlan, Jim Shackelford, Robert Smiley, and Valerie Williamson; Wolfgang Kollmann, Edward Caswell-Chen, Associate Dean for Graduate Programs, and Kathy Garcia, Committee Analyst. Professor Carolyn de la Pena served as PRC liaison for the Education MA review, but did not serve as member of the PRC committee.

Graduate Program Reviews

The PRC began the year with 9 graduate programs to be reviewed: 8 reviews were initiated in the 2005-2006 academic year; 1 review was carried over from last year: it is a summer only program. Eight reviews have been completed and received final approval from Graduate Council. The Geography review will be forwarded to Graduate Council in the fall.

Graduate Program Reviews and PRC Liaison Assignments

- Biostatistics Graduate Group – Dallas Hyde
- Biophysics Graduate Group – Jim Shackelford
- Designated Emphasis in Reproductive Biology – Valerie Williamson
- Education (MA) Graduate Program – Carolyn de la Pena
- Geography – Jack Hicks
- Human Development Graduate Group – Kathryn McCarthy
- Immunology Graduate Group – Jim MacLachlan
- International Commercial Law Graduate Group – Robert Smiley
- Masters of Law Graduate Program – Jay Mechling

Graduate Program Review Guidelines: During the past academic year the Graduate Program Review Guidelines received an annual review. Revisions were made to clarify the process. The Guidelines are now available on-line.

Reviews initiated for the 2006-2007 academic year: The Committee recommended and Graduate Council approved the:

- Initiation of 14 graduate program reviews: Animal Behavior, Art History, Art (Studio), DE in Classics and the Classical Tradition, Economics, Education PhD, English, Linguistics, Mechanical & Aeronautical Engineering, Molecular, Cellular and Integrative

Physiology, Nutritional Biology, Plant Pathology, Psychology, Spanish. (Education PhD Graduate Group review is being held after a one-year delay.)

Program Review Closure Committee (PRCC)

The members of the PRCC for the 2006-2007 academic year were: Chair: Jay Mechling, Members: Shrini Upadhyaya, Edward Caswell-Chen, Andrew Waterhouse; Committee Analyst: Kathy Garcia.

The following 11 reviews were closed:

- Agriculture and Environmental Chemistry
- Applied Science
- DE in Biotechnology
- DE in Second Language Acquisition
- Dramatic Art and Performance Studies
- Forensic Science
- International Agricultural Development
- Jt. Doc. in Ecology
- Philosophy
- Statistics
- Transportation Technology and Policy

There are 7 reviews that are in the follow-up phase:

- Biomedical Engineering
- Chemical Engineering
- Cultural Studies
- Ecology
- Entomology
- Epidemiology
- Viticulture and Enology

Graduate Program Review Meeting:

The Committee Chair and Analyst met with the graduate program staff in May to discuss the graduate program review process and to review the self-review guidelines. There was a 95% attendance from the graduate program staff at this meeting. An additional meeting was scheduled in June for those staff that could not attend the May meeting. Total attendance for the two meetings is 99% of graduate staff.

SUPPORT AND WELFARE (S&W) COMMITTEE

The Support and Welfare Committee reviews applications for a variety of fellowships, including those from private and public sources. These fellowships cover research expenses, travel to present papers at national and international scholarly meetings, as well as full academic year

support in designated fields. It also considers a variety of welfare issues related to the academic lives of graduate students and postdoctoral scholars.

Core Committee members in 2006-2007: Anne Britt (Chair), Maxwell Chertok, Chen-Nee Chuah, Christiana Drake, Angela Gelli, Gregory Herek, Robin Hill, Alan Taylor, Johnny Terning, Leslie Butler (Academic Fed. Rep.), Mary Brooke McEachern (GSA Rep) Committee Assistant: Jean Telford

It was determined that the existing Internal Fellowship process required an excessive number of faculty members to perform reviews. This was based on the fact that the process required approximately 2,500 faculty reviews to award fewer than 125 fellowships. It was also determined that the formula used to rank the nominees was too heavily weighted toward the S&W reviewers' scores. The current formula too easily allowed the S&W reviewer to trump the graduate program ranking. The S&W Committee was tasked with improving these two issues for the 2007-08 award cycle. The chart below summarizes the changes.

Comparison of Internal Fellowship Process 2006-07 and 2007-08

2006-07 Process		2007-08 Process	
Ranking:	Programs ranked students within each fellowship	Ranking:	Programs asked to rank students within each fellowship and to provide an overall ranking of all nominated students
Formula:	Equal weight to GPA, GRE, & Program Rank within each fellowship Each of the two S&W Committee Ratings weighted double	Formula:	Equal weight to GPA, GRE, & each of the two S&W Committee Ratings Overall Program Rank weighted double ²
Number of unique applicants:	708	Number of unique applicants:	744
Number of reviews:	2464 ¹	Number of reviews:	860 ³
Number of S&W Committee reviewers:	64	Number of S&W Committee reviewers:	37

1. Applicant files assigned to reviewers by fellowship and, when possible, by discipline.
2. Overall rank was also normalized based on the three-year average enrollment of the student's graduate program. The overall ranking also replaced a "fourth letter of recommendation" that was previously required to be submitted by the student's graduate program.

3. Applicant files were assigned to reviewers by fellowship for the Diversity Fellowships. All other applicant files were assigned to reviewers by discipline and then by stratified random assignment.

Academic faculty member volunteers on behalf of graduate programs:

<u>Full Name</u>	<u>Program/Dept.</u>	<u>Discipline</u>	<u>Lead Dean</u>
Berger, Trish	Animal Biology	BioSciAg	CA&ES
Borgerhoff-Mulder, Monique	Anthropology	HumSocSci	L&S:SS
Butler, Bees	Ag. & Resource Econ.	HumSocSci	CA&ES
Crum, Steven	Native American Studies	HumSocSci	L&S:HARCS
David, Sheila	Chemistry	BioSciAg	L&S:MPS
Egan, Linda	Spanish	HumSocSci	L&S:HARCS
Fanucchi, Michelle	APC, Vet. Med.	BioSciAg	VETMED
Ferenc, Daniel	Physics	ScienceEngr	L&S:MPS
Gelli, Angie	Pharm. & Tox.	BioSciAg	CA&ES
Gilmore, Cody	Philosophy	HumSocSci	L&S:SS
Herek, Greg	Psychology	HumSocSci	L&S:SS
Hill, Michael	Mech. & Aero. Eng.	ScienceEngr	ENGR
Hom, Carole	Evolution & Ecology	BioSciAg	CA&ES
Hull, Maury	Mech. & Aero. Eng.	ScienceEngr	ENGR
Max, Nelson	Computer Science	ScienceEngr	ENGR
	Wildlife, Fish & Cons.		
McEachern, Mary	Bio.	BioSciAg	CA&ES
Miller, Lisa	APC, Vet. Med.	BioSciAg	VETMED
Moran, Patricia	English	HumSocSci	L&S:HARCS
Ng, Cheuk-Yiu	Chemistry	BioSciAg	L&S:MPS
Orgun, Orham	Linguistics	HumSocSci	L&S:SS
Pan, Zhongli	Bio & Ag. Engineering	ScienceEngr	ENGR
Peri, Giovannie	Economics	HumSocSci	L&S:SS
Puente, Carlos	LAWR	BioSciAg	CA&ES
Raychaudhuri, Subhadip	Biomedical Engineering	ScienceEngr	ENGR
Reynolds, Chris	Music	HumSocSci	L&S:HARCS
Richter, Gerhard	German	HumSocSci	L&S:HARCS
Ruda, Jeffrey	Art History	HumSocSci	L&S:HARCS
Smith, James	Anthropology	HumSocSci	L&S:SS
Stroeve, Pieter	Chem. Eng. & Mtl. Sci.	ScienceEngr	ENGR
Su, Zhendong	Computer Science	ScienceEngr	ENGR
Taylor, Alan	History	HumSocSci	L&S:SS
Terning, John	Physics	ScienceEngr	L&S:MPS
True, Nancy	Chemistry	BioSciAg	L&S:MPS
Van Kessel, Chris	Plant Sciences	BioSciAg	CBS
Van Vuren, Dirk	Ecology	BioSciAg	CA&ES
Waldron, Andrew	Mathematics	HumSocSci	L&S:MPS

Process and fellowship award policies

All applications for internal fellowships and travel awards were reviewed by at least two members of the committee. The formula weights used to determine awards were 1/7 each for the

GRE, the GPA, and the graduate program's ranking and 2/7 for each of the committee reviewer's rankings.

The data in the summary on the next page was provided by Steven Albrecht, Director of the Graduate Studies' Student Financial Support unit.

Summary of Internal Fellowship Awards reviewed by the Support and Welfare Committee during the 2006-2007 academic year.

Please note that awards are for the 2006-2007 academic year, except where noted.

Fellowship Name	2007-08 Applications	2007-08 Awards	Award Total
Elliott, Marjorie & Charles W.	303	2	
Faulkner, Richard D. & Kate	16	1	
Graduate Scholars Fellowship	78	13	
Jones, Fletcher	228	1	
Kraft, Herbert	52	2	
Krantz, Bert & Nell	47	1	
Lee, George	24	1	
Mahan, Laura Perrott	4	1	
McArthur, Frank	12	1	
McKeehan, Beatrice Oberly & S.			
Atwood	30	1	
Richards, Lillie May	10	1	
Schwalen, Emily	32	1	
Schwall Dissertation, Floyd & Mary	16	5	
Schwall Medical Research, Floyd & Mary	43	3	
Stacey, Malcolm R.	14	1	
Tryon, Herbert	7	1	
UCD & Humanities Graduate Research	166	41	
UCD Dissertation Year	107	6	
Velez, Miguel	66	2	
Walker, Frank & Carolan	14	1	
Wood, Elizabeth P.	6	1	
Wright, Jarena	11	1	
Zolk, George & Dorothy	364	6	
Total	1650	94	

Fellowships to support Campus Diversity	2007-08 Applications	2007-08 Awards
Cota-Robles, Eugene	121	9
Dissertation Year	57	6

Graduate Research Mentorship	37	6
McNair	16	2
Total	231	23

Travel Awards:	Applications	Awards	Award Total
For professional meetings held January 1- December 31, 2007	158	38	\$25,000.00
For professional meetings held July 1, 2007 - June 30, 2008	122	44	\$25,000.00
Total	280	82	
Grand Total All Awards	2161	199	

In addition the S & W committee discussed Foreign language TA workload issue and drafted a letter to the Graduate Council regarding the PFTF report submitted to the Council. Moreover, it is in the process of discussing maternity leave issue and issues related to graduate student diversity, retention, health and mentoring.

Outstanding Graduate Student Teaching Award

The Outstanding Graduate Student Teaching Award recognizes excellence in teaching by graduate students on the Davis campus. The award is co-sponsored by the Graduate Council, the Office of Graduate Studies, and the Teaching Resource Center.

The members of the committee were: Professors Anne Britt, Chair, Professor John Stenzel, Andy Walker, Edward Caswell-Chen; graduate student Ann Kelleher, and graduate program analyst Kathy Garcia.

24 graduate students were nominated for the award, of those, 15 students received awards.

In closing, Graduate Council wishes to thank all of those who have given of their time in support of graduate education and postdoctoral scholar issues during the past year. In particular, the contributions of the members of subcommittees and of the *ad hoc* review committees have been extremely valuable and are deeply appreciated by the Council.

Respectfully submitted,

Shrini Upadhyaya, Chair
2006-2007 Graduate Council

Members: Nicole Baumgarth, Anne Britt, Matt Farrens, Jeffery Gibeling, Jack Gunion, Lynette Hunter, Tonya Kuhl, Walter Leal, Martha Macri, Jay Mechling, Hans Mueller, Jeff Schank, Reen Wu

Academic Federation Representatives: Mari Golub, Carole Hom

Graduate Studies Representatives: Associate Deans Edward Caswell-Chen and Sharman O'Neill.

Graduate Student Representatives: GSA Chair; James Hodgson, Thomas Aguilar, Chris Simmons and Kara Thompson, Graduate Student Assistant to the Dean and Chancellor.

Postdoctoral Scholar Representatives: PSA Chair Jerome Breslin, Barnaly Pande

Graduate Studies Directors: Steven Albrecht, Hector Cuevas, Cathy Jurado and Yuhang Shi

Graduate Studies Committee Analysts: Kathy Garcia and Carla Lacey

This report was prepared by the Graduate Council Analyst, Council Chair, and the subcommittee chairs and staff. The report was reviewed and approved by the 2006-2007 Graduate Council during the period of September 5 – October 8, 2007. Revisions were forwarded to the Graduate Council Chair and incorporated in the final report.

Annual Report: Academic Year 2006-07
Davis Division: Academic Senate

Committee on Research

Total Meetings Policy: 9 Grants: 5	Meeting frequency Policy: Approx. 3 meetings/quarter Grants: Approx. 1 meeting/quarter as needed	Average hours of committee work each week: 1 hour
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Total Grant Proposals Reviewed: Small Grants (2K): 219 Large Grants (10-50K) Insurance: 54 New Initiative: 24 Travel Grants (\$800): 419 Research Grant Proposals Accepted for Funding in 2007-08: Small Grants (2K): 126 Large Grants (10-50K) Insurance: 6 New Initiative: 4 Travel Grants (\$800): 419	Total of reviewed grant proposals deferred from the previous year: 0	Total grant proposals deferred to the coming academic year: 0
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Listing of bylaw changes proposed: None.

Listing of committee policies established or revised:

Travel Grants: CoR received a large number of travel grant applications throughout the 2006-07 funding period resulting in a significant overspending of funds allocated for travel grants. All available buffer funds were used to pay off the shortfall and these are now depleted. In response to the increased travel grant spending; in June the CoR Grants subcommittee recommended a new travel grant policy for alternate year funding of travel grants. However, Provost Horwitz was able to significantly increase the travel budget and this alternate year funding policy is no longer in place. All faculty are eligible to apply for travel support annually.

New Initiative Grants: CoR implemented a policy that will require the faculty members that receive a new initiative grant to submit a status report to the committee letting them know if the project was successful. CoR also implemented a new Collaborative Interdisciplinary category for the New Initiative grants.

Small Grants: Assistant professors will have first priority. Professors of any rank who were denied a small grant the previous year will have second priority. Third priority will go to Associate and Full professors who are making normal progress in the merit cycle with the more junior faculty receiving the higher priority. The large number of Small Grant applicants and the limited availability of funds to support a reasonable proportion of applicants has necessitated this change.

Funding cutoffs for all programs will be determined by availability of funds. The committee will examine the policies again during the 2007-2008 academic year and will consider other revisions. Junior faculty continue to have top priority and emeriti/ae faculty members are lowest priority when funds have restricted availability.

Issues considered by the committee:

COR received and discussed the following reports and proposals from other Academic Senate or administrative committees and provided comments and responses for each of them as appropriate:

1. Inclusion of Federation faculty in CoR Policy
2. Proposed Policy on Stewardship of Electronic Information
3. Five Year Review of the Agricultural History Center ORU
4. Five Year Review of the Center for Health Services Research in Primary Care (CHSRPC) ORU
5. Emergency Pandemic Planning
6. Research Misconduct
7. Systemwide Ethics Training
8. Institutional Review Boards (IRBs)
9. Systemwide review of workgroup recommendations for MRU funds
10. Earmarked Federal Funds
11. Review of California Institutes for Science and Innovation (CAL ISIs)
12. PPM 240-01 Integrity in Research
13. Office of Research – Technology and Industry Alliances
14. Grants.gov
15. UC Faculty Scholarly Work Copyrights Policy
16. ORU Review and Approval Process – Office of Research
17. Proposed School of Public Health
18. Individual and Institutional Conflicts of Interest Involving Research
19. CoR Grants Policies
20. Use of customer surveys in the IACUC program
21. Effort Reporting Recommendations and presentation
22. Joint Working Group between Senate and Federation Committee on Research

23. Contracts and Grants (Sponsored Programs)

Recommended procedural or policy changes for the coming year:

Small Grants: Review and revise the small grant in aid award policy so that senior faculty members have an opportunity to receive an award. For the past few years, the committee has not been able to fund more senior faculty. Next year the small grant form will contain a box for the faculty members to fill in and indicate how many courses they routinely teach and the number of units associated with each course.

Travel Grants: The Committee on Research has implemented new procedures for Faculty Research Travel Grant Reimbursements. In the past, departments have charged the appropriate CoR account. To streamline the process and reduce the amount of travel paperwork flowing into the Senate office; departments will now be asked to set up DaFis accounts that will accept 19920 funds and the CoR analyst will transfer the \$800 into the appropriate account for each faculty member awarded a travel grant. The Committee on Research must require a post travel audit to assure the funds are expended for the intended purpose within the required 60 days after return.

Committee's narrative:

The Committee on Research Policy subcommittee dealt with a number of issues of great importance to the campus during the 2006-2007 academic year. The Committee on Research Chair attended Senate Executive Council meetings, Representative Assembly meetings, Provost Senate Chairs meetings, and had frequent updates with VC Klein and the Office of Research. The committee discussed and approved having an ex-officio member from the Academic Federation Committee on Research attend the Senate Committee on Research Policy meetings. The Committee on Research has elevated its involvement and influence as a Senate committee through greater involvement with the Office of Research. The Vice Chancellor for Research (or a representative from his office) regularly attends the Committee on Research Policy meetings and provides information and updates on campus and systemwide issues. The committee routinely invited various faculty members and officials from the campus and discussed and advised on policy issues important to research for example animal health care, IACUC customer surveys, contracts and grants, research misconduct, conflict of interest, technology and industry alliances, office of research issues, and the ORU approval process.

The Committee on Research Grants subcommittee awarded 126 (2K) Small Grants in Aid, 6 Insurance Grants, and 4 New Initiative/Collaborative Interdisciplinary Grants to Promote Extramural Funding. The committee also awarded 419 Research Travel Grants during the 2006-2007 academic year. The CoR staff analyst wrote a report and presented to the committee information about category of grant, number of grants and distribution across campus of faculty awardees for the 04-05, 05-06, and 06-07 grant years. The relative distribution of monies across campus remained consistent throughout the 3 year

period reported on with an approximately 50/50 distribution between the “hard” and “soft” disciplines. The most significant change was in the number of travel grant applications.

The committee also revised the reimbursement policy for travel grants due to the MyTravel system not being designed for the volume of travel grants the Committee on Research awards on a daily basis. The new travel grant reimbursement policy is indicated below:

**Committee on Research: Faculty Research Travel Grant
Reimbursements Policy (Directive 07-052)**

The features available in MyTravel do not provide a mechanism for management of Academic Senate, Committee on Research travel grant awards. Thus, the process for paying travel grant awards will no longer be facilitated through review of a paper Travel Expense Voucher (TEV). All awards paid after July 1, 2007, will receive travel grant funding through a transfer of funds through the Current Budget document in DaFIS as follows:

- 1. Departments will be asked to provide an account number as part of the travel grant award notification process. The account provided needs to accept 19920 funding.*
- 2. The travel grant will be transferred to the account, SUB 5, before the departure date.*
- 3. Travel expenses must be charged to the same account as the travel grant funding is transferred.*

The Committee on Research must require a post travel audit to assure the funds are expended for the intended purpose within the required 60 days after return. Therefore, Academic Senate Office staff will conduct the post travel audit to ensure funds were expended to the conference awarded, research is being presented and, also to ensure that funds are being used for allowable expenses per University policy.

The funds must be expended within 60 days of the return date or the funds will be transferred (by Academic Senate staff) back to the travel grant account for award to another faculty member (after the departmental MSO is notified of the 60-day expiration and intended reversal). All travel grant fund transfers must take place before the departure date of the travel. Travel grants will not be awarded or funded after travel has occurred.

There are some policies that the Grants subcommittee is considering revising for the 2008-2009 year due to budgetary constraints. The committee considered several different ways to change the travel grant program mainly because of the increasing number of applicants and the potential for a disproportionate amount of COR funding going into travel at the expense of other programs. Overall, the

Committee on Research grants program stayed within budget and the system of awarding the grants has become much more efficient. There has been positive feedback on the new system from faculty, staff, and administration.

Respectfully submitted,

CoR Grants Subcommittee

Marion Miller, Chair

Katharine Burnett

William Hagen

Lynette Hunter

Suad Joseph

Neil Larsen

Benjamin Morris

Sharman O'Neill

Kathryn Olmsted

Ning Pan

Stefano Varese

CoR Policy Subcommittee

Marion Miller, Chair

Robert Berman

James Carey

Nipavan Chiamvimonvat

Michael Delwiche

Thomas Holloway

Cheuk-Yiu Ng

Jon Jay Ramsey

Alice Tarantal

Anthony Wexler

Keith Widaman

Al Tramontano, AF Representative

Barry Klein, Ex-officio

Annual Report: Academic Year 2006-07

Davis Division: Academic Senate

Committee on Student-Faculty Relationships

Total Meetings: 3	Meeting frequency: as needed	Average hours of committee work each week: 4-5 during review of cases
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Total Petitions Reviewed: 4	Total of petitions deferred from the previous year: 0	Total petitions deferred to the coming academic year: 1
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Listing of bylaw changes proposed: None.

Listing of committee policies established or revised:

SFR received clarification from the Committee on Elections, Rules and Jurisdiction on July 20, 2007 from Legislative Ruling 7.07 regarding the Committee's bylaw, specifically in relation to the Grade Change Committee's charge. It was ruled that "SFR has no authority to consider grading inquiries or to make recommendations arising from allegation of grading irregularities, regardless of the nature of those allegations. Such allegations are considered solely by GCC, which alone has authority to take remedial action if procedural errors have been made." Please see the attached ruling for the ruling in its entirety.

Issues considered by the committee: Please see narrative below.

Recommended procedural, policy changes, and/or carryover items for the coming year:

- Faculty Release Form - Student Recommendations per Academic Senate Chair Linda Bisson: SFR may draft a letter to Executive Council requesting review of the faculty release form (and possibly meet with Jeanne Wilson, Director of Student Judicial Affairs) in order to possibly endorse and/or upload the document on the Davis Division Academic Senate's website (see discussion below in Committee's Narrative for more information).
- Undergraduate Student Sounding Board (USSB) proposal per Chair Bisson: Further review of the USSB proposal, and possibly assist with the selection/representation process and advisement of Executive Council in order to represent the student body (see discussion below in Committee's Narrative for more information).
- SFR Record Keeping per Chair Bisson: The record keeping procedures in the Academic Senate office and the importance of maintaining the confidentiality of all petition/investigation information was discussed. It was determined that the analyst and members will destroy all notes and correspondence leading up to a final decision as the usual practice, which models the process

previously established for personnel records.

- ADA Minimum Progress per Chair Bisson: A pending issue involving minimum progress and the American Disabilities Act may request SFR to serve as Senate representation in ADA exceptions at the Disability Learning Center. The Disability Learning Center has been given the final authority to make exception decisions regarding minimum progress; however, the Senate should have representation as well. The Committee on Elections, Rules, and Jurisdictions reviewing the situation as well; the SFR bylaws will need updated if this change is made.
- Pending Student Petition: A student contacted SFR to request how he/she could improve their situation in the classroom since the student felt that the instructors' treatment of students was unethical and unfair, and due to this, the students were not given the chance to perform their capacity. SFR is currently investigating the situation.

Committee's Narrative:

This Committee considers matters involving student-faculty relations according to Davis Division Bylaw 111 ([click here](#)). Per the bylaw, the Committee provided Senate representation on the Athletic Administrative Advisory Committee: Rance Lefebvre served in the winter quarter, and Joanna Groza served in the spring quarter. Raul Piedrahita served as SFR's representative to Representative Assembly. For a more detailed account of the Committee's discussion & actions, please request the information from the Academic Senate analyst in order to review the action items from each meeting. In addition to the items listed above, the Student-Faculty Relationships Committee also considered the following items during the 2006-07 academic year:

- From 2005-06, SFR continued the discussion regarding the request for Student Judicial Affairs to provide a cover letter for the Grade Changes Committee in order to improve communication between the two groups. SFR decided that in limited specific cases (e.g., when SJA is involved), SFR would like SJA to write a memo. SJA stated that they rarely recommend grade since it is the professor's responsibility to decide the grade; SJA is rarely invested in a student's grade and will write a letter only upon a student's request. SFR concluded that no further action was needed.
- From 2005-06, SFR continued the discussion regarding the implications of the availability of the faculty release form. The form was originally created in Engineering for instructors to use when providing written or verbal recommendations and information at a student's request. SFR concluded that currently, the release form is only voluntary for professors who are wary of litigation. However, SFR discussed the possibility of a blanket clause of protection for the faculty members be included in the handbook in order to avoid the need for a release form altogether. It was concluded that the Family Education Rights and Privacy Act (FERPA) requires written permission, and therefore, adding a clause to the handbook would go against FERPA's intentions. It was suggested that both the Academic Senate and University Campus Counsel endorse the form and strongly encourage the Academic Federation and Senate to use the release form (see carry-over above).
- Reviewed student petitions: approximately ten people contacted either the SFR Chair or analyst requesting assistance. After the Chair/analyst listened to their situation and requested the situation/request in writing (SFR procedures), no further contact was made. There were four contacts which resulted in investigations conducted and concluded by SFR, and one investigation that is pending (see carry-over above):

- A student requested that SFR recommend changing his/her grade from a D+ to no less than a C- due an overload of coursework, hostile attitude, and unfair grading policies of the Professor. This situation was previously reviewed by Grade Changes and denied. SFR completed an investigation and determined that they were unable to recommend support the requested grade change. A letter was sent to the student (the instructor received a copy) communicating this conclusion.
 - A student requested that SFR recommend changing his/her grade from a C- to a "pass" due to the student's perception that he/she had been misled regarding course grading expectations. In addition, it was the student's perception that the grading process was unfair, and that he/she had been subject to personal bias. SFR completed an investigation and determined that they were unable to recommend the requested grade change due to limitations in policy and procedure. A letter was sent to both the instructor and the student outlining this information.
 - A student requested SFR's involvement in investigating a case, and SFR helped ensure that the situation was reconciled between the school and the Office of the Provost (who was initially contacted).
 - A student contacted various parties before coming to SFR for assistance in order to gain additional information and an explanation regarding the grade given by the Professor since the student allegedly had not received any written or verbal feedback on the assignments or for in-class performance throughout the quarter. SFR investigated the situation and wrote a letter to the professor stating that SFR was unable to provide the additional grade information to the student out of respect for the value of Academic Freedom, as well as their given limited advisory role as stated in the Committee's bylaws. The Committee advised the instructor to provide additional information regarding the student's grade directly to the student in order to help resolve the situation.
- Reviewed the Committee's voting procedures and reviewed which Committee members should lead/conduct the fact-finding investigations. It was found and agreed that the Academic Senate members on the Committee should vote and conduct the investigations, giving careful consideration to the other members' input.
 - Reviewed the Undergraduate Student Sounding Board (USSB) proposal and met with three student promoters from the Davis Honors Challenge. Four years ago, a strategic plan was created by the Academic Senate Chair for the USSB, and endorsed by ASUCD. USSB's charge was stated as the following: "To provide student voice to the Academic Senate and Academic Senate committees. To ensure effective dialogue between students and faculty regarding academic decisions. To provide a forum for students who serve on Academic Senate committees." The purpose was to gain the Senate's support and for the official channels for their voice, as well as a partnership of communication for their comments with the Senate. Overall, SFR endorsed the idea and encouraged USSB to work with ASUCD further (see carry-over above).
 - Reviewed the "Textbook Costs Endorsement/Resolution" proposed by a student, who requested endorsement of Senate Bill 832 from SFR in order to carry the bill forward to the Representative Assembly, and eventually to systemwide. SFR reviewed the textbook information and requested the Resolution document from the student, but no response was received. SFR concluded that no further action was needed.
 - Reviewed the Privacy/Disclosure of Student Records Updated Policy Draft and submitted the following comments: "SFR has reviewed the proposed 'Updated Policy: Privacy/Disclosure of

Student Records.' There were two voiced comments: 1) questioning if the following items are necessary to be disclosed: "name, weight, and height of participants in ICA teams"?, and 2) the importance of making information available to faculty, at least the material in Exhibit A."

- Reviewed RE89 (the Regents Request to Ban Acceptance of Tobacco Funding) in order for the SFR representative to the Representative Assembly to gain a consensus of the committee for SFR's vote (<http://academicsenate.ucdavis.edu/forums/tobacco.cfm>).
- Questioned SFR's historical purpose and involvement in Athletic Administrative Advisory Committee and suggested SFR bylaw change to remove SFR's involvement. After consulting with the NCAA Faculty Athletics Representative in GSM, and the Academic Senate Chair, SFR agreed to continue with the appointment in order to ensure compliance with Senate regulations, specifically in advising athletic students (especially due to new Division I ranking).
- Reviewed the Resolution on High School Exit Exam and submitted the following comments: "The Student-Faculty Relationships Committee has reviewed the Resolution on High School Exit Exam. The Committee would like to decline comments due to lack of expertise in the area being reviewed."
- Reviewed the SJA Conflict Management Program (SCMP) at <http://sja.ucdavis.edu/studentmediation.html>, which assists with student-student conflicts/issues.
- Attended an event sponsored by Student Judicial Affairs to recognize and celebrate the Code of Academic Conduct's 30th Anniversary (Chair Groza and analyst Diana Howard).
- Successfully used MySenate for posting investigative information due to the high security of the system.

Sincerely,

Joanna Groza, Chair

Rance Lefebvre, Raul Piedrahita, Keith Williams, Richard Evans (Academic Federation Representative), Naomi Amaha (ASUCD Representative), Oliver Hsu (SJA Student Representative), Olga Maleva (ASUCD Representative), Michael Rivera (ASUCD Representative), Sheila Harrington (SJA ex-officio), Gregory Miller (Grade Change Committee Chair, ex-officio), Diana Howard (Academic Senate Analyst)

- UCDAVIS: ACADEMIC SENATE UNIVERSITY OF CALIFORNIA--(Letterhead for Interdepartmental use) **Committee on Elections, Rules and Jurisdiction**

July 20, 2007

Legislative Ruling 7.07

Committee Authority Over Student Petitions and Appeals. The Committee on Elections, Rules and Jurisdiction (CERJ) is the Divisional committee with exclusive jurisdiction to interpret Senate legislation, and it may do so by issuing Advice or Legislative Rulings. But it does not make findings of fact on individual student petitions or consider appeals of such findings of fact.

The Grade Change Committee (GCC) has exclusive jurisdiction over all grade change requests. In exercising this authority it is fully bound by the Guidelines which it is required to issue on behalf of the Division. And it has no authority to change a grade on the basis of a reassessment of the quality of a student's work, even with the concurrence of the student and the faculty member involved.

The Student-Faculty Relationships Committee (SFRC) may make appropriate recommendations on matters relating to student-faculty relations which are not the responsibility of other committees. But it has no authority to consider or to make recommendations arising out of inquiries or allegations about grading irregularities of any kind.

Bona fide appeals of committee decisions on student matters are generally referred (at the discretion of the Secretary) to the Student Petitions Subcommittee of the Executive Council. However, under Executive Council procedures appeals are limited to confirming that the committee did not act in an arbitrary or capricious manner in making its determination and that the decision was based on substantial evidence.

Background

Members of the Division have raised questions regarding the handling of student petitions and appeals. These issues have now been raised with five Senate committees: the Committee on Elections, Rules and Jurisdiction, the Grade Change Committee, the Student-Faculty Relationships Committee, the Committee on Privilege and Tenure, and the Student Petitions Subcommittee of the Executive Council.

This Legislative Ruling clarifies the authority of the several committees over student petitions (including appeals).

Discussion of Committee Jurisdiction and Authority

The Committee on Elections, Rules and Jurisdiction (CERJ) is the committee charged To advise the Division, its officers, committees, faculties, and members in all matters of organization, jurisdiction and interpretation of legislation of the Academic Senate and its agencies. (DDB 71(B)(5))

CERJ also has the authority to publish binding Page 2.

legislative rulings interpreting the Code of the Davis Division of the Academic Senate. Such rulings shall remain in effect until modified by legislative or Regental action. (DDB 71(B)(6))

In most cases CERJ provides interpretations of legislation by rendering Advice, and formal Advice of general applicability is published on the CERJ web site (academicsenate.ucdavis.edu/cerj). Such Advice, while not binding, “should nevertheless be considered authoritative” and “suggest[s] the likely outcome should...a Legislative Ruling be requested on the issues involved.” (Systemwide Legislative Ruling 12.93B.) When a Legislative Ruling is issued it is formally binding on the Division and its committees.

Therefore, CERJ is the Divisional committee with exclusive jurisdiction to interpret Senate legislation, including Bylaws and Regulations dealing with the handling of student petitions and appeals. CERJ is also authorized to resolve jurisdictional questions within the Senate. But it does not make findings of fact on individual student petitions or consider appeals of such findings of fact.

