UC Davis

The William and Flora Hewlett Foundation

PROPOSAL

January 2001

Office of the Vice Provost—Undergraduate Studies
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Executive Summary

The University of California, Davis (UCD) will embark on a program to strategically renew undergraduate education (SRGE). There are four components to this effort.

#1 We will improve the writing assignments of the most highly subscribed courses that satisfy the General Education (GE) writing emphasis requirement. Two staff members from the Campus Writing Center will work with faculty to tailor improved assignments and deliver Teaching Assistant (TA) workshops to facilitate their ability to evaluate the students' work.

#2 Using the Food and Fiber GE theme option in the College of Agricultural and Environmental Sciences (CAES), we will pilot a capstone experience for students who will then be recognized as GE scholars.

#3 Using existing and developing new courses, we will develop new interdisciplinary themes on education. Like #2 above, we will develop capstone experiences so that students can select either a course or a field experience to integrate all of the cluster courses.

#4 We will launch an assessment effort that will generate useable data for us on existing and new GE offerings.

We will use the support requested in this proposal to refine and develop the designated curricula and co-curricular applications. Using web-based methodology, we will monitor and advise students as they move through the clusters towards the capstone experiences. We will then match students who have successfully completed the theme to an appropriate course or field experience. Capstone courses and experiences will be developed for both the existing CAES courses and the proposed education offerings. These funds will also underwrite a thorough assessment of GE at UCD.

Introduction

UC Davis' Philosophy of Purpose notes that the campus "...has a history of focused attention on undergraduate education. The central elements of a liberal education—the arts and languages, history and philosophy, and the sciences—offer the opportunity for a broad general education combined with specialization in a scholarly discipline. Coupled with this are manifold opportunities for personal development through programs for academic enrichment, including undergraduate research, work-learn experiences and extracurricular student life." The university community is committed to preparing students to become effective and engaged citizens who have an understanding of the diversity of our world's populations, can apply critical thinking, negotiation, reasoning, and creativity to identify and solve problems, and respect the impact of individual actions on local and global enterprise.

The proficiencies deemed necessary to achieve this include technological literacies, strong oral and written communication abilities and critical analysis skills. As appropriate, these skills must be achieved and applied to the study of subject matter in the student's major field of study in addition to the General Education (GE) curriculum. In addition to these competencies, we want our GE curriculum to foster the students' life-long participation in civic pursuits.
Institutional Experience/Campus Challenges

Like many large public research campuses, UC Davis (UCD) has long grappled with the challenges of designing and delivering a sound GE curriculum. By the end of the 1980's, the faculty had reached consensus on the criteria for courses and the Academic Senate approved an academically challenging GE requirement. Unfortunately, the early 1990's brought a severe erosion in the University of California's budget. UCD was unable to offer the courses to the students in a timely fashion, thus delaying their time to degree. This delivery problem coincided with our Western Association of Schools and Colleges (WASC) reaccreditation review and their report urged the campus to address this situation. In order to avoid penalizing the students, the Academic Senate Courses Committee expanded the criteria so that now there are over 1,100 courses that can fulfill a 40-unit requirement (three topical breadth courses, one social-cultural diversity course, and three writing experience courses). General Education requirements no longer inhibit time to degree, but they don't always provide the coherent foundation we envision for our students.

In part, UCD's examination of GE is prompted by the campus' approaching reaccreditation review, scheduled for 2002-2003. While the faculty has addressed the delivery problem of a decade ago, the solution may have resulted in uneven offerings and minimalist student GE profiles. With one exception to be discussed below, UCD offers only what specialists in GE would refer to as a cafeteria-style approach, with students randomly selecting what courses to take to fulfill their requirement. Some courses fulfill more than one component of the requirement, allowing savvy students to "double-dip." We agree with Jonathan Smith's opening remarks at the General Education for the New Millennium meetings in San Antonio that, "General Education ought not to be a checklist of doubtlessly worthy items to be 'gotten through'." (Smith p. 9)

Knowing that WASC will be paying particular attention to our GE requirement, we have begun to take stock of where we are and where we want to be. We welcome this opportunity to look holistically at GE, although it certainly comes at a challenging time in our institution's history. The 2001 UCD campus is organized quite differently from the 1991 one. Six separate units share the responsibility for the delivery of the undergraduate curriculum at UC Davis. We have the College of Engineering (CE), the College of Agricultural and Environmental Sciences (CAES), the Division of Biological Sciences (DBS), and the College of Letters and Science (L&S). Three deans covering three broad subject areas (Social Sciences; Humanities, Arts, and Cultural Studies; Mathematical and Physical Sciences) manage the College of Letters and Science. Thus, we have six different deans responsible for delivering the undergraduate curriculum.

