RIVERSIDE DIVISION AGENDA

COMPLETE WITH ATTACHMENTS

The complete agenda is available on the Internet at the following address:

senate.ucr.edu

ANNUAL AND REGULAR MEETING OF THE ACADEMIC SENATE

MAY 22, 2007
2:10 P.M.

HUMANITIES 1500 ← Note new location
ANNUAL AND REGULAR MEETING OF THE RIVERSIDE DIVISION

TUESDAY, MAY 22, 2007
Humanities 1500 ← Note new location
2:10 p.m.

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**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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ATTACHMENT: Academic Senate Committee Attendance Records

May 15, 2007

R. L. Russell, Secretary-Parliamentarian
Riverside Division of the Academic Senate
MEETING: The Riverside Division of the Academic Senate met on Tuesday, February 20, 2007, at 2:10 p.m. in A265 Bourns. Chair T. Cogswell presided.

MINUTES: The minutes of the Regular meeting of November 21, 2006 were approved as distributed.

ANNOUNCEMENTS BY THE CHANCELLOR:

Chancellor Córdova said that the Centennial Gala which was held on Valentine’s Day was a beautiful celebration and congratulated everyone associated with the Agricultural Experiment Station for the event which celebrated a 100 years of research.

Chancellor Córdova spoke about the NRC questionnaires. There was a 100% response from UCR Faculty on the program questionnaire as compared to 50% nationwide. As of February 15th there was a 67% response rate to the faculty questionnaire as compared to 58% nationwide. The deadline for the faculty questionnaire was extended to February 22nd.

UCR aspires to increase our reputational ranking by gaining recognition as matching the profile of an AAU University which is based on certain objective criteria. One of the criteria is faculty productivity, in particular citations and first authored journal articles. UCR is at the 50th percentile rank for first authored journal articles. For citations to date, UCR is at just below the 50 percentile rank.

Chancellor Córdova identified seven goals for UCR:

1. Enhance UCR’s reputational rankings
2. Invest in areas of strength
3. Expand opportunities for students
4. Reshape the curriculum
5. Diversify our faculty, staff and graduate populations
6. Build professional schools and expand graduate programs
7. Forge closer ties with the community

ANNOUNCEMENTS BY THE EXECUTIVE VICE CHANCELLOR AND PROVOST AND BY THE VICE CHANCELLOR OF ACADEMIC PLANNING AND BUDGET:

VC Bolar explained how the fee structure for graduate students is funded. The fee for a California resident is $8,934, a domestic nonresident is $14,694, and for a foreign nonresident is $23,895. The domestic nonresidents are only nonresidents for one year and only pay this for one year. Foreign students are nonresidents for the entire time they are here. They pay $23,895 until they are advanced to candidacy. Advancement to candidacy is for 9 quarters. Once they go past the nine quarters, they go back to paying full fees again.

EVC & P Wartella stated that some of the concerns of the Academic Senate have to do with the nonresident tuition. There was a memorial to the Regents that the Academic Senate passed last year that asked the University to deal with the issue of graduate student funding, specifically the issue of nonresident tuition. There will be a subsequent meeting with the systemwide Academic Senate to talk about these issues.

VC Bolar explained how the nonresident tuition is reshaped at the Office of the President. Historically nonresident tuition had been considered a UC fund. A UC fund goes to make up the core budget of the University of California. Every year when the Office of the President develops the budget for the coming year, they calculate what they think the increase in nonresident revenue will be and that becomes one of the sources that they use to fund merit increases, range adjustments, cost of living, utilities, all the core budget items. When we collect
nonresident tuition, it goes up to the Office of the President, and we get it back as general funds as part of the block allocations to the departments for salaries, benefits, telephones, etc. Two years ago our nonresident student numbers dropped which meant they weren’t taking in as much revenue as they needed to fund the existing budget levels. A lot of that had to do with the fees going up. This year currently, the core university budget is $20 million short of the nonresident tuition it needs. The President filled in with cash hoping that the student numbers will increase to fill in that gap. Once that gap is filled in, any additional student paying nonresident tuition above that would be net new revenue.

Sources of Revenue for the Campus: In 2001-2002, 52% of expenditures were financed from general funds, 12% from the federal government, and 5% from state and local governments for contract and grants. In 2005-2006, 44% of revenues came from general funds, 18% from the federal government and 3% from state and local governments. We are no longer receiving some of the private support we had received before in agriculture.

Chancellor Córdova gave a historical 5 year expenditure comparison for UCR and presented the numbers for 2005-2006 for UC San Diego and UC Santa Barbara. UCR is moving toward UC Santa Barbara and San Diego in pilot campus development. The Deans are coming up with ideas on how to bring in new revenue in their colleges. Among the ideas that have been presented were (1) offering Master’s degree programs that are not state funded, (2) starting programs that would offer executive level training, judicial training and (3) offering new kinds of corporate partnership and corporate support for programs and start up costs.

The entire presentation can be found @ http://senate.ucr.edu/agenda/070220/Academic_Senate_2-20-07_Draft_3.ppt

EVC & P Wartella discussed the OR budget. There is a formal functional identification of organized research in the University of California budget, in which agriculture is the big player. The money is dedicated by the Legislature. A lot of people in the Legislature feel that organized research should be funded by either grant funds, gifts, or partnership with industry. They don’t feel that this is something the State should be making direct allocations to, but agriculture has a large historical state funded organized research budget. We are underinvested in the state in agriculture compared to some other states. The Chancellor has been aggressive in her dialogue with the Office of the President because we want them to reinvest in agriculture on this campus.

Starting in the fall we need to have a strategic plan developed for investment in new FTE. We are playing catch up to the huge growth we have had in the last 10 years. As we grow in the next 10 years, we won’t be so far behind but will have an infrastructure in place.

Chancellor Córdova commented on new state initiatives. UCR has been successful in getting some of the bond money from the stem cell initiative. Another bond that was passed by the voters is for $200 million for medical health related issues. UCR will get a few million dollars from that.

EVC & P Wartella thanked the faculty for the variety of campus joint task forces that they had this year. The Pre-Retirement Agreement for Post-Retirement Recall for Teaching has been completed and the policy has been established in line with the APM and is up on the Academic Personnel website. Three joint task forces are currently in progress dealing with the writing program, salary issues, a retired faculty and senior staff survey, and a new campus visa policy for academic appointment. The Administration and the Senate are developing two new joint task forces, one coming out of the Senate report on summer sessions and the other one on department chairs. EVC & P Wartella thanked everyone for their service.

ANNOUNCEMENT BY THE SECRETARY PARLIAMENTARIAN: Professor R.L. Russell announced the results of recent elections. Professor E. Tuncel was elected to serve on the Executive Committee of the College of Engineering and Professor A. Mulchandani was elected to serve as the College of Engineering representative on the Committee on Committees.

ANNOUNCEMENTS BY THE CHAIR: Chair T. Cogswell reported that with the support of the EVC, the Committee on Research received a fairly major augmentation in budget. It will rise from $370,000 to $600,000, a 63% increase. In addition, the Office of the President annually allots $60,000 for Regent Scholarships for assistant professors. The responsibility for this program and awarding it will now shift to the Committee on Research as well. Chair Cogswell informed the Faculty of a new ad hoc committee and a new responsibility of the
Graduate Council. In order to work with the administration in launching a new medical school, and in particular in developing the curriculum, we have formed a new Health Affairs Committee. Professor Neil Schiller will chair the committee assisted by Professors Anvari, Byus, Carson, Defea, Lytle, Norman, Shyy, Siegel, and Trafzer. In addition, another ad hoc committee on graduate education has been studying various aspects of what goes on with our graduate students. Particular attention has been given to the workload of teaching assistants and graduate education research funding. Chair Cogswell thanked Professor J. Childers for chairing the committee, and Professors Matsumoto, Hammond, Head, Hoffman, Schiller and Sandholtz for serving on the committee. The graduate committee has agreed to accept EVC & P Wartella’s suggestion that they should consider ways to increase graduate enrollment and proposed a new funding model for the graduate program.

The Administration has just instituted a tenure academy designed to introduce the newly promoted associate professors to all aspects of the University and the Senate. Chair Cogswell introduced the 4 new members: Professors Sheldon Tan from Electrical Engineering, Kurt Schwabe from Environmental Sciences, Veronica Benet-Martinez from Psychology, and Frank Sauer from Biochemistry. Congratulations were extended to the newly promoted professors.

Chair Cogswell reminded Senate members of the upcoming women’s basketball game on Saturday, March 3rd and urged them to attend.

REPORTS OF STANDING COMMITTEES AND FACULTIES:

A. Professor T. Cogswell, Chair of the Advisory Committee, presented and moved adoption of the Proposed Name Change for the Department of Plant Pathology found on page 18 of the full agenda. The motion was seconded and unanimously adopted.

B. Professor T. Cogswell, Chair of the Advisory Committee, presented and moved adoption of the Proposal to Move CAP found on page 29 of the full agenda. The motion was seconded and unanimously adopted.

C. Professor T. Cogswell, Chair of the Advisory Committee, presented and moved approval of UCR Policy, Guidelines and Procedures for Naming Campus Properties, Academic and Non-Academic Programs and Facilities found on page 34 of the full agenda. The motion was seconded and unanimously adopted.

D. Professor E. Nothnagel, Chair of Committee on Educational Policy, presented and moved adoption of the Policy on the Posthumous Award of Degrees and Certificates of Attendance found on page 57 of the full agenda. The motion was seconded and adopted unanimously.

E. Professor A. Deolalikar, Interim Dean, College of A. Gary Anderson Graduate School of Management, presented and moved adoption of the Proposed Changes to the B.S. in Business Administration found on page 59 of the full agenda.

Professor R. Sutch from Economics pointed out that this plan was negotiated between two interim deans, neither of which are serving now, and has yet to be fully articulated. Changes in the requirements for the Pre-Business program are still in the works. He questioned if this was an appropriate time to approve these changes.

Chair T. Cogswell responded to Professor Sutch’s question. Last year a proposal was passed by the Division and put forward to systemwide that would have formally moved the business major from CHASS to AGSM. There were questions posed at systemwide and it stopped there. However, tangled up in the formal moving proposal, there were a series of housekeeping measures that needed to be taken care of for the degree. The intent here is not just to go back right now until we, in fact, have permanent deans in place to talk about shifting the program, but to do the housekeeping business.

Professor Sutch stated that there is more than just a housekeeping issue here. There is a new course which has been created, Economics 4. The original discussion between AGSM and the Department of Economics was about what this course should involve, how it should be taught, who should teach it, and where the resources to teach it should come from, and these issues remain unresolved. Professor C. Weber, Associate Dean of Student Affairs, addressed this concern. In the original discussion of the
development of the changes in the prerequisites for the major, there were faculty committees in both Economics and AGSM that met jointly that designed the Economics 4 course. It was adopted by the departments, Faculty committees and the full Senate. The motion was seconded and adopted with one vote against.

F. Professor A. Norman, Vice Chair, Executive Committee, College of Natural and Agricultural Sciences presented and moved adoption of the Proposed Biological Sciences Undergraduate Honors Program found on page 66 of the full agenda. The motion was seconded and adopted unanimously.

G. Professor R. L. Russell, member of the Committee on Rules and Jurisdiction presented and moved adoption of the Proposed Change to Regulation 6. IV. Academic Integrity Committees found on page 69 of the full agenda. The motion was seconded and adopted unanimously.

H. Professor R. L. Russell, member of the Committee on Rules and Jurisdiction presented and moved adoption of the Proposed Change in the College of Natural and Agricultural Sciences Regulation NR3.5 Life Sciences Core Curriculum found on page 71 of the full agenda. The motion was seconded and adopted unanimously.

I. Professor R. L. Russell, member of the Committee on Rules and Jurisdiction presented and moved adoption of the Proposed Change in the College of Engineering Bylaw EN 4.1 found on page 74 of the full agenda. The motion was seconded and adopted unanimously.

J. Professor R.L. Russell, member of the Committee on Rules and Jurisdiction presented and moved adoption of the Proposed Changes in Senate Bylaw Appendix 5.3 Rules of Procedure for Implementation of Policies on Faculty Conduct and the Administration of Discipline at UCR found on page 76 of the full agenda.

Professor K. Montgomery presented some background information regarding this bylaw change. An ad hoc committee was established last spring at Professor Manuela M.-Green’s request following a request from VP Lord’s Office that we revisit looking at how to bring our Faculty Code of Conduct into consistency with changes taking place in the APM since it was last amended. The committee consisted of K. Montgomery, Chair, W. Farmer, H. Green, S. Ghosh, H. Henry, M. Kearney, R. Lubin, C. Louie, M. Molle, A. Reath, A. Walker. In 1999-2000 there was a similar committee that worked to make changes. Since then there have been substantially more changes made to the APM and some administrative requirements that the campus has to deal with, particularly how administratively the campus is going to handle allegations of scientific misconduct. These are scheduled requirements that the campus had to put in place and we wanted to follow what the other campuses had done. Rather than making incremental changes, the committee decided to re-write the whole thing to streamline and make clearer the procedures.

Professor H. Green asked the question, “When a decision has been made by the Chancellor and there is some sort of disciplinary action taken, will the complainants be informed? What will the complainants be informed of? Will he or she be informed that there has been a decision, and whether the decision is positive or negative, or will it also include what in fact is going to transpire?”

Michele Coyle, UCR Counsel, stated that the complainant will not be given the details, but will be informed that appropriate action has been taken. As indicated in 5.3.7, the parties, including the complainant, are provided the Committee’s findings of fact, conclusions supported by reasons based on the evidence, and recommendation (i.e., a report of the findings, conclusions and recommendations). While this “report” remains confidential, in certain circumstances, it may be released to others as further described in SBL 336.D.10.

The motion was seconded and adopted unanimously.
There being no further business, the meeting adjourned at 3:30 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:

2007-2008 Election Report

1. RIVERSIDE DIVISION

Vice Chair of the Riverside Division (1 year term)

Single nomination received for:

Professor W. Beyermann – Department of Physics and Astronomy

Representative to the Assembly (2 year term)

Two valid nominations were received for:

Professor A. Jacobs – Department of Religious Studies
Professor M. Molle – Department of Computer Science

An election was held and the results of the balloting are as follows:

Professor A. Jacobs   40 votes
Professor M. Molle   58 votes *

*Professor M. Molle was elected as the Representative to the Assembly.

2. COLLEGE OF ENGINEERING

Chair of the Faculty (2 year term)

Three valid nominations were received for:

Professor B. Bhanu – Department of Electrical Engineering
Professor W. Chen – Department of Electrical Engineering
Professor F. Vahid – Department of Chemical Engineering

An election was held and the results of the balloting are as follows:

Professor B. Bhanu   18 votes
Professor W. Chen   11 votes
Professor F. Vahid   25 votes *

*Professor F. Vahid was elected as the Chair of the College of Engineering Faculty.
3. COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES

Chair of the Faculty (2 year term)

Single nomination received for:

Professor T. Patterson, Department of Anthropology

Two members of the CHASS Executive Committee (2 year term) chosen from among Art History, English, History, Comparative Literature & Foreign Languages, Philosophy, Religious Studies, and Women’s Studies)

Two valid nominations were received for:

Professor V. Nunley, Department of English
Professor J. Walton, Department of Religious Studies

Two members of the CHASS Executive Committee (2 year term) chosen from among degree-granting non-department programs (Asian Studies, Classical Studies, CHASS Interdisciplinary Studies, Latin-American Studies, Law & Society, Liberal Studies, Linguistics, Neuroscience or Social Relations)

Two valid nominations received for:

Professor F. Schiwy, Program of Latin-American Studies
Professor L. Chia, Program of Asian Studies

4. COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES

Executive Committee Member from the Department of Biomedical Sciences (3 year term)

No valid nomination received

Executive Committee Member from the Department of Earth Sciences (3 year term)

One valid nomination received for:

Professor M. McKibben
Executive Committee Member from the Department of Physics & Astronomy (3 year term)

One valid nomination received for:

Professor L. Pryadko

Executive Committee Member from the Department of Plant Pathology (3 year term)

One valid nomination received for:

Professor ALN Rao

Executive Committee Member from the Department of Statistics (3 year term)

One valid nomination received for:

Professor C. Mao

5. ANDERSON GRADUATE SCHOOL OF MANAGEMENT

Chair of the Faculty (2 year term)

Two valid nominations were received for:

Professor J. Haleblian
Professor S. Khoury

One member of the Faculty to serve on the Executive Committee (2 year term)

One valid nomination received for:

Professor J. Silva-Risso, Department of Management & Marketing

At the May 11, 2007 AGSM Faculty Meeting, Professor J. Silva-Risso was nominated from the floor. The Faculty voted to ask the Secretary-Parliamentarian of the Division to cast a single ballot for the nominee.

6. GRADUATE SCHOOL OF EDUCATION

Chair of the Faculty (3 year term)

One valid nomination received for:

Professor P. Green
At the April 17, 2007 GSOE Faculty Meeting, Professor P. Green was nominated from the floor. The Faculty voted to ask the Secretary-Parliamentarian of the Division to cast a single ballot for the nominee.

Two members of the Faculty to serve on the Executive Committee (2 year term)

Two valid nominations received for:

   Professor J. Levin
   Professor M. Vanderwood

At the April 17, 2007 GSOE Faculty Meeting, Professors J. Levin and M. Vanderwood were nominated from the floor. The Faculty voted to ask the Secretary-Parliamentarian of the Division to cast a single ballot for the nominees.

7. COMMITTEE ON COMMITTEES

Two members from the College of Natural and Agricultural Sciences (not from the Department of Cell Biology and Neuroscience or the Department of Biology (3 year term)

Three valid nominations received for:

   Professor B. Arnold, Department of Statistics
   Professor R. Debus, Department of Biochemistry
   Zhenbiao Yang, Department of Botany & Plant Sciences

An election was held and the results of the balloting are as follows:

   Professor B. Arnold    33 votes*
   Professor R. Debus    36 votes*
   Professor Z. Yang    29 votes

* Professors Arnold and Debus were elected to serve as members of Committee on Committees from the College of Natural and Agricultural Sciences.

One member from the Graduate School of Education or Anderson Graduate School of Management (3 year term)

One valid nomination received for:

   Professor M. Sperling, Graduate School of Education

At the April 17, 2007 GSOE Faculty Meeting, Professor M. Sperling was nominated from the floor. The Faculty voted to ask the Secretary-Parliamentarian of the Division to cast a single ballot for the nominee.

At its May 11, 2007 meeting, the Faculty of the Anderson Graduate School of Management voted to do the same.
IN MEMORIAM

Gregory W. Bredbeck
Associate Professor of English
UC Riverside
1962 - 2007

Gregory W. Bredbeck was born in Akron, Ohio, in 1962. He was an undergraduate at The Ohio State University in Columbus, graduating in 1984, and he pursued graduate work at the University of Pennsylvania. He completed his Ph.D. there in 1989.

Greg was an astonishing scholar. In his first years at UCR, he published a book with Cornell University Press and two scholarly articles in the *PMLA*, the premier journal in the field of literary studies. All this work challenged conventions as well. Greg’s book *Sodomy and Interpretation from Marlowe to Milton* (Cornell University Press, 1991) took Renaissance studies by surprise, and it immediately earned Greg a national, even an international reputation. His book was both brilliant and courageous. When he started the dissertation that later turned into that book, it was, as he wrote in his preface, "an isolated and risky endeavor. Nobody would outright deny the interest of the project, but neither would anybody outright endorse it. . . . I was treading a fine line between an expansion of gender studies and a lapse into the unconscionable." His book educated us in the language of Renaissance sodomy, the *crimem sodomiticum* of legal discourse, and we learned about the buggerer, the catamite, the ingle, the ‘masculine whore,’ the Ganymede. He gave us a fresh look at old texts and made us see the homoeroticism in, of all places, Milton. He invited us to think again about the "master-mistress" of Shakespeare’s Sonnet 20 and he made newly visible forgotten writers such as the Elizabethan poet Richard Barnfield, who openly celebrated same-sex desire. His ground-breaking chapters about Marlowe’s *Edward II, Hero and Leander*, and Shakespeare's *Troilus and Cressida*, along with subsequent essays are shaping the critical conversation about these works even today.

Greg provoked people, and he offended people, and most especially he inspired people with his bravery, his wit, his love of words, his fast-moving intelligence. He expanded our minds. He expanded our sense of academic community. Greg’s early influences included Barthes, Foucault, Deleuze & Guattari, Alan Bray and Eve Sedgwick, and he brought a sense of play to his work along with a sharp fierce sense of political engagement. He relished the multivalences and the indeterminacies and the double, even multiple, voicings of literary texts. He was skilled in the art of using shock tactics to start new conversations. He brought national attention to our department and initiated new directions in Renaissance studies.

His essay “Milton’s Ganymede: Negotiations of Homoerotic Tradition in *Paradise Lost*” (*PMLA*, 1991) appeared in PMLA the next year and he had tenure in year three. (Another PMLA article, “B/O: Barthes’s Text/O’Hara’s Trick,”
made his rise officially meteoric, and we all were awe of this brilliant young scholar.) It is hard to convey just how electrifying a presence Greg was back then -- and how quickly he seemed to know -- and be known by -- just about everybody in the field of Renaissance Studies. His mentors from Penn and elsewhere included Stuart Curran, Joseph Wittreich, Peter Stallybrass, Jean Howard, and especially Phyllis Rackin, to whom he dedicated his book. At the Shakespeare Association of America conferences he was invited to give a paper in one of the major opening day sessions (1991) -- rare for such a young scholar -- and he gave papers and led seminars in subsequent years. He led a seminar again at the huge Sixth World Shakespeare Congress held in LA in 1996.

Here at UCR he was a lively force, shaking up our department meetings, helping to revamp our curriculum, and organizing conferences. For our Riverside Shakespeare Conference in 1990, he got Jean Howard and Phyllis Rackin to come out here and present papers, and gave his own ground-breaking talk "Tradition and the Individual Sodomite," a title with a characteristically Greg-like clever spin on a famous essay by T.S. Eliot. In 1991, he helped to organize the highly successful conference, "Unauthorized Sexual Behaviors," contributing also the unnerving, provocative illustration used for its poster. He even got his day in the sun in the local press, provoking columnist Dan Bernstein with his graduate seminar on "Renaissance Bodily Fluids." Greg's productivity and his contributions to the department were little less than astonishing and he and his work seemed to be everywhere.

Greg put an enormous amount into his teaching. Websites for his classes were legendary among the undergraduates, and even colleagues would go to his sites from time to time in order to challenge themselves to do more for their students. Greg had some bizarre pedagogical techniques, which often included showing off his knowledge in an almost arrogant way. This would spell classroom suicide for most university professors, but Greg’s students, for the most part, enjoyed this. Especially early in his career, when he was such a productive scholar, Greg had a firm foundation from which to pontificate, and students came from far and wide to share in that experience. Graduate students and undergraduates alike were devoted to him. Greg’s commitment to teaching is also evidenced in an essay he wrote for an MLA collection on teaching Lesbian and Gay Studies. “The Impossibility of a Queer Pedagogy” is one of those essays that we return to again and again. For only Greg can ask: “do we not all want our students to leave class with something that is entirely their own, some viewpoint, perspective or mode of thinking that they have internalized from our courses? . . . This puts in the position of . . . diddling with the capitalist anus and engaging in the ‘contradiction’ of heterosexual, hommo-sexual pederasty, even if what we ask our students to internalize is entirely queer and different.”

At his loss, the department heard from scores of students, those who knew him in the last year or two as well as those who knew him fifteen years ago. The outpouring of grief from students is truly moving.

As his PMLA publications suggest, Greg shifted his scholarly focus as he found how very much he had to say. Moving from sixteenth- and seventeenth-century British literature, to twentieth-century British and American literature and even contemporary American literature, he wrote on topics as wide-ranging
as E.M. Forster's *Maurice*, Tony Kushner's *Angels in America*, and even Disco. In the *Angels in America* piece, which appeared in an essay in a collection published by the University of Michigan Press, Greg pointed out that the apparent liberalism of the play is misleading and that it requires, for full understanding, a context dating from the liberationist rhetoric of the 1970s. He points to Charles Ludlam's Ridiculous Theater Company as a necessary predecessor of Kushner's play and published an article on Ludlam in *Modern Drama*, the chief journal in its field. In that article, the comic, "camp" and parodic theater of Ludlam is convincingly placed in the context of the militant rhetoric of early gay liberation.

Greg was one of the founding members of the Interdisciplinary Minor in LGBT Studies at UCR, and at the Academic Senate meeting in which the proposal was discussed he spoke eloquently about its value to the undergraduates at UCR.

At this time, Greg threw himself into campus service in various ways. He served on the Committee on Educational Policy; on the Reg Fee Committee; and on the Chancellor’s Committee on the Status of Lesbians and Gays. And he was nominated and elected secretary of the Gay and Lesbian Caucus of the Modern Language Association in 1995, a nationally--and not just in academia--visible post and succeeded to vice-president and president over the next two years.

