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

Thursday, October 16, 2008
2:10 – 4:00 p.m.
Memorial Union, MU II

*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.

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

Thursday, October 16, 2008
2:10 – 4:00 p.m.
Memorial Union, MU II

Don C. Price, Secretary
Representative Assembly of the
Davis Division of the Academic Senate

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

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

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

Friday, June 6, 2008
2:10 – 4:00 p.m.
Memorial Union, MU II

*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.

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

Friday, June 6, 2008
2:10 – 4:00 p.m.
Memorial Union, MU II

Page No.

Motion: To amend proposed Regulation 523, SECTION C, STATEMENT 1

Motion: To repeal Davis Division Regulations: 522, 523, 524 and to adopt new Davis Division Regulations 522 & 523 for the year 2010.

New Motion proposed on the floor.

Motion: To recommit the current proposal to the Undergraduate Council and to instruct the Council to make an alternative proposal which strengthens the GE requirement within existing categories (Topical Breadth, English Composition, Writing and Diversity) and which allows for implementation in Fall 2010.
For: 24
Against: 38
Abstaining: 2
Action: The motion to recommit does not pass.

Motion: To cut off the debate.
For: 59
Against: 4
Abstaining: 2
Action: Motion passes to cut off the debate.

Motion: To amend language of GE proposal first, Reg 523 C 1
For: Unanimous
Opposed   1
Abstaining 1
Action: Motion passes.

Motion: To repeal 522, 523, 524 and adopt 522 and 523, and be effective September 2010
For: 38
Against   21
Abstaining 4
Action: GE Proposal passes.

26

*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.

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

Friday, June 6, 2008
2:10 – 4:00 p.m.
Memorial Union, MU II

Page No.

    h. Davis Division Budgetary Task Force: Presentation of the draft report by
        Chair Bisson (draft report will be distributed and presented during the
        meeting)

7. Petitions of Students
8. Unfinished Business
9. University and Faculty Welfare
10. New Business

Adjourn: 4:28 p.m.

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

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

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

The Library In Crisis

Preface

In February 2008, some librarians approached the Chair of the Senate, suggesting that there were major long-term problems with the library's funding. Subsequently, On March 24, 2008, the Davis Division of the Academic Senate requested that we form the special U.C. Davis Library Task Force, charged with investigating issues raised about the budget and operations of Shields Library. Specifically, we were asked to review how these issues impact the library collections and services. During our investigation we have met with librarians providing those services, as well as the library administrators. We want to thank the librarians for alerting us to the budgetary problem, the library administrators for providing us with the data that appears in this report, and Bryan Rodman for his able assistance.

It is clear to us that the Library is at a critical juncture in its evolution. The library's problems are not new, but are now at the point where they threaten the ability of the library to serve its primary research function. We hope that the observations contained in this report together with our recommendations can offset this ongoing decline, and help restore the library to the ranking it deserves.

Submitted July 22, 2008,

Andrew Waldron, Chair
Doug Adams
Robert Feenstra
Norma Landau

Introduction

The use of computers in the retrieval, archiving and dissemination of information can be thought of as the second major transformation faced by libraries and the universities that have grown up around them, the advent of printing being the first. In this longer view of the relationship between libraries and their universities, the computer revolution has just begun and many of the difficulties of our own university library reflect this ongoing change.

The explosion of information and proliferation of disciplines, combined with the demand that more information be available more quickly, has put libraries in the unenviable position of having to accelerate services just to stay functional. On a campus as diverse as U.C. Davis, the sheer number of departments, centers, majors and graduate groups ensures that library resources will be pulled in many different directions. At the same time, the library has faced a long term environment of static budget allocations leading to difficult choices between different information delivery service components. Indeed, it is a testament to hard work by many individuals in difficult times that, for some patrons, the services the library provides to them have become nearly invisible. As expectations have risen, it may be that gratitude has diminished---faculty and students click on icons to instantaneously receive electronic versions of latest research articles (often before a print copy exists) failing to recognize that this is a service provided by our library.

The faculty of a university should be concerned with the health of their library for the wellbeing of their students and their own research programs. There is a collective interest in seeing that this central component of the University infrastructure has the resources it needs to provide the services expected of it. The library is a facility that we all show to prospective faculty and students, it should be a common focal point of pride in our University.

Unfortunately, we feel that despite utilizing efficiencies afforded by new technologies, poor funding leaves the library in crisis. This is not simply a subjective judgment but one borne out by the University Library's ranking by the Association of Research Libraries (ARL). Since the early 1990s, all the other libraries in the UC system have maintained or improved their status, while U.C. Davis's library has suffered a drastic decline. Of course achieving high rankings should not be an objective in itself. As this report will show, our library's decline in ranking reflects the decline in its ability to serve our campus.

In the following sections, we examine the declines in: the library's budget; its ability to serve our diverse campus; its ability to provide specialized services such as Government Information and Maps, and electronic databases; and in its consultation with faculty.

2

Budgetary Decline

The General Library budget has been static for the last fifteen years in nominal dollar terms. In effect, this represents a decline in library funding with serious consequences for research and learning. The situation can be understood from the three graphs on the next page. The first depicts the General Library Budget varying from $15.9M to $16.3M between 1998 and 2008---this graph is best approximated by a horizontal line. Of course, expenditures alone are not a measure of the quality of a library, a more accurate gauge is the Association of Research Libraries[1] index depicted in the second graph. Shown there, are the rankings of University of California libraries—between 1993 and 2001 Davis ranks consistently between 35th and 38th place nationwide. However, since 2001 the Library ranking has dropped steadily to its current 60th place. For comparison, in the 1980s the U.C. Davis library was ranked among the top twenty-five libraries nationwide.

As library funds tighten, collections can only be maintained at the price of reductions in staffing. This can be seen in lower numbers of FTE librarians and staff and attempts to remedy the situation by employing more students. The effects of these changes are studied later in this report, but the accompanying numbers are tabulated below:

Year	FTE Librarians	FTE Staff	FTE Students	Total FTE
1991-92	76	204	64	344
2002-03	61	170	66	297
2003-04	61	157	64	282
2004-05	62	150	57	269
2005-06	65	154	54	273
2006-07	59	144	70	273

Many faculty may feel some surprise confronted with these figures. One might have thought that as scholarly communications become increasingly electronic (many researchers no longer even need to leave their offices to access quality journals), library costs would decrease. This is plainly false: the excellent access to electronic journals at the University of California is only possible through library subscriptions to the California Digital Library. The third graph plots this cost and its rapid increase from $0.3M annually in 1998 to $3.7M today. It is easy to argue that this is money well spent; system-wide bargaining power affords a much better deal for the journal resources crucial

---

1 Like all the fields they serve, research libraries have a professional organization that assesses their activities. The Association of Research Libraries (ARL) is "a nonprofit organization of 123 research libraries at comprehensive, research-extensive institutions in the US and Canada that share similar research missions, aspirations, and achievements." The U.C. Davis library is a member of this organization as are six other libraries on U.C. campuses.

to current modes of scholarly communication. Conversely, it is also easy to argue that this heavy financial burden impacts negatively all other library operations.

The funding for the library has in no way kept pace with the meteoric rise in extramural research grants. For example total research funds raised for 1998 and 2008 and were $183.1M and $456.8M, respectively. In the same time period, despite its central role supporting this research, and despite the creation of some twenty new academic programs, the General Library has received essentially no additional funding.

As this section has shown, there has been chronic underfunding of the General Library over a considerable period of time. The difficulties faced by the General Library do not appear to be a product of the *current* campus budgetary woes. The deleterious effects, already anticipated in the plummeting ARL rankings, of this budgetary neglect are investigated further in the remainder of this report. They are felt particularly acutely in a University as diverse as Davis.

A Library for a Diverse Campus

As the University Librarian stated to the Task Force, the number and range of disciplines at U.C. Davis are much larger than those at any other U.C. campus and probably than those at almost every other university campus in the nation. Our Library therefore has to serve a truly extraordinary range and number of disciplines, and serve them all at the level appropriate to a research university. Therefore, the proportion of this campus's expenditures devoted to the Library should be larger than that of other U.C. campuses, and of almost all other non-U.C. campuses.

Instead, that proportion is smaller. Indeed, not only is the proportion smaller, but the actual sums budgeted to the Library on this diverse campus are smaller than those at other comparable, but less diverse, U.C. campuses. The consequences can be shown by comparison of U.C. Davis Library's current status to those of U.C. San Diego and U.C. Irvine.[2] We note that, in 2006, Library expenditures on this campus constituted only 1.14% of campus expenditures; in contrast, at U.C.I. they constituted 1.41% and at U.C. San Diego 1.21% of campus expenditures.[3] The difference between the proportion of

---

2   These are the Libraries to which our Library is "most often compared" according to the University Librarian [Sharrow to Sadler, Mar. 18, 2008], even though our Library considerably outranked both Libraries in the 1980s. When asked for information comparing our Library to others within the UC system, the Library Administration gave us more information about those two Libraries than about the other Libraries.

3   The total campus budget in these calculations excludes the budget for the Medical Center at each of U.C. Davis, U.C. San Diego, and UCI.

4

General Library 19900 Budget Allocation

Values by year:
- 1998-1999: $15,871,609
- 1999-2000: $15,992,942
- 2000-2001: $17,597,108
- 2001-2002: $18,371,331
- 2002-2003: $18,829,550
- 2003-2004: $18,356,225
- 2004-2005: $16,249,203
- 2005-2006: $15,448,649
- 2006-2007: $15,798,969
- 2007-2008: $16,307,681
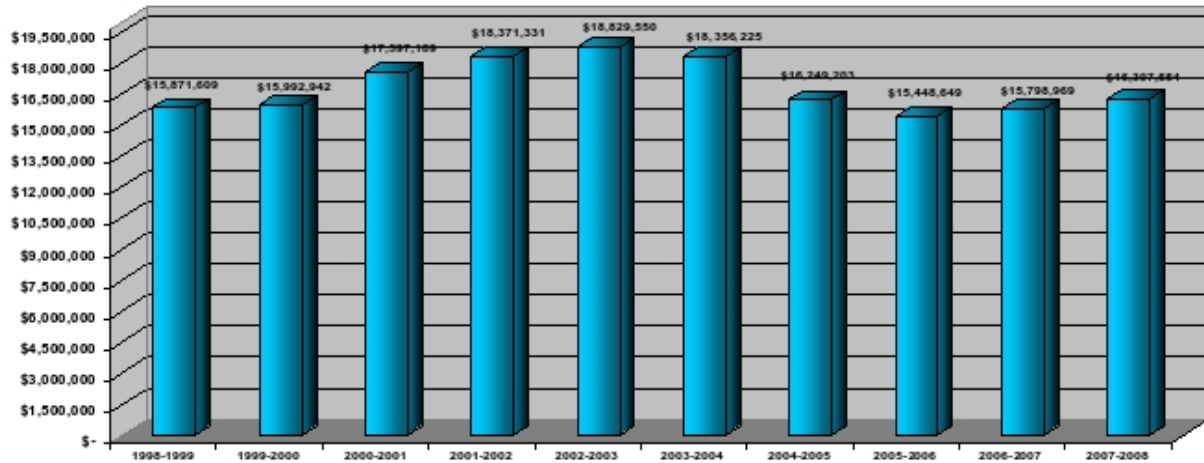
Association of Research Libraries Rankings

Legend: UCB, UCD, UCI, UCLA, UCR, UCSD, UCSB
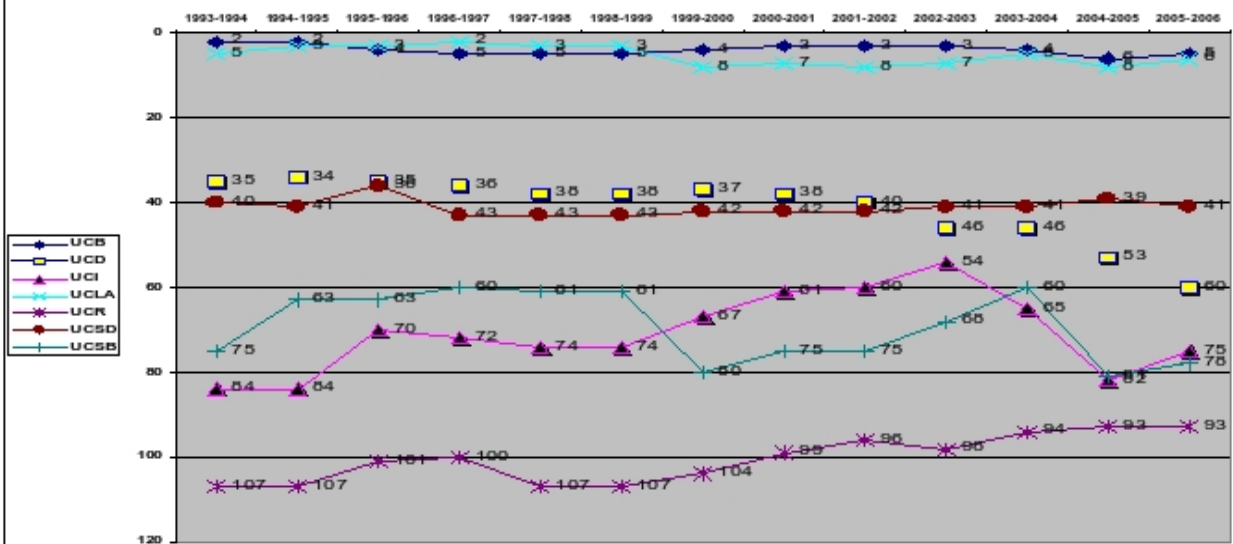
UCD General Library CDL Licensed Resources Expenditures ($18,020,097 over 10 years)

- FY98/99: $264,348.04
- FY99/00: $151,217.46
- FY00/01: $438,561.07
- FY01/02: $584,137.64
- FY02/03: $1,549,372.00
- FY03/04: $2,116,147.00
- FY04/05: $2,778,664.00
- FY05/06: $3,092,994.00
- FY06/07: $3,282,388.00
- FY07/08: $3,702,268.00
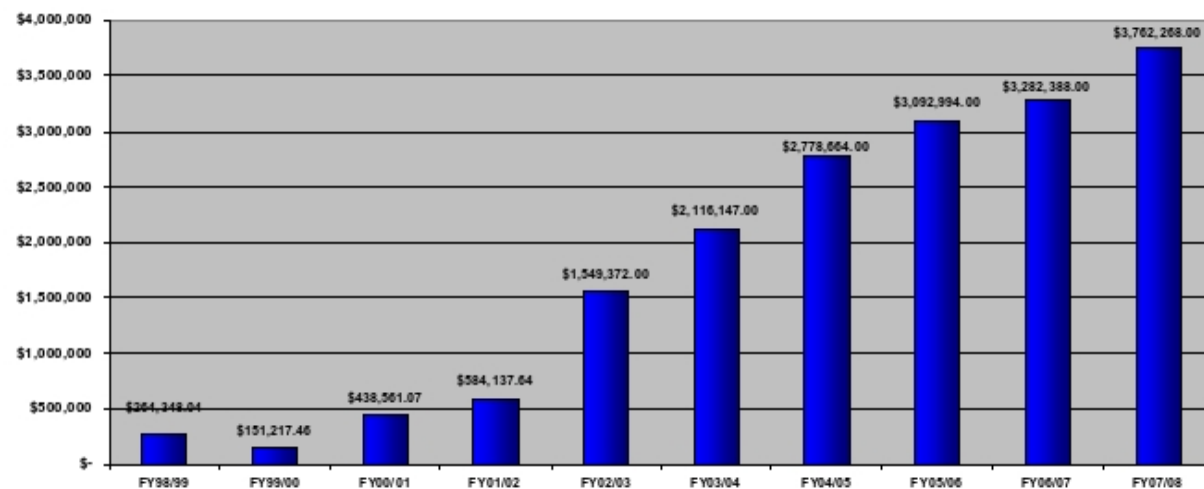
funds spent on the Library at these campuses may seem small. However, campus budgets are so big, and the relative amounts devoted to the Library so small, that a small difference in the proportion of funds spent on the Library makes an enormous difference in a Librarian's ability to maintain and develop the Library. In 2006, U.C. Irvine's Library budget was 113% of the U.C. Davis Library budget, and its ranking in 2006 was more than 10% higher than its ranking in 1993. U.C. San Diego's performance is equally revelatory. In 2006, its Library budget was 141% of the U.C. Davis Library budget, and U.C. San Diego has been able to maintain its Library's ranking -- and maintain it at a level about only 15% lower than that of U.C. Davis's Library in 1993 -- throughout the period from 1993 to the present. In contrast, U.C. Davis's Library, which outranked U.C. San Diego's in 1993, is now outranked by U.C. San Diego's and in 2006 ranked almost 45% lower than its rank in 1993. These comparisons -- which should show that U.C. Davis spends more on its Library than do other campuses, and instead show that it spends less -- suggest that the Library is not getting support sufficient to serve the diverse needs of the campus.

The same pattern appears when we compare Library expenditure to enrollment. Table 1 (again based on information supplied by the Library Administration) presents that comparison.

Table 1

Library	Library Expenditure per full-time enrollee
U.C. Davis	$630
U.C. Irvine	$692
U.C. San Diego	$966
U. Michigan, Ann Arbor	$1,250
U.N.C, Chapel Hill	$1,339
Cornell University	$2,150

As a result of this lack of funding, the U.C. Davis Library is no longer serving the diverse needs of this campus.

6

Disciplinary Perspectives:

This report assesses the Library's service to the campus's diverse disciplines by examining its service to: a natural science discipline, Enology, which makes this campus unique; Mathematics, a central scientific discipline; and book-oriented disciplines in the social sciences and humanities, such as History, essential to U.C. Davis's identity as a general campus of the University of California.

Enology:

One of U.C. Davis's distinguishing features is its attention to viticulture and enology. Therefore, it is highly appropriate that our Library boasts a Level V collection on the subject -- that is, a collection which researchers come to this campus to use. Lack of funding means that items in the collection cannot be catalogued and so made available. As some items in the collection are unique -- genuinely one-of-a-kind, lack of funding is therefore impeding research not just at this campus but throughout the world.

Mathematics:

Mathematicians rely heavily on preprints disseminated through the arXiv repository (see http://lanl.arxiv.org/) for latest results and on traditional journals for older articles, the best of which are now available on-line through the University's California Digital Library subscription. (The main role played by journals handling newer articles is the management of peer review.) They also make extensive use of book resources of which the library has a fair collection, although quite often interlibrary loans are necessary. As a measure of the financial strain the library finds itself under, last month the Mathematics Department's library representative (along with those of the other Physical Science and Engineering Departments) was contacted by the Physical Sciences and Engineering Librarian to identify—in the context of budget shortfalls---to identify which databases and journals were critical to their research and teaching. For many faculty this possibly came as a shock but quite quickly a list covering essentially nearly every mathematics journal of any standing was generated. This experience underscores both the disconnect between (unknowing!) library users and the library itself, as well as the importance of these resources to research faculty.

History:

Lack of funding is making it difficult for scholars in book-oriented disciplines to keep pace with scholars at other research universities. Scholars in these disciplines find that they are increasingly unable to do their research in a timely manner because the Library is increasingly unable to buy books. Anecdotal evidence indicates that the Library is even ceasing to acquire standard reference works -- that is, works to which one routinely refers graduate students, and are the foundation for research. For example, U.C. Davis's Library does not have *The Cambridge History of Eighteenth-Century Political Thought* (Cambridge, 2006). The scholar can get this book, after waiting a week, through Interlibrary Loan; and then she has to wait a week for the major works to which it refers

7

her; and then another week for each of the less major but well regarded works to which they lead her. Such reliance on Interlibrary Loan at the beginning of a research project means that a scholar loses time and momentum as she sits and waits for works absolutely essential to her project.

The task force has received some clear quantitative evidence of this lack of funding. One of the Library's subject specialists, who serves departments in both the Social Sciences and the Humanities, stated that this year he[4] had just 39% of the discretionary funds for buying books that he had six years ago. Six years ago, those discretionary funds constituted 52% of the funds spent on books for the subjects he served. As this specialist bought for 4 subjects six years ago and now buys for 10, crude arithmetical calculation suggests that the discretionary funds available for buying books for each of those subjects this year was about one-sixth of what was available 6 years ago. In at least some Departments, introduction to the Library, either by tour or by virtual tour through the electronic catalogue, is part of the recruiting process. U.C. Davis's Library is no longer an aid and may well be becoming an impediment to both recruitment and retention.

Consultation between the Library and the Faculty

This task force owes its existence to a representation made by line librarians (i.e., librarians not in the Library Administration) to the chair of the Senate. This, in itself, speaks volumes about the lack of consultation between the Library and the faculty. While some faculty were aware that the Library was no longer serving their individual needs, neither they nor, especially, the faculty Library Committees had any idea of the extent of the Library's decline. Why?

There is plenty of blame to go round. First: the faculty. It is evident that the faculty Library Committees are either moribund or barely functional. Some colleges no longer have Library Committees. Even when colleges do have a Library Committee, it may never meet. As for the Senate Library committee, it meets very infrequently with a very small attendance.

But then, there is the question: even if the college committees had met, and their representatives attended, would anything have been done? First, again there is the problem faculty have created for themselves. The Library Committee has no obvious way of exerting influence on the Senate's activity. Its chair does not serve on, and seems to have little relation to, the Executive Committee.

Second, however, is the problem associated with the Library's communication to faculty committees. Most important is the Library's lack of communication about its budget. While Library committees are told whether the projected budget for the coming year will increase or decrease the Library's funds, the committees are not told: how the projected budget compares to any budget other than that of the current year (thus making it

---

4 For convenience, the specialist is referred to as "he". However, the reader should be aware that the Task Force wishes to preserve the anonymity of its informants. Therefore, this report may obscure references which might be taken to identify the Task Force's informants.

impossible for the committees to discern long-term trends); how the current budget affects the various areas which the Library serves (and such information was given to the college Library committees in the days of the University Librarian's predecessor); and what the long-term trend of funding for the various areas is. Without such budgetary information, the Library Committees work in the dark, and are therefore powerless. The Library Administration's failure to provide the Library Committee with the budgetary information they need to do their work is the counterpart, at the committee level, of the Administration's withdrawal from shared governance.

As the circumstances which gave rise to this report indicate, the campus needs not just more money for the Library, but also new structures to insure that shared governance applies to the Library as well as to the campus as a whole.

Case Study: Government Information and Maps

A good case study of the challenges faced by the Library, along with the lack of input from faculty, comes from the recent reorganization of the Government Information and Maps department. The Shields Library website

<center>http://www.lib.U.C.Davisavis.edu/dept/govinfo/</center>

describes this department as:

> The Government Information and Maps Department is located on the Lower Level of Shields Library. The department acquires, processes and makes available government information and maps in all formats. Our government information and map collections are extensive …. Regardless of format or location, the Government Information & Maps Reference desk is a great place to start for historical, specialized or electronic government and mapping information.

This department is absolutely crucial for faculty and student research. However, there were no meetings publicized to faculty to inform them of this reorganization, so the reorganization of this department was done without faculty consultation. That lack of faculty input about a major reorganization is a problem in itself. But the greatest problem with the reorganization is that it focuses on shifting personnel around departments, without considering the critical research functions played by the Government Information department. For example, one function is to provide easy access to reference materials, which will be made more difficult by this reorganization.

Our understanding is that the reorganization of department is effective July 1, 2008. At that time, four key librarians who have been present in the Government Information and Maps department will be relocated to other departments: Juri Stratford, who has had primary responsibility for international information, will move to the Humanities/Social Sciences department on the 2nd floor; Marcia Meister, who has had primary responsibility for Federal information, will also move to the Humanities/Social Sciences

<center>9</center>

department on the 2nd floor; Kathy Stroud, who has had primary responsibility for maps and geographical information systems (GIS), will move to the Biology/Agriculture on the 3rd floor; and Patsy Inouye, who has had primary responsibility for State information, will move to Special collections and the California History and Photography collection.

This reorganization of staff raises numerous concerns to the faculty and these concerns have not been adequately addressed. First, where will the reference material be located? Our understanding is the government information reference materials will be moved to Humanities/Social Sciences. Likewise, the responsibility for collection development in each specialized area will remain with the librarians who are moving. But not all materials can be moved: the microform (fiche and film) will remain in the basement, along with maps. Clearly, questions that arise with respect to these materials cannot be easily answered when the librarians with primary responsibility for them are located elsewhere in the library.

For example, the microform collection in Shields library includes an important set of technical reports, written under contract to the U.S. government. These reports were not distributed under the federal depository program, but were acquired over many years by the selection of Shields librarians, and the indexes used to catalogue these materials have changed over time. The librarians previously located in Government Information and Maps have specialized knowledge that enable them to navigate these materials. In the absence of these librarian from that department, a user who is interested in, say, potential bridge fatigue in California, will find it extremely difficult to locate such technical reports in the microform collection. That problem would be compounded if the use also wanted GIS information, such as on seismic faults, since the librarian with the greatest knowledge of those resources will not be located in the lower-level department.

This example raises the second concern with the reorganization: who will be available for consultation in the Government Information and Maps division? With the four key personnel moved elsewhere, the best source of knowledge will be gone, leaving students or other less-experienced personnel for consultation. It will no longer be the case that, in the words of the library website: "Regardless of format or location, the Government Information & Maps Reference desk is a great place to start for historical, specialized or electronic government and mapping information."

10

Electronic Databases

We conclude our report by highlighting a new expense associated with the revolution in electronic technology: electronic databases of printed works. These databases make what has been printed through the ages -- in both books and newspapers -- digitally searchable, and they also categorize these works, so that scholars do not drown in seas of misleading references. As a result, scholars can now find in a few minutes information they might otherwise have taken years to identify and retrieve. Such databases have just become available in the last six or so years, and it is clear that scholars with access to such databases will set the standard for research in their fields. Scholars without such access do not have a chance.

Obtaining access to such databases is therefore of major importance, and will only become more important. Moreover, access to these databases introduces a new type of problem for the Library's service mission. U.C. Davis's Library does not have, and has no plans to get, many of the databases now available elsewhere, including at other UC campuses. For example, this campus does not have "The Making of Modern Law", a database of about 100,000 legal works written between 1800 and 1925, and a database which is available at some other UC campuses. If these databases were books, then the Library could borrow them on Interlibrary Loan. However, Libraries are not allowed to lend databases. A scholar has to travel to a campus that has a database in order to use it, and even then may not be able to use it if the database's license restricts its use to members of the campus. How, then, are U.C. Davis's scholars to get access to the databases which will increasingly be extraordinarily fundamental to their research?

11

Recommendations

(I) INCREASE FUNDING

The Library's budget should keep pace with its counterparts at other UC campuses and throughout the nation. We therefore urge the administration to undertake action to bring our library back to its ranking in the top 30 research libraries. Furthermore, when new programs are created, the library must actually receive the funding necessary toserve them properly; this has not happened in the past. Clearly, this means a large infusion of funds.

(II) REINVIGORATE UNIVERSITY LIBRARY COMMITTEE

1. The chair of the Library Committee should either: (a) be on the Executive Committee; or (b) attend the Executive Committee at least twice a year -- the first time to inform the Exec Committee of difficulties which the Library Committee anticipates; and the second time to inform the Exec Committee whether anything has been done to assuage the Library Committee's concerns. The Library should, therefore, be an action item on at least two of the Executive Committee's agenda.

2. (a) *Meetings.* This Committee is of sufficient importance that is should be meeting more than once a year. At the least, it should have an opening meeting at which members can voice their concerns, and a later meeting at which these members can be informed of how their concerns are being addressed.

   (b) *Business.* A major proportion of the business of the Library Committee should be inspection of both the budget, and of the ranking of the Library. This should include a comparison of the ranking of our Library to that of other UC libraries. Inspection of the budget and of ranking should include the relation of each to that in each of the past five years, and then to that of every fifth year of the past six to twenty years. The committee should also be provided with the materials presented to each "disciplinary group" committee, and with a table showing the proportion of the budget devoted to materials for each "disciplinary group", and comparing those proportions to that in each of the past five years, and to that in every fifth year of the past six to twenty years.

The Library should also inform both the chair of the committee and the chairs of the disciplinary committees of major anticipated changes in the Library (changes such as the dismemberment of Government Documents), so that these chairs can decide whether to call meetings to consider such changes.

The chair of the Senate Library Committee shall call a meeting of the Committee whenever a chair of a "disciplinary group" committee requests that meeting.

3. The college library committees should be officially declared defunct, and new committees created.

   (a) *Composition.* In order to insure that these committees share common concerns, they should be structured around groups of like-minded disciplines. This task force suggests

12

that there be a committee for each of: Physical Sciences and Mathematics (including Engineering); Biological and Health Sciences; Social Sciences (including the School of Management); and Humanities. Each Department's Library Representative is a member of the appropriate committee. The Committee on Committees will nominate a chair for each of these "Disciplinary Group" Committees. (The chair may but need not be a Library Representative.)

(b) *Meetings.* Because these Committees will have a very large number of members, it is highly unlikely that all or even most of their members could attend any one meeting. Therefore, the chairs of these Committees should be instructed that any meeting should be a "double meeting" -- that is, any meeting will be held on both of two dates, so that members who cannot attend one meeting will have a good chance of being able to attend the other.

(c) *Committee business.* Each committee should be provided with: the current budget as it affects their area, a budget further subdivided so that the committee can see the proportion of the budget devoted to books, journals, databases, and, if relevant, other materials, Each committee should also be provided with this information as it affects their area for: each of the past five years; and then for every fifth year of the past six to twenty years. This task force requested that the Library provide it with such information, but did not receive that information. Nonetheless, this task force believes that it should not be difficult to provide that information as, for example, it is probably available in summaries of the Library's budget.

The committee meeting will also provide the occasion on which each discipline can report about the extent to which the Library is serving its needs.

(d) *Committee representation.* The chair of each committee should sit on the campus Library Committee, taking the place of the chairs of the now defunct college Library Committees.

(III) SCHOLARLY COMMUNICATION

The Library Committee's charge includes discussion of all issues affecting the library. In addition to budgetary issues and decisions affecting library services, this also includes broader issues such as scholarly communication. The technological revolution in libraries has transformed scholarly communication into a significant and contentious issue. In some fields, publication is now dominated by journals which charge increasingly outrageous prices for access to their content. Indeed, these charges are now so high that they have significantly limited the Library's purchasing power. The campus and academia as a whole face the challenge of aiding academics in fields now being exploited by commercial electronic publishers to take more control of that publication without: (i) censoring scholarship; or (ii) impeding publication by academics in other fields in the relatively inexpensive forms of publication that characterize those fields. Successful resolution of this problem will rest upon extended discussion among the academy's disciplines, discussion which recognizes the needs and concept of publication in each field. At U.C. Davis, such discussion should take place in the Library Committee.

13

ANNUAL REPORT
COMMITTEE ON ACADEMIC PERSONNEL – OVERSIGHT COMMITTEE
2007-08

The Committee of Academic Personnel – Oversight Committee (CAP) advises the Vice Provost for Academic Personnel on matters that affect the personnel process. These include 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 on ad hoc committees and these are then 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 (Appendix E). Appendix F provides a list of CAP's principal tasks.

Faculty Advancement Criteria: CAP evaluates candidate files according to guidelines established in the Academic Personnel Manual (APM-210). 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.

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

-1-

influenced by the amount, variety, and difficulty of teaching. In evaluating service, CAP assesses the effort, impact and outcome.

Academic Personnel Actions: During the 2007-08 academic year (September through August), CAP met 42 times and considered 460 personnel actions. CAP also provided advice on numerous other issues related to academic personnel. The normal completion time for agenda items was two weeks.

Table I provides a summary of CAP's deliberations by category for the past academic year. CAP considered **93**[1] appointments, **135** promotions, **156**[2] merit actions (including continuing lecturer and retroactive requests), 43 appraisals, and 33 other actions.   Twenty-two actions were referred to ad hoc committees.

Table I summarizes more detailed data presented in Appendices A and B.

Table I: Overview of CAP Actions (Summary of Appendices A and B)

Academic Category	Number of files	Percent of Total
Appointments (General Campus)	60	13
Appointments (SOM + VM)	33	7
Promotions (General Campus)	96	21
Promotions (SOM + VM)	39	9
Merit Increases (General Campus)	103	23
Merit Increases (SOM + VM)	44	10
Misc. Actions (General Campus)	51	11
Misc. Actions (SOM + VM)	25	6
Total actions (General Campus)	**310**	**69**
Total actions (SOM + VM)	**141**	**31**
Total	**451**	**100%**

Appendices A and B distinguish between actions involving faculty from the General Campus and the Schools of Medicine and Veterinary Medicine. This separation makes it possible to identify some differences between the general campus and the medical schools and also to indicate the extent to which CAP's deliberations involve these important areas of the university that most faculty on the general campus seldom encounter. Aside from differing from the general campus in having a greater variety of academic series, the medical schools also show some differences in the promotion and merit process: only two of the actions for the medical and vet schools involved a faculty member at Professor, Step IX or above, as opposed to **18** on the general campus, far below the relative distribution of faculty. There were also proportionally

---

[1] Includes via change in title, department chair, and initial continuing non-Senate faculty appointments.
[2] Includes retroactive, accelerated continuing lecturer and lecturer merits.

-2-

fewer requests for three-year (or more) accelerations, fewer POP screenings, no actions involving continuing or senior lecturers, and also many fewer five-year reviews.

During 2007-08, **19** CAP recommendations were overturned by the administration out of approximately 360 actions. Four of these were in response to actions initiated by the 2006-07 CAP and can be excluded from further consideration. Most of the remaining actions concerned minor changes in the amount of an acceleration or the recommended step for an incoming faculty member and most involved closely split votes by CAP.

Of the total of **15** reversed actions from the 2007-08 CAP, nine were disadvantageous to the candidate, such as reductions in the amount of an acceleration or elimination of an acceleration, and these were in disagreement to recommendations by CAP. Two of these involved seven-year cases where CAP recommended promotion and three involved non-Academic Senate personnel actions. The remaining six cases all involved accelerations that were reduced or opposed by CAP and approved by the administration, sometimes after new information was made available.

Promotions: For promotions to Associate Professor and Professor, CAP recommended promotion in **112** of **135** cases; of these, **13** cases were modifications over what had been proposed: CAP recommended accelerated promotions that had not been requested in **9** cases, and for another 4 cases CAP recommended a promotion, but without the proposed acceleration. Of the modifications that were disadvantageous to the candidate, **7** involved recommendations for a normal merit to an overlapping step, but not yet a promotion (two of these were on the general campus, five at the medical schools).

Accelerated Actions: Almost one half (**127**) of the 273 merit or promotion cases for members of the Academic Senate involved requests for accelerations. These totals do not count the requests for accelerations (that did not involve skipping a step) that were evaluated by the FPCs. Appendix C lists the cases for accelerations that came to CAP (accelerations involving a promotion, a merit advancement to Professor, Step VI, and to Above Scale, as well as all accelerations that entailed skipping a step). Appendix C demonstrates how the likelihood for a favorable recommendation decline as the number of proposed years increases. The over-whelming majority of cases that involved a single year of acceleration received favorable recommendations from CAP (86%, both on the general campus and at the medical schools).

Files that received favorable recommendations for a multi-year acceleration generally had received some major recognition nationally or internationally, had superior scholarly achievements, and were excellent teachers and active with service. At the upper levels of the professoriate the expectation of excellence in all areas grows with each step. In **9** cases in which CAP did not recommend a proposed three-year acceleration, CAP instead recommended a one-year retroactive acceleration (described below). In practice this normally results in a two-year acceleration because the faculty member is often then able to request a one-year acceleration in the ensuing year.

CAP again finds the trend toward requests for multiple-year accelerations 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

-3-

detailed scrutiny than in most cases to determine whether such an extraordinary action is justified. CAP understands that pressure for multi-year accelerations is increasing, in part, due to the absence of normal pay raises for several years. Salary and retention are, however, completely beyond the charge of CAP and are not considered (see the discussion of salaries and academic advancement that begins on pg. 6 of this report).

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 was 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."

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, 2007, the creative work/research publications are counted to December 31, 2006, and teaching/service until June 30, 2007). Thus, retroactive recommendations should specifically discuss the record for this review period, and why it supports the acceleration.

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 2007-08 CAP conducted **7** career equity reviews that were initiated by faculty. Of these, CAP recommended an equity adjustment in four cases. CAP also conducts career reviews for every major advancement.

Five-Year Reviews: CAP carried out **15** five-year reviews, recommending "no advancement, performance satisfactory" in **11** cases and recommending "no advancement, performance unsatisfactory" in **4** cases.

Initial Continuing Appointments: CAP reviewed and made recommendations on **12** initial continuing non-Senate appointments in 2007-08. CAP made favorable recommendations for an initial continuing appointment in **11** of these cases. Teaching excellence, with a capital "E," is a requirement for a continuing appointment.

Accelerated Merits for Continuing Lecturers: CAP considered **11** cases of accelerated merit advancement for Continuing Lecturers and recommended accelerations in seven 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.

-4-

Ad Hoc Committees: Review by an <u>ad hoc</u> committee may be required in cases of major advancements (promotion to the Associate Professor and full Professor rank, and merit advancements to Professor, Step VI and Above Scale) and for appointments with tenure. CAP's membership reflects the variety of disciplines represented on campus and is guided by external reviewers' evaluations, but CAP looks to campus <u>ad hoc</u> committees for highly specialized expertise. CAP proposed <u>ad hoc</u> committees in **22** cases (as opposed to 9 in the preceding year), and agreed with the recommendation of these committees in all but two cases. CAP 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 long been policy to appoint Assistant Professors (Steps III and IV) as observers to <u>ad hoc</u> committees on promotions to Associate Professor or Professor.

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 2007-08, 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 382 cases out of a total of 463 actions (Appendix D). Of these 463 actions, 81 were first actions after a faculty appointment or a promotion, which are handled by the Deans without FPC input.

In the remaining cases, the FPCs recommended advancement or acceleration in 347 cases and against the action in 35 cases; the Deans largely agreed (356 approvals, 26 denials). Post-factum audits of these recommendations and files by CAP indicated broad agreement with the FPC recommendations, with a handful of exceptions. Three cases were found to be improperly redelegated away from CAP because they involved proposals for skipped steps. In addition, these committees conducted 43 appraisals of junior faculty which were then forwarded to CAP for further evaluation.

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

Other Matters:

In 2007-08, CAP commented on the School of Nursing proposal, UCDHS guidelines and numerous revisions of the APM. In addition, CAP reviewed voting procedures for the following departments: Art History, Chicano Studies, Molecular Biosciences, Physics, Surgical and Radiological Sciences

-5-

Rate of advancement and salaries

Among discussions CAP had in 2007-08 about the personnel process were several with the Committee on Committees, the Vice Provost, and with UCAP about whether progress up the ladder and salaries at UCD were comparable with practices at other UC campuses. Information from a study being undertaken at UCSC suggests that 1) UCD faculty progress up the ladder as rapidly as at other UC campuses, but 2) UCD salaries are lower.

The UCSC Academic Senate and UCSC CAP have begun to acquire data for salaries and steps that allow some limited comparisons. In Figure A-1, the average step for faculty in the schools of Letters and Sciences (with the Economics Departments excluded) are shown. These data are current to 2007. While there is some scatter across campuses, the UCD data fall well within the group; no campus is consistently accelerating their faculty more rapidly than another.
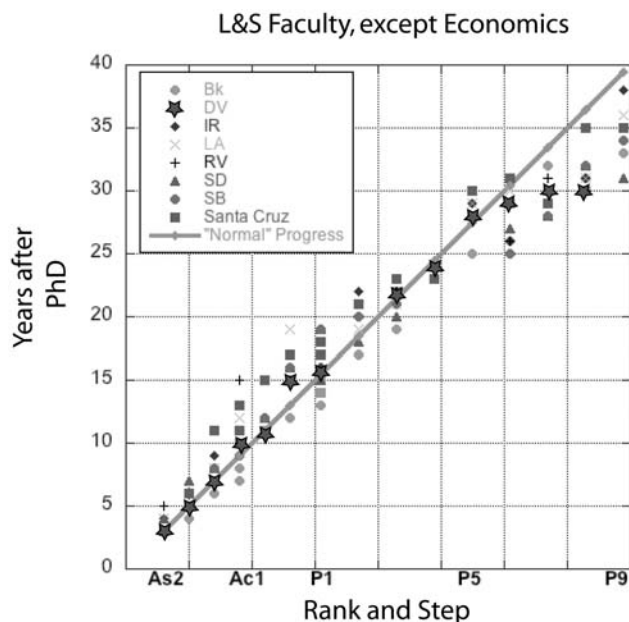
Figure A-1: The average time to reach a particular rank-and-step as a function of years since PhD for the nine UC undergraduate campuses. These data are limited to Colleges of Letters and Sciences (faculty in Economics Departments are excluded). They were presented to the UC Systemwide Committee on Academic Personnel on May 8, 2008.

courtesy of Prof. Bowman, UCSC

Although the rank and steps are not significantly different among the various UC campuses, salaries differ considerably. Data on salaries are shown in Figure A-2 from an ongoing study by Prof. Lori Kletzer at the Economics Department of UCSC. The data correspond to salaries as of October, 2007. These studies are also limited to faculty in the Colleges of Letters and Sciences because the comparison could be made most fairly. Faculty with Engineering off-scale salaries, Economics and Business School off-scale salaries, and fiscal-year salaries are excluded, as are faculty in various other professional schools.

