## Prologue:
Characteristics of UC Davis Admitted Students

### % Enrolled 2019 Admits

<table>
<thead>
<tr>
<th></th>
<th>2019</th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>1,982</td>
<td>1,884</td>
<td>1,790</td>
</tr>
<tr>
<td>Male</td>
<td>1,744</td>
<td>1,843</td>
<td>1,699</td>
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<tr>
<td><strong>Citizenship</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Domestic</td>
<td>2,323</td>
<td>2,293</td>
<td>2,197</td>
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<tr>
<td>International</td>
<td>1,483</td>
<td>1,524</td>
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<tr>
<td><strong>Race/Ethnicity (Domestic)</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Amer. Indian</td>
<td>29</td>
<td>36</td>
<td>28</td>
</tr>
<tr>
<td>Afr. American</td>
<td>112</td>
<td>116</td>
<td>104</td>
</tr>
<tr>
<td>Hispanic/Latinx</td>
<td>368</td>
<td>366</td>
<td>303</td>
</tr>
<tr>
<td>Asian</td>
<td>544</td>
<td>546</td>
<td>519</td>
</tr>
<tr>
<td>White</td>
<td>1,187</td>
<td>1,182</td>
<td>1,208</td>
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<tr>
<td><strong>FirstGen</strong></td>
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<td></td>
</tr>
<tr>
<td>Dom.FirstGen</td>
<td>656</td>
<td>426</td>
<td>345</td>
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<tr>
<td><strong>Field</strong></td>
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<tr>
<td>Hum/Soc Sci</td>
<td>886</td>
<td>920</td>
<td>928</td>
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<tr>
<td>STEM</td>
<td>2,920</td>
<td>2,897</td>
<td>2,629</td>
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<tr>
<td><strong>Degree Objective</strong></td>
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<tr>
<td>Doctoral</td>
<td>1,549</td>
<td>1,627</td>
<td>1,570</td>
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<tr>
<td>Masters</td>
<td>2,064</td>
<td>1,991</td>
<td>1,767</td>
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<tr>
<td><strong>Total</strong></td>
<td>3,806</td>
<td>3,817</td>
<td>3,557</td>
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</table>
OVERSIGHT OF GRADUATE EDUCATION: PROGRAM / GROUP LEVEL

Chair

Advisors
(Signature Authority)

Faculty Member
Faculty Member
Faculty Member

Committees

Admissions

Coordinator

Membership
OVERSIGHT OF GRADUATE EDUCATION: CAMPUS LEVEL

• **GRADUATE STUDIES:** The campus administrative unit devoted to graduate education, overseen by a Dean and Vice-Provost for Graduate Education (in one person).

• **GRADUATE COUNCIL:** A committee of the Academic Senate. It is in charge of policies affecting graduate education and the academic aspects of graduate students’ lives.

  Carlee Arnett (Professor of German) is the current Chair of Graduate Council. Judi Garcia is the administrative support person for the committee.
CAMPUS-LEVEL GRADUATE EDUCATION RESPONSIBILITIES

Graduate Council
- Sets academic policies
- Approves new, revised programs
- Approves curricula, courses
- Approves bylaws
- Reviews programs
- Committee of Academic Senate

Graduate Studies
- Administers policies
- Appoints Chairs
- Appoints Advisors
- Student, postdoc, program advocate
- Administers Student Aid
- Assists faculty and staff
  - Amend program, bylaws
  - New programs
- Develops administrative policies
OVERSIGHT OF GRADUATE EDUCATION: SYSTEM-WIDE

• **UCOP-GRADUATE STUDIES:** This is the system-wide unit focusing on graduate education that engages in strategic planning, analysis, outreach and coordination. Their website is ucop.edu/graduate-studies/

• **COORDINATING COMMITTEE ON GRADUATE EDUCATION:** This is a committee of the UC System-wide Academic Senate. It reviews and approves proposals for all new graduate programs and schools. Each UC campus has a faculty member on this systemwide committee.
Graduate Faculty Advisors—those appointed by Graduate Studies—have authority over and mentoring responsibilities for graduate students’ academic progress through their programs.