In the mid-nineties, however, Greg moved out of Riverside, and he began to distance himself from campus activity. In Palm Springs, his new home, he devoted himself to activist activities in that community. He was involved with People-with-AIDS, and especially with PAWS, a program that helped care for the pets of people who were suffering that disease. At the same time, he became interested in Buddhism, and he exchanged his disco shoes for a prayer mat. Those of us who visited him in Palm Springs witnessed a lively and energized home that radiated a very special calm.

Some of us remember one of Greg’s own parties at his mid-century modern house in Palm Springs with his eclectic friends: fellow Buddhists, fellow dog lovers, old rock and roll ers and Hollywood exiles, ACTUP activists, real estate agents and professors. We were not allowed to bring our pets, because he felt this was unfair to his own pack of dogs. Given his unsentimental take on dog training, which paralleled his unsentimental take on treating people, we thought they would be very well behaved, but in fact they were suspiciously spoiled and Greg’s was the only refrigerator we had ever seen filled entirely with home-made dog treats.

Often at his parties, he asked us to throw our deepest worries, which we had written on small slips of paper, into the fire he had going in the back yard. Those of us who did so felt an enormous relief. All of Greg’s new beliefs seemed to sweep us up in its hopefulness. That feeling, and the rhetoric of Buddhist disburdening, gave Greg’s friends a false security about his life in Palm Springs. Things for Greg in that desert world were not as positive as they seemed.

Still, at that time he began to offer classes on the topic that now fascinated him: dogs. Students were intrigued, and courses like this one became the talk of the undergraduate majors:
This course examines the cultures that arise around dogs, and the cultures that arise between dogs, and the cultural neuroses of dissolution masked and displaced through images of dogs in numerous discourses. Readings are typically selected from Eastern traditions of practice and mythology (the Zen koan; The Rig Veda); formative mythologies of Western culture such as natural science (Darwin), psychology (Pavlov; Thorndike) and classical epistemology (Aristotle); and more materially efficacious discourses of the West such as popular culture (Cujo), folklore (black dogs and hell hounds), and urban legends. While there are readings in the course, the majority of the material for the course is delivered through lecture, and coursework often involves group projects that happen over the span of a few sessions. Thus students who cannot assure themselves that they will attend class should find a course other than this one to take. Students with an antipathy or allergy to dogs also should not take this course, as the dogs we study are both material and textual, and some dog-human interaction is necessary in the course. All others, however, are more than welcome to come, sit and stay.

Greg also began to write in this vein, contributing to the UCR/California Museum of Photography show on “Dog Days of Summer” an essay called “Walking With Cerberus: Anthropomorphism in the Void.” Although others were able to make dog-obsession a scholarly field, Greg turned instead to journalism, publishing engaging essays on dog culture, in the form of Buddhist canine reveries, as well as other feature articles, for a local gay paper in Palm Springs, the Desert Post Weekly. He also wrote a column called “The Desert Rat” that addressed local elections, public events, and other topics both interesting and provocative.

In the last few years, however, even this seemed to slip away. In one last show of commitment to his students and to UCR, Greg took over the Chair of the LGBIT Minor at UCR in 2004, and he put a lot of energy into getting some energy back into that minor. He taught the introductory course more or less on his own, and developed a following among these students as well. In his last years, and indeed up until his very last quarter of teaching, he found that he had an increasingly devoted cadre of undergraduates whom he inspired.

But in other ways, he pulled back. Greg was nursing illness in his last several months. He stuck it out alone, and did not seem to have a strong circle of friends around him when things went from bad to worse. Still, we like to imagine that he maintained that inner strength that his Buddhism so clearly offered.
Among his websites and guides to his classes, to queer scholarship, and so on, we found this little site that features, in a lively graphic setting that suggested a postcard from far way, this short poem:

THINKNOT2

TO CLEAR THE WAY
WHEN DOUBT ARISES,
THINK ‘NOT TWO’
IN THIS ‘NOT TWO’
NOTHING ABIDES:
NOTHING REMAINS.
LIVE IN SUCH THUSNESS

HSIN HSIN MING

We like to remember this Greg: the one who could challenge us to be our better selves; the one who could remind us why we are doing what we do; and that one that could assure us that it was all right to “think not two.”

Deborah Willis
John Ganim
George Haggerty, Chair
To be received and placed on file:

At the time of this report, the committee has met once and will have at least one more meetings before the end of the academic year to review proposals for Innovative Uses of Computers in Instruction (IUC); awards should be announced before July 1. At the one meeting so far, the following matters were discussed:

1. Conflict of Interest. The Committee discussed and adopted the same Senate Conflict of Interest statement as last year.

2. Statewide matters. The committee approved of a proposed amendment to Senate Bylaw 181 that changes the name of the University committee on Information Technology and Telecommunications Policy to University Committee on Computing and Communications, and to expand its charge accordingly.

3. Innovative Use of Computers Supporting Instruction. The Committee discussed the call and agreed upon request / submission guidelines for the current year.

4. Faculty access to data. The committee has internally agreed to draft a statement regarding the need for faculty access to institutional and student data.

D. A. BIGGS
J. GREENSTEIN
D. JESKE
T. LABOR
L. J. MUELLER
E. SCHWITZGEBEL
J. SIMUNEK
R. JACKSON, UNIV. LIBRARIAN, EX OFFICIO
C. ROWLEY, EX OFFICIO
T. H. PAYNE, Chair
To be received and placed on file:

So far, in this Academic Year, the Committee on Academic Freedom had two meetings. We expect to have one more meeting.

1. At the meeting on 12-13-06, Chair Zidovetzki reported on the results of UCAF meeting he attended. The committee discussed the general questions of the charge of the Committee on Academic Freedom, including specifically following the distribution of I & R funds to the campus. The committee decided that gathering this information is indeed within the scope of CAF and charged the Chair to proceed to obtain information of disbursement of I & R funds at UCR.

2. At the meeting on 04-10-07, the sole subject was discussion of the complaints of a faculty member against the Administration. After careful consideration of the available evidence, CAF unanimously decided that the charge lacked substance or had insufficient evidence. One of the complaints will be revisited by a future meeting of CAF.

N. Guerra
D. A. Weber
H. L. Henry
A. Reath
R. Zidovetzki, Chair
To be received and placed on file:

The Advisory Committee reports on discussions and actions taken in 11 meetings held from September 2006 to April 2007.

Chair Thomas Cogswell reported on issues reviewed at Academic Council Meetings and other critical issues raised by the faculty or the administration.

Issues considered and actions taken by the Advisory Committee include the following:

- Revised the Academic Senate Website;
- Discussion and approval of various bylaw changes;
- Discussed the report from the Ad Hoc Committee on Summer Sessions and prepared a report to the EVC and Provost regarding the findings and the Advisory Committee recommendations;
- Discussed the issue of Faculty representation on Academic Misconduct Cases;
- Reviewed the proposal for a new department of Media and Cultural Studies and formulated a response for the EVC and Provost regarding the findings and the Advisory Committee recommendations;
- Reviewed the proposal for the establishment of a new School of Public Policy and formulated a response to the questions that arose – will continue with discussions until approval is received;
- Discussed the report of the International Advisory Committee and prepared a report to the EVC and Provost regarding the findings and the Advisory Committee recommendations;
- Reviewed the report of the Student Success Taskforce and prepared a response for the EVC and Provost regarding the findings and the Advisory Committee recommendations;
- Approved the Name Change for the Department of Plant Pathology;
- Discussed the proposal to move CAP back to the Senate Office and prepared a memo to the EVC and Provost regarding the Advisory Committee recommendations.
- Discussed the proposed Devolution of Responsibility for allocating graduate fellowship funds and followed it up with a visit to the EVC and Provost which culminated into the EVCP charging Prof. Russell and his committee to review the existing funding model for graduate students and discuss possible alternates;
- Approved the Committee on Educational Policy’s Regulation 7 - Expected Progress for Undergraduate Students;
- Established an Ad Hoc Committee on Graduate Education charged to undertake a comparison of UCR policies and practices in graduate education and support relative to other UC campuses, and to recommend changes where warranted;
- Established an Ad Hoc Committee on General Education Reform.

- Sought the Faculty’s opinion via vote on RE89 – Tobacco Research.
• Reviewed and approved the procedures for the establishment of Combined Five-Year Programs for Bachelor/Master Studies

Campus Initiatives:
• Discussed the Health Affairs Committee and approved the Charge and composition of the committee;
• Initiated discussions with the committee members on setting up an Ad Hoc Committee to look into the possibility of starting a School of Veterinary Medicine at UCR.
• Increased the funding for Committee on Research

Policies:
Reviewed the following:
• the proposed Policy and Procedures for Responding to allegations of Research Misconduct;
• Faculty Code of Conduct;
• UCR Policy on Naming Campus Properties;
• The proposed changes to the Policy for Endowed Chairs
• The Policy on the Posthumous Award of Degrees and Certificates of Attendance.

Faculty Issues:
• Discussed and reviewed the Report by the Ad Hoc Committee on Faculty Advancement
• Reviewed the R & J Ruling on the definition of Joint appointments for use in Academic Personnel Reviews;
• Reviewed and approved the draft implementation procedures for Health Sciences Compensation Plan (HSCP) and Guidelines for the Health Sciences Compensation Plan for the UCR Division of Biomedical Sciences;
• Reviewed and approved the proposed Changes to Senate Bylaw 5.3 – Rules of Procedure for Implementation of Policies on Faculty Conduct and the Administration of Discipline at UCR
• Reviewed the recommendations from the Joint Administration/Senate Taskforce on Faculty Salary issues and approved proposal number 2;
• Reviewed and discussed the proposed plan for the solution for the UC Salary crisis

Visitors:
• Chancellor F. Cordova
• Executive Vice Chancellor and Provost Ellen Wartella
• Dean Dallas Rabenstein
• Dean Reza Abbaschian
• Vice Chancellor James Sandoval
• Vice Provost Elizabeth Lord
• Associate Vice Chancellor Charles Rowley
• Assistant VC Enrollment, Larae Lundgren

Thomas (Tom) Cogswell, Chair, History
R. L. (Rusty) Russell, Secretary Parliamentarian, (Department of Sociology)
R. (Rick) Redak, Vice Chair, (Department of Entomology)
R. A. (Richard) Luben, Vice Chair (Department of Biomedical Sciences) – resigned 1/2007
N. E. (Nancy) Beckage, Chair, Diversity and Equal Opportunity, (Department of Cell Biology and Neuroscience)
W. P. (Ward) Beyermann, Chair, Committee on Committees, (Department of Physics and Astronomy)
J. B. (Jan) Blacher, Chair, GSOE Executive Committee, (Graduate School of Education)
J. W. (Joe) Childers, Representative to the Assembly, (Department of English)
H. L. (Helen) Henry, Chair, Faculty Welfare, (Department of Biochemistry)
C. (Carol) Lovatt, Junior Representative to the Assembly, (Botany & Plant Sciences)
R. T. A. (Rene) Lysloff, Chair CHASS Executive Committee, (Department of Music)
A. W. (Tony) Norman, Chair, Planning and Budget (Department of Biochemistry)
E. A. (Gene) Nothnagel, Chair, Committee on Educational Policy, (Department of Botany and Plant Sciences)
L. P. (Len) Nunney, Chair, CNAS Executive Committee, (Department of Biology)
T. D. (Tim) Paine, Chair, Undergraduate Council (Department of Entomology)
T. (Tom) Payne, Chair, Academic Computing & Information Technology (Computer Science)
T. (Teodor) Przymusinski, Chair, COE Executive Committee
W. (Waymond) Rodgers, Chair AGSM Executive Committee, (A. Gary Anderson Graduate School of Management)
R. R. (Robert) Russell, Chair, Graduate Council (Department of Economics)
T. (Theda) Shapiro, Chair, Preparatory Education Committee, (Department of Comparative Literature & Foreign Languages)
I. A. (Ivan) Strenski, Chair, Physical Resources Planning, (Department of Religious Studies)
K. (Kiril) Tomoff, Chair, Committee on Research, (Department of History)
A. D. (Allen) Zych, Chair, Committee on Academic Personnel, (Department of Physics and Astronomy)
To be received and placed on file:

The Committee on Charges has not met during the past period and currently has one case pending. The Committee is prepared to address any further cases brought during the remainder of the year.

A. M. ARRIZON
S. N. CURRIE
Z. RAN
M. R. SALZMAN
M. V. YATES
M. C. KEARNEY, CHAIR, FALL QUARTER
S. N. THOMPSON, CHAIR, WINTER/SPRING QUARTERS
COMMITTEE ON COURSES
ANNUAL REPORT TO THE RIVERSIDE DIVISION
MAY 22, 2007

To be received and placed on file:

Since the 2006 Annual Report to the Riverside Division, the Committee on Courses has approved a total of 167 new courses (115 undergraduate and 42 graduate). It has approved changes in 304 Courses (260 undergraduate and 44 graduate); deletions of 13 courses (10 undergraduate and 3 graduate); five undergraduate course restorations; and 18 extension courses. Ninety four associate-in requests were approved.

Effective from the start of Fall 01 we introduced a single course deadline for all courses for the following academic year. This simplified the existing system with the aim of making it easier for departments, the courses office, and this committee to process course requests. However, with the substantial increase in workload this year (~50% over previous years), we are considering returning to multiple deadlines, which may help distribute the workload more evenly.

The Committee invited Representatives from the Registrar's Office (L. Lundgren, Interim Registrar), Courses Specialist (C. Schillreff) and University Library (A. Frenkel) to attend our meetings. The Committee wishes to express its appreciation for the information and assistance they provided.

R. Clare
B. Leebaw
X. Liu
B. K. Mishra
T. H. Morton
R. O'Connor
J. K. Oddson
N. E. Young
L. Loangkote, ASUCR Representative
C. Butler, GSA Representative
A. Frenkel, Library Representative
G. E. Haggerty, Chair
To be received and placed on file:

Actions undertaken by the Committee on Diversity and Equal Opportunity in 2006-2007 were the following:

1) The Committee continued progress towards developing an exit interview instrument to conduct interviews with faculty who departed from the UCR campus 2001-2006 to determine if campus climate issues related to diversity or gender played a major role in their decision to leave the campus. This document was submitted to the Human Subjects Review Committee in May 2006. Revisions were made to the protocol by CODEO in response to comments of the Human Subjects Review Committee and the final draft was approved by the HSR Committee on March 13, 2007. The interviews will be conducted in Spring 2007.

2) Associate Vice-Provost and Chancellor's Special Assistant for Excellence and Diversity Yolanda Moses, and Associate Vice-Provost for Faculty Equity Marlene Zuk met with CODEO and made a presentation regarding how the Administration is implementing changes in response to the report from the UC President Dynes’ Task Force on Faculty Diversity as it relates to faculty hiring and promotion practices. The report of that Task Force and related materials were distributed to members of CODEO and placed on file in the Academic Senate Office.

3) The Chair of the Committee on Faculty Welfare Helen Henry met with the CODEO and presented a description of the issues and projects that the Committee on Welfare is presently dealing with both at UCR and system-wide that are of mutual interest to CODEO, including child care, family friendly personnel policies, salary compensation, and other issues. A short argument for the notion that compensation at UCR should reflect market rates was approved by the CODEO and forwarded to the Faculty Welfare Committee.

4) At the November 2006 Riverside Division Meeting the name change for the Committee of Affirmative Action and Diversity to the Committee on Diversity and Equal Opportunity was unanimously approved.
5) The Committee discussed Faculty Compensation Issues – UC Merit and Promotion System. The Committee members were unanimous in expressing their concern that the lack of salary equity for faculty across the UC system is eroding faculty morale and is likely to lead to the departure of more faculty from UCR until the inequities are compensated. Salary issues were a major focus of attention for the committee in 2006-2007.

6) The Committee on Diversity and Equal Opportunity expressed its concern to the Advisory Committee that the present make-up of the Committees selecting recipients of the Distinguished Research Lecturer, Distinguished Teaching, and Distinguished Service Awards has resulted in less than a desirable situation with respect to diversity in gender, ethnicity, and programmatic areas of scholarly research being represented among the awardees. The Committee on Diversity and Equal Opportunity submitted the proposal that the membership on these Award Committees be made up of half previous awardees and half from faculty from across campus appointed by the Committee on Committees.

7) The Committee on Diversity and Equal Opportunity voted to submit a request to the Advisory Committee to appoint a Vice-Chair of the CODEO committee. That bylaw change was amended and approved by the Advisory Committee on May 7, 2007 to allow any Academic Senate Committee the opportunity to appoint a Vice-Chair from among its members.

8) The Committee on Diversity and Equal Opportunity submitted a proposal to Vice-Provost of Academic Personnel Elizabeth Lord via Senate Chair Tom Cogswell that the Call should indicate that all candidates for merits and promotions should address how they have contributed to diversity in their Research, Teaching, and Service in those respective parts of their files.

J. E. Allison
J. Halebian
C. Y. Hayashi
J. Levy
J. M. McMullin
M. Pianca
B. Fierro, GSA Representative
N. E. Beckage, Chair
TO BE RECEIVED AND PLACED ON FILE:

The CEP has held weekly meetings totaling 32 this academic year. (This includes 24 CEP meetings and 8 undergrad program review subcommittee meetings per faculty member to date). This total number of meetings will likely rise due to additional meetings needed for our three review subcommittees when the reports are received by the external reviewers. Our members are to be commended for their steadfast work in all matters concerning educational policy.

A conflict of interest statement was adopted to govern the Committee on Educational Policy procedures for 2006-07.

We have successfully reincarnated the undergraduate program reviews and developed a set of internal procedures for the CEP in conducting the reviews. A mutually congenial and productive relationship has been established with the Vice Provost for Undergraduate Education office, with the VPUE position serving as ex officio on all program reviews. In addition, the VPUE staff has assisted greatly in gathering data and information for the program self studies. A site visit was completed on the History program, the Statistics program, and the Computer Science and Computer Engineering programs. We anticipate reports from external reviewers in the coming days, which we will act on according to policy.

We have notified four programs of their impending reviews for 2007-08: Comparative Literature and Foreign Languages, Music, Mathematics, and Electrical Engineering. Mathematics has asked for a one year postponement and we are deliberating as to whether to grant the postponement. If the postponement is granted, then we will notify a different CNAS program of their review. It is our hope to complete the site visits for all four reviews by winter quarter next year.

Various actions with respect to majors and minors and other programs were discussed, approved and forwarded to the Division, including:

**PROPOSED CURRICULUM CHANGES APPROVED:**

- B.S. in Administration
- Liberal Studies Major
- B.S. Biological Sciences
- Geology Major
- Chemical Engineering
- Physics Major
- BLSC Ent Changes
- Entomology BA BS
- Biochem BA BS
- BPSC
- Electrical Engineering

**NEW DEGREES APPROVED:**

- BLSC Honors
- MSE undergraduate degree
Topics discussed and/or acted upon by the Committee in consultation with other Senate Committees and/or the Administration throughout the year included:

- Senate chair goals at annual retreat
- Proposal to establish an undergraduate research scholar program (now in the hands of the Exec. Committees)
- Posthumous Degree policy
- Role of graduate students in instruction
- UCR naming proposal changes
- Revision on Life Sciences core curriculum Regulation 3.5
- Name change for Department of Plant Pathology
- Incentives for faculty to offer students in filling out iEval
- Student Success Task Force Final Report
- First draft, Life Sciences Undergraduate Program Review Findings and Recommendations
- Internal CEP Undergraduate Program Review Procedures developed
- Modification in Academic Integrity policy
- Suggested strengthening of sanctions on cases of breaches of academic integrity
- Classroom disruptions by on and off campus groups
- Biomed bylaws
- Regulation 7 for Expected Progress
- Combined Bachelor’s/Master’s policy
- Exploration of Combining Undergrad and Grad program review faculty surveys is underway
- Proposal for a new medical school
- Proposal and revised proposal for new department of Media and Cultural Studies
- Proposal and revised proposal for a new department of Public Policy
- General Education
- Conversion Factor

The Chair and Vice Chair have met either separately or together with CNAS Associate Dean Linda Walling several times and the Life Sciences Council of Chairs (LSCC) to discuss the external reviewers’ and the CEP findings and recommendations as well as the LSCC’s progress in developing a response. The Committee met with Laura Riley, Director, Student Judicial Affairs, to discuss sanctions for academic integrity cases.

During the remainder of the academic year, we are continuing on the Life Sciences undergraduate program review, with extensions granted for all CNAS parties’ (programs involved, LSCC, CNAS Dean’s office, and CNAS Executive Committee) to respond to the CEP’s Finding and Recommendations by May 11, 2007. (Responses not received as of the finalization of this report, May 1.) Beginning May 12, the CEP will finalize its Findings and Recommendations. The CEP is firmly resolved to provide its Final Findings and Recommendations in the first week of June, 2007.

The vice chair of the CEP currently represents the campus at the system-wide level of CEP (UCEP). He has kept CEP informed about system-wide developments and items discussed at UCEP: UCEP and other components of the Academic Senate are working together with the Office of the President in the formation of an Undergraduate Planning Council for UC. This Council will take a comprehensive look at the future of undergraduate education at UC. In addition, to this major initiative, UCEP has been looking at a number of other matters. It has been involved in efforts by the Senate to bring about a more coherent
implementation of faculty salary scales. It has also been working at guidelines for the employment of
graduate students. UCEP has also supported Senate involvement in the study of the effects of Proposition
209-regarding preferential treatment in admission of undergraduates and graduates from select minority
groups. UCEP has recommended that the number of students per section in writing classes be limited, but
rejected an unfunded mandate for a class size of 20. UCEP has been working together with the Office of
the President and the community colleges in pushing forward the project of articulating course material
and requirements for undergraduate majors. This will allow credit for courses taken elsewhere, especially
at community colleges, to be systematized and simplified.

T. Bandyopadhyay
B. Bhanu
Y.P. Chung
G.E. Haggerty
L.T. Haimo
T.C. Patterson
T. M. Perring
S.C. Straight (Winter and Spring quarters)
D.S. Straus
S.J. Wimpenny
D.A. Wong (Fall quarter)
P. Keller, Vice Chair and UCEP rep

E. A. Nothnagel, Chair
During the 2006-07 academic year, the Committee on Faculty Welfare (CFW) met five times, and dealt with the following issues:

1. The Chair met with Al Diaz, Marilyn Voce and Judith Wood regarding Child Care and reported back to UCFW on the physical facilities for daycare and the relative supply and demand numbers. The Child Development Center is slated to double in size and will be ready to open in December of 2008 and will be located over on Watkins. The Center will include an infant care and mildly ill unit. When the new facility comes on line, it will decrease the waiting list to about a year.

2. The Chair of CFW is a member of the Task Force on Retired Faculty and Senior Staff (chaired by Vice Provost E. Lord) and was asked to prepare a draft of a survey to be given to individuals in this category concerning their thoughts on developing a retirement center on the UCR campus. CFW was asked to provide input to the survey before it was sent back to the Task Force in February.

3. The CFW Chair met with the new Transportation and Parking Services (TAPS) Director, Mike Delo, and attended the spring meeting of the Parking Advisory Committee as a visitor. CFW intends to maintain an active interest in parking policies both systemwide and locally and their implementation on this campus.

4. CFW received an update on the progress of the University Club Committee. Little has transpired since last year’s annual report in terms of identifying either a site for the proposed University Club or a source of funding for it.

5. CFW was asked to respond to the February 21, 2007 Report of the Joint Administration/Senate Task Force on Faculty Salaries. The Committee supports the report, from the enunciation of the gravity of the current situation to the approach taken to provide a stop-gap solution. CFW commends the Joint Administration/Senate Task Force for its work and unreservedly supports proposal #2 in its February 21, 2007 report.

6. CFW reviewed the Draft Proposal on the Relations Between (Pharmaceutical) Vendors and Clinicians and found no aspects of it which raise concerns with regard to faculty welfare. The Committee believes this policy, which explicitly clarifies the boundaries of this relationship, is beneficial to the University.

7. CFW was asked to review the proposal for Additional Research Awards and the Committee on Faculty Research. The Committee approved this proposal with suggested changes.

8. The Committee reviewed the Draft Implementation Procedures and the Guidelines for the Health Sciences Compensation Plan for the UCR Division of Biomedical Sciences. Other than an issue regarding faculty input into the Optional Additional Compensation, the Committee on Faculty Welfare did not have concerns with the Guidelines or Implementation Procedures from the perspective of faculty welfare.
9. CFW responded to a request to review the proposal for a School of Public Policy. The Committee found the proposal to be thoughtful and well-crafted and did not see any faculty welfare issues about which to be concerned.

10. CFW was asked to review and comment on the Proposal for the Department of Media and Cultural Studies. The Committee discussed the proposal and did not find significant issues pertaining to Faculty Welfare.

11. CFW was asked to review and comment on UCAP Proposed Modifications to APM 220-18b (4). The Committee supported the changes as proposed.

12. CFW recommended strong endorsement of the UCAP Report on Synopsis of the Present Status of the UC Merit & Promotions System.

13. The Committee on Faculty Welfare found the proposed Bylaws of the Division of Biomedical Sciences to be clear and appropriate and recommended endorsement.

14. The Committee responded to requests for review and comments of Granting Publication Subventions to Senate Members, Especially Junior Faculty Members. CFW supports this undertaking in general, believing it is an important step to take in the support of the faculty, but a more detailed and concrete proposal is required prior to formal approval.

