

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

Thursday, April 16, 2026

2:10 – 4:00 p.m.

Student Community Center Multipurpose Room

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Megan Welsh, Secretary
Representative Assembly of the
Davis Division of the Academic Senate

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1. *October 23, 2025 Meeting Summary 3
2. Announcements by the President – None
3. Announcements by the Vice Presidents – None
4. Announcements by the Chancellor
 - a. State of the Campus Address – Chancellor Gary S. May
 - i. [View Chancellor May's remarks and presentation.](#)
5. Announcements by the Deans, Directors or other Executive Officers
 - a. Digital Accessibility Requirement – Chief Information Officer Viji Murali and Chief Information and Digital Strategy Executive Aisha Jackson 9
 - i. Chief Information and Digital Strategy Executive (CIDSE) Aisha Jackson provided a [presentation](#) regarding digital accessibility, including background on Title II of the Americans with Disabilities Act (ADA), faculty responsibilities, steps to take toward digital accessibility, prioritization dimensions, and current and forthcoming resources.
 - ii. CIDSE Jackson, Digital Accessibility Program Manager Brad Starkey-Owens, Chief Campus Counsel Michael Sweeney, Chief Compliance Officer Wendi Delmendo, and Associate Chief Information Officer David Rowe answered questions from Representative Assembly members.
 - iii. ACTION: Chair Russ will request clarification from the Vice Provost for Academic Affairs on whether efforts toward making digital course materials accessible will be considered in the merit and promotion process, and if so, how.
6. Special Orders
 - a. Remarks by Davis Division Chair Kadee Russ

As you may remember, I have developed five priorities for the division to pursue this year. The most recent update on our progress can be found in my [fall quarter update](#), and will be discussed in my forthcoming winter quarter update. You can access my fall quarter update at any time via the Academic Senate's [homepage](#). In the interest of time, my remarks will focus on a few items today.

First, I want to follow up on an action item from the October Representative Assembly (RA) meeting. During fall quarter, the Davis Division reviewed the proposed revisions to APM 015, the Faculty Code of Conduct and APM 016, University Policy on Faculty Conduct and the Administration of Discipline along with attachments containing companion documents on faculty discipline regarding expressive

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activity and good cause extension factors as part of the Request for Consultation (RFC) process. I submitted our formal response to the systemwide Academic Senate in early November and conveyed committee concerns and recommendations regarding “expressive activity” and the associated companion documents, the proposed timelines for the faculty disciplinary process, and the proposed Systemwide Network Privilege and Tenure (P&T) Committee. The consultation material from this RFC, the Davis Division’s response, and committee comments are enclosed as informational items in today’s agenda and they are also available on the Consultation website for 2025-26.

Following this RFC, substantial changes were made to the initial version of the proposed APM revisions and associated guidelines in response to the feedback received by the systemwide Academic Senate. These revisions were endorsed by the systemwide Academic Council during our December meeting and approved by the systemwide Academic Assembly in January. An executive summary of the revisions and a table summarizing the new faculty discipline policy can be found on the Academic Assembly website for reference. The Board of Regents approved the revisions to APM 015 and 016 during their January meeting, while the systemwide Academic Assembly approved amendments to systemwide Academic Senate Bylaws 195 and 336 regarding the University Committee on Privilege and Tenure (UCPT) and divisional P&T disciplinary cases earlier this month. Please note that additional Senate-administration work will continue on developing further systemwide guidance for determining policy violations in expressive activity cases and this guidance will undergo a future 90-day systemwide review.

Additionally, the Committee on Planning and Budget (CPB) held their annual budget retreat last month and we heard the campus’ projections and priorities for the coming year from Provost Mary Croughan, Vice Chancellor for Finance, Operations, and Administration (FOA) Clare Shinnerl, and Associate Vice Chancellor for Budget and Institutional Analysis (BIA) Sarah Mangum. As Chancellor May indicated, the administration plans to continue with budget reductions in order to address the core funds deficit, which is driven by salaries and benefits, and projects that it may be reduced by roughly half. More information on the campus budget may be found in Provost Croughan’s winter quarter update and on BIA’s Budget Framework page.

The Davis Division has also been reviewing recommendations from the Sustaining Teaching and Research Task Force (START), many of which will be crucial to adaptations as we move forward. Last year we received 23 recommendations, committees reviewed and opined on an additional 16 along with a recommendation from the Student Success and Equitable Outcomes Task Force during the fall quarter, and we have distributed a few more recommendations this quarter. Provost Croughan will be sending a

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comprehensive message providing updates on START recommendations, including information on several that are being implemented in the coming weeks.

We are also working to enhance the research support environment in partnership with the administration. Last year, the Davis Division developed the Senate Research Support Initiative to develop concrete, actionable recommendations that the administration could implement to better support research. The Committee on Research (COR) conducted a survey last winter regarding post-award management and presented a report with their findings to Executive Council (EC) in November, who unanimously endorsed it and provided additional comments. Following that meeting, I communicated eight recommendations to Chancellor May and Provost Croughan, and they responded welcoming the formation of a joint Senate-Administration committee charged with developing specific plans and timelines for implementation that I will be co-chairing along with Vice Provost for Research Simon Atkinson. This committee will convene next month with substantial representation from the Senate.

EC has also had substantial discussions related to research cores over the past year, with members expressing concern regarding impending budget cuts to these essential facilities. Based on the helpful information EC provided me, I sent a letter to Provost Croughan highlighting research cores at immediate risk of changes in operational status due to cuts, fiscal considerations as part of stabilization efforts, and impacts on faculty research and retention. EC also heard an update from Vice Chancellor for Research Simon Atkinson on research core transitions. As a result of this advocacy, the Provost and Vice Chancellor Atkinson have immediately begun triaging research cores until a longer term solution can be put into place, in line with the START Committee on Improving Our Research Excellence Recommendation: Campus Research Cores. I expect to send a follow-up letter to the Provost in the coming months highlighting EC's position on research cores. Please feel free to send me your thoughts and I will include them in the letter.

In addition, EC endorsed the Committee on Academic Freedom and Responsibility's (CAFR) response to the release of personal data to the Department of Education's Office for Civil Rights. I have written to Chancellor May and Provost Croughan requesting that PPM 320-20, Privacy of and Access to Personal Information be amended to ensure respondents are notified if their personal information is released pursuant to an agreement in addition to by subpoena as currently noted in PPM 320-20 Section IV.B.4. You heard a summary of CAFR's statement at our October meeting and following endorsement by EC, it is attached as an informational item to the call for this meeting.

Finally, as you may have seen, Provost Croughan has been forwarding regular updates from systemwide Provost and Executive Vice President Newman to the Academic Senate listserv, the most recent of

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which stated that the UC and UAW have reached a total of 22 tentative agreements as well as a one-month contract extension to February 28th with the No Strikes articles in effect through the end of this month. To maintain research and instructional continuity in case of a work stoppage, systemwide Senate Chair Palazoglu and Vice Chair Susannah Scott issued a letter with the latest updates and a few practical suggestions for faculty to consider. I sent the letter to the Academic Senate listserv on February 12th, and it's also available on the systemwide Academic Senate website under Reports and Recommendations. I am actively monitoring the situation and have regular meetings with the campus administration. I will distribute additional guidance should a work stoppage occur. Lastly, as a reminder, please don't hesitate to email me with any thoughts for the Faculty Advisory Committee under the subject line "Confidential in furtherance of collective bargaining." I will share them with our three divisional representatives on the Committee.

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 - i. Confirmation of the 2025-2026 Distinguished Teaching Award Recipients 22
 1. Motion approved by acclamation.
 - d. Committee on Faculty Distinguished Research Award
 - i. Confirmation of the 2025-2026 Faculty Distinguished Research Award Recipient 24
 1. Motion approved by acclamation.
8. Petitions of Students
9. Unfinished Business
 - a. Resolution on Support of Academic Freedom and Harvard University's Defense of Higher Education 25
 - i. Response from the Committee on Academic Freedom and Responsibility 26
 1. Chair Russ provided the following remarks:
 - Our first item of unfinished business is related to the Resolution in Support of Academic Freedom and Harvard University's Defense of Higher Education. At the June 5th RA meeting, amendments were made to the resolution, and these are noted in track changes on the document. During the

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October 23rd meeting, a motion was made and passed to refer the resolution to the Committee on Academic Freedom and Responsibility (CAFR) for analysis and opining. I invite CAFR Chair Burkhard Schipper to discuss the committee's response.

- CAFR Chair Schipper summarized CAFR's response.
- Quorum was lost before further deliberation on the Resolution on Support of Academic Freedom and Harvard's Defense of Higher Education could take place.
- Chair Russ noted that because the item was referred to CAFR, it will not appear on a future Representative Assembly agenda, but it can be brought back if the Resolution is amended.

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g. Request for Consultation (RFC): Review of Interim Systemwide Guidelines on Faculty Discipline, Revisions to APM 015 and 016, and Attachments	134
h. Revision of Graduate Council Policies GC2011-02: Bylaws Policy for Graduate Groups, Departmentally-Based Graduate Programs and Designated Emphases and GC2005-04: Degree Requirements	227

Megan Welsh, Secretary
Representative Assembly of the
Davis Division of the Academic Senate

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PROPOSED REVISION OF DAVIS DIVISION REGULATION 522.D:

Baccalaureate Degree Requirement in General Education

Submitted and endorsed by the Committee on General Education.

Endorsed by the Undergraduate Council and Executive Council

Rationale: The changes below address two items that the General Education Committee recommends be clarified.

First, the Davis Division opined on a Request for Consultation (RFC) in 2024-25 regarding the Application of Davis Division Regulation 522.D.5 to Transfer Coursework. The [consensus from that RFC](#) was that the stipulations in DDR 522.D.5 should not be applied to coursework taken before students begin at UC Davis. The revision below clarifies the regulation.

Second, the systemwide University Committee on Educational Policy (UCEP) has recently reviewed the [use of A-level exam credit toward UC degree requirements](#). Based on UCEPs assessment of the A-level system and knowing that A-level examinations are similar in nature to Advanced Placement and International Baccalaureate examinations, GEC recommends that limits on the use of AP and IB credit toward GE completion also be applied to A-levels credit.

Proposed Revision: Davis Division Regulation 522.D. shall be amended as follows. Deletions are indicated by strikeout; additions are in bold type.

522.D. In satisfying the General Education requirement: (Am. 6/6/2008)

- (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. (En. 6/6/2008)
- (3) No course may be counted by a student toward the satisfaction of more than one of the four Core Literacies. (En. 6/6/2008)
- (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. (En. 6/6/2008)
- (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. **This provision does not apply to coursework taken before matriculation to UC Davis.** (Am. 6/6/2008)
- (6) Candidates may not present Advanced Placement, ~~or~~ International Baccalaureate, **or A-level** credit in satisfaction of General Education requirements, except insofar as it may

be applied to the English Composition component of the Literacy with Words and Images requirement. (En. 6/6/2008, Am. 6/3/2011)

- (7) Students who have successfully completed the Intersegmental General Education Transfer Curriculum (IGETC) or the California General Education Transfer Curriculum (Cal-GETC) are exempt from all General Education requirements that may be met with lower-division courses. (Am. 6/6/2008, 6/3/2011, 9/1/2024)
- (8) Students transferring to UC Davis who have not completed the IGETC or Cal-GETC curriculum shall satisfy all General Education requirements as specified by this Regulation, but may offer previously completed coursework toward their satisfaction. (Am. 6/6/2008, 6/3/2011, 9/1/2024)
- (9) The Committee on Courses of Instruction has authority to delegate and to rescind prior delegation to the Deans of the undergraduate colleges the authority to determine the suitability of non-UC Davis courses presented by new and continuing undergraduate students in satisfaction of General Education requirements. (En. 6/3/2011)
- (10) Subject to the limits otherwise applicable, candidates may elect Passed/Not Passed grading for courses fulfilling General Education requirements. (En. 6/6/2008)



UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY (UCEP)
Melanie Cocco, Chair
mcocco@uci.edu

Assembly of the Academic Senate
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200
Phone: (510) 987-9466

June 14, 2024

**HAN MI YOON-WU, ASSOCIATE VICE PROVOST AND
EXECUTIVE DIRECTOR
UNDERGRADUATE ADMISSIONS**

RE: UCEP POLICY ON CREDIT BY EXAM

Dear Han Mi,

UCEP has considered the issue of “credit by exam” from external entities at several meetings between February and April, 2024. As a policy, we do not approve continued vetting and adoption of exams administered by outside entities beyond the AP and IB organizations whose offerings we currently accept.

Creative struggle and hours spent in intellectual practice are essential elements of the undergraduate education provided by UC coursework. Although it has become common to afford course credit by examination, this should be considered to be a misnomer. The phrase implicitly suggests that students can receive course credit solely for completing the sorts of things that can be shown by good performance on a single examination. And while examinations are normally part of a UC education, not every important component of a UC education is captured by examinations. **We should not think of examinations as a substitute for the UC learning experience.** There is no basis to believe that incoming students should, as a matter of general principle, receive units whenever they can show performance on a single exam comparable to that of the final exam of a UC-level course. Consider the following hypothetical example: A laboratory course involves 3-4 hours of experimental work per week in addition to background reading, analyzing, and graphing data, and writing about the results. Many lab courses also include a lecture to discuss concepts and procedures. A lab final exam, covering topics relevant to the experimental processes taught in the course, is often given during finals week. We would not confer lab course credit for merely passing an exam on these concepts as a substitute for the practical experience of having learned how to work with equipment and conduct experiments correctly. Similarly, there are many practical benefits to the hours of work a student performs in standard courses including (but not limited to): developing strategies to solve problems, practice in performing calculations, becoming conversant in the language specific to their discipline, engaging in critical thinking about the topics in question, confronting the diverse perspectives of their classmates, developing collaborative skills, learning to interact with peers and mentors in a complex learning environment, and cultivating effective communication skills in their responses to homework and writing prompts.

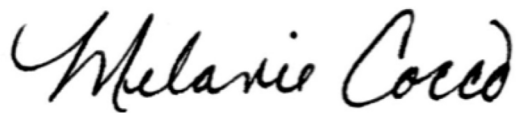
The "UC Quality" document recently drafted by UCEP describes the importance of teacher-student and student-to-student interactions, and the value of hearing alternative viewpoints. None of these learning opportunities are likely to be captured by standardized tests. Furthermore, the UC Quality document states that courses should:

- *provide ample opportunities for informal and less-structured interactions that enable learning and development of perspectives beyond those that can easily be captured by typical tests and other structured assessments.*
- *do the above over an extended period of time, enabling students to reflect in a temporally extended way on what they are learning.*

AP and IB are well-established entities who have earned our trust. Current AP and IB curricula do involve many of the features of UC quality, with the examination normally given as the culmination of a rich learning experience, even if in unusual cases students pass the exam independently of having taken the specific AP course. A "credit by exam" developed, for example, by a for-profit entity is much more likely to simply be an exam independent of a full temporally extended, expert-led, peer-involving educational curriculum. There should not be unlimited opportunities for entities that are not as established as the AP and IB to design tests to be approved as "credit by exam". This is due both to (a.) staff and faculty time needed to evaluate proposals, and (b.) the fact that their plan of action would likely require monitoring by the UC to ensure they are being implemented rigorously (e.g., to prevent cheating). **UC faculty are under no obligation to provide a path for outside entities to replace our coursework.** Moreover, by opening the door broadly, **we would incentivize for-profit companies to exploit our labor** in rounds and rounds of review to help them design tests, or maybe even curricula.

Although these exams may provide a useful metric of proficiency for consideration in admissions, we have no enthusiasm for having outside exams replace UC courses. UCEP appreciates the opportunity to comment on this matter. Please contact me if you have any questions.

Sincerely,

A handwritten signature in black ink that reads "Melanie Cocco". The script is fluid and cursive, with the first name and last name clearly distinguishable.

Melanie Cocco, Chair
UCEP

cc: Senate Chair Steintrager
BOARS Chair Knowlton
Executive Director Lin



Office of the University Registrar
Enrollment Management

University of California, Davis
One Shields Avenue
Davis, CA 95616
530.752.3639

TO: Katheryn Russ, Chair of the Davis Division of the Academic Senate

FROM: Brian R. Hodge, University Registrar
Joanna Johnson, Associate Vice Provost, The Writing Center

DATE: February 21, 2025

RE: Request for Consultation – Application of Davis Division Regulation 522.D.5 to Transfer Coursework

Dear Chair Russ,

The Office of the University Registrar and the Writing Center are requesting a consultation on the application of Davis Division Regulation 522.D.5 to transfer coursework. The following document provides an explanation of the issues and request for confirmation if the application of the DDR is intended for pre-matriculation transfer coursework.

We thank you for the Academic Senate's review of this matter.

Request for Consultation

Application of Davis Division Regulation 522.D.5 to Transfer Coursework

The Office of the University Registrar (OUR) and the Writing Center seek clarification from the Davis Division of the Academic Senate on whether [Davis Division 522.D.5](#) is applicable to transfer credit. Davis Division regulation 522.D.5 requires students to satisfy the Entry Level Writing Requirement (ELWR) before they can obtain the Writing Experience (WE) General Education (GE) credit:

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. (Am. 6/6/2008)

Students can satisfy the ELWR prior to enrolling at UC Davis by satisfactorily completing a course equivalent to a UCD composition course at another college or university (DDR 521.B and UC Academic Senate Regulation 636). It is not uncommon for new students to transfer one course that fulfills ELWR and another course or courses that include WE credit. DDR 522.D.5 has been interpreted and applied to transfer students the same as to currently enrolled students.

In practice, this interpretation requires college academic advisors to verify that the student satisfied the ELWR prior to the student completing a course that meets the WE GE requirement. This review is significant. For example, the College of Letters and Science had to manually add the WE GE credit indicator to approximately 2,500 courses transferred by students in Fall 2024.

The application of DDR 522.D.5 to pre-matriculation coursework puts transfer students at a disadvantage as they most likely are unaware of this regulation. Furthermore, community college curriculum might not allow students to complete ELWR equivalent courses prior to courses that are eligible for WE GE credit at UC Davis.

Clarification on whether DDR 522.D.5 should apply to students who have taken courses that meet ELWR and WE prior to their matriculation at UC Davis will help ensure that students receive the appropriate WE GE credit for transfer courses. It will also expedite the process of posting WE GE credit to transfer student records benefiting both students and advisors.

June 17, 2025

Brian Hodge

University Registrar, Office of the University Registrar

RE: Application of Davis Division Regulation 522.D.5 to Transfer Coursework

Dear Brian,

The question you provided regarding the application of Davis Division Regulation 522.D.5 to transfer coursework was forwarded to all standing committees of the Davis Division of the Academic Senate. Nine committees responded: Courses of Instruction (COCI), General Education (GEC), Preparatory Education (PEC), Undergraduate Council (UGC), and the Faculty Executive Committees of the College of Agricultural and Environmental Sciences (CAES), the College of Biological Sciences (CBS), the College of Engineering (COE), the College of Letters and Science (L&S), and the School of Medicine (SOM).

As expressed by the majority of the committees who commented, the Office of the University Registrar should not apply DDR 522.D.5 to transfer coursework. Senate leadership will work with UGC to clarify DDR 522.D.5 for transfer students in the future.

A majority of committees agree that Davis Division Regulation (DDR) 522.D.5 should not apply to students who have taken courses that meet the Entry Level Writing Requirement (ELWR) and Writing Experience (WE) General Education (GE) requirement prior to their matriculation at UC Davis. COCI, GEC, PEC, and UGC note that the current application of this regulation places an enormous administrative burden on advising staff, who must verify both the equivalency of the courses transferred and the sequence in which they were taken prior to matriculation. L&S adds that allowing transfer students to receive both ELWR satisfaction and credit for WE courses taken prior to matriculation regardless of order would address some of the processing challenges inherent in the transfer process between California Community Colleges and the UC.

COCI and GEC highlight that the regulation is not visible enough to guide transfer student course selection, and we should not expect them to be aware of such a detailed course limitation, particularly when they are preparing for potential transfer to multiple four-year institutions with different requirements. To this, I would add that it is reasonable to presume—even without sequencing requirements at UC Davis being universally known elsewhere—colleagues in the California Community Colleges act thoughtfully with regard to sequencing of courses in a manner supportive of their students' mastery, so some deference may be warranted in this case unless problems arise to the contrary.

Further, COE expresses concern regarding DDR 522.D.5 generally, questioning why this requirement is in place. COE notes that if the motivation is logistical in nature, they are not opposed to excusing transfer students from the imposed order of enrollment. COCI and GEC add that this regulation seems to be written for a local context, where we have control and consistency over course patterns and sequencing.

The Davis Division appreciates the opportunity to comment.

Sincerely,

A handwritten signature in black ink, appearing to read 'K. Niles Russ', with a stylized flourish at the end.

Katheryn Niles Russ, Ph.D.
Chair, Davis Division of the Academic Senate
Professor of Economics
University of California, Davis

Enclosed: Davis Division Committee Responses

c: Edwin M. Arevalo, Executive Director, Davis Division of the Academic Senate

Resolution to Establish Mutual Academic Defense Compacts in Defense of Academic Freedom, Free Expression, Institutional Integrity, and the Research Enterprise

WHEREAS, escalating political and legal actions threaten foundational principles of American higher education, including institutional autonomy, the integrity of research, and the freedoms of inquiry, speech, and association;

WHEREAS, institutions across the country—public and private, large and small—are vulnerable to targeted political interference;

WHEREAS, no single institution can withstand these pressures alone, and coordinated faculty-led action is essential to resist divide-and-conquer tactics;

WHEREAS, the financial cost of inaction against this unprecedented assault on higher education may be higher than the cost of opposing the attacks;

BE IT RESOLVED THAT, The University of California, Davis Division of the Representative Assembly endorses the participation in the development of

- A California Higher Education Mutual Academic Defense Compact (MADC), including the University of California, California State University, California Community Colleges, and any private institutions of higher learning in California as appropriate.
- Alliance with or participation in additional issue- or identity-aligned compacts, which might include
 - A Public and Land-Grant University MADC [PLUMADC];
 - A Big-10 Academic Alliance MADC;
 - A Faith-Based MADC, an HBCU-MADC, or a Regional MADC (e.g., Western States, New England, or Midwest).

BE IT FURTHER RESOLVED THAT, The University of California, Davis Division of the Representative Assembly calls for the creation of a campus-level **Mutual Academic Defense Task Force**, composed of faculty and relevant campus stakeholders, to:

- Coordinate with appropriate standing committees of the University of California, Davis Faculty Senate;
- Help identify peer institutions, government allies, and faculty leaders to initiate and join such compacts;
- Coordinate with other MADC institutions;
- Monitor threats to academic freedom and institutional integrity;
- Engage legal, communications, policy, and governance experts as needed;
- Provide faculty training on rights, risks, and protections;
- Develop rapid-response plans and serve as liaison to national and state efforts like Stand Together.

BE IT FURTHER RESOLVED THAT, The University of California, Davis Division of the Representative Assembly endorses actions of the **Mutual Academic Defense Task Force** that seek to:

- Build trust and coordinate, where possible, with administrators, staff, and other campus stakeholders to strengthen institutional readiness and shared defense.
- Coordinate public messaging, response campaigns, and educational materials;
- Share timely information on emerging threats;
- Develop legal and policy strategies (e.g., amicus briefs) where permitted by law and institutional policy;
- Engage alumni, students (as appropriate), and civil society allies;
- Advance public narratives that defend the role of higher education in democracy.

BE IT FURTHER RESOLVED THAT, The University of California, Davis Division of the Representative Assembly will support impacted members of Compacts we join—legal, strategic, communicative, or financial—**only as permitted by its own legal and policy frameworks**; and that nothing in this resolution shall require action in violation of law or fiduciary duty.

BE IT FURTHER RESOLVED THAT, The University of California, Davis Division of the Representative Assembly strongly advises the University of California, Davis to adopt and publicize protocols for protecting vulnerable community members—including international students, underrepresented groups, and outspoken scholars—through confidential reporting systems, doxxing response, and visa support.

BE IT FINALLY RESOLVED THAT, The University of California, Davis Division of the Representative Assembly, will share this resolution with faculty governance bodies at peer institutions, and that we affirm: **an attack on one is an attack on all**—and only through lawful, collective, transparent coordination can we defend the future of higher education in California and America.

February 10, 2026

Katheryn Russ

Chair, Davis Division of the Academic Senate

RE: Mutual Defense Item from the Representative Assembly Meeting

Dear Chair Russ,

The Committee on Faculty Welfare reviewed and discussed the updated Resolution to Establish Mutual Academic Defense Compacts in Defense of Academic Freedom, Free Expression, Institutional Integrity, and the Research Enterprise.

While the committee agrees that higher education is under attack, we did not come to a clear consensus regarding this resolution. One member expressed support of the resolution, with the caveat that they wanted more concrete details on how it would be carried out. Another member supported networking and collaborating with other organizations but felt that the proposed pact could be restrictive and counter-productive.

Other concerns expressed by the committee were that:

- We need to consider what already exists rather than duplicating current efforts. It is not clear that a "campus-level Mutual Academic Defense Task Force" would be able to do things that cannot be done within the existing Senate structure, as the current Senate structure allows us to do almost everything that is proposed (for the UC Davis Mutual Academic Defense Task Force).
- We need to consider the impact of the UC Davis Senate joining forces with those non-UC schools which lack meaningful shared governance structures. Would other universities' presidents and provosts really have UC faculty members' best interests in mind?
- We need to recognize that resolutions aren't always an effective way of getting anything important done. It would be more impactful to see the systemwide senate leadership taking charge of our mutual defense. However, there are concerns with shared governance being taken seriously by systemwide administrators and properly consulting relevant committees.
- We need to recognize the fine line between shared governance, addressing issues that affect faculty welfare, and political advocacy. There are concerns that this proposal falls too far on the advocacy side.

The Committee on Faculty Welfare can provide any further consultation as needed.

Sincerely,



Janet Foley
Chair, Committee on Faculty Welfare

February 09, 2026

Katheryn (Kadee) Russ
Chair, Davis Division of the Academic Senate

RE: Committee on Academic Freedom's Response to the Mutual Defense Item from the Representative Assembly Meeting

Dear Kadee:

The Committee on Academic Freedom and Responsibility received the request to review and respond to the Resolution to Establish Mutual Academic Defense Compacts in Defense of Academic Freedom, Free Expression, Institutional Integrity, and the Research Enterprise from the Representative Assembly Meeting on January 6, 2026. The Committee carefully discussed the resolution both during an in-person meeting as well as online via the intranet system ASIS. The members of the Committee expressed a wide variety of views. The support for the resolution in the Committee is at best mixed. Below I will try to summarize some arguments from the membership for and against the resolution and follow up with concrete suggestions on how to proceed.

Arguments in favor of a resolution

1. There is no doubt that current political events present a threat to academic freedom of individuals and the academic freedom and financial viability of institutions of higher education and research. Joining together in a mutual defense compact provides a sense of safety in such uncertain times. Thus, even if the resolution would remain entirely symbolic and aspirational, it may benefit already some members of the campus community by instilling a sense of 'not being alone' in facing the uncertainty ahead. Adopting the resolution may also provide a sense of 'we do something about the current situation.'
2. Beyond the aspirational and symbolic aspects, institutions of higher education and research share some common goals that could be achieved much better when coordinating actions. For instance, there are about 19 million students enrolled in institutions of higher education.¹ Together with about 1.5 million faculty members, about 2.5 million staff members, and an order of magnitude even larger number of alumni, they would present a rather sizable public relations machine to advance a public narrative in defense of the role of higher education if properly coordinated.

Arguments against the resolution

1. Quite of number of similar resolutions have been adopted by various universities around country; see <https://www.umass.edu/senate/madcs-tracker> . Most of them were already adopted in spring last year. We contacted a few of them to

¹ <https://educationdata.org/college-enrollment-statistics>

find out about concrete actions that came about as a result of these resolutions. We are sad to report that so far, we could not identify any institution of higher education for which similar resolutions led to specific actions. These resolutions remain highly symbolic and aspirational. Yet without actions by other institutions, such a mutual defense compact will remain empty hull of words. Mutual defense requires mutual action. So far, such actions are lacking even among institutions that have already proclaimed support for a mutual academic defense compact quite a while ago too.

2. While it may appear as unwelcome nitpicking, we believe we do have the duty to point out what we perceive to be flaws with the premises of the resolution:
 - a. The punchline “an attack on one is an attack on all” misses the point that not just one is “attacked” but all are “attacked” at the same time. While mutual insurance among members of a group works well when individual members are idiosyncratically affected, any insurance must go bankrupt if all members are affected at the same time. The idea of sharing resources becomes mute when all scramble for resources at the same time.
 - b. The resolution does not reflect on the possibility that some institutions may, in some instances, have acted in ways that can be viewed as contrary to the responsibility that comes with academic freedom. If such cases were to be demonstrated, legally or through public perception, for one or more members of an alliance it would become a serious vulnerability for both the alliance and the causes it is intended to serve. Consequently, there must be a careful vetting of potential partner institutions, their mutual compatibility with defining Academic Freedom and Responsibility, as well as possible past instances that may give reasons for legitimate concerns that can become a burden for all members of such a mutual defense compact.
 - c. Coordination among institutions of higher education may make them paradoxically more vulnerable. We note that the Federal administration has been rather slow in negotiating resolution agreements or its own Compact for Academic Excellence in Higher Education with institutions of higher education across the country precisely because it must negotiate with every institution separately. If instead it could negotiate just with an umbrella organization, it may be able to speed up the process considerably.
 - d. The resolution calls for the establishment of a Mutual Academic Defense Task Force. Some of the tasks of the task force are already covered by existing standing committees of the Academic Senate:
 - “Coordinate with appropriate standing committees of the

University of California, Davis Faculty Senate” is already done by the Executive Committee of the Davis Division of the Academic Senate.

- “Help identify peer institutions, government allies, and faculty leaders to initiate and join such compacts” has already been taken up by the Committee on Academic Freedom and Responsibility of the Davis Division of the Academic Senate (see above).
- “Monitor threats to academic freedom and institutional integrity” is under the direct purview of the Committee on Academic Freedom and Responsibility of the Davis Division of the Academic Senate.
- “Engage legal, communications, policy, and governance experts as needed” is also done for the Committee on Academic Freedom and Responsibility. For instance, at the beginning of the summer members of the Committee met with legal counsel on matters of academic freedom of non-citizen scholars.
- “Build trust and coordinate, where possible, with administrators, staff, and other campus stakeholders to strengthen institutional readiness and shared defense” is a core task for the leadership of the Academic Senate.
- “Share timely information on emerging threats” is actively done by the Committee on Academic Freedom and Responsibility, at least with respect to academic freedom

These overlaps pose an issue: The Davis Division Bylaw 31.C. explicitly states that “No special committee, however, shall be appointed or elected to perform any duties assigned to a standing committee.”

Some tasks of the Task Force like “Develop rapid-response plans and serve as liaison to national and state efforts like Stand Together” (which we believe refers to “Stand Together for Higher Education”, see <https://www.standtogetherhighered.org/>) may constitute political advocacy. It is our understanding that the University and its organs cannot directly engage in political advocacy. This suggests that for some tasks independent organizations like the Davis Faculty Association may be better suited as they can take political positions without restrictions by university guidelines and legal constraints on publicly funded institutions.

Some other tasks like “provide faculty training on rights, risks, and protections” have been partially taken over by administrative units on campus. For instance, the SISS provides a very useful website on “[Federal Updates for International Students and Scholars](https://www.siss.ucdavis.edu/news/federal-government-updates-international-students-and-scholars)”.² The campus also maintains a website with very useful information on “[Federal](#)

² <https://www.siss.ucdavis.edu/news/federal-government-updates-international-students-and-scholars>

immigration enforcement: UC Davis policies, resources and guidance".³

Yet other tasks of the Task Force, such as “Develop legal and policy strategies (e.g., amicus briefs) where permitted by law and institutional policy” or “legal, strategic, communicative, or financial” support of members of such a Mutual Academic Defense Compact go well beyond the advisory role of the Academic Senate as laid out in Regents Bylaw 40 or require resources not directly available to the Academic Senate (like legal support). Those tasks would be better suited for an administrative advisory committee involving directly these campus resources and administrative leadership.

Active involvement of the administrative leadership is also warranted for two additional reasons: First, one of the biggest threats currently faced by the University is the resolution agreement that is reportedly negotiated. To our knowledge, the Academic Senate is not part of those negotiations. We believe the Mutual Academic Defense Task Force cannot function effectively if it does not involve parties with first-hand knowledge of the negotiations. Second, it is our belief that the official “contracting” party with authority to act on behalf of the University in any such Mutual Academic Defense Compact must be the administrative leadership because the acts proposed by the resolution go well beyond the advisory authority of the Academic Senate pursuant Regents Bylaws 40. Notwithstanding, we certainly would not want to advocate to use the Mutual Academic Defense Task Force for increasing the number of administrators further. These issues illustrate that the establishment of such a Mutual Academic Defense Task Force may regrettably pose organizational problems and issues with various bylaws that we do not see addressed in the current resolution.