This includes helping students with:

- Course curriculum and degree requirements
- Making satisfactory progress
- Securing funding and tuition remission
- Options for educational leaves
- Student disqualification procedures
- Forming committees (such as QE, thesis, or dissertation)
- Changing committee members or Major Professor
- Accessing resources such as Counseling Services
ACADEMIC MILESTONES: MASTER’S (THESIS PLAN)
ACADEMIC MILESTONES: MASTER’S (EXAM PLAN)

- Admission
- Coursework
- Candidacy
- Comprehensive Exam
- Submit Final Report Form to Graduate Studies
- Commencement
ACADEMIC MILESTONES: DOCTORAL

- Admission
- Qualifying Exam
- Advance to Candidacy
- Dissertation
- Oral Defense or Exit Seminar
- Submit Dissertation to Graduate Studies
- Commencement

Coursework and Degree Requirements
ACADEMIC MILESTONES: COURSEWORK ADVISING

During the first phase, you will meet with students to advise them on course planning and meeting degree requirements. They may have special circumstances that require petitions for exceptions.

- Petition for Permission to Drop (before 10th day)
- Petition for Part-time Study
- Petition to Transfer Coursework (for Master’s students only; 12 units from Extension; six units from another institution)
- Recommendation for Release of Academic Hold (for GPA below 3.0)
- Variable Unit Change Petition (generally to add units)
- Grading Option Change (S/U)
- Intercampus Exchange Program Application
- Petition for Exception to Policy for Grad Student Appointment (concerns academic employment)
ACADEMIC MILESTONE: ADVANCING TO CANDIDACY

At the end of coursework, students prepare research proposals, take Qualifying Exams, and complete requirements to advance to candidacy. They often need assistance from Graduate Advisors in organizing exam committees and understanding the program’s or group’s degree requirements.

- Application for Qualifying Examination (with 4 or 5 suggested committee members listed)
- Application for external committee member for QE committee and for dissertation
- Request for remote participation by one QE committee member (provide justification and logistics)
- Advancement to candidacy for MA/MS Plan I and Ph.D.
- Request to reconstitute committee membership (QE, thesis, dissertation)
ACADEMIC MILESTONE: CANDIDACY ADVISING

Once a student has advanced to candidacy, they will work closely with their major professor on research. Graduate Advisors still have an important mentoring role in helping students move through the program or take time off, if needed.

• Petition for Change of Graduate Major, Degree Objective, or for Double-Graduate Major

• Petition for Exception to Policy for Grad Student Appointment
  (concerns academic employment)

• In Absentia Registration Form

• PELP Application (for Planned Educational Leaves—up to 3 quarters)

• Readmission Application (Note that readmitted students returns in the status at which they had departed.)
ACADEMIC MILESTONE: FINAL PHASE

At the end of the research and writing, students file their thesis or dissertation with Graduate Studies to receive their degree. The timing of this final phase is often tricky, and students may need advice on when to circulate a final draft so that it can be read in time to allow for corrections, in addition to other time-to-degree issues.

- Request to Reconstitute Committee Membership (QE, thesis, dissertation)
- Filing Fee Application (one quarter only)
- PELP Application
- Time Extension Requests (for Filing Fee and PELP)
OTHER MATTERS REQUIRING ADVISORS’ APPROVAL

• Designated Emphasis (DE) Application
• Graduate Academic Certificate (GAC)
SELECTED POLICY MATTERS TO NOTE

1. The 12-quarter limit on academic teaching appointments has a blanket exception up to 18 quarters (for all teaching titles, including readers).

Research appointments (GSR) may be made up to 21 quarters. No exceptions are allowable for either teaching or research appointments once the maximum is reached.

