UNIVERSITY OF CALIFORNIA
ACADEMIC SENATE

REGULAR MEETING OF THE RIVERSIDE DIVISION

TUESDAY, NOVEMBER 21, 2006
A265 BOURNS
2:10 p.m.

HONORED GUEST: Professor John Oakley, Chair of Academic Council

ORDER OF BUSINESS

1. Minutes of the Regular and Annual Meeting of May 30, 2006

2. Announcements by the President

3. Announcements by the Chancellor

4. Announcements by the Vice Chancellors

5. Announcements by the Deans or other Executive Officers

   Secretary-Parliamentarian: Election results

6. Announcements by the Chair

7. Special Orders

   I. Consent Calendar*

      A. Committee on Committees—appointments

   II. Reports of Standing Committees Received and Placed on File**

      A. Annual Report – Committee on Academic Personnel

      B. Annual Report – Committee on Planning and Budget

      C. Committee on Courses – course approvals

      D. Committee on Courses – instructor approvals

      E. Entry Level Writing Requirement (ELWR) Report (Formerly the Subject A report – Committee on Preparatory Education)

*Approval of all items on the Consent Calendar requires a single unanimous vote called for as the first order of business under Special Orders. At the request of any member of the Division, any such item must be withdrawn and considered in its regular order on the agenda [bylaw 4.1.2].

**Reports received and placed on file "are received as presented and require no further action" [bylaw 4.1.3]. Only the reporting committee can change or withdraw these reports; however, at the request of any member of the Division, a report will be moved into its regular order on the agenda (Item 10. Reports of Standing Committees and Faculties) where it may be discussed, and motions relating to the report may be offered.
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November 14, 2006

R. L. Russell, Secretary-Parliamentarian
Riverside Division of the Academic Senate
MEETING: The Riverside Division of the Academic Senate met on Tuesday, May 30, 2006, at 2:10 p.m. in 1500 Humanities. Chair Martins-Green presided.

MINUTES: The Minutes of the Regular meeting of February 21, 2006 were approved as distributed.

ANNOUNCEMENTS BY THE CHANCELLOR: Chancellor Córdova was not able to attend.

ANNOUNCEMENTS BY THE EXECUTIVE VICE CHANCELLOR AND PROVOST: Executive Vice Chancellor and Provost Wartella was not able to attend.

ANNOUNCEMENT BY THE DEANS OR OTHER EXECUTIVE OFFICERS: Chris Buydos, Executive Director, Governmental and Community Relations and Technology Collaborations spoke on the Impacts and Benefits of UCR.

This year for the first time an economic impact and benefit study for the University of California Riverside was done. We are the fastest growing metropolitan statistical area in this state and are the second fastest in the country and we are a larger population than 24 other states within the union. Between 1995 and 2005 California grew by 15%, the Inland Empire increased by 31%, and the County of Riverside grew by 40%. Another 25% in growth is expected for both the Inland Empire and City of Riverside by 2015.

We serve over 16,000 students as well as 25,000 continuing education students and over 2,300 international students. What came out of this study is that UCR had a combined economic impact in California of nearly $1 billion, over $308 million in the city of Riverside alone. This created over 11,000 full-time jobs statewide and generated $475 million in personal income. The total statewide spending Impact was $638 million. UCR student, visitor and retiree spending Impact on the city of Riverside was $110.4 million, on other Riverside County was $60.8 million, on other Inland Empire was $48.3 million and on other California was $95.5 million. Total statewide spending impact was $315 million. The combined spending impact was $953 million. Total personal income generated statewide was $475 million. 54% of UCR students lived within the city of Riverside. Student spending impact was $256.5 million statewide, $91 million in the city of Riverside alone. International students’ impact was $20.2 million statewide, $5.4 million in the city of Riverside. Continuing education students had an impact of $2.8 million statewide, $1.8 million in the city of Riverside.

In 2004-05, over 144,000 visitors came to the UCR campus for various events. Campus visitors generated $3.7 million in spending statewide, $2.5 million in the city of Riverside. Total UCR revenues in 2004-05 were $405.5 million. 55% of UCR’s revenues in 2004-05 came from State and Federal governments, 73% came from outside of the Inland Empire. The State of California provided $146.8 million in UCR’s revenues in 2004-05. Given UCR’s total statewide spending impact of $953 million, this represents a six-fold return to the State. UC Riverside spent nearly $380.7 million on payroll, goods and services, and construction. $46.7 million of the University’s revenue came from local sources. UC Riverside made a net contribution of $209.9 million to the local economy. Additional impacts include contributions to the regional workforce, research, community outreach, cultural and recreational programs, and UCR Palm Desert Center.

UCR is the 2nd largest employer in the city of Riverside and the 5th largest employer in the entire Inland Empire. UC Riverside conferred over 3,600 degrees in 2004-05 and nearly 18,000 or 31% of UCR alumni reside in the Inland Empire.

The entire Facts and Impact Report can be found @ www.impact.ucr.edu.
ANNOUNCEMENT BY THE SECRETARY PARLIAMENTARIAN: Professor R.L. Russell announced that the election report was found on page 6 of the agenda.

For the office of Chair of the Division, a two year term of office, one nomination was received prior to the meeting for Professor M.M. Martins-Green. There was an additional nomination from the floor for Professor T. Cogswell. The matter was moved to an election by ballot.

For the office of Vice Chair of the Division a single nomination was received for Professor R. Luben. The Secretary Parliamentarian was instructed to cast a single ballot for the nominee.

For the office of Representative to the Assembly, one nomination was received prior to the meeting for Professor B. Dodin. There was an additional nomination from the floor for Professor C. Lovatt. There were no other nominations so the matter was moved to an election by ballot.

For the Committee on Committees nominations were received prior to the meeting for Professor J. Ganim, Department of English and Professor A. Ullah, Department of Economics to serve as two members from the College of Humanities, Arts and Social Sciences and Professor R.A. Cardullo, Department of Biology to serve as one member from the College of Natural and Agricultural Sciences. There were no additional nominations from the floor. The Secretary Parliamentarian was instructed to cast a single ballot for each of these nominees.

ANNOUNCEMENTS BY THE CHAIR: Professor Martins-Green reported on the key accomplishments of the Riverside Division during 2004-2006. The presentation was divided into four parts: (1) Senate Office, (2) Curricular matters, (3) Other initiatives and (4) Priorities for the coming year.

• Senate Office: The Office staff in September 2004 consisted of one Assistant to the Chair and one Administrative Assistant. During 2004-05 an Executive Director was hired, reclassified the Assistant to the Chair and Administrative Assistant to Senior Analyst and Analyst, respectively, hired a new administrative assistant, a programmer/analyst (1/2 time) and a new analyst (1/2 time). During 2005-2006 we have requested the other half of the analyst to support the increased work that CEP will incur and to help support some of the ad hoc committees.

Compensation for Chairs of Committees - Last year we obtained support for the chairs of P&B & Graduate Council. This year Professor Martins-Green asked the same for the Chair of CEP, and changes of the office space to accommodate the increase in the number of staff members. Initially, we had a main office, two conference rooms, Chair’s office and two staff offices. Now we currently have two more staff offices and a main office reconfigured to accommodate three more staff.

• Curricular Matters: We have dealt with Subject A issues, English 1C “float”, helping with establishing the Writing Center, an ad hoc committee on the 1st year freshman experience and student advising. This is a report that came out of the Undergraduate Council. The Council was requested to conduct an analysis of advising on campus, specifically to evaluate what we currently have and why the current system is in place and to make recommendations for changes that are deemed necessary. The reports from these two committees are now in the hands of the EVCP’s “Student Success Task Force.”

The Committee on Preparatory Education was asked to review the preparatory and remedial curriculum that is currently in place and revise the courses and/or sequence of courses as needed. They were asked to develop guidelines that will be used to evaluate the preparatory curriculum every 5-7 years, develop guidelines for tracking and evaluating student success in the preparatory curriculum, and develop strategies to avoid inefficient use of resources.

The Committee on Educational Policy was asked to review the Structure of the Life Sciences Majors
Review. This was evaluated by an external committee appointed by the EVC/Provost and the report should be in the Senate Office around the middle of June.

The Committee on Research was asked to determine ways to obtain bridge funds as stop-gap funds to pay graduate students, and to determine ways in which the Senate can assist the VCR in nominating our faculty for important external awards.

The Committee on Faculty Welfare has been asked to develop ways to evaluate service, in particular internal service, and to determine why we are losing high level faculty.

The Executive Committees of the Colleges have been reviewing issues related to obtaining a conversion factor of 1.0.

An ad-hoc Senate Committee that includes administrators was formed to address General Education issues, including examining what we currently have in place for General Education curriculum, determining why this structure has been in place, and making recommendations on how it should be changed to increase student engagement and success.

An ad-hoc Senate Committee on Summer Sessions was charged with reviewing the curriculum for summer sessions.

- Other Initiatives: An ad-hoc Committee on Faculty Advancement was asked to look at the language used in the “Call” and compare it to the APM and review the historical pattern of faculty advancement at UCR, find out where UCR faculty members stand in terms of pattern of acceleration at other UC campuses, and review the nature of off-scales and compare them with those at other UC campuses. It was also asked to determine differences between the Deans’ evaluations and those of Departments, Ad-hocs and CAP, and determine whether there are any untoward recent trends. The Committee was also asked to determine the best way to establish communication between CAP, Vice Provost for Academic Personnel, the Senate Chair and the Senate Advisory Committee regarding changes to the “Call”, and to investigate any other issues that the Committee deems pertinent.

Professor S. Ness and Professor S. Duffy have co-chaired a joint task force with the Administration to evaluate child care on campus and are now interacting with the VC for Administration.

Various Senate committees have made contributions to help with WASC.

We have expanded Advisory Committee meetings to twice a month for 2 hours.

We have revised Chapters 1-7 of the Division’s Bylaws.

We have requested Executive Committee Chairs to revise their start date to September 1.

We have worked on re-engaging the Faculty in Senate activities.

We have initiated campus wide faculty meetings to discuss issues of concern to the faculty.

We have instituted an Annual Retreat of Senate Committee Chairs.

We have instituted the Senate Newsletter.

We have established guidelines for more efficient assistance by the analyst for the committees, including note-taking.

We have developed a new Teaching Evaluation Form.

We have initiated a process to replace the University Club.

- Priorities for the Coming Year:

1. Continue the work on curricular reform.
2. Engage more faculty in Senate service.
3. Continue to work on issues related to fairness in merits/promotions.
4. Launch reviews of existing undergraduate programs.
5. Continue to develop plans for the University Club.
6. Continue to be fully engaged on the Academic Council.

Chair Martins-Green thanked all those who contributed to these accomplishments.

SPECIAL ORDERS:

I. **Consent Calendar:** The Consent Calendar was approved with unanimous consent.

II. **Reports of Standing Committees:** Professor G. E. Haggerty pulled the report of the Committee on Courses found on page 22 of the full agenda to be moved to its regular place on the agenda. Professor L. Bell, Chair of Committee on Educational Policy requested that the following reports be moved to their regular place on the agenda: nn., oo., pp., qq., ss., tt., uu., and vv. These all had to do with minor curriculum changes in the College of Engineering.

**REPORT OF THE REPRESENTATIVE TO THE ASSEMBLY:** Professor E. Elliott was unable to attend. His report is on page 162 of the full agenda.

**REPORTS OF SPECIAL COMMITTEES:** None

**REPORTS OF STANDING COMMITTEES AND FACULTIES:**

A. Professor B. Hyman, Chair of The Committee on Distinguished Teaching presented and moved adoption of the nominations of Professor S. Fedick and Professor N. Schiller as recipients of this year’s Distinguished Teaching Award. The Committee’s rationale can be found on page 165 of the agenda. The motion was seconded and unanimously adopted. Congratulations were extended to the two awardees and a round of applause followed showing approval.

B. Professor H. Green, Chair of the Committee on Faculty Research Lecturer presented and moved adoption of the nomination of Professor R. R. Russell, Department of Economics as the recipient of the Faculty Research Lecturer Award for 2006-07. Dr. Russell’s distinguished career is summarized and reported on pages 169 and 170 of the full agenda. The motion was seconded and unanimously approved. Professor Green congratulated Professor Russell and he was enthusiastically applauded by the members present.

C. Professor Green, Chair of the Ad-Hoc Committee on Distinguished Service presented and moved adoption of the nominations of Professor J.E. O’Connor, Department of Religious Studies and Professor T. Shapiro, Department of Comparative Literature & Foreign Languages for this honor. The extensive contributions of these two dedicated campus citizens are summarized in the report of the committee found on pages 171 and 172 of the full agenda. The motion was seconded and unanimously adopted. Congratulations were extended to Professor O’Connor and Professor Shapiro and a round of applause followed showing approval.

D. Professor J. Cioffi, Chair of the Committee on Rules and Jurisdiction presented and moved adoption of items D. through P. found on pages 173–194 of the full agenda. The motion was seconded and unanimously adopted.

E. Professor T. Przymusinski, Chair of the College of Engineering Executive Committee presented and moved adoption of the proposal for the Establishment of the Department of Bioengineering, which can be found on page 196 of the full agenda. The motion was seconded and unanimously adopted.

F. Professor R. Lysloff, Chair of the College of Humanities, Arts and Social Sciences Executive Committee, presented and moved adoption of the proposal for a Major in Global Studies found on page
213 of the full agenda. The motion was seconded and unanimously adopted. Professor Lysloff presented and moved adoption of the proposal for a Minor in Global Studies found on page 219 of the full agenda. The motion was seconded and unanimously adopted.

G. The Report of the Committee on Courses was moved from Item 7 to Item 10 Reports of Standing Committees and Faculties.

Professor T. Morton noted that the Committee on Courses wishes to register its concern at the sudden increase in the number of associates-in for courses offered during the academic year. This category comprises graduate students to serve as instructors of record for upper division classes. One of the charges of the Committee on Courses is to approve departmental recommendations for associates-in. The tabulation projected demonstrates associate-in numbers for the past decade. The marked recent increase in these numbers suggests a growing dependence on graduate student teaching in undergraduate courses. It would seem appropriate for the Academic Senate to inquire as to what policies might be needed to prevent such a large number of upper division classes being taught by graduate students. A motion was made that Committee on Courses, Planning and Budget and perhaps Committee on Educational Policy look into this problem in more detail. The motion was seconded and unanimously accepted.

H. Professor Bell announced that there is a correction to be made concerning the report of the Executive Committee of the College of Engineering regarding the proposed change in the B.S. in Bioengineering found on page 142 of the full agenda, the proposed change in the B.S. in Chemical Engineering found on page 144, the proposed changes for the B.S. in Computer Engineering found on page 146, the proposed B.S. in Computer Science found on page 148, the proposed changes in the B.S. Electrical Engineering found on page 150, the proposed changes to the B.S. in Environmental Engineering found on page 152, the proposed changes to the B.S. in Information Systems found on page 154 and proposed changes to the B.S. in Mechanical Engineering found on page 156. Where Math 009A appears, it should read Math 008B or Math 009A due to the forced overlap of the two courses. Professor Bell moved that with these corrections, these proposed changes should be approved. The motion was seconded and unanimously accepted.

11. PETITIONS OF STUDENTS: None

12. UNFINISHED BUSINESS: CEP Report to the Division on the Conversion Factor.

At the last Division Meeting a motion was passed to table the 22 courses approved for 5 units as reported in the Committee on Courses report until the Committee on Educational Policy reviewed the conversion process increase in units and submitted a report. The report is on pages 223-230 of the full agenda. Professor Haggerty, Chair of the Committee on Courses moved to change the effective date from Fall 2006 to Fall 2007 for implementation of the conversion from four to five units for the list of courses that are widely used for breadth. Other lower division courses used widely for breadth now making their way through the approval processes in CRAMS would also be subject to the Fall 2007 effective date. All other courses approved for conversion will have start dates effective immediately. The motion was seconded.

Professor Glidden stated that the CEP report was wonderful. Table 2 on page 240 showed that under upper division only one campus actually has a 1.0 conversion ratio. UCR and UCLA are almost tied, and we are tied with UCSB and are ahead of UCD. If we do a piecemeal approach and have some courses five units and some not, what happens is with each additional unit there are 3 more hours of structural commitment. About 45% of our freshman and sophomores spend no more than 9 hours a week in all their courses on homework. If we increase some to five unit courses but don’t go through a systematic solution as UCLA did, we are actually increasing the homework expectations of students who are doing far less than they are doing at UCLA or UCB. This piecemeal approach may actually be more deleterious to our high academic probation rate than having a three course per quarter system. If
we go the UCLA route, Professor Glidden’s suggestion is it will make things worse and won’t help the students. Professor Glidden spoke against the motion to commit ourselves to converting over to five units until we come up with a more systematic solution.

Professor Haggerty said that a one year delay would allow them to work out a curriculum provision for General Education and this will give us some rationale for getting it done in time. We need to be careful how we approach this. Professor Haggerty spoke in favor of adopting not a piecemeal approach but a more global one, looking at all courses.

Professor Morton spoke against the motion as originally proposed and also as amended. At the February Division meeting Professor Morton suggested that we disaggregate two sets of courses. The amendment as proposed does suggest that they be disaggregated. The C-4 group report did a good job in a relatively short time but it is incomplete. We are being asked to approve unit conversions without a coherent policy. There is no discussion of student response and Committee on Educational Policy should be given the opportunity to receive those as well.

Professor R. Redak spoke in favor of the motion on a pragmatic basis. We have run together General Education issues with conversion issues. It will take more time to solve the General Education issues. The proposed motion buys another year.

The Secretary Parliamentarian was asked to explain how the rules apply to this set of course changes. The conversions were approved by the Committee on Courses and announced in the February agenda. Those actions would have been final if they had not been referred to and voted on by the Division. But they were, and the Division voted to table the items. They are tabled and remain tabled until someone moves to act upon them. The Chair of the Committee on Courses has moved that these conversions be approved with a start date of Fall 2007. If we act favorably on that motion, these changes will take place in Fall 2007. If this motion fails, those proposed changes will not be implemented.

Professor Bell, Chair of the Committee on Educational Policy said that her Committee only had a couple of weeks after receiving the C-4 Report. The Committee on Educational Policy followed very closely week by week the discussions that were going on. This motion is something that crystallized through many weeks of work by many dedicated individuals.

Professor Przymusinzski, Chair of the Executive Committee, College of Engineering said that he was against at first but approved of Professor Haggerty’s compromise proposal.

The motion was restated. The motion was to change the effective date to Fall 2007 for implementation of conversions from four to five units for the list of courses widely used for breadth requirements. Other lower division courses used for breadth now making their way through the approval process in CRAMS will also be subject to the Fall 2007 effective date. All other courses approved for conversion will have start dates effective Fall 2006. The motion passed.

13. **University and Faculty Welfare:** No reports.

14. **NEW BUSINESS:**

   A. Wonderlic/UCR Faculty and Academic Support Opinion Survey. Several members expressed concerns about the Wonderlic Survey of UCR Faculty and Academic Support. There is a need to clarify confidentiality. Unless everyone is assured that the data will not be broken down to the level of department or school, there will be faculty that will not fill out this survey. “Anonymous” is in conflict with “by department”. If the contract with Wonderlic says anything about anonymity, then it cannot be by department. Professor T. Norman recommended that the EVC be
invited to a Special Meeting of the Division or to the Advisory Committee to ask these same questions.

Professor Morton made a motion that the information database survey not be broken down by department. It may be broken down by department, but not be made available to our administration, faculty, or to any organization outside of one of those. The motion was seconded and approved.

The meeting adjourned at 3:58 p.m.

ATTEST:

R. L. Russell, Secretary-Parliamentarian
Riverside Division of the Academic Senate

Sue Stracener
Recording Secretary
To be received and placed on file:

2006-2007 Election Report

1. RIVERSIDE DIVISION

Chair of the Riverside Division (2 year term)

The results of the recent election to choose the Chair of the Riverside Division are as follows:

T.E. Cogswell, Department of History  150 votes*

M.M. Martins-Green, Department of Cell Biology and Neuroscience  143 votes

*Professor Thomas E. Cogswell has been elected to serve as Chair of the Riverside Division for a two year term, effective September 1, 2006 through August 31, 2008. The results of this election have been posted on the Academic Senate Website.

Representative to the Assembly (2 year term)

The results of the election to choose the Representative to the Assembly from the Riverside Division are as follows:

B.M. Dodin, Anderson Graduate School of Management  25 votes

C.J. Lovatt, Department of Botany and Plant Sciences  210 votes*

* Professor Carol J. Lovatt has been elected to serve as Representative to the Assembly from the Riverside Division for a two year term, effective September 1, 2006 through August 31, 2008. The results of this election have been posted on the Academic Senate Website.

2. COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES

At the Faculty Meeting of the College of Natural and Agricultural Sciences on May 19, 2006, the Secretary was instructed to cast a single ballot for the following nominees who were approved for membership on the College Executive Committee for 2006-2007:

Department of Botany & Plant Sciences  A.J. Lukaszewsk (2 year term)

Department of Chemistry  M.J. Marsella (3 year term)

Department of Environmental Sciences  J. Simunek (3 year term)

Department of Nematology  I. Kaloshian (3 year term)
To be adopted:

The Committee on Committees reports the following appointments made since the last report of May 30, 2006:

Appointed Professor N. I. Schiller of Biomedical Sciences to the Committee on Distinguished Teaching.

Appointed Professors R. Atkinson of Environmental Sciences, R. R. Russell of Economics, and D. L. Rabenstein of Chemistry and Dean of the Graduate Division to the Committee on Faculty Research Lecturer.

Appointed Professor W. Ashmore of Anthropology as Vice Chair of Graduate Council.

Appointed Professor C. Y. Switzer of Chemistry to the Graduate Council.

Appointed Professor B. C. Shen of Physics to the Committee on Physical Resources Planning.

Appointed Professor V. D. Lippit of Economics to the Committee on Privilege and Tenure.

Appointed Professor P. Pattanaik of Economics as Chair of the Committee on Scholarships and Honors and Professors M. Asaeda of Mathematics, M. E. Bloom of Comparative Literatures and Foreign Languages, T. J. Close of Botany & Plant Sciences, and J. Wu of Chemical/Environmental Engineering as members of the committee.

Nominated two faculty members for the UC-Merced Chancellor’s Search Committee.

Nominated four faculty members to the Chancellor’s Advisory Committee on Intercollegiate Athletics.


Appointed Professors W. Chen of Chemical and Environmental Engineering, X. Liu of Biochemistry, and Y. Ye of Comparative Literatures and Foreign Languages to serve on the Campus Visa Policy Task Force.

Appointed Professor T. Bandyopadhyay of Economics to serve on the Committee on Educational Policy.

Appointed Professor A. Venkatram from Mechanical Engineering to the Institutional Research Coordinating Group.

Appointed Professor T. J. Close of Botany/Plant Science to the Non-Senate Faculty Excellence Review Committee.
Appointed Professor M. Falousos of Computer Science and Engineering to the Safety, Security, and Anti-Terrorism Task Force.

Nominated a slate of 12 faculty names for the Search Committee for the Dean of AGSM, three of which were selected to serve.

Nominated a slate of 13 faculty names for the Search Committee for the Dean of CNAS, four of which were selected to serve.

Nominated a slate of 11 faculty names for the Search Committee for the Dean of University Extension, three of which were selected to serve.

Nominated a slate of 10 faculty names to serve on the Search Committee for the Director of the Writing Program; three names selected to serve.

Appointed Professors E. H. Reck of Philosophy and Y. Ye of Comparative Literature and Foreign Languages to the Committee on International Education.

Appointed Professor S. N. Thompson of Entomology to serve as Chair of the Committee on Charges for Winter and Spring Quarters.

Appointed Professor C. MacNamara of Philosophy to serve on the Student Health Advisory Committee.

Appointed Professors T. C. Bellows of Entomology and S. N. Currie of Cell Biology & Neuroscience to serve on the Reg Fee Committee.

Appointed Professor C. MacNamara of Philosophy to serve on the Student Health Advisory Committee.

R. A. CARDULLO
V. CHARI
J. M. GANIM
A. MULCHANDANI
K. PYKE
E. ROLLAND
F. M. SLADEK
A. ULLAH
G. WATSON
W. P. BEYERMANN, CHAIR
To be received and placed on file:

The Committee on Academic Personnel (CAP) met on 47 occasions during the 2005-2006 academic year. Meetings were approximately 3-4 hours in length. At the beginning of the academic year, the Committee additionally met with the Chancellor, the Executive Vice Chancellor & Provost, the Vice Provost for Academic Personnel, and with all of the Deans. Most of the committee's activity focused on personnel actions. CAP also was asked to provide opinions on a variety of Senate matters and administrative directives. These are listed below.

I. PERSONNEL ACTIONS

CAP reviewed 318 personnel actions this year. Included are 215 merit/promotion files, 15 advancements to above-scale or Step VI, 17 appraisals, 4 career reviews, 53 appointments and one recommendation for a University Professor. In addition, the Committee reviewed files of faculty at Professor V and above who have been at step for five or more years (13 quinquennial reviews). This is in response to an August 12, 1991 directive from the Office of the President that all faculty members must be reviewed every five years.

A summary of the Committee's actions is appended. A decision of the Chancellor's Office is defined as different if it differs from the majority vote of the Committee on Academic Personnel. Of the 233 merit, promotion, career review and appraisal actions considered, the decisions of the Chancellor's Office did not differ from the recommendations of CAP in any instance. Of the 15 advancements to Step VI or to Professor, Above Scale, the Chancellor agreed with CAP in all instances. CAP differed from the final decision of the Chancellor's Office on one of the 13 quinquennial reviews, and of the actions considered involving appointments, the Chancellor's decision did not differ from CAP's recommendation on any of the 52 proposals. Additionally, the decisions of the Chancellor's Office differed from the recommendations of CAP in 9 instances concerning off-scale awards related to merits, promotions, and appointments.

CAP continues to depend on ad hoc committees for detailed analyses of many cases by the procedures prescribed in the Academic Personnel Manual. For 2005-2006 the Committee recommended ad hoc committees for promotions to Associate Professor and Advancements to Above-Scale. In two instances, CAP recommended an ad hoc for a promotion to Full Professor. CAP served as its own ad hoc for all other actions. A total of 28 ad hoc committees were appointed in 2005-06, involving 107 Associate and Full Professors. Of the 28 ad hoc committees appointed, there was disagreement between the ad hoc committee and the Committee on Academic Personnel 2 on occasions. The Committee on Academic Personnel expresses its appreciation of the work of colleagues on these committees. Garnering participation on ad hoc committees continues to be a struggle. We remind all our colleagues of the importance of this
II. DISCUSSIONS AND ADVICE

RECOMMENDATIONS PROPOSED AND IMPLEMENTED

• Shadow CAP

In order to avoid any conflict of interest, Shadow CAP continued to review the personnel actions on current CAP members and their spouses or partners. This committee was historically appointed by the Executive Vice Chancellor. The 2001-2002 CAP, with the EVC’s concurrence, suggested Committee on Committees take over the function of Shadow CAP appointment. Committee on Committees agreed and beginning in 2002-2003 was responsible for appointing Shadow CAP members. Shadow CAP continues to consist of 6 members from former CAP committees of the past five years. This committee list is published and for 2005-06 had the following members:

W. Frankenberger
S. Ghosh
M. Kearney
G. Waines
R. Williams
J. O’Connor, Chair

After eleven years of experience with the Shadow CAP process, the committee is quite satisfied that this system is a fair one.

• The CALL

CAP participated in discussions and initiated changes in the CALL on the following issues:

- Career Review
- Grant Activity
- Minority Reports
- Review of Department Chairs

CAP received input on the CALL from an Academic Senate Advisory Committee. While some of the suggestions were recommended to the Administration, others were tabled for further discussion.

• CAP Advice to and Discussion with the Vice Provost for Academic Personnel, the Executive Vice Chancellor and/or the Chancellor

CAP provided advice to and initiated or participated in discussions with the administration on the following issues:

- The Appointment and Retention Process for Academic appointees
- HSRI Guiding Plan
- Draft of the College Search Procedure
- Merits to and Advancements within Above-Scale
- Use of the Campus Equity Merit Pool
• CAP, the Executive Vice Chancellor and the Dean’s council again participated in a group meeting at the beginning of the Academic Year. CAP believes this forum to be an excellent opportunity to voice mutual concerns and assure concurrence regarding one another’s roles and expectations.

• CAP Advice to the Academic Senate

CAP made suggestions or provided comment to the Academic Senate on the following issues:

• APM sections 220, 700, 710, 711 and 080
• Eady Hendrick Chair
• Endowed Chair Policy
• Establishment of the Department of Bioengineering
• Renaming of the Physics Department
• Hays Chair
• Ruell Johnson Chair
• Teaching Evaluation Form
• UCADD proposal for local diversity

UCAP PARTICIPATION
UC Riverside CAP continued its participation in the all system UCAP.

MISCELLANEOUS
Based on input received from the ad hoc Senate Advisory Committee, CAP has added a follow-up to the previous year’s CAP report. This and all future CAP reports will include final information for any action that was listed as pending in the preceding year’s report.

04-05 Pending Cases:

• Of the Promotion to Tenure Cases, 1 was listed as pending. In agreement with CAP, this case was finalized as a negative promotion with a terminal year.

• Of the Promotion to Professor Cases, 2 were listed as pending. One case was approved in agreement with the recommendation of CAP. The second case was also approved; however the recommendation of CAP was for a merit instead of the promotion. This final decision was an over-rule by the administration.

• One merit was listed as pending in 04-05. That case was approved
by CAP and the administration.

- One appraisal and one quinquennial review were pending in the 04-05 CAP report. The appraisal case resulted in a positive outcome with no over-rule as did the quinquennial review (satisfactory).

Edith Allen
David Bociian
Christopher Chase-Dunn
Jay Farrell
Ray Kea (F & S)
Richard Sutch (F & W)
Natasha Raikhel
Marguerite Waller
Aman Ullah (S)
Allen Zych
John Ganim, Chair
### TABLE I: SUMMARY OF PROMOTIONS AND ADVANCEMENTS

#### PROMOTIONS TO ASSOCIATE PROFESSOR:
- Total Proposed: 23
- Total Approved: 21 *
- Approval %: 91% *merit approved in lieu of promotion in one promotion decision

<table>
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<th>Department</th>
<th>Ad Hoc</th>
<th>Yes</th>
<th>No</th>
<th>Other</th>
<th>Yes</th>
<th>No</th>
<th>Other</th>
<th>Yes</th>
<th>No</th>
<th>Split</th>
<th>AHS</th>
<th>AOS</th>
<th>NOS</th>
<th>ALS</th>
<th>LOS</th>
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#### PROMOTIONS TO PROFESSOR:
- Total Proposed: 20
- Total Approved: 18 *
- Approval %: 90%

*one case pending

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<th>Other</th>
<th>Yes</th>
<th>No</th>
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#### ADVANCEMENTS TO PROFESSOR VI & ABOVE-SCALE:
- Total Proposed: 15
- Total Approved: 12
- Approval %: 80%

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<th>Yes</th>
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<th>AHS</th>
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<th>ALS</th>
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<td>0</td>
<td>0</td>
<td>3</td>
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</tbody>
</table>

Note: Ad hoc committees used on advancements to AS only, not to step VI.

---

**Key to Abbreviations:**
- CAP = Committee on Academic Personnel
- CHAN = Chancellor or Executive Vice Chancellor
- SPLIT = CAP not clearly positive or negative
- AHS= Recommended/Approved Step Higher than initially recommended by Department
- AOS= Recommended/Approved OS salary in addition to merit advance recommended by Dept.
- NOS= Recommended/Approved merit advance but not additional OS salary recommended by Dept.
- ALS= Recommended/Approved Step Lower than initially recommended by Department
- LOS=Recommended/Approved Step Lower than initially recommended by Department and an off-scale
Table II: SUMMARY OF MERIT ACTIONS

<table>
<thead>
<tr>
<th>Rank</th>
<th>Department</th>
<th>Dean</th>
<th>CAP</th>
<th>Chancellor</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Yes  No</td>
<td></td>
<td>Yes No Split AHS AOS NOS ALS LOS Yes No AHS AOS NOS ALS LOS</td>
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<tr>
<td>Assistant Professor</td>
<td>59 3 0</td>
<td>54 4 0</td>
<td>49 5 0</td>
<td>0 4 0 2 2 48 5 0</td>
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<td>Associate Professor</td>
<td>24 0 1</td>
<td>22 3 0</td>
<td>20 2 0</td>
<td>0 1 0 0</td>
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<td>Professor</td>
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<td>59 9 8</td>
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<tr>
<td>within AS</td>
<td>9 0 0</td>
<td>8 1 0</td>
<td>6 3 0</td>
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Total Merits: 160 8 4 143 17 12 127 17 1 2 11 1 4 9 128 16 0 10 1 3 14

Table III: SUMMARY OF APPOINTMENTS

<table>
<thead>
<tr>
<th>Rank</th>
<th>03-04 Actions</th>
<th>04-05 Actions</th>
<th>05-06 Actions</th>
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</thead>
<tbody>
<tr>
<td>Acting Assistant Professors</td>
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<td></td>
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<tr>
<td>Assistant Professors</td>
<td>20 20</td>
<td>34</td>
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<tr>
<td>Associate Professors</td>
<td>2 4 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors</td>
<td>17 8 11</td>
<td></td>
<td></td>
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<tr>
<td>A/S - TOP</td>
<td>4 2 0</td>
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<tr>
<td>TOTAL APPOINTMENT ACTIONS</td>
<td>59 38</td>
<td>53</td>
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</tr>
</tbody>
</table>

Key to Abbreviations:
- CAP = Committee on Academic Personnel
- CHAN = Chancellor or Executive Vice Chancellor
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- NOS= Recommended/Approved advance but not additional OS salary recommended by Dept.
- ALS= Recommended/Approved Step Lower than initially recommended by Department
- LOS=Recommended/Approved Step Lower than recommended by Department and an off-scale
## TABLE IV: MISCELLANEOUS ACTIONS

### Appraisals:
Total Proposed: 17

<table>
<thead>
<tr>
<th>Decision</th>
<th>Positive</th>
<th>Qualified Positive</th>
<th>Negative</th>
<th>Ad hocs</th>
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</thead>
<tbody>
<tr>
<td>Fifth-year Appraisals</td>
<td>11</td>
<td>4</td>
<td>2</td>
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</table>

### Career Reviews:
Total Proposed: 4
Total Approved: 4
Approval %: 100%

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Department</th>
<th>Ad Hoc</th>
<th>Dean</th>
<th>CAP</th>
<th>Chancellor</th>
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<tr>
<td>Promotion</td>
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<tr>
<td>Merit of 2 or more steps</td>
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<tr>
<td>Merit Based Off-scale</td>
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<td>No Change</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Deferrals:
Total Proposed: 0
Total Approved: 0
Ad Hocs: 0

### Quinquennial Reviews
Total Proposed: 13
Total Satisfactory: 11
Ad hocs: 85%

| Total Merits & Promotions: | 230 |
| Total Appointments:        | 53  |
| Total Misc. Actions:       | 35  |
| TOTAL PERSONNEL ACTIONS    | 318 (includes University Professor Review) |
Table V: SUMMARY OF OFF-SCALE SALARIES APPROVED BY CHANCELLOR IN 2005-2006

The off-scale (O/S) salaries are distributed below by college or school.
*Campus off-scale freeze per the Executive Vice Chancellor & Provost

<table>
<thead>
<tr>
<th>College/School</th>
<th>New O/S Salaries Approved in 2005-2006</th>
<th>O/S Returned to Scale*</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Merit-based</td>
<td>Equity Merit Pool</td>
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<tr>
<td>CHASS</td>
<td>23</td>
<td>4</td>
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<tr>
<td>CNAS</td>
<td>27</td>
<td>4</td>
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<tr>
<td>BCOE</td>
<td>4</td>
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<tr>
<td>GSOE</td>
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<td>0</td>
</tr>
<tr>
<td>AGSM</td>
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<td>0</td>
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<tr>
<td>Biomed</td>
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</tr>
<tr>
<td>TOTAL</td>
<td>55</td>
<td>10</td>
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</tbody>
</table>
To be received and placed on file:

The Committee on Planning and Budget committee met 18 times during FY 2005/06. We met with the following individuals:

- Vice Chancellor Gretchen Bolar, Academic Planning and Budget
- Dean Dallas Rabenstein, Graduate Division
- Vice Chancellor James Sandoval, Student Affairs
- EVC and Provost Ellen Wartella
- Assistant Vice Chancellor Tim Ralston
- Assistant Vice Chancellor Dan Johnson
- Acting Dean Raymond Williams, AGSM
- Prof. Erik Rolland
- Prof. Anil Deolalikar

Earlier in the year, the committee met with Vice Chancellor Gretchen Bolar, and Vice Chancellor James Sandoval and discussed the student enrolment issue and the budgetary impact of the enrolment.

In December 2005 the committee reviewed the Health Sciences Initiative proposal and identified several areas of concern. The committee was generally supportive of the Health Sciences Research Institute (HSRI), but was concerned about the budgetary impact on campus during this time of budgetary constraint. In particular, the committee was concerned that initial reports from the administration indicated that the HSRI would only need 11 FTE, and there was now a commitment being made for a total of 35 FTE. The committee was concerned about the impact on other programs due to such a large commitment of FTE to the HSRI. The committee also wanted a clarification on the issue regarding criteria for full membership, in particular the requirement that faculty should put 1/3 of their salary on grants. The committee was concerned that this would impact the teaching quality. The committee also wanted to know at what rank the FTEs would be hired. This was especially important because a junior faculty cannot be expected to have 6 to 8 graduate students. The committee felt that this goal was unrealistic. Also discussed were the expectations for graduate support. A summary of the committee’s concerns was forwarded to the Chair of the Senate.

The committee also met in June to consider the “Preliminary Proposal to Establish a School of Medicine at the University of California, Riverside’’ that had been submitted to the Academic Senate by the Chancellor. The committee submitted an extensive summary and summarized by indicating that they looked forward with interest to reviewing and critiquing the next set of planning and budgetary documents that would focus on launching the medical school over the interval of 2007 -
2012, since it will be important for the committee to understand the financial details of the business plan.

Aside from the usual committee business, the committee also met and approved the establishment of a new department of Bioengineering as well as a new graduate degree program in Bioengineering; approved a proposal for a new graduate degree program in Ethnic Studies (M.A. and Ph.D), and a new graduate degree program in Music. Other approvals included the review of the job description for the Vice Provost for Undergraduate Academic Programs, the draft UCPB letter on Executive Compensations and the proposed Endowed Chair Policy.

CC: Stephen Cullenberg, Chair Sept - June
    Wilfred Chen
    Subir Ghosh
    Glenn I. Hatton
    Douglas E. Mitchell
    Tony Norman, Chair July - Aug
    Vivian-Lee, Nyitray
    Conrad Rudolph
To be received and placed on file:
The Committee on Courses has approved the following courses.

### UNDERGRADUATE COURSES

**New:**
- **ANTH 153**  Fall 2006  Evolution of the Genus Homo
- **BSWT 003 L**  Winter 2007  Basic Writing for Second-Language Students
- **DNCE 155 (E-Z)**  Winter 2007  Seminar in Dance and Music
- **DNCE 155 E**  Winter 2007  Seminar in Dance and Music
- **EDUC 004**  Winter 2007  Looking in Classrooms: Science/Mathematics Emphasis
- **ENGL 122 I**  Spring 2007  Literature and Sexualities
- **ENGL 141 N**  Spring 2006  Literature and Related Fields
- **FVC 043**  Winter 2007  Soviet Cinema
- **FVC 118 (E-Z)**  Winter 2007  Topics in German Cinema
- **FVC 118 E**  Winter 2007  Topics in German Cinema
- **FVC 118 F**  Winter 2007  Topics in German Cinema
- **FVC 118 G**  Winter 2007  Topics in German Cinema
- **FVC 169**  Winter 2007  New Chinese Cinema
- **GBST 191**  Winter 2007  Seminar in Global Studies
- **BST 195 A**  Winter 2007  Senior Thesis
- **BST 195 B**  Winter 2007  Senior Thesis
- **BST 195 C**  Winter 2007  Senior Thesis
- **GER 118 F**  Winter 2007  Topics in German Cinema
- **GER 118 G**  Winter 2007  Topics in German Cinema
- **HASS 010**  Winter 2006  Arts and Ideas Experience
- **HNPG 036 M**  Fall 2006  Honors Seminar in History
- **HNPG 036 V**  Winter 2006  Honors Seminar in History
- **ITAL 043**  Winter 2007  Italian Cuisine and Literature through the Centuries
- **MUS 155 (E-Z)**  Winter 2007  Seminar in Dance and Music
- **MUS 155 E**  Winter 2007  Seminar in Dance and Music
- **MUS 175**  Winter 2007  Mexican Folkloric Ensemble
- **PORT 101 C**  Winter 2007  Intensive Brazilian Portuguese for Speakers of Spanish
- **POSC 105 H**  Fall 2007  Honors Political Ideologies
- **POSC 107**  Fall 2007  Introduction to Political Theory
- **POSC 124 S**  Winter 2007  International Relations
- **POSC 147**  Fall 2007  Political Theory of Globalization
- **POSC 164 S**  Winter 2007  The Nation State and Capitalism
- **SOC 001 H**  Winter 2007  Honors Introduction to Sociology
- **WMST 124**  Winter 2007  Asian American Women: Writing the Self in Literature and Film

**Change:**
- **ANTH 002**  Fall 2007  Biological Anthropology
- **ANTH 005**  Fall 2007  Introduction to Archaeology
- **ANTH 152**  Fall 2006  Evolution of the First Hominids
- **AST 185**  Winter 2007  New Chinese Cinema
- **AST 187**  Spring 2007  Vietnamese and Overseas Vietnamese Cinema
- **BCH 120**  Spring 2007  Topics in Human Biochemistry
- **BIOL 005 A**  Winter 2007  Introduction to Cell and Molecular Biology
- **BSWT 003**  Winter 2007  Basic Writing for Second-Language Students
- **BUS 176**  Winter 2007  The Sociology of Work in Organizations
- **CHN 185**  Winter 2007  New Chinese Cinema
- **ECON 101**  Winter 2007  Statistics for Economics
- **ECON 102 A**  Winter 2007  Microeconomic Theory
- **ECON 102 B**  Winter 2007  Microeconomic Theory
- **ECON 107**  Winter 2007  Introductory Econometrics
- **ECON 163**  Winter 2007  Economics and Business Strategy
- **EDUC 002**  Winter 2007  Looking in Classrooms
- **EDUC 109**  Winter 2007  Education in a Diverse Society
<table>
<thead>
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<th>Term</th>
<th>Title</th>
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<tbody>
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<td>EDUC 174</td>
<td>Winter</td>
<td>Reading and Writing in the Content Areas</td>
</tr>
<tr>
<td>ENGL 130</td>
<td>Fall</td>
<td>American Literature, 1620-1830</td>
</tr>
<tr>
<td>ENGL 131</td>
<td>Fall</td>
<td>American Literature, 1830 to the Civil War</td>
</tr>
<tr>
<td>ENGL 132</td>
<td>Fall</td>
<td>American Literature from the Civil War to 1914</td>
</tr>
<tr>
<td>ENGL 133</td>
<td>Fall</td>
<td>American Literature, 1914-1945</td>
</tr>
<tr>
<td>ENGL 134</td>
<td>Fall</td>
<td>American Literature, 1945 to the Present</td>
</tr>
<tr>
<td>ENGL 176 T</td>
<td>Fall</td>
<td>Studies in Twentieth-Century British and American Literature</td>
</tr>
<tr>
<td>ETST 191 (E-Z)</td>
<td>Winter</td>
<td>Seminar in Ethnic Studies</td>
</tr>
<tr>
<td>FVC 133</td>
<td>Winter</td>
<td>The Effects of Mass Media</td>
</tr>
<tr>
<td>FVC 139</td>
<td>Winter</td>
<td>Mass Media and Popular Culture</td>
</tr>
<tr>
<td>FVC 167</td>
<td>Spring</td>
<td>Vietnamese and Overseas Vietnamese Cinema</td>
</tr>
<tr>
<td>GER 118 (E-Z)</td>
<td>Winter</td>
<td>Topics in German Cinema</td>
</tr>
<tr>
<td>GER 118 E</td>
<td>Winter</td>
<td>Topics in German Cinema</td>
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<tr>
<td>HASS 010</td>
<td>Winter</td>
<td>Arts and Ideas Experience</td>
</tr>
<tr>
<td>MATH 005</td>
<td>Fall</td>
<td>Precalculus</td>
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<td>POSC 005</td>
<td>Fall</td>
<td>Political Ideologies</td>
</tr>
<tr>
<td>POSC 017</td>
<td>Fall</td>
<td>Politics of the Underdeveloped World</td>
</tr>
<tr>
<td>POSC 124</td>
<td>Winter</td>
<td>International Relations</td>
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<tr>
<td>POSC 164</td>
<td>Winter</td>
<td>The Nation State and Capitalism</td>
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<tr>
<td>PSYC 011</td>
<td>Winter</td>
<td>Psychological Methods: Statistical Procedures</td>
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<td>PSYC 049</td>
<td>Winter</td>
<td>Topics in Psychology</td>
</tr>
<tr>
<td>PSYC 178</td>
<td>Winter</td>
<td>Health Psychology</td>
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<td>RLST 010</td>
<td>Fall</td>
<td>Introduction to the Bible</td>
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<td>RLST 014</td>
<td>Fall</td>
<td>Religion and Science</td>
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<td>RLST 030</td>
<td>Fall</td>
<td>Religion and the City</td>
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<tr>
<td>RUSN 045</td>
<td>Winter</td>
<td>Soviet Cinema</td>
</tr>
<tr>
<td>SOC 001</td>
<td>Winter</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>SOC 004</td>
<td>Fall</td>
<td>Methods of Sociological Inquiry</td>
</tr>
<tr>
<td>SOC 020</td>
<td>Fall</td>
<td>American Society</td>
</tr>
<tr>
<td>SOC 036</td>
<td>Fall</td>
<td>Inequality in American Society</td>
</tr>
<tr>
<td>SOC 120</td>
<td>Winter</td>
<td>Human Social Institutions</td>
</tr>
<tr>
<td>SOC 121</td>
<td>Winter</td>
<td>Sociology of the 1960s</td>
</tr>
<tr>
<td>SOC 122</td>
<td>Winter</td>
<td>Social Change</td>
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<td>SOC 123</td>
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<td>Human Societies</td>
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<td>SOC 125</td>
<td>Winter</td>
<td>Evolutionary Sociology</td>
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<td>SOC 126</td>
<td>Winter</td>
<td>Primate Societies</td>
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<tr>
<td>SOC 129</td>
<td>Winter</td>
<td>Racism in Western Society</td>
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<tr>
<td>SOC 130</td>
<td>Winter</td>
<td>Race and Ethnic Relations</td>
</tr>
<tr>
<td>SOC 131 (E-Z)</td>
<td>Winter</td>
<td>Selected Ethnic Groups</td>
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<td>SOC 132</td>
<td>Winter</td>
<td>Field Research on Internalized Racism</td>
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<td>SOC 133</td>
<td>Winter</td>
<td>Inequality and Social Class</td>
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<td>SOC 134</td>
<td>Winter</td>
<td>Law, Race, Class, Gender, and Culture</td>
</tr>
<tr>
<td>SOC 135</td>
<td>Winter</td>
<td>Conflict</td>
</tr>
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<td>SOC 136</td>
<td>Winter</td>
<td>Asian Americans</td>
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<td>SOC 137</td>
<td>Winter</td>
<td>Population</td>
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<td>SOC 138</td>
<td>Winter</td>
<td>The Effects of Mass Media</td>
</tr>
<tr>
<td>SOC 139</td>
<td>Winter</td>
<td>Mass Media and Popular Culture</td>
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<tr>
<td>SOC 140</td>
<td>Winter</td>
<td>The Sociology of Women</td>
</tr>
<tr>
<td>SOC 141</td>
<td>Winter</td>
<td>Men and Masculinity</td>
</tr>
<tr>
<td>SOC 142</td>
<td>Winter</td>
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<tr>
<td>SOC 161</td>
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<td>SOC 171</td>
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<td>Alternatives to Bureaucratic Organizations</td>
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<td>SOC 173</td>
<td>Winter 2007</td>
<td>Social Psychology: Sociological Orientation</td>
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<td>SOC 174</td>
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<td>SOC 175</td>
<td>Fall 2007</td>
<td>Social Roles and Interaction</td>
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<tr>
<td>SOC 176</td>
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<td>The Sociology of Work in Organizations</td>
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<td>SOC 181</td>
<td>Winter 2007</td>
<td>World-Systems and Globalization</td>
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<td>SOC 183 (E-Z)</td>
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<td>SOC 198 I</td>
<td>Winter 2007</td>
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<td>Integrated Methods in Landscape Ecology: Landscape Analysis</td>
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<tr>
<td>BIOL 164 C</td>
<td>Spring 2007</td>
<td>Integrated Methods in Landscape Ecology: Scientific Basis for Management Decisions</td>
</tr>
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<td>Winter 2007</td>
<td>Topics in German Cinema</td>
</tr>
<tr>
<td>GER 118 N</td>
<td>Winter 2007</td>
<td>Topics in German Cinema</td>
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<td>GER 118 W</td>
<td>Winter 2007</td>
<td>Topics in German Cinema</td>
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<td>STAT 020</td>
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<td>Statistics for the Life Sciences</td>
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### Restore:

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### GRADUATE COURSES

#### New:

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<td>Computational Modeling of Biomolecules</td>
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<tr>
<td>BIEN 260</td>
<td>Winter 2007</td>
<td>Special Topics in Bioinstrumentation</td>
</tr>
<tr>
<td>GEN 261</td>
<td>Spring 2007</td>
<td>Seminar in Genetics, Genomics, and Bioinformatics</td>
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<tr>
<td>PHYS 288</td>
<td>Winter 2007</td>
<td>Current Research Themes in Physics</td>
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<td>RLST 239</td>
<td>Winter 2007</td>
<td>Ethics and Politics in African American Religious Life</td>
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<td>RLST 241</td>
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<td>From Text to Scripture: Canon, Performance, Reception</td>
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#### Change:

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<td>BIOL 213</td>
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<td>Behavioral Ecology</td>
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<tr>
<td>BIOL 214</td>
<td>Winter 2007</td>
<td>Population Genetics</td>
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<tr>
<td>BIOL 217</td>
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<td>Advanced Population and Community Ecology</td>
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<tr>
<td>BIOL 261</td>
<td>Spring 2007</td>
<td>Seminar in Genetics, Genomics, and Bioinformatics</td>
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<td>Seminar in Genetics, Genomics, and Bioinformatics</td>
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<td>ENTM 252</td>
<td>Spring 2007</td>
<td>Seminar in Insect Behavior</td>
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<td>ENTM 256</td>
<td>Spring 2007</td>
<td>Seminar in Systematic Entomology</td>
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<td>ENTM 261</td>
<td>Spring 2007</td>
<td>Seminar in Genetics, Genomics, and Bioinformatics</td>
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<tr>
<td>HIST 215 (E-Z)</td>
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<tr>
<td>PLPA 261</td>
<td>Spring 2007</td>
<td>Seminar in Genetics, Genomics, and Bioinformatics</td>
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To be received and placed on file:

The Committee on Courses has approved requests to allow the following instructors to teach upper division courses as indicated:

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<th>DEPARTMENT</th>
<th>LIMITS OF AUTHORIZATION</th>
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<tbody>
<tr>
<td>O. JERMAN</td>
<td>EDUCATION</td>
<td>EDUC 110 SS '06</td>
</tr>
<tr>
<td>K. CRONIN</td>
<td>EDUCATION</td>
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<td>M. LINK</td>
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<td>EDUC 280L SS '06</td>
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<td>J. ANGULO</td>
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<td>EDUC 280P SS '06</td>
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<td>S. RYAN</td>
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<td>M. TALAMANTES</td>
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<td>E. NAJERA</td>
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<td>C. SCHMITT</td>
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<tr>
<td>E. GUTIERREZ</td>
<td>SOCIOLOGY</td>
<td>SOC 130 SS '06</td>
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<tr>
<td>S. TSUBU</td>
<td>SOCIOLOGY</td>
<td>SOC 150 SS '06</td>
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<td>J. LOPEZ</td>
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<td>B. JOHNSON</td>
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<td>A. BHATTACHARYYA</td>
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<td>H. HUANG</td>
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<td>ECON 111 SS '06</td>
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<td>A. KOLOLOGIL</td>
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<td>ECON 102B SS '06</td>
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<td>A. PASAOA</td>
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<td>ECON 153 SS '06</td>
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<td>W. QIAN</td>
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<td>C. SCHMIDT</td>
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To be received and placed on file:

Reports of degrees awarded*

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<th>MASTER OF ARTS</th>
<th>MASTER OF SCIENCE</th>
<th>MASTER OF BUS. ADMIN.</th>
<th>MASTER OF EDU.</th>
<th>DOCTOR OF PHILOSOPHY</th>
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R. L. Russell, Secretary-Parliamentarian

*The names of the candidates are filed in the official records of the Office of the Registrar
To be received and placed on file:

According to the statistics of the Basic Writing Office, a total of 1600 entering students were held for the Entry Level Writing Requirement at the beginning of Fall Quarter 2005.

<table>
<thead>
<tr>
<th>Fall 2005 Entering Students Held for ELWR</th>
<th>Students placed into English 4 or 5 who did not pass by Spring 2006</th>
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<tbody>
<tr>
<td>COE</td>
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<tr>
<td>CNAS</td>
<td>598</td>
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<td>CHASS</td>
<td>851</td>
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<td>TOTAL</td>
<td>1600</td>
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Of the students held, only thirty-two students who originally placed into English 4 or 5 had not satisfied the ELWR after three quarters. Twelve enrolled in UCR summer school, and ten passed. Three of the thirty-two had an AP score, IB score, or transfer course information that was processed very late but cleared the students for the requirement. Therefore, twenty students who started in English 4 or 5 did not succeed in satisfying the requirement prior to Fall 2006. Of these twenty, nine students were lapsed solely on the basis of ELWR. Ten were academically dismissed (in addition to being lapsed), and one student left the university.

Of the 255 students who started in Basic Writing 3 (off the clock), forty-three were still enrolled at UCR but had not passed the ELWR by the end of Spring Quarter.\(^2\) Eleven enrolled in UCR summer classes. Three passed. This left forty students needing at least one more quarter of ELWR instruction.\(^3\) Of the students in this group who registered at UCR this fall (27), most enrolled in English Writing 4. All students for whom fall quarter counts as their third quarter “on the clock” are enrolled in English 4 for Fall.

Despite our persistent recruitment efforts and warnings, a few ELWR students did not enroll in one or more of our courses even though they did not pass the diagnostic exam. Another twenty-eight took the diagnostic late (in the Fall and Winter of 2005-2006) and therefore lost a quarter or more of eligibility. One student never took the diagnostic at all.

The overall success rate for UCR freshmen last year continued to be very high: 98% for students starting in English 4 and English 5. Over 80% of the students who started in Basic Writing 3 have already passed, and we expect more to pass by the deadline at the end of Fall 2006.

The approximate percentage of New Freshmen held for ELWR in the Fall of 2005 was 53.5% (1600/2988).

---

\(^1\) See the next paragraph. Of these thirty-two, only twenty had not satisfied the requirement by the end of summer 2006.

\(^2\) This group consisted of 5 COE students, 16 CNAS students, and 22 CHASS students.

\(^3\) Forty-nine students took Basic Writing 3 in winter quarter, and six took Basic Writing 3 in spring quarter. Students who passed Basic Writing 3 in winter 2006 or in spring 2006 will have until the end of winter quarter 2007 or spring quarter 2007 respectively to satisfy the requirement.
The Committee on University Extension has approved the following courses and/or teacher approvals:

**To be received and placed on file:**

<table>
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<th>DEPT</th>
<th>NUMBER</th>
<th>COURSE TITLE/UNITS</th>
<th>INSTRUCTOR(S)</th>
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<th>CERT.</th>
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<td>EDU</td>
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<td>7/12/2006</td>
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<td>EDU</td>
<td>X312.78</td>
<td>ADVANCED ASSESSMENT: SPECIALIST AND SERVICES CREDENTIAL PROGRAMS (3)</td>
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<td>C/I</td>
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<td>10/11/06</td>
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<tr>
<td>EDU</td>
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<td>ASSESSMENT AND EVALUATION IN ADULT AND VOCATIONAL EDUCATION (2)</td>
<td>M. RYAN, PH.D.</td>
<td>C/I</td>
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<td>7/12/2006</td>
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<td>EDU</td>
<td>X313.8</td>
<td>ADVANCED STUDY OF TEACHING SPECIAL POPULATIONS (4)</td>
<td>K. R. MATTSON, M.A.</td>
<td>I</td>
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<td>7/12/2006</td>
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<tr>
<td>ECON X475.1</td>
<td>CONTENT AND METHODS FOR TEACHING ADVANCED PLACEMENT (3)</td>
<td>G. W. DAVIS, M.ED.</td>
<td>I</td>
<td>X</td>
<td>10/11/06</td>
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<td>MGT X476</td>
<td>MARKET RESEARCH (3)</td>
<td>J. I. BURTON, M.S.M.I.S.</td>
<td>I</td>
<td>X</td>
<td>8/12/2006</td>
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<tr>
<td>MGT X477.3</td>
<td>PRINCIPLES OF ACCOUNTING (4)</td>
<td>C. A. BRAGADO, B.S.</td>
<td>I*</td>
<td>X</td>
<td>7/12/2006</td>
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<tr>
<td>MGT X478.6</td>
<td>BUSINESS WRITING - EFFECTIVE LETTERS AND E-MAIL (5)</td>
<td>F. LAUB, ED.D.</td>
<td>C/I</td>
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<td>8/30/2006</td>
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<td>MGT X478.6</td>
<td>BUSINESS WRITING - EFFECTIVE LETTERS AND E-MAIL (5)</td>
<td>M. KUTTER, M.ED.</td>
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<td>8/30/2006</td>
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<td>GEO X480</td>
<td>PRINCIPLES OF GEOLOGY FOR EDUCATORS (4)</td>
<td>M. HAROLD, B.A.</td>
<td>I*</td>
<td>X</td>
<td>7/12/2006</td>
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<td>MAT X490.A-H</td>
<td>CONFERENCE ON MATHEMATICS: MATHEMATICALLY SPEAKING (1)</td>
<td>E. D’SOUZA, PH.D.</td>
<td>I</td>
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<td>10/11/06</td>
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* Denotes first time approval for Instructor

**Denotes Instructor has previously been approved but has not yet taught; therefore, there are no evaluations
October 24, 2006

TO: Gretchen Bolar
   Vice Chancellor, Academic Planning & Budget

FM: Thomas Cogswell, Chair
    Riverside Division

RE: Campus Naming Committee Approved Naming Opportunities

Advisory Committee has reviewed and approved the proposed names for the five buildings referenced in your memo dated October 18, 2006.

Cc: Vice Chancellor Diaz
    Vice Chancellor Boldt
    Associate Vice Chancellor Harlow
    Director Lehr
October 18, 2006

Chair Cogswell
Academic Senate

RE: Campus Naming Committee Approved Naming Opportunities

Dear Tom:

As Chair Designee of the UCR Committee on Naming Campus Properties, Programs and Facilities, I am requesting the review and approval by the Academic Senate Advisory Committee for five naming opportunities. The proposed names are as follows with summary and background information attached:

- Glen Mor: Official building name for the Arroyo Student Housing Project
- Chemical Sciences: Rename Physical Sciences 1 Building
- Vernon Eady Psychoeducational Clinic In the Graduate School of Education
- Richard J. Heckmann International Center for Entrepreneurial Management: Rename Heckmann Center Complex, Phase 1 Building
- W.M. Keck Atmospheric Research Laboratory: Name room CB 200A in the CE-CERT Chamber Building

These proposed names have been approved and endorsed by the Campus Naming Committee. Please respond with your recommendations by Friday November 3, 2006.

Sincerely,

Gretchen Bolar
Vice Chancellor
Academic Planning and Budget

Attachments

xc: Vice Chancellor Diaz
    Vice Chancellor Boldt
    Associate Vice Chancellor Harlow
    Director Lehr
SUMMARY INFORMATION

UCR: NAMING CAMPUS PROPERTIES, ACADEMIC AND NON-ACADEMIC PROGRAMS, AND FACILITIES

Proposed Name: *Glen Mor*

Building Background:
- Project Name: Arroyo Student Housing
- Official Building Name: *Not Established* (A - F)
- Capital Asset Account Numbers: P5470, P5471, P5472, P5473, P5474, P5475
- Building Basic Gross Square Feet: 204,264 gsf
- Location: UCR Core Campus

Description: The tradition and practice of naming UCR housing buildings and communities after cities and areas in Scotland began with our first Residence Hall, Aberdeen-Inverness Residence Hall. “Glen Mor” was selected as the name for the apartments that border the arroyo. As the arroyo cuts through this area, Glen Mor bisects the Scottish Highlands.

See attached Background Information.

Site Map:
BACKGROUND INFORMATION
FOR
GLEN MOR – ARROYO STUDENT HOUSING PROJECT

April 26, 2006

TO: JAMES SANDOVAL
Vice Chancellor Student Affairs

RE: HOUSING BUILDING NAMES

The tradition and practice of naming housing buildings and communities after cities and areas in Scotland began with our first Residence Hall. Aberdeen-Inverness Residence Hall, which opened in 1959, is named after two port cities in Scotland, Aberdeen on the east coast and Inverness on the west. Lothian Residence Hall opened in 1963, and is named after the Lothian Borders in the south of Scotland. Bannockburn, which was originally an off-campus housing facility before the university purchased it, is named after a famous battle site.

More recently, when we opened the Pentland Hills Residence Halls and the Stonehaven Apartments, we engaged our residents in the naming process. A year before opening, with the residents’ recommendation, we submitted the names to the Chancellor for approval. Per university policy, the Chancellor has the authority for naming when it is not after an individual.

During the development of our Strategic Plan for Housing, we once again engaged our residents in the naming of future housing buildings. “Glen Mor” was selected as the name for the apartments that border the arroyo. As the arroyo cuts through this area, Glen Mor bisects the Scottish Highlands. Enclosed is a picture of the Scottish area.

I did check with the other UC Campuses on naming housing buildings. The practice is the same, and most use the “final” name as the project name to avoid any confusion.

We are anxious to have the building name settled as we need to begin marketing for the new complex for a Fall 2007 move in. Please let me know if you have any questions or concerns.

Sincerely,

Andy Plumley
Director, Housing Services
SUMMARY INFORMATION

UCR: NAMING CAMPUS PROPERTIES, ACADEMIC AND NON-ACADEMIC PROGRAMS, AND FACILITIES

Proposed Name: Chemical Sciences
In the College of Natural and Agricultural Sciences

Building Background:
- Official Building Name: Physical Sciences 1
- Building Name (12-byte): PHYSICAL SCI
- Capital Asset Account Numbers: P5414
- Building Basic Gross Square Feet: 134,709 gsf
- Location: UCR Core Campus

Description: Physical Sciences 1 was designed for research focused on Chemical Sciences and will be of no value to any other program. The building was designed with three types of research space (synthetic, instrumentation and hybrid) and contains specialized facilities for research directly associated with the Chemistry department. The current addition to Pierce Hall is unofficially known as Chemical Sciences but is officially part of Pierce Hall and should be referred to as Pierce Hall Addition or Pierce Hall Annex.

See attached Background Information.

