

DEPARTMENT OF DESIGN
MFA STUDENT HANDBOOK
2019 – 2020

UNIVERSITY OF CALIFORNIA, DAVIS

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00. Welcome!

Hello and congratulations!

You have already accomplished a lot and you made it here! The road ahead is going to be eventful and inspiring; filled with thinking and making, challenges and successes.

The Department of Design at UC Davis is an excellent place for you to earn your MFA! The world-renowned faculty and excellent staff are here to support you in all of your endeavors. We encourage you to take advantage of the whole of UC Davis: From arts and humanities to social sciences, from agriculture to engineering, UCD is a tier one university with leading researchers who are constantly contributing to and shaping our world. Reach out and meet the UCD community across your interests and discover new passions, practitioners and collaborators along the way.

Good luck! Have fun and work hard!

Glenda Drew, Graduate Program Chair/Advisor
Melany Miners, Graduate Program Coordinator

01. Organization of the MFA Program

A. Faculty

Professors

The professor track is the tenure track, which includes assistant professors, associate professors, full professors and distinguished professors. They are hired based on their excellence in research and perform a triad of activities: research, teaching and service. They are members of the Academic Senate and represented by the Davis Faculty Association.

2018 Professors

Javier Arbona, jarbona@ucdavis.edu

Design Theory, Race/Space/Memory in Urban Landscapes
Also in the Department of American Studies
3131 Hart Hall

Susan Avila, stavila@ucdavis.edu

Textile and Surface Design, Wearable Art, Sustainable/World Textiles & Fashion
235 Cruess Hall, (530) 752-2859

Gozde Goncu Berk, ggoncuberk@ucdavis.edu

Wearable product design, functional apparel
202 Cruess Hall

Christina Cogdell, cgcogdell@ucdavis.edu

History, Theory, Criticism: American Arts, Biological Theories in Design
Department Chair
227 Cruess Hall, (530) 754-7174

Glenda Drew, gadrew@ucdavis.edu

Time-Based & Interactive Design, Media Design, UI/UX, Design for Social Change
Graduate Program Chair/Advisor
250A Cruess Hall, (530) 752-2607

Beth Ferguson, bferguson@ucdavis.edu

Product Design, Industrial Design, Transportation Systems, Solar Technologies
260A Cruess Hall, (530) 752-6074

James Housefield, jehousefield@ucdavis.edu

History, Theory, Criticism: Modernism, Exhibitions, Logos, Duchamp
225 Cruess Hall, (530) 754-2602

Susan Kaiser, sbkaiser@ucdavis.edu

Critical Fashion, Gender Studies
1217 Hart Hall, (530) 754-8920

Mark Kessler, mdkessler@ucdavis.edu

Interior Architecture, Historic Preservation, Auto Garages
231 Cruess Hall, (530) 754-2603

Tom Maiorana, tmaiorana@ucdavis.edu

Product/Service/Experience Design, Des Thinking, Prototyping Systems
260A Cruess Hall, (530) 752-6299

Tim McNeil, tjmcneil@ucdavis.edu

Exhibition Design, Environmental Graphics; Director of Design Museum
129 Cruess Hall, (530) 752-2589

Simon Sadler, sjsadler@ucdavis.edu

History, Theory, Criticism: Modern Architecture, Modernizations,
Late Avant-Gardes
229 Cruess Hall, (530) 754-2605

Michael Siminovitch, mjsiminovitch@ucdavis.edu

Lighting Design (kind of Emeritus and kind of not...)
California Lighting Technology Center (CLTC), 633 Pena Drive
(530) 747-3834 or (530) 754-7613

Brett Snyder, blsnyder@ucdavis.edu

Architecture, Product, Exhibition, Graphics/Web/Media/App design
237 Cruess Hall, (530) 754-2606

Katia Vega, kvega@ucdavis.edu

Interactive Design, Wearable Technology
250B Cruess Hall, (530) 754-2601

Susan Verba, sverba@ucdavis.edu

Information Design, Design Activism
(The Collective Redesign of Everyday Things)
233 Cruess Hall, (530) 752-2614

Jiayi Young, jdyoung@ucdavis.edu

Data, Interactive Design, Typography, Graphic Design, Information Design
127 Cruess Hall, (530) 754-2610

Emeriti Professors

Dolph Gotelli, degotelli@ucdavis.edu

Exhibition Design

Pat Harrison, paharrison@ucdavis.edu

Interior Architecture, Housing for Low Income

Gyöngy Laky, gslaky@ucdavis.edu

Textiles, Sculpture

Helge Olsen, hbolsen@ucdavis.edu

Furniture, Industrial Design

Kosta Papamichael, kpapamichael@ucdavis.edu

Lighting Design: Daylighting, Controls, Energy Efficiency, Design Theory

Victoria Rivers, vzrivers@ucdavis.edu

Textiles, Fashion

Ann Savageau, aesavageau@ucdavis.edu

Textiles, Sustainable Design

Joann Stabb, jcstabb@ucdavis.edu

Fashion, Wearable Art

Kathryn Sylva, ksylva@ucdavis.edu

Visual Communications, Photography

Lecturers

The lecturers include continuing lecturers and adjunct lecturers. Continuing lecturers have taught in the department for at least six years and are represented by the Academic Federation. Adjunct lecturers are considered “visiting.”

Selected 2019 Lecturers (see the website for a complete listing)

Susan Abplanalp, sabplanalp@ucdavis.edu

Fashion, Textiles

Brunella Angeli, bangeli@ucdavis.edu

Interior Architecture, 3D Design

Melissa Chandon, mchandon@ucdavis.edu

Design Basics, Drawing, Painting

Marc Ishisaka-Nolfi, mishisa@ucdavis.edu

Design Basics, Digital Imaging, Motion Graphics, Photography

Rose Kelly, rakelly@ucdavis.edu

Design Basics, Drawing, Textiles

Matthew Lechowick, mrlechowick@ucdavis.edu

Design Basics, Industrial Design

Bill Mead, wmmead@ucdavis.edu

Web Design, UI/UX

Barbara Molloy, brmolloy@ucdavis.edu

Digital Skills, Digital Imaging, Photography

Gale Okumura, gkokumura@ucdavis.edu

Graphic Design, Typography

Joe Pierre, japierre@ucdavis.edu

Interior Architecture, 3D design

Morissa Rubin, mrrubin@ucdavis.edu

Typography

Anne-Marie Schleiner, amschleiner@ucdavis.edu

Web Design, Interactive Design, UI/UX

Beatriz Vizcaino, bvizcaino@ucdavis.edu

Web Design, UI/UX

Marcy Wacker, mwacker@ucdavis.edu

Typography

Gwen Wagner-Amos, gamos@ucdavis.edu

Typography

Adele Zhang, azhang@ucdavis.edu

Fashion, Textiles; Design Collection Curator

B. Staff

Melany Miners, mjminers@ucdavis.edu

Graduate Program Coordinator
216 Art Building, (530) 752-8710

Karen Nofziger, knofziger@ucdavis.edu

Chief Administrative Officer for the Arts Groups (TAAG)
Wright 226 and Cruess 127, (530) 752-0138

Susie Gagliardi, gagliardi@ucdavis.edu

Shop and Museums Supervisor, Tool Room Technician
101 Cruess Hall, (530) 752-TOOL

Jeff Farley, jfarley@ucdavis.edu

Design Materials Lab Technician and Woodshop Overseer
171 Cruess Hall

Nancy Louks, nlouks@ucdavis.edu

Business Assistant – Payroll contact
125 Cruess Hall, (530) 752-3906

Barb Molloy, brmolloy@ucdavis.edu

Photographer
221 Cruess Hall, (530) 754-2608

Trevor Pope-Lance, tplance@ucdavis.edu

Design Museum Preparator
124A Cruess Hall, (530) 752-6150

C. Locations

On-campus

<http://campusmap.ucdavis.edu/>

Cruess Hall: Department of Design; Makerspace under construction
(Get keys to the building, mail room, and other spaces from Jeff Aldridge)

Sprocket: Graduate Student Studios
(Copy Machine, Faculty Offices, Weaving Lab upstairs)

Cruess Annex: “Dirty, Noisy” Graduate Studio (in parking lot behind Cruess)

Art Building: Melany Miners (Room 216)

Wright Hall: Karen Nofziger (Room 212), TAAG (The Arts Admin Group) Offices

Hoagland Annex: Design Collection Storage. An appointment is needed to visit the collection. Contact Adele Zhang, at (530) 752-3623, or azhang@ucdavis.edu

Everson Hall: Visual Resource Facility (VRF), staffed by Leah Theis and Lisa Zdybel, who help faculty and students locate digital images and slides of art, architecture and design works, mostly as related to visual history coursework

Off-campus

California Lighting Technology Center, <http://cltc.ucdavis.edu/>

633 Pena Drive, Davis, CA 95618, (530) 747-3838

D. Workspaces

Cruess Hall

There are several workspaces in Cruess Hall including a computer studio (with large format printers), dye and sewing labs (with digital printing on fabric), a prototyping lab (with 3d printers and laser cutters) and a wood shop. We are in the process of building a new makerspace. Some services are fee-based. Check the Design Department's website under "Resources" to see details about work spaces and equipment lists.

Sprocket and Art Annex: Graduate Studios

Graduate studios/offices are located in Sprocket Hall (previously the Food Sciences Building), in the parking lot behind Cruess Hall, and are considered clean spaces. The Art Annex is also in the parking lot, and is for noisy or dirty work. You can get keys to both rooms from Jeff Aldridge in the Tool Room.

Campus-wide

There are many, many workspaces across the campus that you can seek out and some are fee-based. Here is a partial list:

<https://bme.ucdavis.edu/team/>

Biomedical Engineering TEAM Prototyping Lab: 3D printers, open bed laser cutter...