2. There is a 75% time limit on academic appointments during academic quarters (i.e., fall, winter, spring) for domestic students. Remember that international students are restricted to appointments not exceeding 50%. Contact Services for International Students and Scholars (SISS) for details.

No exceptions are allowable for appointments greater than 75% during the academic year.
3. *Filing Fee status* is for one quarter only. It is for students who have a complete draft of their thesis or dissertation circulated to their committee. In extenuating circumstances a one-quarter extensions may be granted on an exceptional basis.

Academic appointments for students on filing fee status are limited to one quarter.

No academic appointments are permitted for students on PELP.
ENGLISH AS A SECOND LANGUAGE POLICY (2018)

Graduate Council requires incoming graduate students to take ESL course UWP225 or UWP226, or equivalents described in the policy, unless:

1. Prior degree from an English-medium institution; OR
2. TOEFL score of 105 or IELTS score of 7.5; OR
3. TOEFL writing score of 24 and TOEFL speaking score of 23

Graduate programs are required to assess their incoming students. Students have been notified of this requirement in Slate. Coordinators can look up requisite test scores / transcripts in GradHub. Note that the requirements to TA are different.

By signing the candidacy form, Graduate Advisors attest that students required to take ESL courses have done so with a passing grade.

Address questions to Senior Academic Advisors, or refer to the policy at grad.ucdavis.edu/policies
TOOLS TO HELP WITH ADVISING: GRAD STUDIES WEBSITE

- The Grad Studies website has sections for policies and resources (health and professional development) that Graduate Advisors and Graduate Coordinators can use when talking with students about their progress and their well-being: grad.ucdavis.edu

- Every Graduate Program and Graduate Group has a page on the Grad Studies website with information about the current Chair, Coordinator, Advisors, SAA

- Every Program or Group page also has a link to past and current Degree Requirements. You can use this link whenever questions arise about what a student needs to complete in order to reach each milestone.
TOOLS TO HELP WITH ADVISING: GRADHUB

• GradHub is an online portal for graduate program staff, advisors, and faculty to access information and documents related to UC Davis graduate students and alumni. You can find student records, milestones, and other elements in one place.

• GradHub can be accessed by visiting gradhub.ucdavis.edu.

• Graduate program faculty and Graduate Program Coordinators are automatically assigned access to GradHub. For other access requests, contact Brian Gallagher.
TOOLS TO HELP WITH ADVISING: STUDENT PROGRESS ASSESSMENT

- The Student Progress Assessment (SPA) was developed by Graduate Council, in consultation with Graduate Student Association representatives and Graduate Studies.

- SPA replaces former paper forms to:
  - better promote productive discussions between mentor and mentee
  - help setting of clear goals and expectations.

- The assessment should be completed during an in-person meeting between the mentor and her/his mentee. If a mentor deems progress “marginal” or “unsatisfactory,” she/he should clearly discuss and record a timeline of expectations for improvement. The program and mentor should consider following up with an interim SPA rather than waiting for another year.
HELP WITH ADVISING: PEOPLE IN GRADUATE STUDIES

- Vice Provost and Dean (JP Delplanque) 2 Associate Deans (one for students and postdocs [Ellen Hartigan-O’Connor], one for programs [Duncan Temple Lang]);
- Interim Assistant Dean (overall unit manager [John King])
- 5 Senior Academic Advisors (SAAs):
  - Brad Wolf (Physical and Agricultural Sciences)
  - Elizabeth Sturdy (Engineering and Business)
  - Rachel de los Reyes (Biological and Medical Sciences)
  - Wallace Woods (Humanities, Social Sciences, and Education)
  - Deanna Ljohki (General advising, applicant and current student communications)

These SAAs serve as crucial informational liaisons to programs, especially to faculty advisors and graduate staff coordinators.
HELP WITH ADVISING: PEOPLE IN GRADUATE STUDIES

