# Graduate Council
## 2016-17 Member Manual

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The Academic Senate is one of the distinctive organizational elements of the University of California – a feature that distinguishes it from other major research universities. Codified by the UC Regents in 1920, the Academic Senate is the vehicle through which faculty share in the operation and management of the university. UCLA’s contemporary practice of consultative decision making and shared governance reinforces the notion that faculty are at the heart of the academic enterprise of teaching, research, and public service and critical to maintaining the quality of the university’s academic program. The Senate is delegated authority over such matters as degree and enrollment requirements and program establishment, disestablishment, and review. It also has a formal advisory role in academic personnel actions and a myriad of other matters. The Academic Senate’s efforts derive from the premise that the university’s excellence cannot be sustained without faculty, administration, staff, and students all making substantive contributions to the university in an involved, respectful, and collaborative fashion.

Reflective of the principles of shared governance, the Academic Senate structures itself to support the mission of the university by facilitating optimal communication and cooperation between the faculty and the various components of the university, enabling informed and inclusive decision making, and serving as a consultative body to other constituencies on all matters pertinent to the well-being of the university. The Academic Senate represents the faculty in all matters dealing with shared governance. It is comprised of twenty three standing committees and has a staff complement of thirteen. Its leadership consists of the Senate Chair, who serves a one-year term, the Vice Chair (Chair-Elect), and the Immediate Past Chair.
The Committees of the Academic Senate

The Academic Senate fulfills the duties delegated to it by the UC Regents through the participation of faculty in its various committees and in the Legislative Assembly. While a full listing of committees is provided later in this document, a few of the more prominent ones are highlighted here.

The faculty at UCLA is represented in the Academic Senate through its representatives in the **Legislative Assembly (LgA)**. The Legislative Assembly is empowered to act in all matters for the Los Angeles Division. Members of the Assembly consider campus-wide issues like approving the establishment or disestablishment of departments or degrees, the creation of majors and minors, etc. Each year, members of the senior administration of UCLA attend the LgA to brief the faculty on current affairs affecting the campus, strategic initiatives, and a host of other issues and trends facing the University. The Chancellor, Executive Vice Chancellor, and Vice Chancellors commonly appear at the LgA meetings. The Legislative Assembly meets four times a year, in the months of November, February, April, and June.

The **Executive Board** functions as the official advisory agency for the Chair of the Senate. It coordinates and reviews actions and proposals from Senate committees and administration. It is also empowered to act on all matters, except legislation, in the name of the Los Angeles Division at times when the Legislative Assembly cannot readily be convened or when haste is required.

The **Council on Academic Personnel (CAP)** is a standing committee of the Academic Senate. Each year, its members thoroughly review the dossiers of hundreds of faculty. The CAP is responsible for the review of all significant personnel actions involving employees of UCLA holding academic titles. CAP’s charge is to maintain standards and equity across the campus. Although its role is, strictly speaking, advisory, the opinion of CAP, as expressed in the reports it submits, are given considerable weight. According to current practice, the Vice Chancellor of Academic Personnel will not make a decision that is inconsistent with the recommendations of CAP without informing the Council.

The **Undergraduate Council (UgC)** makes policy for undergraduate education at UCLA. It recommends to the Legislative Assembly undergraduate programs leading to new degrees; authorizes, supervises and regulates all undergraduate courses and programs of instruction and preparatory education; periodically reviews and evaluates all undergraduate programs of study and all programs of preparatory education in conjunction with the Graduate Council; and sets standards for honors and recommends procedures for awards of undergraduate scholarships.

The **Graduate Council (GC)** makes policy for graduate education at UCLA (except for the M.D., J.D., and D.D.S degrees). It recommends to the Legislative Assembly graduate programs leading to new degrees, as well as disestablishment or consolidation of existing degrees. It periodically reviews and evaluates all graduate programs of study (in conjunction with Undergraduate Council’s review of the related undergraduate program, where appropriate). It also recommends to the system-wide Coordinating Committee on Graduate Affairs proposals for new graduate programs leading to existing degrees and new programs leading to graduate level certificates.

The **Council on Planning and Budget (CPB)** is charged with making “recommendations based on established Senate policy to the Chancellor and Senate agencies concerning the allocation of educational resources, academic priorities, and the planning and budgetary process” as well as formulating a Senate view on "the campus budget and each major campus space-use and building project." CPB discusses with the Executive Vice Chancellor and Vice Chancellor for Finance the current strategic and budget issues.

The mission of the **Committee on Diversity and Equal Opportunity (CODEO)** is to provide advice to the University administration on policies/programs to advance faculty diversity, including the recruitment and retention of women and underrepresented minorities. CODEO interacts with the Associate Vice Chancellor for Diversity, the Executive Vice Chancellor, and the Chancellor’s Advisory Committee on Diversity. Improving faculty diversity is an ongoing goal of CODEO.
The **Council on Research (COR)** is charged with providing periodic evaluation of units that support faculty research such as the Office of Research Administration, the Office of Intellectual Property Administration and Technology Transfer, and UCLA’s Academic Technology Services. It also formulates Senate general guidelines for review of Organized Research Units (ORUs) and makes recommendations to the Vice Chancellor for Research based on ORU review reports.

COR is perhaps best known because of its administration of the Academic Senate’s Faculty Grants Program. COR establishes policies and procedures governing the allocation of funds within the purview of the Faculty Grants Program, for the conduct of research and for travel to attend scholarly meetings. Each year, COR and the Faculty Grants Program Committee (a sub-committee of COR), distributes over $1.4M in grants to Academic Senate faculty in the form of travel grants, Research Enabling Grants ($2,000), and Faculty Research Grants (up to $10,000).

**Standing Committees of the Academic Senate**

**Legislative**
- Executive Board
- Council of Faculty Chairs
- Legislative Assembly

**Academic Programs and Policies**
- Graduate Council
- Council on Planning and Budget
- Undergraduate Council
- Committee on Continuing and Community Education
- Committee on Intercollegiate Athletics
- Committee on International Education
- Committee on Teaching
- Committee on Undergraduate Admissions and Relations with Schools

**Educational Resources**
- Council on Research
- Committee on Development
- Committee on Instruction and Technology
- Committee on Library and Scholarly Communication

**University Community**
- Academic Freedom
- Committee on Diversity and Equal Opportunity
- Faculty Welfare
- Faculty Research Lectureship
- University Emeriti and Pre-Retirement Relations

**Governance**
- Committee on Charges
- Committee on Committees
- Council on Academic Personnel
- Grievance Advisory Committee
- Committee on Privilege and Tenure
- Committee on Rules and Jurisdiction
Board of Regents Standing Order 105.2

Duties, Powers, and Privileges of the Academic Senate

A. The Academic Senate, subject to the approval of the Board, shall determine the conditions for admission, for certificates, and for degrees other than honorary degrees. It shall recommend to the President all candidates for degrees in course and shall be consulted through committees appointed in such manner as the President may determine in connection with the award of all honorary degrees.

B. The Academic Senate shall authorize and supervise all courses and curricula offered under the sole or joint jurisdiction of the departments, colleges, schools, graduate divisions, or other University academic agencies approved by the Board, except that the Senate shall have no authority over courses in the Hastings College of the Law, San Francisco Art Institute, in professional schools offering work at the graduate level only, or over non-degree courses in the University Extension. No change in the curriculum of a college or professional school shall be made by the Academic Senate until such change shall have been submitted to the formal consideration of the faculty concerned.

C. The Academic Senate shall determine the membership of the several faculties and councils, subject to the provisions of Standing Order 105.1(c), except the faculties of Hastings College of the Law, and San Francisco Art Institute, provided that the several departments of the University, with the approval of the President, shall determine their own form of administrative organization, and all Professors, Associate Professors, Acting Professors, Acting Associate Professors, and Assistant Professors, and all Instructors of at least two years' service shall have the right to vote in department meetings.

D. The Academic Senate is authorized to select a committee or committees to advise a Chancellor concerning a campus budget and to select a committee or committees to advise the President concerning the University budget.

E. The Academic Senate shall have the right to lay before the Board, but only through the President, its views on any matter pertaining to the conduct and welfare of the University.

F. The Academic Senate is authorized to advise the President and the Chancellors concerning the administration of the libraries of the University.

G. The Academic Senate is authorized to select a committee or committees to approve the publication of manuscripts by the University of California Press.