Suggestions on how to proceed

Going forward, we can envision two alternative scenarios:

1. The Representative Assembly may move that the resolution as postponed indefinitely on grounds that it would be largely symbolic and aspirational given that is unclear (1) how to exactly implement in practice its only material goal, namely the establishment of a Mutual Academic Defense Task Force, and (2) the lack of partner institutions who followed up their resolutions with concrete actions.
2. If instead the Representative Assembly decides to further consider the resolution, we would recommend amending the resolution as follows:

³ <https://www.ucdavis.edu/news/federal-immigration-enforcement#icecenters>

- a. We recommend adding the following clause after the first "whereas" clause:

"Whereas public and private universities in California share a commitment to the pursuit of academic excellence in research and teaching, free of discrimination based on race, sex, religion, sexual orientation, or political or ideological preferences."

The rationale is that any mutual academic defense compact should make clear which academic values are defended.

- b. We recommend adding at the end of the first "Be it resolved" clause the following sentence:

"We do not endorse the participation in compacts involving institutions that do not share our values of academic excellence in research and teaching, free of discrimination based on race, sex, religion, sexual orientation, or political or ideological preferences. We also do not endorse the participation in compacts involving institutions for which past actions or inactions may reasonably lead to legal or public concerns regarding their responsibilities in exercising academic freedom."

The rationale is to avoid a situation in which we would be expected to come to the defense of an institution engaging in behavior inconsistent with our academic values.

- c. We recommend rephrasing the first two clauses starting with "BE IT FURTHER RESOLVED THAT" and replacing both of them with the following clause:

"BE IT FURTHER RESOLVED THAT, The University of California, Davis Division of the Representative Assembly calls on the Chancellor to create an administrative advisory committee, the Mutual Academic Defense Task Force. The charge of the committee shall include

- Engage and coordinate with appropriate standing committees of the Davis Division of the Academic Senate, the wider campus community, and alumni if appropriate;
- Help identify peer institutions, government allies, and faculty leaders to initiate and involve in such compacts;
- Coordinate with other MADC institutions;
- Monitor and share information on threats to academic freedom and institutional integrity;
- Engage legal, communications, policy, and governance experts as needed, and develop policy strategies;
- Advise on training of the campus community on rights, risks, and protections;

- Coordinate public messaging, response campaigns, educational materials and advance public narratives in defense of the role of higher education and academic freedom.

The task force shall be chaired by a representative from campus leadership, as identified by the Chancellor, and composed of members of the campus community and standing committees relevant to its charge. The members of standing committees shall be selected by the Chair of the Davis Division of the Academic Senate.

The Mutual Academic Defense Task Force shall not be permanent, but its effectiveness shall be evaluated periodically. It shall be abolished if no other suitable MADC institutions to actively partner with on concrete actions can be identified by the end of the Academic Year 2026-2027. Nothing in this resolution should be construed as calling for the hiring of additional administrative staff in support of the committee.”

The rationale for organizing the task force as an administrative committee is that its charge goes beyond the advisory role of the Academic Senate pursuant Regents Bylaw 40 and the creation of a special committee whose charge would overlap substantially with the charges of extant standard committees is ruled out by Davis Division Bylaw 31.C. Moreover, the phrasing acknowledges that the effectiveness of the task force will depend on other MADC institutions.

- d. We recommend amending the last clause by rephrasing it as follows:

“BE IT FINALLY RESOLVED THAT, The University of California, Davis Division of the Representative Assembly, will share this resolution with faculty governance bodies at peer institutions. We affirm to only resort to lawful, collective actions, and transparent coordination in defense of the future of higher education and academic freedom in California and America.”

The main change of this amendment is the deletion of the phrase “an attack on one is an attack on all”, which while “catchy” remains an empty hull of words. The rewording also newly includes the mentioning of academic freedom.

The committee on Academic Freedom and Responsibility appreciates the opportunity to comment on the Resolution to Establish Mutual Academic Defense Compacts in Defense of Academic Freedom, Free Expression, Institutional Integrity, and the Research Enterprise from the Representative Assembly.

Sincerely,

A handwritten signature in black ink, appearing to read 'Burkhard Schipper', written in a cursive style.

Burkhard Schipper
Chair, Committee on Academic Freedom and Responsibility

February 09, 2026

Katheryn (Kadee) Russ

Chair, Davis Division of the Academic Senate

RE: Committee on Privilege and Tenure – Investigative Subcommittee’s Response to the Mutual Defense Item from the Representative Assembly Meeting

Dear Kadee:

The Committee on Privilege and Tenure – Investigative Subcommittee has received the request on January 6, 2026, to review and respond to the Mutual Defense Item from the Representative Assembly Meeting. On January 16, 2026, the membership reviewed and discussed the draft resolution and the committee’s comments are provided below:

- The committee believes that the overall intent of the Resolution is to enable the establishment of mutual defense compacts. Specifically, to safeguard academic freedom and faculty rights by mutual agreement. Committee support for the first resolution is mixed, with no consensus for or against.
- The second and third resolutions contain activities that potentially overlap with existing committees within the Academic Senate of the Davis Division. For example, the following charges of the new Task Force potentially overlap with the Committee on Privilege and Tenure:
 - Monitoring threats to academic freedom and institutional integrity.
 - Engage legal, communications, policy, and governance experts as needed.
 - Provide faculty training on rights, risks, and protections.
 - Develop legal and policy strategies (e.g., amicus briefs) where permitted by law and institutional policy.
- There is some reluctance to establish a new Task Force where oversight is already in place within committee work and charges at the Academic Senate.
- The committee believes that the Resolution envisions a greater breadth of activities associated with each of these bullets than is currently carried out by the Privilege and Tenure Committee, but the overlap itself raises the question of whether it is best to create a new committee or to expand the breadth of activities of this committee as it relates to these four bullets. This argument would apply to many of the other bullets contained within the second and third resolutions as it relates to other committees within the Academic Senate at the Davis Division.

Overall, the committee would like to know if it would be possible to keep the first resolution, but to revise the second and third resolutions to embed the stated activities into the existing committee structure of the Academic Senate at the Davis Division?

The Committee on Privilege and Tenure – Investigative Subcommittee appreciates the opportunity to comment on the Mutual Defense Item from the Representative Assembly Meeting.

Sincerely,

A handwritten signature in black ink, reading "Frank Loge". The letters are cursive and slightly slanted to the right.

Frank J. Loge
Chair, Committee on Privilege and Tenure – Investigative Subcommittee

From: [Walter Leal](#)
To: [Katheryn N Russ](#); [Academic Senate Chair](#)
Cc: [Marina Lyn Ellefson](#); [Gang Sun](#); [Leopoldo M Bernucci](#); [Jawdat M Al-Bassam](#); [Magdalena E Wojcieszak](#); [Emanuel Michael Maverakis](#); [Qing-Zhu Yin](#); [Helen Dahlke](#); [Pierre Mérel](#); [Maria Maldonado](#); [Baki Tezcan](#); [Davide Donadio](#); [Neil Hunter](#); [Eduardo Blumwald](#); [Laramie D Taylor](#); [Frank G Zalom](#); [Thomas Strohmer](#); [Sascha Ct Nicklisch](#); [Bo Liu](#); [Oliver Fiehn](#); [Jorge Luiz Mazza Rodrigues](#); [Paul Gepts](#); [John Terning](#); [Michele Barbato](#); [Ozcan Gulacar](#); [Alan L Balch](#); [Satoshi Namekawa](#); [Wolf D Heyer](#); [Kristie J Koski](#); [Neelima Sinha](#); [Edwin M Arevalo](#)
Subject: Petition for a RA Special Meeting - Amendments to the bylaws
Date: Tuesday, April 29, 2025 3:47:59 PM
Attachments: [image001.png](#)
[Proposed Ballor Ammendments 042325.pdf](#)

April 29, 2025

To: The Chair of the Davis Division of the Academic Senate, Katheryn Russ

Dear Chair Russ: We, members of the Representative Assembly, write to petition for a Special Meeting of the Representative Assembly as outlined in Bylaw 20 to deliberate and vote on the attached proposal for amendments to the Davis Division bylaws.

According to Bylaw 185 of the Division, "Bylaws of the Davis Division may be added to, amended, or repealed by a two-thirds vote of all the voting members of the Representative Assembly present at a meeting, provided written notice shall have been sent to all members as prescribed in Bylaw 180. (effec 12/15/1967)."

As specified in the bylaws, the Secretary must call a special meeting of the Representative Assembly within two weeks upon request of five members of the Assembly. We strongly suggest that the Assembly convene in person for this Special Meeting. We do not oppose including this item on the agenda for the forthcoming Special Meeting instead of scheduling a second one.

Respectfully submitted,

Walter S. Leal, Divisional Representative
Gang Sun, Department of Biological and Agricultural Engineering
Leopoldo M. Bernucci, Department of Spanish & Portuguese
Jawdat M Al-Bassam, Department of MCB
Magdalena Wojcieszak, Department of Communication
Emanuel Maverakis, Department of Dermatology, SOM

Additional list of non-representative faculty members of the Davis Division who support this petition:

Qing-Zhu Yin, Department of Earth and Planetary Sciences
Helen Dahlke, Department of Land, Air and Water Resources
Pierre Mérel, Department of Agricultural and Resource Economics

Maria Maldonado, Department of Plant Biology
Baki Tezcan, Department of History
Davide Donadio, Department of Chemistry
Neil Hunter, Department of Microbiology & Molecular Genetics
Eduardo Blumwald, Department of Plant Sciences
Laramie Taylor, Department of Communication
Frank Zalom, Department of Entomology & Nematology
Thomas Strohmer, Department of Mathematics
Sascha Nicklisch, Department of Environmental Toxicology
Bo Liu, Department of Plant Biology
Oliver Fiehn, Department of Molecular & Cellular Biology
Jorge L. Mazza Rodrigues, Department of Land, Air and Water Resources
Paul Gepts, Department of Plant Sciences
John Terning, Department of Physics & Astronomy
Michele Barbato, Department of Civil and Environmental Engineering
Ozcan Gulacar, Department of Chemistry
Alan L. Balch, Department of Chemistry
Satoshi Namekawa, Department of Microbiology & Molecular Genetics
Wolf-Dietrich Heyer, Department of Microbiology & Molecular Genetics
Kristie Koski, Department of Chemistry
Neelima Sinha, Department of Plant Biology

Walter S. Leal, Ph.D., FRES (*Hon*), FNAI

Distinguished Professor, MCB, UC Davis

Phone: 530-752-7755



Rationale:

There is a view among some members of the Senate that directly electing the Chair of the Davis Division would promote greater faculty engagement in Senate affairs. Implementing such a change would require amendments to the bylaws. We respectfully request that CERJ provide an opinion on whether the proposed amendment is consistent with the existing bylaws.

11. Chair

- A. A Chair of the Davis Division shall assume that office automatically after service as the Chair-Elect of the Division. The term of office for the Chair shall be two years.
- B. The Chair shall preside at meetings of the Representative Assembly of the Davis Division and shall serve ex officio as a member of the Assembly of the Academic Senate. (effec 12/15/1967)

11.5. Chair-Elect (effec 6/9/2005)

- A. ~~A Chair-Elect of the Davis Division shall be appointed by the Committee on Committees of the Division and noticed at the first meeting of the Representative Assembly. The incumbent Vice-Chair shall assume the office of Chair-Elect of the Davis Division at the first meeting of the Representative Assembly after January 1 of the second year of the incumbent Chair's term. The Chair-Elect shall assume the office of Chair of the Division on the following September 1. Selection may be made from all members of the Davis Division including the Divisional Vice Chair. In making its selection, the Committee on Committees shall consult in confidence with other committees and officers of the Davis Division.~~
The incumbent Vice-Chair shall assume the office of Chair-Elect of the Davis Division at the first meeting of the Representative Assembly after January 1 of the second year of the incumbent Chair's term. The Chair-Elect shall assume the office of Chair of the Division on the following September 1. Selection may be made from all members of the Davis Division including the Divisional Vice Chair. In making its selection, the Committee on Committees shall consult in confidence with other committees and officers of the Davis Division.
- B. The Chair-Elect shall confer regularly with the Chair of the Division and participate in the activities of the Executive Council, to insure thereby that the programs of the Division are not impaired by a change in its leadership.

12. Vice-Chair (Am. 6/9/2005)

- A. A Vice-Chair of the Davis Division shall be ~~appointed~~ **elected annually biennially by the Committtee on Committees of the Division ballot conducted in accordance with Bylaw 16.E.** The term of office of the Vice-Chair shall coincide with that of the Chair. Candidates may be nominated by the Committee on Committees and by written petition submitted by at least five voting members of the Division. In making any such nomination, the Committee on Committees shall consult in confidence with other committees and officers of the Davis Division. (Am. x/x/2025).

B. The Vice-Chair shall preside at meetings of the Representative Assembly in the absence of the Chair. In the event of the death, resignation, or prolonged incapacity of a Chair, the Vice-Chair shall serve as Acting Chair until the Committee on Committees appoints a replacement Chair, in accordance with Bylaw 40.I. (Am. 10/19/71, effective 12/21/71; Renum. 12/80; Am. 2/23/99); Am. x/x.2025)

Vice-Chair to Chair

Assumptions:

1. The ballot measure is approved during the 2024-5 academic year.
2. The Vice-Chair for 2025-26 is appointed by the Committee on Committees.
3. The term of office of the 2024-5 Chair carries over to 2025-6.

Current procedure

The Vice-Chair is appointed by the Committee on Committee for the 2025-26 academic year.

The Vice-Chair assumes office on September 1, 2025. The Chair-Elect is appointed by the Committee on Committees after January 1, 2026, serving for the remainder of the 2025-6 academic year.

The Chair-Elect becomes Chair on September 1, 2026, for the 2026-7 and 2027-8 academic years.

The new procedure, the first cycle

The Vice-Chair is elected during the 2025-26 academic year.

The Vice-Chair assumes office on September 1, 2025 and becomes Chair-Elect after January 1, 2026.

The Chair-Elect becomes Chair on September 1, 2028, for the 2028-9 and 2029-30 academic years.

	Vice Chair 1	Vice-Chair 2	Vice-Chair 3
2030-31			Serves as Chair
2029-30		Continues as Chair	Becomes Chair-Elect
2028-9		Serves as Chair	Assumes office
2027-8	Continues as Chair	Becomes Chair-Elect	Elected
2026-7	Chair-Elect becomes Chair	Assumes office	
2025-6	Assumes office Chair-Elect Appointed by CoC	Elected	
2024-5	Appointed by CoC		

March 24, 2025

TO: Katheryn Russ, Chair
Davis Division of the Academic Senate

FROM: Elizabeth Miller, Chair
College of Letters and Science Executive Committee

RE: Department of Statistics Name Change

The faculty of the Department of Statistics has proposed changing the name of the department. In accordance with the provisions of PPM 200-20, the proposal has been reviewed by Dean Atekwana, who has expressed support for the proposed action. The dean's support letter dated March 17, 2025, and the proposal are included in the attached packet.

After careful review the College of Letters and Science Executive Committee has recommended approval of the proposal to change the name from the Department of Statistics to the Department of Statistics and Data Science. The Committee recommends that Statistics continue working with Computer Science to discuss their concerns in a spirit of dialogue. On behalf of the Executive Committee, I am hereby forwarding the proposal to you for review and action by the Davis Division.

cc: E. Atekwana, Dean
A. Franz, Associate Dean
J. Kelly, Executive Assistant Dean
J. Jiang, Chair, Department of Statistics
E. Arevalo, Executive Director, Academic Senate Office
M. Foncannon, Staff Consultant to the Faculty Executive Committee
P. Yang, Staff Analyst to the Faculty Executive Committee
M. Reyes, Staff Consultant to the Educational Policy Committee
R. Maynard, Senior Editor, University Registrar
K. Bucrek, Executive Assistant to Dean Atekwana and Executive Assistant Dean Kelly
P. Scully, Chief Administrative Officer, Department of Statistics

March 17, 2025

Re: Support for Name Change for Department of Statistics

Kathryn Russ, Chair
Davis Division of the Academic Senate
University of California, Davis

Dear Chair Russ,

I am pleased to provide this letter in support of the Department of Statistics proposal for a name change to “Department of Statistics and Data Science” as an important, strategic action for the Department, the College and our University to keep up with the modern trend in the discipline, and to innovate and stay competitive in the fields of Statistics and Data Science. The proposed name change incorporates feedback from faculty, students and alumni. The results of a faculty vote were fifteen (15) faculty members voting “Yes”, one (1) voting “No”, and three (3) abstaining.

This proposed name change comes at a time when a number of leading Departments of Statistics—many of which are our direct competitors—have changed their department names to Department of Statistics and Data Science. One especially relevant case-and-point is the Department of Statistics at UCLA, which has changed its name to the Department of Statistics and Data Science. The Department of Statistics at UC Davis is ranked very highly among Statistics Departments and enjoys a higher ranking than that of UCLA (US News, 2022). This name change better aligns the courses with people’s interpretation of what they mean. To remain competitive with other campuses, especially in terms of attracting students, it is critical that UC Davis also evolve with the trends in the field.

Having a disciplinary home base for Data Science should strengthen the whole campus’ position in Data Science, and overall support our campus’ goals to attract students to the major in a way that will benefit both the College of Letter & Science and the College of Engineering. This name change does not in any way imply that only one department would be considered to own Data Science on our campus as it is well established that the Departments of Computer Science and the Department of Mathematics are also both integral parts of the Data Science Major. We note that if in the future the campus were to consider one or more new degree programs or research initiatives in Data Science, this name change should not preclude the Department of Computer Science or Department of Mathematics and its faculty from participating or taking a leading role. Furthermore, the proposal reminds us that the new developments in Data Science intersect with research in Computer Science and Mathematics and we believe that this name change will continue our campus’ momentum and enhance the potential for any future initiative to build a Data Science Institute and for other departments to continue to offer existing and new courses covering data science where appropriate.

There are no changes to the Statistics Department objectives, since the only proposed change is to the department name. All degree objectives and course offerings will remain unchanged and courses will retain their current designations. There are no changes to the instructional programs as the Department of Statistics at UC Davis already administers the Data Science Major within the Department. We also note that the name change does not result in any additional staff or faculty cost.

In conclusion, we support that the department name "Statistics and Data Science" will better align with the Data Science Major on our campus and remain competitive with other campuses. Overall, this name change will position our campus to better attract new students to the interdisciplinary benefits of the Data Science Major and strengthen the whole campus' position in data science.

Sincerely,



Estella Atekwana, Ph.D.
Dean, College of Letters and Science
University of California Davis

Proposal for Changing the Name of the Department of Statistics to Department of Statistics and Data Science

Executive Summary

The Department of Statistics proposes to change its name to the Department of Statistics and Data Science. We believe this is an important, strategic, action to keep up with the modern trend in the discipline, and to innovate and stay competitive in the field of Statistics and Data Science, a domain where important challenges and significant opportunities coexist. In this regard, this is an opportunity the Department, the College, and the University simply cannot afford to miss.

Below we provide facts and supporting arguments, for the above statement, and discuss the potential impact of this change.

Introduction: The 21st Century has seen statistical data science flourish as a field and emerge as an important area of scientific endeavor and scholarship. This is largely driven by a number of factors, including greatly increased computing power, an unprecedented capability for data collection and the development of statistical and machine learning methods to analyze and gain insights from modern massive data. Furthermore, statistics as a field has expanded to include not only the traditional subjects of mathematical statistics, methodological statistics, applied statistics and biostatistics but also several modern frontiers, in which statistics interacts with other disciplines, such as computer science and engineering. Such modern areas of data science are not confined to statistics, especially in the view of professionals engaging in the data science domain. Yet, these areas are nevertheless closely related to core statistical concepts and ideas, use statistical methods of some form or another, and, more importantly, are starting to shape the future of modern statistics.

IV-D-1: Justification of Proposed Action and Discussion of Impacts

The UC Davis Department of Statistics and Data Science: The modern trend of embracing data science not only has made significant impact in research directions; it also has led to a broad change in education. Virtually no department has been left untouched by these trends, and the Department of Statistics at UC Davis is no exception. For example, in recent years the Department of Statistics at UC Davis added new Data Science and Machine Learning tracks in our undergraduate program. These changes have powered a significant increase in the number of undergraduate students in the Statistics Major, which is currently ranked #3 in the U.S.

according to the U.S. News in terms of the undergraduate degrees awarded. Such a significant increase is largely driven by the prospect of data-science related jobs. In terms of graduate education, based on our experience from the recruitment of tenure-track assistant professors in recent years, there has been consistently a strong pool of candidates, including fresh Ph.D. graduates and postdoctoral researchers, from Statistics, Computer Science, Mathematics, Engineering, and other fields.

National and International trends among peer Departments in the era of Data Science: The combination of statistics and data science has become so popular these days that some major statistics departments in the U.S., and around the world, have made changes in their names to incorporate this modern trend. For example, the Department of Statistics (formerly), at Carnegie-Mellon University, University of Pennsylvania, Cornell University, Yale University, University of California, Los Angeles in the U.S., and Fudan University of China and National University of Singapore have all officially changed their names to Department of Statistics and Data Science. There is also a new Department of Statistics and Data Science at Washington University in St. Louis. Clearly, academia is starting to recognize the emergence of data science.

The Department of Statistics at UCLA, which has changed its name to the Department of Statistics and Data Science, warrants special mention as this department is within the UC system. It is notable that the Department of Statistics at UC Davis is ranked very highly in the nation among Statistics Departments and enjoys a higher ranking than that of UCLA (US News Ranking, 2022). As a department, the Department of Statistics at UC Davis does not operate in isolation. To remain competitive with other campuses, especially in terms of attracting students, it is critical that Department of Statistics at UC Davis evolves with the trends in the field. This will directly benefit the data science major of which other departments such as Computer Science and Mathematics are an integral part. Thus, allied departments at UC Davis also stand to benefit from the proposed name change.

In summary, a more detailed investigation into the matter revealed the following: (i) There are several Departments of Statistics both nationally and internationally which have changed their names to Statistics and Data Science, (ii) Many of these are Departments at leading universities which are direct competitors to the Department of Statistics at UC Davis. (iii) Even with lesser-known or lower ranked universities, when there has been a recent name change and there is a stand-alone Statistics Department on campus, the name has been changed to “Statistics and Data Science”, underscoring the natural pairing of the two.

The Data Science Major at UC Davis: In addition to the aforementioned rationale, there are more compelling reasons to adapt and embrace this significant development at UC Davis. First, the Data Science major at UC Davis is housed in the Department of Statistics. Second, the Department of Statistics houses both the majors of “Statistics” and “Data Science”. Thus, it would be important to accurately reflect the mission of the Department in the name of the Department. Third, if data science is not reflected in the department's name, there is considerable risk that the newly introduced data science major runs the risk of being seen as secondary to the Statistics major.

Faculty opinion: The proposal was discussed during two faculty meetings and voted on by the Statistics faculty. Many of our faculty are internationally recognized research leaders and have a deep understanding of the impact of data science on statistics. They see the need to fully embrace the promise of data science sooner than later. The faculty also recognize and understand the importance of reflecting this commitment to data science in the way we are seen by both internal and external stakeholders. They see it as an opportunity which we simply cannot afford to pass up on. As a result, there was overwhelming support for the name change among the faculty (19 faculty members participated the vote during the second faculty meeting on May 2, 2024. The result is 15 Yes, 1 No, and 3 Abstain in favor of the proposed name change).

Feedback from students: An online survey was conducted from mid-October to mid-November 2024 to obtain feedback from students, including undergraduate and graduate students, in the Department of Statistics at UC Davis. Out of a total of 79 responses received, 68 (86%) supported the name change and 11 (14%) were against it. More specifically, out of 20 responses from Statistics Undergraduate students, 19 supported the name change and 1 was against it; out of 23 responses from Data Science Undergraduate students, 19 supported the name change and 4 were against it; out of 20 responses from Statistics M.S. students, 17 supported the name change and 3 were against it; and out of 16 responses from Statistics Ph.D. students, 13 supported the name change and 3 were against it. A detailed summary (with charts, etc.) of the survey results is attached.

Feedback from alumni: An email survey for feedback from our alumni was carried out from mid-November to early December. Out of 50 responses received, 45 (90%) were supportive for the name change, and 5 (10%) were against it. Most of the responses received were from former graduate students, including 13 former M.S. students (12 Yes; 1 No) and 34 former Ph.D. students (30 Yes; 4 No). A detailed summary of the survey results (with charts, etc.) is attached.

Feedback from other academic units on campus: Requests for feedback have been sent to nine (9) academic units on campus since mid-October 2024, and 8 responses have been received. Below is a brief summary of the feedback received. Detailed responses from the 8 responding academic units are attached.

Supportive (4): Mathematics, Linguistics, Economics, Chemistry

No objection (3): Physics & Astronomy, Public Health/School of Medicine, Graduate School of Management

No response (1): Agricultural & Resource Economics/College of Agriculture & Environmental Science

Against (1): Computer Science/College of Engineering

Since then, the Department of Statistics has engaged with the Department of Computer Science to address any remaining concerns. It would appear that these meetings have helped to provide more clarification that the name change stands to benefit the entire campus. Some of the initial misunderstandings about the motivation for the name change has been clarified. A copy of the recent communications with the Department of Computer Science is attached as a demonstration of the collegial nature of the engagement and to showcase that important progress has been made.

- **Cost to the campus:** The costs are expected to be minimal and involve only updating the building signage, with most of our other signage being electronic that equates minimal to no cost. Moreover, we have no physical media items such as brochures.

The name change results in no additional staff or faculty cost.

- **Unit objectives:** There are no changes to the Department objectives, because the only proposed change is to the department name. All degree objectives and course offerings will remain unchanged.

- **Outline of changes in instructional programs:** There are no changes, the Department of Statistics at UC Davis already administers the Data Science Major within the Department.

- **Expected impact to enrollment, staffing and space:** The name change is expected to increase undergraduate enrollment. The Department of Statistics and its Data Science Major has been facing some challenges with regard to office space and staffing needs in recent years. Some promising measures are already in the process of resolving these challenges. Assuming these measures continue to be successfully implemented, the impact of the name change is expected to be fully manageable within the next few years. As a concrete example, the Department of Statistics has been provided with additional space in the new Data Science building.

IV-D-2: Phase-out plan

Because the proposed change only applies to the department name, there is no phase-out process.

IV-D-3: Steps for adoption and implementation of the proposal

We will implement the name change as soon as it is formally approved. The Department staff will update the website, newsletter and signage, and inform all faculty, students, alumni and staff, as well as our collaborating departments across the country, via email. UC Path, Aggie Enterprise, Banner, and other campus systems and units will be asked to update the department name, this process is expected to take 2-3 weeks to implement. Physical department letterhead (if needed), business cards and other related changes will be done with Reprographics and should take no longer than 2 weeks. Updating the building signage may take a little longer, (approximately 2-3 months).

IV-D-4: Explanation for the Method of Consultation

This is covered above in the four paragraphs regarding **Faculty opinion, Feedback from students, Feedback from alumni, and Feedback from other academic units on campus**, along with supporting documents.

IV-D-5: Description of the Relationship of the Proposal to the Campus and Unit's Academic Plan

This is discussed above in the main proposal; see the first three paragraphs of IV-D-1.

IV-D-6: Appended Comments

See attached supporting documents regarding feedback from our students, alumni and other academic units on campus.

January 7, 2025

Professor Jiming Jiang, Chair
Department of Statistics
jimjiang@ucdavis.edu

Re: Proposed Renaming of the Department of Statistics

Dear Jiming,

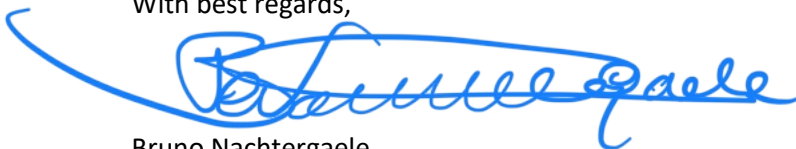
Thank you for sharing the proposal of the faculty of Statistics to change the name of the department from *Department of Statistics* to *Department of Statistics and Data Science* and for consulting with the Department of Mathematics concerning this proposed name change.

Your proposal was shared with the faculty of the Department of Mathematics and subsequently discussed at a mathematics faculty. No objections against the name change were raised by the faculty of Mathematics. In fact, several faculty members expressed their agreement with the main arguments in favor for the name change as described in the proposal.

In the proposal approved by the faculty of Statistics the growing importance of Data Science as a discipline and the broad student interest in the field are stated as arguments in favor of the name change. Adding *Data Science* to the name of the department will recognize the fact that Statistics is the main foundation of Data Science. At the same time your proposal reminds us that the new developments in Data Science also intersects in important ways with research in Computer Science and Mathematics. If in the future the campus were to consider one or more new degree programs or research initiatives in Data Science, the name change should not preclude the Department of Mathematics and its faculty from participating or even take a leading role.

In closing, let me reiterate that the proposal to change the name of your department to the support of *Department of Statistics and Data Science* has the support of the Department of Mathematics.

With best regards,



Bruno Nachtergaele
Distinguished Professor and Chair
Department of Mathematics
bnachtergaele@ucdavis.edu

November 1, 2024

Professor Jiming Jiang
Department of Statistics
College of Letters & Science

Dear Prof. Jiang,

Thank you for sharing the proposal for changing the name of the Department of Statistics to Department of Statistics and Data Science. The Department of Linguistics supports this proposal with no reservations.

The proposal was discussed in a Linguistics faculty meeting attended by 8 of our 9 faculty members on October 28, 2024, and the faculty members in attendance voted unanimously in support of the proposal (8 in favor, 0 against, 0 abstain). The reasons for the name change are articulated clearly in your proposal, and they resonate with the Linguistics faculty. With regard to plans involving our current joint search for a faculty member, we expect the effects of this proposal to be positive.

Sincerely,



Kenji Sagae
Professor and Chair



Jiming Jiang <jimjiang@ucdavis.edu>

Proposal for Statistics Department name change

Marianne Parcella Bitler <bitler@ucdavis.edu>

Thu, Oct 31, 2024 at 9:37 AM

To: Jiming Jiang <jimjiang@ucdavis.edu>

Jiming,

I have discussed this with my colleagues. The economics department is supportive of this name change for your department to better align the courses you are already teaching with people's interpretation of what they mean. We interpret this as also meaning this would not crowd out the ability for other departments to continue to offer existing and new courses covering data science where appropriate.

Best,
Marianne Bitler

Note: I am sending this when convenient for me given my working hours, please don't feel obliged to respond outside your usual working hours.

--

Marianne Bitler

Chair and Professor, UC Davis Department of Economics, NBER, & IZA

Pronouns: She/her/hers

Website: <https://sites.google.com/site/mbitler>CSQIEP <https://www.aeaweb.org/about-aea/committees/aealgbtq>UC Davis Center for Poverty and Inequality Research <https://poverty.ucdavis.edu/>UC Network on Child Health, Poverty, and Public Policy <https://poverty.ucdavis.edu/ucnetwork>

[Quoted text hidden]



Statistics Statistics Chair <stat-chair@ucdavis.edu>

Proposal for Statistics Department name change

Goodin Chair <goodinchair@ucdavis.edu>
To: Statistics Chair <stat-chair@ucdavis.edu>

Fri, Dec 6, 2024 at 5:52 PM

Jiming,

I have heard feedback from 5 of our faculty, who were unanimous in feeling that the name change was appropriate and made sense.

Best,

DaveG

David B. Goodin
Professor and Chair
Department of Chemistry
University of California
One Shields Ave
Davis, CA 95616

email: goodinchair@ucdavis.edu
Phone: (619) 618-5974
Zoom: <https://ucdavis.zoom.us/j/2268839981>

[Quoted text hidden]



Department of Physics and Astronomy
University of California
Davis, CA 95616
email : scalettar@physics.ucdavis.edu

Prof. Jiming Jiang
Department of Statistics
Mathematical Sciences Building 4118
399 Crocker Lane
University of California, Davis
One Shields Avenue
Davis, CA 95616

October 31, 2024

Dear Prof. Jiang,

I have reached out to the faculty in the Department of Physics and Astronomy and have heard no objections to the proposal to change the name of your department from Department of Statistics to Department of Statistics and Data Science.

Sincerely Yours,

Richard T. Scalett
Chairman and Distinguished Professor
University of California, Davis
Dept. of Physics and Astronomy



Statistics Statistics Chair <stat-chair@ucdavis.edu>

Proposal for Statistics Department name change

Gina Dokko <gdokko@ucdavis.edu>
To: Statistics Chair <stat-chair@ucdavis.edu>
Cc: Chihling <cltucd@gmail.com>

Fri, Nov 22, 2024 at 7:42 AM

Hi Jiming,

I put the question to the GSM faculty via email, and though there was some support, there was also some opposition (most faculty did not weigh in). Since we have no chance to actually discuss it (our next faculty meeting isn't until February), we can't provide a letter of support at this time.

The nature of the opposition was a concern that using the term "Data Science" in the name of a department on campus would limit the GSM's options regarding data science in the future. I asked for clarification on this objection, i.e., how exactly it would limit our options, and none was given. I personally do not agree – having a disciplinary home base for Data Science should strengthen the whole campus' position in data science, and I support the name change. However, since we haven't had a chance to discuss it as a faculty, I don't think I can provide a letter that represents the GSM faculty. We do not oppose the proposal, however, and we will not oppose it during the formal RFC process. At that time, we may be able to write supportive comments.

I'm sorry to make you wait for this non-result.

