AGENDA OF THE MEETING
DIVISIONAL SENATE ASSEMBLY
Thursday, June 7, 2012, 3:30 – 5:00 p.m.
Academic Senate Conference Room
338 Aldrich Hall

ORDER OF BUSINESS

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<td>6. Reports of Special Committees</td>
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<td>Proposed Revisions of Irvine Bylaw 85 and 35</td>
<td>3 (pp. 25-38)</td>
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<td>Presentby: Michael Dennin, CEP Chair</td>
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<td>Issue: The Academic Senate has reviewed a proposal from the Council on</td>
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<td>Educational Policy to change its Bylaws governing the subcommittees of</td>
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<td>CEP. The changes relate to the implementation of a new subcommittee of</td>
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<td>CEP (the Assessment Committee), a review of the General Education and</td>
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<td>CEP procedures for its three subcommittees, and conforming changes to</td>
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<td>address problems of inconsistency. The revisions will address issues</td>
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<td>of voting assigned to subcommittee chairs, and the division of labor</td>
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<td>between subcommittees.</td>
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<td>Reviewed by: CEP, CRJ</td>
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<td>Action Requested: The Assembly will endorse or reject the proposal.</td>
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<td>8. Petitions of Students: None</td>
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<td>9. Unfinished Business: None</td>
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<td>10. University and Faculty Welfare: None</td>
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11. **New Business:**

**Proposed Revisions of Irvine Bylaw 35 and 158**

*Presented by:* Scott Jordan, Assembly Member

*Issue:* The Academic Senate has reviewed a proposal from Professor Scott Jordan to modify Irvine Bylaws 35 and 158. If adopted, the legislation would modify legislation that determines how information is delivered for discussions at Assembly meetings. The Cabinet unanimously rejected the proposal as the current Systemwide and Divisional Bylaws adequately address the concerns raised. Moreover, CRJ found the rationale for the proposal had some inconsistencies, and that it failed to provide adequate reason to modify the current legislation. Professor Jordan requested the proposal be presented to the Assembly.

*Reviewed by:* Cabinet, CRJ

*Action Requested:* The Assembly will endorse or reject the proposal.

12. **Roll Call:** Attendance Sheet

Mary Gilly, Chair Elect – Secretary
Academic Senate Irvine Division

* Agenda items deemed noncontroversial by the Chair of the Divisional Senate Assembly, in consultation with the Senate Cabinet, may be placed on a Consent Calendar under Special Orders. Approval of all business on the Consent Calendar requires a single unanimous vote. At the request of any Divisional Assembly member, any Consent Calendar item may be extracted for consideration under “New Business” later in the agenda. [from Bylaw 158(D)]

**N.B.** All members of the Academic Senate and of the University community shall have the privilege of attendance and the privilege of the floor at meetings of the Divisional Senate Assembly, but only members of the Divisional Senate Assembly may make or second motions or vote. However, the Chair (or designated representative) of a standing or special committee of the Division may move or second action on reports of that committee.

**Note:** Documents pertinent to the agenda items for the meeting are posted on-line electronically on the Academic Senate’s Home Page on the World Wide Web. The Academic Senate’s Home Page is listed on UC Irvine’s Home Page Directory for “Campus Administration” (URL address: [http://www.senate.uci.edu](http://www.senate.uci.edu)). Individual members of the Senate may receive hard copies of these documents upon request to the Academic Senate Office.
1. MEETING:
A regular meeting of the Irvine Divisional Senate Assembly was called to order by Chair Martens at 3:30 p.m. on Thursday, March 15, 2012, at the Academic Senate Conference Room, 338 Aldrich Hall. Members of the Administrative staff and members of the University community were present.

2. MINUTES:
Chair Martens noted that any corrections to the minutes may be sent to the Senate office for amendment.
Action: The minutes of December 15 were approved.

3. ANNOUNCEMENTS BY CHAIR CRAIG MARTENS:
Sherry Rowland
Professor Sherry Rowland, founding chair of the Department of Chemistry and Nobel Prize recipient for chemistry, passed away at 84 years old.

Memorial to Regents
A notification to all faculty was sent regarding an upcoming ballot to send a Memorial to the Regents, asking them to endorse one or more specific ballot measures or legislative initiatives that would increase state revenues and/or increase funding for the University. The Senate will conduct its voting March 26 – April 13, 2012.

Senate Elections
Chair Martens noted that March 15 was the last day to vote for the Senate elections and requested that if any of the faculty members had not yet voted to do so after the meeting.

4. ANNOUNCEMENTS BY CHANCELLOR MICHAEL V. DRAKE:
The Chancellor discussed a recent meeting of a panel led by the American Council of Education. The main discussion was educational attainment, and to examine the value of having a degree or certificate in today’s job market. The discussion examined rates for graduation and attrition. The difference between graduation rates of 100% and the 50-60% that is seen at most schools was reviewed. It was noted that the data collected to monitor the cohort of students that enter an institution and the cohort that graduate in 2-4 or 4-6 years does not effectively monitor transfer students.

Students who transfer from one four-year institution to another are not tracked. In the six-year graduation data, 45% of the people who enter have fallen out of the cohort being followed. That number translates to approximately 2.3 million students who are not being tracked. Many of those students graduate but graduate from different institutions than where they started. Graduation rates for some schools may be 15-20% higher than what is actually reported. Effective ways to track students and to accurately determine graduation rates as well as to improve the university’s support of matriculated students to improve graduation rates will be emphasized in the future.

Information technology and new methods for teaching students are becoming more important. Online education is starting to play a larger role. Courses are taught online, syllabi posted online, and degree programs are now offered online. 12% of college students are now enrolled in online schools.
Another example of online education is the Kahn Academy, covered by 60 Minutes. Kahn Academy is a free online tutoring website created by Sal Kahn. It started as homework modules that he would send electronically to his niece out of state. She began sharing it with her friends via Facebook and
Twitter and it grew in popularity. There are now 4.3 million people using the tutorials. This has created a conversation about the concept of flipping the classroom so that classroom lectures become homework and homework is done in the class where a teacher can assist.

UC system: It was noted that Chancellor Robert Birgeneau of UC Berkeley has recently announced that he will step down as Chancellor. UC San Francisco has proposed to establish its own local governing board. As a result of re-benching, UC San Francisco believes that their portion of the budget that goes towards UCOP is disproportionality large given that UCOP’s main focus is undergraduate education. UCSF is proposing more autonomy from the UC system, but continuing its affiliation similar to the UC Hastings School of Law in San Francisco.

The governor’s budget is a major topic in Sacramento. The governor has proposed a budget that would direct approximately $225 million more towards UC than we received last year if his ballot measure is passed. If this happens, the UC would receive a portion of the money that was cut in the past. If this measure does not pass, there will be an additional cut of $200 million.

5. ANNOUNCEMENTS BY OTHER ADMINISTRATIVE OFFICERS: None

6. SPECIAL ORDERS – CONSENT CALENDAR
   In Memoriam
   Meinhard E. Mayer (1929–2011)

7. REPORTS OF SPECIAL COMMITTEES: None

8. REPORTS OF STANDING COMMITTEES:

   Proposal to Establish a UCI School of Education
   **Issue:** The Academic Senate has completed its review of a proposal from the Department of Education to establish a new UCI School of Education. The proposal was originally presented to the Senate in 2009. Since then, the Department has continued to develop its faculty, academic programs, and facilities. There are no additional resource requests associated with the proposed action. The Department has functioned as a School in the past few years so effectively that the proposal was initially submitted as a name change. However, the Department was advised to revise the proposal to comply with the procedures required for establishment of a new School. Following the divisional review process, the proposal will require review and approval by the Systemwide Senate and the Regents of the UC.

   **Discussion:**
   Senate Chair Craig Martens presented an overview of the proposal. The previous proposal submitted 2009 for Senate review was not endorsed. The main concerns at the time of the review were the recent establishment of the Ph.D. program, and funding requested to support growth plans to add 11 FTE, proposed instructional based revenue, and the economic climate at the time. The Department of Education was encouraged to resubmit their proposal at a later time once some of the issues had been addressed.

   The new proposal was reviewed and received unanimous support from the Council on Planning and Budget, Graduate Council, the Council on Educational Policy, and the Council on Research and Computing and Libraries. The issues that stemmed from the first proposal have been resolved: the first cohort of Ph.D. students have completed the program, the Department of Education is currently operating as a school, and does not require additional funding or FTE’s. Moreover, the Department is the highest ranked unit of education that is not a school, and with a School designation will be able to improve its opportunities for extramural funding. It was further noted that although the Department of Education would be small compared to the other schools on campus, it is about the same size as
other schools of education and will be structured similar to the UCI Business and Law schools as a single department with a Dean.

Action: The Assembly voted to approve the Proposal to Establish a UCI School of Education [23 endorsed, 2 opposed, 1 abstention]. The proposal will now move forward to be reviewed at the systemwide level.