Includes amendments through March 19, 1971

http://www.universityofcalifornia.edu/regents/bylaws/so1052.html
## 2016-17 Graduate Council Membership Roster

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<tr>
<th>Yr</th>
<th>Name</th>
<th>Telephone</th>
<th>Email</th>
<th>Department</th>
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<tbody>
<tr>
<td>3</td>
<td>Jessica Catellino</td>
<td>825-4400</td>
<td><a href="mailto:jesscat@anthro.ucla.edu">jesscat@anthro.ucla.edu</a></td>
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</tr>
<tr>
<td>2</td>
<td>Onyebuchi Arah</td>
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<td><a href="mailto:arah@ucla.edu">arah@ucla.edu</a></td>
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<tr>
<td>3</td>
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<td><a href="mailto:amarasek@eeb.ucla.edu">amarasek@eeb.ucla.edu</a></td>
<td>Ecology &amp; Evolutionary Biology</td>
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<td>1</td>
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</tr>
<tr>
<td>3</td>
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</tr>
<tr>
<td>3</td>
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<td><a href="mailto:kdipple@mednet.ucla.edu">kdipple@mednet.ucla.edu</a></td>
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<td>2</td>
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<td>1</td>
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<td>1</td>
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<td>n/a</td>
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<td><a href="mailto:rgarrell@grad.ucla.edu">rgarrell@grad.ucla.edu</a></td>
<td>Dean, Graduate Division</td>
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Graduate Council Calendar of Meetings

Graduate Council meetings are scheduled on alternate Fridays during the instructional period from 2:00-4:00pm in the Chancellor’s Conference Room, 2121 Murphy Hall, unless otherwise noted.

2016-17 Meetings have been scheduled for the following dates:

**Fall Quarter**
*Quarter begins September 19, 2016 and ends December 9, 2016*

- October 7, 2016
- October 14, 2016 (Joint Session)
- October 21, 2016
- November 4, 2016
- November 18, 2016
- December 2, 2016

**Winter Quarter**
*Quarter begins January 4, 2017 and ends March 24, 2017*

- January 20, 2017
- February 3, 2017
- February 17, 2017
- March 3, 2017
- March 17, 2017

**Spring Quarter**
*Quarter begins March 29, 2017 and ends June 16, 2017*

- April 14, 2017
- April 28, 2017
- May 12, 2017
- May 26, 2017
- June 2, 2017
- June 9, 2017
Subcommittee Assignments*

Committee on Degree Programs (CDP)
This committee acts on proposals for changes in degree requirements, programs modifications, course approvals, appeals of students and exceptions for service on Master’s and doctoral committees. It considers and recommends policy on matters of graduate education, standards of admission and enrollment planning. The Committee shall consist of at least seven members and the Chair of the Council, ex officio.

Michael Carey – Biological Chemistry (Co-Chair)
Willeke Wendrich – Near Eastern Languages and Cultures (Co-Chair)
Onyebuchi Arah – Epidemiology
Katrina Dipple – Human Genetics
Dean Ho - Dentistry
Dorothy Wiley – Nursing
Norma Mendoza-Denton – Anthropology
Carola Suarez-Orozco – Education
Jessica Cattelino – Anthropology (Ex Officio)
Joseph Watson – Graduate Division/Psychiatry (Standing Guest)

Fellowships and Assistantships Committee (FAC)
The committee has authority to act for the Council on issues of fellowships and assistantships, and it recommends policy on standards for Academic Apprentice Personnel, and support issues generally. It also assists in the coordination of the annual Graduate Student Support Conference.

Daniel Ennis – Radiological Sciences (Chair)
Priyanga Amarasekare – Ecology and Evolutionary Biology
Victor Bascara – Asian American Studies
Mirella Dapretto – Psychiatry & Biobehavioral Sciences
Joseph Loo – Chemistry & Biochemistry
Thomas Vondriska – Anesthesiology
Julio Vergara – Physiology
Roger Waldinger – Sociology
Jessica Cattelino – Anthropology (Ex Officio)
Carlos Grijalva – Graduate Division/Psychology (Standing Guest)

Administrative Committee (Admin)
The Administrative Committee of the Council shall consist of the Dean of the Graduate Division, Chair of the Council, and at least four other members including the chairs of the standing committees and the Vice-Chair of the Council. It regulates the business of the Council and conducts preliminary discussions of review reports. It has authority to act on matters for the Council when necessary.

Jessica Cattelino – Anthropology (GC Chair)
Onyebuchi Arah – Epidemiology
Michael Carey – Biological Chemistry (CDP Co-Chair)
Willeke Wendrich – Near Eastern Languages and Cultures (CDP Co-Chair)
Daniel Ennis – Radiological Sciences (FAC Chair)
Katrina Dipple – Human Genetics (Designated Member)
Robin Garrell – Graduate Division/Chemistry & Biochemistry (Ex Officio)

Committee on Continuing and Community Education (CCCE)
The mission of the CCCE is to advance programs in continuing and community education that meet the public’s needs that maintain UCLA’s reputation for academic excellence, that promote innovative methods of instruction, and support the mission of the University.

One Designated Representative – Mark Kaplan – Social Welfare

Committee on Instruction and Technology
The Committee on Instruction and Technology advises the administration on all matters concerning online education and instructional technology, and to advise the Graduate and Undergraduate Councils with respect to the possible integration of issues associated with quality assurance of online courses and instructional technology into the program review process.

One Designated Representative – David Glanzman – Integrative Biology & Physiology

* Assignments to be confirmed at first meeting of the Graduate Council on October 7, 2016
Committee Roles and Responsibilities

**Graduate Council Chair** *(Professor Jessica Cattelino)*

The chair may spend 20 hours a week on the committee’s work. Generally, course release time has been granted for chairs. The Chair is an ex-officio member on the Council’s subcommittees such as the Committee on Degree Programs, and Fellowships & Assistantships Committee, and Chair of the Administrative Committee. The Chair also is an ex-officio member of the Executive Board. The Chair may represent the Council on the statewide Coordinating Committee on Graduate Affairs (CCGA) and the Chancellor’s Enrollment Advisory Committee (CEAC) or may choose to delegate these roles to another Council member. The Chair also attends the Exit Meeting of all the Program Reviews that include a Graduate Council member. However, the Council Chair only participates on a review team under special circumstances such as an emergency replacement.

**Graduate Council Vice Chair** *(Professor Onyebuchi Arah)*

The Vice Chair serves on the Administrative Committee, and represents the Council in the absence of the Chair. The Vice Chair does not receive release time, and is not necessarily appointed as Chair in the following year.

**Graduate Council Members**

Time requirements for members involve 5-7 hours a week, and more for the chairs and vice chairs of the standing committees. The Council members are expected to attend all Council and subcommittee meetings on a regular basis. The Council members will generally be assigned to at least one site visit, and will chair the review team if they have experience as a reviewer. If a member does not chair a review, then the member may be assigned to two reviews in one year.

**Graduate Council Policy Analyst** *(Estrella Arciba)*

Serves as the policy analyst for the Graduate Council and the subcommittees under the purview of the Council.

Manages and directs Academic Senate policy and procedures governing graduate degree programs in consultation with the Chair of the Graduate Council, the Office of the Dean/Vice Chancellor of the Graduate Division/Academic Affairs and Associate Deans (to whom authority is delegated by the Graduate Council); with system-wide Academic Senate offices, especially the Coordinating Committee on Graduate Affairs.

Advises and informs deans, departments and IDPs on established policy, and interprets campus and system-wide policy and processes for the establishment and disestablishment of graduate programs in consultation with the Graduate Council Chair and the Academic Senate Chair; advises and informs the preparation of proposals for changes in existing and new graduate programs.

Drafts reports of Progress Review/Follow-up meetings of reviews; edits faculty review reports; In conjunction with the Undergraduate Council’s Policy Analyst, schedules and attends joint Administrative Committee meetings of the Undergraduate and Graduate Councils; takes minutes of meetings.

Directs and manages administrative aspects of the graduate programmatic reviews. In consultation with the Chairs of the Graduate Councils, enforces the policies of the reviewing agencies regarding appropriate staffing of review teams, including external experts in the fields, receipt and inclusion of appropriate statistical information from various administrative offices, the scheduling and conduct of site visits, the preparation of departmental/IDP selfreviews, and the preparation and Senate approval of final review reports.
Appendix XV: Committee Procedures

These procedures and guidelines seek to improve the institutional memory, efficiency, and effectiveness of Senate committees. They apply to all standing committees, councils, and the Executive Board of the Los Angeles Division, unless the Executive Board determines that they should be modified in certain cases.

1. Committee Operations File

The chair of each committee, or a member or Senate staff person whom the chair designates, shall maintain a Committee Operations File. The original of this file is to remain in the Senate Office and contain at least the following:

- A copy of the Senate bylaw governing the committee, this appendix, and divisional and statewide materials pertinent to the committee's operation;
- An outline of "Committee Operating Procedures" not explicit in the committee's bylaw, including standard agenda items, especially for the first and last meetings of each year and, if relevant, a list of subcommittees;
- A packet of "Summaries of Major Committee Issues" (see 2., below);
- A copy of the annual reports of the committee for the past five or more years.