[Quoted text hidden]



Jiming Jiang <jimjiang@ucdavis.edu>

possible agenda item for PHS faculty meeting

Danielle J Harvey <djharvey@ucdavis.edu>

Mon, Nov 18, 2024 at 9:40 AM

To: Jiming Jiang <jimjiang@ucdavis.edu>

Hi Jiming,

My apologies for not getting back to you after the faculty meeting – yes, I mentioned the name change at our faculty meeting and there weren't any major concerns mentioned.

Danielle

[Quoted text hidden]



COLLEGE OF ENGINEERING
SHIELDS AVENUE DEPARTMENT COMPUTER SCIENCE

ONE
DAVIS,
CALIFORNIA 95616 (530) 752-7004
FAX (530) 752-4767

December 9, 2024

Jiming Jiang
Professor and Chair of the Department of Statistics
University of California, Davis

Re: Proposed name change of Department of Statistics to Department of Statistics and Data Science

Dear Jiming,

Thank you for your email regarding the proposed change of name from the Department of Statistics to the Department of Statistics and Data Science. I appreciate the opportunity to provide feedback on this matter.

After carefully consulting with our faculty over the past two weeks, I must convey significant reservations about the proposed name change. The feedback from our department has been overwhelmingly negative. As the attached vote results show, overwhelming number of faculty (28 to 6) oppose this name change. There are two primary concerns:

1. The proposed name change would lead to ambiguity for students and faculty alike across campus, as data science is an ill-defined term.
2. The modification appears to create an unwarranted perception of encroachment on a discipline that is not "owned" by the Statistics department.

Data Science as a Cross-cutting Area. Data science is by nature interdisciplinary, covering data collection, data management and distribution, data analysis, and data ethics. Each scientific domain has its own understanding of these topics, specific to their needs. It is clear that Statistics plays an essential role in the data analysis part of data science. Even then, statistics is not alone. Most of the techniques that are currently used for data processing are associated with Machine Learning and many of those techniques have been developed and are part of the traditional Computer Science curriculum. Having a single department co-opt the name would create significant confusion among students and hinder more collaboration among researchers in the broader University.

When it comes to research, "Data Sciences" at UC Davis are organized in multiple entities, such as the Datalab, UCD4IDS, the Center for Precision Medicine and Data Sciences (CPMDS), the

Data Center of Excellence (DCOE), among others. Each of these centers / institutes has its own niche domain applications and rely on multiple expertise on campus. UC Davis could decide to unify those efforts into a new institute akin to the Halıcıoğlu Data Science Institute (HDSI) at UC San Diego. Such an institute would then enable interdisciplinary education for data science, in opposition to a single department owning data science.

Unfair to Computer Science and COE. The data science major that is now operational is a multi-department program, partially run by the Department of Computer Science. It took many years of negotiating to arrive at this distributed model. Computer Science offers a number of courses not only as a service to the major, but also as a sense of duties to its own core mission. In that respect, it would seem inappropriate for any one department to be designated as the “data science” department.

I would welcome the opportunity to discuss these concerns in more detail and explore alternative approaches that might address the underlying motivations for the proposed change. I would be happy to discuss and try to seed the creation of an Institute that would include other stakeholders from Math, ECE, and other Departments to foster interdisciplinary research and education in Data Science across the University.

Best regards.



Dipak Ghosal
Professor and Chair
Department of Computer Science

Vote Results

The departmental review and voting procedures, as approved by the Committee on Academic Personnel (CAP) on November 15, 2021, were followed. Members of the Academic Senate within the department voted on this action. There were 39 Faculty members eligible to vote.

The 39 Faculty members eligible voted as follows:

Votes opposed to the name change: 28

Votes in favor of the name change: 6

Did not vote: 5

Comments:

Free Text Responses for: Question: 2. Comment Box
--

Description: Description goes here
Response 1 Data science is interdisciplinary and currently shared between two departments
Response 2 Data Science is too interdisciplinary for any one department to try and claim ownership of it.
Response 3 We appreciate the opportunity to provide feedback on this name change. Data science is an interdisciplinary field. Our peer institutions have opted for creating an interdisciplinary institute with faculty drawn from many fields. Data science courses and the major at UC Davis are dispersed among several departments, with computer science being a significant contributor to creating and teaching these courses. It would thus be inappropriate for any department to include data science in their name.
Response 4 Statistics has no more right to "Data Science" than Computer Science does.
Response 5 This is not good for the University and very unfair to Computer Science.
Response 6 Data Science is an interdisciplinary field, as reflected by the various departments that are involved in teaching the courses for the Data Science major. Renaming the Statistics department to include Data Science undermines this co-operative nature of the field and the associated major. If this name change goes through, this I would also recommend that the CS department stop teaching courses for the Data Science major.
Response 7 This seems like a pointless change, that gives no benefit, which will cost money in rebranding, and is a waste of time to have even got to this point. Who ever was pushing for this has way too much free time on their hands.
Response 8 This name change is reasonably natural and reasonably standard. I think that they are entitled to it.
Response 9 It is not clear to me that "Data Science" is sufficiently defined as belonging to the Department of Statistics, as opposed to, for example, Computer Science.
Response 10

Data science is an interdisciplinary topic that requires and warrants collaboration across multiple departments on campus. Campus should focus on building new research infrastructure to enable these collaborations.

Response 11

Other departments are dealing with data science too.

Response 12

Data science is a collaborative effort with the CS carries a significant amount of teaching effort. It is highly inappropriate for a department to claim ownership of this field by incorporating it into their name.

Response 13

Data Science is an interdisciplinary major, requiring techniques from different areas, including computer science. In fact there are MORE computer science courses required for the Data Science major than Stats courses. It appears the Statistics department somehow maneuvered to be in charge of the Data Science major, despite not being any more central to the major than CS is.

Now this name change appears calculated to associate Data Science even more closely with the Statistics department than with the CS department, perhaps hoping that future faculty lines will be more likely to go to Stats than CS from a Provost who doesn't understand how deeply CS is also involved in Data Science. The Stats department wouldn't appreciate it if the CS department changed its name to "Computer Science and Statistics", in a bid to siphon off some portion of funds/resources/lines/etc. that would otherwise naturally go to the Statistics department. Similar logic applies here.

Statistics is indeed central to Data Science, but no more so than Computer Science is. (Otherwise, why are so many CS courses required for the major?)

Response 14

Data Science is cross departmental

Response 15

Data science is an interdisciplinary area. This move is exclusionary and is not in the university's spirit.

Dear Dipak and Patrice,

We hope this email finds you well.

I wanted to thank you again for meeting with Alex Aue, Bala Rajaratnam and myself a few weeks ago to discuss the name change of the Department of Statistics to the Department of Statistics and Data Science. In meeting with you, our intention was to understand your perspectives on name change, provide clarity, and also to garner your support. Among others, there are a number of matters which we hope we were able to clarify. These are summarized below:

- As mentioned, we have tried to understand your concern that name change could mean that faculty lines from the Provost may be directed to Statistics. Though the Data Science major is housed in the Department of Statistics, Computer Science and Statistics both received the same number of faculty lines. We trust that the established precedent in this regard allays these concerns. We also believe that the Provost is acutely aware that the Departments of Computer Science and the Department of Mathematics are integral parts of our Data Science major. As we mentioned, without Computer Science, the data science major would not exist.
- As mentioned, multiple other departments have not objected to the name change and multiple departments have come out in support of the proposal for the name change. We are thus hoping that Computer Science will join the ranks of the Department of Mathematics and others in supporting our initiative to strengthen and better brand the Data Science Major.
- Regarding your interest in a Data Science Institute, we are definitely happy to continue discussions in this regard. As mentioned, there are already a number of university initiatives which have “data” as part of their name. Hence, we do not believe the renaming of the Department of Statistics to the Department of Statistics and Data Science will jeopardize any future initiative to build a Data Science Institute. Moreover, we stand ready to support any future AI initiatives at your end, some of which you alluded to at our meeting. Moreover, we would be happy to garner support from our faculty for such initiatives. We would be most

grateful if you could kindly convey our position to your faculty so that they too can appreciate our support for the Department of Computer Science.

- Finally, and as mentioned, a number of leading Department of Statistics have changed their names to Statistics and Data Science. One case-and-point is the Department of Statistics at UCLA, which has changed its name to the Department of Statistics and Data Science. The Department of Statistics at UC Davis is ranked very highly among Statistics Departments and enjoys a higher ranking than that of UCLA (US News, 2022). As a department, we do not operate in isolation. Thus, to remain competitive with other campuses, especially in terms of attracting students, it is critical that we too evolve with the trends in the field. This will directly benefit our data science major of which Computer Science is an integral part. Thus, we believe that the Department of Computer Science also stands to benefit from the proposed name change.
- Related to the point above, we were grateful for your understanding that not changing the name has the potential to adversely affect the Department of Statistics. We apologize that you felt this was not sufficiently articulated. We had in fact emphasized this matter quite clearly in one of the Section headings in our initial proposal. In addition, we had dedicated an entire paragraph to this point. For your convenience, it is reproduced below:

National and International trends among peer Departments in the era of Data Science: The combination of statistics and data science has become so popular these days that some major statistics departments in the U.S., and around the world, have made changes in their names to incorporate this modern trend. For example, the Department of Statistics (formerly), at Carnegie-Mellon University, University of Pennsylvania, Cornell University, Yale University, University of California, Los Angeles in the U.S., and Fudan University of China and National University of Singapore have all officially changed their names to Department of Statistics and Data Science. There is also a new Department of Statistics and Data Science at Washington University in St. Louis. Clearly, academia is starting to recognize the emergence of data science.

We have also conducted a more detailed investigation into the matter and found the following: (i) There are several Departments of Statistics both nationally and internationally which have changed their names to Statistics and Data Science, (ii) Many of these are at leading universities who are our direct competitors. (iii) Even with lesser-known campuses which have stand-alone Statistics

Departments, when there has been a recent name change, the name has been changed to Statistics and Data Science.

In summary, we trust that it is clearer that the proposed name change will strengthen not just the Department of Statistics, but also the data science major, of which Computer Science is an inalienable part.

Subsequent to our meeting, we also conveyed the discussion among the five of us to our faculty at a Statistics Department faculty meeting. Our faculty is keen to continue the dialogue and build bridges with the Department of Computer Science. We would be grateful if you could convey our sentiments to your faculty. Please mention to them that our faculty stand ready to engage with your esteemed faculty so that we can continue to work on initiatives of common interest. We believe this will not only strengthen the two departments, the data science major, but importantly also benefit our entire campus.

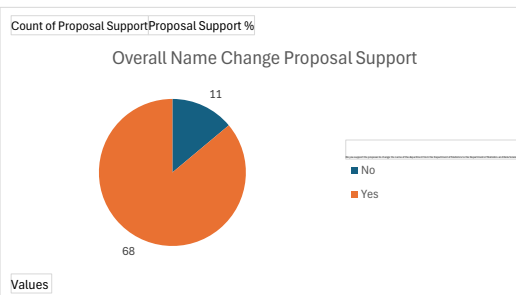
Yours sincerely,

Jiming

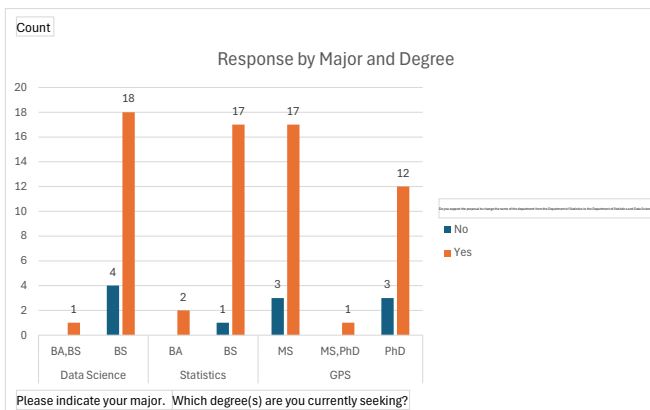
Jiming Jiang, PhD
Professor and Chair
Department of Statistics

Student Input

Row Labels	Count of Proposal Support	Proposal Support %
No	11	13.92%
Yes	68	86.08%
Grand Total	79	100.00%



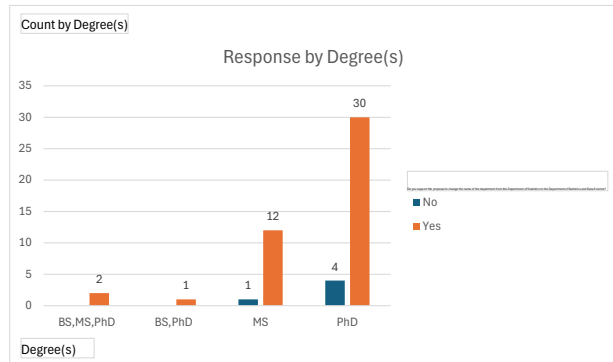
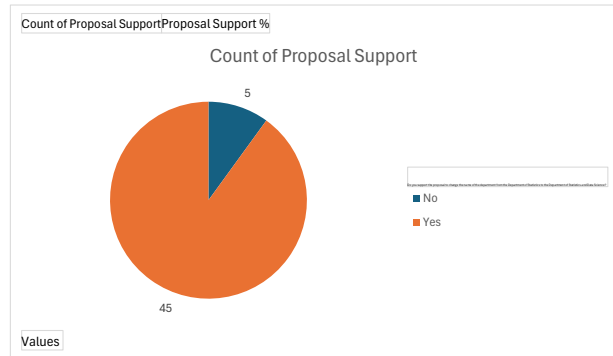
Count	Column Labels		
Row Labels	No	Yes	Grand Total
Data Science	4	19	23
BA,BS		1	1
BS	4	18	22
Statistics	1	19	20
BA		2	2
BS	1	17	18
GPS	6	30	36
MS	3	17	20
MS,PhD		1	1
PhD	3	12	15
Grand Total	11	68	79



Alumni Input

Row Labels	Count of Proposal Support	Proposal Support %
No	5	10.00%
Yes	45	90.00%
Grand Total	50	100.00%

Count by Degree(s)	Column Labels		
Row Labels	No	Yes	Grand Total
BS,MS,PhD			2
BS,PhD			1
MS	1	12	13
PhD	4	30	34
Grand Total	5	45	50



May 2, 2025

Kadee Russ

Chair, Davis Division of the Academic Senate

RE: Request for Consultation: Proposed Name Change for the Department of Statistics

Dear Kadee:

The Undergraduate Council (UGC) has reviewed and discussed the proposal to change the name of the Department of Statistics to the Department of Statistics and Data Science. The faculty of the Department of Statistics proposes a name change to Department of Statistics and Data Science in accordance with the provisions of PPM 200-20. The Undergraduate Council discussed the proposal, noting approval by the departments of Mathematics, Economics, and Linguistics, with some reservations expressed by the Graduate School of Management and opposition from the School of Engineering. UGC members appreciated the need for a departmental name reflecting modern aspects of the curriculum and the presence of the Data Science major within the department. Most members were supportive of the change.

However, some members expressed strong reservations that the name change could be perceived as anchoring the new field of data science within statistics, when critical contributions to data science are made by statistics, computer science, engineering, mathematics, and other disciplines. Undergraduate Council strongly encourages Statistics to continue to work with Engineering to resolve any objections to the name change before moving forward to reduce confusion among undergraduate students and advising staff.

Thank you.



David Kyle

Chair, Undergraduate Council

April 22, 2025

Katheryn Russ

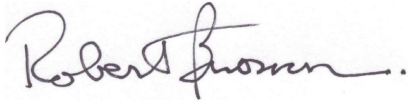
Chair, Davis Division of the Academic Senate

RE: RFC – Proposed Name Change for the Department of Statistics

The Committee on Planning and Budget (CPB) has reviewed the **RFC – Proposed Name Change for the Department of Statistics**. The CPB did not find any major budgetary impacts and overall supports this name change, with the contingency that if the department name change is approved, there will be an expectation of collaboration between this department and any other department across campus who may express interest in developing their own data science courses. CPB supports Dean Atekwana's statement that "this name change does not in any way imply that only one department would be considered to own Data Science on our campus".

CPB appreciates the opportunity to comment.

Sincerely,

A handwritten signature in dark ink, appearing to read "Robert Brosnan", followed by a period.

Robert Brosnan

Chair, Committee on Planning and Budget

Proposed Name Change for the Department of Statistics

FEC: College of Agricultural and Environmental Sciences Committee Response

May 23, 2025

The College of Agriculture and Environmental Science (CA&ES) FEC supports the proposed name change for the Department of Statistics.

May 23, 2025

Katheryn Russ, Ph.D.
Professor of Economics
Chair, Davis Division of the Academic Senate

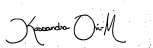
RE: Proposed Name Change for the Department of Statistics

Dear Kadee:

The CBS faculty reviewed the Proposed Name Change for the Department of Statistics and expressed mixed views on renaming the Data Science major to align with the Computer Science department. While some support naming alignment for clarity, others emphasize that Data Science is an interdisciplinary field co-led by Statistics and reliant on foundational concepts in statistics and mathematics. Concerns include the potential exclusion of other departments from using "Data Science" in program titles, a lack of collegiality in renaming when resources are shared, and the risk of misapplying computational methods without a solid grounding in statistics.

The anonymous, unabridged comments from the FEC faculty representatives are included below.

Sincerely,



Kassandra Ori-McKenney
Associate Professor, Department of Molecular and Cellular Biology
Chair, College of Biological Sciences Faculty Executive Committee, Davis, CA

Anonymized comments from CBS faculty:

Comment from faculty: Statistics co-runs this major with computer science, who object to the name. Data science is a huge area for one department to mark as their own, so I am only in favor of this if it does not preclude other departments from including "data science" in names if they wish.

Another comment from faculty: It is good for the major to match the name of the primary offering department, and computer science has a lot of majors already. That said, the name change doesn't seem collegial due to data science classes and resources housed elsewhere.

Comments from faculty: Statistics is the conceptual parent field of Data Science, in the sense that, although Data Science is only possible due to conceptual advances from computer science and mathematics (and gets applied to many fields including Biological and Ecological sciences), the results don't make sense without knowledge of statistics. For example, computational learning models are prone to overfitting and overinterpretation, and that is one of my greatest fears about the widespread application of computational learning algorithms in the absence of a good statistical null model and understanding of the biases in the available data.

May 22, 2025

To: Katheryn Russ
Chair, Davis Division of the Academic Senate

From: Michael Kleeman
Chair, College of Engineering FEC

RE: Comment on Proposed Name Change by Statistics Department

Dear Chair Russ:

The College of Engineering FEC has reviewed the proposed name change of the Department of Statistics to the Department of Statistics and Data Science. COE FEC members agree that the topic of data science is interdisciplinary and is not centered in any one Department. Rather than adding Data Science to the name of a single Department, it would be desirable to assign the Data Science name to an interdisciplinary unit that reflects the involvement of all the campus contributors to this effort. We encourage further dialogue between all the campus participants in the Data Science efforts towards that goal.

Thank you for the opportunity to comment on this proposed name change.

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Kleeman", with a horizontal line extending to the right.

Michael Kleeman
Chair, COE FEC

Proposed Name Change for the Department of Statistics

FEC: College of Letters and Science Committee Response

May 23, 2025

The L&S FEC has reviewed and RFC Proposed Name Change for the Department of Statistics and had no additional comments.

Proposed Name Change for the Department of Statistics

FEC: School of Medicine Committee Response

May 23, 2025

The SOM FEC reviewed this request at its April 23 meeting - there was no opposition to it.

Proposal for a

Climate Crisis General Education requirement

for all UC Davis undergraduate students

November 2024

Prepared for Consultation by the Davis Division of the Academic Senate by (in alphabetical order):

Cort Anastasio, Professor, Department of Land, Air & Water Resources, College of Agricultural and Environmental Sciences

Catherine Brinkley, Associate Professor, Department of Human Ecology, College of Agricultural and Environmental Sciences

Chris Cappa, Professor and Chair of Civil and Environmental Engineering, College of Engineering

Beth Ferguson, Associate Professor, Department of Design, College of Letters and Science

Philippe Goldin, Professor, School of Nursing

Tessa Hill, Professor, Department of Earth & Planetary Sciences, College of Letters and Science

William Horwath, Professor, Department of Land, Air and Water Resources, College of Agricultural & Environmental Sciences

Mark Huising, Professor, Department of Neurobiology Physiology and Behavior, College of Biological Science & Department of Physiology and Membrane Biology, School of Medicine

Tobias Menely, Professor and Chair of English, College of Letters and Science

Elizabeth Miller, Professor, Department of English and Interim Chair of Gender, Sexuality and Women's Studies, College of Letters and Science

Roberta Millstein, Professor Emerit of Philosophy, Science and Technology Studies, College of Letters and Science

Erwan Monier, Associate Professor, Department of Land, Air and Water Resources, College of Agricultural & Environmental Sciences

Stephen Wheeler, Professor Emeritus, Department of Human Ecology, College of Agricultural & Environmental Sciences

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1. Background

a) Motivation for comprehensive curriculum focused on the climate crisis

We are in a climate emergency with deep and cross-cutting impacts felt unequally and inequitably. Every single day in 2023 was warmer than the 1991–2020 daily average. 2024 is on track to be the warmest year ever recorded. It was reported in *Nature* recently that climate change will cause \$38 trillion in global economic damage each year by 2050 – over a third of current world GDP ¹. The global death toll from the climate crisis since 2000 will exceed 4 million people this year – more than all WHO-recognized public health emergencies combined except for Covid19 ². The scientific consensus is that we need deep emissions reductions *now* to prevent setting off climate tipping points that will accelerate our warming well beyond human economic and engineering capacity to mitigate ³.

At UC Davis, we do not yet systematically teach students about this planetary health crisis, its implications for their lives and professions in the twenty-first century, or ways to take urgent action. This is a surprising omission given that UC Davis has built up a reputation as the #1 sustainable campus in the US ⁴; a reputation that we lean on to recruit students to our campus. We have an obligation to equip the students we recruit to UC Davis with a foundational understanding of the unfolding climate crisis, its causes, its social and economic consequences, and potential actions to achieve the deep and rapid emissions reductions necessary to mitigate the worst of the crisis and avoid climate-related inequities.

This proposal leverages UCD's research and teaching strengths to meet this pressing curricular need. We propose that the General Education requirement we place on all UC Davis students is the appropriate mechanism to teach all UC Davis undergraduate students about the Climate Crisis for reasons summarized aptly in the 2024-2025 General Catalog ⁵. *'The General Education (GE) requirement promotes the intellectual growth of all undergraduates by ensuring that they acquire a breadth of knowledge that will enlarge their perspectives beyond the focus of a major and serve them well as participants in a knowledge-based society. It seeks to stimulate continued growth by providing knowledge of both the content and the methodologies of different academic disciplines. It involves students in the learning process by its expectation of considerable writing and class participation, and encourages students to consider the relationships between disciplines.'*

We therefore call on the UC Davis Senate to adopt the **Climate Crisis General Education requirement** we propose here. This new GE requirement ensures all UC Davis undergraduates leave our campus with a foundational understanding of the climate crisis, including climate literacy, climate justice, resilience skills, climate solutions, and the actionable paths and career opportunities that these entail.

¹ <https://www.nature.com/articles/s41586-024-07219-0>

² <https://www.nature.com/articles/s41591-023-02765-y>

³ <https://www.science.org/doi/10.1126/science.abn7950>

⁴ <https://renewable.ucdavis.edu/news/uc-davis-tops-nation-sustainability-rankings>

⁵ <https://catalog.ucdavis.edu/undergraduate-education/university-degree-requirements/general-education-ge-requirements/>

b) Climate education at UC Davis and other institutions

By implementing rigorous climate education for all UC Davis students, the Davis Senate would follow the example of the Academic Senate at our sister campus at UC San Diego who adopted the “Jane Teranes Climate Change Education Requirement” in 2023. This GE requirement has taken effect for the incoming UCSD freshman class starting in the Fall of 2024 ⁶. Faculty at UC Santa Cruz are engaged in similar discussions to add a climate requirement to their curriculum.

These efforts at UC campuses, including ours, take place against a backdrop of an increasing number of academic institutions across California and around the world that are requiring climate change education. These include Arizona State University ⁷, and the University of Minnesota ⁸. Internationally, the University of Barcelona has implemented a mandatory climate course for its 14,000 students and 6,000 staff ⁹ and France recently mandated that every undergraduate must have some form of climate change education prior to graduating ¹⁰. Of particular relevance to UC Davis, campuses across the California State University (CSU) system, where many of our transfer students initiate their degrees, are requiring climate change, environmental, and sustainability requirements in their curricula. Examples of other California institutions implementing climate change education include SFSU ¹¹ and Oakland Community College. If we want to maintain our reputation as a national leader in higher education on the topics of climate and sustainability, we must provide all of our students with a baseline education in the climate crisis, preparing them to navigate a changing world as informed members of society and as professionals working in the numerous fields that will be impacted by climate change. At the same time, we would be doing our students a tremendous disservice if we did not prepare them for the professional career opportunities that are associated with the rapid and just transition to a renewable energy economy ¹². Indeed, our students have been calling for us to do exactly that.

c) What's in a Name? Climate Crisis vs. Climate Change

The choice for ‘Climate Crisis’ as the title for this GE requirement is deliberate. We are living through the fastest changing temperatures since the dawn of civilizations. Describing our predicament as ‘Climate Change’ suggests a gradual process that can be met with modest shifts in business as usual approaches. Instead, the term ‘Climate Crisis’ reflects an urgency that is too often absent in conversations on our campus on climate change that are often focused narrowly on the physical changes to our climate. ‘Climate Crisis’ implicitly embodies the anthropogenic causes and their socioeconomic and political drivers that continue to fuel climate change. Without teaching our students a full understanding of these driving forces we cannot help them understand ways to resolve the crisis.

⁶ <https://www.theguardian.com/environment/2024/oct/15/california-university-ucsd-climate-change-course-requirement>

⁷ <https://news.asu.edu/20240508-university-news-new-general-studies-requirements-better-prepare-asu-students-changing>

⁸ <https://onestop.umn.edu/academics/undergraduate/lib-ed-requirements-overview/designated-theme-courses>

⁹ <https://blueandread.asbarcelona.com/?p=619>

¹⁰ <https://www.campusfrance.org/en/french-higher-education-at-the-heart-of-the-ecological-transition-process>

¹¹ <https://bulletin.sfsu.edu/undergraduate-education/sf-state-studies/es/>

¹² <https://edsources.org/2024/climate-initiative-could-unlock-new-opportunities-for-community-college-students/721458>

Virtually all faculty and other people in leadership on our campus intellectually acknowledge the science of anthropogenic climate change. Yet, the privilege most of us enjoy with the stability of a tenured position shields us from the worst consequences of climate change. The climate crisis amounts to a full-blown crisis for many, and is impacting people inequitably on the basis of race, socio-economic status, gender, and sexual preference. The climate crisis is among other things a crisis of Diversity, Equity and Inclusion, which should compel us to act with urgency.

Although other sustainability crises exist worldwide (e.g., biodiversity, ocean health, social inequality, democracy), climate itself is sufficiently urgent to merit special attention. Moreover, the climate crisis lends itself naturally to exploration of other interrelated topics, and is an excellent lens with which to explore a broad variety of sustainability topics. For additional analysis of terminology, see de Bruin et al. (2024).¹³

2. Proposal for the Climate Crisis GE requirement

We propose that the UC Davis Academic Senate adopt a resolution during the 2024-25 academic year creating a one-course (3 units or more) Climate Crisis General Education requirement for undergraduates for the incoming class of 2030.

This endorsement would acknowledge that the increasingly severe climate crisis demands an academic response from UC Davis, and would begin a process of consultation with academic units to determine **1)** existing courses that might satisfy the Minimum Elements for the Climate Crisis GE, **2)** existing courses that can be adapted to meet the Minimum Elements for the Climate Crisis GE, and **3)** potential new courses in response to the adoption of the Climate Crisis GE by the UC Davis Academic Senate.

The adoption of a Climate Crisis GE requirement would create a strong incentive for faculty to develop additional undergraduate courses to satisfy the Minimum Elements. This expectation is borne out by the experiences of our colleagues at UCSD with their recent adoption of the Jane Teranes Climate Change GE. The Academic Senate could finalize details of the GE and review potential courses through the established mechanisms of review by the General Education Committee. We envision that the membership of this Committee could be temporarily expanded in anticipation of a temporary increase in course development that results from the introduction of a Climate Crisis GE.

In addition, we advise the Academic Senate to coordinate broadly with the Chancellor, Provost, and Deans about how to strengthen academic resources related to the teaching mission of our institution in the face of the Climate Crisis.

¹³ <https://doi.org/10.1007/s10584-024-03786-3>

3. Overview of Current UC Davis General Education Requirements ¹⁴

The UC Davis GE requirement has two components, Topical Breadth and Core Literacies, and is defined in terms of units, not courses.

UC Davis undergraduate General Education requirements.
source: <https://academicsenate.ucdavis.edu/bylaws-regulations/regulations#REQUIREMENTS%20FOR%20UNDERGRADUATE%20DEGREES>

GE Topical Breadth (52 units)
12-20 units in each of the following areas, with 20 units in the area of the student's major

Arts and Humanities	12-20	note: 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.
Science and Engineering	12-20	
Social Sciences	12-20	
total:	52	

GE Core Literacies (35 units; 20 + 9 + 3 + 3)

- Literacy of Words and Images (20 units)**
 - 8 units or the equivalent of English Composition coursework (College-specific)
 - 6 units of designated writing experience coursework
 - GE Writing Experience Literacy (6 units)
 - GE Oral Skills Literacy (3 units, optional)
 - GE Visual Literacy (3 units)
- Civic and Cultural Literacy (9 units)**
 - GE American Cultures, Governance and History Literacy (3 units)
 - GE Domestic Diversity Literacy (3 units)
 - GE World Cultures Literacy (3 units)
- GE Quantitative Literacy (3 units)**
- GE Scientific Literacy (3 units)**

A GE course in **topical breadth (52 units)** addresses broad subject areas that are important to the student's general knowledge. Most undergraduate courses at UC Davis are assigned to one of the three Topical Breadth Areas:

Arts and Humanities - 12 - 20 units

Science and Engineering - 12 - 20 units

Social Sciences - 12 - 20 units

Core literacy components (35 units) are crucial both for success in one's profession and for a thoughtful, engaged citizenship in the community, nation and world. The Core literacies can currently be fulfilled as follows:

Literacy of Words and Images - 20 units

Civic and Cultural Literacy - 9 units

Quantitative Literacy - 3 units

Scientific Literacy - 3 units

¹⁴ <https://catalog.ucdavis.edu/undergraduate-education/university-degree-requirements/general-education-ge-requirements/>

4. Detailed Recommendations

a) Climate Crisis GE integration with current GE requirements

We propose to add a Climate Crisis GE requirement to the GE Core Literacies requirements, increasing the number of units in that category by 3. According to Senate bylaw 522(D)3: “No course may be counted by a student toward the satisfaction of more than one of the four Core Literacies (En. 6/6/2008).” This means that a class that would satisfy our climate crisis GE requirements would not also satisfy the Quantitative or Scientific Literacy component. However, we would not object if, in order to reduce the possibility that the Climate Crisis GE would add unduly to a student’s course load, the Academic Senate chose to allow the Climate Crisis GE course to also meet another existing GE requirement, e.g. Scientific Literacy, Quantitative Literacy, or Civic and Cultural Literacy.

Bylaw 522(D)4 notes that: “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 (En. 6/6/2008).” We anticipate that students will fulfill the proposed new Climate Crisis Core Literacy requirements by picking classes that also satisfy their Topical Breadth. An added advantage is that this probably keeps student credit hours in the area of the student’s major.

b) Minimum Elements for Climate Crisis GE

We propose that a course satisfying the Climate Crisis GE requirement meet the Minimum Elements listed below. We have developed these ME’s following the example of ME’s formulated for our other UC Davis GE requirements. For context, UCSD has adopted a comparable set of expectations for classes to meet the requirement for their [Climate Change Education Requirement](#) (see Appendix C).

ME1) Have a substantial focus on the climate crisis throughout the class.

ME2) Cover multiple aspects of the climate crisis, such as climate science, causes of the crisis, social and economic consequences, and policies and actions related to climate mitigation and adaptation.

ME3) Provide discussion of social equity implications of the climate crisis and related policies and actions.

c) Capacity in currently approved courses

We estimate that UC Davis currently has 46 courses (and counting) that would satisfy the Minimum Elements for the newly proposed Climate Crisis GE. One-year enrollment averaged over the past 3 academic years is 4,316 students. We have included this list of currently approved Climate Crisis GE ready courses in **Appendix B**. Most of these courses are widely available to students without prerequisites and have additional enrollment capacity or could be expanded with relative ease.

For reference, UCSD had a similar number of existing courses on the books with max enrollment ranging from 10 - 650 students when they implemented their climate change GE. UCSD had 40 approved courses at rollout this Fall Semester. This puts UC Davis in a similar position as UCSD was when they adopted and rolled out their Jane Teranes Climate Change Education Requirement. The experience of our colleagues at UCSD is that the adoption of their climate GE has catalyzed the development of additional courses by UCSD faculty.

d) Expected development of additional Climate Crisis GE courses

Based on the experience with the introduction of the Jane Teranes Climate Change GE at our sister campus at UCSD, we anticipate that additional classes will be added by a combination of the creation of brand new courses and the strengthening of climate content in existing courses. The Senate's adoption of a Climate Crisis GE requirement will create instructional demand that is likely to accelerate development of new climate-related courses and addition of climate material to existing courses. We further envision that Academic units and faculty will want to add new courses to more fully explore climate implications for their disciplinary area, or that faculty will work across units to create courses that address the climate crisis through a multi-disciplinary lens. In some cases, the existence of the Climate Crisis GE will influence new hiring decisions and the choices of newly hired faculty about how to develop their courses. These efforts can be stimulated further if Senate leadership focuses on how we can strengthen academic resources related to the Climate Crisis.

e) Leveraging existing UC-sanctioned curriculum to scale with urgency.