9. PETITIONS OF STUDENTS: None

10. UNFINISHED BUSINESS: None

11. REPORTS OR COMMENTS ON UNIVERSITY AND FACULTY WELFARE: None

12. NEW BUSINESS: None

13. ROLL CALL: Attendance Sheet

14. ADJOURNMENT: The meeting was adjourned at 4:20 p.m.

Charlene Mandau

Academic Senate, Irvine Division
Attest: Mary Gilly, Chair-Elect
Dr. Stanley van den Noort was the ultimate clinician-scientist, teacher and mentor. Simply put, he was not only the greatest neurologist I have known, but the greatest physician, I have had the pleasure to meet. He was world renowned for his clinical and scientific expertise in the human autoimmune demyelinating disease, multiple sclerosis (MS). Dr. van den Noort received his M.D. from Harvard Medical School in 1954, followed by a Neurology residency and post-doctoral research training in Neurochemistry at Boston City Hospital. After 8 years on the faculty of Case Western Reserve University, Dr. van den Noort moved to UC Irvine in 1970 as Professor of Neurology. In short order, Dr. van den Noort was appointed Dean of the College of Medicine, serving 13 years from 1973 to 1986. In an unusual career step, but in continued service to the University, Dr. van den Noort then served as Chair of Neurology from 1986-1998. Dr. van den Noort’s academic accomplishments were numerous and include over 60 peer reviewed publications, 18 book chapters and serving as Principal Investigator on numerous NIH and society grants. He served as Chair of the Steering Committee (Betaseron) and the Safety and Advisory Committee (Copaxone) for two of the most pivotal therapeutic clinical trials in MS; both drugs now serve as primary Multiple Sclerosis therapies. His service to the community was also remarkable, serving on the advisory board of over 20 societies, including Chairman of the National Medical Advisory Board of National Multiple Sclerosis Society as well as Chairman of the International Federation of Multiple Sclerosis Societies.
However, this remarkable listing of accomplishments only partially conveys the true greatness of Dr. van den Noort. He combined incredible clinical skill and scientific discovery with unparalleled compassion and commitment to his patients. I doubt that I will see the likes of him again in clinical medicine. A small but telling example is the first day that I started my clinical activities at UC Irvine. I was in the Multiple Sclerosis clinic with Dr. van den Noort. It was ~6pm on a Friday afternoon after a long and full day of patients. A nurse came and told Dr. van den Noort of a patient with new symptoms. Without hesitation Dr. van den Noort directed the nurse to bring the patient into the clinic. It took another ~60 minutes for the patient to arrive. At the end of the visit, now close to 8pm, Dr. van den Noort provided both his pager and home phone numbers to the patient, instructing the patient to call over the weekend with any concerns. My jaw dropped. I was just out of residency training and the idea of providing one’s pager and home phone number to a patient was a completely foreign concept. I soon realized that this was standard practice for Dr. van den Noort and his patients loved him for it.

Dr. van den Noort’s clinical knowledge was unparalleled. He had such a detailed understanding of neurophysiology and methods to manipulate neuronal activity with medication; he routinely developed unique and highly effective drug combinations that relieved myriad neurological symptoms.

Another of Dr. van den Noort’s great virtues was his passion for scientific discovery and for protecting and supporting younger faculty. By helping to cover my patients when I was in my laboratory, he provided me the freedom and protected time to grow and develop my research. I can say without hesitation that without Dr. van den Noort, I would not have developed into the clinician-scientist that I am today.

Dr. van den Noort is survived by his wife of 55 years, June, five children and 8 grandchildren.

Michael Demetriou MD PhD FRCP(C)
Director, National Multiple Sclerosis Society designated Comprehensive Care Clinic
Associate Director, Multiple Sclerosis Research Center
Associate Professor
Department of Neurology, Microbiology and Molecular Genetics
Institute for Immunology
University of California, Irvine
IN MEMORIAM

Alice Laborde
Professor of French
UC Invine
September 1922 – April 2010

Born in Provence, Alice Laborde worked as a medical assistant to her father in Algeria. She moved to Los Angeles with her husband and — a role model for career mothers — completed without delay her doctorate at UCLA while raising three children. The first person appointed in French at UCI in 1965, she taught with considerable success and directed a number of doctoral dissertations. A specialist in XVIIIth century literature, she authored several important books, notably *L’Esthétique circéenne* and studies on the Marquis de Sade. After retirement, she published Sade’s *Correspondance* and additional studies on the “divin marquis.”

Judd Hubert
Dr. Don Miller was a native of Kansas who received his MD at the University of Kansas in 1948. He then interned at the University of Illinois Research and Educational Hospital, Chicago from 1948-1949 after which he returned to Kansas for his graduate surgical training. Dr. Miller was always an excellent student, graduating with high honors from medical school and election to Alpha Omega Alpha and Sigma Xi. Dr. Miller continued as a surgical resident for the next eight years, except for a year of military service during the Korean War and a special research fellowship under the distinguished Professor Ake Senning, at the University of Zurich, Switzerland from 1957-1959.

In 1959 he was certified by the American Board of Surgery and also the American Board of Thoracic Surgery in 1960. He continued to progress academically, with election to the Society of University Surgeons, the Central and Western Surgical Associations, the American Association for Thoracic Surgery, the Society for Vascular Surgery and the International Cardiovascular Society.

As he advanced in academia he was recognized as a surgeon dedicated to academic medicine, and also as a very solid, honest, thoroughly reliable gentleman. Don’s writing included over 70 papers and book chapters. He was widely regarded for his modest manner and capacity for working with people of all levels. Socially, Dr. Miller was a gentleman; his personal life and character were above reproach. He was blessed with his wife Geraldine Ellen Miller and five delightful children.

When Don was proposed for a position as Chief of Surgery at the Orange County Medical Center, Dr. Connolly, the Chair of the Department of Surgery at the University
of California, Irvine, was inundated with letters of recommendation from many distinguished chairs of surgery nationwide.

While at UC Irvine, Don had direct responsibility for undergraduate and graduate surgical teaching in addition to his medical center administrative duties. Don’s research included development of extracorporeal circulation for open heart surgery. He was also known for his work in the early development of intestinal ganglion cells and reflux esophagitis. Don served long and generously on many hospital and departmental committees which led to his being elected President of the Medical Staff.

In 1991, after 19 years at UCI, Don and his wife decided to return to Kansas where their children resided. They settled in Lawrence, Kansas which was driving distance from where their children were living.

Michael J. Stamos, MD, FACS
John E. Connolly, MD, FACS
IN MEMORIAM

James Richard Arvo
Professor of Computer Science
UC Irvine
1956 - 2011

Jim was born in Warren, Michigan, to Helmer and Mathilda (Martin) Arvo and attended Warren High School. He graduated from Michigan Technological University and Michigan State University with degrees in Mathematics and began doctoral studies in Computer Science at Yale University. He took a hiatus from his graduate work and spent 13 years as a Computer Graphics researcher, first at Apollo Computer and then at Cornell University in Ithaca, NY, where he met his wife, Erin Shaw. They married there in 1994. In 1995, Jim received his PhD from Yale and joined the Computer Science faculty at the California Institute of Technology. In 2002, he joined the faculty of the University of California, Irvine. From 2001-2011, he also worked as a Computer Graphics consultant, first for Pixar Animation Studios in Emeryville, CA, and later for Walt Disney Animation Studios in Burbank, CA.

Jim was a highly regarded and world-renown researcher in computer graphics. His fundamental contributions were primarily in probabilistic monte-carlo approaches to realistic image synthesis. His innovations in this area are widely used in the movie animation industry today. Jim is especially well known for his methods for simulating lighting effects such as caustics created by water and glass when they behave like lenses. He pioneered a method called backwards ray tracing which he named and popularized with his work. Jim set very high standards for himself, and was well known for the quality of his scholarship as well as his work ethic. He placed a high premium on both mathematical rigor and intellectual honesty and these values came through in every aspect of his work. Jim was widely consulted by his fellow researchers on monte-carlo simulations and realistic image synthesis, not only because of his deep knowledge of the area, but also because of his gentle and approachable manner.
Jim was a life-long atheist who enjoyed debating theology and evolution. He had very elegant ways of putting forward his ideas on the great variety of subjects which interested him. This clarity of expression made him a favorite teacher among students. In his course evaluations, students praised his ability to make difficult and abstract material accessible as well as the fact that he was so dedicated to their success. His passion for education was recognized by teaching awards at both Caltech and UCI. At the time of his death he was working on a textbook on Automata Theory.

Jim’s greatest pleasure was spending time with his beloved son, Julian, 11. They enjoyed trading riddles, playing board games, watching movies, juggling, playing catch and basketball, and working together in the garage that Jim enjoyed remodeling himself. Jim was a constant fixture at Julian’s sports games. He was an avid tennis and squash player and began long-distance running when he was 42. He completed five Los Angeles marathons.

Jim is survived by his wife, Erin Shaw, and son, Julian James Arvo, his two sisters, Carol P. Brown and Nancy Rudnik (William); and his nieces, nephews and many cousins. He was preceded in death by his parents, Helmer and Mathilda (Martin) Arvo. Jim was also deeply affected by the loss of his close collaborator and friend of over two decades, Kevin Novins, to cancer earlier in 2011.

Jim will be greatly missed at UCI as well as among his many colleagues and friends in computer graphics.

Sandy Irani and Gopi Meenakshisundaram
Department of Computer Science
WALTER MONROE FITCH was born on 21 May 1929 in San Diego, California, where he attended primary and secondary school. He went to the University of California, Berkeley, where he received an A.B. in chemistry (1953) and a Ph.D. in comparative biochemistry (1958). After a series of postdoctoral appointments, in 1962 he joined the Department of Physiological Chemistry at the University of Wisconsin Medical School in Madison, where he was Assistant Professor (September 1962-August 1967), Associate Professor (September 1967-August 1972) and Professor (September 1972-September 1986). In 1986, Walter returned to his native California as a professor in the Department of Biological Sciences at the University of Southern California in Los Angeles. Three years later, he moved to the Department of Ecology and Evolutionary Biology at the University of California, Irvine (UCI), where he was a professor from 1989 until 2009 and professor emeritus until 2011.