The data indicate considerable differences in salaries at given steps among the various UC campuses. UCD is consistently near the bottom and there is no clear correlation with cost of housing. UCSC salaries, for example, are also low relative to other campuses yet the cost of living there is among the highest.

-6-

Mean Salary, without Professional Schools, Oct., 2007

Median Salaries, without Professional Schools, Oct. 2007
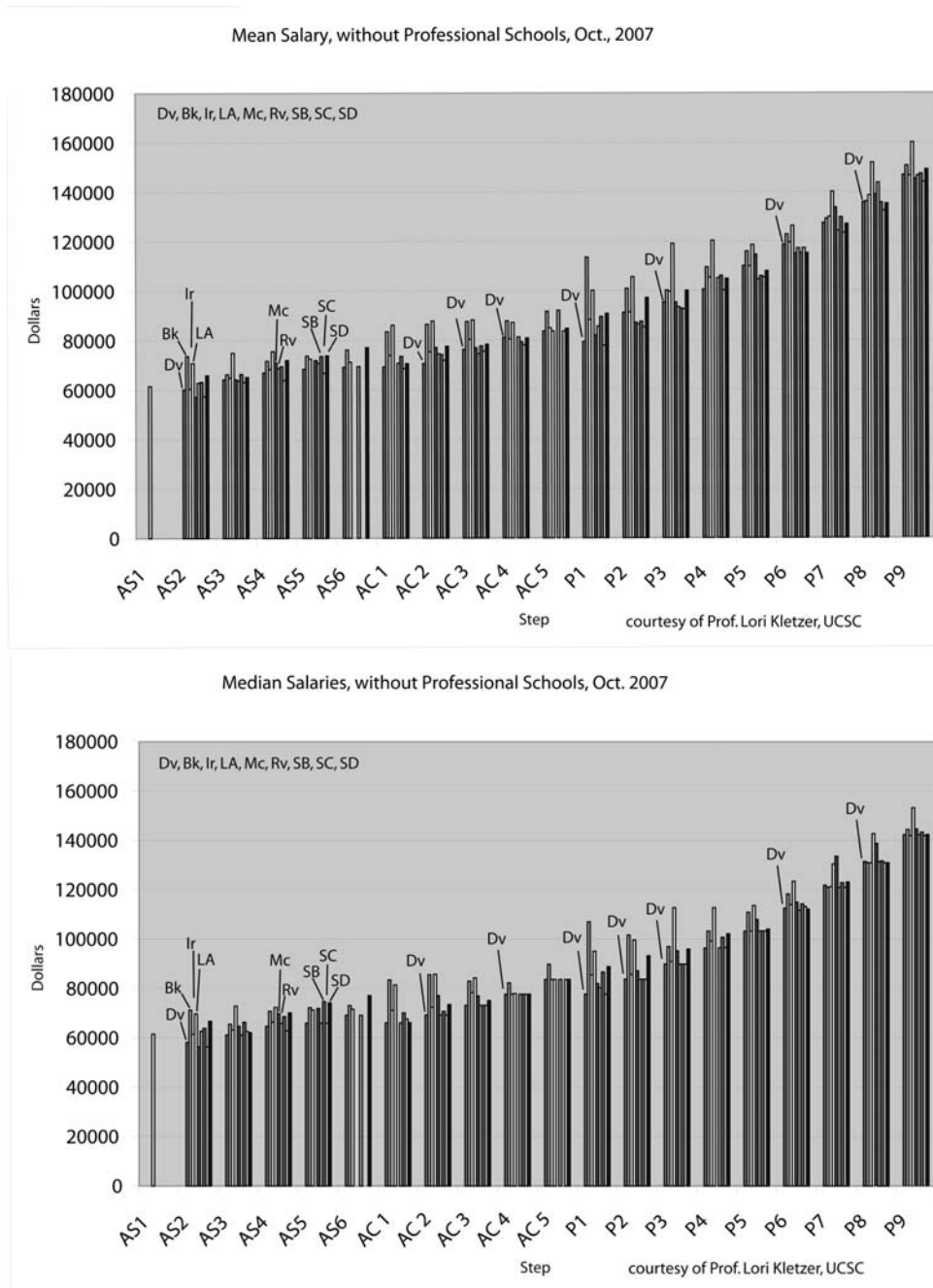
Figure A-2: The mode (top) and median (bottom) salaries for senate faculty with academic-year appointments in the various UC campuses. These salaries include the step salaries and off-scale adjustments. (Data from Prof. Lori Kletzer, Economics Department, UCSC).

These data are at present difficult to interpret. There are several other differences among the various campuses that need be considered in interpreting both the rate of step advancement (Figure A-1) and the salary data (Figure A-2). The declining rate of advancement at UCD in Figure A-1 that occurs after Professor, Step VI, might be affected by the fact that at UCD these steps are normally reviewed not by CAP but by Faculty Personnel Committees. Whether or not

-7-

the FPCs have been less generous in their recommendations than CAP would have been is something that CAP will monitor in the coming years. Davis is the only campus that has FPCs.

One result of the inequity in salaries (Figure A-2) is pressure on CAP to speed advancement up the ladder through more liberal recommendations for multi-year accelerations, which are also used as a strategy for retaining faculty who are being actively recruited. CAP is proscribed by language in the APM from using the promotion process to address salary inequities or as a strategy to retain, or in some cases preemptively retain, particularly valued faculty. Without a fair process for evaluating faculty from all areas of campus, the integrity of the rank and step system would cease to exist. <u>The answer to salary inequities is not a dysfunctional and inequitable ladder for merits and promotions</u>. The initiative to raise UCD's salaries to a level that exists at other UC campuses must come from the administration.

Acknowledgments

CAP would like to express appreciation to the Academic Senate staff, in particular Solomon Bekele for his efficient and professional service and support and Shelley Lopez-Emerson for her efforts on behalf of ad hoc committees. CAP would also like to thank Vice Provost Bruce White and his staff. They have been a pleasure to work with.

Respectfully submitted,

Christopher Reynolds, Chair   Bill Casey, Vice Chair

CAP's Membership 2007-08

Christopher Reynolds, Chair
Bill Casey, Vice Chair
Robert Feenstra
Laurel Gershwin
Ines Hernandez-Avila
Ahmet Palazoglu
Gregg Recanzone
Steve Tharratt
Jonathan Widdicombe

-8-

APPENDIX A: ACTIONS ON GENERAL CAMPUS (Total = 310)

	Approved	Modified	Rejected
Appointments (60)			
Assistant Professor	15	1	0
Associate Professor	11	0	0
Professor	10	0	0
Via Change in Title	3	0	0
Initial Continuing Non-Senate	11	0	1
Endowed Chair	6	0	0
Department Chair (Reappointment)	1	0	0
University Professor	1	0	0
Promotions (96)			
Associate Professor	45	8	4
Professor	28	9	2
Merit Increases (103)			
Assistant Professor	0	1	0
Associate Professor	11	2	1
Professor	14	5	2
Professor, Step V to VI	23	10	4
Professor, Step IX to Above Scale	5	0	2
Professor, Above Scale	9	0	2
Continuing Lecturer (accelerated)	7	4	0
Senior Lecturer, SOE	2	0	0
Miscellaneous Actions (51)			
Career Equity Reviews	2		2
TOE Screenings	1	0	0
POP Screenings	5	0	0

Five-Year Reviews: No advancement, performance satisfactory: 10

No advancement, performance unsatisfactory: 3

Appraisals: Positive – 18; Mixed – 1; Guarded – 9; Negative – 0

_____

Modifications – Advantageous to Candidate:

Of the 40 CAP modifications, 12 were advantageous to the candidate: an accelerated promotion (not requested) – 5; greater accelerated promotion than proposed – 3; an accelerated merit (not requested) – 2; greater accelerated merit than proposed – 2.

Modifications – Disadvantageous to Candidate:

Of the 40 CAP modifications, 24 were disadvantageous to the candidate: appointment at a lower step – 1; promotion but no acceleration – 3; promotion but lesser acceleration – 2; no promotion but merit advancement – 3; lesser accelerated merit – 10; normal merit, no acceleration – 5.

APPENDIX B: ACTIONS ON SCHOOL OF MEDICINE AND SCHOOL OF VETERINARY MEDICINE FILES (Total = 141)

	Approved	Modified	Rejected
Appointments (33)			
Assistant Professor	5	1	0
Associate Professor	3	0	0
Professor	4	2	0
Via Change in Title	14	1	1
Endowed Chair	1		1
Promotions (39)			
Associate Professor	12	5	4
Professor	14	3	1
Merit Increases (44)			
Assistant Professor	3	0	0
Associate Professor	7	1	0
Professor	9	3	2
Professor, Step V to VI	14	1	2
Professor, Step IX to Above Scale	1	0	0
Professor, Above Scale	0	0	1
Miscellaneous Actions (25)			
Career Equity Reviews	3	0	0
TOE Screenings	3	0	0
POP Screenings	1	0	0

Third Year Deferral: Approved: 1

Five-Year Reviews: No advancement, performance satisfactory: 1
No advancement, performance unsatisfactory: 1

Appraisals: Positive – 7; Mixed – 1; Guarded – 2; Negative – 5

_____

Modifications – Advantageous to Candidate:
>   Of the 17 CAP modifications, 4 were advantageous to the candidate: appointment at a higher step – 2; an accelerated promotion (not requested) – 1; greater accelerated merit increase than requested – 1.

Modifications – Disadvantageous to Candidate:
>   Of the 17 CAP modifications, 13 were disadvantageous to the candidate: appointment at a lower step – 2; promotion but no acceleration – 1; no promotion but merit advancement – 7; lesser accelerated merit – 2; normal merit, no acceleration – 1.

-10-

APPENDIX C: SUMMARY OF ACCELERATED ACTIONS

Type of Acceleration Proposed	Total Proposed	CAP Rec in Favor	CAP Rec Against	% Rec in favor
1-yr acceleration (General Campus)	57	48	9	86
1-yr acceleration (SOM + VM)	21	18	3	86
2-yr acceleration (General Campus)	16	9	7	56
2-yr acceleration (SOM and VM)	8	6	2	75
3-yr acceleration (General Campus)	15	5	10	33
3-yr acceleration (SOM and VM)	4	1	3	25
3+-yr acceleration (General Campus)	5	1	4	20
3+-yr acceleration (SOM and VM)	1	0	1	0
Total Proposed Accelerations (General Campus)	**93**	**63**	**30**	**68**
Total Proposed Accelerations (SOM and VM)	**34**	**25**	**9**	**74**
Total	**127**	**88**	**39**	**70**

-11-

APPENDIX D: REDELEGATED MERIT ACTIONS

College/Div/School	FPC Recommendation Yes	No	Dean's Decision Yes	No	1st Actions w/o FPC Input
CAES	62	6	60	8	9
CBS	22	0	22	0	9
EDU	6	0	6	0	2
ENG	49	6	52	3	0
GSM	5	0	5	0	2
HArCS	21	5	24	2	12
MPS	19	1	20	0	11
SS	26	2	28	0	26
LAW	3	0	3	0	0
SOM	106	11	108	9	10
VM	28	4	28	4	0
Total	**347**	**35**	**356**	**26**	**81**

-12-

APPENDIX E:
FACULTY PERSONNEL COMMITTEES
2007 – 08

COLLEGE OF AG. & ENVIRONMENTAL SCIENCES

David Reid (Food Science & Technology) - Chair
Bryan Jenkins (Biological & Ag Engrg)
Terry Nathan (LAWR)
Dina St. Clair (Plant Sciences)
Jim Chalfant (Ag & Resource Economics)
Kyaw Tha Paw U (LAWR)

COLLEGE OF ENGINEERING

Case van Dam (Mechanical & Aero. Eng) - Chair
Joanna Groza (Chem Eng & Materials Science)
David Slaughter (Biol. & Ag Eng)
Greg Miller (Applied Science)
Steven Lewis (Electrical & Computer Eng)
Matthew Franklin (Computer Science)

COLLEGE OF LETTERS & SCIENCE

Lynette Hunter (Theatre & Dance) - Chair
Mark Kurth (Chemistry)
Michael Kapovich (Mathematics)
M. Cecilia Colombi (Spanish)
Beverly Bossler (History)
Ross Thompson (Psychology)

COLLEGE OF BIOLOGICAL SCIENCES

John Meeks (Microbiology) - Chair
Charles Gasser (MCB)
Peter Wainwright (Evolution & Ecology)
Anne Britt - Plant Biology
Dave Furlow - NP&B
***Replacement for Charles Langley who is on sabbatic leave 2007-08

-13-

GRADUATE SCHOOL OF MANAGEMENT

Klaus Nehring - Economics - Chair
Kim Elsbach (GSM)
Prasad Naik (GSM)

SCHOOL OF LAW

Michael Maher - (GSM) - Chair
Lisa Ikemoto
Holly Doremus
Gail Goodman (Psychology)
Alan Brownstein

SCHOOL OF MEDICINE

Jerold Last (Internal Medicine) - Chair
David Fyhrie (Orthopaedic Surgery)
Regina Gandour-Edwards (Pathology & Lab Med)
Dennis Styne (Pediatrics)
Nipavan Chiamvimonvat (Internal Medicine)
Mary O'Hara (Ophthalmology)
Vijay Khatri (Surgery)
Andrew Vaughan (Radiation Oncology)
Hung Ho (Surgery)

SCHOOL OF VETERINARY MEDICINE

Linda Lowenstine (PMI) - Chair
Mark Kittleson - Medicine & Epidemiology
Lisa Tell - Medicine & Epidemiology
Alan Conley (PHR)
Robert Poppenga - CAHFS

SCHOOL OF EDUCATION

Robert Blake - (Spanish) - Chair
Jon Wagner (Education)
Thomas Timar (Education)

-14-

APPENDIX F: PRINCIPAL TASKS OF THE
COMMITTEE ON ACADEMIC PERSONNEL – OVERSIGHT COMMITTEE

1. Nominating faculty to serve on <u>ad hoc</u> committees which make recommendations for promotions, appointments, and upper level merit increases.

2. Reviewing the reports of <u>ad hoc</u> 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.

-15-

Annual Report: Academic Year 2007-08
Davis Division: Academic Senate

Committee on Academic Personnel, Appellate Subcommittee (CAPAC)

Total Meetings: 12	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: 38	Total of reviewed appeals deferred from the previous year: 3	Total appeals deferred to the coming academic year: 3 (not included in this report)

Listing of bylaw changes proposed: None.
Listing of committee policies established or revised: None
Issues considered by the committee: None

Committee's narrative:

The 2007-2008 Committee on Academic Personnel, Appellate Subcommittee (CAPAC) reviewed 38 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 12 times, averaging 2 hours per meeting, to discuss these appeals.

CAPAC recommended granting 10 of 38 appeals reviewed. Table 4 shows the Vice-Provost's or Dean's decisions on these appeals, in relation to CAPAC's recommendations.

1

Table 1: Origin of Appeals	
College/School	**# Appeals**
College of Agricultural & Environmental Sciences	4
College of Engineering	7
College of Letters and Science	13
School of Law	0
School of Medicine	7
School of Veterinary Medicine	1
College of Biological Sciences	5
Graduate School of Management	1
Grand Total	**38**

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)	6	0	2	4
Accelerated Promotion (1, 2, 3 Yr)	5	0	3	2
Merit	8	0	1	7
Regular Merit, Above Scale	1	0	0	1
Promotion	3	0	1	2
CER Appeals	3	0	0	3
Appointment by Change in Series	1	0	1	0
TOTALS	**27**	**0**	**8**	**19**

Table 3: CAPAC Recommendations to the Individual Deans

Action	# Cases	GRANT APPEAL		DENY APPEAL
		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)	5	0	0	5
Accelerated Promotion (1, 2, 3 Yr)	0	0	0	0
Merit	6	0	2	4
Regular Merit, Above Scale	0	0	0	0
Promotion	0	0	0	0
TOTALS	**11**	**0**	**2**	**9**

Table 4: CAPAC Recommendation vs. Final Decision

ACTION	# CASES	CAPAC Recommendation		FINAL DECISION		
		GRANT	DENY	GRANT	DENY	PENDING
Decelerated Merit Advancement (1, 2, 3 Yr)	0	0	0	0	0	0
Accelerated Merit (1, 2, 3 Yr)	11	2	9	3	7	1
Accelerated Promotion (1, 2, 3 Yr)	5	3	2	3	2	0
Merit	14	3	11	4	8	2
Promotion	3	1	2	2	1	0
Regular Merit, Above Scale	1	0	1	0	1	0
CER Appeals	3	0	3	0	3	0
Appointment by Change in Series	1	1	0	1	0	0
TOTAL	**38**	10	28	13	22	3

Respectfully submitted,

Stuart Cohen, Chair
Ron Hedrick, Joy Mench, Biswanath Mukherjee, Walter Stone
Edwin M. Arevalo (Assistant Director, Academic Senate)

Annual Report: Academic Year 2007-08
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)

Total: 1135 Courses Reviewed	Total # of reviewed or deferred from the previous year: 238	Total deferred to the coming academic year: 0 (at the senate level)

Listing of bylaw changes proposed:
none

Issues considered by the committee

1) Policy on the hiring of Associate Instructors (AI):
   The Guidelines for Associate Instructors were revised to better clarify expectations for each AI petition reviewed. The revised Guidelines are located on the Academic Senate web-page.

2) Web-Based form - Petition to hire Associate Instructors:
   Chair Clark felt that the electronic form (petition) to hire AI's was not clear enough. The form has now been updated and is available on the Academic Senate web-page.

3) New Course Approval System (Curriculum Management):
   The committee heard a proposal from the Registrar & Decision Academic (via phone) on the new proposed Curriculum Management Course Approval System. The committee felt that system seemed very helpful and would be an improvement to the current system. Some committee members also felt that due to budgetary issues affecting the campus, the new system would be too costly to purchase and implement in the coming months.

Recommended procedural or policy changes for the coming year:
   A. 2007-08 COCI Policy on Course Approvals

The Senate committee will mainly set policy. It will delegate to the College and Graduate courses committees the actual approval of courses in their purview, subject to the following understandings:

(1)   All courses approved by the College and Graduate committees will require 3 hours of work per week by students per unit of credit (with typically 1 hour of contact time per week).

(2)   Undergraduate courses without a final exam should explain satisfactorily how the grade will be determined (courses with final exams do NOT need to have specific grading percentages).

(3)   The College and Graduate committees will check for course duplications.

When courses are forwarded to the Senate committee they should indicate in the "Annotations and comments" section only the approval by the appropriate College or Graduate committee. In this case the approval will be processed immediately, and passed on to the editor in the Registrar's Office.

The Senate committee will be responsible for approving courses for a General Education designation. If such a designation is requested for a course it would be helpful if this is also noted in the comments section.

It will help the catalog editor if the courses committees would check that the Course Descriptions are grammatical and clear.

   B. Revised Guidelines for Associate Instructor - Graduate Students

Graduate students should be appointed to teach upper division courses (numbered 100-199) as an Associate Instructor-Graduate Students (AI) only as part of their professional development. Such students in almost all cases will be in the later stages of their PhD program, and have had experience as a Teaching Assistant or equivalent. Graduate students should not, except in exceptional circumstances, be used to teach upper division courses merely to meet staffing shortages. This rule applies to the summer terms as well as the rest of the academic year.

Appointment of Associate Instructors or AI's for upper division courses must first be approved by the Committee on Courses of Instruction. Requests for approval, in line with the statement above, must contain:

1. Certification that the student has advanced to candidacy for the PhD degree (or explanation for why an exception to this requirement is appropriate).

2

2. Evidence that the student has previous teaching experience (including as a TA), and a summary of student evaluations from this experience.

3. Certification that the student's dissertation advisor and the chair of the department offering the course have approved the request.

4. Certification that a faculty member will serve as a mentor to the student, available to provide guidance and feedback.

Except in exceptional circumstances COCI will not approve more than one request for an AI appointment for a student in each year (academic year and summer sessions).

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, 2007 through August 31, 2008.

	New	Change	Cancel	Total
undergraduate	270	392	159	821
graduate	109	110	50	269
professional	10	29	6	45
Total	389	531	215	1135

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 114 Associate Instructors from 27 different departments.

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 7 requests from 3 departments.

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 13 petitions from 6 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.

3

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 <u>68</u> classes.

ACADEMIC SENATE
Committee Membership 2007-2008

<u>At-large Members</u>
Gregory Clark, Chair
Robert Bell
Linton Corruccini
Adela De La Torre
Benjamin Shaw
Alan Stemler

<u>Ex-officio Members</u>
Hector Baldis
Richard Castanias
Rachael Goodhue
James Holcroft
Patricia Moran
Jeanette Natzle
Jon Jay Ramsey
Kenneth Schackel
Frank Wada

<u>Academic Federation Representative</u>
Kenneth Hilt

<u>ASCUD Representative</u>
Evan Clark
Adina Johnston

<u>Staff Consultant (Registrars Office)</u>
Randall Larson-Maynard, Senior Editor/Curriculum Coordinator

<u>Academic Senate Analyst</u>
Edwin M. Arevalo, Assistant Director of the Academic Senate Office

4

Committee on Elections, Rules and Jurisdiction
Annual Report 2007-2008
September 25, 2008

Total Meetings: 12.	Meeting Frequency: 4/quarter.	Average Hours of Committee Work Per Week: 10.
Total bylaw and regulation proposals, other advice matters, and elections supervised: 50.	Total matters deferred from previous year: 0.	Total matters deferred to coming academic year: 4,

CERJ took the following actions during 2007-2008:

Formal Legislative Rulings Issued

CERJ issues formal Legislative Rulings to resolve disputes or clear up ambiguities regarding Senate authority, procedures, or jurisdiction. Legislative Rulings are binding unless modified by subsequent legislative or Regental action.

Legislative Ruling 4.08 on Defining "Passing Quality" With Respect to the Assignment of Incompletes: On April 14, 2008 CERJ issued the following Legislative Ruling, notice of which was published in the transcript of the April 14, 2008 meeting of the Representative Assembly:

> *The grade of Incomplete may only be assigned when the student's completed work is of "passing quality" (Davis Division Regulation A540(C)). "Passing quality" means "of D- quality or better" whether the student is taking the course for a letter grade or not. The only exception is for courses listed in the General Catalog as being graded on a Passed/Not Passed or Satisfactory/Unsatisfactory basis only, in which case the completed work must be of a quality consistent with a grade of Pass or Satisfactory.*

The complete Ruling, including background and rationale, is appended to this report.

Proposed Amendments to Bylaws and Regulations

The Committee is authorized "To prepare and report for action by the Representative Assembly such changes and additions to the Bylaws and Regulations as it may deem advisable." (Davis Division Bylaw 71(B)(1)). The following changes were recommended during the academic year 2007-2008:

(1) Davis Division Bylaws 73 and 86: Special Review Committees. CERJ drafted a bylaw empowering the Executive Council to establish a Special Review Committee to examine matters which might adversely affect the delivery of courses and curricula or the functioning of campus agencies (including departments, schools, and colleges) under the principles of shared governance. Special Review Committee findings are to be made public by report directly to the Representative Assembly. This proposal was adopted by the Representative Assembly on April 14, 2008.

(2) Davis Division Regulations A552 and 538: Accommodations for Students with Documented Disabilities and the Minimum Progress Requirement. In furtherance of the University's commitment to making legally required accommodations for students with documented disabilities, CERJ proposed legislation – which was crafted with the participation of representatives from the Undergraduate Council, the Student Disability Center, and the Council of Associate Deans as well as the Divisional Chair and the Registrar – to provide well-defined and appropriately limited accommodations to students with disabilities with respect to the Minimum Progress Requirement. This proposal was adopted by the Representative Assembly on April 14, 2008 .

(3) Bylaws 10 and 13.5: Executive Director of the Davis Division: The systemwide Executive Director was recently designated a "non-Senate officer of the Academic Senate" (ASB 16, adopted May 9, 2007) to ensure appropriate recognition by administrative bodies of the critical importance of the Executive Director to the effective functioning of the Senate. For the same reason, CERJ proposed parallel changes in the Divisional Bylaws. This proposal was adopted by the Representative Assembly on June 6, 2008.

Formal Advice Issued

Most of the work of the Committee involves advising Senate officers, Senate committees, and individual members when questions or conflicts arise. Such advice is not formally binding but suggests the likely outcome should a formal Legislative Ruling be requested. Advice of a recurring nature and/or of general importance is listed below and is also published in CERJ's online Archive of Advice.

(1) Amendments from the Floor of the Representative Assembly: A question arose as to when a proposal that would change Divisional Bylaws or Regulations could be amended on the floor of the Representative Assembly. On March 11, 2008 CERJ issued formal Advice concluding that

> *Under Davis Division Bylaw 180 amendments from the floor are in order, under procedures governed by Robert's Rules of Order, as long as the amendments "do not exceed the scope of the previous notice."*

The complete Advice dated March 11, 2008, including background, rationale, and examples is appended to this report.

(2) Scope of Academic Senate Bylaw 55 Regarding Departmental Voting on Personnel Matters: The Divisional Chair asked CERJ for clarification of the scope of ASB 55 on personnel matters for which votes need not be taken. On March 17, 2008 CERJ advised that

> *The provisions of ASB 55 apply to all votes taken on personnel matters, even when a vote need not be taken at all (as in the case of an advisory vote regarding the appointment of a department chair).*

The complete Advice dated March 17, 2008, including further details and examples of the voting rights under ASB 55, is appended to this report.

(3) Appointment of Senate Faculty to Administrative Committees: Senate faculty may be invited to serve on non-Senate committees. However, CERJ advised that

> *Senate faculty do not represent the Davis Division of the Academic Senate unless they are appointed by the Davis Division.*

The complete Advice dated May 8, 2008 is attached to this report.

(4) Academic Senate Bylaw 55 and New Appointments: Several members of the Division posed questions about the role of the departmental vote in the making of new appointments conferring Senate membership. In particular, questions have been raised regarding the Dean's authority when a department forwards recommendations regarding multiple candidates. CERJ advised that

> *No appointment to a position carrying membership in the Academic Senate may be initiated without a departmental vote on the particular candidate, to be conducted pursuant to Academic Senate Bylaw 55. The Chancellor, upon recommendation from the Dean, has the ultimate authority to make the appointment after approval by a departmental vote.*
>
> *When a department votes affirmatively on the appointment of multiple candidates, and also provides a ranking of the candidates who were found to be acceptable, the Dean may initiate an offer to one or more of the acceptable candidates--whether or not an offer is extended to the department's top-ranked candidate--without violating ASB 55. However, if a department votes on only a single candidate while also providing a ranking of additional candidates for informational purposes only, then the Dean could initiate an offer to one of the additional candidates only after returning the matter to the department for a determination of the suitability of the particular candidate pursuant to the provisions of ASB 55.*

The complete Advice dated May 29, 2008, including an extensive discussion of the rationale and further advice to departments, is appended to this report.

(5) Administrative Appointment of Committee Member: CERJ provided the following formal advice on the impact of the appointment of a member of a Divisional committee to an administrative position:

> *Davis Division Bylaw 28(C) states that "No member of the Division holding an administrative title of Chancellor, Vice Chancellor, Provost, Vice Provost, Dean, Associate Dean or titles with equivalent levels of administrative responsibility may serve as a member of a divisional committee or as a representative of the Davis Division to any taskforce, committee, or agency (except in a non-voting, ex officio capacity.) These restrictions do not apply to chairs of academic departments or programs."*
>
> *Therefore, a position as a voting member of a Divisional committee or as a Divisional representative to any taskforce, committee, or agency becomes vacant on the effective date of an appointment of the incumbent to an administrative position of*

Associate Dean or higher. The vacancy shall then be filled as specified in the Bylaws.

(6) <u>Appointment of the Divisional Vice Chair as Chair-Elect</u>. An unusual situation occurs when the Divisional Vice Chair is appointed to be Chair-Elect (and therefore to assume the office of Chair on September 1). On March 6, 2008 CERJ formally advised that

Under the terms of DDB 40(I), the office of Vice Chair becomes vacant when the Vice Chair is appointed to and accepts the office of Chair-Elect. The Bylaw further states that 'A vacant office shall be filled no later than the beginning of the second full academic term after a vacancy occurs.' Since the vacancy in this case occurs during the winter quarter, this is a requirement to fill the position not later than the start of the fall quarter, which makes filling the position during the current academic year discretionary.

If the Committee on Committees chooses not to fill the office of Vice Chair 'the Secretary shall assume the duties of the Vice Chair' (DDB 13(B)).

If the CoC chooses to fill the vacancy the appointee would take office immediately and would serve as Vice Chair through August 31. CoC may (but need not) appoint the same person as Vice Chair for the following academic year.

(7) <u>Committee Voting Rights: Ex Officio and Administrative Members and non-Senate Representatives</u>: In response to an inquiry regarding the Public Service Committee, on April 11, 2008 CERJ formally advised that

All members of the Academic Senate who are members of a Senate committee (including appointed, elected, and ex officio members) are entitled to vote. Ex officio status per se does not affect a member's voting rights.

However, persons who are Associate Deans or above may not be appointed or elected to Senate committees. If included on a committee ex officio they serve in a non-voting capacity.

Persons who are not Senate members may only serve on Senate committees as non-voting representatives. (Davis Division Bylaw 28)

Other Advice Provided

The following advice relates to matters which are of a one-time nature or of less general applicability than the formal advice listed above. Only selected matters are reported here.

Senate Consultation Policy. Drafted a proposed "Policy and Procedure for Academic Senate Consultation" to provide that all requests from the Administration for review, consultation or approval, and all requests for the appointment of faculty to administrative committees, shall be addressed to the Davis Division Chair. The routing of such requests was then spelled out. This was intended to ensure that the Division as a whole is fully engaged in the Shared Governance of the University, to guarantee that the relevant committees are involved in formulating a response, and to provide central record keeping of inquiries and responses which shall be made available to all Senate members on the Senate web site. Adopted as official policy of the Executive Council on May 15, 2008.

Undergraduate Writing Council. Advised on considerations relevant to the formation of an Undergraduate Writing Council.

General Education Proposal. Advised the Undergraduate Council regarding proposed changes in the General Education requirement (Davis Division Regulations 522-524).

Graduate Student Instructors. Conveyed concerns about proposed Senate Regulation 750 and APM Section 210 regarding the role of graduate students in University instruction.

Use of the Academic Senate Listserv. Advised that use of the Academic Senate listserv should be strictly limited to official business.

Oversight and Jurisdictional Authority of Committees. Advised informally regarding the jurisdictional and oversight authority of the Committee on Committees vis-à-vis the Committee on Academic Personnel.

Renaming of the Affirmative Action and Diversity Committee. Provided advice on the drafting of a proposal to change the name of the systemwide Affirmative Action and Diversity Committee to the Committee on Equity and Diversity. Suggested that, if the proposal is adopted systemwide, the Division should consider a conforming change in the name of the Divisional committee.

Student Petition to the Student Petition Subcommittee of the Executive Council. Provided extensive advice regarding procedural aspects of a student petition requesting the granting of a PhD degree on the basis of the so-called "three-paper rule."

Use of Clickers for Voting in Representative Assembly Meetings. Advised against the use of clickers for voting purposes due to excessive cost and technical considerations.

Implementation of Electronic Voting Procedures for Divisional Elections. Addressed concerns about whether all voters were timely included in the ASIS online voting system.

Supervision of Routine Elections of the Division. Advised regarding appropriate procedures and timelines for the election process.

Pending Matters

(1) <u>Date When Newly-Elected Members of the Committee on Committees Assume Office</u>.
Under the DDB 39(A) "The elected members [of the Committee on Committees] shall take office
immediately after their election is determined by the Committee on Elections, Rules and
Jurisdiction." This can result in a change in the membership occurring in May, before the work of
the Committee is complete for the academic year. This is unduly disruptive and is inconsistent with
the general rule under DDB 29(E) that newly-elected or appointed committee members assume
office on September 1. To avoid this disruption CERJ recommends that the Division consider
repealing DDB 39(A) so that members of the Committee on Committees assume office on
September 1 following their election in accordance with rules applicable to all other committees
(DDB 29(E)).

(2) <u>Davis Division Bylaw 141: Senate Membership for University Writing Program Faculty</u>. CERJ
proposed that Davis Division Bylaw 141 be amended to specify that Senate members of the
University Writing Program be accorded membership in the Faculty of the College of Letters and
Science, thus bringing the Divisional Bylaws into conformity with the recently-changed Bylaw 2(A)
of the College. This proposal is under review by the College of Letters and Science.

(3) <u>Composition of the Joint Personnel Committee</u>. Members of the Joint Personnel Committee are
appointed by the Academic Senate and the Academic Federation under provisions of the Bylaws of
both entities. Davis Division Bylaw 129 specifies that the committee shall consist of 3 Senate
members and 4 Federation members, with the Chair rotating between membership categories. Until
May 2003 Academic Federation Bylaw XI(A) was consistent with the provisions of the Senate
Bylaw.

However, in May 2003 the Federation revised their Bylaw to specify that the Committee consists of
2 Senate members and 5 Federation members, with the Chair being a Federation member. As a
result, the Senate and Federation Bylaws are inconsistent. Resolution of this inconsistency is
pending.

(4) <u>Bylaws and Regulations Online Management System (BROMS)</u>. CERJ raised concerns about
whether the current system for maintaining the Bylaws and Regulations was adequate to guarantee
the integrity of the Code of the Senate and to provide a clear archival record of changes made
therein. This matter was to be revisited in 2008-2009.

Respectfully Submitted,

L. Jay Helms, Chair
Thomas Farver
G.J. Mattey

Committee on Elections, Rules and Jurisdiction
April 14, 2008

Legislative Ruling 4.08

Defining "Passing Quality" With Respect to the Assignment of Incompletes. *The grade of Incomplete may only be assigned when the student's completed work is of "passing quality" (Davis Division Regulation A540(C)). "Passing quality" means "of D- quality or better" whether the student is taking the course for a letter grade or not. The only exception is for courses listed in the General Catalog as being graded on a Passed/Not Passed or Satisfactory/Unsatisfactory basis only, in which case the completed work must be of a quality consistent with a grade of Pass or Satisfactory.*

Background

DDR A540(C) states that

> The grade Incomplete shall be assigned only when the student's work is of passing quality and represents a significant portion of the requirements for a final grade, but is incomplete for good cause as determined by the instructor.

Some departments and faculty members have interpreted this to mean that an Incomplete can only be assigned where the completed work is of C- quality or better. In other cases Incompletes have been assigned as long as the student's work is of D- quality or better. We seek to resolve this inconsistency in grading practices.

Analysis of Relevant Legislation

Systemwide legislation (ASR 780(A)) defines grades as follows:

> Except as provided in SRs 778, 782, and 784, the work of all students in the University shall be reported in terms of six grades:
>
> 1. passing: A (excellent), B (good), C (fair), D (barely passing)
> 2. not passing: F (failure)
> 3. undetermined: Incomplete

The Davis Division implementation under DDR A540(A) is less explicit:

> The work of each student shall be reported in terms of the following grades: A (excellent), B (good), C (fair), D (poor), F (failure), I (incomplete), and IP (in progress). Grades of A, B, C, and D may be modified by plus (+) or minus (-) suffixes.

UNIVERSITY OF CALIFORNIA--(Letterhead for Interdepartmental use)

However, all Divisional Regulations, including grading systems, must be consistent with Systemwide Regulations (see ASB 310(A)(1)) unless the Assembly of the Academic Senate provides a variance (per ASR 778(F)). And the variance granted by the Assembly authorizing the Davis Division to define grades at variance with ASR 780(A) reiterates that a D is a passing grade:

> In the Davis Division, the passing grades "A," "B," "C," and "D" may be modified by plus (+) or minus (-) suffixes. (Variance approved November 3, 1969.)

The grade of D- is therefore of "passing quality" (albeit "barely passing"). This is consistent with the long-standing definition of a D as "barely passing" in the Davis General Catalog.

The minimum performance required for a grade of Pass under passed/not passed grading is a C- (ASR 778(C)(1); DDR A545(E)). Similarly, the performance required for a grade of Satisfactory is higher than the minimum passing level for letter grades (ASR 778(C)(2); DDR A548(D)). However, this does not alter the general definition of "passing" performance per ASR 780(A) for courses in which letter grades are assigned. Indeed, D grades are counted as "passing" for the purposes of the General Education requirement (DDR 522(B)(1)) and the Minimum Progress requirement (DDR A552(B)). Moreover, D grades are explicitly regarded as "passing" for minimum progress, even if the course is repeated:

> If a student receives a grade of D in a course and repeats the course, the course shall be counted as units passed each time the course is passed up to a maximum of 16 units. (DDR A552(B)(1)(b).)

In a course for which letter grades may be assigned the faculty member has no official cognizance of whether a student is taking the course for a letter grade or on a passed/not passed (or satisfactory/unsatisfactory) basis. Because the faculty member submits only letter grades, the letter grading standard must apply in determining whether the work is of passing quality. However, if the course is graded *exclusively* on a passed/not passed (or satisfactory/unsatisfactory) basis then letter grades are generally not computed. In that case the completed work is of passing quality if performance at that level would earn a grade of Pass (or Satisfactory).

Committee on Elections, Rules and Jurisdiction
Advice On Amendments From the Floor of the Representative Assembly
March 11, 2008

Advice

Question: When a proposal which would change the Divisional Bylaws or Regulations is being considered by the Representative Assembly, may the proposal be amended from the floor?

Answer: Under Davis Division Bylaw 180 amendments from the floor are in order, under procedures governed by Robert's Rules of Order, as long as the amendments "do not exceed the scope of the previous notice."

Background and Discussion

The following analysis is an interpretation of the background and meaning of Davis Division Bylaw 180 which is intended to assist the Chair with any ruling that might need to be made on amendments from the floor.

In Spring 1999 the Chair of the Division, in his capacity as chair of the Representative Assembly, ruled that "no amendment to legislation under discussion could be enacted without notice being given to the Division." (Report of the Committee on Elections, Rules and Jurisdiction, per Minutes of the October 25, 1999 meeting of the Representative Assembly.) This ruling was consistent with Davis Division Bylaw 180, which at the time read as follows:

> The Representative Assembly shall not take final action on the addition to, amendment of, or repeal of Legislation during the meeting at which such proposals are first made, unless notice thereof shall have been sent to all members of the Division at least five days before the meeting. (Davis Division Bylaw 180 prior to October 25, 1999.)

The Committee on Elections, Rules and Jurisdiction subsequently opined that

> While this ruling was consistent with the wording of Bylaw 180, it represented a departure from the actual practices of the Representative Assembly in which amendment of legislation under debate was usual, and indeed is contrary to parliamentary practice as described, for example, in Robert's Rules of Order. The Committee on Elections, Rules, and Jurisdiction therefore recommends the adoption of an amendment to Bylaw 180 that would clarify the customary practice of the Representative Assembly with respect to debate and amendment of legislation.

That amendment, enacted on October 25, 1999, revised DDB 180 to state that

> The Representative Assembly may add to, amend, or repeal legislation, provided that no final action shall be taken during the meeting at which such proposals are first made, unless notice thereof shall be sent to all members of the Division at least five days before the meeting. The notice shall be consistent with the

provisions of Bylaw 19. Notice shall include a statement of the purposes of the legislation consistent with Bylaw 195. *The notice requirement shall not be interpreted to prevent amendments from the floor which do not exceed the scope of the previous notice.* Davis Division Bylaw 180 as amended October 25, 1999, emphasis added.)

