

Spotlight on

campus

Life

Berkeley
Davis
Irvine
Los Angeles
Merced
Riverside
San Diego
San Francisco
Santa Barbara
Santa Cruz

S Y S T E M W I D E N E W S L E T T E R

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Universal Pinch Hitter a.k.a. Interim Vice Provost

By Valery Oehler, UCOP
Associate Director of Campus Life

Interim Vice Provost Joyce Justus hails originally from Jamaica where she completed her undergraduate work in social sciences. She holds a PhD in anthropology from UCLA and served as a founding faculty member of UCSD's anthropology department. Dr. Justus also served in the Clinton White House, subsequently chaired the education department at UC Santa Cruz, and has spent 20+ years in various roles at the Office of the President. In reviewing her diverse and unique career path, she smiles broadly and describes herself as the "universal pinch hitter."

Here at the UC Office of the President, Dr. Justus is currently overseeing Student Affairs and Educational Relations. By late October she expects to hand off the Student Affairs responsibilities to the new Vice President. The search for Vice President of Student Affairs closes in mid August and will mark one more milestone towards the completion of Joyce's long and remarkable service to the University.

Joyce cares deeply about students and recalls with a sparkle in her eye her early years at UC San Diego when the faculty "adopted" freshmen students for activities such as [Continued on p.3](#)



Dr. Joyce Justus, Interim Vice Provost for Educational Relations and Student Affairs

Bridging the Gap — Student Assistants to the Chancellor at Davis

Student Assistants to the Chancellor: Angelina Malfitano & Eric Zamora

by Eric Zamora, UCD
Student Assistant to the Chancellor

Currently, UC Davis has two Student Assistants to the Chancellor, who both serve one-year terms. The position of Student Assistant is unique to UC Davis and was created almost 40 years ago by Chancellor Emil Mrak to provide communication links between the Chancellor's Office and the student community. The Student Assistants become knowledgeable about the activities and functions of various administrative offices and routinely visit students and student groups that make up the student community. There is also a Student Assistant for the graduate student population. They interact with students and administration in order to help make UC Davis an open environment for all students. They assist stu-

----- [Continued on p.3](#)

New Dean of Students at UC Berkeley

By Ekta Menghrajani, UCOP
Admin. Asst. for Campus Life

Jonathan Poullard joined UC Berkeley in May 2006 as the new Dean of Students in the Office of Student Life. One of the primary goals for his office is to take initiative in building a “holistic leadership model for student engagement,” says Jonathan. Despite challenges presented by time constraints and organizational structure, which can be pervasive in higher education, Jonathan finds great satisfaction in furthering students’ goals and helping students take responsibility for their own development.

Before joining the Office of Student Life at UC Berkeley, Jonathan worked as Associate Vice President for Student Affairs and Dean of Students at CSU San Marcos. His passion for student affairs began when he served as Coordinator of Resident Life at the Pennsylvania State University, and led him through nearly 20 years of leadership within student affairs at various universities. Jonathan describes himself as a “highly relational person” and is looking forward to engaging work with the diverse student body at Cal.

Jonathan’s devotion to campus life issues has led him to serve on the executive council of the American College Personnel Association (ACPA), and he is currently on that organization’s joint planning team for special events. When not working toward improving campus life for students, Jonathan is always on the go: along with exercising and keeping in touch with friends, he enjoys traveling abroad. Jonathan’s adventurous spirit has taken him to Brazil, Cambodia, Vietnam, Costa Rica, Thailand, and France. Jonathan holds a bachelor’s degree in Psychology from Jackson State University in Mississippi and a master’s degree in Human Development and Family Studies from Penn State. ■

Tell us who is
making strides
on your campus!

For more information,
e-mail ekta.menghrajani@ucop.edu
or call 510-987-9770.



Jonathan Poullard

Recommended Reading:

Multicultural Competence in Student Affairs
by Amy Reynolds, Raechele Pope and John Mueller

Journal for College Student Development

Chronicle of Higher Education

Gail Heit Retires from UCSC

By Jean Marie Scott, UCSC
Acting Vice Chancellor for Student Affairs

On June 30, 2006, Gail Heit, Associate Vice Chancellor for Student Affairs at UC Santa Cruz, officially retired from the University of California. Gail’s relationship with the University began in 1969 when she joined the campus as an undergraduate student. Through a career span of over 35 years Gail has served the University community. Her service began as an assistant in the Conference Services program, she worked in several roles in Housing and the Colleges and for the past 13 years, she has served as the Associate Vice Chancellor, Student Affairs.