Although we have a campus-wide Academic Senate, much of the curricular oversight is decentralized. In 1994 the Academic Senate abolished the General Education Committee and delegated those responsibilities to the Courses Committee. As a consequence, there is no governing body exerting proactive leadership for GE. The flaws in this system are not lost on us, and in the fall of 1999 the current chair of the Academic Senate proposed a complete restructuring of the committees that govern undergraduate education. When this new committee structure is fully implemented, an undergraduate council, with specific responsibility for GE oversight, will be able to provide more focused guidance. Our colleagues at UCLA, a sister campus, believe their undergraduates are very well served by the presence of a council.
But even without this structure in place and before WASC reaccreditation was imminent, exciting innovations in GE at UC Davis did develop and flourish. Throughout the campus there are "islands of excellence," superb courses and programs that optimize our student and faculty talent and expertise. The campus is blessed with a significant number of faculty members thoroughly committed to undergraduate education as a whole and GE in particular. They continue to refine their own courses, keep informed about GE trends at comparable universities, apply for external funding, and most importantly, keep in touch with each other about GE at UC Davis. The Teaching Resources Center (TRC) is presently engaged in a horizon-scanning project in order to familiarize its staff with best practices for undergraduate education at our peer institutions. The undergraduate deans and the Vice Provost--Undergraduate Studies participate in and create opportunities for faculty engagement in GE reform.

Inventory of on-going GE initiatives at UC Davis

- 1999 Award of $475,000 Mellon Foundation Grant to develop on-line versions of 10 high demand general education courses and then assess them in comparison to conventional offerings of these classes. Status: On-line courses under development.

- 1998 Development and delivery of clusters of General Education courses in College of Agricultural and Environmental Sciences. Status: Courses being offered.

- 1997 Appointment of faculty committee to develop a three-quarter Science 1 general education course for non-science majors. Status: Course and lab parameters presently being designed.

- 1999 Faculty and professional staff committee formed to develop leadership and professional development curricular (GE) and co-curricular linkages. Status: Content being discussed.

- 2001 College of Letters and Science faculty convened to pursue triads of AB breadth courses used to enhance the L&S general education requirement. Status: Triads being designed.

- 2000 Pilot program launched to add one unit of credit for GE writing courses w/ addition of improved writing assignments. Status: Anthropology 2 pilot being refined.

The Proposal for General Education

UC Davis is embarking on a Strategic Renewal of General Education (SRGE) program. While it is tempting to pursue a complete overhaul of our GE requirement, past experience with our own faculty and courses suggests that we would be ill-advised and reckless to undertake such sweeping curricular reform at this time. Demographic realities demand that we proceed prudently. With several hundred new freshmen enrolling each fall (900 increase during the fall of 2000), we need to continue to make sure that we can offer students GE courses that will allow them to graduate on time. According to present
predictions, we will be expected to accept more freshmen each year until 2010 when the
campus will be expected to have about 31,000 students (present enrollment approximately
26,000). And just as we are in the early stages of a “Tidal Wave” of additional students,
we are also witnessing a disproportionately large swell of faculty retirements. The
University coped with the budget shortfalls of the early 1990’s in part with very attractive
early retirement programs. We are now reaching the years where faculty far too young to
qualify for these programs a decade ago are now at retirement age. Therefore, the overhaul
of the UC Davis General Education curriculum must come in incremental steps.

1. Revitalizing GE writing

Our evaluation of the GE courses that fulfill the writing requirement began in winter and
spring 2000 when Dr. Joyce Kinhead of the Utah State University, accepted a position as
an American Council on Education (ACE) Fellow on campus. Given her background in
composition and GE reform, we asked her to develop a paper assessing and making
recommendations for the improvement of student writing. She took particular interest in
the caliber of writing assignments offered in our GE courses certified to satisfy the writing
requirement. She concluded that they are very uneven. With data supplied by
Analytical Studies, she compiled a list of the most highly subscribed writing GE courses.
She proposed that we begin our process of upgrading the writing assignments by
working on those classes that are already serving large numbers of students. Thus we
have already begun to work our way through that list, pairing the faculty teaching in
those courses with leaders from our Campus Writing Center. After the Center’s
composition experts have worked with the faculty to develop more rigorous assignments,
the courses will be re-submitted to the Academic Senate Courses Committee so that
they will carry one more credit. The changes will be very course specific. In
Anthropology 2, the pilot course, our Writing Center partners have concluded that the
students would benefit from the opportunity to submit multiple drafts of some writing
assignments currently submitted without the opportunity for feedback. Teaching
assistants will be trained to evaluate the new assignments. During the development
phase, faculty are being compensated by partial summer salaries. Anthropology 2
serves over 1,000 students each year. The new course will carry 5 rather than 4 units
of credit.