The Grade Change Committee (GCC) has the authority to adjudicate grade change requests which are not unambiguously justified by the Regulations of the Academic Senate and of the Davis Division.. (DDB 78(B))

Thus GCC has exclusive jurisdiction over all grade change requests. (Professional school courses covered by Davis Division Regulation 549(D) are not considered in this Ruling.)

Guidelines governing the administration of grade changes are issued by GCC on behalf of the Davis Division. They are published on a regular basis in the Class Schedule and Registration Guide’s section on Grade Change Guidelines. The adoption of these Guidelines is mandated by Davis Division Regulation 549(D), which states that “Approval or denial shall be governed by working guidelines that are consistent with the provisions of Davis Division Regulation A540.”

These Guidelines are promulgated under a specific grant of authority under Davis Division Regulation 549(D) and thus have greater legislative authority than the usual procedural rules which a committee might adopt under general parliamentary principles. In particular, because the Regulation specifies that GCC decisions “shall be governed” by those Guidelines, the Guidelines are fully binding on GCC itself. Of course, GCC may modify its Guidelines from time to time and provide notice of these changes by appropriate publication. But if GCC were able to ignore or waive the Guidelines on a case-by-case basis then Davis Division Regulation 549(D) would be rendered meaningless.

Furthermore, the Guidelines note that “A grade can be changed only if a ‘clerical’ or ‘procedural’ error can be documented.” This is consistent with Divisional Regulations:

All grades except Incomplete or In Progress are final when filed by the instructor in the end-of-term course report. The correction of clerical and procedural errors shall be governed by guidelines established by the Davis Division and shall be under the supervision of the Davis Division Grade Changes Committee. No change of grade may be made on the basis of reassessment of the quality of a student’s work or, with the exception of Incomplete or In Progress grades, the Page 3.

completion of additional work. No term grade except Incomplete may be revised by re-examination. (Davis Division Regulation A540(E).)

In the face of this clear prohibition in the Regulations, GCC has no authority to change a grade on the basis of a reassessment of the quality of a student's work, even with the agreement of both the student and the faculty member involved and even if it were believed that doing so would not disadvantage other students in a particular case.

The Student-Faculty Relationships Committee (SFRC) has the authority to consider all information submitted to it, relative to student-faculty relations that are not the responsibility of other committees, and may make comments and recommendations to the group or individual having specific authority regarding resolution of any problems involved. (DDB 111(B))

Thus, while SFRC has no specific decision-making authority, it has broad authority to consider issues relating to student-faculty relations and to make appropriate recommendations. However, because questions about grades are the responsibility of GCC, SFRC has no authority to consider grading inquiries or to make recommendations arising from allegation of grading irregularities, regardless of the nature of those allegations. Such allegations are considered solely by GCC, which alone has authority to take remedial action if procedural errors have been made.

Discussion of Appeals of Committee Decisions

Student petitions not covered explicitly by the Bylaws, including appeals of final decisions by a standing committee, are referred to an appropriate committee at the discretion of the Secretary as provided by Davis Division Legislative Ruling 11.05. The Secretary generally refers *bona fide* appeals to the Student Petitions Subcommittee of the Executive Council, which has been established for this purpose.

The Executive Council may establish policies and procedures for the operation of this subcommittee. On January 17, 2006 the Executive Council approved the following criteria for the evaluation of student appeals:

The role of the Student Petitions Subcommittee in reviewing a student petition appealing the action of a standing committee is to assure that the standing committee did not act in an arbitrary or capricious manner in making its determination and that the decision of the standing committee is based on substantial evidence. The Student Petitions subcommittee does not believe that it should substitute its judgment on the substantive merits of the petition for the judgment of the reviewing committee that is more directly informed of the facts and issues of the case, and to which Senate bylaws assign primary responsibility in the matter. (December 7, 2005 Report of the Student Petitions Subcommittee of the Executive Council, unanimously endorsed by the Executive Council per the Approved Minutes of its January 17, 2006 meeting.)

Annual Report: Academic Year 2006-07
Davis Division: Academic Senate

Committee on Academic Freedom and Responsibility

Total Meetings 3	Meeting frequency	Average hours of committee work each week 0.5
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Total ----- Reviewed 5 (courses, proposals, cases, etc.)	Total of reviewed ----- deferred from the previous year 0	Total ----- deferred to the coming academic year 1
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Listing of bylaw changes proposed:

None

Listing of committee policies established or revised:

None

Issues considered by the committee:

Systemwide Standards for Institutional Review Boards
Policies on Pharmaceutical Vendor Relations
Tobacco Research
Conflicts of Interest Policy 230-05
Proposal Regarding Department Chair's Authority

Recommended procedural or policy changes for the coming year:

None

Committee's narrative:

The committee met three times during the 2006-2007 academic year 12/12/06, 2/13/07, 5/15/07. Four-position reports were submitted to the Chair of the Academic Senate and one to the Chair of the Universitywide Committee on Academic Freedom and Responsibility.

The first report dated December 19, 2006 contains a series of comments regarding Institutional Review Board procedures.

The second report dated March 1, 2007 is in regards the guidelines for vendor relations. The committee concluded that no significant academic freedom issues were implicated by the proposal.

The third report dated March 1, 2007 sent to Dr. Theis, Chair, Universitywide Committee on Academic Freedom and Responsibility. The committee believes that funding arrangement should be structured in a manner that protects research integrity.

The fourth report dated May 21, 2007 contains a series of comments regarding the draft of Policy and Procedure manual section 230-05, Individual and Institutional Conflicts of Interest Involving Research. (Appendix I)

- IV.A. Academic Freedom Restrictions has two provisions that were unclear.
- In section IV.A.3. the term “outside activity” is not defined
- VI.D.1 and 2 should include some requirement that the IRB performs its functions expeditiously and that they have adequate resource and staff.
- Exhibit A-V.B.2. provides no provision for what should happen if a dispute occurs.

The Fifth report dated May 21, 2007 involves a grievance brought to the committee by a senate member regarding the proposal of the department Chair’s authority to refuse support and sign off on a faculty grant proposal, and a Chair’s authority to reassign laboratory space and remove equipment from a laboratory to accomplish the reassignment of space. (Appendix 2)

To: Academic Senate

From: Alan Brownstein, Chair
Committee on Academic Freedom

Re: Comments relating to Report on System wide Standards for
Institutional Review Boards

Date: Dec. 19, 2006

The Committee on Academic Freedom discussed the Report on System wide Standards for Institutional Review Boards at our meeting on Dec. 12, 2006 and offers the following comments:

We request that the system identify the inappropriate inclusion of social science research under IRB procedures as a separate action item worth specific consideration. Inasmuch as the system report on Institutional Review Boards notes that "[t]he use of a medical model for behavioral and social science protocols is a central criticism in the published discourse on IRB reform," and inasmuch as the Center for Advanced Study's "Illinois White Paper" recommends "removing some kinds of activity from IRB review altogether," specifically mentioning "[s]ome fields, such as journalism and ethnography, and some methods, such as oral history," we would like to see the system report single out this problem for action.

We note that recommendation 2 includes a proposal for "discussion" of this issue, recommendation 3 proposes to "establish a forum for systemwide discussion" of this issue, and recommendation 8 proposes a UC contribution "to the discussion of IRB reform." But we believe that the specific problem of inappropriately using IRB methods designed for medical research to restrict research in the social sciences requires its own separate inquiry, and furthermore that this inquiry should explicitly include consideration of the recommendation to remove social science research altogether from IRB jurisdiction.

To: Gina Anderson,
Executive Director of the Academic Senate

From: Alan Brownstein,
Chair, Committee on Academic Freedom and Responsibility

Date: March 1, 2007

Re: Guidelines regarding Vendor Relations

In response to your request dated January 3, 2007, the Committee on Academic Freedom and Responsibility met on February 13, 2007 to discuss the several proposals presented regarding the relationships between University faculty and staff and pharmaceutical vendors.

With regard to the formal policy titled "Proposed Guidelines Regarding Vendor Relations" (Version date: 12/11/2006), the Committee concluded, after discussion, that no significant academic freedom issues were implicated by the proposal.

With regard to the informally proposed policy: "Faculty may not publish articles or editorials that are ghostwritten by vendor employees." The Committee concluded, after discussion, that the proposed policy would not infringe the academic freedom of faculty if it were drafted with sufficient care to avoid any suggestion that it applied to legitimate collaborative research, which fully disclosed the role of the participants.

With regard to the informally proposed policy: "'No strings attached' grants or gifts directed to individuals from vendors shall be prohibited (this excludes competitive grants)." The Committee concluded, after discussion, that the use of the term grant was ambiguous and depending on how it was defined, the policy could seriously limit the opportunities for faculty to engage in research and to present their work. Would the selection of a faculty member to present an endowed lecture, for example, be prohibited on the grounds that the grant (or honorarium) provided did not involve a competitive selection process? We would need to see the specific language of this proposal in order to evaluate its impact on the academic freedom of faculty.

With regard to the informally proposed policy, "All consulting agreement and unconditional grants shall be publicly listed (e.g. on an internet web site)," the Committee concluded, after discussion, that such a policy implicated freedom of association concerns, but these concerns were probably of limited weight in the context of health care professionals and pharmaceutical vendors. As a general matter, the disclosure of consulting relationships in other contexts (e.g. a law professor providing advice to the attorneys representing a politically or socially disfavored client) implicates important academic freedom issues.

To: Dr. J. Theis,
Chair, Universitywide Committee on Academic Freedom and Responsibility

From: Alan Brownstein,
Chair, Davis Campus Committee on Academic Freedom and Responsibility

Date: March 1, 2007

Re: University Policy on Tobacco Research

The Davis CAFR met on February 13, 2007 to consider academic freedom concerns arising out of the proposal to prohibit faculty from accepting research funds from tobacco companies for tobacco-related research. With respect to the first question posed in the January 23, 2007 memo from Dr. Theis, the consensus of the committee is that the Regents should avoid making policy on the acceptance by faculty of funds from outside sources based upon the source of the funding. Restricting or banning the acceptance of funds from particular sources, such as tobacco companies, will invite various constituencies to put political pressure on the University to place restrictions on other sources of funds. Ultimately, faculty may be constrained from accepting funding from any sources having a point of view, severely compromising the ability of faculty to conduct research. With respect to the second question in the memo, the committee believes that funding arrangements should be structured in a manner that protects research integrity. A University-wide policy to require that all corporate funding of research be accepted under the agreement that there will be complete faculty autonomy in research and publication, as well as provisions of similar effect in individual agreements, are important means of protecting research integrity. As members of the professorate, faculty have professional obligations to ensure that their work is conducted with integrity and free of improper influence.

To: Linda Bisson,
Chair, Academic Senate
From: Alan Brownstein,
Chair, Committee on Academic Freedom (CAFR)
Date: May 21, 2007
Re: CAFR Review of Draft of 230-05 Policy on Conflicts of Interest

As requested, at its May 15, 2007 meeting the Committee on Academic Freedom discussed the draft of Policy and Procedure Manual Section 230-05, Individual and Institutional Conflicts of Interest Involving Research; Exhibit A, Procedures for Reporting, Reviewing, and Managing Conflicts of Interest in Research.

The committee had the following comments regarding this draft:

IV. A. Academic Freedom Restrictions. Two of these provisions are unclear. IV. A. 1. prohibits secrecy or confidentiality requirements in certain circumstances. It is not clear if this is an exclusive list or whether it suggests by negative implication that secrecy and confidentiality requirements are acceptable in all other circumstances.

IV. A. 3. is also unclear. The term "outside activity" is not defined. Interpreted literally, this provision would suggest that no evaluation of faculty or students could be based on activities in which they were invited to participate by the principle investigator of a project. That would unreasonably limit a broad range of opportunities for both faculty and students.

VI. D. 1 and 2 ought to include some requirement that the IRB performs its functions expeditiously and that it has adequate resources and staff to do so.

Exhibit A - V. B. 2. provides no provision for what should happen if a dispute occurs with regard to the approval of a management plan. If the monitor or sub-committee and the principal investigator cannot agree on the adequacy of the management plan, is there a mechanism through which the principal investigator could challenge or appeal the refusal of the monitor or sub-committee to approve a proposed management plan.

To: Linda Bisson
Chair, Academic Senate

From: Alan Brownstein
Chair, Committee on Academic Freedom

Date: May 21, 2007

Re: Proposal Regarding Department Chair Authority

In response to grievances by faculty filed with the Committee, the Committee on Academic Freedom has examined questions regarding the scope of the authority of a Department Chair specifically with regard to a Chair's refusal to support and sign off on faculty grant proposals, and a Chair's authority to reassign laboratory space and remove equipment from a laboratory to accomplish the reassignment of space.

In considering these matters, we are informed that a Department Chair has substantial discretionary authority under the statement of the chair's duties set out in Appendix A to APM 245. A chair's responsibilities include the following duties: 5. "to prepare the budget and administer the financial affairs of the department, in accord with University procedures." and 8. "To be responsible for the custody and authorized use of University property charged to the department, and for assigning departmental space and facilities to authorized activities in accordance with University policy and campus rules and regulations."

Unfortunately, these provisions do not provide any guidance as the criteria a Department Chair may employ in exercising these grants of discretionary authority, not do they suggest any clear limits on the grounds for decision making in these areas.

The resulting ambiguity as to the proper exercise of Department Chair authority has both substantive and procedural consequences. Neither the Chair, nor faculty who bear the burden of a Chair's decision, know the limits on the Chair's discretion. Accordingly, the Chair may ground a decision on inappropriate criteria without even knowing that he or she is doing so. Faculty members, in turn, have no clear basis for evaluating the propriety of those decisions. Further, if a grievance is filed with the Privilege and Tenure Committee of the Academic Senate (P&T), the investigation and adjudication of the grievance is hampered by the lack of clarity as to what constitutes impermissible administrative action.

Accordingly, the Committee on Academic Freedom proposes the adoption of the following guidelines with regard to the exercise of Departmental Chair authority in the above referenced areas.

1. As a general matter, the decision by a Department Chair not to support or sign off on a grant proposal of a faculty member may only be based on content neutral criteria. Content neutral criteria do not include the subject or value of research. Thus, for example, the refusal to sign off on a faculty member's grant proposal may not be based on the Chair's determination that the subject of the research falls outside of the scope of the Department's mission. It may be based on the lack of physical space or resources currently available to the Department for conducting the research at issue. The former decision inappropriately considers the subject or value of the proposed research. The latter appropriately considers neutral administrative factors such as physical space and resources.
2. In the rare situation in which decisions about faculty grant proposals may be based on the content of research, the substantive criteria to be considered in reaching such decisions must be formally determined prior to the Chair's action. The determination of such substantive criteria is a function of the faculty – not the Department Chair.
3. The justification for a Department Chair refusing to sign a faculty member's grant proposal must be stated in writing and made available to the faculty member at the time the decision is reached.
4. As a general matter, decisions regarding the allocation of laboratory space or equipment may only be based on content neutral criteria (see proposal 1 above.)
5. In the rare situation in which decisions regarding the allocation of laboratory space or equipment may be based on the content of the research, the substantive criteria to be considered in reaching such decisions must be formally determined prior to Chair's action. The determination of such substantive criteria is a function of the faculty – not the Department Chair.
6. The justification for a Department Chair reassigning a faculty member's laboratory space must be stated in writing and made available to the faculty member at the time the decision is reached.
7. Equipment may not be removed from a faculty member's laboratory without the faculty member receiving timely notice that such an action is planned. Unless exigent circumstances exist, the consent of the faculty member must be obtained before equipment is removed from a laboratory.

The Committee on Academic Freedom considers these proposals to be initial recommendations that will, of necessity, require additional input, review, and amendment. We offer them to initiate the process of developing criteria and guidelines for the exercise of Department Chair discretion.

Annual Report: Academic Year 2006-07

Davis Division: Academic Senate

Committee on Affirmative Action & Diversity

Total Meetings: 6	Meeting frequency: as needed; approximately twice per quarter	Average hours of committee work each week: 2 Average hours of Chair work each week: 3
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Total policy/procedure/misc. items reviewed: 19	Total of reviewed policy/procedure/misc. items deferred from the previous year: 0	Total policy/procedure/misc. items deferred to the coming academic year: 0
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Listing of bylaw changes proposed: None.

Listing of committee policies established or revised: None.

Issues considered by the committee:

The following policies/procedures were reviewed as requested from Davis Division Academic Senate Chair and/or Systemwide Academic Senate:

- Reviewed the "Role of Graduate Students in Instruction" and advised UC to carefully examine the policy before implementation in order to determine whether the policy would be biased towards a certain gender and/or ethnic and racial groups.
- Reviewed the "Integrity in Research: Draft Update of PPM 240-01" and commented that "while most committee members had little comment; however, one issue did arise. Concern was expressed that we need to ensure the honesty and the integrity of the person who files the complaint."
- Reviewed the "Guiding Principles of Professional School Fees Proposal" and supported the proposal with no further comment.
- Reviewed the "Resolution on High School Exit Exam" and supported the resolution with no further comment.
- Reviewed the "Systemwide Academic Planning Process" and did not submit any specific comments.
- Reviewed the "General Education Task Force Review (GE proposal)" and did not submit any specific comments.

Recommended procedural or policy changes, and carry-over items for the coming year:

Carry-over from 2006-07 to 2007-08:

- Follow-up with appropriate parties in order to ensure AA&D's recommendations endorsed by Executive Council (submitted to UCD's President Summit on Faculty Diversity report, specifically Rahim Reed) are included in Davis' response to the 2005-06 Presidents Faculty Diversity Task Force Report (<http://www.universityofcalifornia.edu/facultydiversity/report.html>).
- Follow-up to ensure the implementation of the Campus Climate/Faculty Exit Survey by the Campus Community Relations office (currently at SARI for survey analysis). Possibly recommend extending the data collection to Academic Federation members as well.
- Continue EAOP discussion with Lora Jo Bossio and other applicable parties.
- Continue the work of the Mentoring Task Force, collect data, and write a proposal for a URM mentoring program.

New Recommendations/Goals for 2007-08:

- Annually draft a letter to incoming Chair of the Committee on Academic Personnel requesting that he/she explain the diversity component and the impact of APM 210's on service/diversity in the new faculty orientations.
- Review Whistleblower and investigation policy for Administration; suggest oversight of Academic Senate.
- Review hiring procedures for Administration in order to increase diversity; suggest oversight of Academic Senate in the hiring process.
- Request AA&D representation to Committee on Committees (i.e. provide a list of faculty names) when administration positions become available in order to gain more of a voice.

Committee's narrative:

This Committee considers matters involving diversity according to Davis Division Bylaw 52 (http://academicsenate.ucdavis.edu/cerj/manual/dd_bylaws.htm#V152). The Chair, Bruce Haynes, served in three additional roles: 1) the Davis campus representative to the UC Systemwide Affirmative Action & Diversity Committee (UCAAD), 2) AA&D's representative to Representative Assembly, and 3) a member on Executive Council (first year). For a more detailed account of the Committee's discussion & actions, please request the information from the Academic Senate analyst in order to review the action items from each meeting. In addition to the policies/procedure reviews listed above, the Affirmative Action & Diversity Committee also considered the following items during the 2006-07 academic year:

- Reviewed the 2005-06 Presidents Faculty Diversity Task Force Report (<http://www.universityofcalifornia.edu/facultydiversity/report.html>), met with Kyaw Tha Paw U (past AA&D chair and member of the 2005-06 Presidents Faculty Diversity Task Force) for perspective, created recommendations endorsed by Executive Council, and forwarded them to UCD's President Summit on Faculty Diversity report (specifically Rahim Reed) for inclusion in Davis' response.
- Formed the Senate Mentoring Task Force, which involved both faculty & administration members in order to propose a campus wide mentoring plan for underrepresented minority students (URMs). Executive Council approved the task force for a one-year term (into 2007-08), and Jon Rossini agreed to chair the task force.
- Reviewed APM updates to the Appointment and Promotion section (including 210, 220-18, 240, 245A), and discussed the integration of these guidelines with the Committee on Academic Personnel's Chair & Vice Chair in order to better understand CAP's viewpoint, role, and knowledge regarding informing the faculty of the changes, and how the

changes will be incorporated into CAP's future decisions. The APM changes were also discussed with Vice Provost of Academic Personnel Barbara Horwitz to determine how APM 210 was being interpreted in the faculty promotion process.

- Reviewed the 2004 and 2006 University of California Undergraduate Experience Survey (UCUES) report regarding campus climate information (specifically the 2006 data regarding the student-police interactions on and off campus). AA&D requested the information during the Fall 2006 and received the information late Spring 2007.
- Chair Haynes served on the interview committee for the Vice Chancellor of Student Affairs position and assisted in drafting a collaborative response from Executive Council.
- Discussed and informally investigated the Early Academic Outreach Program past hiring practices and use of resources regarding proposition 209. The ad hoc group consisted of Martha Stiles (AF rep), Barbara Hegenbart (AF rep), Martha Stiles (AF rep), and Gale McGranahan (AF rep). The whistleblower procedures were used; however, AA&D was not satisfied with the process and outcome of the investigation.
- Reviewed the African American Faculty and Staff Association's (AAFS) letter to the UC Davis Administration expressing concerns regarding the King David Manga gun incident on January 18, 2007.
- Reviewed Admissions & Enrollment diversity and eligibility information, and discussed with Pamela Burnett, Director of Admissions. AA&D suggested that Admissions target past high schools who did not previously have admits at UCD.
- Reviewed and commented on the Faculty Exit Survey for faculty through Campus Community Relations/Rahim Reed (not yet implemented in 2006-07).
- Discussed the Equal Opportunity 209 Conference ("California at a Crossroads: Confronting the Looming Threat to Achievement, Access and Equity at the University of California and Beyond). Attendees were Rahim Reed and Pamela Burnett.
- Reviewed retention information at UC Davis with Elias Lopez (SARI Director) & Ward Stewart (Student Transition and Retention (STAR) Committee Chair and Director of the Learning Skills Center), and made recommendations.
- Researched UCD's policy on biobibs, interpretation of APM 210d, and equity advisors for systemwide (UCAAD).
- Confirmed all desired data added to diversity website and posted in central area: <http://www.ucdavis.edu/diversity/>.

Respectfully Submitted,

Bruce Haynes (Chair)

Brianda Barrios, Kathy Davis, Christopher Elmendorf, Ching Yao Fong, Carlito Lebrilla, Barbara Hegenbart, Gale McGranahan, Dennis Wilson, Rahim Reed, Dwaimy Rosas-Romero, Gloria Rodriguez, Jon Rossini, Martha Stiles, Monica Vazirani, Everett Wilson, and Diana Howard (Academic Senate Analyst)

Annual Report: Academic Year 2006-07 **Davis Division: Academic Senate**

Committee on Committees

Total Meetings:	Meeting frequency:	Average hours of committee work each week:
23	Weekly	3½ - 4 hours per week

Total Committees/Task Force Members Appointed:	Total deferred from the previous year:	Total deferred to the coming academic year:
<p>32 Academic Senate Councils, Committees and subcommittees with a total of 210 committee members.</p> <p>12 Davis Division reps to system-wide committees.</p> <p>Names for 9 administrative task forces/committees.</p>		

Listing of bylaw changes proposed:

Listing of committee policies established or revised:

<p>Issues considered by the committee: Committee on Committees carried out its charge in such a way as to carefully insure equitable representation from across the campus, doing its best to achieve balance on each committee with respect to the colleges, schools and divisions, and to issues of faculty diversity.</p>
Recommended procedural or policy changes for the coming year:

Committee's narrative:

In accordance with Bylaws 11, 11.5, 12, and 13 of the Davis Division, we report the appointment of the following officers of the Davis Division for the academic year 2006-07:

Chair: Linda F. Bisson
Vice Chair: Robert L. Powell
Secretary: Patricia A. Harrison
Parliamentarian: Jerry Kaneko, Emeritus

In accordance with Bylaw 29(C) of the Davis Division, we report for confirmation the following appointments to standing committees for the academic year 2006-07. In accordance with Bylaw 40(H), each individual who has been appointed to a standing committee has either volunteered for the post, or has consented to serve after having been contacted by a member of the Committee on Committees. In making these appointments we have taken into account all information available to the Senate office on forthcoming sabbatical and special leaves. In the event that changing circumstances make it impossible for an appointee to serve on a committee to which he/she has been appointed, the Academic Senate office should be informed immediately so that a substitute appointment can be made.

APPOINTMENTS TO STANDING COMMITTEES 2006-07

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

Academic Freedom and Responsibility: Albert Lin, Chair, Catherine Kudlick, Max Nelson, Joan Rowe, Thomas Bills
UCAF Davis Divisional Representative: Albert Lin

Academic Personnel Oversight: Christopher Reynolds, Chair, William Casey, Laurel Gershwin, Ines Hernandez-Avila, Steven Tharratt, Ahmet Palazoglu, Gregg Recanzone, John Widdicombe; Robert Feenstra
UCAP Davis Divisional Representative: William Casey

Academic Personnel Appellate: Stuart Cohen, Chair, Biswanath Mukherjee, Ron Hedrick, Joy Mench and Walter Stone

Admissions and Enrollment: Keith Widaman, Chair, Jennifer Chacon, Penny Gulan, Terrence Nathan, and Ronald Phillips
*BOARS Davis Division Representative: **To be selected by the committee membership***

Affirmative Action & Diversity: Bruce Haynes, Chair, Christopher Elmendorf, Ann Orel, Katayoon Dehesh, Gloria Rodriguez, Jon Rossini, and Monica Vazirani
UCAAD Davis Divisional Representative: Bruce Haynes

Committee on Committees: *Craig Tracy, Chair, Susan Stover, William Hagen, Zhojun Bai, Brian Mulloney, Michelle Yeh, Trish Berger, Carroll Cross.*

Courses of Instruction: Greg Clarke, Chair, Linton Corruncini, Robert Bell (W, S), Ben Shaw, Alan Stemler

Distinguished Teaching Awards: Krishnan Nambiar, Chair, Jim Shackelford, and Gina Werfel, Frances Dolan, James Wilen

Elections, Rules, and Jurisdiction: Jay Helms, Chair, Tom Farver, and G. J. Matthey.

Emeriti: Alan Jackman, Chair, Bill Lasley, Joanna Cannon, Maria Manoliu, Dean Simonton, Robert Smiley, and Tom Rost

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

Faculty Research Lecture: Gerrat Vermeij, Chair, Alan Taylor, Alan Hastings, Zuhair Munir, Anne Marie Busse Berger

Faculty Welfare: Michael Maher, Chair, Norma Landau, Joel Hass, Saul Schafer, Lisa Tell, Chi-Ling Tsai and Alan Jackman (Emeritus member)
UCFW Davis Divisional Representative: Lisa Tell

Grade Changes: Robert Becker, Chair, Andres Resendez, David Webb, Jeffery Williams, James Boggan

Graduate Council: Jack Gunion, Chair, Nicole Baumgarth, Vice Chair, Ann Britt, Peggy Farnham, Lynette Hunter, Tonya Kuhl, Walter Leal, Martha Macri, Hans-Georg Mueller, Jeffrey Schank, Rachel Goodhue, Andre Knoesen
CCGA Davis Divisional Representative: Matthew Farrens

Graduate Student Privilege Adviser: Jerry Hedrick.

Information Technology: Michael Hogarth, Chair, Giulia Galli, Niels Jensen, Eric Rains, Felix Wu *ITTP Davis Divisional Representative: Michael Hogarth*

International Studies & Exchanges: Pablo Ortiz, Chair, Xiaoling Shu, Robert Borgen, Robert Flocchini, Niels Jensen, Cristina Martinez-Carazo, Frank Verstraete *UCIE Davis Divisional Representative: Robert Flocchini*

Joint Federation/Senate Personnel: Bob Gilbertson and Ken Giles

Administrative Series Personnel: Diana Strazdes

Library: Winder McConnell, Chair and Andrew Waldron
UCOL Davis Divisional Representative: Andrew Waldron

Planning & Budget: Ann Orel, Chair, Bruno Nachtergaele, Jeannette Money, Michael Turrelli, James MacLachlan, Zhi Ding, James Boggan, Chris Van Kessel, Jane-Ling Wang *UCPB Davis Divisional Representative: Bruno Nachtergaele*

Instructional Space Advisory Group (Subcommittee of P&B): 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, Bassam Younis, Mary Christopher, Deborah Diercks, Ted Margadant, Robert Hendren, Thomas Joo, Nelson Max, Jim MacLachlan, Sally McKee, Diane Amann, Fern Tablin

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

Public Service: Paul Heckman, Chair, John Largier, Rachel Goodhue, Carlton Larson, Norman Matloff

Research – Grants: James Carey, Chair, Katharine Burnett, William Hagen, Saud Joseph, Kathryn Olmstead, Qizhi Gong, David Fyhrie, Rama Kota, Younis Bassam, William McCurdy, Reen Wu

Research – Policy: James Carey, Chair, David Mills, Robert Berman, Jon Ramsey, Scott Gartner, Anthony Wexler, Gregory Miller, Anapum Chandler, Eduardo Blumwald, Rena Zieve, Adela de la Torre *CORP Davis Divisional Representative: James Carey*

Student-Faculty Relationships: Raul Piedrahita, Chair, Gail Goodman, Lori Lubin, Philip (Rick) Vulliet

Transportation and Parking: Charles Hunt, Chair, Eitan Gerstner, Susan Handy, Yu-Fung Lin, Joana Groza

Undergraduate Council: Thomas Famula, Chair, Alessa Johns, Vice Chair, Matt Bishop, Christina Drake, Linda Egan, Philip Kass, Matt Traxler, Alan Stemler, Elizabeth Constable, Krishan Nambiar, Richard Levin, Daniel Potter *CEP Davis Divisional Representative: Linda Egan*

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

UGC Preparation Education: Richard Levin, Chair, John Bolander, Alyson Mitchell, Jon Rossini, Roman Vershynin *UCOPE Davis Divisional Representative: Richard Levin*

UGC Special Academic Programs: Krishnan Nambiar, Chair, Ning Pan, Brenda Schildgen, Diana Strazdes, Jerold (Jerry) Last

UGC Undergraduate Instruction & Program Review: Dan Potter, Chair, Aaron Smith, Barbara Sellers-Young

Undergraduate Scholarships, Honors and Prizes: Silas Hung, Chair, Hussain Al-Asaad, Abdul Barakat, Patricia Boeshaar, Andrew Chan, Rama Kota, Ting Guo, Richard Levin, Bassam Younis, Joseph Sorensen, Julie Sze, Matthew Traxler, Nancy True, Jean Vandergheynst, Susan Rivera, Rena Zieve

Our Davis Divisional Representatives and Alternates that were elected/appointed are as follows:

Representatives through 8/31/07: Robert Irwin, Brian Morrissey, and Terence Murphy.

Representatives through 8/31/08: W. Jeffrey Weidner, Matt Farrens, and Margaret (Peg) Rucker.

Alternate Representatives: Alternate #1 – John Rutledge (through 8/31/07); Alternate #2 – Jerold Last (through 8/31/07); Alternate #3 – Birgit Puschner (through 8/31/08).

To conduct our business, the Committee on Committees conferred with the following individuals as guests during Winter 2007:

- Provost and Executive Vice Chancellor Virginia Hinshaw
- CAP Oversight Chair Catherine Morrison Paul
- Vice Provost Academic Personnel Barbara Horwitz
- Davis Division Chair Linda Bisson
- COR Chair Marion Miller Sears
- General Education Task Force Chair Jay Mechling
- Graduate Council Chair Shini Upadhyaya

In addition to replacing members on a routine basis throughout the year, assembling the 2006-07 Academic Senate committees, and designating twelve individuals to serve as our Davis Representatives to the system wide counterpart of their divisional committees, the Committee on Committees fulfilled a broad array of requests.

CoC appointed official representatives of the Davis Division to serve on the following administrative committees and task forces:

- Cyber Safety Program Oversight Committee

CoC nominated a list of faculty members to serve on the following administrative committees and task forces. Note, those serving do so as individuals and do not represent the Davis Division of the Academic Senate:

- Athletic Administrative Advisory Committee
- Engineering Dean 5-year Review Committee
- Dean Search Committee: School of Law
- Dean Search Committee: Social Sciences
- Provost and Executive Vice Chancellor Search Committee
- Ad Hoc ORU Review Committee: Crocker Nuclear Laboratory
- Ad Hoc ORU Review Committee: NEAT
- Ad Hoc ORU Review Committee: Cancer Center
- Ad Hoc ORU Review Committee: John Muir Institute
- Ad Hoc ORU Review Committee: IGA
- Vice Chancellor Student Affairs Search Committee
- Student Services and Fees Administrative Advisory Committee
- UC Davis Prize for Teaching and Scholarly Achievement Award Committee

We also received reports from our system wide Committee on Committees representative, Richard A. Lecouteur.