Her enormous contributions to UC Santa Cruz spanned over three decades of service and the Student Affairs Division has been forever changed by her leadership, service, loyalty and vision. Gail has been the cornerstone of strength for the Student Affairs Division and her professional achievements are reflected in the quality programs, facilities and services that define the UC Santa Cruz student experience. No one person has done more for student life on the campus than Gail Heit. She has led the Division during times of growth and expansion with new initiatives and visionary leadership. Equally, she has been a stabilizing force during times of challenge and unrest always providing the campus with unprecedented patience, love and tireless hours of effort.

Gail is truly the symbol of “Servant Leader”. She has been unwavering in her commitment, stewardship, love and loyalty to the UC, to the UCSC community and to UCSC students. Throughout her service, she has been an inspiration to others. She has lead with love and with great integrity. Best summed up, Gail is the consummate “banana slug”! ■



Gail Heit

Interim Vice Provost Justus (cont.)

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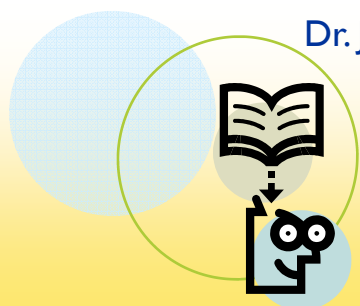
meals in the professors' homes. Joyce has stayed in touch with many of those students from the late 1960's and 70's and cites the experience as one of her first exposures to the value and importance of student life in the broader educational experience. "It was one of the best things I ever did," she said, when describing the program and its goal of creating a connection between faculty and students inside and outside the classroom.

Her most unexpected experience professionally was her time in the White House where she served as the Associate Director for Social Sciences and Education. Her position allowed her to address issues of educational change, work with the National Science Foundation, and interact with government leaders such as the Vice President of the United States on a daily basis. Her responsibilities during this time took her to such places as South Africa, China, Israel, and Moscow.

After working in Washington DC, Dr. Justus agreed to chair the Education Department at UCSC. During her tenure the department grew from six faculty to 14, and added a PhD program and a joint EdD program. She recalls that it was a difficult decision for her to make the move from faculty member to full-time administrator, and in her words, she continues to "relish anything that gives me the opportunity to work directly with students."

In addition to coming to the University's assistance in times of need and not being shy about asking the difficult questions, Joyce loves to cook, entertain friends, and listen to a broad range of music. Dr. Justus has two daughters as well as two grandchildren ages eight and six. As Joyce eases once again towards retirement, she is hopeful of visiting Australia, spending more time with her family, and enjoying some free time—something that is currently somewhat elusive. ■

Dr. Justus is an avid reader and recommends:



•[**The Mighty and the Almighty: Reflections on America, God, and World Affairs**](#)
by Madeleine Albright, Bill Woodward, and Bill Clinton (Introduction)

•[**The World Is Flat: A Brief History of the Twenty-first Century**](#)
Thomas L. Friedman. Interim Vice Provost Justus says "you've got to read this book. If you don't hear about it at conferences or in other settings, you're just not listening."

Student Assistants to Chancellor at UCD (cont.)

Continued from p.1 - - - - -

dents with problems and concerns and advise the administration on student life and issues.

In an effort to build bridges, the Student Assistants organize discussions between students and administration as well as collaborate and co-sponsor programs throughout the year. Most notably, they hold three quarterly dialogues with the UC Davis Chancellor where topics of interest are chosen and dialogue is facilitated around these topics. The purpose of these dialogues is to seek ways to improve the campus through an open forum whereby students, administration and the Chancellor can engage and discuss topics in-depth.

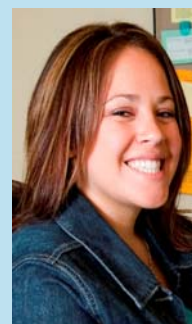
Additionally, the Student Assistants represent students' voices and perspectives at various campus events (e.g., UC Day, Principles of Community Signature events) and on campus committees. This year, their committee responsibilities included the Time-to-Degree Task Force, Davis City Council – City & Student Liai-

son Commission, UC Davis Centennial Advisory Committee, and the Senior-Year Experience Committee. In short, the Student Assistants to the Chancellor help gauge the "pulse" of the student body and help foster a more cohesive, responsive and unified campus. ■

Visit <http://sac.ucdavis.edu> for more information.

“...Ms. Malfitano’s spirit, legacy,
moving and unforgettable
compassion, sincere smile
and drive to effect change
shall serve as a challenge
among those she left behind
to attempt to fill the
enormous void that is now
present in her absence...”