Site Map:
BACKGROUND INFORMATION
FOR
CHEMICAL SCIENCES

November 21, 2005

TO: Gretchen Bojar, VC Planning and Budget
FR: Steve Angle, Dean CNAS
RE: Name of Physical Sciences I

In response to our conversation last month, I am formally writing to request that the name of Physical Sciences I be changed to Chemical Sciences. The current addition to Pierce Hall which is known as Chemical Sciences might be called Chemical Sciences Annex (as suggested by the Chemistry Chair, see e-mail below), or Pierce Hall Annex (my suggestion). In my personal opinion, the advantage of the latter is that an annex to Chemical Sciences might logically be located near the Chemical Sciences building and the Pierce Annex name would avoid confusion.

Physical Sciences I was designed for research focused on Chemical Sciences and will be of no value to any other program. The building was designed with three types of research space (synthetic, instrumentation and hybrid) and contains specialized facilities for research directly associated with the Chemistry department. Given the current faculty searches and the increase in graduate students in the Chemistry Department, it is clear the entire department will not fit into the PSI building and thus no other department will be assigned to this building. In spite of this, the Chemistry department did not support the name, Chemistry, they proposed Chemical Sciences to reflect the broad type of research done in the department and the design intent of the building.

If I can provide any additional information, do not hesitate to contact me.

X-Sender: switzer@ucr.edu@webmail.ucr.edu
Date: Thu 22 Sep 2005 16:28:57 -0700
To: Steven Angle <Steven.Angle@ucr.edu>
From: Chris Switzer <switzer@ucr.edu>
Subject: building name
X-IsMyMail-WhiteList: YES (by angle@ucr.edu at fnucl ucr edu)

Steve
The Chemistry Department would be happy with the name of 'Chemical Sciences' in place of 'Physical Sciences.' The current 'Chemical Sciences' building next to 'old Pierce' should be called 'Chemical Sciences Annex.'

Chris
SUMMARY INFORMATION

UCR: NAMING CAMPUS PROPERTIES, ACADEMIC AND NON-ACADEMIC PROGRAMS, AND FACILITIES

Proposed Name:  Vernon Eady Psychoeducational Clinic
                In the Graduate School of Education

Building Background:
- Official Building Name: School of Education Clinic
- Building Name (12-byte): EDUC CLINIC
- Capital Asset Account Number: P5397
- Building Basic Gross Square Feet: 1,035 gsf
- Location: UCR Core Campus

Description: Mr. Eady left his entire estate, in excess of $3.2 million, to UCR’s Graduate School of Education with $1 million designated to fund Vernon Eady Psychology Clinic. Serving children from age three to adults of age 21 who may be experiencing learning, behavioral or emotional difficulties at home or school, the Eady Clinic focuses on research and training related to Learning Disabilities, serving the Graduate School of Education’s programs in Special Education, School Psychology, and Educational Psychology. While its current home is a building adjacent to UCR’s Child Development Center, ultimately it will be part of GSOE’s future West Campus location, most likely in an identified space within a larger clinic.

See attached Background Information.

Gift Amount: excess of $3.2 million

    Mr. Vernon Eady passed away on March 25, 2005

Site Map:
BACKGROUND INFORMATION
FOR
VERNON EADY PSYCHOEDUCATIONAL CLINIC
UCR Graduate School of Education

The life work of the late Mr. Vernon Eady, for whom the psychoeducational clinic is named, revolved around the intersection of psychology and education. He began his career as a school psychologist, then a military psychologist, then a classroom teacher. Mr. Eady was on the faculty of the School of Education at North Texas State University for three decades, and retired with the rank of Professor Emeritus at that institution.

Upon his retirement, Mr. Eady relocated to Dallas, Texas, then Hemet and ultimately Murrieta, California. He developed a professional relationship and close friendship with Graduate School of Education’s then Dean, Dr. Irving Hendrick, and through this relationship Mr. Eady became familiar with UCR’s GSOE and the work that was being done in the field of learning disabilities.

Having no heirs, Mr. Eady decided to leave his entire estate to UCR, the ultimate gifts to fund endowments for the Vernon Eady Psychoeducational Clinic ($1 million), the Vernon Eady/Irving Hendrick Chair in Special Education ($1.5 million), with the remainder to fund the Vernon Eady Fund in Special Education, and Vernon Eady Endowed Fund in Learning Disabilities.

In November 1995, at the clinic’s groundbreaking, UCR installed a plaque in the building to recognize and publicly honor Mr. Eady’s ultimate generosity toward UCR and the Graduate School of Education.

Located adjacent to the Child Development Center, The Vernon Eady Psychoeducational Clinic serves children from age three to adults of age 21 who may be experiencing learning, behavioral or emotional difficulties at home or in school. Simultaneously, the Eady Clinic provides supervised training for graduate students in school psychology, special education, and educational psychology. It also provides applied research opportunities for faculty, staff and students in GSOE, relating to the assessment and treatment of behavioral and learning problems. For the community, the Clinic serves as a resource for parents who have questions regarding instruction, behavior management, or the developmental progress of their children.

Mr. Eady passed away on March 25, 2005. His estate was in excess of $3.2 million.
SUMMARY INFORMATION

UCR: NAMING CAMPUS PROPERTIES, ACADEMIC AND NON-ACADEMIC PROGRAMS, AND FACILITIES

Proposed Name: Richard J. Heckmann International Center for Entrepreneurial Management
In the UCR Palm Desert Campus

Building Background:
- Official Building Name: Heckmann Center Complex, Phase 1
- Building Name (12-byte): HECKMAN CTR1
- Capital Asset Account Number: P5467
- Building Basic Gross Square Feet: 32,640 gsf
- Location: 75080 Frank Sinatra Dr. Palm Desert, CA 92211

Description: The Richard J. Heckmann International Center for Entrepreneurial Management is to be named in recognition of a gift of $6 million from the Richard J. Heckmann Foundation to The Regents completed on June 30, 2005. The Heckmann Center, operated under the auspices of the UCR Palm Desert campus, provides courses in management, with special emphasis on entrepreneurial management, to students as part of executive, undergraduate and graduate education.

See attached Background Information.

Gift Amount: $6 million

Gift Agreement executed: 2/7/2003

Site Map:
See attached
BACKGROUND INFORMATION
FOR
RICHARD J. HECKMANN INTERNATIONAL CENTER FOR
ENTREPRENEURIAL MANAGEMENT

Richard J. Heckmann International Center for Entrepreneurial Management, UCRPD

The Richard J. Heckmann International Center for Entrepreneurial Management is to be named in recognition of a gift of $6 million from the Richard J. Heckmann Foundation to The Regents completed on June 30, 2005. This Center is one of two buildings located on a 20-acre piece of property given to the Riverside campus by the City of Palm Desert.

The Heckmann Center, operated under the auspices of the UCR Palm Desert campus, provides courses in management, with special emphasis on entrepreneurial management, to students as part of executive, undergraduate and graduate education.

Background on Richard J. Heckmann
Richard J. Heckmann came to the Coachella Valley in Riverside County as a stockbroker, former senior Vice President at Prudential-Bache Securities (Rancho Mirage). He was elected chairman of the board, president and chief executive officer of United States Filter on July 16, 1990. The company continued to grow, with a series of 170 acquisitions. In late 1998, Heckmann stepped down as president. In March 1999, French utility conglomerate, Vivendi SA, agreed to acquire U.S. Filter; in September 1999, Mr. Heckmann was named chairman of the new company, Vivendi Water, a wholly owned subsidiary of Vivendi. He retired as chairman in June 2001.

Since April 2000 Mr. Heckmann has been Chairman of K2 Inc., a branded consumer products company with a primary focus on sporting goods and other recreational products. He is the founder of Tower Scientific Corporation and one of the co-founders of Callaway Golf.

In 1997 Mr. Heckmann was named a Fellow in the UCR A. Gary Anderson Graduate School of Management. He has been a Trustee of the UC Riverside Foundation since June 1998. He has received numerous awards for his business acumen and ingenuity including the Riverside County Workforce Development Board’s 1998 Entrepreneur of the Year, the Inland Empire Region of Southern California 1997 “Entrepreneur of the Year” in the Master Entrepreneurial category, and the Inland Empire Region of Southern California 1993 “Entrepreneur of the Year” in the Turnaround category.
SUMMARY INFORMATION

UCR: NAMING CAMPUS PROPERTIES, ACADEMIC AND NON-ACADEMIC PROGRAMS, AND FACILITIES

Proposed Name:  W.M. Keck Atmospheric Research Laboratory
               In the Bourns College of Engineering

Building and Room Background:
- Official Building Name: CE-CERT Chamber Building
- Building Name (12-byte): 1086COLUMBIA
- Capital Asset Account Number: P5981
- Ownership Code: UC Lease
- Building Basic Gross Square Feet: 7,500 gsf
- Location: 1086 Columbia Ave. Riverside, CA
- Room Number: CB 200A
- Room Assignable Square Footage: 800 asf

Description: We propose that the Chamber Laboratory (CE-CERT Chamber Building, room CB 200A) be named “W. M. Keck Atmospheric Research Laboratory.” Joseph Norbeck, David Cocker, and William Carter (BCOE) and Roger Atkinson, Janet Arey, Paul Ziemann, and Jingsong Zhang (CNAS) are PIs on a successful proposal to the W.M. Keck Foundation for a grant of $1,500,000. The preliminary letter of inquiry by Chancellor Cordova was sent to the W.M. Keck Foundation and the Chancellor submitted a Phase II proposal in March. The award was made in late June. The entire grant is being used to purchase the equipment for the Environmental Chamber Laboratory, and thus naming of the Environmental Chamber Laboratory for W.M. Keck is highly appropriate.

See attached Background Information.

Gift Amount:  $1.5 million

Gift Agreement executed:  07/01/2006

Floor Plan:
   See attached
BACKGROUND INFORMATION
FOR
W.M. KECK ATMOSPHERIC RESEARCH LABORATORY
UCR Bourns College of Engineering

Date: August 4, 2006
To: Naming Committee
From: Dean Reza Abbaschian
Re: Naming of CE-CERT Atmospheric Laboratory for the W.M. Keck Foundation

Since current UCR policy has not been approved for the full naming process — and until that process has been approved — Susan Harlow, Associate Vice Chancellor, has requested your Committee’s approval for the naming of the Environmental Chamber laboratory in CE-CERT (Bourns College of Engineering). [In the future it may be determined that this level of naming can be accomplished by the dean, associate vice chancellor for development and the director of the institute in question.]

Joseph Norbeck, David Cocker, and William Carter (BCOE) and Roger Atkinson, Janet Arey, Paul Ziemann, and Jingsong Zhang (CNAS) are PIs on a successful proposal to the W.M. Keck Foundation for a grant of $1,500,000. The preliminary letter of inquiry by Chancellor Cordova was sent to the W.M. Keck Foundation and the Chancellor submitted a Phase II proposal in March. The award was made in late June. As part of the Phase II process, UCR had to indicate how it would acknowledge the grant, and the Chancellor offered the naming of the chamber laboratory, pending appropriate approvals. Along with the proposal, the relevant statement from the proposal is provided, below:

“E. Recognition Statement

The University of California, Riverside will recognize the important partnership that will be established by a grant of this magnitude in support of the College of Engineering-Center for Environmental Research and Technology and the Air Pollution Research Center by naming the Environmental Chamber Laboratory in honor of the W.M. Keck Foundation. We propose that the Chamber Laboratory be named “W. M. Keck Atmospheric Research Laboratory,” pending final approval of the UCR Naming Committee and assuming that this meets with the approval of the W. M. Keck Foundation.”

The entire grant is being used to purchase the equipment for the Environmental Chamber Laboratory, and thus naming of the Environmental Chamber Laboratory for W.M. Keck is highly appropriate. The name of the laboratory will be the “W.M. Keck Atmospheric Research Laboratory,” if you approve.

Please send an email with your approval, when completed, to “susan.harlow@ucr.edu” so that we can proceed with the naming of the Chamber and can report this action as required by the W.M. Keck Foundation.

We greatly appreciate it if you can give this matter your prompt attention.

Thank you,

Reza Abbaschian, Dean
Bourns College of Engineering
March 2, 2006

Ms. Mercedes Talley  
Program Director  
Science and Engineering Program  
W.M. Keck Foundation  
550 South Hope Street, Suite 2500  
Los Angeles, CA  90071

Dear Ms. Talley:

I am delighted to accept the invitation of the W.M. Keck Foundation Board of Directors’ Program Committee on Science and Engineering to submit a complete Phase II proposal for a grant of $2,100,000 for UC Riverside’s project, the Environmental Chamber Research Program on Air Pollution, which brings together leading scientists in the Air Pollution Research Center (APRC) in the College of Natural and Agricultural Sciences with leading researchers in Bourns College of Engineering-Center for Environmental Research and Technology (CE-CERT). Under the strong leadership of Dr. Joseph Norbeck, Dr. Roger Atkinson and Dr. William Carter and their colleagues, this important project will advance the science needed to understand the complex area of atmospheric chemistry, an area in which UCR scientists have done pioneering work for over 30 years. Because of the complexities of atmospheric processes and interactions and their impact on changing environmental conditions, however, there is still much work to be done to understand the fundamental chemistry involved in this area of science.

With generous support from the W.M. Keck Foundation, UCR scientists will be able to equip CE-CERT’s Environmental Chamber with the advanced instrumentation needed to understand better the formation, transport and fate of chemical pollutants in our atmosphere and to reduce the uncertainty in model predictions, which have serious implications for human health, industry planning, and governmental regulations. Another significant factor in this project is the training of graduate and undergraduate students. The relatively small number of young investigators in the field of atmospheric chemistry research is of concern to many. APRC and CE-CERT make extensive use of graduate and undergraduate students in their research programs, and that will be the case for the project proposed here.
In this new partnership with UCR's College of Engineering, we would be honored to name the environmental chamber's analytical laboratory in honor of the W.M. Keck Foundation, as appropriate, in discussion with the Foundation and in accordance with UCR policies. As in the past, if awarded a grant, the University will accept the Requirements for Grantees. Thank you for your generous support of UCR in the past and for your consideration of this project.

Sincerely,

[Signature]

France A. Córdova
Chancellor

cc: Dr. Joseph Norbeck
Georgia Elliott
To be adopted:  
**Proposed Changes to Biochemistry Undergraduate Program**

**Bachelor of Science and Bachelor of Arts Degrees in Biochemistry**

**PRESENT:**

**Biology Emphasis**

3. Upper-division requirements (47–62 units)
   
   a) BCH 102, BCH 110A, BCH 110B, BCH 110C, BCH 184
   
   b) At least 7 units from BCH 120, BCH 153/Biol 153/BPSC 153, BCH 162, BCH 180A, BCH 180B, BCH 180C, BCH 183, BCH 185/BPSC 185, BCH 186, BCH 210, BCH 211, BCH 212, BCH 241/CHEM 241
   
   c) BIOL 102
   
   d) CHEM 109 or CHEM 110A; CHEM 112A, CHEM 112B, CHEM 112C
   
   e) Choose three biological science courses from the following:
      
      (1) BCH 120, BCH 153/Biol 153/BPSC 153, BCH 162, BCH 180A, BCH 180B, BCH 180C, BCH 183, BCH 185/BPSC 185, BCH 186, BCH 210, BCH 211, BCH 212, BCH 241/CHEM 241
      
      (2) BIOL 105, BIOL 108, BIOL 114, BIOL 117, BIOL 121/MCBL 121, BIOL 121L/MCBL 121L, BIOL 123/MCBL 123/PLPA 123, BIOL 124/MCBL 124, BIOL 128/CBNS 128, BIOL 151, BIOL 155/BPSC 155, BIOL 157, BIOL 159/NEB 159, BIOL 160, BIOL 161A, BIOL 161B, BIOL 171, BIOL 173/ENTM 173, BIOL 175

**PROPOSED:**

**Biology Emphasis**

3. Upper-division requirements (47–64 units)
   
   a) BCH 101, BCH 102, BCH 110A, BCH 110B, BCH 110C, BCH 184
   
   b) At least 7 units from BCH 120, BCH 153/Biol 153/BPSC 153, BCH 162, BCH 180A, BCH 180B, BCH 180C, BCH 183, BCH 186, BCH 210, BCH 211, BCH 212, BCH 241/CHEM 241
   
   c) No change
   
   d) No change
   
   e) Choose three biological science courses from the following:
      
      (1) BCH 120, BCH 153/Biol 153/BPSC 153, BCH 162, BCH 180A, BCH 180B, BCH 180C, BCH 183, BCH 186, BCH 210, BCH 211, BCH 212, BCH 241/CHEM 241
      
      (2) No change
PRESENT

(3) BIOL 104/BPSC 104, BIOL 132/BPSC 132, BIOL 143/BPSC 143, BIOL 148/BPSC 148, BIOL 155/BPSC 155, BPSC 135

(4) BIOL 100/ENTM 100, BIOL 173/ENTM 173, ENTM 128

(5) CBNS 101, CBNS 106, CBNS 116, CBNS 120/PSYC 120, CBNS 124/PSYC 124, CBNS 125/PSYC 125, CBNS 150/ENTX 150, CBNS 169

(6) ENSC 100, ENSC 155

(7) ENTX 101, CBNS 150/ENTX 150

PROPOSED

(3) No change

(4) No change

(5) No change

(6) No change

(7) No change

Chemistry Emphasis

3. Upper-division requirements (47–56 units)

a) BCH 102, BCH 110A, BCH 110B, BCH 110C, BCH 184

b) At least 7 units from BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 162, BCH 180A, BCH 180B, BCH 180C, BCH 183, BCH 185/BPSC 185, BCH 186, BCH 210, BCH 211, BCH 212, BCH 241/CHEM 241

c) BIOL 102

d) CHEM 109 or CHEM 110A; CHEM 112A, CHEM 112B, CHEM 112C

e) Two courses from CHEM 110B, CHEM 113, CHEM 125, CHEM 150A, CHEM 150B, CHEM 166 (BCH 241/CHEM 241 and other graduate courses may be substituted by students with a GPA of 3.00 or better with permission of the instructor and the faculty advisor.)

Chemistry Emphasis

3. Upper-division requirements (47–58 units)

a) BCH 101, BCH 102, BCH 110A, BCH 110B, BCH 110C, BCH 184

b) At least 7 units from BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 162, BCH 180A, BCH 180B, BCH 180C, BCH 183, BCH 186, BCH 210, BCH 211, BCH 212, BCH 241/CHEM 241

c) No change

d) No change

e) No change
**PRESENT**

**Medical Sciences Emphasis**

3. Upper-division requirements (48 units)

   a) BCH 102, BCH 110A, BCH 110B, BCH 110C, BCH 120, BCH 184

   b) BIOL 102

   c) CHEM 109 or CHEM 110A; CHEM 112A, CHEM 112B, CHEM 112C

   d) CBNS 101

   e) Highly recommended (15 units): BIOL 161A, BIOL 161B, BIOL 171

**PROPOSED**

**Medical Sciences Emphasis**

3. Upper-division requirements (50 units)

   a) BCH 101, BCH 102, BCH 110A, BCH 110B, BCH 110C, BCH 120, BCH 184

   b) No change

   c) No change

   d) No change

   e) No change
JUSTIFICATION:

Biology Emphasis 3. a) with unit change

BCH 101, “Biochemical Laboratory: Fundamentals” (2 units), was approved as a prerequisite for BCH 102, “Introductory Biochemistry Laboratory”. Consequently, BCH 101 is a required course of the major and this addition and unit revision reflects this change.

Biology Emphasis 3. b) and e) (1)

BCH 185, which is cross-listed with BPSC 185, has been deleted. BCH 185 has not been offered since 99S and both departments no longer have faculty to teach the course.

Chemistry Emphasis 3. a) with unit change

BCH 101, “Biochemical Laboratory: Fundamentals” (2 units), was approved as a prerequisite for BCH 102, “Introductory Biochemistry Laboratory”. Consequently, BCH 101 is a required course of the major and this addition and unit revision reflects this change.

Chemistry Emphasis 3. b)

BCH 185, which is cross-listed with BPSC 185, has been deleted. BCH 185 has not been offered since 99S and both departments no longer have faculty to teach the course.

Medical Sciences Emphasis 3. a) with unit change

BCH 101, “Biochemical Laboratory: Fundamentals” (2 units), was approved as a prerequisite for BCH 102, “Introductory Biochemistry Laboratory”. Consequently, BCH 101 is a required course of the major and this addition and unit revision reflects this change.

APPROVALS:

Approved by the faculty of the Department of Biochemistry: November 21, 2005

Approved by CNAS Executive Committee: January 5, 2006

Revised approval date: May 11, 2006

Approved by the Committee on Educational Policy: June 6, 2006

Endorsed by the Advisory Committee: June 12, 2006
To be received and placed on file:
The Committee on Courses has approved the following courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>RESTORE CPLT 025</td>
<td>The Sciences and Humanities through Science Fiction (4)</td>
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<td>ECON 122 F</td>
<td>Economic Issues in the News (2) The Federal Deficit and the National Debt</td>
</tr>
<tr>
<td>NEW ART 162</td>
<td>Special Topics in New Genres of Art Practice (4)</td>
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<tr>
<td>CPLT 121</td>
<td>Crossing Borders: Immigration, Migration, and Exile in Cinema (4)</td>
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<td>ENGL 005 L</td>
<td>English Writing (1)</td>
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<td>FVC 042</td>
<td>Introduction to German Cinema (4)</td>
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<td>FVC 049</td>
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<td>AST 030</td>
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**Graduate Course**

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<tr>
<td>BIEN 249</td>
<td>Integration of Computational and Experimental Biology</td>
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<td>CEE 249</td>
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<td>CMDB 210</td>
<td>Molecular Biology of Human Disease Vectors</td>
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<td>CMDB 220</td>
<td>Chemical Genomics Design Studio</td>
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<td>CPTL 210</td>
<td>Canons in Comparative Literature</td>
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<td>ENTM 210</td>
<td>Molecular Biology of Human Disease Vectors</td>
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<td>ME 242</td>
<td>Turbulence in Fluids</td>
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<td>MGT 250</td>
<td>Marketing Channels and Sales Force</td>
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<td>MGT 251</td>
<td>Market Assessment</td>
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<td>Dynamics and Evolution of Galaxies</td>
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<td>PHYS 216</td>
<td>Star Formation</td>
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<td>PHYS 217</td>
<td>Stellar Structure and Evolution</td>
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<td>Physics of Nanoscale Systems</td>
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<td>Spintronics and Nanoscale Magnetism</td>
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<td>Advanced Imaging Techniques</td>
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<td>PHYS 241 A</td>
<td>Advanced Statistical Physics and Field Theory</td>
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<td>POSC 249</td>
<td>American Politics</td>
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<td>SOC 254</td>
<td>Current Research in Social Psychology</td>
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Endorsed by Advisory Committee on behalf of the Riverside Division  June 15, 2006
UNIVERSITY OF CALIFORNIA, RIVERSIDE REVIEW OF UNDERGRADUATE PROGRAMS

By authority of the UC Academic Senate, Riverside Division By-law sections 8.12.2 and 8.12.5, the UCR Committee on Educational Policy (CEP) is responsible for review of undergraduate programs and shall conduct regular periodic reviews of said programs. The Office of the Vice Provost for Undergraduate Education (VPUE) shall facilitate the reviews in partnership with the CEP, in a manner analogous to the relationship between the Dean of Graduate Division and the Graduate Council for the graduate program reviews.

REVIEW OF UNDERGRADUATE PROGRAMS

The UCR Committee on Educational Policy (CEP) has the oversight responsibility for reviews of undergraduate programs. The procedures will be as follows:

1. PROGRAM REVIEW CYCLE: The Committee on Educational Policy will establish the sequence of program reviews. The sequence will be reviewed annually and can be altered by action of the Committee. Departments and programs will be reviewed at least once every seven years. As appropriate, the CEP will coordinate its schedule with any corresponding graduate reviews undertaken by the Graduate Council to minimize as much as possible duplication of program efforts for review preparation. However, the external review teams will be separate. In the cases where undergraduate programs are interdisciplinary, interdepartmental or without a corresponding graduate program, the CEP shall calendar the reviews into the seven-year review cycle.

2. CEP SUBCOMMITTEES FOR UNDERGRADUATE PROGRAM REVIEW: Each year, the CEP shall appoint three Subcommittees for Undergraduate Program Review (Subcommittees) from its membership and the year’s work shall be distributed as evenly as possible among them. The VPUE will serve as an ex officio member of each Subcommittee. For each program to be reviewed throughout the particular academic year, the Subcommittees shall appoint the members of the External Review Team; participate in the site visit; and based on the report from the External Review Team, prepare the initial drafts of the Findings and Recommendations for the CEP.

3. EXTERNAL REVIEW TEAM: Each team shall be composed of three faculty members of whom normally one will come from another UC campus and the others will come from UC peer institutions. The program being reviewed shall develop a list of faculty recommended to be members of the Team and shall submit the list of names to the CEP Chair. This list will be vetted by the Subcommittee and in consultation with the respective college associate dean. The Subcommittee shall appoint the members of the Team.

4. PROGRAM SELF-STUDY: When a review is scheduled, the CEP chair shall notify the undergraduate program and the dean of the respective college at least six months in advance. The program will prepare background information in the form of a self-study that focuses on
areas established in the CEP program review guidelines and may include factual data and self-assessment of any or all of the following: curriculum, enrollment, major requirements, advising, teaching goals and philosophy, course evaluations, special programs, undergraduate research opportunities, technology, career choices and placement, size of classes, facilities and resources, student learning outcomes, perceived strengths and weaknesses, and other priorities or concerns identified by the CEP. The review will include student opinion based on a confidential survey of current and former students. The Office of the VPUE will assist the program with collection of data and the coordination of student and alumni surveys. The completed self-study, containing all of the requested information and organized in the order outlined in the CEP program review guidelines, will be submitted by the program chair to CEP. One month in advance of the External Review Team site visit the Office of the VPUE will distribute review materials to the Team members, including a list of program-specific questions developed by the Subcommittee and copies of the program self-study.

5. CAMPUS SITE VISIT: At the beginning of their visit, the Team will meet with the CEP chair, Subcommittee members, the respective college dean and associate dean, and the VPUE. Following these initial meetings, the reviewers shall meet with the program's faculty, a representative group of undergraduate students, senior staff, other campus administrators they deem appropriate, and chairs of closely related programs. At the end of the visit, the Team shall verbally provide a preliminary summary of their findings in an exit interview with the CEP chair, the Subcommittee, the Executive Vice Chancellor/Provost, the VPUE and the college dean. Within two weeks of the site visit, the Team shall submit the completed External Review Team report to the CEP chair and the VPUE.

6. FINDINGS AND RECOMMENDATIONS: The development and approval of the Findings and Recommendations for each undergraduate program review shall follow the procedural route described below.

A. PROGRAM REVIEW OF EXTERNAL TEAM REPORT: The CEP chair will distribute the report to the Subcommittee chair, the Executive Vice Chancellor/Provost, the college dean, and the program chair. The program will review the report for factual inaccuracies, and a summary of any factual corrections will be submitted to the Subcommittee to aid in drafting the Findings and Recommendations.

B. CEP SUBCOMMITTEE DRAFT OF FINDINGS: The Subcommittee shall study the Team report and any factual corrections provided by the program and draft their Findings and Recommendations. In developing their draft, the Subcommittee members shall integrate their understanding of the program with the new materials generated in the self-study and Team report. The Subcommittee will recommend possible changes, if any, to improve the quality of the undergraduate program under review. Copies of the draft Findings and Recommendations will be distributed to all members of the CEP.

C. CEP FINDINGS AND RECOMMENDATIONS: The draft of the Subcommittee Findings and Recommendations will be reviewed by all members of the CEP, who may endorse the draft, approve the draft contingent to minor changes, or refer the draft back to the Subcommittee.

D. PROGRAM RESPONSE TO CEP FINDINGS AND RECOMMENDATIONS: The CEP chair will send the Findings and Recommendations to the program chair for
distribution to the program faculty, staff and students. The program shall seek and collect input from all constituents and prepare a response to be submitted to CEP.

E. CEP APPROVAL OF THE PROGRAM RESPONSE: The CEP members will study the response from the program and prepare the final Findings and Recommendations. The CEP shall distribute its approved final report to the program for action and to the respective college dean and associate dean, the Academic Senate-Riverside Division chair, the Executive Vice Chancellor & Provost, and the Chancellor. Relevant portions of the report will be furnished to other Senate committees as needed. At this point the review is closed.

F. ACTION IMPLEMENTATION PLAN: The CEP chair, the VPUE, the college dean and/or associate dean shall meet with program representatives to discuss the action steps to be taken as a result of the review.

G. COMPLIANCE WITH IMPLEMENTATION PLAN: Each Spring Quarter the CEP, working in conjunction with the VPUE on behalf of the Executive Vice Chancellor/Provost, shall review the implementation plans of programs reviewed in the previous year. If the program was not successful in implementing all aspects of the plan, the CEP may recommend follow-up actions to the program and appropriate campus administrators.

7. DISTRIBUTION OF CLOSED REVIEW MATERIALS: Copies of the unedited External Review Team report, the programs preliminary response, the CEP Findings and Recommendations, the program's implementation plan and other pertinent documents shall be sent to the Chancellor, Executive Vice Chancellor & Provost, college dean and Academic Senate-Riverside Division. File copies will be stored in the Offices of the Academic Senate-Riverside Division and the Office of the VPUE.

8. EVALUATION OF PROCESS: After three years of undergraduate program reviews the process will be evaluated by the CEP, and a report prepared for the Academic Senate-Riverside Division. The report will examine the objectives, procedures, framework and effectiveness of undergraduate program reviews at UCR and make appropriate recommendations for improvement.

Approved by the Committee on Educational Policy: February 15, 2006
Approved by the Advisory Committee: June 12, 2006
To be adopted: Proposed Change to the Business Economics Major

PRESENT:

Business Economics Major
The major requirements for the B.A. degree in Business Economics are as follows:
1. Lower-division requirements (24 units)
   a) ECON 002, ECON 003
   b) BSAD 020A, BSAD 020B
   c) MATH 009A, MATH 009B
2. Upper-division requirements (48 units)
   a) ECON 102A, ECON 102B
   b) ECON 103A, ECON 103B
   c) ECON 101/STAT 101 and ECON 107
   d) At least 20 additional upper-division units in Economics, including at least two courses from ECON 108, ECON 130, ECON 135, BSAD 153/ECON 153, BSAD 160/ECON 160, BSAD 162/ECON 162, ECON 163
   e) One course chosen from POSC 182, PSYC 142, SOC 151

Note: Up to 4 units of internship credit may be counted toward the upper-division electives in Business Economics.

PROPOSED:

Business Economics Major
The major requirements for the B.A. degree in Business Economics are as follows:
1. Lower-division requirements (5 courses)
   a) ECON 002, ECON 003
   b) BSAD 020
   c) MATH 009A, MATH 009B
2. Upper-division requirements (12 courses)
   a) ECON 102A, ECON 102B
   b) ECON 103A, ECON 103B
   c) ECON 101/STAT 101 and ECON 107
   d) Five additional upper-division courses in Economics worth four or five units each, including at least two courses from ECON 108, ECON 130, ECON 135, BSAD 153/ECON 153, BSAD 160/ECON 160, BSAD 162/ECON 162, ECON 163. Two two-unit courses can satisfy one four-unit elective course.
   e) One course chosen from POSC 182, PSYC 142, SOC 151

Note: No change

JUSTIFICATION:

A potential increase in individual course units from four to five units per course necessitates a change in the number of units required in the major. Thus, we are changing the requirements in terms of courses instead of unit values.

APPROVALS:

Approved by the faculty of the Department of Economics: March 14, 2006
Approved by the Executive Committee of the College of Humanities, Arts, & Social Sciences: May 31, 2006
Approved by the Committee on Educational Policy: June 6, 2006
Endorsed by the Advisory Committee: June 12, 2006
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
November 21, 2006

To be adopted:

Proposed Changes to Economics/Law and Society Cooperative Major

PRESENT:

The major requirements for the B.A. degree in Economics/Law and Society are as follows:

1. Requirements for Economics (44 units)
   a) ECON 002, ECON 003
   b) ECON 119
   c) ECON 102A, ECON102B, ECON 103A
   d) Twenty (20) additional units of upper-division Economics

Note: up to 4 units of Internship credit may be counted toward the upper-division elective courses in Economics.

2. Requirements for Law and Society (36 units)
   a) PHIL 007 or PHIL 007H
   b) LWSO 100
   c) One course chosen from the following: ECON 111, POSC 114, PSYC 012, SOC 004 (or equivalent course in research methods).
   d) Three courses chosen from ANTH 127, ECON 119, HISE 153, PHIL 165, POSC 167, PSYC 175, SOC 159.
   e) Two courses chosen from the following: ENSC 174, HISA 120A, HISA 120B, HISE 123, PHIL 164, LWSO 175, POSC 111, POSC 166, POSC 168, POSC 186, SOC 147, SOC 149, SOC 180.
   f) LWSO 193, Senior Seminar

Note: For section 2.d and 2.e combined, not more than two courses may be taken from the same department. In filling the dual requirements of the major, students may not count more than two courses toward both parts of their total requirements. (This limitation applies to specified Economics requirements and Law and Society requirements.)

PROPOSED:

The major requirements for the B.A. degree in Economics/Law and Society are as follows:

1. Requirements for Economics
   a) ECON 002, ECON 003
   b) ECON 119
   c) ECON 102A, ECON102B, ECON 103A
   d) Five additional upper-division courses in Economics worth four or five units each. Two two-unit courses can replace one four or five unit elective course.

Note: up to 4 units of Internship credit may be counted toward the upper-division elective courses in Economics.

2. Requirements for Law and Society (36 units)
   a) PHIL 007 or PHIL 007H
   b) LWSO 100
   c) One course chosen from the following: ECON 111, POSC 114, PSYC 012, SOC 004 (or equivalent course in research methods).
   d) Three courses chosen from ANTH 127, ECON 119, HISE 153, PHIL 165, POSC 167, PSYC 175, SOC 159.
   e) Two courses chosen from the following: ENSC 174, HISA 120A, HISA 120B, HISE 123, PHIL 164, LWSO 175, POSC 111, POSC 166, POSC 168, POSC 186, SOC 147, SOC 149, SOC 180.
   f) LWSO 193, Senior Seminar

Note: For section 2.d and 2.e combined, not more than two courses may be taken from the same department. In filling the dual requirements of the major, students may not count more than two courses toward both parts of their total requirements. (This limitation applies to specified Economics requirements and Law and Society requirements.)
JUSTIFICATION:

A potential increase in individual course units from four to five units per course necessitates a change in the number of units required in the major. Thus, we are changing the requirements in terms of courses instead of unit values.

APPROVALS:

Approved by the Law and Society Committee on: May 25, 2006
Approved by the faculty of the Department of Economics: March 14, 2006
Approved by the Executive Committee, CHASS: May 31, 2006
Approved by the Committee on Educational Policy: June 6, 2006
Endorsed by the Advisory Committee: June 12, 2006
To be adopted:

Proposed Changes to the BA Degree in Economics

PRESENT:

Economics Major

The major requirements for the B.A. degree in Economics are as follows:
1. Lower-division requirements (4 courses)
   a) ECON 002, ECON 003
   b) MATH 009A, MATH 009B
2. Upper-division requirements (12 courses)
   a) ECON 102A, ECON 102B
   b) ECON 103A, ECON 103B
   c) One course chosen from ECON 123/ HISA 123, ECON 124, or ECON 125
   d) ECON 101/STAT 101 and ECON 107
   e) At least 20 additional upper-division units in Economics, including at least one course from ECON 171 through ECON 187.

Note Up to 4 units of internship credit may be counted toward the upper-division electives in Economics.

JUSTIFICATION:

A potential increase in individual course units from four to five units per course necessitates a change in the number of units required in the major. Thus, we are changing the requirements in terms of courses instead of unit values.

APPROVALS:

Approved by the faculty of the Department of Economics: March 14, 2006
Approved by the Executive Committee of the College of Humanities, Arts, & Social Sciences: May 31, 2006
Approved by the Committee on Educational Policy: June 6, 2006
Endorsed by the Advisory Committee: June 12, 2006

PROPOSED:

Economics Major

The major requirements for the B.A. degree in Economics are as follows:
1. Lower-division requirements (4 courses)
   a) ECON 002, ECON 003
   b) MATH 009A, MATH 009B
2. Minimum upper-division requirements (12 courses)
   a) ECON 102A, ECON 102B
   b) ECON 103A, ECON 103B
   c) One course chosen from ECON 123/ HISA 123, ECON 124, or ECON 125
   d) ECON 101/STAT 101 and ECON 107
   e) At least five additional upper-division courses in Economics worth four or five units, including at least one course from ECON 171 through ECON 187. Two two-unit courses can satisfy one four or five unit course.

Note Up to 4 units of internship credit may be counted toward the upper-division electives in Economics.
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
November 21, 2006

To be adopted:

Proposed Changes in the B.A. degree in Sociology/Law and Society

PRESENT:

Sociology Department requirements (56 units)

Students will not be admitted into the major until lower-division requirements are satisfied. All courses in the major must be taken for a letter grade.

1. Lower-division requirements (20 units)
   a) SOC 001, with a grade of “C” or better
   b) SOC 004, SOC 005 with a grade of “C” or better in each
   c) Two additional lower-division Sociology courses with a grade of “C” or better in each

2. Upper-division requirements (32 units)
   a) SOC 168 or 169
   b) A minimum of one course each selected from four of the following seven areas of emphasis:
      (1) Social Organizations: SOC 150, SOC 151, SOC 171, SOC 176/BSAD 176
      (2) Social Psychology: SOC 173, SOC 174, SOC 175, SOC 177G, SOC 178
      (3) Social Inequality: SOC 129, SOC 130, SOC 133, SOC 135
      (4) Urban Sociology: SOC 137, SOC 143/URST 143, SOC 182/URST 182, SOC 184
      (5) Criminology and Deviance: SOC 144, SOC 147, SOC 149, SOC 159, SOC 180
      (6) Social Institutions and Change: SOC 120, SOC 122, SOC 123, SOC 139/FVC 139, SOC 158, SOC 160, SOC 181, SOC 183G
      (7) Family and Gender: SOC 140, SOC 141, SOC 142, SOC 152, SOC 153
   c) An additional 12 elective units in Sociology
      (No more than 4 units may be in any combination of SOC 190, SOC 197, SOC 198I)

PROPOSED:

Sociology Department requirements (14 courses)

Students will not be admitted into the major until lower-division requirements are satisfied. All courses in the major must be taken for a letter grade.

1. Lower-division requirements (5 courses)
   SAME

2. Upper-division requirements (9 courses)
   SAME

c) An additional four elective courses in Sociology
   (Minimum 16 units). (No more than 5 units from any combination of SOC 190, SOC 197, SOC 198I).
3. Law and Society requirements (36 units)
   a) PHIL 007 or PHIL 007H
   b) LWSO 100
   c) One course chosen from the following:
      ECON 111, POSC 114, PSYC 012, SOC 004
      (or equivalent course in research methods)
   d) Three courses chosen from: ANTH 127,
      ECON 119, HISE 153, PHIL 165, POSC 167,
      PSYC 175, SOC 159
   e) Two courses chosen from: ENSC 174,
      HISA 120A, HISA 120B, HISE 123, PHIL 164,
      LWSO 175, POSC 111, POSC 166, POSC 168,
      POSC 186, SOC 147, SOC 149, SOC 180
   f) LWSO 193, Senior Seminar

Note: For section 3.d and 3.e combined, not more than
two courses may be taken from the same
department. In filling the dual requirements of the
major, students may not count more than two
courses toward both parts of their total
requirements.

Effective: Winter 2007

Justification:

Changing several of the department’s core courses from 4 units to 5 units requires recalculating the requirements for the Sociology majors and minor. The department is proposing to change the majors and minor from a required number of units to a required number of courses so that a change to 5 unit courses does not reduce the number of courses devoted to the major or minor. Also, the 32 units that was crossed out in the 'present' side of the major proposal was erroneous and was revised to be consistent with the requirements for the BA in SOC. #2 has been changed from 8 courses (32 units) to 9 courses (36 units). The change is in section 2c)

Approved by the Sociology Faculty: February 14, 2006
Approved by the Law and Society Program Committee: May 25, 2006
Approved by the Executive Committee, College of Humanities, Arts & Social Sciences: May 10, 2006
Approved by the Committee on Educational Policy: June 6, 2006
Endorsed by the Advisory Committee: June 12, 2006
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, and SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
November 21, 2006

To be adopted:

Proposed Changes to the Liberal Studies major

PRESENT:

1. Lower-division requirements (80 courses). Courses can be used to fulfill college breadth requirements.
   a) Science and Mathematics (24 units): MATH 005 or MATH 015, BIOL 002, BIOL 003 or BIOL 005A, BIOL 005B, CHEM 001A or CHEM 003, PHYS 002A or PHYS 016, GEO 002 or ENSC 001
   b) Humanities and Fine Arts (28 units): ART 001, ART 002, or ART 005, ENGL 031, CPLT 017A, DNCE 005, MUS 001 or MUS 006/ANTH 006, RLST 012/ETST 012, THEA 010 or THEA 070
   c) History and Social Science (28 units): ANTH 001, HIST 010, HIST 015, HIST 017A, POSC 010, SOC 001, WMST 001

2. Education component: All tracks require completion of EDUC 109 or EDUC 114, EDUC 139, EDUC 172, EDUC 177A

3. Upper-division requirements (44 units minimum). By the junior year (90 units) students must complete one of the following five tracks. All courses must be taken for a letter grade.

Track I: American Cultural Life

Seven upper-division courses from three

PROPOSED:

1. Lower-division requirements (20 courses). Courses can be used to fulfill college breadth requirements.
   a) Science and Mathematics (6 courses): MATH 004 or MATH 005 or MATH 015, BIOL 002, BIOL 003 or BIOL 005A, BIOL 005B, CHEM 001A or CHEM 003, PHYS 002A or PHYS 016, GEO 002 or ENSC 001
   b) Humanities and Fine Arts (7 courses): ART 001, ART 002, or ART 005, ENGL 031, CPLT 017A, DNCE 005, MUS 001 or MUS 006, RLST 012/ETST 012, THEA 010 or THEA 070
   c) History and Social Science (7 courses): ANTH 001, HIST 010, HIST 015, and HIST 017A, POSC 010, SOC 001, WMST 001

2. Education Component: All tracks require completion of EDUC 109 or EDUC 114, EDUC 139, EDUC 172, EDUC 177A.

3. Upper-division requirements (44 units minimum). By the junior year (90 units) students must complete one of the following five (5) tracks. All courses must be taken for a letter grade.

Track I: American Cultural Life: NO CHANGE
different disciplines.

Lower-division prerequisites: AHS 008/FVC 008 or AHS 021/URST 021, MUS 008

Upper-division courses: AHS 186/FVC 186, ENGL 130, ENGL 131, ENGL 132, ENGL 134, ENGL 136T, ENGL 137T/CASA 137T, ENGL 138A, ENGL 138B, ENGL 138T, ENGL 139, ENGL 139T, ETST 124, ETST 141A, ETST 141B, ETST 150, ETST 153/LNST 153, ETST 154, ETST 158, ETST 173, FVC 139/SOC 139, FVC 143 (E-Z), FVC 144 (E-Z), HISA 138, PHIL 108/WMST 108, PHIL 152, PHIL 166, POSC 113

Track 2: American Social and Institutional Life

Seven upper-division courses from three different disciplines.

Lower-division prerequisites: ETST 002 or ETST 004/HIST 004, SOC 003 or SOC 020


Track 3: Environmental Sciences

Lower-division prerequisites: ENSC 001, ENSC 002, CHEM 001A, CHEM 001B, CHEM 001C, MATH 005, POSC 010

Required upper-division courses: ENSC 100/SWSC 100, ENSC 101, ENSC 102, ENSC 191, ENSC 100L/SWSC 100L

Three courses from the following, with at least one course from each list:

(1) ENSC 143A/ECON 143A, ENSC 143B/ECON 143B, ENSC 143C/ECON 143C, ENSC 170, ENSC 172, ENSC 174

Track 2: American Social and Institutional Life: NO CHANGE

Track 3: Environmental Sciences

Lower-division pre-requisites: ENSC 001, ENSC 002, CHEM 001A, CHEM 001A, CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 001LC, MATH 005, POSC 010

Required upper-division courses: ENSC 100, ENSC 101, ENSC 012, ENSC191; either ENSC 100L or SWSC 100L.

Three courses from the following, with at least one course from each list:

(1) ENSC 143A/ ECON 143A, ENSC 143B/ECON 143B, ENSC 143C/ ECON
Track 4: Mathematics

Lower-division prerequisites: MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046

Required upper-division courses: MATH 112, MATH 131, MATH 133, MATH 136, MATH 144, MATH 153, MATH 171

Track 5: Biological Sciences

Prerequisites: Completion of the Life Sciences Core:

(1) BIOL 005A, BIOL 005LA, BIOL 005B, BIOL 005C

(2) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 112A, CHEM 112C, CHEM 112C

(3) MATH 009A, MATH 009B

(4) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 02LA, PHYS 02LB, PHYS 02LC

(5) STAT 100A or STAT 105 or STAT 120A

(6) BCH 100 or BCH 110A

Required course: BIOL 102

Select (6)six courses from the following: BCH 110B, BIOL 100/ENTM 100, BIOL 104/BPSC 104, 143C, ENSC 170, ENSC 172, ENSC174


BCH 100 or BCH 110A, BCH 110B, BIOL/ENTM 100, BIOL/BPSC 104, BIOL/BPSC/ENTM 112, BIOL 107A, BIOL 107B, BIOL 116, BIOL 117, PLPA 120, PLPA 134, BIOL/MCBL 121

**JUSTIFICATION:**

The Liberal Studies major is required to incorporate the renumbering changes departments have made to several of our lower division requirements and to allow for the unit value changes in a number of other courses.

Approved by the Liberal Studies Committee: January 12, 2006
Approved by the CHASS Executive Committee: May 31, 2006
Approved by the Committee on Educational Policy: June 6, 2006
Endorsed by the Advisory Committee: June 12, 2006

Campus Community,

In December of 2005 the Physics faculty voted to rename their department to the Department of Physics and Astronomy. The name change will emphasize their existing strengths - and intention to grow - in the astronomy and astrophysics fields. This has occurred at a time when the department is developing and implementing a plan to expand its faculty base in cosmology, space science, and observational astronomy. Appending “Astronomy” to physics department names is common among many universities that have such faculty strengths (e.g., UCI, USC, and UCLA).

The department has recently expanded its existing Astrophysics track and created a new Cosmology and Astroparticle Physics track within the Physics Ph.D. program. It expects to create a new Astronomy track as soon as additional Astronomy faculty are recruited. The department also plans to submit build a separate Ph.D. program in Astronomy and Astrophysics in the near future.

As of June 16th, all campus and system-wide procedures for approving a department name change have been completed, and I am happy to announce the new Department of Physics and Astronomy.

Ellen Wartella

Executive Vice Chancellor & Provost
June 13, 2006

TO  ELLEN A. WARTELLA
    EXECUTIVE VICE CHANCELLOR & PROVOST

FM:  M. M. MARTINS-GREEN
     CHAIR, RIVERSIDE DIVISION

RE:  PROPOSED PHYSICS NAME CHANGE

The proposed name change request from the Department of Physics was sent out to the relevant Senate Committees for review and comments, and the committees, including the Advisory Committee unanimously approved the name change to the Department of Physics and Astronomy as proposed.
May 24, 2006

TO: MANUELA MARTINS-GREEN, CHAIR
    RIVERSIDE DIVISION

FM: LYNDAA S. BELL, CHAIR
    COMMITTEE ON EDUCATIONAL POLICY

RE: CEP RECOMMENDATION ON THE PROPOSED NAME CHANGE FOR THE
    DEPARTMENT OF PHYSICS

The Committee on Educational Policy met on May 23 and discussed the proposal for a
name change for the Department of Physics. We fully support the faculty proposal for the
name change to the Department of Physics and Astronomy, in keeping with the practices
of other universities. We also understand there is a potential to bring in more
undergraduates with such a name change. At the same time, we hope that the EVC-P will
consult with the Physics faculty on all matters connected with the name change,
especially on plans for faculty recruitment.
June 1, 2006

TO: M. MARTINS-GREEN, CHAIR
    RIVERSIDE DIVISION

FR: S.E. CULLENBERG, CHAIR
    PLANNING AND BUDGET

RE: PROPOSED PHYSICS NAME CHANGE

The Committee on Planning and Budget supports the change in name of the Physics department and notes that the proposal was also approved by the Physics faculty, the Executive Committee of CNAS and the Dean. The name change will broaden the mission of the current department, incorporate expertise currently in existence in the department into that broader mission, and provide an effective framework for ongoing departmental planning and development.

CC: Wilfred Chen
    Conrad Rudolph
    Glenn Hatton
    Douglas Mitchell
    Tony Norman
    Vivian-L. Nyitray
    Subir Ghosh
TO: Manuela Martins-Green, Chair
    Riverside Division
    Academic Senate

FROM: John Ganim, Chair
      Committee on Academic Personnel

RE: Renaming of the Department of Physics

At its meeting of May 17, 2006, CAP discussed, at your request, the proposal to rename the Department of Physics as the Department of Physics and Astronomy. CAP does not have a recommendation to make on the proposal, since we are used to evaluating files that cross departmental and disciplinary boundaries. Nevertheless, some of our observations might be of use to the Advisory Council.

First, we note that the cover sheet states that Professor Zank has been promised a separate department as a condition of a retention offer. At least in the documents in the dossier, the only statement by the Dean relative to such a promise was an acknowledgement that Professor Zank would like a separate department of astrophysics.

Second, we note that the cover sheet states that the Provost has recommended against the name change. The statement we found in the dossier from the Provost asked for a delay to encourage thoughtful planning.

CAP understood that the members of the department, and future members of the department, in the subfield of astrophysics would want their research area to be clearly expressed in the name of the department, whether or not a future separate department devoted to astronomy will be established. Some members of CAP questioned whether the name change in fact is necessary, given the broad rubrics most large departments operate under, and given the increasing crossdepartmental and crossdisciplinary research at UCR.

CAP did not consider the advisability of creating a separate department of Astrophysics.
May 25, 2006

Manuela Martins-Green, Chair
Riverside Division
Academic Senate

At its meeting of Wednesday, May 24, 2006, the Graduate Council considered your memo (with attachments) dated May 11, 2006, regarding the proposed name change of the Department of Physics. The Council voted unanimously (with three recusals) to recommend approval of the proposed name change to the Department of Physics and Astronomy.

R. Robert Russell, Chair
Graduate Council

RRR/vb
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS AND SOCIAL SCIENCES
REPORT TO THE RIVERISDE DIVISION
November 21, 2006

To be adopted:

Proposed Changes to Political Science Minor

**PRESENT**

1. One **4-unit** lower-division course in political science, selected from POSC 005; POSC 010; POSC 015 or POSC 017; POSC 020

2. Twenty (20) upper-division units to be selected as follows:
   a) One course in each of the following areas:
      (16 units):
      (1) American Politics: POSC 100, POSC 101, POSC 143, POSC 145, POSC 146, POSC 148, POSC 149, POSC 166, POSC 167, POSC 170, POSC 171, POSC 172/URST 172, POSC 173, POSC 181, POSC 182, POSC 183, POSC 186
      (2) Comparative Politics: POSC 151, POSC 152, POSC 153, POSC 154, POSC 155, POSC 157, POSC 158/LNST 148, POSC 159, POSC 160, POSC 162/LNST 162
      (3) International Relations: POSC 123, POSC 124, POSC 125, POSC 126, POSC 127, POSC 128, POSC 129, POSC 130
      (4) Political Theory: POSC 110, POSC 111, POSC 112, POSC 113, POSC 116, POSC 122
    b) One additional course (4 units)

**PROPOSED**

1. One **5-unit** lower-division course in political science, selected from POSC 005; POSC 010; POSC 015 or POSC 017; POSC 020

2. Five upper-division courses to be selected as follows:
   a) One course in each of the following areas:
      (4 courses):
      (1) American Politics: POSC 100, POSC 101, POSC 143, POSC 145, POSC 146, POSC 148, POSC 149, POSC 166, POSC 167, POSC 170, POSC 171, POSC 172/URST 172, POSC 173, POSC 180, POSC 181, POSC 182, POSC 183, POSC 186
      (2) Comparative Politics: POSC 151, POSC 152, POSC 153, POSC 154, POSC 155, POSC 157, POSC 158/LNST 148, POSC 159, POSC 160, POSC 162/LNST 162, POSC 164
      (3) International Relations: POSC 123, POSC 124, POSC 125, POSC 126, POSC 127, POSC 128, POSC 129, POSC 130
      (4) Political Theory: POSC 110, POSC 111, POSC 112, POSC 113, POSC 116, POSC 122
    b) One additional course selected by the student from among those listed in (1) through (4) above.
JUSTIFICATION:

All of the lower division Political Science courses (POSC 5, 10, 15, 17, and 20) have been increased to five units. The Department is conforming to new catalog language by stating requirements in terms of courses rather than units. Also, POSC 159 and 164 have been added to the Comparative Government and Politics area. And POSC 180 has been added to the U.S. Government and Politics area.

APPROVALS:

Approved by the faculty of the Department of Political Science: October 3, 2005
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 1, 2006
Approved by the Committee on Educational Policy: May 2, 2006
Endorsed by the Advisory Committee: June 12, 2006
Public policy analysis is the use of decision-making theory and evidence-based methods to the study of substantive public policy problems. The objective of public policy analysis is to improve the quality of public policy-making by critically examining the design and relevance of public policies, their implementation and execution, and their impact on households, communities, and the society at large. By its very nature, policy analysis is multidisciplinary. Thus, for instance, policies to address health problems in society have to draw upon developments in philosophy, economics, political science, medicine, and ethics (among other disciplines).

PRESENT

1. Required Lower-Division Courses: Six (6) courses
   The following core courses are required of all students enrolled in the public policy major. These courses can be used to satisfy college breadth requirements.
   A. PBPL 001
   B. POSC 010 or POSC 015
   C. ECON 003
   D. PHIL 002 or PHIL 003
   E. HIST 017B or HIST 020
   F. One from: ECON 005, PSYC 011, SOC 005, STAT 040

2. Required Upper-Division Courses: Ten (10) courses between two tracks, with no more than seven (7) courses in one track.

   A. Health and Population Policy: ANTH147/WMST140, ANTH160, ECON129, ECON156, ECON183, ENSC141/SWSC 141/MCBL 141, ETST 116/HISA147, POSC 180, PSYC 178, PSYC 179, SOC 137, WMST 140/ANTH 147


   C. Economic Policy:
      ECON132, ECON 135, ECON117/PHIL 119,

D. Urban/Environmental Policy:
- ECON 121F, ECON143A/ENSC143A, ECON143B/ENSC143B, ECON146/URST 146, ENSC101, ENSC 141, ENSC143C/ECON143C, LWSO175J, PHIL117, POSC 127, POSC172/URST172, SOC 182/URST182, SOC 184

E. Policy Institutions and Processes:
- ECON116, ECON119, ANTH104, HIST111, HISA120B, LWSO100, LWSO193, PHIL165, POSC101, POSC146, POSC150, POSC167, POSC168, POSC170, POSC173, POSC186, PSYC175, RLST174, RLST175, SOC 150, SOC 151, SOC 159

F. International and Foreign Policy:

3. Public Policy Seminar/Colloquia
   In addition, during their junior and senior years, students will be required to enroll in PBPL191, seminar on Critical Issues in Public Policy, which will include attendance at public lectures to the campus community by outside speakers – typically policy makers, administrators and researchers – on timely and important policy issues facing the Inland Empire, the state, the nation, and the world. The Public Policy Initiative on campus already has a Public Policy Seminar series, which will become part of PBPL191.

4. Domestic or International Policy Practicum
   In the third or fourth year of the program (or during the summer between the third and fourth years), students will be required to do a policy practicum (PBPL198I). This will consist of an internship (paid or voluntary) on a policy issue or problem with a local, state or federal government agency, non-profit or for-profit organization, a trade association, a labor/trade union, or a public-affairs firm. Students will be assisted by the Public Policy Program Committee in locating internship opportunities. The summer internship will provide students with an opportunity to gain real-world experience and apply the analytical skills learned in the classroom. Students enrolled in the UCDC, UC-Sacramento or EAP programs can apply that experience toward the policy practicum requirement, and do not need to do a separate
5. Senior Thesis (for Honors Candidates Only)
Students who have an outstanding academic record in their coursework during the first three years of the program will have an option of becoming candidates for Honors in Public Policy during the spring quarter of their junior year. All honors candidates will have to enroll in a two-quarter senior thesis seminar (PBPL199H) that will culminate in a written thesis covering a real policy problem of the student’s choice. The thesis project could grow out of the practicum experience.

JUSTIFICATION:

The field of policy analysis has become critically important as societies have grown more complex and as governments and public organizations increasingly play a more active role in addressing social problems and influencing the quality of people’s lives. Policies are increasingly developed on the basis of information about household and community behavior, and programs and projects are regularly subjected to scientific evaluations and assessments. This has created a demand for professionals trained in public policy analysis among all levels of governments as well as among not-for-profit and for-profit organizations. At the same time, there is increasing interest among undergraduate students, especially those attracted to the pursuit of public service and energized by a desire to help make the world a better place, in explicit pre-professional and professional training that is connected to real-world policy issues and problems. A public policy major would address both the rising demand among local and state governments for policy analysts and the increasing demand among students for the study of social problems and their potential solutions.

The public policy major will prepare students for careers in public service. Undergraduate public policy programs have only recently started becoming very popular in U.S. universities, with universities such as Brown, Carnegie Mellon, Cornell, Stanford, UCLA, and USC offering an undergraduate major or minor in public policy.

The UCR Public Policy Initiative (PPI) was launched by CHASS in AY 2004-05. A steering committee was established to consider how the study of public policy could be furthered at UCR. Among the accomplishments of the PPI during that academic year were the launch of a Public Policy Seminar Series and a campus town-hall meeting to brainstorm the scope of public policy studies at UCR. In view of the tremendous campus-wide support for the PPI evidenced at the town-hall meeting, (i) the Executive Vice Chancellor appointed a university-wide task force to prepare a proposal for a School of Public Policy at UCR, and (ii) the Interim Dean of CHASS appointed a Public Policy Program Planning Committee to consider the establishment of an undergraduate curriculum in public policy. The Committee recommends that immediate steps be taken by faculty and administrators to establish both major and minor programs in Public Policy in CHASS.

Approvals:

- Public Policy Program Planning Committee 2/14/06
- CHASS Executive Committee 3/15/06
- Committee on Educational Policy 6/6/06
- Endorsed by Advisory Committee 6/12/06
To be adopted:

**Proposed Minor in Public Policy**

Public policy analysis is the use of decision-making theory and evidence-based methods to the study of substantive public policy problems. The objective of public policy analysis is to improve the quality of public policy-making by critically examining the design and relevance of public policies, their implementation and execution, and their impact on households, communities, and the society at large. By its very nature, policy analysis is multidisciplinary. Thus, for instance, policies to address health problems in society have to draw upon developments in philosophy, economics, political science, medicine, and ethics (among other disciplines).

**PRESENT**

**PROPOSED**

1. **Lower-Division Requirements:** Four (4) courses
   The following three core courses are required of all students enrolled in the public policy minor. These courses can be used to satisfy college breadth requirements.
   A. PBPL001
   B. One from: ECON 005, PSYC011, SOC 005, STAT 040, or HIST 017B or HIST 020
      In addition, students will need to take one of the following core courses:
   C. POSC 010 or POSC 015
   D. ECON 003
   E. PHIL002 or PHIL003

2. **Upper-Division Requirements:** Six (6) courses in **two** tracks
   A. Health and Population Policy:
      ANTH147/WMST 140, ANTH160, ECON129, ECON156, ECON183, ENSC141/SWSC141/MCBL 141, ETST116/HISA147, POSC 180, PSYC 178, PSYC 179, SOC 137, WMST140/ANTH147
   B. Social, Cultural, and Family Policy:
C. Economic Policy:
   ECON132, ECON135, ECON117/PHIL 119, ECON118,
   ECON152/BUS152, ECON153/BUS153,
   ECON160/BUS160, ETST109F, HIST124, PHIL116,
   POSC 164, POSC186

D. Urban / Environmental Policy:
   ECON121F, ECON143A/ENSC143A,
   ECON143B/ENSC143B, ECON146/URST146,
   ENSC101, ENSC141, ENSC143C/ECON143C, LWSO175J,
   PHIL117, POSC127, POSC172/URST 172, SOC 184

E. Policy Institutions and Processes:
   ECON116, ECON119, ANTH 104, HIST111, HISA120B,
   LWSO100, LWSO193, PHIL 165, POSC101, POSC146,
   POSC150, POSC166, POSC167, POSC168, POSC170,
   POSC173, POSC 186, PSYC 175, RLST 174, RLST 175,
   SOC 150, SOC 151, SOC 159

F. International and Foreign Policy:
   ECON187/LNST187, POSC120, POSC125, POSC126,
   POSC127, POSC129, POSC154, POSC155,
   POSC158/LNST148, POSC159, POSC160, POSC169,
   RLST173/POSC109, SOC 135, SOC 181

3. Public Policy Seminar/Colloquia
   In addition, during their junior and senior years, students will
   be required to enroll in PBPL191 (“Seminar on Critical Issues
   in Public Policy”), which will include attendance at public
   lectures to the campus community by outside speakers –
   typically policy makers, administrators and researchers – on
   timely and important policy issues facing the Inland Empire,
   the state, the nation, and the world. The Public Policy
   Initiative on campus already has a Public Policy Seminar
   series, which will become part of PBPL191.

JUSTIFICATION:

The field of policy analysis has become critically important as societies have grown more complex and as governments and public organizations increasingly play a more active role in addressing social problems and influencing the quality of people’s lives. Policies are increasingly developed on the basis of information about household and community behavior, and programs and projects are regularly subjected to scientific evaluations and assessments. This has created a demand for professionals trained in public policy analysis among all levels of governments as well as among not-for-profit and for-profit organizations. At the same time, there is increasing interest among undergraduate students, especially those attracted to the pursuit of public service and energized by a desire to help make the world a better place, in explicit pre-professional and professional training that is connected to real-world policy issues and problems. A public policy major and minor would address both the rising demand among local and
state governments for policy analysts and the increasing demand among students for the study of social problems and their potential solutions.

The public policy minor will prepare students for careers in public service. Undergraduate public policy programs have only recently started becoming very popular in U.S. universities, with universities such as Brown, Carnegie Mellon, Cornell, Stanford, UCLA, and USC offering an undergraduate major or minor in public policy.

The UCR Public Policy Initiative (PPI) was launched by CHASS in AY 2004-05. A steering committee was established to consider how the study of public policy could be furthered at UCR. Among the accomplishments of the PPI during that academic year were the launch of a Public Policy Seminar Series and a campus town-hall meeting to brainstorm the scope of public policy studies at UCR. In view of the tremendous campus-wide support for the PPI evidenced at the town-hall meeting, (i) the Executive Vice Chancellor appointed a university-wide task force to prepare a proposal for a School of Public Policy at UCR, and (ii) the Interim Dean of CHASS appointed a Public Policy Program Planning Committee to consider the establishment of an undergraduate curriculum in public policy. The Committee recommends that immediate steps be taken by faculty and administrators to establish both major and minor programs in Public Policy in CHASS.

Approvals:

Public Policy Program Planning Committee 2/14/06  
CHASS Executive Committee 3/15/06  
Committee on Educational Policy 6/6/06  
Endorsed by the Advisory Committee 6/12/06  

To be adopted:

Proposed Changes in the B.A. degree in Sociology

PRESENT:

Sociology Department requirements (56 units)

Students will not be admitted into the major until lower-division requirements are satisfied. All courses in the major must be taken for a letter grade.