Respectfully submitted,

Robert Flocchini, Chair
Marta Altisent
Alan Buckpitt
Susan Stover
Craig Tracy
Zhaojun Bai
Brian Mulloney
Richard A. Lecouteur
Jessica Utts (replace: Mulloney spring quarter)
Robert Powell (replace: Lecouteur late spring quarter)

Annual Report: Academic Year 2006-07
Davis Division: Academic Senate

Committee on Distinguished Teaching Award

Total Meetings: Three 2-hour meetings.	Meeting frequency: 3 times/year	Average hours of committee work each week: Approximately 3-6 hours for review of the nominations for each meeting.
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A total of 15 initial nominations were received and reviewed. Three undergraduate finalists and four graduate/professional finalists were selected. Of those, two undergraduate and four graduate/professional recipients were selected.	No nominations were deferred from the previous year.	No nominations will automatically be carried forward.
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Listing of bylaw changes proposed: No new bylaw changes were proposed.

Listing of committee policies established or revised: No new policies were implemented and no existing policies were revised.

Issues considered by the committee: None submitted.

Recommended procedural or policy changes for the coming year: Posting the entire dossier in MySenate for committee review was found to be inefficient and cumbersome. The Committee suggests posting only the nominations and asking members to come in to review the dossiers in the future.

Committee's narrative:

The primary charge to this committee is to select up to 6 members of the Academic Senate for a Distinguished Teaching Award in either the category of Undergraduate Teaching or Graduate and Professional Teaching. A Call for Nominations was sent to all faculty on October 19, 2006. The committee received a total of 15 nomination packets for review – with 8 in the Undergraduate Teaching category and 7 in the Graduate/Professional Teaching category. A total of 7 finalists were selected and dossiers were requested. At a meeting on May 1, 2007, after much deliberation and discussion, 6 recipients were selected to be submitted to the Representative Assembly for confirmation.

Distinguished Teaching Award Recipients – Undergraduate Category:

- John Harada, Plant Biology
- David Van Leer, English

Distinguished Teaching Award Recipients – Graduate/Professional Category:

- Gail Finney, German and Russian
- Kent Pinkerton, School of Veterinary Medicine: Anatomy, Physiology and Cell Biology
- Michael Wilkes, School of Medicine: Internal Medicine
- Subhash Risbud, Chemical Engineering and Materials Science

In accordance with the bylaws, the above names were presented for confirmation at the Representative Assembly meeting on June 7, 2007. All nominations were unanimously confirmed.

A reception dinner will be held in honor of our 2007 recipients during Winter Quarter 2008.

Respectfully submitted,

Michael T. Saler, Chair
Frances Dolan
Krishnan Nambiar
James Shackelford
Gina Werfel
Y. Monica Dean
Vanessa Filippini

Annual Report: Academic Year 2006-07
Davis Division: Academic Senate

Committee on Emeriti

Total Meetings: 2 (one in Fall quarter and one in Spring quarter)	Meeting frequency: Once a quarter and as needed.	Average hours of committee work each week N/A
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Total courses, proposals, cases, etc. reviewed: None	Total of courses, proposals, cases, etc. reviewed/deferred from the previous year: None	Total courses, proposals, cases, etc. deferred to the coming academic year: None
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Listing of bylaw changes proposed:

None

Listing of committee policies established or revised:

None

Issues considered by the committee:

Keeping accurate information and records on Emeriti
 Retiree Center
 Voting in Departments by Emeriti
 Revising Faculty Handbook
 West Village Housing Project
 Retiree Health Benefits – medical and dental
 Emeriti ID cards
 Termination of Emeriti
 Planning for Centennial event on campus
 Emeriti Eligibility for Committee on Research grants
 Emeriti on HARC's departmental web sites

Recommended procedural or policy changes for the coming year:

The committee recommends that Emeriti faculty who are not on recall remain eligible for the Committee on Research grant programs. A letter was sent from Alan Jackman on behalf of the Emeriti committee to the Committee on Research Chair asking that Emeriti remain eligible for research grants.

Committee's narrative:

The Emeriti Committee met twice during the 2006-07 academic year and discussed several important issues facing Emeriti faculty on the UC Davis campus. One major problem the Emeriti committee discussed and will continue discussing during the 2007-08 academic year is keeping accurate information

and records on Emeriti faculty on campus. The Executive Directors from all the UC campuses have come up a plan for maintaining more accurate Emeriti records in the Academic Senate Offices. The Directors are drafting a letter to UCRP asking for a copy of the “official” retirement database. They will then work with the benefits offices on each UC campus to get an accurate list of Emeriti on each campus.

Back in December 2004, the Shared Governance Committee recommended updating and revising the Faculty Handbook. The old faculty handbook included information on shared governance as well as information for new faculty members but hasn’t been used in several years. The new handbook would most likely be accessible on the Senate web site since bylaws are constantly changing. The descriptions and information on shared governance would not change so these sections would be printed on paper. The Faculty Handbook could also be used at a survival guide for new faculty. Some new items that would be included would be descriptions of committees, responsibilities of chairs and deans, and explanations of the personnel process.

Retiree Health Benefits has been an on-going issue for the Emeriti committee. Ian Kennedy, Chair of the Davis Faculty Association, has been attending the meetings at UCOP with the human resources department to discuss the retiree health benefits. All the campuses seem to be fully funded. The whole UC system is re-bidding with several providers for annuitant health care. The Emeriti committee will continue to review and discuss retiree health care during the 2007-08 academic year.

During the 2006-07 academic year, the Emeriti committee discussed a complaint that was received regarding CoR Policy on award of Faculty Research Grant to emeritus faculty members. The policy stated that due to the shortage of funds for the Committee on Research, emeriti faculty would be denied funding except for those emeritus faculty on recall. The main concern from the Emeriti committee was that UCD Emeriti make important contributions to the campus and many of these contributions would require CoR funding. The committee requested that CoR revise its policy and consider requests from non-recalled emeriti based on merit. This may lead to the funding of a few highly meritorious proposals.

Respectively submitted,

Alan Jackman, Chair
Zunilda Gertel
Bill Lasley
Maria Manoliu
Dean Simonton
Robert Smiley
Haig Zeronian
Karl Kocher, AF Representative

Annual Report: Academic Year 2006-07

Davis Division: Academic Senate

Executive Council

9	Monthly	3
Total Meetings	Meeting frequency	Average hours of committee work each week

92	0	0
Total Proposals/Issues Reviewed (courses, proposals, cases, etc.)	Total of reviewed Proposals deferred from the previous year	Total Proposals deferred to the coming academic year

Listing of bylaw changes proposed:

Creation of the Committee on Information Technology (DDB 63)

Listing of committee policies established or revised:

Creation of a policy/guideline governing the process for reviewing and awarding Student petitions for retroactive degree was determined in June 2007. The 07-08 Executive Council will review and edit the policy before vetting.

Issues considered by the committee

RE-89: Regents Proposal to Ban Acceptance of Tobacco Companies Funding for Research

Systemwide Implementation of TALX (providing employee personal information to a third party vendor).

Systemwide Faculty Diversity and Report Re: President's Summit on Diversity

Davis Professorial Salary Scales: Senate consultation during development, communication with impacted faculty, limiting eligibility by making a change without consultation to require performance reviews every three years for those above Professor Step V.

Campus implementation of "grants.gov" and impact on faculty submissions

UC Davis Extension Issuance of Academic Certificates

Variety of issues surrounding the Course Approval Process: including, course approval backlog, replacement of the Course Approval Computerized System, proposal to impose a moratorium on creating new course proposals, process associated with and approval of Associate-In Petitions

Campus Consultation with CPB concerning Planning

Role of Students as Instructor of Record

Created Subcommittee of Executive Council on Shared Governance (2 yr trial)

APM 620—addition of clarifying language associated with funding faculty appointments with grant/contract dollars and impact of resultant state fund savings
Proposal to revise PPM 200-45 administrative computing systems
Report issued re: Above/Off-Scale Salaries
General Education Requirement Revision Proposal
Davis Division Contribution to Pandemic Planning Effort
EDUCAUSE survey
President Dynes' desire to meet with the all divisions of the Academic Senate
Proposal made by Pick-A-Prof
Office of Research proposal to use Faculty Privilege and Academic Personnel Advisers as faculty advocates during the misconduct process
2007-08 Budget
Proposal, Review and Implementation of Course Material Fees
State Senate Bill 832: Textbook Expenses and the enormous faculty impact of this legislation.
Removal of the barrier step: Professor Step V and VI
Extramural Funding of Faculty Salaries
Electronic Voting Bylaw for the Davis Division
Proposal to Create a Student Sounding Board (ability to survey undergraduates when the Davis Division is considering a change in regulations that will impact undergraduate students)
Clarification of PhD requirements through amendment of Regulation 520C
Review and endorsement of School of Public Health Proposal
Administrative Review Proposal from Committee on Research
Academic Freedom & Responsibilities Proposal to clarify Departmental Chair authority associated with space assignment/allocation
Proposal to create a special committee to work over Summer 2007 to reduce the course proposal backlog for the incoming COCI.
UC Transfer Pathways---Divisional Assignment of Responsibility to Undergraduate Council

Recommended procedural or policy changes for the coming year:
Council proposed implementation of a policy to clarify process and effective date of retroactive degree petitions.

Committee's narrative:

The membership of the Executive Council was increased this year due to the interest of many committee chairs and college Faculty Executive Committees in participation. Unfortunately, many of those appointed were unable to attend. Despite this fact, the Executive Council will continue to include these additional members with the hope member schedules will be able to accommodate the schedule.

The Executive Council heard updates concerning the repair of faculty salary scales throughout the academic year 2006-07. There are a variety of proposals under review to close the salary gap between UC and the market. However, no single proposal has been adopted.

The Committee on Courses of Instruction and Executive Council both lobbied the administration to facilitate a process and funding to revamp the current Course Approval System Software and streamline the administrative processing of providing course information to the community. This work will continue in 2007-08.

During the summer 2006, campus administration announced a new method for paying faculty salaries funded by extramural grants. The payroll system methodology included giving the faculty member a new title "professional researcher" for the percentage of appointment funded by extramural sources (contracts and grants). The college and department achieved a corresponding salary savings in state funds for the percentage of the faculty member's salary funded extramurally. The Davis Division continues to argue that there must be a guarantee that faculty members opting to temporarily fund a portion of salary extramural must have state funds available should the extramural funding not be renewed. The debate continues.

The University's decision to implement a contract with the TALX Corporation this year, cause a significant concern to the faculty. The TALX Corporation contracted with the University to share each employee's personal information to facilitate automatic download into the popular TurboTax tax preparation software. Further, the only opportunity was an opt-out during the winter holiday period. Many faculty and staff missed the announcement and were unable to opt-out by the deadline. The Davis Division Executive Council raised this concern systemwide. By doing so, the Davis Division was instrumental in alerting faculty on other campuses that their personal information was being shared, and facilitated an extension of the opt-out period.

Annual Report: Academic Year 2006-07
Davis Division: Academic Senate

Committee on Faculty Research Lecture Award

Total Meetings: Two meetings in Fall quarter and one meeting in Spring quarter.	Meeting frequency: 1-2 times/year	Average hours of committee work each week: Approximately 0.5-1 hour per nomination file (7.5-15 hours total to review 15 nominations in 06-07).
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A total of 15 nomination packets were reviewed. 6 of the nomination packets were deferred from 2005-06.	No nominations were deferred from the previous year.	Total agenda items carried forward to the coming academic year: None.
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Listing of bylaw changes proposed: CoC proposed they appoint the membership of this committee to assure broad representation and to be in compliance with the bylaws on how other standing committee members are appointed. It was approved and membership for 2006-07 was appointed by CoC.

Listing of committee policies established or revised: No new policies were established or revised.

Issues considered by the committee: A single ceremony for all Academic Senate awards was discussed but not implemented at this time. The committee expressed their concern to the administration over the single ceremony. The committee agrees that the Faculty Research Lecture award ceremony needs to continue as its own event separate from the other Academic Senate awards.

Recommended procedural or policy changes for the coming year: None.

Committee's narrative:

The sole charge to this committee is to nominate a member of the faculty with a distinguished record in research to the Representative Assembly for confirmation. Accordingly, a Call for nominations was sent to all faculty on October 5, 2006. The committee received fifteen nomination packets for review and selected Professor Alan Hastings from Environmental Science and Policy as our 2007 Faculty Research Lecture Award recipient. His name was presented for confirmation at the February 5, 2007 Representative Assembly. Professor Hasting's nomination was warmly received and confirmed.

A reception dinner was held in honor of Professor Alan Hastings on May 1, 2007 at which time he was presented with an honorarium and a plaque. Thereafter, he

presented a lecture entitled *The Next Frontier in Ecology*. The Department of Evolution and Ecology hosted a reception after the lecture.

The Provost asked the Academic Senate to consider two changes: 1) To revisit the notion of a combined ceremony for all awards; and 2) To consider changing the format of the reception from a dinner to hors d'oeuvres. The Faculty Research Lecture Award committee overwhelmingly was opposed to both proposals. They felt each award is separate and unique and should be treated that way with separate ceremonies. The committee was also opposed to the idea of hors d'oeuvres instead of a dinner reception stating it would lessen the importance and the level of recognition.

The Faculty Research Lecture committee wishes to reiterate their strong recommendation to CoC that this committee should be composed of past award winners, and the Chair should be the award winner from 2 years prior, with the expectation that the immediate past award winner would serve as Chair in 2 years (i.e., after serving for 1 year on the committee as a member).

Respectfully submitted,

Stephen Kowalczykowski, Chair
Bruce D. Hammock
Zuhair Munir
Geerat Vermeij
Tilahun Yilma

Annual Report: Academic Year 2006-07
Davis Division: Academic Senate

Committee on Faculty Welfare

Total Meetings 4	Meeting frequency As Needed	Average hours of committee work each week - Variable
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Total ----- Reviewed (courses, proposals, cases, etc.)	Total of reviewed ----- deferred from the previous year	Total ----- deferred to the coming academic year
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Listing of bylaw changes proposed:

None

Listing of committee policies established or revised:

None

Issues considered by the committee

- Fee waiver for Academic Senate faculty dependents
- Davis Salary Scale
- Recruitment allowance
- Miscellaneous Items

Recommended procedural or policy changes for the coming year:

Davis Salary Scale = Davis Professorial Salary Scale = Davis Salary Supplement

Fee waiver for dependents of Academic Senate faculty

Committee's Narrative:

The Committee on Faculty Welfare (FW) is charged with considering issues relevant to the welfare of the faculty in two broad categories: economic welfare of university faculty and broader conditions of employment. The latter category often pertains to issues that involve other committees, and the role of this committee is to represent faculty interests. Issues vary over time.

Locally, the Committee on Faculty Welfare met four times last year and conducted other business by email.

The two most thoroughly discussed issues this past year were the newly instituted Davis Professorial Salary Scale, and in particular, the conditions for receiving this supplement; the second issue pertained to developing an academic fee waiver for dependents of Academic Senate faculty.

First, with respect to the Davis salary supplement, the committee sent to Linda Bisson, Chair of the UC Davis Academic Senate, a resolution to remedy what we considered were existing problems of eligibility. The Executive Council tabled the issue until the fall to see if adjustments will be made to the UC Salary Scale that make the Davis scale unnecessary. As a matter of principle, the committee wanted equal pay for equal merit. Particularly problematic was the requirement of advancement every three years at steps V-VIII when adequate performance does not necessarily lead to advancement and no deferral is needed. Indeed, 25% of our faculty at step V did not receive the Davis salary supplement this past year. The committee recognized the changes made this past year to APM 220 which were intended to make advancement to Professor, Step VI less difficult, but the committee did not think the changes were sufficient to negate their concerns regarding faculty at Step V. (See attachment of the Faculty Welfare's committee letter to Chair Bisson)

Second, especially given the current lag regarding UC salaries compared to those of our comparison institutions, we wanted our Senate to advocate for an academic fee waiver for dependents attending one of the UC campuses. We sent this proposal to the UC Davis Academic Senate Chair for the Executive Council to consider, but the committee did not think the timing was right to propose this benefit. We want this proposal sent forward again this year. Many other universities (eight of 11 comparison universities provide such a benefit, including California State University). This proposed benefit was considered pressing for recruitment and retention. (See attachments of our fee waiver proposal and supporting data.) Saul Schaefer is recognized for taking

the lead on gathering the data and writing a first draft of our fee waiver proposal. Further, discussion of this fee waiver proposal is provided later in this report.

The former category, economic welfare of faculty, is generally the primary focus of the committee, with separate sets of concerns for recruitment, retention, and retirement. Accordingly, much of this committee's work is centered on the activities of the Systemwide University Committee on Faculty Welfare (UCFW). Under Academic Senate Bylaw 175, UCFW considers and reports on matters concerning the economic welfare of the faculty, including salaries, benefits, insurance, retirement, housing, and conditions of employment. UCFW relies on the activities of divisional committees, which review and advise on matters before that committee.

Issues during the past year have included possible new, "family-friendly" benefits such as providing more child care availability on campuses and providing a referral service for emergency/back up child care (i.e., needed due to unanticipated illness of child or caretaker); continued low faculty salaries relative to comparison universities have continued concerns about difficulties with recruitment and retention; and various matters relating to health-care and retirement benefits. The committee also heard about issues such as medical separation and "presumptive resignation", parking, and other topics raised by UCFW.

Family-friendly benefits: the committee monitored the systemwide committee's followup from last year on matters pertaining to emergency care. A concern was offered by the committee concerning doctor/patient ratio of the various health plans we will be given.

The faculty welfare committee response to proposed revisions to APM 620: the two proposed changes to APM 620 were: 1) establish salary ranges within steps; and 2) remove language indicating that offscale salaries are the exception to the rule.

The UCD Faculty Welfare committee thought that the UC Salary Scale with steps used to define equal pay for equal merit has historically been one of the strengths of our institution and should be maintained. The committee thought that it is a mistake to remove language from APM 620 indicating that offscale salaries are the exception to the rule and to create salary ranges within steps. The proposed changes will create a flexible salary scale similar to those at many

other institutions. The result will be significant discrepancies between people at the same level of merit (i.e., step) and this was found to be unacceptable.

Many faculty members are currently on offscale salaries mainly because of recent faculty hires and efforts to retain faculty. UC's salary scale is far below what our competitors offer. Justifying ranges of salary to reduce the number of faculty on offscale salaries does not fix the real problem.

The result of so many faculty members having offscale salaries has already led to morale problems among faculty. It was our opinion that the proposed changes will further aggravate and maintain the current moral problems. Above all, we need to have the UC Salary Scale brought back to competitive levels. This will fix our salary problem. The proposed changes to APM 620 do nothing to bring most faculty members back to equal compensation footing with one another and with our competition with other academic institutions. We do not think that the proposed changes will either improve fairness of pay for equal merit or improve faculty morale.

Temporary handicap services for faculty: services such as providing motorized golf carts for temporarily disabled faculty were proposed to the committee. The majority of the committee thought that parking options for the disabled in the central campus should suffice and did not want to further pursue this issue, unless a specific proposal with costs provided were submitted to the committee.

Miscellaneous items: the committee responded to information requests or concerns received from individual faculty and Systemwide Faculty Welfare Committee. During the past year, these included issues concerning the following:

Academic Federation rep J. Stenzel raised concerns of non-Senate faculty vis-à-vis Senate faculty with regard to Senate Faculty Welfare committee proposals. He believes that non-Senate faculty should be equally represented with Senate faculty by the Senate Faculty Welfare committee whenever the committee is considering a faculty issue, non-Senate faculty should be included in any proposal. This is an issue for the Davis Division of the Academic Senate to resolve. In particular, there was a question why the Academic Federation had representation on a committee if policies and benefits do not apply to them. This was a particular problem when we developed a fee waiver proposal.

Education fee waiver proposal: This proposal (noted earlier in this report) is a modest 50% fee waiver proposal for UC Academic Senate faculty dependents attending a UC campus. For an estimated cost of less than \$2 million dollars, the program is expected to generate much goodwill and boost faculty morale across the university.

At the request of the UC Faculty Welfare, a confidential proposal regarding policy pertaining to consensual relations was considered and we provided feedback to the committee.

We monitored medical and health benefits for emeriti faculty. Member Alan Jackman is credited with monitoring and reporting to our committee. A. Jackman reported that health benefits were now a line item in the budget for health annuitants via a 2.4% tax on payroll.

Emergency care/backup care task force: Barbara Ashby, UCD Manager of Work Life, Child Care and Family Services, agreed to be a member of the Systemwide Emergency Care/Backup Care Task Force. The task force has begun and will continue next year. The committee thanks Ms. Ashby for being our well-informed UCD representative on this task force.

Recruitment housing allocation and MOP loan: clarification was obtained regarding the rules of dispensing a recruitment allowance over several years to help the recipient have a lower tax burden. The UCD requirement of buying a home within 40 miles of Davis was discussed, and the committee did not reach a consensus. Instead, we agreed to consider an exception to the rule on a case by case basis as is the current policy.

Health science faculty had special issues. Retirement issues for Health Sciences faculty were raised. There was also a review of policy regarding a chair's right to assign and realign assignments pertaining to teaching, space, and patient care. Questions remained as to recourse or grievance procedures, if, for instance, a faculty member disputes the assignment.

Other issues monitored: Despite the history of the tobacco industry's shameful funding of research studies designed to deny and obscure the harmful effects of its products, FW strongly opposed the adoption of the policy restricting university acceptance of funding from the tobacco industry – RE-89. We also considered revision of APM 220, bylaw 73, and proposed open access policy. Open access to UC faculty publications and other scholarly work was seen as highly problematic given journal demands for rights to the material published

in their journals. Finally, FW was deeply concerned about both electronic communications policy violations and the ethics of UC procedure regarding the recent transmission of personal employee data to a third party company (TALX corporation) without explicit permission from the individual.

Agenda for 2007-08: many of the issues before the committee this past year are long-term in nature. The Davis Professorial Salary Scale resolution submitted to the Executive Council will need to be taken up again if the UC Salary Scale does not replace the Davis supplement (see attached resolution). Continued concerns over the competitiveness of total compensation and the proposed resumption of contributions to UCRS seem likely be of interest in the coming year, as will be issues concerning retirees. Retirement issues for Health Sciences faculty will continue to be raised. Finally, a new issue emerged this summer regarding the length of time required to see a specialist (e.g., even in response to a 3-day visit to the emergency room). Lack of enough specialists available in existing health plans needs to be addressed. Further consideration of a publicly presented policy regarding consensual relationships will likely be sent to the committee from UCFW and its staff. Child care issues will continue. If we cannot get the fee waiver for dependents proposal through our Senate onto Systemwide Faculty Welfare committee, we recommend that we send the proposal directly to President Dynes (or his replacement). Health Sciences grievance procedures may reappear.

The committee thanks Solomon Bekele for his faithful and competent service to the Faculty Welfare Committee.

Members of the Faculty Welfare Committee want to encourage feedback and suggestions of topics of importance for the welfare of the faculty. Email to either the Senate office at sbekele@ucdavis.edu or directly to the committee chair at mwmaher@ucdavis.edu.

TO: Linda Bisson, Chair
Academic Senate

FROM: UCD Faculty Welfare Committee

RE: Problems with current UCD Salary scale policy with proposed Academic Senate Resolution

UCD FWC notes that the salary scale system is broken because UC faculty salaries have not been adequately funded for over 12 years. To attempt to maintain faculty quality, the campus administration has resorted to widespread use of off-scale increments with the result being pervasive use of off-scale salaries at the time of recruitment or retention when a faculty member seeks and obtains a job offer at another university. **We appreciate the administration's action to decrease the inequity in Senate faculty salaries within UCD. We recognize and appreciate that the Davis campus is one of only three campuses where the administration has acted to decrease the inequities of salaries across the ranks and steps of Senate faculty. At the same time, we have received considerable faculty complaints regarding three aspects of the policy and we hope that the policy can be tweaked a bit. The three issues are: 1. What is market value? 2. What makes an Academic Senate faculty member eligible to be considered for the Davis salary scale?, and 3. How deferments at Steps lower than Professor Step 5 and satisfactory performance at Professor Step 5-8 are treated by the current policy.**

First, we think that “market value” is not based on whether or not a faculty member has or has not deferred nor certainly whether a full professor has chosen to go up for a “promotion/merit” to Steps 6 - 9. Other universities do not know our step system, and our step system per se is not a matter of record or inquiry in recruitment outside the UC system. Furthermore, the UC (including UCD) salary scale has always been based on the principle of equal pay for equal merit. We strongly recommend that the Davis salary scale policy adhere to this principle.

That we must provide off-scale salaries to recruit and retain means that the UC salary scale is low relative to our competition. This means that *all* faculty on the UC scale are underpaid. The current policy of the Davis salary scale implies that only some faculty members are underpaid. We argue that all faculty are underpaid. Currently, roughly 10% of eligible faculty do not benefit from the new Davis supplement. We consider the current UCD salary scale policy of unequal pay for the same level of merit to be unfair, and we do not consider the morale difficulties that the current policy has generated to be justified by the administration's desire to punish 10% of the faculty. We want the same pay for the same level of merit to be the underlying principle for the application of the Davis Salary Scale.

Second, there are Academic Senate faculty members who, even without review of their record, are excluded from being considered for the Davis Salary Scale. We have been unable to obtain any written reason for this, and we do not know which faculty members are included in this set of ineligible faculty. We understand that at least some of these senate faculty members already benefit from a higher pay scale (e.g., Law School, School of Management, School of Medicine, and the Economics professors). This would be a

reasonable reason for them not to be included. We understand that the Vet School has provided the Davis Salary scale to their Professors in Clinical _____. We would like to clearly know which senate faculty members are not eligible for consideration of the Davis salary scale and why.

Third, we strongly disagree with the policy that academic senate faculty at Full Professor Steps V - VIII have their salary reduced if they remain at the step more than three years given that their performance is deemed satisfactory. In fact, the current UCD policy on record is that faculty at Professor Step V and above no longer need to defer because they can continue to do good work and not advance. Step V is particularly a problem as 25% of those eligible faculty did not receive the Davis supplement. We realize that the Academic Senate has made a change to the criteria for advancement to Step VI, but we do not believe that UCD has typically required outstanding teaching and service in addition to continued outstanding research. Thus, we do not think that the change in wording will significantly change Step VI being a barrier step. Regardless, it will take time to see if the new policy will have any effect in practice. We find it particularly unjustifiable to financially punish faculty who have not deferred or have received satisfactory appraisals at a 5-year review.

Other concerns: We think the current policy to make selected faculty “happy” will backfire.

This new salary policy supports a system where one is more likely to be rewarded if one does not provide much service or teaching. Little service includes being on a committee in name but making little to no contribution. We currently have Senate committees on which faculty agree to serve but do not attend meetings and provide little service. We are concerned that, under this new salary policy, this problem may become more frequent. This further contributes to low morale, which decreases productivity, including scholarly contributions to academic fields.

Furthermore, in addition to discouraging service activity, we think that the policy discourages faculty from fully committing themselves to teaching and discourages long-term, intellectual projects. Our merit system already imposes a cost associated with taking on longer-term projects with relatively less certain payoffs, favoring a steady flow of publications to ensure normal progress. To add a penalty in the form of an actual reduction in salary, even if temporary, is to further push faculty to assign their highest priority to managing the flow of papers, which is not the same as maximizing scholarly achievement and discovery. While some faculty members are currently allowed to “buy out” teaching, these faculty should not be rewarded more than those at the same step who commit themselves to teaching our undergraduates. The State of California is constantly concerned about our commitment to teaching and to make compensation reflect lowered commitment to teaching fuels their concern and is not acceptable.

Resolution: We think that all senate faculty, if not already privy to an established higher salary scale, should benefit from the Davis salary supplement. Like the systemwide Faculty Welfare Committee, the UCD Faculty Welfare Committee believes that, as a general principle, faculty of equal merit should be paid equally. While we appreciate the UCD administration’s action to make a more competitive salary scale, we are resolute that the UCD Salary scale policy be that senate faculty not already on an established higher salary scale will be equally compensated according to their attained rank and step. The Academic Senate disapproves of the current

policy with respect to financial punishment beyond not receiving a merit raise when deferring or when doing satisfactory work at Professors Step V – VIII.

As a final note, it is worth reiterating our separate concern that faculty should not be informed of such policy changes by email sent to only some faculty, when classes are not in session, as occurred in this instance last fall. We are not clear that all faculty members know of the new policy, but we do know of the disgruntlement among faculty who do know. The administration has redressed these concerns for Professors Step IX and above scale, but we consider this inadequate for the rest of the faculty at Professor Step V – VIII.

UCD Senate Faculty Welfare Committee Proposal for Fee-Waiver of Dependents, March 2007

Background: An Educational Fee Waiver Program provides assistance to University faculty and employees by offsetting tuition and/or fees for dependents. This is a common program at comparable institutions of higher learning, with 8 of 11 institutions, including both state and private, having such a program. Thus, the University of California is in the small minority of academic institutions that do not provide this benefit. **Even our own California State University currently offers a fee waiver benefit.** Previous attempts to institute such a program have met with philosophical support from the Office of the President, but no financial support due to budgetary concerns. We believe the present time is appropriate to seriously consider and institute such a program for the senate faculty at the University of California.

Rationale: As it has become increasingly difficult to recruit and retain senate faculty, particularly because of the **current** salary inequities of UC compared to other institutions, we have been thinking of ways to further our competitiveness in our striving to have the best possible faculty. The lack of an Educational Fee Waiver Program has been cited as one reason for leaving by senate faculty members who have assumed positions at competing institutions. Efforts should therefore be directed toward programs such as the Educational Fee Waiver Program that increase the desirability of working for the University of California and make us more competitive with comparable universities, especially if they can be instituted and maintained at reasonable cost.

A Modest Proposal: Dependents of senate faculty at the University of California shall receive a Fee Waiver of 50% of current fees for undergraduate programs within the UC system. In order to limit costs, and with the specific aim of retaining and recruiting senate faculty in the University, this proposal does not include staff, non-senate faculty, annuitants or decedents. As the funding status of the University improves, the program can be expanded to include other beneficiaries, and increase this proposed benefit to 100% coverage and some comparable support for dependents attending universities outside of the UC system.

Estimated Cost: Analysis by Human Resources and Benefits estimates the cost of the proposed program at \$1,873,000, an amount equal to 0.067% of the state funded budget of the University for 2005-06. For an estimated cost of roughly \$2 million, the program is expected to generate much goodwill and boost senate faculty morale across the University. We believe that the goodwill generated by this program, and the resultant improvement in senate faculty morale and employment, is well worth the cost.

Educational Fee Waiver Proposal
Summary of Comparison Institutions Data
Summer 2004

CHART 6

Comparison 8 Institutions and Others with Tuition Assistance Programs

Institution	Employee Eligibility		Student Eligibility					Benefit				
	Faculty	Staff	Spouse/DP	Child	DP Child	Retiree Dependent	Decedent Dependent	Grad	Undergrad	Inside Institution	Outside Institution	
				Age Limit								
Cal State University	X	X	X		23			X	X	X		
Johns Hopkins	X	X	X		24			X	X	X		
MIT*	X	X			No age limit				X	X	X	
Stanford*	X	X			No age limit	X	X		X	X	X	
University of Illinois*	X	X	X		25				X	X		
University of Michigan*	X	X	X		No age limit (nonresident only)			X	X	X		
University of Pennsylvania	X	X	X		No age limit	X	X	X	X	X	X	
Yale University*	X	X			25				X	X	X	

*Comparison 8 Institutions

August 31, 2007

CATHERINE VANDEVOORT, Chair
Academic Federation

LINDA BISSON, Chair
Academic Senate

BRUCE WHITE, Interim Vice Provost
Academic Personnel

RE: 2006-2007 Annual Report of the Joint Academic Federation/Senate Personnel Committee (JPC)

Please find enclosed the 2006-2007 Annual Report submitted by the Joint Academic Federation/Senate Personnel Committee (JPC). The JPC finished another challenging and productive year. Besides reviewing 166 personnel actions, the JPC also reviewed 18 departmental voting group and peer review plans.

The workload on the JPC is extensive and the success of the Committee is dependant on the consistent contribution of all members. As Chair, I was impressed with the commitment and dedication with which my colleagues served. I am honored to have served with, and would like to express my sincere appreciation to, the following members:

Calvin Domier – Associate Researcher (Engineering Applied Science)
Bob Gilbertson – Professor (Plant Pathology)
Ken Giles – Professor (Biological and Agricultural Engineering)
Larry Godfrey – Entomologist in the AES/Specialist in CE (Entomology)
Tim Hartz – Specialist in Cooperative Extension (Plant Sciences)
Yajarayma Tang-Feldman – Specialist (MED: Internal Medicine)

I'm certain the committee's success will continue with Yajarayma Tang-Feldman as the 2007-2008 Chair.