<https://bae.engineering.ucdavis.edu/facilities/bae-shop/>

Biological and Agricultural Engineering: Metal and wood shop

<https://startup.ucdavis.edu/>

Student Startup: Many great tools and free workshops

02. Curriculum

A. Program at a Glance

72 units required

Minimum of 22 units of 299/299D (Independent Study) required

Maximum of 12 units upper-division undergraduate courses permitted

We strongly encourage taking at least one or two electives outside of the design department during your MFA coursework

Note: DES 396 (Teaching Practicum) units do not count towards unit requirements

First Year Schedule:

Fall Quarter

DES 221, Theories and Issues in Design (4)

DES 225, Studio Practice in Design (4)

DES 299 (4) -or- Elective (4)

Winter Quarter

DES 222, Research Methods and Critical Writing for Design (4)

DES 290, Seminar in Design - *to become DES 226, Studio Practice and Critique* (4)

DES 299 (4) -or- Elective (4)

Complete the Continuing Fellowship/Scholarship application by January 15.

Look for a notification from Graduate Studies emailed to you by Melany Miners

At the end of Winter Quarter, choose your Thesis Committee and Thesis Committee Chair (Thesis Advisor). Notify glenda drew and Melany Miners of your committee by email

Spring Quarter

DES 223, Professional Practices and Ethics in Design

DES 299 (4) -or- Elective (4)

DES 299 (4) -or- Elective (4)

At the end of Spring Quarter, give your First-Year Presentation, complete the student portion of the Online Progress Assessment, schedule (Doodle poll is best) and attend your First-Year Review with your full Thesis Committee

Summer

Apply for IRB approval if necessary

Consider: DES 292, Design Internship, or DES 299, Independent Study (but enroll for the credit for this coursework in the Fall Quarter, Second Year) based on your Thesis Committee's recommendations

Second Year Schedule:

Fall Quarter

3 courses to total 12 units in DES 299 (4) -or- Elective (4)

Apply for IRB if necessary and not yet completed

Submit your Thesis Abstract, Thesis Proposal, IRB (if applicable) and a relevant research paper from DES 222 (optional) to your Thesis Committee by Week 3

Schedule (Doodle poll is best) and meet with your Thesis Committee to discuss summer progress and second-year plan before Week 4

Winter Quarter

DES 290, Seminar in Design - to become DES 226, Studio Practice and Critique (4)

2 courses to total 8 units in DES 299 (4) -or- Elective (4)

Schedule (Doodle poll is best) and meet with your Thesis Committee for a progress update and feedback before Week 3

Have your Thesis Advisor sign the Candidacy For The Degree Of Master Of Fine Arts- Plan 1 Form (see Appendix A) and submit to glenda drew by January 31

Spring Quarter

DES 290 – Exhibition Design (4)

DES 299D (6) – MFA Exhibition

Schedule (Doodle poll is best) and meet with your Thesis Committee for a progress update and feedback before Week 3

Submit the Commencement Release Form (see Appendix A) by mid-quarter

Submit an illustrated abstract (approximately 300 words) with citations to your Thesis Committee by May 1

At the end of Spring Quarter, present your thesis in conjunction with the opening of the MFA Exhibition and schedule/attend

Submit your Written Thesis (3000 words, maximum set by your committee) to your Thesis Committee by June 1

Schedule (Doodle poll is best) and attend your Second-Year Final Review with your full Thesis Committee. The meeting must take place at least 4 days before commencement in case revisions are needed to the Written Component

Have your Thesis Advisor sign the Master Of Fine Arts Report Form Plan 1-Project of Show (see Appendix A) and then get glenda drew's signature and submit form to Melany at least two days before commencement

Submit your thesis as approved by your Thesis Committee Chair and images the designated [box.com](#) folder

B. First-Year Mentors

You will be assigned a First-Year Mentor, a Senate Faculty member whose expertise aligns with your stated goals in your application. The mentor can help answer your questions and make suggestions about courses within Design and in other departments.

C. Core Courses

221. Theory and Issues in Design (4) Seminar—3 hours; independent study. Prerequisite: graduate standing in Design or consent of instructor. Perspectives on theoretical and aesthetic issues related to the design professions such as methodology in historical and contemporary contexts, implications of technology on design theory and practice, and design relationships to environmental sustainability, recycling, and other social issues. —I. (I.)

222. Research Methods and Critical Writing for Design (4) Seminar—3 hours; independent study. Prerequisite: course 221; graduate standing in Design or consent of instructor. Focused on research methods and critical writing related to design topics including case studies, original and secondary sources, critical reviews. Expectation of a paper meeting professional standards suitable for publication at end of course. May be repeated once for credit.—II. (II.)

223. Professional Practice and Ethics in Design (4) Seminar—3 hours; independent study. Prerequisite: courses 221 or graduate standing in Design or consent of instructor. Introduce students to issues of professional design practice: business ethics, contracts and business practices, social responsibility through case studies, guest lectures and field trips, and readings. Short written assignments and presentations will be required.—III. (III.)

224. Seminar in Design Research and Teaching (4) (FYI this is not a required or common course, but an option) Independent study—6 hours; extensive writing—4 hours; discussion—2 hours. Prerequisite: courses 221, 222, 223; concurrent academic appointment (TA) in courses 142A, 142B, 143, 144, 145; graduate standing in Design; consent of instructor. Student will work closely with instructor on a research and writing project related to subject matter of undergraduate history courses noted above with the goal of introducing student to advanced historical research processes and development of writing skills. May be repeated two times for credit.—I, II, III. (I, II, III.)

225. Studio Practice in Design (4) Studio—6 hour(s). Prerequisite(s): DES 221. Restricted to graduate standing in Design or consent of instructor. Students work together on a collective project to experience the multiple phases of design through an iterative process. Design projects will be geared towards relevance in contemporary social, cultural and political contexts. May be repeated up to 2 Time(s). Effective: 2017 Fall Quarter.

226 (Currently DES 290). Design Studio and Critique (4) Studio—6 hour(s). Prerequisite(s): DES 221, 225. Restricted to graduate standing in Design or consent of instructor. Required for first and second-year Design MFA students. Students work on development of design mastery through individual design process and projects. Students are encouraged to take risks and develop the ability to add form to ideas both speculative and practical. Weekly progress includes exploration of a variety of design methodologies and creative making. Presentations of work in progress, and regular critiques from peers, faculty and external guests strengthen outcomes.

290. Seminar in Design (4) Seminar—4 hour(s). Prerequisite(s): Graduate standing or consent of instructor. Selected topics in design methodology, research, communication, and education. May be repeated for credit. Effective: 1997 Winter Quarter.

292. Practicum/Internship in Design (1-12) Prerequisite: graduate standing in Design or consent of instructor. Interaction with a working professional in the student's field of interest to apply theories and concepts to working practice. (S/U grading only.)

298. Directed Group Study for Graduate Students (1-5) Studio. Prerequisite: consent of instructor. (S/U grading only.)

299. Individual Focused Study (1-12) Prerequisite: graduate standing in Design or consent of instructor. Advanced study in studio practice on independent projects with faculty consultation. May be repeated for credit; S/U grading only.

299D. Project Concentration (1-12) Prerequisite: graduate standing in Design or consent of instructor. A minimum of 22 units must be taken in Project Concentration and Individual Focused Study. Student creates a body of original work at a professional level, with written and visual documentation of process and concepts underlying the project, culminating in public presentation. (S/U grading only.)—III. (III.)

396. Teaching Assistant Training Practicum Prerequisite: graduate standing. This is recorded on your transcript simply as a placeholder to show that you have been a TA for a class that quarter. It does not count as units towards our degree program. You may enroll in 1 unit of 396 for a 25% TA and 2 units for a 50% TA (email Melany Miners for the CRN). You may enroll each quarter that you TA.

NOTE: Student Composition of Core Classes for the MFA: Faculty have the option to admit other graduate students outside of our Design MFA Program and upper-division undergraduates or nonstudents into the core graduate courses (DES 221, 222, 223, 225, and 290). It is up to the discretion of the faculty member, and there is strong precedent that this will be the case.

D. DES 299s, 298s and 292s

There is often confusion between DES 299 (Independent Studies), DES 298 (Group Study) and DES 292 (Internship). They are all variable unit courses, meaning that the units are relative to proposed workload as follows: 1 unit ~ 3 hours/week, 2 units ~ 6 hours/week, 3 units ~ 9 hours/week, 4 units ~ 12 hours/week. Although details vary, most faculty require weekly meetings with 299 students. Faculty who sponsor variable unit courses do so in addition to their scheduled teaching load on "overload." In general, Senate Faculty should support your request (unless you have already worked with them before and they suggest branching out and working with others, or they have extenuating circumstances, such as a particularly intensive quarter). Please keep in mind that lecturers are not required, encouraged or paid to teach on overload, but some will do so anyway.

DES 299 (Independent Study) is an opportunity to work individually and independently with a faculty who has expertise in the content and/or form you want to investigate. This is true even if the one grad student is sitting in on a lower-division class to learn content but meeting once a week with a faculty member one-on-one to do grad level work based upon learned content in a class they are sitting in on. Independent Studies entail a grad student working on **their own ideas**.

DES 298 (Group Study) is similar to an independent study with more than one student participating in the learning and the meetings with the faculty and the group. What matters is how many grad students (more than one) are in the same meeting with the faculty member, regardless of whether they are also sitting in on a lower-division class as part of the content.