One possible path to scale our educational capacity quickly to meet the demand for climate education is to leverage the extensive, curated content available through the UC's 'Bending the Curve' (BtC) curriculum.¹⁵ The Bending the Curve curriculum is modular and is developed by UC faculty for UC faculty. New courses or modules can be designed or existing courses revised to use selected components such that sufficient courses are on offer to our UC Davis students to meet this particular need to meet the Minimum Elements of the UC Davis Climate Crisis GE. BtC content can be used to teach in-person classes or flipped classes. It is also possible to teach this curriculum online. UC Davis faculty have contributed to the generation of the BtC curriculum and are able to continue to do so.¹⁶ Another curriculum resource is the newly developed Climate Justice Curriculum developed by the UC Center for Climate Justice. This curriculum is a team-taught cross-campus lecture series centered on the disproportionate impacts of climate change on low-income communities and communities of color.¹⁷ Additional educational resources exist to facilitate the build out at scale of the proposed Climate Crisis GE requirement, including the joint CSU - UC Climate Action curriculum website Nexterra.¹⁸ We envision that these online tools could

¹⁵ <https://btc.ucsd.edu/>

¹⁶ Professor Fonna Forman, personal communication with the UC Davis Climate Crisis GE working group in preparing this proposal. Forman is Professor of Political Science and Director, Center on Global Justice, UC San Diego. Co-Chair, UC Global Climate Leadership Council.

¹⁷ <https://centerclimatejustice.universityofcalifornia.edu/projects/education/>

¹⁸ <https://www.nexterra.orfaleacenter.ucsb.edu/>

be leveraged if necessary to support developing sufficient instructional capacity.

Following UCSD's example, we propose to evaluate the progress of the Climate Crisis GE after 5 years.

f) Inventory of UC Davis Sustainability Courses in support of STARS

UC Davis Staff affiliated with the Office of Sustainability has compiled a lengthy list of UC Davis sustainability-related classes,^{19,20} submitted in support of the curricular component of the Sustainability Tracking, Assessment & Rating System (STARS). This is a tri-annual sustainability rating for colleges and universities done by the Association for the Advancement of Sustainability in Higher Education (AASHE). UC Davis currently holds a 'Gold' STARS ranking. Using this list, UC Davis currently claims that 860 of its total 3951 courses from 2020 - 2022 are sustainability courses.²¹ This represents over 21% of all UC Davis courses - an increase from 6% of all UC Davis courses offered from 2010 - 2013.²² Perusal of this list makes it clear that many of the courses listed - including those taught by faculty who helped write this proposal - do not in fact link directly to the climate crisis. The list compiled by sustainability staff mostly serves the purpose of improving our STARS ranking and is too generic to be useful in guiding the Climate Crisis GE that is proposed here. We furthermore consider it appropriate that the Academic Senate retains purview over all matters related to undergraduate curriculum.

We have prepared a preliminary list of courses that in their current form or with minor adjustments are likely to satisfy this new Climate Crisis GE requirement. The Senate Faculty members who wrote this proposal are happy to work with or join a standing or ad-hoc Academic Senate committee to review, expand, and/or implement this GE requirement. During the first year, such a group could work in conjunction with staff or the Provost's office to contact all campus units offering courses to determine their plans for offering climate-related courses. Academic units could be encouraged to develop additional courses as outlined above. Incentives from colleges or the Provost's office could be highly useful in this regard. We might also leverage resources and incentives available to support the expansion of high-quality summer online courses.²³ Actual approval of Climate Crisis GEs would continue to be the responsibility of the Undergraduate Council GE Committee.

g) Approval structure of existing and new courses for the Climate Crisis GE

As with other GE requirements, once the Climate Crisis GE is approved the [Committee on Courses of Instruction](#) will review requests for courses to be approved as satisfying the Climate Crisis GE literacy through course request forms in the [Integrated Curriculum Management System](#). This may ultimately require some updating of the ICMS system, but in the interim such requests can be managed through the use of attachments, as is current practice.

¹⁹ <https://ucdavis.app.box.com/v/UCD-Sust-Courses-20-22>

²⁰ <https://reports.aashe.org/institutions/university-of-california-davis-ca/report/2023-06-20/AC/curriculum/AC-1/>

²¹ <https://reports.aashe.org/institutions/university-of-california-davis-ca/report/2023-06-20/AC/curriculum/AC-1/>

²² <https://sustainability.ucdavis.edu/academics/classes>

²³ <https://summer-sessions.ucdavis.edu/faculty>

5. Student experience

a) Minimal changes expected in time to degree completion

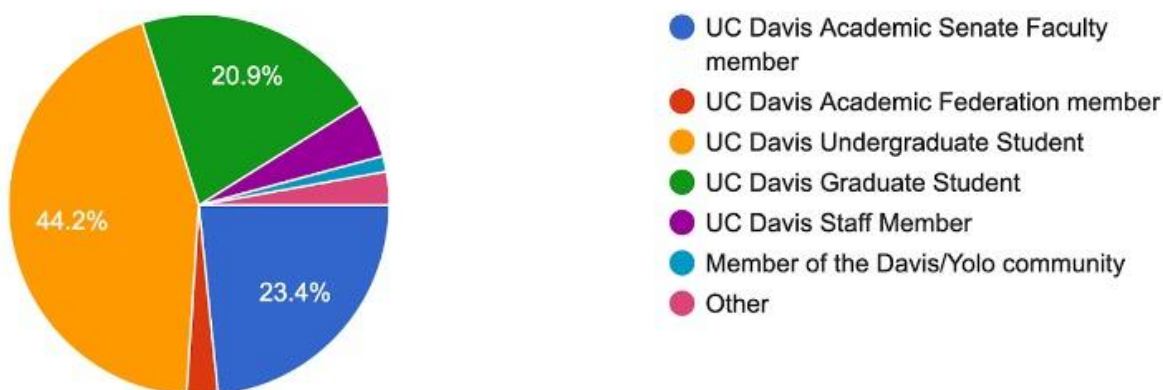
Because we are anticipating that the large majority of courses that will satisfy the Climate Crisis GE will also count towards the 52 units of Topical Breadth and possibly be allowed to overlap with existing core literacies, we do not anticipate that the time to degree completion will be affected by this GE. At the same time, we are enhancing the quality of education for all UC Davis undergraduates by teaching them about the greatest challenge humanity currently faces. Such a background will increase their opportunities to be involved in climate solutions, including as professionals and future leaders.

b) Transfer students exemption

In order not to place an undue barrier on transfer students, we proposed that they will initially be exempted from fulfilling the proposed UC Davis Climate Crisis GE. In the longer term, we anticipate that Community Colleges will start offering equivalent courses, at which time the UC Davis Climate Crisis GE can become a requirement for transfer students that can be met by taking equivalent courses at their institution of origin. We recommend that the Climate Crisis GE will initially be introduced as a voluntary option for our transfer students.

c) Campus community engagement

To offer others, including non-members of the Academic Senate such as the students for whom we intend to develop this GE curriculum an opportunity to endorse the general intent and vision of this proposal, we distributed the draft proposal among key campus stakeholders. Within a period of approximately two weeks we collected 530 endorsements, including 124 members of the Academic Senate, 14 members of the Academic Federation, 234 UC Davis undergraduate students, and 111 UC Davis graduate students, 25 UC Davis staff members and 22 members of the Davis/Yolo community/other.



Endorsements by student leadership

The [Academic Affairs Committee of the ASUCD](#) provides its endorsement and is supportive of the intention of this proposal as it provides fundamental awareness regarding current climate and environmental conditions (an essential topic that our generation will face). The proposal aligns with the values and sustainable reputation UC Davis encompasses.

The [Statewide CALPIRG Students](#) (California Public Interest Research Group) and its UC Davis chapter provided their endorsement for this proposal.

The [Environmental Policy and Planning Commission of the ASUCD](#) provides its endorsement for this proposal. In light of the worsening climate crisis, the proposed GE requirement is not only timely but essential. As our planet faces unprecedented environmental challenges, students, regardless of major, must be equipped with a thorough understanding of humanity's impact on the climate crisis and the pathways to tackle future government regulation and climate resiliency challenges that will undoubtedly impact their future field of work. By adopting this requirement, UC Davis aligns its educational mission with its standing as a leader in sustainability, preparing students to address one of humanity's greatest challenges.

Endorsements by UC stakeholders

The University of California, Davis Sustainability Office is proud to endorse this proposal. Its implementation will establish UC Davis as a leader among academic institutions nationwide in educating its community on the urgent issue of climate change. We look forward to collaborating with the Academic Senate to strengthen UC Davis' commitment to providing all Aggies with impactful education on the climate crisis – [Eric O'Brien - Director of Sustainability, University of California, Davis](#)

The University of California Center for Climate Justice is pleased to support this proposal for education on the climate crisis that is centered on principles of climate justice and equity. – [Tracey Osborne, founding director of the UC-wide Center for Climate Justice. Associate Professor and Presidential Chair in the Management of Complex Systems Department at the University of California, Merced.](#)

6. Proposed Timeline for Rollout

2024-2025: This proposal is sent for consultation by the Academic Senate to relevant committees. Members of this current working group meet with Provost, Chancellor, and other administrators to present the Climate Crisis GE and strategize about ways to ensure sufficient coursework and emphasis across campus. Relevant committees and staff survey academic units about course plans, encourage instructors to file for Climate Crisis GE certification, and coordinate with others across the UCs around possible shared online courses or modules.

2025-2026: New classes are developed and approved under existing class and GE approval routes, adding to our existing capacity

Fall of 2026: Climate Crisis GE goes into effect for our graduating class of 2030.

Fall of 2029: Climate Crisis GE goes into effect as a requirement for our incoming transfer students, who will be graduating as the class of 2030. Students transferring to UC Davis before 2029 are offered the opportunity to opt into the Climate Crisis GE. Transition to a required GE is contingent upon sufficient instructional capacity to exist by that time - which will be monitored by the Academic Senate.

We propose that the Academic Senate monitor the rollout of the Climate Crisis GE and reevaluate the success and growing areas of the new Climate Crisis GE after 5 years. If at any point before the 5-year mark it becomes clear that instructional capacity lags and prevents our students from satisfactorily completing the Climate Crisis GE, the Academic Senate can intervene and waive the requirement to take a Climate Crisis GE class for certain academic years. We do not anticipate that this will be required.

7. Enrollments/Resource Shifts

This proposed Climate Crisis GE provides opportunities across UG teaching units on our campus to add climate courses to our catalog. We note that the Carbon Neutrality Initiative adopted in 2013 by then UC President Napolitano argued strongly that climate content should be offered as part of courses offered by all campus units. We have developed this proposal accordingly. The Climate Crisis affects every facet of society, and as such offers opportunities for most disciplines to become involved. Indeed, many will have no choice but to more fully address this crisis in the years ahead.

We envision that the early adoption of a Climate Crisis GE - second within the UC after UCSD - would significantly bolster our strong existing reputation in sustainability. We do not anticipate that a Climate Crisis GE or Graduate Emphasis would significantly change campus enrollment patterns. Courses qualifying for the GE would cross all fields. For example, in 2023-24 the English Department launched ENL 57: Literatures of Climate Change, a Spring 2024 Climate Resilience seminar was co-sponsored by faculty from the School of Nursing, and the large enrollment NPB 101: Human Physiology class incorporated climate change and its impact on human physiology in a series of low-stakes assignments.

Acknowledgements: we express our appreciation for UCSD Professors Fonna Forman, Cathy Gere, and Adam Aron for helpful discussions and guidance on the preparation of this proposal, and for leading the efforts that led to the adoption of the Jane Teranes Climate Change Education Requirement by the UCSD Academic Senate.

Appendix A: Changes to UC Davis Senate Regulations <to be determined>

Appendix B: List of current courses likely responsive to the Climate Crisis GE and their enrollment capacity ²⁴

Course	Course Title	Year	Units	Q	Enrollment				Instructor
					21/22	22/23	23/24	24/24	
ABT 212	Path to Zero Net Energy (undergrads welcome)	2021-24	4	S					Kornbloth, Kurt
AMS 150	Interdisciplinary Approaches to Env Justice/Injustice	2021-24	4	F or W	22	0	38		Manuel Santillana Blanco, Jose
ANT 101	Ecology, Nature, & Society	2021-24	4	F+W+S +S1+S2	701	755	703		Moya, Cristina
ANT 104N	Cultural Politics of the Environment		4		0	0	0		Sawyer, Suzana
ANT 131	Ecology & Politics	2021-24	4	F	64	60	62		Sawyer, Suzana
ARE 15	Population, Environment and World Agriculture		4		0	0	0		
ARE 121	Economics of Agricultural Sustainability	2021-24	4	W	58	77	86		Merel, Pierre; Sumner, Dan
ATM 005	Global Climate Change	2021-25	3	F	87	129	137		Faloon, Ian; Igel, Adele
ATM 116	Modern Climate Change	2021-24	3	F	118	132	126		Anastasio, Cort; Ullrich, Paul
CRD 149	Community Dev Perspectives on Env Justice	2021-25	4	S	81	77	82		London, Jonathan
DES 127A	Sustainable Design	2021-25	4	S	108	106	110		Ferguson, Beth
ECI 123	Urban Systems and Sustainability	2021-25	4	S	130	193	200		Kendall, Alissa
ECI 149	Air Pollution	2021-25	4	W	70	70	70		Cappa, Christopher
ENL 57	Literatures of Climate Change	2024-25	3	S	0	0	61		Menely, Tobias
ESM 120	Global Environmental Interactions	2021-24	4	W	169	175	171		Hernandez, Rebecca
ESP 1	Environmental Analysis	2021-25	4	F	254	266	287		Dong, Xiaoli; Scott, Tyler
ESP 10	Current Issues in the Environment	2021-25	3	W	77	81	69		Godwin, Sean
ESP 101	Ecology, Nature, & Society	2021-25	4	S	6	8	11		Moya, Cristina
ESP 110	Principles of Environmental Science	2021-24	4	W	83	89	93		Largier, John L
ESP/EVE 111	Marine Environmental Issues	2021-24	1	W+S	46	43	48		Gaylord, Brian; Largier, John; Todgham, Anne; Stachowicz, John
ESP 152	Coastal Oceanography	2021-24	3	Summer 2	26	17	17		Largier, John L
ESP 162	Environmental Policy	2021-25	4	W	126	123	126		Springborn, Michael R
ESP 165	Climate Policy	2021-25	3	S	31	37	37		Springborn, Michael R

²⁴ https://docs.google.com/spreadsheets/d/13V5_DqBIQhVMMkIXGBgvxDbmTzHEBilEU5YcAQ2hLD8/edit?gid=1981973394#gid=1981973394

ESP 167	Energy Policy	2021-25	4	S + W	49	0	38	
ESP 171	Urban and Regional Planning	2021-24	4	S + X	180	183	25	Handy, Susan; Volker, James
ESP 174	Environmental Justice Policy & Practice	2021-24	4	S	33	64	73	Barajas, Jesus
EVE 120	Global Change Ecology	2021-24	3	W + S2	51	30	36	Strong, Donald
GEL 5	Mass Extinctions: Past & Future	2023-24	2	F	0	0	79	Motani, Ryosuke
GEL 10	Modern & Ancient Global Environmental Change	2021-24	3	F	172	173	219	Montanez, Isabel
GEL 16	The Oceans	2021-25	3	FSX	92	247	165	27 Mckinley, Claire; Thomson, Tracy
GEL 18	Energy & the Environment		3		0	0	0	
GEL 108	Earth History: Paleoclimates	2021-24	3	S	60	72	51	Mckinley, Claire C; Burstyn, Yuval
GEL 115	Earth Science, History, & People		4		0	0	0	
GEL 116N	Oceanography	2021-24	3	S,W	27	43	51	Griffin, Alyssa; Hill, Tessa
GEL 150C	Biological Oceanography	2022-23	4	Summer 2	0	15	13	Hill, Tessa M; Carlson, Rachel R
HIS 108	Global Environmental History		4		0	0	0	
HIS 172	American Environmental History	2022-24	4	W	0	77	73	Warren, Louis
LDA 003	Sustainable Development Theory & Practice	2021-25	4	S	179	235	217	Wheeler, Stephen
PMI 129Y	One Health: Human, Animal & Environ. Interfaces	2021-22	3	F+W	314	240	145	Keel, Michael Kevin / Shapiro, Karen
POL 12B	Climate Change and Politics	2023-24	4	F	0	0	120	Kono, Daniel Y
SAS 2	Feeding the World: Influences on the Global Food Supply	2022-24	3	F	0	113	116	Gilbertson, Robert
SAS 2	Feeding the World: Influences on the Global Food Supply	2021-24	3	W	119	56	97	Gilbertson, Robert; Bostock, Richard
SAS 9	Crisis in the Environment	2021-22	4	W	202	147	148	Monier, Erwan
SAS 25	Global Climate Change: Convergence of Disciplines	2021-23	4	W	61	25	8	Bloom, Arnold J
SAS 25V	Global Climate Change: Convergence of Disciplines	2021-24	4	S	96	96	91	Bloom, Arnold J
SAS 25V	Global Climate Change: Convergence of Disciplines	2021-24	4	W	100	70	70	Bloom, Arnold J
WFC 168	Climate Change Ecology	2021-22	4	W	88	70	106	Post, Eric
					4,080	4,394	4,475	27

Summary: 46 courses taught by 20 academic units.

Cumulative enrollment (past 3 academic years): 12,949

Average current 1-year in person capacity: 4,316 students, trending upwards over the past 3 academic years.

APPENDIX C: Comparison with and lessons learned from the adoption and rollout of the Jane Teranes Climate Change Education Requirement (JTCCER) at UCSD.

A necessity in developing the JTCCE Requirement ²⁵ was a clear articulation of what is expected of courses that are approved as satisfying the requirement. It was agreed that courses that are approved to satisfy the JTCCE Requirement must address the following:

- 30% of the course content should be focused on understanding and addressing climate change and its impacts.
 - 30% corresponds to 3 weeks of a 4-unit course in a quarter system that should be dedicated to climate change in the form of lectures, reading, project-based learning activities, and/or case studies.
 - Assignments and grades must also reference climate change content with at least 20% of the grade determined by it.
- Approved courses should have substantial contributions from at least two of the four following categories:
 - **Scientific Underpinnings:** How does the course provide students with a scientific foundation to understand the mechanisms responsible for climate change and the scope of projected climate change, including knowledge of the magnitude of the impact of human-caused climate change on the planet, the biosphere, or society?
 - **Humanistic and Social Dimensions:** How does the course provide knowledge of the historical, cultural, or social causes of climate change? How does the course provide an understanding of the human costs, consequences, and disproportionate impacts of climate change or its basis in human values? Does the course offer context for understanding how addressing the climate crisis requires social, political, or economic transitions and transformations? Does the course engage health, equity, and climate justice issues?
 - **Climate Solutions:** How does the course provide knowledge of both scientific and non- technical solutions to the crisis? Does the course consider social, cultural, or political adaptations to climate change? Do the solutions discussed include a holistic assessment of political, social, economic, behavioral, or technological approaches? Does the course consider the needs and/or concerns of those experiencing the impact of climate change? Does it put solutions in the context of the scientific underpinnings and/or humanistic or social dimensions of climate change?
 - **Project-based Learning about a Climate Change:** Topic How do students have opportunities to gain experience or work on a project that is

²⁵ <https://undergrad.ucsd.edu/programs/jtccer.html>

related to climate change content? For example, a project-based writing assignment, case study, presentation, business plan, community-based project, research experiment, artistic project, interview and oral history, design project, or other, related to a climate change topic.

Appendix D: Full list of individual members of our campus and community who endorse this proposal

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September 17, 2025

Mark Huising

Professor, Department of Neurobiology, Physiology, and Behavior and Department of Physiology and Membrane Biology

RE: Proposal to Establish a Climate Crisis General Education Requirement

Dear Mark,

The proposal to establish a Climate Crisis General Education requirement was forwarded to all standing committees of the Davis Division of the Academic Senate. Nine committees responded: Courses of Instruction (COCI), General Education (GEC), Undergraduate Council (UGC), and the Faculty Executive Committees of the College of Agricultural and Environmental Sciences (CAES), the College of Biological Science (CBS), the College of Engineering (COE), the College of Letters and Science (L&S), the School of Education (SOE), and the School of Medicine (SOM).

While several committees support the establishment of a Climate Crisis General Education (GE) Literacy requirement—and multiple committees commend the work and goals of the proposers—the committees overall raise substantial concerns that may outweigh the benefits of adding a new requirement. These concerns center around instructional capacity and time-to-degree, as well as the creation of a GE requirement centered around specific content rather than a broad skill-based literacy. COCI, SOE, and CBS also raise additional concerns regarding allowing the GE to “double count” and the Minimum Elements (MEs). Lastly, committees provide several recommendations to consider, including for the title of the literacy.

CBS, COE, SOE, GEC, and UGC express concern regarding instructional capacity. Several committees note that fewer than 50 courses currently are available to satisfy the proposed GE literacy requirement. This is far fewer courses than are designated for any of the existing GE requirements, for which there are hundreds. UGC, GEC, and COCI add that the proposal lists 46 courses whereas current GE literacies have 350 to 1800 courses, demonstrating a significant lack of current instructional capacity to fulfill the demands of the proposed GE. COCI further notes that not all of these 46 courses have extra seats. Among the first 10 in Appendix B, one was listed in the course catalogue as *Not currently offered*. Are there others and have department chairs or Deans indicated commitment to staffing them? CBS notes that retirements, stagnant hiring, budget cuts, and classroom shortages significantly restrict capacity and expresses concern that mandating a new GE without secured resources would strain existing programs, delay student progress, and exacerbate scheduling and enrollment bottlenecks. GEC highlights the risk that budget cuts will further stress our ability to offer enough courses for students to fulfill the new requirement and graduate in a timely manner.

COE notes that it is unclear whether there will be sufficient capacity in climate change courses outside of disciplines rooted in the physical and life sciences to serve potential student demand. Echoing COE’s concern, COCI adds that there are only 12 courses outside of disciplines rooted in the physical and life sciences on the proposed courses list. I would note that some of the courses in the physical and life sciences, like ATM 005 and 116, have no prerequisites, easing this disciplinary concern, though a quick check for Fall quarter shows ATM 005 with 2 open seats and ATM 116 with a waitlist, again underscoring the overall issues with instructional capacity.

COCI, COE, GEC, and UGC express concern that the establishment of the proposed GE requirement would increase time-to-degree for students. These concerns arise for multiple reasons. First, concerns about time-to-degree naturally follow if bottlenecks arise due to the limited instructional capacity discussed above. Second, issues with time-to-degree can occur when degree requirements do not fully account for prerequisites. GEC observes that only 15 of the 46 courses suggested to satisfy the proposed literacy are lower-division courses. This raises the possibility that “hidden” prerequisites could unintentionally increase the credit burden involved in satisfying the proposed requirement. Although the proposal says that most of the courses listed do not have prerequisites, there is no full accounting offered of how many of these courses have no prerequisites *and* have available capacity or a willingness of the relevant Dean to expand capacity. Prerequisites for upper-division STEM courses could pose a special obstacle for students in non-STEM majors, given the small number of courses outside physical and life science departments on the proposed courses list. Finally, students in some majors are more likely to find the credit cap binding. COE notes that other students may find they need to add units to their major to fulfill this new requirement or find climate change classes in social sciences or art/humanities to fulfill topical breadth requirements without adding to total unit counts.

COCI, SOE, GEC, and UGC express concern that establishing a Climate Crisis GE may create a precedent for the development of other narrowly focused GE requirements leading to overly complicated degree requirements and delays in graduation. GEC is concerned that the academic scope of the literacy is inconsistent with the broad skill-based GE literacies that are currently required. UGC notes that an approach of adding new GE requirements one at a time is not sustainable, feasible, or aligned with the objective of GE in providing a broad educational foundation.

COCI and SOE comment on the supposition that the Climate Crisis GE may “double count” for another GE literacy. Many courses offered at UC Davis are designated as delivering multiple GE literacies, but this is distinct from having one GE Literacy designation automatically count as satisfying a second GE designation or becoming part of an existing GE designation. Although it would not address the limited number of courses available, SOE notes that allowing students to take a course that counts for both the Climate Crisis and another Core Literacy could be an important allowance to reduce the credit burden on students. COCI notes that creating a Climate Crisis GE Literacy and then prescribing in policy that all courses with the new literacy will also satisfy (for instance) a Scientific or other literacy may create other problems. While prescriptive designation of Climate Crisis courses with another GE literacy may mitigate some bottlenecks for time-to-degree, COCI fears it would also further complicate an already complex GE system. COCI adds that details about how this requirement would apply to transfer students, with or without IGETC or Cal-GETC, should be clarified.

CBS, SOE, and COCI comment on the Minimum Elements (MEs). CBS states that the MEs outlined in the proposal are overly ambitious for most existing courses and would require interdisciplinary instruction and team teaching, which is not currently feasible for many departments. Additionally, CBS notes that several of the courses listed as pre-approved do not fully meet the proposed MEs. SOE suggests that the MEs in classes that satisfy the requirements should be clearly fleshed out, elaborated upon, and detailed so that faculty and advisors can thoughtfully make decisions about courses’ [or “course syllabi”] syllabi and students’ questions. COCI recommends that the MEs should be rewritten by GEC in consultation with COCI.

COCI, CAES, CBS, COE, and L&S share similar concerns regarding the proposed title of the GE requirement. CAES questions why the term “crisis” was used in the name of this proposed requirement, noting that crisis is a weighted term that does not support an “unbiased discussion and

education on climate science.” CBS notes that the use of “crisis” in the title could be perceived as politically charged or alienating, particularly for students from more conservative backgrounds. CBS suggests using more neutral language to maintain broad engagement and avoid perceptions of ideological bias. COE feels that the timing to create a Climate Crisis GE is not optimal given the current federal administration, noting that they are concerned that this proposal will be interpreted through a political lens which may be detrimental to the educational mission of the University. L&S notes that the name may dissuade students’ interest in the subject matter and requirement, suggesting that the name should be “Climate Literacy” or “Climate and Environmental Literacy.” Alternatively, CAES suggests changing the name of the GE requirement to “Climate Science” or “Climate Resilience,” the latter of which may be more empowering, forward-looking, and politically sustainable.

COCI, CBS, SOE, GEC, and UGC provide several additional recommendations for consideration. COCI wonders if there are ways that students could be encouraged to take courses in climate change without imposing a degree requirement. CBS recommends a broader or more flexible approach, such as integrating climate-related topics into major-specific courses or focusing on information literacy as a more universally relevant and less politically fraught skill set for navigating climate and other global challenges. SOE suggests that there should be a mechanism for faster approvals to meet the requirement to match implementation timeline, and/or approvals of existing courses to meet the requirement. GEC highlights that two of the existing GE requirements, Scientific Literacy and Quantitative Literacy, require students to understand how scientific data is generated and evaluate claims made with quantitative data, such as data relating to the climate crisis. GEC suggests the possibility of reviewing the list of courses with a proposed Climate Crisis emphasis and submitting an application for any GE literacies that are warranted by the existing curriculum but not yet designated as such. This may increase student involvement with climate-related coursework by increasing incentives for students to take these courses.

UGC is open to considering a broader Environmental Literacy GE requirement if it is part of a complete revision and update to the UC Davis GE program. UGC notes that it is incredibly difficult to predict the impact and establish an efficient process for implementation of a single GE requirement, as there is no precedent for doing so. UGC and GEC express that this proposal raises an important consideration of whether an entire revision to the current GE literacies and program requirements is needed to ensure the foundational knowledge that is obtained through an undergraduate degree best prepares our students to meet and respond to the needs and demands of the 21st century. COCI discusses whether there could be a way to fold climate change courses into the Scientific Literacy, but raises concern that this would overlook the parts of the proposed Literacy that extend into other disciplines. GEC notes that several proposals for new GE literacy requirements have arisen in recent years, including for a Media Literacy and an AI literacy. GEC posits that the uptick in requests may be a signal that a broader review of GE requirements may be warranted.

Given the many concerns from the committees, the Davis Division does not plan to move forward with establishing a Climate Crisis GE requirement at this time. However, should a comprehensive revision of current GE literacies occur, Senate Leadership will encourage UGC and its subcommittees to consider implementing a similar requirement.

The Davis Division appreciates the opportunity to comment.

Sincerely,



Katheryn Niles Russ, Ph.D.
Chair, Davis Division of the Academic Senate
Professor of Economics
University of California, Davis

Enclosed: Davis Division Committee Responses

c: Edwin M. Arevalo, Executive Director, Davis Division of the Academic Senate

April 18, 2025

Kadee Russ

Chair, Davis Division of the Academic Senate

RE: Request for Consultation: Proposal to Establish a Climate Crisis General Education Requirement

Dear Kadee:

Thank you for requesting that Undergraduate Council provide input on the “Proposal to Establish a Climate Crisis General Education Requirement.” The Undergraduate Council (UGC) has reviewed and discussed the proposal at our February 27, March 20, and April 11 meetings (2025).

UGC recognizes the urgency and significance of the climate crisis and appreciates the potential value of this new GE requirement for our students and California. We offer, however, some critical questions and challenges to consider in the spirit of ensuring that, if implemented, it would be truly meaningful and impactful. These concerns focus on the demands that adding a new GE requirement would place on students, and the merit of a GE focus on a specific issue, even if global and multi-dimensional. In addition, we recommend that any new GE requirement be considered as part of a comprehensive GE review.

The foremost concern is the impact of adding an additional campus-wide GE requirement on time to degree. UGC is concerned about how additional units required for degree would burden students as well as the feasibility of all students to fulfill the requirements with current course offerings. Given the narrow and specific focus of the Climate Crisis GE, the course requirements are strict with few current courses at UC Davis satisfying this GE. The proposal lists 46 courses whereas current GE literacies have 350 – 1800 courses that satisfy each literacy, demonstrating a significant lack of current institutional capacity to fulfill the demands of a GE in Climate Crisis. Without clear capacity to fill the demands of a campus-wide requirement there is no clear timeline to reach capacity given that there is no authority to require departments to develop new courses. UGC has significant concerns about the substantial barriers students would encounter in trying to fulfill this GE requirement and the subsequent widespread impact on time to degree.

A second major concern is the approach to select one specific issue, albeit a critically important issue, and the integrity of general education as a broad intellectual foundation rather than issue-specific advocacy. There are many critical global issues that UGC agrees all students should be aware of, for instance Climate Action is one of the seventeen global Sustainable Development Goals of the United Nations. UGC feels that adding a new standalone GE focused on one global issue sets a precedent for additional GE requirements that advocate for other issues. UGC feels that an approach of adding single GE’s is not sustainable, feasible, or aligned with the objective of general education providing a broad educational foundation.

UGC members are in favor of considering a broader Environmental Literacy GE requirement if it is part of a complete revision and update to the UC Davis GE program. To the best of our knowledge, in the past ~30 years, there is no precedent for adding an individual GE. This makes it incredibly challenging to predict the impact and efficient process for implementation of a single added GE requirement. This proposal highlights the potential need to evaluate the current GE program as whole,

which was last revised in Fall of 2011 with the current GE3 program. UGC agrees that this proposal raises an important consideration of whether an entire revision to the current GE literacies and program requirements is needed to ensure that the foundational knowledge obtained through an undergraduate degree at UC Davis best prepares our students to meet and respond to the needs and demands of the 21st Century.

Thank you.

A handwritten signature in dark ink, appearing to read "David Kyle". The signature is fluid and cursive, with the first name "David" and last name "Kyle" clearly distinguishable.

David Kyle
Chair, Undergraduate Council

April 2, 2025

Katheryn Russ

Chair, Davis Division of the Academic Senate

RE: Proposal to Establish a Climate Crisis General Education Requirement

Dear Chair Russ,

Thank you for allowing the Committee on Courses of Instruction (COCI) to comment on the *Request for Consultation - Proposal to Establish a Climate Crisis General Education Requirement*. COCI discussed this item at our meeting on February 19, 2025. The committee agrees with the proposers that climate change is a crisis. While the committee sees great merit in the proposal the committee was not fully against or in support of the proposal. I have provided here a summary of the issues the committee considered.