2. Summaries of Major Committee Issues

At the conclusion of each year the committee chair provides for the Committee Operations File a brief summary of major issues engaged, resolved, or unresolved by the committee. This may be an abstract of portions of the committee's annual report, and may include personal notations or commentary. If the chair fails to provide this summary, it should be compiled by the vice chair or a Senate staff person prior to the next school year.

3. Information for Committee Members

At the start of each year, copies of 1. a., b., the last five summaries of c., and the last three annual reports of d. in the Committee Operations File shall be provided to committee members who have not received these materials.

4. Committee Orientation

The agenda for the committee's first meeting of the year should include a review of the Committee Operations File. Former committee chairs or former members may well be invited for the review and for subsequent consultation if their participation would be helpful.

5. Division of Workload

If the committee's workload is substantial and specific issues or areas require special attention, the committee is advised to consider appointing a vice chair and/or subcommittees.

6. Ex Officio Members

Committees with *ex officio* members should observe that these persons may have primary responsibilities elsewhere. In this light, *ex officio* members may elect to serve either as full participants in the committee's activities or, less actively, as consultants.
7. **Committee Consultants and Guests**

Administrators and others may be valuable as consultants and guests, and committees are encouraged to invite their participation as necessary. Unless such persons are specified as *ex officio* members in a committee’s bylaws, however, they should not be included as permanent guests at committee meetings, and when they attend it should be understood that the committee may convene in executive session without them. [Am 7 Nov 89]

8. **Inactive Members**

If a member is inactive, the committee chair should consult with the member and, if action is necessary, contact the Committee on Committees for a replacement (at least for the following year).

9. **Recognition of Strong Service**

Committee chairs are urged to recognize strong committee participation by writing letters of commendation for members who have served faithfully and well. Letters may be addressed to the member with a copy sent to the member’s department chair, or to the department chair with a copy to the member. In either case, the chair should be asked to place a copy in the member’s personnel file. The letters should include a brief summary of the matters engaged by the committee, and a citation of special contributions of the particular member. [Am 7 Nov 89]

10. **Recognition of Committee Chairs’ Service**

To provide data for the recognition of their work, chairs of Senate committees, subcommittees, special committees, and task forces are encouraged to submit copies of their annual reports, and/or other non-confidential tangible results of the chair’s efforts to their department chairs for inclusion in their personnel files. Such data should be prefaced with a statement that these materials are submitted in compliance with Appendix XV of the UCLA Academic Senate Manual. [En 14 Mar 89, Am 7 Nov 89]
Divisional Bylaw 65.2 – Graduate Council

A. **Membership.** The Council is selected to give proper representation to the academic departments, colleges, professional schools, and inter-departmental programs that offer graduate curricula. The Council consists of 21 members: 20 appointed members, the Dean of the Graduate Division, *ex officio*, without a vote, and 4 graduate students appointed in accordance with SBL 45. The chair is designated by the Committee on Committees. [Am 11 Nov 86, 8 Nov 88, 11 Jan 94, 8 Nov 94]

B. **Duties.** The Council

1. makes policy for graduate education at UCLA and discharges duties in accordance with the stipulations of Senate Bylaw 330. In exercising its functions under Senate Bylaw 330, the Council reports directly to the Legislative Assembly.
2. consistent with SBL 330, recommends to the Legislative Assembly graduate programs leading to new degree; it also authorizes, supervises and regulates all graduate courses and graduate programs of instruction except such courses and programs as have been exempted by action of the Regents. In discharging this duty the Council shall maintain liaison with the Undergraduate Council. [Am 11 Jan 94, 25 Apr 95]
3. periodically reviews and evaluates all graduate programs of study. If the Graduate Council judges after a review of a graduate program that it should be discontinued, procedures outlined in Appendix V shall be observed. [See also Appendix III, Part VII] [Am 11 Jan 94]
4. is delegated authority from the Los Angeles Division of the Academic Senate to recommend to the Coordinating Committee on Graduate Affairs (CCGA) proposals for:
   a. New graduate programs leading to existing degrees; and
   b. New programs leading to graduate-level certificates. [Am 11 Nov 86]
5. appoints the Committees to Administer the Interdepartmental Degree Programs (CAIDPs) for graduate programs, and, together with the Undergraduate Council appoints CAIDPs with both graduate and undergraduate programs; members shall serve for three years. In discharging this duty the Council shall formulate and approve written policies for the selection of the Administrative Committees and the Committee Chairs, and shall consult with the Executive Committee of the appropriate College or schools if an undergraduate degree is also offered by the Program. [En 24 May 88, Am 11 Jan 94, 9 Jun 08]
6. as allowed in Senate Bylaw 20 and Senate Bylaw 330(C), the Graduate Council reserves the right to delegate to the Dean of the Graduate Division routine administrative decisions related to the regulations and policies of the Graduate Council as described in its delegation guidelines (see Appendix III, Bylaws of the Graduate Council). The Graduate Council will monitor and review these delegated decisions on an annual basis, and revise its delegation guidelines accordingly. [En 28 May 98]

Description

The Graduate Council exercises broad authority over graduate academic programs in all departments except those that have been specifically exempted (DDS degree, Law School degree programs and the MD degree program). The Council periodically reviews graduate programs, acts on proposals and decides graduate policy issues. Council’s background work is done mainly by its standing subcommittees which meet at least once per quarter. The Graduate Council meets every other Friday from 2:00-4:00 p.m.

A. **Review of Graduate Programs.** A major function of the Council is the continuous review of all graduate programs on campus. Each graduate program is reviewed normally in eight-year intervals. Ten to fifteen reviews take place each year. These reviews have significant impact on the academic programs of the department under review, and they affect the allocation of resources. Reviews include a two-day site visit and meetings with the representatives of the administration, faculty, and students of the department or school concerned. The Council works collaboratively with other Senate committees in this process and its
other work (Undergraduate Council). Council members are expected to conduct at least one program review per year. Each Graduate Council member is expected to clear their calendar completely for the two days of the site visit which are usually Monday and Tuesday or Thursday and Friday with a dinner the evening before the first day. This means canceling or rescheduling classes and office hours or having guest lecturers in classes, missing faculty meetings, etc. Additional time is required for preparation for the reviews, to write the relevant portions of the review report, and for follow-up meetings.

B. **Standing Subcommittees.** In addition to serving on review teams, each Council member serves on at least one of three standing subcommittees. These committees and their tasks are as follows:

1. **Administrative Committee**—This committee is composed of the chairs of the standing committees and the Vice-Chair of the Council. It regulates the business of the Council and conducts preliminary discussions of review reports. It has authority to act on matters for the Council when necessary.

2. **Degree Programs**—This committee acts on proposals for changes in degree requirements, programs modifications, course approvals, appeals of students and exceptions for service on Master’s and doctoral committees. It considers and recommends policy on matters of graduate education generally standards of admission and enrollment planning.

3. **Fellowships and Assistantships**—This committee recommends to the Dean of the Graduate Division the allocation of graduate student support funds to departments, as controlled by the Graduate Division. The committee has authority to act for the Council on issues of fellowships and assistantships, and it recommends policy on standards for Academic Apprentice Personnel, and support issues generally.

**Appointments and Vacancies**

A. **Time Requirements.** The work involved 5-7 hours a week for members, and more for the chairs and vice chairs of the standing committees. The chair may spend 20 hours a week on the committee work. Generally, course release time has been granted for chairs. Since Council’s work is year-long, if a member expects to take a sabbatical during her/his tenure, s/he does not serve on the Council for the full year.

B. **Qualifications for Appointment.** Since the Council works from the perspective of the overall university, members who are senior, have tenure, and have appropriately broad experience are preferred. Potential members should be prepared to undertake substantial commitments, and to serve a full three years in order to maintain continuity.
APPENDIX III: Divisional Bylaws of the Graduate Council

Part I. Membership and Duties
1. The membership and duties of the Graduate Council are defined by Divisional Bylaw 65.2.

Part II. Officers
2. The Chair and Vice Chair of the Graduate Council are selected by the Committee on Committees of the Los Angeles Division from among the appointed members.