— ASUCD Resolution
June 1, 2006



Angelina Rose Malfitano

*UC Davis Student Leader and
Student Assistant to the Chancellor
December 12, 1983 - May 30, 2006*



*We dedicate this first campus life
systemwide newsletter to the mem-
ory of Angelina Malfitano who
died in a tragic auto accident on
May 30, 2006. Angelina had such
a bright future ahead. She was an
inspiration to others and will be
deeply missed by many.*

Transcripts Go Beyond Classroom at UCR

By Carol Preston, UCR
Student Organization Coordinator

The Co-Curricular Transcript program at UC Riverside began in the 1990s to assist students in keeping official records of their out-of-class experiences during their academic careers. A co-curricular transcript is an official record of leadership accomplishments and involvement in student organizations, community service activities and professional/educational development programs. Students use their co-curricular transcript to supplement resumes and academic transcripts when applying to graduate/professional schools and for post-collegiate employment.

Students begin a co-curricular transcript by completing an Application Form (Step One), which asks for information such as the student's full name, I.D. number, and contact information. The next step is to submit an Entry and Validation Form (Step 2) for each UCR activity or honor that the student wishes to include on the transcript. Activities and honors can fall into one of four categories: Student Government, Organizations and Activities; Honors, Awards and Recognition; Professional or Educational Development; and Community Activities or Service. For each item, the student is asked to provide a description, date(s) involved, any positions held, and any applicable duties for which they were responsible. They then provide validation for each activity, which typically includes a signature from an advisor, executive officer, dean, or supervisor, or a copy of a certificate or letter to verify the activity took place. Students may add as many entries as they wish. When a student is ready to request copies of a co-curricular transcript, the Request for Co-Curricular Transcript (Step Three) form is used; the first transcript is free and each additional copy is \$3.00. Students can request that transcripts be picked up or mailed to a specific address. The finished product looks very similar to an academic transcript; it is printed on paper that cannot be photocopied, is signed by a staff member in the office of Student Life, and is imprinted with a "Co-Curricular Transcript" seal to verify authenticity.

Student Life staff have begun working with the campus' web programmers to create an interactive, online Co-Curricular Transcript database. The new online program is anticipated to launch in fall 2006 and although the process for creating and maintaining the Co-Curricular Transcript is

The image shows a sample of a partial co-curricular transcript. At the top, it says "CO-CURRICULAR TRANSCRIPT" and "Student Life & Leadership Center". Below this, there are two main sections: "Honors, Awards, & Recognition" and "Community Activities & Services". Each section contains a list of entries with fields for "Date", "Title or Name of Organization, Program, Activity, Honor, etc.", and "Describe purpose of organization or honor". The "Honors, Awards, & Recognition" section includes entries for "Order of Omega" and "Multiple Sclerosis Walk". The "Community Activities & Services" section includes an entry for "Multiple Sclerosis Walk".

Above: Sample of a partial co-curricular transcript

changing (the amount of paper and space required will decrease), the actual program deliverables will remain the same.

The program is overseen by a professional staff member in the Office of Student Life, but student employees are responsible for managing the program process. The student assistants maintain all data entry, including managing new files, adding entries, and printing requested transcripts. With the new online database, students will still be responsible for these functions; instead of managing paper files and word processor documents, they will be managing online data entries. ■

More information on the Co-Curricular Transcript program, including Frequently Asked Questions and forms, can be found at www.studentlife.ucr.edu under the "Orientation and Involvement," subsection "Leadership Initiatives" link. You may also contact Carol Preston, Student Organizations Coordinator in UCR's Office of Student Life at (951) 827-5940 or carol.preston@ucr.edu.

*A co-curricular transcript is an official record
of leadership accomplishments and involvement
in student organizations, community service activities
and professional / educational development programs.*

The Personal Connection — Faculty in Residence at UCLA

By Francine Alexander, UCLA

Residence Coordinator, Office of Residence Life

“Fredrick of Hedrick [Hall] did a program on how to write better essays for tests, and I found that seminar/program very helpful. He's great!”

This is a UCLA student talking about a program organized by a Faculty in Residence (FIR) living in On Campus Housing. Next year, the FIR program at UCLA will celebrate its 40th anniversary. Since its inception in 1966, the FIR program, sponsored and administered by the Office of Residential Life, has grown into one of the office's most student centered efforts.

“Coffee, Tea, and Sympathy allowed us to meet and talk to the faculty in a comfortable setting.”