15. The Committee reviewed and responded to the Systemwide Review of the Regents’ Proposed RE-89 – Adoption of Policy Restricting University Acceptance of Funding from the Tobacco Industry. The Committee strongly and unanimously believes that RE-89 should not be adopted by the Regents, as it represents an unjustified breach of the concept of academic freedom which serves as the bedrock of the mission of the University.

16. The Committee considered the Draft Open Access Policy and had a number of concerns about the policy as presented. Due to a number of concerns concerning, among other things, increase faculty workload, CFW recommends that all three of the “opt-out: options be rejected and that instead, the policy be re-formulated as an opt-in one.

17. The Committee on Faculty Welfare considered the Revised Proposal for a Department of Media and Cultural Studies along with the Specific Responses to Senate Committee Concerns and found it to be worthy of approval.

J. M. Fischer
T. Garland
A. F. Ginter
D. V. Kent
D. Mayer
A. L. Page
M. Wiley (GSA Representative)
H. L. Henry, Chair
To be received and placed on file:

The Graduate Council met eight times during the period May 24, 2006 through April 16, 2007. The Administrative Committee of the Council met twice during this same period. Complete records of Council activity are on file in the Office of the Academic Senate.

The Courses and Programs Subcommittee made recommendations and the Council acted on 70 new courses, 59 changes in existing courses, and 1 deletion. In addition, the Graduate Council acted on requests for changes in requirements for the following graduate programs: Cell, Molecular and Developmental Biology, Chemical and environmental Engineering, Comparative Literature, Economics, Education, Electrical Engineering, English, Genetics, Genomics & Bioinformatics, History, Management, Psychology, Religious Studies, and Visual Art (please refer to the attachment for synopses of these changes).

Since the last report, the Graduate Council Fellowship Subcommittee has awarded Dissertation Research Grants amounting to $26,071.

The Graduate Council concluded its regularly scheduled review of the graduate programs in Mechanical Engineering and Plant Biology. The following reviews are still underway: Chemistry, Environmental Sciences, Geological Sciences, History, Management, Philosophy, Physics, Political Science, Soil & Water Sciences are still underway. The following program reviewers were initiated during the academic year 2006/07: Dance; Dance History & Theory, Education, Neuroscience, and Statistics.

Additionally, the following actions were taken by the Graduate Council:

- At its first meeting of the academic year, the Council adopted a statement regarding possible conflicts of interest by its members.

- The Graduate Council considered and approved a proposal for a new graduate program (Ph.D.) in Music.

- The Graduate Council considered and approved a proposal for a new graduate program (M.A./Ph.D.) in Ethnic Studies.

- The Graduate Council considered and approve a request for the Evolution, Ecology and Organismal Biology graduate program to postpone their external review.
The Graduate Council considered and responded to a draft as well as a final copy of a Public Policy proposal.

The Graduate Council considered and approved a name change for the department of Physics to the department of Physics and Astronomy.

The Graduate Council responded to a request by CCGA to review the updated proposal for a UC Riverside School of Law.

The Graduate Council considered and approved Bylaws for the Interdepartmental Graduate Programs in Cell, Molecular and Developmental Biology, Genetics, Genomics and Bioinformatics, Bioengineering and Environmental Toxicology.

The Graduate Council considered and requested a change in its charge to update language to bylaw 8.14.2.7 and to add bylaw 8.14.2.10 which adds wording regarding policy and standards for the appointment of postdoctoral scholars.

The Graduate Council reviewed and responded to a Preliminary Proposal to establish a School of Medicine at UC Riverside.

The Graduate Council considered, responded, and then re-considered an appeal from the Vice Chancellor of Research to be allowed to participate in graduate program reviews.

The Graduate Council considered and responded to a request from the Chair of the Academic Senate to develop a generic teaching evaluation form for graduate courses.

The Graduate Council considered and responded to a request from the System-Wide Review of the Joint Universitywide Committee on Educational Policy (UCEP) and Coordinating Committee on Graduate Affairs (CCGA) to a Proposal on the Role of Graduate Students in University Instruction.

The Graduate Council considered and responded to a UCR Policy on Guidelines and Procedures for Naming Campus properties, Academic and Non-Academic Programs and Facilities.

The Graduate Council considered and responded to a Proposal for the establishment of a Department of Media and Cultural Studies and then reconsidered a revised proposal for this department.

The Graduate Council considered and denied a student request to attempt a third Ph.D. qualifying exam.

The Graduate Council considered and responded to a Review of Proposed Guiding Principles for Professional School Fees.
The Graduate Council considered and responded to a Policy on the Posthumous Award of Degrees and Certificates of Attendance.

The Graduate Council considered and responded a name change for the department of Plant Pathology to the department of Plant Pathology and Microbiology.

The Graduate Council initiated a discussion within the Advisory Committee and later with the EVC/Provost about the proposed devolution to college deans of responsibility for allocating graduate fellowship funds. As a result, the EVC/Provost and the Academic Senate has charged the Council with developing a policy, and possibly a new model, for the funding graduate students.

The Graduate Council considered and responded to a revision to the Academic Integrity Policy.

The Graduate Council considered and responded to CCGA’s request to proposed Amendments to Senate Regulations 694 and 695.

The Graduate Council considered and responded to a request from the Graduate Student Association (GSA) to support their concerns regarding campus safety.

The Graduate Council considered and approved a set of Procedures for Combined five-year Programs (CP) for Bachelor/Master studies at UCR.

The Graduate Council considered and approved a request for the department of Mathematics to defer their external review for one academic year.

The Graduate Council considered and responded to a student query regarding Academic Senate regulation R.5.1.4.
The Graduate Council approved the following program changes during the period 2006 through 2007.

**Cell, Molecular and Developmental Biology** -- change in course requirements [05/22/06]. Change in course requirements [04/16/07].

**Chemical and Environmental Engineering** – change in preliminary examination [06/07/06].

**Comparative Literature** – changes in course, admission and language requirements [05/22/06].

**Economics** – change in field requirement for Labor Economics [05/22/06]. Changes in course requirements [02/28/07].

**Education** -- change in and addition of tracks for the M.Ed. [05/22/06] Request to remove Fall only admission for M.Ed. program [11/15/06]. Request for exceptions to the M.Ed. reading emphasis requirements [11/15/06].

**Electrical Engineering** – change in comprehensive examination [04/16/07].

**English** -- revision of M.A. and Ph.D. requirements to allow department to admit qualified B.A. students directly into the Ph.D. program [05/22/06].

**Genetics, Genomics & Bioinformatics** – changes in course requirements [06/07/06].

**History** – addition of Southeast Asian History field to both M.A. and Ph.D. [02/28/07].

**Management** – change in course requirements/units [04/16/07].

**Psychology** – change in advancement to candidacy requirements [01/29/07].

**Religious Studies** -- change in course requirements for the Ph.D. [01/29/07].

**Visual Art** – changes in course requirements [11/15/06].

R. Robert Russell, Chair
W. Ashmore, Vice Chair
A. Stralka, CCGA Rep.
John G. Andersen
Bajis M. Dodin
Ilya Dumer
Randolph C. Head

Patricia S. Springer
Christopher Y. Switzer
Linda J. Tomko
Alan Williams
Kyle Van Dolah, Graduate Student Rep.
Dallas L. Rabenstein, ex officio
The International Education Committee, of which I am chair, met in October, 2006 to review the final Report of the International Advisory Committee charged with making recommendations on how to strengthen UCR’s international programs. I have attached a copy of that report for you. Briefly, the committee unanimously agreed with the Report’s central recommendation: for UCR to hire a Vice Provost for International Programs and Initiatives. Our committee also felt it imperative that the UCR administration commit now to one FTE for a VP, another FTE for a Director of Development, plus funding for staff salaries (what credible candidate would come without staff?) rather then wait for off-campus revenue sources to be developed.

The Committee underscored the importance of moving quickly on these proposals. We sent our recommendations on to Thomas Cogswell, Chair of the Riverside Division of the Academic Senate.

I am pleased that the Academic Senate took up our proposal and endorsed it. Subsequently, Executive Vice Chancellor & Provost Ellen Wartella has received the report and begun the process of looking for an interim Vice Provost for International Affairs. Hopefully, the Administration will commit to hiring a permanent Vice Provost in the near future.

The other work for this year fell mainly on my shoulders. I served on a committee chaired by Vice Provost for Undergraduate Programs, Andrew Grosovsky to search for a new Faculty Director for the Education Abroad Program. We interviewed several candidates, and it was my strong recommendation that we hire Kiril Tomoff from the History Department. Fortunately, the rest of the committee concurred, and Professor Tomoff began his service as Director on February 1 of this year.

I continued to represent the University at the U.C. wide International Education meetings in Oakland. This committee continued its normal work of overseeing the academic component of all international studies programs within the U.C. system, with an emphasis on the EAP program. Fortunately, there were no crises this year after last year’s debacle with the EAP budget. However, there are ongoing concerns about higher costs and inadequate revenues. Higher costs are brought on by a combination of the decline of the dollar vis a vi the Euro, a higher EAP cost per student FTE, and expensive self-construct programs, especially in Europe. On the revenue side, EAP is suffering under an inadequate funding scheme that calculates needs based on full year participants. Since an every increasing majority of our students opt for single semester stays abroad, our FTE count is low and we are penalized. The director of EAP, John Marcum, has been in discussions with UC Provost Rory Hume and an outside consultant about devising a new funding scheme, but no decisions have been made.

I have also traveled to Santa Barbara to serve on numerous subcommittees of the UCIEC. I was part of the team that reviewed our EAP programs in Concepción, Chile, Brazil, and
Lund, Sweden. I co-wrote the report on the Lund program with the help of Val Rust from UCLA. And I served as Co-Director of a Task Force on EAP Study Center Directors which drew up a report in December of this past year. The purpose of this Task Force was to examine and make recommendations about the qualifications, recruitment, selection, appointment, training, duties and evaluation of Study Center Directors.

A. Blay
D.E. Crowley
I.M. Ethell
B-L Li
E.H. Reck
Y. Ye
S.D. Dwight
D. Elton
D. Pion-Berlin, Chair
To be received and placed on file:

The Committee this year consisted of John Baez, David M. Crohn (Chair), Ralph L. Crowder, Kimberly J. Devlin, Andrew S. Jacobs, and Christopher A. Reed. Ruth M. Jackson (University Librarian) also actively participated.

On October 6, 2006, the Committee evaluated the impact of a proposed program in Media and Cultural Studies. On December 15, 2006 we discussed a proposal for the Establishment of a School of Public Policy. On April 27 we discussed a revision of the proposal for the and the University's proposed Open Access Policy. On November 7, 2006, Chair David Crohn attended a system-wide Library & Scholarly Communication meeting in Oakland.

The Library Committee once again recommends that all proposals should consider the strength of the current Library collection and anticipate future demands on the Library budget. The University Librarian has indicated that the Library can provide assistance in anticipating the impact of new programs on Library resources. All proposals for new or substantially amended programs be supplied to the office of the University Librarian for official comment.

The Library Committee feels that the University's Draft Open Access Policy is worth pursuing. Members feel that for this policy to be successful, attention should be given to its effect on faculty. To this end, the program should be both convenient and transparent to scholars, and that a system-wide program should be developed that will assume the burden of negotiating with publishers. Members also recommend that the University adopt a policy of negotiating the Open Access Policy directly with publishers as it contracts with them for access to scholarly publications. To clarify the level to which faculty are expected to comply with this Policy, Members ask that the term "routinely" be clarified in its final text.

On October 6, 2006, the Committee formally requested an estimate of the resources that would be required to operate the proposed program in Media and Cultural Studies. As the revised proposal, released on April 10, 2007, did not include such an estimate, the Committee asked the University Librarian supply a review of the Library's related current holdings and anticipated needs. Upon review of this report, the Committee agreed to support the establishment of the program, as long as the Library is given resources needed the support it. We will soon forward specific dollar amounts that we feel will be sufficient to establish and maintain Library resources needed to support an excellent UCR program in Media and Cultural Studies.

David Crohn
Chair
Committee on Library & Scholarly Communication
COMMITTEE ON PHYSICAL RESOURCES AND PLANNING  
ANNUAL REPORT TO THE RIVERSIDE DIVISION  
MAY 22, 2007

Summary

The business of the Committee on Physical Resources and Planning (PRP) for AY 2006-7 has primarily been devoted to project initiatives for enhancing the quality of the campus’ physical appearance. These initiatives emanated both from the Chancellor’s office and other agents of the administration as well as from the Committee on Physical Resources and Planning itself, and were the subject of the meetings listed below in the Schedule of Meetings. These projects are described as follows, and communicated both to members of the PRP and pertinent administrators. These initiatives were also the subject of a meeting between the Chair and the President of the ASUCR, Holly Kim on Thursday, 11 January 2007.

Memo of Initiatives Proposed by Chair: 6 October 2006
1. Pilot projects re benches, tables general beautification a. HMNSS east and west court yards:
   i. installation of new style park benches (specs to be supplied)
   ii. replacement of grass in quad areas with crushed granite w/ stabilizer surface

b. Spieth-BioSciences quad (SBQ)
   i. former tree planter to be reconceived as green area/fountain, etc
   ii. installation of new style park benches (specs to be supplied) in north quad area -- Spieth Quad (SQ)

   iii. arrangements (purchase if necessary) for an attractive, mobile lunch wagon/refeshments cart facility for casual lunch, snacks and refreshment to serve the SBQ as a gathering place of the SBQ and new Genomics building -- something like the former Jonathan's?

   iv. relocation of bike racks from traffic areas to perimeter of covered area between SQ and former tree planter

2. Engineering Arroyo 'Glen' (EAG)
Concept: EAG to be reconceived as a California Sycamore grove, suitable for gatherings, outdoor luncheons and other small to modest sized open air events as well as a general 'park' area that would serve, among other clients, the new Engineering building to be built planned across campus ring road on former sports/recreation field.

   i. Site should add sufficient sycamores to provide modicum of shade without compromising present usage by current departmental users -- perhaps 10 - 12 mature Cal Sycamores, planted apart at generous intervals and pruned to be trimmed to provide high canopy. Generous spacing would facilitate usage for open air events, with shade in hotter months, and sun in cooler seasons to sustain grass growth.

   ii. installation of new style park benches (specs to be supplied).

First Addendum to Memo of 6 October 2006:
Tentative Resolutions re pilot projects of Creating Park-like Settings Initiative from the PRP after recent meeting/tour:

HMNSS:
1. (as mentioned earlier) New paved areas replacing grass areas should be 'seeded' with stream stones or other embedded decorative rock. Purpose: to discourage all wheeled skateboard, rollerblade/skate use.

2. All Kumquat trees opposite HMNSS 1500 should be replaced with trees that might provide shade canopies, such as the flowering tree just east of the wing of HMNSS housing the Media Library. This would not only provide shade, buy also create an 'allee' or row effect of the same species of trees leading right to Hinderaker.

Second Addendum to Memo of 6 October 2006:
A. Re HMNSS
1. In HMNSS west grass area, I think we should plant two high canopied shade trees (perhaps London Planes) to balance to the two mature trees already in the HMNSS east grass area (enclosed by 1400 and 1600 wings).

2. Both grass areas would then be replaced by a hard surface of Decomposed Granite with Stabilizer. This would eliminate the problem of maintaining the growth of grass in shaded areas that Mike Miller made clear to us.

3. Benches (I am getting terrific online info about recycled plastic ones....) then could be placed in various arrays, all anchored in concrete for security,

For instance, each tree might be ringed by benches either (1) facing outward from the trunk. This would have the effect of giving the impression of the trees growing up and out of the ring of benches. (2) In addition, or as an alternative, benches could also be placed along the perimeter partially to enclose the quads in question. Imagine, for instance, some benches placed at right angles at each corner of the quads. These would define the space but allow easy movement in, out and across the quad.

4. Warning: I am not sure of the irrigation scheme for these areas, but we will need to be sure (1) that they are well drained and do not flood either during irrigation or normal rainfall, and (2) that the trees get the water they need

B. Re SBQ -- Spieth-Bio quad
1. The present disused tree planter, properly landscaped and reconceived as a water area, might serve as a natural rendez-vous place for folks in transit in that part of the campus to meet on their way to a more permanent destination: "I'll meet you at the SBQ 'fountain,' Al! OK?" That kind of thing.

2. Concepts for the 'fountain'
a. The retaining wall needs to be high enough so that people could conveniently sit on the sill
while they wait to meet someone.
b. In the 'dead' area, we need "life".
   i. Thus, I think whatever waterworks we have in the SBQ, they must be fairly sonorous to bring a sense of 'living' water to that barren space -- something bubbling might work, since it would not risk becoming Old Faithfull and soaking the passersby.
   ii. Since the disused tree planter is relatively small in area, I suggest a Water Garden theme for it -- a combination of gurgling waters and soft, leafy by fairly tall water-loving plants -- banana or pseudo-banana -- to create a mini-swamp effect. This, I think would be just the thing to put some life into a place defined by the Life Sciences!
   iii. If needs be, the planter area could be somewhat, modestly, enlarged.

3. Instead, of a mobile 'Jonathan's' type lunch/coffee cart, perhaps it would make more sense to do a permanent refreshment kiosk, like Hinderaker's "Ivan's" against a wall in one of the covered spaces?

PS re 'fountains' Why not SOLAR powered waterworks? We have two of these here at my home, one even comes disguised as a birdbath!
PPS re 'birdbaths': What is the song bird situation on our campus. Let's also become a habitat for them in the process of adding our waterworks.

Progress:
   At our meeting with Assistant VC Miller (14 Feb 2007), progress on these initiatives formed the basis of our committee’s business. While we have not yet seen any tangible results of our work in conceiving these initiatives, we trust that our work and time will have been proven well spent. We have been assured, for example, that the casual dining and food service for the Spieth-Bio-sciences quad, similar to Ivan’s at Hinderaker can be realized in short order.

Schedule of Meetings

Meeting of 1 October 2006
Campus tour of potential renovation and physical improvement projects
Chancellor Cordova, Vice Chancellors Diaz and Miller, Profs Cogswell and Strenski

Meeting of 16 November 2006
Agenda: Walking tour for the members of PRP of CHASS and Speith-Genomics projects
Profs Strenski and Parker
Meeting of 14 Feb 2007

Agenda:
1. Mike Miller, Assistant VC, Facilities  
   discussion of the status of various pilot projects and initiatives
2. PRP initiatives on Spieth-Bio quad and HMNSS quad
3. Articulation of Relation among Various Senate and Administration Committees and Interests  
   Possible visit from Gretchen Bolar (or Tim Ralston) and Jim Isermann (Campus Art  
   Committee)

Full committee in attendance

One final meeting before the end of the AY2006-7 is planned to monitor progress on our  
initiatives.

Respectfully submitted,

Yours faithfully,

Professor Ivan Stremski, Chair,  
Committee on Physical Resources and Planning

A.J. Kposowa  
E. S-K Ma  
G. Michaels  
D.R. Parker  
Y-S Poon  
K. Vafai
To be received and placed on file:

The Committee has met four times up to the present during the current academic year. At these meetings, as relevant, the Chair reported to the committee members about developments in the Implementation Committee for the Writing Program at UCR, and in UCOPE, the University Committee on Preparatory Education, of which she is a member. Professor J. Briggs, director of the Entry Level Writing Requirement (ELWR) reported data on ELWR enrollments and pass rates, and on other issues arising in ELWR. The Committee had detailed discussions about preparatory mathematics at UCR with Vice Provost of Undergraduate Education A. Grosovsky and with Professor of Mathematics A. Stralka, as well as a briefer discussion with Michael Paul Wong, Director of the UCR Learning Center. Since ex-officio members of the Committee itself include all the Associate Deans of Undergraduate Student Affairs and the Vice Chancellor for Student Affairs, these discussions served both as consultations about new and pressing problems and as policy development discussions.

In particular, the Committee has acted on the following issues so far this year:

1. The Committee completed its report on UCR’s Preparatory Education Programs, as requested by the Advisory Committee in the Spring of 2005.

2. A by-law change to the UCR entrance American History requirement (Regulation R2.1.3) was discussed, and an amendment to remove language concerning possible satisfaction of this requirement through a currently non-existent examination was passed. The amended regulation was forwarded to the Senate for further approval.

3. The Committee reviewed, discussed and forwarded extensive comments on the Final Report of the Task Force on Student Success at UCR. Likewise, it sent forward comments to UCOPE on proposed changes to Senate Regulation 761 which are now before the Academic Council. These changes are partially proposed to clarify the Regulation, but they also include a proposal for a systemwide cap on enrollments in preparatory English courses at 20 students per section.

4. The Committee discussed a proposal to amend ex officio representation from the UCR Student Affairs on its membership, but since many changes are in progress concerning the development of the new UCR-wide Writing Program and the search for its founding Director, this matter was tabled pending a broader examination of the committee membership in the coming year.
5. The matter that has consumed the majority of the Committee’s efforts during the present academic year has been developments following the elimination of remedial mathematics courses (IMP and Math 3) offered at UCR beginning in the present academic year. This change has highlighted a considerable lack of preparation of many entering freshmen to take any of the three preparatory (pre-calculus) courses (Math 4, 5, and 8A) now offered. The Committee examined data provided by Vice Provost Grosovsky’s office early in Winter Quarter comparing the performance of freshmen on the UCR Mathematics Advisory Examination (MAE) and in the preparatory courses offered during Fall 2006. In dialog with the Committee, Vice Provost Grosovsky, the Associate Deans for Student Affairs, and representatives of the Mathematics Department worked intensively together to determine policies for the upcoming Summer Bridge Program and for the next academic year. These policies concern revised prerequisite cut-off scores for the various preparatory courses based on current performance data, slight amendments to these courses as indicated by student needs and performance, referral of students needing Intermediate Algebra (which is considered remedial work) to appropriate community college courses, and policies for the up-coming Summer Bridge Program at UCR. The Committee approved a proposal setting parameters in these matters for the coming academic year, during which student performance will again be revisited.

R. AXELROD (S ONLY)
S. G. AXELROD (F/W ONLY)
G. GIERZ
M. K. RUST
A. WINER
J. C. BRIGGS, EX OFFICIO
D. H. FAIRRIS, EX OFFICIO
C. RAVISHANKAR, EX OFFICIO
G. W. SCOTT, EX OFFICIO
P. M. SADLER, EX OFFICIO (BOARS)
J. W. SANDOVAL, EX OFFICIO
L. LUNDGREN, INTERIM REGISTRAR, ADM. REP.
T. SHAPIRO, CHAIR
COMMITTEE ON PRIVILEGE AND TENURE
ANNUAL REPORT TO THE RIVERSIDE DIVISION
May 22, 2007

To be received and placed on file:

The principal function of the Committee on Privilege and Tenure is to consider
grievances brought by members of the Academic Senate and disciplinary charges brought
by the administration against members of the Academic Senate. Details of all grievances,
charges, and cases are confidential.

Following is a summary of Committee activities from May 1, 2006 to May 1, 2007:

P&T appointed a Hearing Committee and conducted a formal hearing on a grievance that
was continued from 2005-2006. The Hearing Committee will deliver its findings and
recommendations to all parties before the close of the 2006-07 academic year.

S. G. Brint
W. J. Farmer
J. D. Hare
B. C. Hyman
V. D. Lippit
A. Reath, Chair
COMMITTEE ON RESEARCH

ANNUAL REPORT TO THE RIVERSIDE DIVISION

MAY 22, 2007

To be received and placed on file:
During the 2006-2007 academic year the Committee on Research (COR) conducted business via email, met twice before this report was filed, and expects to meet at least two more times before the end of the academic year.

COR’s primary activity was significantly expanding the resources and programs it administers in support of faculty research activities and then administering intramural grant competitions, both old and new. In consultation with the Chair of the Riverside Division, COR proposed an expanded intramural grant program that required a vast increase in the COR budget. The administration immediately supported the proposal in principle and eventually agreed to increase the COR budget substantially and permanently, and to transfer funds supplied by the Office of the President (UCOP) to support the Regents’ Fellowships for junior faculty, which will now be administered by the Academic Senate. With these augmented funds, COR undertook three projects.

The Committee increased the funds allocated to the Omnibus Grants program (Academic Senate Research Grants) by 25 percent over last year’s budget and raised the maximum award from $2700 to $3000. Policies regulating conference travel maximums were also revised, allowing support for two conferences instead of one and setting caps based on the geographical location of the conferences. COR is in the process of reviewing the Academic Senate Grants for the current academic year. Results are expected early in June.

Regents’ Faculty Fellowships and Faculty Development Awards will now be administered by COR, which has also augmented the awards from COR funds. The COR intends to make a total of 25 awards in the amount of $4,000 each. The deadline for applications is May 25, 2007. Results are expected by the end of June.

The COR initiated a new fellowship program, COR Research Fellowships, which is intended to assist tenured faculty to develop new major research projects and compete for extramural funding. The Committee on Research will award ten fellowships of $10,000 each. Application deadline was May 1, 2007. Results are expected by the end of May.

The Committee on Research also reviewed a number of proposals and reported its findings and summaries of the discussions of its members to the Chair of the Riverside Division.