Part III. Meetings
3. Meetings of the Council are ordinarily scheduled twice a month during the academic year, or at least once each quarter. The Council may meet at such other times as it may determine, or at the call of the Chair. [Am 13 Mar 90]

Part IV. Quorum
4. Eleven members constitute a quorum. [Am 8 Nov 88]

Part V. Committees

Title I. Appointment and Tenure
5. Members of Standing Committees of the Graduate Council are appointed by the Chair and hold office for a term of one academic year and until successor committees are appointed thereafter. The Chair shall create committees and make appointments not otherwise provided for. [Am 8 Nov 94]

Title II. Standing Committees
6. **Administrative.** The Administrative Committee of the Council shall consist of the Chair and Vice Chair of the Council, Co-chairs of the Committee on Degree Programs, Chair of the Fellowships and Assistantships Committee and at least one other member, as well as the Dean of the Graduate Division, *ex officio*, without a vote. This Committee is delegated responsibility to vet first drafts of program review reports and to act for the Council as a whole as the need arises, subject to the rules of the Academic Senate and the Graduate Council. [Am 28 May 82; 06 June 13]

7. **Degree Programs.** The Committee shall consist of at least seven members and the Chair of the Council, *ex officio*. The charge of this Committee includes review and recommendation of graduate education policy matters; admission and enrollment issues; proposals of new fields of study; degree procedures and requirements; proposals for extensive changes to existing degree programs; and matters pertaining to courses of instruction. [Am 13 Mar 90, 8 Nov 94; 06 June 13]

7. **Graduate Admissions and Enrollment.** [Deleted 13 Mar 90]

8. **Fellowships and Assistantships.** The Committee on Fellowships and Assistantships shall have full power to act for the Council on fellowship matters, and shall have the responsibility for recommending policy where teaching and research assistantships are involved.

9. **Follow-up Committee.** [Deleted 06 June 13]
9. Instruction and Degree Requirements. [Deleted 13 Mar 90]

Part VI. Order of Business

10. All meetings of the Graduate Council shall be governed by procedures specified in Academic Senate Bylaw 135. [Am 8 Nov 94]

Part VII. Coordinated Reviews

11. Pursuant to Los Angeles Division Bylaw 65.2(B),(3), the Graduate Council is to conduct periodic reviews of each graduate program, normally at intervals not exceeding eight years. Each team reviewing a graduate program shall include no fewer than two members, at least one of whom must be a current member of the Graduate Council. Other Senate members may be asked by the Chair of the Council to serve on such review teams. The review will consist of three steps in which year I is a self-review by the department/interdepartmental degree program (IDP); Year II an analysis and further review of the department/IDP by the Graduate Council; and Year III a follow-up process. Programmatic reviews are coordinated with the Undergraduate Council and shall follow the procedures as specified in Appendix XVI. Changes to the Appendix will be recommended to the Legislative Assembly after consultation with the Council on Planning and Budget. [Am 8 Nov 94; 06 June 13]

Part VIII. Amendment of Bylaws

12. The foregoing bylaws may be added to, amended, or repealed at any regular or special meeting by a two-thirds vote of all members present, provided that written notice of amendment shall have been sent to each member of the Council at least five days previous to the meeting at which the amendment is to be proposed. [En 8 Nov 94]

Part IX. Delegation of Authority

13. The Graduate Council delegates to the Dean of the Graduate Division routine administrative decisions related to the regulations and policies of the Graduate Council as described in the delegation guidelines (see Delegation of Authority Guidelines). The Graduate Council will monitor and review these delegated decisions on an annual basis, and revise its delegation guidelines accordingly [En 28 May 98].
Delegations of Authority

To the Academic Dean(s):

The Graduate Council of the Los Angeles Division hereby delegates the authority to appoint the committees (including the chair) of the faculty to administer interdepartmental degree programs to the Academic Dean(s) to which the IDP reports, in coordination with the Dean of the Graduate Division for those IDP’s with graduate degree programs to ensure appropriate documentation of eligible members to participate on thesis and dissertation committees. The faculty administrative committees are renewed on an annual basis. In discharging this duty, and subject to the continuing monitoring and periodic review, the Graduate Council will formulate and approve, in collaboration with the Undergraduate Council, written policies for the selection of the administrative committee members and chairs.

To the Dean of the Graduate Division:

The Graduate Council of the Los Angeles Division hereby delegates to the Dean of the Graduate Division the authority to act for it, administratively, in carrying out the academic-related policy that it has established in those areas in which it is empowered to act as authorized in the Bylaws and Regulations of the Los Angeles Division (Senate Regulations 500-534).

With respect to all student-related Senate regulations and Council policy, the Dean of the Graduate Division is delegated authority:

a) to establish administrative procedures for implementing such regulations and policy;
b) to approve exceptions to Council policy in individual cases in accordance with Council-approved precedents;
c) to act on behalf of the Council in the appointment of thesis and dissertation committees;
d) to approve the designation of a Departmental Scholar (Regulations: Chapter I; Section 1)
e) to approve individual study or other work undertaken for credit toward a degree by a graduate student to be evaluated by means of the grades S and U, and to authorize use of IP grades in graduate courses

With respect to graduate courses and graduate degree programs, the Dean of the Graduate Division is delegated authority to act on behalf of the Council in the approval of proposals for courses, for articulated degree programs, and for minor programmatic changes. Such action shall be communicated to appropriate members of the Graduate Council, typically the Committee on Degree Programs, in a timely fashion.

The following types of exceptions and course/programmatic actions are referred back to the Graduate Council for approval:

a) Appointment of individuals employed at UCLA whose titles are not currently approved for service as part of the required membership for master’s thesis or doctoral committees;
b) Graduate courses to be offered by departments with no graduate program;
c) Programmatic changes that may impact, or relate to, issues raised in an Academic Senate 8-year review;
d) Major changes that constitute Graduate Council involvement.
The Dean is authorized to provide the Council with appropriate administrative analyses and review of those academic proposals which are subject to the review of the Council. Approval of new degree programs, concurrent degree programs, discontinuance of degree programs, and changes to degree names/designations remains under the authority of the Graduate Council.

The Dean is authorized to act for the Graduate Council with the appointment of postdoctoral scholars and issuance of the postdoctoral scholar certificate.

Elements of authority under this delegation may be reassigned to an Associate Dean within the Graduate Division. Authority under this delegation, as specified in (a) above, may be re-delegated to departmental, school, or college faculty or faculty administrators. The Dean of the Graduate Division remains responsible for all decisions and actions taken.

The Dean will consult with Graduate Council regarding (1) the formulation of general policies and procedures established in conformity with the delegation, and (2) re-delegations of the Dean’s authority.

Additionally, the Dean will report to the Graduate Council annually on (1) exceptions approved, (2) course and minor programmatic changes approved, and (3) re-delegations of authority.

Amended October 27, 2011
A. **General Provisions.** Regulative and coordinative functions in a campus Graduate Division shall be exercised in accordance with Bylaw 180 by a Graduate Council of the Division concerned. The Dean of the campus Graduate Division is *ex officio* a member of the Council but shall not be Chair or Vice Chair.

B. **Duties.** Graduate Councils shall:

1. Make recommendations to the Coordinating Committee on Graduate Affairs, according to procedures adopted by the Division concerning:
   a. Qualifications of departments and groups of departments for initiating new programs leading to existing graduate degrees, and
   b. New graduate degrees.

2. Coordinate the procedure of various departments and schools on the campus concerned, as it relates to degrees higher than the Bachelor’s degree.

3. Set policy and standards for:
   a. Admission to graduate status in accordance with the provisions of Bylaw 311.C.1;
   b. Appointment of graduate students as Teaching Assistants, Teaching Fellows, Research Assistants, and recipients of University Fellowships; (Am 8 Mar 72)
   c. Appointment of postdoctoral scholars or their academic equivalent and for their enrollment by the Graduate Division.¹

4. At its discretion, limit the study lists of graduate students who are employed.

5. Recommend the award of fellowships and graduate scholarships, including honorary traveling fellowships, according to the terms of the various foundations.

6. Appoint committees in charge of candidates’ studies, who shall certify for every candidate, before recommendation for a higher degree, that the candidate has fulfilled the requirements for that degree; supervise the conduct of examinations for higher degrees; admit qualified students to candidacy for higher degrees.

7. Make rules governing the form of presentation and the disposal of dissertations.

8. Make final reports to the Division concerning the conferring of graduate degrees.

9. Report and make recommendations to the Division on matters pertaining to graduate work.

10. Advise the Chancellor concerning relations with educational and research foundations.

11. Regulate in other ways the graduate work of the Division with a view to the promotion of research and learning, especially through its regular reviews of current graduate programs for their quality and appropriateness. (Am 7 Dec 76)

C. In accordance with the provisions of Senate Bylaw 20, a divisional Graduate Council may redelegate any of the authority vested in it only as may be provided by the divisional bylaws.

¹For purposes of this legislation a postdoctoral scholar is one who:
0. Has been awarded, or has completed requirements for, a doctoral degree or foreign equivalent where at least three years of undergraduate study are prerequisite to admission to the graduate degree program, and
1. Has been awarded a Fellowship or Traineeship or equivalent support for studies at the postdoctoral level and
2. Will pursue a program of research and training approved by a department or research unit and by the Dean of the Graduate Division.