In the second half of the decade of the 2000s, Walter’s health deteriorated owing to various ailments, leading to his retirement in 2009, although he continued to come to his office and to write. He passed away peacefully in his sleep in the early morning of March 10, 2011. The family held a memorial service at UCI’s University Club on 8 April 2011. UCI’s School of Biological Sciences held a memorial on 26 May 2011, at the Beckman Center of the National Academies in Irvine. Walter Fitch is survived by his wife, Chung Cha, formerly Ziesel, two daughters and one son, two step-daughters, and seven grandchildren.

Walter Fitch is acknowledged as the founder of the discipline of molecular phylogenetics, the reconstruction of evolutionary phylogeny using molecular data,
which is now an enormously active field of research and publication, perhaps the most intensely used method of ascertaining the evolutionary history of living organisms and the one method that can incorporate all sorts of organisms, from bacteria and protozoa to plants and animals, using a single all-encompassing trait, a chosen DNA sequence or protein molecule. Thus, Fitch also counts as one of the earlier pioneers of the now enormous field of molecular evolution, currently represented by scores of journals and treatises, thousands of scholarly papers, dozens of academic departments and hundreds of courses in universities and other institutions of higher learning, and thousands of research scientists.

The emergence of molecular phylogeny as a major field of study can be traced to the publication in 1967 of a paper in *Science* (“Construction of Phylogenetic Trees,” Fitch and Margoliash, 1967), a paper that would impact forever how the evolutionary history of living organisms is investigated. Margoliash, a distinguished biochemist at the Abbott Laboratories in North Chicago, had obtained for several species the amino acid sequence of cytochrome *c*, a small protein involved in cell respiration, consisting of about 104 amino acids. In collaboration with Walter, Margoliash extended the sequences to a total of 20 species from yeast, through insects, fish, reptiles, birds, and mammals to humans. The reconstruction of the evolutionary history of organisms that had shared the last common ancestor more than one billion years ago, “remarkably like the classical phylogenetic tree that has been obtained from purely biological data” (p. 279), on the evidence obtained from a small protein, was an outstanding achievement. More significant yet was the formulation of concepts, algorithms, and statistically reliable methods of wide applicability in the investigation of molecular evolution.

Walter’s contributions to the conceptual and methodological development of molecular evolution extend throughout his career, with a bibliography consisting of more than 180 peer-reviewed papers. One long paper, chock full of new ideas, precisely defined terms, algorithms, and specific methodologies, is “The Usefulness of Amino Acid and Nucleotide Sequences in Evolutionary Studies” (Fitch and Margoliash, 1970). Walter developed increasingly sophisticated methodologies to evaluate the molecular clock, that is, the relative constancy of molecular evolution.

Notable also are Fitch’s investigations of the evolution of the influenza virus, which became of great consequence in the development of flu vaccines. Early papers were “Evolution of Influenza A Viruses over 50 years,” published in *Science* (Buonagurio et al., 1986a) and “Epidemiology of Influenza C Virus in Man; Multiple Evolutionary Lineages and Low Rate of Change,” published in *Virolgy* (Buonagurio et al., 1986b). Notice also “Positive Darwinian Evolution in Human Influenza A Viruses,” published in *Proceedings of the National Academy of Sciences* (Fitch et al., 1991), and “The Variety of Human Virus Evolution,” published in *Molecular Phylogenetics and Evolution* (Fitch, 1996). All important for the development of flu vaccines are several papers co-authored with UCI’s Robin M. Bush and others, such as “Predicting the Evolution of Human Influenza A,” published in *Science* (Bush et al., 1999) and “Effects of Passage History and Sampling Bias in Phylogenetic Reconstruction of Human Influenza A Evolution,” in the *Proceedings of the National Academy of Sciences* (Bush et al., 2000). One of his last published papers, published in the *Proceedings of the*
National Academy of Sciences, is “A Statistical Phylogeny of Influenza A HSN1” (Wallace et al., 2007).

Shortly after his joining in 1989 the Department of Ecology and Evolutionary Biology at UCI, Walter and Francisco J. Ayala embarked on the planning of four colloquia sponsored by the U.S. National Academy of Sciences. The colloquia were held at the Arnold and Mabel Beckman Center of the National Academies, next to the UCI Campus, and the colloquium papers were published in the Proceedings of the National Academy of Sciences, and as separate books published by the National Academies Press. The four colloquia were: “Tempo and Mode in Evolution” (Fitch and Ayala, 1994), “Genetics and the Origin of Species” (Ayala and Fitch, 1997), “Variation and Evolution in Plants and Microorganisms” (Ayala et al., 2000) and “Systematics and the Origin of Species” (Hey et al., 2004).


Walter Fitch received distinguished honors throughout his career, including, among numerous others, election to the three most honorific societies for scientists in the United States: the National Academy of Sciences in 1989; the American Academy of Arts and Sciences in 1991; and the American Philosophical Society in 2000. He was elected a Foreign Member of the Linnean Society (London) in 1994, and received a Doctor Honoris Causa degree from North Carolina State University in 2001, and in 2005, the UCI Medal. The “Walter M. Fitch Award” given each year by the Society for Molecular Biology and Evolution to the most deserving young scientists working on molecular evolution recognizes his lasting legacy.

Walter Fitch was a scientific genius: creative, original and incisive, with enormous analytical powers. He was also energetic as well as humorous, occasionally inclined to play a practical joke and always ready to tell amusing stories, fictional or not. He was also a wonderful colleague who at UCI served in a variety of offices and committees. He was chairman of the Department of Ecology and Evolutionary Biology from July 1990 to June 1995.

Brandon Gaut
Francisco J. Ayala
When Tom Sizgorich died at the age of forty of a stroke on January 27, 2011, the University of California lost a scholar of exceptional talent and the History Department at Irvine lost a remarkable colleague and teacher. If ever there was a person whose education illustrated the wisdom of the designers of the California Master Plan for Higher Education, it was Tom. He earned his BA at California State University at Long Beach, where he majored in journalism. After a stint with the Orange County Register, however, he realized that his true calling was history. He enrolled at UC Santa Barbara, where he received his Ph.D. in 2005 under the direction of Hal Drake. After teaching at the University of New Mexico, he was recruited to UC Irvine in 2008.

Tom devoted his research to one of the most interesting and thorniest of problems, the interaction of early Islam and Late Antique Christianity. Although many have called for the study of the relationship between these great religious and cultural traditions, few have mastered the formidable language and critical skills necessary for the task. His mastery of Latin, classical Greek, classical Arabic, Coptic and Syriac enabled him to examine documents that are usually considered in isolation from one another. His record of publication was extraordinary for such a brief career. In 2008 he published Violence and Belief in Late Antiquity: Militant Devotion in Christianity and Islam. In this Tom Sizgorich studied the cultural ties that bound the nascent Muslim community to the other confessional communities of Late Antiquity. He argued that these bonds provided both the basis for an ongoing and highly productive “conversation” among these communities as they both used militant asceticism to define themselves and, at the same time, the imaginative material with which to erect highly charged discursive
communal boundaries as ascetics invoked fear and violence to curb interaction between their followers and others, and to keep their communities isolated and pure. He also published broadly in the most prestigious journals in the fields of history and Late Antiquity. In these he published some of the preliminary findings of what was to have been his second major research project, an examination of the imperial circumstances under which Islam emerged, and the ways in which Muslims and Christians living within the first Muslim empires imagined, fantasized about and narrated their relationships with each other, their shared imperial pasts and possible imperial futures. It was his goal to encourage a productive exchange between traditionally trained scholars of early Islamic culture and the exponents of postcolonial critique.

Tom was more than a talented researcher and gifted writer; he was an extraordinary teacher and colleague. For some of us, the most memorable lessons in pedagogy we ever received consisted of listening to Tom discuss how he adjusted his teaching to fit the learning styles of students from very different ethnic and socio-economic backgrounds. At once humble, demanding and supportive in the classroom, Tom encountered his students as the individuals they were and sought to draw out the best from each one of them.

His personal qualities as a colleague and friend are perhaps best expressed, in an analogy he would have richly appreciated, by his colleague, Heidi Wolf, of the University of Manitoba, “I surmise that for many of us, we do remember Tom as a kind of saint. I don’t mean one of those benign, prettified, Polyanna types of saints. I refer to the monstrous madmen of the ancient borderlands—stylites, dendrites, desert and tree dwellers, men and women who cut their cloaks in half to give to someone else, and who held the demons at bay for the rest of us, and who called out our hypocrisy and superficiality from the fringes, and who by doing so made a space for us to be more honest and more generous and more magnanimous.”

Tom’s career was brief, but he had an outsized impact on the profession, his students, and his colleagues.

Touraj Daryaee
James Given
Julius Margolis, professor emeritus of economics at UC Irvine, died Friday, March 16, 2012 at the age of 91.

Alternately known as Julie, Julius or Jules, depending on the era, Margolis was a founding figure in the economics of the public sector, a person of boundless energy in building UCI, and a Renaissance man. He was recruited by UCI in 1976, having previously been a professor at the University of Chicago, Stanford, UC Berkeley, and at the University of Pennsylvania.