- The committee notes that there is currently discussion at the UCOP/Regents level that our campus could be forced to switch to a semester calendar. COCI recommends that no changes be made to the existing GE program while that discussion is ongoing.
- Though the proposal indicates that this additional requirement will not affect student time-to-degree, some committee members were skeptical that would be true in practice. Fewer than 50 courses were suggested as possibly fulfilling this literacy, while there are hundreds of courses fulfilling each of the other literacies (e.g. American Cultures, Governance and History, the GE with the fewest courses, has 360 courses on record). One member, and instructor of one of the listed courses, indicated that the listed course is already impacted, there is not capacity to offer more seats, and the department likely would not add the GE literacy to the class. Members also expressed that many courses include a bit of information about climate change, but may not be able to add enough content in that area to qualify for a GE literacy without removing other core content.
- The proposal suggests that perhaps students could be allowed to “double-dip” the Climate Crisis GE literacy. COCI appreciates that this structure would reduce concerns about time-to-degree. However, it would also further complicate an already complicated GE system. We can imagine students reaching graduation having presumed that double-dipping was ok for all their GEs, since it was ok for Climate Crisis courses. If double-dipping is allowed, thoughtful outreach is needed to ensure students are not confused about this unique GE. Overall, committee members were split on the “double-dip” concept. Regarding the title of the literacy, the committee agrees that climate change is a crisis. However, several members felt using “Crisis” in the title is inflammatory and any benefits of its use are far outweighed by consequences (e.g., politicization of the GE, alienation of students we are hoping to educate about the topic).
- Some members are worried that approval of this literacy may encourage a flood of similar requests for GE literacies around issues such as mental health, media literacy, constitutional knowledge, personal finance, etc. While these are important issues, they are narrow topics that don’t fit well

within our current GE structure. Other members differentiated this proposal from those other possibilities by citing the climate crisis as an existential threat to humanity that must be addressed and its ability to cut across all disciplines from sciences to the humanities. Overall, COCI members were split on this item.

- Some committee members wondered if there are ways that students could be encouraged to take courses in climate change without imposing a degree requirement and wonder if there is a way to fold climate change courses into the Scientific Literacy. Other members felt that this is not the appropriate mechanism as the Climate Crisis GE extends beyond the sciences into other fields. In addition, the effectiveness of encouraging students to “specialize” in the Scientific Literacy is unclear. One concern is students who are interested would self-select into Climate Crisis/Scientific Literacy courses and others who most need to be exposed will not be.
- The proposers seem to want the literacy to be interdisciplinary and COCI agrees on the importance of it transcending disciplines. However, there are only 12 courses outside of science departments on the proposed courses list.
- If this proposal were to be implemented, COCI has the following notes:
 - The minimum elements should be rewritten by the General Education Committee, in consultation with COCI.
 - Details about how the requirement would apply to transfer students, with or without IGETC/Cal-GETC should be clarified.

If COCI can assist with any additional feedback, please let me know.

Sincerely,



Colleen Bronner
Chair, Committee on Course of Instruction

c: Edwin M. Arevalo, Executive Director, Davis Division of the Academic Senate

April 2, 2025

Katheryn Russ

Chair, Davis Division of the Academic Senate

RE: Request for Consultation: Proposal to Establish a Climate Crisis General Education Requirement

Dear Kadee:

Thank you for asking the General Education Committee (GEC) to provide input on the Proposal to Establish a Climate Crisis General Education Requirement. GEC reviewed and discussed the proposal at our February 14, 2025 meeting. GEC elected to focus on providing analysis of the proposal in general and not to assess implementation details (e.g. timeline, minimum elements, revisions to divisional regulations). If the division elects to move forward with this proposal, GEC will begin working through the implementation details.

The committee first wants to express their gratitude to the proposers for preparing a comprehensive proposal. Members of the GE committee acknowledge the momentousness of the climate crisis and its deep subsequent impacts, and the importance of contributing to an educated and informed citizenry on this topic. That said, the addition of any campus-wide degree requirement must be considered from many angles. In this case, GEC has significant concerns about insufficient instructional capacity and subsequent delays in time to degree for a Climate Crisis GE literacy, in addition to concerns about the narrow focus and prescriptive approach of the proposed literacy, which are outlined below. It is not clear to the GEC that gains in students' understanding of or actions responding to the climate crisis will outweigh concerns about delays in time to degree and insufficient instructional capacity.

Several members of the GEC raised concerns about the prescriptive view of climate change in the proposal for the literacy. While there is widespread agreement in GEC that climate change is indeed a crisis, GEC members had concerns about having a General Education literacy requirement that dictates how students and instructors should think about an issue. Notably, GEC would like to highlight that two of the existing GE requirements, Scientific Literacy and Quantitative Literacy, require students to understand how scientific data is generated and evaluate claims made with quantitative data, such as data relating to the climate crisis. One approach that could potentially increase student engagement with climate crisis coursework would be to review the list of courses with a climate crisis emphasis and, for those that do not already fulfill GE literacies, submit for the appropriate GE designations to be added.

The GEC is also concerned that the academic scope of the literacy is very narrow and content-focused, which is inconsistent with the broad skill-based GE literacies. This limited scope is demonstrated by the potential list of courses that might fulfill the literacy, as provided in the proposal. The provided list includes 46 courses, of which only 15 are lower division. For comparison, in 2022-23 the number of courses approved for the current GE literacies were as follows:

Writing Experience	1817
Oral Skills	462

Visual	884
American Cultures, Governance and History	360
World Cultures	1191
Quantitative	465
Scientific	415
Domestic Diversity	374

GEC certainly expects the provided list of courses would be added to if this proposal moves forward but is concerned that the campus is currently very far from having the instructional capacity to support the implementation of a campus-wide Climate Crisis GE requirement. In the face of significant budget shortfalls, it is unclear that hiring instructors to teach for a new GE literacy should be prioritized. While the proposers provide argument that this additional requirement will not meaningfully increase time-to-degree, the committee is loath to take that chance, particularly because budget cuts are likely to further stress our ability to offer enough courses for our students to fulfill the requirement and graduate in a timely manner.

In addition to the proposal at hand, GEC has conferred in the last two years with groups looking to propose GE literacies in Media Literacy and Artificial Intelligence Literacy. We are concerned that opening the GE program to these narrowly defined topics may be a slippery slope that will result in overly complicated degree requirements and delays in graduation. GE members would like to note that the increased interests to propose new GE literacies may reflect a growing demand for a larger revision and update to the UC Davis GE program to better serve the needs of a well-rounded general education in the 21st century.

If we can provide any additional information, please let us know.

Thank you.



Marina Ellefson
Chair, General Education Committee



Faculty Executive Committee

Faculty of the College of Agricultural and Environmental Sciences
Academic Staff of the Division of Agriculture and Natural Resources
Office of the Dean and Director of Programs

April 18, 2025

Re: Proposal to Establish a Climate Crisis General Education Requirement

Dear Chair Russ,

Our CA&ES FEC is glad to comment on the proposal to establish a Climate Crisis General Education (GE) requirement for all UC Davis undergraduate students.

Overall, there is strong support for adding a GE requirement in climate science, which does not add to the current course load and GE requirements for undergraduate students. However, our FEC questions why the term "crisis" was used in the name of this proposed requirement. First, although it can be argued that climate change is not a political topic, it is. "Crisis" is a weighted term and does nothing to support an unbiased discussion and education on climate science. Our FEC believes changing the name to "Climate Science" or perhaps "Climate Resilience" would be best. The latter may be more empowering, forward-looking, and politically sustainable while still encompassing key ideas like adapting to a changing climate and actions to find solutions to adverse impacts of climate change.

Sincerely,

Sanjai J. Parikh
Chair, CA&ES FEC Committee
Department of Land, Air and Water Resources

CC:

Neil McRoberts (Vice Chair), Plant Pathology
Nitin Nitin (Secretary), Food Science and
Technology / Biological and Agricultural
Engineering
Catherine Brinkley, Human Ecology
Xiaoli Dong, Environmental Science and Policy
Kris Godfrey, CA&ES Dean's Office
Rachael Goodhue, Agricultural and Resource
Economics
Dan Kliebenstein, Plant Sciences

Bruce Linquist, Plant Sciences
Dragan Milenkovic, Nutrition
Luz Robles, Undergraduate student
Alison Van Eenennaam, Animal Science
Kira Waldman, Graduate student
Luxin Wang, Food Science and Technology
Rachel Wang, Graduate student representative
Helene Dillard, CA&ES Dean
Sue Ebeler, CA&ES Associate Dean
Brenda Nakamoto, FEC Administrative Assistant

April 18, 2025

Katheryn Russ, Ph.D.
Professor of Economics
Chair, Davis Division of the Academic Senate

RE: Proposal to Establish a Climate Crisis General Education Requirement

Dear Kadee:

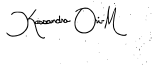
The CBS faculty reviewed the Proposal to Establish a Climate Crisis General Education Requirement. While there is broad philosophical support among faculty for educating all UC Davis students about climate change, several significant concerns were raised regarding the current structure and implementation of the proposed Climate Crisis GE requirement.

1. **Scope and Feasibility of Course Requirements:**
Faculty expressed that the Minimum Elements (MEs) outlined in the proposal are overly ambitious for most existing courses. Covering the scientific causes, biological and social consequences, and mitigation/adaptation strategies would require interdisciplinary instruction and team-teaching, which is not currently feasible for many departments. The 10-week quarter structure further limits the ability to provide such comprehensive coverage.
2. **Misalignment of Proposed Courses with Requirements:**
Several of the courses listed as pre-approved do not fully meet the proposed MEs. For instance, some courses focus exclusively on scientific or design aspects without addressing policy, economics, or societal impacts. Others have prerequisites that would limit accessibility for non-majors, contradicting the proposal's intent of universal accessibility.
3. **Instructional and Resource Capacity:**
There is widespread concern about capacity constraints, especially amid retirements, stagnant hiring, budget cuts, and classroom shortages. Faculty fear that mandating a new GE without secured resources would strain existing programs, delay student progress, and exacerbate scheduling and enrollment bottlenecks.
4. **Language and Political Sensitivity:**
Some faculty argued that the use of the term "crisis" in the title could be perceived as politically charged or alienating, particularly for students from more conservative backgrounds. There were recommendations to use more neutral language to maintain broad engagement and avoid perceptions of ideological bias or indoctrination.
5. **Alternative Suggestions:**
Some faculty recommended a broader or more flexible approach, such as integrating climate-related topics into major-specific courses or focusing on information literacy as a more universally relevant and less politically fraught skill set for navigating climate and other global challenges.

Overall, while faculty strongly support climate education, they emphasized the need for a realistic, inclusive, and well-resourced implementation plan that reflects both the university's teaching capacity and its diverse student body.

The anonymous, unabridged comments from the FEC faculty representatives are included below.

Sincerely,



Kassandra Ori-McKenney
Associate Professor, Department of Molecular and Cellular Biology
Chair, College of Biological Sciences Faculty Executive Committee, Davis, CA

Anonymized comments from CBS faculty:

I agree with the proposal that the impacts of current climate change is one of the most pressing issues currently facing humanity and that targeted education towards understanding climate change and possible mitigation/adaptation strategies would be a valuable component of education for UC Davis students regardless of their major; however, I find significant concerns with the proposal as currently structured, including:

The Minimum Elements (MEs) outlined in the proposal require more than most courses can currently deliver on this topic. Unless team taught by social scientists and natural/physical scientists and cross listed between their departments, it would be difficult for a course to cover accurately and in depth both the causes/consequences of climate change and the societal impacts and responses.

The expansiveness of the MEs means that that majority of courses listed as pre-approved for this GE likely do not actually meet the requirements. For example, DES 127 (Sustainable Design) covers climate mitigation strategies in landscape architecture, but not the causes of climate change or mitigation/policy strategies beyond building design. Similarly, EVE 120 (Global Change Ecology) covers the causes of climate change and its biological consequences (extinction, etc) but not social or economic consequences, or mitigation/adaptation strategies. Faculty who teach in one program are likely not expert enough in the other related aspects of climate change to fully represent those components, and a 10-week quarter is a tight timeline in which to fit robust coverage of the causes, consequences (biological, social, economic, political) and potential solutions for such a multifaceted problem.

Similarly, our capacity to offer even the courses that currently exist is overstated in the proposal, and precarious for many courses. For example, EVE 120 (Global Change Ecology) is listed as being taught annually by one professor to 30-50 students. In reality, this course is offered by three different faculty who alternate coverage of the course, two of whom have retired or will retire in the next year. Consequently, this course could not provide the degree of coverage of this GE it is listed as serving. Additionally, the proposal states that courses on the pre-approved list do not have prerequisites; however, EVE 120 requires both EVE 101 and EVE 100, which are required only for a few majors, and could then expand the hidden prerequisites students face. I suspect that similar gaps in detailed knowledge of course offerings and structure and impending retirements, etc similarly impact many of the other courses on this list. This proposal would need to provide a much deeper analysis of the capacity of current course offerings to meet the needs of the entire UC Davis student body.

The proposal argues that the existence of the GE would trigger instructional demand to inspire faculty to develop new courses or expand enrollment in existing courses; however, many programs struggle to meet our current requirements amid stagnant hiring, retirements, and ongoing budget reductions that prevent the hiring of temporary instructors and create pressures to reduce the reliance on TAs in large courses. Additionally, we are already struggling to schedule all the current courses in our classroom space, pushing courses later into the evenings. A climate crisis GE could exacerbate these problems and negatively impact students by delaying degree progress until they can complete an additional requirement founded upon infrequently offered courses with high demand and limited resources for expansion.

In summary, while I philosophically support the expansion of climate change education for students across all majors at UC Davis, the current proposal suffers from major weaknesses (without clear resolutions, in the case of capacity to offer the courses), which I believe need to be addressed in detail before the proposal moves forward.

Additional comments from faculty raise concern over adding new or additional GGE requirements, including the proposed climate crisis GE.

I want to express my concern over adding a climate crisis education requirement. Any requirement, regardless of how well intended it is - will create major burdens for delivering and administering another GE requirement that is frankly unthinkable when we are facing staff layoffs and an unprecedented budget cut across all of campus.

I am also unconvinced that a GE requirement will meet the goal of finding solutions to the climate crisis. Rather, I favor a more holistic approach that provides our students insights into how the climate crisis intersects with their major areas of study (e.g., biological adaptation to increasing temperatures; these topics should be and probably already are emphasized in major specific courses) and that teaches our students how to navigate the ever-changing landscape of information related to this crisis and the next and the next. Information literacy is lagging and is in my view far more foundational to navigating crises, which by definition are fast-changing.

Perhaps we should instead consider a GE requirement for informational literacy in the digital landscape. We need to prioritize teaching our students how to navigate new information that will arise as we move deeper into this or any other crisis. How do they find reliable information, how do they distinguish between cause and correlation, how do they understand the quality of any information they encounter and most importantly, how do we balance what we don't know with the risks of non-action.

No special comments from PLB. There is strong support. I agree with the comments of all members of the committee.

I agree with comments that charged language should be avoided and the class should be optional.

I support this addition to the education of UC DAVIS students.

A comment from AF member: Regarding the proposal on the climate crisis general ed requirement, in principle I think this is a good idea. But in practice, I think using the word "crisis" may be divisive and could be counter-productive. We have a number of students who come from more conservative parts of the state, and who may have been taught there is no such thing as climate change, but then we ask them to take a course with "crisis" in the title? I think that may be a turn off. Using strong language like this usually does not engage those who may have a different point of view. In my own course where I do teach climate change I try not to use charged language. I focus on the science and will talk about the potential economic and health, and social effects climate change will bring. My intent is to bring everyone along, not just those who already agree climate change is a real issue. I also think the term "crisis" provides fuel to those who will argue universities are "indoctrinating" students. I think using less charged language in the title is the way to go. I understand the justification of this word, but I also think it may look like a political point of view. How will a climate crisis course go over for students from Shasta or Tulare County? We serve students from all walks of life—both conservative, liberal, and everything in-between, and so the structure of the course and the title should be cognizant of that. Unfortunately, we live in a world where words will be twisted and intent misconstrued in a way to serve the trolls. Maybe I read too much political news, but we should not be naive to this possibility.

Maybe they should workshop this language with students from many political points of view and see what students think the course is about, just based on the the language.

I strongly support the proposal to establish a climate crisis GE requirement. I think every undergraduate student should have a course on the climate crisis. It is such an important topic that it will be an excellent GE. I think every UC Davis student should have a course where they learn about the science and policy behind the climate crisis.

More NPB faculty: I just wanted to register my support for the proposal to establish an undergraduate Climate Crisis General Education Requirement. There is no way that we would be preparing students in the Biological Sciences (or any other major) if they did not have a scientifically validated education in the climate crisis. I would assume that most students in CBS already take a course on the climate crisis, but I think having anyone graduate from UC Davis without a course on the topic would be like them graduating not knowing why we breathe or where a tree gets the substrates it needs to grow. This is truly a basic requirement moving forward and I support the requirement fully.

Another NPB faculty member:

I just wanted to lend my support for making the climate crisis a subject everyone should be educated. There are certainly many forms this could take, but moving forward with a well-considered plan and adapting as necessary makes sense. Anyway, I hope things are going well on your end in these chaotic times.

Another NPB faculty member: I'm writing to express my support for the Climate Crisis GE proposal. The effects of climate change are every more apparent and yet research and education on climate change are under attack. I think we owe it to the students and to society to provide education and information on these topics. Given the growing anxiety around this issues - especially in young people - I think the courses provided through this GE could also provide an important venue for discussion and action.

Another comment from faculty: Strong endorsement for this proposal to establish a Climate Crisis general education requirement.

Comment from an NPB faculty member:

Please confer to the FEC my strong endorsement of the climate crisis general education requirement. As climate change is among the largest threats to our existence and new measures put into place will propel us faster towards inevitable climate catastrophes, we are obligated to teach each and every student at our university about this problem.

While some may argue that not all majors are linked to climate change, all people and thus all students are. If we allow students to graduate without a solid understanding of the causes and consequences of climate change as researched by scientists, as well as opportunities to mitigate and turn around climate change, then we have failed them. Students from all walks of life, especially those we are looking to lift up by making them first generation graduates, or low income graduates, are exactly those students whose families will feel the effects of climate change first and most deeply. By education all students, including those most affected, we will be building future educators, social workers, politicians, artists, engineers and scientists who see the problem, work on the solutions and push through where all previous generations have failed. That includes us. Lets not fail them again.

Comment from faculty: While I agree that educating our students about the serious problems posed by climate change is an important goal, I strongly oppose (1) using words like "crisis" and "emergency" and (2) making climate education mandatory. The optics would be terrible on both. "Crisis" and "emergency" make us sound hysterical, and "requirement" makes it look like we are brainwashing students with an ideological agenda. Whatever we believe, and however justified our beliefs are, people have the right to opinions and values that are different from ours. To shift public opinion, calm and gentle persuasion works better than shouting from the rooftops. So let's offer good, informative classes - but nobody should be forced to take them if they'd rather keep their heads in the sand.

(Some background: 74% of Americans support government efforts to reduce the effects of climate change. 67% consider the development of renewable energy sources a priority. However, 58% also

favor increased hydrocarbon extraction. By 68% to 31%, Americans favor “Use a mix of energy sources including oil, coal and natural gas along with renewable energy sources” over “Phase out the use of oil, coal and natural gas completely, relying instead on renewable energy sources such as wind and solar power only” Another survey, which I can't find right now, showed that while >70% support government efforts to address climate change, only ~30% would be willing to pay \$100/year for such efforts. The bottom line is, climate change denialism is a minority position, but the public opinion is emphatically not in favor of the kind of fast and radical changes that we tend to advocate. So, I understand the temptation to shout louder - but shouting has never changed anyone's mind. We need to approach our educational efforts with great care, otherwise they will only backfire.

January 21, 2025

To: Katheryn Russ
Chair, Davis Division of the Academic Senate

From: Michael Kleeman
Chair, College of Engineering FEC

RE: Comment on Proposal to Create a Climate Crisis General Education Requirement

Dear Chair Russ:

The College of Engineering FEC has reviewed the proposal to create a Climate Crisis General Education Requirement. We appreciate the convictions of the authors of this proposal. However, we feel that UC Davis should work to increase awareness of the many high-quality classes that we already teach on the subject of climate change so that students take them voluntarily, educate themselves on the facts, and reach their own conclusions. This approach emphasizes our role as neutral scholars teaching students critical thinking skills, including the ability to recognize true facts vs. false information. Indeed, these skills are useful across the many crises facing students in the world today.

At the smaller scale, the COE FEC also discussed the impact that a Climate Crisis General Education Requirement would have on engineering students. We are concerned that students would need to add units to their major to fulfill this new requirement, or they will need to find climate change classes in social science or arts/humanities to have this course fulfill topical breadth requirements and not add to unit count (the engineering curricula already fully satisfy science GE). It is not clear that there will be the capacity in non-science, climate change courses to serve potential engineering student demands.

Finally, although we remain supportive of high-quality education related to climate science at UC Davis, we feel that the timing to create a Climate Crisis General Education Requirement is not optimal given the outcome of the recent federal election. We are concerned that this proposal will be interpreted through a political lens, which is detrimental to the educational mission of the University. Thank you for the opportunity to comment on this proposed policy.

Sincerely,



Michael Kleeman

Chair, COE FEC

Proposal to Establish a Climate Crisis General Education Requirement

FEC: College of Letters and Science Committee Response

April 18, 2025

The L&S Executive committee supports this proposal but recommends careful consideration of the name “Climate Crisis General Education Requirement.” Some on the committee thought that the name might dissuade students’ interest in the subject matter and requirement. The committee suggests a few alternative names for the requirement, such as Climate Literacy General Education Requirement or Climate and Environmental Literacy General Education Requirement.

April 17, 2025

KATHERYN RUSS

Chair, Davis Division of the Academic Senate

RE: Request for Consultation – Proposal to Establish a Climate Crisis General Education Requirement

Dear Chair Russ,

The Faculty Executive Committee of the School of Education has reviewed the Request for Consultation (RFC) on the Proposal to Establish a Climate Crisis General Education Requirement. Our FEC generally supports this proposal, but with some important reservations. It's important to ensure that the current generation of students understands the climate crisis and has the skills to think about ways to mitigate it. We note that this requirement already is in place on some other UC campuses, as well as other institutions both within and outside of the US. We also note strong support from the ASUCD.

On the other hand, some key considerations arose as we considered this proposal.

- Current GE requirements address topical breadth (includes Arts/Humanities, Science and Engineering, Social Sciences) and core literacies. We see potential drawbacks in expanding GE requirements to include new areas of focus, which could open the floodgates to a number of other new GE requirements in other topics and place a more burdensome set of requirements on our students.
- The current proposal suggests that students could **not** take a course that counts for Climate Crisis and another Core Literacy, yet also offering the caveat that “we would not object if, in order to reduce the possibility that the Climate Crisis GE would add unduly to a student’s course load, the Academic Senate chose to allow the Climate Crisis GE course to also meet another existing GE requirement, e.g. Scientific Literacy, Quantitative Literacy, or Civic and Cultural Literacy.” We suggest this would be an important allowance to reduce the burden on students to take additional required courses but still achieve the goals of the Climate Crises requirement.
- Although we appreciate the numerous constituencies that have been consulted, we were concerned by the lack of input from the Department of Environmental Science and Policy.
- We suggest that the minimum elements in classes that satisfy this requirement be very clearly fleshed out, elaborated upon, and detailed, so that faculty and advisors can thoughtfully make decisions about course syllabi and students’ questions.
- If implemented, campus need ensure that there will be enough courses to meet student demand. We had some concerns that the long course approvals process could make it difficult to achieve this. We suggest that there needs to be a mechanism for faster approvals to meet the requirement to match implementation timeline, and/or approvals of existing courses to meet the requirement.

The FEC of the School of Education appreciates the opportunity to comment on this issue.

Proposal to Establish a Climate Crisis General Education Requirement

FEC: School of Medicine Committee Response

April 18, 2025

The SOM FEC and Department of Public Health Sciences (PHS) reviewed the RFC.

PHS shares: We fully support this proposal. Its implementation will position UC Davis as a national leader in educating its community about the critical issue of climate change. The faculty involved with the proposal also met with and provided statements of support from key stakeholders.

The SOM FEC acknowledged the RFC does not directly affect the SOM.

Dear Academic Chair Russ,

Thank you for forwarding to us the response from the Consultation to the Academic Senate to our proposal to establish a Climate Crisis General Education requirement for all UC Davis undergraduates. Our group of faculty came together across disciplinary boundaries and organizational units of UC Davis to formulate a comprehensive proposal to establish a General Education requirement that empowers all UC Davis undergraduate students *'with a foundational understanding of the climate crisis, including climate literacy, climate justice, resilience skills, climate solutions, and the actionable paths and career opportunities that these entail.'* Our group has taken the initiative to write this proposal for comprehensive climate education to the benefit of and with overwhelming support from our UC Davis undergraduates.

We are grateful for the strong support of many faculty members and consulted commissions. To re-iterate some of the feedback provided: *'Undergraduate Council (UGC) recognizes the urgency and significance of the climate crisis and appreciates the potential value of this new GE requirement for our students and California.'*

[The Committee on Courses of Instruction] agrees with the proposers that climate change is a crisis ... the committee sees great merit in the proposal.

The [General Education] committee first wants to express their gratitude to the proposers for preparing a comprehensive proposal. Members of the GE committee acknowledge the momentousness of the climate crisis and its deep subsequent impacts, and the importance of contributing to an educated and informed citizenry on this topic.

Overall, there is strong support for adding a GE requirement in climate science (CA&ES FEC Committee). There is broad philosophical support among faculty for educating all UC Davis students about climate change (CBS FEC). The L&S Executive committee supports this proposal (L&S FEC). We fully support this proposal. Its implementation will position UC Davis as a national leader in educating its community about the critical issue of climate change (SOM FEC). While the COE FEC stated: We appreciate the convictions of the authors of this proposal. However, we feel that UC Davis should work to increase awareness of the many high-quality classes that we already teach on the subject of climate change so that students take them voluntarily, educate themselves on the facts, and reach their own conclusions. (COE FEC)

Last but not least, we emphasize that our proposal received a unanimous endorsement from Associated Students of UC Davis (ASUCD).

Broad support notwithstanding, the RFC provided a series of recommendations, summarized in your letter dated September 17, 2025. We will incorporate these suggestions in our proposal moving forward. Notably, in response to the feedback we received, we have changed the name for our GE proposal to **'Climate Change Literacy'**. We will respectfully point out that a number of the concerns that were raised were addressed in our original proposal, which was deliberately constructed not as an aspirational statement but as a detailed proposal acknowledging and planning for the very real logistical challenges that are associated with designing and adopting a new GE requirement. Our proposal identified solutions to address some of the very concerns that emerged from the consultation process.

We will be requesting that the Academic Senate take up a Resolution in support of a Climate Change Literacy GE. In your letter, you observe that over the past three decades, "there is no precedent for adding an individual GE." As we know, the Senate's core responsibility is the

fulfillment of the University's educational mission through oversight of academic policy, courses, and curricula. We wonder how the Senate is able to fulfill this responsibility if there is no mechanism available for adapting our system of general education, as it was developed in *the last century*, in response to a changing world. If there is a broad support for this GE in principle, then the proposal and its implementation provide a test of Senate governance—which is to say, of faculty self-governance—as to whether our governance mechanisms allow us to fulfill our core responsibility in overseeing the University's educational mission and preparing our students for lives and careers in the twenty-first century. There is in fact a mechanism to review changes to the GE requirements via the General Education Committee that propose for us to use¹.

Between our original proposal and the thoughtful comments received through the consultation process, we have developed a good understanding of the logistical challenges of implementing this new requirement. We are confident that we can build in contingencies and flexibility in the adoption of this requirement to ensure that our implementation of the Climate Change Literacy GE requirement does not outpace our instructional capacity. In addition to the possibility of allowing the Climate Change Literacy GE to concurrently count for another GE – we can offer a soft launch where we retain the ability to exempt students from completing the Climate Change Literacy GE as a strict requirement if our instructional capacity has not yet scaled.

Main concerns cited had actually been addressed in some detail by our proposal, including **'limited instructional capacity'**. The reason cited in the feedback we received was the large number of courses that is listed for other GE proposals in the UC Davis course offering - and then equating that number of courses as the minimum number of courses that would be required to attain instructional capacity. A number of comments on our proposal fixated on the number of classes that are *currently* listed in the catalogue to satisfy existing GE requirements and proceeded as if this number determines the minimum number of classes *required* to administer a GE at UC Davis. To underscore this point, many classes listed in the catalogue as satisfying our current GE requirements have not been offered in over 10 quarters. For example, 101 out of 376 classes listed in the UC Davis general catalogue as satisfying the *'American Cultures, Government & History GE* have not been taught since 2022 – many have not been offered for over a decade, indicating that the number of active classes that satisfy our existing GE requirements is considerably smaller than indicated in response to the consultation request using a cursory GE search using the class search tool. For this very reason, we consulted with and cited our sister campus at UCSD who successfully rolled out their Jane Teranes Climate Change Education Requirement a year ago to critical acclaim^{2,3}. Our colleagues at UCSD established their climate change GE requirement with 40 approved courses on the books at time of rollout. Their experience has been that the adoption of the Jane Teranes Climate Change Education Requirement has catalyzed the addition of new courses and capacity for additional students. Unfortunately, the fact that our colleagues at UCSD successfully rolled out their climate change proposal with comparable number of courses than we have already identified was ignored in the comments we received through consultation – as was the opportunity to tap into *existing curriculum* such as the UCOP-sanctioned *'Bending the Curve'* curriculum to ensure sufficient instructional capacity.

Time-to-degree – our proposal considered this carefully as we agree that we should not extend our time to degree. We offered three elements in our plan to mitigate this concern. **1)** exempt

¹ <https://academicsenate.ucdavis.edu/committees/undergraduate-council/general-education>

² <https://abc7.com/post/ucsd-is-1st-major-public-college-us-require-climate-change-education/15435392/>

³ <https://www.aashe.org/wp-content/uploads/2025/09/SCI-2025.pdf>

transfer students from this requirement, also as an increasing number of community colleges are implementing equivalent climate change curriculum. **2)** offer the possibility to have Climate Change Literacy GE classes count simultaneously for other GE requirements. We note that a large fraction of current UC Davis classes are approved for 3, 4 or even 5 different GE requirements. **3)** We can launch a Climate Change Literacy GE as an optional GE until we are assured that sufficient instructional capacity is on the books to require this GE without impacting our student's ability to graduate on time. We agree that impacts on time to degree are important to consider carefully, but these concerns should and can be managed by the careful, hands-on implementation of the GE instead of being used to choosing not to align our educational mission with such an urgent topic at all. **We believe that the logistical concerns can be solved through a careful and possibly multi-phased implementation of the GE.**

We want to respond directly to another set of concerns, as summed up in the statement that “Climate change is not a broad skill-based literacy.” We proposed this GE based on the shared belief that Climate Change Literacy is, in fact, a broad skill-based literacy with immediate and pressing relevance to all of our students. Unfortunately, climate change will impact every facet of our student lives, every important decision our students make, the careers our students embark on. Our students will graduate in a world that will be fundamentally different because of climate change. Their built environment, their energy system, their transportation choices, their health, their environment, their weather, their economy, their food choices and availability, and their career choices will be affected by climate change. Every job going forward is a climate job.

Rather than being “centered around specific content,” the Climate Change Literacy GE establishes three minimum elements that together amount to a skill-based literacy nowhere else covered in our GE curriculum. Courses fulfilling this GE teach students to draw connections between geophysical and sociopolitical systems, between scientific data and policy-making, between Earth system dynamics and social justice. These courses will be taught in a wide variety of ways, covering varied content and reflecting the disciplinary expertise and experience of faculty from across UC Davis. The minimal direction we provided is through a set of 3 Minimum Elements that provide general guidance to focus substantially on climate challenges (**ME1**), cover multiple aspects of climate change (without prescribing which) (**ME2**), and address the impact of climate change on people (**ME3**). In response to our Climate Change Literacy GE proposal we have had colleagues inquire if a class that studies indigenous water management practices to improve aquatic vector control and prevent mosquito-borne diseases could be responsive to our proposal (yes!). At a sister institution we learned of classes in German literature where students spend time translating climate documents. Human physiology (NPB101) – taught to 450 – 500 students from up to 40 different majors each quarter – is teaching our students about the unequal impacts of climate change on human physiology. Our group welcomes the opportunity to refine the exact language we use for the Minimum Elements of the Climate Change Literacy GE requirement in collaboration with COCI and GEC. We think it is important to include our group as we collectively bring the necessary expertise to ensure the intended guidance on climate change is not lost in the process.

Some of the feedback advocates a self-censoring position to avoid the ‘perception of political charge’ or ‘alienation, particularly of students from more conservative backgrounds’. We caution against this type of reasoning. Climate change is not a political issue – despite attempts by some to make it one so that it can be cast aside. The consequences of climate change will impact people across the political spectrum, across the country and across time – with those with fewer means impacted more immediately and more severely. The causes and terrible risks of

anthropogenic climate change are not disputed amongst publishing scientists⁴, nor are many of the solutions that would help mitigate the worst of these risks while adapting to the change we already caused. It is at the core of our job as educators who have been appointed to positions of academic independence with the privilege of tenure and the protections that come with it, precisely so that we can teach about the scientific consensus without fear of pushback or retaliation. And in areas where such consensus is still forming, there is a tremendous educational opportunity to invite students to participate in critical and constructive dialogue. Globally, there is a tremendous but mostly silent majority of 89% of people who want their government to do more to fight climate change^{5,6}. Even in the US, a large majority of 74% support more government action to fight climate change, surveyed before the destructive tendencies of the current administration on climate action crystalized. Crucially, people *think* that a far smaller proportion of their fellow citizens support climate action than actually do.