DES 292 (Internship) is when a grad student is working on **someone else's ideas/projects**, not their own as in an Independent Study. Internships require a Site Supervisor (who the student

works under, who has more knowledge of the area than the grad student, and the grad student is actively learning from the experience working with this person) and a Faculty Sponsor (who oversees the units). The key to this is that the grad student is in a learning role with someone with more experience and knowledge and/or has a vested interest in the outcomes of the work; the grad student is not already considered to be an expert who is being hired to do work for a company (that is a job, not an internship). Almost always but not necessarily always, internships will be on site (not remote or online with knowledge and oversight being imparted through video conferencing, etc.). An internship can ideally be for both pay and credit – there is no conflict of interest in this. It can, however, also be just for class credit. Internships are usually completed during the summer in between the first and second year of the MFA, and can earn a maximum of 8 credits total towards the degree. In addition to completing the forms in advance of starting the internship, students are required to have an exit interview with supervisor sign-off, and also to write a report for their faculty supervisor summarizing their experience at the internship. This report should also discuss how the internship contributed to the grad student's thesis research.

NOTE: *When a graduate student is considered by someone to be enough of an expert to do a job on their own to complete someone else's ideas or requirements or do work for someone for pay, this is considered a job or employment, not an internship. This cannot be for credit, only for pay. A student can only get credit for work as an internship if the student is in a learning role, being mentored by someone with greater experience. When a campus center hires a graduate student to conduct work on a project during the academic school year, the student must be hired as a GSR (Grad Student Researcher), not just by hiring them to work for the center under a different pay scale or set of agreements. If an academic center hires a graduate student to work on a project during the summer, the center does not have to hire the grad student using a GSR, but can hire them using any job description or position. The grad student should make very sure in these situations to know the pay rate and level at which they are being hired, and that is suited to their level of experience and knowledge. The center should also consider graduate students as having more knowledge than undergraduate students, likely hiring them at a higher level than they hire undergraduate students. If a graduate student does not know how to evaluate the level at which they are being hired, they should ask the Graduate Chair for input and advice.*

To arrange a variable unit course, contact the faculty member that you would like to work with and request to work together. Complete the DES 299 Variable Unit Course Contract (see Appendix A) with your sponsoring faculty member, send it to your Thesis Committee Chair or glenda drew for signature, and then submit it to Melany Miners.

E. Electives

You may take electives from a wide variety of departmental and program offerings as they pertain to your own interests and needs for your graduate education, as worked out in consultation with your First-Year Mentor and the Graduate Program Chair.

If you want to register for a Design course with pre-requisites, email the instructor and explain your graduate student status, skills and interests to request a PTA (Permission to Add). Sometimes it works best for you to sit in (or audit) a course while enrolled in a DES 298 or DES 299 (with a Senate Faculty or the course instructor) so you can complete the coursework while also working at a more advanced level.

Some courses may require permission of the instructor for enrollment; see this as a chance to meet new faculty in other areas that will add an interdisciplinary aspect to your graduate

coursework. Furthermore, taking classes outside of Design will introduce you to students in other fields, which will further enrich your education.

The Design faculty strongly encourages you to take at least one or two electives outside of the design department during your MFA coursework.

Suggested electives that other grad students have taken and found helpful, or that faculty recommend, include:

ANT 138, Ethnographic Research Methods in Anthropology
CDM 136, Electronics for Artists
CMN 170, Communication, Technology, and Society
CMN 172, Computer-Mediated Communications
CRD 249, Innovative Media and Community Development
GEO 298, Translating Research Beyond Academic to Policy-Makers, Decision-Makers, and Stakeholders
LDA 202, Methods in Design and Research – Community Participation
MGT 240, Marketing Research
PSC 100, Introduction to Cognitive Psychology
PSC 130, Human Learning and Memory
PSC 131, Perception
PSC 135, Cognitive Neuroscience
PSC 151, Social Psychology
PSC 155, Environmental Awareness
PSC 154, Psychology Emotion
UWP 102J, Writing in the Fine Arts
UWP 104T, Technical Writing
TTP 289A-006, D-Lab I
TTP 289A-006, D-Lab II

F. Leaves of Absence

Information about the Planned Education Leave Program (PELP) can be found at:

http://gradstudies.ucdavis.edu/forms/GS338_PELP.pdf

G. Workload and External Employment

Being a full-time graduate student in our program is a full-time job. 12 units of credit (the minimum per quarter) = 36 hours of work; a 4-unit seminar or studio presumes 3-6 hours of class-time per week plus 6-9 hours of work outside of class (1 unit = 3 hours of work/week), so for a 4-unit course, budget at least 12 hours/week. Add to this a 10-hour/week (25%) or 20-hour/week (50%) TA, Work-Study, or GSR position, and the work load is 46-56 hours/week, which almost always requires additional MFA work on weekends – but your MFA work hopefully is your passion. **Realize that just being a full-time graduate student is clearly more than a full-time (40 hours/week) job!** So, if you choose to do addition consulting, freelance, or work outside of being a graduate student + TA, Work-Study, or GSR, you are signing up for 50-70 hours work/week. If the quality of your class and studio work suffers, it hurts you and our MFA program. Students who make this choice also sign up for a much higher stress level, since we still expect the same quality of work. **We therefore do NOT advise full-time graduate students to work in addition to and outside of our MFA program, and when we accept you, we expect 100% commitment to our MFA Program.** We also will not take into consideration any outside work scheduling needs in our assignment of TA positions, since these are our priority and way of funding you and it is very difficult to complete the quarterly TA assignment puzzle, given so

many conflicting skills, preferences, and scheduling needs on the part of faculty and grad students alike.

This advice does not refer to working as a TA, Work-Study or GSR during a quarter for either 25% or 50% (10-20 hours/week). This is because when you work as a TA, Work-Study or GSR, your work is benefitting the department and also seriously lowering your tuition/fees cost for that quarter. We consider it to be part of your education, as the MFA degree is a terminal degree that makes you eligible for teaching and research at the university level; these positions teach you how to teach and do research. Additionally, the department uses TA, Work-Study and GSR positions as the primary means of funding you for enrollment in our MFA. We therefore consider this work to be a priority to you and the department over your working outside the department or university in a different job. If you choose to not accept at minimum a 25% TA, Work-Study or GSR position that we offer you and to work for yourself freelance or in your own business or at an outside business, understand that by this decision, you will be deciding at the same time to assume responsibility for all tuition and fees for that quarter.

03. Thesis

A. Thesis Overview

Our program supports a range of working styles and strategies. Some students arrive with a clear vision of their thesis projects and begin directed work right away; others experiment during the first year, focusing their interests and intentions by the First-Year presentations. Ultimately, your thesis project process is directed by your Thesis Committee, especially your Thesis Committee Chair (Thesis Advisor).

The MFA thesis project is an opportunity to initiate work that is important to your identity as a designer and the choices you intend to make in your career.

The thesis should be a *practical* attempt to answer these questions:

1. Who am I as a designer?
2. What is my purpose in being a designer?
3. What distinguishes my work?
4. What kinds of collaborations are necessary in the pursuit of my goals?

The thesis project results in a body of visual work suitable for public exhibition, together with a written paper discussing the actual project, methodologies, outcomes and supporting documentation, including high-resolution digital images.

B. Thesis Committee

You will be introduced to the full Design faculty and their research areas. By the end of First-Year Winter Quarter, you should select your Thesis Committee and your Thesis Committee Chair (Thesis Advisor), and you are to inform glenda drew of the constitution of your committee.

Your Thesis Committee is comprised of at least 3 Senate Faculty (tenure track, otherwise known as the “professors”) whose research and expertise relate to the direction of your thesis project as you see it. At least two committee members must be Design faculty. Although you may have more than three committee members, it is rare, and usually adds unnecessary complexity. One Design faculty on your committee serves as your Thesis Committee Chair (Thesis Advisor). The Thesis Advisor will usually be the faculty member most immediately engaged with your thesis project. The Thesis Advisor is the official signature on many of your MFA documents.

You may request a meeting with your committee at any time, and your committee may request a meeting with you anytime. Your committee may not always agree with each other or with you. It is your task to listen carefully and critically consider the feedback offered and whether it resonates with you, your intentions and your project.

If necessary, it is possible to change your committee members during the fall (and sometimes winter) quarter of your second year, most likely due to changes in the direction of the thesis. If there is any change in committee membership, all committee members and the Graduate Program Chair need to be informed immediately and a Thesis Committee meeting must be scheduled right away to update all committee members on your progress and get feedback. In addition, complete and submit the Reconstitution of Committee Membership Request (see Appendix A) and submit to Graduate Program Chair.

The Graduate Program Coordinator provides administrative and practical advice to all graduate students. Between the Thesis Adviser, the Graduate Program Chair/Advisor (glenda drew), and the Graduate Program Coordinator (Melany Miners), a full range of advising support is available.

Should you not be able to resolve an issue or answer a question in consultation with your First-Year Mentor, Thesis Advisor or the Graduate Program Coordinator, you should arrange to meet with the Graduate Program Chair, glenda drew. The Department Chair, Christina Cogdell, should be contacted if the above stated contacts do not resolve the issue of concern.

C. Thesis Project

The Thesis Project culminates in a visual exhibition at the Manetti Shrem Museum of Art. Grounded in the legacy of UC Davis' world-renowned first generation art faculty, the Jan Shrem and Maria Manetti Shrem Museum of Art is a hub of creative practice for today's thinkers, makers and innovators. Your Thesis Committee will set the standard for the depth and breadth of your Thesis Project, as well as its modes of exhibition and presentation and collaborators/interns.

D. Thesis Abstract & Proposal

The Thesis Abstract is a summary of your thesis between 1 paragraph and 250 words.

The Thesis Proposal includes your topic, state of the field of your topic, research methods, and goals in approximately 2-3 pages. *There is no required standard format for the proposal, but it should be easily readable (such as 12pt and double spaced).*

E. Written Thesis

The written component (minimum 3000 words, maximum set by your committee) should frame your work in the field and also discuss the methodology for your specific project. The first part will likely be a distillation of things you've already researched and written about which places your work in context of the field, while the second part is more of a step by step "how you did it and why" explanation about your methodology.