When he came to UCI, the economics program had only three members. He worked tirelessly at recruiting. Taking advantage of the wide regard in which he was held, he appointed an oversight committee of outside economists (including two Nobel Prize winners) to evaluate all appointments. Margolis was effectively the founder of economics on campus.

But Margolis did not limit himself to his Department. He helped establish University Hills---as Chair of the system wide Council on Faculty Welfare, he persuaded the Office of the President to approve the project. Margolis also helped establish UCI’s Center for Global Peace & Conflict Studies, which hosts an annual lecture series in his name and will dedicate a seminar room in his honor. Caring about the intellectual atmosphere on campus, he persuaded the Administration to include a large bookstore in the newly built student center.

Margolis earned an undergraduate degree at City College of New York in 1941 and completed a doctorate at Harvard University in 1949. He was active in the National Bureau of Economic Research and on the Federal Reserve System’s board of governors and was a consultant to agencies ranging from the National Parks Service to the RAND Corp. and the Kennedy administration.
He was a leader in advancing the fields of policy analysis. With funding from the Social Science Research Council, he helped promote rational choice theory and microeconomic modeling in the study of politics. He was exceptionally prescient in setting agendas, particularly for the application of economic analysis to policy, and at stimulating others with his vision. He contributed to the economic approach to politics, which compares politicians to economic producers and citizen-voters to consumers.

After retiring in 1988, Margolis headed in a new direction: exploring his artistic side through sculpture and painting. Margolis was also an avid table tennis player, serving on the executive board of the National Seniors Table Tennis Tournament Association.

As for his various names? He was Julie to anyone who knew him as a friend before 1970. He was Julius formally. And after he became a painter, he asked to be known as Jules.

Margolis is survived by his wife of seventy years, Doris Margolis; his son, Carl Margolis; his daughter, Jane Margolis; his son-in-law, Mark Peterson; and his granddaughter, Sophie Margolis-Peterson.

David Brownstone
Professor of Economics

Amihai Glazer
Professor of Economics
In Memoriam

Frank Sherwood Rowland
Donald Bren Professor of Chemistry and Earth System Science
UC Irvine
1927-2012

Professor F.S. Rowland died at his home on 10 March, 2012 at age 84, from complications of Parkinson’s disease. He was a distinguished scientist, first in physical chemistry and radiochemistry as a hot-atom chemist and later as an atmospheric chemist. He was also famous for his leadership in discovering and publicizing the danger to the ozone layer posed by continued human release of chlorofluorocarbons (CFCs).

Born Frank Sherwood Rowland on June 28, 1927 in Delaware, Ohio, he was universally known as Sherry. His mother was a Latin teacher and his father taught mathematics at Ohio Wesleyan University in Delaware, where Rowland attended college after graduating from high school at 15. He loved sports and science; sometimes it was a toss-up as to which he loved more.

When he was old enough, he enlisted in the US Navy. As a lanky athlete, he readily found a home in sports teams in the Navy and later in graduate school at the University of Chicago, Illinois, where he played baseball for the university and for a semi-professional team. He kept a yellowing newspaper clipping of himself as a semi-pro baseball player in his top desk drawer for decades.

He earned his PhD. at the University of Chicago, mentored by future Nobel Laureate Willard Libby and was taught by four other eventual Nobel winners. He once said that the most important thing he did there was to meet Joan Lundberg when she was dating a college friend of his. “The way it went, I became aware of her before she was aware of me,” he joked. They went on a road trip to Louisville, and while Rowland’s friend slept
in the back seat, the two talked for five hours. They would have celebrated their 60th wedding anniversary this June.

In 1964, Rowland accepted an offer to start up the Chemistry Department at the new University of California campus in the then-unbuilt city of Irvine, moving his family and laboratory from the University of Kansas. Later, with atmospheric chemist Ralph Cicerone, he also helped to found the Earth System Science Department.

Rowland and Molina’s discovery of the effect of CFCs was published in *Nature* in 1974, and initially met with an underwhelming response. Recognizing the stakes for the planet, Rowland reached out to Ralph Cicerone, still at the University of Michigan and also exploring the effects of chlorine on the stratospheric ozone, and together they discussed how to raise public awareness. For the next two years, despite widespread opposition, Rowland and Cicerone—in a significant breach of academic protocol—became public policy advocates. Initially attacked by industry, government, and even colleagues in academia, they soldiered on, forcing the world to face the invisible environmental destruction taking place miles above the surface of the earth. They made phone calls and public appearances, wrote letters and papers, and testified before congressional committees, town councils, and state legislatures.

Rowland calmly stayed the course, working to convince everyone from Margaret Thatcher to Al Gore to reporters from hundreds of news outlets of what was at stake. Scientists doing similar research stuck by him, and consumers stopped using the sprays. One who believed him from day one was his wife, Joan. When he told her the results of their calculations in 1974, she searched the house and threw out every spray can.

The first turning point came in 1976, when the National Academy of Sciences confirmed the dangers of CFCs and stated that a ban would be necessary. And in 1985, the British Antarctic Survey team, which had been measuring ozone in the polar region since 1957, announced that a large hole in the protective layer had appeared over Antarctica. In 1987, 24 nations signed the Montreal Accords, banning many CFCs outright and planning the eventual elimination of the entire class of chemicals. Today, 196 nations have signed the Montreal Protocol, widely viewed as the single most successful international environment agreement to date. Production and use of ozone depleting substances has been reduced more than 95 percent.

Rowland’s melding of atmospheric science and chemistry, and his predictions of the worldwide effects of CFCs helped to forge bridges across these disciplines. According to former Dean Harold W. “Hal” Moore, Professor Rowland’s vision and scientific clout facilitated the creation of UCI’s Earth System Science Department (ESS) in 1989, the first interdisciplinary academic department focused on climate change, now top-ranked by the NRC and a global leader in climate change research. In the words of UCI ESS Professor Susan Trumbore, “Rowland invented a new kind of science, and we will never look at the world the same way again. Because of Rowland and a few others like him, globalism is a natural concept to scientists of my generation.”
Rowland remains an academic legend among colleagues, known for his curiosity and integrity. In her nomination for Professor Rowland’s National Medal of Science, Susan Solomon wrote “[Rowland’s] work embodies the finest spirit of science in my view: to seek nothing but to understand and explore the truth.”

Over almost five decades, Rowland was active in his research lab as well as teaching, playing tennis and having collegial discussions over lunch. When not traveling, he could be seen carrying his briefcase in one hand, with a pile of papers under the other arm, to and from his office. He was a prolific note-taker, filling a notebook in a week.

Sherry Rowland contributed enormously to the public understanding and credibility of science. Along the way, he was President of the American Association for the Advancement of Science (1993 to 1994); the AAAS building reflects his work with its designers. He insisted on a human-friendly design and no CFC-based refrigerants. He also served as foreign secretary of the U.S. National Academy of Sciences (1994 to 2002), was instrumental in starting the field of atmospheric chemistry, and was a founding faculty member of UC Irvine. In 1995, he was awarded the Nobel Prize in Chemistry (with Paul J. Crutzen and Mario J. Molina). His many friends treasured his affinity for operatic music, his interest in sports, and his occasionally memorable jokes.

Rowland treated everyone like a colleague. He disarmingly considered questions from any listener with the depth and profundity due a scientific peer. This trait was appreciated by students, friends and family. To Sherry, the question was of foremost importance; it was at the core of his scientific quest. His passing ended a unique career that merged chemistry and atmospheric sciences, leading to a new partnership between science and policy for the protection of our planet. And according to the Nobel award committee, Professor Rowland may have “saved the world from catastrophe.”

In addition to his wife, Rowland is survived by his daughter Ingrid Rowland, his son Jeffrey Rowland and two granddaughters, Lindsey and Taylor Rowland.

Donald R. Blake
Scott Rychnovsky
IN MEMORIAM

Jerome S. Tobis, M.D.
Professor of Physical Medicine and Rehabilitation, Emeritus
UC Irvine
1915 - 2012

The University and many of us personally lost a dear friend and extraordinary colleague when Jerome S. Tobis, Professor Emeritus of Physical Medicine and Rehabilitation and Research Professor Recalled, died on February 3rd 2012. Jerry served the last 42 of his 96 years at the University of California, Irvine, and there was no one more dedicated to UCI, more productive in retirement, more creative, more gracious, more complimentary, and more skillful in entreating others to work in the cause of UCI, the School of Medicine, and its faculty, including the clinical faculty.

Jerry was born July 23, 1915, was raised in Syracuse, moved to Brooklyn in the great depression, and following a free public education, graduated from the City College of New York in 1936. He attended medical school in Edinburgh and at the Chicago Medical School where he graduated in 1943. He was one of the early diplomats of the American Board of Physical Medicine and Rehabilitation, was Professor of Rehabilitation Medicine at New York Medical College and Albert Einstein College of Medicine, and Chairman of the Department of Rehabilitation at the New York Medical College and the Montefiore Hospital Medical Center.

In 1970, Jerry joined the UCI faculty as Professor and founding Chairman (until 1976) of the Department of Physical Medicine and Rehabilitation. Following a sabbatical in 1979 in geriatrics at the University Of Birmingham, England, he was founding Director of the Program in Geriatric Medicine and Gerontology at UCI. In 1986 Jerry became Research Professor, and following retirement was recalled annually. Jerry chaired the Ethics Committee at the UCI Medical Center from 1986 to 2000 and remained an active and revered member to the time of his death. He also founded the Ethics Journal Club, but taught ethics by example throughout his career.