“We are on the brink of an irreversible climate disaster. This is a global emergency beyond any doubt. Much of the very fabric of life on Earth is imperiled...” These are the collective opening words of some of the most famous climate scientists in the world including Michael Mann, Tim Lenton, Stefan Rahmstorf, Naomi Oreskes, Johan Rockstrom, and Will Ripple in their 2024 state of the climate report⁷. The urgency and bluntness in the words of the leading scientific experts on the climate crisis should compel us to lean into our primary academic mission to teach our students to prepare them for the climate change they face. After all, UC Davis has branded itself the ‘**greenest campus**’ in the US according to rankings compiled by the University of Indonesia (UI). With this reputation comes the responsibility and moral obligation for us to continue to lead on climate and sustainability by teaching our students about all dimensions of the climate crisis. UCSD has adopted their Climate GE. UC Santa Cruz is moving forward with theirs – guided by our comprehensive plan that was rejected by the UC Davis Academic Senate. We request that with the revisions to our original proposal in response to the feedback obtained through consultation, the Davis Division will adopt a resolution to add a Climate Change Literacy GE and will work to implement this expeditiously - without placing undue burden on our student’s path to degree.

Respectfully submitted,

Cort Anastasio, Professor, Department of Land, Air & Water Resources, College of Agricultural and Environmental Sciences

Catherine Brinkley, Associate Professor, Department of Human Ecology, College of Agricultural and Environmental Sciences

Chris Cappa, Professor and Chair of Civil and Environmental Engineering, College of Engineering

Beth Ferguson, Associate Professor, Department of Design, College of Letters and Science

⁴ <https://science.nasa.gov/climate-change/faq/do-scientists-agree-on-climate-change/>

⁵ <https://www.nature.com/articles/s41558-024-01925-3>

⁶ <https://www.theguardian.com/environment/2025/apr/22/spiral-of-silence-climate-action-very-popular-why-dont-people-realise>

⁷ <https://academic.oup.com/bioscience/article/74/12/812/7808595?login=true>

Philippe Goldin, Professor, School of Nursing

Tessa Hill, Professor, Department of Earth & Planetary Sciences, College of Letters and Science

William Horwath, Professor, Department of Land, Air and Water Resources, College of Agricultural & Environmental Sciences

Mark Huising, Professor, Department of Neurobiology Physiology and Behavior, College of Biological Science & Department of Physiology and Membrane Biology, School of Medicine

Tobias Menely, Professor and Chair of English, College of Letters and Science

Elizabeth Miller, Professor, Department of English and Interim Chair of Gender, Sexuality and Women's Studies, College of Letters and Science

Roberta Millstein, Professor Emerit of Philosophy, Science and Technology Studies, College of Letters and Science

Erwan Monier, Associate Professor, Department of Land, Air and Water Resources, College of Agricultural & Environmental Sciences

Julie Sze, Professor, Department of American Studies, College of Letters and Science

Stephen Wheeler, Professor Emeritus, Department of Human Ecology, College of Agricultural & Environmental Sciences

Reference Guide for Representative Assembly: The Davis Division Academic Senate

Per [Davis Division Bylaw 170](#), the rules contained in the latest version of Robert's Rules of Order (RONR), currently the 12th edition, shall govern the Division in all cases to which they are applicable, in the absence of existing local rules.

Type of Votes that can happen at a meeting:

- Yes – means you are in favor
- No – means you are not in favor
- Abstention – A voting member should abstain when there is a conflict of interest ([Davis Divisional Bylaw 28](#)) or there is not enough information to vote. In most cases, abstentions do not count against the vote unless the vote specifies it has to be of members present. See below for more information on members present information.

Voting Threshold –

- **Majority:** According to RONR, a majority of *votes cast* is used for most regular business.
- **Two-Thirds Majority:** A two-thirds majority of *votes cast* is required in some cases when an action may limit or take away members' rights. Abstentions are neutral when the majority threshold is set as two-thirds of votes cast. As an example: Closing debate (a subsidiary motion) requires two-thirds majority of votes cast to carry ([Davis Division Bylaw 185](#)). Additional examples of votes that have a two-thirds passing threshold can be found in the charts below.
- **Voting Members Present:** For some items of business, the Bylaws set the passing threshold as a majority or two-thirds of *members present*, rather than votes cast. This means abstentions count against the motion. Members of the Representative Assembly, including those who are and are not eligible to vote, are defined in [Davis Divisional Bylaw 34](#). Roll call determines which members eligible to vote are present as per [Davis Divisional Bylaw 158](#), which during in-person meetings has become the process of sign-in and numbered voter-card distribution. Below are specific situations where voting members present matter when voting:
 - Suspending the regular order of business or reordering the published agenda ([Davis Divisional Bylaw 160.B](#))
 - Amending Davis Division Bylaws ([Davis Division Bylaw 185](#))
 - Amending Davis Division Regulations ([Davis Division Bylaw 190](#))

Examples of voting thresholds based on *members present* vs *votes cast*:

 - If there is a motion to amend a Davis Division Regulation and the current number of members present and eligible to vote is 100, then the passing threshold is 51 yes votes, regardless of how many members vote no or abstain from voting, because this motion requires a majority of members present (per [Davis Division Bylaw 190](#)).
 - If there is a motion to adjourn the meeting and the current number of members present and eligible to vote is 100, then the passing threshold is a simple majority of the yes/no *votes cast*; if there are 30 yes votes, 20 no votes, and 50 abstentions, the motion carries because 60% of the yes/no *votes cast* were in favor of the motion, surpassing the simple majority requirement.

Reference Guide: Motions in Robert's Rules of Order at the Academic Senate

The motions below are listed in order of precedence. Any motion can be introduced if it is higher on the chart than the pending motion. Thresholds refer to votes cast unless otherwise specified by a Davis Division Bylaw.

YOU WANT TO	YOU SAY	INTERRUPT?	2 nd ?	DEBATE?	AMEND?	VOTE?	THRESHOLD
§ 21 Close meeting prior to published end time	I move to adjourn	No	Yes	No	No	Yes	Majority if no further business pending or in absence of quorum
§ 19 Suggest to benefit the Assembly (heat, light, etc.) or register complaint	Point (question) of privilege ¹	Yes	No	No	No	None, Chair rules	
§ 17 Lay aside temporarily	I move to table . . . ²	No	Yes	No	No	Yes	Majority
§ 16 Close debate	I call the question ³	No	Yes	No	No	Yes	2/3
§ 14 Postpone to a certain time	I move to postpone the motion to . . .	No	Yes	Yes	Yes	Yes	Majority, unless previously scheduled
§ 13 Refer to committee	I move to refer the motion to . . .	No	Yes	Yes	Yes	Yes	Majority
§ 12 Modify wording of a motion	I move to amend the motion by . . .	No	Yes	Yes	Yes	Yes	Majority
§ 11 Kill main motion	I move that the motion be postponed indefinitely	No	Yes	Yes	No	Yes	Majority
§ 10 Bring business before the Assembly for consideration	I move that/to . . .	No	Yes	Yes	Yes	In some cases	Varies depending on the type of business

Reference Guide: Motions in Robert's Rules of Order at the Academic Senate

Incidental Motions – no order of precedence. Arise incidentally and **decided immediately**

YOU WANT TO	YOU SAY	INTERRUPT?	2 nd ?	DEBATE?	AMEND?	VOTE?	THRESHOLD
§ 23 Enforce rules	Point of Order ⁴	Yes	No	No	No	None, Chair rules	
§ 24 Appeal chair's ruling	I appeal from the decision of the chair	Yes	Yes	Varies	No	Yes	Majority
§ 25 Suspend rules ⁵	I move to suspend the rules which. . .	No	Yes	No	No	Yes	2/3
§ 26 Prevent debate and consideration of a main motion	I object to consideration of the question.	Yes	No	No	No	Yes	2/3
§ 27 Divide motion into parts	I move to divide the question	No	Yes	No	Yes	Yes	Majority
§ 30 Demand secret ballot	I call for a ballot	Yes	Yes	No	Yes	Yes	Majority
§ 33 Procedural question (Ask what is going on now, how to make a motion on the current agenda item, about the voting process, etc.)	Parliamentary Inquiry/I have a parliamentary inquiry. ⁶	Yes	No	No	No	None, Chair answers or consults Parliamentarian	
§ 33 Request information about the topic of discussion	I have a request for information.	Yes	No	No	No	None	

¹ First Order of Privilege: suggestion for the benefit of the body would be – disorder in the meeting, tampering with papers, bad heating or ventilation, etc. Second order of privilege: A complaint involves personal threats or attacks, illness, desire to be excused. Those of the second order are usually never ruled to interrupt business.

² Formal RR language – I move to lay on the table. . .

³ Formal RR language – I move the previous question

⁴ A Point of Order asks for the **enforcement** of a parliamentary or local rule. It must be made immediately after the error has occurred except if clear violation of Constitution or By-Laws.

⁵ Note that to take up business out of the order on the RA's published agenda, RR (41:37) requires a vote. While typically RR would require 2/3 of votes cast to Suspend the Rules, this threshold is superseded by Davis Division Bylaw 160.B, which requires 2/3 of voting members present (meaning abstentions count against).

⁶ A Parliamentary inquiry is used when you are **not sure of parliamentary procedures** for a specific instance and want clarification. The question is directed to the presiding officer (the Chair). The Chair may or may not choose to consult the Parliamentarian.

March 3, 2026

Katheryn Russ

Chair, Davis Division of the Academic Senate

RE: Graduate Council Residence and Transfer Credit Policy (GC2011-03) – Revision 4

Enclosed are clean and tracked changes copies of Graduate Council's revised Residence and Transfer Credit Policy (GC2011-03) as approved by Council on January 12, 2026. In passing these revisions, Graduate Council ends the separate policy on [Admission of Graduate Students Transferring from Other Institutions \(GC2004-01\)](#), as the content of this policy has been incorporated in the approved Residence and Transfer Credit Policy revisions.

These revisions reflect extensive deliberation by Graduate Council to improve the clarity of the policy and promote consistency in the interpretation and implementation of this policy for students, faculty, and staff. Our work was informed by established guiding principles, existing policy, and current practice, drawing on an audit of degree requirements conducted by Graduate Studies as well as feedback received from graduate group and program chairs.

Context for Revisions

In fall 2025, Graduate Council initiated revisions to the Residence and Transfer Credit Policy to clarify the intent and regulatory basis of the policy. In recent policies that Graduate Council has updated, Council has focused on ensuring that all revised policies have guiding principles that can inform different stakeholders (graduate program leadership, faculty advisors, deans) as they advise their faculty colleagues, students, and staff coordinators on how to interpret and implement these policies.

Through an audit conducted by Graduate Studies of all degree requirements, Graduate Council learned that a sizable number of doctoral programs (39%) officially allow course subject and/or unit waivers for students. Graduate Council also learned that several programs allow these waivers without having included any specific provisions in their degree requirements. With this information, as well as feedback received from graduate chairs and faculty advisors after the October 2025 memo and subsequent communication, Graduate Council updated the Residence and Transfer Policy with the following goals in mind:

1. To articulate clear, implementable guiding principles, grounded in systemwide and divisional Senate Regulations (SRs), to ensure consistency in student advising
2. To clarify policy terminology for faculty, students, and staff
3. To define course subject and unit waivers for doctoral students and outline how programs must document waivers within degree requirements to enhance transparency for students
4. To improve the usability of the current policy, making advising relevant information easier to locate and apply

Summary of Revisions

The following is a summary of the revisions to Graduate Council's Residence and Transfer Credit policy:

Revision	Explanation
Added Guiding Principles	This section articulates the policy's purpose and provides the systemwide Senate Regulation (SR) that informs the logic of the policy (SR 726)
Added Glossary	This section clarifies the key terms used throughout the policy, including "Residence," "Transfer Credit," "Course Subject Waiver," and "Unit Waiver."
Added Transfer of Credit Summary by Source table	This table summarizes <u>existing</u> master's transfer credit policies by source. Graduate Council did not revise any master's transfer credit policies as these are set by systemwide Senate Regulations (726 , 810.B) and Davis Division Regulations (554)
Added Transfer of Credit Policy for Students Relocating with their Major Professors	This section incorporates language regarding master's students transferring with their Major Professors from the separate policy on Admission of Graduate Students Transferring from Other Institutions (GC2004-01) . Integrating the policy language from the Admission of Graduate Students Transferring from Other Institutions (GC2004-01) enables faculty, students, and staff to consult the one document (the Residence and Transfer Policy) for all policies on residence, transfer credit, and course subject and unit waivers.
Added Doctoral Course Subject and Unit Waivers	This section clarifies and explains the statement in the previous version (Revision 3) of the Residence and Transfer Policy that "programs may accept course work taken elsewhere in place of required program course work provided the student is able to demonstrate to the program the equivalence of courses." The added language differentiates the process for waiving coursework requirements from transferring master's credit, defines course subject and unit waivers, and explains how the waiver process must be documented in the program's official degree requirements that are approved by Graduate Council. This added language also incorporates the policy on Admission of Graduate Students Transferring from Other Institutions (GC2004-01) to establish maximum percentages for course subject and unit waivers depending on what is being considered for a waiver (i.e., graduate coursework for a doctoral student relocating with their Major

Revision	Explanation
	Professor; graduate coursework only from another institution; graduate coursework taken for a master's degree at another institution).
Added Degree Requirements Waiver Information	This section explains the information (e.g., recency of coursework or master's degree; maximums for course and unit waivers; process for determining equivalence, etc.) that must be described in the program's official degree requirements to allow students to waive course subject and unit requirements. The Graduate Council Educational Policy Committee (EPC) will be instructed to ensure that degree requirements that allow course subject and unit waivers provide the information required by this policy. Though neither Graduate Studies nor Graduate Council perform degree audits when students submit the Qualifying Exam (QE) applications, programs are responsible for documenting course subject and unit waivers. As stated in the revised Residence and Transfer policy, programs can upload this documentation to GradHub, which will ensure that these waiver decisions are retained for future reference.
Made small technical revisions to ensure consistency in terminology and process.	To promote clarity and consistency with other Graduate Council policies, revised all references to "program Graduate Advisor" to "Graduate Faculty Advisor" and "dean of Graduate Studies" to "Dean of Graduate Studies (or designee)".

Next Steps

As noted above, some programs already describe course subject and unit waivers in their degree requirements, and for these programs the proposed policy revision is not expected to impact current practice. However, other programs may wish to update their degree requirements to allow these waivers or to more fully document the waiver process for students. Programs interested in doing so are asked to contact Graduate Council via our analyst, Kelly Adams, at keaadams@ucdavis.edu. Collecting this information will help Graduate Council estimate the number of anticipated revisions, which will inform our review strategy and timeline.

Graduate Council thanks our colleagues for your feedback throughout this process of revising this policy and hopes that this policy revision offers the clarity needed to advise and mentor your students.

Sincerely,



Eleonora Grandi
Chair, Graduate Council

c: Edwin M. Arevalo, Executive Director, Davis Division of the Academic Senate
Mary Vasquez, Associate Director, Davis Division of the Academic Senate
Karleigh Shepard, Communications Specialist, Davis Division of the Academic Senate
Jean-Pierre Delplanque, Vice Provost and Dean, Graduate Studies
Ellen Hartigan-O'Connor, Associate Dean for Graduate Students and Postdoctoral
Students, Graduate Studies
Duncan Temple Lang, Associate Dean for Graduate Programs, Graduate Studies
John King, Executive Director of Analysis and Policy, Graduate Studies

UC DAVIS GRADUATE COUNCIL POLICY*Supersedes Transfer Credit Statute of Limitations Policy approved 6/21/01*

Revised – May 6, 2011; October 7, 2011; May 19, 2017

Approved – June 12, 2020

Revised – January 12, 2026**Residence and Transfer Credit**

Each student earning a graduate degree at UC Davis is required to meet minimum University residence requirements. Students may transfer credit earned elsewhere toward their graduate degrees, although such transfers generally do not reduce the residence requirements. This policy describes academic residence requirements and limits on transfer credit and course subject and unit waivers.

I. Guiding Principles

A UC Davis graduate degree means that a student has completed the majority, if not the entirety, of their degree requirements at UC Davis. The intent of this guiding principle is to ensure that a UC Davis graduate degree represents a rigorous program of study completed primarily at UC Davis, and to protect the integrity and value of the degree for all students.

Transfer of credit toward a master's degree is governed by [Academic Senate Regulation \(SR\) 726](#). [SR 726](#) sets the foundational rule that master's students normally must complete most of their program in residence, but in exceptional cases limited graduate coursework from outside UC may be accepted.

Students seeking a doctoral degree cannot transfer course work. A doctoral degree represents advanced, discipline-specific training. Coursework plays a central role in the training by ensuring that students gain a shared foundation, learn program-specific methods and perspectives, and integrate academically and professionally with their cohort. Therefore, the majority of doctoral coursework must be completed in residence, regardless of prior study. Doctoral programs may accept coursework taken at another accredited institution for another degree or while in graduate status in place of required program coursework provided that the student is able to demonstrate the equivalence of such courses. However, course subject and unit reductions should accelerate progress, but must not create gaps in core knowledge that later impede research or QE preparedness.

II. Glossary

Term	Definition
Residence	A University requirement that establishes the minimum duration of time that a student must be enrolled at UC Davis to earn their graduate degree. This requirement is different from the California Residency for the Purposes of Tuition .
Transfer Credit	The courses, units, and/or grade points that students apply toward a UC Davis master's degree that may be reported on a student's transcript. See Master's Degree Transfer Policy and Master's Degree Transfer Restrictions for more information.

Term	Definition
Course Subject Waiver	The fulfillment of a core or elective course requirement through 1) equivalent coursework taken at another institution, 2) passing an examination (see the “Credit by Examination” policy by the Committee on Courses of Instruction [COCI]), or 3) another method approved by the graduate program and documented in the program’s degree requirements. May be granted with or without unit waivers up to the maximum percentages allowed depending on the program’s degree requirements .
Unit Waiver	Unit waivers reduce the number of units required for doctoral degrees and are subject to the maximum percentages specified in this policy. Criteria and conditions for unit waivers must be clearly stated in the program’s degree requirements .

III. Residence Requirements

The minimum residence requirement at the University of California is three quarters for the Master's degree, nine quarters for the degree of Juris Doctor, and six quarters for the degrees of Doctor of Philosophy and Doctor of Engineering, taking a minimum of four units of graduate level course work per term, as is prescribed by UC Senate Regulations ([SR 612](#), [SR 682](#), [SR 686](#), [SR 688](#)).

In addition, each Summer Session in which a student completes a course of at least two graduate level units may be used in satisfaction of half a quarter's residence, as is prescribed by UC Senate Regulations ([SR 688](#)). Per UC Senate Regulations ([SR 690](#)):

- For a candidate for the Doctor's degree, residence during Summer Sessions may be counted only under the following conditions: (1) enrollment in two consecutive six-week Summer Sessions counts as one term of residence provided the candidate is enrolled in each session for the equivalent of at least two units of upper division and/or graduate work as given in a regular term; or (2) enrollment in an eight-week Summer Session counts as one term of residence provided the candidate is enrolled for the equivalent of at least four units of upper division and/or graduate work as given in a regular term.
- For a candidate for a Master's degree, Summer Sessions count for residence as in (A) above, except that the two six-week Summer Sessions need not be consecutive.

IV. Master's Transfer Credit

Students seeking the master's degree may request to transfer up to one-half of the quarter-units of credit required for the intended degree (exclusive of research and attendance-only seminar units) to their graduate transcript in accordance with the source restrictions noted below. Lower division undergraduate coursework is not transferrable. Course work requested for transfer must have been taken at an accredited institution and the student must have earned a minimum grade of B-. Some work taken elsewhere may be credited toward degree

requirements with the consent of the Graduate Faculty Advisor and the dean of Graduate Studies. As noted in Davis Divisional Senate Regulations ([DDR A553](#)), a student is prohibited from obtaining transfer credit for courses taken at a non-University of California campus in a quarter in which they are a full-time student at UC Davis.

Transfer of Credit Summary by Source

Source	Transfer Credit Maximum	GPA Credit?	Residence Credit?
Another UC	Up to 50% of the minimum master's course requirements	Yes	Yes
Non-UC	2 courses	No	No
Non-UC institution and student relocating with Major Professor	Up to 20% of the minimum master's course requirements, but cannot reduce the minimum requirement in strictly graduate (200 level) courses	No	No
UCD Extension	12 quarter-units	Yes	No
Summer Sessions	2 courses	Yes	Yes
UCD Undergraduate	2 courses	Yes	Yes

Following are qualifications on the transfer of units according to source:

Transfer of Credit from another UC Campus

On the recommendation of a Graduate Faculty Advisor and with the approval of the Dean of Graduate Studies (or designee), upper-division and graduate course work completed while in graduate standing at another regular campus of the University of California (not through Extension) may be accepted in satisfaction of up to one-half of the quarter-units of credit required for the master's degree at UCD, provided the transfer does not conflict with the Graduate Council-approved degree requirements of the graduate program. Courses required for, or credited towards a previous degree may not be transferred, and a letter from a Graduate Faculty Advisor will be required stating the courses were not used toward another degree. Grade points and residence are transferred.

Transfer of Credit from a Non-UC Campus

On the recommendation of a Graduate Faculty Advisor and with the approval of the Dean of Graduate Studies (or designee) and in compliance with [SR 726](#), up to two courses completed while in graduate standing may be transferred from a non-UC university, provided the transfer does not conflict with the Graduate Council-approved degree requirements of the graduate program. Courses required for, or credited towards a previous degree may not be transferred, and a letter from a Graduate Faculty Advisor will be required stating the courses were not used toward another degree. Transfer

credit cannot be used to reduce residence requirements, and grade points are not transferred.

Transfer of Credit from UC Davis Extension

On the recommendation of a Graduate Faculty Advisor and with the approval of the Dean of Graduate Studies (or designee), a maximum of 12 quarter-units of credit for work completed through UC Davis Extension may be applied towards a master's degree at UCD, provided the transfer does not conflict with the Graduate Council-approved degree requirements of the graduate program. Courses required for, or credited towards a previous degree may not be transferred, and a letter from a Graduate Faculty Advisor will be required stating the courses were not used toward another degree.

Courses taken through Open Campus (concurrent registration) must be completed prior to matriculation as a graduate student at UC Davis, as is prescribed by UCD Divisional Senate Regulations ([DDR 554.A](#)). Concurrent Extension courses do not count toward satisfaction of the University residence requirement, as is prescribed by UCD Divisional Senate Regulations ([DDR 554.B](#)). Students will receive unit and grade point credit for their concurrent coursework.

300 level Extension courses are professional level units and cannot count towards the fulfillment of any graduate degree requirements, as is prescribed by UC Senate Regulations ([SR 810.B](#)).

Transfer of Credit from Summer Sessions

On the recommendation of program Graduate Faculty Advisor and with the approval of the Dean of Graduate Studies (or designee), a maximum of two courses taken during a UC Davis Summer Session prior to matriculation as a graduate student may be transferred toward the graduate program requirements, provided the transfer does not conflict with the Graduate Council- approved degree requirements of the graduate program. This coursework must be taken and completed after the student has received a bachelor's degree. The coursework does not qualify as transfer credit if it is a prerequisite for admission. Students may receive unit and grade point credit for their summer session coursework if specifically requested to the Registrar.

Transfer of Credit from Undergraduate Status

Up to two courses of graduate work taken by an undergraduate student may be credited toward his/her graduate degree program. This does not apply if the units were used to satisfy any requirements for the bachelor's degree, and a letter from a Graduate Faculty Advisor will be required stating the courses were not used toward another degree. Only 200-level courses are eligible for transfer.

Transfer of Credit for Students Relocating with their Major Professors

When a student has not completed the majority of the degree requirements for a Master's degree at another institution, they will be permitted to complete the degree at

UC Davis subject to the following requirements:

1. The student can obtain credit for work indicating superior scholarship at institutions of high standard other than the University of California for the fulfillment of approximately one-fifth of the minimum unit or course requirement for the Master's degree.
2. When such allowance is made it cannot be used to reduce the minimum requirement in strictly graduate (200 level) courses.
3. Upon recommendation for admission, a Graduate Program will provide a report to the student and to the Dean of Graduate Studies (or designee) on the transferable degree requirements to UC Davis, and those degree requirements that must be met at UC Davis. This report must be approved by the Dean of Graduate Studies (or designee) and uploaded in GradHub.

V. Doctoral Course Subject and Unit Waivers

Programs may waive course subjects taken at another accredited institution for another degree or while in graduate status in place of required program coursework provided that the student is able to demonstrate the equivalence of such courses. By default, course subject waivers do not also waive unit requirements. However, programs may allow unit waivers in conjunction with course subject waivers if these waivers follow the specific provisions [summarized](#) and [described](#) below. **All policies regarding course subject and unit waivers must be specified in the program's degree requirements (see [Degree Requirements Waiver Information](#)).**

Unlike master's transfer credit, course subject and unit waivers do not appear on student transcripts, do not reduce residence requirements, and are not included in GPA calculations. In all cases, students must satisfy residence, QE, candidacy, and dissertation requirements as established by the Academic Senate Regulations and program degree requirements. Course subject and unit reductions do not alter these milestones.

Doctoral Waiver Provisions Summary Table

Student's Prior Preparation	Maximum Percentage of Courses and Units Allowed	
	Course Subject Only Waiver	Course Subject and Unit Waiver
Graduate coursework at another institution with Major Professor	Up to 50% of the minimum course requirements	Up to 50% of minimum course and unit requirements
Graduate coursework only at another institution	Up to 50% of minimum course requirements	Course subject and unit waivers must follow the transfer credit restrictions stipulated in the Master's Transfer Credit section.
Master's degree at another institution	Up to 50% of minimum course requirements	Up to 50% of minimum course and unit requirements

Doctoral Waiver Provisions

1. Graduate coursework only (relocating with a Major Professor)

Students whose Major Professor has relocated to UC Davis from another institution may be permitted to waive **up to 50%** of the course subject and unit requirements if they have not already completed the majority of their degree requirements elsewhere. Students who have completed the majority of their degree requirements at another institution, and whose institution permits them to complete their degree while finishing the remaining requirements at UC Davis, will not be permitted to transfer to UC Davis.

When a student has not completed the majority of the degree requirements for doctoral degree at another institution, they will be permitted to complete the degree at UC Davis subject to the following requirements:

- a. The student must complete both the Qualifying Examination (QE) and the remaining research work at UC Davis.
- b. Credit obtained for work indicating superior scholarship at institutions of high standard other than the University of California may be accepted in fulfillment of up to one-half of the minimum unit or course requirement for the doctoral degree in the chosen graduate program.
- c. Upon recommendation for admission, a Graduate Faculty Advisor will provide a report to the student and to the Dean of Graduate Studies (or designee) that specifies which portion of the degree requirements previously met at another institution will be accepted in partial fulfillment of the graduate program requirements at UC Davis and those remaining degree requirements to be met at UC Davis. This report must be approved by the Dean of Graduate Studies (or designee) and uploaded to GradHub.

2. Graduate coursework only (not relocating with a Major Professor)

Course subject and unit waivers must follow the transfer credit restrictions stipulated in the [Master's Transfer Credit](#) section.

Source	Course and Unit Waiver Maximum
Another UC	Up to 50% of the minimum doctoral course requirements
Non-UC	2 courses
UCD Extension	12 quarter-units
Summer Sessions	2 courses
UCD Undergraduate	2 courses

3. Master's degree from UC Davis or another accredited institution

Programs may permit students to waive up to 50% of course and unit subject requirements.

4. Master's degree en route from UC Davis

Doctoral programs that offer a master's degree en route must specify in their approved degree requirements whether any coursework or other degree requirements are applied toward both the master's and doctoral degrees.

Degree Requirements Waiver Information

All course subject and unit waivers must be clearly stated in the program's degree requirements and specify the following:

- a. Students eligible for course subject only or course subject and unit waivers (e.g., students with a master's degree, students with graduate coursework, etc.)
- b. The maximum number of graduate and upper division undergraduate courses that may be waived; if and how many units may be waived; the minimum grade and recency (e.g., Z grade or better, completed within Y years) of the equivalent coursework taken elsewhere
- c. The methods for determining equivalence (petition with syllabus, credit by examination, etc.)
- d. The process for approval that includes both the Graduate Faculty Advisor and Graduate Program Chair (or designee)

As early as the first quarter of enrollment and no later than the time of the QE Application, a Graduate Faculty Advisor must upload to GradHub a report to the student and to the Dean of Graduate Studies (or designee) that specifies which portion of the course subject and unit requirements have been waived.

Programs that do not include this section in their approved degree requirements are not permitted to reduce unit requirements.

VI. Double Majors

Students who are in a double major program (either a professional degree/academic degree program or two academic majors), may share a total of 12 units between programs with the approval of their program Graduate Faculty Advisor and the Dean of Graduate Studies (or designee). The student must spend a minimum of two quarters in regular graduate standing in an academic master's program, or four quarters in an academic doctoral program to meet the residence requirements of Graduate Studies.

VII. Calculating the GPA

Course work approved for transfer credit will not be included in calculating a student's grade-point average, except as noted above for work transferred from another UC, work from a UC summer session prior to matriculation or work completed through UC Davis Extension.

VIII. Time Limit on Transfer Units

Occasionally Graduate Faculty Advisors are asked to accept, for credit against a student's graduate program degree requirements, courses that had been taken many years in the past. Each graduate program should adopt and document a policy on time limits for the validity of transfer work. The program policy must take into account the current relevance of the information in the older course, as well as how taking that course in the past might still meet the curricular goals that an equivalent course is expected to meet now. Once a satisfactory definition for the goal of each curricular requirement is developed, a more specific time limit for each degree requirement can be set. In order to assure uniform interpretation, the program's appropriate Graduate Faculty Advisor (or appropriate program committee) should make decisions about the acceptance of older courses for credit. The program should also consider whether students can be given the opportunity to demonstrate (by interview or exam) that they have, by taking an older class, met the goals of the current requirement.

The Graduate Faculty Advisor should include in the student's file a memorandum describing whether the material covered in the older course meets current curricular goals and whether that course was equivalent to a current course. The Office of Graduate Studies will require this information in connection with the transfer request and subsequent degree certification.

UC DAVIS GRADUATE COUNCIL POLICY~~GC2011-03 (rev. 03)~~**Residence and Transfer Credit***Supersedes Transfer Credit Statute of Limitations Policy approved 6/21/01*

Revised – May 6, 2011; October 7, 2011; May 19, 2017

Approved – June 12, 2020

Revised – January 12, 2026**Residence and Transfer Credit**

Each student earning a graduate degree at UC Davis is required to meet minimum University residence requirements. Students may transfer credit earned elsewhere toward their graduate degrees, although such transfers generally do not reduce the residence requirements. This policy describes ~~limits on transfer units and the academic~~ residence requirements ~~for advanced degrees and limits on transfer credit and course subject and unit waivers.~~

I. Guiding Principles

A UC Davis graduate degree means that a student has completed the majority, if not the entirety, of their degree requirements at UC Davis. The intent of this guiding principle is to ensure that a UC Davis graduate degree represents a rigorous program of study completed primarily at UC Davis, and to protect the integrity and value of the degree for all students.

Transfer of credit toward a master's degree is governed by Academic Senate Regulation (SR) 726. SR 726 sets the foundational rule that master's students normally must complete most of their program in residence, but in exceptional cases limited graduate coursework from outside UC may be accepted.

Students seeking a doctoral degree cannot transfer course work

RESIDENCE REQUIREMENTS

. A doctoral degree represents advanced, discipline-specific training. Coursework plays a central role in the training by ensuring that students gain a shared foundation, learn program-specific methods and perspectives, and integrate academically and professionally with their cohort. Therefore, the majority of doctoral coursework must be completed in residence, regardless of prior study. Doctoral programs may accept coursework taken at another accredited institution for another degree or while in graduate status in place of required program coursework provided that the student is able to demonstrate the equivalence of such courses. However, course subject and unit reductions should accelerate progress, but must not create gaps in core knowledge that later impede research or QE preparedness.

II. Glossary

<u>Term</u>	<u>Definition</u>
<u>Residence</u>	<u>A University requirement that establishes the minimum duration of time that a student must be enrolled at UC Davis to earn their graduate degree. This requirement is different from the California Residency for the Purposes of Tuition.</u>

<u>Term</u>	<u>Definition</u>
<u>Transfer Credit</u>	<u>The courses, units, and/or grade points that students apply toward a UC Davis master's degree that may be reported on a student's transcript. See Master's Degree Transfer Policy and Master's Degree Transfer Restrictions for more information.</u>
<u>Course Subject Waiver</u>	<u>The fulfillment of a core or elective course requirement through 1) equivalent coursework taken at another institution, 2) passing an examination (see the "Credit by Examination" policy by the Committee on Courses of Instruction [COCI]), or 3) another method approved by the graduate program and documented in the program's degree requirements. May be granted with or without unit waivers up to the maximum percentages allowed depending on the program's degree requirements.</u>
<u>Unit Waiver</u>	<u>Unit waivers reduce the number of units required for doctoral degrees and are subject to the maximum percentages specified in this policy. Criteria and conditions for unit waivers must be clearly stated in the program's degree requirements.</u>

III. Residence Requirements

The minimum residence requirement at the University of California is three quarters for the Master's degree, nine quarters for the degree of Juris Doctor, and six quarters for the degrees of Doctor of Philosophy and Doctor of Engineering, taking a minimum of four units of graduate level course work per term, as is prescribed by UC Senate Regulations ([SR 612](#), [SR 682](#), [SR 686](#), [SR 688](#)).