The term "academic equivalent" refers to such appointments as Postgraduate Research-category who are in training status but not to interns and residents. Enrollment as a postdoctoral scholar is limited to a period not to exceed five years. (Am 29 Nov 72, 5 May 88)
## Contacts & Online Resources:

### Primary Contacts

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<tr>
<th>Name</th>
<th>Role</th>
<th>Phone</th>
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### Websites: Academic Senate

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Appendix A:
Excellence in Graduate Education
Excellence in Graduate Education: Programmatic Issues

William G. Roy, the Committee on Degree Programs, and the Graduate Council

Excellence in graduate education depends upon outstanding performance at both the individual and the program level. Even if all the faculty are superb teachers, a student receives an excellent graduate education only when elected programs achieve excellence as such; this document will offer ideas for ways to promote program excellence. A more complete understanding of the learning process has superseded the traditional model of graduate education that sees no further than the individual apprenticeship. As its *sine qua non*, individual mentoring remains at the heart of imparting graduate knowledge and is most effective within the context of a holistic learning environment that trains in all realms of professional life.

The most important principle of an excellent program is to train students in all the skills needed for professional life. In recent decades, the expectations in teaching, practice, and service that new graduates face have escalated. Students can no longer achieve success by mastering research and technical skills in graduate school while waiting until they are on the job to learn the art of teaching, the ethics of practice, the responsibilities of service, and the navigating of professional organizations. These abilities must be built into the graduate school process in order to turn out prepared professionals.

1. General issues: The program should provide the following:
   - Resources necessary for smooth functioning and optimal interaction of students and faculty. This will ordinarily involve leadership, staff assistance, faculty graduate advisers, space, and student financial support.
   - Proactive recruiting of students in California, nationally and internationally.
   - Student funding that is adequate to allow candidates to advance to their degrees in a timely fashion.
   - Diversity of race, gender, social class, sexual orientation, and nationality amongst the faculty and student body.
   - A formal program for ensuring that faculty members are sensitive to student morale.
   - An actively engaged mentor with up-to-date knowledge about program requirements for all students.
   - Monitoring of student progress throughout their graduate careers, including dependable mechanisms to counsel them and prevent them from falling behind or becoming otherwise marginalized. Students need regular feedback about their performance in the program.
   - Communication regarding requirements for moving through the program, including expectations of performance and time to degree that are discussed fully and frequently.
   - A placement strategy that is proactive, providing useful information on the placement process and assisting students in preparing placement materials. Before job interviews, students should be briefed and given the opportunity to practice mock interviews.

2. Research: All programs should provide the following:
   - Courses in basic and advanced methods appropriate to the discipline.
   - Opportunities for students to acquire research skills in a broad range of methods.
   - Opportunities for doing research as early as possible in the graduate career.
   - A balance of breadth and depth of specialized learning, so that students can master the foundations of their discipline as well as have access to specialization as early as feasible.
   - Specializations only on those topics that have sufficient faculty, regularly taught courses, and a solid placement record.
   - Capable faculty, especially those of stellar reputations, who are available to students for courses and mentorship.
   - Regular and thorough evaluations of all faculty members’ classroom teaching and mentorship practices. Such evaluation should be part of the faculty member’s personal record and a factor in promotion and advancement.
   - Encouragement for students to adopt their own research agendas, according to the standards of the discipline or profession, without allowing individual faculty members to divert graduate student efforts towards faculty research projects.
• Encouragement and resources for clusters of faculty and students to form scholarly communities.
• Information for students about how to find extramural funding. The program should encourage them to do so and should assist in the application process. In some disciplines, it is appropriate to have courses in grant writing.
• Fostering and funds for students to present or publish papers as early as feasible in the graduate process.
• Encouragement of a balance between healthy competition and collegial cooperation among students through both formal and informal means.
• Education of students in the ethical issues faced by scholars and practitioners in the discipline.
• Adequate office space, laboratory equipment, and other necessary physical contexts for graduate work.
• Allocation of all resources, including fellowships, internships, assistantships, office space, and mentorships, purely based on merit.

3. Teaching: All programs that prepare students for positions that will require teaching should address the following:
• Students should be trained in the arts of teaching with as much seriousness as for research.
• Training, mentoring, and experience should instill both the foundations of pedagogy and learning with the practical activities of teaching. This should include classroom skills, grading principles, effective assignments, and sensitivity to race, gender, and class differences.
• There should be practical and symbolic parity between students preparing for teaching careers and those preparing for purely research careers. This should be encouraged through both formal and informal mechanisms.
• Assignments for teaching assistantships must balance the department’s needs to staff their courses with students’ needs for pedagogical training.
• Students planning academic careers should be given opportunities to teach their own course, insofar as it is consistent with timely completion of their degree and the department’s teaching needs. Departments offering graduate programs only should actively work to identify teaching opportunities for students who would not, under university regulations, be permitted to teach within their own programs.

• Students in professional doctorate and master’s programs require preparation for the increasingly important instructional roles in their fields and in the community outside of formal academic settings.
• Students should be made aware of the need and mechanisms for staying current with the latest developments in their fields.
• All faculty should be active in creating an environment that represents the highest ethical standards.

4. Education for professional practice: All programs offering professional master’s and doctoral degrees should provide the following:
• Accreditation by appropriate certifying bodies.
• A balance between instruction in the theoretical and the applied aspects of the field.
• All courses that are required for certification in a student’s area of specialization.
• Adequate resources to ensure that required clinical, field or internship opportunities are available.
• Frequent and clear communication between program and field or internship sponsors.
• Clear expectations of what students need to accomplish in their clinical, field, internship or practice teaching settings.
• Frequent and clear feedback with students on their performance in clinical, field, internship or practice teaching settings.
• Adequate opportunities for students to develop and demonstrate their skills as early as feasible in the graduate process.
• Adequate laboratory equipment, internships, service learning opportunities, and other necessary physical contexts for professional work.
• Adequate mentoring by practitioners in the field.
• Recognition of the key roles played by clinical and professional faculty and supervisors in professional education and mechanisms to ensure their effective integration with the graduate program.
• Opportunities for regular and effective communication between clinical or professional preceptors and academic program faculty.
5. Professional socialization and training for service. All programs should provide:

• A formal set of practices, workshops, meetings, and publications to insure that students are fully socialized for all aspects of professional life, including a grounding in the social responsibilities, values, and ethics of their fields.

• Intellectual forums for the exchange of current and emerging ideas and debate on issues of concern to the field.

• Formal and informal knowledge about how the department, university, and profession operate. This should be accessible to all students in order to minimize the advantages that those with privileged social backgrounds have over those of modest experience.

• Opportunities for student participation in all program governance to the extent that it is appropriate.

• Resources for students to attend and present at professional meetings, along with providing adequate information about how to benefit from attendance.

Approved by the Graduate Council: May 16, 2003
Appendix B:
Graduate Student Rights and Responsibilities
UCLA Graduate Student Academic Rights and Responsibilities

Preamble

Considering the nature of the academy, we, the graduate students of the University of California, Los Angeles, in order to promote a collegial, respectful, and academically sound relationship between our faculty and colleagues, and to define our role in the University as a whole, do formally endorse the rights and responsibilities enumerated below. We will strive to fulfill the provisions outlined in this document, as it has the potential to lay a solid foundation so that faculty and students can together build a genuine intellectual community.

This document’s purpose is to provide a general framework of guidance for graduate students with regards to academic issues. This document is not a legally binding document but a statement of principles to be used as guidance and support. Many of the items contained within are already specified as rights or responsibilities of students in official university literature, often in greater detail than presented here.

Section 1 General Provisions

1. As members of the University community, we, as graduate students, have the right to be respected as individuals. UCLA Faculty Handbook, Faculty Code of Conduct, Appendix I, Part II, Section A. www.apo.ucla.edu/facultyhandbook/9.htm.

2. We have the right to be free from “discrimination, including harassment,” based “on political grounds, or for reasons of race, religion, sex, sexual orientation, ethnic origin, national origin, ancestry, marital status, medical condition, status as a covered veteran, or within the limits imposed by law or University regulations, because of age or citizenship or for other arbitrary or personal reasons.” Official grievance procedures and informal complaint procedures should be publicly available at the Graduate Division and at the department or graduate program level. UCLA Faculty Handbook, Faculty Code of Conduct, Appendix I, Part II, Section A. www.apo.ucla.edu/facultyhandbook/9.htm.

3. We have the right to express our views and to participate in the political processes of the University community at large.

4. We have the right to be free from reprisals for exercising the rights claimed herein.

Section 2 Provisions for Mentorship

1. We have the right to respectful mentorship. UCLA Faculty Handbook, Faculty Code of Conduct, Appendix I, Part II, Section A. www.apo.ucla.edu/facultyhandbook/9.htm.

2. We have the right to the “confidential nature of the relationship between professor and student” including our communications with members of the faculty. UCLA Faculty Handbook, Faculty Code of Conduct, Appendix I, Part II, Section A. www.apo.ucla.edu/facultyhandbook/9.htm.

3. A member of the faculty should not discuss a student’s formal academic evaluation or behavior with other students. Discussion of a student’s performance among the faculty should be of a professional nature.