Jerry founded an inpatient rehabilitation service for children in New York City in 1953, and established the first inpatient program for cardiac rehabilitation at the Montefiore
Medical Center in 1963. He was co-author of a 1970 book "Cardiac Rehabilitation," the first on the subject.

He studied rehabilitation in nursing homes, musculoskeletal manipulation, psychobiologic interventions for aging, traumatic brain injury, and reduction of falls in the elderly. He was the principal investigator for the first scientific (well-controlled, double-blind) study to show the effectiveness of spinal manipulation in improving lower back pain. He wrote over 100 articles and several books including, as coeditor, a 2007 book on the religious, ethical, and political issues of the stem cell debate. He received a number of NIH awards which attested to the excellence of his research.

Amongst numerous honors Jerry was Physician of the Year for his work in rehabilitation in New York, President and subsequently Distinguished Clinician of the American Academy of Physical Medicine and Rehabilitation, Distinguished Alumnus of the Chicago Medical School, Faculty member of Alpha Omega Alpha, and he received the Student Council Award for Outstanding Faculty Member of the College of Medicine, the Paul H Silverman Award for Ethics in Science, the Outstanding Emeritus Award, and most recently the Founders Award of the Susan Samueli Center for Integrative Medicine.

To summarize Jerry was a true triple threat in academic medicine: A superb teacher, an outstanding investigator, and he provided excellent care to patients, all to the very week of his death at age 96. He helped to found the Medical Committee for Civil Rights, and was an active list-advocate of universal single-payer health care. A remarkable man, a remarkable career.

E. J. Quilligan, M.D.
Ron Miller, M.D.
May 24, 2012

DIVISIONAL SENATE ASSEMBLY

RE: Proposed Revisions of Irvine Bylaw 85 and 35

The Council on Educational Policy approved the proposed revisions of Irvine Bylaw 85 and 35 at its March 1, 2012 meeting. The proposal was endorsed by the Senate Cabinet at its April 3, 2012 meeting. The attached documents present the rationale and the revised legislation that was reviewed by the Committee on Rules and Jurisdiction, and found to be consistent with the Academic Senate Code.
TO: CRAIG MARTENS, CHAIR
ACADEMIC SENATE, IRVINE DIVISION

FROM: DAN HIRSCHBERG, CHAIR
COMMITTEE ON RULES AND JURISDICTION

RE: Proposed Revisions of Irvine Bylaw 85 and Irvine Bylaw 35

CRJ reviewed the Council on Educational Policy’s proposal to revise Irvine Bylaw 85 and Irvine Bylaw 35 to determine whether it was consistent with the Academic Senate Code.

The committee finds that the proposed revisions are consistent with the Academic Senate Code. The proposed revision, along with CEP’s cover memo, is attached for the record.

Attachment

c: Luisa Crespo, Executive Director, Academic Senate
    Michael Dennin, Chair of the Council on Educational Policy (CEP)
    Michelle AuCoin, Analyst to CEP
DAN HIRSCHBERG, CHAIR
COMMITTEE ON RULES AND JURISDICTION

RE: CHANGES TO CEP BYLAW and IB 35(g)

Background for Proposed Changes

The Council on Educational Policy (CEP) is requesting consideration of proposed changes to the By-Laws governing the subcommittees of CEP (Appendix A). The proposed changes are attached with deletions indicated by cross-outs and additions in underlined text. The changes are the result of a three year process involving the creation of a new subcommittee of CEP (the Assessment Subcommittee), a review of the recently revised General Education procedures (GE), and a general review of the procedures for CEP and its three major subcommittees: Policy, SCOC, and Assessment. The review highlighted a number of areas in which selection of the Chairs of the subcommittees had inconsistencies and in which the review process for Program modifications could be streamlined.

CEP is also requesting a conforming change to IB 35 (g) to address problems of inconsistency which arose as the result of the proposed changes (Appendix B).

Rationale for Proposed Changes

1) The three main subcommittees of CEP are Policy, SCOC, and Assessment. It is the view of CEP that the Chairs of these committees need to be voting members of CEP to maintain the necessary level of interaction and connection between the subcommittees and the full CEP. This is especially important as the range of curricular options increases with the introduction of online-instruction and increased use of XI courses. Currently, only the Chairs of Policy and Assessment are selected from members of CEP. The proposed change to the By-Laws creates similar mechanisms for selecting the chair of SCOC.

2) The current division of labor between Policy and SCOC is inconsistent with regard to evaluation of changes to curriculum based on implementing existing policy versus issues of changes in policy or potential impacts on policy. This results in a number of inefficiencies and confusions with procedures. The most relevant issue is routine changes to Programs that currently require actions by two subcommittees of CEP: SCOC and Policy. It is the view of CEP that all course related matters, including routine changes to Programs, should be evaluated by SCOC. This not only streamlines the process, but it is provides for more consistent review as the course and Program changes can be reviewed as a coherent package. Only new Programs and major revisions of Programs, which can
have policy implications and involve policies beyond course related issues, should be reviewed by Policy.

Review of Proposed Changes

The need to closely evaluate the relative role of Policy and SCOC has been a subject of discussion throughout the 2011-2012 year. In the Fall of 2011, CEP voted to transfer the review of GE courses from Policy to SCOC. This action is consistent with the existing By-Laws, and research into the history of the review for GE established that no rationale existed for review of GE courses by Policy. For its Feb. 16, 2012 meeting, Policy was asked to review in more detail its duties and mission. This was an executive session meeting attended only by the voting members of Policy. During this meeting, Policy formulated the basic principles that served as the basis for the proposed By-Law Changes: Policy should focus on new policy issues and major Program revisions that can have policy implications, and SCOC should focus on routine Program changes that predominately are the result of course modifications. This will enhance the review of these Program changes by concentrating expertise in a single committee and streamline the process to expedite the review of these changes within a single committee.

At its March 1, 2012 meeting, the full CEP discussed the principles behind the proposed By-Law changes and the changes themselves. The changes were approved by a unanimous vote of CEP.

At its April 3, 2012 meeting, Cabinet approved the bylaw changes proposed below. After the Cabinet meeting, the Chair of the Committee on Rules and Jurisdiction informally agreed to minor language changes to the CEP bylaws, which were added to clarify potentially ambiguous language.

Implementation Issues

The expectation is that the changes in DUTIES will be effective as of September 1, 2012. The changes to the Chairs of the Assessment Committee can also be implemented effective as of September 1, 2012 because two members of CEP, including the Chair of the Assessment Committee, are already members of the Assessment Committee. The changes to the Chair of SCOC needs to be phased in to maintain continuity of experience in SCOC. The proposed phase in is as follows:

1) For 2012 – 2013, the Chair of SCOC is elected from among the current members of SCOC and a Chair Elect is appointed from CEP.
2) For 2013 – 2014, the use of staggered terms will be implemented, and a new Chair Elect will be appointed from CEP. The previous chair elect will become Chair, as stipulated in the new By-Laws.
c. Carol Gardner, Analyst for CRJ
   Roger Rangel, Chair COC
   Thao Nguyen, Analyst for COC
   Michelle AuCoin, Analyst for CEP
Bylaw 85. Educational Policy (Undergraduate), Council on
(Am 7 May 98) (Am 12 Oct 00) (Am 24 Jan 02) (Am 5 Jun 03) (Am 19 Feb 04) (Am 10
Nov 05) (Am 30 May 06) (CC 12 Feb 07) (Am 7 Jun 07) (Am 3 Jun 2010)

(A) Membership

The Council on Educational Policy (Undergraduate) shall consist of two members from
each Faculty offering an undergraduate degree, the Chairs and Chairs-Elect of the
SCOC (Undergraduate Subcommittee on Courses and Continuing, Part-Time, and
Summer Session Education), and the CEP Assessment Committee. Ex officio members
shall be the Registrar, the Dean of Undergraduate Education, the Campus Writing
Coordinator, and the Chairs of the Subcommittee on Courses and Continuing, Part-
Time, and Summer Session Education; the Subcommittee on International
Education; and the Chair of the Faculty Board for Undecided/Undeclared Students;
and the CEP Assessment Committee.

(B) Duties

(1) Consider all matters related to academic policy, make recommendations regarding
curricula and programs and other educational matters, including general campus
requirements and grading systems, issue recommendations on the establishment,
substantive modifications or withdrawal of academic programs, review and report on the
character of the educational programs on the Irvine campus, make recommendations
about undergraduate policy matters and evaluate their effect on campus diversity.
Supervise the UC Entry Level Writing Requirement and the UC Analytical Writing
Placement Examinations, and formulate the policies for, and supervise the requirement
in American History and Institutions. Act for the Division in approving new or amended
degree requirements recommended to the Division by the several Faculties; failure by
the Council to approve new or amended degree requirements within sixty (60) calendar
days following the original submission of such recommendations by a Faculty, the
Faculty in question may refer the matter directly to the Divisional Senate Assembly for
action.