Tentative Timetable:

Academic Year 2000-2001
Anthropology 2 revised and submitted for Academic Senate approval

Academic Year 2001-2002
Based on enrollment data, spring 2001 identify two courses from Appendix 4
for revision

1 section@ of revised Anthropology 2 offered in fall, winter and spring

Academic Year 2002-2003
Additional courses submitted for Academic Senate approval and taught
2 more identified and moved through the process

Our goal is to eventually modify the ten most well-subscribed GE writing courses. The
timetable above may be conservative; we will know more after our pilot is complete. We
will certainly accelerate the process if we can. Although we are focusing on large classes, we'll certainly encourage faculty members to revise any course that fits in this category.

Based on the figures we have for Academic Year 1999-2000, the thirteen most highly-subscribed GE writing courses accommodate 9,220 students. Given our planned growth, this number will only increase.

2. Enhance Existing Cluster/Theme Options for Students

The faculty in CAES who teach in the themes have been able to develop a faculty learning community from which they are able to persistently remain engaged and excited by their teaching. Based on preliminary evaluations, we think the themes will better serve the students and our GE goals if we add a capstone experience to bring closure to the successful completion of the theme. We will refer to this as the GE Scholars Program. We will pilot this effort in the fall of 2001 with the Food and Fiber Theme Option. Using available student data technologies, we will invite students to participate in the full theme. Upon completion, they will be given a choice between applying for relevant internship or enrollment in a capstone course designed to integrate all of these courses. As of now we plan to add a new theme cluster each fall until all four of the themes in CAES have this component. Upon successful completion of the enhanced themes plus capstone, students will receive a certificate of completion identifying them as GE scholars. (See Appendix 2)

Initially, we will plan for 25 to 35 students to pursue each theme through the capstone experience. If this functions the way other efforts on campus such as the Davis Honors Challenge, Mentorship for Undergraduate Researchers in Agriculture, Letters and Science (MURALS), and the Undergraduate Research Conference, student participation will start out modestly, increase steadily for several years and then level off at a respectable level of participation.

3. Develop New Cluster Options for Students

UCD faculty and administrators are eager to expand the number of themes available and enhance the most promising ones. Research conducted at The National Center on Postsecondary Teaching, Learning and Assessment at Pennsylvania State University indicates that "clusters and themes work better than either core or distributional requirements in fulfilling goals at most Universities." (presentation at AAC&U)

**Students Engaged in Education (SEE) Theme Option**

UCD will develop one or more clusters of courses from across the disciplines available on campus that would comprise a theme on education. This direction was developed during the process of re-thinking our current Division of Education. A blue ribbon faculty committee consisting of members of departments from across the campus met to determine the ways in which that Division could be strengthened so as to better meet the needs of California in serving the K-12 population. The committee decided to double the size of the division, change it from a Division to a School, search for a founding Dean, and secure resources for institutes to be housed within it (see Appendix 3).
While the committee was pleased with these goals, it consistently returned to the idea that better trained teachers and principals alone won't resolve all of the problems in the state's educational system. Unless the citizens of California are committed to improving education, the most well articulated goals for education will be undermined. Because the Master Plan for Education in California bestows responsibility for K-12 teacher training to the Cal State system and not the UC's, we recognize that most of our students will not pursue careers as teachers. However, civic oversight of education is the responsibility of all citizens and we see our general education program as a way of instilling a better understanding of the complexities and importance of education in our students.

Students Engaged in Education (SEE) will be a cluster in which undergraduates could learn about education across several disciplines. In some courses, the content itself would be explicitly about education, child development, contemporary politics, or other topics that will contribute to the students’ ability to understand the complexity and importance of education issues. An example of this would be AAS 130, Education in the Black Community (GE approval pending) where the subject matter itself is explicitly about education. In other courses, the assignments required of students would involve them proving mastery of the material by being able to teach it. The Science 1 sequence currently being designed will contain that component. Faculty interested in designating their courses under SEE will be invited to participate in workshops designed by education professionals. Curriculum development awards will be earmarked for SEE.