1. Lower-division requirements (20 units)
   a) SOC 001, with a grade of “C” or better
   b) SOC 004, SOC 005 with a grade of “C” or better in each
   c) Two additional lower-division Sociology courses with a grade of “C” or better in each

2. Upper-division requirements (36 units)
   a) SOC 168 or 169
   b) A minimum of one course each selected from four of the following seven areas of emphasis:
      (1) Social Organizations: SOC 150, SOC 151, SOC 171, SOC 176/BSAD 176
      (2) Social Psychology: SOC 173, SOC 174, SOC 175, SOC 177G, SOC 178
      (3) Social Inequality: SOC 129, SOC 130, SOC 133, SOC 135
      (4) Urban Sociology: SOC 137, SOC 143/URST 143, SOC 182/URST 182, SOC 184
      (5) Criminology and Deviance: SOC 144, SOC 147, SOC 149, SOC 159, SOC 180
      (6) Social Institutions and Change: SOC 120, SOC 122, SOC 123, SOC 139/FVC 139, SOC 158, SOC 160, SOC 181, SOC 183G
      (7) Family and Gender: SOC 140, SOC 141, SOC 142, SOC 152, SOC 153
   c) An additional 16 elective units in Sociology (No more than 4 units may be in any

PROPOSED:

Sociology Department requirements (14 courses)

Students will not be admitted into the major until lower-division requirements are satisfied. All courses in the major must be taken for a letter grade.

1. Lower-division requirements (5 courses)
   SAME

2. Upper-division requirements (9 courses)
   SAME

     c) An additional four elective courses in Sociology
        (Minimum 16 units). (No more than 5 units from any combination of SOC 190, SOC 197, SOC 1981).
Effective: Winter 2007

Justification:

Changing several of the department’s core courses from 4 units to 5 units requires recalculating the requirements for the Sociology majors and minor. The department is proposing to change the majors and minor from a required number of units to a required number of courses so that a change to 5 unit courses does not reduce the number of courses devoted to the major or minor.

Approved by the Sociology Faculty: February 14, 2006
Approved by the Executive Committee, College of Humanities, Arts & Social Sciences: May 10, 2006
Approved by the Committee on Educational Policy: June 6, 2006
Endorsed by the Advisory Committee: June 12, 2006
To be adopted:

Proposed Changes in the B.S. degree in Sociology/Law and Society

PRESENT:

Sociology Department requirements (64 units)

Students will not be admitted into the major until lower-division requirements are satisfied. All courses in the major must be taken for a letter grade.

1. Lower-division requirements (20 units)
   a) SOC 001, with a grade of “C” or better
   b) SOC 004, SOC 005 with a grade of “C” or better in each
   c) Two additional lower-division Sociology courses with a grade of “C” or better in each

2. Upper-division requirements (44 units)
   a) SOC 110, SOC 168, 169
   b) A minimum of one course each selected from four of the following seven areas of emphasis:
      (1) Social Organizations: SOC 150, SOC 151, SOC 171, SOC 176/BSAD 176
      (2) Social Psychology: SOC 173, SOC 174, SOC 175, SOC 177G, SOC 178
      (3) Social Inequality: SOC 129, SOC 130, SOC 133, SOC 135
      (4) Urban Sociology: SOC 137, SOC 143/URST 143, SOC 182/URST 182, SOC 184
      (5) Criminology and Deviance: SOC 144, SOC 147, SOC 149, SOC 159, SOC 180
      (6) Social Institutions and Change: SOC 120, SOC 122, SOC 123, SOC 139/FVC 139, SOC 158, SOC 160, SOC 181, SOC 183G
      (7) Family and Gender: SOC 140, SOC 141, SOC 142, SOC 152, SOC 153
   c) An additional 16 elective units in Sociology (No more than 4 units may be in any combination of SOC 190, SOC 197, SOC 198I)

PROPOSED:

Sociology Department requirements (16 courses)

Students will not be admitted into the major until lower-division requirements are satisfied. All courses in the major must be taken for a letter grade.

1. Lower-division requirements (5 courses)
   a) SAME
   b) SAME
   c) SAME

2. Upper-division requirements (11 courses)
   SAME
3. Law and Society requirements (36 units)
   a) PHIL 007 or PHIL 007H
   b) LWSO 100
   c) One course chosen from the following: ECON 111, POSC 114, PSYC 012, SOC 004 (or equivalent course in research methods)
   d) Three courses chosen from: ANTH 127, ECON 119, HISE 153, PHIL 165, POSC 167, PSYC 175, SOC 159
   e) Two courses chosen from: ENSC 174, HISA 120A, HISA 120B, HISE 123, PHIL 164, LWSO 175, POSC 111, POSC 166, POSC 168, POSC 186, SOC 147, SOC 149, SOC 180
   f) LWSO 193, Senior Seminar

Note: For section 3.d and 3.e combined, not more than two courses may be taken from the same department. In filling the dual requirements of the major, students may not count more than two courses toward both parts of their total requirements.

Effective: Winter 2007

Justification:

Changing several of the department’s core courses from 4 units to 5 units requires recalculating the requirements for the Sociology majors and minor. The department is proposing to change the majors and minor from a required number of units to a required number of courses so that a change to 5 unit courses does not reduce the number of courses devoted to the major or minor.

Approved by the Sociology Faculty: February 14, 2006
Approved by the Law and Society Program Committee: May 25, 2006
Approved by the Executive Committee, College of Humanities, Arts & Social Sciences: May 10, 2006
Approved by the Committee on Educational Policy: June 6, 2006
Endorsed by the Advisory Committee: June 12, 2006
To be adopted:

Proposed Changes in the B.S. degree in Sociology

PRESENT:

Sociology Department requirements (64 units)

Students will not be admitted into the major until lower-division requirements are satisfied. All courses in the major must be taken for a letter grade.

1. Lower-division requirements (20 units)
   a) SOC 001, with a grade of “C” or better
   b) SOC 004, SOC 005 with a grade of “C” or better in each
   c) Two additional lower-division Sociology courses with a grade of “C” or better in each

2. Upper-division requirements (44 units)
   a) SOC 110, SOC 168, SOC 169
   b) A minimum of one course each selected from four of the following seven areas of emphasis:
      (1) Social Organizations: SOC 150, SOC 151, SOC 171, SOC 176/BSAD 176
      (2) Social Psychology: SOC 173, SOC 174, SOC 175, SOC 177G, SOC 178
      (3) Social Inequality: SOC 129, SOC 130, SOC 133, SOC 135
      (4) Urban Sociology: SOC 137, SOC 143/URST 143, SOC 182/URST 182, SOC 184
      (5) Criminology and Deviance: SOC 144, SOC 147, SOC 149, SOC 159, SOC 180
      (6) Social Institutions and Change: SOC 120, SOC 122, SOC 123, SOC 139/FVC 139, SOC 158, SOC 160, SOC 181, SOC 183G
      (7) Family and Gender: SOC 140, SOC 141, SOC 142, SOC 152, SOC 153
   c) An additional 46 elective units in Sociology (No more than 4 units may be in any combination of SOC 190, SOC 197, SOC 198I)

PROPOSED:

Sociology Department requirements (16 courses)

Students will not be admitted into the major until lower-division requirements are satisfied. All courses in the major must be taken for a letter grade.

1. Lower-division requirements (5 courses)
   a) Same
   b) Same
   c) Same

2. Upper-division requirements (11 courses)
   SAME
Effective: Winter 2007

Justification:

Changing several of the department’s core courses from 4 units to 5 units requires recalculating the requirements for the Sociology majors and minor. The department is proposing to change the majors and minor from a required number of units to a required number of courses so that a change to 5 unit courses does not reduce the number of courses devoted to the major or minor.

Approved by the Sociology Faculty: February 14, 2006
Approved by the Executive Committee, College of Humanities, Arts & Social Sciences: May 10, 2006
Approved by the Committee on Educational Policy: June 6, 2006
Endorsed by the Advisory Committee: June 12, 2006
To be received and placed on file:

The Executive Committee of the College of Engineering met 6 times during the 2005-06 academic year.

1. Course proposals

   - New Courses: 11
   - Course Changes: 60
   - Cross-listings: 1
   - Deletions: 5

2. Programs

   Proposals to change the Degree Requirements for Bioengineering, Chemical Engineering, Computer Science, Computer Engineering, Electrical Engineering, Environmental Engineering, Information Systems and Mechanical Engineering and the Computer Science Minor were submitted to the Executive Committee during the 2005-06 academic year.

3. Regulations and Bylaws

   There were 3 proposed changes to the College Regulations and for 0 the Campus regulations submitted for consideration during the 2005-06 academic year.

4. Student Petitions

   There were 7 student petitions presented to the Executive Committee in the 2005-06 academic year.

5. Scholarship Decisions

   **Degrees awarded**
   - B.S. end of Fall 2005: 40
   - B.S. end of Winter 2006: 29
   - B.S. end of Spring 2006: 144

   **Honors at Graduation**

<table>
<thead>
<tr>
<th></th>
<th>Honors</th>
<th>High Honors</th>
<th>Highest Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Winter 2006</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>8</td>
<td>3</td>
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</table>
### Students on Probation and Subject to Dismissal

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005</th>
<th>Winter 2006</th>
<th>Spring 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probation</td>
<td>73</td>
<td>82</td>
<td>61</td>
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<tr>
<td>Continued Probation</td>
<td>3</td>
<td>7</td>
<td>9</td>
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<tr>
<td>Subject to Dismissal</td>
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<td>72</td>
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<tr>
<td>Continued Subject to Dismissal</td>
<td>13</td>
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<tr>
<td>Dismissal</td>
<td>34</td>
<td>28</td>
<td>25</td>
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</table>

### 2005-06 Executive Committee:

- Teodor Przymusinski, Chair
- David Cocker
- Yingbo Hua
- Stefano Lonardi
- Nosang Myung
- Akula Venkatram
- Daniel Xu
- Joshua Yaghoubian, Student Representative
- Reza Abbaschian, Dean, *Ex officio*
- Mark Matsumoto, Associate Dean, *Ex officio*
- Chinya Ravishankar, Associate Dean, *Ex officio*
To be received and placed on file:

The Executive Committee of the College of Humanities, Arts, and Social Sciences met 11 times during the 2005-06 academic year.

1. **Course Proposals**

<table>
<thead>
<tr>
<th>Type</th>
<th>Quantity</th>
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</thead>
<tbody>
<tr>
<td>New courses</td>
<td>107</td>
</tr>
<tr>
<td>Courses changed</td>
<td>287</td>
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<tr>
<td>New E-Z segments</td>
<td>16</td>
</tr>
<tr>
<td>Courses deleted</td>
<td>7</td>
</tr>
<tr>
<td>Professional courses</td>
<td>0</td>
</tr>
<tr>
<td>Courses restored</td>
<td>9</td>
</tr>
</tbody>
</table>

2. **Majors**

   The Faculty approved the following new majors: Public Policy; Global Studies

   The Executive Committee approved changes in the following majors: Art History/Religious Studies; Anthropology; Anthropology/Law & Society; Business Economics; Chicano Studies; Economics; Economics/Administrative Studies; Economics/Law & Society; English; Ethnic Studies; Film and Visual Culture; French, History/Law & Society; Law & Society; Liberal Studies; Philosophy/Law & Society; Political Science; Political Science/Administrative Studies; Political Science/International Affairs; Political Science/Law & Society; Political Science/Public Service; Psychology/Law & Society; Russian Studies; Sociology (BS and BA); Sociology/Law & Society (BS and BA); Spanish; Women’s Studies

3. **Minors**

   The Faculty approved the following new minors: Law & Society; Global Studies; Public Policy

   The Executive Committee approved changes in the following minors: African American Studies; Anthropology; Asian American Studies; Chicano Studies; English; Ethnic Studies; Film and Visual Culture; French; Interdisciplinary Labor Studies; Lesbian, Gay, Bisexual, Intersexual, and Transgender Studies; Native American Studies; Political Science; Russian Studies; Women’s Studies

4. **Program Reviews**:

   The Faculty approved the following new programs: Doctorate in Music; Graduate Program in Ethnic Studies; Part-time Liberal Studies Program

   The Faculty approved the following new department: Departmentalization for Film and Visual Culture/Media Cultural Studies

5. **Regulations and Bylaws**

   **College**

   The committee approved the following new College regulation: NONE

   The committee approved the following new College bylaw: HS2.1.4

   The committee approved the following College regulation changes: HSR2.3.6 and HSR2.3.4

   The committee approved the following College bylaw changes: NONE

   **Campus**

   The committee approved the following Senate regulation change: R6.6.1

   The committee approved the following Senate bylaw change: 10.2

6. **Student Petitions**

   NONE
7. Scholarship Decisions

Degrees Awarded

<table>
<thead>
<tr>
<th>Degree</th>
<th>End of Session</th>
<th>Count</th>
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<tbody>
<tr>
<td>B.A.</td>
<td>Summer Session 2005</td>
<td>356</td>
</tr>
<tr>
<td></td>
<td>Fall Quarter 2005</td>
<td>193</td>
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<td>Winter Quarter 2006</td>
<td>248</td>
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<tr>
<td></td>
<td>Spring Quarter 2006</td>
<td>920</td>
</tr>
<tr>
<td>B.S.</td>
<td>Summer Session 2005</td>
<td>119</td>
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<tr>
<td></td>
<td>Fall Quarter 2005</td>
<td>92</td>
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<td></td>
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<td></td>
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8. Students/Academic Action

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005</th>
<th>Winter 2006</th>
<th>Spring 2006</th>
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</thead>
<tbody>
<tr>
<td>Restored to good standing</td>
<td>607</td>
<td>506</td>
<td>525</td>
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<tr>
<td>Subject to dismissal</td>
<td>629</td>
<td>620</td>
<td>604</td>
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<tr>
<td>Dismissed</td>
<td>73</td>
<td>119</td>
<td>138</td>
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<tr>
<td>Reinstated/rereadmitted</td>
<td>150</td>
<td>107</td>
<td>127</td>
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<tr>
<td>Probation</td>
<td>570</td>
<td>503</td>
<td>447</td>
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9. Honors at Graduation

<table>
<thead>
<tr>
<th></th>
<th>Cum Laude</th>
<th>Magna Cum Laude</th>
<th>Summa Cum Laude</th>
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<tr>
<td>Summer Session 2005</td>
<td>17</td>
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<td>Fall Quarter 2005</td>
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<td>5</td>
<td>3</td>
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<tr>
<td>Winter Quarter 2006</td>
<td>35</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>Spring Quarter 2006</td>
<td>130</td>
<td>52</td>
<td>26</td>
</tr>
</tbody>
</table>

Rene T.A. Lysloff, Chair (2005-06)

2005-06 Executive Committee:

Rene T.A. Lysloff, Chair
Peter Burke, Sociology
Marcelle Chauvet, Economics
Walter Clark, Music
Michael Foster, Lit. & Lang.
Andrew Jacobs, Religious Studies
Hendrick Maier, Lit. & Lang.
Toby Miller, English
Chandra Reynolds, Psychology

Ex Officio:

Joel Martin, Interim Dean
Scott Coltrane, Associate Dean
David Fairris, Associate Dean
To be received and placed on file:

The Executive Committee of the College of Natural and Agricultural Sciences met 13 times during the 2005-2006 academic year.

1. Courses and Curriculum:

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
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<tbody>
<tr>
<td>New Courses</td>
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<tr>
<td>Course Revisions:</td>
<td>85</td>
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<tr>
<td>Course Deletions</td>
<td>8</td>
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<tr>
<td>Course Restored:</td>
<td>1</td>
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<tr>
<td>Cross Listing:</td>
<td></td>
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<tr>
<td>Student Petition</td>
<td>1</td>
</tr>
<tr>
<td>Change in major requirements</td>
<td>33</td>
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<tr>
<td>Deletion of program</td>
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<tr>
<td>Disbanded Committee</td>
<td>0</td>
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<tr>
<td>Disciplinary Minors (revision)</td>
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<tr>
<td>New Interdepartmental Major</td>
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<tr>
<td>New Minor</td>
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<tr>
<td>Student Petition</td>
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2. Scholarship Decisions:

A. Degrees Awarded:

<table>
<thead>
<tr>
<th>Degree</th>
<th>End of Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. degrees</td>
<td>Summer 2005</td>
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<tr>
<td>B.S. degrees</td>
<td>Summer 2005</td>
<td>54</td>
</tr>
<tr>
<td>B.A. degrees</td>
<td>Fall 2005</td>
<td>8</td>
</tr>
<tr>
<td>B.S. degrees</td>
<td>Fall 2005</td>
<td>57</td>
</tr>
<tr>
<td>B.A. degrees</td>
<td>Winter 2006</td>
<td>18</td>
</tr>
<tr>
<td>B.S. degrees</td>
<td>Winter 2006</td>
<td>65</td>
</tr>
<tr>
<td>B.A. degrees</td>
<td>Spring 2006</td>
<td>19</td>
</tr>
<tr>
<td>B.S. degrees</td>
<td>Spring 2006</td>
<td>351</td>
</tr>
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</table>

<table>
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<tr>
<th>Honors</th>
<th>High Honors</th>
<th>Highest Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td>19</td>
<td>9</td>
</tr>
</tbody>
</table>

B. Students on probation and subject to dismissal:

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 2005</th>
<th>Winter 2006</th>
<th>Spring 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probation</td>
<td>389</td>
<td>326</td>
<td>296</td>
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<tr>
<td>Subject to Dismissal</td>
<td>326</td>
<td>274</td>
<td>217</td>
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<tr>
<td>Cont'd Subject to Dismissal</td>
<td>169</td>
<td>124</td>
<td>169</td>
</tr>
<tr>
<td>Dismissed</td>
<td>31</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>
3. Revision in the By-Laws and Regulations:

Three

2005-2006 Executive Committee Members

Richard Redak, Chair
Anthony Norman, Biochemistry
Derek Roff, Biology
David Johnson, Biomedical Sciences
Adam Lukaszewski, Botany/Plant Sciences
Mark Midland, Chemistry
David Oglesby, Earth Science
Joseph Morse, Entomology
Frederick Wilhelm, Mathematics
Edward Platzer, Nematology
Jeffrey Bachant, Cell Biology & Neuroscience
Richard Seto, Physics
James Borneman, Plant Pathology
Ken Baerenklau, Environmental Sciences
Changxuan Mao, Statistics
The Executive Committee of the Graduate School of Education met formally eight times and also dealt with numerous issues via email.

Degrees and credentials awarded:

- **Teacher Education Credentials:**
  - Multiple and Single Subject Credential: 57
  - Education Specialist Credential: 12
  - Administrative Services Credential (ASC): 5

- **Pupil Personnel Services Credential:**
  - School Psychology: 6

- **M.Ed.:** 70
- **MA:** 15
- **Ph.D.:** 6

**Major topics:**
- GSOE Issues
  - Election of Secretary of the Faculty
  - Faculty review of Dean’s “action agenda” for 2005-06
  - Instituted GSOE Executive Community on Blackboard (to increase communication, make meeting time more efficient)
  - Adoption of first GSOE Executive Committee Conflict of Interest statement
  - Approval and utilization of higher GSR salary scales
  - Recruitment: Professor to serve as Director of new C4 Initiative (John Levin); successful search in School Psychology, with offers extended to two faculty (candidates declined)
  - Held major Faculty Retreat, June, 2006
  - Approval of School-wide searches for 2005-06

**Curricular Issues**
- Streamlined procedures for course approvals by instituting A sub-committee to approve courses
- Review and approval of the following courses or changes:
  - ED 109, 110, 201A, 223A/B, 245E, 246S, 270, 004
Executive Committee:
Annual Report to the Riverside Division
[Cont.]

Ended planning of the Joint-Doctoral program in light of
Legislature approval for Ed.D programs at Cal State
Consideration of future Ed.D. programs in the GSOE
Discussion of Undergraduate Education Minor
Approval of new M.Ed. emphases in Special Education and
Reading, including a partnership with UNEX.
Discussion of future M.Ed. emphases, to be
developed in an unfolding manner over the next few
years.

New Collaborations
California Community College Collaborative (C4):
Director hired; search approved for second junior
faculty member
Establishment of the Math Science Initiative

Executive Committee Members:
Jan Blacher, Chair
Richard Newman
Natalie Becker
John Wills
Athena Waite, Director of Teacher Education, ex officio
Marcia Iamanaka, CFAO, ex officio
Associate Dean Sharon Duffy, ex-officio
Dean Steven Bossert, ex-officio
Report of the Meeting of the UC Assembly
Oct. 11, 2006

The first meeting of the assembly of the new academic year was called to order by Senate Chair, John Oakley at 10 a.m. on Oct. 11, 2006 at the Asian Cultural Center in Oakland. The substantive portion of the meeting began with comments by President Dynes. A full text of his report to the Assembly may be found at:

http://www.universityofcalifornia.edu/senate/assembly/oct2006/president.report.10.06.pdf

Pres. Dynes announced the appointment of Vice President of Agriculture and Natural Resources W.R. “Reg” Gomes was recently named to a two-year term as chair of the Board on Agriculture and Natural Resources (BANR). The Board is a major program of the National Research Council of The National Academies. More on the BANR can be seen at http://dels.nas.edu/banr/index.shtml.

During his remarks, Pres. Dynes focused primarily on the future of UC and his plans for maintaining the University of California as the world’s premier public university. First, he presented his thoughts on the future of the University of California:

The president feels we must be sure to identify ourselves as distinct from the private universities with whom we are competing for funding and students, and that this can be done by stressing our strength in terms of our size as a 10 campus University, and the diversity that size provides.

Currently, he is encouraging Chancellors and EVCs to identify and develop strengths on their specific campuses. The President’s position is that UC cannot afford to reproduce our campuses 10 times over. Rather, we must attempt a more integrated vision of the entire UC, giving us leadership in the UCs among our various programs. Also, argues Dynes, the faculty and students at any one campus have access to the wealth of programs at other campuses. This is what makes UC unique and must be maintained. The forces that are working to disassociate the campuses and disconnect them are destructive and must be resisted. For the UCs strength resides in the numbers. It is incumbent upon us to act as ONE university and make the most of UCs intellectual resources.

The president stressed RESEARCH: its development and delivery, and identified institutes of science and innovation as specifically important and noted some templates of such work, viz., QB3—Quantitative Biological Sciences Initiative, which combines the resources UCSF, Berkeley, and Santa Cruz on biological issues by bringing together research and innovation in a number of disciplines. Apparently, this initiative has had considerable success in drug development, clinical trials, etc. For Dynes, this is an example of harnessing the strength of several campuses, and frees UC from attempting to compete with private university development campus by campus. To paraphrase the president, we are not going to be able to raise billion dollars per campus. As a result, we will not be able to compete individually with endowments of the privates. Rather we must pull together intellectual strengths.

UC 2025: The president has constituted a “long-range guidance team” headed by Provost Hume and VP Darling to consider the future of the UC; this team composed of VPs, Regents, students, etc. When it is completed, Dynes will become traveling ambassador for this program which will advocate the following:
1. The Power of 10 (campuses).
2. Cal-Teach: UC’s commitment to deliver 1000 science and math teachers per year for k-12.
3. The development of a global strategy beyond single-campus global partners. In particular, the president has been developing working partnerships with universities and university systems in China, Canada, and Mexico, and is investigating connections to India and African nations.
   a. The President envisions a “10 + 10” strategy, developing connections between the UC campuses and the “top 10” campuses in China. He relates that the Chinese are emulating the UC masterplan and a transfer program as a national plan to create an innovative and creative economy. The UCs can expect 300 fellowships to come to UC from China (funded by Chinese government).
   b. Similar negotiations are in the beginning stages with India.
   c. At this point the Governor’s office is supportive of these efforts and that support is expected to continue.

During the question and answer period, President Dynes addressed a number of issues of particular importance to the UCR faculty. Among them were questions about competitiveness in faculty salary vis-à-vis the privates and in light of the increases in costs for benefits, retirement. What is the long-term plan for maintenance?

The president replied that pointing out that the retirement fund is still at more than 100% (i.e., above its obligations), but the curve is downward. If we don’t increase our contributions to the pensions, we will have difficulty maintaining it above 80%. In terms of minimizing the impact on take-home pay, he wishes to see to it that the state makes up most of the 15 to 16 percent input that will be necessary to maintain the fund. As for salaries, the goal is for them to increase throughout the process. It is impossible to know precisely what will be required in terms of individual contribution, since much is dependent on the market performance of the fund. The president’s model assumes a 7.5% yield, which give us “some breathing space.” Also, the president is counting on the governor’s guarantee of salary increases so that by 2010 or 2011 we will be competitive with our comparison eight.

The president was also queried about support for graduate education. If, as we presume, graduate education is the engine of economic development in the state, we face dire consequences if we do not have and adequate ratio of graduate to undergraduates on our campuses. It becomes increasingly difficult to compete. President Dynes replied that Non-resident tuition (for foreign students) is part of the problem. Currently those passed to candidacy allowed reduced fee. The rationale for this is 1. Partly to decrease costs for non-resident students. 2. Partly to motivate to move students to candidacy. The issue of completely doing away with Non-Resident Tuition is politically volatile. Further, according to Dynes money paid in NRT comes back to the campuses and that is at the campuses’ discretion as to how to spend it. According to Chris Newfield, Chair of system-wide Planning and Budget, this money is not coming back dollar for dollar to the campuses but rather is subject to a rather complicated formula for redistribution.

After President Dynes left, Chair Oakley outlined the primary goals and issues for the Assembly this year.

First, assembly must continue to impress upon the constituency of the UC that we are not a “holding company” but a University and need to be sure to present ourselves in that way (especially to the Regents):
1. The assembly would like to keep a chief operating officer as an academic. The Regents seem opposed to that. They are looking professional managers.

2. Current tenor amplifies the faculty role; Regents seem to believe in concept of shared governance and are unwilling to subvert that position, despite their somewhat tenuous support of OP.

Other issues:

3. Faculty salaries and compensation. A tricky situation given the current relationship with things like S.F. Chronicle. The Assembly leadership and OP are trying to address that issue now without drawing unwarranted criticism.

4. Must implement the existing consensus that we should not be affectively charging tuition to non-resident graduate students. This is a difficult political position. Costs—almost nothing in terms of the UC budget.

5. Faculty Welfare: Faculty Salaries are approximately 1 billion dollars per year. The overall UC payroll is 2 billion $. It would take 100 million for a 10% bump. Difficult issue is how to meet medical care costs (as well as salaries) by 2%, which is necessary.

6. Mercer scale on senior management group. Currently it means slotting: i.e., different salaries based on where ones works (e.g., the EVC at Merced makes less than say Berkeley). This seems to fly in the teeth of the 10 campus=1 university model. A rgential task force is in place to rethink the “slotting” program (partly was established using USN&WR prestige rankings).

7. National Labs (Los Alamos and Livermore) issue. Special concern has been to be able to guarantee research freedom even as the labs become limited liability companies held in conjunction with the UCs. Part of the issue is how will the external review be continued? A University task force on the national labs (ACSONL ) put forward a number of recommendations (and requests) to keep academics involved in lab oversight and administration. The U.C. Council unanimously supported Dynes’ attempts to maintain academic control over the labs.

The Assembly then turned to agenda items. The first was the relation of the University to tobacco industry supported research. The university had been asked by Lt. Governor Cruz Bustamante to rethink its position regarding the acceptance of funds from the tobacco industry to subsidize research. In response the Academic Council passed the following resolution, subject to ratification by the Assembly:

“The Academic Council instructs the Chair of the Council to advise the President that grave issues of academic freedom would be raised if the Regents were to deviate from the principle that no unit of the University, whether by faculty vote or administrative decision, has the authority to prevent a faculty member from accepting external research funding based solely on the source of funds. Policies such as the faculty code of conduct are already in place on all campuses to uphold the highest standards and integrity of research. The Academic Council believes that the Regental intervention on the basis of
assumptions about the moral or political standing of the donor is unwarranted."

After extended debate, the Assembly passed the resolution by a vote of 27 in favor, 16 opposed. In an effort to further clarify the Assembly’s position on this issue, two further resolutions were passed by a strong majority (a show of hands):

"The Assembly declares its deep disapproval of funding arrangements in which an appearance of academic freedom belies an actual suppression of academic freedom."

and

"The Assembly asserts its conviction that past funding arrangements involving the tobacco industry have been shown to suppress academic freedom."

The assembly also took up the issue of Academic Senate interaction between UC faculty and the National Laboratories and voted unanimously to adopt ACSCONL’s proposal to ensure UC faculty expertise in the management of the Los Alamos National Laboratory and the Lawrence Livermore National Laboratory. A full text of this statement may be found at
http://www.universityofcalifornia.edu/senate/assembly/oct2006/faculty.lab.relations10.06.pdf.

Submitted by

Joseph Childers
Senior Assembly Representative
UC Assembly, Wed. June 14, 2006

The meeting was called to order at 10:00 a.m.-2:00 p.m.

I. Roll Call.

II. Minutes approved

III. Prior to the meeting, President Dynes had sent a written statement on several topics. [see attached]

In his oral presentation, Dynes opened with a discussion of the recent Regents’ meeting which focused on compensation issues. The Regents had reviewed the various audits conducted recently and endorsed their recommendations for transparency and for following established policy.

He elaborated on the five part action plan:

1. Establish a closer working relationship between the administration and the Regents.
3. Require full disclosure of all compensation issues to the Regents, Governor, and Legislature.
4. Construct a new human resources system for senior management in the short run and for all in the long run.
5. Move from a culture of exception to a culture in which exceptions are rare.

Dynes said that to keep UC competitive we must balance entrepreneurship with transparency.

Dynes then discussed the final stages of the deliberations over the State budget.

The Regents are discussing raising student fees to meet the growing needs of the state such as 200 million, to expand medical programs and substantial funds to cover academic preparation and increase student diversity.

He noted that the move toward a digital library would result in cost reductions that will provide funds for other needs.

He announced the appointment of Rory Hume as the new Provost and Jeffrey Blair as the Acting Comptroller.

The floor was open for questions:
Question: Has UCOP become too large and less effective? Could things be done better on the campuses with a smaller staff at UCOP? Is there a plan for cutting the size of the staff of UCOP?

Dynes said that 1500 people work at UCOP and that there is a committee headed by Hume to look at the size of UCOP.

Question: Professor Anthony Norman raised a question on faculty salaries for the coming year.

Dynes said that we do have the compact with the Governor and thus an assured amount for increases, but that he would hope for more.

Question: Professor Manuel Martins-Green asked about the enrollment policies and explained how UCR is being disadvantaged by there being no caps for enrollment on other campuses.

Dynes said that they are discussing this issue.

Question: Will the 200 million for medical programs only go to existing medical programs?

Dynes said that legislature wants to support disadvantaged regions, rural and urban. All depends on the 200 million bond issuing passing in November that would authorize the funds in 2007-08.

Questions: John Oakley said that he has recommended that there be a System wide Ombudsman. Is there a move in this direction?

Dynes said that everything is up for grabs and that this issue is being debated.

Question: What is Dynes’ view of the new UC/Bechtal partnership at Los Alamos?

He said that the quality of the science being done needs to be overseen by UC faculty especially as the Lab becomes more of a business. At the same time, those outside are seeing the university as being more of a business, and this perception has consequences.
The new three volume budget of the Lab will be at UCOP, and a committee with substantial faculty input will be involved in decision making. There is much concern about avoiding conflicts of interest.

**Report from UCAP:**

Anthony Norman reported that UCAP conducted a survey in the fall of CAP practices and cultures in the system. They are very different on different campuses. It is supposed to be one system, but that is not the case. They are working on changes to the APM 220 18B which covers Professor Step 6 and Above Scale. They are rewriting the language for these rankings.

He said that the Academic Council and Provost Hume have asked for a review of the merit and promotion system. There is concern about how Off Scale is used on different campuses.

As for salaries in general, it has been twelve years since we were at parity with the comparison eight schools.

Guiding principles for what is needed:

1. Restore faculty compensation at all ten campuses.
2. Create a rank and step system that is fair.
3. Create Salary schedules that are connected to disciplines and fields. Each field has a different salary scale.
4. Faculty must consider market value issues and be in dialogue with Governor, Regents and Legislators on these matters.

The faculty must have contingency plans if leaders do not agree with these issues.

**Report from UC Committee on Faculty Welfare:**

Professor Russell:

1. Contributions to retirement funds: the UCFW produced a written briefing on where it stands. Retirement funds are not at risk. The State backs the UCRP. But we also need to keep the funding at 100%, and after many years of there being no required contribution form faculty, we now must resume modest contribution by individual to keep the fund strong.

2. Parking: UCFW has recognized that for several years parking has been an irritant. UC says it must be self-supporting, but we know that most employers provide parking. The Master Plan put forth parking as a privilege, but the administration has always charged faculty. The fees go to pay for bike paths, new spaces, and buses. There has been no formal consultation with Senate about parking. In June, 2002, the Council adopted a set
of parking principles. The Assembly says that the budget for new building should include funds for parking spaces. Negotiations are on-going.

UC Committee on planning and budget:

Stanley Glance:

1. UCPB has been working with UCFW on compensation issues.

2. UCORP has been revising protocols for the California Science and Information Institute in Southern California for more active Senate engagement at the campus level.

3. UCPB has also raised concerns about the Los Alamos partnership.

4. There will be a report forthcoming on:

   --The privatization model such as U. Michigan and U. Virginia. Would that mean UC would need one and a half billion per year. This is impossible.

   --Massive fee increases of $20K per year. We currently face a shortfall of 20 million per year because of the decline of non-resident applicants. Michigan has seen financial success with its model, but its standing has slipped.

   --They have one-third of their students coming from out of state in order to bring the high fees.

   --UC must get public support back. UC needs an additional one and half billion per year and all California public colleges need an additional three billion total to be sound.

The meeting was adjourned at 2:00pm.

Emory Elliott
Delegate, Academic Assembly
PRESIDENT ROBERT C. DYNE
DISCUSSION TOPICS FOR THE MEETING OF
THE ASSEMBLY OF THE ACADEMIC SENATE
WEDNESDAY, MAY 10, 2006

BUDGET AND FUNDING

Hearings on the University’s operating and capital budgets continue, although no actions are being taken by the subcommittees pending release of the Governor’s May revision, due out in mid-May. Subcommittees will conclude their work during the week of May 15, and it is expected that the Assembly and Senate versions of the budget will be submitted to a budget conference committee in early June to iron out differences. We are hopeful the budget will be approved on time, by July 1.

EXECUTIVE COMPENSATION ISSUES

On April 13, the Task Force on UC Compensation, Accountability, and Transparency issued its report, which can be found at:

On April 24, PricewaterhouseCoopers presented the findings of its audit of compensation and employment arrangements of selected UC employees, and it can be accessed on our Web site at http://www.universityofcalifornia.edu/news/compensation/.

On May 2, the Bureau of State Audits released its audit of UC compensation practices, which focused on 100 campus and Office of the President senior management positions. The results of that audit can be found at http://www.bsa.ca.gov/pdfs/reports/2006-103.pdf.

I have taken action to begin rectifying the University’s compensation problems and prevent them from happening again. These actions include:

• Immediate and full disclosure of executive compensation decisions by the Regents.

• A requirement that all exceptions to compensation policy for senior managers receive my approval in consultation with the Regents, as an interim policy.

• A requirement that all separation agreements for key positions or with a value of more than $100,000 be approved by the Regents, as an interim policy.

• A requirement that the general counsel and vice president for financial management review all presidential offers of employment before they are made.

• A requirement that renovations to chancellors’ residences and offices costing in excess of $25,000 receive the approval of the president, with Regents’ approval required for projects on the president’s residence or office costing in excess of $25,000.

• Training for executives to ensure compliance with University policies.
• Ethics training for all UC employees, including communications about existing whistle-blower programs and anti-retaliation policies.

• Appointment of a central coordinator for Public Records Act requests coming in to the Office of the President.

• Establishment of an Implementation Committee to recommend action on the policy issues raised by the Task Force on UC Compensation, Accountability, and Transparency.

• Development of a modern, comprehensive, integrated human resources information system for executive compensation.

• Issuance of corrected W-2 forms for 20 senior managers, including myself, to reflect benefits that the University did not properly report as taxable compensation.

In addition, with The Regents, we have a process underway to achieve fundamental and long-lasting reform. That process consists, first, of examining the findings of the audits and reviews that both the University and the State have commissioned—the most exhaustive and complete review of UC compensation ever conducted. And second, it consists of working with The Regents at their May meeting to begin adopting long-lasting corrective actions.

GOVERNMENT RELATIONS

State Governmental Relations

Update on 2006 University-Sponsored Legislation

• **SB 1520 (Ducheny):** The University is sponsoring this urgency measure to ensure the University’s health system can effectively implement the Medi-Cal hospital finance waiver. Specifically, SB 1520 clarifies that the five UC academic medical centers are a “system” for the purposes of the Medi-Cal hospital financing waiver. SB 1520 passed the Senate Health Committee without opposition on March 29, and was assigned to the Senate Appropriations Committee. Since the bill does not increase State General Fund costs or reduce State revenues, under California Senate rules, the bill will move directly to the Senate floor without a hearing in Appropriations Committee. Because SB 1520 received no opposition in the Health Committee, it will be placed on the Senate floor’s consent calendar to be acted upon with other non-controversial measures in a single vote.

• **SB 667 (Migden):** In addition, the University will be continuing its efforts begun last year on sponsored legislation related to competitive bidding. SB 667 would allow UC to select the most responsible bidder for a construction project on the basis of the best combination of price, qualifications, relevant experience, and demonstrated management
competency. The University continues to meet with contractor and union organizations to work out their concerns about allowing some subjectivity in the awarding of construction contracts. The bill awaits a hearing in the Assembly Business and Professions Committee.

- **CSMP and APLE:** Finally, the University will also be pursuing efforts to reauthorize the California Subject Matter Projects (CSMP) and to expand the Assumption Program of Loans for Education (APLE) to assist students who plan to become math, science, and special education teachers.

**Legislative Consideration of UC Compensation Policies and Practices**

While no new hearings are currently scheduled on UC compensation matters, the subject will continue to be a focus of the Legislature as it considers the following compensation-related legislation. In addition, the Assembly has indicated that it will consider the University’s compensation issues following the release of the State Auditor’s report, which occurred on May 2.

**Budget Hearings**

On April 17, the Senate Budget and Fiscal Review Subcommittee No. 1 on Education reviewed the University’s State-funded support budget, but did not take action, pending release of the May Revision of the Governor’s proposed spending plan. Vice President--Budget Larry Hershman represented the University during the hearing. Subcommittee members reviewed issues such as student enrollments, fees, student academic preparation, nursing program augmentations, the Governor’s math and science initiative, and State-funded research.

They also heard an update on UC compensation practices by Robert Hertzberg, Co-Chair of the Task Force on UC Compensation, Accountability, and Transparency, which was particularly well received. Mr. Hertzberg is a former California Assembly Speaker. Senator Jack Scott, who chairs both the budget subcommittee and the Senate Education Committee that held two hearings on UC compensation matters in February, asked that Mr. Hertzberg assist the subcommittee and the Legislature in drafting UC compensation reporting language for the Senate’s budget bill.

**Compensation-Related Legislation**

**SB 1117 (Denham):** This bill expresses the Legislature’s intent to “propose that the people of the state amend the California Constitution to eliminate the independence of the University of California if the University refuses to voluntarily disclose the system of compensating University of California management executives.” The bill also asks the University to disclose annually to the Legislature all compensation provided to its management executives. SB 1117 is not yet scheduled for hearing.
SB 1181 and SB 1571 (Maldonado): These two UC compensation related measures were introduced by Senator Abel Maldonado. SB 1181 would require the California Postsecondary Education Commission (CPEC) to produce a biennial Supplemental Report on Academic and Executive Salaries at UC, CSU, and the California Community Colleges, including the total amount of remuneration and other benefits each senior level higher education executive/manager receives. Also, SB 1571 would require the California State University and the California Community Colleges to (1) post on the Internet their policies for setting and adjusting compensation, as well as their policies for approving transfer agreements, separation agreements, and settlement agreements for all employees, including information on the total value of settlements reached between them as employers and their employees, and (2) report on the total compensation provided to executive and senior-level administrators at both the systemwide and campus levels; the bill asks the University to provide this same information.

On April 27, the Senate Education Committee passed SB 1181. In approving this bill, Chair Jack Scott announced that it would be amended to require the California Postsecondary Education Commission to develop a template for UC and CSU to provide information on the total compensation of its senior executives. The California Community Colleges were removed from the bill. The bill will be heard next by the Senate Appropriations Committee. Given the reporting requirements now amended into SB 1181, SB 1571 was held by the Committee.

*Assembly Judiciary Committee passes three bills of interest to the University*

On April 18, the Assembly Judiciary Committee advanced three bills that are being followed closely by the University:

- **AB 2260 (Negrete McLeod):** This bill deals with special licensing programs that permit foreign physicians to practice at sponsoring California public and private medical schools and their affiliated hospitals. The University supports the bill that would allow these foreign physicians to practice with all the rights and privileges of a California medical license. The bill will be heard next by the Assembly Appropriations Committee.

- **AB 2179 (Leslie):** This bill provides for indemnification of UC Regents, Officers, employees, and contractors due to claims resulting from decisions not to invest in firms with significant business activities that benefit the Sudanese government. The University supports the bill, which will be considered next by the Assembly Higher Education Committee.

- **AB 2721 (Mullin):** This bill would create a State Office of Intellectual Property in the State Department of General Services to track State-funded research, among other provisions, will be heard next by the Assembly Business and Professions Committee. The University has not yet taken a position on AB 2721.
Medical center leaders carry UC message to lawmakers

On April 17, Chief Executive Officers from the University’s five academic medical centers visited 36 offices of the Legislature, nearly one-third of the Capitol's legislative offices. The CEOs were in Sacramento visiting lawmakers and legislative staff as part of the annual UC Academic Medical Center Day. The CEOs highlighted the special services provided by the University’s academic medical centers and the significant support provided to medical education and research. They also explained why each hospital is unique, outlined the challenges facing UC teaching hospitals, and discussed how the hospitals can be an educational resource for legislators and staff. Associate Vice Chancellor and CEO David Callendar of UCLA, CEO Mark Laret of UC San Francisco, CEO Rich Liekweg of UC San Diego, Acting CEO Bill McGowan of UC Davis, and Interim CEO Maureen Zehntner of UC Irvine participated in the day's activities.

State Infrastructure Bond Proposals

Legislative leaders continue to meet to work out details on an infrastructure bond for the November ballot. The education portion of the infrastructure bond seems to remain unchanged from the version negotiated last month, which provided UC with $345 million per year for four years for base capital needs and $200 million for medical education facilities expansion. Legislators are still discussing whether they will authorize one two-year education bond (for the November 2006 ballot) or two two-year education bonds (for the November 2006 and 2008 ballots). Legislators have until June 29 to place a bond on the November ballot; they have until early August to place a bond on a supplemental November ballot.

PRESIDENT’S ADVISORY COMMISSION ON AGRICULTURE AND NATURAL RESOURCES

The President’s Advisory Commission on Agriculture and Natural Resources (PAC) brings together senior leaders from the University of California and the State’s agricultural, natural resources, environmental and human resources sectors twice a year. Former President Richard C. Atkinson established the PAC to strengthen communication with these important sectors, reinvigorate the University’s land-grant mission, and build greater understanding and support for research, Cooperative Extension and teaching programs. I decided to continue the PAC when I became president in October 2003. Commissioners are appointed to an initial three-year term and are eligible for a second term.

During the President’s Advisory Commission meetings, participants share new information and ideas, discuss emerging issues facing California’s agricultural, natural resources and related human resources sectors, and gain exposure to and awareness of high-priority issues and challenges in which UC can make a difference through research, instruction and public service. The Provost and Senior Vice President--Academic Affairs, the Vice President--Agriculture and Natural Resources, and I attend and participate in PAC meetings. The Senior Vice President--University Affairs and Vice President--Budget also attend, as appropriate.
To facilitate and encourage discussion, the President’s Advisory Commission meetings feature formal presentations by University academics and commissioners on emerging and high-priority issues. For example, the major presentation topic at the Spring 2006 PAC meeting held last month in Berkeley was, “Invasive Pests and Diseases: Plant, Insect and Microbial Threats to California.”

Three UC presenters--Timothy Paine, Professor of Entomology and ANR Program Leader for Agricultural Policy and Pest Management, UC Riverside; Carol Cardona, CE Veterinarian and Poultry Specialist, UC Davis; Edwin Grosholz, Associate CE Marine Specialist, UC Davis--and Kevin Andrew, Commissioner and Senior Vice President -- Operations for Sun World International, shared their insights and expertise. Their presentations focused on terrestrial systems, preparing for avian influenza, marine and aquatic invasive species, and the challenges facing California agriculture, respectively, followed by an open discussion on research and extension needs.

Major presentation topics at the previous three PAC meetings included: “Food Biosecurity and Agricultural Bioterrorism: Risks, Threats and Challenges,” “International Trade and Global Competition,” and “Nutrition, Food and Health: Research and Education Making a Difference for Californians.”

The President’s Advisory Commission also has been successful in strengthening industry and public support for research, public service and teaching programs at UC, communicating the University’s role in creating and disseminating the new technologies and scientific advances that California agriculture and other businesses rely on to stay competitive, and expanding the network of advocates working on behalf of UC in Washington, D.C. and Sacramento. There are currently 25 commissioners; nearly 50 individuals have served on the PAC since it was established in 1998.
UNIVERSITY OF CALIFORNIA, RIVERSIDE

ENDOWED CHAIRS:

ESTABLISHMENT, ADMINISTRATION,
and APPOINTMENT OF FACULTY

ROLES AND RESPONSIBILITIES,
PROCEDURES AND POLICIES

University Advancement

Approved June 15, 2006
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Endowed Chairs and Professorships
EXECUTIVE SUMMARIES

WORKFLOW, ROLES AND RESPONSIBILITIES
EXECUTIVE SUMMARIES

ESTABLISHING ENDOWED CHAIRS

1. WORKFLOW

1. Director of Development (DOD), Dean, Donor discussion.
2. DOD completes and sends Initial Request to Name form with dean’s signature to Associate Vice Chancellor for Development (AVCD).
4. Draft Gift Agreement/Initial Request to Name to Vice Chancellor University Advancement who consults with Executive Vice Chancellor and Provost (EVC/Provost) or designee.
5. EVC/Provost or designee consults with Vice Chancellor for Academic Planning & Budget who instructs Director Donor Research & Relations to send proposed endowed chair documentation to Chair, Academic Senate for recommendation.
6. Senate Chair recommendation memo sent to EVC/Provost’s office within two weeks.
7. DOD gets Gift Agreement signed.
8. Director Donor Research & Relations writes Office of the President (UCOP) Item for Action and letter of transmittal for Chancellor, and gets complete chair packet to EVC/Provost or designee.
9. EVC/Provost signs and dates Item and gives packet to Chancellor’s Office for transmittal to UCOP.
10. Chancellor’s Office sends signed letter, chair packet to UCOP.
11. Chancellor’s Office distributes approval letter from UCOP.
2. ROLES AND RESPONSIBILITIES FOR ESTABLISHING, ADMINISTERING
AND APPOINTING ENDOWED CHAIRS

Executive Summary: Section III. ESTABLISHING ENDOWED CHAIRS

CHANCELLOR’S OFFICE
Naming
• Sends approval/transmittal letter with naming packet to UCOP
• Distributes UCOP approval letter to EVC/Provost, VCUA, AVC Development, Vice Provost for Academic Personnel, and appropriate Dean/Chair.
• Sends original documents to University Advancement, Office of Finance and Administration for permanent archives.

EXECUTIVE VICE CHANCELLOR AND PROVOST OR DESIGNEE
Naming
• Reviews and approves recommendations in consultation with Chancellor and Vice Chancellor Academic Planning and Budget.
• Signs and dates UCOP Item for Action with background information and sends to Chancellor for submission to UCOP President.

VICE CHANCELLOR ACADEMIC PLANNING AND BUDGET
• With EVC&P or designee, reviews proposed chair documentation.
• Once approved, instructs Director, Donor Research and Relations to forward proposed endowed chair documentation to the Chair of the Academic Senate.
• Facilitates review of proposed chair by Academic Senate Committee on Planning and Budget.

DEAN OR DEPARTMENT CHAIR AND UNIT DEVELOPMENT OFFICER(S)
In coordination with the Development Office:
• Works with donors.
• Identifies a faculty FTE for the proposed chair.
• Consults with and gets approval from affected faculty.
• Completes the Initial Request to Name form.
• Prepares proposal and draft gift agreement.
• Sends completed packet to Director, Donor Research & Relations, Development Office for Gift Review Committee.
• Is prepared to address Academic Senate committee questions regarding proposed chair and its place in the unit’s long-term plan.

ACADEMIC SENATE CHAIR AND APPROPRIATE COMMITTEES
Naming
• Reviews documentation.
• Sends recommendation memo to EVC/Provost or designee with cc: to Vice Provost-Academic Personnel and Director, Donor Research & Relations.

UNIVERSITY ADVANCEMENT
Associate Vice Chancellor Development or designee
• Coordinates all contacts and discussions with prospective donors.
• Signs and secures VCUA signature on Initial Request to Name and forwards it and proposal to EVC&P to review with Vice Chancellor Academic Planning and Budget.
• Obtains signatures on final gift agreement, attaches copy to proposal, forwards to EVC/Provost.
Director, Donor Research & Relation, Office of Development
- Coordinates the naming process through campus.
- Drafts UCOP Item for Action proposing the endowed chair with information from dean.
- Drafts transmittal letter for the Chancellor to UCOP.
- Sends proposal packet (Item for Action, copy of the signed gift agreement, Initial Request for Naming form, and other pertinent documentation) to the EVC/Provost’s office.

University Advancement Finance & Administration
- Maintains files of all original documentation of gifts.

Gift Document Review Committee: EVC/Provost designee, directors of University Advancement Finance & Administration, Donor Research & Relations and Gift Planning
- Review gift document and UCOP Item for Action for compliance with University policy.
- Provides UCOP, on a fiscal-year basis, a report that lists the status of all UCR endowed chairs to include
  - UCOP format chair name
  - Academic department
  - FTE codes for discipline,
  - Year approved,
  - Fiduciary, pledged amount, book value, market value, unexpended payout,
  - Chair status (filled or vacant, terms, etc.).

Note: CONSULTATION WITH ACADEMIC SENATE
On November 3, 2004, the Academic Senate’s Committee on Academic Personnel (CAP) recommended to the Chair of the Academic Senate that there be College/Unit consultation, with review and approval by the faculty group with whom the named chair, facility, etc. is to be associated.

That these consultative processes have occurred has been added to the “INITIAL REQUEST FOR APPROVAL TO NAME/ESTABLISH AN ENDOWED CHAIR” form.
Executive Summary –
Section II. D. Administration of Endowed Chairs

UNIVERSITY ADVANCEMENT
At least once every five years, reviews terms of the endowment to ensure continuing fulfillment of UCR’s legal obligations to use endowed chair income in a manner consistent with the donor’s intent.

With EVC & Provost or designee, Vice Chancellor University Advancement or designee reviews the chair holder every five years based upon the criteria of the endowed chair gift agreement.

An annual letter to the donor outlining university and scholarly accomplishments for the past year as a result of the funding received from the chair’s endowment will send it to the donor by the VCUA or designee after review by dean, EVC&P and VCUA.

DEAN/CHANCELLOR OR DESIGNEE/EXECUTIVE VICE CHANCELLOR & PROVOST OR DESIGNEE
During any period when the chair is not permanently occupied while the search is in progress, the appropriate dean, after consultation with the relevant department(s), may request of the EVC & Provost or Chancellor to use the endowment’s income to support research and teaching in the designated area of study.

Annually, via department chair, dean reviews chair holder’s annual budget for use of the endowment payout for the coming year as well as an annual letter to the chair donor outlining university and scholarly accomplishments for the past year as a result of the funding received from the chair’s endowment. The dean forwards the original letter to the EVC & Provost, Vice Chancellor of University Advancement and Associate Vice Chancellor for Development for review and to Director Donor Research and Relations in the Office of Development for transmission to the chair donor.

EXECUTIVE VICE CHANCELLOR & PROVOST OR DESIGNEE
If an established fully funded chair is vacant three or more consecutive years, or has accumulated payout for five years of payout, the EVC/Provost or designee, with the Executive Director, University Advancement Finance and Administration, reviews the fund’s terms and history, determines the reason, and, for vacancies, takes appropriate corrective action.

CHAIR HOLDERS
Each chair holders must submit to the dean via department chair an annual budget for use of the endowment payout for the coming year. Also, each chair holder must submit annually to the Dean of his/her college, a letter to the chair donor outlining university and scholarly accomplishments for the past year as a result of the funding received from the chair’s endowment. The letter should include research undertaken, participation in professional conferences and forums, honors, publications, etc. as these relate to the stated purpose of the chair. See Attachment 7 - sample letter.

ACADEMIC SENATE
The Academic Senate Committee on Academic Personnel review of scholarly achievement would be requested in the event of a quinquennial.

Executive Summary - III. B Search Procedures for Appointment to Endowed Chairs
Note: The procedure for appointing the endowed chair holder follows existing UCR faculty recruitment policy and procedures [http://academicpersonnel.ucr.edu/FacultyToolkit/]

CHANCELLOR:
Per UCOP policy, has final approval authority for appointment to an endowed chair.
EVC/PROVOST OR DESIGNEE:
For every appointment to an endowed chair, the EVC/Provost or designee consults with the Chancellor for final approval. The EVC/Provost or designee:

- Will approve campus level appointments for endowed chairs in consultation with the Chancellor, appropriate dean(s), vice chancellors, and Committee on Academic Personnel (CAP).
- For appointment of a faculty member who is already a member of the UC regular faculty ranks, will forward recommendation to the Committee on Academic Personnel and appropriate college or school dean for review and advice before making a recommendation to the Chancellor.
- Will review and approve all college-school-unit level appointments to endowed chairs that will be recommended by the dean of the college-school-unit.
- Will follow all normal review procedures for appointment of a faculty member who does not already hold a regular rank appointment. For new recruitments consults Committee on Academic Personnel (CAP) at time of appointment.
- Will notify appropriate office(s) of the appointment, including University Advancement Finance & Administration, Vice Provost for Academic Personnel, Dean, Department Chair, etc.
- Appointments will be renewable with a review every five years by the EVC/Provost or designee and Associate Vice Chancellor for Development for adherence to the terms of the endowment. Chair appointee will be informed of this policy during recruitment.

DEANS:
Where chair is held at college level, the dean recommends appointment to the EVC/Provost who consults with CAP at the time the appointment is being considered, and the EVC/Provost consults with the Chancellor for final approval. The area of study must be in accord with the mission of the University of California and the academic plan of the college/school and campus. The chair definition should be broad enough to allow new research directions and to ensure as broad a candidate pool as possible.

Summary of Reporting
University Advancement
- At least once every five years, reviews terms of the endowment to ensure continuing fulfillment of UCR’s legal obligations to use endowed chair income in a manner consistent with the donor’s intent.
- Provides UCOP, on a fiscal-year basis, a report that lists the status of all UCOP Officially approved UCR endowed chairs to include UCOP format chair name, academic department, code for discipline, year approved, fiduciary, pledged amount, book value, market value, unexpended payout, and filled or vacant.
- At least annually, University Advancement Finance & Administration will provide the Dean and/or EVC&P a report to include all UCR endowed chairs with academic department, code for discipline, year approved, fiduciary, pledged amount, book value, market value, unexpended payout, and filled or vacant.

Chair holder
As part of the annual planning and budget process:
- Must submit an annual budget to be approved by the department chair, appropriate dean, and/or vice chancellor. Use of funds will be reviewed annually by EVC&P and AVCD.
- Must submit annually to the Dean of his/her college, a letter to the chair donor outlining university and scholarly accomplishments for the past year as a result of the funding received from the chair’s endowment.
POLICY AND PROCEDURES
ON
ENDOWED CHAIRS AND
PROFESSORSHIPS
POLICY AND PROCEDURES ON ENDOWED CHAIRS AND PROFESSORSHIPS

I. UC OFFICE OF THE PRESIDENT POLICY GUIDANCE
   APM-191, Establishment and Naming of an Endowed Chair, 5/21/98
   APM-265, Policy on Presidential Chairs
   Sample format for Submission of Proposals (Item for Action) May, 1996

II. UCR POLICY FOR THE ESTABLISHMENT AND ADMINISTRATION OF ENDOWED CHAIRS

A. Definition and Authority
   1. Policy: This policy is in accordance with University of California policy and shall guide the establishment of all endowed chairs and professorships, including those established by gift to the UC Regents or to the UC Riverside Foundation. Endowed Chairs are awarded to honor extraordinary academic achievement and to recruit and retain the most distinguished scholars.

   2. Definition: An endowed chair is a perquisite that is supported by income from an endowment fund established by a gift or gifts from private sources and is made available to a distinguished faculty member in support of his/her teaching, research, and service activities. An endowed chair may be assigned to a department, organized research unit, division, or school.

   3. Approvals: The establishment and naming of an endowed chair is subject to approval by the Office of the President (“UCOP”) upon recommendation of the Chancellor. No commitment for establishing and naming a chair shall be made to a prospective donor prior to Presidential approval.

B. Required Minimum Levels for Endowed Chairs
   1. Minimum Endowment Principal: The endowment principal shall be received and maintained, as set forth in the endowment required minimum levels approved by the Chancellor. (See Attachment 1 – Required Minimum Levels for Endowed Funds, University of California, Riverside, February 2003).

   2. Faculty and Salary Provision: Prior to any commitment on the part of the University, the campus must have available and must commit, if necessary, the general fund faculty provision and salary for the holder of the chair. [Note: UCOP policy allows for use of endowment payout to support base salary unless expressly prohibited by the gift agreement.]

C. Establishment and Funding of the Endowed Chair
   1. An endowed chair will be established only upon acceptance by the Chancellor of either (a) cash or a binding pledge that immediately or within a reasonable period of time will create a corpus in an amount sufficient to provide income adequate for meeting the purposes of the chair, or (b) a legally binding commitment to provide appropriate income at the end of each fiscal year from an equivalent corpus held inviolate by a trustee. In the latter case, see UCOP policy, APM-191, A.7. Following approval by the President, the Chair will be deemed “conditionally established” until full funding is achieved. [Note: UCOP policy provides for contingent approval of chairs to be funded through a bequest or deferred gift. See APM-191, A.6,7; D.2,5.]

   2. Associate Vice Chancellor Development or designee shall coordinate all contacts and discussions with prospective donors.
3. **Pledges:** A pledge to establish an endowed chair shall be in such form as to constitute a legally binding commitment by the donor. (See, III, A.2 for recommended elements to be included in gift pledges.) Pledges to the UCR Foundation shall be supported by a binding agreement by the Foundation to transfer endowment income annually to The Regents to fund the chair in accordance with UCOP Administrative Guidelines for Campus Foundations.

4. **Provision for Alternative Uses:** The endowed chair and the income from its endowment will be used for the designated area of study for as long as that area is a part of UCR’s academic program. If the designated area of study no longer is a part of UCR’s academic program, then the Chancellor may use the income from the endowment to support a chair in an area of study on the campus related as closely as possible to the donor’s original interest and intent.

5. **Naming and Campus Review:** If desired, a chair may be named in honor of the donor or an honoree proposed by the donor, subject to approval of the President. Completed proposals are reviewed for campus approval as outlined in Section III. A.

6. **Compliance with Academic Plan:** The area of study must be in accord with the mission of the University of California and the academic plan of the campus. The chair definition should be broad enough to allow new research directions and to ensure as broad a candidate pool as possible.

**D. Administration of Endowed Chairs**

1. **Use of the Endowment Income:** Income from an endowed chair is to be made available to the faculty member appointed to the chair in support of teaching and research, in accordance with University regulations and according to a budget recommended annually by the chair holder to the department chair and approved by the appropriate dean and/or vice chancellor in the normal budgetary process. Use of funds will be reviewed annually by the EVC&P and Associate Vice Chancellor for Development.

   a. The budget in any given year will not exceed the amount available from the existing endowment.

   b. Base salary during the academic year and the budgeted position for the faculty member appointed to the chair shall be provided by general funds available to the campus and/or by the endowment payout.

   c. The terms of the endowment shall be reviewed at least once every five years to ensure that the University is continuing to fulfill its legal obligations to use endowed chair income in a manner consistent with the donor’s expressed intent.

   d. During any period in which the chair is not permanently occupied while the search proceeds for a suitable candidate, the Chancellor or the EVC&P may authorize the appropriate dean(s), after consultation with the relevant department(s), to use the endowment’s income in support of research and teaching in the designated area of study.

   e. If an established, fully funded chair has remained vacant for a period of three consecutive years or more, or if the chair’s accumulated income exceeds five years of payout, the office of the Executive Vice Chancellor and Provost, in consultation with the Executive Director University Advancement Finance and Administration, shall review the fund’s terms and administrative history to ascertain the reason for the accumulation and take appropriate corrective action consistent with the terms of the gift agreement or consistent with the terms of the administrative allocation.
2. Addition of Unexpended Endowment Income to Principal: Provision shall be made in the gift document for addition of unexpended income to principal when circumstances warrant such action.

E. Appointment to Endowed Chairs
   1. An endowed chair may be filled by one individual and is renewable with review every five years by the EVC & Provost or designee and Vice Chancellor University Advancement or designee based upon the criteria of the endowed chair gift agreement. As mandated by the state, the Academic Senate Committee on Academic Personnel will do an academic (quinquennial) review of the chair holder’s scholarly achievements should s/he not make normal progress. The Chair appointee will be informed of this policy during recruitment. An endowed chair may be filled successively by a series of individuals appointed for prescribed periods, unless otherwise provided in the terms of the gift. An individual may simultaneously occupy more than one endowed chair at any given time.

   2. Authority: The Chancellor has final approval authority for appointment to an endowed chair. If the proposed salary is above-scale, Regental authority is required for the salary. (For search procedures, see III.B. Summary of Search Procedures for Appointment to Endowed Chairs)

F. Annual Reporting
   1. Each chair holder must submit annually to the Dean of his/her college, a letter to the chair donor outlining university and scholarly accomplishments for the past year as a result of the funding received from the chair’s endowment. The letter should include research undertaken, participation in professional conferences and forums, honors, publications, etc. as these relate to the stated purpose of the chair. Copies of these letters should be retained by the chair or dean for use in preparing special reports on endowed chairs that may be needed from time to time. The dean will forward a copy of this letter to the office of the Executive Vice Chancellor and Provost, Vice Chancellor of University Advancement and Associate Vice Chancellor for Development. The chair or dean’s office shall send the letter to the Director for Donor Research and Relations in the Office of Development for transmission to the chair donor. (See Attachment 7 - sample letter.)

   2. Per UCOP policy, the Chancellor shall provide to the President on a fiscal-year basis, a report that lists the status of all endowed chairs. (see final page, last section - UCOP Policy/APM-191, G.2)

G. Disestablishment of an Endowed Chair
   In the event that at least one of the following conditions occurs, the Chancellor, after consultation with appropriate committees of the Academic Senate, may recommend to the President that a chair should be disestablished:

   1. If the chair endowment has not reached full funding either by the end of the specified pledge period, or

   2. The chair remains vacant for a period of five years and the Chancellor, after consultation with the appropriate Dean and Department Chair, determines there is no likelihood of filling the chair and no alternative area of study was identified as outlined in section II C. 4. See APM-191.E, for details.