Sincerely,

PENDING CHAIR APPROVAL

John Hess, Chair 2006-2007

Enclosure

cc: Jo-Anne Boorkman, Academic Personnel
2006-2007 Joint Academic Federation/Senate Personnel Committee Members
Deans – Schools and Colleges

Annual Report: Academic Year 2006-07
Davis Division: Academic Senate

**Joint Academic Federation/Senate
Personnel Committee (JPC)**

Total Meetings: 22	Meeting frequency: weekly (sometimes bi-weekly)	Average hours of committee work each meeting week: 4-5
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Total: <u>166</u> Actions Reviewed	Total # of reviewed or deferred from the previous year: <u>0</u>	Total deferred to the coming academic year: <u>0</u>
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Listing of bylaw changes proposed:

none

Listing of committee policies established or revised:

none

Issues considered by the committee

- 1) As in past years, proposed appointments were often at an inappropriate level. The JPC did not support 57% of appointments as proposed (45 of 79). In 27 of the 79 appointments (34%), the JPC recommended a higher step than proposed.
- 2) The Committee had a difficult time reviewing higher level Project Scientists, as the criteria does not clearly outline the requirements for advancement at levels VI and above. This in contrast to the requirements in the other research titles, where typically candidates must show highly distinguished scholarship to advance beyond step V.
- 3) The JPC found that many actions were for candidates who seemed to be appointed in the wrong series. This is problematic when the candidate seeks advancement, as the series criteria are inappropriate and irrelevant. The Committee spent a considerable amount of time discussing proper placement of candidates and comparing the research titles.
- 4) As the time commitment has increased, it has become more difficult for those in self supporting positions to serve. One member of the JPC was forced to resign this year due to the large workload and required time commitment. The Committee is very concerned about the effect of service on future JPC members.
- 5) There were more than twice as many more voting procedures submitted

for review this year, as compared to last year. The Committee notes that while review of these procedures is important, personnel actions take precedence on committee agendas. Therefore, voting procedures are only reviewed at meetings with a relatively light agenda.

Recommended procedural or policy changes for the coming year:

none

Committee's narrative:

(Period covering September 1, 2006 – August 31, 2007)

The Joint Academic Federation/Senate Personnel Committee (JPC) met 22 times during this period to review packets. Of the 166 personnel actions reviewed, information on the corresponding final decision was available for 133 actions. The JPC also reviewed 18 departmental voting group and peer review plans. Table 1 in the Appendix provides a summary of all actions per title series and the corresponding committee recommendation.

The total number of actions (166) is 15 less than the caseload from the previous year (181). Table 2 below summarizes the number of actions reviewed by the JPC and the corresponding recommendation.

TABLE 2	JPC Recommendations			
Actions	Yes	No	Other	TOTAL
Appointment	26	34	0	60
Appointment via Change in Title	8	11	0	19
Appeals	1	4	0	5
Conferral of Emeritus Status*	2	0	0	2
Accelerated Merits	2	1	0	3
Redelegated Merits	41	5	1	47
Normal Merits	12	3	0	15
Accelerated Promotions	0	0	0	0

Promotions	9	4	0	13
Appraisal	1	0	0	1
5-Year Review	1	0	0	1
TOTAL	103	62	1	166

* Conferral of Emeritus Status to two Specialists in CE

APPOINTMENTS and APPOINTMENTS VIA CHANGE IN TITLE

(referred to as "appointments" collectively in this section)

Once again, most of the actions reviewed were for the relatively new Project Scientist series (effective July 1, 2004) – with 40 proposed appointments plus 10 appointments via change in title. The combined appointments to this series accounted for 63% of all appointments reviewed by the JPC.

The JPC supported 34 of 79 (43%) of all proposed appointments as submitted. Table 3 below shows the percentage of proposed appointments on which the JPC and the final authority agreed on the appointment level.

TABLE 3: Breakdown of Recommendations on Appointments							
		FINAL DECISION					Percent Agreement between JPC & Final Authority
Title Series/ JPC Recommendation		Agree w/ JPC	Higher	Lower	Agree with Original Proposal	*Other	
Agronomist & ---in the AES							
Yes	1	1	0	0	0	0	100%
NO: Higher	0	0	0	0	0	0	N/A
NO: Lower	1	0	0	0	1	0	0%
Other	0	0	0	0	0	0	N/A
Professional Research							
Yes	10	4	0	1	0	5	80%
NO: Higher	3	1	0	0	2	0	33%
NO: Lower	2	0	0	2	0	0	0%
Other	0	0	0	0	0	0	N/A
Project Scientist							
Yes	19	16	0	0	0	3	100%
NO: Higher	19	10	1	1	1	6	77%
NO: Lower	12	3	0	0	3	6	50%
Other	0	0	0	0	0	0	N/A
Specialist							
Yes	4	1	0	0	0	3	100%

NO: Higher	4	3	1	0	0	0	75%
NO: Lower	1	1	0	0	0	0	100%
Other	2	0	0	0	1	1	0%
Specialist in Cooperative Extension							
Yes	0	0	0	0	0	0	N/A
NO: Higher	1	1	0	0	0	0	100%
NO: Lower	0	0	0	0	0	0	N/A
Other	0	0	0	0	0	0	N/A
Avg Percent Agreement							63%

*Includes actions where the final decision has not been made or the data is unavailable. Not reflected in agreement percentage.

For proposed appointments not supported by the JPC, Table 3 breaks down these cases to three distinct possibilities:

1. NO: Higher – This means the JPC recommended a higher step (and/or rank) than the level originally proposed. The JPC and the final authority agreed on 71% of these cases.
2. NO: Lower – This means the JPC recommended a lower step (and/or rank) than the level originally proposed. The JPC and the final authority agreed on 38% of these cases.

In regards to appointments in the Project Scientist title series, the JPC and the final authority agreed on 76% of the cases.

MERITS (including Accelerated Merits)

The JPC supported 55 of 65 (85%) proposed merits. Table 4 below shows the breakdown of the JPC's recommendations regarding these merits:

TABLE 4: ACCELERATED AND NORMAL MERITS					
		FINAL DECISION			Percent Agreement between JPC & Final Authority
Title Series/ JPC Recommendation		Agree w/ JPC	Agree with Original Proposal	*Other	
Agronomist or ___ in the AES					
Yes	2	2	0	0	100%
No	0	0	0	0	N/A
Split Appointment					
Yes	6	5	0	1	100%
No	1	1	0	0	100%
Project Scientist					
Yes	14	12	0	2	100%
No	1	0	0	1	N/A
Professional Researcher					
Yes	18	17	0	1	100%

No	2	2	0	0	100%
Specialist					
Yes	4	3	0	1	100%
No	2	2	0	0	100%
Specialist in Cooperative Extension					
Yes	12	12	0	0	100%
No	3	1	1	1	50%
Avg Percent Agreement					95%

*Includes actions where the final decision has not been made or the data is not available. Not reflected in agreement percentage.

Of the 9 merits which the JPC did not support, the final authority agreed with the JPC in 88% of the cases.

PROMOTIONS (including Accelerated Promotions)

The JPC supported 9 of 13 (69%) proposed promotions; the final authority agreed with the JPC on all of these promotions. In the 5 cases where the JPC voted against the promotion, the final authority agreed with the JPC in 100% of the actions. Table 5 below summarizes the JPC's recommendations on these promotions:

TABLE 5: ACCELERATED AND NORMAL PROMOTIONS					
Title Series/ JPC Recommendation		FINAL DECISION			Percent Agreement between JPC & Final Authority
		Agree w/ JPC	Agree with Original Proposal	Other*	
Agronomist & ---in the AES					
Yes	1	1	0	0	100%
No	0	0	0	0	N/A
Project Scientist					
Yes	2	2	0	0	100%
No	0	0	0	0	N/A
Professional Researcher					
Yes	6	5	0	1	100%
No	4	3	0	1	100%
Specialist					
Yes	0	0	0	0	N/A
No	1	1	0	0	100%
Specialist in Cooperative Extension					
Yes	0	0	0	0	N/A

No	0	0	0	0	N/A
Avg Percent Agreement					100%

*Includes actions where the final decision has not been made or the data is not available. Not reflected in agreement percentage.

AD HOC COMMITTEE REVIEW

Ad hoc review was required in 42 of the 166 actions reviewed by the JPC. The JPC voted as a Committee of the Whole to waive ad hoc review for all of these actions.

CONFERRAL OF EMERITUS STATUS

The JPC received 2 requests for conferral of Emeritus status to two Specialists in Cooperative Extension. The JPC supported all requests; the final authority approved 2 of the requests.

POSITION DESCRIPTIONS

In general, position descriptions have improved. The primary problem this year was unclear definition of research responsibilities in the Professional Research series. Table 6 below shows the breakdown of recommended position description revisions per title.

Title Series	Revisions Recommended	% of Total Actions
Agronomist & ---in the AES	1	14%
Professional Researcher	9	5%
Project Scientist	5	Less than 1%
Specialists	2	12%
Specialists in CE	1	Less than 1%

VOTING GROUP & PEER REVIEW PLANS

The JPC reviewed a total of 18 voting group and peer review plans. This is a substantial increase from the previous year, when only 7 plans were submitted for review. The JPC's recommendations are summarized below:

Accepted	10
Accepted with Recommended Revisions	6
Rejected; requiring revisions	2

The JPC found that 10 of 18 (56%) submitted plans were acceptable without the need for revision, 6 of 18 (33%) were accepted contingent on revisions and 2 of 18 (11%) were returned for rewriting. This is similar to the results from the previous year.

Respectfully submitted,

John Hess, Chair

Members: Calvin Domier, Bob Gilbertson, Ken Giles, Larry Godfrey, Tim Hartz,
Yajarayma Tang-Feldman

APPENDIX - TABLE 1: Committee Recommendations per Title and Action 2006-2007

Action Type	---in AES (Agronomist)			Split Appointments*			Professional Researcher				Project Scientist				Specialist in Cooperative Extension				Specialist			TOTAL
	Yes	No	Total	Yes	No	Total	Yes	No	Other	Total	Yes	No	Other	Total	Yes	No	Other	Total	Yes	No	Total	
Appointment	1	0	1	0	0	0	7	4	0	11	16	24	0	40	0	1	0	1	2	5	7	60
Appointment via Change in Title	0	1	1	0	0	0	3	1	0	4	3	7	0	10	0	0	0	0	2	2	4	19
Appeals	0	0	0	0	0	0	1	1	0	2	0	0	0	0	0	3	0	3	0	0	0	5
Conferral of Emeritus Status	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2	0	0	0	2
Accelerated Merits	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	3
Redelegated Merit	0	0	0	4	0	1	16	2	0	18	11	1	0	12	9	1	1	10	2	1	3	47
Normal Merits	1	0	1	2	1	1	2	0	0	2	3	0	0	3	3	2	0	5	1	0	1	15
Accelerated Promotions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Promotions	1	0	1	0	0	0	6	4	0	10	2	0	0	2	0	0	0	0	0	0	0	13
Appraisal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1
5-Year Review	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
TOTAL	4	1	5	6	1	7	36	12	0	48	35	32	0	67	14	7	1	22	8	9	17	166

Annual Report: Academic Year 2006-07
Davis Division: Academic Senate
Committee on Library

Total Meetings: 2	Meeting frequency: As needed.	Average hours of committee work each quarter: 8 hours per quarter.
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Total of 2 proposals reviewed.	Total of reviewed items deferred from the previous year: Nothing was deferred.	Total items deferred to the coming academic year: Nothing was deferred.
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No new bylaw changes were proposed.

No new committee policies were established or revised.

The Committee emphasized importance of contacting all representatives and ex-officios at the beginning of the academic year for service on the Library Committee per Davis Division Bylaw 83.A. (http://academicsenate.ucdavis.edu/cerj/manual/dd_bylaws.htm#VI83).

Issues considered by the committee (expanded below in the Committee's narrative):

1. UCOL; papers on scholarly communication (at UCOL level)
2. Library hours and long lines
3. Library databases
4. Friends of the Library
5. Graduate Program in Communication (with Ph.D.)
6. Masters of Public Health Proposal
7. Proposed Open Access Policy

No procedural or policy changes were recommended for this year.

Committee's narrative:

This year, the Committee actively participated in the system wide University Committee on Library meeting/discussions. The representative selected from the Davis Division Library Committee for 2007-2008 was Andrew Waldron (member). Marilyn Sharrow commented she would like to continue to remind UCOL that the funding for the library is important for the campus and to keep in mind that electronic journal pricing costs continue to rise and the funding for the library reduced. Also, UCOL continued to discuss the white papers generated from the SCSC (Special Committee on Scholarly Communication. The name of the system-wide "University Committee on Library" has been changed to "University Committee on Library and Scholarly Communication."

The Committee received a query regarding possibly extending the library hours. Students expressed interest through ASUCD extending the library hours to 24 hours daily during finals week. An ASUCD group already met with Associate University Librarian Helen Henry on library hours. ASUCD Representative Steven Lee mentioned his concern about the long lines for printing in the Library and asked if it would be possible to allow printing from student laptops with an automatic charge to a student's account. Marilyn Sharrow commented this is an IET issue but that she knew they were aware of it and could be being discussed at CCFIT meetings.

The Committee reviewed a request that was brought forth by the Academic Senate Chair Linda Bisson regarding difficulty accessing databases through Google Scholar. Marilyn Sharrow and John Tanno indicated the problem was one of publication licensing since the server must recognize the IP address as a UCD address or access is denied. John mentioned that access will be granted through the proxy server. Marilyn Sharrow decided to discuss the issue further with Linda Bisson in order to determine past issues and provide a method to alleviate the problems.

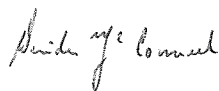
The Committee reviewed a request that was brought forth by the Academic Senate Chair Linda Bisson regarding the status of the "Friends of the Library." Marilyn Sharrow defined the Friends of the Library as a group of people who formed their organization in order to give and raise money for the library. They are no longer an active group primarily because they were unable to find people to take charge as skilled fundraisers. Marilyn stated that anyone can join the Alumni Center and would then have certain privileges, which is an agreement that all university libraries have with one another.

The proposed Graduate Program in Communication (with Ph.D.) was reviewed per the request of the Graduate Council Chair. The University Library stated it is well poised to support a Ph.D. program in Communication, and outlined the current resources and future needs for the program. The Library has been collecting and continues to collect research level materials in the areas of communication that will be featured by the extension of the Communication Department.

A review of the Masters of Public Health Proposal, which requested to expand its professional program for the Master of Public Health degree) was completed per the request of the Graduate Council Chair. The General Library reviewed the information submitted by the Master of Public Health program and stated that the current collections will provide adequate support to meet the core research and teaching needs of the expanded program.

The Proposed Open Access Policy was reviewed, discussion, and commented on by the Library Committee. It was noted that UCOL granted overall positive support for the policy and questioned the best way to gain acceptance by the faculty. The Library Committee members independently commented and provided feedback, and a group response was forwarded with all received viewpoints included. While there did not appear to be any opposition to the idea of "open access" per se, grave concerns were expressed by Committee members regarding the implementation of this policy as proposed.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Winder McConnell".

Winder McConnell, Chair

Andrew Waldron (member)
Rachel Chen (ex officio, GSM)
Doug Conklin (ex officio, A&ES)
Arturo Gandara (ex officio, Law)
Sashi Kunnath (ex-officio, Engineering)
Marilyn Sharrow (ex-officio, University Librarian)
Eric Smoodin (ex officio, L&S)
Valley Stewart (ex officio, CBS)
Richard Walker (ex officio, Health Sciences)
Patricia Inouye (Academic Federation Representative)
Kenny Huang (GSA Representative)
Steven Lee (ASUCD Representative - fall quarter)
Amanpreet Singh (ASUCD Representative - winter & spring
quarters)
Helen Henry (regular guest)
Amy Kautzman (regular guest)
John Tanno (regular guest – retired)
Gail Yokote (regular guest)

D R A F T

Annual Report: Academic Year 2006-07 Davis Division: Academic Senate

Committee on Privilege & Tenure

2	As needed	
Total Meetings: Investigative	Meeting frequency	Average hours of committee work each week
3	As needed	
Total Hearings	Meeting frequency	Average hours of committee work each week
Total of 3 grievances/disciplinary actions Reviewed by the Investigative Subcommittee	Total of 5 actions deferred from the previous year	Total 1 cases deferred (awaiting determination based on P&T Invest Rpt) and 2 cases for potential hearing to the coming academic year

Listing of bylaw changes proposed:

Listing of committee policies established or revised:

Issues considered by the committee:

Scope and breadth of Department Chair authority

Grievances generated on the basis of faculty space reduction/assignment or reassignment

--

Recommended procedural or policy changes for the coming year:

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Committee's narrative:

Grievance Cases

The Faculty Privilege and Academic Personnel Advisers received a larger number of referrals in 2006-07. Interestingly, the number of grievances filed has declined. In fact, 2006-07 was a very light year for the Privilege and Tenure Investigative Subcommittee.

The Investigative Subcommittee received three complaints:

1. Questioned the denial of a merit after being upheld by the Academic Personnel Appellate Committee. Investigative Subcommittee offered advice to the grievant after a thorough examination of the process as related to the grieved issues.
2. A faculty member's department chair refused to sign a grant application on the basis that the research was not in keeping with the department's mission. An informal settlement was reached.
3. A faculty member's lab space was decreased. Following referral of the issue to Academic Freedom and Responsibility, the issue was returned as a formal grievance.
4. A faculty member sought to overturn a grade change.

Although an informal agreement to resolve the complaint following refusal by a Department Chair to sign a grant application, the Investigative Subcommittee was concerning with the Academic Freedom implications. The Academic Freedom and Responsibility Committee reviewed the issues.

Additionally, Academic Freedom and Responsibility found that the reduction in space, could be a violation of the faculty member's rights. Thus, a grievance has been filed with Privilege and Tenure that will be reviewed during the 2007-08 academic year.

These issues were discussed by the Privilege and Tenure and Academic Freedom and Responsibility Committee Chairs. As a result of the conversation and a review by the full Academic Freedom and Responsibility Committee, a report concerning the issues and implications was presented to the Executive Council during its June 2007 meeting.

The Privilege and Tenure Investigative Subcommittee has offered to work with others interested to draft policy language to define authority and describe the process of

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consultation and shared governance over the issues of faculty research space and freedom to pursue research interests without impediment.

The issue regarding overturn of a grade change was brought to the Privilege and Tenure: Investigative Subcommittee by the Grade Change Committee. The faculty member pointed to some Davis Division process problems that led to the grievance. The student had graduated and the grade can not be changed. The Privilege and Tenure: Investigative Subcommittee unsuccessfully attempted to informally resolve the issue. The faculty member is free to request a Hearing.

Two Hearings, related to grievances filed, were conducted:

1. Merit and/or Promotion Eligibility based on the use of "collegiality" as a criterion;
2. Faculty time (division of time between research, teaching and clinical), compensation and shared governance;

Typically, a hearing lasts 16 hours. The Hearings Panel issued its findings. The Chancellor has responded to one and the Hearings Subcommittee awaits word on the other.

The Hearings Panel has suggested the Davis Division take action related to the use of collegiality as a criterion. It is hoped the appropriate committees will convene during the coming year to define the criteria, application of the criteria and fully explore the same with the standing committees as well as school and college and Representative Assembly before finalization and implementation.

Disciplinary Cases

The Hearings Subcommittee conducted one hearing regarding a disciplinary case in 2006-07. The case concerned alleged lack of performance. The hearing was conducted without the cooperation of the faculty member. The hearing panel recommended a course of action the Chancellor indicated was not possible. The outcome resulted in dismissal.

Annual Report: Academic Year 2006-07
Davis Division: Academic Senate

Committee on Public Service

Total Meetings: 1	Meeting frequency: as needed; UCDE proposals reviewed electronically	Average hours of committee work each week: varies
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Total UCDE Proposals Reviewed: 5 (see below)	Total reviewed items deferred from the previous year: none	Total items deferred to the coming academic year: none
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Listing of bylaw changes proposed: None.

Listing of committee policies established or revised: None.

Issues considered by the committee:

The Committee reviewed and selected the Distinguished Scholarly Public Service recipients, and reviewed five UCD Extension programs.

Recommended procedural or policy changes for the coming year: None.

Committee's narrative:

The Public Service Committee, after reviewing nominations for the Distinguished Scholarly Public Service Award (DSPSA), selected four recipients for 2006-2007: Sergio Aguilar-Gaxiola, Professor of Internal Medicine and Director of the UCD Center for Reducing Health Disparities; Douglas Gross, Professor of Cell Biology and Human Anatomy; Joy Mench, Professor of Animal Science; and Joan Ogden, Professor of Environmental Science and Policy. The following public areas of recognition were also updated with the DSPSA recipients' information: the DSPSA color brochure, the DSPSA website ([click here](#)), and the DSPSA list at the Walter A. Buehler Alumni & Visitors Center.

The award recipients were announced and approved at the February 5, 2007 meeting of the Representative Assembly. A luncheon in honor of the recipients was held at the Chancellor's Residence on May 4, 2006.

The Committee electronically reviewed and approved five proposals for UCD Extension (UCDE) Certificate Programs: Business Analysis, College Counseling, Energy Management, HVAC-R Systems Design Review, and Paralegal Studies.

Respectfully submitted,

Paul Heckman, Chair

John Largier, Norman Matloff, Peter Moyle, Barbara Sellers-Young, Dayle Daines (Academic Federation Representative), Pamela Tom (Academic Federation Representative), Michael Lay (ASUCD Representative), Melissa Jeddeloh (GSA Representative), Joyce Gutstein (ex-officio), Bernd Hamann (ex-officio), William Lacy (ex-officio), Dennis Pendleton (ex-officio), and Diana Howard (interim analyst)

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Annual Report: Academic Year 2005-06

Davis Division: Academic Senate

Committee on Transportation and Parking

Total Meetings 2; correspondence by email	Meeting frequency 1 meeting per quarter or as needed	Average hours of committee work each week: Variable
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Listing of bylaw changes proposed: **None**

Listing of committee policies established or revised: **primarily continue to conduct business through the use of email.**

Issues considered by the committee:

Overriding Principles: Parking revenues should continue to be used only to support parking and transportation. Parking is “a right to work” issue. Faculty, staff, and students should have options as to how they get to and from campus (bicycles, automobiles, buses, walking ...) No one should be penalized for choosing one option over another.

Recommended procedural or policy changes for the coming year: **None**

Committee's Narrative: Transportation and Parking examines administrative policies, funding, and impact of all new campus construction on transportation, parking, and related services on the Davis campus. The cost of parking is of major concern. The committee will continue to monitor policies and practices and provide recommendation to the university.

Parking Fees: There should be fair and equal treatment of all employees with regard to parking. Everyone should be paying for parking without exceptions. Our committee has noted that a few campus units are not paying parking fees. This is unacceptable.

Campus Inner Core: The inner core of the campus is restricted to driving or parking. However, some parking fees go to maintain the grounds. It is not reasonable for parkers to pay for the maintenance costs if they do not benefit from vehicular access to the inner core. It is estimated that about 60% of the cost of maintenance of the inner core is paid by Transportation and Parking Services (TAPS).

Proposals: Two proposals were brought forth and discussed by the committee: 1) Academic Senate members on the University's Transportation and Parking Advisory Committee (TPAC) should be appointed by the Senate, not by the Chancellor; 2) All employees, including those who park on leased property, should be paying parking fees. They currently do not pay for parking. There are about 1400 spaces allocated to parkers on these leased properties. These proposals warrant further discussion and a Senate resolution.

Statement: The following statement was read into the record by Professor Judith Stern during the June 7, 2007 Rep Assembly Meeting:

“The Chancellor has usurped the Senate’s advisory power in the area of transportation and parking. There is a Chancellor’s Advisory Committee on Transportation and Parking (TPAC). The Senate no longer has the power to choose our representatives. This is a violation of the spirit of shared governance.”

Items for Future Discussion:

- invite director of TAPS for a comprehensive discussion;
- gather information and find answers to questions (e.g., how many parking spaces are available on campus? What is the amount parkers are paying for campus expansion estimated to be about 6000 parking spaces destroyed between the years 1990 and 2014?)
- find details of TAPS' budget (e.g., how are parkers' funds used? who is accountable? revenue shifting, etc.)
- set agenda items and focus on specific objectives.
- probe the efficiency of the entire system (allocation, distribution, differential cost based on utilization);
- energy efficiency;
- incentive programs (not punitive);
- transportation challenges for the campus vis-à-vis growth and development at UC Davis;
- special events parking and parking passes for temporary situations;
- basic services;
- timing restrictions (e.g., Diamond E spaces are for 24 hours; Day Care spaces are for 15 minutes throughout the day);
- opting in and opting out (e.g., incentives for riding bikes, riding light rail...)

Annual Report: Academic Year 2006-07

Davis Division: Academic Senate

Undergraduate Council

Total Meetings: 11	Meeting frequency: Meetings are scheduled once or twice a month during each quarter.	Average hours of committee work each week: Chair can expect to put in 4-5 hours/week; committee members no more than 1 per week.
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Total Proposals Reviewed: 31	Total projects deferred from the previous year: None.	Total projects deferred/continued to the coming academic year: One (ME/SA proposal)
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Listing of bylaw changes proposed: None.

Listing of committee policies established or revised: None.

Issues considered by the committee: SCIGETC (Science Intersegmental General Education Transfer Curriculum); GE Task Force proposal; Undergraduate Program Review process (DDR555); proposed Policy on Stewardship of Electronic Information; Proposed New Agricultural and Environmental Education major; Role of Graduate Students in Providing Instruction at UC; Summer school student hours; Minimum Progress, Davis Division Regulation A552; Time to Degree Task Force; Integrity in Research Draft Updated PPM 240-01; student computer requirement revision for a Windows-based laptop; Campus book project; CCGA Proposal to amend Senate Regulation 694 and establish 695 (Graduate Residency Requirements); Proposed Amendment to Senate Bylaw 205 (UCR&J appointment of a vice chair or two at-large members of the committee); Middle East/South Asian Studies major; posting grade distributions; 30th Anniversary Celebration of the Code of Academic Conduct; University Writing Council; UCD School of Public Health proposal; Draft of updated policy on privacy and disclosure of student records (PPM 320-21); Systemwide Academic Planning process; timetable for GE revision; Academic Standing Report (Minimum progress/academic disqualification); Emergency preparedness; Resolution on the Proper Use of the California High School Exit Exam; SR477/478 – articulation agreement with community colleges;; proposed Math/Science Initiative to entice more UC students to become math and science teachers and receive their degree and credential in a 4-year program; Effort Reporting; Electronic Materials Engineering Catalog Copy Revisions; Review of Systemwide Academic Senate Regulations;

Review of general campus catalog galleys (Independent study, GE, American History, Courses, Breadth, and GE themes); Graduate Students as Instructors of Record; Guiding Principles for Professional School Fees; Resolution on Research Funding-Systemwide; Proposed Senate Bylaw 16-Executive Director; Name Change Request: Dept. of Medical Pharmacology. & Toxicology; Recycling Multicampus Research Unit Funds; Proposal for Increase of the Post Doc Salary; Proposed Revision to DDR 520C; Draft Policy: Relations w/Vendors & Clinicians (Pham); Topics for Quarterly Briefing w/Chancellor & Provost; CAL ISIs Budget Information; PPM 230-05 Individual & Institutional Conflict Involving Research; APM 620: Above Scale Draft Review

Recommended procedural or policy changes for the coming year: :
Undergraduate Program Review Process (as specified in DDR555)

Committee's narrative:

The Chair of the Undergraduate Council attends the Provost/Senate Chairs meetings, and the Senate Executive Council meetings. In addition, the Chair served on the Undergraduate Advising Council, the Program Review Task Force, the NCAA D-1 Task Force, the Summer Sessions Task Force.

Keith Williams served at the Vice Chair of the University of California Educational Policy committee during the 2006-2007 academic year and attended UGC meetings when available to update the committee on systemwide issues pertaining to undergraduate education on UC campuses. Keith Williams also served on the Science and Math Initiative (SMI) committee as well as the Science Intersegmental General Education Transfer Curriculum (SCIGETC) committee. The UCEP representatives during the 2006-2007 academic year were Linda Egan and Alessa Johns. They rotated and regularly attended the University of California Educational Policy meetings in Oakland. Matthew Bishop served as the representative from the Undergraduate Council on the Campus Council for Information Technology (CCFIT). Vice-chair

Thomas Famula served as the representative from the Undergraduate Council to the Student Transition and Retention (STAR) Committee and the Pandemic Planning Task Force.

The Undergraduate Council dealt with a number of issues of great importance to the campus during the 2006-2007 academic year. One of the most important issues was revision of the current Undergraduate Program Review Process on campus, in accordance with recommendations of the Program Review Task Force convened by Dan Simmons in 2005 and UGC's Undergraduate Instruction and Program Review Committee. Please see below for a summary of the new Undergraduate Program Review process.

Undergraduate Program Review:

DDR555 states:

“Each undergraduate teaching program (and/or major) on the Davis campus shall be reviewed and evaluated by a committee of its parent school or college at intervals not exceeding seven years. The criteria for said reviews shall be established by the Davis Division Committee on Educational Policy [i.e., Undergraduate Council] and disseminated widely so that they will be commonly understood. The reports of reviewing committees shall be forwarded to the Divisional Committee on Educational Policy for consideration or action as it sees fit.”

Due to many concerns about the efficiency and effectiveness of the old process for undergraduate program reviews, Dan Simmons appointed the Program Review Task Force (PRTF) in 2005. The PRTF developed guidelines and forms for a new process, the first cycle of which was initiated, with UGC's permission, in January, 2007.

The new process maintains most of the basic elements of the old process. Program reviews are initiated by a call from the college to each department in which one or more programs is due for review. The department then prepares a self-review, which is forwarded to the college program review committee. That committee completes its reports on the majors under review and sends them back to the departments, which are given the opportunity to respond. All reports then go forward to the Dean's offices, and then to the Undergraduate Council's Undergraduate Instruction and Program Review Committee. That committee's reports are sent to Undergraduate Council for final approval and then to the Provost, with copies going back to the Dean's offices and departments.

The major changes to the process are the following:

1. Programs will be reviewed in clusters by discipline (see listing below).
2. The process will be synchronized across colleges, with common deadlines at all stages.
3. The process will be standardized across colleges, with standardized data sets provided to each program under review, and common report templates and guidelines provided to the departments and the college and senate program review committees.
4. Data compiled by ORMP, SARI, Registrar will be provided to the departments completing self-reviews and will include not only data for the department's own program(s), but also for others in the cluster, the college, and the campus, in order to allow for meaningful comparisons.

Below are the proposed program review clusters by college/school. The first clusters are scheduled to have their self-reviews complete in June 2007 and the college review will be complete in March 2008.

Teaching Program Review Schedule
Coordinated "Cluster" Review Model
Draft Version 5 - 10/13/06

Cluster #	Teaching Programs		
	CAES	CBS	CLAS
1	Ag Mgmt. & Rangeland Resources	Microbiology	Art History
	BiotechnologyΔ	Plant Biology	Art Studio
Self-	Env. Hort. & Urban Forestry	2	Design
Review	Landscape Architecture		Music
6/07	4		Technocultural Studies
			Theatre & Dance
College			6
Review			
3/08			
2	Hydrology	Biochemistry & Molecular Biology	ChemistryΔ
	Atmospheric Science	Cell Biology	Computer Science
Self-	Environmental Toxicology	Genetics	Geology
Review	Soil & Water Science	3	Mathematics
6/08	4		Natural Science
			PhysicsΔ
College			Statistics
Review			7
3/09			
3	Science & SocietyΔ		Anthropology
	1		Communication
Self-			East Asian StudiesΔ
Review			History
6/09			Jewish StudiesΔ
			Linguistics
College			Philosophy
Review			Science & Technology Stds
3/10			8
4	Community & Regional DevelopmentΔ	Biological Sciences	Economics
	Human Development	Individual Major	Individual MajorΔ
Self-	Individual Major	2	International RelationsΔ
Review	Managerial Economics		Military Science
6/10	4		Political Science
			Psychology
College			Sociology
Review			7
3/11			

Cluster #	Teaching Programs		
	CAES	CBS	CLAS
5	Environmental & Resource SciencesΔ	Evolution, Ecology & Biodiversity	African Am & African StdsΔ
	Environmental Biology & Mgmt.Δ	1	American Studies
Self-Review	Environmental Policy, Anlys. & PlanningΔ		Asian American Studies
6/11	International Agricultural Development		Chicana/o StudiesΔ
	4		Native American Studies
			Women & Gender Studies
College Review			6
3/12			
6	Clinical NutritionΔ		Comparative LiteratureΔ
	Fiber & Polymer ScienceΔ		English
Self-Review	Food ScienceΔ		Film Studies
6/12	Nutrition Science		Humanities Program
	Textiles & ClothingΔ		Medieval & Early Modern Stds
	Viticulture & EnologyΔ		Nature & CultureΔ
College Review	6		Religious Studies
3/13			University Writing Program
			8
7	Animal BiologyΔ	Exercise Biology	Chinese
	Animal Science	Neurobiology, Physiology & Behav.	Classics
Self-Review	Animal Science & ManagementΔ	2	French
6/13	Avian Sciences		German
	EntomologyΔ		ItalianΔ
	Wildlife, Fish & Conserv. BiologyΔ		Japanese
College Review	6		RussianΔ
3/14			Spanish
			8

Δ Department self review completed within last 3 years

Below are summaries of the program self-review template and of the data to be provided to the departments to assist them in preparing the self-reviews and the timelines for program reviews.