(2) Act as a screening committee for the general education breadth options (see IR
520). Solicit courses from the academic units, review them, and approve or disapprove
them according to the guidelines listed in Appendix V. Advise units of any overlap
between proposed and existing courses and of areas not covered by the proposals. The
Council may request that units submit special kinds of courses to meet the requirement.
Review all general education breadth-option courses at regular intervals and take
appropriate action.
(3) Act on final recommendations from the Campus Writing Coordinator for recertification of courses satisfying the upper-division writing requirements; the Campus Writing Coordinator shall conduct a recertification review of these courses at regular intervals and recommend to CEP whether a course continues to meet writing course guidelines or whether CEP should inform the unit that the course no longer fulfills the upper-division requirement.

(4) Provide advice on all educational policy matters pertaining to the core campus undergraduate programs and advise on matters relating to international education and continuing, part time, and summer session education. In matters pertaining to the establishment, substantive modification or withdrawal of programs that may impact core campus academic programs, the Council shall issue recommendations with the Graduate Council, as applicable.

(5) Maintain liaison with the University Committees on Educational Policy, Preparatory Education, and International Education.

(C) Subcommittees of CEP

Proposals for revisions to changes in undergraduate programs, such as majors, minors, school requirements, general education policy, honors programs etc. shall be first reviewed by either the Programs and Policy subcommittee (major revisions) or SCOC (minor revisions), as determined by the Chairs of CEP, Programs and Policy, and SCOC.

(1) Programs and Policy

(a) Membership

The subcommittee shall consist of at least six CEP members appointed by the Chair of CEP. The Dean of Undergraduate Education, the Campus Writing Coordinator, and the Registrar shall be ex officio members. The Composition Program Director shall be invited to attend as a consultant whenever a writing course or a writing policy issue is on the agenda.

(b) Duties

(1) Review and recommend to CEP action on proposals for new undergraduate requirements: majors, minors, school requirements and/or substantial revisions to undergraduate requirements: general education breadth, honors programs, etc.

(2) Review, upon CEP request, policy issues over which CEP has final approval authority and issues submitted for endorsement before final approval by the Divisional Senate Assembly.

(3) Review and recommend to CEP action on proposals for new or revised Change of
Major criteria.

(4) Make recommendations consistent with established educational policy and give full consideration to campus diversity issues, to the views of appropriate schools, departments, and other academic units in matters relating to their educational policy.

(2) Academic Program Review

(a) Membership
The Academic Program Review Board shall consist of two members from the Council on Educational Policy (CEP) appointed by the Chair of CEP, two members from the Graduate Council appointed by the Chair of Graduate Council, and one Division member who will serve as Chair. The Chair shall be appointed for a three-year term by the Committee on Committees, and is required to have prior experience on either the CEP or the Graduate Council, with strong preference given to Division members with prior experience conducting program reviews.

(b) Duties
Produces academic program reviews in accordance with the document "Joint Review of Academic Programs: Descriptions and Procedures."

(3) SCOC (Undergraduate Courses and Continuing, Part-Time, and Summer Session Education (Undergraduate))

(a) Membership
The subcommittee shall consist of one Division member from each Faculty offering an undergraduate degree to be appointed by the Committee on Committees. The Committee shall also consist of one faculty member from the Council on Educational Policy who serves as the Chair of SCOC and one faculty member from the Council of Educational Policy appointed by the CEP Chair to serve as Chair-Elect of SCOC. The Chair of SCOC shall be the senate member who previously served as Chair-Elect of SCOC. Ex Officio members of the Committee shall include the Registrar, the Campus Writing Coordinator, and the Dean of Continuing Education shall be ex officio members. The Composition Program Director shall be invited to attend as a consultant whenever a writing course is on the agenda.

(b) Duties

(1) Establish appropriate procedures for the approval of courses.

(2) Take final action on the approval, disapproval, modification, withdrawal, conduct, credit valuation and classification of courses. Subcommittee disapproval of a course may be appealed to the Divisional Senate Assembly by the academic unit proposing the course. Decisions should be made consistent with established educational policy. Full consideration should be given.
consideration to campus diversity issues, to the views of appropriate schools, departments, and other academic units in matters relating to their courses of instruction. Requests for course approval should be promptly acted upon, and act promptly on requests for course approval.

(3) Review and recommend to CEP action on proposed changes in undergraduate programs, such as majors, minors, school requirements, general education, honors programs, etc.

(4) Review and make decisions regarding preparatory and remedial education for the Irvine Campus. Remedial education is defined in SR761. Preparatory and remedial education includes oversight of the University of California Entry Level Writing, University of California Analytical Writing Placement Exam, language needs of students from diverse linguistic backgrounds, and placement examinations. SCOC will provide one member as a representative to UCOPE. The representative will be selected by the Committee members and must be a Senate Member, but may be selected from the voting members, ex-officio members, and consultants.

(4) International Education

(a) Membership
The subcommittee shall consist of one Division member from each Faculty offering an undergraduate and graduate degree to be appointed by the Committee on Committees. The Chair of the subcommittee shall be elected from this group of faculty.

The subcommittee shall also consist of two faculty members from the Council on Educational Policy appointed by the Council chair and two faculty members from Graduate Council appointed by the Council chair. Ex Officio members shall be the Faculty Director of the Center for International Education, the Dean of Undergraduate Education and the Dean of Graduate Studies. The Deans may designate the Associate Deans to represent them on the subcommittee.

(b) Duties
Provide academic policy oversight on all matters concerned with the University of California’s Education Abroad Program (EAP), UCI’s International Opportunities Program (IOP), other formal educational activities of UCI students abroad, and faculty exchanges between UCI and foreign universities. The subcommittee shall report to its parent councils and maintain liaison with the University Committee on International Education.

(5) Faculty Board for Undecided/Uncleared Students

(a) Membership
The Faculty Board for Undecided/Undeclared Students shall consist of at least one Division member from each Faculty offering an undergraduate degree to be appointed by the Committee on Committees. The Dean of Undergraduate Education shall be an ex officio member of the Board.

(b) Duties
Advise the Council on Educational Policy on policies on the academic advising of first year undecided/undeclared students. The Board or its designated agents shall act as advisors to first year undecided/undeclared students, and shall supervise these students in matters relating to probation and disqualification, exception to enrollment limitations, and other matters as specified in the Irvine Regulations. Advise the Dean of Undergraduate Education concerning first year undecided/undeclared students.

(6) CEP Assessment Committee

(a) Membership
The CEP Assessment Committee shall consist of one member from each Faculty offering an undergraduate degree appointed by the Committee on Committees for a three-year term. The Committee shall also consist of one faculty member from the Council on Educational Policy who will serve as Chair of the Assessment Committee and one faculty member from the Council on Educational Policy appointed by the CEP Chair who will serve as Chair Elect of the Assessment Committee. The Chair of the Assessment Committee shall be the senate member who previously served as the Chair-Elect of the Assessment Committee. The Committee shall also consist of two faculty members from the Council on Educational Policy appointed by the Council Chair for a one-year term. The Assessment Committee Chair shall be elected from the CEP faculty, with preference given to the member with prior experience conducting student learning assessment. The Director of Assessment and Research Studies shall be an ex officio member.

(b) Duties

1. Provide guidance on all matters related to student learning assessment, including policy development around assessment of student learning at the classroom, course, program, general education, and institutional levels.

2. Provide counsel to departments, schools, and Academic Senate committees on matters relating to student learning assessment. Review program assessment plans and reports and make recommendations to improve student learning. Prepare periodic reports on the status of student learning assessment within academic programs.

3. Make recommendations to CEP regarding the assessment of the general education program, including recommendations based on the review of general education courses and categories.
a. Develop and maintain guidelines and procedures for both periodic comprehensive assessment and continual ongoing assessment of learning outcomes for each general education category.
b. Evaluate the results of these assessments and make recommendations to CEP based on these results.

4. Monitor the University’s progress in implementing its assessment plans, including those resulting from regional reaccreditation review, and promote the use of assessment results in planning activities.

Page Revised: August 3, 2010
THE MANUAL OF THE IRVINE DIVISION OF THE ACADEMIC SENATE
PART I - BYLAWS OF THE IRVINE DIVISION

Chapter III: Organization
Section 3 Committees of the Division

Bylaw 35. Committees
(Am 4 Jun 81) (Am 7 May 98) (Am 5 Jun 03) (CC 9 Feb 04) (Am 3 Jun 04) (Am 7 Jun 07)

(A) Definition of Committees

The standing committees of the Academic Senate of the Irvine Division shall consist of the Senate Cabinet, the Councils and other Committees, the Divisional Delegates to the Assembly of the Academic Senate, and Special Committees. The Special Committees are Senate Ad-Hoc Committees, and Joint Senate/Administration Task Forces.

(B) Composition of Committees

Committees may be constituted of any combination of elected, appointed, or ex officio members. Each elected or appointed member of a council or committee of the Division must be a member of the Division. Other persons who are not members of the Academic Senate may be invited to sit with standing committees as non-voting representatives. Student representatives may be nominated by the Associated Students and Associated Graduate Students, as indicated in Bylaw 36.

(C) Voting and Other Rights

The Vice Chair, if any, shall perform the duties of the Chair in case of temporary absence or disability of the Chair, and such other duties as the committee concerned may determine.

Unless otherwise specified, ex officio members may not vote, but may have their opinions recorded separately in the record of the meetings.

On all formal votes in committees attended by student members, the student opinions may be recorded separately and so reported whenever the recommendation of the committee is presented to the Division, to other Academic Senate bodies and to administrative officers advised by such committees.