In a growing movement to merge academic and residential programming, the Office of Residential Life continues to expand the Faculty in Residence program. From one FIR in 1966 and four in 1967, the total number of FIR has increased to 17 in 2006. Since the program began, Faculty in Residence have sponsored a wide range of activities from lectures on *La Boheme* to photography field trips to discussions on current events. Programs are designed to enhance intellectual, social, and civic development. The key to success, however, is the personal connection.

“It was thoughtful of the [faculty] in residence to go around the building giving out candies and cookies during finals week. It shows that they care and that they understand what we go through.”

The program is based on three key ingredients: the opportunity for students to interact with faculty, dedicated faculty members who live in the residence halls and are committed to student development, and an informal setting where the dynamic is different from the classroom.



Above: Edith Mukudi (second from left) with students

“I think every program that allows a student to communicate with a professor helps them become more aware and more comfortable [with] the UCLA lifestyle.”

The result is a unique opportunity for students to connect with faculty in a way that builds confidence, increases understanding of their academic experience, and adds to their intellectual and personal development. Many students create lasting bonds with some of UCLA's most outstanding faculty. And they gain a different perspective on their academic opportunities and career options.

“I loved it when our Faculty in Residence, Edith Mukudi, came to our lounge and talked about majors and careers.”

In turn, Faculty in Residence benefit from unique experiences that enhance their own teaching and research— whether hosting students at home for a discussion about graduate school, convening a book club, or taking students to lectures in greater Los Angeles. The FIR program creates dynamic and diverse developmental opportunities for both students and faculty, ensuring that discovery and mentorship remain an integral part of the living-learning environment at UCLA. ■

A Year of “Firsts” in Merced

By David Dunham
Director of Campus Recreation

It has been quite a year for UC Merced and the Campus Recreation program. What started in July 2005 as a list of priorities and an empty office has developed into a longer list of priorities, a list of successes and an office full of paper and sports equipment.

UC Merced had 875 students enrolled during the 2005-06 academic year. Over 560 of those pioneering students signed up for campus-coordinated memberships at a local gym and more than 280 students participated in intramural sports events. UCM crowned inaugural champions in flag football, basketball, soccer, grass volleyball and tennis doubles in both men's and coed divisions. An additional 57 students experienced the outdoors with the Outdoor Adventure program, and our department hired twelve student employees.

Having a professional staff of one made those twelve student staff absolutely critical to our success. Those of us in Recreation are used to having outstanding students to work with. In fact, without the student staff most of our programs would not be possible. But how many freshmen do you have in student leadership positions on your staff? We had ten. That's right; I had freshmen supervisors supervising freshmen officials. In my years in the field, these were the best student employees I have had. But it's not surprising that I had such an outstanding group of students to work with--we have a campus full of outstanding students!

The outstanding students are what made this year such a rewarding experience. Being the only full time staff member, I am also the Outdoor Adventure program leader. I get to plan the trips and I also lead them. We conducted six outdoor trips this year to some amazing places and during each trip I learned more about the diverse individuals in our student body. It was also a great opportunity for the students to learn more about the outdoors and about our program. How many students get to go camping and then rafting with the Campus Recreation director on most campuses?

Next year the campus recreation program will celebrate the opening of our first campus recreation facility. The Joseph Gallo Recreation and Wellness Center, opening in fall 2007, is a 36,000 square foot facility featuring a gymnasium with a regulation NCAA size basketball court, with two cross courts for basketball and volleyball. In addition to the gymnasium, the Recreation and Wellness Center has a 5,000 square foot weight room and a group exercise room for aerobics, yoga and other group fitness classes. The Recreation and Wellness Center will be the administrative home to the Campus Recreation and Athletics department and the Student Health Center.

We have hired 50 outstanding students to manage the Gallo Recreation and Wellness Center during the 96 hours per week that it will be open. In addition to the recreation and sports components of the facility, the gymnasium will be able to host large lectures, concerts and dinners.

This past year has been an amazing experience: rewarding, challenging, and fun. I am honored to be a part of this experience and even more excited about being a part of the growth of the campus, the program and our students in the future! ■



Above: Intramural volleyball at UC Merced

The Joseph Gallo Recreation and Wellness Center, opening in fall 2007 will feature a gymnasium with a regulation NCAA size basketball court, a 5,000 square foot weight room, and a group exercise room for aerobics, yoga and other group fitness classes.