- **Brian Gallagher**, Director of Admissions & Academic Services
- **Teresa Dillinger**, Academic Administrator, Professional Development Programs
- **Steven Albrecht**, Director of Graduate Student Financial Support
- **Bai-Yin Chen**, Psychologist with GS & Counseling Services (SHCS), specialist in graduate student issues
- **Josephine Moreno**, Graduate Diversity Officer for Humanities, Arts, Social Sciences (HASS) and Education programs
- **Devin Horton**, Graduate Diversity Officer for STEM fields
HELP WITH ADVISING: MENTORING PRACTICES

• Establish expectations early on (plan for regular meetings)

• Use a mentoring tool (questionnaires, assessments)

• Know the warning signs (if a student skips meetings, does not respond to emails)

• Adapt as needed (different milestones need different levels of involvement)

• Encourage all students to build a network of mentors
HELP WITH ADVISING: MENTORING RESOURCES

- Graduate Council Mentoring Guidelines:  
  grad.ucdavis.edu/sites/default/files/upload/files/grad-council/mentoring.pdf

- Graduate Student Bill of Rights and Responsibilities:  
  grad.ucdavis.edu/sites/default/files/upload/files/current-students/gradstudentrights.pdf

- New Graduate Studies Director of Mentoring (currently hiring)
FINANCIAL SUPPORT: GRADUATE STUDENT CHILDCARE GRANT

This is a reimbursement grant available to graduate and professional students enrolled full time in a UCD graduate/professional degree program; or for one quarter while on filing fee.

Every grad student with a child up to 12 years old will be eligible for $900/quarter ($1350/semester) as an offset to documented childcare expenses. Note that it is not based on financial need.

Exclusion: a spouse staying at home with a child cannot be claimed by the grad student as a childcare expense under this program.

This program is now underway (it launched in Fall 2013) and is administered through WorkLife and Wellness

Tel: 530-754-8791
Email: worklife@ucdavis.edu
worklife-wellness.ucdavis.edu/family_care/children/childcaresub.html
FINANCIAL SUPPORT: FAMILY AND MEDICAL LEAVE ACCOMMODATION BENEFIT & FUNDING

• Expanded Academic Student Employment (ASE) benefit to all registered graduate students funded by ASE, GSR or Fellowships

• Leaves are for medical/family need
  o Long-term – serious health condition, childcare, child bonding – 4 weeks paid, 2 weeks unpaid
  o Long-term – pregnancy/childbearing - 6 weeks paid, 4 months unpaid

• Leave Accommodation Fund – extraordinary circumstances

• Questions – contact Tracey Pereida
FINANCIAL SUPPORT: SUPPLEMENTAL GRAD PROGRAM
NONRESIDENT SUPPLEMENTAL TUITION (NRST) ALLOCATION

Funding for nonresident students based on the enrollment numbers of your students who meet the following criteria:

- Citizenship = Nonresident Alien
- Degree Objective = Ph.D. or MFA
- Enrollment = Pre-candidacy and in their second or third year (4th through 9th quarters)

The funding may be used for two purposes:

- Graduate Fellowships: Living allowance (stipend), Tuition & Fees, and/or NRST for any eligible student
  - Not required to pay these funds to the students included in the enrollment allocation calculation
  - Award through Grad Track$
- Graduate Instruction: To buy-out a regular lecturer or to hire a faculty member to teach a course.
  - This option is primarily intended to assist graduate groups with funding core courses.
FINANCIAL SUPPORT: SUPPLEMENTAL GRAD PROGRAM
NRST ALLOCATION

Distributed in two ways:

1. GSR Remission Buy-down Program: For the students in your program who meet the criteria, the GSR Buy-down program has been expanded to cover 100% of their assessed NRST remission (up from 25%).
   - The buy-down program does not require any action by departmental or graduate program staff, as the rebate is automatic and posts to the eligible GSR fund source in the same fiscal period as the remission expense.