You may follow any standard thesis format, such as Chicago Style or MLA. Make sure the paper is readable with consideration of typeface and line spacing. Submit your thesis as approved by your Thesis Committee Chair and titled *lastName_firstName.pdf* to the designated [box.com](#) folder. Include 3-5 high-resolution images of process and/or outcomes. The images should be 300dpi, minimum 5" on the shorter side, saved as jpg, tif or pdf and titled as such: *lastName_firstName-image01.jpg*, *lastName_firstName-image02.jpg*, *lastName_firstName-image03.jpg*, etc. These images may be used on the website or in promotional needs of the graduate program.

Note: You do not need to submit a thesis paper to the Office of Graduate Studies, nor schedule a final appointment with Graduate Studies. The thesis paper is only kept by the Department of Design for review by faculty and other graduate students and interested parties. Your Thesis Committee recommends pass or fail primarily based on assessment of your thesis project supported by the thesis paper.

F. IRB Approval for Human Subject Research

<http://research.ucdavis.edu/policiescompliance/irb-admin/>

If your thesis research project involves the use of and/or participation by human subjects, you very well may need to apply for and obtain approval from the Institutional Research Board (IRB) *before* you begin your research. This means, if you are nearing the end of your first year and have an idea what your thesis research will be, then you should likely consider submitting your IRB forms late in your first year or in the summer or fall quarter of your second year, at the very

latest. Sometimes it takes months to get IRB approval, and sometimes only weeks. Since it can be a rigorous process, it is better to apply as soon as you know what your research methods will be and how you will be using human participation.

Before you submit your application to the IRB, you must first submit it to your Thesis Advisor (and, suggested, your whole committee) to receive and incorporate feedback.

G. Presentations & Reviews

You may request a review at any time with your committee and invited others.

You are required to attend a First-Year Review, quarterly progress meetings in your second year, and a Second-Year Final Review. *You are responsible for scheduling your committee meetings and reviews with your full committee.*

First-Year Presentation and Review

The First-Year Presentation is held late in spring quarter of the first year. It entails a 20-minute visual presentation to the Design faculty, graduate students and the public, followed by 10 minutes of discussion. You are encouraged to present an overview of all of the work completed during the first year, even work that won't be applied to your final thesis, and announce your committee and Thesis Advisor.

Presentation files must be uploaded to a specified [box.com](#) folder as a .pdf by 10pm the night before your presentation. All media must be embedded into the presentation (do not rely on an internet connection for any content). Title your file *lastName-firstName.pdf*.

You will schedule and attend your First-Year Review with your Thesis Committee to discuss progress after your public presentation. Before this meeting you complete the student sections of the Online Progress Assessment (see Appendix A). Your committee will discuss your progress with you (approximately 30 minutes) and then ask you to leave the room while they discuss among themselves. At this time your Thesis Committee Chair completes their sections of the online assessment form in consultation with your Thesis Committee, including the "Goals and Expectations for Upcoming year" (approximately 20 minutes). You will be asked to return to the meeting and the committee will summarize the "Goals and Expectations for Upcoming year," including the summer (approximately 10 minutes). You Thesis Advisor then submits the Online Progress Assessment; then you submit it; then the Graduate Program Chair is prompted to review and submit it.

The assessment stays locked unless there is a significant update (such as a change in direction or committee member/s), at which time the assessment can be unlocked and updated, and you will schedule and attend a Thesis Committee meeting to discuss updates, progress and feedback.

If the results show progress to be unsatisfactory, you will be put on probation (see Appendix C) and your Thesis Advisor will notify the Graduate Program Chair, who will in turn notify the Office of Graduate Studies. If the results of the review are satisfactory, no notifications are made to Graduate Studies you will continue merrily through the program. If a student's progress is marginal, no letter is sent from the Associate Dean of Graduate Studies. The graduate advisor should be in touch with this student regularly to ensure they return to good academic progress.

Second-Year Progress Meetings, Quarterly Progress Reviews, Presentation and Final Review

You are required to schedule and meet with your Thesis Committee to discuss summer progress and second-year plan before Week 4 of Fall Quarter. You are encouraged to prepare a 20-minute visual presentation detailing your progress to date on your thesis research and your plans to complete your research for your Final Review.

You are required to schedule and meet with your Thesis Committee for a progress update and feedback before Week 3 of Winter Quarter. Have your Thesis Advisor sign the Candidacy For The Degree Of Master Of Fine Arts-Plan 1 Form (see Appendix A) and submit to glenda drew by January 31.

You are required to schedule and meet with your Thesis Committee for a progress update and feedback before Week 3 of Spring Quarter. ***Submit the Commencement Release Form (see Appendix A) by mid-quarter.***

The Second-Year Presentation takes place in conjunction with your MFA exhibition, at the end of the spring quarter. It entails a 20-minute visual presentation to the Design faculty, graduate students and the public, followed by 10 minutes of discussion. You are encouraged to present an overview of the process and outcomes of your thesis research and project.

Presentation files must be uploaded to a specified [box.com](#) folder as a .pdf by 10pm the night before your presentation. All media must be embedded into the presentation (do not rely on an internet connection for any content). Title your file *lastName-firstName.pdf*.

Submit your Written Thesis to your Thesis Committee by June 1. Schedule and attend your Second-Year Final Review with your full Thesis Committee after they have had time to read and review your Written Thesis. The meeting must take place at least 4 days before commencement in case revisions are needed. This review can take place in the exhibition space where you can speak in detail about the exhibition and answer questions from your committee. After observing the work and reviewing the final thesis paper the Thesis Committee makes a recommendation about awarding the degree of MFA. Have your Thesis Advisor sign the Master Of Fine Arts Report Form Plan 1-Project of Show (see Appendix A) and then get glenda drew's signature and submit the form to Melany at least 2 days before commencement. Submit your thesis (pdf) as approved by your Thesis Committee Chair and images (jpg, png or pdf) to the designated [box.com](#) folder. Title your files as *lastName-firstName-thesis.pdf*, *lastName-firstName-image1.png*, etc.

Thesis Committee Participation

All Thesis Committee members are required to attend the First-Year Review, Second-Year Fall Quarter Meeting and Final Review **in person** unless they are a significant distance from Davis (beyond the Bay Area and Sacramento Region). All Thesis Committee members are required to attend the Second-Year Winter Quarter Progress Update Meeting and Second-Year Spring Quarter Progress Update Meeting in person or by video conference.

H. Variations in Approach to the Thesis Project

Depending upon a graduate student's thesis area of research and their research aims, trajectory and intended audience, and based upon the supervision and agreement of their committee members, a graduate student's thesis may vary from one to the next with regards to the extent to which the project is studio-based, writing-based, combination-based, and whether the research is sponsored by an outside third-party that is funding the research. All MFA students, regardless of this, must also submit a written thesis of a

minimum of 3,000 words that explains their goals, state of the field, research methods, and results. The handbook explains this in detail in its section on the thesis.

In the MFA program, usually projects are studio-based, where the final thesis project itself is on display in the MFA Exhibition. However, the MFA exhibition can also be used to display the research completed for the thesis project, in the form of posters or in any other creative media, where the final most substantive form of the research may be a written thesis.

Students who intend a lengthy written thesis must also fully participate in the MFA Exhibition. Finally, while most students will pursue research suited to their own direction and interests that meets a need in the field of design and contributes something new, some students who are working for a center, such as the California Lighting Technology Center, may choose to do a “funded research” project where an outside entity ask the CLTC to conduct research and development, and a graduate student takes this one as his/her project, under the oversight of their thesis committee. This model is commonly used in engineering fields, and is an option to our graduate students. This does NOT mean that a student who is an established designer and has his or her own business or consulting firm, outside of the MFA program, can complete work for a client that also counts as a thesis project. In this case, the client is hiring the graduate student as an expert already, whereas thesis research requires graduate students to stretch themselves to learn new research skills and knowledge. **NOTE: The final decision as to what form the thesis may take and whether it is a valid MFA thesis project is not the student’s but is their committee’s; the three or more faculty on a student’s committee must agree that the student’s topic and approach and goals and format are suitable for the MFA degree thesis requirements. Bottom line: If your committee approves, the rest of the faculty agree that our MFA program has the flexibility and openness to support you to best of your ability in your learning experience and thesis outcome.**

I. Probation

Academic Probation (from the Graduate Student Guide)

Pending the results of the First-Year Review, students whose academic performance is less than satisfactory or who are not meeting program requirements are placed on academic probation and given a timeline for removing their deficiencies and returning to good standing. Students on academic probation are subject to disqualification.

Disqualification

Disqualification means that, for one or more of the academic reasons listed below, a student is no longer eligible to continue graduate study at the University of California, Davis. A student may be disqualified ONLY by the Dean of Graduate Studies and in accord with the procedures outlined below. The term “disqualification” should not be confused with “dismissal.” Dismissal is removal from graduate study based on behavior or conduct.

Unsatisfactory Progress/Probation/Disqualification

A student whose progress is judged unsatisfactory is regarded as a student on probation. This includes the student whose annual evaluation indicates unsatisfactory progress or the student who receives written notice from the Advisory/Guidance Committee or Graduate Adviser that progress is unsatisfactory. If the student fails to meet the requirements specified in the notices sent by the Dean of Graduate Studies or by the Advisory/Guidance Committee, the student will be subject to disqualification from further graduate study in the graduate program. For a full explanation of disqualification, go to http://gradstudies.ucdavis.edu/facstaff/policies/disqual_appeal.pdf.