The COR reviewed the proposal for the School of Public Policy. The minority of members of COR who responded to this request gave the proposal their enthusiastic support in principle, while posing questions about the proposed practices. A summary of the comments from the committee were forwarded to the Chair of the Academic Senate. COR also reviewed the revised proposal, with a majority of members considering that the concerns raised in the original proposal were adequately addressed in the response. COR supported the final, strengthened proposal.

The COR was asked to review the Systemwide Review of the Universitywide committee on Research Policy (UCORP) Report “Institutional Review Boards IRB) at UC: IRB Operations and
the Researcher’s Experience”. The Committee reviewed the systemwide proposals and endorsed both, with comments which were forwarded to the Chair of the Academic Senate.

The Committee on Research responded to a request to review the proposal for the Establishment of the Department of Media and Cultural Studies. The Committee unanimously (among those who replied and considered the issue relevant to COR’s charge) supported the proposal to create the Department of Media and Cultural Studies. Members of COR were particularly impressed with the strength of the faculty in this area and with the demonstrated student interest in the proposed departmental major, even before its formal creation. The Committee’s support was reiterated when it reviewed the revised proposal.

At its April 2007 meeting, the Committee on Research discussed a proposal to institute a process of granting publication subventions to Senate members, especially junior faculty members. The Committee unanimously agreed with the proposal’s assessment of the problems caused by the common practice whereby first-rate academic presses require substantial sums from authors before proceeding with the publication of manuscripts that have already been accepted. The Committee also unanimously agreed that this practice has desperate consequences both for individual members of the Academic Senate at UCR and for entire fields. COR added its voice to the chorus of calls for a solution to what is an extremely complicated problem. A summary of the discussion and set of issues for further consideration was forwarded to the Chair of the Academic Senate.

The Committee on Research also discussed the two-part “Draft Proposal on the Relationships Between (Pharmaceutical) Vendors and Clinicians.” All members of the committee present were generally sympathetic to both sets of proposed restrictions but thought that regulations should be part of a more general policy governing faculty-vendor relations. The Committee opposed a proliferation of field-specific regulations. A summary of the discussion was forwarded to the Chair of the Academic Senate.

The Committee considered the Regents’ Proposed RE-89 (“Policy Restricting University Acceptance of Funding from the Tobacco Industry”). COR opposed adoption of RE-89. Members concurred with the oft-repeated arguments against the proposed policy: namely, it would constitute an infringement of the academic freedom of individual members of the faculty; it would create a precedent that could initiate a slide down the “slippery slope” of restrictions on other funding sources sponsored by industries whose products or corporate behaviors may be deemed objectionable; and since the University’s policy on integrity in research already requires those engaged in research to adhere to the highest standards of intellectual honesty, it is unnecessary.

The Riverside Division was represented on the Universitywide Committee on Research Policy (UCORP) by J. C. Laursen, a member of COR. The UCORP Vice Chair was J. Wudka, COR’s chair in 2005-2006. When Professor Laursen was unable to attend UCORP meetings, the Chair substituted.

A. Balandin X. Cui
J.C. Laursen J. McDaniel
E.R. Reese M. L. Roose
L. Saavedra K. Tomoff, Chair
To be received and placed on file:

The Committee on Rules and Jurisdiction conducted its business by email and telephone.

The Committee reaffirmed its policy on Conflicts of Interest that had been in force in the previous year.

Regulations and bylaws reviewed:

Proposals to amend EN Bylaw 4.1.

Proposal to amend Bylaws 2.2, 2.3 and 2.5 (Officers and the Executive Office)

Proposal to amend Bylaw 8.1 (Committees of the Division)

Proposal to amend Bylaw 8.4.1 (Committee on Academic Personnel)

Proposal to amend Bylaw 8.5.1 (Advisory Committee)

Proposal to amend Bylaw 8.6 (Committee on Affirmative Action)

Proposal to amend Bylaw 8.8.1, 8.8.2, 8.8.2.2, 8.8.6 (Committee on Committees)

Proposal to amend Bylaw 8.12.1 (Committee on Educational Policy)

Proposal to amend Bylaw 8.14.2.7, 8.14.2.16 (Graduate Council)

Proposed to amend the Charge of Graduate Council (Addition of Bylaw 8.14.2.10)

Proposal to amend Bylaw 8.16.2.1 (Committee on Library)

Proposal to amend Bylaw 10.2 (Approval of new undergraduate curricula)

Proposal to amend HS Bylaw 2.1.4, HS4.1.1.4

Proposal to amend CHASS Regulations HSR2.3.6, and HSR2.3.4

Proposals to amend CNAS Bylaw N4

Proposals to amend CNAS Regulations NR2.3, NR2.1.2, NR3.2.1, NR3.3.1, and NR3.5
Proposals to amend GSOE Bylaw E2.1.4, E4.1.1.2

Proposal to amend AGSM Bylaw M4.1 and M4.1.1

Proposal to amend Senate Bylaw Appendix 5.3 (Rules of Procedure for Implementation of Policies on Faculty Conduct and the Administration of Discipline at UCR)

Proposal to amend Regulation 7

Proposal to amend Regulation 6.IV (Academic Integrity Committees)

Proposal to amend Bylaw 8.6.1 (Committee on Diversity and Equal Opportunity)

Requests for advice and rulings:

The Committee responded to a request regarding the filing of anonymous challenges to faculty decision making processes.

The Committee responded to a request regarding the conduct of a survey of the faculty regarding their opinions of the present Grant application process.

The Committee responded to a request for a Systemwide Review of the Proposed Senate Bylaw 16 (Executive Director)

The Committee responded to a request for a Systemwide Review of proposed amendments to Senate Bylaw 205, Part 1A

The Committee responded to a request for a Systemwide Review of proposed amendment to Senate Bylaw 181 (Information Technology and Telecommunications Policy)

The Committee responded to a request regarding the proposed Senate Regulation SR 694 and 695.

The Committee responded to a request regarding an interpretative ruling on the Definition of Joint Appointments for Use in Academic Personnel Reviews.

The Committee responded to a request regarding the proposed policy on Posthumous Award of Degrees.

The Committee responded to a request to review the proposed bylaws for the Division of Biomedical Sciences.

The Committee responded to a request concerning the definition of academic joint appointments for use in Academic Personnel Reviews.
The Committee and individual members of the committee have responded to informal requests for advice concerning issues of departmental, academic program, and campus governance, including faculty voting rights, procedures for calling special meetings of the Academic Senate, the definition of academic programs, the deadline for sending notice of an Academic Senate meeting, and the definition of a departmental quorum.

J. W. Cioffi, Chair
P. Gorecki
R. L. Russell
During 2006-2007, the Committee on Scholarships and Honors met and accomplished the following.

1. The Committee first met on November 28, 2006. The discussion was focused on Chancellor’s and Regents’ Scholarships. The past criteria for these scholarships were that the student must have: (1) 3.5 GPA or better, (2) 1300 or better SAT I or 710 or better SAT I in Math or Critical Reading, and (3) 1250 SAT and a 4.0 GPA or better (the GPA was given more weight than the SAT scores); the students were required to maintain a 3.0 GPA to keep their scholarships. The committee decided to retain these criteria for selecting scholarship candidates.

The committee suggested introducing a high-standard fellowship called the Hinderaker Fellowship which would only be offered to the 20 highest ranked students. This fellowship would include room and board, and a standard allowance, with full fees paid.

Emily Engelschall, Director of Undergraduate Recruitment, attended the meeting as a guest and discussed the recruitment process on campus and what her office did for scholarship students. The office of Emily Engelschall offers a program, The Highlander Scholars, in which juniors in high school can apply at UCR the summer after their junior year. The criteria are: 3.5 GPA or better, and 1600 SAT score or better. These students are conditionally guaranteed admission at UCR. The committee was comfortable with recruiting these high school students in their junior year.

2. In April 2007, the Committee unanimously approved the Conflict of Interest Statement pertaining to the Committee on Scholarships and Honors. (The decision to approve the Conflict of Interest Statement was reached through correspondence; it was again noted and confirmed in the Committee’s meeting on April 26, 2007.)

3. The Committee met on April 26, 2007, to select the recipients of 2006-2007 Chancellor’s Awards for Excellence in Undergraduate Research. The Committee was to select (from among those nominated): (i) two faculty members, one in humanities, arts, and social sciences, and one in sciences and engineering; and (ii) two students, one in humanities, arts, and social sciences, and one in sciences and engineering. The Committee was concerned about the small number of nominations and the rather inadequate amount of information available about some of the nominees.

After detailed discussion, the Committee selected the following recipients (the category for which each of them was chosen is noted in parentheses):

1. Professor Carolyn Murray (faculty member in humanities, arts, and social sciences);
2. Mr. M. D. Kinon (student in humanities, arts, and social sciences)
3. Mr. G. Quiroz (student in sciences and engineering).
The Committee decided not to choose a faculty member for science and engineering since, in this category, there was only one nomination and the information available about the nominee was considered to be an inadequate basis for an award.

The Committee decided to write, at a later date, a letter to register its concerns about the very small number of nominations and the inadequate information available about many nominees and to make some suggestions for improvements in the process.
To be received and placed on file:

The Undergraduate Council developed an independent initiative that was applied to the entering undergraduate class in 2006. Members of the Council recognized that there is a large population of high school students that are receiving their education through the process of home-schooling or through other non-traditional approaches. Offers of admission were given to highly qualified applicants and we are following the academic success of this cohort. They appear to be performing in the top 15% of their entering class. A subcommittee of the Council screened applicants for the 2007 entering class and have recommended admission for another cohort of excellent students.

The Undergraduate Council continued discussions of implementing the process of comprehensive review. Because of the drop in applications and students enrolling in 2005 and 2006, implementation of Phase II of the comprehensive review process has been delayed. All campuses have a committee to set admissions criteria. At UCR, that responsibility rests with the Undergraduate Council. All campuses except UCR have a separate Admissions Committee that evaluates applications in comprehensive review. For the interim, The Undergraduate council will also serve as the Admissions Committee, but appointment of a second committee needs to be investigated when comprehensive review of all applications is initiated.

The continued problem of student applications and enrollment at UCR has been compounded by a systemwide decision to raise the entrance requirements, particularly the increase in the minimum high school GPA, to reduce overall enrollment. The effect of this decision was to cut off a pool of students who had previously been eligible for admission. The undergraduate Council discussed the implications of this decision and recommended that the applications of individuals who would have been eligible for admission to UCR under the criteria used in 2005 would be included in the pool of students eligible for admission by exception. The net effect of this decision would be to maintain the quality of the student population at previous levels.

The Academic Senate Advisory Committee directed a number of standing committees, including the Undergraduate Council, to evaluate the report of the Student Success Task Force and the proposal for the Department of Media and Cultural Studies. We discussed the Student Success Task Force document extensively. Particular attention was paid to the incorporation of the recommendations of the Council on student advising into the report. A series of recommendations were reported back to the Advisory Committee.
The Council took responsibility for reviewing the process of evaluating student mini-grants submitted to the Office of Undergraduate Student Services during the fall quarter. We were not prepared to review grant applications in subsequent quarters.

C. Allgor
P. Hoffman
P.M. Johnson
S-H Lee
P.M. Sadler
F.M. Vahid
L. Lundgren, Ex Officio
T. Paine, Chair
To be received and placed on file:

The Committee on University Extension met four times in the period from July 2006, to April 17, 2006 and will meet once during the summer. The Committee examined and approved 397 courses and instructors in the X 300-400 series. There were 18 courses in the X 1-200 series submitted for review this year. The Committee also approved four programs for extension certificates.

The Committee made a few minor adjustments to its own procedures for approval of courses and instructors.

The Committee heard regular reports from Vice Chancellor Azzaretto and later, once he left campus, Interim Dean Sheila Dwight on existing University Extension programs and on plans for the future. Again this year, we would like to commend Extension for its continuing efforts to expand its offerings in new directions, and for the high quality of its programs. Extension has developed a number of very innovative programs this year, and the quality of its instructors continues to be excellent.

Finally, we thank the staff of the Office of the Academic Senate and of University Extension for their excellent support services.

G. Canalizo
J. A. Dodds
W. W. Megenney
L. A. Pedrotti
J. Silva-Risso

______________, ASUCR Representative
______________, GSA Representative
J. G. Morse, Chair
To be received and placed on file:

The Committee on Committees reports the following appointments made since the last report of February 20, 2007:

Appointed Professor R. Schultz of the Department of Mathematics, as Chair of the In Memoriam Committee for Professor X-S. Lin. Professors Y-S. Poon, B. Wong, and F. Xu of the Mathematics Department were appointed as members of the committee.

Appointed Professor R. B. Axelrod to the Committee on Preparatory Education as a replacement member for Winter and Spring Quarter.

Appointed the following to the Health Affairs Committee: N. L. Schiller, Chair - Biomedical Sciences, B. Anvari - Bioengineering, C. V. Byus - Biomedical Sciences, M. J. Carson - Biomedical Sciences, K. Defea - Biomedical Sciences, C. Y. Lytle - Biomedical Sciences, A. W. Norman - Biochemistry, J. Shyy - Biomedical Sciences, D. Siegal - AGSM, and C. Trafzer - History.

Appointed Professors J. Millar and K. Baerenklau to serve on the Committee on Sales and Services Activities (COSSA).

Appointed J. W. Childers, English, Co-Chair; J. C. Briggs, English; Y-S. Poon, Mathematics; S. Mahalingam, Mechanical Engineering; and R. A. Hanneman, Sociology to serve on the Joint Senate and Administration Summer Session Committee.

Appointed Professor G. E. Haggerty of the Department of English, as Chair of the In Memoriam Committee for Professor G. W. Bredbeck. Professors J. M. Ganim and D. S. Willis of the English Department were appointed as members of the committee.

Nominated a faculty member to serve on the UCSC Chancellor Search Committee.

Nominated a slate of 12 faculty members to serve on the Search Committee for the Founding Dean of the School of Medicine.

Appointed Professor A. L. N. Rao of Plant Pathology to serve on the Reg. Fee Committee.

Appointed the following to serve on the Joint Senate and Administration Task Force on Department Chairs: Gloria Gonzales-Rivera, Economics; Marylynn Yates, Environmental Sciences; Mary Drosier, Earth Sciences; and Walter Clark, Music.

Appointed Professors D. Burrill of Dance and S. Currie of Cell Biology and Neuroscience to serve on the Committee to Review the new UCR Website.
Appointed Professor R. Redak of Entomology to serve as the Vice Chair of the Division, filling the unexpired term of Professor R. Luben, who resigned the position.

Nominated a slate of 10 faculty members to serve on the Chancellor's Review Committee.

Nominated a slate of two faculty members to serve on the Search Committee for the Assistant Vice chancellor of Human Resources.

Nominated two faculty members to serve on the Emergency Management Committee.

Nominated three faculty members to serve on the Campus Safety Committee

R. A. CARDULLO
V. CHARI
J. M. GANIM
A. MULCHANDANI
K. PYKE
E. ROLLAND
F. M. SLADEK
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S. HAYES, EX OFFICIO

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C. RUDOLPH
S. SRINIVASAN
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P. TALBOT
J. T. TRUMBLE

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BOARS

P. M. SADLER

CCGA

P. S. SPRINGER

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H. L. HENRY

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J. D. HARE

PRIVILEGE & TENURE

T. SHAPIRO

RESEARCH POLICY

J. WUDKA

RULES & JURISDICTION

J. C. LAURSEN

NONE

5/8/2007
To be received and placed on file:
The Committee on Courses has approved the following courses

<table>
<thead>
<tr>
<th>COURSE NO.</th>
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<th>EFFECTIVE YEAR</th>
<th>COURSE TITLE</th>
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<td>AHS 116</td>
<td>Spring</td>
<td>2007</td>
<td>Architecture and Arts of the Andes</td>
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<td>BIEN 010</td>
<td>Fall</td>
<td>2007</td>
<td>Overview of Bioengineering</td>
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<td>BIEN 159</td>
<td>Spring</td>
<td>2007</td>
<td>Dynamics of Biological Systems</td>
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<tr>
<td>BIEN 197</td>
<td>Fall</td>
<td>2007</td>
<td>Research for Undergraduates</td>
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<tr>
<td>BIOL 106</td>
<td>Fall</td>
<td>2007</td>
<td>Biology of Human Variation</td>
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<td>BIOL 176</td>
<td>Fall</td>
<td>2007</td>
<td>Comparative Biomechanics</td>
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<td>BMSC 091</td>
<td>Fall</td>
<td>2007</td>
<td>Freshman Advising Seminar for Medical Scholars Program Students (FORMERLY NASC 001)</td>
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<td>BMSC 092</td>
<td>Fall</td>
<td>2007</td>
<td>First-Year Seminar for Medical Scholars Program Students: Topics in Health Careers (FORMERLY NASC 092)</td>
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<td>BMSC 094</td>
<td>Fall</td>
<td>2007</td>
<td>Independent Reading</td>
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<td>BMSC 191</td>
<td>Fall</td>
<td>2007</td>
<td>Seminar in Biomedical Sciences</td>
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<td>BPSC 021</td>
<td>Spring</td>
<td>2008</td>
<td>California's Cornucopia: Food from the Field to Your Table</td>
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<td>CHE 105</td>
<td>Fall</td>
<td>2007</td>
<td>Introduction to Nanoscale Engineering</td>
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<td>CHE 131</td>
<td>Fall</td>
<td>2007</td>
<td>Electrochemical Engineering</td>
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<td>CHE 161</td>
<td>Fall</td>
<td>2007</td>
<td>Nanotechnology Processing Laboratory</td>
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<td>CHEM 1HL A</td>
<td>Fall</td>
<td>2007</td>
<td>Honors General Chemistry Laboratory (FORMERLY CHEM 01HA)</td>
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<td>Honors General Chemistry Laboratory (FORMERLY CHEM 01HB)</td>
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<td>CRWT 057 A</td>
<td>Fall</td>
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<td>Introduction to Fiction</td>
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<td>CRWT 057 B</td>
<td>Fall</td>
<td>2007</td>
<td>Introduction to Poetry</td>
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<td>CRWT 057 C</td>
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<td>2007</td>
<td>Introduction to Creative Nonfiction</td>
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<td>CRWT 250</td>
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<td>2007</td>
<td>Theory for Writers</td>
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<td>Fall</td>
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<td>ECON 184</td>
<td>Spring</td>
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<td>Economic Development in Africa</td>
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<td>EE 114</td>
<td>Fall</td>
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<td>Probability, Random Variables, and Random Processes in Electrical Engineering</td>
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<td>Fall</td>
<td>2007</td>
<td>Magnetic Materials</td>
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<td>ENGL 193 B</td>
<td>Fall</td>
<td>2007</td>
<td>Senior Seminar</td>
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<td>ENSC 100 H</td>
<td>Fall</td>
<td>2007</td>
<td>Honors Introduction to Soil Science</td>
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<td>FVC 036</td>
<td>Fall</td>
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<td>GEO 050</td>
<td>Fall</td>
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<td>Survey of Geoscience for Science Teachers</td>
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<td>Fall</td>
<td>2007</td>
<td>Modern German History through Film</td>
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<td>Fall</td>
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<td>MATH 141</td>
<td>Fall</td>
<td>2007</td>
<td>Fractal Geometry with Applications (FORMERLY MATH 141A, MATH 141B)</td>
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<td>Fall</td>
<td>2007</td>
<td>Fundamentals of Materials Science and Engineering</td>
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<td>Nanostructure Characterization Laboratory</td>
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<td>Fall</td>
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<td>Analytical Materials Characterization</td>
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<td>Fall</td>
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<td>MUS 010</td>
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<td>Advanced Fundamentals</td>
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<td>Bagpipe Ensemble</td>
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<td>Fall</td>
<td>2007</td>
<td>Biomedical Ethics</td>
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<td>PHIL 010</td>
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<td>Language, Mind, and Reality</td>
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<td>PHIL 010 H</td>
<td>Fall</td>
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<td>Honors Language, Mind, and Reality</td>
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<td>PHIL 171</td>
<td>Fall</td>
<td>2007</td>
<td>Feminist Bioethics</td>
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<td>PHIL 180 A</td>
<td>Fall</td>
<td>2007</td>
<td>Symposium in the Law</td>
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<td>Fall</td>
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<td>PHYS 145 C</td>
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<td>PLPA 010</td>
<td>Fall</td>
<td>2007</td>
<td>Microbes and Society: A Window into the Microbial World around Us</td>
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<td>POSC 107</td>
<td>Fall</td>
<td>2007</td>
<td>Non-Western Political Thought</td>
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<td>PSYC 121</td>
<td>Fall</td>
<td>2007</td>
<td>Developmental Neuroscience</td>
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<tr>
<td>RLST 009</td>
<td>Winter</td>
<td>2008</td>
<td>Introduction to Latin American Religions</td>
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<td>SOC 006</td>
<td>Fall</td>
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<td>Introduction to Social Science Data Processing</td>
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<td>Fall</td>
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<tr>
<td>THEA 112 (E-Z)</td>
<td>Fall</td>
<td>2007</td>
<td>Voice for Actors</td>
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<td>THEA 112 F</td>
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<td>WMST 106</td>
<td>Fall</td>
<td>2007</td>
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**CHANGES**

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<tr>
<th>Course Code</th>
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<td>Fall</td>
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<td>Topics in Biochemistry for Career Planning</td>
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<td>BCH 101</td>
<td>Fall</td>
<td>2007</td>
<td>Biochemical Laboratory: Fundamentals</td>
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<td>BCH 188</td>
<td>Spring</td>
<td>2007</td>
<td>Introduction to Oral Presentations</td>
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<td>BIOL 005 A</td>
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<td>Introduction to Cell and Molecular Biology</td>
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**EXTENSION COURSES:**

**Course and Instructor approvals**

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<td>PARENT (FAMILY) INVOLVEMENT IN EARLY CHILDHOOD EDUCATION (3) G. HERNANDEZ, M.A.</td>
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62
HEALTH, NUTRITION, AND SAFETY IN EARLY CHILDHOOD (2)  G. HERNANDEZ, M.A.

SEMINAR IN ADMINISTRATION AND SUPERVISION OF EARLY CHILDHOOD EDUCATION CENTERS, PART A (4.5)  G. HERNANDEZ, M.A.
The Committee on Courses has approved requests to allow the following instructors to teach upper division courses as indicated:

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To be received and placed on file:

The Committee on Courses has approved the following courses for deletion with the concurrence of the departments involved. (These courses have been listed in the General Catalog, but for at least five years, have not been offered, been offered with zero enrollment, or have been offered but canceled.)

EDUC 142
EDUC 220
EDUC 234
EDUC 258
II. Preparation of Course Proposals.

A. Special Instructions for Completing Sections within the Box on the Course Proposal

3. Number of Hours: The number of hours per week proposed by the department should be specified as to lecture, seminar, discussion, workshop, colloquium, laboratory, practicum, research, studio, screening, consultation, field, internship, individual study, extra reading, or other activity. If none of these terms adequately describe the work, the hours may alternately be designated as "activity." The category "activity" may also be used for hours with varying content (e.g., students choose from screening, extra reading, and field trips). Hours per week per unit of credit may not be less than, but may exceed, those listed in the following guidelines:

a. One unit for each hour per week of lecture, seminar, discussion, workshop, colloquium, or consultation. Discussion is assumed to mean that the class meets regularly each week for the purpose of group consideration of course materials as distinct from lecture. The designation of one hour for "consultation" implies a regularly assigned meeting of one hour with each student each week. If such consultation is less, the unit assignment must be appropriately adjusted.

   It is understood that a minimum of two hours of outside reading or other preparation is expected each week for each hour of lecture, seminar, consultation or discussion.

b. One unit for each two to three hours per week of studio, which includes performance or individual practice.

c. One unit for each three hours per week of laboratory, practicum, field work, screening, internship, clinic, thesis, tutorial, and similar assigned problems activity.

d. One unit for three hours of outside reading or other preparation each week is expected for individual study, research, extra reading, term paper, etc. These categories imply that the reading or research effort exceeds the standard preparation to support lecture, discussion, etc. (as described in "a" above). The content of these educational activities and the method of evaluation must be described in the syllabus.
e. Internships: Internships (courses numbered 198I, 198G, 298I, 298G, 398I and 398G) have additional activity and hour requirements. See section VII in these guidelines.

A group activity (e.g., lecture, discussion) refers to class activities at which an instructor presides. An individual activity (e.g., extra reading, term paper) occurs outside of class and an instructor is not present.