On the following page is an example of the kind of roster of existing courses that could be further enhanced to meet this criteria. There are many others in our catalogue that could be included and we will also provide incentives to faculty to create new courses.
<table>
<thead>
<tr>
<th>COURSE</th>
<th>UNITS</th>
<th>COURSE TITLE</th>
<th>SCIENCE &amp; ENGINEERING</th>
<th>SOCIAL SCIENCES</th>
<th>Writing Diversity</th>
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<td>X*</td>
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<td></td>
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<td>4</td>
<td>Social Problems</td>
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<td>X</td>
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<tr>
<td>EDU 110</td>
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<td>Educational Psychology</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>AAS 130 **</td>
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<td>Education in the Black Community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDE 103</td>
<td>4</td>
<td>Cross Cultural Study of Children</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>CAPSTONE</td>
<td>(TBD)</td>
<td>&quot;Synthesis of above&quot; or field experience</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- * GE credit given for either Science & Engineering or Social Science
- ** GE approval pending

The capstone course or experience will not appeal to all students. We believe, however, that simply using the education themes to fulfill the GE requirement will instill in students a sense of their responsibility for understanding and affecting the educational issues of the 21st century.

However, using web-based technology, we would track students in the clusters interested in pursuing opportunities to apply what they have learned. Here we would be applying a model similar to that we use in the Multicultural Immersion Program (MIP) also seeded by a Hewlett grant. After taking a course sequence taught by a team of professional counseling staff and faculty members, students are eligible to be placed in positions on campus in which academic grounding in diversity issues contributes to their ability to work in these organizations. This model has worked quite well at UC Davis.

For SEE, we would like to develop a roster of strong co-curricular opportunities. Each summer UC Davis hosts an increasingly large number of programs for precollege students. These range from day camps for very young children to residential programs for junior high and high school students. These programs rely upon undergraduates to perform many roles with these students. We propose using this GE cluster as a pipeline for these programs. Such a program would benefit both the programs and the undergraduates. For those students who complete a cluster plus a field experience, UCD would congratulate the students with a letter (or certificate of completion) that undergraduates could incorporate into their credential.

The director of SEE would serve as a liaison between the curriculum side and these capstone opportunities. (See Appendix #5) Although we have no plans to discourage interested faculty from developing additional new clusters, initial enthusiasm for this one suggests that it may become quite popular. Once again, we plan to start out modestly with 25-35 students in the first year, but plan for sustained growth.
4. Inventory, Assessment and Evaluation

As we prepare for the WASC process, we are committed to developing a complete inventory of GE efforts on campus as well as guidelines for evaluating present and future initiatives. CAES is embarking on an internal assessment of its four themes and assessment is the cornerstone of the Mellon Foundation Grant proposal. However, large segments of our GE curriculum are not subject to any assessment tools. UC Davis is eager to inform its curricular decision-making on GE with useable data from our own students' experiences. We are requesting support for an independent evaluator who will help us develop a workable assessment strategy for GE at UCD.

Given our goals, we anticipate that we will have to pursue a multi-pronged approach. An assessment of our GE writing enhancement strategy will probably have to be incorporated into a larger evaluation of several efforts underway on campus to improve student's communications strategies. Here we are primarily interested in long-term results. We want students' communications competencies to be sustained after graduation. An independent evaluator may be able to offer a mechanism for this type of measurement.

The most recent comprehensive survey (1995-1996) we have of UC Davis alumni suggests that they are much more satisfied with their majors than their General Education courses. In subsequent alumni surveys, we would like to see if the opportunity to pursue themes has provided a useful foundation for the alumni.

With SEE, we have both short- and long-term goals. If these course sequences are working correctly, the SEE students should be stronger employees in capstone jobs and internships. An evaluator will help us deploy an appropriate instrument to measure their effectiveness. Our long-term goal of nurturing citizens prepared and eager to embrace their responsibilities for sustaining education will be more difficult to measure, but an external expert may be able to guide us in the right direction.