In addition, each Summer Session in which a student completes a course of at least two graduate level units may be used in satisfaction of half a quarter's residence, as is prescribed by UC Senate Regulations (~~SR 688~~[SR 688](#)). Per UC Senate Regulations (~~SR 690~~[SR 690](#)):

- For a candidate for the Doctor's degree, residence during Summer Sessions may be counted only under the following conditions: (1) enrollment in two consecutive six-week Summer Sessions counts as one term of residence provided the candidate is enrolled in each session for the equivalent of at least two units of upper division and/or graduate work as given in a regular term; or (2) enrollment in an eight-week Summer Session counts as one term of residence provided the candidate is enrolled for the equivalent of at least four units of upper division and/or graduate work as given in a regular term.
- For a candidate for a Master's degree, Summer Sessions count for residence as in (A) above, except that the two six-week Summer Sessions need not be consecutive.

TRANSFER CREDIT

IV. Master's Transfer Credit

~~Students seeking a doctoral degree cannot transfer course work; programs may accept course~~

~~work taken elsewhere in place of required program course work provided the student is able to demonstrate to the program the equivalence of such courses.~~

Students seeking the master's degree may request to transfer up to one-half of the quarter-units of credit required for the intended degree (exclusive of research and attendance-only seminar units) to their graduate transcript in accordance with the source restrictions noted below. Lower division undergraduate coursework is not transferrable. Course work requested for transfer must have been taken at an accredited institution and the student must have earned a minimum grade of B-. Some work taken elsewhere may be credited toward degree requirements with the consent of the Graduate Faculty Advisor and the dean of Graduate Studies. As noted in Davis Divisional Senate Regulations (DDR A553DDR A553), a student is prohibited from obtaining transfer credit for courses taken at a non-University of California campus in a quarter in which ~~he or she is~~they are a full-time student at UC Davis.

Transfer of Credit Summary by Source

<u>Source</u>	<u>Transfer Credit Maximum</u>	<u>GPA Credit?</u>	<u>Residence Credit?</u>
<u>Another UC</u>	<u>Up to 50% of the minimum master's course requirements</u>	<u>Yes</u>	<u>Yes</u>
<u>Non-UC</u>	<u>2 courses</u>	<u>No</u>	<u>No</u>
<u>Non-UC institution and student relocating with Major Professor</u>	<u>Up to 20% of the minimum master's course requirements, but cannot reduce the minimum requirement in strictly graduate (200 level) courses</u>	<u>No</u>	<u>No</u>
<u>UCD Extension</u>	<u>12 quarter-units</u>	<u>Yes</u>	<u>No</u>
<u>Summer Sessions</u>	<u>2 courses</u>	<u>Yes</u>	<u>Yes</u>
<u>UCD Undergraduate</u>	<u>2 courses</u>	<u>Yes</u>	<u>Yes</u>

Following are qualifications on the transfer of units according to source:

Transfer of Credit from another UC Campus

On the recommendation of ~~the program~~ Graduate Faculty Advisor and with the approval of the ~~dean~~Dean of Graduate Studies, ~~(or designee)~~, upper-division and graduate course work completed while in graduate standing at another regular campus of the University of California (not through Extension) may be accepted in satisfaction of up to one-half of the quarter-units of credit required for the master's degree at UCD, provided the transfer does not conflict with the Graduate Council-approved degree requirements of the graduate program. Courses required for, or credited towards a previous degree may not be transferred, and a letter from ~~the program~~ Graduate Faculty Advisor will be required stating the courses were not used toward another degree. Grade points and residence are transferred.

Transfer of Credit from a Non-UC Campus

On the recommendation of ~~the program~~ Graduate Faculty Advisor and with the approval of the ~~dean~~Dean of Graduate Studies, (or designee) and in compliance with SR 726, up to two courses completed while in graduate standing may be transferred from a non-UC university, provided the transfer does not conflict with the Graduate Council-approved degree requirements of the graduate program. Courses required for, or credited towards a previous degree may not be transferred, and a letter from ~~the program~~ Graduate Faculty Advisor will be required stating the courses were not used toward another degree. Transfer credit cannot be used to reduce residence requirements, and grade points are not transferred.

Transfer of Credit from UC Davis Extension

On the recommendation of ~~the program~~ Graduate Faculty Advisor and with the approval of the ~~dean~~Dean of Graduate Studies, (or designee), a maximum of 12 quarter-units of credit for work completed through UC Davis Extension may be applied towards a master's degree at UCD, provided the transfer does not conflict with the Graduate Council-approved degree requirements of the graduate program. Courses required for, or credited towards a previous degree may not be transferred, and a letter from the program Graduate Faculty Advisor will be required stating the courses were not used toward another degree.

Courses taken through Open Campus (concurrent registration) must be completed prior to matriculation as a graduate student at UC Davis, as is prescribed by UCD Divisional Senate Regulations (DDR 554.A). Concurrent Extension courses do not count toward satisfaction of the University residence requirement, as is prescribed by UCD Divisional Senate Regulations (DDR 554.B). Students will receive unit and grade point credit for their concurrent coursework.

300 level Extension courses are professional level units and cannot count towards the fulfillment of any graduate degree requirements, as is prescribed by UC Senate Regulations (SR 810.B).

Transfer of Credit from Summer Sessions

On the recommendation of ~~the~~ program Graduate Faculty Advisor and with the approval of the ~~dean~~Dean of Graduate Studies, (or designee), a maximum of two courses taken during a UC Davis Summer Session prior to matriculation as a graduate student may be transferred toward the graduate program requirements, provided the transfer does not conflict with the Graduate Council- approved degree requirements of the graduate program. This coursework must be taken and completed after the student has received a bachelor's degree. The coursework does not qualify as transfer credit if it is a prerequisite for admission. Students may receive unit and grade point credit for their summer session coursework if specifically requested to the Registrar.

Transfer of Credit from Undergraduate Status

Up to two courses of graduate work taken by an undergraduate student may be credited toward his/her graduate degree program. This does not apply if the units were used to satisfy any requirements for the bachelor's degree, and a letter from the program's Graduate Faculty Advisor will be required stating the courses were not used toward another degree. Only 200-level courses are eligible for transfer.

DOUBLE MAJORS

Transfer of Credit for Students Relocating with their Major Professors

When a student has not completed the majority of the degree requirements for a Master's degree at another institution, they will be permitted to complete the degree at UC Davis subject to the following requirements:

1. The student can obtain credit for work indicating superior scholarship at institutions of high standard other than the University of California for the fulfillment of approximately one-fifth of the minimum unit or course requirement for the Master's degree.
2. When such allowance is made it cannot be used to reduce the minimum requirement in strictly graduate (200 level) courses.
3. Upon recommendation for admission, a Graduate Program will provide a report to the student and to the Dean of Graduate Studies (or designee) on the transferable degree requirements to UC Davis, and those degree requirements that must be met at UC Davis. This report must be approved by the Dean of Graduate Studies (or designee) and uploaded in GradHub.

V. Doctoral Course Subject and Unit Waivers

Programs may waive course subjects taken at another accredited institution for another degree or while in graduate status in place of required program coursework provided that the student is able to demonstrate the equivalence of such courses. By default, course subject waivers do not also waive unit requirements. However, programs may allow unit waivers in conjunction with course subject waivers if these waivers follow the specific provisions summarized and described below. All policies regarding course subject and unit waivers must be specified in the program's degree requirements (see Degree Requirements Waiver Information).

Unlike master's transfer credit, course subject and unit waivers do not appear on student transcripts, do not reduce residence requirements, and are not included in GPA calculations. In all cases, students must satisfy residence, QE, candidacy, and dissertation requirements as established by the Academic Senate Regulations and program degree requirements. Course subject and unit reductions do not alter these milestones.

Doctoral Waiver Provisions Summary Table

<u>Student's Prior Preparation</u>	<u>Maximum Percentage of Courses and Units Allowed</u>	
	<u>Course Subject Only Waiver</u>	<u>Course Subject and Unit Waiver</u>
<u>Graduate coursework</u>	<u>Up to 50% of the minimum</u>	<u>Up to 50% of minimum course and</u>

<u>at another institution with Major Professor</u>	<u>course requirements</u>	<u>unit requirements</u>
<u>Graduate coursework only at another institution</u>	<u>Up to 50% of minimum course requirements</u>	<u>Course subject and unit waivers must follow the transfer credit restrictions stipulated in the Master's Transfer Credit section.</u>
<u>Master's degree at another institution</u>	<u>Up to 50% of minimum course requirements</u>	<u>Up to 50% of minimum course and unit requirements</u>

Doctoral Waiver Provisions

1. Graduate coursework only (relocating with a Major Professor)

Students whose Major Professor has relocated to UC Davis from another institution may be permitted to waive up to 50% of the course subject and unit requirements if they have not already completed the majority of their degree requirements elsewhere. Students who have completed the majority of their degree requirements at another institution, and whose institution permits them to complete their degree while finishing the remaining requirements at UC Davis, will not be permitted to transfer to UC Davis.

When a student has not completed the majority of the degree requirements for doctoral degree at another institution, they will be permitted to complete the degree at UC Davis subject to the following requirements:

- a. The student must complete both the Qualifying Examination (QE) and the remaining research work at UC Davis.
- b. Credit obtained for work indicating superior scholarship at institutions of high standard other than the University of California may be accepted in fulfillment of up to one-half of the minimum unit or course requirement for the doctoral degree in the chosen graduate program.
- c. Upon recommendation for admission, a Graduate Faculty Advisor will provide a report to the student and to the Dean of Graduate Studies (or designee) that specifies which portion of the degree requirements previously met at another institution will be accepted in partial fulfillment of the graduate program requirements at UC Davis and those remaining degree requirements to be met at UC Davis. This report must be approved by the Dean of Graduate Studies (or designee) and uploaded to GradHub.

2. Graduate coursework only (not relocating with a Major Professor)

Course subject and unit waivers must follow the transfer credit restrictions stipulated in the Master's Transfer Credit section.

<u>Source</u>	<u>Course and Unit Waiver Maximum</u>
<u>Another UC</u>	<u>Up to 50% of the minimum doctoral course requirements</u>
<u>Non-UC</u>	<u>2 courses</u>
<u>UCD Extension</u>	<u>12 quarter-units</u>
<u>Summer Sessions</u>	<u>2 courses</u>
<u>UCD Undergraduate</u>	<u>2 courses</u>

3. Master's degree from UC Davis or another accredited institution

Programs may permit students to waive up to 50% of course and unit subject requirements.

4. Master's degree en route from UC Davis

Doctoral programs that offer a master's degree en route must specify in their approved degree requirements whether any coursework or other degree requirements are applied toward both the master's and doctoral degrees.

Degree Requirements Waiver Information

All course subject and unit waivers must be clearly stated in the program's degree requirements and specify the following:

- a. Students eligible for course subject only or course subject and unit waivers (e.g., students with a master's degree, students with graduate coursework, etc.)
- b. The maximum number of graduate and upper division undergraduate courses that may be waived; if and how many units may be waived; the minimum grade and recency (e.g., Z grade or better, completed within Y years) of the equivalent coursework taken elsewhere
- c. The methods for determining equivalence (petition with syllabus, credit by examination, etc.)
- d. The process for approval that includes both the Graduate Faculty Advisor and Graduate Program Chair (or designee)

As early as the first quarter of enrollment and no later than the time of the QE Application, a Graduate Faculty Advisor must upload to GradHub a report to the student and to the Dean of Graduate Studies (or designee) that specifies which portion of the course subject and unit requirements have been waived.

Programs that do not include this section in their approved degree requirements are not permitted to reduce unit requirements.

VI. Double Majors

Students who are in a double major program (either a professional degree/academic degree program or two academic majors), may share a total of 12 units between programs with the approval of their program Graduate Faculty Advisor and the ~~dean~~Dean of Graduate Studies. (or designee). The student must spend a minimum of two quarters in regular graduate standing in an academic master's program, or four quarters in an academic doctoral program to meet the residence requirements of Graduate Studies.

VII. ~~CALCULATING THE~~Calculating the GPA

Course work approved for transfer credit will not be included in calculating a student's grade-point average, except as noted above for work transferred from another UC, work from a UC summer session prior to matriculation or work completed through UC Davis Extension.

TIME LIMIT ON TRANSFER UNITS

VIII. Time Limit on Transfer Units

Occasionally ~~graduate program~~Graduate Faculty Advisors are asked to accept, for credit against a student's graduate program degree requirements, courses that had been taken many years in the past. Each graduate program should adopt and document a policy on time limits for the validity of transfer work. The program policy must take into account the current relevance of the information in the older course, as well as how taking that course in the past might still meet the curricular goals that an equivalent course is expected to meet now. Once a satisfactory definition for the goal of each curricular requirement is developed, a more specific time limit for each degree requirement can be set. In order to assure uniform interpretation, the program's appropriate Graduate Faculty Advisor (or appropriate program committee) should make decisions about the acceptance of older courses for credit. The program should also consider whether students can be given the opportunity to demonstrate (by interview or exam) that they have, by taking an older class, met the goals of the current requirement.

The Graduate Faculty Advisor should include in the student's file a memorandum describing whether the material covered in the older course meets current curricular goals and whether that course was equivalent to a current course. The Office of Graduate Studies will require this information in connection with the transfer request and subsequent degree certification.

March 3, 2026

Katheryn Russ

Chair, Davis Division of the Academic Senate

RE: Bylaws Template Revisions

Enclosed are clean and tracked changes copies of revisions to the Bylaws Template (revision 6) as approved by Graduate Council (GC) on February 27, 2026. The revised Template has been posted on the [Graduate Council policies webpage](#) at the following links:

1. Bylaws Template: <https://ucdavis.box.com/v/gcbylawstemplate>
2. Bylaws Policy (updated template appended to policy):
<https://ucdavis.box.com/v/GC2011-02-Bylaws>

The approved template revisions are summarized below.

1. Added clarifications to mandatory language in Article IV. Graduate Program Chair.

For Graduate Groups, the Bylaws Committee added language to describe the established practice that the Chair of Graduate Council also participates in the interviews of potential Graduate Group Chairs. For departmentally-based graduate programs, the Bylaws Committee clarified that the Department Chair must notify Graduate Studies of the name of any faculty members to whom they have delegated duties to ensure that these delegates have signature authority.

2. Changed sample language under Article V. Committees, renaming the Student Mentorship Committee to the Graduate Faculty Advisor Committee and describing some best practices that programs could adopt.

While sample language is not mandatory for programs to include in their bylaws, programs often consult this sample language when revising or proposing new bylaws. The sample language provided in the template therefore offers an opportunity for Graduate Council to describe best practices that programs can consider adopting.

In the current Bylaws Template (revision 5) the Student Mentorship Committee is described as charged with updating the mentoring guidelines for the program. The Bylaws Committee changed this sample committee to the Graduate Faculty Advisor Committee, charged not only with updating the mentoring guidelines, but also with meeting to discuss advising questions and reviewing annual Student Progress Assessments (SPAs).

3. Added “Faculty” in the heading of Article VII.

Adding this word in the Article heading and throughout the Bylaws Template clarifies that this role is a faculty, rather than staff, position. The Bylaws Committee has learned that there can be some confusion regarding advising responsibilities, so adding this clarifying modifier will help reinforce the faculty role in graduate program advising.

4. Added sample duties for graduate faculty advisors and glossary under Article VII, with language adopted from [Graduate Program Roles and Responsibilities on Graduate Studies webpage](#).

To better delineate the distinct roles and responsibilities of major professors (thesis/dissertation advisors) and graduate faculty advisors, the Bylaws Committee added some sample duties (from the [Graduate Studies webpage](#)) that graduate faculty advisors can perform and a glossary that differentiates the roles of the major professor vs. graduate faculty advisor.

5. Updated sample language in Article VII to include some best practices programs could adopt, such as attending the Graduate Faculty Advisor Orientation in fall and meeting annually as a group (if there is no Graduate Faculty Advisor Committee) to discuss SPAs.

The Bylaws Committee added some best practices to this language for programs to consider adopting.

6. Minor editorial changes.

Changed the “Office of Graduate Studies” to “Graduate Studies,” fixed error in numbered list, and made revisions to ensure gender neutrality.

To minimize any issues caused by these revisions to the Bylaws Template, the Graduate Council analyst, Kelly Adams, will be converting all pending bylaw revisions in the Bylaws Committee’s queue to the newest Template.

If there are any questions for Graduate Council regarding these approved revisions, please send them to Council via Kelly at keaadams@ucdavis.edu.

Sincerely,



Eleonora Grandi
Chair, Graduate Council

c: Edwin M. Arevalo, Executive Director, Davis Division of the Academic Senate
Mary Vasquez, Associate Director, Davis Division of the Academic Senate
Karleigh Shepard, Communications Specialist, Davis Division of the Academic Senate
Jean-Pierre Delplanque, Vice Provost and Dean, Graduate Studies
Ellen Hartigan-O'Connor, Associate Dean for Graduate Students and Postdoctoral Students, Graduate Studies
Duncan Temple Lang, Associate Dean for Graduate Programs, Graduate Studies
John King, Executive Director of Analysis and Policy, Graduate Studies

UC DAVIS GRADUATE COUNCIL TEMPLATE

Bylaws Template – Graduate Programs and Graduate Groups

Revision Dates – 2020; 2023; October 25, 2024; May 23, 2025; June 6, 2025

Revised – February 27, 2026

Legend:

Instructions are highlighted in yellow.

Sample language is highlighted in gray.

Mandatory language is not highlighted.

General Instructions:

- Follow the Submission Requirements provided in the [Graduate Council Bylaws Policy \(GC2011-02\)](#).
- Every Article and subsection listed in this template must be included in the Bylaws with the exception of Article XII, which is optional.

Resources:

- All Graduate Council Policies are listed here: <https://academicsenate.ucdavis.edu/committees/graduate-council/policies>.
- All Graduate Studies Policies are listed here: <https://grad.ucdavis.edu/policies>
- Direct any questions to the [Graduate Council Bylaws Committee Analyst](#) in the Academic Senate Office.
- Request Word document copies of previous bylaws from the [Graduate Council Analyst](#) in the Academic Senate Office.

Insert Program Name. Bylaws

Administrative Home: List Department Name

Revision date(s): Click or tap here to enter text.

Graduate Council Approval: Click to select date

Article I. Objective

- A. Degree(s) offered by the program: Click or tap here to enter text.
- B. Discipline: A brief statement on the discipline(s) of the program.
- C. Mission of the Program: Click or tap here to enter text.

Article II. Membership

A. Criteria for Membership in the Graduate Program

1. Appropriate academic and teaching title.

In accordance with the [Graduate Council Policy on Membership in Graduate Programs \(GC1998-02\)](#), members must hold an appropriate academic title as outlined in the [Graduate Council Policy on Service on Advanced Degree Committees \(GC 1998-01\)](#).

Or

2. Active research, practice or teaching appropriate to the discipline(s) encompassed by the program.

Members may include individuals who are not members of the Academic Senate. A guiding principle in Council's evaluation of membership is that membership rights are equivalent for all members regardless of Senate status. Council's policy is not to approve bylaws that in effect create a two-tier membership by different categories of membership rights.

Include the statement below:

Membership is independent and separate from academic department appointments. Membership is based upon disciplinary expertise and active research, so members throughout campus are eligible for consideration to membership in the program.

B. Voting Rights

All members are eligible to vote on graduate program matters. See the [Graduate Council Policy on Quorum, Voting Rights and Responsibility \(GC2011-04\)](#).

C. Application for Membership

1. How faculty may apply:

- Include whether a faculty may self-nominate or may be nominated by an existing member
- Include the materials required for application (CV, cover letter, etc.)
- Include to what body the materials are submitted and details on the process for approval.

2. Anticipated contributions that graduate faculty members will perform as a member

Sample language:

- a) Active role in the administration of the graduate program by serving on graduate program administrative committees; as a graduate advisor (not to be confused with being a major professor); or as an administrative officer of the program.
- b) Providing graduate level instruction, as appropriate, in addition to research instruction.
- c) Service on dissertation/thesis and qualifying examination/master's comprehensive examination committees.

D. Emeritus Status

Define emeritus voting rights (whether they do or do not have a right to vote per [Bylaw 55](#)), participation in the program (administration, teaching and mentoring, and student committee service role).

Sample language:

Emeriti/ae faculty with active research programs may remain members of the program and are afforded the following rights: they may attend and participate in program activities (including meetings and administrative committees), may teach graduate courses, and may serve on student committees. Emeriti/ae faculty are afforded the right to vote on policy and bylaw issues related to the program.

E. Review of Membership

- Provide information on the **criteria** and clarify the **process** that will be used to review members. Bylaws must include a periodic review for continuation of membership using the same criteria for all members, regardless of whether they are departmental members or outside members. Reviews should be conducted typically on a three-year cycle with one third of the membership reviewed each year.
- Define the minimal participation expected by each member (refer to Article II.C.2).
- **The following statement must be included:**

The criteria for reviewing members of the program are the same for all members.

Include the following statement:

The Membership Committee will conduct an annual review of one-third of the membership, so that each faculty member's contributions are reviewed at least once every three years.

The committee's review will focus on a) the areas defined in "Anticipated Contributions by Members" (see Article II.C.2.) and b) satisfactory mentorship of students in the graduate program. All graduate program members are expected to adhere to the [Graduate Council Mentoring Guidelines](#), any program-specific mentoring guidelines, and the [Faculty Code of Conduct \(UC APM 015\)](#). Graduate program members who are not providing the minimal level of service and/or mentoring as defined by the "Anticipated Contributions by Members" may not have their membership renewed by the Membership Committee.

Outside of this three-year review cycle, the Executive Committee may request that the Membership Committee conduct an early review of a graduate program member if:

- 1) the Executive Committee learns that the program member has violated the [Graduate Council Mentoring Guidelines](#) or any Graduate Group/Graduate Program Mentoring Guidelines,
- or
- 2) the Graduate Program or Graduate Group chair, as part of the Academic Affairs' disciplinary process, has received a copy of a Letter of Censure issued to the program member that indicates that the member violated Part II, subsection A. (Teaching and Student) of the Faculty Code of Conduct.

F. Membership Appeal Process

Define the program's membership appeal process.

Include the statement below:

Faculty who fail to secure renewal of membership may appeal the decision. The written appeal will be forwarded to the Executive Committee. Applicants denied membership or renewal of membership may make a final appeal to the Dean of Graduate Studies.

Article III. Administration

For this article, provide a brief statement on the administrative structure of the graduate program. Do not include any detailed information regarding Committees in this article; committee information should be provided in Article V. Committees.

Include one of the statements below:

Graduate Groups: The administration of the program and its activities will be vested in the Group Chair and an Executive Committee.

Departmentally-Based Graduate Programs: The administration of the program and its activities will be vested in the Department Chair and the Graduate Program Committee.

Article IV. Graduate Program Chair

A. Chair appointment process

There are separate processes for the appointment of graduate group and departmentally-based graduate program Chairs.

Include one of the statements below:

Graduate Groups:

The Chair will be appointed in accordance with the Academic Personnel Manual policy [UCD-245.B](#) and the policies and procedures of the Graduate Council and Graduate Studies.

A “Nominating Committee” will be named by the Executive Committee to solicit names of nominees for Graduate Group Chair from the faculty and graduate students of the group. Those nominated will then be contacted regarding their willingness to serve. The names of the nominees who have indicated a willingness to serve will then be submitted to the Group’s faculty and graduate students for comments. All comments will remain confidential.

The Nominating Committee will forward at least one name to the Dean of Graduate Studies along with all comments received on the nominees. All comments solicited from faculty and students of the group will be treated as confidential information by the Group’s Nominating Committee and by Graduate Studies.

If the Group puts forward more than one nominee, it may express a preference for one and, if it does, should indicate the basis for determining that preference. The nominee(s) may be interviewed by the Dean of Graduate Studies (or delegate) and Chair of Graduate Council. The Dean of Graduate Studies will then forward their recommendation to the Chancellor for appointment. The normal term of the Chair’s appointment is three years, however what is recommended will be based on the nominees’ willingness to serve.

Departmentally-Based Graduate Programs:

The Department Chair administers a departmentally-based graduate program. The Department Chair may delegate the day-to-day responsibilities of the graduate program to one or more faculty members of the program. However, even with the delegation of responsibilities, the Department Chair is the official graduate program Chair. The Department Chair must notify Graduate Studies of the name of the faculty to whom they have delegated duties to ensure that delegates have signature authority. Chairs of departmentally-based graduate programs also coordinate the program’s graduate course teaching assignments with relevant department chairs.

B. Duties of the Chair

List the duties of the chair (see [APM UCD-245B](#) for an official list of chair duties).

Sample language:

The Chair:

- a) provides overall academic leadership for the program;
- b) develops and implements policies for the program;
- c) represents the interests of the program to the campus and University administrators;
- d) calls and presides at meetings of the Executive/Program Committee;
- e) calls and presides at meetings of the program;
- f) is responsible for coordinating all administrative matters with the Office of Graduate Studies;
- g) manages the budgets of the program;
- h) submits course change or approval forms;
- i) is responsible for the accuracy of all publications related to the program including web pages and catalog copy; and
- j) nominates graduate advisors for appointment.

C. Vice Chair – include only if applicable

A program may or may not have a Vice Chair. If the program does have a Vice Chair define the following:

- A. How appointed and by whom.
- B. Term of service.
- C. Voting rights.
- D. Duties

For graduate groups a Vice Chair may only serve as chief officer of the Group in the absence of the Chair, for less than a quarter ([APM UCD-245B](#)).

Include the following wording if yours is a graduate group with a Vice Chair, in addition to the information requested above:

The Vice Chair will serve as chief officer of the Group in the absence of the Chair, for less than a quarter. If the Chair will be absent from campus for more than a quarter, the Chair appointment procedures must be followed.

Article V. Committees

This article provides information on the standing committees of the program. A graduate program should have an Executive Committee (or Graduate Program Committee) and a Membership Committee. Occasionally, small programs will have just one “Graduate Studies/Program Committee” that is charged with the responsibilities of all or a combination of some of these committees. Programs should provide bylaws descriptions of all committees that function in the program.

List each committee of the graduate program, and detailed information on each committee.

Include:

- A. Composition of the committee (number of faculty & student members). Include, if appropriate, whether membership must include representation from specific units.
- B. How members are appointed/elected/selected and by whom.
- C. Term of membership and renewal of membership.
- D. Committee Chair: How appointed/selected and by whom.
- E. Voting rights (including student representatives).
- F. Role and function of the committee.

Sample language:

Executive Committee

The Executive Committee shall consist of the chair of the program, who serves as chair of the committee, plus six faculty elected from the membership, plus the Master Advisor and one student appointed annually by the Graduate Student Association. All members have voting rights, including the student representative, unless the student does not participate in the discussion due to the nature of the item (see below). The faculty members of the Executive Committee shall be elected for a three-year term, which is renewable two times. Two members shall be elected each year.

Election of faculty members of the Executive Committee: nomination shall be made either by e-mail or from the floor at the annual Spring Quarter meeting of the program. Elections shall be conducted by mail or electronic-mail ballot within two weeks of the annual Spring Quarter meeting. At election, each member of the program shall vote for not more than the number of positions to be filled on a ballot provided, without weighing of choice. Those receiving the most votes will be declared elected. Ties will be resolved by lot. Election results shall be communicated to the members of the program promptly. Elected members shall assume their duties on July 1.

The principal duties of the Executive Committee shall be to determine and implement policy for the good of the program, and to represent the interests of the program generally to various universities and other agencies. The Executive Committee is also responsible for distribution of Block grant and work study funds.

The Chair of the Executive Committee may rule that an item of business is inappropriate for discussion in the presence of the student representative. That item of business will then be discussed in the absence of the student member of the Committee. More generally, the chair of any committee with a student member must excuse the student representatives from meetings during discussion about personnel actions or disciplinary issues relating to faculty, during rankings of existing students for funding, and for disciplinary issues related to students.

The Executive Committee shall meet at least quarterly. Additional meetings and executive sessions may be held as deemed necessary, or upon petition by five members of the program.

The Executive Committee shall fill interim vacancies for the remainder of the current year.

Membership Committee

The Membership Committee shall consist of five members appointed by the chair of the program for three-year terms, renewable two times. The Chair of the Membership Committee is an Executive Committee member appointed by the Chair of the program. The Membership Committee shall review on a yearly basis one-third of the membership in addition to new applicants.

Educational Policy Committee

The Educational Policy Committee shall consist of the members of the Executive Committee and two graduate advisors. The chair of the program shall be the chair of the Committee on Educational Policy. The function of this committee shall include consideration of course offerings and recommendations regarding the graduate program and supervision of teaching assignments and teaching experience of graduate students. The faculty members of the Educational Policy Committee will serve for a three-year term renewable two times.

Admissions Committee

The Admissions Committee shall consist of the Vice Chair of the program, five members appointed by the chair for three-year terms, and one student appointed by the BMCDB Association. The Vice Chair of the program shall be the chair of the Committee on Admissions. The functions of this committee shall include admission of students to the program and the preparation of recommendations of their financial support. The faculty members of the Admissions Committee shall serve for a three-year term.

Student Affairs Committee

The Student Affairs Committee shall consist of the chair of the program, four graduate advisors, and the Master Advisor who shall be the chair of the Student Affairs Committee. The term of appointment encompasses the tenure of the Chair and advisors. This committee shall be responsible for (a) analysis of the results of the placement examinations for new entering students and determination of what remedial actions may be needed, (b) the assignment of all students to research advisors, (c) the recommendation of student Master's and Ph.D. qualifying exam committees, (d) the active overview of the status of student financial support during their entire period of study, and (e) the coordination of any changes in funding which may occur.

Fellowship Committee

The Fellowship Committee shall consist of three faculty members appointed by the chair of the program for three-year terms renewable two times. The Chair of the Fellowship Committee is an Executive Committee member appointed by the Chair of the program. The functions of the committee include nomination and ranking of students for consideration of university fellowships and awards and identification of students to receive tuition waivers.

Recruitment Committee

The Recruitment Committee shall consist of three members appointed by the chair of the program for three-year terms renewable two times, and two students appointed by the Graduate Student Association. The Chair of the Recruitment Committee is an Executive Committee member appointed by the Chair of the program. The functions of the committee are to coordinate the hosting of selected applicants for visitation to the campus, to develop and administer programs for increasing the number, quality and diversity of applicants to the program, and to generate suitable brochures and web sites to provide information to prospective applicants.

Graduate Faculty Advisor Committee

The Graduate Faculty Advisor Committee shall consist of all the officially appointed Graduate Faculty Advisors and two students appointed by the Graduate Student Association. The Chair of the Graduate Faculty Advisor Committee is an Executive Committee member appointed by the Chair of the program. The functions of the committee include modifying the [Graduate Council Mentoring Guidelines](#) to fit the specific circumstances of the program, distributing program-specific [Graduate Council Mentoring Guidelines](#) to faculty and students, meeting as needed to discuss advising questions, and reviewing annual Student Progress Assessments (SPAs). Per Article VI, student representatives will be excused during discussions about other students and the annual SPA reviews.

Article VI. Student Representatives

Graduate Council recommends that student representatives be appointed to committees. The Chair, upon recommendation of the program's graduate students, often from a Graduate Student Organization, appoints student representatives to committees.

Provide the following information:

- A. How and by whom students are appointed to committees.
- B. Committees students will serve on.
- C. Term of service and reappointment.
- D. Voting rights
- E. Attendance at annual meetings of the program.

Include the following statement, adding the information above as needed:

The Chair of any committee with student members must excuse the student representatives from meetings during discussion about other students, personnel actions or disciplinary issues relating to faculty, during rankings of existing students for funding, and for disciplinary issues related to students.

Article VII. Graduate Faculty Advisors

Graduate faculty advisors are appointed in compliance with the policies and procedures of Graduate Council and Graduate Studies.

Define the following:

- A. Number of graduate faculty advisors. (Typically the ratio of graduate students to advisors is 15:1. A guiding principle is assurance that there are a sufficient number of advisors to assist students in their progress through courses and research.)
- B. Term of service (2 years minimum)
- C. Frequency of expected meetings
- D. Duties of the advisors. Duties can include:

- Reviewing and approving the program of study for each graduate student who has not advanced to candidacy
- Reviewing, discussing, and taking action on each petition submitted by a graduate student to drop/add courses, or to take courses on an S/U basis, as well as make recommendations on petitions from graduate students who want to drop or add courses beyond the fifth week of classes
- Reviewing student petitions for Planned Educational Leave (PELP), discussing the different options for leave, and then, if appropriate, approving the request
- Providing general course advising
- Advising on the applicability of campus and UC-wide policies to student situations
- Providing referrals to campus resources
- Assisting students in challenging circumstances, such as those concerning mentoring conflicts
- Advising students and fellow faculty on mentoring best practices
- Overseeing release of academic holds, leaves, grade extensions, and change of degree objectives
- Reviewing advancement to candidacy, thesis, dissertation, and QE committees
- Reviewing interim and annual progress reports and following up on matters of concern
- Advising on disqualification procedures and appeal processes
- Overseeing petitions for exception to policy

- E. Committees that the advisors will be required to serve on (e.g., Graduate Faculty Advisor Committee).
- F. Master Advisor: If the program has a “Master Advisor” who serves as a resource for other advisors, please describe how that person is appointed, term of service and their special duties.