The Committee on Courses may require academic units submitting courses to substantiate conformity to these guidelines.
The Committee on University Extension has approved the following courses and/or teacher approvals:

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

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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
To be received and placed on file:

Reports of degrees awarded*

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R. L. Russell, Secretary-Parliamentarian

Riverside Division of the Academic Senate

*The names of the candidates are filed in the official records of the Office of the Registrar
EXECUTIVE COMMITTEE  
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 22, 2007  

To be adopted:  
Proposed Changes to Biochemistry Undergraduate Program  
Bachelor of Science and Bachelor of Arts Degrees in Biochemistry  

PRESENT:  

Biology Emphasis  

1. Lower-division requirements (54-55 units)  
   a) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C  
   b) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 02LA, PHYS 02LB, PHYS 02LC  
   c) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC  
   d) MATH 008B or MATH 009A, MATH 009B, MATH 009C  

2. Statistics requirement (5 units): STAT 100A  

3. Upper-division requirements (49–64 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) BIOL 102  
   d) CHEM 109 or CHEM 110A; CHEM 112A, CHEM 112B, CHEM 112C  

PROPOSED:  

Biology Emphasis  

1. No change  
   a) No change  
   b) No change  
   c) No change  
   d) No change  

2. No change  

3. Upper-division requirements (49–65 units)  
   a) No change  
   b) No change  
   c) No change  
   d) No change
**PRESENT**

e) Choose three biological science courses from the following:

<table>
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<th>(1)</th>
<th>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</th>
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<td>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/NEM 159, BIOL 160, BIOL 161A, BIOL 161B, BIOL 171, BIOL 171L, BIOL 173/ENTM 173, BIOL 175</td>
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<td>BIOL 104/BPSC 104, BIOL 132/BPSC 132, BIOL 143/BPSC 143, BIOL 148/BPSC 148, BIOL 155/BPSC 155, BPSC 135</td>
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<td>CBNS 101, CBNS 106, CBNS 116, CBNS 120/PSYC 120, CBNS 120L/PSYC 120L, CBNS 124/PSYC 124, CBNS 125/PSYC 125, CBNS 150/ENTX 150, CBNS 169</td>
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**PROPOSED**

e) No change

| (1) | No change |
| (2) | No change |
| (3) | No change |
| (4) | No change |
| (5) | No change |
| (6) | No change |
| (7) | No change |

4. BCH 190 or BCH 197 are available as elective courses to juniors who have completed BCH 102 and to seniors. No more than 9 units of courses numbered 190-199 may be counted towards the major.

4. No change
PRESENT

Chemistry Emphasis

1. Lower-division requirements (59-60 units)
   a) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C
   b) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 02LA, PHYS 02LB, PHYS 02LC
   c) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC, CHEM 005
   d) MATH 008B or MATH 009A, MATH 009B, MATH 009C

2. Statistics requirement (5 units): STAT 100A

3. Upper-division requirements (49–58 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) 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.)

4. BCH 190 or BCH 197 are available as elective courses to juniors who have completed BCH 102 and to seniors. No more than 9 units of courses numbered 190-199 may be counted towards the major.

PROPOSED

Chemistry Emphasis

1. No change
   a) No change

2. No change

3. Upper-division requirements (49–59 units)
   a) No change

4. No change
PRESENT

Medical Sciences Emphasis

1. Lower-division requirements (52-53 units)
   a) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C
   b) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 02LA, PHYS 02LB, PHYS 02LC
   c) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC
   d) MATH 008B or MATH 009A, MATH 009B
   e) BCH 096, BCH 098-L

2. Statistics requirement (5 units): STAT 100A

3. Upper-division requirements (50 units)
   a) BCH 101, 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

Graduate and upper-division courses can be substituted with permission of the instructor and the faculty advisor. Graduate courses require a GPA of 3.0 or greater in the sciences. Students should be aware that CHEM 005 is often a requirement for admission to professional schools.

Note: A maximum of 12 units of 190-199 courses may be counted toward the 180 unit graduation requirement. All courses used towards the Biochemistry major requirements must be taken for letter grades.

PROPOSED

Medical Sciences Emphasis

1. No change
   a) No change
   b) No change
   c) No change
   d) No change
   e) No change

2. No change

3. Upper-division requirements (51 units)
   a) No change
   b) No change
   c) No change
   d) No change
   e) No change

No change.
JUSTIFICATION:

Biology Emphasis 3. a)

BCH 101, “Biochemical Laboratory: Fundamentals”, increased to 3 units, approved by College of Natural and Agricultural Sciences on 1/31/07 and approved in CRAMS on 2/5/07. BCH 101 is a required course of the major and this unit revision reflects this change.

Chemistry Emphasis 3. a)

BCH 101, “Biochemical Laboratory: Fundamentals”, increased to 3 units, approved by College of Natural and Agricultural Sciences on 1/31/07 and approved in CRAMS on 2/5/07. BCH 101 is a required course of the major and this unit revision reflects this change.

Medical Sciences Emphasis 3. a)

BCH 101, “Biochemical Laboratory: Fundamentals”, increased to 3 units, approved by College of Natural and Agricultural Sciences on 1/31/07 and approved in CRAMS on 2/5/07. BCH 101 is a required course of the major and this unit revision reflects this change.

APPROVALS:

Approved by the faculty of the Department of Biochemistry: 2/6/07
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: 2/21/07
Approved by the Committee on Educational Policy: 3/7/07
EXECUTIVE COMMITTEE
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
May 22, 2007

To be adopted:

Proposed Changes to the B.S. Degree in Biological Sciences

PRESENT:

Plant Biology Track

1. Upper-division core requirements (49-51 units)
   a) BIOL 102
   b) BPSC 104/BIOL 104
   c) Three courses from the following: BIOL 107A, BPSC 132/BIOL 132, BPSC 135, BPSC 138/BIOL 138, BPSC 143/BIOL 143, BPSC 146

PROPOSED:

Plant Biology Track

1. Upper-division core requirements (28-32 units)
   a) [no change]
   b) BPSC 104/BIOL 104 (may be waived with consent of the faculty advisor)
   c) BIOL 132/BPSC 132, BIOL 143/BPSC 143, BPSC 133
   d) At least 8 units from the following:
      BIOL 100/ENTM 100, BIOL 120/MCBL 120/PLPA 120, BIOL 120/L/MCBL 120L/PLPA 120L, BIOL 121/MCBL 121, BIOL 121L/MCBL 121L, BIOL 123/MCBL 123/PLPA 123, BIOL 124/MCBL 124, BIOL 134/PLPA 134, BIOL 134L/PLPA 134L, BIOL 159/NEM 159, BPSC 134/ENSC 134/SWSC 134, ENSC 120/NEM 120/SWSC 120, ENTM 124
   e) Two (2) units of BPSC 195H, BPSC 197, BPSC 198-I, or BPSC 199

2. Additional upper-division requirements (24 units must come from one of the following four areas of specialization)
   a) Plant Cellular, Molecular, and Developmental Biology (Genetics, Biotechnology)
      BCH 102, BCH 110A, BCH 110B, BCH 110C or BIOL 107A, BCH 162, BCH 183,
b) Organismal Botany and Plant Sciences (Anatomy, Biochemistry, Development, Morphology, Physiology, Horticulture, Agronomy, Botany)

BCH 102, BCH 183, BIOL 107A, BIOL 107B, BIOL 108, BIOL 115, BIOL 121/MCBL 121, BIOL 121L/MCBL 121L, BIOL 124/MCBL 124, BPSC 135, BPSC 148/BIOL 148, BPSC 150, BPSC 153/BIOI 153 or BIOL 109, BPSC 155/BIOI 155, CBNS 128/BIOL 128, CBNS 150/ENTM 150, CHEM 109, ENTM 110/BIOL 110, ENTM 112/BIOL 112/BPSC 112, ENSC 100/SWSC 100, ENSC 120/NEM 120/SWSC 120, NEM 159/BIOI 159, PLPA 120/BIOI 120/MCBL 120, PLPA 134/BIOL 134, PLPA 134L/BIOL 134L, STAT 120A, STAT 120B

b) Plant Genetics, Breeding, and Biotechnology

(1) BPSC 150

(2) Additional units from the following to meet the B.S. requirement:


b) Plant Genetics, Breeding, and Biotechnology

(1) BPSC 146

(2) Additional units from the following to meet the B.S. requirement:


c) Ecology, Evolution, and Systematics

(1) ANTH 140

(2) Additional units from the following to meet the B.S. requirement:

100/SWSC 100, GEO 151, NEM 
159/Biol 159, PLPA 120/Biol
120/MCBL 120, PLPA 120L/Biol
120L/MCBL 120L, PLPA 120L/Biol
Biol 134L/Biol 134L, STAT 120A,
STAT 120B, SWSC 104/ENSC 104,
SWSC 134/ENSC 134

158, BPSC 166, ENSC 100/SWSC
100, GEO 151

3. Additional upper-division courses in
biological sciences and related areas from
any of the above lists, and students may
apply a maximum of six units of BPSC 190
and/or BPSC 197 and/or BPSC 198-I to
bring total units to 52.

JUSTIFICATIONS:

1.b) Students who have high GPAs and have done well in freshman Biology can move directly into 1.c
and 1.d courses. Students who do choose to take the course can count it towards their degree.

1.c) Three basic upper division laboratory courses provide common background and learning
experiences for the major. Students progress through these courses as cohorts or learning
communities and form social bonds with one another. Since each of these courses has a laboratory,
the students learn a breadth of laboratory and field skills necessary for strong training in Plant
Biology. Each course covers overlapping and interfacing materials for the other two. One of these
courses is available in each quarter of the academic year and they can be taken in any order. This
provides the necessary flexibility in the program that a ABC series would not allow. As a triad these courses provide the background needed for all four areas of concentration.

1.d) A new breadth requirement ensures that students to learn about the biology of organisms that interact with plants. Flowering plants are the most successful group of plants on earth because of their ability to form mutualistic relationships with other organisms and ward off attack by pathogens. Students use this breadth requirement to learn more about these organisms and to appreciate their interactions with plants.

2. Areas of Specialization
   We require one central course (in plant biology or plant path) in each of the areas of specialization. Plant Cell Biology (135) for the Cell/Molecular area, a revised version of Plant Breeding (150) for the Genetics area, Plant Ecology (146) for the Ecology/Evolution/Systematics area and Intro to Plant Path (120) in the Plant Path area. These courses should also be distributed in different quarters.

2.a) and 2.c) We reduced the number of courses available in the curriculum for these two specialization areas (Plant Cellular and Ecology) to provide a stronger focus for our students. Flexibility is built in by individual advising that we provide to our students.

2.b) We changed this area of concentration to a more modern discipline (from Organismal Botany to Plant Genetics, Breeding, and Biotechnology). This should be a more interesting and vibrant emerging field to draw in students.

APPROVALS:

Plant Sciences Track: Approved by the Biological Sciences Committee in Charge: 4/12/07
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: 4/18/07
Approved by the Committee on Educational Policy: 5/4/07
To be adopted:

Proposed Changes to the B.S. Degree in Biological Sciences

PRESENT:

Entomology Track

PROPOSED:

1. Upper division required courses (33 units)
   a) BCH 100
   b) BIOL 102, BIOL 151
   c) BIOL 104/BPSC 104
   d) BIOL 100/ENTM 100, BIOL 112/BPSC 112/ENTM 112, BIOL 127/ENTM 127, BIOL 173/ENTM 173

2. Additional upper division requirements (at least 6 units from the following)
   BIOL 162/ENTM 162, ENTM 109, ENTM 114, ENTM 124, ENTM 126, ENTM 126L, ENTM 128, ENTM 129, ENTM 129L, ENTM 132, ENTM 133, ENTM 190, ENTM 197 [no more than three units of ENTM 190 and ENTM 197 (in combination) may be taken toward fulfilling this requirement]

3. Related areas (at least 7 units from the following)
   a) Agriculture: BIOL 120/MCBL 120/PLPA 120, BIOL 134/PLPA 134, BIOL 134L/PLPA 134L, BIOL 143/BPSC 143, BIOL 159/NEM 159, BPSC 150, BPSC 158, BPSC 166, ENSC 100/SWSC 100, ENSC 120/NEM 120/SWSC 120
   c) Cell, Molecular, and Organismal Biology: BIOL 107A, BIOL 107B, BIOL 109, BIOL 113, BIOL 114, BIOL 121/MCBL 121, BIOL 121L/MCBL 121L, BIOL
124/MCBL 124, BIOL 174, BIOL 175, 
BIOL 178, CBNS 101

4. Additional courses in biological sciences 
   (upper division) and related areas from the 
   approved list to bring total units to 52.

JUSTIFICATION:

The Entomology Track Committee proposes deletion. There has been no student interest or participation 
since the inception of this track. This track also duplicates the departmental major.

APPROVALS:

Approved by the Biological Sciences Committee in Charge: 1/29/07
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: 3/14/07
Approved by the Committee on Educational Policy: 4/24/07
EXECUTIVE COMMITTEE
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
May 22, 2007

To be adopted:
Proposed Changes to the B.A. and B.S. Degrees in Botany and Plant Sciences

PRESENT:

The Departments of Botany and Plant Sciences, Plant Pathology, and Nematology participate in an interdepartmental program leading to either a B.A. or B.S. degree in Botany and Plant Sciences. In addition, these departments and others participate in the Plant Biology Track within the interdisciplinary Biological Sciences major. In this program, students earn a B.S. degree in Biological Sciences. Course requirements for the Plant Biology Track are listed under the Biological Sciences major in this catalog.

Major in Botany and Plant Sciences

Transfer Students

Students planning to transfer to UCR with a major in Botany and Plant Sciences must have “C” or higher grades in general chemistry (item 1, below) and at least two of the remaining sequences in the recommended priority 2, 3, 4, 5. Transfer students will usually find it advantageous to complete most or all sequences before starting at UCR. All prospective transfers should try to complete the sequences they begin rather than divide a sequence between two campuses. To be eligible to transfer into the Botany and Plant Sciences major, students must also have a minimum GPA of 2.70 in transferable college courses.

1. General chemistry, equivalent to CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC

PROPOSED:

The Departments of Botany and Plant Sciences, Plant Pathology, and Nematology participate in an interdepartmental program leading to either a B.A. or B.S. degree in Plant Biology. In addition, these departments and others participate in the Plant Biology Track within the interdisciplinary Biological Sciences major. In this program, students earn a B.S. degree in Biological Sciences. Course requirements for the Plant Biology Track are listed under the Biological Sciences major in this catalog.

Major in Plant Biology

Transfer Students

Students planning to transfer to UCR with a major in Plant Biology must have a minimum GPA of 2.7 in transferable college courses and “C” or higher grades in a year sequence of general chemistry and in courses equivalent to our BIOL 005A, BIOL 005B. We also recommend that transfer students complete a year of college calculus before admission. Exceptions may be granted by the faculty advisor.

1. General chemistry, equivalent to CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC

2. First-year calculus, equivalent to MATH 009A, MATH 009B
3. Introductory biology (for science majors), equivalent to BIOL 005A, BIOL 05LA, and BIOL 005B (and BIOL 005C, if available)

4. Organic chemistry, equivalent to CHEM 112A, CHEM 112B, CHEM 112C

5. General physics with laboratory (calculus-based) equivalent to PHYS 002A, PHYS 002B, PHYS 002C (and PHYS 02LA, PHYS 02LB, PHYS 02LC) or PHYS 040A, PHYS 040B, PHYS 040C

Major Requirements

The major requirements for the B.S. and B.A. degrees in Botany and Plant Sciences are as follows:

1. Life Sciences core requirements (68-72 units)

   Students must complete all required courses with a grade of “C-” or better and with a cumulative GPA in the core courses of at least 2.0. Grades of “D” or “F” in two core courses, either separate courses or repetitions of the same course, are grounds for discontinuation from the major.

   a) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C

   b) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC, CHEM 112A, CHEM 112B, CHEM 112C

   c) MATH 008B or MATH 009A, MATH 009B (MATH 009C recommended)

   d) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 02LA, PHYS 02LB, PHYS 02LC

   e) STAT 100A or STAT 105

   f) BCH 100 or BCH 110A (BCH 110A is strongly recommended)
Note for the B.S. degree, courses in Statistics and Biochemistry taken as part of the core may count toward the 24 units from an area of specialization. For the B.A. degree, courses in Statistics and Biochemistry taken as part of the core may not count toward the 16 units required from an area of specialization.

2. Upper-division requirements (37-52 units)

A GPA of at least 2.0 in upper-division courses taken in the field of the major is a graduation requirement. A student is subject to discontinuation from the major whenever the GPA in upper-division course work is below 2.0. Students finding themselves in this circumstance must meet with an advisor.

a) BIOL 102

b) BPSC 104/BIOL 104

c) Three courses from the following: BIOL 107A, BPSC 132/BIOL 132, BPSC 133, BPSC 135, BPSC 138/BIOL 138, BPSC 143/BIOL 143, BPSC 146

d) Two (2) units of BPSC 195H, BPSC 197, BPSC 198-I, or BPSC 199

e) For the B.S. 24 units from one of the four areas of specialization (consult with a faculty advisor) and additional upper-division courses in biological sciences and related areas from any of the areas of specialization lists, and students may apply a maximum of 6 units of BPSC

f) For the B.S. 20 additional units from one of the four areas of specialization (consult with a faculty advisor) and additional upper-division courses in biological sciences and related areas from any of the areas of specialization lists, and students

2. Upper-division requirements (40-52 units)

[no change]

a) [no change]

b) BPSC 104/BIOL 104 (may be waived with consent of the faculty advisor)

c) BIOL 132/BPSC 132, BIOL 143/BPSC 143, BPSC 133

d) At least 8 units from the following: BIOL 100/ENTM 100, BIOL 120/MCBL 120/PLPA 120, BIOL 120L/MCBL 121L, BIOL 121/121L, BIOL 123/MCBL 123/PLPA 123, BIOL 124/MCBL 124, BIOL 134/PLPA 134, BIOL 134L/PLPA 134L, BIOL 159/NEM 159, BPSC 134/ENSC 134/SWSC 134, ENSC 120/NEM 120/SWSC 120, ENTM 124

e) Two (2) units of BPSC 195H, BPSC 197, BPSC 198-I, or BPSC 199

f) For the B.S. 20 additional units from one of the four areas of specialization (consult with a faculty advisor) and additional upper-division courses in biological sciences and related areas from any of the areas of specialization lists, and students
190 and/or BPSC 195H and/or BPSC 197 and/or BPSC 198-I to bring total units to 52.

For the B.A. 46 units from one of the four areas of specialization (consult with a faculty advisor).

**Note** Students planning a B.A. degree should schedule the required language courses in place of a series of electives.

Areas of Specialization

Individual student career goals may be achieved by selecting an area of specialization within the diverse disciplines of botany and plant sciences. Adjustments within these programs can be made to accommodate students’ interests. Students must consult with a faculty advisor to clarify educational goals and to plan a program of study.

1. **Plant Cellular, Molecular, and Developmental Biology (Genetics, Biotechnology)**


2. **Organismal Botany and Plant Sciences (Anatomy, Biochemistry, Development, Morphology, Physiology, Horticulture, Agronomy, Botany)**

   May apply a maximum of 6 units of BPSC 190 and/or BPSC 195H and/or BPSC 197 and/or BPSC 198-I and/or BPSC 199. Requirements a) through f) must be at least 52 units in total.

For the B.A. 12 additional units from one of the four areas of specialization (consult with a faculty advisor).

Areas of Specialization

1. **Plant Cellular, Molecular, and Developmental Biology**

   a) BPSC 135

   b) Additional units from the following to meet either the B.S. or B.A. requirement:

      BCH 102, BCH 110B, BCH 110C or BIOL 107A, BCH 153/BIOL 153/BPSC 153, BCH 162, BCH 183, BIOL 107B, BIOL 113, BIOL 114, BIOL 121/MCBL 121, BIOL 121L/MCBL 121L, BIOL 123/MCBL 123/PLPA 123, BIOL 155/BIOL 155, BIOL 168, CBNS 101, CBNS 108

2. **Plant Genetics, Breeding, and Biotechnology**

   1. **Plant Cellular, Molecular, and Developmental Biology**

      a) BPSC 135

      b) Additional units from the following to meet either the B.S. or B.A. requirement:

         BCH 102, BCH 110B, BCH 110C or BIOL 107A, BCH 153/BIOL 153/BPSC 153, BCH 162, BCH 183, BIOL 107B, BIOL 113, BIOL 114, BIOL 121/MCBL 121, BIOL 121L/MCBL 121L, BIOL 123/MCBL 123/PLPA 123, BIOL 155/BIOL 155, BIOL 168, CBNS 101, CBNS 108
3. Ecology, Evolution, and Systematics

(Agriculture and Natural Resources, Agroecology, Ethnobotany, Population Biology, Taxonomy)

ANTH 110, ANTH 111, ANTH 120, BCH 102, BCH 183, BIOL 105, BIOL 108, BIOL 116, BIOL 116L, BIOL 117 or ENTM 127/BIOL 127, BIOL 164A, BIOL 164B, BIOL 164C, BPSC 133, BPSC 146, BPSC 150, BPSC 155, BPSC 158, CPSC 166, ENTM 100/BIOL 100, ENTM 109, ENTM 124, ENTM 127/BIOL 127, ENTM 129, ENTM 129L, ENSC 100, SWSC 104, SWSC 134/ENSC 134, SWSC 134/BPSC 134/ENSC 134

4. Pest Management, Plant Pathology, and Nematology

BCH 183, BIOL 121/MCBL 121, BIOL 121L/MCBL 121L, BIOL 124/MCBL 124, BPSC 133, BPSC 146, BPSC 150, BPSC 158, BPSC 166, ENTM 100/BIOL 100, ENTM 109, ENTM 124, ENTM 127/BIOL 127, ENTM 129, ENTM 129L, ENSC 100, SWSC 104, SWSC 134/ENSC 134, SWSC 134/BPSC 134/ENSC 134

3. Ecology, Evolution, and Systematics

a) BPSC 150

b) Additional units from the following to meet either the B.S. or B.A. requirement:

  - BCH 153/BIOL 153/BPSC 153
  - BIOL 105
  - BIOL 107A, BIOL 107B, BIOL 108
  - BIOL 109, BIOL 119, BIOL 148/BPSC 158, BIOL 155/BPSC 155
  - BPSC 135, BPSC 138, BIOL 165/BPSC 165
  - BPSC 166, SWSC 134/BPSC 134/ENSC 134

4. Plant Pathology, Nematology, and Pest Management

a) BIOL 120/MCBL 120/PLPA 120

b) Additional units from the following to meet either the B.S. or B.A. requirement:

[no change]
100/SWSC 100, ENSC 120/NEM 120/SWSC 120, NEM 159/BIOL 159, PLPA 120/BIOL
120/MCBL 120, PLPA 120L/BIOL 120L/MCBL 120L, PLPA 123/BIOL
123/MCBL 123, PLPA 134/BIOL 134, PLPA 134L/BIOL 134L/BIOL 134L/SWSC 104/ENSC 104

**JUSTIFICATIONS:**

Program Name Change: We are changing the name of the program to Plant Biology. This is a more modern terminology.

Transfer Students: The current requirements for admission of transfer students into our major are too restrictive and are excluding good students who can be successful in the program.

**Major Requirements**

2.b) We are making BPSC 104 optional. Students who have high GPAs and have done well in freshman Biology can move directly into 2c and 2d courses. Students who do choose to take the course can count it towards their degree.

2.c) Three basic, but focused lower, upper division, laboratory courses provide common background and learning experiences for the major. Students progress through these courses as cohorts or learning communities and form social bonds with one another. Since each of these courses has a laboratory, the students learn a breadth of laboratory and field skills necessary for strong training in Plant Biology. Each course covers overlapping and interfacing materials for the other two. One of these courses is available in each quarter of the academic year and they can be taken in any order. This provides the necessary flexibility in the program that a ABC series would not allow. As a triad these courses provide the background needed for all four areas of concentration.

2.d) A new breadth requirement ensures that students to learn about the biology of organisms that interact with plants. Flowering plants are the most successful group of plants on earth because of their ability to form mutualistic relationships with other organisms and ward off attack by pathogens. Students use this breadth requirement to learn more about these organisms and to appreciate their interactions with plants.

**Areas of Specialization**

We require one central course (in plant biology or plant path) in each of the areas of specialization. Plant Cell Biology (135) for the Cell/Molecular area, a revised version of Plant Breeding (150) for the Genetics area, Plant Ecology (146) for the Ecology/Evolution/Systematics area and Intro to Plant Path (120) in the Plant Path area. These courses should also be distributed in different quarters.

1. and 3. We reduced the number of courses available in the curriculum for these two specialization areas (Plant Cellular and Ecology) to provide a stronger focus for our students. Flexibility is built in by individual advising that we provide to our students.
2. We changed this area of concentration to a more modern discipline (Organismal Botany to Plant genetics/breeding and biotechnology). This should be a more interesting and vibrant emerging field to draw in students.