Summary of SRGE

At UCD, curricular reform almost always stems from loose collaborations of dedicated faculty and administrators. Rarely does the formal intervention of an administrator or an Academic Senate committee generate the best results. When we are flexible and pursue the goals the faculty establish, then our programs flourish. The Davis Honors Challenge is probably the most recent example of this trend. We selected the above choices for several reasons. Virtually all of our constituencies, including the students themselves, recognize that undergraduate writing skills are eroding. If students lack the ability to communicate effectively, their mastery of our other curricular strengths loses meaning. We are pursuing themes because our own faculty are persuaded by the success of this approach at other institutions. The SEE program in particular stems from 120 plus faculty, administrators, staff, students, and alumni at our 2000 Chancellor's Fall Conference as well as subsequent conversations in our Fall Distinguished Speakers series. More so than any other topic, education and the role all citizens must play in sustaining a viable K-12 system, has engaged members of our faculty far beyond the walls of our division of education. This enthusiasm is matched by the prospective co-curricular partners and the students who have participated in our discussions and conferences to date.
Dissemination

UCD faculty and administrators used ideas and programs nurtured at other institutions in order to develop SRGE. The success of clusters at other institutions intrigued us and we adapted them to our campus’ needs. We are impressed by the meticulous assessment efforts at Montana State University—Bozeman and Hartwick College, and plan to mine these as well. Consequently, we feel an obligation to share the results of our own endeavors. Many campuses are tackling on-line delivery of GE courses so the PI for the Mellon Foundation Grant plans to make the results of that effort available. We suspect writing in GE courses will continue to vex institutions so our partners on the writing emphasis will disseminate the results of their efforts at composition conferences and other appropriate venues.

UCD is not the only research institution increasing its commitment to K-12 education. Indeed, all of our sister campuses in the UC system have been asked to focus their talents on K-12. As reports from the Kellogg Commission and the American Council on Education indicate, all research universities must increase their participation in this arena. Thus we think SEE programs will be very attractive to other institutions. The UC undergraduate administrators share best practices at one meeting per year so the PI plans to present preliminary reports as early as winter 2002. By winter 2003, there may be enough data to justify a presentation at the AAC & U’s annual meeting on GE and at the June Asheville Conference. Like other recipients of Hewlett awards, we will use a website to make information available.
University of California at Davis
General Education Reform Summary

UC Davis is embarking on a Strategic Renewal of General Education (SRGE) program to make the general education curriculum more coherent and uniform in its ability to provide students with the skills and proficiencies needed to become engaged citizens. Like many large public research campuses, UC Davis (UCD) has long grappled with the challenges of designing and delivering a sound general education (GE) curriculum. By the end of the 1980s, the faculty had reached consensus on the criteria for courses and the academic senate approved an academically challenging GE requirement. Unfortunately, the early 1990s brought a severe erosion in the University of California's budget. UCD was unable to offer the courses to the students in a timely fashion, thus delaying their time to degree. In order to avoid penalizing the students, the academic senate courses committee expanded the criteria so that now there are over 1,100 courses that can fulfill a 40-unit requirement (three topical breadth courses, one social-cultural diversity course, and three writing experience courses). General education requirements no longer inhibit time to degree, but they don't provide the foundation we want for our students.

There are four components to our renewal effort.

1. Improving the writing assignments of the most highly subscribed courses that satisfy the General Education (GE) writing emphasis requirement. Two staff members from the Campus Writing Center will work with faculty to tailor improved assignments and deliver Teaching Assistant (TA) workshops to facilitate their ability to evaluate the student's work.

2. Using the Food and Fiber GE theme option in the College of Agriculture and Environmental Studies to pilot a capstone experience for students who will then be recognized as GE scholars.

3. Using existing and developing new courses to develop new interdisciplinary themes on education. Like #2 above, we will develop capstone experiences so that students can select either a course or a field experience to integrate all of the cluster courses.

4. Launching an assessment effort that will generate useable data for us on existing and new GE offerings.

UC Davis has had recent success with the clusters presently offered to the students because of their obvious connection to our campus' mission and its particular strengths in agriculture and science. In developing additional clusters, we plan to follow this pattern of matching our clusters to our institutional strengths, goals and priorities. In sync with UC's desire to improve K-12 education in California, one of our most exciting goals is to create clusters of courses from across the disciplines available on campus that would comprise a theme on education. As a research university, we recognize that most of our students will not pursue careers in K-12. However, civic oversight of education is the responsibility of all citizens and we see our general education program as a way of instilling a better understanding of the complexities and importance of education in our students.

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One Shields Avenue
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paturn@ucdavis.edu
BUDGET NARRATIVE

A detailed budget is offered on the next page.