Appeals

A student who is subject to disqualification, or who has been disqualified, may submit an appeal within 30 days for reconsideration for cause to the Administrative Committee of the Graduate Council. Such appeals will be considered only if based upon appropriate cause such as (a) procedural error, (b) judgments based upon non-academic criteria, (c) verifiable evidence of personal bias, or (d) specific mitigating circumstances contributing to the student's performance. Questions of academic judgment or evaluation will not be considered as an appropriate basis for submission or consideration of a student's appeal of disqualification. The Administrative Committee will make a recommendation to the Dean of Graduate Studies as to the disposition of the case and the Dean will make the decision. The Dean will review the appeal and a final decision rendered within 60 days. The outcome of the appeal is final. For appeal procedures, see the *Graduate Studies Adviser's Handbook*.

04. More About Advising

A. Graduate Program Coordinator

The Graduate Program Coordinator/Student Affairs Officer is Melany Miners. Melany advises students on course registration, teaching assistantships, Graduate Student Researcher (GSR) opportunities, paperwork and filing deadlines, grants and other funding opportunities, and other areas of administration.

B. Faculty Advising

Graduate Council recognizes that the advisor of graduate students by faculty is an integral part of the graduate experience for both. Faculty advising is broader than advising a student as to the program of study to fulfill course work requirements and is distinct from formal instruction in a given discipline. Advising encompasses more than serving as a role model.

The UC Davis Graduate Council has outlined the following advising rules that govern the relationship between faculty and graduate students. Faculty and graduate students must realize that, while the Thesis Advisor will be the primary advisor during a student's career at UCD, program faculty may perform many of the "functions" defined below. An important corollary to this recognition is that faculty members must realize that much of their interaction with all students has an important advising component to it. Graduate students also have responsibilities to ensure successful advising and these are indicated below.

**Senate faculty have a responsibility to advise graduate students.
Advising has been defined as:**

Guiding students through degree requirements

1. Providing a clear map of program requirements from the beginning, making clear the nature of the course work requirements and defining a timeline for their completion
2. Providing clear guidelines for starting and finishing thesis work, including encouraging the timely initiation of the thesis research

Guiding students through the thesis

1. Clearly evaluating the strengths and weaknesses of the students' research
2. Encouraging an open exchange of ideas, including pursuit of the students' ideas
3. Checking regularly on progress
4. Critiquing oral, written, portfolio and performed work
5. Providing and discussing clear criteria for authorship of collaborative research
6. Assisting in finding sources to support thesis research, such as teaching assistantships, graduate student researcher assistantships, fellowships, etc.
7. Being aware of students' research needs and providing assistance in obtaining required resources. For example, serving as students' advocate for necessary desk and/or lab space

Guiding students through professional development

1. Providing guidance and serving as a role model for upholding the highest ethical standards
2. Treating students respectfully
3. Encouraging and critiquing oral, written, portfolio and performed presentations
4. Encouraging participation in professional meetings of regional groups as well as learned societies
5. Facilitating interactions with other scholars and practitioners, on campus and in the wider professional community
6. Providing assistance with applications for research funding, fellowship applications, and other applications as appropriate for the respective discipline
7. Serving as the students' advocate in academic and professional communities
8. Providing career guidance, specifically assisting in preparation of a CV and job interviews, and writing letters of recommendation in a timely manner
9. Recognizing and giving value to the idea that there are a variety of career options available to the student in his or her field of interest and accepting that the student's choice of career options is worthy of support. For example, guiding the student toward teaching opportunities when appropriate for the student's goal

As partners in the advising relationship, graduate students have responsibilities.

As Advisees, students should:

1. Be aware of your advising needs and how these change throughout your graduate tenure. Graduate students should discuss these changing needs with their Thesis Advisor
2. Recognize that one faculty member may not be able to satisfy all your advising needs. Seek assistance from multiple individuals/organizations to fulfill the advising roles described above. Learn to balance the feedback you receive with your own intentions. *Your faculty advisors may not always agree and it is your challenge to critically consider the feedback and move forward with intention*
3. Respect your advisor's other responsibilities and time commitments
4. Maintain and seek regular communication with your advising professor

Approved by UC Davis Graduate Council, June 24, 1999, excerpted from
<http://www.gradstudies.ucdavis.edu/gradcouncil/mentoring.pdf>

05. Academic Appointments & Funding

A. Academic Appointments and Tuition Remission

Graduate student academic employment includes the following academic appointments: Reader, Teaching Assistant (TA), Associate In_ (AI) and Graduate Student Researcher (GSR). All positions are a great way to gain professional experience and advance your career, as well as earn a paycheck and obtain tuition and fee remissions. A minimum 3.0 cumulative GPA is required to hold an academic appointment.

For more information, including pay scales, see: <https://gradstudies.ucdavis.edu/current-students/employment>

Although weekly work hours fluctuate with academic appointments, you should not work more than the total of the designated workload on a quarterly basis. The *approximate* weekly hours for appointments are as follows:

25% appointment ~ 10 hours/week;
50% appointment ~ 20 hours per week;
75% appointment ~ 30 hours/week

The Design faculty recommend no more than 50% appointment in any quarter, but it is *your* choice whether to accept 25%, 50% or 75% workload.

Academic appointments at 25% and above include tuition remission and partial or full fee remission. To avoid late fees, get your hiring paperwork done ASAP so that fee remissions can be properly credited to your fee statement before fees are due. The policy is reviewed for renewal each year. For up-to-date information on student fees, go to:
<http://budget.ucdavis.edu/studentfees/current/index.html>.

01. Reader

Definition: The title Reader is given to a student employed for the ability to render diverse services as a "course assistant," which will normally include the grading of student papers, and examinations. A Reader will not be given the responsibilities customarily accorded a Teaching Assistant.

Much more detailed information about Reader positions is available in the Academic Personnel Manual at this section, APM 420, Reader, available through this link at the section on Readers: <http://manuals.ucdavis.edu/APM/II-B.htm>

For a listing of TA/Reader Opportunities outside of Design in the College of L&S, go to: <http://gradstudies.ucdavis.edu/employment/index.html> and login.

02. Teaching Assistant (TA)

Definition: A Teaching Assistant (TA) is a registered graduate student in full-time residence, chosen for excellent scholarship and for promise as a teacher, and serves an apprenticeship under the active tutelage and supervision of a regular faculty member.

The TA training session in the early fall quarter for first-year graduate students provides a number of helpful resources to help you through the process of becoming a successful TA.

You will meet with the primary instructor to discuss expectations and complete the Supplemental Notification form (see Appendix A). TAs for large format courses (over 50 students) lead discussion sections.

It is important for the primary instructor and the TA to maintain clear and timely communication throughout the quarter, in order to avoid undue stress and delays in grading and evaluation of students at the end of the quarter. It is also important that faculty respect the time limit in terms of total workload that a TA is paid for, and to this end, the faculty should arrange their syllabi and grading expectations accordingly and also check in with their TAs regularly. The clearer the expectations and communication, the more rewarding will be this part of your education as you learn how to teach with on-the-ground experience.

For a listing of TA/Reader Opportunities outside of Design in the College of Letters and Science, go to: <http://gradstudies.ucdavis.edu/employment/index.html>

03. Associate In_ (AI)

Definition: An Associate In_ (AI) is a teacher employed temporarily to conduct the entire instruction of a lower division course or of a group of students in a lower division course. An AI may conduct the entire instruction of an upper division course only with the prior written approval of the Chair of the Academic Senate Committee on Courses of Instruction.

The minimum qualification for an AI_ appointment includes a Master's Degree and at least one year of teaching experience (including any time served as a Teaching Assistant). Completion of 30 units of graduate work will be considered equivalent to completion of a master's degree.

For more information about Reader, TA and AI positions, see this section of the Academic Personnel Manual: <http://manuals.ucdavis.edu/APM/II-B.htm> as well as <http://gradstudies.ucdavis.edu/employment/ase.html>

04. Graduate Student Researcher (GSR)

Definition: A Graduate Student Researcher (GSR) is a graduate student who performs research related to the student's degree program in an academic department or research unit under the direction of a faculty member or authorized principal investigator. *It is permissible for departments to grant course 299 credit to students for work done as a GSR, provided research performed is to meet the degree requirement.*

B. California Residency

<http://registrar.ucdavis.edu/tuition/residence/>

C. Travel Support

Departmental Awards

The Department of Design offers MFA funding for travel to present research at conferences or to participate in other travel for research up to \$400 with a rolling deadline. Each student is eligible to receive one award per year.

Apply for the award here:

<https://docs.google.com/forms/d/1vG5KMTToUWEczHHxREmbNGVXQlq0un6sEwyYJ423yb-M/edit>

Graduate Studies Awards

Graduate Studies offers travel grants for students presenting research at conferences:

http://gradstudies.ucdavis.edu/ssupport/internal_travel.html

Applications for the Graduate Student Travel Award are accepted and reviewed on a semiannual basis. Applications for travel during calendar year are due by March 15. Applications for travel during the academic calendar of the following year are due by October 15 each year.

D. Thesis Support

The Department of Design generally offers thesis support stipends to offset the out-of-pocket costs of the exhibition. The Department also usually has funds to purchase specific installation items that become departmental inventory after the exhibition closing. Look for emails from the Graduate Program Chair with details on accessing funds during the spring quarter of your second year.

In addition, you are allowed to work with a limited number of undergraduate students as interns during your second year. Your Thesis Committee needs to agree that of the internships supporting your thesis work are appropriate. You serve as the Site Supervisor and give direction and mentorship to the student/s according to your expertise. Your Thesis Advisor serves as the Faculty Sponsor who oversees the units and any questions/concerns. Your committee must approve all facets of the project and its exhibition in form and content. Internships are approved when you have expertise and experience to support the educational outcomes for the undergraduate students working with you.