**APPROVALS:**

Approved by the faculty of the Department of Botany and Plant Sciences: January 8, 2007
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: January 31, 2007
Approved by the Committee on Educational Policy: February 21, 2007
EXECUTIVE COMMITTEE
BOURNS COLLEGE OF ENGINEERING
REPORT TO THE RIVERSIDE DIVISION
MAY 22, 2007

PROPOSED CHANGE TO CHEMICAL ENGINEERING MAJOR REQUIREMENTS

To be adopted:

PRESENT:
Major Requirements
Chemical Engineering
Students must choose either a Biochemical Engineering, Chemical Engineering, or Bioengineering option.
1. Lower-division requirements (62 units)
   a) BIOL 005A, BIOL 05LA
   b) CHEM 001A, CHEM 001B, CHEM 001C
      CHEM 01LA, CHEM 01LB, CHEM 01LC
   c) CS 010
   d) MATH 008B or MATH 009A,
      MATH 009B, MATH 009C, MATH 010A,
      MATH 010B, MATH 046
   e) PHYS 040A, PHYS 040B, PHYS 040C
2. Upper-division requirements (76 units)
   a) CEE 158
   b) CHEM 112A, CHEM 112B, CHEM 112C
   c) CHE 100, CHE 110A, CHE 110B,
      CHE 114, CHE 116, CHE 117, CHE 118,
      CHE 120, CHE 122, CHE 160B, CHE 160C,
      CHE 175A, CHE 175B
   d) CHE 130/ENVE 130,
      CHE 160A/ENVE 160A
   e) ENGR 118
3. Option requirements: choose one option
   a) Biochemical Engineering option (20 units)
      (1) BCH 110A
      (2) BIOL 121/MCBL 121
      (3) CEE 010
      (4) CHE 124, CHE 124L
      (5) Four (4) units of technical electives
          chosen from CEE 132, CEE 135,
          CHE 140, CHE 150, CHE 171,
          ENVE 121
   b) Chemical Engineering option (18 units)
      (1) CEE 010, CEE 125
      (2) Twelve (12) units of technical electives
          chosen from CEE 132, CEE 135,
          CHE 102, CHE 136, CHE 171,
          ENVE 120, ENVE 133, ENVE 134,
          ENVE 138

PROPOSED:
Major Requirements
Chemical Engineering
Students must choose either a Biochemical Engineering, Chemical Engineering, Bioengineering option, or Nanotechnology option.
1. Lower-division requirements (62 units)
   a) BIOL 005A, BIOL 05LA
   b) CHEM 001A, CHEM 001B, CHEM 001C
      CHEM 01LA, CHEM 01LB, CHEM 01LC
   c) CS 010
   d) MATH 008B or MATH 009A,
      MATH 009B, MATH 009C, MATH 010A,
      MATH 010B, MATH 046
   e) PHYS 040A, PHYS 040B, PHYS 040C
2. Upper-division requirements (76 units)
   a) CEE 158
   b) CHEM 112A, CHEM 112B, CHEM 112C
   c) CHE 100, CHE 110A, CHE 110B,
      CHE 114, CHE 116, CHE 117, CHE 118,
      CHE 120, CHE 122, CHE 160B, CHE 160C,
      CHE 175A, CHE 175B
   d) CHE 130/ENVE 130,
      CHE 160A/ENVE 160A
   e) ENGR 118
3. Option requirements: choose one option
   a) Biochemical Engineering option (20 units)
      (1) BCH 110A
      (2) BIOL 121/MCBL 121
      (3) CEE 010
      (4) CHE 124, CHE 124L
      (5) Four (4) units of technical electives
          chosen from CEE 132, CEE 135,
          CHE 140, CHE 150, CHE 171,
          ENVE 121
   b) Chemical Engineering option (18 units)
      (1) CEE 010, CEE 125
      (2) Twelve (12) units of technical electives
          chosen from CEE 132, CEE 135,
          CHE 102, CHE 136, CHE 171,
          ENVE 120, ENVE 133, ENVE 134,
          ENVE 138
c) Bioengineering option (24-26 units)
(1) BCH 110A, BCH 110B
(2) BIOL 005B, BIOL 005C
(3) Six to eight (6-8) units of technical electives chosen from
   BIEN 140A/CEE 140A,
   BIEN 140B/CEE 140B, BIOL 107A,
   BIOL 107B, BIOL 115,
   BIOL 121/MCBL 121, BIOL 128/
   CBNS 128, CEE 147, CEE 159, CHE 124,
   CHE 140, CHE 150
Visit the Student Affairs Office in the College of Engineering or www.engr.ucr.edu/studentaffairs for a sample program.

d) Nanotechnology option (21 units)
(1) CEE 010
(2) CHE 105
(3) CHE 161
(4) CEE 135
(5) Eight (8) units of technical electives chosen from
   CHE 102, CHE 131, ENVE 133,
   ME 114, MSE 160, MSE 161
Visit the Student Affairs Office in the College of Engineering or www.engr.ucr.edu/studentaffairs for a sample program.
JUSTIFICATION:

Nanotechnology, broadly defined as the engineering of materials or functional systems at atomic or molecular scales up to about 1 µm, is expected to change many aspects of our everyday life, ranging from health protection, computers, coatings, to energy generation. Some examples of potential applications include inexpensive and efficient solar energy systems, a renewable and zero-carbon emission source, computers with a billion processors, medical devices able to destroy viruses and cancer cells without damaging healthy cells, materials 100 times stronger than steel and superior civilian and military systems. In the coming decades, advanced nanotechnology will work with molecular precision, building a wide range of products that are impossible to make today. This will have global economical and societal impacts.

Nanotechnology is a broad and multidisciplinary field. However, within this field, chemical engineers can play an important role as chemical engineers combine a deep understanding of basic chemistry, thermodynamics, transport phenomena, kinetics and processes.

In this context, it is important to modify and adapt curricula to anticipate future the needs. Therefore we are proposing a new Nanotechnology option within the chemical engineering degree. Students following that option will take the same core courses as all other chemical engineering students and will therefore have strong bases in basic chemical engineering science. The students will then take CHE 105 (new) Introduction to Nanoscale Engineering which will provide students with knowledge and understanding of nanomaterials and devices and related basic science. The students will acquire essential chemistry knowledge in CEE 135 (Chemistry of Materials). Students will gain valuable hands-on experience in CHE 161 (Nanotechnology Processing Laboratory). Both CHE 105 and 161 have been designed so that the content can be adapted to include the latest discoveries in the filed. Students complete the option requirements by selecting two electives from a list of chemical, environmental, mechanical, and material science and engineering courses. The electives allow the student to mold the program to their interest.

Remarks:
1. As designed, the new option will comply with ABET requirements for accreditation of our chemical engineering program.
2. The proposed option makes optimum use of existing courses and newly approved courses for the Materials Science and Engineering (MSE) B.S. degree. Only two new courses are required (CHE 105 and CHE 161) which have already been approved by the BCOE Executive Committee. These new courses can also be taken by students following the proposed MSE B.S. degree.
3. The proposed option fits nicely with the focus on nanotechnology in the Department of Chemical and Environmental Engineering and the major investment in this area by the campus.

APPROVALS:

Approved by the faculty of the Chemical and Environmental Engineering Department: 3/22/07
Approved by the Executive Committee of the College of Engineering: 4/3/07
Approved by the Committee on Educational Policy: 5/4/07
To be adopted:

**PRESENT:**

**College Requirements**

See The Marlan and Rosemary Bourns College of Engineering, Colleges and Programs section.

The Electrical Engineering major uses the following major requirements to satisfy the college’s Natural Sciences and Mathematics breadth requirement.

1. One course in the biological sciences chosen from an approved list
2. CHEM 001A, CHEM 01LA
3. MATH 008B or MATH 009A
4. PHYS 040A, PHYS 040B

**Major Requirements**

1. Lower-division requirements (70 units)
   a) One course in the biological sciences chosen from an approved list
   b) CHEM 001A, CHEM 01LA
   c) CS 010, CS 061
   d) EE 001A, EE 01LA, EE 001B, EE 010
   e) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   f) ME 010
   g) PHYS 040A, PHYS 040B, PHYS 040C

**PROPOSED:**

**College Requirements**

See The Marlan and Rosemary Bourns College of Engineering, Colleges and Programs section.

The Electrical Engineering major uses the following major requirements to satisfy the college’s Natural Sciences and Mathematics breadth requirement.

1. One course in the biological sciences chosen from an approved list
2. CHEM 001A, CHEM 01LA
3. MATH 008B or MATH 009A
4. PHYS 040A, PHYS 040B

**Major Requirements**

1. Lower-division requirements (70 units)
   a) One course in the biological sciences chosen from an approved list
   b) CHEM 001A, CHEM 01LA
   c) CS 010, CS 061
   d) EE 001A, EE 01LA, EE 001B, EE 010
   e) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   f) ME 010
   g) PHYS 040A, PHYS 040B, PHYS 040C
2. Upper-division requirements (81 units)

a) EE 100A, EE 100B, EE 105, EE 110A, EE 110B, EE 115, EE 116, EE 132, EE 141, EE 175A, EE 175B
b) CS 120A/EE120A, CS 120B/EE 120B
c) ENGR 180
d) STAT 155 or STAT 161
e) Twenty (20) units of technical electives (chosen with the approval of a faculty advisor) from CS 122A, CS 130, CS 143/EE143, CS 161, CS 168; EE 117, EE 128, EE 133, EE 134, EE 135, EE 136, EE 137, EE 140, EE 144, EE 146, EE 150, EE 151, EE 152, EE 160

Visit the Student Affairs Office in the College of Engineering or [www.engr.ucr.edu/studentaffairs](http://www.engr.ucr.edu/studentaffairs) for a sample program.

The choice of technical electives must ensure that the upper division requirements include at least one coherent sequence of at least three (3) electrical engineering courses to ensure depth in one area of electrical engineering. Example course sequences are available through the Student Affairs Office in the College of Engineering or [www.engr.ucr.edu/studentaffairs](http://www.engr.ucr.edu/studentaffairs).

**Justification:**

The ABET evaluator had two concerns:
- The previous catalog text allowed a student to graduate with as few as two EE Technical Electives.
- The previous catalog text allowed a student to graduate without depth in a specific EE area. The revised text addresses both issues. The revised text is very similar to the existing text for the CmpE program.

Approved:
Faculty of the Electrical Engineering Department: 1/5/2007
BCOE Executive Committee: 1/29/2007
Committee on Educational Policy: 3/29/07
To be adopted: Proposed Changes to the B.A. and B.S. Degrees in Entomology

PRESENT:

The Department of Entomology offers undergraduate programs leading to either the B.S. or B.A. degree.

PROPOSED:

No Change

Major Requirements

The major requirements for both the B.A. and the B.S. degrees in Entomology are as follows:

1. Lower-division requirements (50-51 units)
   a) BIOL005A, BIOL005LA, BIOL005B, BIOL005C
   b) PHYS002A, PHYS002B, PHYS002C, PHYS002LA, PHYS002LB, PHYS002LC
   c) MATH 008B or MATH 009A, MATH 009B
   d) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC

The major requirements for both the B.A. and the B.S. degrees in Entomology are as follows:

1. Lower-division requirements (50-51 units)
   a) No change
   b) No change
   c) No Change
   d) No Change
2. Upper Division Requirements (63 units)

   a) ENTM100/BIOL 100, ENTM106, ENTM107L, ENTM109, ENTM127/BIOL127, ENTM 173/BIOL173
   b) Eighteen (18) additional units of entomology electives, which may include up to 4 units of ENTM190, ENTM197, or ENTM199H
   c) BCH100
   d) BIOL 102
   e) BIOL104/BPSC104
   f) CHEM112A, CHEM112B, CHEM112C
   
3. Statistics (2 or 5 units): STAT020 or STAT100A

2. Upper Division Requirements (62 units)

   a) ENTM100/BIOL100, ENTM107L, ENTM 173/BIOL173, and 4 units in any combination of ENTM190, ENTM197, or ENTM199H
   b) Twenty-four (24) additional units of entomology electives, which may include up to 2 additional units of ENTM190, ENTM197, or ENTM199H
   c) No Change
   d) No Change
   e) BIOL107A
   f) No Change

3. Statistics (5 units): STAT100A
JUSTIFICATION

The proposed changes in the upper division requirements courses begin with a reduction of the required upper division Entomology courses. This change is requested to allow students more flexibility in their course programs. The existing 5 course requirement is historically based, and with the diversity of modern entomological topics, students need to have more choices in the course selections around which to build their individual interests. Secondly, we have added a requirement of 4 units of research to the 10 units of formal courses. This requirement will expose students to the breadth of research programs available in the Department, and will serve as a mechanism to provide research training to our students.

The proposed deletion of BIOL104/BPSC104 is a further attempt to provide more flexibility in the student’s academic program. While many of our students will take this course, some who choose to progress down a more medical, biochemical or molecular road may choose to take different courses.

The proposed addition of BIOL107A (Molecular Biology) reflects the importance of this field of study in modern biology and entomology. Our faculty believes it is important for our students to have a fundamental understanding of molecular biology.

The proposed changes in statistics require students take STAT100A, which is a more robust statistics class than STAT020.

Approved by the Department of Entomology: February 9, 2007
Approved by the Executive Committee of CNAS: February 21, 2007
Approved by the Committee on Educational Policy: March 7, 2007
To be adopted:

Proposed Changes to Geology Major

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<th>CURRENT</th>
<th>PROPOSED</th>
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<td>Majors</td>
<td>Majors</td>
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<tr>
<td>The Department of Earth Sciences offers B.S. degrees in Geology and Geophysics. These degree programs are designed for students with a strong interest in various aspects of the Earth Sciences. The programs place substantial emphasis on fieldwork with field courses, field trips in all appropriate courses, and excursions between quarters.</td>
<td>The Department of Earth Sciences offers B.S. degrees in Geology and Geophysics. These degree programs are designed for students with a strong interest in various aspects of the Earth Sciences. The programs place substantial emphasis on fieldwork with field courses, field trips in all appropriate courses, and excursions between quarters.</td>
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**Academic Advising**

Undergraduate advising in the Department of Earth Sciences is designed to allow close professional contact with faculty and staff. Counseling on graduation and departmental requirements and enrollment is handled by the department's student affairs advisor and the faculty undergraduate advisor for each major. Each student selects a faculty mentor who counsels the student on career goals and research opportunities. The department recommends that students meet with their faculty mentor at least once each quarter to clarify career objectives and revise the program of study so it is commensurate with the developing interests and objectives of the student.

**Teaching Credential**

Teachers in the public schools in California must have a credential approved by the State Commission on Teacher Credentialing. The credential requires an undergraduate major, baccalaureate degree, and completion of a graduate credential program such as that offered by the Graduate School of Education at UCR.
Before admission and student teaching in a graduate credential program, the candidate must pass the California Basic Education Skills Test (CBEST) and demonstrate subject-matter proficiency by passing an examination. All candidates for a multiple subject credential to teach in the elementary grades must pass the Multiple Subjects, California Subject Exam for Teachers (CSET). Students are urged to start early, preferably as freshmen, selecting courses most helpful for this career. Details and counseling on the Bridge to Teaching Program, a program for the multiple subject credential, are available in the Office of Interdisciplinary Programs, 2417 Humanities and Social Sciences, (951) 827-2743. Details and counseling on other programs are available in the Department of Earth Sciences or the Graduate School of Education.

UCR does not yet have a state-approved subject matter undergraduate program for earth science majors who wish to teach at the secondary level. The Teaching Credential in Science, geoscience authorization, is required for teachers who want to teach earth science/geoscience in middle school and high school. Students who plan to get this credential must take the CSET exams in Geosciences and should make certain their academic program includes preparatory course work. The examination includes geoscience in depth and general science with introductory, college-level biology, chemistry, physics, and geoscience (geology, meteorology, oceanography, astronomy). CSET test guides are available at www.cset.nesinc.com.

Further information about courses, requirements, and examinations can be obtained in orientation meetings, the Student Affairs Office (1432 Geology Building), and the Graduate School of Education (1124 Sproul Hall).

Earth Science students who intend to pursue a Teaching Credential in Science, geoscience authorization, are encouraged to pursue the General Geology option of the Geology major, with additional coursework in:

- Geo 004 – Natural Hazards and Disasters
- Geo 010 – Minerals, Energy and Society

This coursework will best prepare such students for the state credentialing examinations.

Students in CNAS who intend to pursue a Teaching Credential in Science, with authorization in another science, should consider either a Minor in Earth Sciences or coursework in:

- GEO 50 – Survey of Geoscience for Science
The department offers four options for the Geology major: General Geology, Geobiology, Geophysics, and Biogeography. Students who choose the Geology major study the structure, composition, processes, and history of the earth. In particular, the Geology major stresses features of the Earth’s surface and interactions between its atmosphere, hydrosphere, biosphere, rocky crust, and interior.

**General Geology Option**

Students entering the General Geology option study the nature, distribution, age, and origin of minerals, rocks, and their contained fossils, placed within a global framework of the Earth as an evolving geologic system. The option entails a broad range of geologic training including geology, geophysics, geochemistry, and paleontology. An emphasis is also placed on fieldwork (mapping, sampling) and thoughtful analysis of geologic data (including statistical and graphical analysis with computers). Though broadly based, the option provides the student some flexibility to pursue specific geologic areas of interest at the upper-division level.

Graduates of the General Geology option are qualified to pursue almost any professional career in the Earth Sciences and are well-suited to tackle graduate research at the M.S. or Ph.D. level.

**Biogeography Option**

Students entering the Biogeography option study spatial and temporal distribution, structure, dynamics, and conservation of natural communities and ecosystems. Biogeography has foundations both in biological and earth sciences. The biogeography of species is studied to determine evolutionary and dispersal history over long time scales as well as recent, local, and regional distributions in relation to our contemporary environment and impacts by people. Students in this option receive training in ecology, vegetation analysis, resource conservation, and management of natural lands.

**Geobiology Option**

The Geobiology option offers broad-based geological training combined with a special emphasis on paleontology and organism–time interactions. Students take the geology core but at the undergraduate upper-division level focus on courses related to the fossil record, evolution and biodiversity, sedimentology, stratigraphy, and biogeography. The graduate leaves with a marketable geology degree coupled with special insight into historical aspects of life’s place and role on this planet.

**Geology Major**

The department offers four options for the Geology major: General Geology, Geobiology, Geophysics, and Biogeography. Students who choose the Geology major study the structure, composition, processes, and history of the earth. In particular, the Geology major stresses features of the Earth’s surface and interactions between its atmosphere, hydrosphere, biosphere, rocky crust, and interior.

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Geophysics Option The Geophysics option allows a student to combine general geological training with geophysical techniques to image the Earth's interior. Students take the geology core but complete additional courses in physics, mathematics, geophysics, and geohydrology. Emphasis is placed on applications of geophysics to hydrological, environmental, and natural resource problems. Graduates are especially suited to enter professional employment in environmental geology and resource exploration or graduate programs in Earth Sciences. Students seeking to enter graduate programs in Geophysics should pursue the Geophysics major.

Geophysics Major

Students who choose the Geophysics major apply the principles and concepts of physics, mathematics, geology, and engineering to the study of the physical characteristics of the earth and other planets. They make measurements of gravity and magnetic fields, seismic waves, temperatures, and natural electric current. Geophysicists study these topics from the standpoint of the physics of solid bodies, gases, and fluids. Some geophysicists are field oriented, some laboratory oriented, some theoretical, and some combine these areas.

University Requirements

See Undergraduate Studies section.

College Requirements

See College of Natural and Agricultural Sciences, Colleges and Programs section.

Some of the following requirements for the major may also fulfill some of the college’s breadth requirements. Consult with a department advisor for course planning.

Major Requirements

Geology Major

All courses in Geosciences that are prerequisites for other courses in the major must be passed with a grade of “C-” or better before proceeding in the sequence. For example, GEO 001 is a prerequisite for GEO 030.
The department offers four options to majors in Geology: General Geology, Geobiology, Geophysics, and Biogeography. All students majoring in Geology are normally required to take the core curriculum. The General Geology, Geobiology, and Geophysics options require the Geology core curriculum presented below. The Biogeography option utilizes the lower-division Life Sciences core curriculum, enhanced by inclusion of required and optional Geology course work as indicated below.

**Minor**

Students who wish to Minor in Geology or Geophysics must complete 20-28 units of organized upper division courses in Earth Sciences. A minimum of 16 of these units must be unique to the minor and cannot be used to satisfy major requirements. To satisfy prerequisites, additional preparatory coursework in Earth Sciences and other sciences (Biology, Chemistry, Mathematics, Physics) may be required.

Minor in Geology: GEO 001, GEO 115; plus 15-23 additional upper division Earth Sciences courses.

Minor in Geophysics; GEO 001; GEO 140; plus 16-24 additional units taken from GEO 115, GEO 116, GEO 132, GEO 144, GEO 145, GEO 190, and GEO 199.

Before submitting a petition for a Minor to the college, students interested in pursuing a Minor in Geology or Geophysics must consult with the undergraduate advisor in Earth Sciences.
General Geology, Geobiology, Geophysics, and Biogeography Options

Core Requirements

1. Lower-division requirements (64-65) units
   a) GEO 001, GEO 002, GEO 003/BIOL 010, GEO 020, GEO 030
   b) BIOL 002 or both BIOL 005A and BIOL 05LA
   c) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 001LA, CHEM 01LB, CHEM 01LC
   d) MATH 008B or MATH 009A, MATH 009B, MATH 009C
   e) PHYS 040A, PHYS 040B, PHYS 040C

2. Upper-division requirements (38 units)
   GEO 100, GEO 101, GEO 102, GEO 115, GEO 116, GEO 123

Biogeography Option (119-120 units)

The Biogeography Option utilizes the lower-division curriculum presented below, enhanced by the inclusion of both required and optional Geology course work as indicated below.

1. Lower-division requirements (63 units)
   a) GEO 001, GEO 002, GEO 003/BIOL 010, GEO 020
   b) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C

2. Upper-division requirements (38 units)
   a) GEO 101, GEO 115, GEO 122
   b) STAT 100A or STAT 155

General Geology, Geobiology, Geophysics, and Biogeography Options

Core Requirements (77-79 units)

1. Lower-division requirements (58-59) units
   a) GEO 001, GEO 002, GEO 003/BIOL 010
   b) [no change]
   c) Either CHEM 001C and CHEM 01LC or CHEM 01HC and CHEM 1HLC, either CHEM 001B and CHEM 01LB or CHEM 01HB and CHEM 01HLB, either CHEM 001C and CHEM 01LC or CHEM 01HC and CHEM HLC
   d) [no change]
   e) [no change]

2. Upper-division requirements (19-20 units)
   a) GEO 100, GEO 101, GEO 102, GEO 115, GEO 116, GEO 123
   b) STAT 100A or STAT 155

Biogeography Option (60 units)

1. Lower-division requirements (8 units)
   a) BIOL 005B, BIOL 005C
2. Upper-division requirements (52 units)
   a) GEO 157, GEO 167, GEO 168, GEO 169
   b) Twelve (12) units of upper-division courses approved by the undergraduate advisor
   c) Sixteen (16) additional units of related upper-division courses approved by the undergraduate advisor

General Geology Option (58 units)

1. GEO 102, GEO 100, GEO 116, GEO 118, GEO 123-
2. [no change]
3. GEO 132 or GEO 137
4. [no change]
5. GEO 151 or GEO 152/Biol 152
6. Eight (8) additional units of related upper-division courses approved by the undergraduate advisor

Geobiology Option (58 units)

1. [no change]
2. GEO 100, GEO 102, GEO 116, GEO 118, GEO 123
3. Three courses from GEO 151, GEO 152/BIOL 152, GEO 168, GEO 169

4. Sixteen (16) additional units of related upper-division courses approved by the undergraduate advisor

**Geophysics Option (44 units)**

1. MATH 046
2. PHYS 040D, PHYS 040E
3. GEO 132, GEO 140, GEO 144, GEO 145
4. One additional 4-unit upper-division course in Geosciences
5. Two upper-division physical science courses approved by the undergraduate advisor

**Geophysics Major**

The following are major requirements for the B.S. in Geophysics. All students majoring in Geophysics are normally required to take this core curriculum

1. Lower-division requirements (72 units)
   a) CHEM 001A and CHEM 001LA, CHEM 001B and CHEM 001LB, CHEM 001C and CHEM 001LC
   b) GEO 001, GEO 030
   c) MATH 008B or 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   d) PHYS 040A, PHYS 040B, PHYS 040C, PHYS 040D, PHYS 040E
2. Upper-division requirements (53-54)
   a) GEO 115, GEO 116, GEO 140, GEO 145
   b) Two of GEO 144, PHYS 111, PHYS 177
3. [no change]

4. Four (4) additional units of related upper-division courses approved by the undergraduate advisor

**Geophysics Option (55 units)**

1. [no change]
2. [no change]
3. GEO 116, GEO 118, GEO 132, GEO 140, GEO 144, GEO 145
4. Two additional 4-unit upper-division courses in Geosciences
5. [no change]

**Geophysics Major**

The following are major requirements for the B.S. in Geophysics. All students majoring in Geophysics are normally required to take this core curriculum

1. Lower-division requirements (72-73 units)
   a) Either CHEM 001C and CHEM 01LC or CHEM 01HC and CHEM 01HL, either CHEM 001B and CHEM 01LB or CHEM 01HB and CHEM 01HLB, either CHEM 001C and CHEM 01LC or CHEM 01HC and CHEM HLC
   b) GEO 001, GEO 122
   c) [no change]
   d) [no change]
2. Upper-division requirements (53-54)
   a) [no change]
   b) [no change]
c) PHYS 130A, PHYS 130B, PHYS 135A, PHYS 135B, PHYS 136

d) PHYS 139L or 4 units of PHYS 142L

e) Four (4) units of upper-division physical sciences courses, which may include up to 4 units of Senior Thesis (GEO 195A, GEO 195B, GEO 195C) or up to 4 units of independent internship (GEO 198I).

c) [no change]
d) [no change]
e) Twelve (12) units of upper-division physical sciences courses, which may include up to 4 units of Senior Thesis (GEO 195A, GEO 195B, GEO 195C) or up to 4 units of independent internship (GEO 198I).