The largest expenditures are for professional staff. The Program Director will be responsible for supporting the implementation of the clusters enhancements and, in particular, the SEE initiative. At UCD, we have come to recognize that faculty are willing to engage in curricular reform when a combination of financial stipend or buy-out are combined with access to an authority on the subject matter. If the two-year program proves successful, the University will assume full responsibility for this salary. This precedent was established with Davis Honors Challenge, seeded by FIPSE, as well as the Multicultural Immersion Program, seeded by Hewlett.

Hewlett resources will also be deployed on the assessment phase. Our SARI (Student Affairs Research Information) team has recommended we begin with an outside consultant. We have the names of evaluators from Hartwick College, Clemson University, and Utah State University, but we will continue to make inquiries before finalizing this decision.

UC Davis will apply instructional support by means of a combination of existing funds available for curricular reform through our Teaching Resources Center and new funds designated as "Strengthening the Quality of Undergraduate Education" monies that come from our state budget.
REFERENCES

Ratcliff, James & Johnson, Kent (2000) "First Reported Results of a New National Survey" presentation at AAC&U meetings, San Antonio, TX

APPENDIX #1

GE INITIATIVES AT UC DAVIS

- **Mellon Foundation Grant**
  Harry Matthews, P.I., Biological Chemistry
  Barbara Sommer, Psychology
  Mike Maher, Graduate School of Management
  Robert Blake, Spanish
  Curt Acredolo, Humanities & Community Development
  Ian Blake, Resource Planning & Management
  Michael Gertz, Computer Science

- **CAES Clusters**
  Annie King, Assoc. Dean CAES and Professor - Animal Science
  Gail Martinez, Advising Services
  Gang Sun, Textiles & Clothing
  Thomas Famula, Animal Science
  Andrew Waterhouse, Viticulture & Enology
  Gerald Russell, Food Science & Technology
  Kent Bradford, Vegetable Crops
  Patricia Turner, African American Studies

- **Science 1 course**
  Eldridge Moores, Chair & Professor – Geology
  Richard Cowen, Geology
  Peter Dale, English
  Mark McNamee, Dean & Professor – Biological Sciences
  Charlie Nash, Chemistry
  Randy Siverson, Political Science
  William Thurston, Mathematics
  Patricia Turner, African American Studies
  Jessica Utts, Statistics
  Neal Van Alfen, Dean – CAES
  Mark Wheelis, Biological Science & Nature & Culture
  Peter Rock, Dean – College of Letters & Science and Professor – Chemistry
  Zuhair Munir, Interim Dean – College of Engineering

- **Anthropology 2 Pilot**
  Patricia Turner, African American Studies
  Richard Curley, Anthropology
  Aram Yengoyan, Anthropology
  David Boyd, Anthropology
  Gary Sue Goodman, Campus Writing Center
  John Stenzel, Campus Writing Center

- **Professional Development Group**
Annie King, Chair, and Professor – Animal Science
Cynthia Bates, English
Charles Hess, Special Assistant to the Provost
Billy Sanders, Assistant Dean – College of Engineering
Mark Sanders, Molecular & Cell Biology
Gary Ford, Electrical & Computer Engineering
Karin Mack, Director, Center for Women in Engineering
Inger Maher, Graduate School of Management
Ellen Tani, Assistant Dean, Biological Sciences
Janet Gong, Assistant Vice Chancellor, Student Affairs
Mary Schleppegrell, Linguistics
Richard Evans, Environmental Horticulture
Al Harrison, Director – Internship & Career Center, and Professor - Psychology
Seymour Schwartz, Environmental Science & Policy
Jim Cramer, Sociology
Bruce Jaffee, Nematology
Carolyn Wall, Vice Chancellor – Student Affairs
Karl Zender, English
Patricia Turner, African American Studies
Ross MacDonald, Director, Science & Society
Lenora Timm, Linguistics
Cristina Gonzalez, Dean – Graduate Studies
Nora McGuinness, Director – Integrated Studies
Jeffrey Granett, Entomology
James Grieshop, Specialist in CE, Human & Community Development
Don Blodger, Assistant Dean – Graduate School of Management
Mardena Creek, English
Gary Goodman, English
M. C. Bernardo, Graduate Student
Margaret Swain, Coordinator-Gender & Global Issues
Judith Newton, Director/Professor-Women & Gender Studies
C. Casazza, Graduate Student