E. Scholarship & Fellowship Opportunities

http://gradstudies.ucdavis.edu/ssupport/internal_fellowships.html

<http://dhi.ucdavis.edu/archive/grad-resources-2/graduate-funding-opportunities>
(lists outside funding opportunities for Humanities grad students)

E. Financing Graduate Education

<http://gsa.ucdavis.edu/Funding> (GSA guide to funding sources)

<http://financialaid.ucdavis.edu/graduate> (graduate financial aid)

Free Application for Federal Student Aid (FAFSA)

Annually, all graduate students who are US citizens, permanent residents or immigrants are required to file a Free Application for Federal Student Aid (FAFSA). Although the FAFSA can be filed at any time, it is strongly suggested that you file by the priority filing date of March 2. The FAFSA is used for consideration for fellowships, block grants, GAANN fellowships, stipends, loans, and work-study funds that pay some Graduate Student Researcher (GSR) salaries. The FAFSA is available at the UC Davis Financial Aid Office in Dutton Hall or online at <http://www.fafsa.ed.gov>. Include the UC Davis School Code (001313) on the FAFSA.

Fellowships and Scholarships

<https://grad.ucdavis.edu/current-students/financial-support/external-fellowships/apply-external-fellowship>

UC Davis fellowships and graduate scholarships are awarded once a year for the following year, beginning in the fall quarter. Unless otherwise specified, awards are for one academic year. You must apply in subsequent competitions for fellowships in succeeding years. Continuing students apply online after October 1 for the following academic year.

The deadline to apply for fellowships is listed in the online application. Awards are generally offered beginning March 1 and must be accepted or refused, in writing, by April 15 or by the date that is stated on the offer letter, whichever is later. Awards not accepted by the response date may be withdrawn.

Criteria for Internal Fellowships and Scholarships

Awards are made as a mark of honor, on the basis of your record of scholarship and promise of outstanding academic contributions. Evaluation will include quality of your previous undergraduate and graduate work, evidence of ability in research or other creative accomplishments, evidence of promise of productive scholarship, statement of purpose, letters of recommendation, and other documentation, such as publications and awards. A minimum cumulative 3.0 GPA in undergraduate or any graduate work already completed is required for consideration. Although some awards have financial need as a criterion, most awards are based solely on academic merit.

Graduate programs and committees must ensure that no applicant is discriminated against because of race, color, religion, national origin, marital and family status, handicap, sex, sexual orientation, or age. It is inappropriate or illegal for review and selection committees to ask personal questions of applicants about their financial need, the number of children they have, etc.

F. Research Funding

There are numerous funding sources at UCD and beyond. You will receive periodic email announcements of funding opportunities. Our grads have been very successful at securing funding. Here are some:

Davis Humanities Institute (DHI)

<http://dhi.ucdavis.edu/>

The DHI offers strong support for grad students in the humanities, through faculty collaboration in interdisciplinary research clusters, funding and fellowship opportunities, and conference opportunities. Their website links to Graduate Funding Opportunities. Molly McCarthy (molmccarthy@ucdavis.edu) at the DHI is extremely helpful with locating funding sources.

Big Bang Competition

<https://gsm.ucdavis.edu/big-bang-business-competition>

Big Ideas Competition

UC-wide

<https://bigideascontest.org/>

UC Davis

<https://bigideas.ucdavis.edu/>

Center for Information Technology Research in the Interest of Society (CITRIS)

<http://citris.ucdavis.edu/>

Mellon Foundation

<https://mellon.org/grants/>

The Green Initiative Fund (TGIF)

<https://tgif.ucdavis.edu/>

06. Canvas: Course Management and Grading

<https://login.canvas.ucdavis.edu/>

Canvas is the Course Management Tool for course websites and grading and has excellent technical support 24/7. The Canvas Help Desk phone number is (844) 303-8285. There are training sessions in Canvas if you find you need help navigating its functions.

For most courses, the primary instructor is responsible for creating the Canvas site and adding Readers and TAs, allowing them administrative privileges as appropriate.

07. Department Events

You are expected to contribute to our vital department by attending departmental events, such as meetings, guest lectures and job talks. Fall events include orientations, an Arts Luncheon (for faculty and graduate students in all programs in the Arts Groups) and an all-department meeting. Spring events include the Alberini Lecture Series (and graduate students specific related events), Picnic Day (including the Design Fashion Show and other departmental activities) and the MFA exhibition. Check your UCD regularly for notifications.

08. Student Life Information

A. Principles of Community

<http://occr.ucdavis.edu/poc/>

B. Academic Calendar

<https://registrar.ucdavis.edu/calendar/quarter.cfm>

C. Library

<http://lib.ucdavis.edu/>

The library has many arts databases and fantastic librarians for the arts. Dan Goldstein, dgoldstein@ucdavis.edu, is the librarian for the arts and art history.

To access the library and subscribed databases from off campus, download Pulse Secure, the VPN. From the main link above, choose “Access VPN” along the top menu bar and follow the instructions. *This is useful to share with students if you are a TA, since many undergrads don’t know this either and it’s super helpful!*

D. Email & Information Technology

IT Express Help Desk: (530) 754-HELP, <http://iet.ucdavis.edu/>

Classroom Technology Problems Hotline: 752-3333

Student Technology Guide: <http://studentcomputing.ucdavis.edu/>

E. Student Academic Success Center

Includes writing assistance and tutoring: <http://success.ucdavis.edu/>

F. Graduate Studies Events

<http://gradstudies.ucdavis.edu/students/calendar.html>

G. Graduate Studies Information

<http://gradstudies.ucdavis.edu/about/>

H. Graduate Student Association (GSA) – Student Government

<http://gsa.ucdavis.edu/>

The GSA serves as your voice on campus! This site has information about news and events, health coverage updates, interdisciplinary graduate conferences, benefits updates, software deals, a thorough resources section

I. Exhibition Spaces

The Design Museum

<http://arts.ucdavis.edu/design-museum>, 124 Cruess Hall, (530) 752-6150

The Design Museum explores diverse topics and media with an emphasis on ethnographic arts and consumer cultures and includes the Design Collection. The museum is internationally known, with innovative exhibitions based on design from a global perspective. Historical cultural artifacts, contemporary functional objects and creative installations are presented in changing spaces designed specifically for each exhibit. The museum serves as a studio/laboratory for the design exhibition classes.

To view or work with the Design Collection, contact Adele Zhang, Collection Manager, azhang@ucdavis.edu, 125 Cruess Hall, (530) 752-3623. The collection is housed at the Hoagland Annex, 521 Kleiber Hall Drive, and visiting is by appointment only.

Jan Shrem and Maria Manetti Shrem Museum of Art

<http://manettishremmuseum.ucdavis.edu/>, (530) 752-8500

Grounded in the legacy of UC Davis' world-renowned **first generation** art faculty, the **Jan Shrem and Maria Manetti Shrem Museum of Art** is a hub of creative practice for today's thinkers, makers and innovators, now and for generations to come.

Carl N. Gorman Museum

<https://gormanmuseum.ucdavis.edu/>, 1316 Hart Hall, (530) 752-6567

The Carl N. Gorman Museum is one of only a few galleries in the nation featuring contemporary Native American Art. It is named after Carl Nelson Gorman, a Navajo artist and advocate, and a founding faculty member of the Native American Studies Department at UC Davis.

Memorial Union Gallery

Second Floor, Memorial Union Building, (530) 752-2885, hmmikolaj@ucdavis.edu

The Memorial Union Art Gallery features a changing series of exhibitions devoted primarily to contemporary and historical California Art. All exhibitions are free of charge, and they are intended to complement and enhance the educational and cultural activities available to the campus community.

Basement Gallery

Basement of Art Building, (530) 752-0105, basementgallery@hotmail.com

The Basement Gallery is a student-run gallery featuring shows by undergraduate students of the UC Davis Art Department.

Craft Center Gallery

South Silo, (530) 752-1475

The Craft Center Gallery exhibits work of staff, participants and friends of the Craft Center. Often the shows are the first public exposure of an artist's work, but just as often they present the most recent crafts of long-practicing artisans. Craft Center shows can be composed of a variety of media or they can feature the potential of a single art form.

Art in the Library

Shields Library, (530) 752-6561, (530) 752-1167, libinfo@ucdavis.edu

The University Library collects the works of current and former members of the UC art department and includes works by Robert Arneson, Squeak Carnwath, Roy DeForest, David Gilhooly, David Hollowell, George Longfish, Roland Petersen, Hassel Smith and Wayne Thiebaud. Also featured in the Shields Library are black-and-white photographs from the "American Farm" collection, a portrait of the nation's agriculture and the profound transformation it has undergone over the last 200 years. As a whole, the full collection spans more than a century and the work of over 80 photographers. Maisie and Richard Conrat created the collection, and a copy of their book, *The American Farm*, is on reserve in Shields Library.

J. Health & Counseling Services

<https://shcs.ucdavis.edu/>

Counseling and Psychological Services are free to students and their partners through couples counseling

K. Housing

<https://chl.ucdavis.edu/> (community housing listing)

http://www.housing.ucdavis.edu/current/movingout_housingoptions.asp

L. Activities & Recreation Center (ARC)

<https://cru.ucdavis.edu/content/1-activities-and-recreation-center-arc.htm>

M. Aggie Surplus (aka Bargain Barn)

<https://aggiesurplus.ucdavis.edu/>

The Bargain Barn is the place to find fabulous deals on office equipment, vintage furniture, cameras, microscopes, in fact any and all equipment that is owned by any UC Davis entity that is no longer wanted and being sold for (usually) affordable costs. It is great deal central, especially if you like the industrial look in stainless steel or need a filing cabinet. They sell to the university community first and then to the general public. If you want a good deal, act like you don't think something is valuable – otherwise Michelle Borba, its director, catches on and raises the prices. The Bargain Barn is central to UCD's mission of sustainability and recycling.