JUSTIFICATION:

Changes to the degree programs in Earth Sciences are proposed in order to address a number of issues:

1) a long and unwieldy core course prerequisite sequence in the Geology Major.
2) imbalances in total unit requirements among the Earth Science Majors and Options.
3) lack of defined Minors in Earth Sciences.
4) credentialing preparation for California science teachers.

The current Geology Degree contains a long and unwieldy core course prerequisite sequence of GEO 1-115-30-123-100-118-101-102. This long sequence poses problems for students who fail any early course in the sequence, effectively setting them back one year. It can also handcuff the faculty in terms of their flexibility in scheduling classes, especially around sabbaticals and other leaves of absence. To solve these problems we have slightly adjusted the content of GEO 100 and 118 and changed several course prerequisites so that there are now two shorter, parallel core course prerequisite sequences that converge on the final GEO 102 course: GEO 1-115-122(former 30)-123-(100,118)-102 (maps and field geology sequence) and GEO 1-122(former 30)-123-(100,118)-102 (minerals and rocks sequence).

Total unit requirements among the Geophysics Major and the General Geology, Biogeography, Geobiology and Geophysics Options of the Geology Major have been brought into better alignment, by adding GEO 115 and 122 to the Biogeography option and by adjusting the total number of optional upper division units. All five degrees now span 132-137 units. The bulk of the unit imbalance occurred when the core Biology undergraduate curriculum was removed from the Biogeography option a few years ago.

Minors in Geology and Geophysics have now been formally designed according to CNAS guidelines. These Minors may be particularly attractive to majors in other sciences in CNAS.

A new course, Earth Science Preparation for Teachers (Geo 50), has been designed for non-Earth Science CNAS majors who wish to be well-prepared for obtaining credentialing for teaching science in California. We have also added a recommendation that Earth Science majors who wish to be well-prepared for obtaining credentialing in teaching science with a geoscience authorization in California consider taking the General Geology Option along with GEO 4 and 10. The long-term goal is to have all CNAS science majors certified by the State as meeting credentialing requirements for teaching science.

In addition, several minor changes reflect previously approved numbering and unit changes to courses in Chemistry, Physics and Mathematics.
APPROVALS:

Approved by the faculty of the Department of Earth Sciences: 12/14/05
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: 4/18/07
Approved by the Committee on Educational Policy: 5/4/07
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
May 22, 2007

To be adopted:

Proposed Change to the Liberal Studies Major

PRESENT:
The major requirements for the B.A. degree in Liberal Studies are as follows:

1. Lower-division requirements (20 courses [at least 80 units]). Courses can be used to fulfill college breadth requirements.

   a) Science and Mathematics (6 courses [at least 24 units]): MATH 004, MATH 005, or MATH 015, BIOL 002, BIOL 003 or BIOL 005A, BIOL 005B, CHEM 001A (and CHEM 01LA) or CHEM 003, PHYS 002A or PHYS 016, GEO 002 or ENSC 001

   b) Humanities and Fine Arts (7 courses [at least 28 units]): ART 001, ART 002, or ART 005, 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 (7 courses [at least 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 (at least 44 units). 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 1: American Cultural Life

   Seven upper-division courses from three different disciplines.

   Lower-division prerequisites: AHS 008/FVC 008

   a) One course in American Literature from:
      ENGL 130, ENGL 131, ENGL 132, ENGL 133, ENGL 134, ENGL 136T, ENGL 137T, ENGL 138A, ENGL 138B, ENGL 138T

   b) One course in Ethnicity or Gender from:
      ETST 100, ETST 101A, ETST 102, ETST 111, ETST 121, ETST 131, WMST 100, WMST 101, WMST 108/PHIL 108, WMST 126/ANTH177/MUS 126, WMST 132/HISA132, WMST 149/ANTH149, WMST 161

PROPOSED:
The major requirements for the B.A. degree in Liberal Studies are as follows:

1. Lower-division requirements (20 courses [at least 80 units]). Courses can be used to fulfill college breadth requirements.

   a) Science and Mathematics (6 courses [at least 24 units]): BIOL002, BIOL003, GEO 002, one course in physics, one course in chemistry, and one of MATH004, MATH005, MATH008A, or MATH015.

   b) Humanities and Fine Arts (7 courses [at least 28 units]): CPLT017A, DNCE005, RLST012/ETST012, one of ART 001, ART 005, or ART 006/ANTH006 or MUS 014/ETST014/URST014, one of ENGL014 or ENGL020B, and one of CRWT056, THEA010, or THEA070.

   c) History and Social Science (8 courses [at least 32 units]): ANTH 001, HIST 010, HIST 015, HIST 017A, LING020, POSC 010, SOC 001, WMST 001

2. Upper-division requirements: 8 courses (at least 32 units).

   a) One course in American Literature from:
      ENGL 130, ENGL 131, ENGL 132, ENGL 133, ENGL 134, ENGL 136T, ENGL 137T, ENGL 138A, ENGL 138B, ENGL 138T

   b) One course in Ethnicity or Gender from:
      ETST 100, ETST 101A, ETST 102, ETST 111, ETST 121, ETST 131, WMST 100, WMST 101, WMST 108/PHIL 108, WMST 126/ANTH177/MUS 126, WMST 132/HISA132, WMST 149/ANTH149, WMST 161

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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 172, 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 020 or SOC 036


Track 3: Environmental Sciences

Lower-division prerequisites: ENSC 001, ENSC 002, CHEM 001A, CHEM 001B, CHEM 001C, CHEM 011A, CHEM 011B, CHEM 011C, 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

- (2) ENSC 104/SWSC 104, ENSC 107/SWSC 107, ENSC 127/SWSC 127, BPSC 134/ENSC

- (3) One course in United States History or United States Government from: HISA 110A, HISA 110B, HISA 110C, HISA 113, HISA 114, HISA 115, HISA 116, HISA 117A, HISA 117B, HISA 118, HISA 120A, HISA 120B, HISA 135/ETST 112, POSC 100, POSC 101, POSC 113


Track 4: Mathematics

Lower-division prerequisites: MATH 008B or 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 011A, CHEM 011B, CHEM 011C, CHEM 112A, CHEM 112B, CHEM 112C

(3) MATH 008B or MATH 009A, MATH 009B

(4) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 021A, PHYS 021B, PHYS 021C

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

(6) BCH 100 or BCH 110A

Required course: BIOL 102

Six courses from the following: BCH 100 or BCH 110A, BCH 110B, BIOL 100/ENTM 100, BIOL 104/BPSC 104, BIOL 112/BPSC 112/ENTM 112, BIOL 107A, BIOL 107B, BIOL 116, BIOL 117, PLPA 120/BIOL 120/MCBL 120, PLPA 134/BIOL 134, BIOL 121/MCBL 121

3. Education Component: 5 courses (at least 18 units):
EDUC 100B, EDUC 109, EDUC 139, EDUC 172, EDUC 177A
Justification:

Since its inception in the early 1970s, the Liberal Studies major at UCR has always been the major of choice for prospective elementary school teachers. This is also true at other colleges throughout the state. The goal of this major has always been to provide prospective majors with broad subject coverage and an introduction to the teaching profession. UCR continues to be the only UC campus committed to undergraduate teacher preparation.

Significant changes were made to the major in the fall of 2005. Until the summer of 2002 UCR had a state-approved Subject Matter Preparation Program which students could complete under their degree that satisfied the state required subject matter competency requirements. NCLB no longer allows California’s colleges and universities to offer such programs. All prospective teachers must take and pass the CSET (California Skills Assessment Test for Teachers). The Liberal Studies committee responded by re-designing the major to require students to take courses that would provide them with subject matter preparation in the core subjects of the California Department of Education Frameworks. The changes we propose to the lower-division core address the goal of providing flexibility in choices due to course availability. We have also reflected the renumbering of several courses.

The upper-division requirements eliminate the tracks. In their place we have chosen five broadly constructed academic areas that provide students with better preparation in meeting NCLB criteria. These changes to the upper-division requirements achieve the goal of creating a rigorous major and providing prospective teachers with the broad undergraduate education required to enter the teaching profession.

The Education core remains unchanged except for the addition of EDUC100B. This is a 2 unit course in which students complete 30 hours of field work in an area elementary school.

With the establishment of the Science-Math Initiative in CNAS the Liberal Studies committee feels that we no longer need to offer science/math tracks in the major. Students wishing to teach science will be better advised by advisors in the SMI program.

Approved by the Liberal Studies Committee: 5/3/07
Approved by the CHASS Executive Committee: 4/4/07
Approved by the Committee on Educational Policy: 5/4/07
To be adopted:

Proposed Changes to Physics Major

<table>
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<tr>
<th>PRESENT</th>
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<tr>
<td>Major Requirements</td>
<td>No Change</td>
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<tr>
<td>Biophysics option</td>
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<tr>
<td>1. Lower-division requirements (76-77 units)</td>
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</tr>
<tr>
<td>a) PHYS 040A, PHYS 040B, PHYS 040C, PHYS 040D, PHYS 040E</td>
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<td>b) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046</td>
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<td>c) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC</td>
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<tr>
<td>d) BIOL 005A, BIOL 005B, BIOL 005C, BIOL 05LA</td>
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<tr>
<td>2. Upper-division requirements (88 units)</td>
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<tr>
<td>a) PHYS 130A, PHYS 130B, PHYS 134, PHYS 135A, PHYS 135B, PHYS 136, PHYS 145A, PHYS 145B, PHYS 145C, PHYS 156A</td>
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<td>b) STAT 155</td>
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<td>c) CHEM 112A, CHEM 112B, CHEM 112C</td>
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<tr>
<td>d) BIOL 105</td>
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e) BCH 110A, BCH 110B, BCH 110C. Students may substitute BIOL107A for BCH110C.

f) 4 units of experimental research in either special studies (PHYS 190, PHYS 190L), an approved senior thesis (PHYS 195A, PHYS 195B, PHYS 195C, PHYS 195D), undergraduate research (PHYS 197), or an internship (PHYS 198-I).

g) 12 units of elective courses (chosen after consultation with a faculty advisor)
Minor Requirements

JUSTIFICATION
The area of biophysics is experiencing a remarkable growth spur due to its connections to non-equilibrium thermodynamics, the physics of complex systems, and nano-science; because of this, the Physics Department long-term plan includes significant growth in this field. Accordingly, we expect to attract students into this area, some with the intention of pursuing a research career, while others will be interested in going onto medical school. The proposed biophysics track will service such students by providing a solid foundation of coursework and ample research opportunities,

APPROVALS
Approved by the faculty of the Department of Physics and Astronomy: 12/12/06
Approved by the faculty of the College of Natural and Agricultural Sciences: 4/4/07
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: 1/10/07
Approved by the Committee on Educational Policy: 4/24/07
The Academic Senate met by teleconference on February 14, 2007 with Senate Chair John Oakley presiding.

In place of President Dynes, the report from the Office of the President was provided by Provost Wyatt R. (Rory) Hume:

a. Governor’s Budget:
   The governor’s proposed budget includes operating funds for the California Institutes for Science and Innovation (Cal-ISI), matching funds for the Helios project at the Lawrence Berkeley National Laboratory and matching funds for UC’s attempt to win a national competition for the Petascale computer.
   Also included in the proposed budget: funds for a major research initiative focused on research development and delivery. Enrollment growth, investments in infrastructure, faculty and staff salaries.
   NOT INCLUDED: Labor institutes and academic preparation. The governor has also not yet proposed funding for the restart of contributions to the U.C. retirement program (UCRP), a major issue for the Regents and the State.

b. UCOP reorganization: Several new hires have been made in an effort to ensure that UCOP management practices are accountable and transparent: Executive Vice President/Chief Financial Officer; Executive Vice President—Business Operations; Chief Compliance and Audit Officer; Chief of Staff—Secretary of the Regents.

c. New Chancellors have been appointed at UCLA (Gene Block) and UCM (Steve Kang).

d. Provost Hume is continuing to work with the EVCs systemwide (and in consultation with the Senate) to coordinate academic planning for all the campuses.

During Q & A one important issue arose involving NRT (non resident tuition) and UCOP’s failure to respond to past recommendations by the Senate and task forces as to the most appropriate means for handling this money on all campuses.

NEW BUSINESS:

1. The Nomination and Election of the Vice-Chair of the Assembly for 2007-08, Mary Croughan (UCSF), by unanimous consent.

2. The establishment of Senate Bylaw 110.A.4, which outlines procedures for Suspension and Removal of the Chair and Vice Chair of the Academic Assembly should need or cause arise.
3. Discussion of requested action regarding RE-89’s Proposed Restriction of Research Funding from the Tobacco Industry: The decision was made to distribute the Regental Proposal to all Senate divisions for systemwide review, with responses due to Academic Council by April 13. The Council will assume the task of responding to Regent Moore’s letter (accompanying the proposal).
The Academic Senate met in Oakland on May 9, 2007 with Senate Chair John Oakley presiding.

President Dynes’ Report:

The futures report (alternative scenarios of funding and its upshot for funding) adopted by the Council in December and distributed to the Regents will be presented on May 17, 2005

Chancellor France Córdova is leaving UCR for Purdue.

The Dept. of Energy announced that Livermore will be partnered with UCs.

Student mental health services to be reappraised. Increased the budget about $5m to aid in the maintenance of mental health of our students.

Student Loan practices audit underway currently.

Planned Organizational review of the University. Opportunity to rethink our structure and lines of reporting/responsibility. President Dyne’s primary goal in this arena is to produce greater clarity on Presidential, Regential, and Campus authority. The second goal is to create greater operational efficiencies. The plan is to use consultants; will pay for it from an endowment which will be paid back from money saved after efficiencies implemented.

There was more discussion of Rory Hume’s academic planning processes that are moving forward at the system wide level, but specifics that have been proffered to the Assembly remain vague.

Faculty Salaries: according to Dynes a plan is now being finalized that will increase faculty salaries by about 26% over the next three or four years

Goals:
1. Get rid of (or at least greatly reduce the use of) offscales
2. Make salaries competitive.
3. address salary compression at the associate and early full professor ranks.

Dynes remarks: The Goal is to get 80% of the faculty back onto the scale. Compression most apparent in the middle ranks.

When questioned as to how this increase would be funded, Dynes replied
a. Through a compact with the governor.
b. Use Some of the student fee increases
c. Use the savings of up to 100m/year from increased efficiency.—This will go to salaries and grad. support.
Update on retirement contributions and the state budget:

Dynes: The goal is to get the state to fund our retirement fund at the same level as PERS. 11% by state (or Univ). and 5% by individual.

Main Business of Assembly:

1. Ratifies the nomination of William Coles from UCSD as 07-08 University Committee on Committees vice-chair
2. By-law 16: Naming the Executive Director (staff position) of the Senate and outlining duties is accepted by unanimous consent.
3. By-law 185: Changing the Library Committee to the Library and Scholarly Communications Committee and establishing the appointment of up to 3 members at large is approved.
4. A Move to expand to 8 the number of committees to be represented on the Council (which would now include the Affirmative Action and Diversity committee) is approved. The membership of the Academic council increases from 19 to 20.
5. Resolution calling for the Rejection of the Senior Leadership Compensation Group (SLCG) Salary Structure that Differentiates Grades by Campus (Salary Slotting) is adopted with only 1 dissenting vote (Berkeley).
6. Resolution to reject Regental Proposal 89 restricting University Acceptance of Funding from the Tobacco Industry passed by an overwhelming majority. Although some saw the difficulties inherent with accepting research monies from the tobacco industry, most senators believed that the University has in place adequate policies regarding the integrity of individuals’ research and that safeguarding academic freedom was of primary importance in this matter.
To Be Adopted:

The Academic Senate Committee on Distinguished Teaching recommends that Professor Chris Amrhein (Department of Environmental Sciences), Professor Wendy Ashmore (Department of Anthropology), and Professor Michael Marsella (Department of Chemistry) be recipients of the Distinguished Teaching Award for 2006-2007. All have established themselves as consummate educators that have enriched our campus community.

Professor Chris Amrhein

“Soil science with an attitude” aptly unites the uniform praise for Professor Amrhein’s teaching accomplishments. The lecture hall, the laboratory, and the field all provide settings in which Dr. Amrhein has profoundly impacted UCR’s lower and upper division undergraduate and graduate students, as well as students beyond the UCR community. Professor Amrhein offers a wide variety of core courses in both the undergraduate Environmental Sciences major and the Soil and Water Sciences graduate program, and through the infectious enthusiasm he brings to his instruction, the popularity of these courses has escalated. At the lower division level, Environmental Sciences 2/2H (Introduction to Environmental Sciences: Environmental Quality) have been revamped by Dr. Amrhein and now play to rave reviews: “I wish I would have taken this class my freshman year…I probably would have wanted to change to ES” and “He really touched us emotionally…he made us view the world’s environment [in] a different perspective” are common themes through his reviews for this course. One TA for this course comments that “…he encouraged creativity and was rewarded by documentary style videos, skits, and mock debates that addressed topics with thoughtfulness and clarity…students had actually changed their behavior towards environmental issues

Dr. Amrheins efforts in ENSC 100 and 100L are particularly noteworthy. The class (and particularly the laboratory component of the course) had fallen into disarray. Believing that this was the single most important soils course taught at UCR, Professor Amrhein undertook the task of reclaiming and renovating this entire course set. His efforts in the lecture and laboratory components of ENSC 100/100L, including hands-on delivery of the laboratory, have generated compelling praise. One Environmental Sciences major exclaims “…I detested I had to take a class about soils for my major…I entered the class with a chip on my shoulder…little did I know that by the end of the quarter, my attitude would be completely opposite. In 100L, one colleague explains that “…he spends the entire laboratory period working among the students, the first one to arrive and the last one to leave.” Another ENSC 100L student reminisces that “I am able to
recall back to the material that I learned from his class and actually apply it to everyday activities."

Professor Amrhein is committed to the “complete” training of students. He was intimately involved in the conceptualization and implementation of two professional development courses (ENSC 191 and SWSC 401) that mentors undergraduate and graduate students in how to exploit their environmental science skills within academic, industrial or government settings. This full-service approach extends to Dr. Amrhein’s own research laboratory, where his open door policy has nurtured UCR students at the undergraduate and graduate levels, as well local high school students and industry professionals. One local 9th grader relates how Dr. Amrhein became her research mentor for a science fair project and then went on to win a series of blue ribbon regional prizes and placed 4th in the California state competition. She is now a UCR student and explains that “My decision to reject scholarships at schools such as USC, UCLA and Berkeley was entirely based on my experience with Dr. Amrhein.” A current member of a local Water Quality control board who earned a Ph.D. at UCR fondly looks back on Dr. Amrhein’s influence when he served as a qualifying examination committee member “…By setting an extraordinary example himself, he helped me develop a serious attitude towards science…he is an awesome teacher, knowledgeable and inspiring.”

Superior performance in the lower division, upper division and graduate classrooms, in the laboratory, and in the field, and his ability to inspire students to meet and go beyond their potential, make Professor Amrhein a most deserving recipient of the 2006-2007 Distinguished Teaching Award.

Professor Wendy Ashmore

Multiple, prominent themes define Professor Wendy Ashmore’s teaching acumen: a unique ability to communicate complex issues, a teacher who encourages critical thinking, the ability to engage students into such dialogue, and accessibility that she and her students define as “…copious free time.” In a remarkably uniform set of letters, both contemporary and legacy in nature, these traits were repeatedly heralded. Even more remarkably, Dr. Ashmore’s influence on her students is truly national in flavor, having impacted the success of many students at her previous institutions, Rutgers University and the University of Pennsylvania.

Educators across the nation, and students here on campus, consider Professor Ashmore their role model in the classroom, in the field, and in how they project themselves as present and future professionals. One former graduate student and now a new assistant professor at a renowned liberal arts college explains that her “…teaching has literally shaped an entire generation of archeologists.” This sentiment was stridently echoed by another educator “I readily admit to having blatantly modeled my own teaching style and techniques after Wendy’s
because she is the finest role model I have encountered...I know I am only one of countless students [who feel the same way]."

Much of Professor Ashmore’s success in the classroom stems from her skill at bridging such diverse fields as biology, art history, and women’s studies; her courses are populated with students from a wide variety of majors. In both undergraduate and graduate settings, she asks her students to think critically in a carefully-crafted, comfortable atmosphere that facilitates group dialogue. As one staunch supporter offers “...she is a gentle teacher; her lectures are about the material, not about her personal views.” This sentiment was echoed by another nominator, who reminisced that “…she has a unique ability to engender critical thinking, challenging students to consider original and more nuanced ways of thinking about the human past.” In short, Dr. Ashmore has impressed her students by presenting alternate theories, and then leaving it to the students to evaluate and then accept or challenge them.

Dr. Ashmore’s influence extends well beyond the classroom setting. One former student was profoundly influenced by her willingness to “...teach me how to read like a scholar and to discuss professional literature at a professional level.” Another relates that she “...personally invests in her students to an unparalleled degree...to the extent that my approach to teaching, mentoring, research, and collegial interactions have been shaped by the lessons I learned from Wendy.”

Professor Ashmore co-developed and teaches in the three quarter graduate core sequence in UCR’s Anthropology Graduate Program. She has also authored a highly visible introductory Anthropology text, and has developed new undergraduate courses ANTH 115x (Ancient Oaxaca), ANTH 173 (Social Meanings of Space), and ANTH 178 (Gender and Archaeology). Course reviews consistently state that Professor Ashmore possesses the enviable ability to distill complex topics into interesting and accessible information. One noteworthy comment from a former student illustrates this skill “…[she] was able to effectively synthesize 4 million years of world prehistory within the span of one semester.”

In summary, the Committee on Distinguished Teaching enthusiastically agrees with one student who shares “What sets her apart is her capacity to care for the lives and well-being of students, in and outside of the classroom.” For this reason, and many others, Professor Ashmore is a most admirable recipient of the Distinguished Teaching Award.

Professor Michael Marsella

Organic Chemistry courses have been described as “feared”, “notorious”, and as one nominator explains “…a subject that can leave even the most intelligent students feeling bewildered.” Professor Marsella is universally acknowledged as
a rare educator that has the uncanny ability to dissolve these negative perceptions and make Organic Chemistry accessible to all his students.

Dr. Marsella’s contributions to the Chemistry 112A, B, C sequence are recognized across the UCR campus. His teaching methods enable both undergraduate and graduate students to view science, as one faculty peer states, “...not as collection of facts but as a process in which a few basic principles could be used to construct a framework for understanding chemical structure and reactivity.” A graduate student echoes this assessment of Dr. Marsella’s teaching strategy: “Memorization offered me only the possibility of solving problems I’d seen before. If I could derive, I could solve anything.” Another former undergraduate summates the opinion of many: “His instruction the first quarter of organic chemistry at UCR carried me through the whole year...[he] constantly encouraged us to seek patterns and principles that we could apply throughout our study of organic chemistry. Even as I was taking the last final in CHEM 112C I was using what he [previously] taught me to succeed.” Dr. Marsella impacts his students because of his “...incredible ability to simplify concepts in a new light.” As another student remarks, with his “...gift of explaining otherwise dry material and engaging students in his lectures”, Professor Marsella is able to convert skeptics of the discipline into self-confident students. As one disciple explains, “Before taking the class, chemistry was not my best subject. Now it is not only my best [subject], but my favorite, and I know countless others who feel the same way.”

Clearly, Dr. Marsella is deeply concerned about the success of all his students. One student comment expresses this quality with eloquence: “He not only cared about the students who ‘got it’ but he tried to help everyone succeed...[he] is an outstanding example of how one should help others, academically and otherwise. He was not just a chemistry teacher, he was a role model.” His concern for enriching the UCR student experiences travels far beyond the walls of the classroom. He is committed to solving the problem of high attrition rates among Science, Mathematics and Engineering majors. To this end he established the highly visible InSTEP Residence Hall, a residential community for like-minded CNAS undergraduates. As faculty director of CAMP-UCR, he is intimately involved in enriching the academic experience of those students whose ethnic origins are underrepresented in STEM fields. This has resulted in a large grant entitled the “Bridge to the Doctorate Program” to expand the pipeline for students of color into graduate degree programs. Dr. Marsella also enhances K-12 education by participating in the Copernicus Program Summer Science (Chemistry) Institute, developing hands-on exercises that will enrich our local middle and high school science chemistry classrooms.

The Committee on Distinguished Teaching enthusiastically agrees with a former student who regaled “...[he] represents a truly unique breed who continually impacts the lives of people in a positive manner, whether it be in a white coat in his research laboratory, at the front of a classroom with chalk all over his hands
and clothes, or face-to-face in his office.” Students at all levels have responded passionately to Professor Marsella’s instruction, and because Dr. Marsella tirelessly responds to his student's needs in creative ways, Professor Marsella is a most worthy recipient of the 2006-2007 Distinguished Teaching Award.