Thus the Bylaws now allow amendments from the floor. However, the scope of such amendments is not unlimited because amendments which are extraneous or which introduce issues not discussed in or related to the proposal -- and which have not been made available for consideration and review by the membership -- would defeat the purpose of the notice requirement.

Thus amendments to a proposed regulation which enacted degree requirements which were substantially different from those in a noticed motion or which had substantial resource implications could reasonably be ruled out of order. In that case the proponents of the amendment could instead urge the defeat of the main motion.

Robert's Rules of Order states that the duties of the presiding officer include

> deciding all questions of order (subject to an appeal to the assembly by any two members) unless when in doubt he or she prefers to submit the question to the decision of the assembly. (Robert's Rules of Order Section 58 on the duties of the Chair or President)

Therefore the determination of whether a proposed amendment to a noticed motion exceeds the scope of the previous notice is made by the Chair. Making such a determination does require some judgment. For example, changing a proposed degree requirement to allow (or to disallow) pass/not passed grading in the relevant courses could reasonably be held to be within the scope of the original proposal. On the other hand, an amendment from the floor adding an entirely new component to a proposed set of degree requirements could reasonably be ruled out of order.

Committee on Elections, Rules and Jurisdiction
Advice on the Scope of ASB 55 Regarding Departmental Voting on Personnel Matters
March 17, 2008

Background

On March 13, 2008 Divisional Chair Linda Bisson asked for clarification of the scope of Academic Senate Bylaw 55 on personnel matters. In particular, she asked whether it is applicable to votes taken on personnel matters (such as for the appointment of a department chair) which, under campus or Senate policy, need not have been taken at all.

Advice

All votes on personnel matters are "substantial departmental questions" in the sense of Academic Senate Bylaw 55(A)(1). Therefore, the provisions of ASB 55 apply to all votes taken on personnel matters, even when a vote need not be taken at all (as in the case of an advisory vote regarding the appointment of a department chair). These provisions include

(1) the right to vote by "any of its non-emeritae/i faculty who are voting members of the Academic Senate ... excepting only certain personnel actions as detailed in Article B of this Bylaw" (ASB 55(A)(1));

(2) the limitation of voting rights "to those members of the department who are also members of the Academic Senate" (Systemwide Legislative Ruling 5.67; see also ASB 35(C)(2)); and

(3) the provision that "no voter may be denied the option to require a secret ballot" (ASB 55(B)(7)).

Committee on Elections, Rules and Jurisdiction
Advice on the Appointment of Senate Faculty to Administrative Committees
May 8, 2008

Background

Committee on Committees Chair Craig Tracy has asked CERJ to review Senate authority regarding the appointment of Academic Senate members to administrative committees.

Advice

Davis Division Bylaws give the Executive Council the responsibility to

> be available for consultation with the Chief Campus Officer concerning the establishment of Administrative task forces, and communicate with appropriate Divisional committees relative to the establishment of task forces by the campus Administration. (Davis Division Bylaw 73(C)(2).)

Administration requests for the appointment of Academic Senate representatives on administrative task forces--or any administrative committee, however styled--should therefore be addressed to the Executive Council through the Chair of the Division. The Executive Council may delegate the appointment authority to the Chair, to the Committee on Committees, or to the appropriate standing committee, subject to the provision that

> No member of the Division holding an administrative title of Chancellor, Vice Chancellor, Provost, Vice Provost, Dean, Associate Dean or titles with equivalent levels of administrative responsibility may serve as a member of a divisional committee or as a representative of the Davis Division to any taskforce, committee, or agency (except in a non-voting, ex officio capacity.) These restrictions do not apply to chairs of academic departments or programs. (Davis Division Bylaw 28(C).)

Only Academic Senate members appointed by the Division in this manner may be regarded as being representatives of the Academic Senate.

In instances where the administration appoints Senate members to administrative committees without following these procedures,

> Lacking formal connection to the Senate, such committees cannot provide advice to the Administration on behalf of the Senate as called for in the Standing Orders. The formation of an administrative advisory committee does not represent consultation with the Senate. (*Mending the Wall: Report of the Special Committee on Shared Governance and Senate Operations* (December 13, 2004), Section 2.3.)

Committee on Elections, Rules and Jurisdiction
Advice on Academic Senate Bylaw 55 and New Appointments
May 29, 2008

Advice

No appointment to a position carrying membership in the Academic Senate may be initiated without a departmental vote on the particular candidate, to be conducted pursuant to Academic Senate Bylaw 55. The Chancellor, upon recommendation from the Dean, has the ultimate authority to make the appointment after approval by a departmental vote.

When a department votes affirmatively on the appointment of multiple candidates, and also provides a ranking of the candidates who were found to be acceptable, the Dean may initiate an offer to one or more of the acceptable candidates--whether or not an offer is extended to the department's top-ranked candidate--without violating ASB 55. However, if a department votes on only a single candidate while also providing a ranking of additional candidates for informational purposes only, then the Dean could initiate an offer to one of the additional candidates only after returning the matter to the department for a determination of the suitability of the particular candidate pursuant to the provisions of ASB 55.

We therefore suggest that votes on multiple candidates be conducted with a clear understanding of the authority of the Dean to make offers to other than the top-ranked candidate, or to make multiple offers (with possible implications for future searches). It is also important that both the votes and the letters conveying the departmental recommendation be clearly and carefully worded so that there is no misunderstanding about the need for subsequent consultation with the department.

Background

Several members of the Division have posed questions about the role of the departmental vote in the making of new appointments conferring Senate membership, asking for an interpretation of Academic Senate Bylaw 55 in this context. In particular, questions have been raised regarding decanal authority when a department forwards recommendations regarding multiple candidates.

Rationale

(1) Departmental Voting Rights

The complete list of academic titles conferring membership in the Academic Senate is given in Standing Order of the Regents 105.1(a). SOR 105.1(b) states that "the Academic Senate shall determine its own membership under the above rule." Legislative Ruling 5.06 states that "All Senate members must be appointed to academic departments (or their equivalent within the meaning of ASB 55)." So, with the exception of certain administrative officers specified in SOR 105.1, every member of the Davis Division of the Academic Senate must be appointed as a member of some department.

SOR 105.2(c) further empowers the Academic Senate to "determine the membership of the several faculties and councils…" Under the provisions of Davis Division Bylaws 141-153, which define the membership of the Faculties (that is, the Senate members of a particular school or college), and consistent with ASB 45, which sets out the parameters within which Divisions may define membership

in Faculties, appointment to a qualified title in virtually any academic department (or equivalent) conveys membership in the corresponding Faculty.

Thus the Academic Senate's role in determining the membership in the Academic Senate and in a Faculty, as authorized under SOR 105.1(b) and 105.2(c) respectively, is discharged by its role in determining membership in departments. ASB 55 provides the departmental voting procedures for appointments which convey membership in a Faculty and in the Academic Senate. All personnel voting practices must comply with ASB 55 and the specific voting processes approved by each department and by the Committee on Academic Personnel pursuant to ASB 55(B)(7). (These processes are kept on file with CAP.)

ASB 55 explicitly requires that

> All tenured faculty in a department have the right to vote on all new departmental appointments that confer membership in the Academic Senate. (ASB 55(B)(1))

Therefore no new hire may be initiated without a departmental vote on the particular candidate, conducted pursuant to ASB 55. Of course the departmental vote is advisory to the Dean and Chancellor. And the Chancellor, upon recommendation from the Dean, has the ultimate authority to make the appointment after approval by a departmental vote.

(2) Situations When Multiple Candidates Are Ranked By Departments

A specific issue raised by members of the Division concerns a situation in which the departmental faculty voted to recommend the appointment of multiple candidates, and also provided a ranking of the candidates who were found to be acceptable. The Dean then selected a candidate who was not the department's first choice for the position. Because the selected candidate was approved by the department and the voting rights guaranteed by ASB 55(B)(1) were honored, such action is not a violation of ASB 55.

A corollary question concerns a situation in which a department voted to approve multiple candidates for a single position and provided a ranking thereof, and the Dean chose to initiate offers to more than one individual from the list. If a department has approved multiple individuals for appointment this also is not a violation of faculty voting privileges.

However, if a department votes on only a single candidate pursuant to ASB 55 and also provides a ranking of additional candidates for informational purposes only, then the Dean could initiate an offer to one of the additional candidates only after returning the matter to the department to determine if the additional candidate were suitable for appointment. This is necessary because ASB 55(B)(1) requires a departmental vote on every individual to whom an offer is extended.

A particular problem arises if a department is unaware that the unanticipated extension of multiple offers could adversely impact upon future searches. If the impact on future hires had been known prior to the initial vote, the result of a departmental vote approving multiple candidates might have been different. It is therefore important that faculty in a department approving multiple candidates fully understand the import of the departmental vote. And it is critical that both the votes and the letters conveying the departmental recommendation be clearly and carefully worded so that there is no misunderstanding about the need for subsequent consultation with the department.

Annual Report: Academic Year 2007-2008
Davis Division: Academic Senate

GRADUATE COUNCIL

Total Meetings **10**	Meeting frequency **Monthly (2 in June)**	Average hours of committee work each week: Council Chair: 5 Subs - APD Chair: 3 Courses Chair: 1 EPC Chair: 4 PRC Chair: 6 S&W Chair: 1

Total **370** Reviewed (courses, proposals, cases, etc.)	Total of reviewed **42** deferred from the previous year	Total **92** deferred to the coming academic year

Listing of bylaw changes proposed:
None for the Council (many for graduate programs; see below)

Listing of committee policies established or revised:
See below

Issues considered by the committee
See below

Recommended procedural or policy changes for the coming year:
See below

<u>Committee's narrative:</u>

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

ANNUAL REPORT OF THE GRADUATE COUNCIL
2007-2008

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 2007-2008 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 June meetings which were six and four hours respectively.

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, (5) the Courses Committee, (6) the Educational Policy Committee (EPC), (7) the Program Review Committee (PRC), and (8) the Support and Welfare Committee.

GRADUATE COUNCIL GOALS
Below we present a summary in two parts. The first part discusses from a broad perspective the GC actions and accomplishments during 2007-2008. In particular, it singles out the actions with greatest potential impact. Detailed reports from the GC subcommittees provide a more exhaustive list of actions. The second part of this annual report addresses the issues and policies that it is already clear will concern the GC during the coming 2008-2009 academic year. Some have very broad and important implications.

Graduate Council Detailed Summary of Actions and Accomplishments: 2007-2008

Below, we highlight the items of greatest significance as regards their impact on graduate education and future planning.

1. Our main goal for the year was to find a realistic and actionable formulation of the ideas for improving graduate education at U.C. Davis that had been discussed by GC and its Academic Planning and Development (APD) subcommittee during the previous year (see "Overcoming Challenges to Graduate Education at U.C. Davis" from the 2006-2007 GC). Early in the year, Academic Senate chair Linda Bisson also sent a direct request to us for a plan of action. A lengthy series of recommendations (see "Report on Graduate Education at U.C. Davis" -- RGEUCD, June 18, 2008) was prepared by the GC (spearheaded by the APD) and forwarded to Linda Bisson and to her successor Bob Powell late in June, 2008. Those with real "teeth" were three:

    a. GC recommends (section A.1 of the RGEUCD) that the relevant APM210 be altered to include specific phrases whereby every academic senate faculty member be explicitly allowed (but not required) to teach 20% of the time at the graduate level and that graduate-level teaching be explicitly included as a component of the evaluation process for promotion. Suggested specific language appears in Appendix E of the RGEUCD. This recommendation is consistent with the general campus target be that graduate education and student population should rise to about the 20% level as a percentage of the campus' overall mission.

b. GC recommends (section A.3 of the RGEUCD) that a certain number of faculty positions be specifically targeted for allocation to departments that agree (via MOUs) to provide teaching for four courses in one or more graduate groups --- the person hired need not have expertise in any of the graduate groups (although this might be desirable), i.e. the area of hire would be entirely up to the department and the individual hired need not do any of the MOU teaching --- others in the given department could provide the teaching.

c. GC recommends (section C.1 of the RGEUCD) the reinstitution of a coordinating committee to make recommendations for faculty hiring that would take into account the needs of graduate groups.

Other recommendations included that any new proposal for a graduate program would have to include specific MOUs with departments and Deans for teaching commitments for their core courses, administrative support and so forth.

2. In a related action, GC endorsed two recommendations from its Program Review (PRC) subcommittee: a) that graduate groups work with the Dean of Graduate Studies (DGS) to develop the ability to make multi-year funding offers to incoming students, with the DGS providing a back-up of final resort; b) that graduate groups work with the DGS to improve the status of TA positions for graduate group status vis-a-vis their ability to obtain a stable commitment for TA support from one or more departments. These would provide a remedy to the two most recurrent issues that graduate students in graduate groups complain very strongly about.

3. In March, 2000, CCGA became concerned as to whether or not programs throughout the UC system were really implementing the capstone requirement for the master's degree in the Plan II option (non-thesis). Indeed, it appears that at U.C. Davis several programs grant Plan II master's to students who pass a written exam that does not really fulfill the capstone requirement in that it does not cover all the course work, and in many cases is given too early (sometimes after just the first year of course work) to be able to do so. In response to this situation, the EPC subcommittee of GC developed a set of possible scenarios whereby a program's Plan II would be deemed to have satisfied the capstone requirement of CCGA. Programs will be free to seek approval of other possibilities from EPC (that would have to be approved by the full GC). This capstone initiative will definitely impact the manner in which some programs on campus grant Plan II master's degrees.

4. Additional recommendations made by and actions of GC during the year included the following:

a. GC recommended that diversity be included as a component of Graduate Program evaluation; this will be implemented by the PRC as part of their review guidelines to be sent to programs and as part of the reviews themselves.

b. GC recommended that an adhoc committee be formed within APD to explore and advise about specific recommendations for consolidation of graduate groups (GGs) and other related actions that might lead to increased efficiency for GGs.

c. GC developed an MOU with the Office of Research regarding the review of ORUs. There has been a tendency in recent years for the reviews of ORUs to not include information that would allow GC and its PRC subcommittee to properly assess and comment on the impact of an ORU on graduate education. This was apparent this

last year in the review of the Bodega Marine Laboratory ORU --- the information provided was completely inadequate for PRC evaluation. The MOU specifies in detail the information that every ORU adhoc review committee must provide to the GC/PRC in order for us make a proper evaluation, and the Office of Research agrees in the MOU to make sure that this information is provided.

d. The GC worked to develop complete templates for a number of standard submissions to the GC subcommittees. The idea was that graduate programs need only fill in the blanks in standard templates for: ByLaws; Course Approvals; New Programs and Degrees; Changes in degree and admission requirements; and similar. These templates were developed by the relevant GC subcommittees.

e. Towards the end of the 2006-2007 year, GC and EPC worked on a new presentation of the Ph.D. plans A,B,C contained in DDR520. The judgment at the time was that the existing descriptions were confusing and not presented in a sufficiently "parallel" manner. The 2007—2008 GC reviewed and modified the final proposals from the 2006-2007 GC and forwarded the suggested DDR520 revisions to the Representative Assembly where they were approved.

f. As a result of one GC discussion with the DGS, it became apparent that many graduate programs were not aware of the special funding opportunities that were available through the OGS and DGS. GC recommended that the DGS include a review of these opportunities in his annual meetings with GP chairs. The current DGS will implement this practice beginning fall 2008.

g. GC approved revisions regarding the number of members of each of its subcommittees. Basically, the subcommittees have become overworked as the oversight commitments of the GC have increased. Thus, increases in the number of members, especially academic senate members, were adopted.

h. GC approved guidelines for exempting graduate groups with members from many different disciplines from the usual requirement that the Qualifying Exam Committee for the Ph.D. have at least one member external to the program. Basically, GC will only allow such exemptions if the program commits to ensuring that the QE committee has an appropriately diverse representation from within the group. Exemption policy requests must be individually submitted to the GC Administrative Committee and must include a detailed description of exactly how QE committees will be constructed.

5. Actions and responses regarding ASIS postings

a. During the 2006-2007 year, an ASIS item regarding "The Role of Graduate Students in Education" appeared. Our judgment at the time was that it was very flawed and contained many proposals that would negatively impact our graduate students, especially as regards their ability to obtain appropriate teaching experience as part of their graduate work. Modifications were proposed and forwarded to systemwide (through Gina Anderson). This last year (2007-2008) a revised version of the document came to ASIS. GC was very pleased to see that all of the changes we had suggested were incorporated in the new version.

b. The plan for a "School of Nursing" was posted on ASIS. This was reviewed by GC. Our conclusion was that it was a wonderful idea, especially given the special funds

from outside sources that had been offered in its support. However, GC also felt that those in charge of implementing the SON had not yet given sufficiently detailed consideration to all the more mundane details of degree requirements, course requirements and so on that are the responsibility of GC. Our reply to the ASIS posting outlined all the things that the SON needed to develop specifics for.

More recently, CCGA has sent the SON proposal back to its proposers without approving it in large part because of the lack of the precise specifics that GC was concerned about. GC hopes very much that an improved proposal, developed perhaps in consultation with the EPC and Courses GC subcommittees, will be forthcoming for this very important initiative.

Graduate Council Concerns, Goals and Plans for 2008-2009

1. **RGEUCD**: GC plans to work hard to get the campus to adopt the recommendations of the "Report on Graduate Education at UC Davis". Several of the key recommendations will require an eventual vote by the Representative Assembly once the Executive Council and others have endorsed them. Of course, modifications might be proposed and necessary during the process. This will be a primary task for this year's APD.

2. **NRT**: Despite the Memorial of a few years ago asking that NRT be removed for graduate students, few changes have occurred. Indeed, budgetary restrictions have made it necessary for the DGS to stop offering the 4th year matching of NRT waivers for students on major external fellowships. The DGS does still make available for "Special NRT fellowships" in particularly compelling cases. The GC remains very concerned about the NRT issue, but is unable to see any feasible line of action at the moment.

3. **Professional Degrees**: In 1995, CCGA decided that the degree titles M.D., D.D.S., D.V.M., Pharm.D. and J.D. should be exempt from Senate oversight, thereby allowing relevant professional schools to approve new programs with these degree titles and to be more or less self-governing. At U.C. Davis, there are a number of such degrees administered with little or no GC oversight.

Recently, CCGA has decided to reassert its authority (and thereby the authority of local GCs) with regard to at least the approval of new programs with such degrees. CCGA also noted that the satisfaction of accreditation requirements should not serve as a proxy for the rigorous review of new graduate programs performed by the Academic Senate. The CCGA letter appears to leave the oversight of established degree programs up to the discretion of their campus Graduate Councils or their designees. However, the situation is confusing. The transferal letter regarding the CCGA decision by Provost Grey states that CCGA concurs that ongoing oversight is best left to to professional schools offering these five degree titles pursuant to Standing Order of the Regents 105.2(b), but this not actually stated in the CCGA letter to Provost Brown --- clarification is needed. Indeed, it is not clear whether CCGA has the authority to overrule 105.2(b) which states that "the Senate shall have no authority over courses … in professional schools offering work at the graduate level only or over non-degree courses in the University Extension". This leaves open the question of things other than courses, such as degree requirements.

An example, where the approval process may become relevant is the Masters component of the SON discussed earlier which would offer a professional degree in Nursing. In any case, it will be appropriate for the GC to develop an understanding of exactly what CCGA is ruling and how it melds with 105.2(b). It should perhaps review the various degrees and programs

in this category that are currently self-governing and to decide whether the current practices should continue or alternatively that GC should reassert all or some aspects of oversight for existing degrees of this type assuming that this is allowed by the latest CCGA rulings and 105.2(b).

4. **Remote Education**: One of the ASIS postings from last year concerned the definition of remote education and the associated issue of residency as remote education becomes more prevelant. GC is anticipating a great increase in the requests for approval of remote education courses. GC is also expecting that many programs will not realize that remote education enhancements for existing courses must be approved by GC. GC needs to educate itself more about the extent to which remote education is a viable alternative to the existing on-campus instruction. In particular, what components should a remotely taught course include (e.g. interactive video links, …) in order that a remotely taught course really fulfill the quality requirements of UC. During 2008-2009, GC will hear from proponents of remote education, including several professors who are actively teaching in this manner, and plans to develop guidelines for remotely taught courses. The EPC and APD will be heavily involved in advising the GC on these issues.

GRADUATE COUNCIL ACTIONS LISTING: 2007-2008

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:
   - CCGA/UCEP Report, *The Role of Graduate Students in University Instruction,* Including a Proposed Modification to Senate Regulation 750 B. and Academic Personnel Manual APM-410-4a and 4b (Defining Teaching Assistant and Teaching Fellow.) 10/8/07.
   - Proposal to Revise the Winter Schedule, 12/12/07

B. **UCD campus items.** Graduate Council reviewed and commented on:
   - ORU Reviews, 11/14/07
   - ORU: Bodega Marine Laboratory – Ten-Year Review, 11/14/07
   - DDR 520C; Changes to Dissertation Plans A/B/C, 12/12/07
   - Quarter Abroad Name Change Approval Request, 1/9/08
   - Amend PPM 230-05; Individual Conflicts of Interest Involving Research, 4/9/08
   - Rescission of Academic Personnel Policy 350 – Postgrad Researcher, 5/14/08
   - Proposed UC Davis Calendar, 5/14/08
   - APD Report on Graduate Education, response to Academic Senate Chair Bisson, 4/9/08, 5/14/08, 6/11/08
   - ORU: Air Quality Research – 3-Year Review, 6/11/08, 6/13/08

C. **Current Items related to Graduate Studies and Graduate Council in 2007-2008.** Graduate Council proposed, addressed, or received reports and updates on the following:
   - Electronic submission of theses and dissertations, 10/8/07
   - Graduate Student Support Proposal, 11/14/07
   - Master's Thesis Submission Fee, 11/14/07
   - Delegation of GC Authority to Professional Graduate Programs, 12/12/07
   - Information Technology Roadmap, 12/12/07
   - UC Undergraduate Mission Statement, 12/12/07
   - "Dialectic" Paper on Remote/Online Instruction, 2/20/08

- Graduate Student Diversity at the UC, 3/12/08, 5/14/08
- Long-Range Graduate Enrollment Planning, 3/12/08
- Exclusion of External Members from Departmentally-Based Graduate Programs, 3/12/08
- Exception for External Member on Qualifying Exam, 3/12/08
- APD Report on Graduate Education, response to Academic Senate Chair Bisson, 4/9/08, 5/14/08, 6/11/08
- Proposal to Improve the Status of Graduate Group Students Employed as Teaching Assistants, 5/14/08, 6/11/08
- Proposal for Multi-Year Student Funding Safety Nets, 5/14/08, 6/11/08

D. Graduate Council Guidelines and Policies, approved or revised in 2007-2008
- Graduate Council Handbook of Guidelines for Members, updated electronic copy, 10/8/07
- Graduate Program Review Guidelines, 11/14/07
- Non-Responsive Programs Policy, Timeline for Submissions, 12/12/07
- Degree Requirements Guidelines and Format, 7/08
- Reduction of Workload 2009-10, Proposal for Rescheduling Reviews, 5/14/08
- EPC Guidelines for Capstone Experience, 6/13/08

E. New Graduate Program Proposals
- School of Nursing, 1/9/08
- Communications PhD, second review, 5/14/08, 6/11/08

F. Designated Emphasis (DE) programs

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

- DE in Classics & Classical Tradition – Affiliation with Philosophy, 2/20/08

Proposed DE programs approved:

- DE in Translational Research, 2/20/08
- DE in Writing, Rhetoric and Composition Studies, 6/13/08

G. Graduate Academic Certificates (NEW)

Proposed GAC programs approved:

- GAC in Second Language Acquisition, 10/8/07
- GAC in Air Quality and Health, 11/14/07
- GAC in Conservation Management, 6/13/08

H. Degree Requirement and Curriculum Changes for Graduate Programs forwarded by the Educational Policy Committee and approved:
- Agricultural & Environmental Chemistry, 11/14/07
- Mathematics, 12/12/07
- Animal Behavior, 2/20/08
- Linguistics, 2/20/08
- Statistics, 5/14/08, 6/11/08, 6/13/08
- Pharmacology & Toxicology, 5/14/08, 6/11/08, 6/13/08

I. Administrative Committee actions

The Administrative Committee met 8 times during the 2007-2008 academic year and the following summer. The 17 appeals considered include:

- 2 requests for exceptions to policy
- 8 appeals of disqualification
- 5 appeals of a split decision on qualifying examinations
- 1 request by a program for an exception to qualifying examination membership
- 1 proposal for an individual Ph.D.

J. Program Bylaws, revised or new, approved

- Biotechnology DE, 10/8/07
- Linguistics, 10/8/07
- Mechanical & Aeronautical Engineering, 10/8/07
- Spanish, 10/8/07
- Classics & the Classical Tradition DE, 11/14/07
- Communication, 11/14/07
- Education M.A./Credential, 11/14/07
- Education Ph.D., 11/14/07
- Geography, 11/14/07
- Animal Behavior, 5/14/08
- Immunology, 5/14/08
- Molecular, Cellular & Integrative Physiology, 6/11/08
- Neuroscience, 6/11/08, 6/13/08

K. Name Changes of Graduate Programs approved

- From Textile Arts and Costume Design to Design, 4/21/06, Chancellor's approval 7/7/06, CCGA approval 2/08

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 2007-2008.

Program Reviews initiated for 2009-2010. Programs selected by PRC, approved 5/14/08:

- Cell & Developmental Biology
- Forensic Science
- Comparative Pathology
- Neuroscience
- Feminist Theory & Research DE
- Social Theory & Comparative History DE

Postponement of initiation of program reviews:

- Comparative Pathology, 12/12/07
- Computer Science, 1/9/08

Program Review Reports approved; transmittal letters approved:
Programs and administrators will respond to Council's recommendations.

- Geography, 1/9/08
- Classics and the Classical Tradition, 4/9/08
- Spanish, 4/9/08
- Psychology, 5/14/08
- Animal Behavior, 5/14/08
- Art Studio, 5/14/08
- Economics, 6/11/08
- Mechanical and Aeronautical Engineering, 6/11/08
- Nutritional Biology, 6/11/08
- Plant Pathology, 6/13/08
- English, 6/13/08
- Art History, 6/13/08
- Molecular, Cellular and Integrative Physiology, 6/13/08

Program review closures:
- Chemical Engineering, 2/20/08
- Ecology, 2/20/08
- Entomology, 2/20/08
- Epidemiology, 2/20/08
- Viticulture & Enology, 2/20/08
- Cultural Studies, 4/9/08
- Education MA/Credential Programs, 4/9/08
- Biomedical Engineering, 4/9/08
- International Commercial Law, 4/9/08

M. Course Approvals
The subcommittee received 264 course requests, of which:
- 105 were new courses
- 110 were course changes
- 49 were cancelled courses

There are a total of 92 outstanding course requests as carry-over for the 2008-2009 academic year, which are waiting in the GCCS queue for review from January 8, 2008 - August 31, 2008 (50 of which are from the Graduate School of Management MGB title code addition).

N. Closing

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,

John F. Gunion, Chair
2007-2008 Graduate Council

<u>Members</u>: John F. Gunion, Chair; Nicole Baumgarth, Vice Chair; Matthew Farrens, *ex officio*, CCGA Representative; Anne Britt; Peggy, Farnham; Jeffery Gibeling, Dean, *ex officio*; Rachael Goodhue; Lynette Hunter; Andre Knoesen; Tonya Kuhl; Walter Leal; Martha Macri; Hans-Georg Mueller; Jeffrey Schank.

<u>Academic Federation Representatives</u>: Amy Clark and Mari Golub.

<u>Graduate Studies Representatives</u>:   Associate Deans Edward Caswell-Chen and Lenora Timm.

<u>Graduate Student Representatives</u>:   James Hodgson, GSA Chair; Thomas Aguilar, GSA Vice Chair; and Toby Beauchamp, Graduate Student Assistant to the Dean and Chancellor.

<u>Postdoctoral Scholar Representatives</u>: PSA Chair Abhinav Bhushan, and PSA Treasurer/Secretary Rita Mehta.

<u>Graduate Studies Directors</u>:   Steven Albrecht, Hector Cuevas, Cathy Jurado and Yuhang Shi.

<u>Graduate Studies Committee Analysts</u>: Lee Wilce, Marsha Gibeling, and Adrienne Wonhof.

This report was prepared by the Graduate Council Analyst and the subcommittee chairs and staff. The report was reviewed and approved by the 2007-2008 Graduate Council during the period of September 11-19, 2008. Revisions were forwarded to the Graduate Council Chair and Analyst and incorporated in the final report.

APPENDIX 1. 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.

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 2007-2008, the committee members were: Hans-Georg Mueller (APD Chair, Statistics), Nicole Baumgarth (Center for Comparative Medicine and Pathology, Microbiology and Immunology, Vet Med), Tonya Kuhl (Chemical Engineering & Materials Science), Roberta Millstein (Philosophy), Shirley Chiang (Physics), Kathleen Ward (Academic Federation, Linguistics), Joshua Clover (English), Mont Hubbard (Mechanical & Aeronautical Engineering), Albert Fannjiang (Mathematics), Wei Xu (Graduate Student Representative, Agricultural & Environmental Chemistry), Lenora Timm (Associate Dean for Students, Graduate Studies).

During the 2007-2008 academic year, the Committee met seven times, including a series of half-day meetings. The Committee focused on developing a report regarding recommended changes in graduate education, in response to a charge laid out by Academic Senate Chair Linda Bisson at the beginning of the academic year.

This process involved the discussion of a large number of issues and ideas, which were distilled to a few key recommendations. Details can be found in the final version of the committee report, "REPORT ON GRADUATE EDUCATION AT UC DAVIS, Prepared by the Committee on Academic Planning and Development 2007-2008", June 18, 2008. http://www.gradstudies.ucdavis.edu/gradcouncil/APD%20Report%20Grad%20Educdation%202008.pdf

APPENDIX 2. SUBCOMMITEE REPORTS
ADMINISTRATIVE COMMITTEE

The Administrative Committee reviews student petitions, requests, and appeals concerning such issues as examinations, residency and degree requirements. In addition, the committee also reviews program requests for blanket exceptions to Council policies.

Committee members in 2007-2008: John F. Gunion, Chair of Graduate Council and Committee; Nicole Baumgarth, Vice Chair of Graduate Council; Edward Caswell-Chen, Associate Dean for Graduate Programs; Lenora Timm, Associate Dean for Students; Toby Beauchamp, Graduate Student Assistant to the Dean and Chancellor; and by invitation, Cathy Jurado, Director of Graduate Admissions and Academic Services.

The Administrative Committee met 8 times during the 2007-2008 academic year and the following summer. The 17 appeals included:

- 2 requests for exceptions to policy
- 8 appeals of disqualification
- 5 appeals of a split decision on qualifying examinations
- 1 request by a program for an exception to qualifying examination membership
- 1 proposal for an individual Ph.D.

APPENDIX 3. SUBCOMMITEE REPORTS
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 Analysts: Marsha Gibeling, Adrienne Wonhof. The Bylaws Committee conducted most of its business via e-mail and telephone.

For the 2007-2008 academic year, the Committee had 27 sets of bylaws in various stages of review with 13 sets approved and 14 sets currently in the review process.

Bylaws approved by Council:
- Animal Behavior
- Communication
- DE in Biotechnology
- DE in Classics & the Classical Tradition
- Education M.A./Credential
- Education Ph.D.
- Geography
- Immunology
- Linguistics
- Mechanical & Aeronautical Engineering
- Molecular, Cellular & Integrative Physiology
- Neuroscience
- Spanish

Bylaws in the review phase:
- Anthropology
- Art Studio
- DE in Stem & Progenitor Cells
- DE in Translational Research
- English
- Forensic Science
- Joint Doctorate in Ecology
- Joint Doctorate Forensic & Behavioral Science
- Mathematics
- Neuroscience
- Native American Studies
- Physics
- Plant Pathology
- Writing, Rhetoric and Composition Studies

APPENDIX 4. SUBCOMMITEE REPORTS
CHAIR'S ADVISORY COMMITTEE (CAC)

The Chair's Advisory Committee, a subcommittee established in 1999-2000, met monthly. 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.

APPENDIX 5. SUBCOMMITTEE REPORTS
COURSES COMMITTEE

The Graduate Council Courses Subcommittee's (GCCS) primary function is to review new course requests, changes to existing courses, and requests for deleting existing graduate courses. Approved course requests are forwarded to the Academic Senate's Committee on Courses of Instruction (COCI) for review and final approval prior to the Registrar's Office. The Chair of the Graduate Council's Courses Subcommittee also serves as an ex officio on the Academic Senate Committee on Courses of Instruction.

Chair: Rachael Goodhue (Agricultural & Resource Economics)

Members: Erwin Bautista (Nuerology, Physiology & Behavior; Academic Federation Representative); Beverly Bossler (History); Ian Kennedy (Mechanical & Aeronautical Engineering); Edward Caswell-Chen (Graduate Division, ex officio), Martha Macri (Native American Studies); Brenda Schildgen (Comparative Literature); Christopher Thaiss (University Writing Program); Thomas Young (Civil & Environmental Engineering)

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 the Course Approval System, the Academic Senate Information System (ASIS), email, and the telephone.

During the service period between September 1, 2007 to August 31, 2008, 356 courses were submitted for GCCS's review. The subcommittee reviewed and approved 264 course requests (92 course requests are pending in the review process). Of the 264 approved course requests: 105 were new courses, 110 were course changes, and 49 were cancelled courses. There are a total of 92 outstanding course requests as carry-over for the 2008-2009 academic year, which are waiting in the GCCS queue for review from January 8, 2008 - August 31, 2008 (50 of which are from the Graduate School of Management MGB title code addition).

APPENDIX 6. SUBCOMMITEE REPORTS
EDUCATIONAL POLICY COMMITTEE (EPC)

The Educational Policy Committee (EPC) typically reviews proposals for new graduate programs, designated emphases, and graduate academic certificates. 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 2007-2008: <u>Committee Chair</u>: Peggy Farnham; <u>Graduate Studies Representative</u>: Edward Caswell-Chen, Associate Dean for Programs; <u>Academic Senate Members</u>: Yannis Dafalias (Winter and Spring Quarters), Mark Grismer, Kari Lokke, Patricia Moran, Jeffrey Schank, Jennifer Schultens, David Simpson (Fall Quarter); <u>Academic Federation Member</u>: Viki Montera; <u>Student Representative</u>: Alison Keenan; and <u>Graduate Studies Staff</u>: Marsha Gibeling and Adrienne Wonhof.

During the academic year 2007-2008, the Educational Policy Committee met 6 times. However, much of the work was conducted via electronic communication in between the face-to-face meetings. EPC considered numerous proposals and actions, as detailed below. One major change to the review structure was imposed this year. Namely, each item needing review was assigned to one committee member who then worked with the relevant program or department to address points of confusion and to help modify the document such that it met all Graduate Studies requirements and EPC formatting requirements.   After several rounds of revision, the document was then reviewed by the entire committee, either electronically or at one of the meetings. The EPC feels that this approach will facilitate more rapid progression of documents through the EPC and Graduate Council.

EPC Action for 2007-2008

1. Administrative Issues

DDR 520 Doctor of Philosophy. Made minor editorial changes for clarification of the differences of Ph.D. Plans A, B, and C. Approved by Graduate Council 12/12/07.

Degree Requirements Policy Statement. Prepared a policy statement clarifying various issues about Ph.D. and Masters degree requirements. Approved by Graduate Council 2/20/08.

New Graduate Degree Program Procedures. Completed the reorganization and editing of the documents describing the procedures involved in creating a new graduate degree program. Approved by Graduate Council 2/20/08.

Non-responsive Programs Policy: Prepared a policy statement clarifying action to be taken when programs are not responsive to EPC requests. Approved by GC 1/09/08.

Master's Plan II/Capstone options: Prepared a policy statement clarifying the capstone requirements for a Master's thesis. Approved by GC 06/12/08.

2. Degree Requirement Changes

Agricultural and Environmental Chemistry (approved by GC on 12/12/07)
Animal Behavior (approved with minor changes by GC on 2/20/08)
Ecology (approved by GC on 12/12/07)
Linguistics (approved with minor changes by GC on 2/20/08)
Mathematics (approved with minor changes by GC on 12/12/07)
Statistics (approved with minor changes by GC on 6/13/08)

3. New Academic Certificates
Air Quality and Health (approved by GC on 11/8/07)
Second Language Acquisition (approved with minor changes by GC 10/8/07)
Conservation Management (approved by GC 06/12/08)

4. New Designated Emphases
Translational Research (approved by GC on 2/20/08)
Writing, Rhetoric, & Composition (approved by GC on 6/12/08)

5. Additional Affiliations for Designated Emphases
Classics and Classical Tradition (approved by GC on 2/20/08)

6. Other Items:
School of Nursing: Reviewed initial documents for the creation of graduate degrees in Nursing. EPC comments approved by GC on 2/20/08.

Active Items:

Anthropology Degree Requirements: This document has been discussed in EPC and at Grad Council. Suggestions for changes were provided to program in June, 08. Expect final review in EPC in Fall, 08.

Electrical and Computer Engineering Degree Requirements: This document has been approved by EPC and is ready for Fall Grad Council.

German Degree Requirements: This document has been discussed in EPC. Suggestions for changes were provided to program in July, 08. Expect final review in EPC in Fall, 08.

Pharmacology and Toxicology Degree Requirements: This document has been discussed in EPC and at Grad Council. Approved by GC contingent on changing of timing of Comprehensive Exam. Waiting to hear from program.

Energy Science and Technology-New graduate program: This document has been discussed in EPC. Suggestions for changes were provided to program in July, 08. Expect final review in EPC in Fall, 08.

Education Degree Requirements: This document has been reviewed by EPC. Minor changes were suggested to the program. Expect final review in EPC in Fall, 08.

DE in Biotechnology-new affiliations: This document has been reviewed by EPC. Letters were requested. Expect final review in EPC in Fall, 08.

Reformatted Graduate Academic Certificate template. Ready for review by GC in Fall, 08.

Reformatted Degree Requirements Guidelines document: Ready for review by GC in Fall, 08.

APPENDIX 7. SUBCOMMITTEE REPORTS
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 2007-2008 academic year, the Committee met seven times. The Committee members are: André Knoesen, Chair; James Shackelford, Vice Chair; Richard Bostock; Alan Buckpitt; JoAnn Cannon; Rosemarie Kraft; James MacLachlan; Jay Rosenheim; Barbara Sellers-Young; Kathleen Ward; and Bruce Winterhalder; Academic Federation Representative: Michel Winter; Associate Dean for Graduate Programs: Edward Caswell-Chen, Postdoctoral Scholar: Abhinav Bhushan; Committee Analyst: Lee Wilce. Joan Cadden, James Griesemer, Ines Hernandez-Avila, Phil Martin, and Subhash Risbud chaired reviews but did not serve on the PRC.

Graduate Program Reviews: The PRC began the year with 14 graduate programs to be reviewed. All of the reviews were initiated in the 2006-2007 academic year. All 14 of the reviews have been completed and 13 reviews have been presented to Graduate Council for consideration and approval. The review of the Linguistics Graduate Group will be presented to Graduate Council in Fall 2008.

Graduate Program Reviews and PRC Liaison Assignments:
- Animal Behavior Graduate Group – Bruce Winterhalder
- Art (Studio) MFA Graduate Program – Barbara Sellers-Young
- Art History MA Graduate Program – Joan Cadden
- DE in Classics and the Classical Tradition – Kathleen Ward
- Economics Graduate Program – Phil Martin
- Education Ph.D. Graduate Group – James Shackelford
- English Graduate Program – Ines Hernandez- Avila
- Linguistics Graduate Group – Rosemarie Kraft
- Mechanical and Aeronautical Engineering Graduate Program – Subhash Risbud
- Molecular, Cellular and Integrative Physiology Graduate Group – Richard Bostock
- Nutritional Biology Graduate Group – Alan Buckpitt
- Plant Pathology Graduate Program – Jay Rosenheim
- Psychology Graduate Program – Bruce Winterhalder
- Spanish Graduate Program – JoAnn Cannon

Graduate Program Review Guidelines: During the past academic year the Graduate Program Review Guidelines received two reviews, one in October/November 2007 and one in April/May 2008. Revisions were made in an effort to streamline the process.