Program Self-Review Template

Sections 1, 3-9: Questions and Comparisons to other programs

- 1) overview of the program
- 3) faculty in the program
- 4) instruction in the program (including staff, space, and facilities)
- 5) students in the program
- 6) students' perceptions of the program
- 7) post-graduate preparation
- 8) educational objectives;
- 9) self-assessment methods.

Section 2) Outcome of the last review

Section 10) Major strengths and weaknesses

Section 11) Future plans

The Undergraduate Council also recommended changing DDR-542B relating to Posthumous recognition of student achievement as well as recommended new names for the University Writing requirement and the University Writing Examination. The Council also discussed and approved the common campus quarter calendar, which is already being used on two UC campuses, and the Bylaws and Regulations of the recently established College of Biological Sciences.

Program Self-Review Template: Attachments

Attachment A :

Catalog descriptions of all programs in the cluster.

Attachment B, ORMP Report:

Information on instruction, students, and faculty gathered by the Office of Resource Management and Planning (ORMP) using data from a variety of sources.

Attachment C, SARI Report:

Results of two surveys conducted by Student Affairs Research Information (SARI):

- 1) opinions of students in selected classes one and four years after graduation,
- 2) subset of data taken from the University of California Undergraduate Experience Survey (UCUES), which focuses on current upper division students.

Generally, data in the SARI Report are compiled by the students' majors and data in the ORMP Report are compiled for the home department of the program.

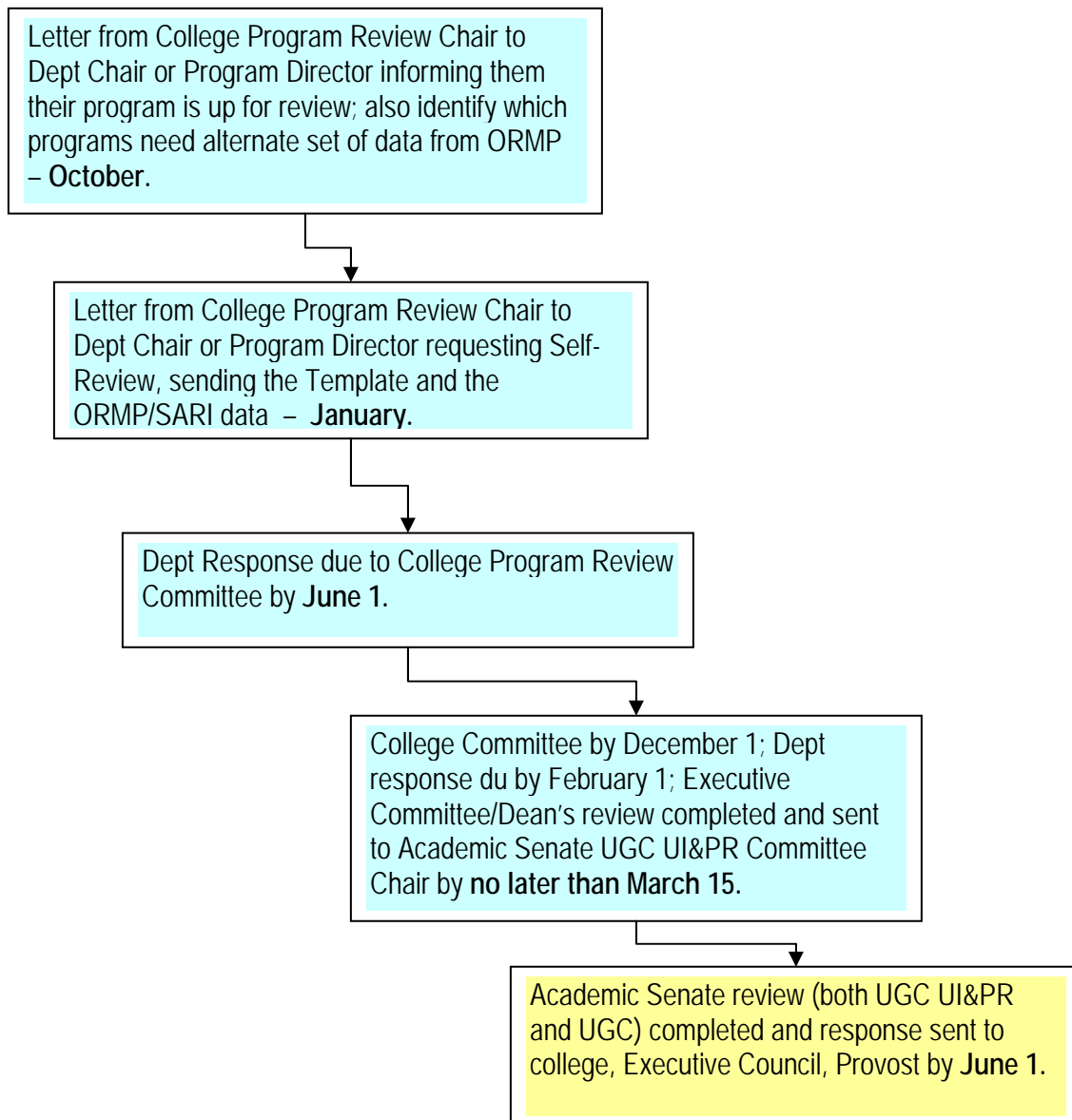
For some programs (e.g., highly interdepartmental): alternative information for the ORMP Report will be provided based on the core courses identified for the major.

Attachment D:

Educational objectives of the campus, as listed in the General Catalog.

Program Review Process

Standard Cycle



College Responsibility

Academic Senate Responsibility

The new Undergraduate Program Review Process was reviewed by Undergraduate Council's Undergraduate Instruction and Program Review Committee (UIPRC) during Spring Quarter, 2007, and, upon recommendation of UIPRC, was unanimously approved by the Undergraduate Council on June 8, 2007. The new program review process started with the first cycle in 2006-2007 and the first programs in the cluster should have their reviews complete and submitted to the Academic Senate Undergraduate Instruction and Program Review committee by March 15, 2008.

Report of the Task Force on General Education

The Report of the GE Task Force was unanimously approved by the Undergraduate Council. This task force was charged with thoroughly examining and restructuring the UC Davis General Education (GE) program. The Task Force developed a specific proposal for a new GE program for the campus. This proposal was discussed with the GE committee and the Undergraduate Council. It was formally proposed to the Undergraduate Council in June 2007. The proposal should be acted on by the Representative Assembly of the Davis Division, Academic Senate at the winter 2008 meeting. While developing the proposal, the Task Force facilitated campus-wide input and acceptance through appropriate outreach and ensured administrative commitment of the resources needed to implement the proposal. The main characteristics of the GE Task Force proposal are outlined below:

A Revised General Education Requirement

The General Education (GE) requirement reflects the faculty's image of "the well- educated person." All students have the opportunity to develop expertise in depth in their majors, minors, or a combination of these. The GE requirement adds to that depth a breadth of knowledge and experiences represented by coursework outside of the area of the student's major. The GE requirement also trains the student in four core "literacies" that the faculty considers crucial for success in one's profession but also crucial to a thoughtful, engaged citizenship in the community, nation, and world.

The GE requirement has two components: **Topical Breadth**, and **Core Literacies**.

The GE requirement is defined in terms of units, not courses. The units of every course at UCD (with very few exceptions) are assigned to one of the three **Topical Breadth Areas** or are certified as interdisciplinary. *Unless otherwise restricted, every course unit that a student takes, including courses for major and minor requirements, will be counted toward the required minimum number of units in each Topical Breadth Area.* In the case of a course that has been certified as interdisciplinary, a student may count the units of the course in only one of the areas in which it has been certified.

With the exception of units used to satisfy the English Composition element (1a) of the four **Core Literacies** (see below), units approved for a **Core Literacy** will be accepted toward satisfaction of the appropriate **Topical Breadth** component. *However, units may be counted toward satisfaction of only one Core Literacy.*

Students may take courses P/NP to fulfill their GE requirements, up to the limits set by college and campus regulations. For graduation a student must have earned at least a 2.0 cumulative GPA in the courses taken to fulfill the General Education requirement. Students may not present Advanced Placement or International Baccalaureate credit in satisfaction of GE requirements.

A. Topical Breadth Component	52 units
1. Arts and Humanities	12-20
2. Science and Engineering	12-20
3. Social Sciences	12-20

B. Core Literacies Component	35 units
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1. Literacy with Words and Images 20

The ability to form, organize, and communicate one's ideas is at the center of the faculty's notion of what it means to be an educated person. The objective of this core literacy is to help create graduates who can communicate their ideas in written, oral, and visual forms. The requirement also seeks to enhance students' critical judgment of oral, written, and visual messages created by others.

a. English Composition 8

(College of A&ES, College of L&S, College of Biological Sciences, College of Engineering)

b. Writing-intensive coursework in the student's major..... 3

Writing-intensive coursework in the major provides students the opportunity to write in the typical forms appropriate to their field under the guidance and assistance of faculty and graduate students in the field. The opportunity to revise writing after having received careful commentary is crucial to this requirement.

c. Additional writing-intensive coursework in the student's major or additional writing-intensive (including composition) coursework outside the student's major.....3

d. Oral skills coursework or additional writing-intensive coursework within or outside the student's major..... 3

The skills involved in the effective communication of ideas through oral presentation build on and strengthen the critical thinking skills exercised through writing.

e. Visual literacy coursework 3

The objective of this core literacy is to create citizens who can understand how visual materials both create and communicate knowledge.

NOTE: A student must have completed the Entry Level Writing Requirement (formerly known as the Subject A requirement) before receiving credit for coursework satisfying requirements a, b, c, and d.

2. Civic and Cultural Literacy 9

The objective of this core literacy is to prepare people for active participation in civic society. Such graduates think critically about American institutions and social relations, understand the diversity of American cultures, and see the relationships between the national and local cultures and the world.

a. American Cultures, Governance, and History..... 6

The objective is to create graduates who have an understanding of the ways diverse communities in Colonial America and in the United States have constructed social and civic institutions. Such educated people are able to bring historical understanding and critical skills to their participation in the civic spheres of society and are able to think critically about the nature of citizenship, government, and social relations in the United States.

b. Global Cultures 3

The objective is to create educated people who can live comfortably and productively in a world where communication technologies, economic relationships, and the flow of people across national borders increasingly challenge national identities and create transnational, global cultures.

3. Quantitative Literacy 3

The objective is to create educated people who understand quantitative reasoning and who are capable of evaluating claims and knowledge generated through quantitative methods.

4. Scientific Literacy 3

The objective is to create educated people who understand the fundamental ways scientists approach problems and generate new knowledge, and who understand how scientific findings relate to other disciplines and to public policy.

The full Report of the Task Force on General Education can be found at the following address:

http://academicsenate.ucdavis.edu/documents/ge_taskforce_report.pdf.

SCIGETC/SMI

Some other important items the Undergraduate Council discussed were the Science and Math Initiative (SMI) and the Science Intersegmental General Education Transfer Curriculum (SCIGETC). The purpose of the Science and Math Initiative is to increase the number and quality of math and science teachers. The following is a list of some of the ways that campuses will try to increase the quality of math and science teachers:

- Enriching student experience in math and science classrooms
- Offering academic opportunities to work in K-12 classrooms
- Giving effective and useful academic advice
- Creating multiple pathways for K-12 teacher preparation
- Meeting the needs of under-represented students
- Reducing the attrition of math and science majors
- Increasing articulation and outreach to high school and community college students

SCIGETC is a series of programs for transfer from a two-year college to a four-year college. It is designed for high unit majors, especially those in science and engineering. It calls for starting technical courses immediately and postponing some of the general education requirements. Basically, it provides a path to meeting the major lower-division transfer requirements for technical majors while at the same time retaining many of the features of IGETC.

Minimum Progress/Academic Standing Report

Frank Wada provided the UC Davis Academic Standing Report of Undergraduate Students from Fall 2006. The minimum progress regulation was enacted in Fall 2005. The results from the new minimum progress regulations are good. 96% of freshman students are taking 13 or more units and the numbers are also up for sophomores, juniors, and seniors. The Academic Senate requested an annual report from the Registrar's office to be presented to the UGC. UGC recommended reporting how many quarters the students had been on the UCD campus before they got dismissed due to minimum progress.

Minimum Progress Scale:

39 units – students are in good minimum progress standing

36-38.9 units – subject to dismissal, probation

36 units and below – dismissal (students were emailed and told that they would need to take summer school)

Time to Degree Task Force

The task force was formed to look at ways to improve the four year graduation rate on campus. UC Davis is not at the bottom for time to degree but the campus would like to be at 46% when it comes to four year graduation rates. UGC discussed ways to improve time to degree on campus. One of the suggestions was to back date summer units received in the previous spring quarter. Minimum progress was enacted so the campus could dismiss the students that weren't making minimum progress. The campus can't admit more students unless the current students graduate. The task force will start looking at units and majors along with financial aid.

Respectfully submitted,

Dan Potter, Chair
Thomas Famula, Vice Chair
Matthew Bishop
Elizabeth Constable
Christiana Drake
Linda Egan
Alessa Johns
Philip Kass
Richard Levin
Jay Lund

Jay Mechling
Kathryn Radke
John Stachowicz
Keith Williams
John Yoder
Fred Wood, ex officio
Patricia Turner, ex officio
Frank Wada, ex officio
Susan Keen, AF Representative
Deanna Johnson, AF Representative
Shellie Banga, GSA Representative
Peter Markevich, ASUCD Representative
Steven Lee, ASUCD Representative
Greg Justice, ASUCD Representative

Annual Report: Academic Year 2006-07

Davis Division: Academic Senate

Committee on General Education

Total Meetings 7 meetings (5 joint meetings with the GE Task Force)	Meeting frequency ~2 times per quarter	Average hours of committee work each week: <1 hr for members, 3-5 hrs for co-chairs.
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Total Proposals Reviewed: 1 (GE Task Force Proposal)	None of the reviewed proposals were deferred from the previous year.	Proposals deferred to the coming academic year: 1 (GE Task Force Proposal)
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Listing of bylaw changes proposed:

No bylaw changes were proposed.

Listing of committee policies established or revised: None.

Issues considered by the committee:

Need for UC Davis to respond to WASC criticisms of GE in the interim report due March 2008.

Reviewed existing GE program, discussed deficiencies and opportunities for change, reasons why changes should be made.

Discussed informal information provided about a potential global citizenship GE requirement.

Met jointly five times with the GE Task Force to discuss and work on a revised GE proposal.

Reviewed the revised GE proposal and recommended that the proposal be sent to the UGC for approval.

Participated in a GE Town Hall meeting with the campus faculty to discuss the GE Task Force proposal.

Recommended procedural or policy changes for the coming year:

Plan to submit proposal for a revised GE program to the Representative Assembly for consideration during the Winter 2008 meeting.

CoC Implementation Committee Recommendation: CoC suggests creation of an Implementation Special committee should the Davis Division decide to revise the General Education requirement. The Implementation Special Committee should be staffed with advisors capable of assisting departments in a review and/or revision of their curricula to conform to a revised General Education requirement.

Committee's narrative:

The charge of the General Education (GE) committee is to supervise the General Education program. The General Education committee dealt mainly with the proposal for revision of the GE regulations, work that continued from the 2005-06 academic year. This year, the committee focused on the following items:

- **Informed campus constituencies about the status of GE revision efforts**
 - GE co-chairs spoke at Senate Chair's orientation meeting in Sept 06
 - GE co-chairs attended Undergraduate Council meetings to report on status of GE revision
 - GE co-chairs and Task Force chair wrote an article for Dateline (10-13-06) informing the UC Davis community about GE revision
 - GE co-chair and Task Force chair presented revised plan to Undergraduate Council on 11/6/06 for feedback.
 - GE co-chair met with 4th year DHC team working on GE about how their project could be shaped. GE co-chair attended presentation of DHC team at Undergraduate Research Conference in April.
 - GE co-chair spoke with reporter for Cal Aggie about the proposed revision of GE.
- **GE co-chairs began with assistance from the chair of the Committee on Elections, Rules and Jurisdiction to draft language for Senate Regulations to encompass the proposed revision.**
- **Worked with the GE Task Force to develop proposal for GE revision**
 - The GE committee co-chairs were members of the Task Force.
 - The Task Force held 5 joint meetings with the GE committee during the 2006-07 academic year.
 - The Task Force met 9 times during the 2006-07 academic year. As chair, Jay Mechling led the group in its refinement of a proposed revision of the GE requirement.
 - The Task Force and GE committee chairs wrote an explanation of the rationale for the change in the GE program.
 - Senate members and Academic Federation members were notified via email on 2/14/07 that the Task Force report was posted on the Senate web page.
 - A open web forum on the Senate website enabled members of the campus community to post comments on the new GE proposal.
 - Task Force members attended college, school, and departmental meetings including college executive committee meetings to present and discuss the new GE proposal with faculty.
 - A Task Force member presented the plan to the Associate Deans for undergraduate curricular affairs in each college.

- The Task Force and GE Committee held a Town Hall meeting in May 2007 that was open to the entire campus to gather feedback and comments on the new GE proposal.
- The proposal was informally sent to several Senate committees for review and comment. The Task Force then considered the comments, revised the proposal and sent it back to UGC for review and approval.
- UGC reviewed and approved the final Report of the GE Task Force in June 2007.
- A summer working group was formed to write guidelines for course approval and to identify courses that are expected to meet Core Literacy criteria. The Office of Resource Management and Planning will use these lists to estimate resource needs.
- The proposal will be sent to the Executive Council in the Fall 2007 and will be on the agenda of the Winter 2008 Representative Assembly meeting for an official vote.

GE Task Force membership, 2006-2007

The task force, appointed by the Committee on Committees is:

GE Task Force	
Members of the GE Task Force [Email All Members]	
JAY E MECHLING (Chair)	HART INTERDISCIPLINARY PROGRAM (530-752-9043) jemechling@ucdavis.edu
JOSEPH E KISKIS	PHYSICS ((530) 752-7752) jekiskis@ucdavis.edu
BO LIU	PLANT BIOLOGY ((530) 754-8138) bliu@ucdavis.edu
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A Revised General Education Requirement

The General Education (GE) requirement reflects the faculty's image of "the well-educated person." All students have the opportunity to develop expertise in depth in their majors, minors, or a combination of these. The GE requirement adds to that depth a breadth of knowledge and experiences represented by coursework outside of the area of the student's major. The GE requirement also trains the student in four core "literacies" that the faculty considers crucial for success in one's profession but also crucial to a thoughtful, engaged citizenship in the community, nation, and world. The GE Committee and the GE Task Force drafted the following Proposal for GE Revision. The proposal was approved by UGC and will be on the Representative Assembly agenda at the Winter 2008 meeting for an official vote.

Executive Summary: Report of the Task Force on General Education

In the Fall of 2004, the General Education Committee of the Davis Division of the Academic Senate began working on a proposal and guiding principles for the revision of the campus General Education (GE) Program. The current GE Program was approved in 1996, but campus experience suggests to many that it has been failing to meet its objectives. The accreditation review by the team from the Western Association of Schools and Colleges also found fault with the current GE Program, especially the very small number of units a student could take in fulfillment of the campus GE graduation requirements.

In the Fall of 2005 the GE Committee asked the Undergraduate Council (UGC) to appoint a joint Senate-Administrative Task Force on General Education. The UGC charged the Task Force with developing a detailed proposal for a revised GE program that would meet the objectives of this campus-wide requirement, working to secure acceptance of the new program, and working with the administration to make sure that campus resources needed to implement the program would be available. This is the report by that Task Force.

The GE Task Force elected to reconceive the GE Requirement rather than tinker with failing pieces of the current program. We asked ourselves a fundamental set of questions: What do we, the faculty at the University of California at Davis, want to be able to say are the qualities of a graduate of our institution? What are the qualities of a "well-educated" person, and how do those qualities prepare the undergraduate to live in a community, state, nation, and world increasingly complicated by scientific and technological change, by shifting demographics of ethnicity, and by the movement of people and ideas across national boundaries? We resolved to take seriously the mission of a public university to educate its students toward becoming thoughtful, civically engaged participants of society, participants who might be asked to consider matters requiring a critical understanding of science, economics, history, social relations, and global forces, among other things. We want our graduates to understand that ideas have consequences, and that as educated people they have a responsibility to

consider those consequences. We want our students to emerge with a cosmopolitan (rather than parochial) view of the world. We want them to be able to communicate their ideas effectively.

As well as broad, philosophical “guiding principles,” the Task Force also considered certain logistical principles in designing the new GE Requirement, including the following: the requirement should not extend students’ time to degree; we should be able to provide enough additional seats in classes so that students have a reasonable opportunity to meet the requirement; students need more flexibility in using smaller unit courses to meet the requirement, which suggests a unit-based requirement rather than one defined by number of courses; some goals of the program (e.g., some elements of “living with diversity” and of “moral reasoning”) might be met best through a small class (max. 20) aimed at all incoming students; and the requirement must be readily understood by students, advisors, and faculty and should be reasonably easy to administer.

The proposed General Education (GE) requirement reflects the faculty’s image of “the well- educated person.” All students have the opportunity to develop expertise in depth in their majors, minors, or a combination of these. The GE requirement adds to that depth a breadth of knowledge and experiences represented by coursework outside of the area of the student’s major. The GE requirement also trains the student in four core “literacies” that the faculty considers crucial for success in one’s profession but also crucial to a thoughtful, engaged citizenship in the community, nation, and world.

The GE requirement has two components: Topical Breadth and Core Literacies. The GE requirement is defined in terms of units, not courses. The units of every course at UCD (with very few exceptions) are assigned to one of the three Topical Breadth Areas or are certified as interdisciplinary. Unless otherwise restricted, every course unit that a student takes, including courses for major and minor requirements, will be counted toward the required minimum number of units in each Topical Breadth Area.

With the exception of units used to satisfy the English Composition element (1a) of the four Core Literacies (see below), units approved for a Core Literacy will be accepted toward satisfaction of the appropriate Topical Breadth component. However, units may be counted toward satisfaction of only one Core Literacy. Students may take courses P/NP to fulfill their GE requirements, up to the limits set by college and campus regulations. For graduation a student must have earned at least a 2.0 cumulative GPA in the courses taken to fulfill the General Education requirement. Students may not present Advanced Placement or International Baccalaureate credit for GE.

A. Topical Breadth Component	52 units
1. Arts and Humanities	12-20
2. Science and Engineering	12-20
3. Social Sciences	12-20
B. Core Literacies Component	35 units
1. Literacy with Words and Images	20
a. English Composition	8
b. Writing-intensive coursework in the student's major.....	3
c. Additional writing-intensive coursework.....	3
d. Oral skills coursework or additional writing-intensive coursework ...	3
e. Visual literacy coursework	3
2. Civic and Cultural Literacy	9
a. American Cultures, Governance, and History...	6
b. World Cultures	3
3. Quantitative Literacy	3
4. Scientific Literacy	3

Report of the Task Force on General Education (full proposal)

In the Fall of 2004, the General Education Committee of the Davis Division of the Academic Senate began working on a proposal and guiding principles for the revision of the campus General Education (GE) Program. The current GE Program was approved in 1996, but the campus experience suggests to many that it has been failing to meet its objectives (see below).

In the Fall of 2005 the GE Committee asked the Undergraduate Council (UGC) to appoint a joint Senate-Administrative Task Force on General Education, recommending that the Task Force not be too large (7-9 members), that there be a representative from each of the undergraduate colleges, a student representative, an Assistant Dean from one of the undergraduate colleges, and the Vice Provost for Undergraduate Studies. The UGC approved this recommendation and the Committee on Committees made its initial appointments to the Task Force in the Winter of 2006 and made subsequent appointments, as the need arose.

The UGC charged the Task Force with developing a detailed proposal for a revised GE program that would meet the objectives of this campus-wide requirement, working to secure acceptance of the new program, and working with the administration to make sure that campus resources needed to implement the program would be available. The UGC asked for a detailed proposal by January of 2007, with the intention of distributing the proposal to various committees and constituencies for comment throughout the winter

quarter of 2007. The UGC would then make a formal proposal to the Executive Council by early Spring quarter with the aim of presenting the proposal to the Representative Assembly of the Davis Division of the Academic Senate at its June, 2007, meeting for a discussion and vote.

The GE Task Force met every other week in the Spring and Fall quarters of 2006, agreeing first to a set of principles (explained in the Dateline article of Oct. 13) and then developing a plan that would meet the objectives of a general education requirement at the University of California, Davis. The Task Force shared its draft proposal with the UGC on Nov. 6 for discussion and suggestions and then shared the draft (with UGC comments) at a joint meeting of the Task Force and GE Committee on Nov. 8. The UGC had another look at a revised draft at its Nov. 17 meeting. Consultation of this sort has been a primary strategy of the GE Task Force as we understand how important it is to gain as broad a consensus as possible as we present the plan to broader constituencies on the campus.

I: The Problem

Every undergraduate at UC Davis must satisfy the campus General Education requirement for graduation. The current GE Program, last revised in 1996, has three components: Topical Breadth (6 courses), Social-Cultural Diversity (1 course), and Writing Experience (3 courses). A course may be certified in as many as three of these components. For Topical Breadth, a student must take three courses in each of the two areas (Arts & Humanities, Science and Engineering, Social Sciences) outside the area of the student's major. There are other details of the program pertaining to transfer students and to those who satisfy the requirements for a second major or a minor (see current catalog copy, pp. 84-86, on GE).

The 2006-08 General Catalog provides laudable statements (pp. 84-85) on the philosophy behind the GE requirement and on more general "Educational Objectives for Students" (p. 17). Nonetheless, it seems fair to say that many students see the GE Requirement as a nuisance they must endure and a distraction from their more important coursework in the major. Those students who do see value in a general education often fault the program for failing to meet its objectives.

Faculty members deeply involved in delivering GE courses often see how the actual practices fail to meet the worthy objectives. For example, many faculty members believe that the "writing experience" requirement has failed to meet its intentions. Faculty understood from the outset that a "writing experience" course was not a composition course, but the most hopeful thought that students would learn in these courses the close relationship between clear thinking and writing. Initially, the courses certified for the "writing experience" component required a substantial amount of writing graded for style and usage, as well as for content.

Within a few years the amount of writing required to certify a GE course for writing had dropped considerably, though the GE Committee hoped to keep the intent of the requirement by asking that instructors provide for some drafts and revised writing. Still, those who teach courses certified as “writing experience” for the GE Program often observe that few students actually improve in their writing across the quarter. The principle that students will write better if they write more is not true without close mentoring of the writing, and that has been absent in most “writing experience” courses. Some instructors assigned to teach “writing experience” courses do not even know of these expectations, and there has been no system for monitoring how much writing and of what sort goes on in the certified courses (perhaps out of fear that a good many courses would have to be decertified).

We have heard from many students and faculty members that the Social and Cultural Diversity component of the present GE Program is not achieving its goals. It was clear in 1996 that in order to provide enough seats for students to meet the modest requirement of one course in Social-Cultural Diversity, classes certified in this category would have to be large, a condition that interferes with achieving some of the goals of exposing students to issues arising in a multicultural society. A large lecture class might be an apt venue for conveying information about various cultures in the United States and about the ways human particularities like gender, social class, race/ethnicity, and sexual orientation affect individuals’ experiences and worldviews, but the sorts of educational experiences likely to increase a person’s empathy for the life experiences of others must take place in smaller class settings where discussion rather than lecture guides the learning. And more than classroom size has been problematic over the last ten years; several courses have been certified in this area without evidence of substantial attention to the initial goals of the requirement. As some students and faculty see it, this requirement has been “watered down” too much.

Moreover, new imperatives have come along in the past ten years, such as the realization that universities must help create people capable of working and living in a society increasingly international in its scope and character. The Chancellor’s Conference in the fall of 2005 was devoted to “Internationalizing the Curriculum” at UCD, and the Senate’s own Committee on International Studies and Exchanges (CISE) issued a proposal in June of 2006 that a “Global Citizenship” component be added to the campus General Education Program.

Many faculty supportive of general education also noted that the present GE Program lacks a component—quantitative reasoning—that was part of the original plan back in the 1980s but was set aside to ease the adoption and implementation of the original campus-wide GE Program. That an undergraduate at UCD could graduate without taking any college-level course in quantitative reasoning seems to many of us to be a real, lamentable gap in the general education of our graduates.

For all these reasons and more, the GE Committee began its 2004-05 academic year determined to take a fresh look at the GE Requirement to see what might be done to fix what was broken and to revise the program in response to a decade's worth of social, economic, and cultural change.

In addition to these internal pressures for a revision of the GE Program, pressures from outside the campus made the new deliberations even more urgent. The review team representing the Western Association of Schools and Colleges (WASC), the agency that accredits University of California campuses, was highly critical of the campus GE Program. In its 2003 report, WASC noted that the UC Davis GE requirement fell far short of the minimum 45 semester credit hours (=67.5 quarter units) WASC recommends in the balance between breadth and depth in a university undergraduate education. Especially troubling to the WASC team was the double-and-triple-counting of single classes certified for more than one GE component. With careful planning, for example, a student could meet the GE requirement by taking only six courses (the Topical Breadth courses), counting on finding in those six courses (24 or fewer quarter units) one course to meet the Social and Cultural Diversity component and three to meet the Writing Experience component. The WASC Report recommended that the campus continue its deliberations about GE, devise a plan to strengthen the program, and work on ways to assess the outcomes of the General Education of undergraduates at UC Davis. The campus must provide to WASC by March of 2008 a progress report on strengthening the GE Requirement.

Clear about the problems facing GE and the expectation by WASC that the campus report some progress on the matter, the Task Force agreed to a set of guiding principles and a plan for a GE Requirement consonant with those principles.

II. Guiding Principles

The GE Task Force elected to reconceive the GE Requirement rather than tinker with failing pieces of the current program. We asked ourselves a fundamental set of questions: What do we, the faculty at the University of California at Davis, want to be able to say are the qualities of a graduate of our institution? What are the qualities of a "well-educated" person, and how do those qualities prepare the undergraduate to live in a community, state, nation, and world increasingly complicated by scientific and technological change, by shifting demographics of ethnicity, and by the movement of people and ideas across national boundaries? We resolved to take seriously the mission of a public university to educate its students toward becoming thoughtful, civically engaged participants of society, participants who might be asked to consider matters requiring a critical understanding of science, economics, history, social relations, and global forces, among other things. We want our graduates to understand that ideas have consequences, and that as educated people they have a responsibility to

consider those consequences. We want our students to emerge with a cosmopolitan (rather than parochial) view of the world. We want them to be able to communicate their ideas effectively.

As it worked, the Task Force increasingly began to think in terms of the sorts of core “literacies” we want our students to acquire and hone through their undergraduate education. We want our students to be able to communicate their ideas and to see how inextricably tied are the ideas and their expression—we knew that written and oral communication would be crucial literacies in the program. But we also came to understand how much communication in the 21st century is and will be through visual images, so we included that as a communication literacy.

We knew early that quantitative reasoning should be included as one of the core literacies, and that led (eventually) to realizing that we could identify a “scientific reasoning” literacy that was quite distinct from merely taking a natural science or engineering course for breadth.

Most radical in some sense was our decision to take seriously the “American history and institutions” graduation requirement, which has been a UC requirement since the 1890s but which is now usually met by a student’s taking high school American history. This seemed to us inadequate preparation for participating in a complex, multicultural American society in the 21st century, so we vowed to include in the plan what we eventually came to call a “civic and cultural literacy” component that included a requirement for coursework in “American Cultures, Governance, and History.” On our minds have been several studies over the years demonstrating a broad ignorance in the United States about basic concepts regarding American history and institutions.

The Task Force also read and discussed the 2006 report by the Senate Committee on International Studies and Exchanges (CISE) making a strong case for including a “Global Citizenship” requirement to the GE Program.

As the Task Force deliberated in the Winter and Spring quarters of 2006, we were heartened by the discovery that Derek Bok, former President of Harvard University, has provided a parallel rationale for the direction we were headed. His book, *Our Underachieving Colleges* (Princeton, 2006), urges universities to reconsider the undergraduate educations they are providing and to imagine how they might address this list of objectives: (1) the ability to communicate in writing and orally; (2) critical thinking skills; (3) moral reasoning; (4) preparing citizens; (5) living with diversity; (6) preparing for a global society; (7) developing a breadth of interests; and (8) preparing for a career. His list matched ours surprisingly closely.