2. Supplemental Grad Program NRST Allocation: For the students in your program who meet the criteria, this allocation is calculated as follows:

   “Supplemental Grad Program NRST Allocation” = “Total amount of NRST assessed in a three quarter period” minus “Total NRST remission rebated via the buy-down program, for those same students, in the same three quarter period”.

WORKSHOPS ON BEST PRACTICES IN HOLISTIC ADMISSIONS

- **Josephine Moreno** and **Devin Horton** will lead four interactive workshops. Topics covered: holistic graduate admissions, how to avoid bias, recruitment methods in line with Proposition 209, enhancing program admission practices with templates and rubrics, and tips for Slate.

- October 21, 9:00 -11:00 am  
  Kemper 1003 (Engineering)*

- October 22, 2:00 - 4:00 pm  
  Social Science & Humanities 2203

- October 28, 1:30 - 3:30 pm  
  PES 3001 (Plant Sciences)

- November 5, 2:00 - 4:00 pm  
  SOEB 174 School of Education*
GRADUATE STUDIES
PROFESSIONAL DEVELOPMENT

Teresa Dillinger, Ph.D.
Director, GradPathways Institute &
Academic Administrator of Professional Development Programs

David Blancha, Ph.D.
Assistant Director, GradPathways Institute

UC Davis
GradPathways Institute
for Professional Development
Graduate Studies
The GradPathways Institute for Professional Development facilitates the holistic development of graduate students and postdoctoral scholars to

• Provide preparation for diverse career paths
• Ensure graduate and postdoctoral program success and retention
• Achieve professional development/career goals

gradpathways.ucdavis.edu
CONTACT US

**Teresa Dillinger, Ph.D.**
Director, GradPathways Institute and Academic Administrator of Professional Development Programs

**David Blancha, Ph.D.**
Assistant Director, GradPathways Institute

**Lynne Arcangel, M.A.**
Coordinator, GradPathways and UCLEADS
Dr. Bai-Yin Chen
Counseling Services
530-752-0871
GRADUATE STUDENTS EXPERIENCING DIFFICULTIES

Graduate advisors will sometimes find themselves confronting issues with one or more of their advisees that goes beyond academics, though problems may manifest in their academic work: skipping classes/lab, not doing assigned work, seeming to be moody or depressed.

Generally speaking, faculty do not feel equipped to deal with such issues. But there is help at hand...

Bai-Yin Chen, our licensed psychologist is here to give you more information on these matters.
COUNSELING SERVICES

• Free
• Confidential
• Initial Consultation
• Short term counseling
• Individual, Couples and Group Counseling
• Acute Care Clinic at SHWC
• Referral Service/Case Management
• Coupon code (CounselingUCD) for Live Health Online service
CONTACT AND LOCATIONS

• Call 530-752-0871 or online scheduling
• shcs.ucdavis.edu/services/appointments
• North Hall by appointment
• Graduate Studies by appointment
• Student Health and Wellness Center for Acute Care
• Additional satellite locations
ACUTE CARE AND CRISIS RESOURCES

• Student Health and Wellness Center
  • 8:00 am – 5:00 pm, M, T, H, & F
  • 9:00 am – 5:00 pm, W

• Crisis Text Line
  • “Relate” to 741741

• 24-hour phone line
  • 530-752-0871 and follow the prompts
GRADUATE STUDIES AND THE STUDENT DISABILITY CENTER

SDC and Graduate Studies have joined together to create a new pilot program with the hope of increasing the visibility and use of disability services among graduate and professional students.

**SDC Purpose:** Facilitate equal opportunity and full participation in UCD services, programs, & activities.

The presence of disability is an expression of human diversity. Nationally, 9-11% of higher education students disclose disability and request accommodation.