4. We have the right to refuse to perform tasks if those tasks are not closely related to our academic or professional development program. Members of the faculty should not exploit our abilities to their personal advantage. UCLA Faculty Handbook, Faculty Code of Conduct, Appendix I, Part II, Section A. www.apo.ucla.edu/facultyhandbook/9.htm.

5. Faculty are to “acknowledge significant academic or scholarly assistance” from students. Faculty and graduate students are expected to discuss collegially, respectfully, and in a timely manner, the recognition associated with contributions to scholarship and research. For example, the quality and level of work expected for first authorship, and the forms of co-authorship, should be clearly understood and commensurate with disciplinary norms relating to factors such as creative input, the conduct of research, and writing. UCLA Faculty Handbook, Faculty Code of Conduct, Appendix I, Part II, Section A. www.apo.ucla.edu/facultyhandbook/9.htm.

6. We will conduct ourselves, in all University activities, in a manner befitting an academic colleague. Our behavior should be a credit to ourselves, to the higher academic unit, and to the University.

7. We will provide accurate and honest reporting of research results, and we will uphold ethical norms in research methodology and scholarship. UCLA Student Code of Conduct, Section II, Part C. www.deanofstudents.ucla.edu/conduct.html.
8. We will understand our role and do our part in the development of the relationship between a faculty mentor and a graduate student.

9. We will select a mentor whose research interests correspond to our own.

10. We will communicate regularly with faculty mentors and advisers, especially in matters related to research and progress within the graduate program.

11. We will have an awareness of the time constraints and other demands imposed on the members of the faculty and the program staff.

Section 3 Provisions for the Degree

1. We have the right to access non-confidential “approved outline of program requirements for all graduate and professional degree programs offered through the Graduate Division.” These requirements should be communicated clearly to us when we enter a graduate program, and we will thereafter routinely consult them in order to evaluate our progress. Program Requirements for UCLA Graduate Degree. www.gdnet.ucla.edu/gasaa/library/pgmrqintro.htm

2. Graduate students have the right to know the normative time to degree, the average time to degree, and the maximum allowed time to degree within their graduate programs. This information should be explicitly communicated to newly admitted students. Standards and Procedures for Graduate Study at UCLA. www.gdnet.ucla.edu/gasaa/library/spintro.htm

3. We will devote an appropriate amount of time and energy toward achieving the advanced degree within normative time, allowing for exceptional circumstances. We understand that timely progress through the program is necessary to allow prospective students to begin their pursuit of the advanced degree. Standards and Procedures for Graduate Study at UCLA. www.gdnet.ucla.edu/gasaa/library/spintro.htm

4. Graduate students have the right to know a program’s “graduation rates of enrolled students,” and, if available, the predominant reasons for which students choose to leave, but this should in no way compromise the privacy rights of others. University of California Policies Applying to Campus Activities, Organizations, and Students, Section 72.00. www.ucop.edu/ucophome/uwnews/aospol/uc70.html

Section 4 Provisions for Financial Support

1. We recognize that eligibility for merit-based financial support is appropriately based on satisfactory degree progress and other academic performance criteria. Graduate students who have not met established academic performance criteria should not be entitled to financial support.

2. We have the right to an accurate description of the availability and likelihood of financial and resource support within our programs. Graduate Division, Mission Statement. www.gdnet.ucla.edu/asis/infoserv/mission.html

3. Newly admitted graduate students should be provided a thorough description of the requirements and qualifications necessary for “appointments of graduate students to all academic personnel titles” including “information on minimum requirements for appointment, terms of employment, benefits, tax information, TA training programs, and more” at the University, with deference to the current collective bargaining agreements. Academic Apprentice Personnel Manual. www.gdnet.ucla.edu/gss/appm/appmintro.htm

4. The University, departments, and programs should make every effort to enhance student financial support and other resources in support of graduate education. This includes maximizing University resources and seeking support from outside the University. In turn, we will seek funding from outside sources as available.

Section 5 Provisions for Evaluation

1. We have the right to have “evaluations of students” that reflect “each student’s true merit” and based on criteria that are understood by the faculty, the graduate adviser, and us. UCLA Faculty Handbook, Faculty Code of Conduct, Appendix I, Part II, Section A. www.apo.ucla.edu/facultyhandbook/9.htm

2. Evaluations should be factual and specific, and should be shared with us within a reasonable period of time. Certain evaluations, including annual progress reports, split decisions on qualifying examinations, and unusual or additional program requirements, should be presented in writing.
3. The reasons for unsatisfactory performance on programmatic examinations should be stated clearly in a written evaluation.

4. We should be given a fair opportunity to correct deficiencies in our academic performance.

5. Any intent to dismiss a student (in regular status not on academic probation or on provisional status) from a graduate program for academic reasons must be preceded by specific, written performance information, well in advance of actual dismissal. The “Graduate Dean has final authority” with regards to academic dismissal and “an appeal can go no higher.” Standards and Procedures for Graduate Study at UCLA. www.gdnet.ucla.edu/gasaa/library/spintro.htm

Section 6 Provisions for Training and Future Employment

1. It is the responsibility of departments, faculty advisors and mentors to provide students with meaningful opportunities for professional training. This training should include socialization into the norms of the discipline, information about professional associations and conferences, job interview skills, career options, standards of conduct and professional ethics, and the basic intellectual skills required to be successful practitioners of the discipline. In turn, we will endeavor to participate in these opportunities as available.

2. We have the right to explore our full professional options, both inside and outside the academy. UCLA Career Center. career.ucla.edu

Section 7 Provisions for Contributions to the University Community

1. We will participate in the University community to the extent that we are able, and we will leave the campus enriched in whatever ways possible.

2. We will contribute to the academic development and the social environment of the department or program in which we are pursuing an advanced degree.

3. We will contribute to the administration of the graduate program, of student government, and of the University.

4. We will uphold the public service aspects of the mission of a public University at a level appropriate to our individual wits and ability.

5. We will recognize the value of being good citizens of the University.

Section 8 Three Principles of Shared Governance

1. We have the right to share in the governance of the University. We have the right to “have the privilege of the floor” of the Academic Senate “including the right to make motions.” Manual of the Academic Senate, Bylaw 55. www.senate.ucla.edu/FormsDocs/bylaws/ch4-4-1.htm

2. Graduate students, when reasonable and appropriate, “shall be invited to attend and participate at all meetings of” of Academic Senate committees, according to the guidelines of shared governance. Manual of the Academic Senate, Bylaws 45 and 55. www.senate.ucla.edu/FormsDocs/bylaws/ch4-3.htm#b45

3. We have the right to “participate in the governance of the University” including our departments and programs. Student representatives should be selected by the students in the program. Our involvement in appropriate policy decisions made at the departmental and program level provides for increased communication of our ideas and concerns, as well as evidence that we are in training as future academicians. University of California Policies Applying to Campus Activities, Organizations, and Students, Section 72.00. www.ucop.edu/ucphome/uwnews/aospol/uc70.html

Section 9 Endorsement and Amendments

The endorsing bodies of this document are requested to review and propose changes to said document. These changes are subject to approval by all endorsing bodies. This review and amendment should take place during the Fall Quarter every academic year.

The following entities are in endorsement of this document as a guiding document for graduate student academic rights and responsibilities.

UCLA Graduate Students Association
Endorsed May 28, 2003

UCLA Graduate Council of the Academic Senate
Endorsed May 30, 2003

UCLA Graduate Student Academic Rights and Responsibilities
Appendix C:
2015-16 Graduate Council Annual Report
To the Legislative Assembly of the Academic Senate, Los Angeles Division:

The Graduate Council is a faculty committee of the Academic Senate consisting of twenty appointed members with delegated authority over graduate programs on the UCLA campus. The Dean of the Graduate Division serves as an *ex officio* member without a vote. Four graduate student representatives are appointed by the Graduate Student Association. Professor Ioanna Kakoulli served as the Chair of Graduate Council; Professor Jessica Cattelino served as Vice Chair. The Council met on twelve occasions during the year.

Much of the preliminary work for the Graduate Council is considered in three standing subcommittees of the Council: the Administrative Committee, the Committee on Degree Programs, and the Fellowships and Assistantships Committee. Additionally, the Graduate Council appoints a Designated Representative from amongst its membership to the Committees on Instruction & Technology (CIT) and Continuing & Community Education (CCCE); Daniel Ennis and Robert Chi represented the Council on these committees respectively.

Additionally, Chair Ioanna Kakoulli represented the Council on the statewide Coordinating Committee on Graduate Affairs (CCGA) with Dorothy Wiley serving as the alternate. Ioanna Kakoulli served as an ex-officio member of the Executive Board.

Some of the Graduate Council’s administrative responsibilities, such as the approval of minor program changes, proposals for courses, and the appointment of thesis and dissertation committees, are delegated to the Dean of the Graduate Division. These delegated activities are reviewed each year before the delegation is renewed.