Reviews Initiated for the 2009-2010 Academic Year: The Committee recommended and Graduate Council approved the initiation of five graduate program reviews: Cell and Developmental Biology, Forensic Science, Comparative Pathology (postponed one year from 2008-2009), Neuroscience, DE in Feminist Theory and Research, DE in Social Theory and Comparative History. The programs were sent the initiation letters in Spring 2008.

PRC Proposals: The PRC also presented the following proposals to Graduate Council for consideration and approval and Graduate Council approved these proposals:

- PRC Proposal: Initiation of Graduate Reviews, April 22, 2008
- PRC Workload Efficiency, including a Revised Schedule of Program Reviews: "Reduction of Workload for 2009-2010, and Proposal for rescheduling of reviews to even out the workload in future years," April 22, 2008:
  http://www.gradstudies.ucdavis.edu/gradcouncil/prc/PRC%20workload%202008.pdf
- PRC Proposal for Multi-Year Student Funding Safety Nets, April 25, 2008:
  http://www.gradstudies.ucdavis.edu/gradcouncil/Proposal%20for%20Multi-Year%20Funding%20Safety%20Nets%20for%20Graduate%20Group%20Students%202008.pdf
- PRC Proposal to Improve the Status of Graduate Group Students Employed as Teaching Assistants, April 28, 2008:
  http://www.gradstudies.ucdavis.edu/gradcouncil/N.3.%20Proposal%20to%20Improve%20Status%20GG%20TAs%202008.pdf
- PRC Proposal: Diversity in Graduate Programs, April 30, 2008

Other Business: Upon request of Graduate Council Chair, PRC reviewed and commented on an interim report of the Air Quality Resource Center ORU.

Common Issues of Concern that Emerged During the Reviews of the Year:
1) Placement of graduate students: Programs did not present clear information on where their graduates were placed. We recommend that this issue be highlight in the self-review documentation.

2) Administrative Staffing for Graduate Programs and Groups: In an era of diminishing resources, it is important to determine graduate administrative needs and the division of responsibility between faculty and staff; there are insufficient staff in some programs, One solution is to pool administrative support to benefit from economies of scale but in a manner that balances the individual needs of the participating graduate groups and programs with those that benefit from a common supporting structures (e.g. graduate recruiting). This has worked in some cases, but there remain very high expectations on the staff.

Need Dedicated Administrative Support for PRC: PRC can only meet its responsibilities to the review criteria set forth by Graduate Council if there is a dedicated administrative staff support. In the past year the need for such a position has been clearly demonstrated. In the Fall, PRC lost the support of a permanent PRC support staff, who was replaced by Lee Wilce on a temporary basis. PRC benefited and appreciated from her responsiveness to committee members, her organizational skills, and positive attitude. Without notifying the PRC Chair, the Dean of Graduate Studies terminated the support for the temporary PRC staff position in mid May 2008, when 11 of the 14 reviews had to be completed. We expressed our concern that the loss of this assistance will compromise the committee's work and progress in the future. A distributed administrative support coordinated through an Associate Dean was promised but not delivered. However, inquiries over relatively simple and straightforward issues from faculty and departmental staff went unanswered, even after repeated attempts to contact OGS staff. E-mails and voice-mails seemed to be ignored and there did not seem to be an administrative backup plan to cover staff absences.

Also, the workload on the PRC committee escalated beyond what is reasonable. Anecdotal comments from several departmental offices echo this experience, and raise concerns about the management of that office. We realize that the workload is great, and that support for the

office is probably insufficient to meet the demand. PRC experience this Spring demonstrates the importance for:
   a) a dedicated staff person for PRC for the whole working period of the committee (a distributed support structure, even as an interim measure, is not practical), and
   b) with a focus on scheduling and assistance associated with the review process.

PRC is concerned about the smooth functioning of critical academic senate committees such as PRC without the necessary administrative support from OGS. We recommend to Graduate Council that:
   a) Dean of Graduate Studies make a firm commitment to hire a dedicated administrative assistant for PRC by September 2008, and
   b) That the administrative assistant activities focus on scheduling and assistance in the logistics associated with the review process.

If OGS is unable to provide such assurances, we recommend that Graduate Council recommend that the staff assistance for Graduate Council committees be supervised from the Academic Senate office. In the case of the PRC assistant, this may lead to increased efficiency as similar support structure is being put in place in the Academic Senate office to support reviews of undergraduate programs.

NOTE: As of the date of the adoption of the Graduate Council Annual Report, the position of Graduate Programs Assistant had been posted by the Office of Graduate Studies with a final filing date of September 16, 2008.

Program Review Closure Committee (PRCC)
The members of the PRCC for the 2007-2008 academic year were: Chair: André Knoesen; Members: Jay Mechling; Andrew Waterhouse; Shrini Upadhyaya; Edward Caswell-Chen; Committee Analyst: Lee Wilce.

The Graduate Council closed the review of the Master of Laws program without sending it to the PRCC. The PRCC's recommendations to Graduate Council for the closure of the following reviews were considered and approved:

Program, Date of PRC Report, (date of PRCC letter)
   Biomedical Engineering, 2006 (4/9/2008)
   Biophysics, 2007 ED WILL DRAFT
   Biostatistics, 2007 ED WILL DRAFT
   Chemical Engineering, 2006 (1/5/2008)
   Cultural Studies, 2006 (4/4/2008)
   Ecology, 2006 (2/13/2008)
   Education MA , 2007 (4/4/2008)
   Entomology, 2006 (2/13/2008)
   Epidemiology, 2006 (2/14/2008)
   International Commercial Law, 2007 (4/9/2008)
   Viticulture and Enology, 2006 (2/13/2008)

The following reviews are still in the follow-up phase:
   DE in Reproductive Biology, 2007, report due 12/1/2008
   Geography, 2007
   Human Development, 2007, report due 12/31/2008
   Immunology, 2007, report due 6/30/2008

APPENDIX 8. SUBCOMMITEE REPORTS
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 2007-2008: Anne Britt (Chair), Gregory M Herek (Psychology), Robin Hill (Art), Nelson L Max (Engr Computer Science), Alan S. Taylor (History), Johnny L.K. Terning (Physics), David M. Van Leer (English), Heghnar Watenpaugh (Art), D.W. Waring (Academic Federation Rep, Med: Div Of Internal Med), and staff support provided by Steven Albrecht and Ruth Lee (Office of Graduate Studies).

Fellowship Faculty Reviewers:

Full Name	Program / Dept	Discipline	Lead Dean
Alan Taylor	History	HumSocSci	L&S:SS
Anne Britt	Plant Biology	BioSciAg	CBS
Bernard Molyneux	Philosophy	HumSocSci	L&S:SS
Brenda McCowan	Population Health & Repro.	BioSciAg	SOM
Catherine Robson	English	HumSocSci	L&S:HARCS
Cesar Fraga	Nutritional Biology	BioSciAg	CA&ES
Christiana Drake	Statistics	HumSocSci	L&S:MPS
Christyann Darwent	Anthropology	HumSocSci	L&S:SS
Daniel Ferenc	Physics	ScienceEngr	L&S:MPS
Darshan Kelley	Nutritional Biology	BioSciAg	CA&ES
David Pleasure	Neuroscience	BioSciAg	CBS
David Richman	Neuroscience	BioSciAg	CBS
Dennis Waring	Endocrinology: Med	BioSciAg	SOM
Donald Donham	Anthropology	HumSocSci	L&S:SS
Eric Smoodin	Cultural Studies	HumSocSci	L&S:HARCS
Gerhard Richter	German	HumSocSci	L&S:HARCS
Gregory Herek	Psychology	HumSocSci	L&S:SS
Heghnar Watenpaugh	Art History	HumSocSci	L&S:HARCS
Hwai-Jong Cheng	Neuroscience	BioSciAg	CBS
James Smith	Anthropology	HumSocSci	L&S:SS
Jian Wu	Comparative Pathology	BioSciAg	VETMED
Jie Zheng	Physiology and Membrane Biology	BioSciAg	SOM
John Conway	Physics	ScienceEngr	L&S:MPS
John Terning	Physics	ScienceEngr	L&S:MPS
Kathy Baynes	Neuroscience	BioSciAg	CBS
Klaus Nehring	Economics	HumSocSci	L&S:SS
Lynne Isbell	Anthropology	HumSocSci	L&S:SS
Nelson Max	Computer Science	ScienceEngr	ENGR
Ning Pan	Biological Systems Engineering	BioSciAg	ENGR
Norm Matloff	Computer Science	ScienceEngr	ENGR
Peter Kelly	Chemistry	BioSciAg	L&S:MPS

Name	Department		
Qinglan Xia	Mathematics	HumSocSci	L&S:MPS
Renee Tsolis	Microbiology	BioSciAg	SOM
Ryan Tripp	History	HumSocSci	L&S:SS
Scott Simmon	English	HumSocSci	L&S:HARCS
Sebastian Schreiber	Ecology	BioSciAg	CA&ES
Sunaina Maira	Cultural Studies	HumSocSci	L&S:HARCS
Thomas Strohmer	Mathematics	HumSocSci	L&S:MPS
Wolfgang Kollmann	Mechanical & Aeronautical Engr.	ScienceEngr	ENGR

Fellowships Awarded:

Fellowship Name	Number of Applicants	Number of Awards	Award Amount Total
Crosby, Donald	20	1	$22,000.00
Elliott, Marjorie and Charles	779	2	$39,600.00
Faulkner, Richard and Kate	12	1	$4,500.00
Golden International Agriculture, William G. and Kathleen	21	5	$41,000.00
Graduate Scholars Fellowship	81	11	$394,700.00
Graduate Student Researcher in the Humanities	36	2	$45,800.00
Jones, Fletcher	638	1	$27,000.00
Kraft, Herbert	38	2	$34,000.00
Krantz, Bert and Nell	51	1	$1,700.00
Lee, George	46	1	$1,200.00
Lyons, Austin Eugene	24	7	$204,657.70
Mahan, Laura Perrott	2	0	$0.00
McArthur, Frank	8	2	$18,494.00
McKeehan, Beatrice Oberly and S. Atwood	56	2	$52,275.00
President's Predoctoral Fellowship in the Humanities	97	3	$68,700.00
Richards, Lillie May	12	1	$16,500.00
Schwalen, Emily	48	1	$1,323.00
Schwall Dissertation Year Fellowship, Floyd and Mary	26	6	$30,000.00
Schwall Medical Fellowship, Floyd and Mary	18	2	$157,694.00
Stacey, Malcolm	9	2	$21,200.23
Steindler, John F	52	1	$76,238.80
Tryon, Herbert	5	0	$0.00
UC Davis African Studies Graduate Fellowship	3	2	$29,388.00
UCD & Humanities Graduate Research	205	42	$63,000.00
UCD Dissertation Year Fellowship	102	4	$125,600.00
Velez, Miguel	32	1	$30,617.90
Walker, Frank and Carolan	9	1	$6,000.00
Wood, Elizabeth P.	10	0	$0.00
Wright, Jarena	11	1	$13,000.00
Zolk, George and Dorothy	882	4	$44,800.00
Total	3333	109	$1,570,988.63

Fellowships to support Campus Diversity	**Number of Applicants**	**Number of Awards**	**Award Amount Total**
Cota Robles, Eugene	217	4	$254,405.00
Dissertation Year Fellowship	61	6	$219,800.00
Graduate Research Mentorship	65	6	$174,000.00
McNair	30	2	$86,194.00
Total	373	18	$734,399.00

Travel Awards:	**Number of Applicants**	**Number of Awards**	**Award Amount Total**
For professional meetings held July 1 2007, - June 30 2008	125	35	$23,750.00
For professional meetings held Jan 1- Dec 30 2008	183	43	$30,000.00
Total	308	78	$53,750.00
Grand Total All Awards	4014	205	$2,359,137.63

Annual Report: Academic Year 2007-08
Davis Division: Academic Senate

Committee on Research

Total Meetings **COR Policy: 6** **COR Grants: 5**	Meeting frequency **COR Policy: Approx. 3 meetings/quarter** **COR Grants: 1-2 meetings in fall quarter and 2-3 meetings in the spring quarter**	Average hours of committee work each week: 4 hours
Total Grant Proposals Reviewed: **Small Grants (2K): 194** **Large Grants (10-30K)** **New Initiative/Collaborative Interdisciplinary: 85** **Travel Grants ($800): 480** Research Grant Proposals Accepted for Funding in 2008-09: **Small Grants (2K): 163** **Large Grants (10-30K)** **New Initiative/Collaborative Interdisciplinary: 15** **Travel Grants ($800): 480**	Total of reviewed grant proposals deferred from the previous year: **0**	Total grant proposals deferred to the coming academic year: **0**

Listing of bylaw changes proposed: None.

Listing of committee policies established or revised:
Travel Grants: Due to funding limitations, only a limited number of emeritus travel grant applications can be awarded per year.   Such applications will be reviewed by the committee and awarded if the travel request is appropriate and sufficient travel funds are available.
New Initiative Grants: Conflict of Interest: The issue was discussed by the committee and COR Grants agreed that committee members should not submit grant applications for this program, and if they do they must recuse themselves from the entire proposal review process.   CoR implemented a policy that will

require the faculty members that receive a new initiative grant to submit a report at the end of the grant period summarizing progress made on the research project. CoR also implemented a new Collaborative Interdisciplinary category for the New Initiative grants.

Small Grants: COR Grants agreed that committee members would still be eligible to apply for the Small Grant in Aid of Research (i.e., $2K awards) since the awards are based on academic rank and the merit cycle, and do not otherwise undergo a formal review by the committee.

Funding cutoffs for all programs will be determined by availability of funds. The committee will examine the policies again during the 2008-2009 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. Air Quality Research Center (AQRC) ORU 3 Year Renewal Interim Report
2. PPM 230-05: Individual Conflicts of Interest Involving Research
3. UC Davis Revised ORU Policy
4. Extramural Funding of Faculty Salaries
5. Committee on Research Bylaws
6. Bodega Marine Lab ORU: 10 year Review
7. UC Latino Research Committee: Transition Plan to MRU
8. UC Davis ORU Budgets
9. Research Funding from Tobacco Industry
10. School of Nursing Proposal
11. UCDHS Policy 1707: Guidelines for Assignment of Faculty Clinical Duties

---

Recommended procedural or policy changes for the coming year:

Small Grants: The small grant program will return to a system in which funding is based on Rank and Last Merit.

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 requires 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 2007-2008 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 meetings of the Senate Committee on Research Policy. 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, including the review of ORU's, effort reporting, conflict of interest, technology and industry alliances, the performance and reorganization of the office of research, and campus-wide budget issues that affect research programs at UC Davis.

Extramural Funding of Faculty Salaries

The COR Policy committee continues to be concerned with extramural funding of faculty salaries. The committee drafted a memo to Chair Bisson in December 2007. The intent was to have the memo endorsed by Executive Council. The language included in the memo is provided below:

> *Two general types of concern have been expressed:*
> *(1) Confusion results from the use of non-faculty payroll titles when senate faculty pay part of their academic year salary from research grants. For example, a committee member was given incorrect information on benefits eligibility because of this confusion.*
>
> *(2) There is concern that this practice could lead to faculty with security of employment being unsupported when a grant expires. There is the appearance that tenured faculty do not enjoy the protection of tenure in this event, or that benefits may be at risk.*
>
> *The Committee on Research, Policy Subcommittee, recommends the discontinuation of the practice of using misleading payroll titles. The committee further requests that the administration issue a policy statement that explicitly recognizes that tenured faculty surrender no benefits, including tenure, when taking salary from grants.*

Review of Office of Research-Sponsored Programs

The COR Policy committee received several letters of complaint regarding the Sponsored Programs office. This office is currently undergoing reorganization. COR Policy agreed that a review should be conducted. The plan is to create an open forum to monitor Sponsored Programs and Extramural accounting,

research processes, and pre-award and post-award process. This open forum will be available to all Academic Senate members and Academic Federation members. This will be a continuous survey of comments from faculty concerning the quality of service provided by the OVCR and Sponsored Programs. This information will be reviewed by COR Policy and will be used to advise the Office of Research. A customer satisfaction survey will also be developed and implemented for faculty to provide comments and input regarding their experience working with Sponsored Programs and Extramural Accounting. The survey will be similar to the IACUC customer satisfaction survey that is used by faculty when requesting the use of animals for their research.

2008-2009 COR Grant Awards

The Committee on Research Grants (CoRG) subcommittee awarded 163 (2K) Small Grants in Aid and 15 New Initiative/Collaborative Interdisciplinary Grants to Promote Extramural Funding. The committee also awarded 480 Research Travel Grants during the 2007-2008 academic year. The relative distribution of monies across campus remained consistent with an approximately 50/50 distribution between the "hard" and "soft" disciplines. The most significant change was the 15% increase in the number of travel grant applications. Travel grants remain the first priority of the grants program and COR will need to budget for a similar increase for 2008-2009. Remaining funds in the budget will be divided approximately equally between the Small Grant in Aid Program ($2K) and the New Initiatives Grant Program. Due to the large number of applications submitted for the New Initiative/Collaborative Interdisciplinary Grants, nine *ad hoc* reviewers were recruited to assist CoRG in the proposal review. The following individuals served in that capacity: Edwardo Blumwald, Randy Dahlgren, Alan Hastings, Carlito Lebrilla, Bruce Lyeth, Gregory Miller, David Mills, Jim Trimmer, and Rena Zieve.

Faculty Research Travel Grant Reimbursements Policy (Directive 07-052)

The committee also revised the reimbursement policy for Academic Senate Committee on Research travel grants (Directive 07-052) due to the MyTravel system not being designed for the volume of travel grants the Committee on Research awards on a daily basis. The transition to this new process was very smooth and the departments report that receiving the travel award funds before the departure makes the reimbursement process much easier for them when the faculty member returns. 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. This new process is also much more effective for the COR Analyst in the management of the Committee on Research budget and for reconciling the ledgers on a monthly basis.

Departments are still getting used to the fact that 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.

COR Monthly Budget Reports

At the beginning of the 2007-2008 academic year, the COR Analyst was asked by the Executive Director of the Academic Senate to create a monthly budget report for the Academic Committee on Research Grant program. The need for this report was a result of the new process that was implemented for awarding research travel grants. Since the COR Analyst processes all the current budget documents within DaFis, this monthly report serves as documentation for all the documents that must be approved. The Executive Director uses the report to approve all the current budget documents for travel grants. The report also provides monthly expenditures for the Committee on Research. In addition, the COR Analyst completes a post audit to assure the funds are expended for the intended purpose within the required 60 days.

There are some policies that the Grants subcommittee is considering revising for the 2008-2009 year due to budgetary constraints. As a result of reductions in the UC Davis budget, the budget for the Committee on Research was reduced by 7% budget by the Office of Research. This resulted in a $72,000 reduction in the COR Grants budget for 2008-2009. A new development is the transfer of oversight and administration of the Committee on Research funds from the Office of Research directly to the Academic Senate. This should facilitate the administration and accountability of these funds by the Academic Senate. The committee also considered ways to change the travel grant program in order to better plan for and budget for increased demand for travel awards by senate faculty. This issue will be considered again during the 2008-09 academic year. .

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	CoR Policy Subcommittee
Robert Berman, Chair	Robert Berman, Chair
Katharine Burnett	Kathryn Olmsted, Vice Chair
David Fyhrie	Eduardo Blumwald
Qizhi Gong	Xiaomei Chen
William Hagen	Adela de la Torre
Bill McCurdy	Greg Miller
Kathryn Olmsted	David Mills
Reen Wu	Jon Jay Ramsey
Bassam Younis	Anthony Wexler
	Rena Zieve
	Michael Johnson, AF Rep
	Barry Klein, Ex-Officio

Annual Report: Academic Year 2007-08
Davis Division: Academic Senate

Committee on General Education

Total Meetings 4 meetings (all joint meetings with the GE Task Force)	Meeting frequency ~2 times per quarter	Average hours of committee work each week: ~1 hr per week, but work came in large clusters. Co-chairs worked many hours each week through the year.

One proposal reviewed: Revised GE requirement	Review of revised GE proposal was ongoing from the previous year.	Proposals deferred to the coming academic year: None

Listing of Regulation changes proposed:
Repeal existing Davis Division Regulations 522, 523, and 524. Adopt revised Davis Division Regulations 522 and 523.

Listing of committee policies established or revised:
For courses taken abroad that are not UC Davis courses or part of the Education Abroad Program, students should continue to seek GE credit via petition to their college Dean's office. This should be done prior to going abroad.

Committee activities:
Met jointly four times with the GE Task Force to discuss feedback and work on a revised GE proposal. Conducted addition business via frequent email discussions.
Reviewed numbers of seats available in courses expected to meet particular requirements of the GE proposal. The analysis was prepared by staff of the Office of Resource Management and Planning during September 2008.
Worked with Engineering to ensure that revised GE requirements could be fulfilled in unit-heavy engineering majors without slowing students' time-to-degree.
Recommended September 2010 as the implementation date for a new GE requirement.
Provided material for a comprehensive informational GE website.
Prepared examples of course programs that could fulfill GE requirements for large-enrollment majors in the social sciences.
Considered and responded to comments from departments and faculty members about the GE proposal.
Considered and responded to several requests to add new core literacy requirements to the GE proposal.
Met with the ASUCD Academic Affairs Commission to explain the revised GE proposal and to discuss commissioners' comments.

Reviewed revisions of the GE proposal in conjunction with the Undergraduate Council (UGC).
Presented revisions of the GE proposal to the Senate Executive Council.
Presented recent changes in the GE proposal as an informational item at the February 2008 Representative Assembly meeting.
Assisted the Senate Chair with providing responses via email to main issues raised at the Feb RA meeting.
Prepared final language of proposed Regulations in consultation with CERJ.
Submitted the final revised Senate Regulations via the UGC for a vote at the June 2008 Representative Assembly meeting.
Prepared interim report about progress with GE for WASC (January); submitted suggestions to the UGC chair and the VP-Undergraduate Studies for their telephone interview with WASC.
Responded to student asking whether GE certification can be applied retroactively to a course: this is requested via petition to the dean's office of the student's college.
Reaffirmed that students wishing to earn GE credit for non-UCD, non-EAP courses taken abroad should petition their college dean's office.

Recommended procedural or policy changes for the coming year:
The GE committee requests that a joint Senate-Administration Task Force be established to implement the new GE requirement. The GE committee should be a part of the Task Force.

Committee's narrative:

The rationale for revising the Davis Division Regulations governing General Education (GE) is explained in the preamble to the text of the Revised Regulations included at the end of this report. A GE Task Force was appointed at the request of the GE committee in Winter 2006 and was asked to examine and restructure the UC Davis GE program. The Task Force asked these questions:

- What are the qualities of a well-educated person?
- What do we, the faculty, want to be able to say are the qualities of UC Davis graduates?
- How do those qualities prepare our undergraduates to live in a world increasingly complicated by scientific and technological change, by shifting demographics of ethnicity, and by the movement of people and ideas across national boundaries?
- How can we incorporate these qualities into a GE requirement that can be fulfilled by ALL undergraduates at UC Davis, including those whose majors require as many as 164 units?

During 2006-2007, the Task Force developed a proposal for a new GE program for the campus. The proposal was thoroughly discussed with the GE committee and the Undergraduate Council, and a revised proposal was formally presented to the Undergraduate Council in June 2007. These groups received comments

and feedback from the campus community between Spring 2007 and Spring 2008, and in response, revised several elements of the proposal. The proposal was voted on and approved by the Representative Assembly of the Davis Division, Academic Senate at the June 2008 meeting. The Revised Regulations appear later in this report.

Feasibility assessment. To determine whether seats were available in courses that could fulfill the requirements of the proposed GE program, members of a Summer 2007 GE Workgroup wrote provisional course approval descriptions for the three areas of topical breadth and for the seven core literacies. They identified courses listed in the 2006-2008 general catalog that could be expected to fulfill specific core literacies. Staff of the Office of Resource Management and Planning used the lists to determine the number of seats in those courses during the 2006-2007 academic year (6200 seats per year per course-equivalent will be needed in the revised program). The ORMP analysis presented in October 2007 showed that sufficient seats were available for all core literacies. However, estimating the additional TA resources needed for writing-intensive courses, especially within majors, was difficult without knowing how existing courses would be modified to meet the requirement. A worst-case estimate for the cost of additional TAs was projected to be $2 million per year. However, TAs currently working in writing experience courses would absorb some of the workload for writing intensive courses, reducing that figure by an unknown amount.

Implementation date. The GE Committee and GE Task Force recommended that implementation of a revised GE program should be set as Fall 2010 to allow time for certifying courses, training staff and faculty advisors, changing the general catalog and altering software to track GE requirements.

Impact on unit-intensive majors. GE Committee co-chairs worked with Engineering's Associate Dean of Undergraduate Studies and several engineering faculty to analyze the impact of the proposed program on unit-heavy engineering majors. The group concluded that appropriate recognition of the social sciences content of a number of required engineering courses and certification of appropriate courses for particular core literacies would enable these students to fulfill the revised GE requirements without slowing time-to-degree.

Dissemination of information, solicitation of feedback. A GE website was developed and posted to provide comprehensive information about the current GE program, the process for developing the revision, and the details of the proposed revision. The website was updated several times. Via email, the Provost and the Chair of the Academic Senate invited members of the academic community to submit comments about the proposal to the GE Committee/Task Force and the Academic Senate. During Fall 2007 and Winter 2008, members of the GE Committee/Task Force met with deans, college executive and curriculum committees, master and major advisors, directors of undergraduate teaching programs, department chairs, and undergraduate students to present the GE proposal. Comments could be posted on the GE web site or sent by email to be

reviewed by the Undergraduate Council and the GE Committee/Task Force. Numerous responses were sent.

Additional core literacies. Several new requests to add core literacy requirements to the GE proposal were transmitted to the GE Committee/Task Force. The ideas were interesting but could not be incorporated into the proposal because the availability of sufficient seats in a broad spectrum of existing courses was not demonstrable and the effect of adding units to the proposal would be to slow time to degree. Faculty were encouraged to develop the areas for consideration in the future.

Diversity requirement. During February, the Affirmative Action and Diversity committee made a strong case for specifying that a minimum of 3 units of domestic diversity coursework be required within the 6 units of coursework in American cultures, governance and history. Using data supplied by the Registrar, two Senate faculty independently determined that sufficient seats were available in appropriate courses. After a lengthy discussion at its March meeting, the Undergraduate Council made this change in the GE proposal. An appropriate course provides an understanding of issues such as race, ethnicity, social class, gender, sexuality, and religion within the United States, and develop the student's ability to think critically about diverse socio-cultural perspectives.

Changed GE writing component. The most widespread concerns about the proposal were focused on the elements specified for writing-intensive courses and the requirement for writing-intensive coursework in the major. With the assistance of the director and staff of the University Writing Program, a number of departments and programs developed ideas for incorporating writing into courses within the major. However, departments and programs with large majors, particularly in the social sciences, viewed the requirement as impossible to fulfill, citing faculty workload and insufficient TA support as major obstacles. In January, the GE Committee/Task Force decided to adopt a longer-range time frame for bringing writing-intensive work into all majors. We removed the requirement that each major must include courses with a GE writing component, but encouraged majors to do so. In addition, the name of the GE writing component was changed from "writing-intensive" back to "writing experience." Elements defining a writing experience course in the revised program were charted to show how they corresponded with the existing requirements for current GE writing experience courses. To emphasize the goal of the writing experience requirement - to enable students to strengthen their abilities to think and to communicate effectively about the subject matter of a course - the revised requirement focused on process: preparing to write, receiving feedback, and revising and improving writing. Requirements for particular quantities of writing were made more flexible to be compatible with different types of courses. The changes in the writing component were presented to the faculty and the Representative Assembly during February 2008. To alleviate continuing faculty concerns about specifying approaches to feedback and revision within the writing experience regulation, the GE Committee/Task Force once again struggled with

the challenge of wording the regulation so that it provided meaningful guidance, yet allowed flexibility in implementation. The Undergraduate Council proposed a final amendment of the regulation at the June Representative Assembly meeting, just before representatives voted on and approved the entire proposal.

Suggestions for implementation of the revised GE requirement. The GE Committee and GE Task Force request the appointment of a GE Implementation Task Force. The Task Force should include the Senate GE committee, Senate members from subject areas not represented by GE committee members, COCI representative(s), Academic Federation members including a representative from the University Writing Program, and administrative representatives from the offices of the Vice Provost of Undergraduate Studies and of the Vice Chancellor for Student Affairs. Strong liaisons with College courses committees, academic advising staff, and the registrar are essential.

The GE committee should immediately prepare working versions of the provisional Course Approval Descriptions developed by the 2007-08 GE committee. These policy documents will be used to certify courses for particular categories of Topical Breadth and Core Literacies. The Implementation Task Force should develop a detailed timeline, meet with college representatives to explain the GE program revisions and the process for implementation, and meet with major advisors and/or department and teaching program chairs to identify courses eligible for core literacy certification. The Task Force should work with College and Senate course committees to develop efficient ways to certify courses for the new GE requirement.

Extra staff assistance for the Implementation Task Force and committees on Courses of Instruction will be required during the two years of the implementation process.

Approved by the Davis Division Representative Assembly June 2008:

Revised General Education Requirement
June 2008

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 thoughtful, engaged participation 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. Students may not present Advanced Placement or International Baccalaureate credit in satisfaction of GE requirements.

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 experience coursework in the student's major or elsewhere (at least 6 units)
Writing experience coursework provides students instruction on how to communicate ideas in the subject matter of a course. Students write in appropriate forms under the guidance of faculty and graduate students. The opportunity to improve writing after having received careful commentary is crucial to this requirement.

c. Oral skills coursework or additional writing experience 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 experience (see requirement b).

d. 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 visual embodiments of ideas inform and persuade people. Coursework may stress the skills needed to communicate through visual means as well as 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, and c.

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, of which at least 3 units must
        be in a course certified as focusing on issues
        of domestic diversity)
        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.

<u>Approved by the Davis Division Representative Assembly June 2008:</u>

REVISION OF DAVIS DIVISION REGULATIONS 522-524:
General Education Requirement

Submitted by the Undergraduate Council.

<u>Rationale</u>: The General Education (GE) requirement is designed to deliver a broad education to all undergraduates. This is the <u>only</u> requirement imposed by UC Davis on <u>all</u> students earning bachelor's degrees in 104 majors in four different colleges. The campus-wide scope of the UC Davis GE requirement is unique within the UC system; the GE Committee and GE Task Force affirmed that this approach be continued in order to preserve one of the core strengths of undergraduate education at UCD.

The current GE requirement was approved in 1996. Over time, faculty realized that it needed to be strengthened in several respects and made more international in scope. In response to these needs, the revision: increases flexibility in implementation of the GE requirement for students in unit-heavy majors; increases the emphasis on building writing skills as a component of critical thinking; adds training in quantitative and scientific reasoning; and, emphasizes examination of social and cultural diversity in both domestic and international settings. Moreover, the external review team for UC Davis noted in its 2003 accreditation report that the current GE requirement, which can be fulfilled with as few as 18-24 units of coursework, falls far short of the minimum 67.5 quarter units recommended to balance breadth with depth in a university undergraduate education. UC Davis must respond to this criticism in an interim report and during the next review. Aside from its many other benefits, accreditation is essential for our students to receive federal financial aid.

Nearly 4 years of effort by the GE committee and the GE Task Force generated a revised GE requirement designed for the common good of all undergraduates. The revision is carefully balanced to meet the goals outlined below and to enable completion within 4 years. The first version was sent to all faculty in February 2007; the plan has been revised three times in response to feedback provided in many venues. Seats are available in appropriate courses. Setting Fall 2010 as the implementation date allows time to make the necessary changes in course designations and to educate faculty and staff advisors about the revised program.

Within the mission of UC Davis as a public university, the objectives of the GE requirement are to educate students to:
- become thoughtful, civically engaged participants of society;
- learn the information and thinking skills to consider matters requiring a critical understanding of science, history and governance, social relations, and global forces;
- communicate ideas effectively through written, spoken and visual means;
- understand that ideas have consequences and that we all have the responsibility to consider those consequences; and
- develop a cosmopolitan view of the world.

Incorporation of the College English requirements emphasizes the importance of learning to write well. Colleges retain the ability to specify how the 8 unit requirement is met.

Students must take courses in all areas of three topical breadth and courses required by their majors may be used for GE credit. This eliminates the need to classify each major in a topical breadth area. In fact, many majors require an interdisciplinary spectrum of courses. The number of topical breadth GE courses is greatly increased because most undergraduate courses will be assigned to a topical breadth area.

The revised GE requirement integrates training in essential skills and core literacies into courses in topical breadth. Literacy with words and images, civic and cultural literacy, quantitative literacy, and scientific literacy are crucial for a sound education and success in one's profession as well as for a thoughtful, engaged citizenship in the community, nation and world.

Writing strengthens a student's ability to think clearly and communicate effectively. The proposed writing experience requirement defines pedagogically effective writing both in terms of the context of the writing and a framework for effective learning. Process is emphasized over the total amount of writing. Feedback and the opportunity to revise part of the writing are essential and are specified in the new requirement, formalizing the policy implemented in 2000 by the Committee on Courses of Instruction. Effective presentation of one's own ideas is strengthened by the requirements for courses in oral literacy and visual literacy.

As well as learning about the history and governance of the United States, students need to think critically about issues arising in multicultural societies that are increasingly interconnected across national boundaries. The revision therefore incorporates socio-cultural diversity into Civic and Cultural Literacy. Issues of domestic diversity are considered as one part of the requirement in American Cultures, Governance and History. In addition, socio-cultural diversity is embedded in the World Cultures requirement.

A course in quantitative reasoning and a course in scientific literacy are included because both are essential to understand and evaluate information and new knowledge at the heart of major public policy debates and decision-making.

Conversion to a unit-based requirement allows 1-2 unit courses such as Freshman Seminars to qualify for GE credit. These are ideal settings for intellectual discourse and developing written and oral literacy skills. This increases GE opportunities in small classes for all students. The change will also let the GE program work better for students whose majors have heavy unit loads.

Allowing students to elect P/NP grading for GE courses encourages them to explore beyond their known academic strengths and acquire a truly general education without undue concern about the impact on GPA. Note that a P grade imposes a higher standard than earning a D- or above, which does accrue GE credit.

Additional detailed information about the revised GE requirement, the rationale underlying the proposed changes, and documents describing criteria for certification of individual courses can be found at http://ge.ucdavis.edu.

Proposed Revision: It is proposed that Davis Division Regulations 522 (Baccalaureate Degree Requirement in General Education), 523 (Substitution of Course Sequences and Clusters in the General Education Requirement), and 524 (Assignment of Majors to General Education Areas) be repealed (see below) and that the following new Regulations 522 and 523 be adopted, to be effective September 1, 2010.

Regulation 522. Baccalaureate Degree Requirement in General Education.

(A)   Each candidate for a baccalaureate degree shall satisfy a General Education requirement comprising two components: Topical Breadth and Core Literacies.

      (1)   The Topical Breadth component shall be separated into three subject matter areas: Arts and Humanities; Science and Engineering; and Social Sciences.

      (2)   The Core Literacies component shall have four parts: Literacy with Words and Images; Civic and Cultural Literacy; Quantitative Literacy; and Scientific Literacy.

(B)   The Topical Breadth component shall be satisfied by passing between 12 and 20 units of courses in each subject matter area, for a total of 52 units from all three areas.

(C)   The Core Literacies component shall be satisfied by passing at least the specified number of units of coursework in the following four parts:

      (1)   Literacy with Words and Images shall be satisfied with:

- 8 units or the equivalent of English Composition coursework (as specified by the candidate's college);

- 6 units of designated writing experience coursework in the candidate's major or elsewhere;

- 3 units of additional designated coursework in either oral skills or writing experience; and

- 3 units of designated coursework in visual literacy.

      (2)   Civic and Cultural Literacy shall be satisfied with

- 6 units of designated coursework in American cultures, governance and history, of which at least 3 units must be in domestic diversity; and

- 3 units of designated coursework in world cultures.

(3)   Quantitative Literacy shall be satisfied with 3 units of designated coursework in quantitative literacy.

(4)   Scientific Literacy shall be satisfied with 3 units of designated coursework in scientific literacy.

(D)   In satisfying the General Education requirement:

(1)   Course units that satisfy requirements in the candidate's major or majors may also be counted toward satisfaction of General Education requirements.

(2)   While some courses may be certified in more than one of the three subject matter areas for Topical Breadth, no student may count a given course in more than one subject matter area.

(3)   No course may be counted by a student toward the satisfaction of more than one of the four Core Literacies.

(4)   With the exception of the 8 units of designated English Composition coursework, a course offered toward the satisfaction of the Core Literacies component may also be offered in satisfaction of the Topical Breadth component.

(5)   No course passed prior to satisfaction of the Entry Level Writing Requirement shall be offered toward satisfaction of the General Education requirements for writing experience coursework.

(6)   Candidates may not present Advanced Placement or International Baccalaureate credit in satisfaction of General Education requirements.

(7)   Transfer students who have successfully completed the Intersegmental General Education Transfer Curriculum (IGETC) are exempt from all General Education requirements.

(8)   Students transferring to UC Davis who have not completed the IGETC curriculum shall satisfy all General Education requirements as specified by this Regulation, but may offer previously completed coursework toward their satisfaction. The Committee on Courses of Instruction may delegate to the Deans of the undergraduate colleges the authority to determine the suitability of previously completed coursework for satisfying General Education requirements.

(9)   Subject to the limits otherwise applicable, candidates may elect Passed/Not Passed grading for courses fulfilling General Education requirements.

Regulation 523. Criteria for General Education Certification.

(A)   Any undergraduate course carrying credit toward graduation is eligible for assignment to a Topical Breadth area if it takes a critical, analytical perspective on knowledge, considering how knowledge has been acquired, and the assumptions, theories, or paradigms that guide its interpretation. Where appropriate, a course may be assigned to more than one Topical Breadth area, and most courses are expected to be assigned to one or more areas.

(B)   The criteria for the English Composition requirement shall be specified by the several undergraduate colleges, subject only to the condition that no fewer than 8 units or the equivalent shall be required.

(C)   The Committee on General Education's criteria governing certification of courses for the Core Literacies component of General Education shall be consonant with the following:

    (1)   A course providing Writing Experience promotes the student's ability to think clearly and communicate effectively about the course material through guided writing assignments completed in stages. Guidance may take the form of class discussions, peer feedback, individual or small group conferences, or written (including online) feedback. Students must be given feedback designed to promote improvement in writing in the course. Feedback may occur in the context of one or more successive, refined submissions of a single assignment, or over a series of multiple assignments. Students receive the current version of the handout on plagiarism from Student Judicial Affairs. Grading criteria are articulated in advance of the due date. The writing is evaluated for content, clarity, organization, and logic. A 1 unit course requires a minimum of 5 pages of writing; a course of 2 or more units requires a minimum of 10 pages, possibly in a series of staged tasks or shorter assignments. Approval may be sought for shorter assignments that total fewer than 5 or 10 pages when they are appropriate and clearly justified.

    (2)   A course in Oral Skills strengthens a student's ability to understand and orally communicate ideas while using critical thinking.

    (3)   A course in Visual Literacy improves a student's ability to understand ideas presented visually and to communicate knowledge and ideas by visual means.

    (4)   A course in American Cultures, Governance and History provides an understanding of the historical processes, institutional structures, and core analytic skills necessary to think critically about the nature of citizenship, government and social relations in the United States.

        (a) A course in Domestic Diversity provides an understanding of issues such as race, ethnicity, social class, gender, sexuality, and religion within the United States, and develops the student's ability to think critically about diverse socio-cultural perspectives.

(5)   A course in World Cultures combines the historical and social context with the core analytic skills necessary to understand and adopt a critical perspective on society, politics and/or culture in one or more cultures outside the United States.

(6)   A course in Quantitative Literacy develops a student's ability to reason quantitatively and to evaluate quantitative arguments encountered in everyday life.

(7)   A course in Scientific Literacy instructs students in the fundamental ways scientists use experimentation and analysis to approach problems and generate new knowledge, and presents the ways scientific findings relate to other disciplines and to public policy.

(D)   In extraordinary circumstances, for example, for majors subject to external accreditation, the General Education Committee may certify that the fulfillment of the major requirements meets specified parts of the General Education requirement. The major requirements must include courses that fulfill the objectives of the relevant parts of the General Education requirement.

Existing General Education Regulations that would be repealed under this proposal:

522. Baccalaureate Degree Requirement in General Education.

(A) Each candidate for a baccalaureate degree in the College of Agricultural and Environment Sciences, the College of Engineering, and the College of Letters and Science at UCD shall satisfy a General Education requirement:

(1) The three components of General Education shall be: Topical Breadth, Social-cultural Diversity, and Writing Experience.