As well as broad, philosophical “guiding principles,” the Task Force also considered certain logistical principles in designing the new GE Requirement, including the following:

- the requirement should not extend students’ time to degree
- we should be able to provide enough additional seats in classes that students have a reasonable opportunity to meet the requirement
- students need more flexibility in using smaller unit courses to meet the requirement, which suggests a unit-based requirement rather than one defined by number of courses
- some goals of the program (e.g., some elements of “living with diversity” and of “moral reasoning”) might be met best through a small class (max. 20) aimed at all incoming students
- the requirement must be easily understood by students, advisors, and faculty and should be reasonably easy to administer

Every faculty member has in his or her mind the ideal GE Program, and any program is a necessary compromise among thoughtful, well-intentioned people. The Task Force recognizes that colleagues could agree with our beginning principles and still arrive at a plan different from the one proposed here. A return to a core curriculum, which many of us had as undergraduates, is highly impractical at a large, public university like UC Davis. The Plan that follows strives to identify those elements the faculty can agree upon as essential to creating an “educated person” prepared to live, work, and succeed in the 21st century.

III. A Revised General Education Requirement

The General Education (GE) requirement reflects the faculty’s image of “the well-educated person.” All students have the opportunity to develop expertise in depth in their majors, minors, or a combination of these. The GE requirement adds to that depth a breadth of knowledge and experiences represented by coursework outside of the area of the student’s major. The GE requirement also trains the student in four core “literacies” that the faculty considers crucial for success in one’s profession but also crucial to a thoughtful, engaged citizenship in the community, nation, and world.

The GE requirement has two components: Topical Breadth, and Core Literacies.

The GE requirement is defined in terms of units, not courses. The units of every course at UCD (with very few exceptions) are assigned to one of the three Topical Breadth Areas or are certified as interdisciplinary. Unless otherwise restricted, every course unit that a student takes, including courses for major and minor requirements, will be counted toward the required minimum number of units in each Topical Breadth Area. In the case of a course that has been

certified as interdisciplinary, a student may count the units of the course in only one of the areas in which it has been certified.

With the exception of units used to satisfy the English Composition element (1a) of the four Core Literacies (see below), units approved for a Core Literacy will be accepted toward satisfaction of the appropriate Topical Breadth component. However, units may be counted toward satisfaction of only one Core Literacy.

Students may take courses P/NP to fulfill their GE requirements, up to the limits set by college and campus regulations. For graduation a student must have earned at least a 2.0 cumulative GPA in the courses taken to fulfill the General Education requirement. Students may not present Advanced Placement or International Baccalaureate credit in satisfaction of GE requirements.

	Units
A. Topical Breadth Component	52 units
• Arts and Humanities	12-20
• Science and Engineering	12-20
• Social Sciences	12-20
B. Core Literacies Component	35 units

1. Literacy with Words and Images at least 20 units

The ability to form, organize, and communicate one's ideas is at the center of the faculty's notion of what it means to be an educated person. The objective of this core literacy is to help create graduates who can communicate their ideas effectively in written, oral, and visual forms. The requirement also seeks to enhance students' critical judgment of oral, written, and visual messages created by others.

a. English Composition (8 units)

(College of A&ES, College of L&S, College of Biological Sciences, College of Engineering)

b. Writing-intensive coursework in the student's major (at least 3 units)

Writing-intensive coursework in the major provides students instruction on how to communicate ideas in their field. Students write in the typical forms appropriate to their field under the guidance of faculty and graduate students in the major. The opportunity to revise writing after having

received careful commentary is crucial to this requirement.

c. Additional writing intensive coursework (at least 3 units)

Students continue developing their writing skills through certified writing-intensive coursework. Some students will satisfy this requirement through the major or minor, some will satisfy this requirement in breadth courses certified as writing-intensive, and some will satisfy this requirement in advanced foreign language courses certified as writing intensive.

d. Oral skills coursework or additional writing-intensive coursework (at least 3 units)

The skills involved in the effective communication of ideas through oral presentation build on and strengthen the critical thinking skills exercised through writing. As an alternative to developing oral communication skills, the student may take additional coursework certified as writing-intensive (see requirement c).

e. Visual literacy coursework (at least 3 units)

The objective of this requirement is to provide graduates with the analytical skills they need to understand how still and moving images, art and architecture, illustrations accompanying written text, graphs and charts, and other visualization of ideas inform and persuade people. Some courses will stress the skills needed to communicate through visual means, while others may emphasize the analytical skills needed to be a thoughtful consumer of visual messages.

NOTE: A student must have completed the Entry Level Writing Requirement (formerly known as the Subject A requirement) before receiving credit for coursework satisfying requirements a, b, c, and d.

2. Civic and Cultural Literacy at least 9 units

The objective of this core literacy is to prepare people for thoughtful, active participation in civic society. Such graduates think analytically about American institutions and social relations, understand the diversity of American cultures, and see the relationships between the national and local cultures and the world.

a. American Cultures, Governance, and History (at least 6 units)

The objective is to create graduates who have an understanding and appreciation of the social and cultural diversity of the United States and of the relationships between these diverse cultures and larger patterns of national history and institutions. Such graduates are able to bring historical understanding and analytical skills to their participation in the civic spheres of society and are able to think analytically about the nature of citizenship, government, and social relations in the United States.

b. World Cultures (at least 3 units)

The objective is to create graduates with a global perspective, graduates who can live comfortably and productively in a world where communication technologies, economic relationships, and the flow of people across national borders increasingly challenge national identities and create transnational cultures. Students can satisfy this requirement through coursework or through certified study abroad.

3. Quantitative Literacy at least 3 units

The objective is to create graduates who understand quantitative reasoning and who are capable of evaluating claims and knowledge generated through quantitative methods.

4. Scientific Literacy at least 3 units

The objective is to create graduates who understand the fundamental ways scientists approach problems and generate new knowledge, and who understand how scientific findings relate to other disciplines and to public policy.

IV. Some Guidance on the Criteria for Certifying GE Courses under the New Plan

The GE Task Force provides the following expanded narratives about the goals of each element in the proposed new GE Program, with some guidance in how the GE Committee might carry out these objectives in deciding criteria for certifying courses as meeting a requirement. This is a working document presented by the GE Task Force in full recognition of the fact that individual courses might challenge the GE Committee to think about the original intentions of the requirement and to modify these guidelines through their certifying practices.

A. Topical Breadth Component (52 units)

Each course is assigned to a broad topical area (Arts & Humanities, Science & Engineering, or Social Sciences). If a course is sufficiently interdisciplinary, it should be assigned to two topical areas, permitting the student to use the course in whichever area the student needs to satisfy the requirement. In almost all cases, these assignments can be made by the department or program that offers the courses.

The student meets one area (20 units) through the major and takes an additional 32 units from the other two areas, with no fewer than 12 units from an area. Courses (except for the 8-unit composition requirement) taken to meet the literacies component (below) can be “counted” in these 52 units.

Enrollment impact: The present GE Topical Breadth Component requires 6 courses (typically 24 units), three each in the two areas outside the major. The new Topical Breadth requirement requires 32 units beyond the major, also spread over two areas outside the major. The new plan would likely encourage more students to take a minor outside of their major area, a trend that would be a good thing for bringing some coherence to the student’s breadth education.

B. Core Literacies Component (32 units)

1. Literacy with Words and Images (20 units)

The ability to form, organize, and communicate one’s ideas is at the center of the faculty’s notion of what it means to be an educated person. The objective of this core literacy is to help create citizens who can communicate their ideas effectively in written, oral, and visual forms. The requirement also seeks to enhance students’ critical judgment of oral, written, and visual messages created by others.

a. English Composition (8 units)

The 4 undergraduate Colleges (CAES, CBS, CLS, COE) have an 8-unit composition requirement that remains unchanged. The campus already has a

mechanism for certifying composition courses and that approval process will remain unchanged.

Enrollment impact: No change.

b. Writing-intensive coursework in the student's major (3 units)

The subject of the writing-intensive course is the content of the discipline; the assigned writing is relevant to the content goals of the course. Writing-intensive coursework in the major provides students the opportunity to write essays, reports, proposals, and other genres of writing appropriate to their field under the guidance and assistance of faculty and graduate students in the field. The opportunity to revise writing after having received careful commentary from a mentor in the field is crucial to the success of this requirement.

The "writing intensive" (WI) course complements the teaching of writing that occurs in the composition courses, especially the upper-division courses (101-104) in the University Writing Program (UWP). Writing is the subject of the composition courses and students learn how to construct, revise, and edit a range of documents pertinent to writing in disciplines and professions; the instructor also gives close attention to style, usage, and grammar.

What a "writing intensive" (WI) course looks like (these are typical features of WI courses from universities around the U.S.):

Basic features:

1. the instructor/student ratio should be roughly 1/25 (in a class or in a section of a large class) to allow a teacher to give detailed feedback on at least one substantial piece of writing by each student, and to read a revised version of that writing;
2. clear, detailed written assignments;
3. some class time given to careful instruction in how to complete assigned writing tasks;
4. either a series of graded writing assignments or one substantial written project divided into several stages;
5. a total of 12 to 30 pages of graded writing (total length is less important than items 1-4);
6. a substantial proportion of the final grade based on performance of writing assignments;

7. (optional but recommended) a mix of informal writing exercises to help students learn course content and ways of thinking, in addition to more formal writing tasks.

Several scenarios (among many) of WI courses within the major:

- a. an introductory methods course, taught partially with small sections, in which students do several laboratory reports or research reviews or another type of writing essential to the methods of the discipline; each report/review receives comments and a grade and at least one of those assignments is revised after careful feedback;
- b. a large lecture course with enough small discussion sections to ensure an appropriate student/teacher ratio: in this course, students do regular informal writing exercises (e.g. in a class blog) and at least two “papers,” at least one of which is a substantial project that receives feedback in draft and that must be revised;
- c. a fieldwork-based course in which students, sometimes in teams, create ethnographic projects (appropriate to the discipline) that consist of several smaller parts; students must do enough individual writing for the teacher to assess individual growth;
- d. a readings-based course in which students write several critical analyses; at least one of these must be given careful feedback and students required to revise;
- e. a capstone course that requires lengthy individual research projects appropriate to the field and written in stages, each of which receives teacher feedback;
- f. a senior engineering design project course in which students work in teams on parts of the project and write frequently to measure and record progress; this course will produce in stages a formal written report and perhaps other documents (e.g., posters, brochures) for different stakeholders;
- g. a senior capstone course in the arts in which students create a portfolio of their work with a substantial amount of writing supplementing the visual or aural content of the portfolio; this would be a portfolio suitable for job interviews or grad school applications;
- h. an internship course, for which students write regular brief reports and build a portfolio of reports done or other documents created for the internship site.

Departments and programs are encouraged to create these WI courses at the upper-division wherever possible to maximize the message that the faculty takes

writing seriously and is willing to mentor the students in the sorts of writing the faculty knows the graduate will be doing for decades to come.

A department or program may wish to use its graduate students as key instructors in the WI courses designated by a major. The University Writing Program (UWP) and the Teaching Resources Center (TRC) will create models for training and using graduate students as part of a larger scheme by which students come to understand that the professors, instructors, and other mentors in the major consider clear writing to be a necessary element in clear thinking. The GE Committee should reward creativity by departments and programs as they design WI courses, recognizing that no model fits all disciplines.

c. Additional writing-intensive coursework (3 units)

It is not the goal of a WI requirement to isolate writing in the one or two courses so designated. Ideally, the attention to writing improvement in the WI course(s) and in the required composition courses will encourage more faculty to give students appropriate assignments in a range of courses. Becoming a proficient writer in a discipline demands appropriate writing in a range of situations in a major curriculum. Thus, we expect that many departments and programs will have more than one WI course.

One possibility for these three units is that a department or program might petition the General Education Committee to designate a completed cluster of courses in the major (typically three) as together amounting to 3 units' worth of WI experience. The department or program must show, of course, that a unit's worth of intensive writing (closely mentored) is required in each of the courses in the cluster.

For those students in majors that provide only one WI course (see B.1.b, above), these additional three units can come from additional composition courses or from WI courses in other departments and programs. With careful planning, a student could pick up this additional WI through a minor or second major.

d. Oral skills coursework or additional writing-intensive coursework (3 units)

The skills involved in the effective communication of ideas through oral presentation build on and strengthen the critical thinking skills exercised through writing. Courses certified as meeting this oral communication component should give students ample opportunity to prepare and deliver speeches and other sorts of presentations to audiences. Simple informative or persuasive speeches can be prepared and delivered with or without visual materials (as in a slide presentation), but students should be required to do at least two of these assignments in the course.

Courses certified for "oral literacy" should include some instruction in public speaking. The instruction should pay attention to the elements of good speaking,

which would include preparation, delivery, organization, clarity, and similar elements in persuasion. The Teaching Resources Center should develop training programs to help instructors create the minimal instructional strategies for helping students with oral presentations.

A composition course or a WI course could be designed to have a substantial oral skills dimension, but such a course could be presented by the student to meet only one Core Literacy Component.

A third course in composition or WI course can be substituted in this category.

Enrollment impact: The Communications Department has oral performance courses in public speaking (CMN 1) and in small group work (CMN 3), and a good number of students pass through these two courses each year. Engineering students already are required to take a course in oral proficiency. Some small classes (e.g., Freshman Seminars and courses in majors) could be workable settings for having students prepare and deliver enough speeches to meet this requirement. Sections 1c and 1d will require more sections of composition courses than are currently offered, if departments do not meet 1c and 1d through additional WI courses or oral skills courses in the major.

e. Visual literacy coursework (3 units)

The objective of this core literacy is to prepare graduates who can understand how visual materials both generate and communicate knowledge.

Given how much information is communicated visually in the 21st century, it is imperative that we know how to analyze the components and structure of visual images. Just as the arrangement of words and structure of sentences can enhance the effectiveness of content, so, too, may choices in visual components affect the message in visual communication.

Some courses will focus on training students how to communicate their ideas through visual messages. Other courses will focus more on the critical reading of visual culture, providing the student with critical skills for understanding the persuasive power of images. In any case, the aim is to make the students more thoughtful consumers of ideas presented in visual form.

There are many disciplines and courses where students learn how images and other visual materials communicate ideas, persuade audiences, and sometimes create meanings more clearly than do words. Some of these are in the expected places, like art, art history, design, and film studies. Other disciplines and courses already pay substantial attention to visual culture as part of the study of popular, mass-mediated culture (advertising, electronic media, etc.). Engineering and science courses sometimes pay substantial attention to the ways ideas are generated and presented through illustration, graphs, and other visual genres.

Enrollment impact: Students in art, design, film studies, and several other courses already satisfy this requirement. Similarly, many science and engineering students already take design courses and other courses for their majors that pay attention to visual representations of knowledge. Departments and programs could be encouraged to revise courses required for the major so that each discipline exposes its students to the ways that discipline uses visual evidence to generate and test knowledge.

2. Civic and Cultural Literacy (9 units)

The objective of this core literacy is to prepare people for thoughtful, active participation in civic society. Such graduates think analytically about American institutions and social relations, understand the diversity of American cultures, and see the relationships between the national and local cultures and the world.

a. American Cultures, Governance, and History (6 units)

The objective is to create graduates who have an understanding and appreciation of the social and cultural diversity of United States and of the relationships between these diverse cultures and larger patterns of national history and institutions. Such graduates are able to bring historical understanding and analytical skills to their participation in the civic spheres of society and are able to think analytically about the nature of citizenship, government, and social relations in the United States.

Some courses that will meet this requirement will take a broad look at American history, politics, and social structures. Other courses will focus on specific cultures within the nation, asking what differences gender, race/ethnicity, social class, sexuality, and other human particularities make in the ways people fashion experiences and ideas in the United States. To meet this requirement, a course should aim to get at the dynamic relationship between parts and wholes in the society; ideally it should convey the nature of cultural diversity and the impact of diversity on American institutions and experience; and it should prepare graduates to participate effectively in civic society.

Enrollment impact: A large number of appropriate courses already are being taught and have been certified as meeting the current “social and cultural diversity” requirement. The new scheme should increase the number of appropriate courses.

b. World Cultures (3 units)

The objective is to create graduates with a global perspective, graduates who can live comfortably and productively in a world where communication technologies, economic relationships, and the flow of people across national borders increasingly challenge national identities and create transnational

cultures. Students can satisfy this requirement through coursework or through certified study abroad.

The faculty affirms that an educated person has a cosmopolitan, rather than a parochial, perspective on the world. An educated person can work and socialize with people from other cultures in ways that convey to the other person an informed, respectful understanding of the other person's worldview.

There are many ways to acquire the cosmopolitan outlook, the mature sense of world citizenship that the faculty wants to see in graduates. Many courses on campus, such as those from several disciplines serving the International Relations major, will give students that perspective.

Learning a foreign language is another way to acquire this global sensibility. Even the introductory foreign language courses bear a significant amount of cultural knowledge, so these courses should count as meeting the requirement. If a student is ready to take a more advanced foreign language class, having met the prerequisites through high school courses or through examination, then the student can meet this requirement with an advanced conversation course or a course in literature and culture taught in that foreign language. Students earning a BS should be reminded that one of the requirements for election to Phi Beta Kappa is a college level foreign language course (see <http://hector.ucdavis.edu/pbk/Criteria.htm>) , a sure sign that the classic liberal arts education should include this cosmopolitan skill .

Study abroad for a year, a quarter, or even a summer term is another way a student can acquire knowledge of cultures beyond our borders. Some distance-learning opportunities at Davis can provide this education short of going abroad.

Some courses in the natural sciences could meet this requirement if there is sufficient attention in the course to globalization issues (for example, in environmental issues or world agriculture).

Enrollment impact: Many majors— Anthropology, Economics, History, IR, Political Science, and Sociology—require courses that can fulfill this requirement. Students earning a BA already meet a foreign language requirement (though some meet this with AP courses and exam credits that cannot be used for GE). A substantial number of students study abroad for a summer, an academic quarter, or longer.

3. Quantitative Literacy (3 units)

The objective of this core literacy is to create graduates who understand quantitative reasoning and who are capable of evaluating claims and knowledge generated through quantitative methods.

All graduates will function at a higher level in their careers and in their roles as informed and critical citizens if they are familiar with the application of quantitative reasoning to natural, social, and political systems. The ability to do quick quantitative estimates to test one's own ideas and those produced by others is essential to evaluating the many numerical and statistical claims that are carried in the media with the intent of influencing thinking and behavior.

A course used to satisfy the quantitative reasoning requirement addresses the relationships between phenomena observed in nature or in human social systems, measurements made or data collected to study those phenomena, the analysis of data, and its implications for our understanding of the phenomena.

Most courses in the physical sciences and engineering and a substantial and growing portion of courses in the biological sciences already make heavy use of quantitative reasoning and could be used to satisfy this requirement.

Enrollment impact:

We estimate that about 80% of graduates are already satisfying the proposed quantitative reasoning requirement through courses required by the major.

Many HArCS majors do not fall into that category, though with advising they could be directed into courses that would meet the goals of this requirement. Statistics 10 or Statistics 13 would be ideal for preparing graduates who do not use quantitative methods in their own work but who should be informed readers of materials that use statistics in their arguments. Or a HArCS major might elect to take an introductory economics course or a quantitative methods course in a social science or education. Some HArCS students will have stronger math backgrounds and would be willing to take Math 17, for example. Not all humanities and arts students will welcome this requirement, but it should be noted that one of the requirements for election to Phi Beta Kappa is a college level math or statistics course (see <http://hector.ucdavis.edu/pbk/Criteria.htm>) -- a sure sign that the classic liberal arts education should include quantitative reasoning.

Since the fraction of students not already satisfying the requirement is small and since there are so many paths by which it can be satisfied, we believe that the system can handle this additional GE element without significant difficulty. Additionally, the majors with very heavy course requirements are already getting plenty of quantitative reasoning in those courses, so this GE requirement will not add units to those majors.

An added benefit of this requirement is that it may encourage the addition of quantitative reasoning to some courses where it would fit naturally but is not yet included.

4. Scientific Literacy (3 units)

The objective is to create graduates who understand the fundamental ways scientists approach problems and generate new knowledge, and who understand how scientific findings relate to other disciplines and to public policy.

Students in majors outside of natural science and engineering will take 12-20 units in this area, but not all courses will get at the “reasoning” element specified by this literacy. Fortunately, the “10” courses in the sciences—the traditional number for courses designed for students outside the field—almost always get at the elements we want these courses to have, though the explicit requirement may help the teachers of the “10” courses revise their courses to be sure they get at these larger questions and worry less about the quantity of material “covered.” People teaching other science and engineering courses, likewise, may incorporate these goals into their courses, especially if they know that large numbers of students are taking the course for GE credit.

Enrollment impact:

While we do not assume that every course in the natural sciences and engineering features scientific reasoning as an explicit topic of the course, we feel sure that majors in those areas will meet this requirement through the major. Social Science majors and HArCS majors can actually double count some courses if they choose a Topical Breadth course also certified for scientific literacy.

V. Creative Responses to the New General Education Program

The new General Education Program will accomplish its mission with the help of a broad array of supplemental programs and initiatives. The Task Force believes that the faculty will want to respond creatively to some new possibilities.

• FRS 2: The University as a Community (1 or 2 units)

This course was piloted in the late 1980s, dropped, and then revived a few years ago as an experiment to see what a “freshman orientation” course of a sort different from the “University 101” courses elsewhere might look like here. Interim Vice Provost Wood and Diane Russell (Assoc. Director of Student Housing) have been teaching this sort of seminar for a while (11 sections over 6 quarters in seminars with 15 students each) as a pilot project with intentions to expand the number of sections to include large numbers of first-year students and transfer students.

This seminar provides the ideal setting for meeting two of the goals often mentioned in manifestoes about undergraduate education (e.g., Derek Bok's *Our Underachieving Colleges*, 2006) – namely, the goal of preparing a student to live in a multicultural society and the goal of helping a student develop moral reasoning skills. Both of these features of “the educated person” touch sensitive issues and should be approached in a small class where the teacher and students have created a safe, open space for discussing frankly issues of morality and character.

The ultimate goal would be to have every student take this seminar. This would take some creative design, making use of staff and experienced students as instructors along with faculty. The Teaching Resources Center and the Vice provost for Undergraduate Studies will work on developing and testing some models that would expand the number of students experiencing this seminar.

- The Fine Arts in Performance

The Task Force recognizes that many of our students, including high achievers, have never visited an art museum or attended a live performance of theatre, dance, or high art music. Students can take courses in these areas in the Topical Breadth component of the new program, and sometimes these courses expose students to live performances and exhibitions, but we would like to encourage all students to attend cultural events as part of their breadth education.

Thus, we propose that several departments and programs institute 1-unit (or perhaps 0.5 unit) courses to be taken by students who will attend arts events and reflect briefly on their experiences. One unit needs to represent 30 hours' worth of work in the quarter (0.5 units would represent 15 hours), so the logistics of these courses would have to be worked out. Other schools have had some success with such schemes.

A particular advantage of this category of 1-unit courses is that some students can add these courses to meet the quarterly progress standard of 13 units.

- Large Area Courses

Faculty should collaborate to create large lecture courses introducing students to a broad area, a sort of “10-course” for the Topical Breadth Area. Thus, one could imagine a large “Performing and Fine Arts” course with sections dedicated to practical labs in the arts, or a large “Humanities” course. This might be a good venue for the “scientific literacy” requirement to be met—a large, interdisciplinary science course that takes a broad look at how scientists reason and generate knowledge. We could imagine a large “Global Citizenship” course designed particularly for the educational objectives of that requirement. These are just

examples of the sorts of initiatives the faculty might launch in creative response to the new program.

- A University Writing Center

While it was not the charge of this Task Force to consider the mandate of the University Writing Program, putting the University Writing Program and the tutoring in writing provided by the Learning Skills Center under one administrative head—perhaps as a University Writing Center-- makes great sense to us.

A Committee on Writing Across the Curriculum might be created to work with the University Writing Program and the Center with the charge to monitor the delivery of “Writing Intensive” courses and to help departments and programs develop their WI curricula.

VI. Conclusion

One of the most important responsibilities of a university faculty is the creation of a General Education curriculum that embodies the faculty’s view of what constitutes an educated person, someone who combines expertise in a chosen field with a breadth of knowledge and experience that will serve the person well as an active, thoughtful, productive member of society. These are old ideals for the university, but they must be reaffirmed by every generation of faculty and they must be articulated as a concrete set of expected courses and experiences.

The General Education Task Force presents here a plan that we think represents a broad consensus among the faculty of the University of California, Davis, about what are the critical thinking and communication skills we want our graduates to carry away from their UC education. We believe that we can be proud of Davis graduates who have gone through this General Education Program, who have added breadth to the specialized depth of their studies, who have taken seriously the challenge of communicating ideas well in writing and in speaking, who are equipped with critical skills for evaluating claims made through visual or quantitative means, who understand how science is done, who understand the fundamental dynamics of American civic culture, who appreciate the blessing of diverse backgrounds and experiences in our society, and who have stepped outside of their own cultural assumptions to see how people in other societies see the world.

Task Force Report
Respectfully submitted:

Alfredo Arredondo, Student – representing ASUCD
Joseph Kiskis, Physics – representing the Division of Math & Physical Sciences (L&S)
Bo Liu, Plant Biology – representing the College of Biological Sciences
Jay Lund, Civil and Environmental Engineering – representing College of Engineering and GE Committee
Jay Mechling, Chair, American Studies - representing the Division of Social Sciences (L&S)
Kathryn Radke, Animal Science - representing the CAES and GE committee
Hayley Steffen, Student Assistant to the Chancellor
Christopher Thaiss, Director, University Writing Program
Dann Trask, Assistant Dean, College of Letters & Sciences
Gina Werfel, Art Studio – representing the Division of Humanities, Arts, & Cultural Studies, CLS
Fred Wood, Interim Vice Provost for Undergraduate Studies

GE Committee Annual Report
Respectfully submitted,

Kathryn Radke (Chair)
Jay Lund (Chair)
Patricia Boeshaar
Elizabeth Constable
William Lucas
Patricia Moran
Katherine Gibbs (AF Representative)
Daniel Berliner (ASUCD Representative)

Annual Report: Academic Year 2006-07
Davis Division: Academic Senate

Committee on Preparatory Education

Total Meetings: 0	Meeting frequency: Upon demand.	Average hours of committee work each week: There is no weekly commitment. The total number of hours required for the total year was between 6-8 hours. The Chair must also attend UGC meetings, which adds a commitment of another approximately 1 hr/week commitment.
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Total Proposals Reviewed: None	Total of reviewed items deferred from the previous year: None	Total agenda items carried forward to the coming academic year: None.
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Listing of bylaw changes proposed: None.

Listing of committee policies established or revised: None.

Issues considered by the committee: None.

Recommended procedural or policy changes for the coming year: None.

Committee's narrative:

The Preparatory Education committee did not meet during the 2006-07 fiscal year. The Chair was on medical leave for most of the academic year. The committee was not asked to respond to any issues or business items. The committee communicated by email about issues taken up by UCOPE. The Chair attended the UGC meetings and kept up to date on all the issues UGC worked on during the 2006-07 academic year. The Preparatory Education committee will begin discussing the best way to monitor the new Subject A program during the 2007-2008 academic year.

Respectfully submitted,

Richard Levin, Chair
John Bolander
Alyson Mitchell
Jon Rossini
Roman Vershynin
Greg Mitchell, AF Representative
Ashley Niakan, ASUCD Representative

Annual Report: Academic Year 2006-07
Davis Division: Academic Senate

Committee on Special Academic Programs

Total Meetings: 1	Meeting frequency: Upon demand; this year twice during winter quarter.	Average hours of committee work each week: There is not a weekly requirement. This year only required approximately 6-7 hours for the year.
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Total Proposals Reviewed: 1	Total of reviewed proposals deferred from the previous year: Not applicable.	Total requests carried forward to the coming academic year: None.
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Listing of bylaw changes proposed: None.

Listing of committee policies established or revised: None.

Issues considered by the committee:
1. Academic Misconduct/Student Cheating

Recommended procedural or policy changes for the coming year: None.

Committee's narrative:

The Special Academic Programs committee began discussing the issues related to student cheating and academic misconduct. We suspect that many faculty are not aware of the problem and the committee will explore ways that term papers can be structured that challenge students to provide their own synthesis, or analysis, and make it virtually impossible to download text from the internet. We suspect that for years students have been allowed, even encouraged by previous teachers, to download information from the internet. They need to learn the differences between plagiarism and the proper use of, and credit for such information. The Special Academic Programs committee will continue to work with Student Judicial Affairs on developing processes to cope with increasing problems of cheating and plagiarism during the 2007-2008

academic year. Plagiarism is one of those forms of cheating that is highly amendable to pedagogical solutions. A special case in the area of plagiarizing is the “plagiarizing” by a student of the student’s own work. Sometimes a student is writing two papers for two classes in the same quarter, and the two papers can overlap in materials and sources. One idea discussed the Special Academic Programs discussed with the Jeanne Wilson from Student Judicial Affairs was to pass out folders with helpful literature to the new faculty at the New Faculty Orientation on the options and resources that are available to them when they are involved in these types of situations with students. Student Judicial Affairs would also like to send the information on what resources are available out on the Academic Senate listserv so that the entire Senate membership would have the information accessible to them when they are involved in case of academic misconduct.

Respectfully submitted,

Jay Mechling, Chair
Chia-Ning Chang
Krishnan Nambiar
Ning Pan
Wendell Potter
Martin Smith, AF Representative
Michael Wang, ASUCD Representative

Annual Report: Academic Year 2006-07
Davis Division: Academic Senate

**Committee on Undergraduate
Instruction and Program Review**

Total Meetings 2	Meeting frequency Once or twice a quarter.	Average hours of committee work each week Highly variable
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Total Programs Reviewed: 9 (CA&ES)	Total of reviewed programs deferred from the previous year: 7	Total of 0 deferred to the coming academic year
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Listing of bylaw changes proposed: None.

Listing of committee policies established or revised: None.

Issues considered by the committee New Guidelines for Undergraduate Program Review Reports (See accompanying narrative and attachments).

Recommended procedural or policy changes for the coming year: None.