III. PROCEDURES FOR ESTABLISHING ENDOWED CHAIRS
   The Chancellor, in consultation with the Executive Vice Chancellor and Provost and the Vice Chancellor University Advancement, will review proposals concerning establishment of an endowed chair according to the following review procedure.
Summary Of Procedure For Establishing And Naming A New Endowed Chair

1. Department chair (if applicable) and Dean, having identified a faculty FTE, in coordination and consultation with the appropriate development officer and Development, prepares a proposal that meets UCR required minimum levels for endowed chairs, that includes the Initial Request to Name/Establish an Endowed Chair form with all appropriate signatures (see Attachment 3), and a draft gift agreement.

2. University Advancement Gift Document Review Committee (EVC/Provost designee, directors of F&A, Gift Planning and DR&R) reviews the gift document for compliance with University policy. The gift document should include the following elements: the addition of payout to principal; alternative University uses of payout during the period prior to full funding of the endowment or when the chair is vacant; and reallocation to alternative University uses if the minimum funding level is not ultimately realized, or if the subject area ceases to be consistent with the University’s mission and academic plan of the campus. (See Attachment 4 - Chair Gift Agreement Sample Doc). Full disclosure of campus and recurring administrative fee practices shall be made in writing to the donor, prior to or at time of gift (see Attachment 5A-C: UCR Gift Policy and Procedure Administrative and Gift Service Fee Information/UCR Policy on Gift Service Fee/UCR Policy on Administrative Service Fee).

3. The University Advancement Gift Document Review Committee transmits the form and draft gift agreement to the Vice Chancellor University Advancement or designee who consults with Executive Vice Chancellor and Provost and Vice Chancellor Academic Planning and Budget.

4. Following review and approval the Vice Chancellor Academic Planning and Budget instructs Director of Donor Research & Relations, Office of Development to forward proposal packet to Academic Senate Chair for review and recommendation. The Director of Donor Research & Relations monitors progress.

5. Development obtains signatures on the final gift agreement, attaches copy to proposal and forwards to the Executive Vice Chancellor and Provost’s office. The Executive Vice Chancellor and Provost sends the original proposal with recommendations to the Chancellor’s Office for final recommendation.

6. If proposal is recommended for approval, Director Donor Research & Relations:
   a. Drafts the UCOP “Item for Action” proposing the endowed chair with input from the divisional dean (see Attachment 6 – UCOP Chair/Facilities “Item for Action” forms).
   b. Drafts the transmittal letter for the Chancellor to UCOP, and,
   c. Sends the proposal packet (UCOP Item for Action, copy of the signed gift agreement, UCR Academic Senate Chair approval memo, Initial Request for Naming form, other pertinent documentation, and the Chancellor’s transmittal letter) to the Executive Vice Chancellor and Provost’s office.

7. Executive Vice Chancellor and Provost reviews the proposal package, signs and dates the UCOP Chair Item for Action, and passes the packet to the Chancellor’s office.

8. The Chancellor signs the transmittal letter and the Chancellor office forwards the proposal packet to UCOP.

9. The UC President signs the proposal and if approved, returns the approved proposal to the Chancellor’s office. (The appointment process can begin after approval by the President, and once the chair is fully funded).
10. The Chancellor’s office distributes copies of approval letter to the Executive Vice Chancellor & Provost, Vice Chancellor University Advancement, Associate Vice Chancellor Development, appropriate Dean/Chair, and Vice Provost for Academic Personnel. Original documents are sent to University Advancement, Office of Finance and Administration for permanent archives.

B. Summary of Search Procedures for Appointment to Endowed Chairs

1. **Campus or college-specific appointments to named chairs:** The Executive Vice Chancellor/Provost or designee will appoint a search committee in consultation with the appropriate Dean(s) and the Academic Senate. Searches follow normal campus/college search procedures.

2. **Department specific appointments to named chairs:** For recruitments and appointments of external candidates, searches follow normal procedures at the department or school level. Recommendation will be sent to Executive Vice Chancellor/Provost after consultation with the Committee on Academic Personnel (CAP), and then to Chancellor for final approval. For internal appointments, the dean of the college/school sends recommendations to the Executive Vice Chancellor/Provost, who, in consultation with CAP, recommends approval to the Chancellor. Any agreed upon terms and conditions specified in the gift agreement shall be at all times be adhered to and respected.

3. **Presidential Chair appointments:**
   a. For appointments of internal candidates to the Presidential Chair, the Executive Vice Chancellor/Provost, after consultation with the dean in the affected college/school, sends recommendation to the Committee on Academic Personnel (CAP), and then to Chancellor for final approval.
   
   b. For recruitments and appointments of external candidates, searches follow normal campus procedures. Recommendation will be sent to Executive Vice Chancellor/Provost after consultation with the Committee on Academic Personnel (CAP), and then to the Chancellor for final approval.

4. In carrying out the search for candidates, attention shall be paid to the campus affirmative action goals and policies.
ATTACHMENTS

Attachment 1 – Required Minimum Levels for Endowed Funds, University of California, Riverside, February 2003
Attachment 2 – UCOP Fund Review form
Attachment 3 – Initial Request to Name/Establish an Endowed Chair
Attachment 4 – Endowed Chair Gift Agreement Sample Doc
Attachment 5 – UCR Administrative Fee and UCR Foundation Gift Fee Practices
Attachment 6 – Chancellor’s Cover letter and UCOP Endowed Chair “Item for Action” forms
Attachment 7 – Sample Chair letter to the chair donor
Attachment 1 – *Required Minimum Levels for Endowed Funds, University of California, Riverside*

**RECOMMENDED MINIMUM LEVELS FOR ENDOWED FUNDS**  
**UNIVERSITY OF CALIFORNIA, RIVERSIDE**  
Approved February, 2003

The University of California, Riverside is grateful for charitable gifts, and seeks to honor leading donors to university programs. One significant way to pay tribute to generous supporters is to name the program or facility that has benefited from the donor. Each of the endowments listed below provides an opportunity to permanently associate the donor’s name with UC Riverside while enhancing the quality of the University’s research and scholarship. These dollar figures reflect the minimum amount necessary for *adequate funding*; all of these endowments would be enhanced by a gift in excess of the minimum.

All minimum endowment levels may increase for funds established in future years (such as through planned gifts or by bequest.) Reference to this possibility will be noted in planned giving or bequest language. “UCR is deeply grateful for gifts that establish named endowment funds—such beneficence provides support for generations to come. Minimum levels necessary to establish endowments are subject to change. If, at the time of distribution to the University, the amount is not sufficient to establish an endowment, the funds will be used to establish a current restricted fund for purposes so designated in this document.”

### Named Endowment Minima

<table>
<thead>
<tr>
<th>Named Endowed Chair Minima</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguished Professorship</td>
<td>1,500,000+</td>
</tr>
<tr>
<td>Endowed Chair/Sciences, Engineering, Business</td>
<td>1,000,000+</td>
</tr>
<tr>
<td>Endowed Chair</td>
<td>500,000 - 750,000+</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Named General Endowment Minima</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visiting Professor</td>
<td>350,000+</td>
</tr>
<tr>
<td>Faculty Research &amp; Teaching Fund</td>
<td>100,000-200,000+</td>
</tr>
<tr>
<td>Graduate Fellowship</td>
<td>200,000+</td>
</tr>
<tr>
<td>Athletic Scholarship</td>
<td>150,000+</td>
</tr>
<tr>
<td>Undergraduate Scholarship:</td>
<td>75,000 - 100,000+</td>
</tr>
<tr>
<td>Distinguished Lecturer Fund</td>
<td>100,000+</td>
</tr>
<tr>
<td>Library Collection Endowment Fund</td>
<td>50,000+</td>
</tr>
<tr>
<td>Dean’s Fund for Academic Leadership</td>
<td>50,000+</td>
</tr>
<tr>
<td>Departmental Fund for Academic Excellence</td>
<td>25,000+</td>
</tr>
<tr>
<td>Named Awards/Prizes</td>
<td>25,000+</td>
</tr>
</tbody>
</table>

### How You Can Establish an Endowment for Student Support

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Minimum Gift</th>
<th>Pledge over Five Years</th>
<th>Approximate Annual Value to Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Student Support/Awards/Prizes</td>
<td>$25,000 to $50,000+</td>
<td>$5,000 to $10,000 per year/five years</td>
<td>$875 to $1750</td>
</tr>
<tr>
<td>Undergraduate Scholarship</td>
<td>$75,000+</td>
<td>$15,000 per year/five years</td>
<td>$2,625</td>
</tr>
<tr>
<td>Athletic Scholarship</td>
<td>$150,000+</td>
<td>$30,000 per year/five years</td>
<td>$5,250</td>
</tr>
<tr>
<td>Graduate Fellowship</td>
<td>$200,000+</td>
<td>$40,000 per year/five years</td>
<td>$7,000</td>
</tr>
</tbody>
</table>
NAMED ENDOWMENTS DESCRIPTIONS

Named Endowed Chair Minima
Funds contributed to establish a chair support the University’s effort to attract and retain scholars of national or international acclaim. A named chair must be consistent with the mission of the University and be made in accordance with established Regental and Campus procedures. A chair may be named in honor of the donor or at the donor’s direction, subject to the prior approval of the appropriate Campus authorities and UC Office of the President.

✧ Named Distinguished Professorship -- $1,500,000
The Distinguished Professorship honors one who is among a handful of the most distinguished academicians who is or will be appointed to the UCR faculty. The chair holder could be a master professional or one who has made nationally or internationally recognized contributions to his/her field.

✧ Named Endowed Chair/Sciences, Engineering & Business -- $1,000,000+
An endowed Chair in the Sciences, in Engineering and in Business serves to retain and recruit faculty members of the highest quality, and includes funding to provide for laboratory equipment and expenses associated with scientific, technical and financial research and projects.

✧ Named Endowed Chair -- $ 500,000-750,000
This endowment level provides funding for endowed chairs in other academic or program areas. The endowment serves to honor an outstanding faculty member and to recruit equally outstanding faculty to the University. Additional funding may be required in specific cases.

A. General Endowment Minima

✧ Named Visiting Professor -- $ 350,000+
This endowment provides funding necessary to bring prominent scholars or other leaders to campus annually, on a short-term, temporary basis to teach or undertake research.

✧ Named Funds for Faculty Excellence in Research & Teaching -- $ 100,000-200,000+
An Endowment for Faculty Excellence enables distinguished senior faculty and promising junior faculty to pursue innovative teaching and research. Such endowed funds strengthen UCR’s ability to conduct vitally important research in a variety of fields ranging from the molecular sciences to the humanities.

✧ Named Graduate Fellowships -- $ 200,000+
Graduate fellowship endowments help to offset graduate students’ educational expenses, enable UCR to attract promising scholars, and enhance UCR’s ability to attract and retain faculty.

✧ Named Athletic Scholarships -- $ 150,000+
The Athletic scholarship provides support to attract the most talented, and outstanding undergraduate student/athletes to UCR. The scholarship provides the additional funding necessary to recruit students from out of state.

✧ Named Undergraduate Scholarships -- $ 75,000 - $100,000+
Support for undergraduate scholarships not only helps to attract outstanding students to UCR, but also provides critically needed funding for students who may be unable to continue their studies without additional financial assistance.
- **Named Distinguished Lecturer Fund** -- $100,000+
Endowed funds for lectures and colloquia facilitate the sharing and dissemination of information and research results among members of the academic community. Such funds can bring to the campus scholars and leaders of academic and professional achievement and may be used to enhance the University’s outreach to the community as well.

- **Named Library Collection Endowment Fund** -- $50,000+
With the increasing costs associated with the acquisition of books, periodicals, and electronic materials and information technologies, the Library Collection Endowment Fund is of critical importance to UCR’s future. The Library system is, in many ways, the heart of a research university.

- **Named Dean’s Fund for Academic Leadership** -- $50,000+
The Dean’s Fund provides unrestricted support for the excellence of a college, school or division. Funds are administered at the direction of the Dean.

- **Named Departmental Fund for Academic Excellence** -- $25,000+
At the direction of the Department chair, these funds provide additional support for new initiatives and excellence.

- **Named Awards/Prizes** -- $25,000+
This endowment will be used to recognize outstanding performance in areas such as scholarship, athletics, artistic endeavors, and research to name but a few possibilities.
Attachment 2 – UCOP Fund Review form

Date ___________________

ENDOWED or LOAN FUND PROPOSED FOR REVIEW
BY THE GENERAL COUNSEL

[Form to be completed for those funds under review, including those
whose terms have become difficult to administer]

Name of Fund ___________________________ Year Established________

Campus(es)__________________________________________

Book Value $_________________________ as of _______________________

Market Value $_________________________ as of _______________________

Accumulated Payout $_________________________ as of _______________________

Estimated Annual Payout $_________________________ as of _______________________

1. Purpose of fund, including the donor’s restrictions:

2. Fund record for the past five years (list fund expenditures):

3. Efforts to utilize the payout under the present restrictions:

For funds whose terms have become difficult to administer:

4. Factors which may have reduced the opportunities to use the payout from this fund:

5. Burden of administering the fund as currently restricted:

6. Proposed revision of the terms:

7. Reasons the proposed alternative would result in better utilization of the fund:

ATTACH COPY OF GIFT INSTRUMENT.

Submitted by: _________________________________________

Title: _________________________________________

E-mail: _________________________________________

Telephone: _________________________________________
INITIAL REQUEST FOR APPROVAL TO NAME/ESTABLISH AN ENDOWED CHAIR

This form is to help review gifts for compliance with academic plans and priorities, and to facilitate campus review procedures for namings. Upon completion of this request form, the Dean/Unit Head forwards it for signature to the Associate Vice Chancellor for Development and Vice Chancellor for University Advancement. The Request, with draft gift agreement and supporting documentation, is then submitted to the Executive Vice Chancellor and Provost and Vice Chancellor for Academic Planning & Budget for campus review. If approved for recommendation, the EVC&P’s office follows the appropriate procedure for Endowed Chairs.

I. Background Information:
   A. Submitted by:
      Name: ______________________________________________________
      Title, College/Unit: ___________________________________________
   B. Type of Gift and Comments:
      ➢ Endowed Chair/Distinguished Professorship: ____________________
      ➢ Location of FTE: __________________
   C. Proposed name (if any, involving gift): __________________________
   D. Honorific naming (no gift involved):______________________________
   E. Proposed use(s): ______________________________________________

II. Academic Information: (please attach explanation)
   A. Academic Justification: Explain how the proposed gift or endowment fits into the College/Unit’s Academic Plan.
   B. Resources: Describe the resources that will be necessary to support the proposed Chair (e.g., FTE and other funding.) Please refer to the College/Unit Academic Plan as appropriate.

III. Contribution Information:
   A. Total amount of private funds expected to be committed (or being discussed): $__________________.
   B. Form of private contribution (s):
      ☐ Outright Gift (Date: ________________.)
      ☐ Written Pledge (Expected beginning date: ______ Fulfillment Date: ______.)
   C. Initial contribution/pledge payment expected $___________ by (date) ______.
   D. Source(s) of private contribution(s):
      Donor(s) ____________________________ Amount(s) ____________________________
   E. Will this gift/pledge be anonymous, without publicity? ☐Yes  ☐ No

IV. College/UCR/UC Commitment:
   A. Will any additional college, campus-wide or system-wide resources be sought/required (e.g., space, special facilities, equipment, etc.)? How will they be funded?
   B. If Endowed Chair or Professorship, is this a ☐ New FTE  ☐ Existing FTE?
      If new, please give reference to your Academic Plan: ____________________.
V. College/Unit/Faculty/Academic Senate Consultation
This naming has been reviewed by and received approval from the faculty of the (specific department/school/unit) _________________________ affected by the named chair.

Submitted by:

______________________________________________  ______________
Dean/Unit Head                          Date

______________________________________________  ______________
Associate Vice Chancellor, Development    Date

______________________________________________  ________________
Vice Chancellor, University Advancement  Date

Send completed request form with:
• draft gift document and
• all supporting information

to Associate Vice Chancellor, Development, 257A Highlander Hall, Campus.
GIFT AGREEMENT SAMPLE
Gift Agreement Between [NAME]

The UC RIVERSIDE FOUNDATION
To Establish An Endowed Chair Fund

[Name of Donor(s)] pledge(s) irrevocably to give the UC Riverside Foundation, a California non profit corporation, with the conditions and purposes contained in this document, cash or marketable securities having a fair market value on the dates of the gifts in the aggregate amount of $____________ (“Gift Funds”) to establish the ______________ Endowed Chair Fund (“Fund”).

[BACKGROUND INFORMATION ON DONOR MAY BE INCLUDED HERE.]

1.0 ESTABLISHMENT OF FUND

1.1 Subject to approval through the appropriate policies and procedures of the University of California, Riverside, and the Regents of the University of California, and pending receipt of funds equivalent to the minimum requirement for endowed chairs, the Chair will be named the ______________ Endowed Chair.

1.2 [Pledge Schedule—to be completed within 5 years from date of pledge]

1.3 The unpaid balance of the total amount, if any, which has not been satisfied at Donor’s death, shall be binding on Donor’s estate.

1.4 Additional contributions may be made to Fund.

2.0 PURPOSE AND USE OF ENDOWMENT

2.1 The expendable distribution from this endowment will provide support for an endowed chair in [Name of Academic Area] under the direction of [Dean, etc.]

2.2 Other criteria regarding chair can be included here.

2.3 [Information about how payout from the endowment will be made available to the Department and Chairholder per governing authority policy.]

2.4 If, in the judgment of the [President/Chancellor], the designated use of endowment payout is impractical or impossible, then the [President/Chancellor] may use endowment payout for such other purposes at the University of California, Riverside as he/she determines to be consistent with Donor’s interests and intentions.

2.5 Provision is hereby made permitting reallocation to alternative College uses if the minimum funding levels are not achieved.
3.0 **ADMINISTRATION OF FUND**

3.1 The chair endowment will be administered in accordance with the UC Policy on Endowed Chairs and Professorships and the Administrative Guidelines and Procedures: Endowed Chairs and Professorships.

3.2 The Fund’s expendable distribution will be determined periodically under the terms of the Endowment Expenditure Policy as established by the UC Riverside Foundation.

3.3 Total return earned by the Fund in excess of the amount approved for distribution shall be retained in the Fund principal to protect the Fund from the effects of inflation and to allow for growth. Any unexpended distribution from the previous year may be combined with that of the current year for spending purposes or added to the Fund principal.

3.4 The principal of the Fund may be combined with other Funds for investment purposes.

3.5 Fiduciary responsibility for governance and investment of this endowment is vested in the UC Riverside Foundation Board of Trustees.

3.6 Administrative and gift fees shall be assessed on the Fund balance and on any additions to the Fund in accordance with University of California, Riverside policy.

**SIGNATURES:**

________________________________   _______________  
Donor        Date

________________________________   _______________  
Appropriate Dept/Campus Authority    Date

____________________________________  _______________  
UC Riverside Foundation/Campus Authority   Date
NOTE: THESE POLICIES ARE IN PROCESS OF BEING REVISED

(Policy Document 1)
UC RIVERSIDE GIFT POLICY AND PROCEDURE
ADMINISTRATIVE AND GIFT SERVICE FEE INFORMATION
(August, 2000)

It is University policy that an Administrative Service Fee be charged against all existing endowments and gift fund balances of $1,000 or greater. A one-time Gift Service Fee will be levied on all new cash (or cash equivalent) gifts to the University. (See attached copies of gift service and administrative fee policy documents, dated April 1, 1996.) The Administrative Service Fee as of the date of this document is 1.5%. The Gift Service Fee is utilized by the Chancellor for the campus as a whole, and is allocated according to the Chancellor’s discretion. As of the date of this document the Gift Service Fee is 5%. The Gift Service Fee must be disclosed to the prospective donor in a cover letter. The donor may choose one of following ways of handling the Gift Service Fee:

- The Gift Service Fee can be deducted directly from the funds at the time of receipt, allowing the department to use the balance of the gift immediately, or the donor may include the gift service fee as part of the gift.

- The gift could remain in a holding account until it earns the amount of the Gift Service Fee in interest. This will usually take about 10-12 months. Then the gift is available for use. This is the “default” if the donor does not indicate his/her preference.

Specific Language to include in Gift Agreements: “Administrative and Gift Service Fees shall be assessed in accordance with UCR policy on administrative fees.” NOTE: Details regarding the current policy and how the donor wishes to handle the gift service fee are best described in a cover letter. It is often not necessary to discuss the 1.5% on-going administrative fee. Although the current Gift Service Fee of 5% and the method for handling it must be discussed with the donor, and may be included in a cover letter, do not include the detail in the gift agreement document. This is because the policy is subject to change. Also, a donor may choose to make additional contributions to the fund, and may wish to handle the gift service fee in a different way. If reference is made to a specific per-cent and method in the document, it may be confusing to administrators and create potential problems in the future.

GENERAL LANGUAGE RE: UC RIVERSIDE FOUNDATION

“The UC Riverside Foundation is a California non-profit, public benefit corporation organized for the purpose of encouraging voluntary private gifts, trusts and bequests for the benefit of the University of California, Riverside. Responsibility for governance of the Foundation, including investment of gifts and endowments is vested in its Board of Trustees.”

UCRF-fee
August, 2000
1. All gifts directed to the Riverside campus will be recorded in their entirety.

2. All cash gifts, regardless of the amount, including gifts for the purpose of establishing endowments or property gifts converted to cash, will be charged a one-time Gift Service Fee of 5% based upon the principal value of the gift. The principal value of the gift is defined as the amount of the new gift fund as recorded in its entirety, the amount of incremental additions made to existing gift funds, or actual cash realized upon conversion of property. The Gift Service Fee represents a partial recovery of the cost involved in securing and handling the gift, including fiduciary and reporting requirements.

3. All proceeds from the Gift Service Fee will become a Chancellorial resource, to be utilized to cover costs associated with the securing and handling of gifts.

4. The 5% Gift Service Fee will be collected in one of the following ways:
   a) 5% Collected from the initial interest/income earned by the gift. Non-endowment gifts will initially be sequestered and held either in the Foundation for the gifts made to the UCR Foundation or in the Campus Accounting Office for the gifts made to the UC Regents for the Riverside campus. During this period of sequestration, all interest income earned by the gift will be directed to the Chancellor to pay the fee assessment. After the 5% Service Fee has been satisfied, the gift will be released to the recipient.

   For endowment gifts, the first 5% of income earned will be directed to the Chancellor to cover the 5% Gift Service Fee. After the 5% Gift Service Fee has been satisfied, the income stream from the endowment will be directed to the recipient.

   b) 5% collected directly from the gift principal, after which the gift will be released to the recipient.

   c) In the event that option a) or b) are neither preferred or possible, the recipient of the gift may provide the fee from another acceptable fund source within the unit, after which the gift will be released to the recipient.

   Gift processing will proceed according to option a) unless notified by recipient to utilize option b) or c).
1. Administrative Service Fee will be charged against all existing endowments, and gift fund balances of $1,000 or greater at an annual rate of 1.5%.

2. The 1.5% Administrative Service Fee will be collected from the interest/income earnings of the fund balance.

3. For Endowments and Gifts held by the UCR Foundation, the annual 1.5% charge will be calculated and collected on a monthly basis as follows:
   
   a) For Gift funds, the Administrative Service Fee will be assessed based upon the average fund balance for the month, which will include unspent fund balance, posted interest earnings from prior periods, and new contributions to the fund after it has satisfied the 5% Gift Service Fee requirement.

   b) For Endowment funds, the Administrative Service Fee will be assessed based upon the book value of the fund (after it has satisfied the 5% Gift Service Fee requirement on endowments).

4. For Endowments and Gifts held by the UC Regents for the Riverside campus, the annual 1.5% charge will be assessed as follows:
   
   a) For Gift funds, the Administrative Service Fee will be calculated and collected quarterly based upon the average month-end fund balances, which will include unspent fund balance, posted interest earnings from prior periods, and new contributions to the fund after it has satisfied the 5% Gift Service Fee requirement.

   b) For Endowment funds, the Administrative Service Fee will be calculated and collected once a year based upon the book value of the Endowment (after it has satisfied the 5% Gift Service Fee requirement on endowments).
Mrs. June Smith, Director
Development Policy and Administration
Office of the President
University of California
300 Lakeside Drive
Oakland, CA  94612-3550

Re:  Request for approval to establish an endowed chair

Dear Mrs. Smith:

In accordance with the procedures for establishment of endowed chairs, I am pleased to forward to you for the approval of the President, the Item for Action for establishment of the naming of an endowed chair (John Doe Chair in Sociology), College of Humanities, Arts, and Social Sciences.

The attached information confirms the contributions and pledge to the UC Riverside Foundation of $X, XXX,XXX for the Chair, which will make the chair possible.

Should you have questions or concerns regarding this issue, please do not hesitate to contact me, (951) 827-5201, or Vice Chancellor William Boldt, (951) 827-5203.

Sincerely,

France A. Córdova
Chancellor

Enclosures
ITEM FOR ACTION

The Chancellor recommends to the President that the establishment of an endowed chair, College/School of _____________, Riverside campus, be approved, and that the Chair be named [Jones Chair, The Samuel] in _____________ through establishment of an endowment of $______________

[Alternative 1: funded by outright gift]

[Alternative 2: funded by pledge, campaign, or deferred gift]

contingent on establishment of an endowment of at least $____________

[Continue: endowment to be held by Regents]

with The Regents for support of the Chair.

[Continue: endowment to be held by campus foundation]

with the [UC Riverside Foundation] for support of the Chair, and contingent also on receipt of a binding commitment from the Foundation that it will pay The Regents the income of the Chair endowment held and invested by the Foundation.

[When the donor has so provided, add the following]

Income may be added to principal under conditions authorized by the donor.

[For all chair items, continue]

BACKGROUND

The proposed _____________ Chair in _____________, College/School of _____________, Riverside campus, would be supported by an endowment of $___________ to be held and invested by [The Regents or (UC Riverside Foundation)]

[Alternative 1: outright gift]

representing an outright gift of $___________ made on [date] by ________________.

[Alternative 2: pledge]

pledged to ________________ by _______________. The first pledge payment of $____________ was made on [date] with the balance of payments to be made [continue with schedule of future payments].

[Alternative 3: campaign]

[Provide specific details about the fund-raising campaign].

*Action will be released to the public by the campus immediately following the President’s action (or alternate time specified).
[Alternative 4: deferred gift]
[e.g., for charitable remainder trust: provide details about type of trust, beneficiaries and contingent beneficiaries, their ages, payout, current value, and estimated remainder value and submit a signed copy of the trust agreement along with the draft item].

[For all chair items, continue with the following]
[Facts about the honoree]
[Facts about the donor if different from the honoree]
[Facts about the proposed chair and any conditions specified beyond University requirements]

[Final paragraph]

[Alternative 1: to be held by Regents]
Income from the Chair endowment would be made available to the chair holder in support of teaching and research in accordance with University Policy.

[Alternative 2: to be held by campus foundation]
Income from the chair endowment would be transferred to The Regents, to be made available to the Chair holder in support of teaching and research, in accordance with University policy.

[When donor has so provided, add]
Income may be added to principal under conditions authorized by the donor.

[For all chair items, continue]
Salary support and FTE would be provided by the College/School/Department of ___________. In keeping with University policy, the ___________ Division of the Academic Senate has been consulted regarding the establishment of this Chair.

REMINDER
[All documents pertaining to the gift and to the chair or professorship must be signed by the donor and must be submitted together with the campus draft of the proposed Action Item for the Establishment and Naming of the Endowed Chair or Professorship. Items are not considered received in the office of the President until all applicable background documents have been received.]
September 17, 

Dear 

I was appointed by the Provost at the request of a faculty review committee as a fellow of the Mrs. Mary Gibbs Jones Centennial Chair to support my academic research. ... current, I hold the Walter Cronkite Regents Chair in Communication. Its proceeds are used to support the College’s activities. My appointment to the Mrs. Mary Gibbs Jones Centennial Chair underscores my continued research activities. 

This past year has been a productive one for my research, which continues to be engaging. I recently received a grant from the Markle Foundation to review research on interactive media and children’s development and to help the Foundation set an agenda for future research. I am very impressed with Zoe Baird, the new President of the Markle Foundation, and am serving as well as a consultant to Markle on their three-year project to influence the future shape of the Internet. It is quite an exciting project. 

I managed to publish some journal articles: one with John Murray which is currently in press, entitled The Reification of Irrelevancy: A Comment on “Reification of Normalcy,” which is to be published in the Journal of Health Communication. I also wrote an article, Children and Media: On Growth and Gaps for the Mass Communication and Society Journal. I have enclosed this article for perusal. In addition to these I was an invited panelist at various conferences in the field of communication both nationally and internationally:


• Invited panelist on “Public Policy, Law and Ratings,” at Filtering Out Sex and Violence Conference, Center for Communications Law and Policy, The Law School, University of Southern California, Los Angeles, CA, March, 1999.

• Presenter on “TV As A Sex Educator?” at Sex on TV: Covering All the Bases, Kaiser Family Foundation, Los Angeles, CA, February, 1999.


I was named the Lou Douglas lecturer at Kansas State University and spoke on Chips, Ratings and Mayhem: Television Violence in Context in September 1998. I based this lecture on the Carroll C. Arnold Distinguished Lecture which I gave in 1996, which I have also enclosed. As well, The University of Texas at Austin asked me to be the keynote speaker at the University’s Honor’s Day ceremonies.

All in all it has been a busy and productive year for me. I wish to thank the Houston Endowment for supporting this chair at the College of Communication.

Sincerely,
Administrative Guidelines and Procedures: Endowed Chairs and Professorships
May 21, 1998

CHANCELLORS
LABORATORY DIRECTORS
VICE PRESIDENT--AGRICULTURE AND NATURAL RESOURCES

Enclosed are the revised Policy on Endowed Chairs and Professorships and the Administrative Guidelines and Procedures: Endowed Chairs and Professorships. The Policy and Administrative Guidelines have been expanded and provide additional flexibility and clarification about the administration and establishment of endowed chairs and professorships, including distinguished professorships and other similar arrangements. The new amount required to establish an endowed chair or professorship shall not be less than $350,000, although higher minima may be established by individual Chancellors.

For endowed chairs and professorships currently being established, campus flexibility to continue current practices is intended. In cases where a gift instrument has not been finalized prior to the effective date of the revised Policy and Administrative Guidelines and where provisions have already been negotiated with donors which may be inconsistent with the new Policy and Administrative Guidelines, campuses may "grandfather" those gifts with the understanding that every effort has been made to structure the provisions of the gift instrument to conform with the newly established endowed chair policy and guidelines.


To provide access to the revised Policy and Administrative Guidelines, we have included them in the Academic Personnel manual as APM 191. In addition, they can be found online at: http://www.ucop.edu/acadadv/acadpers/apm/s1-191.html.

Yours truly,
Richard C. Atkinson
President

Enclosures

cc:
- Members, President's Cabinet
- Assistant Vice President Levin
- Assistant Vice President Switkes
- Academic Council Weiss
- Special Assistant Gardner
- Academic Vice Chancellors
- University Counsel Portwood
- Principal Officers of The Regents
Policy on Endowed Chairs and Professorships

The University of California is committed to the tradition and importance of endowed chairs and endowed professorships, including distinguished professorships, in recognizing and fostering academic excellence among its faculty. All endowment funds and their payouts should be used for the enrichment of University programs. This Policy recognizes the obligation of the State of California to be the primary fund source for support of the University’s core faculty positions. The University also recognizes the desire of donors to support a wide variety of academic and research activities through the creation of endowed funds to enhance, in perpetuity, State support for the University’s mission.

Endowed chairs and professorships are reserved for distinguished scholars and teachers. An endowed chair or professorship provides funds to a chair holder in support of his or her teaching, research, and service, and is supported by payout from an endowment fund, a fund functioning as an endowment, or from an annual allocation. In addition, unless expressly prohibited by the gift instrument, an endowed chair or professorship may provide payout to support the base salary and/or other salary components of a chair holder. An administrative endowed chair provides funds in support of the teaching, research, and service activities of the department, research unit, school, or college. The President is authorized to approve all endowed chairs and professorships, and to issue administrative guidelines and procedures to implement this Policy. The total amount required to establish an endowed chair or professorship shall be not less than $350,000, although higher minima may be established by individual Chancellors. The establishment and naming of endowed chairs and professorships shall be pursuant to this Policy and are contingent on fulfillment of funding of the endowment and subject to University policies, guidelines, and procedures to ensure appropriate financial and organizational controls.

Administrative Guidelines and Procedures:

A. Scope of Policy and Administrative Guidelines and Procedures

1. The University Policy on Endowed Chairs and Professorships authorizes the establishment of endowed chairs and professorships to provide recognition for the distinguished achievements of faculty.
2. The Policy on Endowed Chairs and Professorships and these Administrative Guidelines and Procedures shall apply to all funds named in honor of a donor or others that provide direct supplemental support for individual faculty members. This includes those chairs for which:
   a. the funding is provided by an endowment, a fund functioning as an endowment, or an annual allocation;
   b. the funding is derived from a gift or a discretionary administrative source; and
   c. the funding is provided on a term basis for a specified period consistent with gift terms or administrative allocation terms.

The Policy and these Administrative Guidelines and Procedures cover endowed chairs and endowed professorships, including distinguished professorships and all other similar arrangements established under other names (but not including fellowships). For convenience, all such arrangements will collectively be referred to as "endowed chairs".
Endowed chairs established prior to this Policy (May 21, 1998) shall, to the extent consistent with the original intent of the donor and terms of the governing gift or allocation instrument, be administered in conformity with the Policy and with these Administrative Guidelines and Procedures. To the extent there are inconsistencies, the original intent of the donor and the terms of the gift or allocation instrument shall govern.

GENERAL UNIVERSITY POLICY REGARDING APM - 191
ACADEMIC APPOINTEES
Endowed Chairs and Professorships
Rev. 12/14/00 Page 3
3. An endowed chair provides funds to a chair holder in support of his or her teaching, research, and service responsibilities, and is supported by assets from sources listed in A.2. In addition, unless expressly prohibited by the gift instrument, chair payout may be used to support the base salary and/or other salary components of a chair holder. For definitions of payout and base salary, see Sections D.1. and D.5, respectively. To establish a chair, a fund of at least $350,000 is required. If a chair is to be funded through an annual gift for current use or an administrative allocation, the initial allocation, as well as future allocations, must at least equal the amount of the annual payout approved by The Regents on an endowment with a market value of $350,000. This condition will provide the growth necessary to respond to inflation. This minimum also applies to deferred gifts or bequests, the present value of the remainder interest of which shall be used to determine whether the minimum is met. Chancellors may establish higher minima to meet individual campus needs. (See also Section B.7.)
4. An administrative endowed chair is held by an administrator such as a Department Chair, Director of an Organized Research Unit, Dean or Provost of a school or college, Vice Chancellor, or Chancellor. (See also Sections C.3. and D.3.) Fund payout for an administrative chair shall provide support for the teaching, research, and service activities of the department, research unit, school, or college.

B. Establishment and Naming of an Endowed Chair
1. By action of the Board of Regents on March 15, 1996, the President has been granted authority to establish and name endowed chairs.
2. The subject area of the endowed chair, if any, must be consistent with the mission of the University of California and the academic plan of the campus.
3. No final commitment to establish and name an endowed chair shall be made to a prospective donor prior to Presidential approval.
4. If a gift for support of an endowed chair is intended also to provide support for other purposes, the governing gift instrument shall either:
   a. stipulate the percentage of the total gift or the residual corpus or the dollar level to be directed to the additional purposes; or
   b. grant such discretionary authority to the Chancellor.

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ACADEMIC APPOINTEES
Endowed Chairs and Professorships
Rev. 12/14/00 Page 4
In the absence of such a stipulation by the donor, the total gift shall be allocated for support of the endowed chair.
5. A pledge to establish an endowed chair shall be in a form such as to constitute a legally binding commitment by the donor.
6. Chairs established on behalf of a Campus Foundation shall be supported by a binding agreement to transfer endowment payout at least annually to The Regents for support of the endowed chair.
7. The establishment of an endowed chair shall be contingent upon completion of funding by an agreed upon date. The gift instrument or allocation shall include a payment schedule specified at the time of Presidential approval, unless a legally binding, irrevocable commitment is in effect to complete the funding by bequest or deferred gift, for which there can be no predetermined termination date. Following approval by the President and until funding is completed, the chair will be deemed conditionally established. A chair that has not reached full funding by the end of the specified period shall be reviewed by the Chancellor or the Chancellor’s designee to determine the appropriate action, including the possible completion of funding from alternate sources, the disestablishment of the chair, or other action. (See Disestablishment of an Endowed Chair, Section E)

8. All proposals to fund all or any portion of a chair fund through a deferred gift or legally binding commitment to bequeath shall be reviewed by the Treasurer and the General Counsel as part of the process to establish and name the chairs. The deferred gift and legally binding commitment to bequeath each must have an estimated present value remainder interest equal to or in excess of the minimum dollar amount required to fund the chair. The calculation of the estimated remainder interest can be made by the campus planned giving office. A proposal from a donor to create an endowed chair with assets to be held by a fiduciary external to The Regents or the Campus Foundation must be approved by the Treasurer and the General Counsel.

9. All donors should be encouraged to include in the governing gift instrument provisions permitting:
   a. the addition of payout to principal;
   b. the alternative University uses of payout during the period prior to full funding of the endowment or when the chair is vacant; and
   c. the reallocation to alternative University uses if the minimum funding level is not ultimately realized or if the subject area ceases to be consistent with the University’s mission and the academic plan of the campus. Sample language regarding these provisions is included in the addendum to this document. (See Addendum)

10. Establishment and naming of an endowed chair must involve consultation with the appropriate committee(s) of the Academic Senate.

11. The naming process for an endowed chair is included in the University Policy and Procedures on Naming University Properties, Programs, and Facilities. A chair may be named in honor of the donor or other honoree, including a current active faculty member, designated by the donor, subject to approval by the President.

12. Full disclosure of the campus gift and recurring administrative fee practices shall be made in writing to donors at or prior to the time of the gift.

C. Appointment to the Endowed Chair

1. Appointments to endowed chairs shall be made in accordance with regularly established University procedures for faculty appointments, except as noted in Section C.3. The designation of a faculty member for appointment to a chair is made by the campus in accordance with the standards and procedures of the campus.

2. An endowed chair may be filled by one individual for an indefinite period or for a prescribed period, unless otherwise provided in the terms of the gift instrument or the terms of the administrative allocation. The Chancellor may reassign a chair in accordance with campus procedures, including consultation with the Academic Senate. In such cases, notification to a current chair holder should be provided.

3. As provided in Section A.4., an endowed chair holder may serve simultaneously in an administrative position such as Department Chair, Director of an Organized Research Unit, Dean or Provost of a school or college, Vice Chancellor or Chancellor. The University has distinct
appointment procedures for chair holders and for administrative officers, so these appointments must therefore be reviewed separately. In the case of an administrative endowed chair (see also Section D.3.), the administrative officer is automatically designated as the chair holder.

4. The Chancellor or the Chancellor’s designee shall review endowed chairs that remain vacant for a consecutive period of three years to ensure that the University meets its legal obligation under California trust law to fulfill the terms of the gift and to expend endowment payouts consistent with those terms. The General Counsel has advised that accumulated payout should not be allowed to exceed five years of payout. (See also Section D.4.)

5. A campus may appoint a chair holder to an approved chair prior to completion of the pledge payments. Such a chair would be referred to as .conditionally established.. The chair payout will be made available to the chair holder in accordance with the terms of the gift instrument or the administrative allocation. If the donor has specified that the payout be added to the principal until the endowment is fully funded, then the payout will be added to the chair principal. Under these circumstances, the chair holder will not receive the payout until the endowment equals the value of the pledged amount. In the event of a chair that does not reach full funding by the end of the specified period see provisions for disestablishing endowed chairs in Section E.

D. Use of Fund Payout

1. Fund payout is defined as the dollar amount for current expenditure made available from an endowment held by The Regents or the Campus Foundation, or from an annual administrative allocation.

2. Fund payout is provided to holders of endowed chairs to support teaching, research, and service activities of a chair holder. In addition, fund payout may be used to support the base salary and/or other salary components of a chair holder. (See also Section D.5.) Expenditures shall be made in accordance with the gift or administrative allocation terms, according to a budget recommended annually by the chair holder to the Department Chair and approved by the appropriate campus administrator in the normal budgetary process, except as noted in Section D.3. Consistent with the foregoing, and following consultation with the appropriate campus administrator or counsel, the Chancellor may approve a chair holder’s proposal to allocate a portion of the fund payout for support of the academic endeavors of the department or campus for a specified period, consistent with gift terms.

3. Fund payout is provided to holders of administrative endowed chairs (see also Sections A.4. and C.3.) to support the teaching, research, and service activities of the department, research unit, school, or college. The administrative chair holder shall determine use of the payout according to a budget approved annually by the appropriate campus administrator in the normal budgetary process.

4. The Chancellor or the Chancellor’s designee shall review the terms of the fund at least every five years and take the necessary actions to ensure that the University is fulfilling its legal obligation to utilize chair payouts fully in a manner consistent with the gift instrument.

5. Unless expressly prohibited by the gift instrument, fund payout may be used to support the base salary, or a portion of the base salary, of a chair holder. Base salary is defined as salary paid to a faculty member for his/her teaching, research, service, and other University duties during the course of the year. The use of endowment payout to support the base salary must be made in accordance with University policy and campus procedures. (See also Section F.1.) The payout from a chair endowment may also be used to support other salary components, for example, the off-scale component of salary, sabbatical supplement, summer salary of the chair holder, or additional compensation under an approved compensation plan in accordance with applicable policies, or other additional compensation permitted by University policy.

6. In the event an established, fully-funded chair has remained vacant for a period of three years or more, or in the event that the chair’s accumulated income exceeds five years of payout, the
campus shall review the fund’s terms and administrative history to ascertain the reason for the
cumulation and take appropriate corrective action consistent with the terms of the gift
instrument or consistent with the terms of the administrative allocation. Such action may
include:

- Implementing a new expenditure plan designed to fill the chair and/or to utilize the
  payout fully;
- Seeking a reallocation of the fund by the Chancellor providing for an alternative
  purpose for utilization of the fund payout consistent with the terms of the gift instrument;
- Seeking redesignation of the chair and/or fund purpose by the Chancellor, following
  consultation with and approval of the donor;
- If the donor is not available, seeking Court approval with the assistance of the General
  Counsel for a redesignation of the chair and/or fund purpose; or
- Seeking approval by the fund fiduciary (The Regents or the Campus Foundation) for
  the addition of accumulated unspent payout to the fund principal in conjunction with a
  new expenditure plan.

E. Disestablishment of an Endowed Chair

1. The establishment of an endowed chair is contingent on completion of funding. A chair whose
   endowment has not reached full funding either by the end of the specified pledge period or the maturity of
   the deferred gift or bequest shall be reviewed at the campus, such a review to include any alternative uses
   for the payout prescribed by the gift or allocation instrument and/or through discussions with the donor.
   If appropriate, with the concurrence of the General Counsel, the Chancellor may propose to the President
   the disestablishment of the chair and the alternate use of the chair funding.

2. Subject to the donor’s approval and upon recommendation by the Chancellor, the President, in
   consultation with General Counsel, is authorized to disestablish an endowed chair in the event that:
   - the subject area ceases to be consistent with the University’s mission and the academic plan of
     the campus; or
   - the endowed chair remains vacant for a period of three years and the Chancellor, after
     consultation with the appropriate Dean or Provost and the Department Chair, determines there is
     no likelihood of filling the chair.

3. Upon disestablishment of an endowed chair funded through a gift, the fund payout shall be reallocated
   to the alternative purpose stated in the gift instrument or as subsequently specified by the donor in
   consultation with the Chancellor and the General Counsel. If a donor is deceased and has not specified an
   alternative purpose, the campus shall request the assistance of General Counsel to obtain court approval
   for an alternative use of fund payout in a related field.

F. Campus Procedures

1. Each campus shall have written procedures on the establishment and naming of endowed chairs, the
   disestablishment of endowed chairs, the filling of chairs, and the use of endowment payout for faculty
   salaries. These procedures shall incorporate and be consistent with the Policy on Endowed Chairs and
   Professorships and with these Administrative Guidelines and Procedures.

2. Copies of campus policies and procedures on endowed chairs shall be forwarded to the Provost and
   Senior Vice President for Academic Affairs, with a copy to the Vice President for University and External
   Relations.

G. Reporting

1. The President shall report quarterly to The Regents on the establishment and naming and the
   disestablishment of endowed chairs and reallocation of chair funds.

2. The Chancellor shall provide to the President on a fiscal-year basis a list of all endowed chairs noting
   which are filled, which are vacant and how long each vacancy has existed, which have been
disestablished and the reallocation of chair funds. (See the attached report format.) The report shall include the following information for each chair:

a. chair name;
b. academic unit;
c. code for the discipline (as on attached report format);
d. year approved, or, if for a term chair, the inclusive years during which the chair will be in effect;
e. entity that holds the endowment (The Regents or Campus Foundation);
f. pledged amount;
g. book value at year-end;
h. market value at year-end;
i. unexpended payout at year-end;
j. confirmation of a current appointment to the chair (signified by .Y. for yes), vacancy of the chair (signified by the number of months or years the chair has been vacant), or disestablishment of the chair (signified by .D.) and reallocation of chair funds (signified by .R.).

3. Gift documents for chair endowments held by The Regents and the Campus Foundations must be filed with the Office of the President.

**Addendum**

Set below is sample language for a gift letter or agreement establishing an endowed chair regarding the addition of payout to principal and alternate uses of the payout. The total return earned by the chair endowment in excess of the amount approved for distribution by [The Regents or the Campus Foundation Board of Trustees] shall be retained in the fund to protect the fund from the effects of inflation and to allow for growth of earnings. Furthermore, the addition to the endowment fund’s principal of the expendable distribution is authorized at the Chancellor’s discretion when the distribution is not needed for purposes of the chair. In addition, during periods when the chair is vacant, the Chancellor is authorized to utilize the expendable distribution for purposes closely related to the field represented by the chair.

It is our wish that the chair exist in perpetuity. We understand, however, that unforeseen circumstances may alter the academic plan of the University or remove the subject area from the campus academic plan. In such circumstances, or if the endowment should not meet the pledged amount, the Chancellor of the University of California, [campus], is authorized to redesignate the purpose of this endowed fund, taking into consideration our expressed wishes as to the designated purpose that we have described in this document.

Endorsed by UCR Administrative Offices: 06/15/2006
Endorsed with changes by the Advisory Committee: 10/23/2006
Approved by the Committee on Planning and Budget: 05/24/2006
Approved by the Committee on Educational Policy: 03/29/2006
Approved by the Committee on Academic Personnel: 06/29/2006
Approved by the Graduate Council: July 16, 2006
Endorsed by the Advisory Committee: October 23, 2006
TO BE ADOPTED:

The Riverside Division of the Academic Senate approves the proposal for M.A. and Ph.D. degrees in Ethnic Studies as described in the attached documents received in the Graduate Division in March 2006.

JUSTIFICATION (adapted from program proposal)

The graduate program in Ethnic Studies will be administered by faculty from the department of Ethnic Studies within the College of Humanities, Arts and Social Sciences.

The graduate program will have a strong theoretical and methodological foundation rooted in the principles of academic Ethnic Studies. While this program would be related to the two extant Ph.D. programs in the University of California system, it will also be distinctive from both in terms of its set-up and its three key areas of graduate specialization. These are: (1) the political economy of race, class and gender; (2) vernacular cultural production; and (3) the state, law, and the criminal justice system as these interface with grassroots, community-based organizations.

Theoretically, in terms of all three key areas, the program is committed to developing and extending “racial formation theory” (Omi and Winant 1986) as a foundation for their work. This will be accomplished through analyses of ethnicity and race as social constructs, as well as how these intersect in a dynamic fashion with class, gender, sexuality, and other forms of difference (i.e., “intersectionality”).

Methodologically, there has been a strong tradition of community-based, community-oriented forms of research among the Ethnic Studies faculty. Thus they will encourage each of their graduate students to carry out their dissertations with an eye to research that has demonstrable, practical, applications or results that can positively empower communities of color and their allies.

Working in terms of these premises, the Ethnic Studies graduate program aims to a unique body of scholarship that crosses and integrates a range of disciplines and practices in the humanities and the social sciences alike.
The proposal has been examined by the following committees of the Academic Senate: Graduate Council, Planning and Budget, Educational Policy, and Library. The proposal has the approval of the Dean of the College of Humanities, Arts, and Social Sciences.

R. Robert Russell, Chair
Graduate Council

Enclosures: Program Proposal (including memos of support)
Memos from the above mentioned Academic Senate committees
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SECTION 1: INTRODUCTION

1.1 Aims and Objectives of the Program

The Department of Ethnic Studies proposes a Ph.D. program in Ethnic Studies at the University of California, Riverside. This graduate program will have a strong theoretical and methodological foundation rooted in the principles of academic Ethnic Studies as summarized on this page.

The Ethnic Studies graduate program would be related to the two extant Ph.D. programs in the University of California system but also distinctive from both in terms of its set-up and its three key areas of graduate specialization. These are: (1) the political economy of race, class and gender; (2) vernacular cultural production; and (3) the state, law, and the criminal justice system as these interface with grassroots, community-based organizations.

Theoretically, in terms of all three key areas, we are committed to developing and extending "racial formation theory" (Omi and Winant 1986) as a foundation for our work. We do this through analyses of ethnicity and race as social constructs, as well as how these intersect in a dynamic fashion with class, gender, sexuality, and other forms of difference (i.e., "intersectionality").

Methodologically, there has been a strong tradition of community-based, community-oriented, forms of research among our faculty. Thus, we will encourage each of our graduate students to carry out their dissertations with an eye to research that has demonstrable, practical, applications or results that can positively empower communities of color and their allies.

Working in terms of these premises, the Ethnic Studies graduate program aims to a unique body of scholarship that crosses and integrates a range of disciplines and practices in the humanities and the social sciences alike.

1.2 Historical Development of the Field

The historically-distinguishing feature of Ethnic Studies in the college and university setting is its critical, transformative engagement with traditional academic disciplines (Butler 2000). The field’s genesis in specific, campus-based anti-racist campaigns and broader student-led movements for social justice is fairly well documented (Blauner 1974; T’Shaka 1986; Gutierrez 1994). However, the formation of Ethnic Studies as a scholarly and institutional enterprise is less commonly understood.

Since the early 1970s, the field has undergone a series of foundational shifts in both form and content. Its initial, dual emphasis on 1) direct forms of community service and 2) the recovery, rigorous documentation, and circulation of lost and erased histories of “Third World peoples” in the United States established a durable foundation of social and textual practices (Omatsu 1995; Louie and Omatsu 2000; Muñoz 1985). The production of this new body of knowledge, in turn, formed a lasting framework for Ethnic Studies courses, departments, programs throughout the country for the duration of the 1970s and 1980s (Bataille, Carranza and Lisa 1996). During this period, Ethnic Studies at San Francisco State University (where ETST is a "college") and the University of California, Berkeley (where it is a "department")—the first of their kind—underwent major processes of institutionalization. These each became fully-funded departments, complete
with undergraduate minors, majors, and M.A. programs. Building on this foundation, Berkeley was the first campus in the USA to develop a Ph.D. program in Ethnic Studies (Marable 2000).

Concomitant with the gradual incorporation of Ethnic Studies into institutions of higher education were a number of field-altering interventions by feminists of color, queer (gay/lesbian/bisexual/transsexual) scholars, community researchers, cultural studies scholars, and other theorists of subjectivity and “identity” (including post-structuralist, postmodernist, and postcolonial scholars) (Reed 2000). The theoretical and conceptual scope of the field has thus grown dramatically in the last fifteen to twenty years. While the long-standing focus on community-based research and socially-engaged political intellectual work persists, Ethnic Studies now embraces an internally complex, dynamic modality of interdisciplinary research (Winant 1994; Crenshaw 2000; Yang 2000). Such academic subfields as literary criticism, community/urban studies, critical race theory, public policy, Third World feminist ethnography, cultural studies, social movement theory, and media studies permeate Ethnic Studies as an interdisciplinary field of study (Gutierrez 1994; Marable 2000).

The intellectual production of Ethnic Studies scholars now constitutes a significant dimension of the university’s intellectual life. The field has become institutionalized in the form of programs, research centers, and departments at such prestigious schools as Harvard, many of the campuses of the University of California, the University of Michigan, Brown University, the University of Colorado, the University of Minnesota, Columbia University, Stanford University, the University of Washington, and so on (see Bataille, Carranza, and Lisa 1996, for a relatively complete list).

Nationally, the growth and multiplication of Ethnic Studies programs and departments has fostered a rapidly increasing population of undergraduates who seek advanced training in the field. Aside from the Ph.D. programs offered by the University of California Berkeley and San Diego campuses, however, there are few viable options for students who wish to pursue a doctoral degree in comparative Ethnic Studies. (In some cases, however, we note that interdisciplinary doctoral programs like “History of Consciousness” at the University of California, Santa Cruz, have been home to faculty and has trained graduate students whom we regard as Ethnic Studies scholars, including Angela Davis, Chela Sandoval, and Alvina Quintana, among others.)

To wit, over the last ten years the University of California at Berkeley’s Ethnic Studies Graduate Program admitted only 139 out of 905 applicants (or approximately 15 percent). Between 1996 and 2002, the Ph.D. Program in Ethnic Studies at the University of California, San Diego admitted 58 students out of 317 applicants (or approximately 18 percent). Certainly, these are highly selective campuses but these statistics make it clear that the demand for graduate studies in Ethnic Studies is significantly higher than what is currently offered by these two University of California departments.

Our point is that, because opportunities for training remain so limited, the institutionalization of UC Riverside’s Ethnic Studies graduate program will attract a significant pool of quality applicants from institutions across the country, and will further allow the campus to enhance its selectivity quotient for graduate students, especially graduate students of color.

1.2b Historical Development of the Departmental Strength in the Field

From its inception, the Department of Ethnic Studies at UCR has been interdisciplinary in orientation, encompassing the social sciences, the humanities, and the arts (Navarro 1998). As a department, its genesis dates back to 1969 when separate programs in Chicano and Black Studies were established. In October 1982, because of declining enrollment at UCR as well as budgetary shortfalls, the Dean of the College of Humanities and Social Sciences recommended
that both programs be closed. Two years later, in 1984, the Academic Senate agreed and shut down both programs.

In 1986 an Ethnic Studies program was created. Based on the former Chicano and Black Studies programs, Ethnic Studies was charged with developing comparative courses as well as developing Asian American and American Indian components. In addition, when the Ethnic Studies program was established, joint majors with Anthropology and Sociology were approved and a mandate given to develop additional joint majors with other mainstream disciplines. Subsequently, a freestanding major was introduced.

In 1991, Ethnic Studies expanded its curriculum to include Asian American Studies and Native-American Studies. The inclusion of the Asian American and Native American components served to strengthen the capacity of Ethnic Studies to offer “cross-cutting” comparative topics and engage in multi-disciplinary intellectual discourse. Shortly afterward, in 1992, the Academic Senate voted to transform Ethnic Studies from a program into a department. Six years later, the Academic Senate approved majors for African American, Asian American, Chicano/a, and Native American studies (Navarro 1998).

When established, the graduate program in Ethnic Studies at Riverside would be one of three Ethnic Studies graduate degrees offered in the University of California system. Only two other University of California campuses, Berkeley and San Diego, offer the Ph.D. degree in Ethnic Studies, although recently the University of California, Santa Barbara established a Ph.D. program in Chicano/a studies. There is no public or private research university, however, in the broad Los Angeles/Inland Empire area that offers such a degree. Some campuses in the system, such as U.C.L.A., offer Masters degrees but these are not comparative in nature as they focus primarily on the study of ethnic-specific populations such as African Americans, Asian Americans, etc. Thus, we project both a need for the creation of a new graduate program in Ethnic Studies and propose that such a program would address both student demand and service to local communities that are regionally-neglected to date.

In addition to its distinctive theoretical foundations, and an orientation to vernacular forms of cultural production, the graduate degree in Ethnic Studies would be characterized by its alternative methodological premises. The faculty in the UCR Ethnic Studies department are renowned for their commitment to communities of color and to utilizing politically and ethically-sensitive research processes. This will be an on-going and evolving concern but Ethnic Studies faculty at UCR are interested in fostering research methods that: (1) work from the bottom, up; (2) give voice to individuals and groups who are typically silenced; and (3) seek research approaches, concepts, designs, data collection, and practical applications that are mediated through community-oriented and community-based grassroots organizations. This approach intersects with many of our faculty’s interest in policy and policy formation but is clearly different from the research methodologies of mainstream disciplines like Political Science or International Relations, for example.

We are, in sum, oriented toward these foundational methods in the discipline of Ethnic Studies and, as organic intellectuals, we are committed to the project of theorizing community-based research methodologies. On this basis, we plan to encourage our graduate students to consider seriously the alternative epistemological bases of Ethnic Studies as they explore how their research might have demonstrable, practical, applications or results for communities of color and their allies.

1.3 Timetable for Development of the Program

We plan to initiate the graduate program during the 2007-2008 academic year with a full complement of courses for an entering class of five students. We hope to find an exceptional cohort whose perspectives and interests complement our own. We also want to limit the initial number of students so that we are able to give them personalized, project-specific, tutorials. In
addition, we remain fully committed to our undergraduate program. Thus, starting with a relatively small number of graduate students makes sense in that we plan to keep the courses and work with our majors/minors going even as we initiate this new endeavor.

Here are our projections for the first five years of our program

Year 2007/08: five graduate students admitted.
Year 2008/09: five more graduate students admitted.
Year 2009/10: five more graduate students admitted.
Year 2010/11: five more graduate students admitted.
Year 2011/12: five more graduate students admitted.

Full complement of the program: twenty-five graduate students in the M.A./Ph.D. program by 2011. We will continue to add additional students after 2010 in order to keep the on-going number at twenty-five.

We don't foresee that these plans will encroach on the enrollment plans of any of the extant enrollment quotas of the larger UCR campus.

1.4. Relationship of the Proposed Program to Existing Programs and Campus

The creation of a graduate component to the Department of Ethnic Studies has already been an integral part of the “Campus Academic Plan.”

The Department of Ethnic Studies is striving to become the preeminent institution in the country specializing in the study of the intersections between race, class, gender, ethnicity, and doing so in terms of community-based, community-oriented methodologies. By offering increasingly sophisticated and comparative perspectives, our graduate program will join the extant UC programs in terms of offering the best available theoretical and methodological training based on our collective experience as a faculty.

Presently, the Department offers five undergraduate majors leading to a Bachelor of Arts degree in Ethnic Studies: African American Studies, Asian American Studies, Chicano Studies, Native American Studies, and Ethnic Studies. Students may develop a general emphasis in Ethnic Studies or a concentration on a specific group. The major prepares students for graduate or professional school and for careers that require knowledge and expertise in the history, culture, and socioeconomic status of racial/ethnic groups in contemporary society, suitable for such fields as education, corrections, law, human services, social welfare, urban planning, at the local, county, state, and federal government levels.

In addition, the department also offers minor degrees in Ethnic Studies that many students sign up for in order to complement their majors in other areas.

As noted in Section 2, regarding the curriculum, the Department of Ethnic Studies has already initiated cordial relationships with a number of departments in CHASS, as evidenced by the cross-listing of undergraduate courses with Religious Studies, World Literature, Anthropology, and Sociology. The Ethnic Studies graduate program will continue to foster the synergistic involvement of departments and professors across the College, including the collaborative participation of colleagues in History, Political Science, Psychology, Hispanic Studies, English, Women’s Studies, Dance, Comparative Literature, and Music, among other disciplines. In this fashion, we will be able to insure that our students get access to complementary graduate courses, and thus additional theories, methodologies, and substantive foci that are pertinent to their work.

In addition to drawing from other departments on campus, and vice versa, the Department will attempt other forms of institutional and intellectual synergy along the lines of team-teaching,
collaborative curriculum development, and other interdepartmental projects that will enhance the growth and enrichment of graduate education. Already the Department of Ethnic Studies has actively worked with graduate students (both Masters and Doctoral) from other departments in the College. Our faculty have served on their committees, have advised them, and have hired them to be T.A.s for our large courses such as Ethnic Studies 1 (as we have no graduate students of our own whom we can hire for this positions). Further interaction will be stimulated via our new graduate courses, informal seminars, research projects, and speaker series, all organized by faculty of the Department of Ethnic Studies.

Furthermore, faculty members in the Department are committed to the idea of fostering a strong graduate student presence that is organically linked to the larger intellectual community of graduate students on campus.

In sum, the Ethnic Studies graduate degree program manifests the substance and spirit of the campus academic plan articulated by the College of Humanities, Arts, and Social Sciences (CHASS) in its seminal document “Vision 2010: Foundations for Growth in the Humanities, Arts, and Social Sciences.” Although growth has stabilized for the moment, there will certainly be a long-term need for graduate programs, and graduate students of color on this campus, that this proposal helps to address.

In addition to enhancing the College’s steady movement toward this vision, the Ethnic Studies graduate program also amplifies the “Hallmarks of the Vision” embedded in the larger academic plan. The structural and institutional imperatives of “Diversity,” “Collaboration and Interdisciplinarity,” and “National and International Distinction,” would be well-served by a graduate program in Ethnic Studies at UCR. Establishment of a Master’s and Ph.D. program will attract a new generation of traditionally underrepresented graduate students with an intellectual and professional investment in creative, interdisciplinary research.

1.5 Interrelationship with Other UC Institutions and Programs

There are presently only two other Ph.D. programs in Ethnic Studies in the University of California system. According to Ramon A. Gutierrez, the oldest department, at the University of California, Berkeley, was built around a program that highlighted the four major groups of color (Gutierrez 1994). Partly as a result, Gutierrez explains that Berkeley program has faced some challenges over the years in terms of executing a fully comparative approach, especially since African American Studies at Berkeley withdrew from the Ethnic Studies consortium in order to establish its own department. (See Section 3.6, below, for additional details on the Berkeley program)

According to one of the key founders of this program, the Ph.D. program in Ethnic Studies at the University of California, San Diego initially revolved around substantive and historical emphases on immigration, slavery, and genocide (Gutierrez 1994). Since then it has built a strong reputation for its social sciences emphases, and for theory as well as its relational approach to comparative Ethnic Studies. By comparison, we project that our Ph.D. program will have a broader, more multi-disciplinary, orientation.

So, again, what we are proposing in terms of a graduate program at Riverside is complementary to these two programs but it also differs in significant ways in terms of its substantive foci and its methodological emphases (as delineated in Section 1).

Once initiated, we would definitely like to participate in the “Graduate Students’ Ethnic Studies Conference,” already established and run by graduate students and the faculty at UC Berkeley and San Diego. Other possibilities for cooperation with the extant Ethnic Studies departments in the University of California will be seriously considered, such as student exchange and visiting faculty/scholar programs, lecture series by distinguished faculty members, inter-campus “team taught” courses, and collaborative research/writing initiatives. New initiatives pose intriguing
possibilities, such as establishing a jointly-refereed academic journal in Ethnic Studies, housed at UC Riverside.

1.6 Program Administration

The Ethnic Studies graduate program will be administered by the core faculty of the Department of Ethnic Studies.

The Graduate Dean will select a “Graduate Advisor” upon the recommendation of Department Chair. The responsibilities of the Graduate Advisor include bringing issues pertaining to the maintenance and administration of the program to the attention of the Department Chair and faculty. The Graduate Advisor will also monitor the process of students.

The Graduate Advisor will have the assistance of a graduate assistant.