(2) The topical breadth component shall be separated into three subject matter areas; science and engineering, social sciences, and arts and humanities.

(3) A candidate shall satisfy the topical breadth requirement in each subject matter area that does not include the candidate's major.

(4) A minor or second major in a subject matter area that does not include the first major shall satisfy the General Education requirement in the area to which it is assigned.

(5) Multidisciplinary individual majors may satisfy the General Education topical breadth requirement in one or all subject matter areas, as determined in each case by the faculty of the undergraduate colleges.

(B) The General Education requirements shall be satisfied as follows:

(1) Each candidate shall satisfy this requirement by passing three approved General Education topical breadth courses in each subject matter area (specified in A.2) that does not include the major, three approved courses in writing experience, and one approved course in social-cultural diversity.

(2) A course offered toward satisfaction of the General Education requirement in one component (specified in A.1) may also earn credit toward satisfaction of requirements in either or both of the other components.

(3) Courses that satisfy requirements in the candidate's major may also earn credit toward satisfaction of the General Education requirements in the subject matter areas of social-cultural diversity and writing experience. Courses taken to complete major requirements may also earn credit toward satisfying the requirement in the area of topical breadth when they are classified in subject matter areas that do not include the major.

(C) Transfer students who have successfully completed the Transfer Core Curriculum (TCC) or the Intersegmental General Education Transfer Curriculum (IGETC) prior to entering UCD are exempt from all General Education requirements.

(D) Students transferring to UCD who have completed neither the TCC nor IGETC curriculum shall satisfy all General Education requirements, but may offer previously completed course work toward satisfaction. The Committee on Courses of Instruction may delegate to the Deans of the undergraduate colleges the authority to determine the suitability of previously completed course work for satisfying General Education requirements.

(E) The faculties of the undergraduate colleges shall determine the appropriate subject matter area classifications of their respective majors and minors.

(F) All courses offered in satisfaction of the General Education requirement shall be taken for a letter grade.

(G) No course passed prior to satisfaction of the University Subject A requirement shall be offered toward satisfaction of the General Education requirement in the writing experience component

(H) A course in the topical breadth component is characterized by the following features:

(1) It addresses broad subject matter areas that are important to a student's general knowledge.

(2) It takes a critical analytical perspective on knowledge, considering how knowledge has been acquired, and the assumptions, theories, or paradigms that guide its interpretation

(3) It requires readings from a range of sources.

(4) The Committee on Courses of Instruction may certify for General Education credit a course that does not embody all these features if, in its judgment, the course has other qualities that make its inclusion in the program desirable.

(I) A course in the social-cultural diversity component is any course that deals with issues such as race, ethnicity, social class, gender, sexuality, or religion.

(J) A course in writing experience normally requires a minimum of five pages of writing in a block, which will be evaluated not only for content, but also for organization, style, use of language, and logical coherence. The Committee on Courses of Instruction may, however, approve for General Education credit some other form

of satisfying the writing requirement if, in its judgment, the alternative meets the goals of encouraging students to think critically and communicate effectively

523. Substitution of Course Sequences and Clusters in the General Education Requirement.

(A) The Undergraduate Council's Committee on General Education may approve introductory sequences of courses that are not approved General Education courses as a substitute for any single introductory course in the same area of General Education. Necessary features of such sequences are:

(1) The sequence must extend over at least two quarters;

(2) The courses in the sequence must have explicit methodological and conceptual content; and

(3) The courses in the sequence must present material that is coherent and cumulative. Normally, the courses involved will bear the same number, and course A will be prerequisite for course B, and so on.

(4) The Undergraduate Council's Committee on General Education may authorize substituting clusters of two or three certified introductory General Education courses for the three General Education courses required in a given area, as specified in DDR 522, provided that:

(a) At least two courses demand the levels of student participation and expository writing that characterize non-introductory General Education Courses.

(b) The instructors in charge of the courses certify that there is substantial and explicit coherence of content and approach among the three courses, and that instructors will remain in active consultation to assure that coherence is maintained.

524. Assignment of Majors to General Education Areas

(A) The faculty of each college offering a baccalaureate degree shall assign each of its major programs to one or more of the three areas of General Education. The Undergraduate Council's Committee on General Education must approve the assignment of a major to more than one General education area. In each case in which the area of assignment may vary, depending on the particular courses selected by the student, the college shall indicate to which areas the majors may be assigned, and shall determine the particular area for each student in their major programs.

(B) A student's General Education requirement shall be based on his/her major at graduation. In a case in which a student is certified as meeting the requirements of majors assigned to two separate General Education areas, the student shall meet the General Education requirement in the third area and any additional requirement imposed by the college(s).

(C) The colleges shall provide, for dissemination and publication, list(s) showing the assignment of their majors to General Education areas (En. 6/7/83).

GE Task Force membership, 2007-2008

GE Task Force	
Members of the GE Task Force	[Email ASGETF]
JAY E MECHLING (Chair)	HART INTERDISCIPLINARY PROGRAM (530-752-9043) jemechling@ucdavis.edu
ELIZABETH L CONSTABLE	FRENCH & ITALIAN (530-752-5228) elconstable@ucdavis.edu
JOSEPH E KISKIS	PHYSICS ((530) 752-7752) jekiskis@ucdavis.edu
BO LIU	PLANT BIOLOGY ((530) 754-8138) bliu@ucdavis.edu
JAY R LUND	CIVIL & ENVIRONMENTAL ENGR (530-752-5671) jrlund@ucdavis.edu
KATHRYN RADKE	ANIMAL SCIENCE (530-752-9025) klradke@ucdavis.edu
CHRISTOPHER THAISS	ENGLISH cjthaiss@ucdavis.edu
DANN TRASK	L&S DEANS OFC - ADMIN ((530) 752-5898) dctrask@ucdavis.edu
PATRICIA A TURNER	OFFICES OF CHANCELLOR/PROVOST (530-754-8920) paturner@ucdavis.edu
GINA S WERFEL	ART ((530) 752-2724) gswerfel@ucdavis.edu

The GE Committee thanks all who contributed time and effort to the GE revision, particularly the members of the GE Task Force and the Undergraduate Council. We especially thank our staff analyst, Kimberly Pulliam, for her work on the GE website.

GE Committee Annual Report
Respectfully submitted,

Kathryn Radke (Chair)
Liz Constable (Chair)
Patricia Boeshaar
Jay Lund
Patricia Moran
Allan Bellman (AF Representative)
Yu Bi (ASUCD Representative)

Annual Report: Academic Year 2007-08
Davis Division: Academic Senate

Committee on Academic Freedom and Responsibility

Total Meetings 1	Meeting frequency	Average hours of committee work each week 0.5

Total ----------------------- Reviewed 6 (courses, proposals, cases, etc.)	Total of reviewed ----------- deferred from the previous year 1	Total ------------- deferred to the coming academic year 0

Listing of bylaw changes proposed:
None

Listing of committee policies established or revised:
None

The following policies/procedures were reviewed as requested from Davis Division Academic Senate Chair and/or Systemwide Academic Senate:
• Proposal Regarding Department Faculty Clinical Duties – continued from previous year
• Proposal for Vendor Relations Guidelines
• Regulation of Non-Affiliates when on University Property
• Draft APM 710, 711, and 080
• Proposed Regulations Governing Code of Conduct for Health Sciences
• Proposal to Amend PPM 230-05 Individual Conflicts of Interest Involving Research

Recommended procedural or policy changes for the coming year:
None

1

Committee's narrative:

The committee met one time during the 2007-2008 academic year, October 16, 2007. Six position reports were submitted to the Chair of the Academic Senate regarding Academic Freedom and Responsibility.

- The first report dated November 2, 2007, Guidelines for Assignment of Faculty Clinical Duties, contained two concerns with respect to the guidelines: 1) the Guidelines appear to give the Chair of the Department overly broad discretion; 2) The appeal process is inadequate.

- The second report dated November 2, 2007, concluded that the "Updated Proposal for Vendor Relations Guidelines" raises no significant academic freedom issues.

- The third report dated November 4, 2007, addressed the proposed Regulation of Non-Affiliates when on University Property. The committee found the language in the regulation overly broad in light of the fact that violation of the regulations is punishable as a misdemeanor. The committee expressed concerns that certain prohibitions and requirements for prior approval would limit academic freedom or criminalize innocent conduct.

- The fourth report dated December 10, 2007, concluded that "Draft APM 710, 711, and 080" raise no significant academic freedom issues.

- The fifth report dated April 16, 2008, concluded that Proposed Regulations Governing the Code of Conduct for Health Sciences raise no significant academic freedom issues.

- The sixth report dated April 18, 2008, Amend PPM 230-05 Individual Conflicts of Interest Involving Research, concluded generally that this proposal balances academic freedom restrictions with the necessity for research and financial integrity and other concerns. The committee, however, found some language in the proposal overly broad and made recommendations for developing criteria for the exercise of department chair discretion.

Respectfully submitted,

Albert Lin, Chair

Thomas Bills, Vitalina Komashko, Nelson Max, Joan Rowe, Shelley Lopez-Emerson (Academic Senate Support)

2

Annual Report: Academic Year 2007-08
Davis Division: Academic Senate

Committee on Affirmative Action & Diversity

Total Meetings: 8 (AA&D: 6, Mentoring Task Force: 2)	Meeting frequency: as needed; approximately twice per quarter	Average hours of committee work each week: 2 Average hours of Chair work each week: 3

Total policy/procedure/misc. items reviewed: 17	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

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 Repeal of Senate Regulation 458 and submitted the following comments:

  "The Committee on Affirmative Action & Diversity (AA&D) has reviewed the proposed repeal of Senate Regulation 458. As written, the original regulation seems rather biased; the Committee questioned the reasoning behind singling out Japan and China. AA&D recommends repealing the SR 458 and then evaluating all foreign students (or rather students who did secondary school abroad) the same way. Also, repealing this regulation also seems to fit in well with the current proposal coming from BOARS to rethink the process of UC eligibility."

- Reviewed SB 140 – UCAAD Name Change Proposal and submitted the following comments:

  "The Davis Division Academic Senate Affirmative Action and Diversity Committee has reviewed the proposed amendment to SB 140 to change the name of the University Committee on Affirmative Action & Diversity (UCAAD) to the University Committee on Equity & Diversity. AA&D is strongly opposed to the name change of its system-wide counterpart. The Committee feels that there is still a federal mandate for Affirmative Action, and that this change represents another step for watering down anti-discrimination enforcement for historically discriminated against minorities. In fact, the University of California has a "Nondiscrimination and Affirmative Action Policy." The Committee, on the other hand, feels like the addition of "Equity" into the name of the

system-wide committee is a good idea, since it represents one of its missions."

- Reviewed the Technology Roadmap and submitted the following comments:

  "The Affirmative Action & Diversity Committee has reviewed the Proposed Information Technology Road Map and has no further comment."

- Reviewed the Regents TF on Diversity Report Review and submitted the following comments:

  "The Affirmative Action & Diversity (AA&D) Committee has reviewed the reports of the Regents Task Force on Diversity as well as the UCAAD letter of response to the reports (dated February 13, 2008). We strongly support UCAAD's response. We agree that the Regents Task Force on Diversity Reports do not provide concrete financial and infrastructural resources and support to the idea of Diversity. While we "laud the efforts and goals of the task forces and their reports, we find the lack of overall specificity discomforting," particularly in a climate of looming state budget cuts. We attach the UC Davis Senate response to the President's Task Force on Faculty Diversity for a clear statement regarding the UC Davis position specifically regarding faculty diversity on campus. We also support attracting highly qualified Latino/a, African American, Native American and women senior administrators to campus, as indicated in the Latino/a Ladder Faculty memo to Chancellor Vanderhoef dated December 6, 2007. Our campus has a pressing need to hire from underrepresented minority groups and women in key administrative and faculty positions. Likewise, we encourage the Regents to provide the necessary concrete resources in order to support the recruitment and retention of underrepresented minority administrators, faculty and graduate students. We caution against a shift towards emphasizing the internationalism component at the expense of attracting historically underrepresented and discriminated groups. AA&D looks forward to working with the UCD administration and Regents towards committing the necessary resources to make diversity at UC Davis a reality."

- Reviewed the General Education proposed changes. AA&D met with Kyaw Paw U, who provided historical context and encouraged the involvement of the Committee in GE diversity matters. AA&D then met with GE Chairs Liz Constable and Kathryn Radke to discuss proposed GE diversity requirement changes, reviewed past and current GE policy, proposed changes to the domestic diversity requirements, reviewed the course list in order to meet the seat ability quota, and proposed the changes to Undergraduate Council. AA&D's proposed changes were adopted by Undergraduate Council and later by Representative Assembly during their June 2008 meeting. The changes allowed the minimum 6 units of GE core literacy in US Civic and Cultural Literacy, designated in the initial GE proposal as US Culture, Governance and History to be divided into two parts, one of which require that students take a minimum of 3 units of GE course that will fulfill domestic diversity requirements.

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

Carry-over from 2007-08 to 2008-09:

- Continue the work of the Academic Senate Mentoring Task Force, which was extended into the 2008-09 academic year by Executive Council (evolving goal noted as providing a list of available faculty and available opportunities).

- Continue meeting with the Chair of the Committee on Academic Personnel in order to dialog regarding the diversity component and the impact of APM 210's service credit when reviewing personnel items.

- Follow-up on the status of the Faculty Exit Survey for faculty through Campus Community Relations/Rahim Reed (not yet implemented in 2006-07, no discussion in 2007-08).

- Contact the Assistant Vice Chancellor of Government and Community Relations for further direction/discussion regarding the Police Department correspondence/situation.

New Recommendations/Goals for 2008-09:

- In 2007-08, UCAAD encouraged all individual campus AA&D committees to invite administrators to attend AA&D meetings, and AA&D members agreed to the benefits of dialoging with Deans/Vice Chancellors in upcoming years. AA&D would like to begin this process by inviting the Interim Provost to a meeting in order to solicit thoughts regarding the approach with the Deans. Depending on the direction provided, AA&D may write a letter to all Deans communicating the overall goal, and then pursue discussions with the Deans and/or Vice Chancellors regarding diversity statistics/approaches and best practices, all while encouraging individual interest and accountability in diversity matters. The results/wrap up may be communicated with the CODVC at the end of the year by AA&D providing a presentation during a CODVC meeting.

- Via the AEVC of Campus Community Relations, AA&D may consider asking a representative to report to AA&D in the future on President Dynes' "Status of Women Advisory Committee" (membership includes staff, Senate, Federation, students, etc. – each campus has a faculty and staff representative).

- Participate in the Academic Senate's effort to expand communication between Department Chairs and the Senate Committees during reoccurring meetings.

Committee's narrative:

This Committee considers matters involving diversity according to Davis Division Bylaw 52 (http://academicsenate.ucdavis.edu/cerj/manual/dd_bylaws.htm#VI52). The Chair, Bruce Haynes, served in three additional roles: 1) AA&D's representative to Representative Assembly, and 2) a member on Executive Council (second year), 3) and a member of the Provost/Academic Senate Chairs quarterly meeting group. Member Chair Orel served in two additional roles: 1) the Davis campus representative to the UC Systemwide Affirmative Action & Diversity Committee (UCAAD), 2) AA&D's representative to the Transfer Student Task Force (the Vice Chancellor of Student Affairs and the Academic Senate Chair

formed an administrative task force to address the impending shortage of freshmen and address campus policy for the admission of transfer students). 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 2007-08 academic year:

- The Senate Mentoring Task Force, which involved both faculty & administrative members, worked towards recommending a campus wide mentoring plan for underrepresented minority students (URMs). Executive Council approved the task force for a one-year term (2007-08), and Jon Rossini served as Chair to the task force. The group met on January 29th and February 21st. Supporting data from various sources on the web and Student Affairs Research and Information (SARI) was gathered, which identified the need for mentoring on campus. A survey was then drafted/executed through ASIS to all UCD Senate members in order to gage the level of faculty interest/support. After the survey data was collected, the results were analyzed along side of the previous data collected from SARI and the web, recommendations were made from drawn conclusions, the proposal citing the numerous stats and data was written, and the draft was provided to the MTF and Executive Council. The proposal contained four main sections: Background and Purpose, Supporting Data, Recommendations, and Appendixes (which included four reports with supporting data from SARI, the Academic Senate survey through ASIS, and survey results). The proposal stirred enthusiasm among MTF and AA&D members, and the MTF's term was extended to 2008-09 by Executive Council at the request of Chair Rossini.

- 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 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.

- Review process, identified issues, and coauthored a letter with the Academic Senate Chair to the Chancellor regarding the Executive Recruitment Advisory Committees, which prompted other discussions and recognition from systemwide. The lack of adherence to the procedures outlined at http://chancellor.ucdavis.edu/aac/guidelines.html, the current practice of selecting members to represent the Davis Division of the Academic Senate, and the lack of involvement of the Associate Executive Vice Chancellor of Campus Community Relations or designee from the Office of Campus Community Relations were listed as main areas of concern.

- Discussed the California Universities Consortium and reviewed the material/curriculum from AEVC Rahim Reed. All 10 UCD campuses and other universities such as Caltech, USC, Claremont, Stanford, etc. attended the consortium (groups who identify that diversity is integral in academic excellence) in order to help identify, recruit, and retain diverse Graduate Students. The Consortium fostered teamwork, collaboration, and sharing, rather than competitiveness, with the goal of influencing top authorities.

- Reviewed a letter directed to AA&D from Professor Cristina Gonzalez (the Latina/o Ladder Faculty Group Chair). AA&D supported the group, specifically the way in which they strive to create a partnership with the Latina/os and Administration (amongst other groups) in order to make a positive change on campus. AA&D met with Professor Gonzalez, and voiced their support of the LL faculty group by including the letter within their response of the Regents Task Force on Diversity Report Review response.

- Reviewed "The 2006 University of California Undergraduate Experience Survey: Student-Police Interactions" (available http://www.sariweb.ucdavis.edu/downloads/377.06PoliceRpt.pdf) and expressed concern regarding perceptions of police bias and the impact on the campus climate, which includes the ability for UCD to attract, recruit, and retain underrepresented minority students, faculty, & staff, in a letter. The letter was addressed to the Chief of the UCD Police and the Associate Executive Vice Chancellor, Campus Community Relations, and cited AA&D's review of the Undergraduate Experience Survey as well as the Principles of Community. AA&D encouraged all parties to work towards respecting all members of our diverse community.

- Followed up on the UCD response to the President Task Force on Faculty Diversity report, which was crafted by the UC Davis Task Force on Faculty Diversity Follow-up Committee. The Committee reviewed the UC Davis Progress Report on Plans, Accomplishments and Implementation of the UC President's Task Force on Faculty Diversity Recommendations.

- Met with the Committee on Academic Personnel Chair, Chris Reynolds, and discussed CAPs view and involvement in valuing diversity. They reviewed how diversity is weighed in light of APM 210d, and commended CAP for highlighting diversity/service opportunities in their letters.

- Met with the Director of Admissions, Pam Burnett, in order to discuss retention and recruitment of African American students/incoming freshmen. Several handouts were reviewed: "UC Campus Enrollment and Academic," "Demographic Summary of Freshman," and "Demographic Summary of Transfers". The BOARS proposal concerning the impact on diversity was discussed as well.

- Reviewed the "UC Undergraduate Experience Survey - Campus Climate Draft" to ensure data AA&D wanted to obtain from the survey would be included (via Kathy Davis requested due to her position on the UCUES task force).

- Reviewed the new Ethnicity Guidelines from the Dept of Education concerning updated federal guidelines for reporting of student race/ethnicity data.

- Reviewed and discussed how workforce availability goals are determined with the Academic Personnel Data Coordinator.

Respectfully Submitted,

Bruce Haynes (Chair)

Katie Dehesh, Christopher Elmendorf, Ann Orel, Gloria Rodriguez, Jon Rossini, Monica Vazirani, Carissa Adams, Girma Getachew, Barbara Hegenbart, Sharada Balachandran-Orhiuela, Rahim Reed, Kathy Davis, Everett Wilson, and Diana Howard (Academic Senate Analyst)

Annual Report: Academic Year 2007-2008
Davis Division: Academic Senate

Committee on Committees

24	Weekly	2 hours
Total Meetings	Meeting frequency	Average hours of committee work each week

262	2	0
Total requests for administrative (campus/UC), replacement members addressed in addition to selection of all standing committee members/chairs.	Total of reviewed appointments deferred from the previous year	Total -------------- deferred to the coming academic year

Listing of bylaw changes proposed:
Discussion of amending CAP-Oversight bylaw, Undergraduate Council bylaw and Committee on Committee's bylaw (see narrative for detail).

Listing of committee policies established or revised:
Established a process with Chancellor Vanderhoef to guide appointment of academic senate representatives to administrative advisory or recruitment advisory committees (see narrative for detail).

Issues considered by the committee
CAP-Oversight membership
COC membership: process for replacing members when there are insufficient nominations.
COC diversity: necessity for ensuring representation from all colleges and professional schools. Wrote to Faculty Executive Committee Chairs seeking nominations from those schools/colleges with vacancies.

Recommended procedural or policy changes for the coming year:
COC diversity: review methodology for seeking nominations to ensure representation from all colleges and schools.

Committee's narrative:

The 2007-08 committee began with two vacancies as four members were needed and only two faculty were nominated and elected.   Thus, the committee looked to past COC members and was able to secure the participation of Professor Carroll Cross for the 07-08 academic year.   The final vacancy remained unfilled until the fall quarter when Professor Richard Grosberg joined the committee for the 07-08 academic year.   The committee is grateful to Drs. Cross and Grosberg for their service and willingness to participate on short notice.

The committee continued its tradition of meeting with select standing committee chairs and administrators to assess the effectiveness of Academic Senate business carried out by the Davis Division.   The committee held interviews with the Chairs of Planning and Budget, Academic Personnel Oversight, Courses of Instruction, and Graduate Council.) Rather than meet with the Committee, the Academic Personnel Appellate Chair was interviewed by a committee member who reported back to the full committee.   Finally the committee interviewed Vice Provost Bruce White to discuss the work of the Committee on Academic Personnel-Oversight and Appellate.   These interviews were very helpful in formulating the membership of the 08-09 standing committees.

The Committee's main responsibility is to fill over 200 standing committee positions annually.   In carrying out this responsibility, members contact current member s and chair (all current members/chairs are considered for continuing service) to assess committee and membership effectiveness and willingness to continue serving.   The outcome of these contacts along with the length of service (the committee strives to rotate members and chairs after 3 consecutive years of service) determines the position's to be filled each year.

Once the vacancies are determined for each committee, COC members seek out replacements with consideration for the list of faculty that expressed interest in serving and committee balance with respect to college/school, gender, and ethnicity representation.

The Committee on Committees was unable to fill the BOARS representative and UCAF representative prior to the election of Committee on Committees members for 2008-09.   These two appointments will be forwarded to the new committee for appointment in early fall.

Important Issues for the 2007-2008 Committee on Committees:

1. The committee initiated a dialog with Chancellor Vanderhoef concerning the appointment of Academic Senate faculty to Recruitment Advisory Committees and Administrative Advisory Committees.   There was a perception that appointment of any member of the Academic Senate (without consultation with the Academic Senate) constituted appointment of an official Academic Senate representative.   As the academic year

2007-2008 CoC Annual Report
Page | 2

2007-08 came to a close, the Committee on Committees was close to an agreement with Chancellor Vanderhoef that only Academic Senate members recommended or officially appointed by the Davis Division of the Academic Senate would be identified as an official representative of the Academic Senate on any administrative committee. The 2008-09 Committee on Committees will continue the dialog with Chancellor Vanderhoef including documentation of the process and understanding for instruction of Chancellor Vanderhoef's replacement following retirement in 2009.

2. Committee on Committees membership issues were important as the year began and ended. The committee began with two vacancies as mentioned above. The close of the year brought about another election of members and a need to fill those vacancies with members from particular schools and colleges to ensure balanced representation. The committee considered a bylaw revision but opted instead for writing to the Faculty Executive Committee Chair from each school and college notifying them of the vacancies and expressing the importance of balanced representation of Committee on Committees. The outcome was mixed. Total nominations were greater than the vacancies and an election was held. Unfortunately the nominations received did not include faculty from all of the schools and colleges solicited and thus the membership of the Committee will be struggling without a representative from the School of Medicine. It is particularly difficult to recruit members from the School of Medicine due to the extra travel time required between Davis and Sacramento as well as the scheduling challenges for School of Medicine faculty with clinical duties.

3. The Committee proposed altering the appointment process for Undergraduate Council to make it consistent with the Graduate Council. Graduate Council appoints the members and Chairs of all the committees reporting to it. This gives the Graduate Council Chair the ability to structure committee assignments within goals and priorities for the committee year. Committee on Committees thinks it may be desirable for the Undergraduate Council to exercise the same level of control over its memberships if logistics are feasible for doing so. Undergraduate Council and Committee on Committees will continue to discuss this concept during the coming academic year.

4. The Committee suggested increasing the membership of the Committee on Academic Personnel-Oversight by two or three members given the anticipated increase in workload the School of Nursing and School of Public Health will generate. At present, there are insufficient positions to allow appointment from all of the colleges and professional schools given the Committee on Academic Personnel-Oversight requests appointment of two members from the School of Medicine. Committee on Academic Personnel-Oversight and Committee on Committees will continue to discuss whether or not membership should be increased.

5. The issue of compensation for some aspects of Senate services remains challenging.   The compensation for Committee on Academic Personnel Oversight (CAPOC) remains difficult despite general agreement that service on CAPOC requires an extraordinary time commitment.   Course relief is not a standard form of compensation provided for members of CAPOC.   The member along with Committee on Committees is in the position of negotiating course relief with the college dean.   This situation can and does create an inequity at times. The dean in enabled to participate in selection of the CAPOC member by approving or denying course relief.   Additionally, small departments have fewer resources and therefore are at times unable to provide course relief impeding COC's ability to select members from small academic departments not because those members are not equipped to effectively serve but because the resources are not available to relieve some teaching responsibilities to create time for service.   COC continues to seek central funding of course relief in order to assure representation from all sectors of the campus community.

Respectfully submitted by the Committee on Committees 2007-08:

Professor Craig A. Tracy, Chair
Professor Zhaojun Bai
Professor Trish J. Berger
Professor Carroll E. Cross
Professor Richard K. Grosberg
Professor William W. Hagen
Professor Brian Mulloney
Professor David E. Simpson (alternate: Professor Michelle Yeh during sabbatical)
Professor Susan M. Stover

Annual Report: Academic Year 2007-08
Davis Division: Academic Senate

Committee on Distinguished Teaching Award

Total Meetings: Two 2-hour meetings.	Meeting frequency: 2 times/year	Average hours of committee work each week: Approximately 3-6 hours for review of the nominations for each meeting.

A total of 14 initial nominations were received and reviewed. Eight finalists were selected. Of those, three undergraduate and two graduate/professional recipients were selected.	No nominations were deferred from the previous year.	No nominations will automatically be carried forward.

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:

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 members on November 21, 2007. The committee received a total of 14 nomination packets for review – with 8 in the Undergraduate Teaching category and 6 in the Graduate/Professional Teaching category. A total of 8 finalists were selected and dossiers were requested. At a meeting on April 21, 2008, after deliberation and discussion, 5 recipients were selected to be submitted to the Representative Assembly for confirmation.

Distinguished Teaching Award Recipients – Undergraduate Category:
- David Block, Viticulture & Enology and Chemical Engineering
- Randy Dahlgren, Land, Air & Water Resources
- Peter Wainwright, Evolution and Ecology

Distinguished Teaching Award Recipients – Graduate/Professional Category:
- Roi Doy, Molecular and Cellular Biology
- Bruce Hammock, Entomology

In accordance with the bylaws, the above names were presented for confirmation at the Representative Assembly meeting on June 6, 2008. All nominations were unanimously confirmed.

The recipients will receive their awards at a ceremony held in their honor during Winter Quarter 2009.

Respectfully submitted,

Krishnan Nambiar, Chair
Frances Dolan
James Shackelford
Gina Werfel
James Wilen
Rick Addante, GSA Representative
Nancy Kilpatrick, Analyst, Academic Senate Office

Annual Report: Academic Year 2007-08
Davis Division: Academic Senate

Committee on Emeriti

Total Meetings 2; correspondence by email	Meeting frequency 1 meeting per quarter or as needed	Average hours of committee work each week: Variable

Listing of bylaw changes proposed: None

Listing of committee policies established or revised: primarily continue to conduct business via email.

Issues considered by the committee: Improving the Emeriti Database; Listing Emeriti on Departmental Websites; Other UC Emeriti Committees and their Websites; Faculty Handbook

Recommended procedural or policy changes for the coming year: None

Committee Charge

This committee maintains current centralized records of emeriti/ae, maintains communication with emeriti/ae to facilitate their continued contributions to the University and to make known to the Academic Senate and the administration their interests and needs.

Committee Narrative

<u>Emeriti Database</u>: Efforts will be made to establish and/or update the emeriti database in the payroll system. The Academic Senate programmer will be asked to make programming efforts for flagging faculty members when they change title from Professor to Professor Emeritus. Establishing title codes for all emeriti faculty would be helpful in this regard.

<u>Emeriti Websites</u>: The Emeriti Committee voted to have a website to provide useful information. Some of the things that could be on the website include:

1.   Agenda for Emeriti Committee meetings
2.   Minutes of meetings
3.   How to get Emeriti ID cards
4.   Information on free parking permits
5.   Committee on Research grant information and links
6.   Link to Emeriti Center
7.   Link to I-House
8.   Link to Emeriti Association
9.   Link to Human Resources
10.   Link to Benefits Office and Medicare
11.   Link to Academic Senate
12.   Link to local Social Security Office

<u>Space for Emeriti</u>: Committee Chair Alan Jackman sent a letter to the Chancellor requesting space and other resources for emeriti. A policy statement appended to APM-120 from President Gardner states in part:

> "…Despite formal retirement, many are still among our most creative colleagues and continue to make major contributions in their fields…The University is eager to support their activities and to help assure that they continue to contribute actively to the intellectual enrichment of their campuses…
>
> Accordingly, I request that you consider carefully the needs of productive emeritus professors in the allocation

of available resources on your campus, and I urge you to encourage their continued participation in the affairs of their departments. We collectively must resolve to search for ways to assure that the University continues to benefit from the intellectual contributions of these valued colleagues."

The Emeriti Committee requested that the Chancellor send an annual letter to departments to foster the involvement of interested emeritus faculty. Doing so will demonstrate his commitment to the emeritus community and validate that the University continues to benefit from the intellectual contributions of these valued colleagues.

Faculty Handbook: The concept of having a manual or a "how to" handbook that provides useful information was discussed. A handbook with a "quick read" providing links to useful resources and sites will be welcome.

Health Benefits: The committee will continue to monitor health benefits for emeriti.

Annual Report: Academic Year 2007-2008
Davis Division: Academic Senate

Committee on Faculty Research Lecture Award

Total Meetings: One meeting	Meeting frequency: Typically one or two meetings a year.	Average hours of committee work each week: Approximately .5 – 1.5 hours per nomination file. This year, 6.5 – 19.5 hours total to review thirteen nominations.
Total of thirteen nomination packets were reviewed.	No nominations were deferred from the previous year.	No nominations were carried forward to the coming academic year

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 sole charge to this Committee is to nominate a member of the faculty with a distinguished recored in research to the Representative Assembly for confirmation. Accordingly, a Call for Nominations was sent to all faculty on October 12, 2007. The Committee received thirteen nomination packets for review and selected Professor Susan Mann from the Department of History as our 2008 Faculty Research Lecture Award recipient. Her name was presented for confirmation at the February 6, 2008 Representative Assembly. Professor Mann's nomination was warmly received and confirmed.

An award dinner was held in honor of Professor Mann on May 6, 2008, at which time she was presented with an honorarium and a plaque. Thereafter, she presented a lecture entitled *The Sex Education of a Sinologist.* The Department of History hosted a reception following the lecture.

Respectfully submitted,

Geerat J. Vermeij, Chair
Anna Busse Berger
Alan Hastings
Zuhair Munir
Alan Taylor
Nancy Kilpatrick, Analyst, Academic Senate Office

Annual Report: Academic Year 2007-08
Davis Division: Academic Senate

Faculty Welfare Committee

Total Meetings: 1	Meeting frequency: Always as needed	Average hours of committee work each week: .5

Total items reviewed: 12	Total number of items deferred from the previous year: 2	Total items deferred to the coming academic year: 12

Listing of bylaw changes proposed: None.

Listing of committee policies established or revised: None.

Issues considered by the committee:
Fee waiver for university employees (deferred from previous year)
Davis salary scale (deferred from previous year)
Social Security (employer's portion) paid by grants
Is Wellpoint standing in the way of physician's rights to prescribe medicines?
Proposed State law to create reporting of students placed on psychiatric hold
Proposed revision of APM 710 (sick leave)
Creation of a new APM 080 (medical separation)
Proposed transitional leave policy for senior management group (SMG)
Proposed strategy for guaranteeing the long-term financial accessibility for UC undergraduates
Proposed revised academic personnel policy 740 on sabbatical leave
Proposal to revise cell phone policy (G-46)
Proposal to change Senate Regulation 750.B and APM410 4a and 4b involving the use of graduate students as teaching assistants

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

Committee's narrative:

The committee met once in person and had numerous e mail "meetings" during the 2007-08 academic year. Two issues considered by the committee were carried over from the 2006-07 academic year: 1) Fee waiver for university employees; and 2) Davis Salary Scale. The Davis Salary Scale issue was addressed by the university. The fee waiver issue involved reducing university tuition and fees for the children of staff and faculty as a hiring and retention incentive measure. The Committee proposed this issue to the campus Executive Council.

Committee member Saul Schaefer conducted a survey, similar to one conducted by Penn State, by sending a questionnaire to the Internal Medicine Faculty to get a sense from this faculty group as to the importance of a tuition and fee waiver program for dependents of faculty and staff. The survey was timely and helpful because the University of California is considering the adoption of a Fee Waiver program and the Executive Council will be considering this proposal.

The questionnaire posed the following two questions:

Do you believe that having this [Fee Waiver] program is an important benefit?
Yes   No   Maybe

Would the presences of such a program positively influence your decision to become a faculty member at UC and/or remain at UC?
Yes   No   Maybe

Forty-six of forty-seven people responded "Yes" to the first question. One person responded "Maybe."

Thirty-nine of forty-seven people responded "Yes" to the second question. Two people responded "Maybe." Six people responded "No."

The in-person meeting of the committee was scheduled on December 5, 2007. The agenda for the meeting listed the following topics for discussion: 1) the two aforementioned carry-over issues; 2) Social Security (Employer's Portion) Paid by Grants; and 3) Is Wellpoint Standing in the Way of Physician's Rights to Prescribe Medicines?

The committee was asked to comment on several items. These included a proposed revision of APM 710 (sick leave) and the creation of a new APM 080 (medical separation), systemwide senate review of proposed transitional leave policy for senior management group (SMG), a proposed strategy for guaranteeing the long-term financial accessibility for UC undergraduates, the proposed revised academic personnel policy 740 on sabbatical leave, a proposal to revise cell phone policy (G-46), a proposal to change Senate Regulation 750.B and APM410 4a and 4b involving the use of graduate students as teaching assistants, and the proposed state law to create reporting of students placed on psychiatric hold. The committee provided comments on most of these items.

UCFW held meetings in December and November, 2007, and January, February, March, April, May and June, 2008. Committee member Lisa Tell attended all of these meetings except the one in June. Committee member Joel Hass attended the June UCFW meeting as Lisa Tell's approved alternate.

In mid-March, 2008, Bryan Rodman was assigned as the committee's resource analyst, taking over for Solomon Bekele.

The Committee is very grateful to Solomon Bekele and Bryan Rodman for their help. They facilitated the work to make this a very efficient and effective committee work-year.

Respectfully submitted,

Michael Maher, Chair
Joel Hass
Alan Jackman
Norma Landau
Saul Schaefer
Lisa Tell, UCFW DD Representative
Chih-Ling Tsai
John Stenzel, Academic Federation Representative

Annual Report: Academic Year 2007-2008
Davis Division: Academic Senate

Committee on Grade Changes

Total Meetings	Meeting frequency	Average hours of committee work each week
8	*Once per month during academic year*	*2-3 hours meeting and 6-8 hours additional review time.*

Total *Grade Change Petitions* Reviewed:	Total of reviewed *Grade Change Petitions* deferred from the previous year:	Total *Grade Change Petitions* deferred to the coming academic year:
350 (courses, proposals, cases, etc.)	*6*	*1*

Listing of bylaw changes proposed:

Listing of committee policies established or revised:

Issues considered by the committee

Recommended procedural or policy changes for the coming year:

Committee's narrative:

350 retroactive (all) petitions reviewed, 148 approved;
76 retroactive drop petitions reviewed, 13 approved;
136 retroactive withdrawal petitions reviewed, 54 approved.

Annual Report: Academic Year 2007-08
Davis Division: Academic Senate

Committee on International Studies and Exchanges (CISE)

Total Meetings: 2	Meeting frequency: As needed.	Average hours of committee work each week: 4

Reviewed a total 36 GE Petitions, 1 UCIE report and 1 issue (EAP).	0 GE Petitions, 0 reports and 0 issues deferred from the previous year.	0 GE Petitions, 0 reports and 1 issue (EAP) continue to the coming academic year.

Listing of bylaw changes proposed: None.

Listing of committee policies established or revised: None.

Issues considered by the committee
Report of the UC Joint Ad Hoc Committee on International Education
Status and future of Education Abroad Program
Request to change the name of "UC Davis Short-Term Programs Abroad"

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

Committee's narrative:

The committee focused its attention on the issues listed above. Committee Chair Pablo Ortiz drafted a response to the Report of the UC Joint Ad Hoc Committee on International Education and addressed it to Linda Bisson, Chair of the Davis Division of the Academic Senate, and she composed a letter on the same subject and addressed it to Michael Brown, Chair of the Assembly of the Academic Senate of the Academic Council.

The status and the future of the Education Abroad Program were discussed at length and in detail prior to Chair Bisson's letter and Chair Ortiz's response. The Report of the University of California Joint Ad Hoc Committee on International Education and relevant materials and documents that stimulated the discussion on the status and the future of the Education Abroad Program are posted to the CISE whiteboard in ASIS.

Report of the University of California Joint Ad Hoc Committee on International Education

The discussions on this report that CISE had at its May 23, and June 13, 2007, meetings during the 2006-07 academic year were continued at CISE's first 2007-08 academic year meeting on November 7, 2007. The Winter 2007 Report of the University of California Joint Ad Hoc Committee on International Education was followed up with a November 2007 Report. The November 2007 Report, the upcoming November 15, 2007, meeting of the University Committee on International Education, which had the Report as an agenda item, and new information that became available since the close of the 2006-07 academic year suggested continued discussion of the Report and the composition of a response.

At the November 7, 2007, meeting of CISE, the current status of the education abroad program, reciprocity, and financial and budgeting, administrative and academic considerations were discussed. At the close of the meeting, CISE concluded that more information was needed.

At the January 11, 2008 meeting of CISE, the focus was on drafting a response to the Report. Under consideration were: 1) the developments at the University of California Office of the President as related to UCOP's plan for handling the Education Abroad Program; 2) the funding of EAP; and 3) the international study centers.

Appendix I contains the response of Chair Ortiz.

Appendix II contains the letter of Chair Bisson.

UCIE Report

Per Beverly Bossler, the 2006-07 Davis Division, Academic Senate representative to UCIE, as provided in her overview of her first UCIE meeting, UCIE is an advisory committee only; they cannot make policy revisions. During the 2007-08 academic year, UCIE had three meetings: November 15, 2007; February 7, 2008; and May 23, 2008.

Robert Flocchini, the 2007-08 Davis Division, Academic Senate representative to UCIE, attended the November and the May UCIE meetings. CISE member Robert Borgen attended the February UCIE meeting in Robert Flocchini's place, as an approved alternate.

Minutes of the 2007-08 UCIE meetings are available by way of the UC Davis Academic Senate web-site.

Davis Division, Academic Senate Chair Linda Bisson Response to Non-University of California Student Abroad Leave Policy

This response was made following a request that the Davis Division Academic Senate Undergraduate Council evaluate reducing the barriers for students to participate in Non-University of California Study Abroad (NUCSA) programs.