Graduate Students often feel accommodations and services do not translate to the graduate setting. **This is not the case!**
GRADUATE STUDIES AND THE STUDENT DISABILITY CENTER

Direct SDC Referral:
- Student has disclosed a disability
- Student as utilized academic accommodations in the past
- Student states that a medical or mental health concern is compromising their academic performance
- The student is curious about SDC services

- **SDC Referral along with a constellation of general support services; e.g. Counseling, Student Health:**
  - You suspect that the student has a disability and may qualify for SDC services
  - The student requests an exception to academic policy
CONTACT THE SDC

Abby Tilden
Disability Specialist
530-752-3184
The Ombuds Office serves both UC Davis and UC Davis Health as an off-the-record, safe space to voice concerns and develop strategies to navigate complex and costly conflict. The Ombuds Office's mission is to promote healthy and productive communication, build UC Davis' collective conflict competence, and discover pathways toward effective problem solving and conflict resolution.

**Guiding Principles**

**Confidential**
The Ombuds Office protects the identity of and the information shared by those seeking assistance. The only exception is in cases of perceived imminent risk of serious harm.

**Impartial**
The Ombuds Office works toward fair and equitable treatment by helping people explore options. It neither advocates for nor takes sides with any one individual or group.

**Independent**
The Ombuds Office holds sole discretion over how to address a case or systemic concern. It reports to the Office of the Chancellor for administrative and budgetary purposes only.

**Informal**
The Ombuds Office is off-the-record and can assist with accessing or navigating formal channels. The office does not receive notice for the university or participate in formal processes.

**OMBUDS SERVICES**

**Individual Sessions**
Using conflict coaching and problem-solving techniques, an ombuds equips individuals to more effectively manage their situations. These confidential sessions may include discussing how to surface a concern, identifying underlying issues, developing communication strategies, and referring to campus resources.

**Mediation**
Mediation creates a constructive environment for dialogue and problem solving. In this voluntary process, an ombuds meets individually with each participant and then brings parties together to develop greater understanding and explore mutually agreeable solutions.

**Group Conflict Resolution**
The Ombuds Office works with groups or teams experiencing disagreement or conflict affecting multiple people. This facilitated process helps to identify underlying issues and assist the group in developing ways forward.

**Departmental Needs Assessment**
The Ombuds Office consults with departments to help determine conflict management needs and effective ways to address them. Services offered include tailored trainings, group processes, mediation, one-on-one coaching, and referrals to other resources.

**Training and Presentations**
The Ombuds Office offers a variety of community-wide and customized departmental trainings related to effective communication and conflict management. The office also provides informational presentations to increase awareness about the ombuds role and services.

**Feedback on Systemic Trends and Concerns**
The director of the Ombuds Office consults about conflict trends and anonymized systemic issues with key campus leaders and organizations.

**Office News**
- Hired a new director and associate ombuds
- Created and filled a new assistant ombuds position
- Moved to a new office suite in Davis
- Moved to a new office suite in Sacramento
- Designed and launched an updated office website

Learn more at [ombuds.ucdavis.edu](http://ombuds.ucdavis.edu)
WHAT DOES SISS PROVIDE?

SISS provides services to international students and scholars in two areas:
• Visa and immigration support: getting here and staying legal (maintaining status)
• Welcoming and community building

SISS typically deals with two key status issues:
• Enrollment
• Employment
“Places” SISS is most likely to interact...
- Program extensions
- Withdrawals / PELPS
- Curricular Practical Training (CPT)
- Optional Practical Training (OPT)

Biggest concerns...
- Dropping below 12 units (medical)
- OPT Start Date and Employment Reporting
- CPT Unit Enrollment and Authorizations
- CPT + On-Campus Work
- Withdrawals and Disqualifications
- PELP and leaving the university
- Filing fee processing
WANT TO KNOW MORE?

Graduate International Student Advising Course
SDPS
February 26, 2020
8:30 am – 12:00 pm
Hamilton Room – Heitman Staff Learning Center
Presentation will be available on the Graduate Studies website under

- Resources
- Faculty and Staff Resources
- Faculty Roles and Responsibilities
- Meetings and Workshops