A “Graduate Program Committee” of three to four faculty members will also be constituted on a rotating basis to coordinate graduate admissions, establish the graduate curriculum, develop detailed policies and procedures for a graduate handbook, and so forth.

1.7 Program Evaluation

The Graduate Advisor, assistant, and Graduate Program Committee will diligently monitor the program in its first years, adapting expectations and operations as necessary to facilitate the most successful functioning of the program.

In the third year of the program, the Graduate Advisor, Graduate Committee, and the core faculty will actively cooperate with the internal review normally conducted by the Graduate Council for new graduate programs.

The Graduate Advisor and Committee will also coordinate a seven-year external review of the program. The review will be conducted by the Graduate Council utilizing extramural reviewers who are nominated by the Department but appointed by the Graduate Council.

SECTION 2: PROGRAM

2.1 Undergraduate Preparation for Admission

To qualify for admission, applicants must specify their interest in the Ph.D. degree. Applicants must satisfy the admission requirements of the UCR graduate division, including a bachelor's degree or its equivalent from an accredited institution.

Applicants must also take the General Test of the Graduate Record Examination (GRE) and have the results sent to the Office of Graduate Admissions. Deadline for submission of applications for admission and financial aid is January 5 for fall admission that year. Admission will normally be granted beginning in the Fall Quarter only.

Applicants will be asked to supply at least three letters of recommendation, and these should give special emphasis to the candidate’s academic abilities and probability of successfully completing the Ethnic Studies graduate program.

Finally, a key criteria for the selection of graduate students will have to do with the “fit” between the candidate’s interests and the faculty’s research emphases. (See Section 2.3, below, for details.)
Applicants whose native language is not English and who have not studied in an English-speaking institution for at least one and one-half years must take and achieve satisfactory scores for the Test of English as a Foreign Language (TOEFL).

2.2 Foreign Language

There is no formal language requirement. In certain research areas a language requirement may be required if it is deemed that the language is germane to the student's research. For the latter students, competency can be established either by presenting evidence of satisfactory completion of the UCR Language Placement Exam, or by means of a translation test administered by the Graduate Program Committee. In a written statement presented to the Graduate Program Committee, each student will propose how she/he wants to demonstrate competency. The Committee with consult with the Graduate Advisor and appropriate faculty in order to evaluate each request.

2.3 a Specific Fields of Emphasis

Based on our theoretical and methodological premises, outlined above, the graduate program in Ethnic Studies will emphasize three substantive areas of concentration that reflect the specializations and expertise of the ETST faculty at the University of California, Riverside. These include:

Area I: The Political Economy of Race, Class, Gender, Sexuality
that, in terms of the faculties' specializations at UCR, includes labor, transnational dynamics, imperialism, globalization and its effects, and the political economy of women of color issues;

Area 2: Cultural Production: Race/Class/Gender and Vernacular Cultural Practices
that includes literature, music, and other forms of oppositional, popular culture as these express the vernacular experiences of a community or communities;

Area 3: The State, Law, Criminal Justice, and Grassroots Responses
that includes movements for popular democracy, social justice/social change, especially in regard to policies regarding education, incarceration, and immigration, as seen in the context of nationalistic or global policies and practices of capitalist state formations.

Each graduate student must identify one area she or he wants to specialize in as well as the faculty members whose background, publications, and current research directions are most suitable for their dissertation project.

2.3 b Plan II: Master's and Doctoral Degrees

In terms of Section 2.3b, we are proposing a Plan II Master's and Ph.D. degree.

The Ethnic Studies graduate program will necessarily start with a small, select group of students. Formal coursework will be required during the first year of residence, as delineated below. During the first two years, graduate students will also be required to participate in the ETST Colloquium Series so as to interact with experts from this and other campuses. In addition, during the second year, students will be required to attend a special seminar in professionalization.

During the first and second years, we will also ask our graduate students to take relevant theoretical and methodological courses in Ethnic Studies and in CHASS (including methods courses such as SOC 210 A and 210 B, ANTH 210 A, English 279 and 282, and PSY 211).
When students enter the program, instruction about pedagogy in Ethnic Studies will be offered in terms of a required graduate seminar having to do with professional training and development in the field. This will be a regular workshop series that will meet once a week during the winter and spring quarters of the second year. Under the guidance of members of the faculty, graduate students in these seminars will also have the opportunity to learn how to present research in professional conference settings, enter the job market, interview, develop their unique pedagogical styles, and related professional skills.

During the third year, students must take and pass a Ph.D. qualifying examination in order to continue in the graduate program. The Ph.D. Qualifying Exam committee will have five members (at least one of which must be an outside and an Academic Senate member), all of who must be recommended to and approved by the Graduate Dean.

The oral portion of this exam will focus on three special areas in Ethnic Studies. The written exam will details plans for the dissertation. If they pass, students may then initiate full-time work on their dissertation.

Subsequently, candidates will work with the Graduate Advisor to construct a “Doctoral Committee” composed of (1) a chair, who must be a member of the core faculty of ETST; and (2) two additional committee members who must work closely with student in the development of a topic. The composition of the Graduate Committee is contingent upon the approval of the Dissertation Chair, the Graduate Advisor, and ultimately the Graduate Dean. In terms of curriculum, at this stage we plan to work one-on-one or in seminars with our graduate students in terms of directed-study and reading courses.

Finally, students will spend at least one, but not more than two years, collecting data, analyzing them, and writing up their dissertation. The completed dissertation will be subject to review by the chair and faculty in terms of a public presentation of the research, followed by a period devoted to open-ended “questions and answers” fielded by the candidate. Based on the quality of the dissertation, as well as the public presentation, the dissertation committee will then vote on whether to award the doctoral degree or not.

The normative time for all of the above is six years. The specific timeline for graduate studies, and the unit load per year, are covered in more detail in Sections 2.3.c and 2.10, below.

2.3 c Unit Requirements

Unit requirements revolve, first, around a series of core courses in Ethnic Studies that are mandatory for all students. During the first year, there are four core courses that all graduate students are required to take. Students are also be required to attend the Ethnic Studies Colloquium Series as well as a weekly seminar having to do with professional training in the field (the latter being held during the winter and spring quarters of the first year).

During the second year, students will begin to identify and take courses related to the area (that is, Area 1, 2, or 3; Section 2.3. a).

By the second to the third year, maximum, and by the time that they take their Ph.D. qualifying examination, graduate students must have completed at least 24 units all of which must be on the list of required ETST graduate courses. (These cannot, however, include courses numbered 297 or 299).

2.3 d Required and Recommended Courses
First-year core requirements (four core courses [200;201;202], 4 units each; plus colloquium, two units each, per quarter taken; total of 18 units).

ETST 200: History of Ideas in Ethnic Studies
ETST 201: Contemporary Theories in Ethnic Studies
ETST 202: Theorizing Practices of/in Ethnic Studies
ETST 203: Methodologies in Ethnic Studies (or alternative course)
   ETST 203 will only be offered during the winter or spring quarter. Students can opt to take an alternative course in methodology (quantitative or qualitative) in addition to ETST 203 if it is appropriate. Can be taken either the first or second year.
ETST 204 A, B, C: Departmental Colloquium

Second-year core requirement. During the second year, students should pick courses that reflect one of the three areas of emphasis in the graduate program (Section 2.3. a), and complete ETST 212. They should also take courses that address the substantive topics that they want to feature in the dissertation.

ETST 205: Imperialism, Colonialism, Racism: Global Perspectives
ETST 206: Vernacular Cultural Production: Art, Music, Literature
ETST 207: Policy & Politics: Grassroots Versus the Coercive State
ETST 208: Transnational & Global Approaches in Ethnic Studies
ETST 209: Women, Race, and Class
ETST 210: Movements for Social Justice
ETST 211: Legal Perspectives: Critical Issues For People of Color

ETST 212 A, B, C: Ethnic Studies Graduate Workshop on Professionalization.
   This seminar will include sessions on pedagogy in Ethnic Studies.

Students may initiate individual or small-group reading courses with the appropriate Ethnic Studies faculty (ETST 220 A, B, C, etc.), or with selected faculty in other CHASS departments with graduate degrees, as is relevant to a student's research.

Second year coursework should entail at least 18 units of which are graduate-level units as delineated in the UCR General Catalog.

2.3 e New Licensing or Certification Requirements

There are no new licensing or certification requirements.

2.4 Field Examination (a.k.a., “The Comprehensive Master’s Exam”)

Graduate students who do not already have a Master's degree will be required to complete successfully a written examination by the end of the winter quarter of the second year. (In order to avoid confusion with preparation for the required “areas” that need to be carried out, subsequently, we have opted to call the former the “Comprehensive Master’s Examination.”) The exam will consist of written responses to three questions developed and administered by members of the Graduate Program Committee. These faculty will be selected by the Graduate Advisor in consultation with the Committee, with the approval of the Graduate Dean. The exam will test the student’s knowledge the methodological and theoretical foundations of the field of Ethnic Studies. In this sense, the Comprehensive Master's Exam will cover materials from the required core courses, as well as the more specialized courses that the student elects to take in preparation for the doctoral level of the graduate program. The exam will be set up so that it will be written over a two week period during the
regular academic year. Graduate students will only be given two opportunities to take and pass this exam.

2.5 Qualifying Ph.D. Examination

In preparation for the oral part of their qualifying examination, Ph.D. students will be required to complete three written field statements that pertain to theoretical, methodological, and substantive foci related to the preparation of their dissertation. Students should provide a list of their field statement topics for review and approval by the qualifying examination committee. These field statements—based on coursework, individual reading courses, and tutorials—should correspond to themes set forth in Section 2.3 a, supra, and be written under a supervising core faculty member from the Department of Ethnic Studies. Each student is expected to complete these field statements by the winter quarter of their third year.

Students are required to have five faculty on their qualifying exam committee, including at least one outside faculty member who is also a member of the Academic Senate. All five must be nominated by the Graduate Advisor with the approval of the Department, and subsequently approved by the Graduate Dean. The Chair of the Qualifying Exam Committee will have the ultimate responsibility for coordinating the other members of the committee and the administration of an oral defense of the field statements.

The completion of these field statements will be followed by an oral defense. A five-person committee, including the Chair, will be nominated by the Program Director and appointed by the Graduate Dean in order to administer the Qualifying Ph.D. Exam. While this process will allow students to demonstrate their overall mastery of subjects and approaches in interdisciplinary, comparative Ethnic Studies, it should also be focused enough to prepare students for the more narrow, rigorous research work they will pursue once they begin to work on their dissertation.

The majority of this committee must be comprised of full-time members of the faculty of the Department. At least one member of this committee must also be a UCR faculty member not affiliated with the Department, as stipulated by the regulations of the Graduate Division. A student shall have failed her/his defense if more than one member of the committee votes not to pass the candidate. The committee may then determine whether or not the student should be allowed to re-take her/his defense, in whole or in part, and after three months a date will be set for the second defense. A third attempt at an oral defense will not be permitted.

As an integral part of the Qualifying Ph.D. Examination, the Ph.D. candidate shall also prepare a written prospectus outlining the topic, thesis, methods, resources, and time-line for the completion of the written dissertation. This prospectus must be circulated and approved by all members of Committee before the student will be allowed to initiate full-time work on the dissertation.

2.6 Dissertation

Doctoral candidates who have advanced to candidacy will research and write a dissertation under the direction of a Doctoral Committee comprised of no fewer that three faculty, two of whom should be core faculty from within the Department. The Committee will be nominated by the Graduate Advisor and appointed by the Graduate Dean. Normally, one member of the committee from the Department of Ethnic Studies will act as the Dissertation Chair, assuming primary responsibility for supervising and mentoring the candidate in her/his research and writing.

The dissertation should treat a specific aspect of the candidate's fields of study, with the rigor and precision required of a professional scholarly work. The dissertation must conform to the format prescribed by the Graduate Council.
2.7 Final Examination (Defense)

When the Chair has determined that the completed dissertation is adequate, she/he will convene the Doctoral Committee for a pre-defense analysis and discussion of the manuscript. The evaluation will deal primarily with the format of the dissertation, the quality of its research and the writing, its relation to the broader field of study in which the student has worked, and its relation to the field of Ethnic Studies in general. On this basis, the candidate may be required to make final revisions in order for the dissertation to be formally accepted.

Upon completion of the dissertation, the candidate will then be required to give a formal presentation of her/his research that will be open to the academic community and to the general public. The candidate’s performance in regard to this oral defense, and the “question-and-answer” session that follows, will be the equivalent to the “final examination” requirement of the university. If the Committee determines that the colloquium is not satisfactory, they may opt to examine the candidate further in a separate session.

2.8 Special Additional Requirements

We do not request any special or additional requirements.

2.9 Relationship of Master's and Doctor's Degrees

Only graduate students who are applying for a Ph.D. will be admitted to this program. If they do not already have an M.A. degree students will have to satisfy all of the necessary requirements for a Masters; (i.e., they must fulfill all of the requirements specified in Sections 2.3c and 2.3d, above, as well as take and pass the M.A. Comprehensive Examination).

In this sense, our selection of the “Plan II” Master’s degree is fully compatible with our view of the M.A. as an step toward work at the Ph.D.-level.

Graduate students who already hold an M.A. will be required to take all of the first two-year curriculum. Other previously-completed graduate courses, such as methods courses, will be evaluated by the Graduate Advisor in order to determine which requirements fulfill the prerequisites. In any case, all entering students will be required to take and pass the Ph.D. qualifying examination.

2.10 Special Preparation for Careers in Teaching

Beyond the first-year graduate seminar having to do with professional training and development, we plan to offer a graduate level course on pedagogy [ETST 301] that will focus solely on teaching, evaluation, and grading methodologies in Ethnic Studies. We propose that students take ETST 301 before they seek employment as a T.A.

Graduate students will also have the opportunity to serve as Teaching Assistants in many of the larger lecture courses offered by the Department. Doctoral students nearing the completion of their degree will also have the opportunity to apply for teaching positions within the Department. Chosen from among a pool of applicants, advanced students may be hired, allowing them the opportunity to devise their own syllabi and teaching materials with the guidance and advice of the faculty of the Department.

2.11 Sample Program
First Year: students will take all of the core courses identified in Section 2.3 d, above, with the overall expectation that they will take at least 6 graduate units each quarter.

Second Year: students must select one or more courses representing the three departmental concentrations, and attend the colloquium. Again, the expectation is that graduate students will take at least 6 units every quarter.

(Two fall options)
ETST 205: Imperialism…
ETST 206: Cultural Production

(Three winter options)
ETST 208: Transnational & Global…
ETST 209: Women…
ETST 210: Social Justice

(Two spring options)
ETST 207: Policy and Politics
ETST 211: Legal Perspectives…

Additional required courses include ETST 212, focusing on pedagogy in Ethnic Studies, will be offered once a year as well as a course in methodology (ETST 203), preferably one that is linked to the student’s future research plans.

In order to begin doctoral work, students must successfully pass the above courses, and have taken 36 units. Courses should be oriented toward identifying their field statements and developing specialized areas of interest. A student should work with his or her qualifying exam committee members in order to determine which courses are most appropriate.

Third Year: after successfully passing their Qualifying Master’s Exam, students will begin to select graduate level courses that are specifically tailored to their dissertation research. They will also continue to work on developing their research and teaching skills, and do so by working as R.A.s and as T.A.s for the faculty and department.

Fourth Year: students will focus intensively on the data collection for their dissertation.

During this period, we recommend only that students take any additional graduate courses that they think are directly pertinent to the completion of their dissertation research. Such courses could include “special topics” reading courses and small seminars.

Fifth year and sixth year: students’ time will revolve around drafting, revising, and completing their doctoral dissertation. Students can also opt to take independent study units with ETST faculty in order to develop teaching and other professional skills.

2.12 Normative Time From Matriculation to Degree

We expect that students complete the doctoral program within the period of five years. This will depend, however, on whether they enter the program with a B.A. or a relevant M.A. degree in place. Normative time for completion of an M.A. degree will be two years.

The Graduate Advisor will work with the Dissertation Chair, the Doctoral Committee, and the Graduate Program Committee, in order to monitor the progress of each student each year. Should students take more than three years to complete their preliminary graduate work, the Graduate Advisor should consult with the appropriate faculty to determine what actions are necessary—whether it is a matter of offering additional assistance or encouragement, or simply
asking the student to leave the program. Concomitantly, if doctoral students take more than five years, overall, the Graduate Advisor should initiate similar actions.

SECTION 3: PROJECTED NEED

3.1 Student Demand for the Program

Because the Ethnic Studies graduate degree would be the only one at a major research university in the Los Angeles/Inland Empire area of the Southern California region, and one of only a handful in the country, we are certain it would attract a significant pool of quality applicants from across the nation. This will further allow the Riverside campus to enhance its selectivity quotient for graduate acceptances and enrollees—especially in regard to men and women of color.

Concomitantly, UC Riverside’s campus enrollment plan emphasizes the need for growth in the graduate student population, pursuant to the development of UCR as a nationally recognized and prestigious research university. The Dean of the College has consistently supported the inclusion of an Ethnic Studies graduate program in the campus five-year plan. It is also clear that the larger formation and growth of UC Riverside—in terms of overall student population and the uniquely high demographic of historically underrepresented groups among undergraduates—calls for a strengthening and expansion of academic departments that speak to the pedagogical and intellectual demands of the campus. The campus’ need to increase graduate enrollment will be well served by the establishment of a highly visible, unique graduate program in a field that is obtaining institutional support and visibility on college and university campuses nationwide.

We also think that, given the distinctive emphases of our current faculty, which have to do with a judicious combination of theoretical and practical organizing initiatives, the graduate program in Ethnic Studies is in a position to offer new directions to the field as a whole.

Concomitantly, because of our collective interest in the practical dimensions of Ethnic Studies research, we will be able to attract students with similar interests. This, in turn, is going to mean that the dissertations will be oriented toward information that will be of interest and of use to community members in the Inland Empire, especially if students choose field sites in the immediate area.

3.2 Opportunities for Placement of Graduates

The question of the placement of graduates has been treated to some extent, above. Unfortunately, because the field of Ethnic Studies has no single, overarching association or organization it is hard to generate quantitative data. The Graduate Program in Ethnic Studies at the University of California, Berkeley, has compiled preliminary information on its graduates, and these data are presented in Appendix A, below. (Berkeley is working toward a more comprehensive report, and we will try to attach it to this document, as soon as it is made available.)

In addition, based on our collective experience, we expect the following. Since there are only a few actual Ph.D.-granting departments in Ethnic Studies it is unlikely that many of our graduates will be employed by them. There are many more undergraduate level courses, centers, programs, and departments today, however (see the national listing compiled by Batille, Carranza, and Lisa 1996), and so these seem to be a more likely place for our graduates to seek jobs.

At the same time, conversations with colleagues at places like UCLA, the University of California, Berkeley, and U.C. San Diego, indicate that Ethnic Studies graduates may seek other than a
traditional academic career. Some turn to one level or another of government, as researchers, advisors, spokespersons, and so forth. Others may seek similar roles in terms of local NGOs, or in community-based, community-oriented, service organizations. In recognition of this fact, we plan to develop a seminar-style course where local activists are invited to come to campus to speak about their career trajectories and their work in the public and/or private sectors in this regard.

Given our proposed curriculum and strengths as a faculty we are confident that we can train, mentor, and support both kinds of students effectively. In fact, one of the highlights of our graduate program is that we will consistently encourage students not to divide theory and practice, research and advocacy/organizing, observation and compassion, mind and heart. It is precisely by insisting that the proper ethics and politics of socio-cultural research revolve around balancing these antinomies that we feel we can make a unique contribution to the further evolution of the discipline of Ethnic Studies.

3.3 Importance to the Discipline

It has often been observed that, in a rush toward theory during the 1990s, Ethnic Studies abandoned its roots and thus lost its unique character (Butler 2000). We think that a graduate program in Interdisciplinary Comparative Ethnic Studies at the University of California, Riverside, would be in a perfect situation to try and mediate this divide. For example, we have internationally-recognized theoreticians and activists on our faculty, including Edna Bonacich. We also have internationally-recognized scholars such as Armando Navarro who has an extraordinary record of community-based activism and organizing in the Mexican and Mexican American community. Similarly, Professors Mirandé (law), Perez (Native American communities), Bomberry (Native American women activists), and Chang (colonialism and slavery during World War II) each have on-going projects which combine their research, policy, and community-based interests.

Although, again, we feel a deep tie to, and many similarities with, our sister programs at Berkeley and San Diego, we think that in the end our distinctive contribution to the University of California system and to the field of Ethnic Studies as a whole will be to re-unite theory and practice in the areas of specialization that we have identified. In other words, in terms of race/class/gender, the vernacular production of culture, and policy/grassroots/the state, we are moving toward theories of practice that will unite the older and the newer styles of Ethnic Studies that have often been depicted as being hopelessly at odds (Omi and Takagi 1995).

3.4 Ways in Which the Program Will Meet the Needs of Society

The vision of our department is predicated on becoming the pre-eminent Ethnic Studies Department within the University of California and ultimately beyond and to provide excellence in curriculum, teaching, research, and service to the campus, university, and ethnic communities. In addition, the Department subscribes to the ideal of intellectually working toward the creation of a culturally pluralistic society. This is evident by the Department’s multi-ethnic faculty and staff, diverse curriculum, increasing number of majors, and faculty research interests and high public service profile. A major strength of the Department is that increasingly their peers are recognizing individual faculty members as leading experts in their respective fields of scholarship. The faculty is also dedicated to the promotion of synergism both within the Department and CHASS and the communities UCR serves. Some of the faculty conduct applied research, examining issues and social problems affecting society in general or their respective ethnic or racial community in particular. In doing so, at times, they collaborate with other faculty within CHASS as well as other universities and colleges.

Using both a multidisciplinary and interdisciplinary approach, the Department’s vision is also grounded on becoming an intellectual bridge both within and outside of the university in fostering
a better understanding of the nation’s diverse ethnic and racial communities, particularly that of African-Americans, Asian-Americans, Chicanos/ Latinos, and Native-Americans. With the rapid growth of these communities at the national, state, and local levels, the importance of Ethnic Studies as a field of study will continue to grow. At the national level, according to the U.S. Bureau of the Census, people of color by the year 2050 will comprise the nation’s “new majority.” People of color now constitute the new majority in California and Latinos by the year 2030 will make up California’s majority population. As noted in the Los Angeles Times, October 25, 2004, “people of color” now constitute a majority of the population in both San Bernardino and Riverside counties.

The demographic future enhances the scholarly importance of the Department’s interdisciplinary and multidisciplinary approach, which includes the disciplines of history, political science, sociology, comparative literature, and ethnic studies. The study of ethnicity, race, class, and gender has become imperative. Within this unique intellectual template, the Department of Ethnic Studies importance will grow in stature and preeminence.

3.5 Relationship of the Program to Faculty Research Interests

Over the course of the first year, graduate students will be encouraged to select more specialized concentrations in interdisciplinary, comparative Ethnic Studies. At this juncture we envision three possibilities that would highlight academic and research foci that are presently held by our faculty. These are:

AREA I: Race, Class and Gender (Bonacich, Crowder, and Mirandé). Students picking this concentration would explore the intersectionality between these three key areas of difference in regard to specific idiographic topics.

AREA II: Cultural Production (Bomberry, Kim, Brown, and Macias). This concentration would feature the study of vernacular culture, especially in terms of their expression of communities of color’s history and experiences in terms of literature and the arts. (This area may evolve in other directions, such as film, depending on the new faculty whom we hire this year in ETST.)

AREA III: Politics and Policy in the Context of the State (Navarro, Rodriguez, Perez, and Chang). One of the highlights of U.C. Riverside’s Ethnic Studies faculty is their experience and expertise with a range of policy issues vis-à-vis grassroots organizing. Generally-speaking we will consistently encourage projects that attended to the role and the effects of the state as it impacts people and communities of color and their allies.

(Note that the names listed within each category are provisional. Hirabayashi, for example, would ordinarily list himself in AREA III but projects a book-length manuscript that has to do with cultural production and so much of his current reading and writing pertains to AREA II.)

For a list of the current faculty’s areas of specialization, see Appendix B.)

3.6 Program Differentiation

As mentioned above, there are two other Ph.D. programs in Ethnic Studies in the University of California system. While wanting to emphasize our solidarity with these programs, as well as key similarities in terms of theoretical orientations, a graduate program in Interdisciplinary Comparative Ethnic Studies at Riverside would be distinctive.

The Ph.D. Program in Ethnic Studies at the University of California, Berkeley, is the oldest and most distinguished graduate program. It has trained many if not most of contemporary Ethnic Studies scholars who have a Ph.D. in the field. The Program has sometimes experienced some controversy, however, because African American Studies split off into its own department, and
thus the goal of a unified College of Ethnic Studies was never realized. Toward the end of the 1990s, another controversy arose over an Ethnic Studies proposal to merge that department with American Studies at Cal. Many students of color and their allies vociferously opposed such a merger and it, in fact, never took place. (For an example of how this split was seen by the local press, interested readers can consult the following on-line article from a 1990s journal, at:


The newer Ph.D. program in Ethnic Studies at the University of California, San Diego, is more “relational,” as we propose the program at UC Riverside would be. As founder Ramon Gutiérrez notes, identified colonialism, genocide, and immigration as the initial key foci (Gutiérrez 1994). Presently, the San Diego program is oriented toward the social sciences, and prioritizes theoretical dimensions of the field (Gutiérrez 1994). We believe that our orientation towards the theorization of practices, and an interdisciplinary approach integrating history, social sciences, and the arts, is something that would make the UCR program complementary to but distinctive from both Berkeley and San Diego.

Furthermore, issues of duplication are moot to some extent considering the fact that there is presently no Ph.D.-level program in Ethnic Studies in the Los Angeles or Inland Empire areas of Southern California. Given the tremendous diversity that characterizes this part of the state, we think this is a perfect time and place to put together a graduate program that could have a tremendous impact, locally and in terms of the larger discipline, state-wide, nationally, and internationally (Barlow 2003).

SECTION 4: FACULTY

The Department presently consists of thirteen scholars (eleven full-time/ladder-rank faculty, plus one, full-time lecturer. Note that two of the former hold .5 joint appointments in sociology.) For summary C.V.s of the current full-time faculty please refer to Appendix B at the end of this proposal.

The current faculty consists of full professors Edna Bonacich, Lane Hirabayashi, Alfredo Mirandé, and Armando Navarro. Professors Ralph Crowder, and Edward Chang are associate professors. Professors Jayna Brown, Jodi Kim, Anthony Macías, Robert Perez, and Dylan Rodríguez, are assistant professors. Professor Richard Lowy is our one full-time lecturer.

SECTION 5: COURSES

Since there are currently only a few graduate classes in Ethnic Studies on the books, and these have only been occasionally offered, our faculty plans to develop a new set of 200-level graduate courses as proposed above. These have to do with a first-year sequence of core courses as well as a second year set of offerings that have to do with the key focal areas that represent the expertise of our faculty in terms of race/class/gender/sexuality, cultural production, and the State/law/criminal justice/grassroots responses.

Because we are fully committed to keeping our undergraduate ETST courses and B.A. Degree programs going, we have assessed extant graduate courses offered by other departments in CHASS. Thus, as delineated above, we plan to actively encourage our graduate students to link up to disciplines, faculty, and courses at the graduate level across the College that will best supplement the training we give them, and to best facilitate the research projects that they are planning to develop and carry out.
These would include courses such as Soc 246-Race, Class, and Inequality, Soc 263-Women in Work in World Historical Perspective, and Soc 266-Race and Ethnic Relations, Soc 268-Race, Law, and Gender.

A number of classes in the Soc 265 (E-Z) area of “Topics in Race and Class Inequality,” are viable for our program including Soc 265 F-Black America, Soc265 I-Chicano Sociology, Soc 265 J-World Inequality, Soc 265 R-Racial, Ethnic, and Immigrant Families. Similarly, we have identified the Department of Sociology’s Soc 264 (E-Z) area of “Gender Studies” as relevant to our graduate students’ interests and needs.

The Department of Anthropology also offers courses that are pertinent to our students. These include Anth 251-Theory and Method in Mexican Ethnography, and Anth 254-Writing Women: Issues in Feminism(s), Representation, and Ethnographic Practice.

As other relevant courses are developed and come to our attention, we plan on adding them to this preliminary list. Every year or two, as needed, we also plan to break these courses down into thematic blocks that parallel the three proposed areas of concentration within the Ethnic Studies graduate program.

SECTION 6: RESOURCE REQUIREMENTS

FTE Faculty

The Department currently has 11.5 FTE, plus one full-time lecturer position. (See Appendix B.)

Library Acquisitions

In terms of the present set-up, the Rivera Library only specifies how much money is currently being spent on monographs. (The budget for journals has not recently changed.)

The total spent on Ethnic Studies books is currently $31,500, which is divided between African, Asian, Chicano/Latino, and Native American areas, along with general Ethnic Studies books. While this amount is adequate for our undergraduate endeavors we believe that the Libraries would need to acquire additional materials, in terms of books and key journals, to support the graduate program we are proposing. (Please consult Appendix C for a more detailed resource statement from staff librarians of the Rivera Library.)

In our view the budget for Ethnic Studies acquisitions should be supplemented by $2,500 a year, for the first three years after the creation of the Ethnic Studies graduate program. This would help us to make sure that the most current materials in the field are ordered and made available to our graduate students for their coursework and research. This request is fully consistent with the rate at which purchases have increased between 2004 and 2005.

We will make such a request to the appropriate college and university administrators as the graduate proposal moves forward.

Computing Costs

We do not anticipate immediate additional computing costs in terms of our graduate program as long as the current resources of the College and University continue to grow apace with the growth of the UCR campus. As we get a full component of graduate students, however, it would be nice to have a number of computers, printers, scanners, etc., set up in the graduate student lounge in the new Interdisciplinary Studies Building where the Department of Ethnic Studies will
eventually move. The estimated cost of four new computers, tied into a single printer, in the lounge, is $3,000.

Equipment

No additional equipment will be necessary.

Space and Other Capital Facilities

At present the Department has experienced dwindling access to necessary, contiguous space. This may be ameliorated with the move to the new building, presently projected for 2006 or 2007.

Essentially, this will allow the Department of Ethnic Studies to be on the same floor, in the same area, and this will facilitate communication between faculty, between faculty and students, and between faculty and staff. We also anticipate setting up a graduate lounge and possibly a lounge for our undergraduate majors and minors as well. The new building will also entail a ETST conference room large enough to host our ETST Colloquium Series, which consistently drew between 20 and 30 participants this past year.

Staff

The implementation of a graduate program would necessitate the addition of one more staff member: a Graduate Secretary. The Graduate Secretary will work with the MSO and undergraduate advisor as an interface between the administration, students, and faculty.

SECTION 7: GRADUATE STUDENT SUPPORT

We project that a major source of support for our graduate students will come from a combination of fellowships from the Graduate Dean as well as TA-ships. (The Department presently hires between seven and nine graduate students from other departments in order to fulfill this need. As campus enrollments expand, we project that there will be an increased need for TAs, especially for introductory courses in Ethnic Studies. In fact, in 2005, CHASS administrators asked the Department of Ethnic Studies if it would be willing to add one or more sections of the current ETST 1 “Introduction” course because of high levels of student demand. Note that, if this added course had the enrollment of the extant ETST 1, this alone would necessitate that an additional five TAs be hired.)

Not only will the TA-ships help support graduate students; we propose that the TA experience can and will be utilized to expose graduate students to the craft of teaching. Thus we propose that our advanced graduate students who are A.B.D. can seek positions as Teaching Fellows or as Associates-in-Training in terms of filling open positions within our undergraduate curriculum.

We also expect that our doctor’s candidates will be able to apply successfully for a range of available grants. Those who are eligible for need-based aid will be encouraged to work with UCR’s Financial Aid Office in order to apply for Federal Direct Stafford Loans and/ or Federal Direct Unsubsidized Stafford Loans.

We will also encourage our students to apply for the different research grants that are offered on-campus, especially by the Graduate Division. These include Dissertation Research Grants, Humanities Graduate Student Research Grants, The Intercampus Research Opportunity Fund, as well as the Minigrants offered by the Graduate Student Association.
Finally, we plan to work with UCR’s Office of Grants & Contracts in order to ensure that as many of our graduate students as possible learn how to write strong grant proposals and attempt to tap into outside funding sources related to their dissertation research projects.

SECTION 8: CHANGES IN SENATE REGULATIONS

No changes in Senate regulations will be required.

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APPENDIX B: CORE FACULTY, DEPARTMENT OF ETHNIC STUDIES, UNIVERSITY OF CALIFORNIA, RIVERSIDE

Edna Bonacich is a professor of Sociology and Ethnic Studies. She received her BSS Social Sciences from the University of Natal, and her MA and Ph.D. in Sociology/Social Relations from Harvard University. Her recent work has focused on the garment industry in Los Angeles and around the world. She is concerned with the impact of globalization on labor standards. To this end she serves on the Advisory Council of the Worker Rights Consortium, an organization aimed at improving conditions for garment workers in the collegiate apparel sector. Her current projects concern the U.S. labor movement's response to globalization, especially in the manufacturing sector, and the radicalization of labor in the 19th century.
Jayna Brown is an Assistant Professor of African American and Ethnic Studies. She recently completed her Ph.D. degree at Yale University in the area of American and Ethnic Studies. Her scholarly emphases revolve around literature, performance, and theories of cultural production in communities of color.

Victoria Bromberry is an Assistant Professor in American Indian and Ethnic Studies. She received her Ph.D. in Modern Thought and Literature from Stanford University in 2001. Her specialties in this interdisciplinary program were Literature and Anthropology. Her dissertation, titled "Indigenous Memory and Imagination: Thinking Beyond the Nation," is a study of the development of a hemispheric consciousness among indigenous people in the Americas and the ways in which indigenous women are contributing to the phenomenon. From 2001-2002 Professor Bromberry was a UC President’s Postdoctoral Fellow in the Department of native American Studies at UC Davis. In 2001 she received the Sankofa Award from the California Arts Council for lifetime contributions to arts and culture. She is a past recipient of the Charles Bannerman fellowship, a national award, for her contributions to community organizing.

Edward Chang is Associate Professor with the Department of Ethnic Studies since 1992. He was the former director of the Center for Asian Pacific America (CAPA) at the University of California at Riverside. He earned his B.A. (1982) in Sociology and Ph.D. (1990) in Ethnic Studies at UC Berkeley and his M.A. (1984) in Asian American Studies from UCLA. Professor Chang’s research interests include Korean American-African American Relations, Asian-Latino Relations, Immigration, and Race Relations Theories.

Jodi Kim is Assistant Professor in Asian American and Ethnic Studies. She received her Ph.D. from the Graduate Group in Ethnic Studies at the University of California, Berkeley. With an emphasis in Asian American literature, Professor Kim is also a specialist on the Korean American experience. She also works in the area of film and video, and her research highlights theories of race and of cultural production.

Ralph L. Crowder is an Associate Professor at the University of California, Riverside. He received his Ph.D. in American History with an emphasis in African American History from the University of Kansas in 1994. Professor Crowder’s areas of teaching specialization include late nineteenth and twentieth century African American history, Pan-African history, African America and the International Community, Native American slavery and the Black Indian Experience, intellectual, and cultural history.

Lane Ryo Hirabayashi is a Professor of Asian American and Ethnic Studies. He received his M.A. and Ph.D. degrees from the Department of Anthropology at the University of California, Berkeley in 1981. Hirabayashi has published eight books and anthologies. His areas of interest include Asian American and Ethnic Studies, Mexican and Latin American Studies, pedagogy, film, and the theorization of vernacular practices.

Richard Lowy has been a lecturer with the Ethnic Studies Department since 1989. His primary responsibility has been to teach the large Ethnic Studies 1: Introduction to Race & Ethnicity. He has also taught courses in Chicano Sociology, Martin Luther King, Jr., Black & Chicano Bibliography, Comparative Race Relations, Political Economy of Race & Class, Research Methodology, Native American Policy in the 20th Century, & Native American Law. He received his B.A. in sociology from Cal State University at Long Beach; his M.A in sociology from San Diego State University; and his Ph.D. in sociology from University of California Riverside.

Anthony Macías is an Assistant Professor in the Department of Ethnic Studies. He received his Ph.D. and M.A. degrees in American Culture from the University of Michigan, and his B.A. degree in History from the University of California. Macías’s research specialities are in the areas of Chicano and Latino Culture, Popular Culture, and Urban History. His teaching interests are in Chicano and Latino Studies; Race Relations; California History; U.S. Social and Cultural History; and, Popular Music and Film.
Afredo Mirandé is Chair and Professor with the Ethnic Studies and Sociology department here at the University of California Riverside. He received a Ph.D. in Sociology from the University of Nebraska and JD from Stanford University, and taught at the Texas Tech University School of Law. Mirandé’s areas of interest include Law, Race and Ethnic Theory, Chicano Sociology, and Race, Class, and Gender.

Armando Navarro is Professor of Ethnic Studies at the University of California, Riverside. He received his A.A. degree in political science from Chaffey College in 1968; B.A. in political science from Claremont McKenna College in 1970; and his Ph.D. in political science from the University of California, Riverside, in 1974. His areas of teaching specialization include Latino/Ethnic Politics, Social Movements, American Politics, and Latino Contemporary Issues. His newest book, a masterful overview of the entirety of Chicano/a political culture and life, has been accepted for publication and is forthcoming.

Robert Perez is an Assistant Professor in the Department of Ethnic Studies at the University of California, Riverside. He received his Ph.D. in History in 2003. He received his Master of Arts degree in History from UCR in 1997, and his Bachelor of Arts from University of San Diego, in 1992. Pérez’s areas of interest and specialization are 19th Century United States, History of the American West and Spanish Borderlands, Colonial Latin America, Native American History, and Race and Identity Construction in Colonial Americas.

Dylan Rodriguez is an Assistant Professor at UCR. He received his Ph.D. and his M.A. degrees in Ethnic Studies from the University of California, Berkeley. He received his B.A. degree from Cornell University in Africana Studies and the College Scholar Program, with a concentration in Asian American Studies. Dr. Rodriguez’s areas of concentration are Filipino American Studies, Ethnic Studies, and the interdisciplinary scholarship emerging around critical studies of the U.S. and international prison industrial complex.

APPENDIX E

ACADEMIC DEGREE PROGRAM PROPOSALS
INFORMATION REQUIRED BY CPEC

01. NAME OF PROGRAM: Graduate Program in Ethnic Studies.

02. CAMPUS: University of California, Riverside.

03. DEGREE/CERTIFICATE: Ph.D. and Masters Degrees.

04. CIP CLASSIFICATION (to be completed by the Office of the President).

05. DATE TO BE STARTED: Fall quarter, 2007.

06. MODIFICATION OF EXISTING PROGRAM: None

07. PURPOSE AND DISTINCTIVE FEATURES: This is the only comparative Ethnic Studies graduate degree program in the immediate Riverside/Los Angeles area. Some campuses in the area, such as U.C.L.A., offer a Masters Degree solely in regard to ethnic-specific concentrations such as Asian American Studies.

    The graduate program at UC Riverside would be an independently-standing Ph.D. program that has a strong and distinctive theoretical and methodological foundation, rooted in the principles of academic Ethnic Studies. Theoretically, the faculty is
committed to developing and extending “racial formation theory” through an examination of how ethnicity and race intersect with class, gender, and other forms of difference.

Methodologically, there has been a strong tradition of community-based, community-oriented forms of research. Thus, as a faculty, we will encourage our students to carry out their work with an eye to research that has demonstrable, practical, applications or results that can positively affect communities of color and their allies. In sum, the ETST graduate program will contribute to a creative and unique body of scholarship that crosses and integrates a range of disciplines and practices.

See # 11, below, for additional details.

08. TYPE(S) OF STUDENTS SERVED: We project a strong demand for the ETST graduate program because it would be one of three doctoral programs in the country. Over the past ten years the Ethnic Studies Ph.D. program at the University of California, Berkeley, has admitted only 15 percent of its applicants. Between 1996 and 2002, the University of California, San Diego, has admitted 18 percent. Thus, we are certain that our graduate program would attract a significant pool of quality applicants from universities from across the U.S.A. because the demand for doctoral level training is far greater than the number of available slots. By recruiting quality students from around the country, UCR's Ethnic Studies graduate program will enhance the Riverside campus' ability to increase its selectivity quotient for graduate acceptances and enrollees, especially in regard to men and women of color.

09. STATUS IN REGARD TO THE CAMPUS ACADEMIC PLAN: The Dean of the College of Humanities and Social Sciences has recognized the importance of a graduate program in Ethnic Studies and fully supports this initiative. Thus the projected development of graduate program in Ethnic Studies is already part of the current campus academic plan.

Moreover, an ETST graduate program manifests the substance and spirit of the campus academic plan articulated by the College of Humanities, Arts, and Social Sciences (CHASS) in its seminal document “Vision 2010: Foundations for Growth in the Humanities, Arts and Social Sciences.” This plan anticipates that “By 2010 a period of significant growth will be realized, creating a College of some 11,000 undergraduate majors, 1,100 graduate students, and 450 faculty.”

In addition to enhancing the College’s steady movement toward this vision, the Ethnic Studies graduate program also amplifies the “Hallmarks of Vision” embedded in the larger academic plan. The structural and institutional imperatives of “Diversity,” “Collaboration and Interdisciplinarity,” and “National and International Distinction,” are well-served by an Ethnic Studies graduate program, especially since its establishment will attract a new generation of traditionally underrepresented graduate students with an intellectual and professional investment in the interdisciplinary, collaborative work of Ethnic Studies and its subfields.

10. APPROVAL OF A LICENSURE BOARD: N/A.

11. SPECIAL FEATURES OF THE PROGRAM: The graduate program in ETST will necessarily start with a small, select group of graduate students. Formal coursework will be required during the first year of residence, as delineated in the next section. Graduate students will also be required to attend and participate in the ETST Colloquium Series so that they can interact with the ETST faculty and other experts in the discipline from this and other campuses.

Over the course of the first year, graduate students will be encouraged to select more specialized concentrations in interdisciplinary, comparative Ethnic Studies. At this juncture we envision three possibilities that
would highlight academic and research foci that are presently held by our faculty. These are:

**AREA I: Race, Class and Gender.** Students picking this concentration would explore the intersectionality between these three key areas of difference and, often, discrimination in regard to specific idiographic topics.

**AREA II: Cultural Production.** This concentration would feature the study of vernacular culture, especially in terms of their expression of communities of color’s history and experiences in terms of literature, music, and the arts. This area may evolve in other directions, such as film, depending on the two new faculty whom we hire this year in ETST.

**AREA III: Politics and Policy in the Context of the State.** One of the highlights of UCR’s Ethnic Studies faculty is their experience and expertise with a range of policy issues vis-à-vis grassroots organizing. We would encourage projects that also attended to the role and the effects of the state as it impacts people and communities of color and their allies.

In the first and second years, we will also encourage our graduate students to take relevant theoretical and methodological courses from affiliated units in Women’s Studies, the Humanities, and the Social Sciences departments in CHASS. Finally, we plan to work one-on-one with our graduate students in terms of directed-study courses. The capstone requirement for the Ph.D. Degree will entail a doctoral dissertation demonstrating the candidate’s ability to generate original, detailed, research that constitutes a significant contribution to the field of Ethnic Studies.

12. **LIST ALL NEW COURSES REQUIRED:** (1) History of Ideas in Ethnic Studies; (2) Contemporary Theories in Ethnic Studies; (3) Interdisciplinary Methodologies in Ethnic Studies; (4) DES Colloquium Series. In addition to these key core courses, please refer to the list presented above in Section 2.3 d "Required and Recommended Courses."

13. **LIST OF ALL OTHER REQUIRED COURSES:** Because we have a relatively small faculty, and because we are fully committed to keeping our undergraduate ETST courses and B.A. Degree programs going, we are currently assessing extant graduate courses offered by other departments in CHASS. These would include courses such as Soc 246-Race, Class, and Inequality, Soc 263-Women in Work in World Historical Perspective, and Soc 266-Race and Ethnic Relations, Soc 268-Race, Law, and Gender.

A number of classes in the Soc 265 (E-Z) area of “Topics in Race and Class Inequality,” are viable classes for our students, including Soc 265 F-Black America, Soc265 I-Chicano Sociology, Soc 265 J-World Inequality, Soc 265 R-Racial, Ethnic, and Immigrant Families. Similarly, we are also assessing graduate courses in the Department of Sociology’s Soc 264 (E-Z) area of “Gender Studies.”

The Department of Anthropology offers courses that are fully pertinent to our students. These include Anth 251-Theory and Method in Mexican Ethnography, and Anth 254-Writing Women: Issues in Feminism(s), Representation, Ethnographic Practice.

In sum, our plan is to assess the above courses, and break them into thematic blocks that parallel the three proposed areas of concentration within the Ethnic Studies Graduate Program. Then we will require graduate students to take a number of courses in ETST and affiliated departments each year in order to reach a full complement of required units. We also note, that over time, and with a larger faculty, we will continue to develop and offer additional graduate courses of our own.
14. LIST OF OTHER UC AND CALIFORNIA CAMPUSES THAT NOW OFFER THIS PROGRAM: As far as we have been able to determine, only Berkeley and San Diego offer Ph.D. programs in Ethnic Studies. This is not only true for the state but also true, nationally.

15. LIST ANY RELATED PROGRAMS OFFERED BY THE PROPOSING INSTITUTION: We acknowledge that there are a number of courses offered by the Department of Sociology that might look similar to what is being planned by ETST. We emphasize, however, that careful consideration of the situation indicates that the theoretical, methodological, and emphases of the ETST graduate program are distinctive. (The same case can be made in regard to Women’s Studies, especially since the focus of the latter program at UCR has been largely international, and the focus of Ethnic Studies at UCR has been largely domestic and primarily oriented toward people of color.) Thus, to the best of our knowledge, there are no related or competing programs currently offered by any department in the University of California, Riverside.

16. EMPLOYMENT PROSPECTS FOR GRADUATES: At this juncture, we expect that a good number of the graduates from our Ph.D. program would go on to teach in Ethnic Studies programs, or, alternatively, teach in interdisciplinary B.A., M.A. and Ph.D. programs (such as American Studies Ph.D. programs at campuses like Yale and American University; The History of Consciousness Ph.D. Program at U.C. Santa Cruz; or the Ph.D. in Modern Thought and Literature at Stanford University), or teach in mainstream Ph.D. programs in the Humanities and Social Sciences.

Alternatively, because of our orientation toward service to communities and populations of color, we expect that a number of our graduates may seek employment with community-based organizations, or with governmental agencies who work with populations of color, as researchers, grant writers, staff, and so forth.

17. ESTIMATED ENROLLMENT FOR THE FIRST FIVE YEARS: We plan to initiate the graduate program during the 2007-2008 academic year with a full complement of course for an entering class of four students. We hope to find an exceptional cohort whose perspectives and interests complement our own, and also want to limit the initial numbers of students so that we are able to give them personalized, project specific, tutorials. In addition, we remain fully committed to our undergraduate program; thus, starting with a relatively small number of graduate students makes sense in that we plan to keep the courses and work with our majors/minors going even as we initiate this new direction.

Year 2007/08: five students admitted.

Year 2008/09: five students admitted.

Year 2009/10: four students admitted, etc.

Full complement of the program: twenty-five graduate students in the M.A./Ph.D. Program by 2011.

18. ESTIMATES OF THE ADDITIONAL COSTS.
FTE faculty: None necessary for the basic implementation of the graduate program; however, additional faculty lines in Ethnic Studies at the assistant professor level would be desirable as funds permit.

While we anticipate drawing from other departments, faculty, and courses in CHASS, at first, we would like to offer as many of the
core graduate courses as is possible. Over time, then, we will need to add some more faculty in order to offer both our undergraduate and graduate courses.

Library acquisitions. None necessary for the basic implementation of the graduate program; however, an additional $1,000 a year for specialized monographs and journal subscriptions would be desirable. We anticipate working with the CHASS Dean in order to identify suitable venues within the College and without that might be able to provide funds for these purposes.

Computing: No additional costs projected.
Other facilities: No additional costs projected.
Equipment: No additional costs projected.
Staff: The Department is currently requesting that the Dean fund additional staff time because our current personnel are severely over-burdened as it is. It is thus imperative that this request be considered even more critical to the functioning of the department because of the additional demands that the graduate program will create, both at the level of faculty and students.

19. The Graduate Program in Ethnic Studies will be evaluated by the Graduate Division and, in general, will follow all of the rules and procedures established by the Graduate Division in this regard.
APPENDIX D: LETTERS
February 23, 2006

DALLAS L. RABENSTEIN
Dean, Graduate Division

Re: Proposal for a Graduate Program in Ethnic Studies

I am pleased to endorse the attached proposal for establishment of a new M.A./Ph.D. program in Ethnic Studies. This proposal calls for a new graduate program with concentrations in three areas: (1) The political economy of race, class, gender and sexuality; (2) Vernacular cultural production; and (3) The state, law, criminal justice and grassroots responses. These concentrations, along with an emphasis on interdisciplinary comparative ethnic studies, will provide this new graduate program with a unique profile among graduate degree granting programs in the UC system. Only UC Berkeley and UC San Diego offer graduate degree in Ethnic Studies, and this proposal calls for establishing a new program at UCR that could complement those programs while satisfying an increasing demand for graduate study in this area.

The enclosed proposal recognizes unique departmental strengths in Ethnic Studies and adds to several College-wide initiatives already underway. I suspect that this new program will be able to grow efficiently, without unduly taxing college resources, and should gain prominence quickly, attracting foundation and extramural funding. I have no doubt that this new graduate program has the potential to enrich the creative and research life of the campus.

Once the Ph.D. is established, the College will work to assure that the necessary resources outlined in Sections 6 and 7 are provided, assuming that additional staff and student support will be available within prevailing allocation formulas.

On behalf of the College, thank you for your consideration of this proposal. Please do not hesitate to contact me if I can be of assistance in your review.

Joel Martin
Interim Dean

cc: Executive Vice Chancellor Wartella
    Vice Chancellor Bolar
    Associate Dean Coltrane
    Associate Dean Warnke
    Assistant Dean Hancock
    Director Escalona
July 18, 2005

Professor Alfredo Mirandé
Ethnic Studies Department
University of California
Riverside, California

Dear Professor Mirandé:

It is my pleasure to strongly support the Proposal for an M.A./Ph.D. Program in Ethnic Studies at the University of California, Riverside. I have read the Proposal with great care and will comment in more detail in the pages that follow.

FACULTY:

The Ethnic Studies Department at UC Riverside is poised to implement a new Ethnic Studies M.A./Ph.D. Program given both the cohort of distinguished faculty members in the Department and the commitment to Ethnic Studies the Department has evidenced throughout its long history on your campus. The Proposal lists thirteen faculty as members of your Department which is an excellent number of professors to initiate your Program. In addition, the faculty listed include assistant professors and associate professors as well as full professors. You have such prestigious faculty members as professors Lane Ryo Hirabayashi, Armando Navarro and yourself. The faculty members listed also demonstrate a wide range of expertise in various fields of Ethnic Studies. With respect to the teaching staff you are well poised to launch your new proposed M.A./Ph.D. Program.

HISTORY AND NEED FOR THE PROGRAM:

The Proposal details the long history the Ethnic Studies Department has had at UC Riverside. It, therefore, has the experience to administer the new Graduate Program. The Proposal details an excellent grasp of Ethnic Studies Graduate Programs; the faculty has done an excellent job or researching other Ethnic Programs in the UC System and how the new proposed Graduate Program fits within the existing ones at UC San Diego and UC Riverside and at the same time differs from them.

I agree that there is a great need for a Graduate Studies Program in Ethnic Studies at UC Riverside. The Inland Empire is one of the fastest growing areas in California. Its populations has doubled or even tripled in the last decade. It is expected to keep growing. In addition, the Inland Empire is noted for its high number of ethnic minorities, in particular, the Chicano/Latino population is extremely high in the area. It is critical that the UC System and, in particular, UC Riverside be prepared to meet the needs of these incoming students.

At UC Santa Barbara we have found during our very first year of admitting students that there is a high demand for area studies. We had more then one hundred inquiries about our Program when first announced and we had 54 completed applications. We admitted five students our first year and are looking forward to our first cohort this fall 2005. The quality of the students was superb. Most of our applicants had very high GPA’s (some had 4.0; most had 3.5 and above) and competitive GRE’s with excellent letters of recommendation.
July 18, 2005

Page 2

With respect to future employment, we at UCSB know that there is a market for our students. Although we did not have a Graduate Program in the past, we did have two Chicana Studies Fellowships. These graduate students completed their dissertation in our Department and went on to obtain jobs at colleges and universities across the nation. We have calculated that we have about a 95% or higher rate of having these students placed at colleges and universities such as Arizona State University, University of Arizona, Minnesota State University, and others.

UNIQUENESS OF GRADUATE PROGRAM:

I am pleased to see that great care has been given to differentiating the UC Riverside Ethnic Studies Program from the established programs at UC San Diego and UC Berkeley. Your stated focus on (1) political economy of race, class and gender, (2) vernacular cultural production, and (3) the state, law, and the criminal justice system make your program unique and differs greatly from the other Ethnic Studies Programs in the UC System. The Proposal also is specific about integrating theory with practice and interfacing with other departments at UC Riverside.

It is evident that the faculty has given a great deal of thought to the structure of the curriculum and has designed a program that is realistic. I am sure students enrolled in the Program will find the variety of courses offered greatly satisfying.

SUGGESTIONS:

I offer the following suggestions that might prove useful. Your Proposal does not detail (or I missed it in my reading of the document) a suggested minimum GPA requirement for entering students. You might want to state a minimum GPA requirement for your Program.

You might want to negotiate with your Dean and with Graduate Division for a number of guaranteed fellowships for the first year. You need fellowships for your top students in order to be competitive with high power, ivy league schools who offer substantial fellowships for a period of four or five years (we lost one student to Brown University who offered the student a four year fellowship at $40,000 per year). I am sure your Dean and Graduate Division will be supportive but you need to negotiate now.

You will also need to negotiate with your Dean regarding computers for your computer room for graduate students. There should be a good amount of money offered to your Department to launch your Program. The amount you have asked, $3,000 is very meager. You need to negotiate for funds for recruitment of students and publicity of your Program (brochures, posters, advertisements, handbooks, etc.). Again, I am sure your Dean will be supportive in this regard since it will bring very positive publicity to your campus as a whole.

As I said at the beginning of my letter, I am extremely supportive of your Proposal for an M.A./Ph.D. Program and congratulate you on all the excellent work you have done to structure and write your proposal.

Sincerely,

[Signature]

Maria Herrera-Sobek
Assistant Vice Chancellor for Diversity, Equity, and Academic Policy
Professor of Chicana and Chicano Studies
Luis Leal Endowed Chair in Chicano Studies
June 27, 2005

Alfredo Mirandé
Ethnic Studies, Chair
University of California, Riverside
HMNSS 3610
Riverside, California 92521

Dear Professor Mirandé,

I write to enthusiastically endorse the Ethnic Studies Graduate Proposal you recently sent me to review. I strongly believe that you and your faculty have carefully crafted a timely proposal that not only fills a needed gap for the University of California system, but also focuses on relevant application, an area that is not well developed in the existing UC Ethnic Studies Departments. The focus on policy and community based involvement of ethnic studies students at both the M.A. and PhD is an emphasis that is sorely underdeveloped in the discipline throughout the country. I appreciate the parallel emphasis on racial formation theory in the three key areas of graduate specialization (political economy of race, class and gender; vernacular cultural production and, the state, law and criminal justice system). However the unique strength here is the emphasis on how these three areas interface with grass-roots community based organizations. The plan to have graduates focus on research that incorporates practical application and results aimed at the communities we are a part and study is commendable.

As you mention in your proposal, the need for such a program in the Inland Empire is great. We at UCSD have been very selective in choosing our graduate cohorts. This has been in large part due to the limited amount of funding for incoming students, and even though we have been successful in choosing strong candidates, there are many qualified individuals who are rejected each year. As indicated in your statistics we get large numbers of applicants for our PhD program, but accept an incredibly limited few. Your program would not only enhance the number of graduates seeking the MA and PhD in Ethnic Studies, but would help tremendously in recruiting excellent students from diverse and multi-ethnic backgrounds. The need for such graduates is becoming acute as traditional departments across the country are beginning to hire ethnic studies graduates in increasing numbers.

Your proposal outlines a systematic and logical trajectory of courses and electives that are well supported by your existing faculty. I find the concept of the three field statements to be worthy challenges and strong preparation for understanding wide and diverse bodies of knowledge, as well as preliminary foundations for course syllabi and instruction. I believe your overall plan through the MA to the PhD us well laid out and rigorous.
I know that my colleagues here at UCSD would welcome collaboration and communication once your M.A. and PhD program is set up. There are many events, conferences and exchanges that would be a benefit to both our departments. In the meantime if you have any questions please let me know.

In closing, let me reiterate my support for the proposed graduate program. You have a strong and internationally known faculty, and the courses currently taught are excellent foundations for the program you are proposing. Given the proposed curriculum and the careful attention to the interrelationships with other institutions and programs on the UCR campus, I have no doubt that this new PhD/MA program will be a sound addition to the UC system, and to UCR.

I wish you much luck and look forward to working with you and your colleagues in the near future.

Sincerely,

[Signature]

Roberto R. Alvarez
Professor and Chair
August 30, 2005

Professor Alfredo Mirandé
Chair, Ethnic Studies
University of California
HMNSS 3610
Riverside, CA 92521

Dear Professor Mirandé,

It is with pleasure that I write to endorse without any reservations the UCR Ethnic Studies Graduate Proposal. The proposal is innovative, carefully crafted, and, quite frankly, more focused than the Ethnic Studies Graduate Program here at UC Berkeley.

Two things are immediately compelling about the proposal. First and foremost is the definition of the theoretical and methodological foundations and premises of the program. The second is how the proposal draws upon the specific areas of expertise of the existing faculty members in the department. Both things are obviously related and contribute to a program that carves out a distinct niche from the graduate programs at UC Berkeley and UC San Diego, the Program in American Studies and Ethnicity at the University of Southern California, and the Program in American Cultures at the University of Michigan.

Your proposed graduate program stresses alternative methodologies that emphasize “research approaches, concepts, designs, data collection, and practical applications that are mediated through community-oriented and community-based grassroots organizations” (p. 6). This is coupled with a commitment to the project of theorizing community-based methodologies. The result is to combine theory and practice in specific areas of specialization in ways that would “unite the older and newer styles of Ethnic Studies that have often been depicted as being hopelessly at odds” (p. 25). I find this integration on several levels to be a unique and exciting emphasis. It represents a return to the original vision of Ethnic Studies as articulated in the late-1960s and early-1970s, but one informed and tempered by the developments in such fields as cultural studies, critical race theory, and feminist studies.
What gives this overall emphasis coherence and weight is the delineation of three core areas of concentration. Each of the three areas defines a specific set of social sites and scales, theories and methodologies, and policies and practices while remaining broad and flexible enough to embrace a variety of topics. The areas help aggregate both faculty and student interests. One problem encountered here in the Berkeley program is the absence of some delineation of interests except for a rather broad divide between the social sciences and cultural/literary studies. Your proposal offers a significant advancement in this regard that helps center and focus graduate work.

As you note in your proposal, there has been a consistently high demand for graduate programs in Ethnic Studies. Over the past two years here at Berkeley, we have selected cohorts of 11-12 students from applicant pools of 110-120 students. Over 90 percent of those admitted formally accept and enroll. As you note in the appendix, we have a successful track record of placing our graduates in diverse colleges and universities. The areas of emphasis in your program will prepare graduates to teach, but will also provide them with the skills to work in a variety of non-academic settings as well. Students in Area II on cultural production could become museum curators for example, while students in Area III on the state, policies, and social movements could work in both non-profit and state sectors as organizers or policy analysts.

The content and trajectory of course work, exams, and dissertation requirements seem sound and well thought out. My only advice here is to give some thought to how the three "field statements" required for the qualifying Ph.D. examination will be defined. We at Berkeley often struggle with competing definitions as to what constitutes a "field." Is, for example, "Chicano/a political movements in the 1960s" a field, or should the field be more broadly conceived as that of "social movements"? Being able to provide graduate students with some rough guidelines or instructions with respect to defining, presenting, and defending their three fields may prove helpful.

Your department believes that the graduate program would make "a significant contribution to the evolving field of Ethnic Studies that would attract national interest and attention" (pp. 23-4). I couldn't agree more. Your department is well positioned to undertake this ambitious program and the intellectual vision behind it is one that is clearly articulated and long overdue. The program will truly distinguish itself among the handful of programs in comparative Ethnic Studies.

Sincerely,

Michael Omi
Associate Professor & Chair
omi@berkeley.edu
November 18, 2005

Professor Alfredo Mirandé, Chair
Department of Ethnic Studies
University of California, Riverside
Riverside, CA 92521

Dear Professor Mirandé,

I have had an opportunity to read the excellent proposal for a graduate program that you and your colleagues in Ethnic Studies have submitted. It seems to me that this is the next logical step for a program that has developed in a thoughtful manner during the last four or five years. The Department of Ethnic Studies currently provides instruction in areas are not duplicated in other departments at UCR, although there is the kind of overlapping of interests that will allow fruitful collaborative training and research with faculty and students in other departments. As you know, we have faculty members who share research and teaching interests you are developing. There is certainly a national labor market as well as a need for well-trained scholars in ethnic studies.

The program you proposed is a highly focused one that strives to do a few things very well rather than everything in not so thorough manner. This is appropriate for a growing department with a small but distinguished faculty. It is a sound decision that will help the program to achieve national prominence quickly. The really exceptional programs that emerged in anthropology in the last few decades wisely, I believe, adopted this strategy rather than the opposite one that attempts to cover the field in its totality.

While I am not familiar with the pool of applicants from which you will draw graduate students, I am certain that your faculty will attract first-rate students. This has the potential to enrich the experience for all of the graduate students at UCR. Given the large student-faculty ratios in your undergraduate courses, you should be able to provide some level of financial support for at least a portion of those applicants through a combination of teaching assistantships and fellowships from the Graduate Division. What I will miss are fairly regular conversations with anthropology graduate students about the Ethnic Studies courses in which they are or have been TAs. I have always found those conversations informative—not only the subject matter but also the styles of pedagogy. They benefited from their experiences as have I, their peers, and my colleagues in the Department of Anthropology. I look forward to continuing the exchange with your faculty and students, to exploring new ways of having those conversations, and to making them more meaningful for everyone involved.
Let me reiterate my enthusiastic support for the program that you have proposed. If I can of assistance in any way, please let me know.

Sincerely,

[Signature]

Thomas C. Patterson
Distinguished Professor and Chair
Dear Professor Miranda:

I am writing because we in Sociology now have had a chance to look through the detailed proposal on the Ph.D. program in Ethnic Studies.

We do not think the proposed program will affect the graduate program in Sociology adversely -- in terms of strong overlap or duplication of what is already covered in the Sociology Ph.D. program. On the contrary, we expect there to be strong synergies between our graduate program and the one being proposed for Ethnic Studies. Race and Inequality is a major area of specialization within the Sociology graduate program, and a number of our faculty and graduate students have a strong interest in race and ethnicity. And we have two faculty -- you and Edna Bonacich -- who hold joint appointments with Ethnic Studies already. So there should be plenty of synergies between our two graduate programs.

In summary, the Department of Sociology strongly and enthusiastically supports the creation of a Ph.D. program in Ethnic Studies.