Although this response was not a 2007-08 CISE meeting agenda item, the response is mentioned in this annual report because the comment is made in the response that "CISE is presently involved in the evaluation of General Education credit. It would seem that extending their [CISE's] role to include the evaluation, and equivalence, of coursework across universities is a natural expansion of their duties."

Respectfully submitted,

Pablo Ortiz, Chair
Robert Borgen
Robert Flocchini, UCIE DD Representative
Niels Jensen
Cristina Martinez-Carazo
Eric Schroeder
Xiaoling Shu
Frank Verstraete
Yvette Flores, ex-officio
Charles Lesher, ex-officio
Wesley Young, ex-officio
Anne Britt, School of Medicine Representative
Prabhakara Choudary, Academic Federation Representative

Diane Adams, EAC Associate Director and Committee Guest
Jodee Ellett, EAC Academic Integration Specialist
Bryan Rodman, Committee Resource Analyst

Davis Division, CISE Chair Pablo Ortiz Response Letter to Davis Division, Academic Senate Chair Linda Bisson

Draft of a response to the UC joint administration/senate committee report on International Education

Davis, January 11, 2008

Linda Bisson, chair,
Davis Division of the Academic Senate

Dear Linda,

The CISE met today to review the Report of the University of California Joint Ad Hoc Committee on International Education. The CISE applauds the Joint Ad Hoc Committee on their recommendation that the rate of participation of students in international programs should double within the next five years. We also believe that EAP should continue to occupy a central position in a broad portfolio of opportunities for students to study abroad. We think, moreover, that EAP is a valuable Academic Program, and any changes to its structure should be guided by academic considerations, rather than purely financial and budgetary needs, which seems to be the case.

The CISE is concerned with the possibility of an expanded role for third party/non UC based programs. The responsibility of the Academic Senate is to guarantee that the programs and courses that our students take abroad are comparable to their UC counterparts. We agree with the Joint Ad Hoc Committee on the fact that the "the academic credit process for study abroad should be reviewed by the Academic Senate with an eye towards streamlining and simplification." To that effect, an enormous amount of work has been done over decades on reciprocity agreements and academic integration. Making the results of this work available to the campuses and the academic community at large is a very important part of the role of EAP. A decentralizing effort incorporating large numbers of new and untested partnerships would require faculty time and resources that we simply do not have and cannot afford. What may appear as a cost-saving initiative would become quite the opposite.

The CISE is also concerned with the possibility of a lack of adequate Senate representation in the International Education Leadership Team, appointed by the Chancellors and the President, charged with overseeing integration of the University's various study abroad programs, including EAP. As we said before, at the UC, the Senate is responsible for the curriculum. The transition plan for the University-coordinated education abroad portfolio, and the future of EAP as well as the campus-based programs are crucial, and we believe that the faculty should be appropriately represented, since these are Academic programs. Therefore, before final decisions are made over budget reductions and different funding models for EAP and other programs, we would like to have the opportunity to examine the options from the point of view of the Senate, and provide our perspective.

Pablo Ortiz, Chair
CISE

Davis Division, Academic Senate Chair Linda Bisson Response Letter to Michael Brown, Chair – Assembly of the Academic Senate

UNIVERSITY OF CALIFORNIA, DAVIS

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO   SANTA BARBARA • SANTA CRUZ

OFFICE OF THE ACADEMIC SENATE
ONE SHIELDS AVENUE
DAVIS, CALIFORNIA 95616-8502
TELEPHONE: (530) 752-2231

February 11, 2008

MICHAEL BROWN, CHAIR
Assembly of the Academic Senate
Academic Council
1111 Franklin Street, 12 th Floor
Oakland, CA 94607

Re: Report of the UC Joint Ad Hoc Committee on International Education

The subject proposal was distributed to all of the Davis Division standing committees and the Faculty Executive Committees of the schools and colleges. Comments were received from the International Studies and Exchanges and Planning and Budget Committees and College of Agricultural and Environmental Sciences Faculty Executive Committee.

We affirm strong support for the academic value of an education abroad experience as central to University of California efforts to internationalize the campus. We also support the goal of expanding participation to 40 percent over the next five years. Indeed, University of California graduates will be at a competitive disadvantage nationally and internationally without such experience. The Davis Division strongly urges that equality of opportunity be recognized as a central goal in the Education Abroad Program. As a state-supported university with the goal of promoting equality of opportunity, this is a special mission of the university.

In light of the goals to support and expand education abroad experiences for UC students, while promoting equality of access, we are skeptical of the Joint Ad Hoc Committee report that these goals can be met primarily through third party providers. The responsibility of the UC Academic Senate is to evaluate the programs and courses taken by our students while abroad ensuring credit will be transferred from courses comparable to UC counterparts. We agree with the Joint Ad Hoc Committee on the fact that the "the academic credit process for study abroad should be reviewed by the Academic Senate with an eye towards streamlining and simplification." To that end, an enormous amount of work has been done over decades on reciprocity agreements and academic integration. Making the results of this work available to the campuses and the academic community at large is a very important part of the role of the Education Abroad Program. A decentralizing effort incorporating large numbers of new and untested partnerships would require faculty time and resources that we simply do not have and cannot afford. What may appear as a cost-saving initiative on the surface in the end will likely become quite costly to the institution and potentially students/graduates.

Thus, there must be a full analysis of the costs of such programs, not only the cost to students but the indirect administrative costs to the UC system. (For example, third party provider programs provide, at best, transfer credit for enrolled students (no grades or course titles). Where fully-costed programs are competitive to systems in place, programs must be vetted for academic quality on an ongoing basis, comparable to the system that is currently in place for UC Education Abroad Program. Where UC programs have lower costs, those programs should be promoted. One mechanism to expand opportunities, without resorting to third party providers, is to expand UC-sponsored programs by partnering with other universities (consortium agreements). If the Education Abroad Program could open their doors to non-UC students, it could populate valued under-enrolled programs, while at the same time provide opportunities to our students in parts of the world not served by the Education Abroad Program. We encourage exploration of opportunities such as these to meet the anticipated growth in student participation.

While we agree that the organization of education abroad at the University of California must become more efficient and innovative in light of changing student demands and competition from other providers, we must acknowledge and continue to support the current strengths of the program. The Education Abroad Program is widely recognized

as one of the best, if not the best, education abroad program in the nation. We must also recognize that the reciprocal nature of the current Education Abroad Program in providing an additional avenue of internationalization, as it brings international students from all parts of the world and all socioeconomic backgrounds to UC as well as providing education abroad opportunities for UC students.
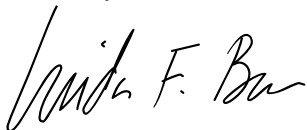
With a ten campus system, we believe that there are areas in which economies of scale can be realized through a university-wide office, and, in fact, many economies of scale are already realized. The University of California would therefore be remiss to forego the opportunities presented for efficiency gains generated by these economies of scale. We urge the central office and the campus offices to study carefully the full array of services provided in both locations, to determine the most efficient location for provision of those services, and to make additional organizational changes, as appropriate. It is important to note, however, that whatever funding model is selected, the Education Abroad Program must be supported financially for an interim period to ensure that the expertise and scale economies achieved to date are not dismantled in the interim. This is perhaps the most important issue at this point in time. The Education Abroad Program is a core academic program and issues confronting the Office of the President in terms of budgetary cuts should not overshadow the Education Abroad Program's important role in the UC curriculum.

The Education Abroad Program is confronting simultaneously multiple challenges and multiple demands, some of which are in direct contradiction. Moreover, it has been unable to meet many of these challenges and demands by constraints imposed upon it, including enrollment caps, cost constraints (inability to charge additional fees for expensive programs), inability to market its services outside the UC community and shifting goals. The Education Abroad Program cannot simultaneously meet all demands. We believe that the University should prioritize its goals over the medium to long term and allow the Education Abroad Program to develop a program that responds to those priorities. In so doing, we reiterate that the Education Abroad Program should be supported financially as it moves to a new, financially sustainable model. In developing its long term plan, the Education Abroad Program should evaluate other successful models at comparable multi-campus public universities. The campus Education Abroad Program directors, together with Universitywide Office of the Education Abroad Program leadership, have already begun this process, and we encourage continuance of this important collaborative effort.

Finally, we are deeply concerned with the lack of adequate Academic Senate representation on the Joint Ad Hoc Committee, appointed by the Chancellors and the President, charged with overseeing integration of the University's various study abroad programs, including the Education Abroad Program.   Our concerns deepen with the knowledge that a request was made to expand the membership to include additional Academic Senate representatives on the Joint Ad Hoc Committee and the request was not supported.

The Regents delegated curriculum oversight to the Academic Senate. Discussion and development of a transition plan for the University-coordinated education abroad portfolio, and the future of the Education Abroad Program as well as the campus-based programs are crucial, and we believe that the Academic Senate (faculty) should have been incorporated into the discussion at the earliest stages since these are academic programs. Therefore, before final decisions are made over budget reductions and different funding models for the Education Abroad Program and other programs, we must have the opportunity to examine the options.

Sincerely,

Linda F. Bisson
Professor of Viticulture & Enology
Chair of the Davis Division of the Academic Senate

September 8, 2008

STEVE BLANK, Chair
Academic Federation

ROBERT POWELL, Chair
Academic Senate

BRUCE WHITE, Interim Vice Provost
Academic Personnel

RE: 2007-2008 Annual Report of the Joint Academic Federation/Senate Personnel Committee (JPC)

Please find enclosed the 2007-2008 Annual Report submitted by the Joint Academic Federation/Senate Personnel Committee (JPC). The JPC finished another challenging and productive year. Besides reviewing 183 personnel actions, the JPC also reviewed 6 departmental voting group and peer review plans.

The workload on the JPC is extensive, and as such, the time commitment on all members is significant. I would like to express my sincere appreciation to the following members:

Joseph DiTomaso – Specialist in Cooperative Extension (Plant Sciences)
Bob Gilbertson – Professor (Plant Pathology)
Larry Godfrey – Entomologist in the AES/Specialist in CE (Entomology)
Ann Russell – Associate Researcher (Geology)
Phillip Shaver – Professor (Psychology)
Daniel Wilson – Associate Project Scientist (Civil and Environmental Engineering)

Each of them significantly contributed to the success of the committee. I am very grateful to them for their dedication, commitment and participation in the committee. As Chair, I am honored to have worked with such outstanding colleagues. I am confident that the committee's success will continue with Daniel Wilson as the 2008-2009 Chair.

Sincerely,

Yajarayma Tang Feldman

Yajarayma Tang-Feldman, Chair 2007-2008

Enclosure

cc: Jo-Anne Boorkman, Academic Personnel
       2007-2008 Joint Academic Federation/Senate Personnel Committee Members
       Deans – Schools and Colleges

Annual Report: Academic Year 2007-08
Davis Division: Academic Senate

Joint Academic Federation/Senate Personnel Committee (JPC)		

Total Meetings: 33	Meeting frequency: **weekly**	Average hours of committee work each meeting week: **4-5**

Total: <u>183</u> Actions Reviewed	Total # of reviewed or deferred from the previous year: **0**	Total 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

1) As in past years, proposed appointments were often at an inappropriate level. The JPC did not support 37% of appointments as proposed (31 of 84). In 27 of the 84 appointments (32%), the JPC recommended a higher step than proposed.

2) The JPC reviewed actions where Academic Federation members were transitioning to a different series. These actions were often submitted as Appointments via Change in Title. In some cases, these actions were Appointment via Change in Title with Promotion rather than just Appointments via Change in Title. For example, the JPC reviewed one Appointment via Change in Title action where the candidate was going from an Associate Researcher, Step IV to a Project Scientist, Step V. Many members of the JPC considered that this was a promotion and that the packet should therefore have contained extramural letters like regular Promotion actions.

3) A number of Position Descriptions (PDs) were inappropriate for the proposed title. This has been a continuing problem. Most often the PDs lacked information, percent time assigned to each category evaluated, or contained inaccurate information regarding independent research and publishing requirements for the specified series. For example, there would be wording such as "the candidate will assist the PI in research projects related to.." in the PD of a Professional Researcher, which is

2

inappropriate for this series. Improved training of the academic staff at the departmental level would help address this problem.

4) 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 is in contrast to the requirements in other research titles, where typically candidates must show highly distinguished scholarship to advance beyond step V.

5) The JPC found that several actions were for candidates who seemed to have been 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 research titles.

6) This year, the Committee received several appointment actions after the announcement that the candidate had been hired. This is of grave concern to the JPC as it undermines the process and can lead to unnecessary conflict if the Committee doesn't support the candidate. The JPC requests that this situation be avoided in the future.

7) The JPC recommended the appointment of an Ad hoc committee to review an ongoing appeal for a Promotion action. An ad-hoc committee was appointed by the Vice Provost of Academic Personnel.

8) Due to the significant time commitment, it has become difficult for some members to serve. One member of the JPC was forced to resign this year due to the large workload and required time commitment.

Recommended procedural or policy changes for the coming year:

The JPC will be implementing new online reviewing procedures for personnel actions. Actions will be scanned by the JPC analyst, redacted using Adobe, password protected, and posted on the ASIS whiteboard for the JPC committee. Since the actions are password protected; they can only be accessed by committee members. Printing of these files by committee members is also prohibited. Entire personnel files are not posted, only current actions, which include appointments, merits, promotions and conferral of emeritus status. Providing this off campus access has made it possible to achieve a quorum especially during these summer months. The committee members will be able to work on the same file simultaneously as opposed to taking turns when they come to our office to review. Less review space will also be required in the Senate Office as well. This process will also dramatically improve turnaround time.

Committee's narrative:

(Period covering September 1, 2007 – August 31, 2008)

The Joint Academic Federation/Senate Personnel Committee (JPC) met 33 times during this period to review packets. Of the 183 personnel actions reviewed, information on the corresponding final decision was available for 168 actions. The JPC also reviewed 6 departmental voting group and peer review plans. Table 1 in the

3

Appendix provides a summary of all actions per title series and the corresponding committee recommendation.

The total number of actions (183) is 16 more than the caseload from the previous year (167). 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**
Appointments	42	31	0	**73**
Appointments via Change in Title	10	1	0	**11**
Appeals	2	4	0	**6**
Conferral of Emeritus Status*	2	0	0	**2**
Accelerated Merits	1	2	0	**3**
Redelegated Merits	45	4	2	**51**
Normal Merits	12	2	0	**14**
Accelerated Promotions	1	1	0	**2**
Promotions	19	2	0	**21**
Appraisals	0	0	0	**0**
5-Year Reviews	0	0	0	**0**
TOTAL	**134**	**47**	**2**	**183**

* Conferral of Emeritus Status to one Specialist in CE and one Professional Researcher.

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 46 proposed appointments plus 7 appointments via change in title. The combined appointments to this series accounted for 63% of all appointments reviewed by the JPC.

4

The JPC supported 52 of 84 (62%) 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	0	0	0	0	0	0	N/A
NO: Higher	0	0	0	0	0	0	N/A
NO: Lower	0	0	0	0	0	0	N/A
Other	0	0	0	0	0	0	N/A
Professional Research							
Yes	15	15	0	0	0	0	100%
NO: Higher	1	0	0	0	1	0	0%
NO: Lower	1	0	1	0	0	0	0%
Other	0	0	0	0	0	0	N/A
Project Scientist							
Yes	32	31	0	0	0	1	97%
NO: Higher	19	13	1	2	1	2	68%
NO: Lower	2	1	1	0	0	0	50%
Other	0	0	0	0	0	0	N/A
Specialist							
Yes	6	6	0	0	0	0	100%
NO: Higher	6	5	0	0	0	0	83%
NO: Lower	1	1	0	0	0	0	100%
Other	1	0	0	0	0	1	N/A
Specialist in Cooperative Extension							
Yes	0	0	0	0	0	0	N/A
NO: Higher	0	0	0	0	0	0	N/A
NO: Lower	0	0	0	0	0	0	N/A
Other	0	0	0	0	0	0	N/A
					Avg Percent Agreement		**66%**

*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 77% of these cases.

5

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 75% of these cases.
3. Other: On one Specialist case, the JPC voted against appointment in the Specialist series. The JPC recommended the candidate be appointed in the Project Scientist series. The final decision has not been reported on the other case.

MERITS (including Accelerated Merits)

The JPC supported 58 of 68 (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	3	3	0	0	100%
No	0	0	0	0	N/A
Split Appointment				
Yes	2	1	0	1	50%
No	0	0	0	0	100%
Project Scientist				
Yes	17	16	0	1	94%
No	0	0	0	0	N/A
Professional Researcher				
Yes	14	14	0	0	100%
No	3	3	0	0	100%
Other**	2	2	0	0	100%
Specialist				
Yes	7	7	0	0	100%
No	0	0	0	0	N/A
Specialist in Cooperative Extension				
Yes	17	16	0	1	94%
No	5	4	1	0	80%
Avg Percent Agreement				**91%**

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

Of the 10 merits which the JPC did not support, the final authority agreed with the JPC in 80% of the cases.

Other: On two Professional Researcher merit cases, the JPC voted against normal merits and recommended the candidate be transitioned to the Project Scientist series. The final authority agreed on both cases.

PROMOTIONS (including Accelerated Promotions)

The JPC supported 20 of 23 (87%) proposed promotions; the final authority agreed with the JPC on all but one of these promotions (96%). In the 3 cases where the JPC voted against the promotion, the final authority agreed with the JPC on two (67%) of the actions. Table 5 below summarizes the JPC's recommendations on these promotions:

TABLE 5: ACCELERATED AND NORMAL PROMOTIONS					
		FINAL DECISION			**Percent Agreement between JPC & Final Authority**
Title Series/ JPC Recommendation		**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	4	4	0	0	100%
No	1	1	0	0	100%
Professional Researcher					
Yes	5	5	0	0	100%
No	1	1	0	0	100%
Specialist					
Yes	5	5	0	0	100%
No	0	0	0	0	N/A
Specialist in Cooperative Extension					
Yes	4	4	0	0	N/A
No	1	0	1	0	0%
		Avg Percent Agreement			**86%**

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

Of the 3 promotions which the JPC did not support, the final authority agreed with the JPC in 67% of the cases.

AD HOC COMMITTEE REVIEW

Ad hoc review was required in 57 of the 183 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 actions. One action was for a Specialist in Cooperative Extension and the other action was for a Research Ecologist. The JPC supported both requests; the final authority agreed.

POSITION DESCRIPTIONS

In general, position descriptions have improved. The primary problem this year was unclear definition of research responsibilities in the Professional Research series and the Project Scientist series. Another problem was the breakdown of categories evaluated into percent time devoted to each. Table 6 below shows the breakdown of recommended position description revisions per title.

Title Series	Revisions Recommended	% of Total Actions per Title
Agronomist & ---in the AES	1	25%
Professional Researcher	16	37%
Project Scientist	15	20%
Specialists	7	26%
Specialists in CE	1	Less than 1%

VOTING GROUP & PEER REVIEW PLANS

The JPC reviewed a total of 6 voting group and peer review plans. The JPC's recommendations are summarized below:

Accepted	5
Accepted with Recommended Revisions	1

8

Rejected; requiring revisions	0

The JPC found that 5 of 6 (83%) submitted plans were acceptable without the need for revision, and 1 of 6 (17%) was accepted contingent on revisions. This is similar to the results from the previous year.

Respectfully submitted,

Yajarayma Tang Feldman

Yajarayma Tang-Feldman, Chair
Members: Joseph DiTomaso, Bob Gilbertson, Larry Godfrey, Ann Russell, Phillip Shaver, Daniel Wilson

APPENDIX - TABLE 1: Committee Recommendations per Title and Action 2007-2008

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	0	0	0	0	0	0	11	2	0	13	23	22	0	45	0	0	0	0	8	7	15	**73**
Appointment via Change in Title	0	0	0	0	0	0	4	0	0	4	6	1	0	7	0	0	0	0	0	0	0	**11**
Appeals	0	0	0	1	0	1	1	1	0	2	0	1	0	1	0	2	0	2	0	0	0	**6**
Conferral of Emeritus Status	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	1	0	0	0	**2**
Accelerated Merits	0	0	0	0	0	0	0	1	0	1	1	0	0	1	0	1	0	1	0	0	0	**3**
Redelegated Merit	2	0	2	2	0	2	10	1	0	11	14	1	0	15	13	3	0	16	5	0	5	**51**
Normal Merits	1	0	1	0	0	0	4	1	0	5	1	0	0	1	4	1	0	5	2	0	2	**14**
Accelerated Promotions	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	**2**
Promotions	1	0	1	0	0	0	5	1	0	6	5	0	0	5	4	1	0	5	4	0	4	**21**
Appraisal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
5-Year Review	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
TOTAL	**4**	**0**	**4**	**3**	**0**	**3**	**36**	**7**	**0**	**43**	**50**	**26**	**0**	**76**	**22**	**8**	**0**	**30**	**20**	**7**	**27**	**183**

Annual Report: Academic Year 2007-08
Davis Division: Academic Senate

Library Committee

Total Meetings: 1	Meeting frequency: As needed	Average hours of committee work each week: 1

Total number of issues presented for review: 4	Total number of issues for review that were deferred from the previous year: None	Total number of issues deferred to the coming academic year: 3

Listing of bylaw changes proposed: None.

Listing of committee policies established or revised: None.

Issues considered by the committee:
Library Budget
Open Access
World-Cat Catalogue.
Library Task Force

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

Committee's narrative:

The major issue handled by the committee was the poor state of the Library budget—the committee expressed its concern in a letter to Barbara Horwitz, Interim Provost.

This issue has subsequently been passed on to a task force on the Library. Next year, open access town hall meetings, scholarly communication and the budget will likely be substantive issues.

Respectfully submitted,

Andrew Waldron, Chair
Arturo Gandara
Norma Landau
Eric Smoodin
Valley Stewart
Rachel Chen, ex-officio
Hung Ho, ex-officio
Brian Kolner, ex-officio
Gregory Pasternack, ex-officio
Marilyn Sharrow, ex-officio
Richard Walker, ex-officio
Judy Jaynes, Academic Federation Representative
Natalie Troxel, GSA Representative

Helen Henry, Assistant University Librarian – Administrative Services Guest
Amy Kautzman, Assistant University Librarian – Humanities and Soc. Sci. Guest
Gail Yokote, Assistant University Librarian – Sciences Guest
Bryan Rodman, Committee Resource Analyst

Annual Report: Academic Year 2007-08
Davis Division: Academic Senate

Committee on Planning & Budget

Total Meetings: 21	Meeting frequency: biweekly and as needed	Average hours of committee work each week: members: 5 hrs/week. Chair: 5-8 hrs/week

Total proposals/items reviewed: 71 (TOEs-4, POPs-5, Endowments-12, other-42)	Total deferred proposals from the previous year: one	Total proposals deferred to the coming academic year: none

Listing of bylaw changes proposed: none

Listing of committee policies established or revised: none

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

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

- CPB would like to annually meet with School of Medicine faculty at the School of Medicine in Sacramento in order to foster better communication and reduce isolation between general campus and the Medical Center.
- CPB would like to invite the Internal Audit Services Director (http://internalaudit.ucdavis.edu/staff.html) to a CPB meeting and request supplemental information prior to meeting for review (CPB invited the Director Spring 2008, but no response was received).
- The Committee would like to hold the "Fall Retreat" with ORMP and the Provost early in the Fall Quarter instead of late in the Fall Quarter. Making this change will help facilitate an early dialogue with the Administration and improve the flow of campus information to the Committee, which will result in CPB's ability to make more educated, strategic, and proactive planning decisions/feedback on review items.
- CPB reinforced their role of providing oversight (as opposed to reviewing small details) when considering planning & budget items. The Committee would like to carry this philosophy forward for the future years.

COMMITTEE'S NARRATIVE:

The Academic Senate Davis Division Planning and Budget Committee (CPB) considers matters regarding policy on academic planning, budget, and resource allocations according to Davis Division Bylaw 48 (click here). Ann Orel, the Chair of CPB also served in three additional roles: 1) CPB's representative to Representative Assembly, 2) member on Executive Council, and 3) member on the Provost's Budget Task Force. CPB member Bruno Nachtergaele served as the Committee's representative on the UC Systemwide Planning and Budget Committee (UCPB) and provided regular updates to the Committee. CPB consultant Bob Powell served on the Task Force on Transfer Student Admissions for CPB, which was an administrative task force formed by Fred Wood and Davis Division Academic Senate Chair Linda Bisson in order to address the impending shortage of freshmen and campus policy for the admission of transfer students. Regular updates regarding CPB's Instructional Space Advisory Subcommittee's (ISAS) business were provided by CPB member and ISAS Chair Jane-Ling Wang, and CPB member Zhi Ding served as the other CPB member on ISAS. Please see the Instructional Space Advisory Subcommittee's annual report for details regarding the subcommittee's business. Zhi Ding also served as the CPB representative on the Computing Facilities Committee and provided updates/discussion items for the Committee. 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 2007-2008 regarding the following review items:

I.   GUESTS WHO ATTENDED CPB MEETINGS
II.   ENDOWMENT, PARTNER OPPORTUNITY PROGRAM, AND TARGET OF EXCELLENCE PROPOSALS
III.   REVIEW ITEMS FROM AS CHAIR AND/OR SYSTEMWIDE
IV.   OTHER CONSIDERATIONS AND TOPICS OF DISCUSSION

I. GUESTS WHO ATTENDED CPB 2007-08 MEETINGS:

- Barbara Horwitz, Interim Provost and Executive Vice Chancellor
- Kelly Ratliff, Associate Vice Chancellor of Resource Management and Planning
- John Meyer, Vice Chancellor of Resource Management and Planning
- Karl Mohr, Assistant Vice Chancellor of Resource Management and Planning
- Bob Agee, Director of Budget & Planning of Resource Management and Planning
- Stan Nosek, Vice Chancellor of Administration
- Charles Lesher, Education Abroad Program Director
- Diane Adams, Education Abroad Program Associate Director
- Jana Katz-Bell, Assistant Dean, UCD Health System
- Ann Bonham, Executive Associate Dean, UCD Health System
- Barry Klein, Vice Chancellor, Office of Research

II. ENDOWMENT, PARTNER OPPORTUNITY PROGRAM, AND TARGET OF EXCELLENCE PROPOSALS

Table 1: Endowment Proposals Reviewed (12 total)

Endowment Proposals Reviewed (12)
Carry-over from 2006-07
Gwendolyn Bridges Needham Endowed Chair in English Literature
Endowments for 2007-08
Gibbe Parsons Family Endowed Professorship in Pulmonary & Critical Care Medicine
Sempra Energy Chair in Energy Efficiency (compared to Honda Endowment for New Mobility Studies (dated Feb. 2000)
Position Description Only: Barbara Jackson Chair in Orchestral Conducting
Position Description Only: Barbara Jackson Chair in Choral Conducting
Position Description Only: Robert Arneson Endowed Chair in Ceramic Sculpture
Blacutt-Underwood Endowed Professorship in Material Science
Warren and Leta Giedt Endowed Administrative Professorship
Gallagher Chair in Finance, Graduate School of Management
Robert & Natalie Reid Dorn Endowed Chair on Infancy – Ag & Environ. Sciences
Stephen Newberry Chair in Leadership - Graduate School of Management
Codman Radke Chair in Cancer Research – School of Medicine
Gwendolyn Bridges Needham Endowed Chair in English Literature

Table 2: Partner Opportunity Program Proposals (3 reviewed; 1 cancelled)

Partner Opportunity Program Proposals Reviewed (5)
Reviewed (5):
David Copp, Philosophy
Matthew Stratton, English
Benjamin Kilminster, Physics
Florin Despa, Pharmacology
Ilke Arslan, Chemical Engineering & Material Science
Cancelled, Not Reviewed (1):
Jeffrey Blume, Department of Public Health Sciences

Table 3: Target of Excellence Proposals Reviewed (4 reviewed)

Target of Excellence Proposals Reviewed (4)
Christopher Murphy, Veterinary Medicine
Michael Carter, Agriculture & Resource Economics
David J. Polzin, Veterinary Medicine: Medicine and Epidemiology
William J. Murphy: Department of Dermatology

III. REVIEW ITEMS FROM AS CHAIR AND/OR SYSTEMWIDE

1. Amendment Senate Regulation 750 & APM 410: Role of Graduate Student in University Instruction
2. Policy and Procedure Manual 280-15: Campus Student Fees & Elections
3. Policy and Procedure Manual 280-20: Voluntary Student Fees
4. 10-Year Organized Research Unit Review: Bodega Marine Lab
5. Academic Personnel Manual 710, 711, and 080
6. BOARS UC Freshman Eligibility Revised & Final Proposals (Davis Division & Systemwide)
7. UC Systemwide Planning and Budget: Expenditure Report (Draft)
8. Betty Irene Moore School of Nursing (SON) Revised & Final Proposals, the following related documents:
   a. SON: 5 Year Perspective
   b. SON: Assoc. Vice Chancellor Advertisement
   c. Betty Irene Moore School of Nursing: Strategic Fronts document
   d. UCD Academic Senate Divisional Response
9. Report of the UC Joint Ad Hoc Committee on International Education
10. Proposed Information Technology Road Map
11. Quarter Abroad Name Change Request
12. Report Review: Regents Task Force on Diversity
13. Education Abroad Program (EAP), including the following documents:
    a. Financial Review of UC Study Abroad and Impacts
    b. Report of the UC Joint Ad Hoc Committee on International Education
    c. Other EAP information from EAP Director Charles Lesher's attendance and presentation on 1/9/08: Financial Review of UC Study Abroad-Kissler Report, Financial Review of UC Study Abroad-Joint CCD-CAD Responses, Financial Review of UC Study Abroad-UOEAP Response
14. Animal Science Name Change Request
15. Proposed California Legislation- Senate Regulation 18-UC Study Abroad Programs
16. Air Quality Research Center (Organized Research Center 3-Year Review) other Organized Research Unit financial information from Barry Klein
17. Senior Management Group (SMG) 0108 Policy Amendment Proposal-Systemwide Review
18. Draft UC Davis Organized Research Unit Policy
19. Creating a UC Cyber Infrastructure Report Review
20. Proposal to Amend Senate Bylaw 140- UC Affirmative Action & Diversity Name
21. Proposal to Change the Name of a Major: Electronic Materials Engineering
22. Privilege & Tenure Cost Analysis from Campus Counsel
23. Academic Council Statement on the Faculty Salary Plan
24. Allocating Net Fee Income Received as Owner of LLCs Managing DOE National Laboratories
25. UC Office of the President Construction
26. UC Davis Construction Engineering and Management Minor Program

27. Policy and Procedure Manual 200-45 Review via SmartSite
28. State Budget situation, which included the following documents/information (see attached letter from CPB to Interim Provost Horwitz, dated 6/25/08 for final comments):
    a. ORMP Analysis: School, College & Division Budget Reduction Plan (Part 1 of 3)
    b. ORMP Analysis: Administrative Units Budget Reduction Plan (Part 2 of 3)
    c. ORMP Comprehensive Summary of Budget Reduction Plan (Part 3 of 3)
    d. Administrative Growth Draft Task Force Report
    e. Administrative Growth PDF Packet
    f. Indirect Cost Returns Data
    g. Self-Supporting Activities: Assessment, Rate Increases, and Budget Plans for 2008-09
    h. Article 1: recommended by Chair Bisson: The Spending Side of the Equation
       http://insidehighered.com/news/2008/05/01/spending
    i. Budget Update from Interim Provost Hinshaw
       http://provost.ucdavis.edu/communications/050208_2008-09_Budget_Update.pdf
    j. Incoming UC Pres. Yudof re: OCP/budget/public trust
       http://www.dateline.ucdavis.edu/dl_detail.lasso?id=10312&fu=050208
    k. Regents PowerPoint Presentation and Statements regarding State Budget
    l. Various information from ORMP, such as UC Davis Trends, Campus Budget Planning Framework for 08-09, 06-07 Current Funds Expenditures by Department (AKA "Davis Financial Schedules"), etc.
    m. (Draft) Accountability Report (2003)
    n. Budgetary Task Force Report (draft and final) Budget Press Release from Governor (dated 1/10/2008)

IV. OTHER CONSIDERATIONS AND TOPICS OF DISCUSSION:

1. Held a discussion regarding enrollment planning with AVC Ratliff and Interim Provost Horwitz; CPB reviewed Long-Range Enrollment Planning Scenarios and Ladder Faculty in Upper Age Brackets. CPB favored the 35% LRDP scenario in order to maintain the entrepreneurial and ambitious spirit of the University, while recognizing that 35% may not be completely realistic, but offers the most flexibility for growth and resources.
2. Hosted the annual Provost/Office of Resource Management & Planning/Committee Planning & Budget Retreat with Interim Provost Horwitz, VC Meyer, and AVC Ratliff. Some topics discussed were academic planning, the status and process of the Provost recruitment, the high cost of the sciences (start ups, overhead, etc), growth trends on the campus, the status of the Schools of Nursing and Public Health, the campus budget status for 2007-08, sick leave changes to APM 710, 711, 080, professional fees disparities (07-08 Student Fees at UCD Graduate Professional Degree Schools & Comparison Institutions), and faculty FTE trends from 1999-00 through 2007-08.
3. Reviewed the 2007-08 Call for Academic Personnel Advancement Actions, including Academic Senate and Academic Federation, from the Interim Vice Provost of Academic Personnel.
4. Reviewed and sent correspondence regarding the need for centralized funds to cover disability accommodations and TA benefits.
5. Reviewed the systemwide response to an examination of UC Davis administration of extramurally funded faculty salaries.
6. Reviewed the Education Abroad Program situation (both systemwide and UCD) with Charles Lesher, Director of EAP, and Diane Adams, Associate Director of EAP. Discussed the Report of the UC Joint Ad Hoc Committee on International Education and the Draft Summary Analysis of EAP's Budget Crisis. CPB agreed that additional information, careful planning, and complete analysis needed to take place in order to come up with a solution that would not destroy the program.
7. Chair Ann Orel met with UC President Dynes and discussed the process by which departments start out their budget in the red, the impact on budgets since funds now must be spent in the way they were intended, and the search process for the open Provost position.

8. Discussed the lack of transparency in the search process, the frustration with poor communication to the advisory search committee members, and displeasure with the ultimate decision to refrain from hiring a Provost.
9. Discussed the Organized Research Unit Proposal, Indirect Costs, ORPs, ORUs, General Budget, etc with Vice Chancellor Barry Klein, Office of Research.
10. Reviewed Financing the University - Part 13 by Charles Schwartz
11. Reviewed the Capital Projects Report, Capital Planning framework, and Capital Planning with Current State Funding Uncertainty with the Office of Resource Management & Planning (VC Meyer, AVC Mohr, and AVC Ratliff).
12. Reviewed "Privilege & Tenure Cost Analysis from Campus Counsel" per the request of Executive Council in order to assess the cost of litigation and administrative decisions based on recommendations.
13. Reviewed the letter to the Regents from R. Blume regarding the Strategic Dynamics Response
14. Reviewed LA Times Article: Less to Bank on at State Universities
    http://www.latimes.com/news/local/la-me-compact7oct07,0,5052218,full.story?coll=la-home-center

Respectfully Submitted,

Ann Orel, Committee on Planning & Budget Chair

Bruno Nachtergaele (member), Jeannette Money (member), Zhi Ding (member), Michael Turelli (member), Jim MacLachlan (member), Jane-Ling Wang (member), James Boggan (member), Gail Finney (member), Chris van Kessel (member), Linda Bisson (advisor), Bob Powell (advisor), Chao-Yin Chen (Academic Federation Representative), and Diana Howard (Academic Senate Analyst)

June 25, 2008

BARBARA HORWITZ
Provost and Executive Vice Chancellor

Subject: Budget Reduction Plan Review

Dear Provost and Executive Vice Chancellor Horwitz:

The Committee on Planning & Budget has reviewed the data received from ORMP regarding the campus budget. After reviewing the data and proposed budgetary reduction plans, CPB has no confidence in the philosophy or method of planning and managing UCD's budget. In the near future, CPB would appreciate the opportunity to discuss the $2.6 billion operation with the Provost in order to understand the overall management models being used. We hope that the Senate and Administration can work together to develop a sustainable budget that provides adequate funds for such essential functions as instruction, utilities and faculty start-ups. The following are other concerns CPB would like to highlight:

- The Committee is concerned that the University is not allowing strategic planning to guide their decisions. CPB objects to further one-time cuts in the absence of a clear-cut plan. Based on the information CPB has received, the Committee is unable to determine core strategic planning is affecting each unit. CPB requests that administrative units need to succinctly lay out their priorities in light of the core mission of the university and how these cuts are impacting each unit (Library was noted as an example to follow) in order for informed decisions to be made.
- CPB noted that even though the cuts are specific to state 19900 funds, which is only 1/3 of UCD's budget, that research funds are being hit as well. Research is increasingly seen as a source of income for the university, which discourages the very innovation that the Administration is supposed to encourage. Research is not only self-funding, but now funding other areas on campus. It is alarming to see cuts happening at the ground level, which directly affect the core missions of the university – especially teaching and research (assessing taxes, cutting indirect funding, etc).
- CPB found it difficult to understand the budget data presented. Several problems stand out. The budget is described in an incomplete and piecemeal fashion. Generally, we are provided only with state funds, which constitute only 1/3 of the overall budget. With incomplete data, we cannot make specific recommendations since their impact cannot be judged. CPB found that even portions of the state budget information were missing. For instance, CPB was not given data regarding capital projects. Among these issues, the Committee clearly identified several preexisting issues with the budget, such as capital management and utilities, which seem to be primary drivers of our current fiscal crisis as much as the budget cut cycle.
- CPB requests that the campus engage in a discussion regarding the basic philosophy of the budget in a transparent and sincere manner. Such information should be made available on a routine annual basis, not just in times of financial crisis. Campus needs to learn from past mistakes such as MyTravel, the gamble with the utility payments, the round-about use of Garamendi funding for other areas.
- CPB recommends that in order to plan strategically, campus needs to evaluate the investment in new technology, physical plants, buildings, etc, in order to maintain the strong core of teaching, research, and service during times of financial hardship. Investment in SmartSite is of particular concern.

                              Sincerely,

                              Ann Orel, Chair
                              Academic Senate Committee on Planning and Budget

Cc: Linda Bisson, Gina Anderson, and Kelly Ratliff

Annual Report: Academic Year 2007-08
Davis Division: Academic Senate

Instructional Space Advisory Subcommittee
(Committee on Planning & Budget)

Total Meetings: 1	Meeting frequency: as needed	Average hours of committee work each week: 2-3 (when meeting or reviewing items)

Total issues reviewed/discussed: 7	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: See Committee's narrative below.

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 Jane-Ling Wang 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 work through issues brought forward to the subcommittee. The subcommittee met once in the winter quarter, but was invited several times to bring about discussion items or topics of concern. ISAS used the Academic Senate Information System (ASIS) and email to discuss and review items instead of physically meeting as a group. 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 2007-08 academic year:

1. **Lecture Space and General Assignment Classrooms:** ISAS discussed the continuing need of lecture space and general assignment classrooms on the UCD campus. The Registrar clarified the following:"The priority with general assignment classrooms is to maintain a consistent quality learning environment for the campus. UC Davis has made tremendous efforts over the years to develop classroom consistency, and have become a

model for other UC campuses. Feedback from faculty and students remain critically important to ensure that learning needs are met and to identify areas to enhance. A number of factors must be balanced to maintain this consistency working collaboratively with faculty, the Office of Resource Management and Planning, Academic Technology Services, and other critical partners. Some of these include, but are not limited to:

- providing appropriate technology tools to support teaching;
- maximizing seat capacity and utilization standards;
- ensuring compliance with building and fire codes; and,
- maximizing a limited resource base to support enhancements and improvements."

ISAG also noted that unless there are private funds to support new general assignment classroom space, support and resources from state sources are virtually non-existent. Continuing feedback that can be used with ongoing planning for general assignment classroom projects was noted as helpful by the ex-officios serving on the Subcommittee.

2. **Large Classrooms:** The group identified the high demand for large classrooms and voiced concern that the state budget crunch situation may also result in even larger classes in order to save funds. ISAG identified utilization during summer and evenings as an option, and suggested that the Administration change the student-contact hours and add more flexibility to summer schedules. Architects and Engineers are also considering the energy used by the campus, and therefore agreed that placing more students in summer classrooms would help utilize the energy that is currently being wasted.