(D) Terms of Office of Members of Standing Committees

The terms of office of standing committee members shall be three years unless otherwise specified. Committee members shall serve from the first day of September. Upon first establishment, the full membership of committees shall be appointed or
elected, as stated in the Bylaws. However, in order to insure continuity of membership while allowing annual elections or appointments to committees, the expiration dates of the terms of office of members of newly established committees shall be suitably staggered. In the case of elected committees, shortened terms of committee members shall be determined by lot. In the case of appointed committees, shortened terms shall be determined by the Committee on Committees.

(E) Appointment of Committee Members

All members of standing committees shall be appointed by the Committee on Committees, unless otherwise specified in a committee's bylaw. Members of systemwide committees are normally members of the corresponding divisional committees. Any member of a systemwide committee who is not shall automatically be appointed as an ex officio member of the divisional committee.

(F) Responsibilities of Committee Members

Although members shall come from the several Faculties specified in IBL40, each shall represent the Division at large.

(G) Selection of Committee Chair

Each elected or appointed committee shall select its own chair from among the regularly elected or appointed voting members of the committee, unless otherwise specified in the committee's bylaw. No ex officio member of the committee shall serve as chair or vice chair. If a chair is vacant for more than forty-five (45) days, the Committee on Committees may designate a chair to complete the term.

(H) Uncompleted Terms of Office

If an officer of the Division or a committee member is unable to complete a term, the Committee on Committees shall appoint a replacement effective upon the date of appointment and serving for the balance of the vacated term.

(I) Limitation of Service on Committees

No person may serve more than two consecutive full terms on any given committee. Eligibility may be reestablished after a lapse of one full term.

(J) Delegation of Responsibilities

A standing committee or faculty is authorized to redelegate responsibility to a subcommittee or any other agency only as specified in the legislation by which it is established.

(K) Legislative Action

All proposed legislation and resolutions shall be directed to the Divisional Senate Assembly for action.

(L) Annual Reports

Annual reports shall be submitted by each committee at the first regularly scheduled
Divisional Senate Assembly meeting of each academic year.

_Last Revision - August 6, 2007_
May 24, 2012

DIVISIONAL SENATE ASSEMBLY

RE: Proposed Revisions of Irvine Bylaw 35 and 158

A proposal was made by Assembly Member Scott Jordan to modify Irvine Bylaws 35 and 158. The Senate Cabinet reviewed the proposal, that if adopted, would modify legislation that determines how information is delivered for discussions at Assembly meetings. The Cabinet unanimously rejected the proposal at its meeting of March 20, 2012 (please see attached memo for the Cabinet’s detailed response). The Committee on Rules & Jurisdiction reviewed the proposal and found it to be consistent with the Academic Senate Code. However, CRJ noted that the rationale for the proposal had some inconsistencies, and that it failed to provide adequate reason to modify the current legislation. Although the proposal was not supported by the Senate Cabinet, Professor Jordan has requested the proposal be presented to the Assembly for consideration.
April 24, 2012

TO: CRAIG MARTENS, CHAIR
ACADEMIC SENATE, IRVINE DIVISION

FROM: DAN HIRSCHBERG, CHAIR
COMMITTEE ON RULES AND JURISDICTION

RE: Proposed Modification of Irvine Bylaw 35 and Irvine Bylaw 158

CRJ reviewed Professor Jordan's proposal to modify IBL 35 and 158, to determine whether it was consistent with the Academic Senate Code.

The committee finds that the proposed modifications are consistent with the Academic Senate Code. However, the committee finds that the Rationale, which prefaced the proposal, had some inconsistencies.

The Rationale states that “the UC Academic Senate Bylaws mandate that all standing committees... report to the Division” whereas the Bylaws allow but do not mandate such reports.

The Rationale also states that all other UC campuses have bylaws that address reporting of committees to the Division. However, the Rationale fails to provide, and CRJ was unable to find, any precedent for specifying the details of what must be contained in any such report, such as analysis, appraisal, evaluation, and vote. On the contrary, the bylaws cited by the Rationale explicitly state that the committee shall report its actions or its recommendations, or that it shall explain its procedures and policies.

Cc: Luisa Crespo, Executive Director, Academic Senate
April 4, 2012

PROFESSOR SCOTT JORDAN

RE: PROPOSED MODIFICATIONS TO IBL35 AND IBL158

The Cabinet reviewed your request to revise Irvine Bylaws 35 and 158. If adopted, the proposal would modify legislation that determines how information is delivered for discussions at the Divisional Senate Assembly meetings.

The Cabinet interpreted Section B of the UC Academic Bylaws as allowing any committee to submit reports and recommendations to the Assembly on appropriate matters. However, this is not mandated. The Systemwide bylaws are written to provide that option to the Councils, and Cabinet memos are written to accurately summarize each reviewing Council’s responses in a manner that were agreed upon by the Cabinet. It was seen as essential that whatever is presented at Assembly should reflect the consensus of the Cabinet, and that if there is a dissenting opinion, it can be included as a minority report at the request of the respective Council.

The Cabinet determined that the current bylaws adequately address the concerns you have raised, and do not require modification. To clarify the current procedures as they stand, a statement will be added to the guidelines for incoming Council chairs that details the process for submitting a dissenting opinion for review at the Divisional Senate Assembly. If you have any questions regarding this response, please do not hesitate to contact me.

Craig Martens, Senate Chair

C: Luisa Crespo, Executive Director
Rationale for proposed changes to bylaws:

The Divisional Assembly is asked to vote on various issues. The basis for their vote is commonly the original proposal, requests for additional information by Committees and the corresponding responses, and an oral report of the lead committee given at the Divisional Assembly meeting. Although some committees also explain their analysis, appraisal, evaluation, and any minority opinions in a memo to the Cabinet, these memos are often not shared with the Divisional Assembly. In order to be more informed voters, it would be beneficial for the Divisional Assembly to also have access to written reports of all special and standing committees that have reviewed the agenda items. More generally, it would better inform the members of the Division if reports were generally available, with an exception when there is a need for confidentiality.

The UC Academic Senate Bylaws mandate that all standing and special committees of the Division report to the Division, with an exception when reporting would violate confidence:

“Authority of Committees

A. Any agency or committee listed in Bylaw 20 or 25 may report to any agency or committee therein listed, and may be asked by the Assembly, a Division, or a Faculty to describe its procedures and policies.

B. Any committee may submit reports and recommendations to the Assembly on appropriate matters. Divisional committees, including Faculties, are responsible to and normally shall report to their respective Divisions. Universitywide Committees of the Senate shall report in writing to the Assembly, and not less than annually.

C. Each committee is responsible to the agency establishing it and must report its actions to that agency. When a committee makes recommendations or renders advice to the President or to a Chancellor, as provided in these Bylaws or relevant Divisional Bylaws, it shall report its recommendations to the establishing agency when this action is consistent with its charge and does not violate confidence. When a Special or Standing Committee of the Assembly formally advises the President it shall convey its advice through the Academic Council.” – UC Academic Senate bylaw 40

This mandate is further explained in a ruling by the University Committee on Rules and Jurisdiction:

“Under SBL 40.C each committee of the Academic Senate, including Divisional committees, is responsible to the agency establishing it. Such responsibility is normally construed as meaning that the committee must fulfill its charge as contained in the bylaws or other action by which the committee was established and must reports its actions to the establishing agency, as provided in SBL 40.B. The establishing agency retains the right to supersede, amend, or set aside the actions or recommendations of any of its committees. Exceptions to this rule are provided explicitly in SBL 70 for findings on the merits of an individual case by a Committee on Privilege and Tenure and implicitly in SBL 40.C for recommendations in a specific case by a Committee on Academic Personnel or its equivalent. These exceptions aside, SBL 65 and 75 provide procedures for superseding the actions of universitywide committees either by appeal to the Academic
Council and the Assembly or by referendum through the vehicle of a mail ballot. Similar provisions and procedures are to be found in most Divisional bylaws.

Under SBL 40, 65, and 75, the authority of the establishing agency over its committees is limited to stating the charge to the committee in the bylaws or other action establishing the committee, to receiving reports from the committee, and to accepting, rejecting, or modifying the committee's actions and recommendations. The establishing agency may not set the agenda or direct the deliberations and actions of any committee except through the bylaw or other action by which the committee has been established. When the Assembly, a Division, or the legislative agency of a Division refers a matter to a standing committee, the committee has an obligation to place the matter on its agenda and give it due consideration. The committee is entitled, however, to conclude that the matter under referral cannot successfully be pursued within the committee and so report to the referring agency. “– UC Legislative Ruling 8.95B

All other UC campuses have bylaws that address reporting of committees primarily to the Division, not just to the Cabinet:

“Each Committee is responsible to the Division and has the obligation to report its actions to the Division, but has the right to report concurrently to the Assembly of the Academic Senate. When committees make recommendations and render advice to the President, Chancellor, other administrative officers, departments, or individual members of the Division, they are to report their recommendations to the Division when such report is in the best interest of the University.” – UCB bylaw 12(B)

“All committees of the Davis Division shall report to the Representative Assembly of the Division and are subject to its jurisdiction on all matters of policy. All committees shall implement, within the limits of Senate authority, any policy or direction adopted by a majority vote of the Representative Assembly or the Division by ballot.” – UCD bylaw 28(B)