Best regards,

Regards,

Anil

Anil B. Deolalikar
Chair, Department of Sociology
Professor and Graduate Adviser, Department of Economics
Director, Public Policy Initiative (CHASS)
Sproul Hall 4120
University of California, Riverside
Riverside, CA 92521, USA
Telephone: (951) 827-1575
Fax: (714) 649-5260
Email: anil.deolalikar@ucr.edu
http://www.economics.ucr.edu/people/deolalikar
APPENDIX A: Ph.D.s in ETHNIC STUDIES FROM THE UNIVERSITY OF CALIFORNIA, BERKELEY (and where they presently work, if that information is available)
Completed Ethnic Studies Ph.D.s and Teaching Institution

DRAFT VERSION

Abbay, Alemseged. ’91
"Identity Jutted: The Eritrean and Tigrayan Divergent Nationalist Paths" (Aug. ’96)

Adisa, Opal P. ’87 California College of Arts and Crafts (English)
"Three Landscapes Jamaican Women Writers at Home and in the Diaspora" (May ’93)

Aldama, Arturo. ’91 Arizona State University (Chicano/a Studies)
"Disrupting Savagism in the Borderlands of identity, violence, Resistance and Chican/ó, Native American, and Mexican Immigrant Struggles for Representation." (May ’96)

Antell, Judith A. ’84 University of Wyoming
"American Indian Women As Social Activists" (Dec. ’89)

Balce-Cortes, Nerissa, ’93 University of Massachusetts-Amherst (Comparative Literature)
"Savagery and Docility: Filipino Bodies and U.S. Imperialism Culture after 1898" (Dec ’02)

Banks, Ingrid. ’93 Virginia Tech (Black Studies)

Belustegui Góyoyi, Luis, Maria Isabel. UNAM (Filosofía 7 Letras)
"Scenarios of Construction of the Subject at the Limit: Zapatistas and Chicana" (May ’00)

Bennett, Milledge ’91

Bhana, Hershini ’92 University of California, Riverside (Women’s Studies)

Bhandari, Rakesh. University of California, Berkeley (Rhetoric)
"The Racial State: Racism, the New Social Darwinism and the Demise of Social Democracy" (December ’03)

Busto, Rudy ’84

Cabezas, Amalia ’92 University of California, Riverside
"Pleasure and It’s Pain: Sex Tourism in Sosua, the Dominican Republic"

Chang, Edward T. ’84 U.C. Riverside (Ethnic Studies)
"Korean-Black Conflict in Los Angeles" (May ’90)

Chang, Grace ’90 Evergreen State College (Ethnic Studies/Women’s Studies)
"Gatekeeping and Housekeeping: The Politics of Immigrant Women, Welfare and Service Work" (May ’00)

Chang, Juliana ’88 University of Santa Clara (English)
"Word and Flesh: Materiality, Violence and Asian American Poetics" (May ’95)
Chang, Michael '95  Santa Clara University School of Law
Racial politics in an Era of Transnational Citizenship: The "Asian Donorgate"
Controversy in Perspective (Dec. '01)

Cho, Sumi '87  Depaul University (Law)
The Struggle for Asian American Civil Rights, Race, Gender and the Construction for Power in
Academia (May '93)

Chun, Gloria '88  Social Science Diversity Coordinator- (L&S) University of California, Berkeley
Of Orphans and Warriors: The Construction of Chinese American Identity and Culture, 1930s to
the 1990s. (Dec. '93)

Cote, Charlotte '94  University of Washington (American Indian Studies)
Re-articulating Tradition in Two Native Indian Communities: Makah and Nuu-chah-nulth
Whaling in the 20th Century (Dec. '02)

Dong, Harvey '94  U.C. Berkeley (Asian American Studies)
The Origins & Trajectory of Asian American Political Activism in the San Francisco
Bay Area 1968 – 1978 (Dec. '02)

Ebeshade, Jill Louise '93  San Diego State University (Sociology)
The "Social Accountability Contract:" Monitoring and Labor Relations in the Global
Apparel Industry (May '01)

Faalava, Toetu '94  Portland State University (University Studies)
Fita Fita: Samoan Landsmen in the United States Navy, 1900-1951 (May '03)

Fabi, Giulia M. '87  University of Ferrara, Italy (American Literature)
The Shadow of the Ethiopian: The Theme of Passing for White in African American Fiction,
1855-1912 (May '93)

Ferreira, Jason M. '92  University of San Francisco (Ethnic Studies)
All Power to the People: A Comparative History of "Third World" Radicalism in San
Francisco, 1968-1974 (Dec '03)

Fong, Timothy '87  Director/Asian American Studies – Ethnic Studies Dept. CSU/Sacramento
A Community Study of Monterey Park, California

Fontenot, Wonda '87  Louisiana State University
Secret Doctrine: The Ethno-Medicine Tradition of African Americans in Rural French Louisiana
(May '91)

Foreman, P. Gabrielle '86  Occidental University
Pushing at the Parameters of Then and Now: Rearticulating Women's Slave Narratives. (Dec.
'92)

Fragd, Lula Mae '84
UGot2 Dist3 U Re/From disease to Revival: Reading The Themes of Madness in PanAfrican
Women's Literature (Dec. '94)

Fuse, Montye '92  Arizona State University (Ethnic Studies)
Powerful Positionings: Intersections of Language, Ideology and Politics in African
American and Chicano "Nationalist" Narratives
Galbraith, Rayne '96 Depaul University Law School Student  
  *Raped by U.S. Customs: Strip Searches and the War on Black Women* (Dec '03)

Gallegos-Castillo, Angela '88 University of San Francisco (Director/Psychiatry Research program)  
  *Complex Transitions: Mexican-origin Young Women's Journey to Womanhood* (May '02)

Garcia, Elizabeth '95 Hunter College (Africana & Puerto Rican/Latino Studies)  
  "Medicinal Histories": Puerto Rican Women's Writings in the United States (May '02)

Gonzales, Irene '91 Colorado State University  
  *Criss of Freedom: Native Americans and Religious Worship* (Dec '94)

Gonzalez, Vernadette '97 St. Lawrence University (Global Studies Department)  
  *Touring Empire: Colonial Travel and Global Tourism in Hawai'i and the Philippines* (May '04)

Gradilla, Alejandro '96 California State University-Fullerton (Chicano/Latino Studies)  
  *The Evil of Banality: the U.S. Modern, Racism, and the Mexican-origin Population* (January '04)

Guerrero, Edward V. '85 New York University (Film Studies)  
  *The Periodization of Blackexploitation* (May '89)

Haldan, Kent Edward '91  
  *Our Japanese Citizens: A Study of Race, Class, and Ethnicity in Three Japanese American Communities in Santa Barbara County, 1900 – 1960* (May '00)

Hall, Laura '91  
  *The Chinese in Guyana: The Making of a Creole Community* (May '95)

In the Woods, Patricia '87 University of Idaho  
  *Opposing the Ideology of the Split: Mythological Synergy as Resistance Discourse in the Novels of Louise Erdrich* (Dec. '94)

Joo, Eunyoung '93 California Institute of the Arts (Director/Curator)  
  *Crisis to Collapse: The Racialized Subject in Contemporary American Art* (May 02)

Kawaguchi, Gary '85, (Moved to Thailand)  
  *Race, Ethnicity, Resistance, and Competition: an Historical Analysis of Cooperation in the California Flower Market* (May '95)

Keizer, Arlene '90 University of Michigan (English/American Studies Program)  
  *The Middle Passage Never Guessed Its End: Slave Subjectivity and Black Subjectivity in Contemporary African American and Anglophone Caribbean Literature* (Dec. '96)

Kim, Jodi '96 University of California, Riverside (Asian American Studies Department)  
  *Ends of Empire: Asian American Culture and the Cold War* (May '04)

Kun, Josh '94 University of Massachusetts, Amherst  
  *Strangers Among Sounds: Listening, Differences, and the Unmaking of Americans*
Lara, Irene '96 San Diego State University (Women's Studies)
Decolonizing Latina Spiritualities and Sexualities: Healing Practices in las Americas
(May '03)

Leonard, David '96 Washington State University (Comparative American Cultures)
No Coloreds or Jews' Welcome: Constructing Coalitions in Post/War Los Angeles (Dec. '02)

Lonetree, Amy '91 San Francisco State University (Ethnic Studies/Native American Studies)
Displaying Indians: Museum Representations of Native American History and Culture
(Dec. '02)

Lopez, Cesar '96 Loyola Marymount University (American Cultures)
El Descanso: A Comparative History of the Los Angeles Plaza Area and the Shared Racialized Space of the Mexican and Chinese Communities, 1853-1933. (Dec. '02)

Lubheid, Ethne '92 Bowling Green University (Women's Studies/Ethnic Studies)

Martinez, Jesus S. '85 University of Santa Clara
At the Periphery of Democracy: the Binational Politics of Mexican Immigrants in Silicon Valley (May '93)

May, Claudia. '89 St. Thomas College (English Dept.)
Nuances of Un-American Literature(s): In Search of Claudia Jones; A Literary Retrospective of the Life, Times and Works of An Activist-Writer. (Dec. '96)

May, Katja '89
Collision and Collusion: Native Americans and African Americans in the Cherokee and Creek Nations, 1830-1920s (May '94)

Micco, Melinda '90 Mills College (Chair-Ethnic Studies)
African American and Seminole Indians (May '95)

Million, Dian '96 University of Washington (American Indian Studies)
Telling Secrets: Sex, Power and Narrative in the Rearticulation of Canadian Residential School Histories (May '04)

Moles, Eulalia '95 Returned to Spain
Envisioning Resistant Spaces through Chicana and Catalan Decolonial Writings of the 1970-1990s in Present Globalization (December 2004)

Mostern, Kenny '90 University of Tennessee
Collective Autobiographies: Narrative Identity and Politics in the Black Intellectual Tradition (May '95)

Murray, June '85 North Carolina State University, Durham
Living Voices: Afro American Family Experiences Across Four Generations in Durham, North Carolina (May '91)

Nguyen, Mimi '97 University of Michigan (Women's Studies Department)
Representing Refugees: Gender, Nation, and Diaspora in "Vietnamese America" (May '04)

Noh, Eliza '93 CSU/Fullerton (Asian American Studies)
Suicide Among Asian American Women: Influences of Racism and Sexism on Suicide Subjectification (Dec ‘02)

Park, Edward ’86 Loyola Marymount College (Asian American Studies)
Asian Americans in San Jose, California (Dec. ’92)

Parker, Sara G. ’86 U.C. Santa Cruz
Death of the Mother: Race, Class and Gender in Cherokee Country, 1755-1799 (May ’92)

Parrenas, Rhacel ’93 U.C. Davis (South and Southeast Asian Studies)
The Global Servants: (Im) Migrant Filipina Domestic Workers in Rome and Los Angeles (May ‘98)

Pelaud, Isabelle T. ’92, San Francisco State University (Women’s Studies)
The Cost of Freedom: Locating Vietnamese American Literature in Cultural Representation (Dec. ’01)

Perez, Alberto J. ’91 Post-Doc. UCB

Peter, Kurt ’90 Post-Doc UCLA
Watering the Flower: the Laguna Pueblo and the Atchison, Topeka and Santa Fe Railroad 1880-1980 (May ’94)

Price, Darby ’90 U.C. Santa Cruz
Mixed Laughter: Mediating Multiracial Identities in American Ethnic Comedy

Ramirez, Catherine U.C. Santa Cruz (American Studies)
The Pachuca in Chicano/o Art, Literature and History: Re-examining Nation, Cultural Nationalism and Resistance (May ’00)

Rasmussen Birgit ’94 University of Wisconsin-Madison (English and Ethnic Studies)
Re-Imagining Literary America: Writing and Colonial Encounters in American Literature (Dec. ’93)

Rhines, Jesse ’90 Rutgers University (Afro-American and African Studies)
Black Film, White Money: African American Entrepreneurship and Employment in the American Feature Film Industry—a Focus on Distribution (Dec ’93).

Robles, Rowena ’94 U.C. Irvine (Asian American Studies)
Asian Americans and the Shifting Politics of Race: The Dismantling of Affirmative Action at an Elite Public High School (May ‘03)

Rodriguez, Dylan ’95 University of California-Riverside (Ethnic Studies)
Collisions at the Wall: Radical U.S. Prison Intellectuals and the Crisis of Knowledge (Dec ’01)

Rodriguez, Juana ’91 Bryn Mawr (English)
Diosas, Atrevidas y Entendidas: Navigating Dimensions of Queer Latinidad within the Discursive Terrains of San Francisco

Roque Ramírez, Horacio N. ’96 U.C. Santa Barbara (Chicano Studies)
Communities of Desire: Queer Latina/Latino History and Memory, San Francisco Bay Area, 1960s - 1990s (Dec ’01)
Sexton, Jared '96 U.C. Irvine (African American Studies)
The Politics of Interracial Sexuality in the Post-Civil Rights Era U.S. (Dec. '02)

Shiekh, Irum '98 Lecturer - UC Berkeley (Asian American Studies)
9/11 Detentions Racial Formation and a Hegemonic Discourse of the Muslim Terrorist (May '04)

So, Connie '89 University of Washington - Seattle
Seattle Exceptionalism: The Life and Legacy of Wing Chong Luke (Dec '00)

Sobredo, James '90 CSU- Northridge (Asian American Studies)
From American "Nationals" to the "thirdAsiatic Invasion": Racial Transformation and Filipino Exclusion (1898-1934)

Souza, Caridad '87 Hunter College (Puerto Rican Studies)
Cultural Identity, Self-Perceptions, and the Construction of Sexuality Personal Narratives of Puerto Rican Unwed Mothers. (May '95)

Streeter, Caroline U.C.L.A. (English)
Ambiguous Bodies, Ambivalent Desires: The Morphing Mulatta Body in U.S. Culture, 1965 - 1999 (Dec '00)

Valverde, Caroline '94 University of California, Davis (Asian American Studies)
Making Transnational Viet Nam: Vietnamese American Community – Viet Nam Linkages through Money, Music, and Modems (Dec. '02)

Venegas, Yolanda '96
Romancing Manifest Destiny: Race, Gender, and Sexuality in the Making of California (May '04)

Wang, Oliver S. '96 Lecturer- UC Berkeley (Asian American Studies)
Spinning Identities: A Social History of Filipino American DJs in the San Francisco Bay Area (1975-1995) (Dec '04)

Wong, S. Shelley '86 Cornell University (English)
Notes from Damaged Life: Asian American Literature and the Discourse of Wholeness. (May '94)

Yep, Kathleen '96 Claremont Colleges (Asian Amer. Studies)/Pitzer College (Sociology)
They Got Game: The Racial and Gender Politics of Basketball in San Francisco’s Chinatown, 1932-1949 (May '02)

Yorba, Jonathan L. '91 Director - Education & Community Programs / Yerba Buena Center for the Arts, San Francisco
Picturing Miscenegenation: Multiracial Imagery in American Art (Dec '00)

Yung, Judith '84 U.C. Santa Cruz (American Studies).
Unbinding the Feet: The Changing Role of Chinese American Women 1835-1945 (May '90)
APPENDIX C: LIBRARY COMPONENT FOR THE GRADUATE PROGRAM IN ETHNIC STUDIES
Library Component in the Graduate Program Proposal for Ethnic Studies

Introduction

At the University of California, Riverside, the Department of Ethnic Studies plans to build its graduate program [Ph.D./M.A.] on the existing strengths of its current undergraduate courses and program. As such, will strive to reach a higher level of teaching and research as well as collaboration with other UC campuses and other institutions of higher education in the region.

In order to support the proposed new degree programs and the expanded research agenda, the University Libraries will need to stay informed of the program offerings as well as the research activities of faculty and graduate students, because such activities will have impact on Libraries' collections and services.

Currently, the Ethnic Studies Program at UCR covers four main areas of studies: African American Studies, Asian American Studies, Chicana/o Studies, and Native American Studies. It offers 103 undergraduate courses, four graduate courses and one professional course in Ethnic Studies and has 14 faculty members.

Library Collection

Since Riverside and the Greater Los Angeles area is the most ethnically diverse region in the U.S., the Libraries have been actively collecting materials related to Ethnic Studies for years. In the UCR Libraries, there are five librarians who are responsible for the collection development in Ethnic Studies. In addition to Kuei Chiu, the bibliographer for ethnic studies, there are four subject specialists, each covering a specific area: Ruth Jackson (ethnic studies/general and African-American Studies), Judy Lee (Asian-American Studies), Rhonda Neugebauer (Chicano Studies), and John Bloomberg-Rissman (Native American Studies).

While most relevant titles can be found under "E", materials may be found in a wide range of Library of Congress classification.

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<th>Disciplines</th>
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The print collection in Ethnic Studies is only part of the resource offered by the Libraries. Due to the participation in the California Digital Library (CDL), the UCR Libraries provide access to many full-text e-journals and bibliographical information to users on campus, in the libraries and off campus via proxy server.

In addition, the UCR Libraries subscribe to online databases related to Ethnic Studies:

African-American Culture and History: Full-text of the Encyclopedia of African-American Culture and History, plus selections from other resources.

Chicano Database: Mexican-American and other Latino cultures; 1967-present

Chicono/LatinoNet (CLNET): Chicano/Latino-related information

Ethnic NewsWatch: Full-text from over 200 newspapers, magazines and journals of the ethnic, minority, and native press; 1990-present; some earlier materials; English and Español

Handbook of Latin American Studies: Index to works on Latin America, abstracts; 1935-present; English and Español and Portugués

HAPI-Hispanic American Periodical Index: Materials on Central and South America, Mexico, the Caribbean basin, the U.S.-Mexico border region, and Hispanics in the U.S.; 1970-present

**Library Methods of Acquisition**

The UCR Libraries use various ways to acquire materials. For monographs, the Libraries have established "profiles" of all subjects including Ethnic Studies for approval plans which automatically bring in new publications on a weekly basis. To supplement these pre-approved books, the librarians review bibliographies, publishers' and vendors' catalogs and book reviews to identify additional materials relevant to the Ethnic Studies program on campus. Faculty and students are also encouraged to suggest titles suitable for library acquisition.

**Fund allocation for monographic purchases**

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April 19, 2006

TO: R.R. RUSSELL, CHAIR
GRADUATE COUNCIL

FM: MANUELA MARTINS-GREEN, CHAIR
RIVERSIDE DIVISION

RE: PROPOSAL FOR A NEW GRADUATE DEGREE PROGRAM IN ETHNIC STUDIES (M.A. AND PH.D)

The above proposal has been reviewed by the committee on Educational Policy, Planning and Budget and Library and concerns were raised about:

1. The normative time to degree for the M.A. program. It is important that this be specified and I am requesting that Graduate Council investigate this issue and forward recommendations to me for onward submission to the Ethnic Studies faculty;

2. The lack of allocation of funds for other library materials.

It was felt that details such as these should be included in a new proposal because it alerts the administration to the specific financial needs of the program related to the essential library component.

Attached are the comments from the committees that reviewed the proposal.

Enclosure
April 18, 2006

TO: M. MARTINS-GREEN, CHAIR
    RIVERSIDE DIVISION

FR: S.E. CULLENBERG, CHAIR
    PLANNING AND BUDGET

RE: PROPOSAL FOR A NEW GRADUATE DEGREE PROGRAM IN ETHNIC STUDIES (M.A. AND PH.D)

The Committee on Planning and Budget discussed the proposal for the new graduate degree program in Ethnic Studies and noted that the proposal had little new budgetary implications. The proposal requests an additional staff position for graduate support. The committee can see the need for this request but if the budget is tight, Ethnic Studies might be able to use its current student support staff to assist the new graduate students as they plan to enroll only a modest five new students per year. The Committee, therefore, is supportive of this new graduate degree program.

CC: Wilfred Chen
    Conrad Rudolph
    Glenn Hatton
    Douglas Mitchell
    Tony Norman
    Vivian-L. Nyiray
    Subir Ghosh
April 10, 2005

FROM: LUCILLE CHIA, CHAIR  
UCR ACADEMIC SENATE LIBRARY COMMITTEE

TO: M. M. MARTINS-GREEN, CHAIR  
UC ACADEMIC SENATE, RIVERSIDE DIVISION

RF: LIBRARY COMMITTEE’S ASSESSMENT OF THE LIBRARY COMPONENT OF THE  
“PROPOSAL FOR A M.A/Ph.D. PROGRAM IN ETHNIC STUDIES”

The Library Committee has no major objections to the proposal based on the “Library Component” as described on pp. 20-21 and in Appendix C. Several members of the Library Committee, however, are concerned that there is little discussion about increasing the number of works in print (monographs, journals, etc.), electronic resources, and in audio-visual media, which the proposed program may require as its teaching and research needs grow. Furthermore, what about the growing costs for subscriptions to existing journals and the databases listed in Appendix C as well as to new ones that will become available and that the program will want in the future? In addition, the Library Committee does not see any discussion on fund allocation for any materials other than “monographic purchases” as tabulated in Appendix C. Estimates of library spending on other materials, including the likely rate of increase in the acquisitions budget for the next five years would have made the discussion in the “Library Component” more solid.

The Library Committee strongly recommends such details in any proposal for a new program, not only because they demonstrate the serious intent of the proposal but because its approval would indicate that the University administration agrees to commit to the specific financial needs of the program, including the essential library component.
April 5, 2006

TO: MANUELA MARTINS-GREEN, CHAIR
    RIVERSIDE DIVISION

FM: LYNGDA S. BELL, CHAIR
    COMMITTEE ON EDUCATIONAL POLICY

RE: PROPOSAL FOR A NEW GRADUATE DEGREE PROGRAM IN ETHNIC
    STUDIES (M.A. AND PH.D.)

The Committee on Educational Policy has reviewed the proposal of March 4, 2006,
submitted by the Faculty of the Department of Ethnic Studies, to create a graduate
program in Ethnic Studies. CEP members find this proposal to be uniformly excellent
and are particularly impressed by the very strong letters of support that have come
forward, both from within UCR and from without, for the proposed program. The
strength of the faculty of the department, bolstered substantially by relatively recent,
excellent hires, gives this proposal a timeliness and vibrancy that should be supported in
the highest of terms.

We find the following points may still need some attention in the proposal, but we are
hopeful that these are minor and will not delay the proposal's progress through the
various stages of approval:

- CEP members wondered about the normative times to degree for both the M.A.
  and the Ph.D. in Ethnic Studies. There is no normative time to degree specified
  for the M.A. and CEP feels that this should be specified. For the Ph.D., the
  normative time to degree is specified as six years. Some CEP members felt that
  five years would be more appropriate. To clarify this point and make a strong
  justification for it, CEP recommends strongly that Graduate Council investigate
  and advise the faculty of Ethnic Studies accordingly, making sure that the
  normative times to degree for both the M.A. and Ph.D. are: a) in conformity
  with established norms in similar programs at other institutions; and/or b)
  similar to those established by other social science departments within CHASS.
  One of our members, from the Department of Anthropology, noted that
  graduate programs requiring fieldwork typically have longer normative times to
degree than other programs. This point also might be considered by Graduate
  Council as they see fit.
• The proposal is very ambitious in terms of the number of new courses it proposes to establish in a relatively short time frame (the projected first class of graduate students will be admitted in 2007/2008). However, the majority of CEP members feel that the strong drive of the Ethnic Studies faculty to create this program, as evidenced in the proposal itself, will propel them into action to create these courses quickly. CEP only wants to caution that a sufficient number of courses must be created and approved in timely fashion so that they will be ready and available at the time of entry of the first class of graduate students into the new program.
March 16, 2006

TO: LYNDAA BELL, CHAIR, EDUCATIONAL POLICY
    STEPHEN CULLENBERG, CHAIR, PLANNING AND BUDGET
    LUCILLE CHIA, CHAIR, LIBRARY

FM: MANUELA MARTINS-GREEN, CHAIR
    RIVERSIDE DIVISION

RE: PROPOSAL FOR A NEW GRADUATE DEGREE PROGRAM IN ETHNIC STUDIES
    (M.A. AND PH.D)

Enclosed is a copy of the above referenced proposal. Please have your committee review it and
send your comments to me no later than April 10, 2006.

Enclosure
TO BE ADOPTED:

The Riverside Division of the Academic Senate approves the proposal for a Ph.D. degree in Music as described in the attached documents received in the Graduate Division in April 2006.

JUSTIFICATION (adapted from program proposal)

The Ph.D. program in Music will be administered by faculty from the Department of Music within the College of Humanities, Arts and Social Sciences.

The principal objective of this proposal is to allow students the opportunity to pursue advanced studies and research in the Department’s areas of strength. The proposers plan to initiate a doctoral program with concentrations in three areas: musicology, ethnomusicology, and composition with a special emphasis in technological studies.

In musicology, a major focus of the program is on the musical heritage of Iberia and Latin America. No other campus in the UC system places an emphasis on Hispanic musicology, and there are only a few programs in the country that do so. This doctoral program will make UCR fully competitive with these programs and provide students from throughout the Americas and elsewhere with a viable and distinctive alternative to them. There is already considerable interest in Mexico in the possibility of such a program at UCR, given the reputation of the UC system, the close proximity of Southern California to Mexico, and the nonexistence of doctoral programs in musicology at Mexican and other Latin American universities. The department proposes to make this doctoral program a leading destination for talented Latin American graduate students wanting to write dissertations on their own musical heritage.

Ethnomusicology is a core strength of the UCR Music Department and features a theoretical orientation emphasizing new approaches to ethnographic research with a focus on cultural theory/cultural studies. The faculty are committed to training a new generation of music scholars to bring the insights of cutting-edge cultural theory to original research based on solidly grounded, finely detailed ethnographic fieldwork. Beyond area-studies strengths in Latin America and Asia, the faculty are known for their engagement with theoretical concerns at the forefront of contemporary research in their field, including music’s relationship with popular culture, race and ethnicity, gender and sexuality, technology, politics, memory, and globalization. Though it is anticipated that the program will appeal particularly to graduate students who have wide-ranging curiosity about music and cultural meaning, drawing on fields ranging from anthropology...
to cultural studies and literary criticism, the faculty will also prepare students for the kinds of far-ranging interdisciplinary conversations that are a hallmark of the field of ethnomusicology today.

The objectives in composition include giving students a thorough grounding in historical and contemporary compositional practice along with a strong emphasis in digital technologies for creation (sound design, computer composition, digital interactivity, new hybrid media), documentation (recording, digital editing, etc.), and production (sequencing, acoustic-digital hybrid works, interactive digital performance and installation). The program will encourage multiple modes of musical practice and scholarly inquiry in cultural, media, and technocultural studies. It will also prepare students, through coursework and internships, for positions in industry, creative careers, and the academy.

The proposal has been examined by the following committees of the Academic Senate: Graduate Council, Planning and Budget, Educational Policy, and Library. The proposal has the approval of the Dean of the College of Humanities, Arts, and Social Sciences.

R. Robert Russell, Chair
Graduate Council

Enclosures: Program Proposal (including memos of support)
Memos from the above mentioned Academic Senate committees
A Proposal for a Program of Graduate Studies in Music
for the Doctor of Philosophy Degree

Department of Music
University of California
Riverside, CA 92521-0325

October 20, 2006

Including:
Proposal (hardcopy)
CD (Appendix C: Job Listings, AY 2003-04; Appendix E: Advisory Exam)
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SECTION 1. INTRODUCTION

A. Aims, objectives, and distinctive features of the program

With this document, we propose to initiate a doctoral program in music with concentrations in three areas: musicology, ethnomusicology, and composition with a special emphasis in technological studies. We make this proposal now in recognition of unique departmental strengths at UC Riverside that complement those of existing programs elsewhere in the UC system, particularly as a result of several recent hires. There is, in short, a need for doctoral programs in the areas where we are, in fact, already playing a leading role.

- We have had a strong area focus on composition for many years, with a reputation for pushing the boundaries. With four ladder-rank composers in our Department, all with substantively different styles and pedagogies, we offer a remarkably broad approach to writing music that is deeply informed by current critical debates. Our composers create music with different aesthetics, from postmodern to free improvisation, from concert music and opera to sound design and installation, and they have consistently attracted students who are willing to expand their horizons. One of the main focuses of our Ph.D. program is electro-acoustic and digital composition. We explore the domains of music and sound art that emerge in the realm of electronic media, digitalization, and telematics communication, as well as the connection between music and other artistic and scientific fields such as visual arts, theater, dance, engineering and computer science. However, our interdisciplinary approach to composition is not abstract but rather emphasizes the social and cultural contexts of the musical experience, reflecting on notions such as subjectivity, identity, diversity, and gender.

- In musicology, we have developed a major focus on the musical heritage of Iberia and Latin America. No other campus in the UC system places an emphasis on Hispanic musicology, and in fact there are only a few programs in the country now that could compete with ours currently, e.g., the University of Texas, Austin, Florida State University, and Indiana University. Our doctoral program will make us fully competitive with these long-established programs and provide students from throughout the Americas and elsewhere with a viable and distinctive alternative to them. There is already considerable interest in Mexico in the possibility of such a program at UCR, given the reputation of the UC system, the close proximity of Southern California to Mexico, the presence on our faculty of one of the foremost Mexican musicologists, Leonora Saavedra, and the nonexistence of doctoral programs in musicology at Mexican and other Latin American universities. We intend to make our doctoral program a leading destination for talented Latin American graduate students wanting to write dissertations on their own musical heritage.

- Ethnomusicology is a core strength of the UCR Music Department and features a theoretical orientation emphasizing new approaches to ethnographic research with a focus on cultural theory/cultural studies. Faculty members' specialties include area-studies emphases in Southeast Asia, Asian America, and Latin America. It is unusual for any Department of Music to have three ladder-rank ethnomusicologists. Put together with the more than a dozen affiliated faculty in other departments, five world-music performance ensembles, and a new undergraduate major in Music and Culture, we are already on par with—or substantially larger than—other programs in the U.S. that already offer a Ph.D. in ethnomusicology. A program featuring this
diversity of research interests and high level of expertise will certainly attract students from around the U.S. and abroad. In particular, we anticipate that students from Southeast Asia (Indonesia and Thailand, in particular) and the Andean countries will be interested in working with our faculty at the doctoral level.

A doctoral program thus marks a logical next step in the evolution of our department, one that will help realize the full potential of existing programs, solidify our growing profile as a leading institution in the field, and greatly increase our ability to attract top graduate students.

Our principal objective is to allow students the opportunity to pursue advanced studies and research with internationally renowned scholars in our areas of strength.

Chief among these areas in musicology is the Iberian and Latin American heritage. Of special interest to our scholars is the intersection of music, politics, and culture in the formation of national identity in the 20th century. We seek to promote this research through a variety of means: the annual Encuentros/Encounters event featuring concerts and a conference focusing on a particular aspect of Iberian and Latin American music; the establishment of a Center for Iberian and Latin American Music (CILAM); the creation of a website for CILAM that will become a major educational resource and database (www.cilam.ucr.edu); and the development of an online journal, Diagonal, featuring original research on Iberian and Latin American music, and related topics (www.cilam.ucr.edu/diagonal). This ambitious agenda, already well underway, requires the participation of equally ambitious and engaged graduate students at both the master’s and doctoral levels. These initiatives will also enhance our program and increase its scope, outreach, profile, and viability.

In ethnomusicology, we are committed to training a new generation of music scholars to bring the insights of cutting-edge cultural theory to original research based on solidly grounded, finely detailed ethnographic fieldwork. Beyond area-studies strengths in Latin America and Asia, our ethnomusicology faculty are known for their engagement with theoretical concerns at the forefront of contemporary research in their field, including music’s relationship with popular culture, race and ethnicity, gender and sexuality, technology, politics, memory, and globalization. Though we anticipate that our program will appeal particularly to graduate students who have wide-ranging curiosity about music and cultural meaning, drawing on fields ranging from anthropology to cultural studies and literary criticism, we will also prepare students for the kinds of far-ranging interdisciplinary conversations that are a hallmark of the field of ethnomusicology today.

The objectives in composition include giving students a thorough grounding in historical and contemporary compositional practice along with a strong emphasis in digital technologies for creation (sound design, computer composition, digital interactivity, new hybrid media), documentation (recording, digital editing, etc.), and production (sequencing, acoustic-digital hybrid works, interactive digital performance and installation). The program will encourage multiple modes of musical practice, encouraging participation in ensembles, working both in, say, both traditional composition and sound design, pursuing scholarly inquiry in cultural, media, and technocultural studies. It will also prepare students, through coursework and internships, for positions in industry, creative careers, and the academy.
B. Historical development

Musicological research in the Iberian and Latin American areas

Study of Iberian and Latin American music has generally lagged behind research in other areas, particularly German and Italian music but also French and Russian. Like British or Scandinavian music, it has been at best an area of secondary interest for most scholars and remains absent from most music-historical curricula at the undergraduate and graduate levels, in survey and lecture courses as well as seminars. The reasons for this are many. One is that only recently has it been possible to get a doctorate in musicology in Iberian universities, and there are still few institutions in Latin America offering doctorates in musicology. As a result, the discipline has suffered from a certain weakness in the countries that should serve as the major conservators and promoters of their musical heritage. A second, more subtle, reason has to do with an enduring prejudice against Hispanic subject areas, a prejudice rooted in a historical bias in northern Europe and, by extension, the U.S. against Spain in particular (the Leyenda negra, or “Black Legend,” of the sixteenth and seventeenth centuries) and its former colonies in general. The third is a certain lack of awareness of Iberian and Latin American music due to its aforementioned absence from music-history curricula. A vicious cycle persists in which ignorance perpetuates neglect, further reinforcing ignorance.

Of course, despite these obstacles, considerable work has been done in Hispanic musicology, by both European and American scholars, and the field is, in fact, in a phase of expansive growth. This is due in large part to changing demographics in the U.S. In view of the status of Hispanics as the largest minority group in this country, it is simply no longer possible to ignore or even marginalize this rich tradition. Especially in the areas of the U.S. witnessing a rapid increase in their population with Hispanic ancestry, Southern California in particular, there is increasing demand for college curricula that respond across the board to the need for greater emphasis on the study of Iberian and Latin American history and culture. Music forms a crucial part of this study because of its centrality to such diverse areas as mass-mediated entertainment, religion, politics, race relations, national identity, and globalization.

Ethnomusicology

The field of ethnomusicology today has entered a period of tremendous growth and intellectual diversification. Signs of this growth are marked perhaps most clearly in the number and popularity of new and expanded ethnomusicology courses and programs at American universities, and in the proliferation and specialization of new journals, academic book series, and other publishing outlets focused on the intersections of music and culture. Several factors have contributed to this disciplinary growth, including the new centrality of multicultural education, the rising profile of “world music” as a commercially viable form of popular music with a broad international market, and the relevance of cross-cultural work in a post-9/11 world order.

Though rooted by tradition and practice in the study of non-Western musics, and still often defined as such (i.e., “the study of world music”), ethnomusicology today is also a remarkably diverse field in ways that go well beyond area studies or geographic specializations. Contemporary ethnomusicologists draw upon and contribute to theoretical work in cultural studies, anthropology, performance studies, sociology, literary criticism, ethnic studies, philosophy, musicology, social history, and other fields, while researching topics that range,
for example, from the role of technology in popular music production to the place of ritual music in situations of extreme political violence. The study of popular music, both American and “global” pop, has been a particular area of growth since the 1980s. approached, it should be noted, from a variety of complementary textual, musical, social and theoretical angles. Within this polyglot scholarship, however, ethnomusicologists have retained an emphasis on participatory fieldwork as a core research methodology, and ethnography as their primary mode of publication and analysis—both key strengths, it should be noted, of the current UCR ethnomusicology faculty.

The proposed Ph.D. program in ethnomusicology at UCR will occupy a unique and valued niche in this moment of disciplinary expansion and diversification. With faculty expertise in particular area studies currently under-represented in the UC system, including Southeast Asia, Asian America, and Latin America, as well as a commitment to the integration of cultural theory in the curriculum, the UCR Music Department is poised to become a leading doctoral program in the field.

Composition

“Musical composition” embraces a variety of activities: dramatic and lyric writing, sound design, improvisation, sound installation, computer music, recording, arranging, editing and producing music. In the world of today’s composer, the traditional activity of writing vocal and instrumental music for chamber ensembles and orchestras is just one of multiple possibilities. The impact of media in cultural life has changed the role of the composer in significant ways, opening new dimensions of creation, such as electro-acoustic music, sound art, sound design, sound installation, and interactive music. The digital fusion of music with visual arts has created hybrid forms and new domains of visual and auditory culture.

This development, which increases and differentiates the modes of production and distribution of music in society, has to be considered in any program of music education. Music pedagogy is still dominated by Western classical music, which, as we acknowledge, offers historical context and models for interpretation. Classical-music training provides the skills—such as harmony, counterpoint and ear training—that are still indispensable for the new generation of musicians, including those who are mainly concerned with engineering and technology. However, in order to address the needs of future composers, it is necessary to extend the realm of classical-music pedagogy by including basic knowledge of fields such as recording technology, computer music, design (sound, instrument, environment), improvisation, web distribution, and interactivity. Composition has to be integrated into the world of emerging media, languages, and interfaces.

There is a concomitant reinterpretation of classical-music culture in the university. With a rise in more egalitarian modes of production and distribution, the development and documentation of an increasingly vast musical world has affected the presumed middle-class enculturation towards European music, thus diminishing the effectiveness of purely classical music programs. Classical-music pedagogy, of course, is not bankrupt. As stated above, study of classical music composition offers a valuable source of historical perspective, and unique models for interpretive depth of performance. Furthermore, some skills that (for lack of better terminology) have been considered of a “basic musical” quality (such as harmony, and ear training) are still tremendously useful to new generations of musicians once again challenged with these issues (including engineers and technologists). Other skills, such as counterpoint (which can produce profound cognitive and organizational benefits for committed students), will remain a crucial part of the curriculum. The extension of a classical
music pedagogy, however, does not itself address the future composers’ need to understand knowledge bases, recording technology, computer music, instrument design, improvisation, web distribution, real-time electronics, and the integration of music composition into an emerging media world containing a language of interfaces: not just disciplines.

The role of the contemporary composer has been expanded far beyond the production of scores for vocal and instrumental concert music. Today, a composer may be called upon to compose for film, video, installation, dance or theatrical performance, web-based or other digital media. To survive in today’s competitive marketplace, a composer needs definable skills for the tasks required to work in the culture industry, performing arts, and also the academy. It is no longer appropriate to expect graduates with doctoral degrees to find immediate, ladder-ranked faculty positions; thus, an academic program cultivating the critical, creative, and practical skills necessary to work in a variety of new genres and creative media ensures wider opportunities for our graduates. A UCR Ph.D. program in composition will benefit advanced composers with a desire to explore creative context and will be unique in offering perspectives that do not unify along the lines of classical music, thus allowing students to examine not only technical and geographic distinctions but also generic compositional distinctions (see faculty strengths below). These factors, reinforced both by the broad cultural opportunities represented by Riverside, and the proximity to Los Angeles for field work and internships, will make the UCR Music Department composition Ph.D. unique.

History of faculty strengths

Our ladder-rank music faculty by areas:

<table>
<thead>
<tr>
<th></th>
<th>Musicology</th>
<th>Ethnomusicology</th>
<th>Composition</th>
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<tbody>
<tr>
<td>Byron Adams</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Walter Clark</td>
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<td>Renée Coulombe</td>
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<td>Frederick Gable</td>
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<td>Tim Labor</td>
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<tr>
<td>Paulo Chagas</td>
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<tr>
<td>René T.A. Lysloff</td>
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<tr>
<td>Jonathan Ritter</td>
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<tr>
<td>Leonora Saavedra</td>
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<tr>
<td>Deborah Wong</td>
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Since the founding of UC Riverside, musicology has been a major focus of the music department’s mission. Former faculty have included Edward Clinkscale, who made editions of Renaissance music; Edwin J. Simon, an authority on the classical concerto; and William Reynolds, whose specialty was modern Danish composers. Recent and current faculty include English musicologist Philip Brett, a prominent figure in the study of Elizabethan music, the operas of Benjamin Britten, and a prime mover in developing the new area of gay and lesbian musicology; Byron Adams, a leading expert on nineteenth- and twentieth-century British music; and Frederick Gable, a specialist in German Baroque music (now emeritus; his replacement will also be an early-music specialist). However, with the departure and untimely passing of Philip Brett, the musicology track lacked the kind of profile that would boost its national standing and make best use of limited resources. Under the leadership of Adams, as chair, and then-Dean Patricia O’Brien, a decision was made in 2002 to develop an emphasis on Hispanic musicology, an area in which few other universities (and none in
the UC system) would be serious competitors, one for which there was increasing demand, and one that seemed eminently appropriate, even necessary, given the demographics of the Inland Empire. (In fact, the idea of a Hispanic emphasis had been considered earlier, in the 1990s.)

To this end, a search was launched for a musicologist with a research specialization in Latin American music. This resulted in the hiring (in 2003) of Walter A. Clark, the author of several books and articles on Latin American and Spanish music and a tenured professor at the University of Kansas with ten years of experience. A subsequent hire reinforced this growing emphasis: Leonora Saavedra, associate professor of musicology, a native Mexican who is one of the foremost authorities on twentieth-century Mexican music.

Our musicology faculty (which includes Byron Adams, who identifies equally as both a composer and a musicologist) has strengths in musical nationalism, the 20th and 21st centuries, and European musics. It is marked by the best scholarship in both traditional and cutting-edge critical methodologies.

Our department now has a remarkable strength in the area of Spanish and Latin American music. Our profile is doubly unique in its cross-disciplinary shape within music scholarship. Jonathan Ritter, assistant professor of ethnomusicology, is an expert in the area of music and politics among Indigenous populations in the Peruvian Andes, and Paulo Chagas, assistant professor of composition, is a Brazilian composer with a doctorate in musicology who has composed over a hundred works and published research on Brazilian music. With two musicologists, one ethnomusicologist, and a composer, our department has the highest concentration of area specialists outside Latin America or Spain.

This constellation of scholars and research interests has given UC Riverside the potential to become a leading graduate program in Hispanic music studies in the world. A doctoral program is now not only possible but also necessary.

In 1996, Philip Brett, then chair of the music department, along with then-Dean Carlos Vélez-Ibáñez, spearheaded an effort to create a new track in ethnomusicology at UCR that brought professors Deborah Wong and René T.A. Lysloff to the faculty. Prof. Wong’s specialization in Thai court music and Prof. Lysloff’s research and performance on the Javanese gamelan created an immediate identity and reputation for the new track as a center for scholarship on Southeast Asian music, a reputation that has since been expanded both geographically and theoretically by the emergent Program in Southeast Asian Studies at UCR led by Prof. Wong and Lysloff. Prof. Wong’s subsequent research and influential publications on Asian music and performance, as well as Prof. Lysloff’s pioneering work on “technoculture,” exploring the intersections between musical practices, culture, and technology, have given the ethnomusicology track a reputation for engagement with issues of political economy and cultural difference. A new M.A. track in ethnomusicology was launched by Professors Wong and Lysloff in 1997, whose success thus far may be gauged by the list of prestigious universities to which its graduates have been accepted for Ph.D study, including UC Berkeley, New York University, Columbia University, the University of Michigan, and the University of Wisconsin. A pioneering Music and Culture undergraduate major was also added in 2001, one of only a handful of undergraduate programs of study in ethnomusicology in the U.S. As of fall 2006, the department also boasts the presence of five world-music performance ensembles: Javanese gamelan, Japanese taiko, Philippine rondalla, Andean, and Mexican.
In 2004, a third ethnomusicologist, Jonathan Ritter, was added to the faculty, specializing in indigenous and Afro-Hispanic music of the Andean region. Already known for his work on violence, cultural trauma, and music, Ritter’s profile (e.g., as co-editor of a book in progress on musics addressing 9/11) has solidified the ethnomusicology track’s focus on the cultural production of difference.

The UC system has been a pioneer in the development and growth of ethnomusicology in the United States, beginning with the founding of the first American graduate program in ethnomusicology at UCLA in the 1950s. The proposed Ph.D. at UCR will carry forward that mark of distinction by offering a unique track emphasizing critical studies with strong area studies concentrations.

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The music-composition track at UCR has always provided intensely directed musical study, firmly grounded in Western classical practice. With several recent hires, the base of the track has broadened significantly into new media, genres, and practice. Byron Adams, senior faculty member in the composition track, brings a distinguished record of varied and sophisticated concert music, and an international reputation as a leading scholar in British music. Theorist and composer Renée Coulombe's compositions range from traditional instrumental pieces to works with audio, video and live electronics. She also creates large-scale digital performance pieces and installations and leads a new digital performance collective in Los Angeles. She directs the UCR Free Improvisation Ensemble. Tim Labor composes extensively for theater, film and video games industries in Los Angeles. He has invaluable professional experience working in the very entertainment industries our students look to for future professional opportunities. Paulo Chagas is an internationally noted multimedia artist and composer, who specializes in digital composition. His extensive scholarship in Latin American music models the multiple modes of musical engagement we will cultivate in our doctoral students.

The University of California has always exhibited a dual role in the development of artistic research: that of content provider, and also incubator of new technology. The composition faculty at UCR, representing a broad knowledge base of musical distribution, are potentially a powerful resource for graduate composers from a variety of backgrounds. UCR also offers special benefits to those students interested in non-Western music from the associated faculty in ethnomusicology. In addition, a commitment to digital teaching begun with the installation of a large-scale teaching lab in 2001, and augmented with subsequent upgrades to recording and computer facilities now make high-level technological graduate music education possible. The unique association of a broad spectrum of faculty distribution models with equally broad models for content provision guarantee that graduates from the UCR Ph.D. in composition will receive opportunities at the highest level both in terms of artistic breadth and the development of associated technologies. The close relationship and proximity of the departments of theater, dance, and visual arts to music in the ARTS building facilitates a degree of interdisciplinarity not frequently found on UC campuses.

The aim of the proposed Ph.D. program in composition is to encourage a broad engagement with new digital technologies, with a thorough grounding in historical and contemporary composition practice, as well as to facilitate interdisciplinary approaches (visual media, dance, technology studies) in composition. It will also enable career-specific customization of degrees, as preparation for a variety of professional opportunities in industry, new performance genres, and the academy. The program will capitalize on the new digital initiative on campus, as well as new digital hires in dance, visual arts, computer science, literature, and film and visual culture departments, to adapt quickly to new hybrid genres and
practices. It will also benefit from the strong presence of musicology and ethnomusicology in the department, creating a new generation of composer-scholars.

C. Timetable for Development of the Program

Our department has offered a terminal M.A. for over forty years. With the introduction of our Ph.D., we foresee three kinds of graduate students in our program:

1. those leaving with a terminal M.A;
2. those arriving with an M.A;
3. those arriving with a B.A.

Group #1 will be our lowest priority and will become a smaller and smaller group over time.

If approved by spring 2007, we plan to enroll our first cohort of students for the 2007-08 academic year. (This initial cohort would be drawn from select M.A. students already in our department, i.e., we would not depend on outside recruitment but would rather advance/convert appropriate M.A. students into the new Ph.D. program.)

With the limits given below, two factors will determine both the ultimate size and the rate of implementation of the Ph.D. program in music: (1) The actual numbers of applicants each year considered by the faculty to be qualified to complete the Ph.D. at a level of distinction likely to result in professional placement, and (2) TA and fellowship support for graduate students in music at UCR.

The disparity between undergraduate and graduate enrollments at UCR is acute, and the university has set a high priority on increasing the enrollment in and scope of graduate programs across the curriculum. Our M.A. enrollments have been steady over the past several years, with 11 graduate students enrolled in the fall of 2004. Our plan in implementing the Ph.D. program is gradually to increase this to an average of approximately 25-30 graduate students enrolled at any one time, the doctoral students accounting for the increase while the number of master’s students declines.

These are numbers we believe we can sustain while maintaining a very selective admissions policy. Moreover, we believe that we can support these numbers with existing and anticipated resources in fellowships, TAships, and other financial assistance, as well as space, equipment, and curricula.

The following table assumes that both M.A. and Ph.D. students graduate at the end of the normative time for completion of their degrees: 2 years for M.A. students, 3-4 years for Ph.D. students entering with a master’s degree from another institution, and 5-6 years for Ph.D. students entering with the bachelor’s degree. The table assumes that the majority of students admitted to the Ph.D. program enter with a master’s degree from another institution. Because M.A.-level students would enter the Ph.D. curriculum in approximately the second year of the doctoral program, they are shown as entering in year 2. For simplicity’s sake, the table assumes graduation in year 5 for this group, because some doctoral students in ethnomusicology may require an additional year of fieldwork in order to complete their dissertation research.
The implementation of the Ph.D. program shown below increases our 2004-05 level of 11 graduate students to 16, with a gradual yet marked increase in the proportion of doctoral students to master’s over time. The overall increase in graduate enrollment will result in increased stature of the program and still allow us to continue to give each student a high degree of individual attention. We intend to guard our ability to educate and support our students at a level of excellence. Should sufficient resources become available at some point for our graduate program to expand yet further, we would certainly consider that possibility seriously in light of the best interests of our program and students. In short, this plan reflects what we could do with our anticipated level of fellowship support, and we have every hope of expanding carefully and gradually.

<table>
<thead>
<tr>
<th>Year</th>
<th>New M.A.s</th>
<th>New Ph.D. students Entering…</th>
<th>Total M.A.s</th>
<th>Total Ph.D.’s Per Year</th>
<th>Total Graduate Students</th>
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<td>1 2 3 4 5-6</td>
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<td>07-08</td>
<td>7</td>
<td>1 w/B.A.</td>
<td>14</td>
<td>0 0 0 0 0</td>
<td>15</td>
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<tr>
<td>08-09</td>
<td>7</td>
<td>1 w/M.A.</td>
<td>14</td>
<td>1 2 2 0 0</td>
<td>19</td>
</tr>
<tr>
<td>09-10</td>
<td>6</td>
<td>1 w/B.A.</td>
<td>13</td>
<td>1 3 2 2 0</td>
<td>21</td>
</tr>
<tr>
<td>10-11</td>
<td>6</td>
<td>1 w/M.A.</td>
<td>12</td>
<td>1 3 3 2 2</td>
<td>23</td>
</tr>
<tr>
<td>11-12</td>
<td>5</td>
<td>2 w/B.A.</td>
<td>11</td>
<td>2 4 3 3 2</td>
<td>25</td>
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<tr>
<td>12-13</td>
<td>5</td>
<td>2 w/M.A.</td>
<td>10</td>
<td>2 5 4 3 3</td>
<td>27</td>
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<tr>
<td>13-14</td>
<td>4</td>
<td>3 w/B.A.</td>
<td>09</td>
<td>2 5 6 4 3</td>
<td>29</td>
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While the chart above may be overly optimistic about the time to completion of the Ph.D. program, it is also optimistic about the attrition rate (i.e., the chart assumes that 100% of the students admitted to the Ph.D. program graduate). In any case, if the Music Department were unable to support students beyond a five-year period, the five years of full support offered by our program would nonetheless be comparable to that offered by other UC music departments.

Availability of space/facilities needed for program: Already available
Program Approval: AY 2006-07
Recruitment for entering class: AY 2006-07
Preparation/availability of catalog copy: Fall/Winter 2006-07
Final new course approvals: Spring 2007
First availability of offerings: Fall 2007
Year of admission for first cohort of doctoral students: Fall 2007
Anticipated year of awarding first degree: Spring 2012

Consistency of enrollment projections with the campus enrollment plan. UC Riverside is slated to grow rapidly over the next several years, reaching a maximum of some 21,000 students by 2010. The UCR administration has placed the growth of graduate programs and the enhancement of graduate-program quality at the highest priority in their planning. The realization of this doctoral program in music is clearly in keeping with those goals.

D. Relationship to existing programs on campus and to the campus academic plan

UCR’s College of the Humanities, Arts, and Social Sciences is known for its strong, successful emphasis on interdisciplinarity, and our proposed degree is designed to bolster a number of College-wide initiatives already in place. Bridging the three disciplinary areas of
our department, we have strengths in three spheres: (a) critical theory, (b) technology studies, and (c) Asian and Latin American studies. Each of these strengths has faculty from more than one track within the department. Each links up with interdisciplinary efforts already well-established in CHASS:

- issues in critical theory arc across the humanities and social sciences;
- the Digital Arts initiative links Dance, Music, Theater, Studio Art, the California Museum of Photography, and the College of Engineering;
- interdepartmental area studies, including the programs in Asian Studies, Latin American Studies, and Southeast Asian Text, Ritual, and Performance.

Music faculty members are already deeply involved with all these interdisciplinary, interdepartmental efforts. Our Ph.D. program will both benefit from these links and will contribute to strengths that already characterize CHASS.

Our doctoral students will have the twofold opportunity to work with outstanding faculty within their chosen track (ethnomusicology, musicology, or composition) and to pursue issue-driven work across tracks—both within the department, and beyond it. We argue that our program has achieved distinction by attending to the foundations of each kind of music study (that is, we will produce strong “musicologists,” “ethnomusicologists,” and “composers”) but our students will also have the training to interact in an informed and productive manner with other scholars in the humanities and social sciences and in the public sphere:

- Our faculty’s research interests exhibit an impressive confluence around critical theory. By this we mean the lively area of cultural studies, as pursued through both the humanities and the social sciences, and represented by strong attention to political economy, difference, and power. Cultural studies has been disappointingly slow to arrive in music studies. Indeed, scholars working in literature are more apt to address music via cultural studies than are music scholars themselves. Our faculty is exceptionally strong in this area—stronger than virtually any other department of music in the U.S. We address gender and sexuality, race and ethnicity, violence and trauma, critical pedagogy, popular culture, the media, representational systems, and more.

- Further, our faculty is deeply engaged with technology studies, with the distinctive and shared aim to blur the distinctions between critical and applied issues. We explore new interfaces between the body and technology in culture generally and through performance specifically. The boundaries between noise and music, academe and industry, are deeply implicated in our work. Our emphasis is on technoculture (a critical orientation) rather than “music technology,” and we focus on technology-as-culture, thus moving away from technology as something separate from, or added to, music and culture.

- Finally, our critical mass in Asian and Latin American studies is no reassertion of Cold War conceptions of area studies. We treat these geocultural “areas” as porous spaces marked by movement, and with specific attention to Southern California as an Asian/Asian American/Latin/American “space.” We reinvigorate the study of “western” art music by insisting on the presence of Latin America in the “West,” and we problematize Southeast Asia as a region defined by far more than colonial or American interests. Our explicit aim is to attract doctoral students who not only have
a deep interest in these places and cultures but a willingness to conceive of them in new ways.

Music faculty interests in these areas are distributed as follows:

<table>
<thead>
<tr>
<th></th>
<th>Critical Studies</th>
<th>Technology studies</th>
<th>Asia or Latin America</th>
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<tbody>
<tr>
<td>Byron Adams</td>
<td>X</td>
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<td>Walter Clark</td>
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<td>Renée Coulombe</td>
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<td>Tim Labor</td>
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<tr>
<td>Paulo Chagas</td>
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<td>X</td>
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<tr>
<td>René T.A. Lysloff</td>
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<td>Jonathan Ritter</td>
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<tr>
<td>Leonora Saavedra</td>
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<tr>
<td>Deborah Wong</td>
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<td>X</td>
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</table>

With the establishment of a doctoral program in music, existing interdisciplinary associations will be strengthened and new collaborations will be forged. Latin American Studies at UCR has traditionally maintained a low profile, even in California, although the Department of Anthropology has a national reputation in Mayan and Central American studies. Yet, there were many fine scholars working in Latin American areas of research who together constituted the potential foundation for a vigorous and prominent track. Under the current leadership of Steven Helfand, professor of economics, Latin American Studies is in a period of rapid growth at UCR, with increasing contact and collaboration between various academic units. The numerous initiatives being undertaken by the newly formed UCR Center for Iberian and Latin American Music will reinforce and enhance Latin American Studies at UCR in general through its journal, website, and annual Encuentros (see above). The same could be said of the relationship between CILAM and the Department of Hispanic Studies at UCR. Given the presence of Prof. Ritter, there is also the potential for collaboration between anthropology and musicology; the Film and Visual Culture program also has a strong Latin American component that provides an attractive avenue for collaboration.

The increasing prominence of Latin American and Hispanic studies at UCR is an outgrowth of a larger, campus-wide movement to emphasize Latin America throughout the university’s curriculum. This is a high priority of UCR, one reflected in the musicology hires mentioned above, as well as the appointment of Frances Córdova as chancellor in 2003. This is only natural given the local and regional resources UCR enjoys, including the cultural riches of the Los Angeles area and Southern California in general, and our close proximity to Mexico. In addition, UCR is the home campus for UCMEXUS, an invaluable resource.

The ethnomusicology track at UC Riverside has a well-established record of inter-departmental collaboration with related disciplines in the humanities and social sciences. More than a dozen professors from the departments of ethnic studies, anthropology, dance, history, and English are currently affiliated faculty in the music department for purposes of the undergraduate Music and Culture major, while members of the ethnomusicology faculty itself frequently serve on the master’s and doctoral committees of students in these and other departments. Establishing a Ph.D. track in ethnomusicology can only strengthen these ties
and create new opportunities for inter-departmental collaboration and conversation. For instance, our proposed requirement to have doctoral students in ethnomusicology take at least one graduate seminar in anthropology builds on the close historical relationship between our two fields and opens the doors to new areas of interdisciplinary cross-fertilization in the work of our students.

Ethnomusicology also forms a natural partner in the current growth and development of area studies programs at UCR. In addition to the previously discussed program in Latin American Studies, current ethnomusicology faculty have been instrumental in the development of Riverside’s new graduate program in Southeast Asian Studies. The Center for the Study of Southeast Asian Texts, Ritual, and Performance (SEATRiP) emerged from the critical mass of Profs. Lysloff and Wong with anthropologist Prof. Sally Ness, and it has a distinctive mission to interrelate critical multiculturalism with global and transnational studies. The expansion of our graduate course offerings in these two areas will go hand in hand with these programs.

A Ph.D. track in music composition is consistent with the university’s immediate academic goals and will also benefit longer-term interdisciplinary associations. Within the collective arts component at UCR (Art, Art History, Music, Theatre, and Dance), all have graduate programs, but only one so far (Dance) has a Ph.D. program (dance history and theory), though this is one of the most innovative and distinguished in the nation. In this regard a Ph.D. program in artistic synthesis (music composition) at UCR will be unique. The potential for collaboration between music and dance is particularly attractive, given that some composers will be interested in writing for dance and some musicology students will be interested in historic or folkloric dance.

Related graduate programs at UCR, however, already contain some of the efficiencies planned for the distinctive composition Ph.D. The faculties of Film and Visual Culture, Dance, Computer Science, and English already provide alternate critical and technical resources for theoretically interested composers, and a track involving collaboration would not be unlike the UCR Theatre Department’s joint M.F.A. with the Department of Creative Writing. The development of long-term instructional initiatives based on contemporary musical situations including video, gaming, multimedia and the development of new interfaces, performance modes, and manners of manipulating musical material are crucial to this distinctiveness.

The variety of digital and performance models available to composers is considerable, and the exploration of this breadth itself is perhaps even more important as the number of instruments available to the composer increases. The UCR composition Ph.D. is an ambitious track directed towards the whole creative artist, containing a broad range of potentialities for intra-campus support and collaboration. As such, it features some similarities with other interdisciplinary degree programs at UCR but will still retain a strong basis in the Music department. This is due not only to the utility of a disciplinary degree, but also to the necessity of consolidating technical resources for composing and integrating these into the campus technological plan.

E. Interrelationship of the program with other University of California programs or regional institutions

One of the most exciting aspects of this proposal is the potential for meaningful and productive collaboration with other programs in the UC system that may have significant complementary resources to ours but lack our strengths. Quite a few of our faculty are
already serving as outside members on doctoral committees at other campuses, and those campuses are sending to us talented master’s students wanting to work in the areas of Latin American musics, Asian musics, technology studies, etc. The collaborations summarized above within UCR itself extend, in fact, throughout the entire system. For example, UC MEXUS is a logical collaborator with and beneficiary of the program this proposal seeks to create.

Musicology. In California, UCLA, UC San Diego, UC Santa Barbara, UC Berkeley, UC Davis, Claremont Graduate School, USC, and Stanford all offer the Ph.D. in musicology. Only one of these programs has had a faculty member with an emphasis in Hispanic studies. For decades, UCLA’s Robert M. Stevenson, the preeminent scholar of Iberian and Latin American musicology, attracted talented graduate students from around the U.S. and throughout Latin America, and under his direction, they produced an impressive number of theses and dissertations. He is now retired, however, and no one has taken his place. Some fine graduate research in this area has also emanated from the other campuses mentioned above. But none of them has even a single historical musicologist whose specialty is either Iberia or Latin America. Students pursuing advanced degrees in musicology at those schools do not have the benefit of working with a bona fide Hispanist, though they certainly get excellent guidance from professors of distinction who work in other areas. This is a conspicuous gap in the graduate education in music that this state offers, one that the proposal under consideration will bridge.

Ethnomusicology. There are currently four ethnomusicology Ph.D. programs in the UC system, at UCLA, Berkeley, Santa Barbara, and Davis, and in fact, the critical mass that the UC system as a whole has achieved in this field is without peer in the United States. Despite this strength, given the broad interests of ethnomusicology as a field, gaps remain in what the UC system currently offers to potential doctoral students. Berkeley and UCD each have a single Southeast Asian specialist; UCLA has two Latin American specialists, while UCD has one. However, UCR faculty research and teaching interests in the interface of music and cultural studies are unique within the UC system. No other UC campus duplicates our strengths in particular area studies, in theoretical focus, or in the substantial and innovative interdisciplinary possibilities. As a result, UCR faculty members have been invited to teach seminars in this area in recent years at other UC campuses (UCLA), and are frequently asked to serve on the thesis and dissertation committees of students at these other institutions (UCSD, UCLA, Berkeley, etc.). Given the relative proximity of large ethnomusicology graduate programs at UCLA and Santa Barbara, a Ph.D. program at Riverside will increase the opportunities for this sort of inter-campus collaboration, and give a destination to those graduate students currently wanting to work with UCR faculty on a full-time basis and unable to do so.

Finally, given our ethnographic emphasis and belief in participatory fieldwork as a core research methodology, our doctoral program will create new and meaningful ties to local communities through graduate research, particularly among the substantial Latin American and Asian/Asian American communities near the Riverside campus.

Composition. In the UC System, Ph.D.’s in musical composition exist at UCLA, UCSB, UCSD, and UCB. A master’s program exists at UCI, a DMA at UCSC, and related graduate degrees are also offered in Media Arts and Technology (also at UCSB). All of these programs offer significant opportunities for collaboration, but few offer the opportunity to capitalize on new technology in the context of a Ph.D., and of those that do, the relationship UCR offers is more complementary than competitive.
The DMA at UCSC, focused on world music and algorithmic composition, contains analogous focuses to the department at UCR, but does not offer a program sufficiently lengthy to capitalize both on independent research and field work/internships. The master’s program at UCI is an MFA only.

UCLA, UCSD, UCSB, and UCB all offer the Ph.D. UCLA offers a classically oriented degree with a powerful outside emphasis on media music (particularly film composition) and some relationship to the departments of musicology and ethnomusicology (especially jazz studies). As such, UCLA is the epitome of the UC music-Ph.D. system, and it caters to large-scale collaborative production based on traditional music models. A similar situation exists at UCSD and UCB, although with more technological integration.

The newly approved Ph.D. offered by UCSB in Media Arts and Technology is the closest competition this Ph.D. seems to have in the UC system. However, the UCR Ph.D. will emphasize the social implications of technology rather than the technology itself. It is hoped that UCR will join with other UC campuses (particularly San Diego, Santa Barbara, and Irvine) to create situations of greater curricular and disciplinary permeability consistent with future UC plans for extremely high-speed digital connectivity between campuses. This could have far reaching implications as UCR becomes increasingly involved both in developing its intercampus relations and those with the City Council of Riverside, whose plans for capital improvement involve substantial commitments to the arts.¹

Outside of the UC System, many choices for graduate study exist, but many teach classical music almost exclusively. Niche schools such as Cal Arts (experimental performance), Full Sail (multimedia production), Boston’s Berklee School of Music (commercial music production), Stanford (research psychoacoustics), and many others cater to the development of highly idiosyncratic skill sets with unpredictable results. The UCR Ph.D. will both provide an alternative for less experienced composers desiring a broadening of context, and for mature students whose critical, social, or political message is more highly developed than that of an abstract relationship with music theory or digital audio research.