3. **Classroom Configurations:** The Subcommittee discussed the seminar and classroom configurations on campus; and reviewed the online resources available from the Registrar, such as detailed pictures of each room and setup at http://registrar.ucdavis.edu/schedule/. ISAS found that the majority of requests for classrooms and classroom styles were being accommodated, although again, there did seem to be a lack of funding for general assignment classroom space.

4. **Fire Code:** Researched, reviewed, and wrote correspondence to the UCD Fire Chief, Assistant Chief Fire Prevention, Vice Chancellor of the Office of Administration, and Associate Vice Chancellor of the Safety Services Functions regarding issues, concerns, and possible solutions regarding the implementation of fire code requirements. Please see the attached letter for further detail.

5. **TRC Director:** Questioned and researched if the Director of the Teaching Resource Center has always been a Senate member, since the bylaws stipulate that that "the Director of the Teaching Resources Center as a member when also a member of the Senate and as a representative when not," http://academicsenate.ucdavis.edu/cerj/manual/dd_bylaws.cfm#48). The current Director of the Teaching Resource Center provided the following update: "The Vice Provost, Undergraduate Studies has initiated a reorganization process that may have implications for director positions in VPUS units, including the TRC. We suggest that the ISAG by-law language about the role of the TRC Director on ISAG stay as it is until that reorganization process is concluded. At that point, Vice-Provost Turner will make a recommendation to the ISAG about: (a) preserving or deleting the reference to "when a Senate member" in connection with the TRC Director's role on the ISAG; and/or (b) continuing or replacing the TRC Director's ex officio appointment to the ISAG. *This item was noted as a follow-up item for ISAS to discuss in 2008-09.*

6. **Podcasting:** Received a podcasting update from Liz Gibson, Academic Technology Services (previously 'Mediaworks' and 'Classroom Technology Services' prior to their merger);

discussed the benefits of podcasting, looked at software solutions (Echo 360), and reviewed the integration of the podcasting service with SmartSite.

7. **Utilization Reports:** Electronically reviewed utilization reports from the Office of Resource Management and Planning.

Sincerely,

Jane-Ling Wang, Chair

Patricia Boeshaar (member), Zhi Ding (member), Joseph Sorenson (member), Jon Wagner (member/Teaching Resource Center Director), Dag Yasui (Academic Federation Representative), Janis Dickens (Classroom Technology Services), Maria Miglas (Registrars Office), Frank Wada (University Registrar), Julie Nola (Office of Architects and Engineers), Cynthia Bachman (Office of Resource Management and Planning), and Diana Howard (Academic Senate Analyst)

June 16, 2008

JOE PERRY
Fire Chief

WES ARVIN
Assistant Chief Fire Prevention

STAN NOSEK
Vice Chancellor, Office of Administration

JILL BLACKWELDER PARKER
Associate Vice Chancellor - Safety Services Functions

Subject: Faculty Concerns Regarding Fire Code Mandates

Dear All:

The Committee on Planning and Budget's subcommittee, the Instructional Space Advisory Group (ISAG), would like to convey faculty concerns raised after one of the Fire Marshal's recent enforcement of California Building Code requirements for fire rated corridors.

ISAG understands and appreciates the measures taken to follow code that directly support fire prevention and saftey. Recently, the Physics/Geology building has been instructed that all faculty office doors in the hallways of buildings (but not in cul de sacs) must be closed at all times unless there is a specially designed, built-in magnetic fastener (which they do not have installed due to the age of the building). After reviewing the code and policy, three concerns have been voiced:

1. Fire-prevention modifications (such as the Physics/Geology building) are unfunded mandates that the departments cannot afford. ISAG strongly recommends that a central pool for funding such accommodations be provided to the departments/colleges. Doing so will help ease the financial burden placed on individual colleges/departments, especially during these times of budget cuts.
2. Code does not seem to be uniformly enforced across the campus, and when enforced, such requirements have not been clearly communicated to the departments/schools.   ISAG recommends that each department obtains the mandates in writing from the Fire Marshal explaining the requirements to become up to code. This document can then be forwarded to the Deans in order to obtain necessary funding to cover the renovations and any possible fines.
3. Certain faculty members prefer to keep their doors open when consulting with students in their offices. Departments have been threatened with large fines for non-compliance to the closed-door rule, but if the faculty close their doors, then they may feel a personal conflict with their committment to APM 015.II.A (http://www.ucop.edu/acadadv/acadpers/apm/apm-015.pdf) – the "Professional Responsibilities, Ethical Principles, and Unacceptable Faculty Conduct" policy. Consideration and clarification regarding this conflict would be appreciated.

Your attention and response to these concerns is appreciated.

Sincerely,

Jane-Ling Wang, Chair
Instructional Space Advisory Group

Cc: Ann Orel, Chair of Committee on Planning and Budget
         Linda Bisson, Academic Senate Davis Division Chair
         Pat Boeshaar, Physics Department

Annual Report: Academic Year 2007-08
Davis Division: Academic Senate

Committee on Privilege & Tenure

3	As needed	
Total Meetings: Investigative	Meeting frequency	Average hours of committee work each week
2	**As needed**	
Total Hearings	Meeting frequency	Average hours of committee work each week
Total of **3** grievances reviewed by the Investigative Subcommittee	Total of **2** actions deferred from the previous year	Total **2** cases deferred (undergoing review by P&T Investigative) and **0** cases awaiting a hearing

Listing of bylaw changes proposed:

Listing of committee policies established or revised:

Issues considered by the committee:

Recommended procedural or policy changes for the coming year:
Continue issuing Investigative Recommendations and Hearing Findings that present a clear review of the evidence and a finding supported by the same.
Counsel to Privilege and Tenure Committees (staffed by Office of General Counsel) should be invited to campus at the beginning of each academic year to orient new members and refresh the information provided to continuing members concerning the process and the services provided strictly to UC Privilege and Tenure Committees by the Office of General Counsel.

Grievance Cases

The Investigative Subcommittee reviewed three complaints:

1. Proposal to alter the space commitment included in the faculty appointment offer letter was questioned by a group of faculty in the department. The Investigative Subcommittee issued a report to the Provost with copies to the grievant. Further action is under review.
2. Change to a faculty member's lab space was referred to P&T Investigative following review by the Committee on Academic Freedom and Responsibility. P&T Investigative is currently investigating the case.
3. A faculty member is grieving the management of a whistleblower complaint. P&T Investigative is currently reviewing the case to make a prima' facie determination.

Disciplinary Cases

The Hearings Subcommittee conducted two hearings regarding disciplinary cases in 2007-08. In one case the Chancellor requested removal of emeritus status based on violation of APM 015: The Faculty Code of Conduct. Following a full hearing, the panel issued a finding in agreement with the Chancellor's proposal. In the other case, the Chancellor proposed a Letter of Censure based on a violation of APM 015: The Faculty Code of Conduct. Following a full hearing, the panel issued a finding in agreement with the Chancellor's proposal.

In Summary

The Privilege and Tenure Committee reviewed our processes for making recommendations to the Chancellor (or designee) with the Office of General Counsel (OGC). OGC recommended reports focus on a scholarly summary of the evidence. When Privilege and Tenure Committee representatives sought an example of a find that did not present a scholarly summary of the evidence OGC was unable to provide an example that was relevant to UC Davis. While Privilege and Tenure did not find the OGC comments directly relevant to UC Davis Privilege and Tenure findings, the committees will continue to ensure presentation of the investigative recommendations and hearing findings provide a clear summary of evidence and recommendations or findings that are supported by the same.

Annual Report: Academic Year 2007-08
Davis Division: Academic Senate

Committee on Public Service

Total Meetings: 2	Meeting frequency: as needed; UCDE proposals reviewed electronically	Average hours of committee work each week: 4

Total UCDE Proposals Reviewed: 4 (See below.)	Total reviewed items deferred from the previous year: None	Total items deferred to the coming academic year: 1 (DSPSA Luncheon)

Listing of bylaw changes proposed:
Allowing for more than four Distinguished Scholarly Public Service Award recipients in a given year.

Listing of committee policies established or revised:

Issues considered by the committee:
The Committee reviewed and selected the Distinguished Scholarly Public Service recipients, and reviewed four UCD Extension programs.

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

Committee's narrative:

The 2007-08 academic year began with a turnover of the Public Service Committee Chair. The Representative Assembly approved Chair, Paul Heckman, accepted an administrative appointment to Associate Dean in the School of Education, and this necessitated the search for and approval of a replacement. On December 14, 2007, two months into the academic year, Professor John Largier was formally approved by the Representative Assembly and appointed as the 2007-08 PSC Chair.

Because of the turnover of the PSC Chair, formal committee work did begin until December 18, 2007, and the Call for Nominations for the Distinguished Scholarly Public Service Award did not go out until January 7, 2008. Although the award selection process timeline was in effect three months behind schedule, the process was accelerated and brought current by April, 2008, in time to have the May luncheon that honors the recipients of the award.

The Public Service Committee, reviewed eight nominations for the Distinguished Scholarly Public Service Award (DSPSA), selected five finalists for further review and selected two recipients for 2007-2008 award: Alan Brownstein, Professor at the Law School; and Richard Howitt, Chair and Professor at the Department of Agricultural and Resource Economics. The following public areas of recognition will be 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 selected award recipients were submitted and approved at the April 14, 2008, meeting of the Representative Assembly. Unfortunately, the May luncheon in honor of the recipients had to be

postponed until October, 2008, due to scheduling conflicts on the calendars of the Chancellor and each of the recipients. The June 13, 2008, publication of Dateline announced the recipients publicly. October 23, 2008, came to be considered the best suggested date for the DSPSA luncheon, and the International House Community Room came to be considered the best venue.

At the time of the selection of the recipients, the committee considered giving the DSPSA to each of the five finalists. To move forward in this regard, the committee requested that its charge to "select up to four members of the faculty to receive" the Distinguished Scholarly Public Service Award be changed. L. Jay Helms, Chair of the Committee on Elections, Rules and Jurisdiction (CERJ), informed the PSC Chair, John Largier, that the PSC was bound "to select 'up to four' awardees" by Davis Division Bylaw 88(B)(2)(c). Further, "while CERJ has the authority to 'interpret' the Bylaws under Davis Division Bylaw 71, it has no authority to provide 'waivers' or 'exceptions.'" Finally, L. Jay Helms noted that "the Representative Assembly can amend a Bylaw. But this requires advance notice in a meeting call and a 2/3 vote," and "an amendment couldn't be made effective in time for this year's awards."

During the voting stage of the selection process the voting procedures were called into question. L. Jay Helms, Chair of the Committee on Elections, Rules and Jurisdiction, answered by clearly stating that "voting is limited to members of the Academic Senate (Davis Division Bylaw 28E) who are not Associated Deans or above (Davis Division Bylaw 28C). In the case of [the] Public Service [Committee] this means that only the five appointed Academic Senate members can vote."

The Committee electronically reviewed and approved four proposals for UCD Extension (UCDE) Certificate Programs: Creative Writing, Health Informatics, Green Building and Renewable Energy, and Cross-cultural Languages and Academic Development (CLAD) Through California Teachers of English Learners (CTEL). Approval letters were prepared and sent to Committee Chair Largier on July 31, 2008. Their return is expected in the near future. During the review process of the Health Informatics proposal, it was decided that a component of the proposal should be removed and the proposal re-written and resubmitted at a later date.

Besides the DSPSA nominations, the following topics were discussed at the two committee meetings: vision, purview and purpose of the committee; increasing the Distinguished Scholarly Public Service Award stipend using the gifted funds from Professor Emeritus Schutz and from Professor Emeritus Cahill; content and presentation of award nominee nominations; expanding and enhancing the practice of scholarly public service at UC Davis; increasing the emphasis on outreach into and engagement of the outside community and the acknowledgement of such work in faculty performance evaluation and rewards; service leave for public service which includes release from teaching and research responsibilities; and similar distinguished scholarly awards for junior faculty, including graduate students.

Respectfully submitted,

John Largier, Chair
Rachael Goodhue
Carlton Larson
Norman Matloff
Cynthia Passmore
Michael George, Academic Federation Representative
Nicelma King, Academic Federation Representative
Joyce Gutstein, ex-officio
Bernd Hamann, ex-officio
William Lacy, ex-officio
Dennis Pendleton, ex-officio

Bryan Rodman, Committee Resource Analyst

Annual Report: Academic Year 2007-08
Davis Division: Academic Senate

Committee on Student-Faculty Relationships

Total Meetings: 2	Meeting frequency: as needed	Average hours of committee work each week: 2-3 when meeting or reviewing items

Total Items Reviewed: 17	Total items deferred from the previous year: 1	Total items 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: Please see narrative below.

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

- Implemented the SFR Record Keeping per Chair Bisson from 2006-07: 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.

- Implemented the CERJ ruling from 2006-07: 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 for more information. SFR implemented this ruling during 2007-08 academic year, and continued the discussion regarding SFR's charge.

<u>**Committee's Narrative:**</u>

This Committee considers matters involving student-faculty relations according to Davis Division Bylaw 111 (click here). SFR member Lori Lubin served as SFR's representative to Representative Assembly. Per the bylaw, the Committee provided Senate representation on the Athletic Administrative Advisory Committee (http://far.ucdavis.edu/?q=node/29) via member Richard (Rick) Vulliet (updates were not received). For a more detailed account of the Committee's discussion and 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 implemented above, the Student-Faculty Relationships Committee also considered the following items during the 2007-08 academic year:

Academic Senate Davis Division and/or Systemwide Review Items:

- Reviewed the "Proposed Amendment to State Law re 5150 Psychiatric Holds" and submitted the following collective statement (as well as the Graduate Student Representative's comments):

  "The Student Faculty Relationship Committee has reviewed the proposed state law to create reporting of students placed on psychiatric hold. Overall, SFR felt that the section provides a positive effort to help accommodate and transition students with special needs. Clarifying a few statements, especially which specific housing is included in the term "institutional housing" would be helpful. SFR is concerned about issues of liability to which the University may be exposed. Specifically, it should be clarified under what circumstances information on a particular student may be requested and who in the University would have access to that information. The Committee values the review and input from the mental health community for their expertise of this review item."

- Reviewed the Informal Proposed UC Undergrad Mission Statement and submitted the following comments:

  "The Student-Faculty Relationships Committee has reviewed the request for informal review of the proposed UC Undergraduate Mission Statement. Overall, the Committee agreed that the statement was useful, but would like to suggest modification of the wording in order to more clearly state the mission of the university and the importance of undergraduate teaching, especially as this is a mission statement specifically for undergraduate education. Instead of the first sentence stating that undergraduate education is "directed related to the fundamental mission of the University....", SFR believes that undergraduate education is one of the key missions of a world-class research and pubic university. Using "directly related" dilutes the statement. Given the steady and recent increase in student fees etc, the university may want to stress that undergraduate education is, in fact, a high priority. Perhaps the statement could read, "The teaching of undergraduate and graduate students is one of the University of California's top three priorities, along with research and service."

- Reviewed the "Student Conduct and Discipline Proposal Regarding Copyright Infringement" and submitted the following comments:

  "The Student-Faculty Relationships Committee has reviewed, discussed, and approved of the proposed Student Conduct & Discipline Policy revisions."

- Reviewed the "Proposed Information Technology Road Map" – no comments were submitted

OTHER REVIEW ITEMS:

- Reviewed the SFR bylaw regarding the directive that one member of SFR shall be designated by the Committee on Committees as Faculty Representative to the Legislative Assembly of the Associated Students (ASUCD). The ASUCD President was contacted regarding this bylaw mandate and was asked to write to the Academic Senate Committee on Committees Chair in order to fill this faculty appointment. No response was received; therefore, SFR may consider a bylaw change in 08-09 to address this situation.

- Met with the Committee on Elections, Rules, & Jurisdictions (CERJ) Chair at the beginning of the year in order to help clarify their role and responsibilities according to the bylaw, specifically in light of the CERJ ruling made in July 2007 (see attached document for details). Later in the year, the SFR Chair, Elections, Rules, & Jurisdictions Chair, Grade Change Chair, and Academic Senate Chair met to discuss the SFR bylaw again. The Chairs brainstormed and discussed how to improve coordination between SFR and Grade Changes, and also to clarify SFR's role in the Senate. It was agreed that SFR can serve an important role that is separate from Grade Changes.

- The SFR Chair, Grade Change Chair, Student Judicial Affairs ex-officio, and Senate analyst met to discuss how grade changes are currently processed according to policy and the adverse affect on students when grades are not changed by the faculty member within a reasonable timeframe after disciplinary action is resolved. This situation arose from the Student Judicial Affairs office facing such challenges a few times per year. Senate policy and Registrar procedures were reviewed, and later in the year, the SFR Chair, CERJ Chair, and Davis Division Academic Senate Chair met again to discuss the issue of grade withholding by certain faculty members. A potential procedure involving Grade Changes and SFR was discussed, and the CERJ Chair was left to research regulations, etc. before advising us on a possible procedure. It was also suggested that the SFR Chair and Grade Change Chair meet with the Senate Task Force regarding Senate Operations to discuss further and establish details for SFR (the CERJ Chair was noted as the lead for arranging the meeting). SFR may consider this further in the 2008-09 academic year.

- Reviewed, discussed, drafted, and sent correspondence to all Academic Senate and Academic Federation members regarding usage of the Faculty Release Form (see attached document for details). The correspondence was endorsed by the SFR Chair, the Davis Division Academic Senate Chair, the Director of Student Judicial Affairs, and the Chair of the Academic Federation. Campus Counsel also reviewed the correspondence and approved of the document. The form was originally created in Engineering for instructors to use when providing written or verbal recommendations, and/or information at a student's request in 2005-06. The Committee concluded that no further action from SFR was required.

- Reviewed information/service provided by the Student Crisis Response Team (SCRT), and discussed the best way to communicate this resource to the campus. Articles which included information for SCRT were published on 4/26/07 http://www.dateline.ucdavis.edu/dl_detail.lasso?id=9486 and 4/3/08 http://www.news.ucdavis.edu/search/news_detail.lasso?id=8515, which satisfied SFR's desire to publicize SCRT's charge.

- Researched policy/procedure for three new student scenarios (originated via student contact). The SFR Chair and/or Analyst listened to the student's situation and asked that their request be submitted in writing in order to follow SFR's procedures and officially begin the investigation. No written requests were received; therefore, none of the contacts resulted in

formal investigations for SFR. The following are summaries of the student contacts received in 2007-08:

- A student requested information regarding guidelines/policy regarding class attendance; informal information/links regarding policy was provided and no further action occurred.
- A student who had a performance event conflict with the final test of a course asked the professor for an accommodation to be made, but the professor was allegedly unwilling to make any accommodation. Systemwide and Davis Division Regulations, Bylaws, APM, and the Faculty Code of Conduct were reviewed, and Student Judicial Affairs office was also consulted for their input. The student did not contact SFR to formalize this request, and therefore this situation was not investigated further.
- A student made a complaint regarding misconduct. After consulting the rules and regulations associated with accusations of academic misconduct, and after reviewing specifics of the case as provided, SFR concluded that they did not have a role to play in how cases such this are examined and handled. SFR concluded that the established and formal process for handling accusations of academic misconduct through the Official of Student Judicial Affairs was followed. It was apparent from the documentation received that the case was handled according to that process and that the student's appeal was considered carefully by the proper authority. No further action was taken.

- Reviewed and completed one official student petition (previously noted as a carry-over item from 2006-07). A student contacted SFR and alleged that the instructors did not provide adequate information on course expectations or feedback on the grades throughout the quarter. As a result, the student felt that he/she was not able to gauge her progress and perform as well as he/she could have. SFR investigated the situation and wrote correspondence to the faculty member stating that SFR is 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 encouraged that providing detailed information to the student regarding the reasons for his/her grade may resolve the situation at that level. Furthermore, SFR felt that the quality of the educational experience is enhanced by providing to the students appropriate information on course expectations.

- A faculty member contacted SFR in order to obtain campus wide or systemwide policy/procedure that outlined the proper way in which students should voice their complaints. The faculty member was writing a student/faculty handbook for his/her department and wanted to include the proper procedure for student complaints in order to have consistency and transparency in the process. The underlying problem was clarified that students were not directly confronting the faculty member with the issue or question initially, and instead going to the advisor or department chair first. After speaking with the faculty member and reviewing policy/procedures and SJA information, it was suggested that the best place to set guidelines for such procedures may be at the department level. It was noted that trying to set up global guidelines might not be the best course of action given the diversity of experiences and settings on campus (from large freshman classes to small graduate courses). This topic may be considered as an agenda item for a future SFR meeting.

- A faculty member contacted SFR regarding a potential violation of a basic principle of the Student-Teacher relationship. Academic Personnel Manual 015 was reviewed, and the faculty member was referred to follow the procedures outlined at http://manuals.ucdavis.edu/APM/015.htm.

- Reviewed the available Student-Faculty Relationship Committee records for information regarding gender discrimination complaints beginning 1999 to present. No record of gender discrimination complaints received or reviewed by the committee were found. This request was per Student Judicial Affairs for a court request in relationship to a lawsuit.

- Reviewed and updated SFR's Catalog Galley at: http://lobster.ucdavis.edu/galley/files/GeneralCatalogGalleyInstructionsMemo.pdf.

Sincerely,

Raul Piedrahita, Chair

Gail Goodman (member), Lori Lubin (member) Richard Vulliet (member), Keith Buckley (Academic Federation Representative), Mandeep Pooni (SJA Student Representative), Rick Addante (Graduate Student Association Representative), Marcus Tang (ASUCD Representative), Sheila Harrington (SJA ex-officio), Robert Becker (Grade Change Committee Chair, ex-officio), and Diana Howard (Academic Senate Analyst)

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.)

June 24, 2008

To: Members of the Academic Senate
Members of the Academic Federation

RE: Confidentiality Waivers

The Davis Division of the Academic Senate, Davis Division of the Academic Federation, and the Office of Student Judicial Affairs encourage you to consider obtaining written authorization from students prior to releasing personal information about them by having the student fill out and sign an "Authorization for Disclosure of Information from Student Records for Letter of Recommendation or Reference" form. These can be downloaded at: http://manuals.ucdavis.edu/PPM/320/320-21d.pdf. This form was created in response to faculty desiring additional legal protection when providing recommendations or references for students. Additional information on the relevant privacy and legal issues is available at http://manuals.ucdavis.edu/PPM/320/320-21.htm.

FERPA (the Federal Educational Rights Privacy Act) requires that a student provide written consent before most information concerning them contained in a University record can be disclosed to an outside party. However, personal knowledge is not subject to FERPA, and its disclosure is therefore not prohibited by FERPA, even if it also happens to be recorded. As the origin of a faculty member's knowledge of a student is not always easy to determine, faculty members are encouraged to obtain this written consent by means of the referenced authorization form. Campus Counsel advises that the risk of legal vulnerability for faculty members who do not obtain the signed waiver forms is low due to the low chance of a legal challenge (the student has, after all, requested the letter of recommendation). Campus Counsel is not aware of any lawsuits having ever been filed against the University involving a claim of an unauthorized letter of recommendation. However, in the event there is a dispute over whether the student authorized a letter, there are potential civil penalties and invasion of privacy liability under state laws.   In any event, if a faculty member was sued in a situation where s/he did not utilize the form, Campus Counsel advises that as long as the faculty member was acting within the course and scope of his or her position, s/he would be fully defended by the University.

If you have questions, or need additional information, please contact the Office of Student Judicial Affairs or visit their website at: http://sja.ucdavis.edu/.

Raul Piedrahita, Chair
Student-Faculty Relationships Committee

Jeanne Wilson, Director
Student Judicial Affairs

Linda Bisson, Chair
Academic Senate

Catherine VandeVoort, Chair
Academic Federation

Annual Report: Academic Year 2007-08
Davis Division: Academic Senate

Undergraduate Council

Total Meetings: **12**	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.**

Total Proposals Reviewed: **40**	Total projects deferred from the previous year: **None.**	Total projects deferred/continued to the coming academic year: **2** (Special Review and D-1 Athletics Report)

Listing of bylaw changes proposed: None.

Listing of committee policies established or revised: None.

Issues considered by the committee:
1. Proposed Policy: Involuntary Psychiatric Hold Withdrawal
2. UC Davis Athletics D-1 Baseline Report
3. UC Davis Wrestling Team – Lost Scholarships
4. Calendar Proposal 2011-2016
5. COC Proposal to Amend UGC Bylaw Language
6. Special Review: CLAS
7. CA&ES Program Reviews
8. EAP Proposal to Establish a New Leave Policy
9. Proposed Revisions to UC On-Campus Credit Card Marketing Policy
10. Design Program Laptop Requirement Proposal
11. Information Technology Guidance Committee Report: Creating a UC Cyberinfrastructure
12. CERJ Ruling: Defining "Passing Quality" with Respect to the Assignment of Incompletes
13. College of Engineering Proposal to Rename Electrical Engineering/Materials Science Major to Electronic Materials Engineering
14. CCGA/UCEP/ITTP: Dialectic Paper on Remote Online Instruction
15. GE Proposal Writing Changes
16. GE Proposal Diversity Requirement Changes
17. CA&ES Proposal to Rename Animal Science and Management Major to

	Animal Science and Enterprise Management
18.	GE Proposal Comments (LAWR, ASUCD, CA&ES Executive Committee, History, Economics, Statistics, CBS, Geology, and Art)
19.	Construction Engineering and Management Minor
20.	WASC – Campus Planning and Improved Coordination
21.	Winter (2010/2011) Rescheduling Proposal
22.	UC Undergraduate Mission Statement
23.	Amendment to SR750 and APM 410: Role of Graduate Students in Instruction
24.	Education Abroad Center (EAC) Name Change Proposal
25.	BOARS Proposal: Proposal to Reform UC's Freshman Eligibility Policy
26.	School of Nursing Proposal
27.	WASC Information: UC Berkeley final report and UC Davis WASC web site.
28.	PPM 280-20: Voluntary Student Fees and Voluntary Campus-Based Student Fees
29.	PPM 280-15: Campus Student Fees & Elections and Compulsory Campus-Based Student Fees and Referendum Elections
30.	Proposed Repeal of SR458
31.	Bodega Marine Lab 10 year ORU Review
32.	Middle East/South Asian Studies Major Proposal
33.	UC Transfer Preparatory Paths
34.	Academic Council C-ID Request for Faculty Discipline Groups: Course Identification Project
35.	Reconstitution of New Major: Environmental Science and Management
36.	CA&ES Major Name Change Request: Agricultural Management and Rangeland Resources to Ecological Management and Restoration
37.	CA&ES Major Name Change Request: Crop Science and Management to Plant Sciences
38.	Proposal to Amend SR636: Writing Class Size Cap and Elimination of Certain Names of Tests
39.	UCEP Reports
40.	Proposed State Legislation Regarding Students Placed on Psychiatric Hold

Recommended procedural or policy changes for the coming year: N/A

Committee's narrative:

The Chair of the Undergraduate Council attends the Provost/Senate Chairs meetings, and the Senate Executive Council meetings. Keith Williams served as the Chair of the University of California Educational Policy committee during the 2007-2008 academic year and attended UGC meetings when available to update the committee on systemwide issues pertaining to undergraduate education on UC campuses. The UCEP representatives during the 2007-2008 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).

The Undergraduate Council dealt with a number of issues of great importance to the campus during the 2007-2008 academic year. One of the most important issues was revision of the General Education Requirements on campus, in accordance with recommendations of the General Education Task Force convened by Dan Simmons in 2005. Please see below for a summary of the approved General Education Revision proposal.

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 was voted on and approved by the Representative Assembly of the Davis Division, Academic Senate at the June 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 task force used the following principles and objectives while developing the proposal:

GE objectives within the mission of UC Davis as a public university:

- Educate students to become thoughtful, civically engaged participants of society.
- Equip students to consider matters requiring a critical understanding of science, history, social relations, and global forces, among other things.
- Communicate ideas effectively through written, spoken and visual means.
- Understand that ideas have consequences and that we all have the responsibility to consider those consequences.
- Develop a cosmopolitan rather than a parochial view of the world.

General Education Web Site
During the 2007-2008 academic year, the UGC analyst worked extensively with the Academic Senate programmer to design and implement a web site devoted to General Education. This web site was designed in conjunction with the proposal to revise the General Education requirement on the UC Davis campus. This was a large project that involved meeting with several committees, individual faculty members, and members of the administration. The UGC analyst worked with the programmer on designing the web site so the information would be easily accessible. An open forum and feedback/comment feature was also added to the GE web site so individual faculty, staff, and students could submit

comments and feedback on the GE proposal. The web site went through several revisions, but overall faculty appreciated the web site because all the information on the general education revision was contained in one place. I think the creation of the web site really assisted with educating faculty on the GE proposal and revision and eventually led to the proposal being approved by the Representative Assembly in June 2008 for implementation in Fall 2010. All information pertaining to the General Education revision can be found at: http://ge.ucdavis.edu.

Final General Education Proposal – **approved by the Davis Division Representative Assembly June 2008:**

Revised General Education Requirement
June 2008

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 thoughtful, engaged participation 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. Students may not present Advanced Placement or International Baccalaureate credit in satisfaction of GE requirements.

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 experience coursework in the student's major or elsewhere (at least 6 units)

Writing experience coursework provides students instruction on how to communicate ideas in the subject matter of a course. Students write in appropriate forms under the guidance of faculty and graduate students. The opportunity to improve writing after having received careful commentary is crucial to this requirement.

c. Oral skills coursework or additional writing experience 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 experience (see requirement b).

d. 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 visual embodiments of ideas inform and persuade people. Coursework may stress the skills needed to communicate through visual means as well as 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, and c.

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, of which at least 3 units must be in a course certified as focusing on issues of domestic diversity)
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.

Final General Education Regulations – **approved by the Davis Division Representative Assembly June 2008:**

PROPOSED REVISION OF DAVIS DIVISION REGULATIONS 522-524:
General Education Requirement

Submitted by the Undergraduate Council.

Rationale: The General Education (GE) requirement is designed to deliver a broad education to all undergraduates. This is the only requirement imposed by UC Davis on all students earning bachelor's degrees in 104 majors in four different colleges. The campus-wide scope of the UC Davis GE requirement is unique within the UC system; the GE Committee and GE Task Force affirmed that this approach be continued in order to preserve one of the core strengths of undergraduate education at UCD.

The current GE requirement was approved in 1996. Over time, faculty realized that it needed to be strengthened in several respects and made more international in scope. In response to these needs, the revision: increases flexibility in implementation of the GE requirement for students in unit-heavy majors; increases the emphasis on building writing skills as a component of critical thinking; adds training in quantitative and scientific reasoning; and, emphasizes examination of social and cultural diversity in both domestic and international settings. Moreover, the external review team for UC Davis noted in its 2003 accreditation report that the current GE requirement, which can be fulfilled with as few as 18-24 units of coursework, falls far short of the minimum 67.5 quarter units recommended to balance breadth with depth in a university undergraduate education. UC Davis must respond to this criticism in an interim report and during the next review. Aside from its many other benefits, accreditation is essential for our students to receive federal financial aid.

Nearly 4 years of effort by the GE committee and the GE Task Force generated a revised GE requirement designed for the common good of all undergraduates. The revision is carefully balanced to meet the goals outlined below and to enable completion within 4 years. The first version was sent to all faculty in February 2007; the plan has been revised three times in response to feedback provided in many venues. Seats are available in appropriate courses. Setting Fall 2010 as the implementation date allows time to make the necessary changes in course designations and to educate faculty and staff advisors about the revised program.

Within the mission of UC Davis as a public university, the objectives of the GE requirement are to educate students to:

- become thoughtful, civically engaged participants of society;
- learn the information and thinking skills to consider matters requiring a critical understanding of science, history and governance, social relations, and global forces;
- communicate ideas effectively through written, spoken and visual means;
- understand that ideas have consequences and that we all have the responsibility to consider those consequences; and

- develop a cosmopolitan view of the world.
-

Incorporation of the College English requirements emphasizes the importance of learning to write well. Colleges retain the ability to specify how the 8 unit requirement is met. Students must take courses in all areas of three topical breadth and courses required by their majors may be used for GE credit. This eliminates the need to classify each major in a topical breadth area. In fact, many majors require an interdisciplinary spectrum of courses. The number of topical breadth GE courses is greatly increased because most undergraduate courses will be assigned to a topical breadth area.

The revised GE requirement integrates training in essential skills and core literacies into courses in topical breadth. Literacy with words and images, civic and cultural literacy, quantitative literacy, and scientific literacy are crucial for a sound education and success in one's profession as well as for a thoughtful, engaged citizenship in the community, nation and world.

Writing strengthens a student's ability to think clearly and communicate effectively. The proposed writing experience requirement defines pedagogically effective writing both in terms of the context of the writing and a framework for effective learning. Process is emphasized over the total amount of writing. Feedback and the opportunity to revise part of the writing are essential and are specified in the new requirement, formalizing the policy implemented in 2000 by the Committee on Courses of Instruction. Effective presentation of one's own ideas is strengthened by the requirements for courses in oral literacy and visual literacy.

As well as learning about the history and governance of the United States, students need to think critically about issues arising in multicultural societies that are increasingly interconnected across national boundaries. The revision therefore incorporates socio-cultural diversity into Civic and Cultural Literacy. Issues of domestic diversity are considered as one part of the requirement in American Cultures, Governance and History. In addition, socio-cultural diversity is embedded in the World Cultures requirement.
A course in quantitative reasoning and a course in scientific literacy are included because both are essential to understand and evaluate information and new knowledge at the heart of major public policy debates and decision-making.

Conversion to a unit-based requirement allows 1-2 unit courses such as Freshman Seminars to qualify for GE credit. These are ideal settings for intellectual discourse and developing written and oral literacy skills. This increases GE opportunities in small classes for all students. The change will also let the GE program work better for students whose majors have heavy unit loads.
Allowing students to elect P/NP grading for GE courses encourages them to explore beyond their known academic strengths and acquire a truly general education without undue concern about the impact on GPA. Note that a P grade imposes a higher standard than earning a D- or above, which does accrue GE credit.

Additional detailed information about the revised GE requirement, the rationale underlying the proposed changes, and documents describing criteria for certification of individual courses can be found at http://ge.ucdavis.edu.

Proposed Revision: It is proposed that Davis Division Regulations 522 (Baccalaureate Degree Requirement in General Education), 523 (Substitution of Course Sequences and Clusters in the General Education Requirement), and 524 (Assignment of Majors to General Education Areas) be repealed (see below) and that the following new Regulations 522 and 523 be adopted, to be effective September 1, 2010.

Regulation 522. Baccalaureate Degree Requirement in General Education.

(A)   Each candidate for a baccalaureate degree shall satisfy a General Education requirement comprising two components: Topical Breadth and Core Literacies.

    (1)   The Topical Breadth component shall be separated into three subject matter areas: Arts and Humanities; Science and Engineering; and Social Sciences.

    (2)   The Core Literacies component shall have four parts: Literacy with Words and Images; Civic and Cultural Literacy; Quantitative Literacy; and Scientific Literacy.

(B)   The Topical Breadth component shall be satisfied by passing between 12 and 20 units of courses in each subject matter area, for a total of 52 units from all three areas.

(C)   The Core Literacies component shall be satisfied by passing at least the specified number of units of coursework in the following four parts:

    (1)   Literacy with Words and Images shall be satisfied with:

- 8 units or the equivalent of English Composition coursework (as specified by the candidate's college);

- 6 units of designated writing experience coursework in the candidate's major or elsewhere;

- 3 units of additional designated coursework in either oral skills or writing experience; and

- 3 units of designated coursework in visual literacy.

    (2)   Civic and Cultural Literacy shall be satisfied with

- 6 units of designated coursework in American cultures, governance and history, of which at least 3 units must be in domestic diversity; and

- 3 units of designated coursework in world cultures.

(3)   Quantitative Literacy shall be satisfied with 3 units of designated coursework in quantitative literacy.

(4)   Scientific Literacy shall be satisfied with 3 units of designated coursework in scientific literacy.

(D)   In satisfying the General Education requirement:

(1)   Course units that satisfy requirements in the candidate's major or majors may also be counted toward satisfaction of General Education requirements.

(2)   While some courses may be certified in more than one of the three subject matter areas for Topical Breadth, no student may count a given course in more than one subject matter area.

(3)   No course may be counted by a student toward the satisfaction of more than one of the four Core Literacies.

(4)   With the exception of the 8 units of designated English Composition coursework, a course offered toward the satisfaction of the Core Literacies component may also be offered in satisfaction of the Topical Breadth component.

(5)   No course passed prior to satisfaction of the Entry Level Writing Requirement shall be offered toward satisfaction of the General Education requirements for writing experience coursework.

(6)   Candidates may not present Advanced Placement or International Baccalaureate credit in satisfaction of General Education requirements.

(7)   Transfer students who have successfully completed the Intersegmental General Education Transfer Curriculum (IGETC) are exempt from all General Education requirements.

(8)   Students transferring to UC Davis who have not completed the IGETC curriculum shall satisfy all General Education requirements as specified by this Regulation, but may offer previously completed coursework toward their satisfaction. The Committee on Courses of Instruction may delegate to the Deans of the undergraduate colleges the authority to determine the suitability of previously completed coursework for satisfying General Education requirements.

(9)   Subject to the limits otherwise applicable, candidates may elect Passed/Not Passed grading for courses fulfilling General Education

requirements.

Regulation 523. Criteria for General Education Certification.

(A)   Any undergraduate course carrying credit toward graduation is eligible for assignment to a Topical Breadth area if it takes a critical, analytical perspective on knowledge, considering how knowledge has been acquired, and the assumptions, theories, or paradigms that guide its interpretation. Where appropriate, a course may be assigned to more than one Topical Breadth area, and most courses are expected to be assigned to one or more areas.

(B)   The criteria for the English Composition requirement shall be specified by the several undergraduate colleges, subject only to the condition that no fewer than 8 units or the equivalent shall be required.

(C)   The Committee on General Education's criteria governing certification of courses for the Core Literacies component of General Education shall be consonant with the following:

    (1)   A course providing Writing Experience promotes the student's ability to think clearly and communicate effectively about the course material through guided writing assignments completed in stages. Guidance may take the form of class discussions, peer feedback, individual or small group conferences, or written (including online) feedback. Students must be given feedback designed to promote improvement in writing in the course. Feedback may occur in the context of one or more successive, refined submissions of a single assignment, or over a series of multiple assignments. Students receive the current version of the handout on plagiarism from Student Judicial Affairs. Grading criteria are articulated in advance of the due date. The writing is evaluated for content, clarity, organization, and logic. A 1 unit course requires a minimum of 5 pages of writing; a course of 2 or more units requires a minimum of 10 pages, possibly in a series of staged tasks or shorter assignments. Approval may be sought for shorter assignments that total fewer than 5 or 10 pages when they are appropriate and clearly justified.

    (2)   A course in Oral Skills strengthens a student's ability to understand and orally communicate ideas while using critical thinking.

    (3)   A course in Visual Literacy improves a student's ability to understand ideas presented visually and to communicate knowledge and ideas by visual means.

    (4)   A course in American Cultures, Governance and History provides an understanding of the historical processes, institutional structures, and core analytic skills necessary to think critically about the nature of citizenship, government and social relations in the United States.

        (a) A course in Domestic Diversity provides an understanding of issues such as race, ethnicity, social class, gender, sexuality, and religion within

the United States, and develops the student's ability to think critically about diverse socio-cultural perspectives.

(5)   A course in World Cultures combines the historical and social context with the core analytic skills necessary to understand and adopt a critical perspective on society, politics and/or culture in one or more cultures outside the United States.

(6)   A course in Quantitative Literacy develops a student's ability to reason quantitatively and to evaluate quantitative arguments encountered in everyday life.

(7)   A course in Scientific Literacy instructs students in the fundamental ways scientists use experimentation and analysis to approach problems and generate new knowledge, and presents the ways scientific findings relate to other disciplines and to public policy.

(D)   In extraordinary circumstances, for example, for majors subject to external accreditation, the General Education Committee may certify that the fulfillment of the major requirements meets specified parts of the General Education requirement. The major requirements must include courses that fulfill the objectives of the relevant parts of the General Education requirement.

Existing General Education Regulations that would be repealed under this proposal:

522. Baccalaureate Degree Requirement in General Education.

(A) Each candidate for a baccalaureate degree in the College of Agricultural and Environment Sciences, the College of Engineering, and the College of Letters and Science at UCD shall satisfy a General Education requirement:

(1) The three components of General Education shall be: Topical Breadth, Social-cultural Diversity, and Writing Experience.