“Committee Responsibility and Authority to Report. Each committee is responsible to the agency establishing it and is obligated to report its actions to that agency. Except as provided in Divisional Bylaw 65.2(B) (Duties of the Graduate Council), Standing Committees of the Division normally report to the Division, but they may report concurrently to the Administration, any other Divisional or University Committee, and, in accordance with Senate Bylaw 115, to the Assembly of the Academic Senate. Special Committees, the Executive Board, and committees concerned with faculty governance report directly to the Division. Recommendations made to an officer of the Administration are reported to the Division when consonant with the original charge to a committee, unless the nature of the recommendation is for good cause held confidential. Procedures for standing committees shall be in accordance with Appendix XV of this Manual.” – UCLA bylaw 45(B)

“Each Committee is responsible to the Division and is obligated to report its actions to the Division, but it also has the right to report concurrently to the Assembly of the Academic Senate. Committees may make recommendations and render service to the President, the Chancellor,
other administrative officers, and individual members of the Division, reporting their recommendations to the Division when such reporting is consistent with the original charge to the committee and is in the best interest of the University.” – UCM bylaw 2(b)(2,3)

“Divisional committees, including faculties, normally report to the Division but have the right to report concurrently to the Assembly whenever the University Committee on Rules and Jurisdiction determines that the Assembly is the more appropriate agency to receive the report. If additional duties are imposed on any committee by order of the Regents, the president, or the Chancellor at Riverside, the committee, in the exercise of such additional duties, is answerable only to the authority imposing such duties. But if the committee desires the approval of its action in any such additional functions, or advice in executing them, it is proper for it to communicate thereon to the Division.” – UCR bylaw 8.2.1

“Responsibility to Parent Agency. Each council/committee is responsible to the agency establishing it and is obligated to report its actions to that agency. Chairs of Executive Committees of Faculties (See Divisional Legislative Ruling D1.93.A, Appendix II; Appendix I, Bylaws of Faculties of the Santa Barbara Division: Bylaws of the Faculty of the College of Creative Studies, section 2(4); Bylaws of the Faculty of the College of Engineering, section 2(5); Bylaws of the College of Letters and Science, section 2(4); Bylaws of the Graduate School of Education, section 2(4); and Bylaws of the Donald Bren School of Environmental Science and Management, section 2(5)) and the chairs of other Divisional committees are instructed to provide the Executive Office with copies of current agenda, minutes, and reports pertaining to the work of their committees. When a committee makes recommendations and gives advice to the President, the Chancellor, or other administrative officer, it shall report its recommendations to the establishing agency where such report is consistent with the original charge to the committee and serves the best interests of the University and the Santa Barbara campus. If a committee desires advice or approval of an action, it may consult the agency that established it. Authority to Report. Councils and committees of the Division normally report to the Faculty Legislature, but they may report concurrently to the Senate Assembly. A Divisional council or committee may report to any other Divisional or Senate council or committee. Each such council/committee shall explain its procedures and policies at the request of the Division, its Faculty Legislature, or the Senate Assembly.” – UCSB bylaw 35(B,C)

“Responsibility. Each committee is responsible to the agency establishing it and is obligated to report its actions to that agency. Committees may report concurrently to other Divisional committees, the Assembly of the Academic Senate, or committees of the Academic Senate. Committees may make recommendations and render service to the President, the Chancellor, other administrative officers, and individual members of the Division, reporting their recommendations to the Division when such reporting is consistent with the original charge to the committee and is in the best interest of the University.” – UCSC bylaw 13.2

“Committee Reports and Recommendations. A Divisional committee shall normally report to the Representative Assembly or the Division, but shall have the right to report concurrently to
the Assembly of the Senate. When a committee makes recommendations and renders advice to the Chancellor or other administrative officers, it shall report its recommendations to the Representative Assembly or the Division where such report is consistent with the original charge to the committee except advice concerning individual persons which is normally treated as confidential. If a committee desires advice concerning its action, or approval of it, the committee may consult the Division, the Representative Assembly, or the Senate Council.” – UCSD bylaw 135.

Proposed modification to IBL 35:

Bylaw 35. Committees

(Am 4 Jun 81) (Am 7 May 98) (Am 5 Jun 03) (CC 9 Feb 04) (Am 3 Jun 04) (Am 7 Jun 07)

(A) Definition of Committees

The standing committees of the Academic Senate of the Irvine Division shall consist of the Senate Cabinet, the Councils and other Committees, the Divisional Delegates to the Assembly of the Academic Senate, and Special Committees. The Special Committees are Senate Ad-Hoc Committees, and Joint Senate/Administration Task Forces.

(B) Composition of Committees

Committees may be constituted of any combination of elected, appointed, or ex officio members. Each elected or appointed member of a council or committee of the Division must be a member of the Division. Other persons who are not members of the Academic Senate may be invited to sit with standing committees as non-voting representatives. Student representatives may be nominated by the Associated Students and Associated Graduate Students, as indicated in Bylaw 36.

(C) Voting and Other Rights

The Vice Chair, if any, shall perform the duties of the Chair in case of temporary absence or disability of the Chair, and such other duties as the committee concerned may determine.

Unless otherwise specified, ex officio members may not vote, but may have their opinions recorded separately in the record of the meetings.

On all formal votes in committees attended by student members, the student opinions may be recorded separately and so reported whenever the recommendation of the committee is presented to the Division, to other Academic Senate bodies and to administrative officers advised by such committees.

(D) Terms of Office of Members of Standing Committees

The terms of office of standing committee members shall be three years unless otherwise specified. Committee members shall serve from the first day of September. Upon first establishment, the full
membership of committees shall be appointed or elected, as stated in the Bylaws. However, in order to insure continuity of membership while allowing annual elections or appointments to committees, the expiration dates of the terms of office of members of newly established committees shall be suitably staggered. In the case of elected committees, shortened terms of committee members shall be determined by lot. In the case of appointed committees, shortened terms shall be determined by the Committee on Committees.

(E) Appointment of Committee Members

All members of standing committees shall be appointed by the Committee on Committees, unless otherwise specified in a committee's bylaw. Members of systemwide committees are normally members of the corresponding divisional committees. Any member of a systemwide committee who is not shall automatically be appointed as an ex officio member of the divisional committee.

(F) Responsibilities of Committee Members

Although members shall come from the several Faculties specified in IBL40, each shall represent the Division at large.

(G) Selection of Committee Chair

Each elected or appointed committee shall select its own chair from among the regularly elected or appointed voting members of the committee. No ex officio member of the committee shall serve as chair or vice chair. If a chair is vacant for more than forty-five (45) days, the Committee on Committees may designate a chair to complete the term.

(H) Uncompleted Terms of Office

If an officer of the Division or a committee member is unable to complete a term, the Committee on Committees shall appoint a replacement effective upon the date of appointment and serving for the balance of the vacated term.

(I) Limitation of Service on Committees

No person may serve more than two consecutive full terms on any given committee. Eligibility may be reestablished after a lapse of one full term.

(J) Delegation of Responsibilities

A standing committee or faculty is authorized to redelegate responsibility to a subcommittee or any other agency only as specified in the legislation by which it is established.

(K) Legislative Action

All proposed legislation and resolutions shall be directed to the Divisional Senate Assembly for action.

(L) Annual Reports
Recommendations of each committee to the Division, to other Academic Senate bodies, and to administrative officers shall be presented in a committee report, which shall contain a summary of the committee’s analysis, appraisal, and evaluation, and a record of their vote. After approval of each committee report, it shall be made available promptly to the Division by posting on the website of the Division, when such report is consistent with the original charge to the committee except advice concerning individual persons which is normally treated as confidential.

Annual reports shall be submitted by each committee at the first regularly scheduled Divisional Senate Assembly meeting of each academic year.

Proposed modification to IBL 158:

Bylaw 158. Call for a Meeting

(Am 20 Apr 95) (Am 7 Oct 99) (Am 5 Jun 03)

(A) Distribution

At least five days of instruction before each regular or special meeting, the Chair Elect-Secretary shall notify every member of the Division. Additionally, all pertinent documents shall be mailed to all members of the Divisional Senate Assembly of the Irvine Division, to the offices of the other Divisions, to the Secretary of the Academic Senate, and to the members of the University Committee on Rules and Jurisdiction. Documents pertinent to the agenda items for that meeting, including the reports of all special and standing committees that have reviewed the agenda items, shall be posted on-line electronically. The electronic availability of these documents shall be advertised on the call. Hard copies of these documents shall be made available through the Senate Office upon request.

(B) Order of Business

The order of business for regular meetings of the Divisional Senate Assembly shall be:

(1) Roll Call
(2) Minutes
(3) Announcements by the President and the Chancellor
(4) Announcements by other Administrative Officers
(5) Announcements by the Chair
(6) Special Orders
(7) Reports of Special Committees
(8) Reports of Standing Committees
(9) Petitions of Students

(10) Unfinished Business

(11) University and Faculty Welfare

(12) New Business

(13) Roll Call

(C) Items Not on the Call

No action may be taken on an item that is not on the call to the meeting without the prior consent of four-fifths of the Divisional Senate Assembly members present. In connection with an action for which prior consent has been obtained, a motion to reconsider and have entered on the minutes may be made by any member, does not require a second, and such reconsideration may not take place during the same calendar day.

(D) Consent Calendar

Agenda items deemed noncontroversial by the Chair of the Divisional Assembly, in consultation with the Senate Cabinet, may be placed on a Consent Calendar under Special Orders. Approval of all business on the Consent Calendar requires a single unanimous vote. At the request of any Divisional Assembly member, any Consent Calendar item may be extracted for consideration under "New Business" later in the agenda.