Above: UC Merced students camping in Yosemite

LGBT Resource Center Grand Opening at UCSD

By Shaun Travers

Director of LGBT Resource Center

A hot summer day, twelve staff members swapping stories, laughing and sharing a lunch together in a comfortable, air-conditioned room. Not an uncommon occurrence at any University of California campus, but unique at the University of California, San Diego because of the location: the new Lesbian Gay Bisexual Transgender (LGBT) Resource Center. A gathering place for all members of the University community, including staff, students and faculty, the LGBT Resource Center held its grand opening on May 6th of this year.



Hailed as the largest of its kind in the nation at 2,700 square feet, the LGBT Resource Center is host to numerous resources for the UCSD community, including the David Bohnett Wireless CyberCenter, a unique lab environment composed entirely of laptop computers, a large community space, conference room, meeting rooms, staff offices, community kitchen and extensive browsing library.

The grand opening of the new space represents an historic moment in the life of both the LGBT Resource Center and the LGBT community at UCSD.

In November 1999, UCSD Chancellor Dynes, now UC President Dynes, officially dedicated a temporary 300 square feet space on campus for an LGBT Resource Office. In February 2002, the Resource Office was renamed a Center and moved to a 960 square feet transitional location in the University Center neighborhood. Four years later, the Resource Center is now in its permanent home, staffed by three full-time professionals and eight student employees, and is host to numerous student, staff and faculty organizations and groups.

The LGBT Resource Center is a member of the UCSD Campus Community Centers, along with the Women's Center and the Cross-Cultural Center.

The Campus Community Centers collaborate on a variety of programs and issues. By understanding and appreciating our diverse histories and experiences, the Centers have found the common connections that bring them together to create strong communities through joint activities and events. The specific mission of each Campus Community Center focuses its individual endeavors towards social justice and inclusion, and the centers combine to create a synergy of improving climate for all communities at UCSD. It is valuing differences and recognizing commonalities that energize and drive the overall work of the Campus Community Centers. ■

For more information, please contact the UCSD LGBT Resource Center at (858) 822-3493, rainbow@ucsd.edu, or visit <http://lgbt.ucsd.edu>

Making the “CASE” for a new Alcohol and Drug Program at UCSB

By Debbie Fleming, UCSB
Associate Dean of Students

UCSB has developed a new alcohol education and early intervention program primarily aimed at helping first-year students develop the skills needed to reduce drinking and make safer choices. A pilot phase of the program, which is based on the latest research on alcohol- and drug-abuse prevention, has just concluded its first year with over six hundred students completing the program to date.

College Alcohol Skills Education, or CASE, features an intake session, six weekly class meetings and a follow-up session three weeks after completion of the course. In its pilot year, the program was mandated as a sanction for all first-time violations of alcohol and drug policies in campus residence halls. CASE is a collaboration between UCSB's Alcohol and Drug Program; Student Health Service; and the offices of Residential Life, Student Life, Dean of Students, and Judicial Affairs. As such, it represents a new approach intended to heighten consequences for alcohol and drug violations in the residence halls; increase the number of campus offices involved in holding students accountable for residence hall policy violations; and provide a swift response to policy violations with clear, consistent consequences.

Following the U.S. Department of Education and of Health and Human Services recommendation that universities “use only evidence-based interventions that incorporate elements known to be effective,” the CASE program incorporates motivational interviewing strategies, the Alcohol Skills Training Program, NIAA Clinical Protocols to Reduce High Risk Drinking Among College Students, behavior modification, and life skills in a multiple-week, group-treatment model using interactive exercises led by trained counselors.

Ian Kaminsky, a psychologist at UCSB's Student Health Service who directs the campus' Alcohol and Drug Program, said the CASE program has been specifically designed for college students. Abstinence from alcohol is the only no-risk alternative and the only legal option for those under 21 years of age, notes Kaminsky. “At the same time, our efforts recognize that some underage students will indeed choose to drink, and we believe that they should have the knowledge and skills to do so with the least possible risk of harming themselves or others. My expectation is that the CASE program will have a significant, positive impact on the health and safety of our community.”

“The sanction for a policy violation related to alcohol and drug use is what gets the student in the door and talking. From there, our counselors are able to assess for any other stressors and challenges that are impacting the student and make appropriate referrals to other campus services.”

— Jackie Kurta, L.M.F.T.



The goal of the CASE program is to change the behavior and raise the awareness of students. In particular, students are provided with the skills and motivation to increase responsible drinking strategies such as calculating blood alcohol content and monitoring drinking to avoid blackouts. Through in-class and out-of-class assignments and exercises, students participating in CASE have the opportunity to receive individualized feedback on their own level of risk and help in developing a plan for changing their behavior. Working with the same counselor and peers throughout the course establishes trust and builds the rapport required for students to look critically at and talk honestly about their alcohol and drug use and underlying motivations.