(2) The topical breadth component shall be separated into three subject matter areas; science and engineering, social sciences, and arts and humanities.

(3) A candidate shall satisfy the topical breadth requirement in each subject matter area that does not include the candidate's major.

(4) A minor or second major in a subject matter area that does not include the first major shall satisfy the General Education requirement in the area to which it is assigned.

(5) Multidisciplinary individual majors may satisfy the General Education topical breadth requirement in one or all subject matter areas, as determined in each case by the faculty of the undergraduate colleges.

(B) The General Education requirements shall be satisfied as follows:

(1) Each candidate shall satisfy this requirement by passing three approved General Education topical breadth courses in each subject matter area

(specified in A.2) that does not include the major, three approved courses in writing experience, and one approved course in social-cultural diversity.

(2) A course offered toward satisfaction of the General Education requirement in one component (specified in A.1) may also earn credit toward satisfaction of requirements in either or both of the other components.

(3) Courses that satisfy requirements in the candidate's major may also earn credit toward satisfaction of the General Education requirements in the subject matter areas of social-cultural diversity and writing experience. Courses taken to complete major requirements may also earn credit toward satisfying the requirement in the area of topical breadth when they are classified in subject matter areas that do not include the major.

(C) Transfer students who have successfully completed the Transfer Core Curriculum (TCC) or the Intersegmental General Education Transfer Curriculum (IGETC) prior to entering UCD are exempt from all General Education requirements.

(D) Students transferring to UCD who have completed neither the TCC nor IGETC curriculum shall satisfy all General Education requirements, but may offer previously completed course work toward satisfaction. The Committee on Courses of Instruction may delegate to the Deans of the undergraduate colleges the authority to determine the suitability of previously completed course work for satisfying General Education requirements.

(E) The faculties of the undergraduate colleges shall determine the appropriate subject matter area classifications of their respective majors and minors.

(F) All courses offered in satisfaction of the General Education requirement shall be taken for a letter grade.

(G) No course passed prior to satisfaction of the University Subject A requirement shall be offered toward satisfaction of the General Education requirement in the writing experience component

(H) A course in the topical breadth component is characterized by the following features:

(1) It addresses broad subject matter areas that are important to a student's general knowledge.

(2) It takes a critical analytical perspective on knowledge, considering how knowledge has been acquired, and the assumptions, theories, or paradigms that guide its interpretation

(3) It requires readings from a range of sources.

(4) The Committee on Courses of Instruction may certify for General Education credit a course that does not embody all these features if, in its judgment, the course has other qualities that make its inclusion in the program desirable.

(I) A course in the social-cultural diversity component is any course that deals with issues such as race, ethnicity, social class, gender, sexuality, or religion.

(J) A course in writing experience normally requires a minimum of five pages of writing in a block, which will be evaluated not only for content, but also for organization,

style, use of language, and logical coherence. The Committee on Courses of Instruction may, however, approve for General Education credit some other form of satisfying the writing requirement if, in its judgment, the alternative meets the goals of encouraging students to think critically and communicate effectively

523. Substitution of Course Sequences and Clusters in the General Education Requirement.

(A) The Undergraduate Council's Committee on General Education may approve introductory sequences of courses that are not approved General Education courses as a substitute for any single introductory course in the same area of General Education. Necessary features of such sequences are:

(1) The sequence must extend over at least two quarters;

(2) The courses in the sequence must have explicit methodological and conceptual content; and

(3) The courses in the sequence must present material that is coherent and cumulative. Normally, the courses involved will bear the same number, and course A will be prerequisite for course B, and so on.

(4) The Undergraduate Council's Committee on General Education may authorize substituting clusters of two or three certified introductory General Education courses for the three General Education courses required in a given area, as specified in DDR 522, provided that:

(a) At least two courses demand the levels of student participation and expository writing that characterize non-introductory General Education Courses.

(b) The instructors in charge of the courses certify that there is substantial and explicit coherence of content and approach among the three courses, and that instructors will remain in active consultation to assure that coherence is maintained.

524. Assignment of Majors to General Education Areas

(A) The faculty of each college offering a baccalaureate degree shall assign each of its major programs to one or more of the three areas of General Education. The Undergraduate Council's Committee on General Education must approve the assignment of a major to more than one General education area. In each case in which the area of assignment may vary, depending on the particular courses selected by the student, the college shall indicate to which areas the majors may be assigned, and shall determine the particular area for each student in their major programs.

(B) A student's General Education requirement shall be based on his/her major at graduation. In a case in which a student is certified as meeting the requirements of majors assigned to two separate General Education areas, the student shall meet the General Education requirement in the third area and any additional requirement imposed by the college(s).

(C) The colleges shall provide, for dissemination and publication, list(s) showing the assignment of their majors to General Education areas (En. 6/7/83).

Other important UGC Business Items Reviewed During 2007-08:

<u>Proposal to Reform the University of California's Freshman Eligibility Policy</u>
The Undergraduate Council was asked to evaluate a systemwide proposal, put forward by the Board of Admissions and Relations with Schools (BOARS), to reform the eligibility of freshman for review and admission to the University of California. In so doing, the Undergraduate Council had a thorough and enlightening discussion, a discussion that may have raised as many questions as may have been answered. The Undergraduate Council is concerned about the lowering of eligibility standards without a concomitant increase in the support for remedial education programs. At present, these programs are struggling to meet demand. Realizing that BOARS was not asked to evaluate the larger role of the University of California in the Master Plan, the Undergraduate Council nevertheless hoped for a more comprehensive plan; a plan to address the desire for increased student diversity without diminishing perceptions of academic quality.

A key element for implementing the proposal, the revision of Comprehensive Review, receives only a brief outline, with reference to vague concepts like "overall college readiness" and a desire to "discourage the rigid weighting of test scores". The Undergraduate Council recognizes it is easy to be critical. But we are being asked to evaluate a key component of University admissions which, on the surface, appears to lower academic standards so as to increase the number of individuals eligible for Comprehensive Review. Following that, the proposal goes on to offer only a weak description of the implementation of that Comprehensive Review.

Again, BOARS and the Undergraduate Council agree on the importance of the larger issue: providing a high quality education in a publicly supported institution. But the present proposal, built upon a lowering of standards, does little to ignite much enthusiasm in the Undergraduate Council.

Proposal to Amend UGC Bylaw Language: Request from COC
The Undergraduate Council was asked to evaluate an amendment to Davis Division By-Law 121 in a search for consistency with Davis Division By-Law 80. The former concerns the appointment of subcommittees to the Undergraduate Council, legislation similar to the latter by-law that refers to the Graduate Council. The Undergraduate Council can certainly understand the thinking behind this request for amended legislation. Consistency is certainly a worthy goal. However,

after considerable discussion, the Undergraduate Council was not enthusiastic about the suggested change.

The principal cause for concern was placing the responsibility for building the subcommittees of the Undergraduate Council into the hands of one individual; that individual being the Chair of the Undergraduate Council. One can either interpret that as an onerous assignment for an individual that already has a variety of other responsibilities, or as providing too narrow a perspective on potential members of the subcommittees. Both points were raised in our discussion.

At the same time, the membership of the Undergraduate Council is mindful that this is also a considerable task for the members of the Committee on Committees. Accordingly, the Undergraduate Council looks forward to a continuing discussion of this topic, in concert with the Committee on Rules and Jurisdiction. Perhaps legislation can be crafted that has the chair of the Undergraduate Council work in concert with members of the Committee on Committees to share workload and to insure that a wide sampling of senate faculty are appointed as members of these important subcommittees.

UC Davis D-1 Athletics Report (additional information currently pending from SARI)
At the time our campus moved to Division I of the National Collegiate Athletic Association, the Academic Senate believed it was necessary to monitor the academic performance of our student athletes. As you know, Davis has a long tradition of emphasizing the "student" in the expression student athlete. Our wrestling team was recently listed among teams in California that have lost scholarships due to poor academic performance. Given this unfortunate event, the Undergraduate Council would like the final report to include a presentation of mean cumulative grade point average, average units completed per quarter and fraction of students subject to dismissal by team. The Council is aware that this may not be possible in all cases given issues of sample size for some of the smaller teams. As such, we rely on the good judgment of the SARI staff to evaluate the extent that such tables are meaningful and within the bounds of privacy issues. Our intent should be obvious; we would simply like to stay "ahead of the curve" where possible, to insure that the troubles in one program are not the first of several others.

Design Program Laptop Proposal
The Undergraduate Council was asked to address a request from the Design program in Humanities Arts and Cultural Studies (HArCS), a division of the College of Letters and Sciences, to consider requiring students of this major to purchase major-specific and major-appropriate laptop computers and software. Our catalog states: "every entering undergraduate is expected to own a computer that meets certain minimum performance standards". However, these minimum standards are not sufficient for students in Design, hence the request from the program to consider a change in requirements for students of this major.

The request is not one taken lightly. As the Director of the Design program outlines, this program does not have sufficient funds to equip (both hardware and software) the laboratories necessary to adequately train undergraduates in Design. However, the Undergraduate Council did not agree with the request, finding that such a requirement would be an onerous financial burden to a majority of the students in the major. In addition, the Undergraduate Council was concerned with the enrollment of non-Design majors in Design classes; would these students also be required to purchase more expensive laptop computers and software? Moreover, the Undergraduate Council felt that this request, if approved, would lead to a series of other majors with similar proposals for shifting more educational to students.

Finally, the Undergraduate Council realizes that this issue will not "go away" with the denial of this request. The Design major is trying, as we all are, to manage a compromise between academic rigor and the increasing expense of providing what we believe is a University of California standard for a Bachelor's degree. We hope in the short-term that the challenges confronting Design can be met by the steady progress of the marketplace in producing more powerful computers in concert with a declining price. However, the challenge facing other majors may not have the possibility of such a passive solution.

Middle East/South Asian Studies Major Proposal
The council voted unanimously to approve the establishment of this new major. However, the Undergraduate Council respectfully submits an additional suggestion to future members of the Undergraduate Instruction and Program Review Committee. Members of the Undergraduate Council were concerned that the present major lacks sufficient attention to history, and especially to the rich ancient history of this geopolitical region; we suffer from a scarcity of coursework and faculty in this subject at the University of California, Davis. The campus has plans to expand the hiring of faculty with such expertise, and we look for future Program Reviews of this major to evaluate integration of this material into the major. The Undergraduate Council suggests that when the Undergraduate Instruction and Program Review Committee undertakes the first major review of any newly established major, the review committee be informed of any relevant deliberations of other Senate committees.

Respectfully submitted,

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

Krishnan Nambiar
Dan Potter
Kathryn Radke
Alan Stemler
Matthew Traxler
Cynthia Bates (Academic Federation Rep)
Deanna Johnson (Academic Federation Rep)
Joemar Clemente (ASUCD Rep)
Christine Pham (ASUCD Rep)
Keith Williams (Guest – UCEP Chair)
Patricia Turner (Ex-Officio – Vice Provost for Undergraduate Studies)
Frank Wada (Ex-Officio – University Registrar)
Kimberly Pulliam, Analyst

Annual Report: Academic Year 2007-2008
Davis Division: Academic Senate

Committee on Preparatory Education

Total Meetings: 1	Meeting frequency: Upon demand.	Average hours of committee work each week: No weekly requirement. Committee hours dependent on issues that arise.

Total issues reviewed: 1	Total of reviewed issues deferred from the previous year: None	Total requests to review issues deferred to the coming academic year: None

Listing of bylaw changes proposed: None.

Listing of committee policies established or revised: None.

Issues considered by the committee: Board of Admissions and Relations with Schools (BOARS) UC Freshman Eligibility Reform Proposal

Recommended procedural or policy changes for the coming year: None

Committee's narrative:

The Special Academic Programs committee met one time, on November 14, to discuss the BOARS proposal. This was at the request of UC's Academic Council for systemwide Senate review. The proposal is to establish UC freshman eligibility on the basis of a complete review of each applicant's qualifications, a replacement for long-standing eligibility policy based on GPA/test scores.

After discussion, two committee members voted for the report and two voted against it. Two members did not attend nor did they vote. The results were provided to the Academic Chair in a written memo.

In summary, those supporting the BOARS proposal thought it would provide a wider pool of applicants without lowering academic standards, resulting in a stronger student body that better encompasses under-represented minorities. The BOARS proposal calls for continued academic rigor in the review, with increased attention to each student's distinctive achievements and to factors individual to the student, such as hardships encountered and overcome, or the limitations of the schools the student attended.

Those opposing the BOARS proposal thought it would result in the exclusion of students who would have gained admission under the GPA/test score criteria, even though objective measurement would demonstrate strong academic records with likely success at the university level. They agreed that the proposal would provide a wider pool of applicants: however they thought the pool would be weaker. Flexibility is already included in the admissions system in the form of "admission by exception" and "eligibility in a local context."

Respectfully submitted,

Richard Levin, Chair
John Bolander
Alyson Mitchell
Jon Rossini
Roman Vershynin
Katherine Gibbs, Academic Federation Representative
Garrett Toy, ASUCD Representative
Nancy Kilpatrick, Analyst, Academic Senate Office

Annual Report: Academic Year 2007-2008
Davis Division: Academic Senate

Committee on Special Academic Programs

Total Meetings 0	Meeting frequency NA	Average hours of committee work each week NA

Total Issues Reviewed: 1	Total of reviewed issues 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 : Please see narrative below.

Recommended procedural or policy changes for the coming year: None

Committee's narrative:

 During the 2007-2008 year, the Special Academic Programs Committee did not meet in person. All communications were through email. There were no issues involving the special academic programs on the campus. The only issue that we considered was trying to create a full time staff position responsible for helping our undergraduate students prepare well to be competitive in applying for prestigious national and international

scholarships. At present this task is handled by Ms. Carrie Devine whose main job is Honors Counselor with Davis Honors Challenge. We felt that it takes quite a few years of coaching and guidance to make students competitive. Procuring such awards would also enhance our visibility and our recruitment efforts. At all other major institutions there is at least one full time person helping students in this capacity. The SAP Committee unanimously made this recommendation through the Undergraduate Council to the Provost for Undergraduate Studies Prof. Patricia Turner. The Undergraduate Council felt that this was a good idea. However, due to current budgetary constraints, the implementation has to wait for better financial times.

Respectfully submitted,

Krishnan Nambiar, Chair
Jerold Last
Ning Pan
Brenda Schildgen
Diana Strazdes
Mark Van Horn, Academic Federation Representative
Nancy Kilpatrick, Academic Senate Analyst

Annual Report: Academic Year 2007-2008
Davis Division: Academic Senate

Committee on Undergraduate Instruction and Program Review

Total Meetings 4	Meeting frequency Twice in fall quarter; twice in spring quarter	Average hours of committee work each week

Total of Six Undergraduate Programs Reviewed (courses, proposals, cases, etc.)	Total of 0 deferred from the previous year	Total of 2 deferred to the coming academic year

Listing of bylaw changes proposed:
None.

Listing of committee policies established or revised:
None.

Issues considered by the committee
Program clusters for undergraduate program reviews; timing of undergraduate program reviews, format of college review committee reports

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

Committee's narrative:

The committee completed reports on reviews of six undergraduate teaching programs in the College of Agricultural and Environmental Sciences, specifically the majors in Animal Biology (ABI), Community and Regional Development (CRD), Entomology (ENT), Fiber and Polymer Science (FPS), Textiles and Clothing (TXC), and Wildlife, Fish, and Conservation Biology (WFC). Each program was assigned to one primary and one

secondary reviewer. For each of these programs, these two committee members reviewed the following materials: the self-review by the home department of the program, the report on the program by the College's Undergraduate Program Review Committee, and the responses from the department chair and/or master adviser, the Dean, and the College Executive Committee. For each program, the reviewers prepared a report providing a summary of the program's major strengths and weaknesses and our recommendations on how to address the latter. The reports were then posted for review by all members of the committee, discussed at one of our meetings, and further edited as necessary. The final reports were then forwarded to the Undergraduate Council and were discussed at the UGC meeting on May 2.

These were the last majors to be reviewed under the old program review process. Review of the programs in Cluster 1 of the new process, originally scheduled for spring quarter, 2008, was deferred to the 2008-2009 academic year because only the college of Biological Sciences had completed its Cluster 1 reviews (2 programs: Microbiology and Plant Biology) by the end of spring quarter, 2008, and the committee members were unanimous in feeling that it was best to conduct the Cluster 1 reviews for all three colleges at the same time. It is therefore anticipated that the program reviews for both Cluster 1 and Cluster 2 will be completed during the 2008-2009 academic year.

Respectfully submitted,

Daniel Potter, Chair
Arnold Bloom
Michele Igo
Kyu Hyun Kim
Timothy Patten
Ronald Phillips
Aaron David Smith
Carole L. Hom, AF Representative
Baryo Dee ASUCD Representative
Jon Wagner, Ex-Officio
Nancy Kilpatrick, Academic Senate Analyst

COMMITTEE ON UNDERGRADUATE SCHOLARSHIPS, HONORS & PRIZES
2007-2008 ANNUAL REPORT

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

The Committee first met on October 29, 2007 during the Fall Quarter to organize for the year. At this meeting, committee members reviewed the 2006-2007 Annual Report and the calendar for 2007-2008. 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 2008-2009 academic year, 48,818 students applied for undergraduate admission: 8,199 new transfers and 40,619 new freshmen. The Committee does not evaluate all freshmen and transfer applicants to the University. Only eligible EOP freshmen are read by the Committee; those not read by the Committee were evaluated on the basis of their grades and test scores alone. Transfer applicants must have submitted a letter of recommendation in order to be evaluated by the Committee; those who did not submit the letter of recommendation are considered for undergraduate scholarships, but are not eligible for bonus point through the review. This was a policy change for 2007-2008, where previously a transfer applicant must have submitted a letter of recommendation to be eligible for any undergraduate scholarship.

A Winter Quarter meeting was held on January 18, 2008 to discuss the reading procedures for application evaluation. Shortly thereafter, the Committee began receiving and reviewing 2008-2009 scholarship applications. In order to be considered, all applicants had to have a minimum 3.25 GPA. The Committee evaluated all complete continuing student applications (817); they evaluated the eligible transfer student applications from those who submitted a letter of recommendation (136) and eligible freshmen EOP applications (658). All applications were read twice, and scores were entered by early March, 2008.

The University Medallist Sub-Committee reviewed the nomination packets of and interviewed 8 finalists on May 9, 2008. The group decided upon Matthew Holden in the Applied Mathematics program of Letters and Science as the 2007-2008 University Medal recipient.

The Committee met again on June 3, 2008 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, 2007-2008; these figures do not include the Regents, National Merit or NCAA Scholarships.

Besides the letter of recommendation requirement for transfer applicants, there were no additional policy issues of significance addressed by the Committee during the year.

Respectfully submitted,

Silas Hung, Chair   Julie Sze
                                                     Matthew Traxler

Hussain Al-Asaad   Nancy True
Abdul Barakat   Rena Zieve
Patricia Chikotas Boeshaar
Andrew Chan   *Academic Federation Members*
Ting Guo   Ramona Carlos
Richard Levin
Susan Rivera   *Student Representatives*
Joseph Sorensen   None

COMMITTEE ON UNDERGRADUATE SCHOLARSHIPS, HONORS & PRIZES
2007-2008 ANNUAL REPORT

	CA&ES	CBS	ENG	L&S	TOTAL
SCHOLARSHIP ELIGIBLE APPLICANTS					
GENDER					
Female	2197	2908	987	5792	11884
Male	1120	1761	2656	3464	9001
Not indicated	18	18	18	41	95
Total	3335	4687	3661	9297	20980
STUDENT STATUS					
Entering Freshmen	3053	4558	3573	8925	20109
Transfer	50	31	9	79	169
Continuing	232	98	79	293	702
Total	3335	4687	3661	9297	20980
SCHOLARSHIP RECIPIENTS					
GENDER					
Female	761	140	42	225	1168
Male	303	83	103	128	617
Total	1064	223	145	353	1785
STUDENT STATUS					
Entering Freshmen	808	122	82	174	1186
Transfer	35	8	1	20	64
Continuing	221	93	62	159	535
Total	1064	223	145	353	1785
NEED-BASED ACCEPTED & PAID* *(Students must show financial need)*					
No. of Awards	171	144	89	195	599
Award $	$296,868	$219,926	$158,790	$307,193	$982,777
NON-NEED BASED ACCEPTED & PAID* *(Financial need not required)*					
No. of Awards	1030	112	86	214	1442
Award $	$1,436,218	$160,180	$110,510	$465,068	$2,171,976
AWARD TOTALS PAID*					
No. of Awards Accepted	1201	256	175	409	2041
Award $	$1,733,086	$380,106	$269,300	$772,261	$3,154,753
ENROLLMENT FALL 2007	5,750	4,230	3,009	12,508	25,497
TOTAL $ PER CAPITA	$301.41	$89.86	$89.50	$61.74	$123.73

* Totals may represent multiple awards to individual student recipients

UNIVERSITY OF CALIFORNIA, ACADEMIC SENATE

Mary Croughan
Telephone: (510) 987-9303
Fax: (510) 763-0309
Email: *mary.croughan@ucop.edu*

Chair of the Assembly and the Academic Council
Faculty Representative to the Board of Regents
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

September 26, 2008

PRESIDENT MARK G. YUDOF
ASSOCIATE VICE PRESIDENT JUDITH BOYETTE

Re: RFP for Outsourcing UCRP Benefits Administration

Dear Mark and Judy:

At its September 24, 2008 meeting, the Academic Council considered a report from the University Committee on Faculty Welfare (UCFW) on the RFP for outsourcing UCRP benefits administration. The Academic Council voted unanimously to endorse UCFW's recommendations not to proceed with the current RFP process and to begin a new RFP process to update existing in-house technological infrastructure for UCRP.

In making these recommendations, Council would like to emphasize five principles that it endorsed in former Council Chair Brown's July 15, 2008 letter to Executive Vice President Lapp. These principles outline the terms under which outsourcing UC's benefits administration should be considered. They include justification, the quality of services provided, security of confidential information, costs, and control of benefit design. The Academic Council agrees with UCFW that outsourcing UCRP cannot be justified on the basis of these principles. Outsourcing would provide neither a significant improvement in the quality of services, nor a reduction in costs. Moreover, such a radical change as outsourcing UCRP administration may be viewed by some UCRP members as a first step toward reducing and diminishing the University's health, welfare, and retirement benefits, particularly in the context of the resumption of contributions to UCRP and recent struggles over its governance (i.e., ACA 5). Such a perception, whether accurate or not, would inevitably undercut the University's ability to recruit and retain faculty at this time when UC salaries are not competitive. In addition, the Academic Council expressed grave concerns regarding outsourcing under the current climate of instability and corporate buy-outs.

Process

As the Senate committee most closely involved with issues involving the UC Retirement System, UCFW and its ad hoc subcommittee participated in several steps of the outsourcing initiative, which included reviewing a draft of the RFP in March, and attending the bidders' conference in April and vendor presentations in August. At its July meeting, UCFW heard a presentation by UCOP/Deloitte on the results of the UC Pension Administration Review Team self-assessment. The subcommittee's analysis of the information garnered throughout this process, along with UCFW's recommendation

regarding UCRP administration, were conveyed to the Academic Council for consideration at its September 24 meeting. UCFW's report to the Academic Council notes that the purpose of the RFP process was described as solely an information-gathering exercise and that UCFW approached it in this spirit. In making its recommendations, UCFW also relied on the principles noted above. Since the RFP was first proposed, Council has emphasized that the current level of service provided to UCRP members and member satisfaction are very high, and that a decision to outsource would need to be explicitly justified by lower costs or improved quality.

UCFW's Assessment
The main points of UCFW's report to Council are as follows:

1. Throughout the process, no singular advantage for outsourcing UCRP administration has been demonstrated. At no time during the process was there any assertion that UCRP does not offer excellent service. The information gathered during the process, including the vendor presentations, revealed no evidence that outsourcing would likely decrease the cost of UCRP administration or increase customer service above that provided by an in-house solution of improved UCRP IT infrastructure. UCRP's current IT capabilities are sustainable for 2-3 years, providing ample time to complete an upgrade.

2. While vendors currently exceed the University's capability to monitor performance by quantitative measures such as first contact resolution and call center wait time, this monitoring technology would be available to UC in a "co-sourcing solution" - acquiring improved technology to support the existing in-house UCRP administration. It is not at all certain that UC expertise and culture can be successfully transferred to a vendor, and the price in our members' satisfaction would be very high if the transfer were not completely successful. Furthermore, it is likely that a number of current UCRS employees would depart in the face of the imminent disappearance of their jobs rather than remain to assist with the transfer.

3. After close review of vendor data, UCFW concluded that while outsourcing costs may look comparable to an enhanced in-house model now, those costs are very likely to increase as contractual details are worked out. In addition, since removing UCRP administration from UC will be essentially irreversible, the University will have little negotiation leverage over either costs or service quality in future contracts with either the first generation provider or a potential successor. Thus, over time it is likely that outsourcing will prove substantially more expensive than retaining UCRP administration in-house.

As noted above, Council strongly opposes proceeding with the outsourcing project. Instead, Council urges the University to investigate potential improvements to in-house technology through a new RFP with the goal of completing an upgrade in three years.

Please do not hesitate to contact me if you have any questions regarding Council's comments.

Sincerely,

Mary Croughan

Mary Croughan, Chair
Academic Council

2

Copy: Executive Vice President Katherine Lapp
       Academic Council
       Martha Winnacker, Academic Senate Executive Director

Encl. 2

3

UNIVERSITY OF CALIFORNIA

UNIVERSITY COMMITTEE ON FACULTY WELFARE (UCFW)   Assembly of the Academic Senate
Helen Henry, Chair   1111 Franklin Street, 12th Floor
helen.henry@ucr.edu   Oakland, CA 94607-5200
                                                                                           Phone: (510) 987-9466
                                                                                           Fax: (510) 763-0309

September 14, 2008

MARY CROUGHAN, CHAIR
ACADEMIC SENATE

RE: Proposed UCRP Administrative Outsourcing

Time line of the UCRP Outsourcing Undertaking

Dec 6, 2007:   TFIR first informed of coming outsourcing RFP
March, 2008:   UCFW and UCPB reviewed a draft of the RFP
Apr 30:   Bidders Conference
Jul 17/18:   UCOP/Deloitte Presentation of Vendor Bidding Results
Aug 18/19   Presentation of UC PAR Self-Assessment and Vendor Presentations
Sep 9- (?):   Vendor Site Visits

Vendor Presentations: General Comments

We began the two-day session with a presentation of the Self-Assessment prepared by the UC Pension Administration Review (PAR) Team. While anecdotal evidence suggests a high degree of satisfaction with customer service provided by UCOP, qualitative assessments in this presentation indicated that currently the UC administration of UCRP is somewhat weaker than the industry standard in being able to carry out systematic measurement of customer service quality according to industry standards and that some calculations (e.g. disability eligibility and benefits) are not done in a timely fashion. It is generally agreed that the UCOP information-technology infrastructure, although likely adequate for the next 2-3 years, will need updating in the near future. Comparison of cost, on a per member basis, did not vary significantly between vendors or between vendors as given in their proposals and UC (as based on our actual costs). Costs for an "enhanced" UC administrative system were also within this range.

With regard to the outside vendors, there were originally three models in the RFP. Model 2, where the responses were concentrated, involves outsourcing everything and transferring all electronic records, with UC retaining all non-electronic records. Model 1 adds the handling of archival, non-electronic records to vendor responsibilities; UCOP/Deloitte felt the vendors had substantially underestimated costs for this model, and there is agreement that it is both cheaper and equally effective for UC to maintain these older records, providing specific information to a vendor as needed. We support the removal of Model 1 from consideration. Model 3 retains the customer service function within UC, with the vendor responsible for maintaining the database and supplying the information technology. There is no interest in Model 3 on the part of vendors. The remainder of this report concerns Model 2.

We approached the vendor presentations with the view that although we had serious concerns about outsourcing UCRP administration, we needed listen to the presentations with an open mind and gather further information about the implications of UCRP outsourcing. Throughout the presentations we looked for an answer to the question "What problem does outsourcing solve?". We did not receive a compelling answer to this question from any vendor or from UCOP/Deloitte.

Based on what we saw and heard, our concerns remain and have become somewhat more concentrated on particular aspects of outsourcing. The privatization that the outsourcing model would represent does not reduce costs and does not substantially improve members' experience with UCRP. Any minor improvements that could be identified (for instance, the ability to process rollovers from outside plans) could be implemented in-house with the co-sourcing model we are advocating. This model would retain the data-stewardship and customer-service functions within UC, but would make use of a vendor's software and would be equivalent to the Service Center model outlined in the Roles Report. One of the vendors expressed considerable interest in this model, and another potential bidder had indicated interest in this model, but declined to submit a bid because this model was not included in the RFP. We see this approach as one that reflects the Senate's principles. It would be broadly competitive with external vendors in terms of cost, possibly superior in terms of customer service, and would avoid the many serious risks from outsourcing.

Since it is our legacy IT framework, not our customer service, that represents some of the impetus for change, we are very much in favor of abandoning this RFP and pursuing a co-sourcing model, in which the vendor supplies to us the technology/software, necessary for us to manage the administration of UCRP. This view was reinforced by the UCOP/Deloitte presentations concerning what we've previously referred to, in our requests for such information, as the "enhanced status quo" model, in which UC would invest more in the "in-sourced" model we now have, focusing in particular on the IT side. We learned from our discussions with UCOP that our technology gap extends to additional technology to monitor customer service quality, and saw merit in such an investment.

Academic Council Principles

In analyzing the specific features and costs presented by the vendors, we determined the extent to which these met the Principles articulated by the Academic Council (excerpted in bold below; also enclosed) in former Academic Senate Chair Michael Brown's July 15th letter to Executive Vice President Katie Lapp.

This concern has led Council to adopt the following principles, which it respectfully requests the Administration use as guidelines in deciding whether to outsource benefits administration:

- **Justification: Based on information we have received to date, outsourcing benefits seems unjustified on the basis of either efficiency or effectiveness; outsourcing of UC benefits administration should be explicitly justified on the basis of costs, efficiency, and/or effectiveness.**

It is clear to us that the outsourced alternative will not be less costly than our current system or an "enhanced status quo". Even if outsourcing proceeded under the current RFP, UC would

2

continue to have is own HR expenses (estimated at $5.5M, lower than the current estimated $18.9M spent in this area) for benefits counseling, coordination with the new vendor, management oversight, etc. The tentative pricing that we saw from the interviewed vendors made the overall costs similar to or higher than current costs – and those vendor estimates were without detailed contracting which easily could increase the vendor contract price.

Both Deloitte and UCOP participants indicated their view that the current UCOP technology is sustainable for 2-3 years. A justification cited for concern beyond that time-period is the possibility that UC might want to adopt different benefits for different groups, or perhaps a "hybrid" (reduced DB benefit + DC plan) for new hires. The current IT infrastructure could not accommodate that. Nothing about poor customer service quality from UC HR&B was involved in any justification, beyond discussions of capabilities such as the automated monitoring of the percentage of first-calls that are answered. The outside vendors have better capabilities for monitoring quality control; we don't perceive that we have a quality control problem, but we also do not oppose adding such a capability.

Peak load is an issue for UCOP, but expansion of our customer service can be done in increments of one more person and one more phone line. The economies of scale outside vendors bring involve adding customer service reps from other clients to a dedicated UC team during peak times such as Open Enrollment. Even with the vendor who emphasized cross-training with other teams, so that added reps would not be completely unfamiliar with UC, such individuals would not be fully dedicated to UC most of the year.

We see much potential in a "co-sourcing" model, or an enhanced "in-sourced solution" that involves purchasing just a "systems solution" outside (i.e., we pay the outside vendor to help us take their better IT solution and apply it to our setting, retaining our customer service and other functions in-house, albeit with IT and training costs). One firm that elected not to bid was at one point interested in offering only this service, and this is descriptive of what CalPERS is currently investigating, having apparently found no external vendor to be a good alternative. One firm in the presentations mentioned other clients who have taken this approach. We think that waiting to make a decision is prudent because it allows us to see what CalPERS develops, and to consider issuing a new RFP focused solely on technology.

We also note that perhaps we are not looking at the right part of the technology problem. A theme in the interviews is that the vendor would have to accommodate numerous different UC payroll systems. UCOP's difficulties in responding to the *Chronicle* during Comp-gate were largely due to not having a modern payroll system. It may be that retooling the business side of UC should be focused there instead of or in addition to UCRP administration. Better, more coordinated UC IT capabilities might serve a number of problems related to reporting within and without the University, audit and compliance, etc., and might facilitate HR management as well.

- **Quality of services provided: Current quality provided to employees is very high and there should be no diminution of that quality.**

There would need to be a substantial transfer of expertise and information to the third-party vendor. Even then, each vendor being considered is geographically removed from California, so the familiarity with such details as "where is Santa Rosa?" will surely be lacking. A call concerning a health-care problem in a particular region in California will make less sense to customer service reps in another state. As one UCOP administrator noted, "all health-care problems are local".

3

All vendors seemed eager to "learn UC's culture", from where our retirees live and seek health care to how Californians are likely to feel about diversity or same-sex marriage. In sales mode, they are of course going to assure us that their representatives would receive training pertaining to the diversity and culture of UC. We don't need to teach UC people this culture and the necessity for this training of vendor employees adds to the risk inherent in outsourcing.

Most of the vendors' statements in regard to customer service related to quality-control monitoring or else consisted of "tell us what you want and we can do that". Furthermore, we perceive that external vendors make a profit by encouraging members to use "self service", web-based solutions as much as possible. Some of our retirees may not be happy with that.

UC HR&B administrators had some clear discomfort about features of our current in-house service. HR&B retirement has little ability to monitor the quality of responses to employees, poor ability to track queries, etc. While HR&B perceives that there is great overall satisfaction with their services, they are concerned that their capabilities are stretched, and do not lend themselves to quality assurance monitoring and control. There inevitably would be some costs involved to improve these features of our current "in-sourced" model. We recommend that such capabilities be considered as part of the new RFP we propose.

- **Security of confidential information: Providing employee information to a third party could increase the risk of security breaches and unauthorized disclosure of confidential information; there should not be any increased risks to security or confidentiality of personal information associated with the possible outsourcing of benefits administration.**

We do not see specific cause for concern, and the security of each site should be a focus of a site visit, but discomfort on the part of UCRP members in this regard will remain a reason to keep things in-house, and that is especially pertinent if we do not see an offsetting benefit.

- **Costs: Benefit services are funded out of the plan itself; there should be no cost increases associated with outsourcing such services.**

We think increased costs are inevitable. It seems to be the nature of the business that the current proposed fee structure is based on a plain-vanilla outsourcing model, and each time we ask for their framework to be tailored to meet a new UC need, a new fee must be negotiated.

Moreover, this step is irreversible. We anticipate that, in five years, it would be essentially impossible to bring things back inside UCOP. Our choice at that point would be to remain with the first-generation external vendor or switch to a second. Given that vendors know that such a switch would be costly, our bargaining power would be rather constrained as we negotiate with our first-generation vendor, even if we are happy with service quality. So, we would have to anticipate costs rising relative to the current bids that get them in the door.

- **Benefits design: Outsourcing should in no way affect UC's role in the design of benefits plans.**

We are satisfied here, though we also see the potential for the cost of departing from what is easiest for the vendor to implement becoming a factor in any future discussions of our menu of benefits. UC would not transfer the decision-making to the vendor, but what is cheapest for the

4

vendor to implement would surely affect UC's incentives.

Summary and Recommendation

It is important to recall that the purpose of the exercise of formulating the RFP to outsource UCRP administration and analyzing the responses to it has been "to learn what's out there", and that there was not to be a pre-determined outcome. We have indeed learned a lot, and it has shaped our thinking. The vendors acknowledge that UC has done an excellent job with UCRP administration, particularly in customer service, and they demonstrated that they can do what we want, rather than showing us that they already do better. Thus, there seems to be wide agreement among the UCOP and Deloitte participants that there will not be significant cost reductions; that our current capabilities are sustainable for 2-3 years; that an enhanced UCOP solution is feasible; and that if we were to announce a transition to an external vendor, there would be a chaotic situation in which the employees needed to transfer tremendous amounts of information to an external vendor would also know that they are about to lose their jobs, and presumably would not wait around until the vendor's "go live" date to look for another job.

Our core concerns with the outsourcing of UCRP can be summarized as follows:

1. *No cogent justification for outsourcing UCRP administration has been given by UCOP or Deloitte at any time during this process.*

2. *Transferring UC expertise and culture to a vendor is fraught with uncertainty of success, with a large price to pay in terms of our members' satisfaction if it is not completely successful.*

3. *While outsourcing costs may look comparable (to an in-house model), we now think it quite likely that outsourcing will prove substantially more expensive over time.*

We recommend that the Senate advocates strongly and vigorously against any of the three models in the current RFP. Instead, the Senate should recommend a new RFP that seeks only improved in-house technology. This is the model that CalPERS is following. We may find that a gradual increase in our reliance on the private sector is worthwhile over time, but in the current environment, there is not enough offered to make it worth the risk and the costs of complete outsourcing. Our proposal takes into account not only our excellent customer service but the irreversibility and substantial cost associated with a radical, wholesale abandonment of our current capabilities.

Sincerely yours,

Helen Henry, UCFW Chair

Encl.

Copy: UCFW
        Martha Winnacker, Executive Director, Academic Senate

5

UNIVERSITY OF CALIFORNIA, ACADEMIC SENATE

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO   SANTA BARBARA • SANTA CRUZ

Michael T. Brown
Telephone: (510) 987-0711
Fax: (510) 763-0309
Email: *Michael.Brown@ucop.edu*

Chair of the Assembly and the Academic Council
Faculty Representative to the Board of Regents
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

July 15, 2008

KATHERINE N. LAPP
EXECUTIVE VICE PRESIDENT

Re: Outsourcing of Benefits Administration

Dear Katie:

At its June meeting, Academic Council requested that I convey Council's concerns related to the current consideration of outsourcing the University's benefits administration, including the Request for Proposals (RFP). At the start, let me emphasize Council's appreciation for consulting with us. We also appreciate having a role in vetting the RFP and evaluating the responses to it over the next few months, as well as your willingness to schedule the RFP process to permit the Senate's Committee on Faculty Welfare (UCFW) to present a recommendation to Council in time to convey recommendations to the Administration before a final decision is made.

Notwithstanding, Council is concerned that outsourcing may adversely affect benefits administration, an area in which the Office of the President is perceived as offering superb service. This concern has led Council to adopt the following principles, which it respectfully requests the Administration use as guidelines in deciding whether to outsource benefits administration:

- Justification: Based on information we have received to date, outsourcing benefits seems unjustified on the basis of either efficiency or effectiveness; outsourcing of UC benefits administration should be explicitly justified on the basis of costs, efficiency, and/or effectiveness.
- Quality of services provided: Current quality provided to employees is very high and there should be no diminution of that quality.
- Security of confidential information: Providing employee information to a third party could increase the risk of security breaches and unauthorized disclosure of confidential information; there should not be any increased risks to security or confidentiality of personal information associated with the possible outsourcing of benefits administration.
- Costs: Benefit services are funded out of the plan itself; there should be no cost increases associated with outsourcing such services.
- Benefits design: Outsourcing should in no way affect UC's role in the design of benefits plans.

I am happy to discuss these principles with you, at your convenience.

Thank you for considering this advice.

Sincerely,

Michael T. Brown, Chair
Academic Council

Copy: President Mark G. Yudof
        Provost Wyatt R. Hume
        Academic Council
        Martha Winnacker, Senate Director

2

The Davis Division Representative Assembly reaffirms our spring 2008 resolution objecting to the campus administration's failure to follow University and campus recruitment procedure and the abuse of "interim" administrative appointments.   Our 2008 resolution states that the use of a "three-year" appointment does not fall within the definition of a normal temporary appointment according to APM 240-24, paragraph b. In fact, three years is more than 50% of the period before an administrator is reviewed (every 5 years).   We are specifically concerned that a second incident has arisen where a campus administrative leader (Dean) was recommended for appointment to a three-year interim appointment without due consultation. We insist and expect that University and campus policy and procedures be followed in all recruitment and temporary (aka: interim) appointment of campus administrative leaders.   Should there be a need for an interim appointment, the appointment should be no greater than the policy envisions (12 months duration) and should be simultaneous with the management of a formal recruitment to fill the vacancy.