**Administrative Committee**

Consisting of the Dean of the Graduate Division, Chair, Vice Chair of the Graduate Council, Chairs of the standing subcommittees, and one designated member, the Administrative Committee (Admin) is responsible for vetting the draft reports of Academic Senate program reviews before they are presented to the full Council. It is also empowered to act for the Council when appropriate. This committee sometimes meets jointly with the Administrative Committee of the Undergraduate Council. In AY 2015-16 the Graduate Council’s Administrative Committee met on seven occasions to discuss draft program review reports. Members of the Administrative Committee included Ioanna Kakoulli (GC Chair), Jessica Cattelino (GC Vice-Chair), Olivia Bloechl (CDP Co-Chair), Robert Clubb (CDP Co-Chair), Alison Bailey (FAC Chair), and Christopher Colwell (Designated Member).

**Committee on Degree Programs**
The Committee on Degree Programs (CDP), reviews proposals to establish new degrees, comments on proposals for new academic units, and reviews Appendix V actions related to graduate degree programs, requests for major changes in graduate degree program requirements, admissions and enrollment policies, exceptions for membership on master’s and doctoral committees, and graduate education policy matters in general. In 2015-16 the CDP was co-chaired by professors Olivia Bloechl and Robert Clubb. Members included Onyebuchi Arah, Christopher Colwell, Katrina Dipple, Carla Hayn, William Klug, Roger Waldinger, Dorothy Wiley, and Ioanna Kakoulli (ex officio). Associate Dean Joseph Watson, Director of Academic Services April de Stefano, and Associate Registrar Claire McCluskey were regular invited guests and provided valuable insights during the committee’s deliberations. During the academic year 2015-16, the committee met on four occasions and considered new degree programs and other graduate student degree related matters as indicated below:

Graduate Program Proposals

The following proposals were considered by the Committee on Degree Programs:

New Degree Programs

- Proposal from the UCLA/Getty Conservation Interdepartmental Program for a MS and PhD in Conservation of Material Culture (proposal discussed February 22, 2016)
- Proposal from Anderson School of Management for MS in Business Analytics (proposal discussed February 22, 2016 and April 25, 2016)
- Proposal from the School of Nursing for a Doctor of Nursing Practice (proposal discussed February 22, 2016 and April 25, 2016)
- Proposal from the Indo-European Studies Interdepartmental Program for a MA in Indo-European Studies (proposal discussed on May 19, 2016)

Delegated Actions

- Five requests for exception to permit non-Senate faculty to serve on master’s and/or doctoral committees from the UCLA/Getty Conservation IDP, History, Civil and Environmental Engineering and Health Policy and Management (requests considered on February 22, May 19, August 16, 2016)
- Four requests for substantive changes to 2016-17 program requirement changes from the Departments of Asian American Studies, World Arts and Cultures/Dance, Latin American Studies, and Theater (requests considered on August 16, 2016)
- One doctoral committee constitution exception request from the Department of Slavic, East European and Eurasian Languages and Cultures (requests considered on August 16, 2016)

Fellowships and Assistantships Committee

The Fellowships and Assistantships Committee (FAC), is empowered to act for the Council on fellowship and assistantship matters, and it recommends policy on standards for Academic
Apprentice Personnel, and support issues generally. It also assists in the coordination of the annual Graduate Student Support Conference.

Additionally, several members of the FAC were involved in the review and rating of applicants for the Graduate Research Mentorship, Graduate Summer Research Mentorship, and Dissertation-Year Fellowship programs.

In 2015-16, the committee was chaired by Professor Alison Bailey. FAC members included: Priyanga Amarasekare, Michael Carey, Jessica Cattelino, Patricia Cheng, Arne Lunde, Julio Vergara, Willeke Wendrich, and Ioanna Kakoulli (ex officio); Associate Dean Carlos Grijalva attended as a regular guest.

Every year the Graduate Student Support Conference focuses on a particular subject matter. In the past, the conference had focused on services that UCLA provides to enhance the graduate student experience. In a meeting of the FAC committee of AY 2014-15 (on May 5, 2015) to discuss plans for the AY 2015-16 conference, it was decided to profile academic and welfare resources for graduate students for two audiences: graduate student affairs officers and faculty mentors. This resulted to the organization of a conference focusing on the importance of mentoring of graduate students and postdoctoral scholars. An invitation was extended to all Academic Senate Faculty, representing five general areas of campus: Medicine/Bioscience, Engineering/Physical Science, Arts/Humanities, Life Sciences, and Social Sciences. The conference entitled *Fostering Best Practices in Graduate Student and Postdoctoral Scholar Mentoring in the 21st Century* took place on November 20, 2015 with a total of 52 registrants. The first half of the conference included an overview of mentoring practices from a panel of key faculty resources, including a presentation by GC chair 2015-16, Ioanna Kakoulli “On the Importance of Mentoring.” The second half included breakout sessions by discipline with the goal of sharing best practices. A faculty member and a staff member, who play a key role in professional development activities for graduate students at UCLA, led those small group discussions. Finally, several key takeaways were identified and shared by discipline. Dean and Vice Provost, Robin Garrell, closed the conference by reiterating the importance of mentoring of graduate students and postdoctoral scholars.

**Academic Senate Program Reviews**

One of the Graduate Council’s primary tasks is to review the quality of all graduate degree programs, with the exception of the J.D., L.L.M., M.D., and D.D.S. degrees. Program reviews normally occur at eight-year intervals, and the review schedule is staggered to allow for a manageable number of reviews per year. The Graduate and Undergraduate Councils hosted a joint session on November 6, 2015 to apprise members of the review process and expectations.

In AY 2015-16 the Graduate Council led nine reviews and participated in another eight reviews that were led by the Undergraduate Council. The following reviews were conducted in AY 2015-16:


External reviews

- Department of Anthropology (Site Visit: February 29-March 1, 2016)
- Department of Bioengineering (Site Visit: March 10-11, 2016)
- Department of Chemistry and Biochemistry (Site Visit: March 7-8, 2016)
- Department of Chicana and Chicano Studies (Site Visit: January 25-26, 2016)
- Department of Economics (Site Visit: April 4-5, 2016)
- Department of Gender Studies (Site Visit: January 28-29, 2016)
- Department of German Languages/Scandinavian Section (Site Visit: February 22-23, 2016)
- Institute of the Environment and Sustainability (Site Visit: February 25-26, 2016)
- Latin American Studies Interdepartmental Degree Program (Site Visit: January 21-22, 2016)
- Department of Mechanical and Aerospace Engineering (Site Visit: February 10-11, 2016)
- Neuroscience Graduate Interdepartmental Degree Program (Site Visit: February 1-2, 2016)
- Neuroscience Undergraduate Interdepartmental Degree Program (Site Visit: January 14-15, 2016)
- Department of Physics and Astronomy (Site Visit: March 14-15, 2016)
- Department of World Arts and Cultures/Dance (Site Visit: January 11-12, 2016)
- Writing Programs (Site Visit: February 18-19, 2016)

Internal Reviews

- Department of International and Area Studies (Site Visit: November 20, 2015)
- Department of Musicology (Site Visit: December 10, 2015)
- Department of Ethnomusicology (Site Visit: December 11, 2015)

2015-2016 Program Review Themes

While each report is individualized and nuanced, there were many themes that consistently appeared throughout the reports.

These are:

- **Diversity**: Most departments are still struggling to produce a diverse faculty and student body.
- **Space**: Most of the reviews made recommendations regarding space. These ranged from needing a space that better facilitates faculty and student interaction, to increasing lab space for faculty and students, to additional space for graduate students and lecturers.
- **FTE**: Most reviews made recommendations to hire more full-time faculty, staff, or both. Some recommended increasing the number of Lecturer with Security of Employment (SOE) positions, and further exploring the Teaching Professor of X.
- **Strategic Planning**: Nearly every report cited a lack of strategic planning in some regard. Some departments struggle with a perceived lack of departmental leadership and an
absence of concrete plans to address diversity and enrollment growth. In other cases, reviewers expressed concern over the lack of a strategy to address declining enrollment and boost retention.

- **Joint Faculty and Research Centers:** An issue presented by many reviewers, but especially pertinent to IDPs, is the issue of faculty participation with regards to teaching, governance, and administration. The reviewers expressed their belief that there should be stronger ties between departments, IDPs, and research centers on campus. They also felt the need to create clear conditions and expectations for faculty affiliation with research centers and IDPs.

- **Graduate Student Funding:** There is a lack of transparency regarding graduate student funding in many departments.

- **Advising:** Advising is a major issue in many departments. Many of the issues presented by students (lack of clarity regarding degree requirements, transparency in funding allocations, etc.) are the result of inadequate advising. Departments lack clear guidelines regarding degree progression and preparation for competency exams. Many programs do not have graduate student handbooks. Some departments have doubled their undergraduate population since their last review, but staffing levels remains the same. Reviewers often noted that staff are overworked resulting in high turnover. Reports further state that staff duties and organizational structures are not clearly defined, and that there is a lack of staff training.