Jackie Kurta, L.M.F.T., clinical manager of UCSB's CASE program, believes that “CASE has provided us with an opportunity to interact with and provide support to students with whom we might never have made contact. The sanction for a policy violation related to alcohol and drug use is what gets the student in the door and talking. From there, our counselors are able to assess for any other stressors and challenges that are impacting the student and make appropriate referrals to other campus services.” In this first year (2005-06), CASE has been funded by contributions from the Division of Student Affairs, Office of the Dean of Students, Housing & Residential Services, Student Health Service, the Alcohol and Drug Program, and \$50 program fees paid by student participants. Evaluation of CASE is being conducted by Dr. Merith Cosden and graduate student Sara Walker of UCSB's Gevirtz Graduate School of Education who are examining the effectiveness of CASE as a mandated program that pairs proven intervention strategies with first-year students at high-risk for dangerous drinking. ■

For more information on CASE and the UCSB Alcohol and Drug Program contact Ian Kaminsky, director of alcohol and drug programs (ian.kaminsky@sa.ucsb.edu), or Debbie Fleming, associate dean of students (debbie.fleming@sa.ucsb.edu).

UC Students Association Announces New Leaders

By Robert Tacconi, UCOP
Principal Analyst for Campus Life

The University of California Student Association (UCSA), which represents the student body of the University before The Regents, the President's Office, and the State Legislature, announced the election of its new leaders and action agenda for 2006-07 at the conclusion of its annual congress, which was held from July 13-16, 2006 at UC San Diego.

Bill Shiebler, a senior at UC Santa Barbara majoring in sociology, was elected UCSA President. Bill has been active in student government and a variety of service organizations since coming to UCSB. Brent Laabs, a second year graduate student in atmospheric science at UC Davis, will serve as the Chair of the UCSA Board of Directors. The Chair of UCSA's University Affairs Committee for 2006-07 is Tina Park, an undergraduate student at UCLA who previously served as a student representative to the Systemwide Academic Senate's University Committee on Educational Policy. Another UCLA student, Cindy Mosqueda, a graduate student in higher education who is researching the educational opportunities for Chicano and Latino students, will serve as Vice Chair of the University Affairs Committee.

The UCSA is made up of elected and appointed officials representing the student government associations, both graduate and undergraduate, of the ten UC campuses. The UCSA elects its own officers, who represent all UC students in meetings with UC's Office of the President and at meetings of the UC Board of Regents. The UCSA will be pursuing three primary action objectives over the coming year: 1) increasing student voter registration; 2) working to secure passage of California State Assembly Concurrent Resolution 34—the Student Compact—which aims to create a more stable student fee policy for UC; and 3) advancing the review of UC's admissions policies and practices and their effect on student diversity. ■

LEGISLATIVE CORNER

By Clint Haden, UCOP
Director of Campus Life

"The University of California is requested to, and the California State University and the California Community Colleges, shall....."

From time to time many of us in UC student affairs have been asked to review, or perhaps help the University implement, a piece of California State legislation that includes the above words. Have you ever wondered why UC is singled out by the legislature in this way, and is only requested to implement the provisions of most legislation that affects it, rather than being required to?

The answer to this question goes all the way back to 1879, the year of California's second State Constitution (the first was ratified in 1849, well before UC even existed). As explained on the website of the *History of the California Master Plan for Higher Education* (a project of the Center for Studies in Higher Education at UC Berkeley): http://sunsite.berkeley.edu/~ucalhist/archives_exhibits/masterplan/law2.html :

California's second state constitution made a number of sweeping changes that included elevating the University of California

to the status of a "public trust." Modeled on a similar provision for the University of Michigan, this new provision placed the University of California in the constitution and gave its Board of Regents authority on all issues related to the management of the institution, "subject only to such legislative control as may be necessary to insure compliance with the terms of its endowments, and the proper investment and security of its funds." Hence, beyond fiduciary regulations as a public institution, statutory laws are not binding. Only five other public universities have a similar status and arguably the University of California has the greatest level of autonomy.

In addition to the "fiduciary regulations" exception noted above, later constitutional changes and case law have resulted in a few other exceptions where UC is required to comply including the requirement that the University must comply with most health and safety-related legislation.