- SEE Committee
  Patricia A. Turner, African American Studies
  Gail Martinez, Advising Services
  Jon Wagner, Division of Education
  Beth Ober, Human & Community Development
  Tom Sallee, Mathematics Department
### APPENDIX #2

#### GE THEME OPTIONS

### FOOD AND FIBER THEME OPTION

<table>
<thead>
<tr>
<th>COURSE</th>
<th>UNITS</th>
<th>COURSE TITLE</th>
<th>SCIENCE &amp; ENGINEERING</th>
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- * GE credit given for either Science & Engineering or Social Science
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- * GE credit given for either Science & Engineering or Social Science
- # Credit for writing experience if co-course taken concurrently
APPENDIX #3

DATELINE UCDAVIS
January 19, 2001

New School of Education to help meet teacher challenges

By Andy Fell

The Division of Education
Proposal submitted to the UC Office of the President last Friday.

The expansion is designed to help public schools meet challenges facing education today, officials said. Building on existing programs, the new School of Education will work with K-12 schools, other campus departments, and other universities and colleges to train teachers and to improve school teaching.

Through expanded graduate programs, it will also train future teacher educators and leaders for the public school system.

“Establishment of a School of Education is an important step for the campus. It builds on our Division of Education and reaffirms UC Davis’ commitment and obligation as a land-grant university to direct attention and resources to critically important societal needs,” said Provost and Executive Vice Chancellor Robert Grey.

“I am especially enthusiastic about the distinctive design of the new school, which provides a viable way for interested faculty members from all sectors of the campus to contribute to programs that address the serious issues facing K-12 education in California.”

Will help address rising enrollments

The move was announced by Professor Emerita Merna Villarejo, who represented the provost and the new college committee that drew up the proposal, during a lunchtime meeting of Division of Education faculty last week. The new school will help California’s public schools meet the challenges of rising enrollments, increasing diversity, and the demand for greater accountability, Villarejo said.

“The goal is to make education an important focus of the campus,” she said.

Interim division director Jonathan Sandoval called the establishment of the school “another step in the continuing evolution of the campus’s response to the challenges of K-12 education…” The size of the faculty would increase to 30 full-time positions, 11 more than the current FTE allocation, said Sandoval. He estimated that the number of undergraduate minors served and the number of masters and doctoral students would increase substantially. Plans were already underway to increase the number of teachers credentialed from 120 at present to up to 190 per year, he said.
UC Davis’ statement of intent to reconstitute the division as a school has now been sent to the UC Office of the President, and will also pass through the UC Davis Academic Senate and the statewide UC Academic Senate before approval. Villarejo said that the committee expected system-wide support.

 Likely to open in 2002

The school would likely come into being in the first half of 2002. It would have greater budget autonomy than a division, and would be led by a dean reporting directly to the provost. It would manage its own personnel affairs, rather than working through the College of Letters and Science as it does now. The search for a dean would begin immediately, Villarejo said.

“A hallmark of the new school will be its interdisciplinary ties to the larger campus, and its commitment to collaborating with our partners, the schools and teachers in our region,” said education professor Patricia Gándara, who served on the committee.

The Division of Education already collaborates with other campus departments, other UC and California State University campuses and K-12 schools through a number of programs. These include the Graduate Group in Education, the Joint Doctoral Program in Educational Leadership, Schools (CRESS), and teacher credentialing programs.

The new school would enlarge and improve these programs, said Villarejo. Faculty from other departments will be involved in research and teaching through institutes within the school. Initially, up to three institutes are proposed. Suggested topics for the institutes are mathematics and science, language and literacy and the social context of schooling.

Uniting faculty members from different disciplines

“These collaborative programs have been very successful in bringing faculty from different disciplines together, and the committee felt that it was important to continue this working approach,” said Sandoval.

Villarejo and Sandoval emphasized that the school would train both teachers, and teacher educators. The division currently offers fifth-year teacher credentials and an undergraduate minor in education, as well as MA, Ph.D, and Ed.D. programs.

“I’m thrilled that the university is embracing the opportunity to work at developing and improving K-12 schools, preparing better teachers and transmitting and sharing the original work done at the university with the greater public,” said teacher education supervisor Rick Pomeroy. “This is the first in a long line of opportunities for the division and the school to work closely with all segments of the campus community.”

“With the development of the new School of Education, we expect to be able to have a major impact on the education of students in this region and far beyond,” Gándara said.