Graduate Studies Glossary of Roles and Responsibilities for reference:

Graduate Faculty Advisor	Faculty who act as primary sources for students regarding academic information and plans of study. Graduate Faculty Advisors have signature authority on forms and processes affecting students. Graduate Faculty Advisors are nominated by the program and appointed by Graduate Studies.
Major Professor	Faculty mentor with whom the graduate student works most closely who guides the graduate student through the process of identifying a desired area of focus,

	pursuing a course of study, honing in on a research topic, completing the research, and preparing for a career after graduate school. Major Professors are not formally appointed by Graduate Studies and do not have signature authority on forms and processes like Graduate Faculty Advisors do.
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Sample language:

Graduate faculty advisors are appointed in compliance with the policies and procedures of the Graduate Council and Graduate Studies. The Chair of the program will recommend graduate faculty advisors to Graduate Studies for review and appointment for a two-year term. All graduate faculty advisors have signature authority for the students they advise. One graduate faculty advisor shall be appointed for every 15 students in accordance with the advising ratio recommended by the Graduate Council and Graduate Studies.

All graduate faculty advisors are expected to participate in the Graduate Faculty Advisor Orientation offered by Graduate Studies in the fall and serve on the Graduate Faculty Advisor Committee. Graduate faculty advisors are responsible for evaluating the adequacy of preparative course work, interpreting requirements, and appointing guidance and comprehensive exam committees. Graduate faculty advisors are expected to meet quarterly with advisees. Every spring, they will meet annually with their advisees to complete the Student Progress Assessment (SPA). If possible, the Major Professor (thesis/dissertation supervisor) for a student should not serve as their graduate faculty advisor. The graduate faculty advisor(s) are required to serve on X,Y,Z committees. A Master Advisor will be designated by the Chair to serve as a resource for other advisors.

Article VIII. Meetings

Graduate Programs should have at least one annual meeting, either in the Fall or the Spring. Some programs have quarterly meetings. This article provides details regarding the annual and special meetings of the graduate program.

Define the following:

- A. Which quarter(s) the meetings will be held.
- B. How and by whom the annual meetings may be called.
- C. How faculty members can petition for additional meetings (i.e., “by petition of five or more members”).
- D. Notification of meetings (i.e. email or hard copy of memo) and time period for notification.
- E. How faculty may participate if away from campus (i.e., tele/video conference).

Sample language:

The Group Chair shall call an annual meeting during Spring quarter for the purpose of

electing officers and conducting other business. The Chair shall be privileged to call other meetings in the interest of the Group and shall be required to do so at the written request of three or more members. Notification will be emailed at least two weeks before the meeting. Faculty not on campus may participate by teleconference or other availability technology.

Article IX. Quorum

- A. This article should reflect the program's quorum policy and the details for obtaining a vote of the membership (i.e. mail or email ballot, etc.). The Graduate Council has defined a minimum quorum (see [GC2011-04: Policy on Quorum, and Voting Rights and Responsibilities](#)). The program's policy must comply with Graduate Council's policy for a minimum quorum; the program may set a more stringent quorum requirement if it chooses.
- B. Include details on the balloting process. Balloting can be done either in a meeting of the program, via e-mail, or other web-based balloting technology. If via e-mail or web-based technology, 10 days must be provided for the expression of opinions about the proposal prior to the acceptance of votes. The program must allow 14 days for votes to be returned or before the "polls close."

Sample language – a program may be more stringent but not less:

All issues that require a vote must be:

- Voted on by 50+% of the membership
- On graduate program matters other than amendment/revision of bylaws: passage requires a 50+% supporting vote of the members voting.
- On amendments and revision of bylaws: passage requires a 2/3rds supporting vote of the members voting.

If balloting is conducted via e-mail or web-based technology, 10 days must be provided for expression of opinions about the proposal prior to the acceptance of votes; the program must allow 14 days for votes to be returned or before the "polls are closed."

Article X. Order of Business for Meetings

This article describes how meetings will be conducted and is optional. If a program has a set format for meetings, it should be included here; otherwise simply enter N/A.

Sample language:

Meetings shall follow Robert's Rules of Order.

Article XI. Amendments

Amendments to these bylaws may be made in accordance with program's quorum policy in [Article IX](#). Program members may propose amendments by petition to the program Chair. The program Chair, or relevant program committee, may ask for revisions from the faculty who submitted proposed amendments before forwarding the revisions to the membership for review and voting. Quorum, voting and passage is prescribed in Article IX. All amendments and revisions must be submitted to the Graduate Council for review and approval; changes in the bylaws will become effective upon approval by the Graduate

Council.

OPTIONAL: Programs who don't want Category 7 members do not add Article XII to their bylaws)

Article XII. Eligibility to Serve on Advanced Degree Committees (GC1998-01)

Programs that wish to allow for individuals to serve under Category 7 must add this additional article to their bylaws. The revised bylaws must be submitted to Graduate Council for review and approval.

Category 7 eligibility to serve on advanced degree committees is defined in the [Policy on Service on Advanced Degree Committees \(GC1998-01\)](#). It is a title for academics/researchers who are not eligible under categories 1 through 5, but who the program anticipates will be asked to serve on more than one advanced degree committee (violating Category 6). Eligibility to serve on advanced degree committees in one program does not confer eligibility to serve on committees in other graduate programs. Committee members in this Category must be approved by each graduate group or program separately and be reviewed by the program(s) every 3 years (separately from program/group membership) for continued eligibility to serve in Category 7.

The following criteria will be used to evaluate a request for appointment or renewal for Category 7 eligibility to serve on advanced degree committees for a member of the program.

Note: Programs must specify their own (potentially field-specific) criteria for evaluating a member for Category 7 eligibility. The criteria will be reviewed for approval by the Graduate Council. The program can adopt and/or adapt any of the following sample criteria:

- A. how often they met with the mentees
- B. time-to-degree of the mentees
- C. number of conference abstracts/talks presented by the mentees
- D. number of first authored and co-authored publications from mentees, and other qualitative measures
- E. has the mentor provided guidance on appropriate literature for the mentees' research topics
- F. has the mentor provided guidance on appropriate methods/tools for the mentees' research topics
- G. has the mentor provided feedback on written documents in a timely manner
- H. has the mentor provided guidance on how to access facilities or other resources needed to complete thesis research
- I. has the mentor provided guidance on professional development
- J. has the mentor been supportive of mentees' participation in professional development activities

These review criteria must be applied consistently to all potential Category 7 individuals.

Process for Approving Eligibility to Serve on Advanced Degree Committees Under

Category 7.

If the individual meets the criteria established by the program/group, they may be recommended for eligibility under Category 7 (self-recommendations are acceptable).

- A. The request is evaluated by the Specify committee..
- B. The program submits the request to the Dean of Graduate Studies for final review and approval.
- C. If approved, the individual becomes eligible to serve on advanced degree committees via Category 7 for a period of 3 years.
- D. The individual is reviewed for continued service every 3 years based on the evaluation criteria established above.

UC DAVIS GRADUATE COUNCIL TEMPLATE

Bylaws Template – Graduate Programs and Graduate Groups

Revision Dates – 2020; 2023; October 25, 2024; May 23, 2025; June 6, 2025

Revised – June 6, 2025February 27, 2026

Legend:

Instructions are highlighted in yellow.

Sample language is highlighted in gray.

Mandatory language is not highlighted.

General Instructions:

- Follow the Submission Requirements provided in the [Graduate Council Bylaws Policy \(GC2011-02\)](#).
- Every Article and subsection listed in this template must be included in the Bylaws with the exception of Article XII, which is optional.

Resources:

- All Graduate Council Policies are listed here: <https://academicsenate.ucdavis.edu/committees/graduate-council/policies>.
- All Graduate Studies Policies are listed here: <https://grad.ucdavis.edu/policies>
- Direct any questions to the [Graduate Council Bylaws Committee Analyst](#) in the Academic Senate Office.
- Request Word document copies of previous bylaws from the [Graduate Council Analyst](#) in the Academic Senate Office.

Insert Program Name. Bylaws

Administrative Home: List Department Name

Revision date(s): Click or tap here to enter text.

Graduate Council Approval: Click to select date

Article I. Objective

- A. Degree(s) offered by the program: Click or tap here to enter text.
- B. Discipline: A brief statement on the discipline(s) of the program.
- C. Mission of the Program: Click or tap here to enter text.

Article II. Membership

A. Criteria for Membership in the Graduate Program

1. Appropriate academic and teaching title.

In accordance with the [Graduate Council Policy on Membership in Graduate Programs \(GC1998-02\)](#), members must hold an appropriate academic title as outlined in the [Graduate Council Policy on Service on Advanced Degree Committees \(GC 1998-01\)](#).

Or

2. Active research, practice or teaching appropriate to the discipline(s) encompassed by the program.

Members may include individuals who are not members of the Academic Senate. A guiding principle in Council's evaluation of membership is that membership rights are equivalent for all members regardless of Senate status. Council's policy is not to approve bylaws that in effect create a two-tier membership by different categories of membership rights.

Include the statement below:

Membership is independent and separate from academic department appointments. Membership is based upon disciplinary expertise and active research, so members throughout campus are eligible for consideration to membership in the program.

B. Voting Rights

All members are eligible to vote on graduate program matters. See the [Graduate Council Policy on Quorum, Voting Rights and Responsibility \(GC2011-04\)](#).

C. Application for Membership

1. How faculty may apply:

- Include whether a faculty may self-nominate or may be nominated by an existing member
- Include the materials required for application (CV, cover letter, etc.)
- Include to what body the materials are submitted and details on the process for approval.

2. Anticipated contributions that graduate faculty members will perform as a member

Sample language:

- a) Active role in the administration of the graduate program by serving on graduate program administrative committees; as a graduate advisor (not to be confused with being a major professor); or as an administrative officer of the program.
- b) Providing graduate level instruction, as appropriate, in addition to research instruction.
- c) Service on dissertation/thesis and qualifying examination/master's comprehensive examination committees.

D. Emeritus Status

Define emeritus voting rights (whether they do or do not have a right to vote per [Bylaw 55](#)), participation in the program (administration, teaching and mentoring, and student committee service role).

Sample language:

Emeriti/ae faculty with active research programs may remain members of the program and are afforded the following rights: they may attend and participate in program activities (including meetings and administrative committees), may teach graduate courses, and may serve on student committees. Emeriti/ae faculty are afforded the right to vote on policy and bylaw issues related to the program.

E. Review of Membership

- Provide information on the **criteria** and clarify the **process** that will be used to review members. Bylaws must include a periodic review for continuation of membership using the same criteria for all members, regardless of whether they are departmental members or outside members. Reviews should be conducted typically on a three-year cycle with one third of the membership reviewed each year.
- Define the minimal participation expected by each member (refer to Article II.C.2).
- **The following statement must be included:**

The criteria for reviewing members of the program are the same for all members.

Include the following statement:

The Membership Committee will conduct an annual review of one-third of the membership, so that each faculty member's contributions are reviewed at least once every three years.

The committee's review will focus on a) the areas defined in "Anticipated Contributions by Members" (see Article II.C.2.) and b) satisfactory mentorship of students in the graduate program. All graduate program members are expected to adhere to the [Graduate Council Mentoring Guidelines](#), any program-specific mentoring guidelines, and the [Faculty Code of Conduct \(UC APM 015\)](#). Graduate program members who are not providing the minimal level of service and/or mentoring as defined by the "Anticipated Contributions by Members" may not have their membership renewed by the Membership Committee.

Outside of this three-year review cycle, the Executive Committee may request that the Membership Committee conduct an early review of a graduate program member if:

- 1) the Executive Committee learns that the program member has violated the [Graduate Council Mentoring Guidelines](#) or any Graduate Group/Graduate Program Mentoring Guidelines,
- or
- 2) the Graduate Program or Graduate Group chair, as part of the Academic Affairs' disciplinary process, has received a copy of a Letter of Censure issued to the program member that indicates that the member violated Part II, subsection A. (Teaching and Student) of the Faculty Code of Conduct.

F. Membership Appeal Process

Define the program's membership appeal process.

Include the statement below:

Faculty who fail to secure renewal of membership may appeal the decision. The written appeal will be forwarded to the Executive Committee. Applicants denied membership or renewal of membership may make a final appeal to the Dean of Graduate Studies.

Article III. Administration

For this article, provide a brief statement on the administrative structure of the graduate program. Do not include any detailed information regarding Committees in this article; committee information should be provided in Article V. Committees.

Include one of the statements below:

Graduate Groups: The administration of the program and its activities will be vested in the Group Chair and an Executive Committee.

Departmentally-Based Graduate Programs: The administration of the program and its activities will be vested in the Department Chair and the Graduate Program Committee.

Article IV. Graduate Program Chair

A. Chair appointment process

There are separate processes for the appointment of graduate group and departmentally-based graduate program Chairs.

Include one of the statements below:

Graduate Groups:

The Chair will be appointed in accordance with the Academic Personnel Manual policy [UCD-245.B](#) and the policies and procedures of the Graduate Council and [the Office of Graduate Studies](#).

A “Nominating Committee” will be named by the Executive Committee to solicit names of nominees for Graduate Group Chair from the faculty and graduate students of the group. Those nominated will then be contacted regarding their willingness to serve. The names of the nominees who have indicated a willingness to serve will then be submitted to the Group’s faculty and graduate students for comments. All comments will remain confidential.

The Nominating Committee will forward at least one name to the Dean of Graduate Studies along with all comments received on the nominees. All comments solicited from faculty and students of the group will be treated as confidential information by the Group’s Nominating Committee and by [the Office of Graduate Studies](#).

If the Group puts forward more than one nominee, it may express a preference for one and, if it does, should indicate the basis for determining that preference. The nominee(s) may be interviewed by the Dean of Graduate Studies (or delegate) and [Chair of Graduate Council](#). [The Dean of Graduate Studies](#) will then forward his/her/their recommendation to the Chancellor for appointment. The normal term of the Chair’s appointment is three years, however what is recommended will be based on the nominees’ willingness to serve.

Departmentally-Based Graduate Programs:

The Department Chair administers a departmentally-based graduate program. The Department Chair may delegate the day-to-day responsibilities of the graduate program to one or more faculty members of the program. However, even with the delegation of responsibilities, the Department Chair is the official graduate program Chair. The Department Chair should must notify Graduate Studies of the name of the faculty to whom they have delegated duties to ensure that delegates have signature authority. Chairs of departmentally-based graduate programs also coordinate the program’s graduate course teaching assignments with relevant department chairs.

B. Duties of the Chair

List the duties of the chair (see [APM UCD-245B](#) for an official list of chair duties).

Sample language:

The Chair:

- a) provides overall academic leadership for the program;
- b) develops and implements policies for the program;
- c) represents the interests of the program to the campus and University administrators;
- d) calls and presides at meetings of the Executive/Program Committee;
- e) calls and presides at meetings of the program;
- f) is responsible for coordinating all administrative matters with the Office of Graduate Studies;
- g) manages the budgets of the program;
- h) submits course change or approval forms;
- i) is responsible for the accuracy of all publications related to the program including web pages and catalog copy; and
- j) nominates graduate advisors for appointment.

C. Vice Chair – include only if applicable

A program may or may not have a Vice Chair. If the program does have a Vice Chair define the following:

- A. How appointed and by whom.
- B. Term of service.
- C. Voting rights.
- D. Duties

For graduate groups a Vice Chair may only serve as chief officer of the Group in the absence of the Chair, for less than a quarter ([APM UCD-245B](#)).

Include the following wording if yours is a graduate group with a Vice Chair, in addition to the information requested above:

The Vice Chair will serve as chief officer of the Group in the absence of the Chair, for less than a quarter. If the Chair will be absent from campus for more than a quarter, the Chair appointment procedures must be followed.

Article V. Committees

This article provides information on the standing committees of the program. A graduate program should have an Executive Committee (or Graduate Program Committee) and a Membership Committee. Occasionally, small programs will have just one “Graduate Studies/Program Committee” that is charged with the responsibilities of all or a combination of some of these committees. Programs should provide bylaws descriptions of all committees that function in the program.

List each committee of the graduate program, and detailed information on each committee.

Include:

- A. Composition of the committee (number of faculty & student members). Include, if appropriate, whether membership must include representation from specific units.
- B. How members are appointed/elected/selected and by whom.
- C. Term of membership and renewal of membership.
- D. Committee Chair: How appointed/selected and by whom.
- E. Voting rights (including student representatives).
- F. Role and function of the committee.

Sample language:

Executive Committee

The Executive Committee shall consist of the chair of the program, who serves as chair of the committee, plus six faculty elected from the membership, plus the Master Advisor and one student appointed annually by the Graduate Student Association. All members have voting rights, including the student representative, unless the student does not participate in the discussion due to the nature of the item (see below). The faculty members of the Executive Committee shall be elected for a three-year term, which is renewable two times. Two members shall be elected each year.

Election of faculty members of the Executive Committee: nomination shall be made either by e-mail or from the floor at the annual Spring Quarter meeting of the program. Elections shall be conducted by mail or electronic-mail ballot within two weeks of the annual Spring Quarter meeting. At election, each member of the program shall vote for not more than the number of positions to be filled on a ballot provided, without weighing of choice. Those receiving the most votes will be declared elected. Ties will be resolved by lot. Election results shall be communicated to the members of the program promptly. Elected members shall assume their duties on July 1.

The principal duties of the Executive Committee shall be to determine and implement policy for the good of the program, and to represent the interests of the program generally to various universities and other agencies. The Executive Committee is also responsible for distribution of Block grant and work study funds.

The Chair of the Executive Committee may rule that an item of business is inappropriate for discussion in the presence of the student representative. That item of business will then be discussed in the absence of the student member of the Committee. More generally, the chair of any committee with a student member must excuse the student representatives from meetings during discussion about personnel actions or disciplinary issues relating to faculty, during rankings of existing students for funding, and for disciplinary issues related to students.

The Executive Committee shall meet at least quarterly. Additional meetings and executive sessions may be held as deemed necessary, or upon petition by five members of the program.

The Executive Committee shall fill interim vacancies for the remainder of the current year.

Membership Committee

The Membership Committee shall consist of five members appointed by the chair of the program for three-year terms, renewable two times. The Chair of the Membership Committee is an Executive Committee member appointed by the Chair of the program. The Membership Committee shall review on a yearly basis one-third of the membership in addition to new applicants.

Educational Policy Committee

The Educational Policy Committee shall consist of the members of the Executive Committee and two graduate advisors. The chair of the program shall be the chair of the Committee on Educational Policy. The function of this committee shall include consideration of course offerings and recommendations regarding the graduate program and supervision of teaching assignments and teaching experience of graduate students. The faculty members of the Educational Policy Committee will serve for a three-year term renewable two times.

Admissions Committee

The Admissions Committee shall consist of the Vice Chair of the program, five members appointed by the chair for three-year terms, and one student appointed by the BMCDB Association. The Vice Chair of the program shall be the chair of the Committee on Admissions. The functions of this committee shall include admission of students to the program and the preparation of recommendations of their financial support. The faculty members of the Admissions Committee shall serve for a three-year term.

Student Affairs Committee

The Student Affairs Committee shall consist of the chair of the program, four graduate advisors, and the Master Advisor who shall be the chair of the Student Affairs Committee. The term of appointment encompasses the tenure of the Chair and advisors. This committee shall be responsible for (a) analysis of the results of the placement examinations for new entering students and determination of what remedial actions may be needed, (b) the assignment of all students to research advisors, (c) the recommendation of student Master's and Ph.D. qualifying exam committees, (d) the active overview of the status of student financial support during their entire period of study, and (e) the coordination of any changes in funding which may occur.

Fellowship Committee

The Fellowship Committee shall consist of three faculty members appointed by the chair of the program for three-year terms renewable two times. The Chair of the Fellowship Committee is an Executive Committee member appointed by the Chair of the program. The functions of the committee include nomination and ranking of students for consideration of university fellowships and awards and identification of students to receive tuition waivers.

Recruitment Committee

The Recruitment Committee shall consist of three members appointed by the chair of the program for three-year terms renewable two times, and two students appointed by the Graduate Student Association. The Chair of the Recruitment Committee is an Executive Committee member appointed by the Chair of the program. The functions of the committee are to coordinate the hosting of selected applicants for visitation to the campus, to develop and administer programs for increasing the number, quality and diversity of applicants to the program, and to generate suitable brochures and web sites to provide information to prospective applicants.

Student Mentorship Graduate Faculty Advisor Committee

The Student Mentorship Graduate Faculty Advisor Committee shall consist of ~~three members~~ all the officially appointed by the chair of the program for three-year terms, renewable two times, Graduate Faculty Advisors and two students appointed by the Graduate Student Association. The Chair of the Student Mentorship Graduate Faculty Advisor Committee is an Executive Committee member appointed by the Chair of the program. The functions of the committee ~~are to oversee: (i) modification of include modifying the~~ Graduate Council Mentoring Guidelines to fit the specific circumstances of the program, ~~(ii) their adoption by the program, and (iii) distribution and notification to the students and faculty of where the Guidelines are posted~~ distributing program-specific Graduate Council Mentoring Guidelines to faculty and students, meeting as needed to discuss advising questions, and reviewing annual Student Progress Assessments (SPAs). Per Article VI, student representatives will be excused during discussions about other students and the annual SPA reviews.

Article VI. Student Representatives

Graduate Council recommends that student representatives be appointed to committees. The Chair, upon recommendation of the program's graduate students, often from a Graduate Student Organization, appoints student representatives to committees.

Provide the following information:

- A. How and by whom students are appointed to committees.
- B. Committees students will serve on.
- C. Term of service and reappointment.
- D. Voting rights
- E. Attendance at annual meetings of the program.

Include the following statement, adding the information above as needed:

The Chair of any committee with student members must excuse the student representatives from meetings during discussion about other students, personnel actions or disciplinary issues relating to faculty, during rankings of existing students for funding, and for disciplinary issues related to students.

Article VII. Graduate Faculty Advisors

Graduate ~~Advisors~~ faculty advisors are appointed in compliance with the policies and

procedures of ~~the~~ Graduate Council and ~~the Office of~~ Graduate Studies.

Define the following:

A. Number of graduate faculty advisors. (Typically the ratio of graduate students to advisors is 15:1. A guiding principle is assurance that there are a sufficient number of advisors to assist students in their progress through courses and research.)

B. Term of service (2 years minimum)

C. Frequency of expected meetings

G.D. Duties of the advisors. Duties can include:

- Reviewing and approving the program of study for each graduate student who has not advanced to candidacy
- Reviewing, discussing, and taking action on each petition submitted by a graduate student to drop/add courses, or to take courses on an S/U basis, as well as make recommendations on petitions from graduate students who want to drop or add courses beyond the fifth week of classes
- Reviewing student petitions for Planned Educational Leave (PELP), discussing the different options for leave, and then, if appropriate, approving the request
Providing general course advising
- Advising on the applicability of campus and UC-wide policies to student situations
- Providing referrals to campus resources
- Assisting students in challenging circumstances, such as those concerning mentoring conflicts
- Advising students and fellow faculty on mentoring best practices
- Overseeing release of academic holds, leaves, grade extensions, and change of degree objectives
- Reviewing advancement to candidacy, thesis, dissertation, and QE committees
- Reviewing interim and annual progress reports and following up on matters of concern
- Advising on disqualification procedures and appeal processes
- Overseeing petitions for exception to policy

D.E. Committees that the advisors will be required to serve on- (e.g., Graduate Faculty Advisor Committee).

E.F. Master Advisor: If the program has a "Master Advisor" who serves as a resource for other advisors, please describe how that person is appointed, term of service and their special duties.

Graduate Studies Glossary of Roles and Responsibilities for reference:

<u>Graduate Faculty Advisor</u>	<u>Faculty who act as primary sources for students regarding academic information and plans of study. Graduate Faculty Advisors have signature authority on forms and processes affecting students. Graduate Faculty Advisors are nominated by the program and appointed by Graduate Studies.</u>
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Major Professor

Faculty mentor with whom the graduate student works most closely who guides the graduate student through the process of identifying a desired area of focus, pursuing a course of study, honing in on a research topic, completing the research, and preparing for a career after graduate school. Major Professors are not formally appointed by Graduate Studies and do not have signature authority on forms and processes like Graduate Faculty Advisors do.

Sample language:

Graduate faculty advisors are appointed in compliance with the policies and procedures of the Graduate Council and Graduate Studies. The Chair of the program will recommend graduate faculty advisors to Graduate Studies for review and appointment for a two-year term. ~~There shall be at least a minimum number of~~ All graduate faculty advisors ~~to~~ meet have signature authority for the students they advise. One graduate faculty advisor shall be appointed for every 15:1 students in accordance with the advising ratio recommended by the Graduate Council ~~and~~ Graduate Studies.

All graduate faculty advisors are expected to participate in the Graduate Faculty Advisor Orientation offered by Graduate Studies in the fall and serve on the Graduate Faculty Advisor Committee. Graduate faculty advisors are responsible for evaluating the adequacy of preparative course work, interpreting requirements, and appointing guidance and comprehensive exam committees. Graduate faculty advisors are expected to meet quarterly with advisees. Every spring, they will meet annually with their advisees to complete the Student Progress Assessment (SPA). If possible, the Major Professor (thesis/dissertation ~~advisors~~ supervisor) for a student should not serve as their graduate faculty advisor. The graduate faculty advisor(s) are required to serve on X,Y,Z committees. A Master Advisor will be designated by the Chair to serve as a resource for other advisors.

Article VIII. Meetings

Graduate Programs should have at least one annual meeting, either in the Fall or the Spring. Some programs have quarterly meetings. This article provides details regarding the annual and special meetings of the graduate program.

Define the following:

- A. Which quarter(s) the meetings will be held.
- B. How and by whom the annual meetings may be called.
- C. How faculty members can petition for additional meetings (i.e., "by petition of five or more members").
- D. Notification of meetings (i.e. email or hard copy of memo) and time period for notification.
- E. How faculty may participate if away from campus (i.e., tele/video conference).

Sample language:

The Group Chair shall call an annual meeting during Spring quarter for the purpose of electing officers and conducting other business. The Chair shall be privileged to call other meetings in the interest of the Group and shall be required to do so at the written request of three or more members. Notification will be emailed at least two weeks before the meeting. Faculty not on campus may participate by teleconference or other availability technology.

Article IX. Quorum

- A. This article should reflect the program's quorum policy and the details for obtaining a vote of the membership (i.e. mail or email ballot, etc.). The Graduate Council has defined a minimum quorum (see [GC2011-04: Policy on Quorum, and Voting Rights and Responsibilities](#)). The program's policy must comply with Graduate Council's policy for a minimum quorum; the program may set a more stringent quorum requirement if it chooses.
- B. Include details on the balloting process. Balloting can be done either in a meeting of the program, via e-mail, or other web-based balloting technology. If via e-mail or web-based technology, 10 days must be provided for the expression of opinions about the proposal prior to the acceptance of votes. The program must allow 14 days for votes to be returned or before the "polls close."

Sample language – a program may be more stringent but not less:

All issues that require a vote must be:

- Voted on by 50+% of the membership
- On graduate program matters other than amendment/revision of bylaws: passage requires a 50+% supporting vote of the members voting.
- On amendments and revision of bylaws: passage requires a 2/3rds supporting vote of the members voting.

If balloting is conducted via e-mail or web-based technology, 10 days must be provided for expression of opinions about the proposal prior to the acceptance of votes; the program must allow 14 days for votes to be returned or before the "polls are closed."

Article X. Order of Business for Meetings

This article describes how meetings will be conducted and is optional. If a program has a set format for meetings, it should be included here; otherwise simply enter N/A.

Sample language:

Meetings shall follow Robert's Rules of Order.

Article XI. Amendments

Amendments to these bylaws may be made in accordance with program's quorum policy in [Article IX: Article IX](#). Program members may propose amendments by petition to the program Chair. The program Chair, or relevant program committee, may ask for revisions

from the faculty who submitted proposed amendments before forwarding the revisions to the membership for review and voting. Quorum, voting and passage is prescribed in Article IX. All amendments and revisions must be submitted to the Graduate Council for review and approval; changes in the bylaws will become effective upon approval by the Graduate Council.

OPTIONAL: Programs who don't want Category 7 members do not add Article XII to their bylaws)

Article XII. Eligibility to Serve on Advanced Degree Committees (GC1998-01)

Programs that wish to allow for individuals to serve under Category 7 must add this additional article to their bylaws. The revised bylaws must be submitted to Graduate Council for review and approval.

Category 7 eligibility to serve on advanced degree committees is defined in the [Policy on Service on Advanced Degree Committees \(GC1998-01\)](#). It is a title for academics/researchers who are not eligible under categories 1 through 5, but who the program anticipates will be asked to serve on more than one advanced degree committee (violating Category 6). Eligibility to serve on advanced degree committees in one program does not confer eligibility to serve on committees in other graduate programs. Committee members in this Category must be approved by each graduate group or program separately and be reviewed by the program(s) every 3 years (separately from program/group membership) for continued eligibility to serve in Category 7.

The following criteria will be used to evaluate a request for appointment or renewal for Category 7 eligibility to serve on advanced degree committees for a member of the program.

Note: Programs must specify their own (potentially field-specific) criteria for evaluating a member for Category 7 eligibility. The criteria will be reviewed for approval by the Graduate Council. The program can adopt and/or adapt any of the following sample criteria:

- A. how often they met with the mentees
- B. time-to-degree of the mentees
- C. number of conference abstracts/talks presented by the mentees
- D. number of first authored and co-authored publications from mentees, and other qualitative measures
- E. has the mentor provided guidance on appropriate literature for the mentees' research topics
- F. has the mentor provided guidance on appropriate methods/tools for the mentees' research topics
- G. has the mentor provided feedback on written documents in a timely manner
- H. has the mentor provided guidance on how to access facilities or other resources needed to complete thesis research
- I. has the mentor provided guidance on professional development
- J. has the mentor been supportive of mentees' participation in professional development activities

These review criteria must be applied consistently to all potential Category 7 individuals.

Process for Approving Eligibility to Serve on Advanced Degree Committees Under Category 7.

If the individual meets the criteria established by the program/group, they may be recommended for eligibility under Category 7 (self-recommendations are acceptable).

- A. The request is evaluated by the Specify committee..
- B. The program submits the request to the Dean of Graduate Studies for final review and approval.
- C. If approved, the individual becomes eligible to serve on advanced degree committees via Category 7 for a period of 3 years.
- D. The individual is reviewed for continued service every 3 years based on the evaluation criteria established above.

COCI Policy Revision – Approved March 13, 2026

Link to COCI Policies and Procedures:

<https://academicsenate.ucdavis.edu/committees/courses-of-instruction/policies-procedures>

Expedited Actions

a. Removal of General Education Literacies

An academic department or program may have the need to remove General Education (GE) literacies from some of their courses. When this occurs, the department may follow the process outlined in this document to remove literacies without needing to fully update their course forms in the Integrated Curriculum Management System (ICMS) and with expedited review from their college courses committee and the Committee on Courses of Instruction (COCI). Note: This process cannot be completed while the course is being assessed by the General Education Committee.

- [Process and Guidelines](#)

b. Revisions to Some Learning Activities

An academic department or program may have the need to combine or separate learning activities that have both combined and separate versions. If that kind of revision is the only change made to the ICMS form for the course, COCI will review the ICMS form on an expedited basis. The review conducted by the school/college course committee is at their discretion.

Some examples:

- A 4-unit course that has been previously approved with 3 hours of lecture and 1 hour of discussion is revised to have 4 hours of lecture/discussion.
- A 3-unit course that has been previously approved with 5 hours of discussion/laboratory is revised to have 2 hours of discussion and 3 hours of laboratory.

c. Temporary Policy for Expedited Review of Course Proposals to Increase Units

Beginning immediately and ending December 20, 2027, COCI will review on an expedited basis some course modification forms that request to increase the course unit count by one unit.

Criteria for expedited review:

- The requests must be submitted as modification forms in ICMS and must reach the COCI analyst level of ICMS by December 20, 2027. When submitting forms, please allow time for them to be reviewed by your college courses committee.
- The increase of one unit must be based on the department/instructors' reassessment of the out-of-class time required for the course.
- Instructions for submission in ICMS:
 - Users with Originator access in ICMS should create a modification form for the course.
 - Modifications to the form are limited to the following fields:
 - Course Information Tab: In the Remarks section add this language – “We request that the units for this course be increased by one unit based on our reassessment of the amount of out-of-class work necessary for successful completion of this course.”
 - Units & Contact Hours Tab: Check the “Override Calculation” box. Change the number in the “Units” field. In the “Override Calculation Justification” field, briefly describe the average student workload for this course. The hours for each learning activity in the calculator at the bottom of the page should be included in the brief description. Some examples to serve as a guide:
 - For a course with 3 hours of lecture and 1 hour of discussion requesting to change to 5 units: *Student workload is 3 hours of lecture, 1 hour of discussion, 4 hours of reading, 4 hours of writing, and 3 hours of project work per week, for a total of 15 hours.*
 - For a course with 3 hours of lecture and 3 hours of laboratory requesting to change to 5 units: *Student workload is 3 hours of lecture, 3 hours of laboratory, 3 hours of reading for lecture, 3 hours of lecture homework assignments, 1 hour of prelab reading and quiz, and 2 hours of lab report writing per week, for a total of 15 hours.*
 - Attached Files Tab: Please attach a letter from the department chair or vice chair which lists all of the courses in this subject code that will be increasing in units as part of this expedited process.

Modification forms that request changes other than adding one unit, or are adding/changing learning activities or contact hours will be reviewed via COCI's standard review process.