Finally, it is very important to note that even though the University is only "requested" by the State to comply with most new legislation affecting it, the University normally complies anyway in the spirit of intergovernmental comity. In the rare cases where it does not, the University makes every effort to communicate the reasons why to State legislators and other government officials, preferably in advance of the passage of legislation. ■

23 Years of Tradition at UCI

By Randy Lewis, UCI
Executive Associate Dean of Students (retired)

The All-University Leadership Conference, now in its 23rd year, is the cornerstone of UCI's leadership development program. Employing a professional conference format at a 4-star hotel, this annual program brings together approximately 250 emerging and established student leaders representing the full diversity of campus interest groups. Members of UCI's executive manage-

ment group, key faculty leaders, and administrative staff join these student leaders for a weekend of workshops, panel discussions, and small group case studies. Conference offerings include sessions on leadership practices, principles, and concepts. In addition, contemporary campus political, social, and cultural issues are addressed.

UCI's "All-U" is the only program of its

kind among the University of California campuses. One of the features that sets this program apart from other leadership conferences is the tradition of UCI's Chancellor always attending the event. Former UCI Chancellor and University of California President Jack Peltason was always fond of saying that his participation and that of other campus executives was an investment in relationship building. Associations established in the fall often resulted in dividends when campus tensions heated up in the spring.

Another unique component of UCI's All-University Leadership Conference has been its ability to attract nationally recognized keynoters without paying hefty honoraria. Past keynote speakers have included S. Sue Johnson, Chair of The Regents of the University of California; Clark Kerr, President Emeritus of the University of California; Mingo Lee, UCI '90, Founder and CEO of Wahoo's Fish Tacos; Barry Munitz, President of the J. Paul Getty Trust; and Henry Samueli, Co-Chairman and Chief Technical Officer of Broadcom Corporation.

By tradition, UCI's "All-U" occurs the first weekend of Fall Quarter. A student-staff planning committee meets weekly during the summer to plan the 2-day event. The number of "All-U" conference "alumni" now exceeds 4,150 students. The registration for this fall's program will run \$130. Because of its long-established reputation, approximately 85% of participating students are successful in securing funding from various campus departments. Registrations are processed on a first-come, first served basis and each year there is a considerable wait list. ■

From "Mock Talks" to "Grants Over Lunch" at UCSF

By Naledi Saul, UCSF
Associate Director, Office of Career and Professional Development

When a 4th year medical student recently wanted to strengthen her clinical presentation, she knew exactly where to go. She scheduled a "mock talk" appointment at UCSF's new Office of Career and Professional Development (OCPD), and had a counselor critique her 30-minute presentation for organization, delivery, and slides.

The OCPD is another example of UCSF's commitment to developing the skills necessary for biomedical and health sciences trainees to pursue careers rich in scholarship, leadership and discovery. Formerly the Career Center, the OCPD is housed in the Office of Student Life. Its staff implements 60+ annual programs, services, individual counseling, and web and print resources tailored for students and post-graduate trainees.

The office's new mandate is a result of the collaboration between faculty, staff, postdoctoral scholars and students from the schools of Nursing, Medicine, Pharmacy, Dentistry, and the Graduate Division, and complements current UCSF services and resources. An interdisciplinary committee identified and clustered key skills that span across academic, career and professional endeavors, including oral and written communication skills, management and leadership skills, mentorship, and ethics in clinical practice and research. For example:

- The *Oral Communication Skills Cluster* includes interactive training to effectively present in the classroom or clinical settings, at a conference, or in a job talk. Sessions teach how to engage in difficult professional conversations, network at professional meetings, interview for residency or employment, and negotiate compensation.
- The *Written Communication Skills Cluster* focuses on writing and publishing skills for quantitative and qualitative researchers, NIH grant writing, "Meet the Editors" and "Grants Over Lunch" Series, and CVs, personal statements and cover letters for residency or employment.
- The *Career Clusters* explore the range of opportunities available to biomedical and health sciences professionals, including panels on careers in academe, clinical settings, consulting, the biotech and pharmaceutical industry, and government.

This expansion of programming and services reflects a national trend. At a recent Graduate Career Counselor conference, approximately half of the 40 university campuses represented offered programs beyond traditional career exploration and job search strategies.

Currently, the office is redesigning their website to reflect its new mission. For more information, visit the webpage at www.ucsf.edu/career. ■

policy TALK

with Clint Haden, UCOP
Director of Campus Life



The Campus Life Unit at UCOP is responsible for developing, interpreting, and maintaining numerous systemwide policies relating to Campus Life, including basic policies for the University in such diverse (and important!) areas as student governments, registered student organizations, student conduct, and student referendum-approved local campus fees (which fund so many of the campus life buildings, programs and activities at the University). If you don't already know where to find these policies, you'll find them at: <http://www.ucop.edu/ucophome/coordrev/ucpolicies/aos/toc.html>.