Dateline UC Davis is the faculty and staff newspaper for the University of California, Davis.
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APPENDIX #5

UC Davis School/University Partnerships
K-12 Outreach Inventory
http://sup.ucdavis.edu/

There are many programs throughout the campus that represent experiential learning opportunities for UC Davis undergraduates, particularly for those that may participate in the proposed Students Engaged in Education (SEE) cluster. The list below is by no means comprehensive, but a sampling of both summer and academic year programs. For the most part, detailed information can be found on the UC Davis School/University Partnership web site noted above.

Adventures in Science, Biological Sciences
Developing teaching modules for and with junior high school students. Includes tutoring and culminating one day-long science fair for the junior high students.

Animal Ambassadors, Veterinary Medicine
Uses animals as a bridge to scientific inquiry. The program is designed to promote the care of and responsibility for animals, and to create an understanding of the different roles animals play in the world.

ArtsBridge, Department of Art
Extends arts education from UC Davis to local schools. Students go into schools and youth organizations to teach art, dance, drama, and music to pupils from kindergarten through high school.

BUSB (Biology Undergraduate Scholars Program) Outreach Program, Div of Biological Science and Howard Hughes Medical Institute
UC Davis sophomores work with middle school students in a variety of capacities.

California Mini-Corps, Division of Education
Program provides tutorial services and role models to migrant children throughout California both during the school year and the summer months.

COSMOS <http://cosmos.ucdavis.edu>, Division of Math and Physical Sciences
Residential summer program for academically talented and motivated students who will be entering grades 9-12. It provides opportunity to study with university faculty and interact with leading researchers in the physical, biological, and mathematical sciences.

Dairy Food Safety Lab, Veterinary Medicine
Summer program that brings high school students on campus and to the Veterinary Medicine Teaching and Research Center in Tulare to learn about careers in veterinary medicine, science and health.

EAOP (Early Academic Outreach Program), Undergraduate Admissions and Outreach
Primarily an academic support program designed to increase the number of underrepresented students eligible to enter the University of California system.

UC Davis students assist in many of the outreach services.

EAOP (Early Academic Outreach Program) Summer Residential Program, Undergraduate Admissions and Outreach
Through workshops, lectures, and group presentations, students participate in activities designed to introduce them to college life, college entrance exams, career exploration, library and on-line research, public speaking, and study skills for their continued success in school.

Educational Talent Search, Undergraduate Admissions and Outreach
Program designed to meet the needs of college bound students, ages 11-27. Includes a five-week summer program for high school students.

ESRP (Engineering Summer Residency Program), College of Engineering
One week summer program for high school students traditionally underrepresented in engineering. Opportunity to explore engineering education through first-hand university instruction and laboratory experience.
JASRAP (Junior Academic Science Research Achievement Program), College of Agricultural and Environmental Sciences and Early Academic Outreach Program
Summer program designed to inspire an interest in science among high-achieving high school students from underrepresented groups.

Los Angeles Basin Initiative, Undergraduate Admissions and Outreach
UC systemwide collaborative. At UC Davis, LA-area students are brought to campus to interact with UC Davis students and faculty through participation in Outdoor Adventures and Summer Residential programs.

Mathematics, Engineering, Science Achievement (MESA) Schools Program, College of Engineering
Provides support for pre-college students at elementary, middle and senior high schools so they excel in math and science and can ultimately attain university level degrees in engineering, computer science, and other math-based majors.

NYSP (National Youth Sports Program), Undergraduate Admissions and Outreach
Summer program for low-income youth, ages 10-16. Program services include academic enrichment courses, faculty guest speakers, academic and recreational field trips and instruction in eight lifetime sporting events.

Outdoor Adventures Academic Challenge, EAOP (Early Academic Outreach Program)
The goal of the program is to encourage students to reflect upon natural and human history, learn about riparian wildlife and watershed ecology, and develop skill in outdoor activities.

Recruitment and Retention Organizing Committee (RROC), Student Programs and Activity Center
UC Davis student-initiated, led, and organized programming for the recruitment and retention of students from historically under-represented, low-income, or educationally disadvantaged communities.

Science Teaching Internship, Biological Sciences and Howard Hughes Medical Institute
Promote K-12 teaching as a valued and respected career choice for UC Davis science majors and to give interested students real classroom experience.

Upward Bound, Undergraduate Admissions and Outreach Services
Federal TRIO program serves students in high schools in four regional counties with academic tutoring and a six-week Summer Residential Program.