09. Conflicts, Harassment & Reporting

A. Conflicts of Interest

<http://regents.universityofcalifornia.edu/regmeet/mar04/504attach.pdf>

Basically, anyone in a supervisory role is not allowed to date or have any romantic relations with anyone they supervise.

B. Sexual Violence Prevention

<https://sexualviolence.ucdavis.edu/>

Online Sexual Violence or Sexual Harassment Report:

<http://sexualviolence.ucdavis.edu/report/report-form.cfm>

C. Hate or Bias Reporting

<http://reporthateandbias.ucdavis.edu/report/report-form.cfm>

Report anonymously at the above link

D. Harassment and Discrimination Assistance and Prevention Program (HDAPP)

<https://hdapp.ucdavis.edu/>

If you believe you have experienced or witnessed an act of **hate, bias, discrimination or harassment**, you can **report it** here so the university can take appropriate action. If you are in a leadership role (such as a Reader, TA or AI_) and a student communicates any form of harassment to you, you are obliged to report it.

To discuss a discrimination or harassment concern, to schedule an educational presentation, or to request materials, call (530) 747-3864 (Davis campus) or (916) 734-3417 (UC Davis Health).

HDAPP offers an Anonymous Call Line for individuals who wish to raise a concern without disclosing their identity at (530) 747-3865 (Davis campus) or (916) 734-2255 (UC Davis Health).

E. Whistleblower & Ethics

http://compliance.ucdavis.edu/complaint_processes/whistleblower.cfm

F. Confidential Resources

Center for Advocacy, Resources & Education (CARE) is a confidential resource for all students, staff and faculty who have experienced any form of sexual violence, including sexual assault, sexual harassment, domestic/dating violence, and stalking.

More information can be found at <http://care.ucdavis.edu/> or (530) 752-3299.

To speak with the **emergency on-call victim advocate**, call the CARE answering service at (866) 515-0155 and the on-call advocate will get back to you immediately.

The Academic and Staff Assistance Program (ASAP) is a confidential resource that can provide emotional and psychological support to employees. Their website is <https://hr.ucdavis.edu/departments/elr/asap> and they can be reached at (530) 752-2727(ASAP).

The Office of the Ombuds is a confidential, independent, impartial, and informal problem-solving and conflict management resource for all members of the UC Davis campus community. You can learn more about the Office of the Ombuds at <https://ombuds.ucdavis.edu/>. They can also be reached at (530) 754-7233 (SAFE).

The Women's Resources and Research Center The WRRRC is a confidential unit which offers information, support and referrals on a wide range of topics, including sexual harassment, sexual assault and dating violence. WRRRC spaces, programs, and services are open to all. Visit <http://wrrc.ucdavis.edu/> or call (530) 752-3372.

10. The Local Scene & Beyond

A. Getting Around: Transportation

UC Davis Transportation & Parking Services

<http://taps.ucdavis.edu/>

TAPS services include bike registration (required, but many do not register), campus parking permits, etc. Beware! TAPS loves to ticket bicyclists who do not obey traffic rules and cars that are parked even a second beyond their time limit. Don't give TAPS your hard-earned money!

Map of Davis

<http://cityofdavis.org/city-hall/information-systems/gis>

All kinds of maps of Davis (including bike maps) are available.

Public Transportation via Bus

<http://www.unitrans.ucdavis.edu/>

\$1 fare In Davis

Getting to the Sacramento Airport and Back

<http://www.yolobus.com/routes> and select 42A or 42B

42A goes from Davis up to Woodland to the airport;
42B goes from the airport to Woodland to Davis

It takes about an hour and costs \$2.50

Airport Shuttle (Sacramento and San Francisco)

<http://www.davisairporter.com/>

<https://www.danscab.com/>

<http://www.villagecab.com/> (cheaper if you schedule the day before)

Shuttle to UC Berkeley

The Intercampus Bus service provides transportation between the University of California Davis and Berkeley campuses for UCD/UCB faculty, staff and registered students. There are two round trips daily (Monday through Friday see website for schedule and more information). <http://www.fleet.ucdavis.edu/Bus/jitney>

Fleet Services

<http://www.fleet.ucdavis.edu>

Fleet Services offers an entire fleet of vehicles available for renting, including cars, vans and trucks. Recharge account numbers only.

Regional Train – Amtrak

<http://www.amtrak.com/home>

If you are taking Amtrak to the Bay Area, you can change to BART (Bay Area Rapid Transit) at Richmond to get to many destinations quicker, including the SF International Airport. You can buy an \$11 Clipper Card (for BART and MUNI busses in SF) for \$8 in the snack car.

Bay Area Rapid Transit (BART)

There is good public transportation in the Bay Area. BART is the commuter train line service that connects the suburbs and gets you across the bay from Berkeley to SF. Be mindful of those around you. <http://www.bart.gov/>

B. Local & Regional Arts Listings

Sacramento Bee: <http://www.sacbee.com/>

San Francisco Chronicle: <http://www.sfgate.com/entertainment/>

San Francisco Arts Listings: <http://www.sfarts.org/#>

East Bay Arts and Culture: <http://www.eastbayexpress.com/ebx/arts-and-culture/Section?oid=1063827>

The Arts in Davis

Friday Nights in Downtown: Downtown Davis comes alive every Friday evening in July and August with a free concert series. Combined with the year-round Friday Open-Late program there are plenty of shops to browse before or after the concert. 2nd Friday ArtAbout takes place on the second Friday of each month.

The Davis Dirt: The Davis Dirt is an almost comprehensive list of art and music events in Davis. <https://thedavisdirt.com/>

Davis Farmers Market: Every Wednesday evening from April to September, the Farmers Market hosts live music along with other activities for children and adults. Every Saturday morning (8am to 1pm) throughout the year.

Varsity Theater: Varsity Theater is located in the heart of downtown Davis. They feature a variety of international movies and an assortment of movie festivals.

Veterans Memorial Theater: A variety of performances are hosted at the Veterans Memorial Theater including musical, theatre, dance and community events.

Mondavi Center: The Robert and Margrit Mondavi Center for the Performing Arts features state-of-the-art 1,800-seat Jackson Hall, the versatile 250-seat Studio Theater, reception rooms, a grand lobby, a landscaped entry plaza, convenient parking and many other patron amenities. The ticket office is located at the front of Mondavi Center, (530) 754-ARTS, (530) 754-2787 for patrons with disabilities

Campus Cinema: 194 Chemistry, (530) 752-7570, campuscinema@yahoo.com. Campus Cinema is the student-run movie theater for students and the public alike. The Theatre, in Room 194 of the Chemistry Building, is equipped with professional 35mm projectors and digital sound systems. Admission to Campus Cinema, is usually about \$3. E-mail them to receive notices of upcoming films.

UC Davis Ticket Office: Lobby of Freeborn Hall, (530) 752-915 (530) 752-7117 fax
The UC Davis ticket office is located at Freeborn Hall handles ticket sales for Aggie Athletics, Associated Students of UC Davis and other ticketed events at Freeborn Hall and Recreation Hall.

Campus Arboretum: (530) 752-4880, arboretum@ucdavis.edu. Popular with strollers, joggers and cyclists, the 100-acre Arboretum stretches along the banks of the Putah Creek to form a three-mile loop on the south side of campus. It is an outdoor classroom, research laboratory and public garden. The Arboretum has more than 4,000 kinds of plants and trees, with a specialization in plants adapted to the Mediterranean climate with hot, dry summers and cool, wet winters. Trained docents lead free public tours at 2 p.m. on Sundays during the academic year. An annual plant fair draws hundreds of visitors.

California Raptor Center: Off Old Davis Road, south of Interstate 80, Rehab (530) 752-6091; Education office (530) 752-9994. The California Raptor Center rehabilitates injured and orphaned raptors. It receives over 250 injured or ill raptors each year and is able to release more than 60 percent of these birds. The Center provides hands-on training in the care and management of birds of prey as well as educational programs for the general public.

Appendix A: Degree & Graduation Forms

Variable Unit Course Form (for DES 299s)

http://arts.ucdavis.edu/sites/main/files/file-attachments/variable_unit_course_contract_-_design_0.pdf

Supplemental Notification Form

https://docs.google.com/document/d/177LfMUUkDIKZ_JsYLxlyRu0NRA2ma_g6kYONnLNxNFM/edit

General Information about Advance to Degree Candidacy

http://gradstudies.ucdavis.edu/students/degree_candidates.html

Online Progress Assessment

<https://spa.gradhub.ucdavis.edu/assessments>

Reconstitution of Committee Membership Request

<https://grad.ucdavis.edu/sites/default/files/upload/files/current-students/g332-recon-committee-membership-request.pdf>

Candidacy for the Degree of Master of Fine Arts-Plan 1 (“Advancement to Candidacy”)

<https://grad.ucdavis.edu/sites/default/files/upload/files/current-students/g339-masters-candidacy-mfa-plan1.pdf>

Master of Fine Arts Report Form

<https://grad.ucdavis.edu/sites/default/files/upload/files/current-students/g340-masters-mfa-report-plan1.pdf>

Commencement Release Form

<http://gradstudies.ucdavis.edu/commencement/>

Search for the commencement release form. This site only works starting around February to prepare for June commencement. In general, if you intend to participate in the graduation ceremonies but in fact won't finish all the requirements for your degree until the Summer session, you must fill out this form and advance to candidacy by approximately April 16, in order to walk.