These policies are not static documents. On the contrary, they are very much alive, subject to regular change with changes to State and federal law, as well as changes to campus/OP thinking and our collective preferred ways of doing things. My office is constantly busy on one project or another—sometimes big, sometimes small—involving these kinds of changes: first developing what we hope is the right language, then having it reviewed by lots of folks (sometimes it seems like just about everybody in the University) to see if it “sticks” on its way to becoming final policy or needs to be tinkered with some more or, as occasionally happens, perhaps even shelved forever or, at the very least, put “on hold” until another more auspicious day.

One such project we're working on right now relates to the upcoming November State and federal elections and the Voter Project of the UC Student Association (UCSA), the systemwide student government of the Uni-

versity. Over the coming months, that organization, with the active support of the President's Office, is spearheading a substantial series of student-driven efforts to increase the number of UC students who are registered to vote. These voter registration efforts are non-partisan in nature, and align directly with legislative mandates the University is already under (coming from both the federal and State governments) to increase the number of registered student voters.

The specific policy change (actually not “change” but a clarification of existing policy) we're working on would make it potentially easier for student governments to gain access to certain areas of the campus presently considered “non-public”, for the limited purpose of registering students to vote. Like many changes/clarifications to policy initiated at the systemwide level, this one would be permissive not mandatory on the part of campuses, and still require the active consent of the appropriate campus administrators before student voter registration activities on the part of student governments in these hitherto closed off areas could occur. In addition, as is true for *all* proposed changes to, or clarifications of, University policy (those, anyway, that are not directly driven by changes to the law), a broad range of campus folks will be given the opportunity to review and comment before UCOP moves ahead with final issuance. ■

What Are People Reading?

By Carol Copperud, UCOP
Academic Affairs

Excellence Without a Soul: How a Great University Forgot Education, by Harry R. Lewis (former Dean of Harvard College) describes from a variety of perspectives how Harvard (and by implication other research universities) has forgotten what its purpose is in educating young people. Lewis sets Harvard's most recent major review of the curriculum, undertaken by former President Summers, in historical context, describing the evolution of the purpose and organization of undergraduate education from Harvard's earliest days. He reinforces his point several times over by examining such topics as pedagogy, grade inflation, advising, disciplinary actions, dis-

parities in student income, and athletics, showing how there is no particular locus of educational responsibility, and no particular point to Harvard's education.

Lewis despairs the “customer satisfaction” culture that allows for student choice of courses without a framework of guiding educational principles or intent. While he faults President Summers to some degree for an unsuccessful review of the curriculum, he primarily finds fault with an academic culture that doesn't know what it is trying to achieve, doesn't expect students to take responsibility for their social or academic behavior, and that allows faculty to teach whatever is most important to

themselves, without seeing it as their role to help young people become responsible adults.

This book would be of most interest to deans, faculty on curriculum committees, staff involved in student life, and others interested in creating a coherent whole out of the undergraduate educational process. It is a generally discouraging story, with few current examples of success. Its best influence may be in being a cautionary tale for those who hope to improve undergraduate education at their own institutions, by analyzing Harvard's failed example of its own attempts. ■



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Questions

Comments

Corrections

Story Ideas



Please tell us what you think about our inaugural issue and share your ideas for future editions of *Spotlight on Campus Life*. The fall issue of *Spotlight* will be distributed in November/December 2006. We are interested in your campus programs, staff updates, student achievements, new or renovated facilities, best-practices, recommended reading, scheduled Universitywide events, or any other campus life-related news.

Please contact:

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Meetings & Events



Vice Chancellors for Student Affairs
October 4-5, 2006
Irvine

Recreation Directors Consortium
August 30 – September 1, 2006
Irvine

Student Health Center Directors
September 7-8, 2006
Riverside

Counseling Center Directors
October 25, 2006
Asilomar (part of state-wide conference)

UC Residence Life Conference
October, 2006
Santa Cruz

Housing Directors
Week of November 6, 2006
San Diego

**Services for Students with
Disabilities Directors**
November, 2006
Santa Barbara

**Assistant Vice Chancellors/
Deans of Students**
December, 2006
Riverside

Registrars
December 3-5, 2006
Santa Barbara

Please contact Campus Life at UCOP with systemwide meeting or event dates for upcoming newsletters.