- **Mentoring:** Reviewers expressed the need for faculty to play a larger role in student mentoring. Students desire more academic and professional mentoring, in addition to advice on non-academic career options.

**Progress Reviews**

The following programs were reviewed in previous years and submitted progress updates or met with the Council Chair(s), in AY 2015-16 in response to recommendations made by the Graduate Council (and Undergraduate Council, where applicable) in the Academic Senate program review report. The following program reviews were closed:

- Department of Integrative Biology and Physiology (*closed November 13, 2015*)

**Interim Reports**

The following programs submitted interim reports to the Graduate Council in response to recommendations made by the Graduate Council in the Academic Senate review report. The reviews themselves have not been closed:

- Department of Earth, Planetary, and Space Sciences (*discussed October 2, 2015 and April 22, 2016*)
Proposals

The Graduate Council considered the following proposals for new degree programs, new departments/schools, program and department name changes, and interdisciplinary certificates for matriculated graduate students:

- Proposal from the Anderson School of Management to suspend admissions into the Global Executive MBA for the Americas Program (proposal discussed October 2, 2015)
- Proposal from the Indo-European Studies Interdepartmental Program for a MA in Indo-European Studies (proposal discussed on October 16, 2015)
- [Appendix V] Proposal to discontinue the MA in Theater Program (proposal discussed on November 13, 2015 and December 4, 2015)
- Proposal from the Anderson School of Management for a Summer Start Date for the Full-Time MBA Program
- Proposal from Writing Programs to Establish a Certificate in Writing Pedagogy (proposal discussed on December 4, 2015)
- [Appendix V] Proposal to discontinue the Global Executive MBA for the Americas Program (proposal discussed on December 4, 2015).
- Proposal from the Institute of the Environment and Sustainability for a MS/PhD in Environment and Sustainability (proposal discussed on January 22, 2016)
- Proposal from the UCLA/Getty Conservation Interdepartmental Program for a MS and PhD in Conservation of Material Culture (proposal discussed April 8, 2016)
- Proposal from the Anderson School of Management for a MS in Business Analytics (proposal discussed on June 3, 2016)

Policy Issues

The Graduate Council discussed and opined on a number of policy issues, generally in connection with system-wide reports and/or working documents, but also issues originating at the UCLA divisional level, including:

- Delegation of Authority and Annual List of Deans Actions (presented October 2, 2015)
- Graduate Admissions Exceptions for the Henry Samueli School of Engineering and Applied Science (HSSEAS) Applicants from the French Grandes Écoles Françaises, presented by Associate Dean for Academic Affairs, Rick Wesel, Laurent Pilon, and Christopher Lynch (discussed on October 16, 2015)
- UC Senate - Proposed Revisions to Presidential Policy on Sexual Violence and Sexual Harassment (discussed on October 16, 2015)
- College FEC Response to Questions Regarding the Proposal for a Teaching Professor Title (discussed on November 13, 2015)
- UC Senate - Joint Committee Report on Disciplinary Processes Related to Sexual Violence, Sexual Assault and Sexual Harassment (discussed on March 4, 2016)
• Proposal for Consideration of Degrees under the Bologna Accord (discussed on March 4, 2016)
• Proposal for Revisions to Divisional Regulation 532.B “Dissertations” (discussed on April 22, 2016)
• Proposal for a Master’s Exit Survey, presented by Assistant Vice Provost, Samuel Bersola, and Director of Career Center, Wesley Thorne II (discussed on May 6 and June 20, 2016)
• Proposal for Graduate Level TA Training Courses in the Division of Undergraduate Education, presented by Associate Director for Engaged Teaching, Elizabeth Goodhue (discussed on June 20, 2016)

Discussions and Presentations

In addition to considering various proposals, program reviews and policy issues, the Graduate Council heard from a number of campus constituents in AY 2015-16. The functions of these presentations ranged from providing overviews of campus services and initiatives to requesting exceptions to policy. The Council welcomes these interactions, which broaden the membership’s knowledge of the graduate experience at UCLA.

• Update on the Reconfiguration of the Office of Instructional Development, presented by Acting Co-Director Kathy Komar (presented October 16, 2015)
• How can the Office of Instructional Development better serve the teaching mission of the University, presented by Acting Co-Director Kathy Komar (discussed on November 13, 2015)
• Increased Undergraduate Enrollment Impact on Teaching Assistants (discussed on November 13, 2015)
• Mentoring Quality and Mentoring Success of the Faculty, presented by Professors Felix Schweizer and Kym Faull (discussed on December 4, 2015)
• Graduate Student Resource Center, presented by Valerie Shepard and Christine Wilson (presented on January 22, 2016)
• Faculty Survey on Teaching Support, presented by Acting Co-Director Kathy Komar (presented on January 22, 2016)
• Inclusion of Departmental Bylaw Review as part of the Program Review Process (discussed on February 19, 2016)
• Committee on Diversity and Equal Opportunity’s Involvement in the Program Review Process (discussed on February 19, 2016)
• Update on In Absentia and Filing Fee Policies (discussed on February 19, 2016)
• Graduate Programs in Biosciences (discussed on April 8, 2016)
• Updates to Filing Fee Procedures, presented by April De Stefano (discussed on April 8, 2016)
• Universal TA Training, presented by Acting Co-Director Kathy Komar and Director of the Instructional Improvement Program, Kumiko Haas (presented on April 22, 2016)
• UCLA Submission of the Five-Year Planning Perspective (discussed on May 6, 2016)
• Affiliation Agreement with Beijing Normal University, presented by Kathryn Atchison, Vice Provost of New Collaborative Initiatives, and the Director of CREEST, Li Cai (discussed on May 6, 2016)
Closing remarks

Academic Year 2015-16 was a challenging yet productive year for the Graduate Council. Every member played a role in executing the many assigned tasks and reviews, and did so in a collaborative and collegial way. Chair Kakoulli wishes to acknowledge all appointed members, as well as student representatives Ryan Cho, Joel Lanzaga, Michael Skiles, Natasha Zubair; Dean Robin L. Garrell, Associate Deans Carlos Grijalva and Joseph Watson, Director of Academic Services April de Stefano; Director of Diversity, Inclusion, and Admissions Anne Dela Cruz, and the Council’s Analysts Kyle Cunningham and Estrella Arciba, for all of their contributions this year. The year culminated with a reception hosted by Chair Kakoulli and Dean Garrell in celebration of all of the demanding work managed by the Graduate Council in 2015-16.

However, amidst a very busy period of eighteen academic program reviews and other important Council business, in March 2016, the GC had to say goodbye – unfortunately – (due to separation from the university) to the GC analyst Kyle Cunningham, who was the pillar and institutional memory of the Council. Past chairs of the GC, colleagues and friends attended a reception put together by the GC community to acknowledge Kyle’s enormous contribution to the Academic Senate and the University in general. The Council welcomed Estrella Arciba as the new analyst, who brought to the table her knowledge and experience in academic policy, gained from her previous appointment serving the UCLA Graduate Division.

An event that has saddened the entire Council was the tragic death of our dear colleague, friend, and valued member our Council, William (Bill) Klug. Members of the Council, together with family, friends and other colleagues of Bill, paid their last respects at the memorial service celebrating his life. Bill, was characterized as ‘brilliant and kind’ in an LA times story, which accurately reflects who he was. In view of a senseless act that took his life away, the UCLA GC discussed in its last meeting, prioritizing students’ mental health issues and facilitating counseling provisions. The GC is committed to continue and strengthen its legacy and contribution, supporting graduate education and fostering best practices in graduate student and postdoctoral scholar mentoring in the 21st century.

Respectfully submitted:

Priyanga Amarasekare, Ecology and Evolutionary Biology
Onyebuchi Arah, Epidemiology
Alison Bailey, Education
Olivia Bloechl, Musicology
Michael Carey, Biological Chemistry
Jessica Cattelino, Anthropology, VICE CHAIR
Patricia Cheng, Psychology
Robert Chi, Asian Languages and Cultures
Robert Clubb, Chemistry and Biochemistry
Christopher Colwell, Psychiatry and Biobehavioral Sciences
Katrina Dipple, Human Genetics
Daniel Ennis, Radiological Sciences
Carla Hayn, Management
William Klug, Mechanical and Aerospace Engineering
Arne Lunde, Scandinavian Section/Germanic Languages
Julio Vergara, Physiology
Roger Waldinger, Sociology
Willeke Wendrich, Near Eastern Languages and Cultures
Dorothy Wiley, Nursing
Ioanna Kakoulli, Materials Science & Engineering/Getty Conservation Program, CHAIR