Petition to Double Major

http://registrar.ucdavis.edu/local_resources/forms/D065-graduate-major-degree-change.pdf<http://gradstudies.ucdavis.edu/commencement/>

Appendix B: Graduate Student Rights & Responsibilities

UC Davis Graduate Student Bill of Rights and Responsibilities:

http://gradstudies.ucdavis.edu/forms/GS401_StudentRightsResponsibilities.pdf

Preamble

Graduate student rights and responsibilities rest on their roles as junior colleagues who are critical to the university's mission of teaching and research. All members of the university community are responsible for securing and respecting the general conditions conducive to a graduate student's unique role as student, researcher, and teacher. This document is a revised and updated version of the 1990 UC Davis Graduate Student Bill of Rights and Responsibilities, produced by the UC Davis Graduate Student Association, and endorsed in principle by the Graduate Council and Graduate Division of the UC Davis campus on November 7, 1990.

Graduate Students Have The Following Rights

- 1. Graduate students have the right to information about specific and concrete degree requirements as approved by the Graduate Council.** These requirements shall be communicated clearly upon entrance to the graduate program. No graduate student shall be held to program requirements instituted after their initial acceptance, unless the student so chooses. Prospective and current graduate students have the right to know the "normative time to degree" and the "average time to degree" within a specific graduate program; a program's student attrition rate and, if available, the predominant reasons for lack of program completion; and a program's placement record.
- 2. Graduate students have the right to an accurate description of the availability and the likelihood of financial and resource support within their programs.** Programs shall provide a thorough description of the requirements, qualifications, and applicable deadlines necessary for academic employment, training or financial support at the University. Assignments of office or lab space, or any necessary materials for teaching and research, should consider the need for adequate graduate student space and resources.
- 3. Graduate students have the right to receive objective evaluations of progress based on criteria that are understood by the Graduate Adviser and the student.** Evaluations shall be factual, specific, and shared with the student within a reasonable period of time. Annual progress reports and reports of split decisions on oral examinations should be in writing. Graduate students should be given a fair opportunity to correct or remedy deficiencies in their academic performance, and the reasons for unsatisfactory performance on programmatic examinations shall be stated clearly to the student in a written evaluation. Any intent to disqualify a student from a graduate program for academic reasons must be preceded by specific, written performance information, well in advance of actual disqualification. Only the Dean of Graduate Studies can disqualify a student from a graduate program for academic reasons. When presented with the opportunity to evaluate their professors, graduate students have the right to do so without fear of retribution and with the assurance of confidentiality.
- 4. Graduate students have the right to accurate information in selecting a major professor and in recommending other members of their committees.** Graduate students have the right to change their major professors if necessary. If a graduate student's major professor departs from the institution once the student's work is under way, the program shall strive to provide the student with alternative supervision, external to the institution if necessary. If a degree program is to be discontinued, provisions shall be made for students already in the

program to complete their course of study. Rev 8/09 This version supersedes any earlier revisions. GS-4012

5. **Graduate students have the right to expect reasonable training opportunities, and have the right to refuse to perform tasks if those tasks are not closely related to their academic or professional development.** The student's lesser status, authority and/or experience should not be exploited to the personal advantage of a faculty member. Graduate students have the right to accurate and timely information pertaining to the conditions of their employment at the university, including vacation and sick time, work-study policies, and the impact of their wages on eligibility for student loans and stipends. The university should strive to provide training and/or direct teaching experience appropriate for each student's career focus. Graduate students have a right to explore professional development opportunities for a range of academic and non-academic careers, not limited to research positions, and to expect access to accurate information about the job market and placement assistance.
6. **Graduate students have the right to co-authorship in publications involving significant contributions of ideas or research work from the student.** Where applicable, students shall receive "senior authorship" for publications comprised primarily of their creative research and writing. As early as possible, faculty and graduate students shall agree upon authorship positions commensurate with levels of contributions to the work. Ideas derived from seminar discussion or lab meetings should be treated as shared intellectual property between the faculty, post-doctoral scholars and students involved. Graduate students have the right to work with faculty mentors to develop original research and work toward independent scholarship.
7. **Graduate students have the right to expect that graduate programs incorporate student representatives into decision-making processes.** This provides for increased communication of student ideas and concerns, as well as evidence that graduate students are "in training" as future academicians. Graduate students have the right to raise concerns with the program administration and to be given reasonable policy explanations without fear of unprofessional response. If a satisfactory explanation is not given, the student has a right to raise the concern at the level of the Dean of Graduate Studies.
8. **Graduate students have the right not to be discriminated against,** such as actions based on a student's race, color, national origin, religion, political beliefs, economic standing, sex, gender identity, pregnancy (including pregnancy, childbirth, and related medical conditions), disability, age, medical condition, ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran in admissions and throughout their education, employment, and placement. Graduate students have the right to "be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled." Graduate students have the right to be free of reprisals for exercising their rights.
9. **Graduate students have the right to reasonable confidentiality in their communications with faculty and staff.** The performance of a graduate student shall not be discussed with other students by professors or staff. Discussion of the student's performance among faculty shall be of a professional nature, being limited to academic performance. The substance of the communication shall be based on a need to know relevant information. In accordance with the Federal Family Education Rights and Privacy Act, graduate students have the right to review their academic records and files, to know which authorized personnel have access to their file, and to seek amendments to their files. Graduate students should have the right

to direct that items be added to or removed from their placement center dossiers as facilitated by the Internship and Career Center. Rev 8/09 GS-401 3

- 10. Graduate students have the right to appeal for cause any decision affecting their academic standing, to file complaints against the graduate program or members thereof, and to petition for redress of grievances.** Where a graduate student presents reasonable evidence regarding misconduct by a faculty member or probable cause that such misconduct took place, the program shall attempt to provide a way by which the student can avoid working directly with the accused faculty member. Graduate students have a right to file grievances outside the university structure with an appropriate regional association.
- 11. Graduate students have the right to form clubs and organizations** within their programs, colleges, ethnicities, shared interests, or any other constituencies, for the purposes of academic, professional, or social networking, sharing, and advocacy. Graduate student employees have the right to join a collective bargaining unit that has been authorized to represent them.

Graduate Students Are Responsible For The Following

- 1. Graduate students have a responsibility to conduct themselves, in all educational activities, in a manner befitting a junior colleague.** Graduate students' behavior should be a credit to themselves, the higher academic unit and the university. They have the responsibility to respect and uphold all relevant university policies regarding professional conduct, including but not limited to the Code of Academic Conduct and the University Policy on Nondiscrimination, Sexual Harassment and Student Records and Privacy. Graduate students have the responsibility to uphold and respect all of the aforementioned rights for fellow graduate students. Graduate students have a responsibility to provide accurate and honest reporting of research results and to uphold ethical norms in research methodology and scholarship. Graduate students are responsible for informing the university of changes in address, phone number, enrollment changes which might affect financial aid or assistantship awards, and/or any other circumstances which could affect satisfactory progress towards a degree.
- 2. Graduate students have a responsibility to fulfill their teaching and/or research obligations to the best of their knowledge, training and ability.** Graduate student employees should carry out their job responsibilities in a conscientious and timely manner. They have the responsibility to inform the University of any changes or circumstances that would prevent them from carrying out these obligations, and to do their best to ensure stability for faculty, programs and departments. Graduate student employees have a responsibility to seek accurate information about the conditions of their employment contract, including vacation and sick time, work-study policies, and the impact of their wages on eligibility for student loans and stipends. Graduate students holding Graduate Student Researcher (GSR) positions have a responsibility to maintain regular communication with their employer, to maintain integrity in their research activities and to perform their research duties as outlined and in accordance with institutional guidelines and policies. They have a responsibility to report any questionable or unethical research procedures. Graduate students holding Teaching Assistant (TA) or Associate In_ (AI) positions have a responsibility to maintain regular communication with the Instructor of Record. TAs and AIs have a responsibility to uphold the highest level of academic integrity in their teaching practices. This includes maintaining student confidentiality, avoiding any exploitation of student vulnerability, and avoiding personal relationships with students. TAs and AIs have a responsibility to foster academic integrity in their students, including timely and accurate reporting of any academic misconduct, and serving as mentors to undergraduates when possible and appropriate.

3. **Graduate students have a responsibility to participate in the campus community to the extent that each is able, and to enrich the campus in whatever ways possible.** This may include contributing to the academic development and the social and intellectual environment of their particular program or involvement in decision-making and policy creation relative to graduate student issues at the program and campus-wide levels. Graduate students have a responsibility to uphold the public service aspects of the mission of a public university, at a level appropriate to their ability and graduate program. They have the responsibility to provide high quality and ethical teaching to undergraduate students, and to provide valuable research and support to the faculty and other graduate students.
4. **Graduate students are responsible for devoting an appropriate amount of time and energy toward achieving the advanced degree** within “normative time,” except when special circumstances apply. They are responsible for attending class and completing all assignments in accordance with the expectations established by their instructors and programs of study. Graduate students have a responsibility to take the initiative in asking questions that promote their understanding of the academic requirements and the financial particulars of their specific graduate program. They have a responsibility to take the initiative in accessing any necessary resources for mental and physical well-being, to optimize their academic achievement and their contribution to the university overall.
5. **Graduate students have a responsibility to understand their role in the development of the professional relationship between faculty mentor and graduate student,** including having an awareness of time constraints and other demands imposed on faculty members and program staff. Graduate students should recognize that one faculty member may not be able to fulfill all of a student’s mentoring needs, and have the responsibility to seek assistance from multiple individuals and organizations as needed. Furthermore, graduate students are responsible for communicating regularly with faculty mentors and advisers, especially in matters related to research and progress within the graduate program and/or for maintaining a mutually agreeable schedule of evaluative/supervisory conferences with Major Professors and Graduate Advisers.

Appendix C: Job Search Sites

collegeart.org (Collage Art Association conference)

designresearchsociety.org

glassdoor.com

highereducation.com

indeed.com

linkedin.com

rhizome.org/community/

ziprecruiter.com

Appendix D: Skills Building

Crucible
d.school's Virtual Crash Course
Gray Area
Instructables
Maker Faire
UC Davis Craft Center