¹ The Barbara & Art Culver Center of the Arts is an interactive arts center that will take over the historic Rouse building, strategically located between Riverside City Hall and the UCR/California Museum of Photography. The Culver Center will support a variety of cultural events open to the public as well as classes for UCR students. The Center will cost approximately $16 million, funded with a combination of state money, local support and private resources, including a $5 million gift from Anthony Culver, who asked that the center be named for his parents. Plans for the project include a performance space, an atrium, a film/video viewing room, a media computer studio, dance studios, art studios and seismically safe storage space for some of the most vulnerable collections of glass-plate negatives held by the UCR/CMP. The emphasis of the Center will be on digital arts and innovative uses for technology, and will enhance the presence of UCR in downtown Riverside, as well as increase the visibility of the arts in the community with art openings, dance programs, film screenings, poetry readings, theatre productions, digital music productions for students of UC Riverside and the public at large. The program in digital arts is a particularly noteworthy aspect of the Center’s program. The Culver Center will also be a resource for a proposed downtown “School for the Arts,” a targeted arts program for the Inland Empire’s most gifted arts students that will include two years of high school, two years of Riverside Community College, and two years at UCR.
F. Department or group that will administer the program.

The program will be administered by the Music Department.

G. Plan for evaluation of the program within the offering department(s) and campus-wide.

The Music Department carefully monitors the progress of its graduate students, through assessment and comprehensive exams and regular meetings with the Graduate Advisor. Moreover, curriculum review and revision are a central and ongoing part of the department’s administrative process. Evaluation, review, and revision will continue to play a central role in developing and maintaining the doctoral program.

With the inception of the Ph.D. program, particular attention will continue to be paid to the quality of the students admitted to the program, the effectiveness of the new curriculum in developing the abilities of these students, and the nature of the professional placements garnered by graduates of the program.

As a unit in the College of Humanities, Arts, and Social Sciences, the Music Department’s policies, procedures, and curricula must be examined and approved by the Executive Committee of the College as well as the Academic Senate and upper administration of the university. We suggest an internal review of the Ph.D. program by the Graduate Council in AY 2010-2011 (after three full years of operation) and external reviews at regular intervals, beginning after five full years of operation.
SECTION 2. PROGRAM

A. Undergraduate preparation for admission.

Applications to the Ph.D. program will be considered for entrance in the fall quarter only and must include transcripts from all undergraduate and any prior graduate programs attended, three letters of recommendation, and general GRE scores. Applicants whose first language is not English must submit a valid TOEFL score demonstrating English proficiency. For students needing additional and/or remedial work in either music or the social sciences, courses in these areas are available on the UCR campus and may be taken during the course of graduate study.

Students seeking admission to the musicology track must possess a bachelor's degree in music or the equivalent thereof. Those seeking admission to the Ph.D. in musicology will be evaluated on their potential for development as scholars and teachers in this field. Students must demonstrate a(n):

- potential for development into a first-rate professional musicologist with command of a broad range of historical subjects and methodological issues;
- ability to verbalize and to write about music in a way that promises the development of strong teaching skills and the potential for getting published;
- interest and accomplishment in an area of specialization that corresponds with the particular strengths of the UCR musicology faculty.

Students seeking admission to the ethnomusicology track will be expected to hold a bachelor's or equivalent degree in music, the humanities, or the social sciences. Those seeking admission to the Ph.D. in ethnomusicology will be evaluated on their potential for development as scholars and teachers in this field. Students must demonstrate a(n):

- interest and some record of accomplishment in the study of music and culture, through coursework in ethnomusicology and/or anthropology or other relevant experience;
- ability to communicate effectively in both writing and speaking in a way that promises the development of strong teaching skills and the potential for getting published;
- reasonably focused research interest or set of interests within ethnomusicology appropriate for the beginning stages of graduate study.

Students seeking admission to the composition track must possess a bachelor's degree in music or the equivalent thereof. Those seeking admission to the Ph.D. in composition will be evaluated on their potential for development as composers, theoreticians, and teachers in this field. Students must demonstrate a(n):

- potential as a musical composer;
- basis in both a notational and production music technology (either of which can be based in new media);
- portfolio of not fewer than 3 compositions;
- verbal and writing abilities;
- acceptable skill level on a primary instrument at an entrance audition.
All of the factors listed above will be evaluated at the time of application by means of a written statement of purpose and a sample research paper, presumably taken from the student’s course work as an undergraduate.

**Preparation for admission with a master’s degree in musicology, ethnomusicology, composition.** A student with a master’s degree in any of the three areas earned at another institution must submit materials similar to those required of a student with a bachelor’s degree but pertaining to their graduate work, including a master’s thesis. Such students may also submit additional materials to apply for exemption from certain requirements. Exemption from one or more courses is possible only for students holding master’s degrees, but exemption is by no means automatic. Exemption for each course must be individually established by the submission of original research papers, analytic essays, and/or musical compositions reflecting a command of the materials in the course.

Applications for exemption from one or more of the above-listed courses will be evaluated by the Graduate Advisor in consultation with the Graduate Division. These requests will be considered during the first week of the student’s enrollment.

**Graduate diagnostic examination.** All applicants to the Ph.D. track in musicology and theory/composition will be required to take the Graduate Advisory Exam during their first week of the fall quarter of their first year. This examination tests their knowledge of music history and theory (a copy of this exam is included as Appendix E).

**Relationship of master’s and doctoral programs.** Students applying to the current M.A. program in any area will have the option to apply to the Ph.D. program in that same area simultaneously, although admission to the latter program will not be automatic.

**B. Foreign Language requirement**

All Ph.D. students will be required to demonstrate proficiency in at least two foreign languages in addition to their native tongue. It is strongly recommended that one of these be a standard academic reference language (e.g., French, German, or Spanish), with the second chosen for its relevance to the student’s proposed area of study. UCR offers courses in several languages to build reading proficiency, and these can be taken to assist with this requirement. Non-native speakers of English may count their native language as one of the two. Proficiency will be evaluated via either (a) a written exam including translation exercises given by a faculty member or other approved examiner, or (b) successful completion of at least five quarters of academic study of the language, or their equivalent.

**C. Program of Study**

The primary goal of our Ph.D. program will be to train articulate, well-informed, and productive scholars with both a broad range of knowledge and a deep understanding, garnered through original research and creative work.

Credit requirements for students entering with the bachelor’s degree or a master’s degree from another institution. All students must be in residence for a minimum of six quarters. Students must enroll in a minimum of twelve credits each quarter until they advance to candidacy. Note: 100-level courses are standard in music Ph.D. programs, as at the University of Michigan, on which our curriculum is modeled.
Required and recommended courses (unless otherwise noted, all of these courses are approved and listed in the UCR catalog)

Core Course
MUS 200: Introduction to Music Studies

Focus Courses
MUS 115: Renaissance and Baroque Music of Latin Europe and Latin America
MUS 116: Music of J. S. Bach
MUS 118: Music, Politics and Social Movements
MUS 120: Contemporary Native American Music
MUS 122: Music and Performance in the Andes
MUS 123: Southeast Asian Performance
MUS 124: Music of Asian America
MUS 126: Gender, Sexuality, and Music in Cross-Cultural Perspectives
MUS 127: Music Cultures of Southeast Asia
MUS 128: Performing Arts of Asia
MUS 129: Music Cultures of Africa
MUS 140: American Musical Subcultures: A Genealogy of Rock
MUS 153: Homosexuality and Music
MUS 154 (E-Z): Critical Approaches to the Western Canon
MUS 168: Javanese Gamelan Ensemble
MUS 169: Taiko Ensemble
MUS 170: Rondalla Ensemble
MUS 174: Latin American Music Ensemble
MUS 201: Proseminar in the Analysis of Western Music
MUS 206: Proseminar in Musicology
MUS 207A/B: Proseminar in Ethnomusicology (A: history and foundations; B: current theoretical directions)
MUS 250 (E-Z): Seminar in Music Theory
MUS 251: Music in Computer Gaming
MUS 253: Set Theory for Analysis and Composition
MUS 254: Seminar in Music and Technology
MUS 255: Field Methods in Ethnomusicology
MUS 256: Computer Music Composition
MUS 258: Seminar in Free Composition
MUS 259: Musical Semiotics: Approaches to Meaning and Form
MUS 261: Seminar in Performance Practice
MUS 262 (E-Z): Seminar in Western Music History
MUS 263 (E-Z): Seminar in Special Topics in Musicology
MUS 270: Special Topics in Ethnomusicology
MUS 271: Area Studies Research in Music
MUS 290: Directed Studies
MUS 291: Individual Studies in Coordinated Areas
MUS 292: Concurrent Analytical Studies
MUS 297: Directed Research
MUS 299: Research for Thesis or Dissertation
MUS 301: Directed Studies in Teaching (to be offered upon implementation)
MUS 302: Teaching Practicum (to be offered upon implementation)
Electives (1)

One course outside the department relevant to the student’s interests, or MUS 290: Directed Studies

*Introduction to Music Studies* (MUS 200) and the three proseminars (MUS 201, 206 & 207A/B) are required of all M.A. and Ph.D. students. (Students entering the Ph.D. with a master’s degree from another institution may be exempted from one or more of these course requirements by submitting work that demonstrates the relevant skills.) A minimum GPA of 3.0 is required to remain in good standing.

Ph.D. students are also required to serve as Teaching Assistants for at least three quarters during their residency.

In general, Ph.D. students’ areas of emphasis will bear a close relationship to our areas of faculty strength.

D. Pre-qualifying reviews

Course check. The musicology doctoral student will meet with his/her advisor to determine that all course requirements have been met satisfactorily before being allowed to take the Qualifying Examination.

Formation of Qualifying Examination Committee. In consultation with the student’s faculty adviser, the student will propose a Qualifying Examination Committee during the spring of the student’s second complete year of study; this Committee is appointed by the Graduate Dean. The Qualifying Examination Committee consists of five members:

- the Chair of the Qualifying Examination Committee will be an Academic Senate faculty member in the UCR Music Department;
- one member of the committee will not be a member of the UCR Music Department faculty. This “outside member” will be an Academic Senate member from another department;
- the remaining three members of the committee will be members of the UCR Music Department.

E. Qualifying Examination

Advancement to candidacy at UCR is contingent upon the passing of a written examination and an oral examination normally administered at the end of year three for students entering with a bachelor’s degree, and year one or two for students entering with a master’s degree from another institution. For the written portion of the examination, the Qualifying Examination Committee will provide questions on the three topics assigned as areas of emphasis. The student will normally have a year to prepare for the examination.

The student will have ten days in which to complete the written portion, at the end of which an oral examination will be convened. The oral examination will be administered by the student’s Qualifying Examination Committee and will concern any aspect of the assigned topics with an emphasis on those issues addressed in the written portion of the examination. The Committee will decide whether the student has passed the written and oral portions of the exam, and may decline to hold the oral portion until the written portion has been deemed adequate.
Advancement to candidacy will be granted upon notice that the student has passed the written and oral examinations.

F. Dissertation

Ph.D. students in musicology and ethnomusicology must complete a dissertation that represents original research in an area that corresponds to one of the department’s strengths. The dissertation will provide the basis for further research and should be publishable in whole or in part, as a book or one or more articles. Two to three years of work beyond the qualifying examinations should be sufficient for the completion of the dissertation, except in cases where extended fieldwork is required. Ph.D. candidates in composition must complete: a) a major composition project and b) a document containing extensive stylistic, historical, aesthetic and/or analytical discussion of a relevant topic chosen in consultation with the candidates, committee. One year of work beyond the qualifying examinations should be sufficient for the completion of both. The composition project should demonstrate technical mastery, a capacity for independent research, and sustained creative invention.

G. Final examination

The final examination will be a public oral defense of the dissertation. After an oral presentation by the candidate, the candidate will be questioned by the Dissertation Committee. Although appointed by the Graduate Dean, the Dissertation Committee is nominated by the student's primary adviser and approved by the Graduate Advisor. It will consist of the primary advisor and two other Academic Senate faculty members (typically drawn from the members of the Qualifying Examination Committee).

H. Explanation of special requirements

None.

I. Relationship of M.A. and Ph.D. programs

The doctorate is considered the terminal degree for students in composition, musicology, and ethnomusicology seeking placement in professional positions. For students with extremely strong skills and accomplishments in the field, the master’s in composition can sometimes provide sufficient basis for professional placement, but more often it is preparatory to the doctorate, or it provides a basis for employment in semi-professional positions in music or in a related field. The doctorate is indispensable for musicologists, theorists, and ethnomusicologists seeking full-time, tenure-track positions in academia.

Students seeking admission to the Ph.D. program in music must clearly demonstrate strong potential both as scholars or composers and as teachers. Just as importantly, the projected subspecialties of these students must be strongly represented on the UCR music faculty so that the students can expect the highest level of instruction and the most effective mentoring as they approach the job market. Applicants who do not meet all of these criteria will either be directed to our M.A. program (if their skills are sufficiently strong) or denied admission.

The M.A. program will continue to prepare some students for entry to doctoral programs in subspecialties outside the purview of the UCR music faculty. Other graduates of our M.A. program will seek semi-professional placement in music or will proceed to studies and jobs in
tangentially related fields. In rare circumstances, a Ph.D. applicant who was redirected to the M.A. program at admission will develop rapidly as a scholar, composer, or teacher, or will develop skills and accomplishments in a new subspecialty such that admission to the Ph.D. program is warranted after completion of the first year or more of M.A. study.

J. Special preparation for careers in teaching

Students intending to pursue teaching careers will not be required to meet additional requirements at the time of admission. All Ph.D. students, however, will undergo training as Teaching Assistants and will be required to serve as such in undergraduate music courses for at least three quarters.

Ph.D. students entering with the bachelor’s degree will be trained initially in the same manner as our M.A. students. The supervising faculty member in a course meets with the Teaching Assistants before classes begin to discuss the fulfillment of the written list of duties to which each TA is assigned. Supervising faculty are asked to attend the student’s initial labs or sections to give the TA feedback.

K. Student sample programs for each year

Sample program for matriculant with a bachelor’s degree emphasizing musicology or performance and intending to study musicology:

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<thead>
<tr>
<th>Fall Quarter</th>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
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<tr>
<td>MUS 200 Intro to Music Studies</td>
<td>MUS 206 Proseminar in Musicology</td>
<td>MUS 207A or B Proseminar in Ethnomusicology</td>
</tr>
<tr>
<td>MUS 201 Proseminar in Analysis</td>
<td>MUS 261 Seminar in Performance Practice</td>
<td>MUS 262 Seminar in Western Music History</td>
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<tr>
<td>Elective</td>
<td>Elective</td>
<td>MUS 292 Concurrent Analytical Studies (w/upper-div. course)</td>
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<tr>
<td><strong>Second Year</strong></td>
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<tr>
<td>MUS 301 Teach. Studies</td>
<td>MUS 302 Teaching Practicum</td>
<td>Elective</td>
</tr>
<tr>
<td>MUS 263 Special Topics in Musicology</td>
<td>Elective or 8 units of MUS 291</td>
<td>Elective</td>
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<td>Elective</td>
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<td><strong>Third Year</strong></td>
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<tr>
<td>MUS 291 Qualifying Exam preparation</td>
<td>MUS 291 Qualifying Exam preparation</td>
<td>MUS 291 Qualifying Exam preparation</td>
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<tr>
<td><strong>Fourth Year</strong></td>
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<tr>
<td>MUS 299 Dissertation</td>
<td>MUS 299 Dissertation</td>
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Sample program for matriculant with a bachelor's degree emphasizing music or anthropology and intending to study ethnomusicology:

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<th>Fall Quarter</th>
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<td><strong>First Year</strong></td>
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<tr>
<td>MUS 200 Intro to Music Studies</td>
<td>MUS 207A or B Proseminar in Ethnomusicology</td>
<td>MUS 252 Music Trans., Analysis, and Representation</td>
</tr>
<tr>
<td>MUS 168-70, 174 Performance ensemble</td>
<td>MUS 168-70, 174 Performance ensemble</td>
<td>MUS 140/HISA 139 Genealogy of Rock</td>
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<tr>
<td>Elective</td>
<td>MUS 126-29</td>
<td>MUS 206 Proseminar in Musicology</td>
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<tr>
<td><strong>Second Year</strong></td>
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<tr>
<td>MUS 301 Teach. Studies</td>
<td>MUS 302 Teaching Practicum</td>
<td>Elective or 8 units or MUS 291</td>
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<tr>
<td>MUS 255 Field Methods</td>
<td>MUS 270 Special Topics in Ethnomusicology</td>
<td>Elective</td>
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<td>Elective</td>
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<td><strong>Third Year</strong></td>
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<tr>
<td>MUS 291 Qualifying Exam preparation</td>
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<td><strong>Fourth Year</strong></td>
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<td>MUS 299 Dissertation</td>
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Sample program for matriculant with a bachelor's degree emphasizing composition or performance and intending to study composition:

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<tr>
<td>MUS 200 Intro to Music Studies</td>
<td>MUS 206 Proseminar in Musicology</td>
<td>MUS 207A or B Proseminar in Ethnomusicology</td>
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<tr>
<td>MUS 201 Proseminar in Analysis</td>
<td>MUS 250 Seminar in Music Theory</td>
<td>MUS 262 Seminar in Western Music History</td>
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<tr>
<td>Elective</td>
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<tr>
<td><strong>Second Year</strong></td>
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<tr>
<td>MUS 301 Teach. Studies</td>
<td>MUS 302 Teaching Practicum</td>
<td>Elective</td>
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<tr>
<td>MUS 257 Seminar in Free Composition</td>
<td>MUS 258 Seminar in Free Composition</td>
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<td><strong>Third Year</strong></td>
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<tr>
<td>MUS 291 Qualifying Exam preparation</td>
<td>MUS 291 Qualifying Exam preparation</td>
<td>MUS 291 Qualifying Exam preparation</td>
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<td><strong>Fourth Year</strong></td>
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<tr>
<td>MUS 299 Dissertation</td>
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Sample program for matriculant with a master’s degree emphasizing musicology:

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<tr>
<td>MUS 200 Intro to Music Studies</td>
<td>MUS 206 Proseminar in Musicology</td>
<td>MUS 207A or B Proseminar in Ethnomusicology</td>
</tr>
<tr>
<td>MUS 201 Proseminar in Analysis</td>
<td>MUS 292 Concurrent Analytical Studies</td>
<td>MUS 262 Seminar in Western Music History</td>
</tr>
<tr>
<td>Elective</td>
<td>MUS 263 Special Topics in Musicology</td>
<td>MUS 291 Qualifying Exam Preparation</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 301 Teach. Studies</td>
<td>MUS 302 Teaching Practicum</td>
<td></td>
</tr>
<tr>
<td>MUS 291 Qualifying Exam preparation</td>
<td>MUS 291 Qualifying Exam preparation</td>
<td>MUS 291 Qualifying Exam preparation</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 299 Dissertation</td>
<td>MUS 299 Dissertation</td>
<td>MUS 299 Dissertation</td>
</tr>
</tbody>
</table>

Sample program for matriculant with a master’s degree emphasizing ethnomusicology:

<table>
<thead>
<tr>
<th>Fall Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 200 Intro to Music Studies</td>
<td>MUS 207A or B Proseminar in Ethnomusicology</td>
<td>MUS 206 Proseminar in Musicology</td>
</tr>
<tr>
<td>MUS 252 Music Trans., Analysis, and Represent.</td>
<td>MUS 255 Field Methods</td>
<td>MUS 270 Special Topics in Ethnomusicology</td>
</tr>
<tr>
<td>MUS 168-70, 174 Performance ensemble</td>
<td>MUS 168-70, 174 Performance ensemble</td>
<td>MUS 290 Directed Studies</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 301 Teach. Studies</td>
<td>MUS 302 Teaching Practicum</td>
<td></td>
</tr>
<tr>
<td>MUS 291 Qualifying Exam preparation</td>
<td>MUS 291 Qualifying Exam preparation</td>
<td>MUS 291 Qualifying Exam preparation</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
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</tr>
<tr>
<td>MUS 299 Dissertation</td>
<td>MUS 299 Dissertation</td>
<td>MUS 299 Dissertation</td>
</tr>
</tbody>
</table>

Sample program for matriculant with a master’s degree emphasizing composition:

<table>
<thead>
<tr>
<th>Fall Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 200 Intro to Music Studies</td>
<td>MUS 206 Proseminar in Musicology</td>
<td>MUS 207A or B Proseminar in Ethnomusicology</td>
</tr>
<tr>
<td>MUS 201 Proseminar in Analysis</td>
<td>MUS 250 Seminar in Music Theory</td>
<td>MUS 292 Concurrent Analytical Studies (w/upper-div. course)</td>
</tr>
<tr>
<td>MUS 257 Seminar in Linear Composition</td>
<td>MUS 258 Seminar in Free Composition</td>
<td>MUS 290 Directed Studies</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 301 Teach. Studies</td>
<td>MUS 302 Teaching Practicum</td>
<td></td>
</tr>
<tr>
<td>MUS 291 Qualifying</td>
<td>MUS 291 Qualifying</td>
<td>MUS 291 Qualifying</td>
</tr>
</tbody>
</table>
L. Normative periods of time for pre-candidacy and candidacy.

For students entering with the bachelor’s degree, five years will be the normative time to earn the Ph.D. (consistent with most other doctoral programs on campus). Ethnomusicology students will typically spend a year doing fieldwork and will thus complete the track in six years. For students entering with the master’s degree from another institution, three years will be the normative time, although some will require four years to complete the Ph.D. While the normative times allow for a variety of circumstances, we expect that most students entering with the bachelor’s degree will advance to candidacy at the end of their third year of study, and that most students entering with the master’s degree from another institution will advance to candidacy at the end of their second year at UCR. In unusual cases, the dissertation research and creative work may be completed in one year, allowing certain students to graduate one year earlier than in the above projections.
SECTION 3. PROJECTED NEED

A. Student demand for the program

Three to five years of enrollment and admissions statistics from this or other institutions to document that demand exists for such a program. We consulted the graduate coordinators at five California universities that offer the doctorate in musicology, ethnomusicology, and composition. Most report very strong interest in their programs with application/admission ratios that allow them to be extremely selective. The statistics summarized below were provided by Graduate Coordinators at the indicated universities in response to our request for data covering the past five years.

Applicants and Acceptances Per Year (five-year average) in musicology/ethnomusicology/composition

<table>
<thead>
<tr>
<th>Musicology</th>
<th>Applicants per year</th>
<th>Admits/Acceptances per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCB</td>
<td>73</td>
<td>6/4</td>
</tr>
<tr>
<td>UCLA</td>
<td>60</td>
<td>8/5</td>
</tr>
<tr>
<td>UCSB</td>
<td>10</td>
<td>5/2</td>
</tr>
<tr>
<td>UC Davis</td>
<td>9</td>
<td>3/1</td>
</tr>
<tr>
<td>Ethnomusicology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UCB</td>
<td>60</td>
<td>3/1</td>
</tr>
<tr>
<td>UCLA</td>
<td>72</td>
<td>21/13</td>
</tr>
<tr>
<td>UCSB</td>
<td>10</td>
<td>4/3</td>
</tr>
<tr>
<td>UC Davis</td>
<td>3</td>
<td>1/1</td>
</tr>
<tr>
<td>Composition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UCB</td>
<td>70</td>
<td>4/3</td>
</tr>
<tr>
<td>UCLA</td>
<td>9</td>
<td>2/1</td>
</tr>
<tr>
<td>UCSB</td>
<td>15</td>
<td>6/3</td>
</tr>
<tr>
<td>UC Davis</td>
<td>13</td>
<td>4/2</td>
</tr>
<tr>
<td>UCSD (includes critical studies)</td>
<td>140</td>
<td>28/20</td>
</tr>
</tbody>
</table>

Since the inception of the UCR M.A. program, the pool of qualified applicants has expanded over time. While the size of each class admitted has varied from year to year, applicants and admissions have generally increased (using the past six years as a sample period):

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications</th>
<th>Admissions</th>
<th>Acceptances</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>2001</td>
<td>7</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>2002</td>
<td>12</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>2003</td>
<td>16</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>2004</td>
<td>12</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>2005</td>
<td>12</td>
<td>9</td>
<td>7</td>
</tr>
</tbody>
</table>
Total graduate enrollments, 1988-2005:

<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1988</td>
<td>7</td>
<td>10</td>
<td>4</td>
<td>6</td>
<td>11</td>
<td>8</td>
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<td>1990</td>
<td>10</td>
<td>9</td>
<td>4</td>
<td>10</td>
<td>2</td>
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</tr>
<tr>
<td>1991</td>
<td>10</td>
<td>9</td>
<td>4</td>
<td>9</td>
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</tr>
<tr>
<td>1992</td>
<td>10</td>
<td>9</td>
<td>4</td>
<td>9</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>1993</td>
<td>10</td>
<td>9</td>
<td>4</td>
<td>9</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>1994</td>
<td>10</td>
<td>9</td>
<td>4</td>
<td>9</td>
<td>6</td>
<td>16</td>
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<tr>
<td>1995</td>
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<tr>
<td>1996</td>
<td>10</td>
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<tr>
<td>1997</td>
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<td>9</td>
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<td>9</td>
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<td>16</td>
</tr>
<tr>
<td>1998</td>
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<td>9</td>
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<td>16</td>
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<tr>
<td>1999</td>
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<tr>
<td>2000</td>
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<tr>
<td>2001</td>
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<td>2002</td>
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<td>2003</td>
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<td>6</td>
<td>16</td>
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<tr>
<td>2004</td>
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<td>4</td>
<td>9</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>2005</td>
<td>10</td>
<td>9</td>
<td>4</td>
<td>9</td>
<td>6</td>
<td>16</td>
</tr>
</tbody>
</table>

Many potential applicants who currently inquire as to the possibility of doctoral study with our composition/historical/ethnomusicology faculty have been reluctant to apply to our program when they learn that the highest degree we offer is the M.A. We offer our top M.A. applicants generous fellowship packages only to lose them to universities with highly ranked Ph.D. programs. We will have a much better chance of recruiting those students when the doctoral program is in place.

With an increasing number of applicants and a total graduate population projected to stabilize at approximately fifteen to twenty students, we will be able to exercise considerable selectivity in our admissions process.

B. Opportunities for Placement of Graduates.

Our assessment of professional opportunities for our graduates is made on the basis of reports from other doctoral degree programs in musicology, ethnomusicology, and composition in California, current job listings from the College Music Society, and trends in employment described below.

We have been careful to design a program that will qualify our graduates to fill most musicology, ethnomusicology, and composition positions at the university level. We believe, however, that students emphasizing the sub-specialties in Spanish and Latin American musicology, critical theory in ethnomusicology, and composition with a technological emphasis, will find their skills to be particularly suited to the changing job market in both academic and professional technological fields.

There is an increasing demand for scholars in both musicology and ethnomusicology with expertise in music of the Iberian and Latin American realms. Two positions at the University of Texas, Austin, came open for Latin American specialists in 2004-05, as did one at Miami University in Ohio and another recently at the University of Pittsburgh. UCR itself advertised for a Latin Americanist two years ago, and hired both Walter Clark and Leonora Saavedra. A subsequent search brought Jonathan Ritter here. There is increasing recognition that, with the changing demographics in this country, courses on Latin American culture in particular will be in demand, and that there will have to be scholars who can teach them. However, our strengths are not limited to Latin America. In Byron Adams and Fred Gable, we have specialists who will attract students with interests in English music and early music, particularly of the German Baroque. Our musicology faculty’s expertise in such overarching issues as nationalism and identity, along with an interest in critical theory and cultural studies, gives our program a broad base.

Since the early 1990s, positions in ethnomusicology have proliferated in response to the new centrality of multiculturalism in higher education. Most music departments now offer courses in world music and an increasing number have redefined their faculty in order to hire at least one ethnomusicologist. Some anthropology departments define positions for expressive culture, which can target ethnomusicologists. The public sector—museums, state and local folklore organizations, etc.—is another niche for professional ethnomusicologists.
Programs in digital audio, MIDI composition, computer music (including programming and tools development) have been adopted by most Western graduate composition programs; however, the ability to integrate these resources into disciplinary music study has been hampered by the notion that digital technology is a separate discipline. The composers and sound artists at UCR represent modes of teaching technology that combine these considerations in a manner more consistent with the way technology has been introduced into students' lives—as an everyday occurrence. From instrumental selection and creation to postproduction, an astylistic method-based program in digital composition featuring an approach that integrates technology with live performance (both Western and non-Western) will enable students to deal with true issues of composition in tandem with those of technology.

C. Importance to the discipline

As suggested throughout this proposal, rapid developments in digital technology and the emergence in the popular imagination of non-Western cultures are among the most powerful forces shaping cultural changes in general, and musicology and composition in particular. With the increasing cultural diversification of our campuses and the growing technical diversification of the venues for the presentation of music, music programs ignore these trends at their peril.

Our program focuses explicitly on these emerging areas of importance in musicology, ethnomusicology, and composition. The range of expertise represented by our faculty is fully equal to the task of establishing truly innovative programs in all three areas.

D. Ways in which the program will meet the needs of society

There is some evidence that the proposed degree programs would meet a genuine need at UCR and for the State of California. Between 2005 and 2010, undergraduate enrollments at the University of California will increase dramatically, by over 20%, for a total enrollment of 211,000 students. Growth in UC’s arts programs, including music, have already far outpaced overall institutional growth. In the four years from 1995 to 1999, UC undergraduate arts programs grew by 38%, more than triple the overall undergraduate enrollment growth of 10%.

There has been a disproportionately strong increase in undergraduate music enrollments at UC Riverside. The number of music majors has increased by over 50% in the five years from 2000 to 2005, as compared to a 15% growth in UCR’s total undergraduate population. If these increasing numbers of students graduating with bachelor's degrees in music continue to apply for graduate study at current rates, graduate programs must expand significantly in order to accommodate them.

Our department is especially motivated to work with graduate students from minority communities of every kind. UCR is well known as the most diverse UC campus, and we would like to see our graduate program reflect that reality. It is important to point out that UCR has a non-white student body of 70%. The students we serve rarely come from affluent backgrounds, and we are proud to provide an excellent education at a reasonable cost. We seek to prepare our students for careers in music by imparting to them the analytical skills and cultural awareness they will need to examine and determine trends, create new opportunities or technologies, and to think critically about their work and how it might adapt to ever-changing circumstances in the world of art and commerce. Our ties to Asia and Latin
America will also result in international students, as is only fitting given the Pacific Rim location of Southern California.

E. Relationship of the program to research and/or professional interests of the faculty

Our Ph.D. program will further the professional lives of our faculty in many ways. Some of us are already exploring collaborative models for research and artistic production (e.g., Prof. Coulombe’s work in free improvisation). Those of us working in area studies are strongly directed toward recruiting, training, and mentoring the best graduate students from Asia and Latin America; we envision a two-way intellectual and scholarly exchange through research and teaching. Indeed, we already receive inquiries every year from graduate students in Indonesia, Thailand, the Philippines, Mexico, Peru, etc., who want to work with specific faculty members but are then disappointed when they discover we don’t offer a Ph.D.

Our faculty members are working in areas that are still relatively undeveloped, and the opportunity to advance our interests and our commitment to these areas through our doctoral students is tremendously exciting. Scholarship on the popular, art, and indigenous musics of Latin American is still very limited, so our faculty is in a position to chart a trajectory for this field through, and with, our doctoral students. Work on the racialization and indigenization of music has hardly emerged, and we have several faculty members ready to open up these areas with graduate students. Critical and applied technology studies is still developing and our faculty provides models for ways to blur these distinctions that is already attracting sharp, creative students.

Finally, though we are deeply committed to creating the next generation of educators, we are not solely dedicated to replicating ourselves within academia. We are equally dedicated to creating new public intellectuals (in Asia, Latin America, and in the U.S.), public sector workers, and industry mavericks. By virtue of our location near the heart of the entertainment and information industries, on the edge of the Pacific Rim, we aim to produce critical thinkers and cultural workers who will impact both the public sphere and the world of education.

F. Program differentiation

We will offer a distinctively different profile from the Ph.D. programs in music offered by UCLA, UCSB, UCSD, Berkeley, and Davis. Rather than offer a point-by-point comparison with graduate programs in music at other UC campuses, we note that the Department of Musicology and the Department of Ethnomusicology at UCLA annually attract an excess of applicants, suggesting that, at the very least, there is a supply and demand issue in graduate music studies. We aim to emulate Berkeley by maintaining a small, select cohort of graduate students whose research interests are closely linked to faculty members’ strengths, even as we tip our hats to UCSD’s Critical Studies/Experimental Practices and its bold outline for blurred boundaries between theory, practice, and product. We are similar in size to UCSB’s doctoral program but with a substantively different research agenda in all areas.
SECTION 4. FACULTY

A. List of instructors.

Musicology Faculty

Professor Byron Adams
British music, critical theory

Professor Walter Clark
Spain, Latin America

Professor Frederick Gable
German baroque, early music, performance practice

Associate Professor Leonora Saavedra
Mexico, Latin America, nationalism, modernism

Ethnomusicology Faculty

Associate Professor René T.A. Lysloff
Indonesia, gamelan, technoculture

Assistant Professor Jonathan Ritter
Latin America, Native America

Professor Deborah Wong
Southeast Asia, Asian America, race and ethnicity

Composition/Theory Faculty

Professor Byron Adams
Composition, theory, form & analysis, counterpoint

Assistant Professor Paulo Chagas
Composition, theory, digital & computer technology

Assistant Professor Renée Coulombe
Theory, composition, improvisation

Assistant Professor Tim Labor
Composition, sound design, film and game music

Byron Adams earned a Bachelor of Music degree, magna cum laude, from Jacksonville University, studying piano with Mary Lou Wesley Krosnick and composition with Gurney Kennedy. He received a Master of Music degree from the University of Southern California, where his teachers included Halsey Stevens, Robert Linn and Morten Lauridsen. He received his doctoral degree from Cornell University, studying composition with Karel Husa and musicology with William W. Austin. Byron Adams's scholarly work was recognized when he was awarded the first Ralph Vaughan Williams Research Fellowship in 1985. He has published widely on the subject of twentieth-century English music, giving lectures and interviews on this topic over the BBC, at the 1995 and 2003 National Meetings of the American Musicological Society and at Oxford University. He was co-editor of Vaughan Williams Essays, a volume published by Ashgate Press. Articles and reviews by Prof. Adams have appeared in 19th Century Music, American Music, Music and Letters, MLA Notes, Current Musicology, and The Musical Quarterly. Essays by Prof. Adams have been published in the volumes Vaughan Williams Studies, Walt Whitman and Modern Music and Queer Episodes in Music and Modern Identity. Prof. Adams has contributed four entries to the revised edition of the New Grove Dictionary of Music and Musicians, including those on

**Walter Clark** specializes in the music of Spain and Latin American, 1800-present. He has a particular interest in Spanish nationalism, flamenco, as well as Latin American popular music, especially in regard to issues of identity and representation. He is the author of several books, including two seminal biographies of Spanish nationalist composers, both published by Oxford University Press: *Isaac Albéniz: Portrait of a Romantic* (1999/2002) and *Enrique Granados: Poet of the Piano* (2005). The Albéniz biography has been translated into Spanish and met with critical acclaim in Spain. He edited an important collection of essays on Latin American popular music for Routledge, *From Tejano to Tango: Latin American Popular Music* (2002). He is currently working on a textbook on Latin American music for W. W. Norton. He has developed an undergraduate course on Latin American folk/popular music and one on the classical heritage. He has also introduced Hispanic music into the graduate curriculum. He is an accomplished classical and flamenco guitarist who continues to perform. He plays in both the rondalla and Latin American music ensembles at UCR. He is also the founder/director of the UCR Center for Iberian and Latin American Music.

**Frederick K. Gable** (now emeritus; to be replaced by another early-music scholar) teaches Music History Survey to 1900, Seminar in Baroque Music, Performance Practices of Early Music, Music of J. S. Bach, Construction of Early Instruments, and History of the Sonata. Much of his time since coming to UCR in 1968 has been spent directing the Collegium Musicum, a student ensemble performing Renaissance and Baroque music on instruments of the period. With the Collegium Musicum he has given over 100 performances in Southern California and he has taught viols and recorders at many early music workshops in California. Prof. Gable received his PhD degree from the University of Iowa with a dissertation on “The Polyhedral Motets of Hieronymus Praetorius (1560-1629).” He continues to edit and publish the vocal works of Praetorius in modern editions and is now embarking on a five-volume complete edition to be published by the American Institute of Musicology. Music edited by Prof. Gable has been performed frequently in northern Europe and has been issued on commercial CD recordings in Germany and Sweden. Prof. Gable received the AMS Noah Greenberg Award in 1994 for his edition of the Hamburg Gertrudenmusik of 1607, a complete reconstruction of a North German festival church service. Other service reconstructions have been presented at the Jacobikirche in Hamburg, Germany, and at the summer Organ Academies sponsored by the University of Göteborg, Sweden. Publications by Prof. Gable have appeared in *Early Music, Performance Practice Review, A Performer’s Guide to Renaissance Music, The New Grove Dictionary of Music and Musicians, The American Recorder, The Journal of the Viola da Gamba Society, Proceedings of the Göteborg International Organ Academy,* and elsewhere. His current work investigates the liturgical and musical relationships between the vocal and organ music of early 17th-century Germany. He has given papers on these topics at international conferences in England, Germany, Sweden, The Netherlands, and the US. Prof. Gable is an active member of the American Musicological Society, American Musical Instrument Society, Society for 17th-century Music, Early Music America, and Viola da Gamba Society of America.

**Leonora Saavedra** came to UCR from the University of Pittsburgh and the National Center for Music Research (CENIDIM) in Mexico City. Her recent research centers upon the changing constructions of self and other in the Mexican musical imaginary, and upon the role
of historiography in transmitting and sustaining such constructions. Her work embraces all living musical traditions of Mexico and their histories. She is particularly interested in the ways in which nations negotiate internal and external relations of power through the representation of the national in music. She is also interested in the relations between music, social class and the state. Her work draws on Marxism, and post-colonial and subaltern studies. Before moving to the US, Professor Saavedra was active in Mexico where artists and intellectuals play public roles that aim at impacting society at large as a researcher and performer of new Mexican music, and as a cultural administrator.

**René T.A. Lysloff** specializes in Indonesian music with twin foci on both the classical heritage of gamelan and popular culture and postmodernism. In his work on Javanese music, Lysloff has published articles in *Ethnomusicology* (Journal of the Society for Ethnomusicology), *Asian Theatre*, and other journals and collections (including the *Garland Encyclopedia of Music*). Presently, he is finishing a book on shadow theater and music in rural Central Java based on past fieldwork in Java (1979-80, 1986-87, and 1994), to be published through KITLV (Royal Netherlands Institute of Southeast Asian and Caribbean Studies). When he returned to Java in 1998, specifically the region of Banyumas (western Central Java), he pursued his research on rural performing arts and Indonesian modernization. His most recently completed project is translating a contemporary Indonesian novel (in three volumes) by Ahmad Tohari entitled *Ronggeng Dukuh Paruk* [A Dancer of Paruk Village]. The novel explores the lives of a rural dancing girl and her childhood sweetheart as they experience the tumultuous changes in Indonesia from 1946 to 1971. The English translation, titled *The Dancer*, is published as a single volume through the Lontar Foundation (Jakarta) and distributed worldwide. Lysloff has studied and performed music of the Javanese gamelan (gong-chime ensemble) for approximately twenty years. He has taught gamelan for almost fifteen years at many different colleges and universities throughout the U.S. He also teaches both gamelan and a Javanese rural musical tradition known as *calung*, an ensemble made up primarily of bamboo xylophones.

**Jonathan Ritter**'s research focuses on indigenous and Afro-Hispanic musical cultures of Andean South America, with a particular emphasis on the intersections of music, politics, violence, and memory. His most recent work explores the ways that musical performance in highland Peru in the wake of the Shining Path guerrilla insurrection constitutes a form of social memory and public remembrance, thus generating a social space for political sentiment and action. Ritter is the recipient of numerous grants and awards, including research funding from Fulbright IIE and the Wenner-Gren Foundation for Anthropological Research; a portion of his dissertation research was also awarded the Charles Seeger Prize in 2002 from the Society for Ethnomusicology. He has published articles and reviews on Native American, Afro-Ecuadorian and Andean musics in the *British Journal of Ethnomusicology, World of Music, Selected Reports in Ethnomusicology, Pacific Review of Ethnomusicology, Bulletin of the Society for American Music*, and *Percussive Notes*, as well as several entries on Peruvian music in the forthcoming *Encyclopedia of Popular Music of the World*. He is the author of a short monograph, *A Work in Progress: Autonomy on Nicaragua's Atlantic Coast*, published by the Institute for International Cooperation and Development in 1995, and is currently working on two book manuscripts: *A River of Blood: Music, Violence, and Memory in Ayacucho, Peru*, based on his dissertation research, and *Music in the Post-9/11 World*, an edited collection bringing together works by ethnomusicologists and other music scholars that discuss musical responses to the 2001 terrorist attacks and their aftermath from around the globe. Prior to his appointment at UCR, Ritter taught courses in ethnomusicology at Soka University of America and Chapman
Deborah Wong is an ethnomusicologist, specializing in the musics of Thailand and Asian America. Her first book, *Sounding the Center: History and Aesthetics in Thai Buddhist Ritual* (Chicago University Press, 2001), addresses ritual performance about performance and its implications for the cultural politics of Thai court music and dance in late twentieth-century Bangkok. *Speak It Louder: Asian Americans Making Music* (Routledge, 2004), focuses on music, race, and identity work in a series of case studies (Southeast Asian immigrant musics, Chinese American and Japanese American jazz in the Bay Area, and Asian American hip-hop). She has taught at UCR since fall 1996 and is Professor of Music. Wong has taught as Assistant Professor of Music at Pomona College (1991-93) and at the University of Pennsylvania (1993-96); she has also been a visiting professor at Princeton University and the University of Chicago. She has served three terms on the Board of Directors of the Society for Ethnomusicology. Asian American issues and activities are a priority for Wong. She has served on numerous committees addressing issues in Asian American studies curriculum as well as Asian American student needs. She has studied Japanese American drumming (taiko) since 1997 and is a member of Satori Daiko, the performing group of the Taiko Center of Los Angeles. A fellowship at the National Humanities Center during 2005-06 will support work on her next book, on taiko in California.

Byron Adams [see above under Musicology Faculty for more information] has had performances of his music in Europe, such as at the 26th “Warsaw Autumn” International Festival of Contemporary Music in Poland, the Leith Hill Festival in England, the Conservatoire Américain in Fontainebleau, France, and the Armenian Philharmonic Orchestra. His music has been performed in America by such institutions as the Syracuse Symphony Orchestra, the new music ensemble Xtet, Chamber Music Palisades, Cantori New York and at the Biennial National Convention of the American Guild of Organists in 2004. He was appointed Composer in Residence of the Colonial Symphony during the 1990-91 and 1991-92 seasons; during the summer of 1992, Prof. Adams taught solfège, composition and conducted the chorale at the Conservatoire Américain in Fontainebleau, France. Editions BIM, E.C. Schirmer, Southern Music Co., Earthsongs, Encore Music and Yelton Rhodes all publish music by Byron Adams. Recorded performances of his music are available on the Orion Master Recordings, Skylark, and Mark record labels.

Paulo Chagas was born in Salvador, Bahia, Brazil, and is a composer, theoretician and researcher in music technology. Professor Chagas has composed more than 100 pieces for ballet, operas, musical theatre, multimedia, orchestra, instrumental and vocal ensembles, electronic, and computer music. His works have been performed in Europe, Russia, the USA and Latin America to both public and critical acclaim. His theoretical work focuses on subjects like musical semiotics, medieval and renaissance polyphony, new media, music technology, aesthetics and philosophy (Wittgenstein). Chagas is currently conducting research on gesture and interactivity, involving the use of sensors and the relationship between sound, image, and movement. His research also includes sound and music cognition based on the theory of autopoiesis. He worked for ten years (1990-99) as Sound Director of the Studio for Electronic Music of the WDR (West German Radio and Television Broadcasting), conducting extensive research into electronic and computer music, algorithmic composition, interactivity, multimedia, and sound spatialization. Taught as a visiting lecturer at the Conservatory of Music and at the University of Liège and at the Robert Schumann Music Academy, Düsseldorf. Since 1996, on the Board of Directors of the CRFMW (Musical Research Center of Wallonie, Liège).
**Renée Coulombe** is a musician of considerable breadth, working as composer, performer, improviser and scholar. Her works bring together diverse influences and genres, challenging the borders of traditional composition. They range from traditional instrumental and vocal writing to large-scale structured improvisations, multimedia performance art, and interactive/improvisative works utilizing digital technologies. She has received performances and commissions from such notable ensembles as Southwest Chamber Music (in Los Angeles) and Ensemble Sospeso (in New York), and her works have been performed across the United States, Europe, Asia and Oceania, and have been broadcast nationally on NPR and internationally on Concert FM 92.5. She has been a featured composer at Festivals in the United States and Europe, from *Frau Musica (nova) Komponieren heute* in Cologne, Germany to the *Technika Radica* radical technology arts Festival in La Jolla, California. Her work has received support from the Ford Foundation, New York State Council on the Arts, the Andrew W. Mellon Foundation and UC Intercampus Research in the Arts. Her works are available through Nena Dreams Music in both printed and recorded form, and on the Open Space Label. As scholar, she has presented and published numerous articles employing critical and musical theories to examine topics from feminist critiques of recent punk and blues to postcolonial analyses of recent Anglo-Indian Drum-and-Bass, gender and sexuality in Opera to cultural analysis of the Second Viennese School. She is a Contributing Editor to *Open Space Magazine* and became an Associate Editor of *Perspectives of New Music* in 2001. Her essays have appeared in *Audible Traces: Gender, Identity and Music*, *Postmodern Music/Postmodern Thought*, and *Open Space Magazine*.

**Tim Labor** is a composer and sound designer specializing in music composition and sound design for theater and film. His principal teachers included Istvan Anhalt, Bruce Pennycook, and Clifford Crawley at Queens University in Toronto, and Roger Reynolds, F. Richard Moore, Rand Steiger, Brian Ferneyhough, and Joji Yuasa at the University of California, San Diego. Tim’s awards include the Maurice Dubin Award in Composition (1987); the Queen’s Medal in Music (1987), a PROcan Award (1989); the Rodolphe Mathieu Award (CAPAC, 1990), a SOCAN Award (1995) and grants from the Canada Council. As a film and media composer, Labor has collaborated in composition or sound design for a variety of projects, including computer games (“Everquest”, “Re-Elect JFK”), video, dance, and theatre. Recent projects include sound design for “Abingdon Square,” and “Birdbath” at the Open Fist Theatre Company (http://www.openfist.org/), “The Andrea and Hep Show 2: More Faster More Furioser” at the Open Fist and Second City, the Circle-X production of “Henry IV-part 1” (2004 L.A. Shakespeare Festival), sound design for “Laramie Project” at Mira Costa High School, and original music composition and sound design for the world premiere productions of Paul Mullin’s “American Book of the Dead: The Game Show” and Tom Jacobson’s “Sperm” (both Circle-X). Upcoming productions include “Chicago” at Mira Costa, “Papa” at the Open Fist Theatre, and several film/video projects.

**B. Statement on present faculty, immediately pending appointments, and projected future hires at this time.**

Present faculty are listed above. Our immediate projected future hire is in historical musicology. Otherwise, we require no additional FTE to launch the Ph.D. program at this time. Since 1996, we have hired eight new faculty members, so the department has a new vitality and our aim is to simply strengthen these areas as they stand. In short, we are strongly motivated to consolidate and extend our current strengths, without additional initiatives. However, it is crucial that we retain all the lines we currently have in order for the program to be viable.
C. List of faculty members, their ranks, their highest degrees, other professional qualifications, and abbreviated Curriculum Vitae (with no more than five recent publications).

See Appendix F.

D. Comments from chairs of departments with programs and/or faculty closely related to or affected by the proposed program.

See Appendix B
SECTION 5. COURSES

A. List of present and proposed courses.

The courses listed below are divided into three categories: core courses and focus courses. New courses, marked by an asterisk, will become available in 2007-08.

List of present and proposed courses in musicology
Students in the musicology Ph.D. are required to take three quarters of MUS 261; MUS 262 (E-Z), which treats issues in the history of music in the context of social, political, religious and intellectual culture of the West during different periods; and MUS 263 (E-Z), which covers such topics as Music and Culture, Music and Poetry, Nationalism, Gender and Sexuality in Music, Individual Genres and Composers. They must also take an elective outside the department or MUS 290.

Core Courses (** = Required of all graduate students at UC Riverside)
**MUS 200: Introduction to Music Studies  
MUS 201: Proseminar in Analysis  
MUS 206: Proseminar in Musicology

Focus Courses
MUS 113: Renaissance and Baroque Music of Latin Europe and Latin America  
MUS 118: Music, Politics and Social Movements  
MUS 153: Homosexuality and Music  
MUS 154 (E-Z): Critical Approaches to the Western Canon  
MUS 261: Seminar in Performance Practice  
MUS 262 (E-Z): Seminar in Western Music History  
MUS 263 (E-Z): Seminar in Special Topics in Musicology  
MUS 290: Directed Studies  
MUS 291: Individual Studies in Coordinated Areas  
MUS 299: Thesis Research

List of present and proposed courses in ethnomusicology
Students in the ethnomusicology Ph.D. are required to take two quarters from MUS 120-29 and MUS 140, in addition to no more than four units of performance ensemble MUS 168-70. They must take a course in theory, musicology, or composition as well as two courses outside the department.

Core Courses
**MUS 200: Intro to Music Studies  
MUS 207A/B: Proseminar in Ethnomusicology  
MUS 255: Field Methods in Ethnomusicology

Focus Courses
MUS 118: Music, Politics and Social Movements  
MUS 120: Contemporary Native American Music  
MUS 121: Ethnomusicological Approaches to Music  
MUS 122: Music and Performance in the Andes  
MUS 123: Southeast Asian Performance  
MUS 124: Music of Asian America  
MUS 126: Gender, Sexuality, and Music in Cross-Cultural Perspectives  
MUS 127: Music Cultures of Southeast Asia  
MUS 128: Performing Arts of Asia
MUS 140: American Musical Subcultures: A Genealogy of Rock
MUS 168: Javanese Gamelan Ensemble
MUS 169: Taiko Ensemble
MUS 170: Rondalla Ensemble
MUS 174: Latin American Music Ensemble
MUS 207A/B: Proseminar in Ethnomusicology (A: history and foundations; B: current theoretical directions)
MUS 255: Field Methods in Ethnomusicology
MUS 270: Special Topics in Ethnomusicology
MUS 271: Area Studies Research in Music
MUS 290: Directed Studies
MUS 291: Individual Studies in Coordinated Areas
MUS 299: Thesis Research

List of present and proposed courses in composition
Students in the Ph.D. program in composition are required to take MUS 250 (E-Z), which covers the historical study of the theory of western music: F. History of Theory; G. Neo-Classicism; H. Twentieth-century Theorists. I-Z: topics to be announced. They are also required to take a course in musicology or ethnomusicology in addition to MUS 206 or 207A/B.

Core Courses
**MUS 200: Intro to Music Studies
MUS 201: Proseminar in the Analysis of Western Music
MUS 206 or 207A/B: Proseminar in Musicology or Ethnomusicology

Focus Courses
MUS 250 (E-Z): Seminar in Music Theory
MUS 251: Music in Computer Gaming
MUS 253: Set Theory for Analysis and Composition
MUS 254: Seminar in Music and Technology
MUS 256: Computer Music Composition
MUS 258: Seminar in Free Composition
MUS 259: Musical Semiotics: Approaches to Meaning and Form
MUS 290: Directed Studies
MUS 291: Individual Studies in Coordinated Areas
MUS 297: Directed Research (not related to thesis or dissertation)
MUS 299: Thesis Research

B. Course offerings in other fields.
Ph.D. students may take some courses offered by other departments to satisfy elective requirements. For example, students may pursue corollary studies in computer science, linguistics, anthropology, dance, or other relevant disciplines. These courses will be selected by the student in consultation with the student's primary adviser.

C. Catalog description of all required and recommended courses.
See Appendix E.
D. Relationship of these courses to specific fields of emphasis and future plans.

These courses fulfill a student’s need for a solid grounding in each of the disciplines of musicology, ethnomusicology, and composition, providing the skills, knowledge base, and methodological acumen necessary to conduct original research and to compose original works. This solid foundation does not preclude future curricular development.

E. Distribution of course load among existing faculty and future hires.

The core courses (MUS 200, 201, 206, 207, 252, 255) will continue to be taught by members of the ladder-track faculty in musicology, ethnomusicology, and theory/composition. These faculty will also undertake new responsibilities both as the primary advisers for the Ph.D. students and as the instructors in the new courses.

We do not anticipate the hiring of additional FTE in the Music Department and have made all allocations and predictions on the basis of existing personnel. Ph.D. students will be strongly encouraged to take a class, at least once in their career at UCR, with most or all members of the ladder-track faculty. Composition students will be further encouraged to work individually with each member of the composition faculty at least once during their tenure at the university. Ph.D. advisees in each area will be distributed among the composition faculty as evenly as possible, taking into account student specialties and interests and faculty capacity.

F. Schedule on which required and elective courses will be offered.

<table>
<thead>
<tr>
<th>Required Courses</th>
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</thead>
<tbody>
<tr>
<td>MUS 200 is offered every year in the fall quarter</td>
</tr>
<tr>
<td>MUS 201 is offered every year (variable quarters)</td>
</tr>
<tr>
<td>MUS 206 is offered every year (variable quarters)</td>
</tr>
<tr>
<td>MUS 207a and 207b are offered alternate years (variable quarters)</td>
</tr>
<tr>
<td>MUS 252 is offered every year (variable quarters)</td>
</tr>
<tr>
<td>MUS 255 is offered every year (variable quarters)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 250 (E-Z) is offered every year (variable quarters)</td>
</tr>
<tr>
<td>MUS 262 (E-Z) is offered every year (variable quarters)</td>
</tr>
<tr>
<td>MUS 263 (E-Z) is offered every year (variable quarters)</td>
</tr>
</tbody>
</table>
SECTION 6. RESOURCE REQUIREMENTS

A. Estimate of the additional yearly cost for the first five years of the program.

Because of the small numbers of students in the program, its implementation will not be overly taxing on the faculty. On average, each member of the faculty will be teaching no more than three to four 4-credit 299s each year, the equivalent of slightly more than one student throughout the entire year. The faculty have carefully considered the impact of these 299s, and unanimously agreed to accept the additional Ph.D. students.

In sum, the implementation of the Ph.D. program as described above will require new workload courses in the form of doctoral advising, but not beyond the means of the current faculty to handle them.

B. Library acquisitions.

Introduction. The University Libraries works directly and consistently with the faculty of the Music Department to identify and acquire resources to support excellence in both instruction and research. A bibliographer and subject specialist are assigned to the Department to collaborate and consult with faculty on program priorities, new directions, and other factors pertaining to sustaining library resources in support of academic program quality and strategic directions. Several approval programs based upon the Department’s research and academic profile are maintained by the Libraries with major vendors which deliver on a weekly basis newly published American, British, European, Asian and Latin American monographs, scores, etc. The subject specialist/bibliographer supplements these approval plans by reviewing bibliographies, publishers’ and vendors’ catalogs and book reviews to identify additional relevant materials in all formats. Faculty and students are also encouraged to recommend titles suitable for library purchase.

The Ph.D. program being considered by the Department of Music will concentrate primarily in the following three areas: Musicology, Ethnomusicology, and Music Composition. The Libraries’ holdings supporting the Department of Music programs are reasonably strong. Housed in both the Rivera and the Music Library, the collections directly supporting music currently comprise 25,983 titles (29,529 volumes) in the Library of Congress M, ML, and MT classification and 118 active print serials titles (Rivera Library). The Music collections housed in the Music Library include 27,391 scores (by title, each of which usually comprises a number of scores); 4,004 CDs; 10,000 LPs; 446 microfilms; and, 385 items in other formats for a total of 62,071 titles. The Libraries currently subscribes to a significant number of full-text and bibliographic data bases supporting campus-wide access to music and humanities resources as indicated in section 2C below. The Libraries adds annually to music holdings more than 400 music scores and 180 sound recordings; and maintains subscriptions to approximately 104 standing orders. Currently, the Libraries’ total annual investment for direct support of the Music Department’s programs is approximately $43,564.

The analysis below indicates our preliminary assessment of the strengths and weaknesses of library holdings and the current capacity of the UCR Libraries to support the proposed Ph.D. program in Music. In particular, the Department of Music will want to expand in a systematic fashion our library resources on Spanish and Latin American music, areas that have traditionally been marginalized in musicology.
Overview of the Libraries’ Current Support for the Department of Music Programs.

Support for Monographic Holdings. In terms of monetary support for monographic holdings, the Libraries has within recent years allocated and spent approximately 3.6% of its total annual monographic budget ($1,037,680) on materials acquired to directly support Music. A breakdown of these expenditures is listed below:

Monographic purchases from the Music fund FY2003-2005:

2003-2004 Expenditure: $22,840  
No. of Titles Purchased: 565 at $40.42 each

2004-2005 Allocation: $22,360  
Projected No. of Titles: 579 at approx. $38.54 each

This annual expenditure amount has more than adequately supported undergraduate coursework, a Master’s Degree program and faculty research in Music for a number of years. However, when compared with the total number of academic annual publications in the field (1,600 academic titles), the UCR Libraries would need to acquire additional materials to support the Music program at the Ph.D. degree level. During the 2003-2004 fiscal year, for example, according to the Libraries’ primary book vendor, Yankee Book Peddler, YBP handled 885 North American books in Music and another 253 music titles published from the U.K, totaling 1,138 titles. The UCR Libraries acquired only 255 of these newly published titles from YBP, or 22%. The low ratio of this percentage is even more significant if we consider materials published by publishers not covered by Yankee, and materials published in other languages. Clearly, a larger budgetary investment in monographic publications and multi-media resources will be needed to support a graduate program in Music offering the doctoral degree.

Serials. Currently the University Libraries subscribes to some 44 print serial titles specifically coded to funds supporting Music. This is not an insignificant number of serials; and these serial print titles are further enriched and supplemented through the Libraries’ co-investments in 141 e-journal resources of the California Digital Library (CDL). The current annual cost to the Libraries for Music serial subscriptions is $3,536. The music faculty estimate that the number of serials needed for the doctoral program will rise to approximately 60, with a commensurate increase in annual subscription costs to roughly $5,000.

Electronic Resources and Other Material Formats. Not all library resources relevant to the proposed program are in print format. The Libraries currently subscribes to a number of key indexes and abstracts, full-text, and bibliographic electronic resources that will serve the new graduate program extremely well. These include: New Grove Dictionary of Music and Musicians; New Grove Dictionary of Opera; The Arts and Humanities Citation Index; International Index to Music Periodicals (IIMP); International Index to Performing Arts (IIPA); Music Index; Repertoire Internationale de la Litterature Musicale (RILM); Repertoire Internationale de la Presse Musicale (RIPM). Access to The Web of Science in the Humanities and the Arts was recently acquired by the Libraries through its CDL co-
investments. Other significant Music research materials held by the Libraries are available in micro format.

**Archives and Special Research Collections.** This is also an area of potential significant strength. The Libraries’ Special Collections Department already maintains excellent collections of archives and other primary resources of potential value to the program. Prime examples include: the Joaquín Nin-Culmell Collection (the composer’s entire archive of manuscripts, correspondence, and other documents); the Heinrich Schenker Collection (papers from music theoretician Schenker’s personal collection - includes scores, published writings, correspondence, diaries); the Oswald Jonas Collection (Jonas was Schenker’s student - includes papers, books, slides, articles, and the papers of Moriz Violin); the Marcella Craft Collection (songbooks, scores and books; Craft was a local opera singer who performed in Munich and Vienna); and the Niels Gade Collection (Gade was a Danish composer; collection consists of papers, books, correspondence, arrangements, etc.).

**Analysis**

**Peer and UC Comparisons.** For fiscal year 2004-2005, the UCR Libraries’ allocation for Music was approximately **$44,564**:

- Monographs etc. purchased with the music fund $22,360
- Scores, etc. purchased as standing orders $13,704
- Serials $3,536
- Databases, etc. $2,964
- Sound recordings $2,000

A comparative analysis of annual UCR expenditure levels for all formats of library materials with those of other UC campuses awarding the Ph.D. in Music is as follows: Berkeley ($202,956), Davis ($70,000), UCLA ($173,000), San Diego ($85,000), and Santa Barbara ($60,500). In consultation with the Music Department, we have determined that UCR’s external peer institutions with Ph.D. programs in Music include the following: University of Illinois, University of Iowa, University of Maryland (College Park), University of Minnesota, University of North Texas, University of Washington, Florida State University and Rutgers. Based on these data, **UCR ranks at the bottom** in its annual expenditures specifically allocated for Music as follows:

- *Berkeley* $202,956
- University of North Texas $175,000
- *UCLA* $173,000
- University of Illinois $166,000
- University of Iowa $129,000
- University of Washington $128,463
- University of Maryland, College Park No Response
- University of Minnesota No Response
- Rutgers $110,000
- *UC San Diego* $85,000
- *UC Davis* $70,000
- *UC Santa Barbara* $60,500
- Florida State University No Response
- *UCR Total Allocation* $43,564
Our recommendation is that UCR should aim to
• **minimally reach or slightly exceed the expenditure level of peer UC’s at Santa Barbara, Davis, or San Diego** over a 3-5 year incremental period as the program grows and matures. This will require new investments to the Libraries’ base budget of a total of $30,000-40,000 (including inflation) over the next several years to reach an expenditure level of $65,000-80,000 annually.
• **eventually hire a full-time Music Librarian** with graduate degrees in music + library science and/or information technology, to replace (upon retirement) or complement our current Library Assistant V. This expense is not included in the above budget.

The source of these new funds will need to be identified collaboratively by CHASS and the University administration.

**Foreign Language Materials.** It is also worth mentioning that, while the Latin American Bibliographer and various subject specialists do select and acquire a select number of relevant music titles, the Libraries’ current investment in strengthening Music resources is concentrated primarily on the English language and western history and culture. Gaining access to academic Spanish and Latin American ethnomusicology publications (focusing on publications relating to Spain, Brazil, Mexico, Peru, and the Caribbean region) would cost approximately $10,000 annually. Expenditures for French and German publications would cost approximately $8,000 annually. In order to support a Ph.D. program in Music, a need clearly exists to acquire a higher percentage of foreign language publications. The Luce Foundation grant submitted jointly by CHASS and the University Libraries, in the amount of $150,000 over a three-year period, will further strengthen Southeast Asian research resources, which may be important to the music doctoral program in the future.

**Gift Program Opportunities.** Finally, each year, the Libraries receives more than 22,000 book donations from individuals and organizations. Many of these donations include scores, books on Music, and, often, these are out-of-print and valuable. This gift program offers significant opportunities for further strengthening the research and retrospective collections supporting Music. During the past two years, the Libraries have added more than 50 gift scores and monographs and 836 gift sound recordings and CDs to the collections. A clearly defined and active collaborative gift solicitation/acquisition/endowment program between the Music Department and the Libraries will further strengthen and broaden unique research collections.