Committee's narrative:

During spring quarter of 2007, the Committee on Undergraduate Instruction and Program Review of the Undergraduate Council completed its reports on the reviews of the following 9 majors:

College of Agricultural and Environmental Sciences (CA&ES) Program Reviews:

Animal Science and Management
Biotechnology
Clinical Nutrition
Environmental Biology and Management
Environmental Policy Analysis and Planning
Environmental and Resource Sciences

Food Science
Science and Society
Viticulture and Enology

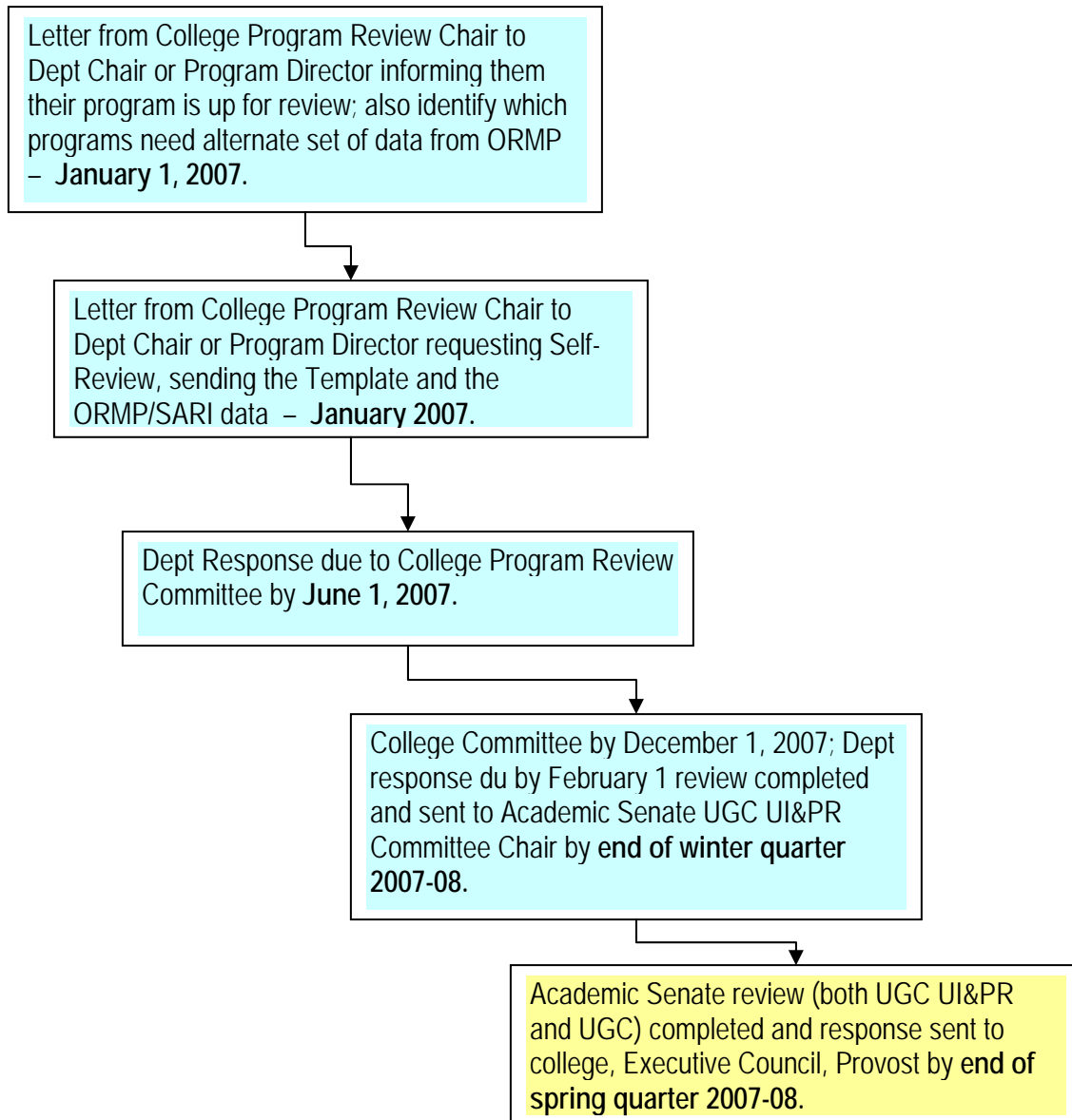
Each program review was thoroughly read by at least two members of our committee and then all reviews were discussed at our meetings on May 3, 2007 and May 17, 2007. Individual committee members produced 1-page summaries of each program review and these were then read by the other committee members and available for discussion by all members at our May 17, 2007 meeting. The resulting summaries were approved by all members of the committee. For each of these programs, the committee reviewed the following materials: the self-review by the home department of the program, the report on the program by the relevant college program review committee (UPRC for A&ES, TPPRC for L&S), and the responses from the department chair and/or master adviser, the dean, and the college executive committee. The committee provided specific comments on each of the program reviews. The committee accepted all of the reports by the relevant college review committees.

Program Review Task Force/New Program Review Process

A Program Review Task Force was convened by Dan Simmons, 2004-2006 Academic Senate Chair to work towards standardizing the materials and information requested and the procedures for program reviews in the various undergraduate colleges as well to determine the appropriate role for the Committee on Undergraduate Instruction & Program Review in the review process. Committee Chair John Stachowicz participated in meetings of the Task Force as well as Undergraduate Chair Dan Potter. The Program Review task force includes representatives from the Senate, the Administration, and representatives from the colleges. The task force met several times and finished their work in January 2007. The Undergraduate Instruction and Program Review Committee reviewed the new process and supports the new program review process and template. The committee agreed that the new process is clearly a major improvement. The new process has been approved by both the Undergraduate Council and Undergraduate Instruction and Program Review Committee. The new process will be implemented beginning in the Fall 2007 with the first set of clusters beginning the review process. The Program Review Task Force drafted the following new Guidelines for Program Review Reports:

Program Review Process

2006-07 – 1st Cycle

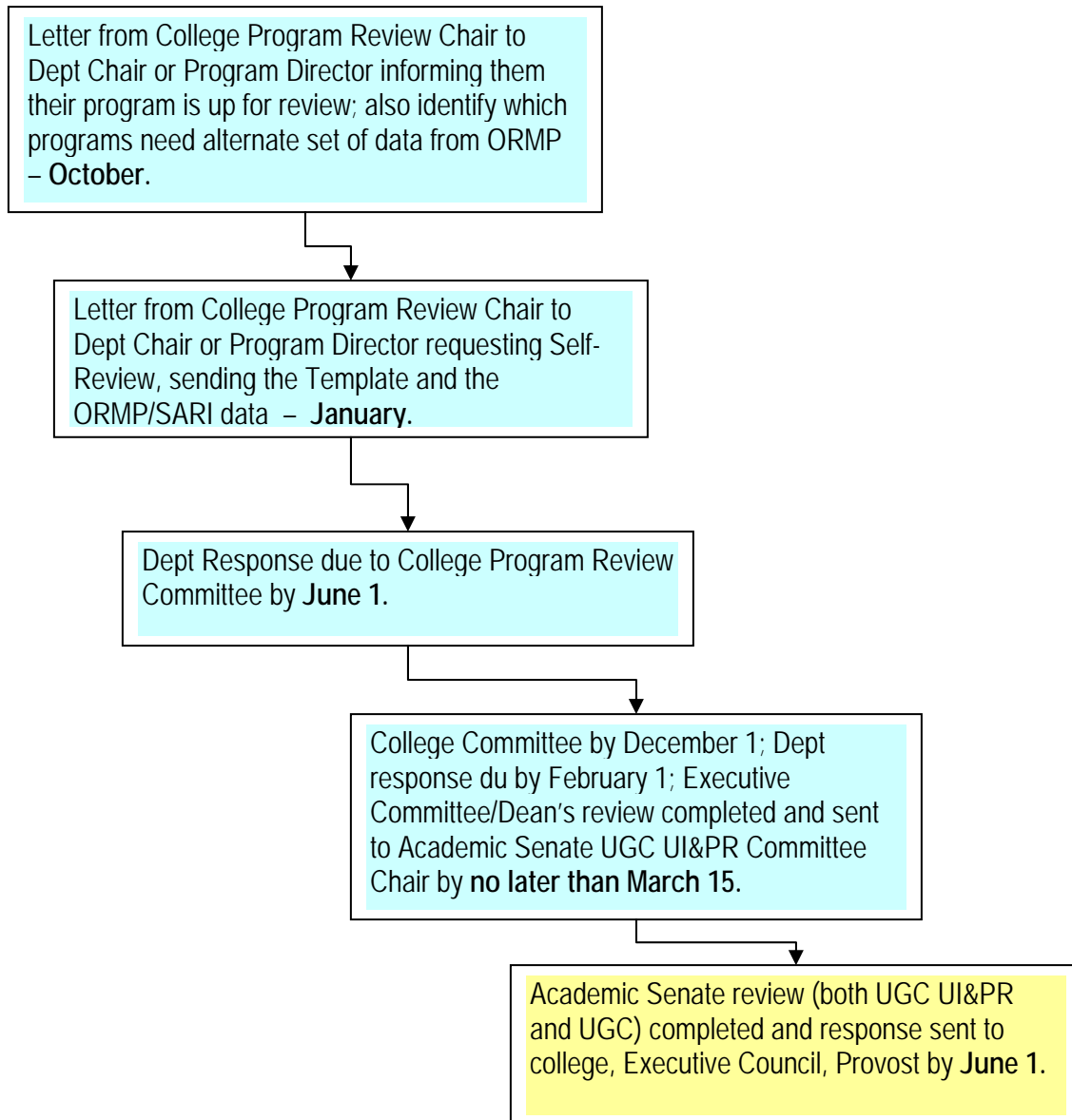


College Responsibility

Academic Senate Responsibility

Program Review Process

Standard Cycle



College Responsibility

Academic Senate Responsibility

DRAFT
College Undergraduate Program Review Committees:
GUIDELINES FOR PROGRAM REVIEW REPORTS

1) For **each** program in the cluster:

Distribute the survey of current faculty and tabulate the results.

Read and discuss the program's self-review report.

Conduct interviews of current students and faculty.

Conduct interviews of staff (optional).

Complete the attached Undergraduate Program Review Report.

2) After the reports on all individual programs in the cluster have been approved by the entire committee, compose a brief report on the entire cluster, summarizing the relative strengths and weaknesses of the different programs in the cluster, commenting on any overlap in subject area coverage, and, if appropriate, including recommendations about any changes that should be considered in the number and nature of programs offered in the subject area.

3) The full set of reports should be returned to each of the programs in the cluster no later than **December 1**. Each program should be asked to respond by **February 1**. The reports and departmental responses are then forwarded to the College Executive Committee (EC) and Dean's office for review. The full set of reports, departmental responses, and comments from the EC and Dean's Office should be sent to the Chair of the Undergraduate Instruction and Program Review Committee of the Undergraduate Council no later than **March 15**.

Undergraduate Program Review Report

College of _____

Major:			
Department/Program:			
Review Period:			
Program Review Committee Members Assigned:			
	Assessment of Program Self-Review:		
Review Criteria:	Satisfactory	Unsatisfactory*	Comments:
1. Overview of the major			
2. Outcome of Previous Program Review			
3. Faculty in the major			
4. Instruction, advising, and resources in the major			
5. Students in the major			
6. Students' perceptions of the major			
7. Post-graduate preparation			
8. <u>Educational objectives</u>			
9. <u>Assessment</u>			
10. <u>Major strengths and weaknesses/problems</u>			
11. <u>Future plans</u>			
Program Review Committee Comments:			
• Results of surveys of current faculty			
• Results of interviews of students, faculty and/or staff			
• Conclusions and specific recommendations			

*Please provide explanatory comments for all "unsatisfactory" assessments.

DRAFT
Undergraduate Instruction and Program Review Committee:
GUIDELINES FOR PROGRAM REVIEW REPORTS

- 1) For each program, review the materials received from the college. Normally, these will include the following: the departmental self-review, the report on the program and its cluster by the relevant college committee, and the responses from the department, the dean, and the college executive committee.
- 2) For each program, write a report listing the dates of the materials reviewed in step 1 and summarizing briefly the major conclusions and recommendations of the reviews, reports and responses, noting any significant discrepancies. Describe any concerns or questions the UIPRC may have about these materials. State whether or not the committee endorses acceptance of the conclusions about the program presented in the report by the college committee.
- 3) For each college's program cluster, and, where appropriate, across clusters, summarize the relative strengths and weaknesses of the different programs in related subject areas, commenting on any overlap in subject area coverage, and, if appropriate, including recommendations about any changes that should be considered in the number and nature of majors offered in particular subject areas. State whether or not the committee endorses acceptance of the conclusions about the entire cluster presented in the report by the college committee.
- 4) After the reports from steps 2 and 3 have been approved by the entire committee, the chair should write a summary listing all the programs reviewed, the number of programs for which the committee endorses acceptance of the college committee reports and the number for which it does not, and any significant or recurring themes in the reports.

Teaching Program Review Schedule
Coordinated "Cluster" Review Model
Draft Version 5 - 10/13/06

Cluster #	Teaching Programs		
	CAES	CBS	CLAS
1	Ag Mgmt. & Rangeland Resources	Microbiology	Art History
	BiotechnologyΔ	Plant Biology	Art Studio
	Self- Env. Hort. & Urban Forestry	2	Design
	Review Landscape Architecture		Music
	6/07 4		Technocultural Studies
			Theatre & Dance
			6
College Review			
3/08			
2	Hydrology	Biochemistry & Molecular Biology	ChemistryΔ
	Atmospheric Science	Cell Biology	Computer Science
	Self- Environmental Toxicology	Genetics	Geology
	Review Soil & Water Science	3	Mathematics
	6/08 4		Natural Science
			PhysicsΔ
			Statistics
College Review			7
3/09			
3	Science & SocietyΔ		Anthropology
	1		Communication
	Self-		East Asian StudiesΔ
	Review		History
	6/09		Jewish StudiesΔ
			Linguistics
			Philosophy
College Review			Science & Technology Stds
3/10			8
4	Community & Regional DevelopmentΔ	Biological Sciences	Economics
	Human Development	Individual Major	Individual MajorΔ
	Self- Individual Major	2	International RelationsΔ
	Review Managerial Economics		Military Science
	6/10 4		Political Science
			Psychology
			Sociology
College Review			7
3/11			

Cluster #	Teaching Programs		
	CAES	CBS	CLAS
5	Environmental & Resource SciencesΔ	Evolution, Ecology & Biodiversity	African Am & African StdsΔ
	Environmental Biology & Mgmt.Δ	1	American Studies
Self-Review	Environmental Policy, Anlys. & PlanningΔ		Asian American Studies
6/11	International Agricultural Development		Chicana/o StudiesΔ
	4		Native American Studies
			Women & Gender Studies
College Review			6
3/12			
6	Clinical NutritionΔ		Comparative LiteratureΔ
	Fiber & Polymer ScienceΔ		English
Self-Review	Food ScienceΔ		Film Studies
6/12	Nutrition Science		Humanities Program
	Textiles & ClothingΔ		Medieval & Early Modern Stds
	Viticulture & EnologyΔ		Nature & CultureΔ
College Review	6		Religious Studies
3/13			University Writing Program
			8
7	Animal BiologyΔ	Exercise Biology	Chinese
	Animal Science	Neurobiology, Physiology & Behav.	Classics
Self-Review	Animal Science & ManagementΔ	2	French
6/13	Avian Sciences		German
	EntomologyΔ		ItalianΔ
	Wildlife, Fish & Conserv. BiologyΔ		Japanese
College Review	6		RussianΔ
3/14			Spanish
			8

Δ Department self review completed within last 3 years

Respectfully submitted,

John Stachowicz, Chair

Michele Igo

Lynn Kimsey

Timothy Morton

Aaron Smith

Jon Wagner

Steven Doten, AF Representative

Monica Britton, GSA Representative

Ana Luz Vazquez, ASUCD Representative

Ariam Tsighe, ASUCD Representative

COMMITTEE ON UNDERGRADUATE SCHOLARSHIPS, HONORS & PRIZES

2006-2007 ANNUAL REPORT

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

The Committee first met on October 26, 2006, during the Fall Quarter to organize for the year. At this meeting, committee members reviewed the 2005-2006 Annual Report and the calendar for 2006-2007. They were also given a presentation/demonstration of the online scholarship application. Additionally, Committee members signed up to participate on the University Medallist Sub-Committee and volunteered to host a Bonnheim Scholar event.

For the 2007-2008 academic year, 42,347 students applied for undergraduate admission: 7,481 new transfers and 34,866 high school seniors. The Committee does not evaluate all freshmen and transfer applicants to the University. Only eligible EOP freshmen are read by the Committee; those not read by the Committee were evaluated on the basis of their grades and test scores alone. Transfer applicants must have submitted a letter of recommendation in order to be evaluated by the Committee; those who did not submit the letter of recommendation are not considered for undergraduate scholarships.

A Winter Quarter meeting was held on January 17, 2007 to discuss the reading procedures for application evaluation. Shortly thereafter, the Committee began receiving and reviewing applications. In order to be considered, all applicants had to have a minimum 3.25 GPA. The Committee evaluated all complete continuing student applications (699); they evaluated the eligible transfer student applications from those who submitted a letter of recommendation (171) and eligible freshmen EOP applications (457). Members individually evaluating scholarship candidates' applications carry out most of the Committee's work. All applications were read with scores entered by early March, 2007.

The University Medallist Sub-Committee reviewed the nomination packets of and interviewed 7 finalists; one on April 20 and six on April 24, 2007. The group decided upon Ashley Heers from Evolution, Ecology and Biodiversity and Geology as the 2006-2007 University Medal recipient.

The Committee met again on June 6, 2007 to review the year's activities and make recommendations for any needed changes. The attached table outlines the distribution of recipients and funds allocated to undergraduate scholarships through the CUSHP process for the previous academic year, 2006-2007; these figures do not include the Regents, National Merit or NCAA Scholarships.

There were no additional policy issues of significance addressed by the Committee during the year.

Respectfully submitted,

Silas Hung, Chair

Hussain Al-Asaad

Abdul Barakat

Patricia Chikotas Boeshaar

Andrew Chan

Christyann Darwent

Ting Guo

Alexander Harcourt

Rajiv Singh

Joseph Sorensen

Julie Sze

Matthew Traxler

Nancy True

Jean Vandergheynst

Bryan Weare

Rena Zieve

Academic Federation Members

Juan Arredondo

Jeffrey Walton

Student Representatives

John McMahon

COMMITTEE ON UNDERGRADUATE SCHOLARSHIPS, HONORS & PRIZES
2006-2007 ANNUAL REPORT

	CA&ES	CBS	ENG	L&S	TOTAL
<u>SCHOLARSHIP ELIGIBLE APPLICANTS</u>					
<u>GENDER</u>					
Female	2261	4283	1209	8321	16074
Male	1140	2540	3709	4891	12280
Not indicated	0	0	0	1	1
Total	3401	6823	4918	13213	28355
<u>STUDENT STATUS</u>					
Entering Freshmen	3211	6599	4822	12899	27531
Transfer	24	30	16	53	123
Continuing	166	194	80	261	701
Total	3401	6823	4918	13213	28355
<u>SCHOLARSHIP RECIPIENTS</u>					
<u>GENDER</u>					
Female	611	125	34	188	958
Male	278	79	59	91	507
Total	889	204	93	279	1465
<u>STUDENT STATUS</u>					
Entering Freshmen	727	69	37	110	943
Transfer	18	5	4	4	31
Continuing	144	130	52	165	491
Total	889	204	93	279	1465
<u>NEED-BASED ACCEPTED & PAID (Students must show financial need)</u>					
No. of Awards	79	81	40	140	340
Award \$	\$165,016	\$224,276	\$101,980	\$307,379	\$798,651
<u>NON-NEED BASED ACCEPTED & PAID (Financial need not required)</u>					
No. of Awards	1021	174	69	179	1443
Award \$	\$1,132,920	\$163,552	\$91,087	\$384,337	\$1,771,896
<u>AWARD TOTALS PAID*</u>					
No. of Awards Accepted	1100	255	109	319	1783
Award \$	\$1,297,936	\$387,828	\$193,067	\$691,716	\$2,570,547
<u>ENROLLMENT</u>					
<u>FALL 2006</u>	4,708	5,487	2,832	10,987	24,014
<u>TOTAL \$</u>	\$275.69	\$70.68	\$68.17	\$62.96	\$107.04
<u>ENROLLMENT</u>					

CBS ABIS LBIS

42	42	41	
29	25	25	
71	67	66	
69	0	0	
2	3	0	
0	64	66	
71	67	66	
31	15	35	
124206	30750	69320	
53	74	47	
68552	48850	46150	
84	89	82	
192758	79600	115470	

* Totals may represent multiple awards to individual student recipients

PROPOSED REVISION OF DAVIS DIVISION REGULATION 520(C):

Doctor of Philosophy: Dissertation and Final Examination

May 17, 2007

Submitted by the Graduate Council.

Endorsed by the Executive Council.

Rationale: Davis Division Regulation 520(C) spells out the dissertation and final oral examination requirements for the PhD. Unfortunately, the current wording is complicated and unclear, causing needless confusion to graduate programs. The Graduate Council's Educational Policy Committee (EPC) has therefore recommended the following changes in format and wording to enhance the clarity of this regulation. Graduate Council subsequently discussed and endorsed the recommendations and approved a motion to make this request.

The changes involved using outline format rather than narrative format consistently for all three Plans for the Ph.D. degree. It also clarifies how the three plans are similar and how they are different by adopting identical wording and a parallel presentation of the three plans, while separating out the common element of the final oral examination into a separate paragraph.

In addition, references to the "final oral examination" are revised to use that term consistently throughout; the Dissertation Committee is consistently referred to as the "Dissertation and Final Examination Committee" when it is charged with conducting the final oral examination; and references to the "Administrative Committee of the Graduate Council" are replaced with references to the Graduate Council itself because the Administrative Committee derives its authority from the Graduate Council and is not directly provided for in Senate legislation.

This revision does not involve any substantive changes for any of the currently authorized plans.

In addition to presenting the proposed revision (with changes indicated), we have also provided the text as it would appear before and after the proposed changes.

Proposed Revision of Regulation 520(C)

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

520. Doctor of Philosophy

(C) 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 **oral** 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 **oral** examination before the dissertation is completed. (Am. 02/25/05)

(D) Dissertation Committee and Plan

- ~~(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~~ **these three** plans. (Am. 02/25/05)

- (1) Plan A. The ~~Administrative Committee of the~~ Graduate Council shall appoint a committee of a minimum of ~~five~~ **5** members, **including its chair. This committee will be designated as the Dissertation Committee and Final Examination Committee and the chair of this committee will be the candidate's major professor. This Committee,** which shall determine whether the candidate has met the requirements for the degree, in accordance with the following procedure: (Am. 06/01/06)

- (a) A minimum of ~~three~~ **3** of the members of the committee shall be designated at **the time of appointment** to guide the candidate in his or her research and to pass on the merits of the dissertation. (Am. 06/01/06) **This portion of the committee will be designated as the Dissertation Committee. This Committee and the candidate shall arrange for such conferences as may be necessary for the complete elucidation of the subject treated in 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. A final oral examination, as described below in section (E), shall be required.~~

- (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. There is no exit seminar requirement for this plan.~~
- (2) Plan B. ~~The Administrative Committee of the~~ Graduate Council shall appoint a committee of a minimum of ~~three~~ **3** members, **including its chair. This committee will be designated as the Dissertation Committee and the chair of this committee will be the candidate's major professor. This Committee shall determine whether the candidate has met the requirements for the degree, in accordance with the following procedure:**
- (a) ~~The committee members, which~~ shall guide the candidate in his or her research and shall pass upon the merits of the dissertation. ~~This committee and the candidate~~ shall arrange for such conferences ~~with the candidate~~ as may be necessary for the complete elucidation of the subject treated in the dissertation.
 - (b) ~~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)~~ **At the discretion of the Dissertation Committee, a final oral examination, as described below in section (E), may be held. If the Dissertation Committee decides to hold a final oral examination, it will assume the role of the Dissertation and Final Examination Committee.**
 - (c) ~~At the discretion of the graduate program, Graduate program degree requirements may require an exit seminar of each student~~ **may be required of all candidates.** Satisfaction of this requirement shall be verified by the chair of the ~~eDissertation eCommittee.~~ (Am. 02/28/05; 06/01/06)
- (3) Plan C. ~~The Administrative Committee of the~~ Graduate Council shall appoint a committee of a minimum of ~~three~~ **3** members, **including its chair. This committee will be designated as the Dissertation and Final Examination Committee and the chair of this committee will be the candidate's major professor. This Committee shall determine whether the candidate has met the requirements for the degree, in accordance with the following procedure:**
- (a) ~~The committee members which~~ shall guide the candidate in his or her research and shall pass upon the merits of the dissertation. ~~This committee~~ **The committee and the candidate** shall arrange for such conferences ~~with the candidate~~ as may be necessary for the complete elucidation of the subject treated in 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. 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. 02/28/05; 06/01/06)~~ A final oral examination, as described below in section (E), shall be required.

- (c) There is no exit seminar requirement for this plan.

(E) Final Oral Examination

A final oral examination, where required under the applicable plan, shall be conducted in accordance with the following procedure:

- (1) All members of the Dissertation and Final Examination Committee shall conduct a final oral examination of the candidate. This examination shall be held after oral presentation of the dissertation to the Dissertation Committee but before final action has been taken on it. The final oral examination shall consist primarily of questions arising out of the relationship of the dissertation to the general field of study in which the subject of the dissertation lies.
- (2) Admission to the final oral examination may be restricted, wholly or in part, at the discretion of the Graduate Program. If admission is restricted, it shall include all members of the Dissertation and Final Examination Committee and may include other members of the Academic Senate and/or guests of equivalent rank at other institutions.

Regulation With Proposed Changes Incorporated

520. Doctor of Philosophy

(C) Dissertation.

- (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 oral examination under Plan A 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 Graduate Council may, in special cases under Plan A, authorize the taking of the final oral examination before the dissertation is completed. (Am. 02/25/05)

(D) Dissertation Committee and Plan

The candidate shall be subject to the provisions of either Plan A, 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 these three plans. (Am. 02/25/05)

- (1) Plan A. The Graduate Council shall appoint a committee of a minimum of 5 members, including its chair. This committee will be designated as the Dissertation Committee and Final Examination Committee and the chair of this committee will be the candidate's major professor. This Committee shall determine whether the candidate has met the requirements for the degree, in accordance with the following procedure: (Am. 06/01/06)
 - (a) A minimum of 3 of the members of the committee shall be designated at the time of appointment to guide the candidate in his or her research and to pass on the merits of the dissertation. (Am. 06/01/06) This portion of the committee will be designated as the Dissertation Committee. This Committee and the candidate shall arrange for such conferences as may be necessary for the complete elucidation of the subject treated in the dissertation.
 - (b) A final oral examination, as described below in section (E), shall be required.
 - (c) There is no exit seminar requirement for this plan.

- (2) Plan B. The Graduate Council shall appoint a committee of a minimum of 3 members, including its chair. This committee will be designated as the Dissertation Committee and the chair of this committee will be the candidate's major professor. This Committee shall determine whether the candidate has met the requirements for the degree, in accordance with the following procedure:
 - (a) The committee members shall guide the candidate in his or her research and shall pass upon the merits of the dissertation. This committee and the candidate shall arrange for such conferences as may be necessary for the complete elucidation of the subject treated in the dissertation.
 - (b) At the discretion of the Dissertation Committee, a final oral examination, as described below in section (E), may be held. If the Dissertation Committee decides to hold a final oral examination, it will assume the role of the Dissertation and Final Examination Committee.
 - (c) At the discretion of the graduate program, an exit seminar may be required of all candidates. Satisfaction of this requirement shall be verified by the chair of the Dissertation Committee. (Am. 02/28/05; 06/01/06)
- (3) Plan C. The Graduate Council shall appoint a committee of a minimum of 3 members, including its chair. This committee will be designated as the Dissertation and Final Examination Committee and the chair of this committee will be the candidate's major professor. This Committee shall determine whether the candidate has met the requirements for the degree, in accordance with the following procedure:
 - (a) The committee members shall guide the candidate in his or her research and shall pass upon the merits of the dissertation. The committee and the candidate shall arrange for such conferences as may be necessary for the complete elucidation of the subject treated in the dissertation.
 - (b) A final oral examination, as described below in section (E), shall be required.
 - (c) There is no exit seminar requirement for this plan.

(E) Final Oral Examination

A final oral examination, where required under the applicable plan, shall be conducted in accordance with the following procedure:

- (1) All members of the Dissertation and Final Examination Committee shall conduct a final oral examination of the candidate. This examination shall be held after oral presentation of the dissertation to the Dissertation Committee but before final action has been taken on it. The final oral examination shall consist primarily of questions arising out of the relationship of the dissertation to the general field of study in which the subject of the dissertation lies.
- (2) Admission to the final oral examination may be restricted, wholly or in part, at the discretion of the Graduate Program. If admission is restricted, it shall include all members of the Dissertation and Final Examination Committee and may include other members of the Academic Senate and/or guests of equivalent rank at other institutions.

Original Text of the Regulation

520. Doctor of Philosophy

(C) Dissertation and Final Examination.

- (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.

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.

DDR 520C

Plan B

- Three member dissertation committee.
- Dissertation committee members may require an oral presentation which precedes oral final examination.
- The Graduate Program may require an exit seminar for all students.



Plan C

- Same as Plan B + Oral presentation which precedes oral final examination - Exit Seminar



Plan A

- Same as Plan C + 2 Additional members on the Final Examination Committee who participate in the presentation which precedes oral final examination.

University of California
Faculty Senate Office

Davis

School of Medicine
March 9, 2007

TO: Faculty of the School of Medicine

FROM: Peter Sokolove, M.D.
Secretary of the Faculty

RE: Proposed Committee on Student Progress Bylaws Changes

The attached proposal was presented at the General Faculty Meeting on February 28, 2007. In accordance with Article 5.1 of the Bylaws, actions and/or decisions regarding substantive issues, including changes in Bylaws or Regulations, shall be determined by a mail ballot. Please participate in the voting process and return your ballot by Monday March 26, 2007.

BALLOT INSTRUCTIONS

1. Indicate your vote on the motion below.
2. Place your ballot in the enclosed white envelope.
3. Place the white envelope in the larger white envelope and sign your name on the outside in the top left-hand corner.
4. THIS BALLOT MUST BE RETURNED NO LATER THAN March 26, 2007.
5. A ballot is invalid if the white envelope is not signed or if it is received after March 26, 2007.

OFFICIAL BALLOT

BE IT MOVED THAT:

The proposed bylaws revisions to the Committee on Student Progress be adopted.

APPROVE

164

Invalid

19

DISAPPROVE

8

4.225 Committee on Student Progress:

4.2251 Membership

4.22511 Eight members of the Academic Senate will be named by the Committee on Committees for four-year-staggered terms, and members may be re-appointed for consecutive terms. Initial appointments shall be for a term of from one to four years to accommodate future four-year staggered terms. Members shall be faculty who have been major contributors to the teaching of medical students. There shall at all times be at least two representatives of basic science departments. Additionally, up to two non-Academic Senate faculty may be appointed to serve without vote. (En. 3/20/98, Am. 6/22/01)

4.22512 ~~The Dean for Medical Education, the Dean for Curricular Affairs, the Dean of Student Affairs and the Vice Chair of the Faculty shall be members ex officio.~~ (Am. 1/19/79; 12/31/94; 3/20/98)

4.22513 The Chair and Vice Chair of the Committee on Student Progress shall be a members who have been a members of the Committee for at least one year and will be selected annually by the Committee on Committees. (En. 3/20/98)

4.2252 Duties and Responsibilities (Am. 3/20/98)

4.22521 The Committee on Student Progress shall ensure the formulation and application of effective procedures for the evaluation of student performance, which is defined to include both academic achievement and professional competence, as stated in Regulation 70 (A).

4.22522 The Committee shall review the progress of all students and shall certify that each student has met the stated criteria for academic advancement in all phases of the curriculum. Academic advancement must be certified by the Committee for the promotion of students into ~~Years Two, Three and Four~~ the "Required Clerkship Curriculum/Additional Courses" (formerly years 3 & 4).

4.22523 The Committee shall determine, in coordination with Instructors of Record, a course of remediation for each student for whom performance deficiencies have been identified, and shall notify those students with performance deficiencies, in writing, of the required course of remediation.

4.22524 ~~The Committee may solicit recommendations from the appropriate Instructor(s) of Record for remediation or schedule adjustments for students with performance deficiencies, taking formal action on such recommendations as necessary.~~

4.225245 The Committee shall provide an opportunity for the student with performance deficiencies, and the student's academic advisors and/or College advisor and Director, to meet with the Committee prior to a decision as to remediation or dismissal.

4.225256 The Committee shall have the authority in accord with Regulation 80 to: place a student on

~~academic and/or professional probation, establish the duration of probation, prescribe appropriate steps for the remediation of a student's performance deficiencies, remove a student from academic and/or professional probation, and to recommend dismissal of a student to the Dean of the School of Medicine~~

~~4.22527 The Committee shall advise the Dean of the School of Medicine of action taken on each student recommended for probationary status or of an appeal by a student concerning an academic action relating to the student's performance deficiencies.~~

~~4.22528-22526~~ The Committee shall communicate a recommendation to dismiss a student to the Dean who shall notify the student of the Dean's decision regarding dismissal within ~~15-10 working~~4 days of receiving the recommendation of the Committee.

~~4.22529-22527~~ The Committee shall consider and may meet with any students whose academic progress, although not failing, is such as to be a cause of concern that future difficulties may ensue, and will provide the student guidance as to possible ways to be more successful.

~~4.22530-22528~~ Annually, the Committee shall recommend to the Faculty the candidates for the degree of Doctor of Medicine.

~~4.22531-22529~~ In the case of a successful appeal of dismissal from the School of Medicine the Committee shall ~~determine~~ approve the course of study required of the student in order to graduate from the School of Medicine.

~~4.22532-22530~~ The Committee shall seek to ensure that course grades are reported to the student and to the ~~Dean of Medical Education~~ School of Medicine Registrar in a timely manner.