**C. Computing costs.**

Ph.D. students not owning their own computers will have access to the computers in a planned electronic-music studio.

**D. Equipment.**

No additional equipment will be required. See following section for equipment inventory.

**E. Space and other capital.**

The proposed addition of approximately four to five Ph.D. students will not require space additional to what is already available or currently planned. However, this is dependent on completion of the CHASS Instruction and Research facility, into which two of our faculty plan to move, freeing up space for the TA offices we will need.
The ARTS building (which opened during the 2000-01 academic year) has a 140-seat performance lab, 106-seat rehearsal space, ear-training laboratory, 19 practice rooms, various teaching studios, faculty and administrative offices, and the music library. The world music room, where a brand-new Javanese gamelan is kept and where rehearsals take place, is located nearby in the PE building. In addition to the gamelan, our collection of non-Western instruments includes an additional gamelan, one Banyumas calung, a set of Korean drums, a set of Philippine rondalla instruments, several Indian tablas, a set of mariachi instruments (guitarrónes, vihuelas, and guitarras de golpe), and a set of Japanese American taiko drums. The department has also begun acquiring a collection of Andean folk and traditional music instruments. Currently these include a *tropa* (full set) of Peruvian *sikus*, several charangos, drums, as well as two Afro-Ecuadorian marimbas. Instruments for the study of historic keyboard literature include a 48-bell carillon, several baby-grand pianos (Steinway and Yamaha), 3 seven-foot grand pianos, an Italian virginal, 2 harpsichords (French and Italian), a tracker organ, and a carillon practice keyboard. The department also owns an assortment of historic instruments, including lutes, viols, records, krummhorns, a dulcian, sackbuts, a cornetto, shawms, a cittern, a bandora, flutes, and a Baroque violin. Electronic facilities include two recording studios and a studio devoted to digital and computer music.

F. Technical and administrative staff.

See Appendix G. Current staffing levels are not fully adequate for the clerical, administrative, and technical support necessary for the program. We will need additional staff support in order to manage a Ph.D. program successfully. Kathy DeAtley, in charge of publicity, must return to 100% time in order to be fully effective. We also need a budget assistant to help with the ever-increasing accounting responsibilities involved in administering three departments. Of urgent necessity is a technical support position to assist with music-technology issues, particularly recording.

G. Other operating and administrative costs (e.g., supplies, maintenance of labs and other facilities).

The computational and electronic music facilities currently available in the Music Department are barely adequate to accommodate the proposed addition of Ph.D. students in composition with special emphasis in technological studies. Development of a Laboratory for Experimental Acoustic Research is essential, in addition to upgrading facilities in software writing (Storylab), computer music, and recording. The upgrades will cost $50-100,000. We envision minimal costs associated with office supplies/publications.

H. Teaching Assistants.

[See Section 7 for more detail.] Teaching Assistants are required to implement this program. We plan to add more discussion sections to undergraduate courses in order to accommodate the growing undergraduate population and to supply doctoral students with TAships.

I. Intended funding sources for new costs.

[See Section 7 for more detail.] The Music Department fellowship and TA allocations will increase with the implementation of the Ph.D. program. This increased funding would support Ph.D. students in their final two years of study.
SECTION 7. GRADUATE STUDENT SUPPORT

A. Strategy for meeting support needs.

Overview: The Music Department will provide a maximum of five years of support to students who enter the Ph.D. program following the bachelor’s degree, and a maximum of three years to those enter the Ph.D. program following the completion of the M.A. degree.

Until a graduate student is advanced to candidacy, support will generally be in the form of central fellowship funding and appointments as a Teaching Assistant (with Partial Fee Remission and Graduate Student Health Insurance Program Grants, in addition to salary). The department currently awards TA positions at 50% FTE (i.e., at the level considered to be full support) to most M.A. students. For the one to two years required to complete the dissertation following advancement to candidacy, Ph.D. students will receive a combination of fellowships (e.g., Gluck) and/or appointments as Teaching Assistants.

Additional resources available specifically to UCR doctoral students will be awarded on a competitive basis, including targeted fellowships from the Graduate Division, the Dean, and the Chancellor.

B. Teaching Assistantships.

The Department will appoint qualified graduate students who have completed their M.A. as Teaching Assistants in courses in musical rudiments (MUS 1 and 31). These appointments will be a way of preparing the Department’s graduate students for a career in teaching and a means of financial support for students in the program.

Our lower-division non-major courses are remarkably popular and successful. MUS 1, 2, 6, 7, 8, 14, 15, and 16 are offered every year (some of them 3x/year) and are virtually always full, resulting in a total headcount of 1000+ enrollments every year. The size of our doctoral program is tied directly to the question of fellowship and TA support, and we are eager to use the strength and popularity of our undergraduate non-major curriculum to drive our graduate support. Indeed, our department has gradually moved toward a model in which we provide a strong, competitive B.A. for music majors, but we also take seriously our impact on non-majors. Our commitment to teaching excellence in these courses is evidenced by the fact that ladder-rank faculty teaches MUS 6, 7, 8, 14, 15, and 16.

We will need more TA support. In 2004-05, the Music Department was allocated 14 TAships at 50% (i.e., TA courses, not students). This means that the department only has the capacity to appoint, for instance, 7 graduate students to 2 quarters of teaching per year. In light of the proposed enrollments in this program, this will clearly not be enough to cover all our courses and provide support and training to our graduate students.

The fellowship allocation for the Music Department for 2005-06 was $70,000, based on an incoming cohort of 7 students. UCR Graduate Division fellowship allocation policies may change, but a reasonable working assumption can be made that Ph.D. graduate students will receive a fair apportionment of campus fellowship funds targeted to doctoral programs, and any increased campus fellowship funds will be used for Ph.D. support.

The Music Department currently supports an enrollment of eleven to fifteen graduate students. The implementation of the Ph.D. program will eventually expand this overall total
to between twenty-five and thirty. We hope that the combination of existing and anticipated resources available to us will be sufficient to support our Ph.D. students at levels reasonably competitive with many (though not all) other doctoral programs. Given the resources at the disposal of some public and most private universities, however, this will be a serious and ongoing challenge.

C. Extramural resources for possible graduate student support.

The Gluck Fellows Program of the Arts has provided generous student fellowships since 1996. Graduate students receive $5,000 fellowships to offer educational programs in the public school system and to perform in the community. This program has been renewed three times and is currently scheduled to extend through 2006. For the AY 2004-06 grant cycle, the Program received $500,000, and 9 graduate fellowships ($45,000 total) were allocated to the Department of Music. We have every expectation that this will continue to serve as a major, competitive source of extramural graduate support in our department.

The Department will develop a database of extramural grant and fellowship opportunities to which our advanced candidates will be encouraged to apply. Doctoral students will be trained to apply for dissertation research fellowships from Fulbright IIE, Fulbright-Hays, the Social Science Research Council, Wenner-Gren, ACLS, Jacob K. Javits, American Association of University Women, Woodrow Wilson, etc.

D. Campus fund-raising initiatives that will contribute to support of graduate students.

The Chair and MSO of the Music Department are committed to increasing extramural funding for the Music Department, building on several existing funds and endowments that may potentially provide increased support for graduate students.

E. Graduate student support table listing maximum number of students projected and sources of support for the first six years of the program.

The following table estimates per capita support for M.A. and Ph.D. students for the first six years of the Ph.D. program:

<table>
<thead>
<tr>
<th>Year</th>
<th>M.A. students</th>
<th>Ph.D. students</th>
<th>Fellowship $</th>
<th>TA $ (includes fee remission &amp; GSHIP)</th>
<th>GSR $ (includes payment of tuition &amp; fees)</th>
<th>Other $</th>
<th>Total $</th>
<th>Total support per student</th>
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<tr>
<td>07-08</td>
<td>16</td>
<td>80,000</td>
<td>240,000</td>
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<td>4,000</td>
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<td>08-09</td>
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<td>75,000</td>
<td>225,000</td>
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<td>3,500</td>
<td>318,500</td>
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<td>20,000</td>
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<td>09-10</td>
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<td>70,000</td>
<td>210,000</td>
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<td>308,000</td>
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<td>3,000</td>
<td>78,000</td>
<td>26,000</td>
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<tr>
<td>10-11</td>
<td>14</td>
<td>70,000</td>
<td>210,000</td>
<td>15,000</td>
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<td>3,000</td>
<td>298,000</td>
<td>21,286</td>
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These estimates are substantially above the average per capita support of $4,461 for Fine Arts master’s students, and $8,764 for Fine Arts doctoral students, reported in the Student Financial Support Graduate Student Support Tables 1999-2000 Systemwide UC report at <http://www.ucop.edu/sas/sfs/data/support/support9900.htm>. Foreign and out-of-state students will require greater support until there is a change in NRT regulations.
SECTION 8. CHANGES IN SENATE REGULATIONS

No changes in senate regulations at either the divisional level or in the academic assembly will be required.
SECTION 9. PROGRAM ADMINISTRATION

A. Department or faculty group which will administer the program.

The Graduate Advisor is appointed by the Graduate Division on an annual basis; our departmental practice is a three-year term. The Music Graduate Committee, appointed by the Department Chair, will act as primary governing body for the M.A. and Ph.D. programs. It will be chaired by the Graduate Advisor and will be composed of three ladder faculty members. Each of the three areas of musicology, ethnomusicology, and composition will have a representative on the committee. The committee as a whole will be charged with making recommendations for action by the larger music faculty on the following: (1) admission or denial of applicants to the Department’s graduate programs; (2) devising and proposing new graduate requirements; (3) allocations of fellowship support to admitted applicants, incoming students, and continuing students; and (4) changes to graduate curriculum, administrative procedures, and policies governing the graduate programs. The committee will also work closely with the graduate Student Affairs Officer to coordinate and oversee faculty advising of graduate students.

B. Administrative home for purposes of student major advising, etc.

Like the current M.A., the Ph.D. will be administered by the Music Department.

C. Specific provision for the succession of the chair and leadership responsibilities.

The Department Chair is appointed by the CHASS Dean and has a three-year term. Our faculty is committed to the ongoing strength and success of the Ph.D. program, as has been consistently reaffirmed in department votes and reflected in departmental planning documents over the past several years.
SECTION 10. WASC APPROVAL

Not applicable.

SECTION 11. CPEC SUMMARY

See Appendix I.
APPENDICIES

Appendix A: External letters of support for the Ph.D. program
Appendix B: Internal letters of support for the Ph.D. program
Appendix C: Job listings for Ph.D. graduates in the three areas
Appendix D: Courses for the Ph.D. program
Appendix E: UCR Music Graduate Advisory Examination
Appendix F: Music Department professorial faculty
Appendix G: List of current Music Department staff and appointment levels
Appendix H: Subsequent professional activities of Music M.A. program students
Appendix I: CPEC Summary
Appendix A: External letters of support for the Ph.D. program

Gage Averill, Professor of Ethnomusicology and Dean of the Faculty of Music, University of Toronto (3/3/06)

Michael Beckerman, Professor of Musicology and Chair of the Music Department, New York University (3/5/06)

David Rakowski, Walter W. Naumburg Professor of Composition, Brandeis University (1/15/06)

Bonnie C. Wade, Professor of Ethnomusicology and Richard and Rhoda Goldman Chair in Interdisciplinary Studies, University of California, Berkeley (1/4/06)
Appendix B: Internal letters of support for the Ph.D. program

Hendrik M. J. Maier, Luce Professor of Southeast Asian Studies, Director of SEATRiP (Southeast Asian Studies Program) (1/06)

Sally Ann Ness, Professor of Anthropology (1/12/06)

Linda J. Tomko, Associate Professor of Dance, Past President of The Society of Dance History Scholars (1/27/06)

Raymond Williams, Professor of Latin American Literature and Interim Dean, Anderson Graduate School of Management (2/26/06)
Appendix C: Job listings for Ph.D. graduates in all tracks

The complete list (58 pages long) is on the enclosed CD. Sample postings only are included below.

This list is from the College Music Society’s “Music Vacancy List” (i.e., the authoritative location for job postings in all music disciplines).

Two hiring trends are worth noting. Western music history and ethnomusicology positions are sometimes combined, as is music composition and music theory. In other words, specialists in each of these four areas are still desirable, but some schools (especially those with a limited number of faculty members or a strong liberal arts orientation) view applicants with combined strengths as advantageous. We believe that our doctoral students would be trained to excel in either kind of environment.

MUSIC HISTORY/MUSICOLOGY/ETHNOMUSICOLOGY

COLORADO COLLEGE -- The Music Department announces a tenure-track position in popular musics. The new faculty member will be expected to teach a variety of courses on popular musics; some of these courses may be global in scope, but some must focus on popular musical traditions in the United States. Examples of the types of courses the Music Department anticipates offering include Popular Music and Culture, American Music, Women in Music / Gender Theory, History of Rock, African American Music, Music and Politics, American Musical Theater, and area courses in world musics. It is understood that no single candidate will be equally qualified in all these areas; the Music Department is open to a variety of potential interests and strengths in the applicant pool. Candidates must have a doctorate degree in music and demonstrate interdisciplinary training in a cognate field such as sociology, cultural studies or anthropology. The doctorate must be completed by the starting date of the appointment. Start Date: September, 2004. Application deadline: December 01, 2003. Along with an introductory letter of application, candidates should submit a curriculum vitae, a statement of teaching and research interests, transcripts from undergraduate and graduate programs, and three letters of recommendation to: Chair, Popular Musics Search Committee, Colorado College Music Department, 14 E. Cache La Poudre St., Colorado Springs, CO 80903 Commitment to undergraduate teaching and an active interest in ongoing scholarship will be primary factors in identifying the successful candidate. The Music Department is also committed to increasing the diversity of the College community and curriculum; candidates who can contribute to that goal are particularly encouraged to apply and to explain how they will help us in our mission. Equal Opportunity Employer - Colorado College welcomes members of all groups and reaffirms its commitment not to discriminate on the basis of race, color, age, religion, sex, national origin, disability or sexual orientation in its educational programs activities, and employment practices.

LEWIS AND CLARK COLLEGE -- Tenure-track, assistant professorship in Ethnomusicology. The department seeks a candidate to teach World Music classes and oversee the college’s World Music Program. The candidate should also demonstrate a strong interest and training in Western Music and be capable of teaching courses in Western Music. Teaching in the College’s general education program is expected. The successful candidate’s research should approach the study of World Music from a cultural and historical perspective. Lewis and Clark College houses a Javanese Gamelan and offers instruction in Ghanaian Dance and African Marimba. Qualifications include Ph.D.
completed before 2004, and a strong commitment to teaching and research. Rank: Asst. Professor. Application deadline: October 31, 2003 or until filled. Send letter of application, c.v., a statement of teaching philosophy and three letters of recommendation to: Prof. Nora Beck, Chair, Music Department, Lewis and Clark College, 0615 SW Palatine Hill Road, Portland, OR 97219 Lewis and Clark College is an Equal Opportunity Employer and encourages women and minority candidates to apply.

UNIVERSITY OF CALIFORNIA, LOS ANGELES -- Musicology. Open to any specialization that will complement existing faculty interests and enhance the department's distinctive strengths. Completed or nearly completed Ph.D. and evidence of success in teaching and innovative scholarship required Rank: Asst. Professor. Application deadline: October 15, 2003 or until filled. Send letter of application, curriculum vitae, and 3 letters of recommendation to: Robert Walser, Chair, Musicology Department, 2445 Schoenberg Hall, UCLA, Los Angeles, CA 90095-1623 Position begins 7/1/04, pending budgetary approval. UCLA is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply.

UNIVERSITY OF RICHMOND -- The Department of Music invites applications for a tenure-track position in Musicology. Teaching responsibilities include undergraduate instruction for both music majors and general students, including, but not limited to, music history and music appreciation. The successful candidate will have the Ph. D., outstanding scholarly potential with the promise of establishing an international reputation, and a strong desire to teach music in an undergraduate liberal arts setting. Rank: Asst. Professor. Start Date: August 2004. Application deadline: December 01, 2003 or until filled. Applicants should submit a letter of application, a curriculum vitae, up to three recent publications and/or presentations, three letters of reference, and separate statements of (1) teaching philosophy and experience and (2) research interests and plans to: Gene Anderson, Department of Music, University of Richmond, VA 23173 The University of Richmond is committed to increasing the diversity of its faculty. Applications from women and minorities are strongly encouraged.

WESLEYAN UNIVERSITY -- The Wesleyan University Music Department seeks a highly qualified scholar with a specialty in the music of 18th and 19th century Europe. Teaching includes courses in both music history and theory. Interests that cross disciplinary boundaries are welcome as are additional fields of expertise. This is a full-time, tenure track position at the Assistant Professor rank, beginning in the academic year 2004-05. Duties: Teaching introductory and advanced undergraduate music history and theory courses, special topics courses and graduate seminars. Advising undergraduate honors, M.A., and Ph.D. theses and undergraduate majors and non-majors. The teaching load is two courses per semester. Courses given by the Music department range from introduction to music through graduate seminars, in a program that offers a strong undergraduate music major program, the M.A. in music, and the Ph.D. in ethnomusicology, all with a long-standing interest in performance and cultural studies. Qualifications: Ph.D. completed or very near completion by July 1, 2004, and experience teaching in a college or university environment. Salary: Commensurate with qualifications and experience. Application deadline: October 31, 2003. Please submit a letter of application, curriculum vitae, and three letters of recommendation to: Eric Charry, Chair, Search Committee, Music Department, Wesleyan University, Middletown, CT 06459 Early applications are encouraged as we plan to interview at AMS in Houston. Wesleyan University values diversity and is an equal opportunity employer.
CLEVELAND STATE UNIVERSITY -- Position: Music History/Musicology, tenure track. Field of Study: Open. Responsibilities may include teaching the following: undergraduate music history survey courses, graduate music history course(s)/seminar(s), undergraduate course on writing about music, music appreciation, and other assignments commensurate with interest and departmental needs, including master's thesis supervision when appropriate. Minimum qualifications are a Ph.D. in music history/musicology, completed by August 15, 2004, and evidence of success in undergraduate teaching. Preferred qualifications include successful experience in the following: teaching and designing a broad-based music history curriculum for undergraduates and specialized classes covering a variety of topics or repertoires at the graduate level, an active program of research in music history, a record of scholarly publication in the field of music history/musicology, a record of master's thesis supervision, and active participation in scholarly/professional organizations. Rank: Asst. Professor. Start Date: August 23, 2004. Application deadline: October 14, 2003 or until filled. Applicants should submit a letter of application, curriculum vitae, three current letters of recommendation which include comments on teaching competency, scholarship and collegiality to: Betsy Burleigh, Search Committee Chair, Department of Music, Cleveland State University, 2121 Euclid Ave., Cleveland, OH 44115 Email: b.burleigh@csuohio.edu. Please do not include articles, abstracts or teaching evaluations at this time. Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

FRANKLIN & MARSHALL COLLEGE -- Tenure-track position to teach courses in world music, introduction to Western art music, and courses in the College’s interdisciplinary "Foundations" curriculum. There is some flexibility in the choice of related courses to be taught. Qualifications: Ph.D. in ethnomusicology or historical musicology, teaching experience at the college level, and demonstrated potential that the candidate’s scholarly work will make a significant and ongoing contribution to the candidate’s field. Rank: Asst. Professor. Start Date: Fall, 2004. Application deadline: November 01, 2003. Application: Send a vita, three letters of recommendation and graduate transcripts (no supplemental materials such as sample work at this time) to: Professor Bruce Gustafson, Chairperson, Department of Music, Franklin & Marshall College, Box 3003, Lancaster, PA 17604-3003 Franklin & Marshall College is committed to cultural pluralism through the hiring of minorities and women (AA/EOE).

COLUMBIA UNIVERSITY -- Faculty position in ethnomusicology; Open Rank - Junior or Senior Level. The position is open in rank; applications are encouraged at both the junior and senior level. We seek a colleague who will be involved in a dynamic graduate program that balances the humanistic and social-scientific aspects of ethnomusicology, and in developing and participating in offerings at the undergraduate level, including Columbia’s Core Curriculum. Although we have curricular needs in Asian musical cultures, we welcome applications in all areas. All continuing nontenured appointments begin with a one-year contract, for which renewal is normally anticipated. Start Date: July 1, 2004. Application deadline: December 01, 2003 or until filled. Send letter of application, c.v., and three letters of recommendation to: Chair, Ethnomusicology Search Committee, Department of Music, Columbia University, MC 1813, 2960 Broadway, New York, NY 10027 Women and minority candidates are especially encouraged to apply. Columbia University is an Affirmative Action/Equal Opportunity Employer.
CITY COLLEGE/CUNY -- Music History (Tenure Track). The successful candidate will be expected to teach an undergraduate four-semester sequence, graduate courses in history, the required introductory survey, and courses in world musics. He or she will also teach musicianship and ear-training courses, maintain an active creative agenda including the publication and/or presentation of scholarly papers, and serve on departmental and college committees. Applicants must have a Ph.D. in Music History and a minimum of five years of college/university teaching. We are looking for a scholar in nineteenth/twentieth century music with a proven track record of presentations and publications who also has a secondary specialization in world musics/ethnomusicology. Piano facility a must. Rank: Assoc. Professor. Salary: Commensurate with qualifications and experience. Start Date: September 2004. Application deadline: November 25, 2003. To apply, send nomination or letter of application, professional vitae, and three (3) letters of recommendation postmarked by 11/25/03, to: Professor Alison Deane, Search Committee Chair (PVN#: FY 8599), Music Department - Shepard Hall 72, The City College/CUNY, Convent Avenue at 138th St., NY, NY 10031 The City College is an AA/EO employer M/F/D/V. Women and minority candidates are strongly encouraged to apply.

MUSIC THEORY/COMPOSITION

LAWRENCE UNIVERSITY -- Music Theory; Tenure-track position. Teach first-year and second-year music theory and aural skills, and upper-level theory electives. Contribute to the coordination and advancement of the core theory curriculum. Demonstrated excellence in both theory and aural skills instruction. Record of, or potential for, significant scholarly contributions in the field of music theory. Appropriate terminal degree. Rank: Commensurate with education and experience. Start Date: September 2004. Application deadline: November 01, 2003 or until filled. Send letter of application, curriculum vitae, academic transcripts, and three letters of recommendation to: Chair, Music Theory Search Committee, Conservatory of Music, Lawrence University, 420 East College Avenue, Appleton, WI 54911 AA/EEO Employer.

UNIVERSITY OF CHICAGO -- The Department of Music invites applications from candidates of exceptional potential for a faculty, tenured-track position in music composition. Teaching of graduate and undergraduate composition will be supplemented by courses that contribute to curricula in one or more of the following areas: theory and analysis, ethnomusicology, and historical musicology. Appointments will be at the level of Assistant Professor, for a four-year term, renewable. A candidate who has not yet completed a Ph. D (or equivalent) would be appointed at the level of Instructor for a one-year term, renewable. Start Date: September 2004. Application deadline: October 20, 2003. Applications for position must by done on-line at the University of Chicago web site: https://jobopportunities.uchicago.edu - Requisition NO. 065685. In addition to the on-line application, please send letters of recommendation (no scores or papers at this time) to: Thomas Christensen, Chair, Department of Music, The University of Chicago, 1010 East 59th St. GoH, Chicago, IL 60637 The University of Chicago is an Affirmative Action/Equal Opportunity Employer.

UNIVERSITY OF MIAMI -- Music Theory and Composition. Full-time, nine-month, tenure-track position effective 8/15/04. Teach primarily undergraduate and some graduate courses in music theory and composition. Develop and teach advanced courses in music technology. Coordinate and supervise existing music theory instruction laboratory. Pursue active involvement in research and professional service. Doctorate required. Successful
collegiate-level teaching in music theory with strong background in technology appropriate to developing and administering computer-assisted instruction programs in music theory.

Rank: Asst. Professor. Application deadline: Until filled. Paul Wilson, School of Music, University of Miami, PO Box 248165, Coral Gables, FL 33124-7610

WASHINGTON UNIVERSITY IN ST. LOUIS -- Music Theory; tenure-track position. The successful candidate will be expected to combine an active research career with a dedication to teaching music in a liberal arts environment. We are looking for a scholar with broad interests and a primary focus in music theory. The appointee will be expected to teach undergraduate and graduate courses in tonal and 20th-century theory and analysis, as well as graduate seminars in areas of expertise; pursue research and publication; supervise independent projects, theses, and dissertations; and participate on departmental and university committees. Candidates must have completed a Ph.D. in music theory by the beginning of the appointment and have demonstrated excellence in teaching.

Application deadline: November 15, 2003 or until filled. Applications, including a cover letter, curriculum vitae and three letters of recommendation, should be sent to: Professor Robert Snarrenberg, Chair, Theory Search Committee, Department of Music, Campus Box 1032, Washington University, One Brookings Drive, St. Louis, MO 63130-4899

Washington University is an Affirmative Action, Equal Opportunity Employer which encourages applications by qualified women and minority candidates.

IDAHO STATE UNIVERSITY -- Music Theory position. Rank/Salary: Visiting Assistant Professor. Sabbatical replacement position for Spring 2004 semester only. Effective Date: January 5, 2004. Classes begin on January 12, 2004. Duties: 1. Teach Music Theory IV (primarily 20th century), Aural Skills IV and Elements of Music. 2. Teach Music Technology class (MIDI). 3. Teach general education music appreciation course. 4. Other duties include student advising and committee service. Qualifications: 1. Masters degree minimum, doctorate in composition or music theory preferred. 2. Evidence of ability and experience to teach core music theory and aural skills courses. Requisite keyboard skills expected. 3. Evidence of ability and experience to teach music technology class. 4. Preference given to candidate with teaching qualifications for general education music appreciation course. Application deadline: October 01, 2003 or until filled. Candidates are requested to submit the following: Letter of application & curriculum vitae; Unofficial transcripts of all degree work (official transcripts will be required of the successful candidate); Three current letters of recommendation (a credentials file may be sent if letters are current), and a short list of additional references who may be contacted. Contact: Randy Earles, Chair, Idaho State University, Department of Music, Campus Box 8099, Pocatello, ID 83209-8099 Email: earlrand@isu.edu. Idaho State University is an AA/EO employer and actively fosters a diverse work force.

PEABODY CONSERVATORY OF MUSIC -- Peabody Conservatory of Music is accepting applications and nominations for a full-time teacher of ear-training. The person chosen for this entry-level position will be responsible for instruction in ear-training, sightsinging, keyboard, and/or other areas of music theory, depending on qualifications. A master's degree in music plus classroom teaching experience is required. Background and skill in eurhythmics is preferred. Start Date: August 2004. Application deadline: October 31, 2003. Letters of application, accompanied by curriculum vitae and three letters of recommendation, should be submitted to: Wolfgang Justen, Dean, Peabody Conservatory of Music, One East Mt. Vernon Place, Baltimore, MD 21202.
Appendix D: Courses for the Ph.D. program

MUS 115. Renaissance and Baroque Music of Latin Europe and Latin America (4)
Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): MUS 112A, MUS 112B, MUS 112C; or upper-division standing and consent of instructor. Study of the sacred and secular musics of Italy, France, the Iberian Peninsula, and Latin America, 1450-1750. Emphasis is on the repertoires, styles, and genres that are relevant to understanding the musical past of the Americas, from (Alta) California to South America.

MUS 116. Music of J. S. Bach (4) Lecture, 3 hours; individual study, 3 hours.
Prerequisite(s): upper-division standing or consent of instructor. Critical and analytical exploration of selected works by J. S. Bach. Usually devoted to specific genres within his output viewed in their musical and cultural context.

MUS 118. Music, Politics, and Social Movements (4) Lecture, 3 hours; extra reading, 2 hours; assigned listening, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Examines the role of music in social and political movements. Emphasis is on understanding the textual and musical features of politically engaged music within its historical, social, and cultural context.

MUS 120. Contemporary Native American Music (4) Lecture, 3 hours; extra reading, 2 hours; listening to prepared audio examples of music, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Explores the music of Native American peoples today, the contexts and behaviors with which such music is associated, and the ways these elements are discussed within Native communities. Emphasis is on “Pan Indian” music, including music for pow wows and syncretic religious music, and Native popular music, including folk, country, rock, and hip-hop.

MUS 122. Music and Performance in the Andes (4) Lecture, 3 hours; extra reading, 2 hours; assigned listening, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Introduction to the musical practices of the central Andean countries, including indigenous, mestizo, Creole, and Afro-Andean traditions. Music is presented as part of a broader realm of performance in the Andes, incorporating dance, ritual, drama, and popular culture, and its relationship with notions of identity, nationalism, modernity, folklore, and politics.

MUS 123. Southeast Asian Performance (4) Lecture, 3 hours; screening, 2 hours; extra reading, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Introduction to the roles and genres of expressive culture in Southeast Asia, including dance, music, theater, film, and digital culture. Performance is discussed both as a time-honored and as a contemporary medium for cultural production, from the courts to everyday experience. Material will be drawn from the Philippines, Malaysia, Indonesia, Thailand, Laos, Cambodia, Vietnam, Burma, Singapore, and the Southeast Asian diaspora. Cross-listed with AST 123, ANTH 126, and DNCE 123.

MUS 124. Music of Asian America (4) Lecture, 3 hours; music listening, 1 hour; individual study, 2 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores music as a window on the cultural politics of Asian America. Examines expressive culture as a constitutive site for ethnic identities and emergent political formations. Covers musics of
Asian immigrants and of subsequent generations, including Asian American jazz and hip-hop. Cross-listed with AST 124.

MUS 126. Gender, Sexuality, and Music in Cross-Cultural Perspectives (4) Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. An overview of gendered performance genres from a number of cultures. Seeks to familiarize the student with gender-specific music and notions of gender that are often constructed, maintained, transmitted, and transformed through music and performance. Designed for students interested in music, anthropology, and gender studies. Cross-listed with ANTH 177 and WMST 126.

MUS 127. Music Cultures of Southeast Asia (4) Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. A survey of music, dance, theatre, and ritual in the Philippines, Indonesia, Malaysia, Thailand, Myanmar (Burma), Laos, Cambodia, and Vietnam. Designed for the student interested in the performing arts and cultures of mainland and insular Southeast Asia. No Western music background is required. Cross-listed with ANTH 176, AST 127, DNCE 127, and ETST 172.

MUS 128. Performing Arts of Asia (4) Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. A survey of music, dance, theatre, and ritual in four major geocultural regions of Asia: Central, East, South, and Southeast. No Western music training is required. Course is repeatable to a maximum of 8 units. Cross-listed with ANTH 128, AST 128, DNCE 128, and THEA 176.

MUS 129. Music Cultures of Africa (4) Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. An overview of African performance, addressing the large culture areas of the continent. Emphasizes African aesthetics. Special attention is paid to contemporary popular music, its roots in older genres, and its ongoing role in postcolonial politics. Cross-listed with ETST 118.

MUS 153. Homosexuality and Music (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Uses a topical rather than a chronological approach to investigate homosexuality on the part of composers, performers, critics, theorists, and historians and how this has shaped the history of music in the West.

MUS 154 (E-Z). Critical Approaches to the Western Canon (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): MUS 112A, MUS 112B, MUS 112C; or upper-division standing and consent of instructor. Critical study of selected repertoires within Western music, and the multiple and potentially problematic aspects of their construction as iconic and paradigmatic. E. Beethoven: The Music and the Myth.

MUS 168. Javanese Gamelan Ensemble: Beginning (2) Studio, 6 hours. Prerequisite(s): upper-division standing and consent of instructor. Study and performance of the Central Javanese gamelan, consisting mainly of gongs and gong-chime instruments. Readings and discussions focus on Javanese culture. Normally graded Satisfactory (S) or No Credit (NC), but students may petition the instructor for a letter grade on the basis of assigned extra work or examination. Course is repeatable. Cross-listed with AST 168.

MUS 169. Taiko Ensemble (1) Studio, 2 hours. Prerequisite(s): upper-division standing or consent of instructor. Study and performance of Japanese drumming. Normally graded Satisfactory (S) or No Credit (NC), but students may petition the instructor for a letter grade
MUS 170. Rondalla Ensemble (1-2) Studio, 2-4 hours. Prerequisite(s): upper-division standing or consent of instructor. Study and performance of the Filipino rondalla, an ensemble consisting of various sizes of lute-like and guitar-like instruments. Discussions focus on Filipino culture. Normally graded Satisfactory (S) or No Credit (NC), but students may petition the instructor for a letter grade on the basis of assigned extra work or examination. Course is repeatable. Cross-listed with AST 169.

MUS 174. Andean Music Ensemble (1-2) Studio, 2-6 hours. Prerequisite(s): upper-division standing or consent of instructor. Study and performance of select Latin American folk music traditions, with special emphasis on music of the Andean region. Normally graded Satisfactory (S) or No Credit (NC), but students may petition the instructor for a letter grade on the basis of assigned extra work. Course is repeatable.

MUS 175. Mexican Music Ensemble (1-2) Studio, 2-6 hours. Prerequisite(s): upper-division standing or consent of instructor. Study and performance of select Mexican folk music traditions, with special emphasis on mariachi. Normally graded Satisfactory (S) or No Credit (NC), but students may petition the instructor for a letter grade on the basis of assigned extra work. Course is repeatable.

MUS 180 (E-Z). Private Instruction: Voice, Keyboard, and Strings (2) Studio, 1 hour; individual practice, 5-10 hours. Prerequisite(s): upper-division or graduate standing in Music. Offered as demand indicates. E. Voice; F. Classical Piano; G. Jazz Piano; I. Harpsichord; J. Carillon; K. Jazz Guitar; L. Electric Bass Guitar; M. Lute; N. Classical Guitar; O. Viola da gamba; P. Piano Proficiency; Q. Organ; R. Violin; S. Viola; T. Violoncello; U. Double Bass Viol. Undergraduate students receive letter grades only; graduate students receive Satisfactory (S) or No Credit (NC) grades only. Course is repeatable.

MUS 200. Introduction to Music Studies (4) Seminar, 3 hours; outside research, 1 hour. Fundamentals of music bibliography. Emphasis on reference materials and other standard bibliographical tools.

MUS 201. Proseminar in the Analysis of Western Music (4) Seminar, 3 hours; individual guided research, 3 hours. Prerequisite(s): graduate standing. Analysis of selected musical works from various periods exploring different music-theory models.

MUS 206. Proseminar in Musicology (4) Lecture, 3 hours; consultation, 1 hour. Prerequisite(s): MUS 200. Study of significant issues and recent developments in musicology and criticism. Study and practice of expository writing about music.

MUS 207. Proseminar in Ethnomusicology (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing. Explores ethnomusicology as a discipline, focusing on the relationships between ethnomusicology and musicology, and on ethnomusicology as an interdisciplinary field drawing on performance studies, ethnopoetics, postmodernism, translational theories, and postcolonialism.

MUS 250 (E-Z). Seminar in Music Theory (4) Seminar, 3 hours; research, 3 hours. Prerequisite(s): MUS 200 and MUS 201 or consent of instructor. Historical study of the
theory of western music. F. History of Theory; G. Neo-Classicism; H. Twentieth Century Theorists. I-Z: topics to be announced.

MUS 251. Music in Computer Gaming (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Introduces students to the history and theory of music use in computer games, including the development of classical commercial gaming and game design and the related use of dramatic music. Topics cover adventure game history, narrative underscoring, commercial computer game genres, and contemporary issues related to interactivity, performance, and reception.

MUS 252. Music Transcription, Analysis, and Representation (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): MUS 207, graduate standing; or consent of instructor. Comparison of different techniques, methodologies, and ideologies of music transcription, analysis, and representation. By viewing notation as a cultural artifact, students consider the implicit biases and cultural values that are perpetuated through music transcription. Weekly transcription assignments and a final project are required.

MUS 253. Set Theory for Analysis and Composition (4) Seminar, 3 hours; written work, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Presents a survey of serial techniques developed in the twentieth and twenty-first centuries for use both in the composition of new works and analysis of existing repertoire. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

MUS 254. Seminar in Music and Technology (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Explores the use of technology in real-time performance and in the making of electronic music, studio music, computer music, and performance art. Surveys musical technoculture and examines music technology from both creative and consumer points of view. Also investigates the students' interests in music technology.

MUS 255. Field Methods in Ethnomusicology (4) Seminar, 3 hours; outside research, 1 hour; field, 2 hours. Prerequisite(s): graduate standing. A theoretical and practical introduction to fieldwork in music and performance. Each student focuses on a different performance group and documents its activities. Covers interviewing, audiotaping, videotaping, transcribing music and dance, and describing performance events.

MUS 256. Computer Music Composition (4) Seminar, 3 hours; laboratory, 3 hours. Prerequisite(s): graduate standing or consent of instructor; MATH 003 is recommended. Students learn classic computer music techniques for sound processing in the context of the development of an original piece. Topics include computer music history, digital audio theory and processing, and electronic and computer music composition, including synthesis techniques and real-time instrument design.

MUS 258. Seminar in Free Composition (4) Seminar, 3 hours; consultation, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Individual projects and issues in musical composition. Course is repeatable to a maximum of 12 units.

MUS 259. Musical Semiotics: Approaches to Meaning and Form (4) Seminar, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Study of musical semiotics focusing on recent theories and related areas such as cybernetics, cognitive science, and theory of systems. Examines questions of meaning and form in the
domains of aesthetics, musical theory, analysis, composition, performance, and new approaches of digital media and music.

MUS 261. Seminar in Performance Practice (4) Seminar, 3 hours; consultation, 1 hour. Prerequisite(s): MUS 200 and MUS 201, or consent of instructor. Investigations into the historically accurate performance styles of music based on information contemporary with the music. Topics and content will vary each quarter depending on student interest. May be repeated for up to 8 units.

MUS 262 (E-Z). Seminar in Western Music History (4) Seminar, 3 hours; individual study, 3 hours. Prerequisite(s): MUS 206, graduate standing; or consent of instructor. Selected issues in the history of music in the context of social, political, religious and intellectual culture of the West during different periods.

MUS 263 (E-Z). Seminar in Special Topics in Musicology (4) Seminar, 3 hours; individual guided research, 3 hours. Prerequisite(s): MUS 206, graduate standing; or consent of instructor. Addresses such topics as Music and Culture, Music and Poetry, Nationalism, Gender and Sexuality in Music, Individual Genres and Composers. Course is repeatable.

MUS 270. Special Topics in Ethnomusicology (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): MUS 207, graduate standing; or consent of instructor. Focuses on current scholarship in ethnomusicology and related fields. Theme varies, but emphasis is usually on theory and methodology or the study of particular regions or performance traditions. For further information, see Department. Course is repeatable to a maximum of 8 units.

MUS 271. Area Studies Research in Music (4) Seminar, 3 hours; extra reading, 2 hours; listening, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Focuses on historical and ethnographic literature of particular geographical areas. Discusses scholarly literature on music (and expressive culture generally, including dance, theater, and ritual) of a particular geocultural region. Course is repeatable as topics change to a maximum of 8 units.

MUS 290. Directed Studies (1-6) Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

MUS 291. Individual Studies in Coordinated Areas (1-6) Prerequisite(s): graduate standing; approval of instructor and graduate advisor. A program of study designed to advise and assist graduate candidates who are preparing for M.A. examinations. A student may take up to 12 units. Graded Satisfactory (S) or No Credit (NC). Does not count toward the unit requirement for the M.A.

MUS 292. Concurrent Analytical Studies in Music (1-4) Prerequisite(s): graduate standing; approval of instructor and graduate advisor. Each 292 course will be taken concurrently with some 100-series course but on an individual basis. It will be devoted to research, criticism, and written work of a graduate order commensurate with the number of units elected. Graded Satisfactory (S) or No Credit (NC). May be repeated for credit.

MUS 297. Directed Research (1-6) Prerequisite(s): graduate status and consent of instructor and graduate advisor. Individual graduate student research under the sponsorship of specific faculty members, on topics and selected problems in theoretical and historical
research in music not directly related to student’s thesis. Graded Satisfactory (S) or No Credit (NC).

**MUS 299. Research for Thesis or Dissertation (1-12)** Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

**MUS 301. Directed Studies in Teaching (4)** Seminar, 3 hours; consultation, 1 hour. Prerequisite(s): graduate standing or consent of instructor. An assessment of the fields of musicology, ethnomusicology, and composition as preparation for organizing and teaching general education courses. Students create course syllabi and lesson plans and discuss a range of practical teaching issues. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 8 units.

**MUS 302. Teaching Practicum (1-4)** Lecture, 1-4 hours. Prerequisite(s): graduate standing. Supervised teaching in upper- and lower-division music courses. Must be taken at least once by all teaching assistants. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.
Appendix E: UCR Music Graduate Advisory Examination

The exam is on the enclosed CD
Appendix F. Music department professorial faculty

Byron Adams:
Professor of Composition
B.M., Jacksonville University
M.A., University of Southern California

Byron Adams (b. 1955) earned a Bachelor of Music degree, *magna cum laude*, from Jacksonville University, studying piano with Mary Lou Wesley Krosnick and composition with Gurney Kennedy. He received a Master of Music degree from the University of Southern California, where his teachers included Halsey Stevens, Robert Linn and Morten Lauridsen. He received his doctoral degree from Cornell University, studying composition with Karel Husa and musicology with William W. Austin. Byron Adams has had performances of his music in Europe, such as at the 26th “Warsaw Autumn” International Festival of Contemporary Music in Poland, the Leith Hill Festival in England, the Conservatoire Américain in Fontainebleau, France, and the Armenian Philharmonic Orchestra. His music has been performed in America by such institutions as the Syracuse Symphony Orchestra, the new music ensemble Xtet, Chamber Music Palisades, Cantori New York, and at the Biennial National Convention of the American Guild of Organists in 2004. Byron Adams’s scholarly work was recognized when he was awarded the first Ralph Vaughan Williams Research Fellowship in 1985. He has published widely on the subject of twentieth-century English music, giving lectures and interviews on this topic over the BBC, at the 1995 and 2003 National Meetings of the American Musicological Society and at Oxford University. He was co-editor of *Vaughan Williams Essays*, a volume published by Ashgate Press. Articles and reviews by Prof. Adams have appeared in *19th Century Music, American Music, Music and Letters, MLA Notes, Current Musicology*, and *The Musical Quarterly*. Essays by Prof. Adams have been published in the volumes *Vaughan Williams Studies, Walt Whitman and Modern Music* and *Queer Episodes in Music and Modern Identity*. Prof. Adams has contributed four entries to the revised edition of the *New Grove Dictionary of Music and Musicians*, including those on Husa and Walton. An extended essay on Elgar’s later oratorios appeared in the *Cambridge Companion to Elgar* (2004). In 2000, the American Musicological Society bestowed the Philip Brett Award on Prof. Adams for two essays dealing with nationalism and homoeroticism in twentieth-century English music. Prof. Adams was Chair of the Department of Music at the University of California, Riverside, 2002-05. In the past Prof. Adams has held several other offices: He was appointed Composer in Residence of the Colonial Symphony during the 1990-91 and 1991-92 seasons; during the summer of 1992, Prof. Adams taught solfège, composition and conducted the chorale at the Conservatoire Américain in Fontainebleau, France. Editions BIM, E.C. Schirmer, Southern Music Co., Earthsongs, Encore Music and Yelton Rhodes all publish music by Byron Adams. Recorded performances of his music are available on the Orion Master Recordings, Skylark, and Mark record labels.

Selected Works and Publications

Musicology:

**Composition:**


**Paulo C. Chagas**

Assistant Professor of Composition  
B.M., University of São Paulo, Brazil,  
M.A., Conservatori Royal de Musique de Liège, Belgium  
Ph.D., University of Liège

Professor Chagas was born in Salvador, Bahia, Brazil, and is a composer, theoretician, and researcher in music technology. Professor Chagas has composed more than 100 pieces—ballet music, operas, musical theater works, multimedia works, pieces for orchestra, instrumental and vocal ensembles, electronic and computer music. His works have been performed in Europe, Russia, the USA, and Latin America to both public and critical acclaim. Chagas worked for ten years (1990-99) as Sound Director of the Studio for Electronic Music of the WDR (West German Radio and Television Broadcasting), where he conducted extensive research into electronic and computer music, algorithmic composition, interactivity, multimedia, and sound spatialization. He also wrote music software and special computer applications for musical analysis and composition. As a visiting lecturer, he taught at the Conservatory of Music and at the University of Liège. From 1996-2004 he belonged to the Board of Directors of the CRFMW (Musical Research Center of Wallonie, Liège).

Paulo C. Chagas has been invited to take part in international festivals in Europe and the USA. He has been a member of competition juries and selection committees and has given lectures and presented papers in conferences in several countries. In 1996, his work *Eshu: la porte des enfers* (the Gates of Hell) was performed by the American Composers Orchestra at Carnegie Hall in New York. In 1999, his Techno-opera *RAW* was premiered by the Opera Bonn. In the past few years, Chagas has been commissioned by festivals (Ars Musica, MusikTriennale, Witten, Moscow Autumn), theaters (Theaterhaus Stuttgart, National Theater Weimar, Oper Bonn), research institutions (BEC—Bonn Research Centre for Computer Media, CRFMW—Musical Research Center of Wallonie, Liège), ensembles, and musicians.

His theoretical work focuses on subjects such as musical semiotics, music and media philosophy (Wittgenstein), new media, and music technology. Chagas is presently working on research about gesture and interactivity, involving the use of sensors and the relationship between sound, image, and movement. He is also developing a topology of sound cognition based on the theory of autopoiesis.

**Selected Works:**

*Radiance* (2004) for orchestra  
Commissioned by the “São Paulo State Symphonic Orchestra”, São Paulo, Brazil  
First Performance: September 30, 2004, São Paulo, São Paulo State Symphonic Orchestra

*RAW* (1999), opera  
Commissioned by the Opera Bonn  
First Performance: May 30, 1999, Bonn, Opera Bonn
Migration (1995-97) for MIDI piano, ensemble and live electronics
Commissioned by WDR (West German Broadcasting Company), Cologne, Germany
First Performance: June 14, 1997, Cologne, Germany, Festival MusikTriennale.
Sodoma (1991), ballet for vocal quintet, string orchestra, percussion and electronic sounds.
Commissioned by the Theater Atelier Saint-Anne, Belgium.

Walter A. Clark
Professor of Musicology
B.M., North Carolina School of the Arts
M.A., University of California, San Diego
Ph.D., University of California, Los Angeles

Walter Clark specializes in the music of Spain and Latin American, 1800-present. He has a particular interest in Spanish nationalism and flamenco, as well as Latin American popular music, especially in regard to issues of identity and representation. He is the author of several books, including two seminal biographies of the Spanish nationalist composers Isaac Albéniz and Enrique Granados, both for Oxford University Press. He also edited an important collection of essays on Latin American popular music for Routledge. He is currently working on a textbook on Latin American music. He has developed an undergraduate course on Latin American folk/popular music and one on the classical heritage. He has also introduced Hispanic music into the graduate curriculum. He is an accomplished classical and flamenco guitarist who continues to perform. He plays in both the Philippine rondalla and Latin American music ensembles at UCR. He is also the founder/director of the UCR Center for Iberian and Latin American Music.

Selected Publications

Renée Coulombe
Assistant Professor Composition and Theory
B.S., Connecticut College
M.A., Columbia University
Ph.D., University of California, San Diego
Renée T. Coulombe is a musician of considerable breadth, working as composer, performer, improviser and scholar. Her works bring together diverse influences and genres, challenging the borders of traditional composition. They range from traditional instrumental and vocal writing to large-scale structured improvisations, multimedia performance art, and interactive/improvisative works utilizing digital technologies. She has received performances and commissions from such notable ensembles as Southwest Chamber Music (in Los Angeles) and Ensemble Sospeso (in New York), and her works have been performed across the United States, Europe, Asia and Oceania, and have been broadcast nationally on NPR and internationally on Concert FM 92.5. She has been a featured composer at Festivals in the United States and Europe, from *Frau Musica (nova) Komponieren heute* in Cologne, Germany to the *Technika Radica* radical technology arts Festival in La Jolla, California. Her work has received support from the Ford Foundation, New York State Council on the Arts, the Andrew W. Mellon Foundation and UC Intercampus Research in the Arts. Her works are available through Nena Dreams Music in both printed and recorded form, and on the Open Space Label. As scholar, she has presented and published numerous articles employing critical and musical theories to examine topics from feminist critiques of recent punk and blues to postcolonial analyses of recent Anglo-Indian Drum-and-Bass, gender and sexuality in Opera to cultural analysis of the Second Viennese School. She is a Contributing Editor to *Open Space Magazine* and became an Associate Editor of *Perspectives of New Music* in 2001. Her essays have appeared in *Audible Traces: Gender, Identity and Music*, *Postmodern Music/Postmodern Thought*, and *Open Space Magazine*.

**Selected Performances, Commissions, Recordings**


*We Share Something*, for 8-channel audio. With dancers at California Institute for the Arts, October 9, 2002 (part of New Media/New Work). As audio installation at Spectrum New Music Festival, First United Methodist Church, Santa Barbara, CA., May 24, 2003 and Third Annual “Women in New Music” Festival, California State University, Fullerton, Fullerton CA, March 13, 2004.


Frederick K. Gable (now emeritus; to be replaced by another early-music scholar)
Professor of Musicology
B.M., Carthage College
M.A., University of Iowa
Ph.D., University of Iowa

Frederick K. Gable teaches Music History Survey to 1900, Seminar in Baroque Music, Performance Practices of Early Music, Music of J. S. Bach, Construction of Early Instruments, and History of the Sonata. Much of his time since coming to UCR in 1968 has been spent directing the Collegium Musicum, a student ensemble performing Renaissance and Baroque music on instruments of the period. With the Collegium Musicum he has given over 100 performances in Southern California and he has taught viols and recorders at many early music workshops in California. Prof. Gable received his PhD degree from the University of Iowa with a dissertation on “The Polychoral Motets of Hieronymus Praetorius (1560-1629).” He continues to edit and publish the vocal works of Praetorius in modern editions and is now embarking on a five-volume complete edition to be published by the American Institute of Musicology. Music edited by Prof. Gable has been performed frequently in northern Europe and has been issued on commercial CD recordings in Germany and Sweden. Prof. Gable received the AMS Noah Greenberg Award in 1994 for his edition of the Hamburg Gertrudenmusik of 1607, a complete reconstruction of a North German festival church service. Other service reconstructions have been presented at the Jacobikirche in Hamburg, Germany, and at the summer Organ Academies sponsored by the University of Göteborg, Sweden. Publications by Prof. Gable have appeared in Early Music, Performance Practice Review, A Performer's Guide to Renaissance Music, The New Grove Dictionary of Music and Musicians, The American Recorder, The Journal of the Viola da Gamba Society, Proceedings of the Göteborg International Organ Academy, and elsewhere. His current work investigates the liturgical and musical relationships between the vocal and organ music of early 17th-century Germany. He has given papers on these topics at international conferences in England, Germany, Sweden, The Netherlands, and the US. Prof. Gable is an active member of the American Musicalological Society, American Musical Instrument Society, Society for 17th-century Music, Early Music America, and Viola da Gamba Society of America.

Selected Publications


Tim Labor
Assistant Professor of Composition and Sound Design
BMus, Queens University
M.A., University of California, San Diego
Ph.D., University of California, San Diego

Tim Labor is a composer and sound designer specializing in music composition and sound design for theater and film. He holds a BMus from Queens University (1987), where his principal teachers included Istvan Anhalt, Bruce Pennycook, and Clifford Crawley, and graduate work at the University of California, San Diego, where his teachers included Roger Reynolds, F. Richard Moore, Rand Steiger, Brian Ferneyhough, and Joji Yuasa. Tim's awards include the Maurice Dubin Award in Composition (1987); the Queen's Medal in Music (1987), a PROcan Award (1989); the Rodolphe Mathieu Award (CAPAC, 1990), a SOCAN Award (1995) and grants from the Canada Council. As a film and media composer, Labor has collaborated in composition or sound design for a variety of projects, including computer games ("Everquest", "Re-Elect JFK"), video, dance, and theatre. Recent projects include sound design for "Abingdon Square," and "Birdbath" at the Open Fist Theatre Company (http://www.openfist.org/), "The Andrea and Hep Show 2: More Faster More Furiously" at the Open Fist and Second City, the Circle-X production of "Henry IV-part 1" (2004 L.A. Shakespeare Festival), sound design for "Laramie Project" at Mira Costa High School, and original music composition and sound design for the world premiere productions of Paul Mullin's "American Book of the Dead: The Game Show" and Tom Jacobson's "Sperm" (both Circle-X). Upcoming productions include "Chicago" at Mira Costa, "Papa" at the Open Fist Theatre, and several film/video projects.

Recent film and media


René T.A. Lysloff
Associate Professor of Ethnomusicology
B.M., University of Wisconsin, Madison
M.A., University of Michigan
Ph.D., University of Michigan

René T.A. Lysloff specializes in Indonesian music with twin foci on both the classical heritage of gamelan and popular culture and postmodernism. In his work on Javanese music, Lysloff has published articles in Ethnomusicology (Journal of the Society for Ethnomusicology),
Asian Theatre, and other journals and collections (including the Garland Encyclopedia of Music). Presently, he is finishing a book on shadow theater and music in rural Central Java based on past fieldwork in Java (1979-80, 1986-87, and 1994), to be published through KITLV (Royal Netherlands Institute of Southeast Asian and Caribbean Studies). When he returned to Java in 1998, specifically the region of Banyumas (western Central Java), he pursued his research on rural performing arts and Indonesian modernization. His most recently completed project is translating a contemporary Indonesian novel (in three volumes) by Ahmad Tohari entitled Ronggeng Dukuh Paruk [A Dancer of Paruk Village]. The novel explores the lives of a rural dancing girl and her childhood sweetheart as they experience the tumultuous changes in Indonesia from 1946 to 1971. The English translation, titled The Dancer, is published as a single volume through the Lontar Foundation (Jakarta) and distributed worldwide. Lysloff has studied and performed music of the Javanese gamelan (gong-chime ensemble) for approximately twenty years. He has taught gamelan for almost fifteen years at many different colleges and universities throughout the U.S. He also teaches both gamelan and a Javanese rural musical tradition known as calung, an ensemble made up primarily of bamboo xylophones. His ensemble at UCR is one of only two active calung groups in the entire U.S.

Publications


Jonathan Ritter
Assistant Professor of Ethnomusicology
B.A. summa cum laude, University of Minnesota
M.A., University of California, Los Angeles
Ph.D. candidate, University of California, Los Angeles

Jonathan Ritter’s research focuses on indigenous and Afro-Hispanic musical cultures of Andean South America, with a particular emphasis on the intersections of music, politics, violence, and memory. His most recent work explores the ways that musical performance in highland Peru in the wake of the Shining Path guerrilla insurrection constitutes a form of social memory and public remembrance, thus generating a social space for political sentiment and action. Ritter is the recipient of numerous grants and awards, including research funding from Fulbright IIE and the Wenner-Gren Foundation for Anthropological Research; a portion of his dissertation research was also awarded the Charles Seeger Prize in 2002 from the Society for Ethnomusicology.

Ritter has published articles and reviews on Native American, Afro-Ecuadorian and Andean musics in the British Journal of Ethnomusicology, World of Music, Selected Reports in Ethnomusicology, Pacific Review of Ethnomusicology, Bulletin of the Society for American
Music, and Percussive Notes, as well as several entries on Peruvian music in the forthcoming Encyclopedia of Popular Music of the World. He is the author of a short monograph, A Work in Progress: Autonomy on Nicaragua's Atlantic Coast, published by the Institute for International Cooperation and Development in 1995, and is currently working on two book manuscripts: A River of Blood: Music, Violence, and Memory in Ayacucho, Peru, based on his dissertation research, and Music in the Post-9/11 World, an edited collection bringing together works by ethnomusicologists and other music scholars that discuss musical responses to the 2001 terrorist attacks and their aftermath from around the globe. Prior to his appointment at UCR, Ritter taught courses in ethnomusicology at Soka University of America and Chapman College, and from 2002-2004 was the founding director of a multidisciplinary performance series at the UCLA Fowler Museum of Cultural History.

Publications:

Leonora Saavedra
Associate Professor of Musicology
Studied oboe at Conservatorio Nacional de Música in Mexico City and Musikhochschule Köln
Maîtrise en Musicologie, Université de Paris IV-Sorbonne
Ph.D., University of Pittsburgh

Leonora Saavedra’s recent research centers upon the changing constructions of self and other in the Mexican musical imaginary, and upon the role of historiography in transmitting and sustaining such constructions. Her work embraces all living musical traditions of Mexico and their histories. She is particularly interested in the ways in which nations negotiate internal and external relations of power through the representation of the national in music. She is also interested in the relations between music, social class and the state. Her work draws on Marxism, and post-colonial and subaltern studies. Before moving to the US, Professor Saavedra was active in Mexico “where artists and intellectuals play public roles that aim at impacting society at large” as a researcher and performer of new Mexican music, and as a cultural administrator.

Selected Publications
Deborah A. Wong
Professor of Ethnomusicology
B.A., cum laude, University of Pennsylvania
M.A., University of Michigan
Ph.D., University of Michigan

Deborah Wong specializes in the musics of Thailand and Asian America. Her first book, *Sounding the Center: History and Aesthetics in Thai Buddhist Ritual* (Chicago University Press, 2001), addressed ritual performance about performance and its implications for the cultural politics of Thai court music and dance in late twentieth-century Bangkok. *Speak It Louder: Asian Americans Making Music* (Routledge, 2004), focused on music, race, and identity work in a series of case studies (Southeast Asian immigrant musics, Chinese American and Japanese American jazz in the Bay Area, and Asian American hip-hop). She has taught at UCR since fall 1996 and is Professor of Music. Wong has taught as Assistant Professor of Music at Pomona College (1991-93) and at the University of Pennsylvania (1993-96); she has also been a visiting professor at Princeton University and the University of Chicago. Asian American issues and activities are a priority for Wong. She has served on numerous committees addressing issues in Asian American studies curriculum as well as Asian American student needs. She has studied Japanese American drumming (taiko) since 1997 and is a member of Satori Daiko, the performing group of the Taiko Center of Los Angeles. Her next book will address the cultural politics of taiko in California.

**Publications**


## Appendix G: List of current Music Department staff and appointment levels

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<tr>
<th>Technical Staff</th>
<th>FTE</th>
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<tbody>
<tr>
<td>Kathy DeAtley (Publicity)</td>
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<tr>
<td>Amanda Fiddyment (Gluck Program)</td>
<td>1.0</td>
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<tr>
<td>John Medina (Gluck Program)</td>
<td>1.0</td>
</tr>
<tr>
<td>Paul Richardson (Facilities)</td>
<td>1.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrative Staff</th>
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</tr>
</thead>
<tbody>
<tr>
<td>James Battieste (MSO)</td>
<td>1.0</td>
</tr>
<tr>
<td>Jamile Grandison (Academic Personnel)</td>
<td>1.0</td>
</tr>
<tr>
<td>Maria Aldana (Budget)</td>
<td>1.0</td>
</tr>
<tr>
<td>Currently vacant (Budget Assistant)</td>
<td>1.0</td>
</tr>
<tr>
<td>Mary Longtin (Facilities)</td>
<td>1.0</td>
</tr>
<tr>
<td>Mike Atienza (Student Affairs Officer)</td>
<td>1.0</td>
</tr>
</tbody>
</table>

NB: The Music Department shares this staff with two other departments (Theatre and Dance) in the ARTS building.
Appendix H: Subsequent professional activities of Music M.A. program graduates

The Music Department attempts to track subsequent professional activities of graduates of its master’s program, in order to evaluate the success of its efforts to prepare students for employment or additional graduate-level study. Similar data will be gathered in the future for graduates of the doctoral program.

Here is a summary of available information for graduates over the last decade or so. (Some students are counted in multiple categories, and some of the listed appointments may have expired.)

Ten hold professorial appointments in music (UC Davis, University of North Texas, Case Western Reserve, Eastman, University of Wisconsin, Madison, University of Louisville, Rutgers, CSU Fullerton, Foothill Community College, Queensland Conservatorium Research Centre)

One holds a college-level lectureship in music (UCR)

Eight have full- or part-time careers in music-related fields other than performance (performance, freelance composer, editor, copyist, private teacher, recording industry, music software engineer, music librarian, arts law).

Two teach music in the primary/secondary school system.

Five have completed or are enrolled in additional graduate study in music (UCLA; Berkeley; Princeton; Eastman; NYU)

One has received a SSRC International Dissertation Research Fellowship for ethnomusicological research in Vienna.
Appendix I: CPEC Summary

Not yet available
COMMITTEE ON RULES AND JURISDICTION
REPORT TO THE RIVERSIDE DIVISION
November 21, 2006

Proposed change in the College of Humanities, Arts and Social Sciences Bylaw
Bylaw HS2.1.4

To be adopted:

PRESENT:

HS2.1.4 The Chair takes office beginning July first next following his/her election at a regular election or immediately upon completion of the ballot count at a special election. The Secretary-Parliamentarian takes office immediately upon appointment. (Am 2 Jun 83)

PROPOSED:

HS2.1.4 The Chair takes office beginning September first next following his/her election at a regular election or immediately upon completion of the ballot count at a special election. The Secretary-Parliamentarian takes office immediately upon appointment. (AM 05/06)

Justification: The change in this bylaw will enable the chair of the Executive committee to start at the same time as the rest of the Chairs of the Senate Standing Committees thus making the transition period smoother and more effective.

Approved by the CHASS Executive Committee: May 31, 2006
The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: June 23, 2006
Endorsed by the Advisory Committee: October 23, 2006
To Be Adopted

Proposed changes to Charge of Graduate Council
(Change to Bylaw 8.14.2.7; Addition of Bylaw 8.14.2.10)

<table>
<thead>
<tr>
<th>Present</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.14.2.7 Appoint committees in charge of candidates' studies, who shall certify for every candidate before he is recommended for a higher degree that he has fulfilled the requirements of the University pertaining to that degree.</td>
<td>8.14.2.7 Appoint committees in charge of candidates' studies, who shall certify that every candidate recommended for a higher degree has fulfilled the requirements of the University pertaining to that degree.</td>
</tr>
</tbody>
</table>

Justification: The change to Bylaw 8.14.2.7 is an editorial change that removes gender-specific pronouns.

The addition of Bylaw 8.14.2.16 relates to Systemwide Senate Bylaw 330 B.3c that delegates authority of postdoctoral scholars to the Graduate Council. No such delegation has been made explicit at Riverside. The proposed language is taken directly from the Systemwide Senate Bylaw.

Approved by Graduate Council: June 7, 2006
The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: September 26, 2006
Endorsed by the Advisory Committee: - October 23, 2006
Proposed change in bylaw 8.6  
Committee on Affirmative Action and Diversity  

To be adopted:  

PRESENT:  

8.6  Affirmative Action and Diversity  
(Am 28 May 98)  

PROPOSED:  

8.6  Committee on Diversity and Equal Opportunity  

Justification:  Commitment to diversity and equal opportunity should be an integral element of UCR campus life, impacting faculty, staff and students, not just dealing with issues related to affirmative action. The phrase “equal opportunity” reflects commitment to economically disadvantaged as well as culturally or ethnically underrepresented people, as well as persons of diverse backgrounds and abilities/disabilities. The university culture should also be gender neutral, which is also reflected in this language. This change is in keeping with UCLA’s similar adoption of the name of “Committee on Diversity and Equal Opportunity” last year, hence there is precedent for this name change in the UC system.

Approved by the Committee on Affirmative Action and Diversity:  May 3, 2006  
The Committee on Rules and Jurisdiction finds the wording consistent with the code of the Academic Senate:  September 19, 2006  
Endorsed by the Advisory Committee:  September 25, 2006