Regulations of the Faculty of the School of Medicine

60. Requirements for the Degree of Doctor of Medicine.

(A) Academic requirements for the degree of Doctor of Medicine are:

~~(1) While registered in the medical curriculum of the School of Medicine, University of California, Davis, the candidate admitted to regular status must have satisfied all of the unit requirements as prescribed by the Faculty. (Am. 12/31/94)~~

(12) Extension of the time allowed for satisfaction of the requirements for graduation beyond six years from time of matriculation will require specific action by the Committee on Student Progress. (Am. 11/5/85; 12/31/94)

(23) The candidate must have completed and successfully passed theall "Pre-Clerkship Curriculum" (formerly years 1 & 2) before beginning the "Required Clerkship Curriculum/Additional Courses" (formerly years 3 & 4). The candidate must have taken and passed Step I of the United States Medical Licensing Examination before continuing the required clerkshipscourses of the third-year medical curriculum"Required Clerkship Curriculum/Additional Courses"~~beyond the end of the fall quarter of the third year and..~~ The candidate must have taken and passed Step II, both Clinical Knowledge and Clinical Skills components, ~~of these examinations~~ prior to graduation. (Am. 6/22/81; 5/27/92; 6/14/99; 6/27/02)

(34) The candidate must have satisfactorily completed satisfactorily the required clinical clerkships at either the University of California Davis Medical Center (UCDMC) or ~~the~~ other training sites in programs approved by the clerkship instructors of Rrecord and the Committee on Educational Policy. (Am. 8/22/80; 12/31/94)

(5) ~~The candidate must be eligible for licensure under applicable California law in effect at the time of planned graduation and be in good standing academically.~~

(645) The candidate must have behaved and performed in a manner consistent with professional standards necessary for the practice of medicine and must have achieved the general competencies required by the School of Medicine, including established competencies in patient care, medical knowledge, interpersonal and communication skills, professionalism, system-based practice, life-long learning skills, and practice-based learning. (En. 7/1/82; Am. 11/5/85)

(B) Prior to graduation the Committee on Student Progress shall present to the Executive Committee of the Faculty the list of recommended candidates for their presentation to the Faculty for action. (Am. 12/31/94)

70. Grades and Grading.

(A) The Instructor of Record of each course shall by the tenth day of instruction have provided to each student the goals and objectives of the course, including knowledge and performance standards, how the student is to be evaluated, and criteria for specific grades. The performance of a physician requires competency in interpersonal relations, integrity, and dependability, communication and English language skills as well as knowledge and technical skills. Therefore, the academic standards of every course, to the extent the course requires and can assess, shall include, but not be limited to: reliability in attendance and participation; respect for individuals; demeanor which engenders confidence by patients and colleagues; interaction and procedures with patients which are within legal and ethical bounds and meet requirements of professional supervision; ability to work effectively with classmates, faculty, and in clinical courses with housestaff, other health professionals and patients. (En. 3/20/98)

(B) ~~The work of all students in first and second year preclinical courses~~"Pre-Clerkship Curriculum" ~~of the curriculum~~ for the M.D. degree shall be reported only in terms of five grades in any of the required courses: P (Pass), F (Failure), I (incomplete but work of passing quality), Y (provisional, work of non-passing quality), and IP (in progress). For the "Required Clerkship Curriculum/Additional Courses" the work shall be reported in six grades: H (Honors), P, F, I, Y, and IP. (Am. 12/2/88; 1/7/92; 12/31/94; 6/14/99; 11/20/00)

(C) The grade of Incomplete (I) shall be assigned only when the student's work is of passing quality, but is incomplete for good cause, as determined by the Instructor of Record. The student is entitled to replace the I grade by a passing grade and to receive unit credit provided he/she satisfactorily completes the work of the course in a way

specified by the Instructor of Record. If course requirements have not been completed within ~~three quarters or within the time limit specified by the Committee on Student Progress~~, the ~~I-grade will be converted to~~Instructor of Record will submit an F grade. (Am. 7/1/83; 12/31/94)

(D) The numerical scores for courses in ~~years one and two~~the "Pre-Clerkship Curriculum", which use quantitative measures of performance, will be retained by the Office of Medical Education for at least as long as a student remains in medical school. This information is for advising purposes, remediation plans, awards and honors, qualification for AOA, or for IRB approved educational research purposes, and will not be recorded in official transcripts. (En. 11/20/00)

(E) The grade Y is a provisional grade that will be assigned to allow a student the opportunity to remediate a deficiency and improve a non-passing grade. A P grade will be awarded in with remediation of the Y grade. Failure to remediate the Y grade will result in an F. (Am. 7/1/83; 12/31/94; 3/20/98; 6/14/99; 11/20/00)

Each student during the course of their School of Medicine training may be assigned the Y grade and given the opportunity to remediate this grade for a maximum total of three ~~preclinical and clinical~~ courses. After three Ys are accumulated, further non-passing performance according to course criteria must be assigned the F grade. (Am. 6/27/03)

For courses in the ~~preclinical curriculum~~"Pre-Clerkship Curriculum", until the maximum number of three Y grades allowed per student has been reached, a student will be assigned a Y grade if they otherwise would have received an F following the completion of all required examinations, with the exception of failure of a course taken by Credit by Examination [70(l)(3)]. This student is to be given the opportunity for reexamination ~~within one week~~within 30 days after grades are available to the student, ~~and whenever possible the reexamination will be given no later than the fifth day of the next quarter.~~ The Instructor of Record must assign the final grade within 45 days of the original grade. Exceptions may be approved by the Dean for Curricular Affairs. The grade assigned following completion of the reexamination is to be based either solely on the results of the reexamination or on some aggregate of all examinations as specified by the Instructor of Record at the beginning of the course. If the student decides not to take the reexamination, the Instructor of Record must submit an F grade. (Am. 6/27/02)

For required "Required Clerkship Curriculum/Additional Courses"~~clinical clerkships~~, until the maximum number of three Y grades allowed per student has been reached, the student is to be assigned the Y grade, if they otherwise would have received an F grade *and* if the Instructor of Record believes that the student might be able to meet satisfactorily the requirements of the clerkship by repeating part but not all of the clerkship. For ~~required clerkships~~"Required Clerkship Curriculum/Additional Courses", each student assigned the Y grade must complete the clerkship requirements as specified by the Committee on Student Progress in response to the recommendations of the Instructor of Record of the clerkship. An F grade is to be assigned directly by the Instructor of Record if the student is to be required to repeat the clerkship in its entirety. (Am. 12/31/94; 3/20/98; 6/14/99; 11/20/00; 6/27/03)

(F) For a course extending over more than one quarter, where the evaluation of a student's performance is deferred until the end of the final quarter, the provisional grade of IP (in progress, grade deferred) shall be assigned in the intervening quarters. (Am. 12/31/94; 3/20/98)

(G) Repetition of courses is subject to the following conditions:

- (1) A student may repeat only those courses in which he/she received a grade of F. (Am. 12/31/94; 3/20/98; 11/20/00), except in circumstances of G (3) below

regarding students eligible for dismissal.

(2) Degree credit for a course may be given only once, but the final grade assigned at each enrollment must be entered into the permanent record.

(3) The Committee on Student Progress may require that a student, who has ~~been dismissed and then readmitted~~ eligible for dismissal, may be required to repeat a course or courses for which the student has received a passing grade.

(En. 3/20/98)

(H) All grades except I, Y or IP are final when filed by the Instructor of Record. A grade may be changed only for the correction of clerical or procedural error. The petition of a student or Instructor of Record seeking to have a grade in a professional course changed must be submitted to the ~~Dean for Medical Education~~ School of Medicine Registrar by the end of the fifth week of instruction of the succeeding quarter after the student has been notified of the grade. Routine, uncontested grade changes requested may be recorded by the ~~Dean for Medical Education~~ School of Medicine Registrar and be reported to the Main Campus Registrar. Contested petitions for grade changes shall be considered by the Rules, Jurisdiction and Organization Committee, who within 30 days will review the matter to ascertain whether clerical or procedural error has occurred. The decision of the Rules, Jurisdiction and Organization Committee shall be final and without appeal within the Faculty of the School of Medicine. The ~~Dean for of Student Affairs~~ Medical Education shall be responsible for reporting the decision to the parties involved and shall report any change in grade to the Main Campus Registrar. (Am. 12/31/94; 3/20/98)

(I) Credit by Examination is available to students registered in the School of Medicine under the following rules:

(1) Students may apply to obtain Credit by Examination in any required course of the medical curriculum in which such credit is offered by the responsible department.

(2) Application, which must occur prior to any examination that is to be used for assignment of credit, shall be presented on a form obtained from the ~~Dean for Medical Education~~ School of Medicine Registrar and must be approved by the Instructor of Record, the Department Chairperson and the Dean for Curricular Affairs ~~Medical Education~~.

(3) The grade shall be recorded for the academic quarter in which the examination for credit was taken. The Y grade is not permitted. (Am. 12/31/94)

(4) Credit by examination for a course previously taken in which a student received F as the final grade (recorded in the transcript) requires approval of the Instructor of Record and, for students on probation, approval of the Committee on Student Progress. For such students, Credit by Examination is a repetition of the course, for which degree credit will be given only once, but the grade assigned at each enrollment shall be entered into the permanent record. (Am. 12/31/94)

76. Courses and Credit Units.

(A) For other than clinical clerkships, course credit units shall be assigned at the rate of one unit for 30 hours of programmed work on the part of the student (i.e., faculty-student contact time, time required to acquire professional skills, and additional study time).

(B) (1) The calculation of credit units for courses other than clinical clerkships shall be based on the formula that one unit shall be awarded for each 10 hours of lecture, or each 20 hours of discussion, or each 30 hours of laboratory. (Am. 12/31/94)

(2) In establishing courses for which student-patient contact is required other than clinical clerkships, additional credit units may be assigned by the Committee on Educational Policy in accordance with Regulation 76(A).

(C) For clinical clerkships, one week of full-time clerkship shall equal 1.5 credit units.

(D) Credit for all courses shall be assigned only as integer or half-integer values. If for a course the calculated value in accord with Regulation 76(B) or 76(C) is not an integer or half-integer value, the course is to be assigned the next lowest such value.

80. Remediation, Probation, Dismissal and Appeal.

(A) Remediation

(1) Remediation of an F grade requires that the course be retaken either at the next time offered in the regular schedule or by means of Credit by Examination or at a time in accord with other recommendations by the Committee on Student Progress. If a student fails United States Medical Licensing Examination Step I or II, either component, he or she must retake it before the end of the following quarter, or at another time as specified by the Committee on Student Progress. (Am. 6/14/99)

(2) The term "remediation" shall be taken to mean converting a Y grade as specified, or retaking and passing a course for which an F grade has been received, correcting other deficiencies as specified by the Committee on Student Progress, or passing previously failed USMLE Step I or II (either component).

(3) The Committee on Student Progress may require the student to modify his/her curricular pace, if judged necessary to increase probability of academic progression. (En. 7/1/98)

(4) The Committee may recommend assessment and remediation of study skills, test-taking skills, or clinical skills, or may recommend evaluation for a learning disability. The Committee may also recommend psychiatric evaluation or personal and/or counseling/psychotherapy. (En. 7/1/98)

(5) ~~No A student who has an unremediated F or Y grade in a required third or fourth year clinical course, or who is on probation as described below, may take required clerkships or electives in another institution without approval of the Committee on Student Progress not participate in rotations outside the course catalog, unless approved by the Committee on Student Progress.~~ (Am. 12/31/94; 3/20/98; 6/14/99)

(6) Under all circumstances, the deficiencies of a student who otherwise would be subject to dismissal must be removed within one calendar year of being placed on academic probation. (Am. 12/31/94; 3/20/98)

(B) Academic Probation:

(En. 7/1/98)

(1) A candidate for the degree of Doctor of Medicine must be placed on academic probation by the Committee on Student Progress for the following causes:

(a) A student receives an F grade ~~or, in a third or fourth year clerkship or selective, a Y~~ grade; (Am. 12/31/94; 3/20/98; 11/20/00)

(b) ~~A student in the "Required Clerkship Curriculum/Additional Courses" receives a Y grade;~~

(bc) A student fails the United States Medical Licensing Examination, Step I ~~or Step II (either component), a second~~ time. (En. 12/31/94)

(2) A candidate for the degree of Doctor of Medicine may be placed on academic ~~and/or professional~~ probation by the Committee on Student Progress for performance deficiencies indicating lack of professional competence.

(a) Performance deficiencies indicating a lack of professional competence include, but are not limited to, the following:

- (i) professional dishonesty;
- (ii) failure to take adequate responsibility for patient care;
- (iii) inability to work effectively with patients;
- (iv) inability to work effectively with classmates or ~~team members~~ other health professionals;
- (v) exceeding the authority of a student in matters of patient care;
- (vi) behavior that is disruptive to class or to clinical team performance; or
- (vii) other behavior of equal gravity sufficient to compromise his/her professional competence. (En. 3/20/98)

(b) A student who is deemed to exhibit any of the deficiencies stated in (a) may be considered for placement on academic ~~and/or professional~~ probation by the following procedures: (Am. 12/31/94; 3/20/98)

(i) An Instructor(s) of Record shall, in writing, apprise the Dean ~~for Medical Education of Student Affairs~~ of the student's name and the performance deficiency(ies) indicating a lack of professional competence, ~~and/or~~ (Am. 12/31/94; 3/20/98)

(ii) Two or more members of the faculty or staff may submit to the Dean ~~of Student Affairs for Medical Education~~ a written petition documenting their observations and concerns relative to the student. (Am. 3/20/98)

(iii) The Dean ~~for Medical Education of Student Affairs~~ shall refer the matter to the Committee on Student Progress. The Committee may place the student on probation and prescribe appropriate remediation to be achieved within a specified period of time, or recommend dismissal of a student if deemed appropriate. (Am. 12/31/94; 3/20/98)

(3) Students placed on academic ~~and/or professional~~ probation will be informed in writing of the specific deficiency(ies) for which probation is being imposed, the specific steps to be taken to remediate the deficiency(ies), and the duration of probation. (En. 3/20/98)

(4) ~~Removal of Academic from~~ Probation (Am. 6/14/99)

(a) Any student who has received a single F grade or a Y grade on a clinical clerkship will be placed on probation at the time of receipt of the deficiency and be removed from probation when that deficiency is remediated. (En. 3/20/98; Am. 11/20/00)

(b) Any student who is placed on probation for defined lack of professional competence, ~~other than failure in a course or clerkship~~ rather than academic deficiency, will have a defined period of probation established by the Committee on Student Progress, and defined methods whereby the deficiency can be demonstrated to have been removed. (En. 3/20/98)

(c) The Committee on Student Progress may remove a student from probation at an earlier time than initially defined but cannot extend

probation unless a second circumstance occurs that is alone a sufficient cause for a student to be placed on probation. (En. 3/20/98)

(5) Promotion While on Probation

If, in the judgment of the Committee on Student Progress, a student on academic ~~and/or professional~~ probation can remove his/her deficiency while enrolled in the curriculum of the subsequent year, the student may be promoted provisionally on a case-by-case basis, but will remain on academic ~~and/or professional~~ probation until all deficiencies have been corrected.

(C) Academic Dismissal:

Dismissal of a student from the School of Medicine may be recommended to the Dean by the Committee on Student Progress for one or more of the following reasons:

- (1) A student on academic ~~and/or professional~~ probation has failed to remove his/her deficiency within the specified period of time.
- (2) A student who, while is on academic probation, accumulates another deficiency. A Y grade in the ~~clinical years~~ "Required Clerkship Curriculum/Additional Courses" is considered a deficiency. (Am. 3/20/98)
- (3) A student receiving a total of two F's ~~may be~~ subject to dismissal whether or not he/she is on probation at the time this criterion is met. (En. 3/20/98; Am. 6/14/99; 11/20/00; 6/27/03)
- (4) A student fails to pass the United States Medical Licensing Examination Step I or Step II (either component) after three attempts. (En. 6/22/81; Am. 5/27/92; 12/31/94)
- (5) A student on ~~academic professional~~ probation for defined lack of professional competence, other than ~~academic~~ failure in a course or clerkship, fails to demonstrate that the conduct has been corrected within the time and by the methods specified by the Committee on Student Progress. (En. 3/20/98)

(D) Appeal: Any student who has been dismissed may appeal in writing to the Dean of the School of Medicine. The only valid basis of appeal shall be assertion of procedural error, or of failure to have received due process. ~~An appeal must be submitted to the Dean within 30 days of the date notice by the Dean of dismissal is sent by certified mail to the student. The student must submit his/her appeal, to the Dean of the School of Medicine, within 30 days, which is the date of the Dean's letter. Notice of the dismissal will be sent by certified mail to the student. The Dean must, within 14 days of receipt of the appeal, refer the written appeal and any related information to a Board of Appeal composed of the members of the Committee on Rules, Jurisdiction and Organization. This Board will examine the record and will recommend by majority vote of its entire membership, after full and fair evaluation of the appeal and the record, whether the student should remain dismissed or be reinstated. The Board shall take no longer than 60 days after its receipt of the appeal and submit its recommendation directly to the Dean. No dismissed student can be registered in the School of Medicine during this interval enrolled in School of Medicine courses after receiving the Dean's dismissal letter. The Dean shall act to notify the student in writing of his or her final decision with a copy to the Committee on Student Progress Chair and School of Medicine Registrar. Students readmitted after dismissal must remediate any unsatisfactory grades which lead to the dismissal, and their course of study shall be solely determined by the decision of the Committee on Student Progress. (Am. 1/7/82; 7/1/83;~~

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"The subcommittee of the CSP who wrote the changes to the parts of the bylaws that affect the operations and deliberations of the CSP were motivated by the need to update the bylaws to reflect curricular changes and other realities of CSP functions. The changes are summarized as follows:

1. Since many students take more than two years to finish the pre-clinical curriculum, the term "first and second years" has been replaced by "pre-clinical curriculum." Students must take and pass USMLE Step 1 to complete the pre-clinical curriculum and to move on to the "required clinical clerkships/other courses" phase of the curriculum, formerly "third and fourth years." Additionally, since so many students (our estimate is at least 20%) do not complete the required six clinical clerkships by the end of the "third" year, it is anachronistic to refer to the core clerkships as "third year clerkships" (notwithstanding the other group of students who take three years to complete the pre-clinical curriculum, thus begin "third year" clinical clerkships in their fourth year, etc.).
2. The bylaws needed to be changed to affirm the requirement of passing both components of USMLE Step 2 as a graduation requirement; there needs to be a deadline by which this is done to allow administrative processing before June graduation (i.e., late May USMLE Step 2 does not allow for timely receipt of results).
3. There has been an effort to further define the two "species" of academic probation: probation for academic/course failure and probation for nonprofessional behavior that may not in itself result in academic failure, but is nonetheless the purview of the CSP
4. Language has been added to provide for a Vice Chair of the CSP
5. Language has been added inviting College Advisor and College Director participation in CSP proceedings when students of these Advisors/Directors appear before the committee."

COLLEGE OF BIOLOGICAL SCIENCES

REGULATIONS

Section 1. General Requirements for the Bachelor's Degree

The degree of Bachelor of Arts or Bachelor of Science will be granted upon fulfillment of the following conditions:

- A. The candidate completes a program of study as prescribed in a major approved by the Committee on Undergraduate Curriculum and Educational Policy (CUCEP), confirmed by the College Executive Committee, and published in the UC Davis General Catalog and supplements (print or Web version) or an individual major approved by the Committee on Student Petitions.
- B. The candidate completes at least 180 units. Enrollment in classes that would cause a student's total credits to exceed 225 units requires approval by the Dean.
- C. The candidate completes at least 64 units in upper-division course work.
- D. The candidate completes, with at least C- or P grades, at least 8 units, including at least 4 upper division units, in English composition courses selected from a list approved by the CUCEP as courses that emphasize written expression. Alternatively, the candidate establishes his/her ability to write literate, grammatically correct prose by passing the UCD examination in English composition after accumulating 70 units, or, before accumulating 70 units, with the approval of an adviser..
- E. The candidate completes all required courses for the major on a letter-graded basis, unless courses are only offered on a Passed/Not Passed basis.
- F. The candidate satisfies the University requirements specified in the Regulations of the Academic Senate and of the Davis Division, including those relating to senior residence, grade point average, entry level writing, and general education.
- G. At most 6 units in Physical Education 1, 6 and similar courses transferred from other institutions and a combined total of no more than 20 units in nonstandard courses (92, 97T, 99, 189, 190C, 191, 192, 193, 194H, 197T, and 199, etc.) may be counted toward the degree. A maximum of 3 tutoring units (97T, 197T, etc.) and 6 internship units (92, 192) may be counted toward the degree; specific exceptions to these limits may be granted by the

Committee on Undergraduate Petitions based on the uniqueness of the experiences and their concordance with the petitioner's educational objectives. Units earned in courses numbered 98 and 198 are not counted toward the 20-unit limitation on nonstandard courses.

Units from courses in the 200 series may not be applied toward the upper-division unit requirement.

A combined total of no more than 9 units in courses in the 300 and 400 series may be counted toward the degree; these units may not be applied toward the upper-division unit requirement.

H. No more than 105 quarter units of credit taken at two-year institutions may be counted toward the degree.

Section 2. Additional Requirements for the Bachelor of Arts Degree

Foreign Language and Area Requirements. The candidate shall satisfy the following foreign language and area requirements, and no course offered in partial satisfaction of any one of these shall be applied toward the satisfaction of any other requirement except total units (Section 1.B.).

A. Foreign Language. The candidate shall satisfy this requirement by using one of the following options:

- (1) Completion with passing grades of 15 quarter units of college level course work, or the equivalent thereof, in a single language;
- (2) Attainment of a minimal score, prescribed by the CUCEP, in a College Entrance Examination Board Achievement Test in Foreign Languages, which test may be taken at any time during the student's high school career, or on any other achievement test that CUCEP accepts;
- (3) Placement beyond the 15-unit level on a placement examination offered by one of the foreign language departments of the University;

B. Area (Breadth) Requirements: In addition to the General Education requirement, Bachelor of Arts candidates must complete one of the following options:

- (1) Completion of a minimum of three upper-division courses in a single program in the humanities or social sciences and which are not offered in satisfaction of major, college English composition or General Education requirements. Courses must bear at least 3

units of credit and may not include internship courses, non-standard courses, or directed group study courses.

- (2) Completion of a minimum of three lower- or upper-division courses in the fine arts. These courses may not be used in satisfaction of the General Education requirement. Courses must bear at least 3 units of credit and may not include internship courses, non-standard courses, or directed group study courses.
- (3) Completion of a certified minor or a second major in the humanities, social sciences, or fine arts from any UC Davis college or program.

Section 3. Major Programs

A. General Provisions. The major program is designed as a planned effort to explore a subject systematically, to assure that all students pursuing the same major program acquire certain knowledge in common, and to encourage the student in independent study. The requirements for a major (except an individual major) normally originate with the faculty of a section (sectional majors) or an undergraduate group (inter-sectional majors) and must be approved by the CUCPEP and confirmed by the Executive Committee.

- (1) Requirements for major programs, including prerequisites and alternative electives, shall be submitted to and approved by the CUCPEP, and confirmed by the Executive Committee, before publication and must be published before they become effective.
- (2) Major programs, of whatever type, leading to the Bachelor of Arts degree, shall require no more than 80 units, including all prerequisites.
- (3) Major programs, of whatever type, leading to the Bachelor of Science degree, shall require no more than 110 units, including all prerequisites.
- (4) In exceptional cases, particularly when the academic major includes considerable breadth, as in an interdisciplinary program, the Executive Committee shall be authorized to grant exceptions to the limits on units established in (2) and (3).

B. Individual Majors. A student may propose an individually devised program to the Committee on Undergraduate Student Petitions, which is authorized to grant exceptions to the following general requirements:

- (1) A student may not elect an individual major program after completion of 120 total units;

- (2) The principal adviser must be a faculty member in a section or program in the College of Biological Science;
- (3) The Committee on Undergraduate Student Petitions shall require no fewer than 45 units in upper division courses, together with the necessary lower division courses;
- (4) At least 30 of the required upper division units must be in courses offered by sections in the College of Biological Science.

C. Declaration and Change of Major

- (1) Students may elect any approved major program or request approval of an Individual Major. Admission to any major is subject to approval of the section or committee in charge of the program and of the Dean of the college.
- (2) The Dean of the college is authorized to place a hold on the registration of a continuing student who has completed 90 or more units without having declared a major. As part of the procedure by which a major is declared (or changed), each student, in consultation with an academic adviser in the section or committee supervising the program, must prepare a projected plan of studies. Only an academic adviser may endorse the declaration (or change) of major petition.
- (3) Changes of major will not be permitted by the Dean after the beginning of the quarter prior to the student's graduation.

D. Scholastic Requirements

- (1) Degree candidates must attain at least a C average (2.0 GPA) for all courses required in the major program, as well as for all depth subject matter courses required in the major program. For purposes of attaining a C average in the courses of the major program, a student may once repeat such courses in which he/she has received grades of D or F. Students must petition the Dean for approval of repeating a course more than once.
- (2) When, upon the recommendation of the staff or faculty of a section or undergraduate program committee, Undergraduate Academic Programs unit of the Dean's Office, or Committee on Undergraduate Student Petitions (in the case of individual majors), the chair of the unit supervising the major (principal adviser in the

case of individual majors) determines that a student cannot profitably continue in the program, the chair shall notify the Dean of the college in writing, indicating the basis for such opinion. In such cases, the student may be required to withdraw from the major. A student's failure to maintain a 2.0 GPA in courses required for the major taken over two consecutive quarters constitutes a valid reason for requiring withdrawal from the major.

E. Multiple Majors

- (1) Students may elect to declare simultaneously more than one major program. Admission into a multiple major program is subject to the approval of the units (sections, departments or curriculum committees) in charge of the majors involved and the Dean of the College. In the case of multiple major programs crossing college lines, approval of the deans of all other colleges involved is required.
- (2) Departments, sections, curriculum committees, and other teaching units, singly or collectively, as well as faculty advisers have the right to disapprove a student's request for a multiple major. If disapproval of particular combinations of majors is established as the policy of a section, curriculum committee, or other teaching unit, the unit making such decisions must notify the Dean of the College so that the prohibition can be included in informational materials for students and advisers.
- (3) Approval of a request to declare more than one major is subject to criteria specifying minimal overlap between the programs.
 - (a) Eighty percent of the upper-division units offered in satisfaction of course and unit requirements of each major must be unique; that is, they may not be offered in satisfaction of requirements of any of the other majors involved.
 - (b) When unit requirements of the major programs included in a request differ, the major with the smaller number of upper-division units required shall be used to compute the minimal unit difference that must be met.
 - (c) In determining that the 80 percent requirements have been satisfied, advisers and the Dean must count both specific courses and courses with substantial overlap of content as common to the majors involved.

- (d) The student must complete all majors within the 225-unit limit.
- (e) Before petitioning for a second (or any additional) major, the student must complete two Depth Subject Matter courses in each major.

F. Minors. Sections and curriculum committees may establish minors. A student may elect to satisfy the requirements of one or more minors offered by departments, sections, or curriculum committees other than the major. Completion of a minor shall not be required for the degree. At the request of the student, completion of minors will be certified on the student's undergraduate transcript.

- (1) Students may request certification of completion of a minor on the transcript by filing a Declaration of Intent to Complete a Minor with the Office of the Dean during the quarter preceding the quarter of graduation.
- (2) A minor shall consist of 18 to 24 units in upper-division courses specified by the department or curriculum committee offering the minor. When unique subject matter essential to the academic coherence of the program is offered only at the lower division level, a single lower-division course may be included as part of the minor in lieu of an equal number of units in upper-division courses.
- (3) Not more than one course applied to the satisfaction of requirements in the major program shall be accepted in satisfaction of the requirements of a minor. No course used to satisfy the requirements of one minor shall be applied toward any other minor.
- (4) The minimum G.P.A. acceptable for any minor is 2.00.
- (5) The student must complete the major(s) and any minors within the 225-unit limit.
- (6) Students shall not receive certification of completion of a minor offered by the section or curriculum committee of the student's major. On the basis of programmatic justification, the Executive Committee may grant variances to this prohibition to sections or curriculum committees. With the written support of the section or curriculum committee, a student may petition the Committee on Undergraduate Student Petitions for an exception.
- (7) With the provisions listed in subsections 1 to 5 above, students in the college may receive certification of completion of an approved minor offered by another undergraduate college on the Davis campus.

Section 4. Enrollment Regulations and Grades

A. Academic Advising. Students are required to consult an academic adviser at several points in their academic careers.

- (1) Each student shall meet with an adviser in the student's major before the student has accumulated 90 units of degree credit.
- (2) Before completing 135 units, each student shall obtain a formal check of major requirements from his or her academic adviser and a degree check from the Office of the Dean.
- (3) If a student is taking courses which, if passed, will make his/her total units exceed 200 units, and the student intends to register for the next quarter, then the student must file a plan with his/her adviser that leads to graduation. If the plan anticipates registering after he/she has accumulated 225 units, the plan must be submitted to the dean for approval.
- (4) The Dean is authorized to deny registration to students who do not comply with the advising requirements specified in (1), (2), and (3) above.

B. Academic Probation or Disqualification

Academic probation or disqualification of students in the college shall be governed by the Academic Senate regulations regarding scholastic status and by the Davis Division Regulations regarding incomplete grades and minimum progress. The Dean of the College is designated by the Faculty as its agent in administering these regulations, in conformance with policies determined by the CUCEP and the Executive Committee.

C. Enrollment Limitations into Majors

With the approval of the Executive Committee, the faculty of a major program may limit admission to the program to students who have passed a prescribed set of criteria. Students who as first-year or transfer students plan to declare the major, but have not met the prescribed set of criteria will be admitted to a premajor program. An application to limit admission to the major must provide: (1) evidence that the quality of the major is adversely affected by an imbalance between demand and available resources; (2) evidence that the proposed grade point average minimum value will allow as many students as possible to declare and complete the major program, given the available resources; (3) a plan for advising premajor students to facilitate their admission to the major program as early in their career as possible; (4) a plan for contributions

to facilitate the admission of premajors to the major program, including participation in teaching prescribed premajor courses, as appropriate, and expansion of limiting upper division courses as resources become available. A report on the number of premajor and major students, with any proposed modifications of the program, must be submitted annually before the beginning of the next year's admission cycle.

Section 5. Honors

A. Quarterly Honors Lists.

- (1) An honors list shall be prepared each quarter and shall be made public.
- (2) Minimum standards for inclusion on the quarterly honors list must conform to those set by the Davis Division of the Academic Senate.

B. Honors at Graduation

- (1) Students may qualify for Honors, High Honors, and Highest Honors with the Bachelor's degree. Minimum standards are prescribed by the Davis Division of the Academic Senate.
- (2) No student shall be awarded honors if more than 8 units of grade "Incomplete" appear on the transcript. Individual appeals from this regulation may be approved by the Committee on Awards and Honors.
- (3) A student who meets the prescribed grade-point minimum standards shall be awarded Honors, High Honors and Highest Honors by the Committee on Awards and Honors on its own authority.
- (4) Students who receive Honors, High Honors, or Highest Honors with the Bachelor's degree shall be so designated in their diplomas and in the List of Certificates, Degrees, and Honors, together with specification of their respective major programs and grade of honors.

C. Honors Programs in Majors

- (1) Each major program may establish an Honors Program that includes special courses, supplementary and advanced independent study, or both. Honors Programs must be approved by the CUCEP and confirmed by the Executive Committee.
- (2) The completion of an Honors Program shall require the writing of a thesis, the passing of a comprehensive examination, or both.

- (3) The title of an approved honors thesis shall be noted on the student's transcript in a manner consistent with the rules of the Undergraduate Council.

ANNUAL REPORT OF THE COLLEGE OF LETTERS AND SCIENCE 2006-2007

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

The following amendments were made in the Bylaws and Regulations of the Faculty of the College of Letters and Science during academic year 2006-2007.

By-Laws:

Three years ago, the faculty and the administration of UC Davis together decided to establish the University Writing Program (UWP) as a separate Interdepartmental Program within the Division of Humanities, Arts, and Cultural Studies. This program was established primarily to administer the courses and exams that UC Davis students take in order to fulfill the composition requirements of their respective colleges. It was decided that the appropriate faculty to administer the program would be academic senate faculty whose research would be in the academic field commonly called Rhetoric and Composition.

The fact that the University Writing Program neither offers, nor is currently expected to offer, a major presented the College of Letters and Science with a problem. The problem is that the By-Laws of the College defined the faculty of the College as consisting of academic senate members who are members of departments or programs in which L&S students can do their major work. The only exceptions written into this policy had been for the Department of Military Science and the Department of Education, which never offered undergraduate majors.

Because the UWP is an integral part of the undergraduate instruction of the College and because we want the UWP to develop into an academically strong program, the L&S Executive Committee recommended and the L&S Assembly approved an amendment to LSB 2(A)(6) to include the academic senate faculty housed within this program as members of the College.

Along with this change to admit the UWP senate faculty as members of L&S, the Assembly also took the opportunity to update that same section of the By-Laws to remove the senate faculty of the Department of Education from L&S membership since it is now a School.

It should be noted that these changes will require the corresponding amendment of Davis Division Bylaw 141: Faculty of the College of Letters and Science.

PART II. MEMBERSHIP

2. (A) The Faculty of the College of Letters and Science (Davis) shall consist of:
- (1) No change
 - (2) No change
 - (3) No change
 - (4) No change
 - (5) No change
 - (6) All members of the Academic Senate who are members of the following departments and programs: Military Science and ~~Education~~ the University Writing Program;
 - (7) No change

Howard Day, Chair
Faculty of the College
of Letters and Science
2006-2007