Other business conducted by the Committee on Distinguished Teaching during the 2006-2007 academic year:

1. The Committee on Distinguished Teaching refined a “User’s Guide” first developed in the 2005-2006 academic year to help faculty develop the strongest possible nomination files for deserving candidates. This guide was forwarded to all department chairs and program directors twice during the academic year.

2. The Committee on Distinguished Teaching offered a workshop on March 1, 2007, designed as a supplement to the User’s Guide to further describe how to assemble a nomination and more fully describe the Committee’s deliberation processes.

Robin DiMatteo
Subir Ghosh
Bradley Hyman (Chair)
Neal Schiller
Timothy Paine
COMMITTEE ON FACULTY RESEARCH LECTURER
REPORT TO THE RIVERSIDE DIVISION
MAY 22, 2007

NOMINATION OF DISTINGUISHED PROFESSOR NATASHA RAIKHEL FOR FACULTY RESEARCH LECTURER FOR 2007-08

From its inception over fifty-five years ago, the Faculty Research Lecturer Award has been the highest honor that the Academic Senate bestows. The Faculty Research Lecturer Committee is honored to place in nomination Natasha Raikhel, Distinguished Professor of Botany and Plant Sciences, a scholar who, by every standard we could think of, will add luster to the award, Distinguished Professor of Botany and Plant Sciences.

Professor Raikhel’s studies of the molecular mechanisms governing trafficking in plants and of genetic control of cell wall polysaccharide biosynthesis have made lasting scientific contributions in plant biology. She has pioneered the use of chemical genomics to advance our knowledge of plant processes. Director of the Center for Plant Cell Biology, Professor Raikhel has pushed back the frontiers of the field, with what her colleagues describe as her “superb experimentalist,” if not “traditionalist,” approach: “It is fair to say that she is the world expert in this area” of “secretory trafficking,” especially with regard to its “multiple functions.”

Professor Raikhel’s work has earned many distinguished awards, including, but not limited to, a Guggenheim Fellowship, the Stephen Hales Prize from the American Society of Plant Biologists (which one outside referee describes as “the most prestigious award given by this society”), and a Senior Fellowship of the Japan Society for Promotion of Science. Professor Raikhel has been invited to speak to distinguished assemblies of scientists all over the world. Her scholarly publications number in the hundreds.

Professor Raikhel’s colleagues write from many major research centers, characterizing her innovations as having “had a strong effect on setting standards for experimental evidence and reporting in the plant biology community.” A major figure in her field writes that it is hard “to imagine another person who has contributed to her field more than” Professor Raikhel. Her “contributions . . . are extraordinary. She is internationally and nationally recognized as a leader in the plant cell biology field, and her name is synonymous with intercellular trafficking in plants.” Still another writes that Professor Raikhel is “the most highly visible person in [the] area of plant cell biology.”

These are only a few of the reasons why we, the undersigned members of the Senate Faculty Research Lecturer Committee, proudly, unanimously, and enthusiastically nominate, as Faculty Research Lecturer for 2007-08, Ernst and Helen Leibacher Distinguished Professor of Plant Cell Biology Natasha Raikhel.

Stanley N. Stewart, Chair (Department of English)
Roger Atkinson (Department of Environmental Sciences)
William A. Jury (Department of Environmental Sciences)
Dallas L. Rabenstein (Department of Chemistry)
R. Robert Russell (Department of Economics)
The Committee is pleased to nominate Professor Richard Redak of the Department of Entomology as a recipient of the DISTINGUISHED CAMPUS SERVICE AWARD for the academic year 2006-2007.

Professor Redak has a history of extensive service and dedication to his department, his college, the campus, and the Agricultural Experiment Station (AES) that extends from very early in his appointment at UCR. For the Department of Entomology, he served continuously for 6 years beginning in 1997 as Graduate Advisor and for similar lengths of time on several important committees. During the last several years, his service has been particularly critical to the department, specifically as Chair of the Graduate Core Curriculum Committee and Instructional and Student Affairs Committee, culminating in his appointment as Vice-Chair of the Department in 2004, a position he continues to hold. His service outside the department has been equally as distinguished and almost as long-lived, particularly in the realm of undergraduate education in the biological sciences, serving as a member of the Committee in Charge for the Biological Sciences Major for 5 years and as Undergraduate Advisor for the Interdepartmental Undergraduate Program in Biological Sciences continuously since 1999. In particular, he served on and became Chair of the CNAS Executive Committee during the pivotal last few years. He was instrumental in initiating the wide-ranging external review of undergraduate education in the biological sciences at UCR that has recently been completed and for which final resolution and implementation is approaching. This has been a very contentious issue and Professor Redak’s leadership has been crucial in bringing us this far.

For the broader campus, Professor Redak has served on many committees, especially with respect to conservation biology and the Natural Reserve System (NRS). He has chaired several of these committees and served as Acting Director of the NRS during two critical periods during which he galvanized the faculty into rescuing the system from proposed severe budget cuts that would have resulted in closure of one or more Reserves. In addition to his important role on the CNAS Executive Committee, he has served the Senate as a member of the Physical Resources Planning Committee and as an active and persuasive member of the Advisory Committee.

Beyond the campus, Professor Redak has been active on many issues concerning the AES, in particular concerning the severe potential threat that the Glassy-Winged Sharpshooter posed for the California wine industry, for which he served as Co-Chair of the Glassy-Winged Sharpshooter and the Diseases they Transmit Work Group of the Department of Agricultural and Natural Resources (DANR). More recently, and more generally, he has also Co-Chaired a similar committee on invasive species and exotic pests research.

These and many other service activities accepted continuously since his joining UCR demonstrate Professor Redak’s dedication to UCR and to the University. As his nominators repeatedly pointed out, Professor Redak’s service has been marked not just by extended efforts but by significant achievements that have bettered the campus.

REPORT TO THE RIVERSIDE DIVISION OF THE ACADEMIC SENATE FROM THE COMMITTEE ON DISTINGUISHED CAMPUS SERVICE AWARD
May 2, 2007

The Committee is pleased to nominate Professor Gary Scott of the Department of Chemistry as a recipient of the DISTINGUISHED CAMPUS SERVICE AWARD for the academic year 2006-2007.

Professor Scott has a long history of extraordinary service and dedication to his department, college, and the UCR campus at large. He is best known for his long-time service as Associate Dean of CNAS, during which he has contributed in innumerable ways to the health and well-being of that college. However, Professor Scott’s dedicated service to UCR significantly predated his appointment as Associate Dean in 1993 which, until this past year, has been a half-time appointment. During this entire period, he has also maintained an active research program, participated in graduate student supervision and the teaching program of his department, and provided service that goes well beyond the college.

In addition to his departmental service prior to assuming the position of Associate Dean, Dr. Scott served as a member of the CNAS Executive Committee and on the Graduate Council, including as Chair of the Subcommittee on Courses and Programs of the latter. Since his appointment as Associate Dean, his Senate service has continued through his service as an ex-officio member of both the college Executive Committee and the Committee on Preparatory Education. All of his nominators make clear that Professor Scott’s dedication and service to UCR goes well beyond his duties as Associate Dean.

Examples of his major contributions are:

UCR Representative, UC council of Undergraduate Deans/Vice Provosts; Chair, Chancellor’s and Academic Senate Task Force on Subject A; Administrative oversight of the UCR CAMP program; Special Awards Lead Judge for UC scholarship award selection at the Intel International Science and Engineering Fair; Member, Search Committee, UCR Vice Chancellor for Student Services and Enrollment; Member, Task Force on the first-year Experience; Member, UCDC Steering Committee; Member Graduate Outreach Oversight Working Team; Member, Ad Hoc Committee on International Graduate Student Oral Fluency Issues; Member Search Committee, Counseling Psychologist, UCR Counseling Center, Member Oversight Committee on Restructuring Premedical Education at UCR; Member, UCR Instructional Facilities Planning Committee; Member Task Force on International Education; Member, Office of Undergraduate Education Advisory Committee; Member, Search Committee for Student Judicial Affairs Director; Member, Search Committee for Associate Dean, Academic Affairs, CHASS; Member, MARC U* Steering Committee; Member, Graduate Student Funding, Recruitment and Retention Task Force; Member, CNAS Ad Hoc Committee on Undergraduate Training in Health Sciences; Member, Biomedical Sciences Dean’s Medical Mission Committee; Member, Governing Board of the Joint Undergraduate Degree Program in Environmental Sciences between UCR and CSU Fresno; Member, Campus Summer Bridge Planning Committee; Director, CNAS Freshman Scholars Program; Director, CNAS Freshman Advising Seminar Program; Member, Educational Effectiveness Subcommittee of the Western Association of Schools and Colleges (WASC) Reaccreditation Steering Committee.

These and many other service activities accepted continuously for many years demonstrate Dr. Scott’s extraordinary dedication to UCR and to the University.

PROPOSED AWARD FROM

PLANNING & BUDGET COMMITTEE OF THE ACADEMIC SENATE AT UCR

(April 17, 2007)

Objective: To acknowledge the high quality and the long lasting contributions of Vice Chancellor of Academic Planning & Budget Gretchen Bolar to the University of California Riverside campus from the perspective of the Planning & Budget Committee on behalf of the Academic Senate.

Justification: VC Bolar has provided valuable information and support to the Academic Senate committee on Planning and Budget for many years. She has been responsive, available, and helpful to the Committee in its work evaluating the complex set of issues on the fiscal responsibilities and plans of the campus.

When and Where: Presentation of a Plaque at the Spring Meeting of the Riverside Division of the Academic Senate, May 22, 2007.

On behalf of the UCR Academic Senate
the Planning and Budget Committee Commends and Thanks

Vice Chancellor Gretchen Bolar

For her dedication, length of service, and the extraordinarily high quality of her assistance to the Committee and the Senate in its work evaluating the complex set of issues and responsibilities related to the budget and the finances of the campus.

Approval Process: The Planning & Budget Committee has unanimously endorsed this Award and hope that it will be presented at the May Annual Meeting of the Academic Senate. The proposal was approved by the Advisory Committee on April 23, 2007.
To be Adopted:

PRESENT: Officers and the Executive Office

PROPOSED: Officers and the Executive Office

2.2. Chair

2.2.7 Unless otherwise specified in these Bylaws or in enabling acts, the Division’s Chair shall be chosen from other than the President of the University, the Chancellor at Riverside, the University Librarian, the Registrar, any Vice Chancellor, Associate Chancellor, Associate or Assistant Vice Chancellor, any Dean, Associate or Assistant Dean, any Provost, any department chair or a program director of an ORU or MRU.

JUSTIFICATION:
The justifications for each additional bylaw are provided below.

2.2.7
The amendment to this bylaw will help with the inherent conflict of interest that may arise when we have administrators serving on Senate standing committees.

APPROVALS:
Approved by Advisory Committee: April 9, 2007
The Committee on Rules and Jurisdiction finds the wording to be consistent with the bylaws of the Academic Senate: April 19, 2007
To be adopted:

Proposed Changes to Bylaw 2.3 and 2.5 Vice Chair and Secretary Parliamentarian

PRESENT:

Officers and the Executive Office

PROPOSED:

Officers and the Executive Office

2.3 Vice Chair

2.3.3 Unless otherwise specified in these Bylaws or in enabling acts, the Division’s Vice Chair shall be chosen from other than the President of the University, the Chancellor at Riverside, the University Librarian, the Registrar, any Vice Chancellor, Associate Chancellor, Associate or Assistant Vice Chancellor, any Dean, Associate or Assistant Dean, any Provost, any department chair or a program director of an ORU or MRU.

2.5 Secretary Parliamentarian

2.5.1 The Secretary-Parliamentarian of the Division shall: (1) in the absence of the Chair and Vice Chair, call to order a meeting of the Division and preside for the purpose of electing a Chair pro tempore for that meeting; (2) prepare and distribute the call and minutes of each meeting of the Division; (3) determine and maintain the roll of the membership of the Riverside Division; (4) direct the activities of the Executive Office; (5) communicate any action by the Division to members or committees of the Division and to administrative officers affected by it; (6) upon direction from the Chair, refer to the appropriate standing committees questions (including petitions of students) for presentation to the Division; (7) conduct all elections and balloting in the Division; (8) perform the duties of the parliamentarian. (Am 22 Oct 73) (23 Apr 74) (Am 26 May 94) (Am 24 May 2005)

2.5 Secretary Parliamentarian

2.5.1 The Secretary-Parliamentarian of the Division shall: (1) in the absence of the Chair and Vice Chair, call to order a meeting of the Division and preside for the purpose of electing a Chair pro tempore for that meeting; (2) prepare and distribute the call and minutes of each meeting of the Division; (3) determine and maintain the roll of the membership of the Riverside Division; (4) communicate any action by the Division to members or committees of the Division and to administrative officers affected by it; (5) upon direction from the Chair, refer to the appropriate standing committees questions (including petitions of students) for presentation to the Division; (6) conduct all elections and balloting in the Division; (7) perform the duties of the parliamentarian. (Am 22 Oct 73) (23 Apr 74) (Am 26 May 94) (Am 24 May 2005)
JUSTIFICATION:
The justifications for each additional bylaw are provided below.

2.3.3
The amendment to this bylaw will help with the inherent conflict of interest that may arise when we have administrators serving on Senate standing committees.

2.5.1
The Secretary-Parliamentarian does not direct the activities of the Executive Office. This role falls on the Chair and the amendment is necessary to avoid confusion.

APPROVALS:
Approved by Advisory Committee: April 9, 2007
The Committee on Rules and Jurisdiction finds the wording to be consistent with the bylaws of the Academic Senate: April 19, 2007
COMMITTEE ON RULES AND JURISDICTION
REPORT TO THE RIVERSIDE DIVISION
MAY 22, 2007

To be adopted:

Proposed Change to Riverside Division Bylaw 4

PRESENT:

Rules of Order
Authority in Questions of Order


PROPOSED:

Rules of Order
Authority in Questions of Order


JUSTIFICATION:

The systemwide Senate uses Sturgis, rather than Robert’s Rules, so this change will bring Divisional practice into line with the practice of such systemwide committees as the Academic Assembly and the Academic Council.

Sturgis is clearer and easier to use than Robert’s Rules.

The procedures prescribed by Sturgis are virtually identical to those prescribed by Robert’s Rules, with a small number of exceptions that are noted in an Appendix to the 4th edition of Sturgis. In these cases, the recommendations of Sturgis are generally simpler and easier to apply than those in Robert’s Rules.

APPROVALS:

Approved by the Advisory Committee: May 7, 2007
The Committee on Rules and Jurisdiction finds the wording to be consistent with the bylaws of the Academic Senate: May 7, 2007
Committee on Rules and Jurisdiction
Report to the Riverside Division
February 20, 2007
Proposed Regulation 7
Expected Progress for Undergraduate Students

To be adopted:

Present: Proposed:

R7.1 Expected Progress. A full-time undergraduate student is considered to be making Expected Progress toward a baccalaureate degree if he or she:

R7.1.1 passes at least 45 units each academic year,

R7.1.2 declares a major by the time the student earns 90 units, and

R7.1.3 follows a program of study consistent with the requirements of the student’s declared major or undeclared student’s College or School.

R7.2 Continued Registration. A full-time undergraduate student is considered ineligible for Continued Registration if he or she:

R7.2.1 does not pass at least 37 units in each academic year, or

R7.2.2 does not complete the requirements as stated above in Sections R7.1.2 and R7.1.3.

R7.3 Failure to Meet Criteria for Continued Registration. Registration of a full-time undergraduate student who is ineligible for Continued Registration under any of the criteria described above in R7.2 shall be at the discretion of the faculty in the student’s College or School or Associate Dean for Student Academic Affairs in each College or School.

R7.4 Units Passed. For purposes of determining eligibility for Continued
Registration, in addition to units earned by passing regularly enrolled courses, the following defines what shall be counted as units passed.

R7.4.1 Workload only, non-credit courses with passing grades shall be counted as units passed.

R7.4.2 If a student receives a grade of D in a course and then repeats and passes the course, the units from each enrollment shall be counted as units passed during the quarter the course was taken, provided the student has not accumulated more than a total of 16 repeated units. (SR 780.D.4)

R7.4.3 Units earned during a summer session, either at UCR or another accredited school and transferred to UCR, shall be counted as units passed during the academic year immediately preceding the summer session.

R7.4.4 Units passed by examination shall be counted as units passed during the quarter in which the examination was taken.

R7.4.5 Units graded IP (In Progress) shall be counted as units passed.

R7.4.6 Units graded I (Incomplete) are not counted as units passed. When the grade of I is replaced by a passing grade, the units shall be counted toward Expected Progress for the quarter in which the I grade was awarded.

R7.5 Units for Courses Taken at other Institutions. A student is prohibited from obtaining transfer units for courses taken at a non-University of California campus in a quarter during which the student is enrolled as a full-time student at UCR. Summer session course work is exempt from this restriction.

R7.5.1 To request an exception, a petition must be submitted to and
approved by the appropriate College or School committee or administrative officer prior to the quarter of concurrent enrollment.

R7.5.2 In those instances where approval has been granted, units earned from courses taken at a non-University of California campus shall be counted toward the Expected Progress in the quarter(s) in which the concurrent enrollment occurred.

**JUSTIFICATION:**
From Andrew Grosovsky, Vice Provost for Undergraduate Education, after consultation with the Associate Deans:

**BACKGROUND**
In Spring ’06, a working group of faculty and administrators began meeting regularly to discuss ways of improving the UCR conversion ratio. The group was convened by the Vice Provost for Undergraduate Education and included the Associate Deans for Student Academic Affairs from each College, the Executive Committee Chairs from each College, and the Chairs of the Academic Senate Committee on Educational Policy and Committee on Courses.

Not long into their discussion, the working group identified as significant the difference between the current campus culture that seems to consider 36 units per academic year as the norm for a full-time student and the UC definition of one full-time enrollment (FTE) as 45 units per academic year. The group looked to the other UC campuses for guidance and reviewed several of their minimum progress documents. As a result, the working group proposed the institution of a regulation for Expected Progress for Undergraduate Students and their draft of such a regulation was forwarded to the Committee on Educational Policy.

**KEY ELEMENTS OF PROPOSAL**
The following outlines the key elements in the proposed regulation.

A full-time student is considered to be making Expected Progress if he or she:
- passes at least 45 units each academic year (fall through spring quarter),
- declares a major by the time 90 units are earned,
- follows a program of study that is consistent with the requirements of his or her declared major or undeclared College, and
- graduates when degree requirements are completed.

A full-time student is considered not to be making Expected Progress and ineligible for Continued Registration if he or she;
- does not pass at least 37 units each academic year, or
- fails to meet the other criteria of Expected Progress described above.

For the student who has a GPA in good standing, but does not meet the criteria for Expected Progress, Continuing Registration shall be at the discretion of the faculty in the student’s College or School or its authorized agent, who will be the Associate Dean for Student Academic Affairs in each College.
ROLE OF ASSOCIATE DEANS
The Associate Deans will take the lead in developing a system for Expected Progress counseling for their Colleges and will be responsible for determining when, and with what requirements, under-enrolled students shall be eligible for Continued Registration. This section of the regulation was intentionally written to set up a mechanism that will
- identify students in good academic standing who are under-enrolled, and
- direct them into individualized academic advising.

For the student who is legitimately unable to perform at this level, the Associate Deans can waive the unit per year requirement, in the same spirit that reduced course-loads are approved currently for students with disabilities or those on part-time status.

RELATIONSHIP WITH ACADEMIC DIFFICULTY
The proposed Expected Progress regulation will operate in tandem with the Academic Progress regulations for each College. However, in all cases of academic difficulty, the College’s Academic Progress regulations will trump any failure to make expected progress. A student who ends up in academic difficulty and fails to achieve expected progress would follow his or her College’s procedures for Academic Probation/Subject to Dismissal.

In order to decrease confusion, the terms “probation” and “subject to dismissal” were not incorporated into the draft of the UCR Expected Progress regulation. Other UC campuses use these terms and have built in sanctions, however the working group decided against a stricter set of rules in favor of an advisement model.

IMPACT ON STUDENTS
Of the 2776 freshmen students who entered UCR in Fall 05 and completed three quarters of coursework, 27% or 752 students did not pass 37 or more units. Slightly over half (401/752) of these students were found to be in academic difficulty, therefore would proceed under the Academic Progress regulations of each College. With the proposed regulation, the remaining 351 students who failed to make expected progress would be identified and directed into academic advising.

The Associate Deans have no intention of mechanically dismissing students under this regulation, but unanimously believe that the proposed Expected Progress regulation will help them to motivate students to maintain an appropriate unit load. This seems to follow the pattern of the other UC campuses; administrators agreed that few students are ever dismissed under their Expected Progress Regulation.

Approved by the Committee on Educational Policy: November 29, 2006
The Committee on Rules and Jurisdiction finds the wording consistent with the Code of the Academic Senate: January 2, 2007
Approved by the CHASS Executive Committee: January 10, 2007
Approved by the CNAS Executive Committee: April 5, 2007
Approved by the BCOE Executive Committee: January 29, 2007
Approved by the GSOE Executive Committee: January 14, 2007
Approved by the AGSM Executive Committee: February 2, 2007
Endorsed by the Advisory Committee: April 23, 2007
COMMITTEE ON RULES & JURISDICTION
REPORT TO THE RIVERSIDE DIVISION
MAY 22, 2007

To be adopted:

Proposed Changes to Bylaw 8.1

PRESENT:
Committees of the Division
Appointment and Tenure

PROPOSED:
Committees of the Division
Appointment and Tenure

8.1.1 Subject to approval by the Division and unless otherwise stated, the Committee on Committees of the Division appoints committees and designates their Chairs and vice Chairs, if any, from among the appointed members of those committees. An appointee may be Chair of but one standing committee in any one year.

8.1.2 Standing committees are appointed each year not later than June first to serve from the first day of September until the following August thirty-first.

8.1.3 Any standing or special committee that does not have a vice Chair appointed by the Committee on Committees may appoint a vice Chair from among its members. Service as vice Chair of a committee does not imply that the vice Chair will succeed the Chair.

8.1.4 Special committees are appointed each year not later than June first to serve from the first day of September until the following August thirty-first, unless (1) a definite term of existence is specified in the enabling act or (2) the term of existence is continued by appropriate action of the Division.
8.1.4. With the exception of membership on the Committee on Distinguished Teaching, Committee on Distinguished Campus Service Award, or Committee on Faculty Research Lecturer, college executive committee, or unless otherwise specified in these Bylaws, no individual shall simultaneously be a member of more than one standing committee.

8.1.5. With the exception of membership on the Committee on Distinguished Teaching, Committee on Distinguished Campus Service Award, or Committee on Faculty Research Lecturer, college executive committee, or unless otherwise specified in these Bylaws, no individual shall simultaneously be a member of more than one standing committee.

8.1.5. Unless otherwise specified in these Bylaws, no individual shall serve as chair of the same standing committee for more than two (2) consecutive years, but shall become eligible to serve again after a lapse of one year.

8.1.6. Unless otherwise specified in these Bylaws, no individual shall serve as chair of the same standing committee for more than two (2) consecutive years, but shall become eligible to serve again after a lapse of one year.

JUSTIFICATION:

The Committee on Diversity and Equal Opportunity originally proposed an amendment to Bylaw 8.6 to provide a vice Chair for the Committee. After consultation with Ward Beyermann, Chair, Committee on Committees, the Advisory Committee passed a motion to ask Rules and Jurisdiction to consider the possibility of changing Bylaw 8.1 to allow a standing Committee which does not have a vice Chair appointed by Committee on Committees to appoint a vice Chair from among its members.

APPROVALS:

The Committee on Rules and Jurisdiction finds the wording to be consistent with the bylaws of the Academic Senate: May 2, 2007

Endorsed by Advisory Committee: May 7, 2007
To be adopted: Proposed Division of Biomedical Sciences Bylaws

PRESENT

PROPOSED

ME1 Membership

ME1.1 The Faculty of the Division of Biomedical Sciences at the University of California, Riverside consists of (a) the President of the University; (b) the Chancellor; (c) the Executive Vice Chancellor; (d) the Dean of the Division of Biomedical Sciences; (e) all members of the Academic Senate who are members of the Division of Biomedical Sciences; (f) other Senate members as may be specified by the bylaws of the Riverside Division of the Academic Senate.

ME1.2 Only voting members of the Academic Senate are eligible to vote in the Faculty of the Division of Biomedical Sciences. However, all persons with academic appointments in the Division of Biomedical Sciences with teaching responsibilities (e.g., the clinical faculty may attend meetings of the Faculty and have the privilege of the floor. These clinical faculty members may vote on matters discussed in all faculty meetings, but their votes will be recorded as “advisory”, and kept separate from the votes recorded from Academic Senate members.

ME2 Officers

ME2.1 The Offices of the Faculty consists of a Chair and a Vice Chair.

ME2.1.1 The Chair of the Faculty is elected for a three-year term and is not eligible to succeed himself/herself immediately. The election is conducted in accordance with the procedure prescribed in these bylaws. If the Chair is unable to complete the term of
office, the Secretary-Parliamentarian of the Division of the Academic Senate shall within two months conduct an election in accordance with the procedure prescribed in these bylaws for the unexpired term provided that the unexpired term is longer than six months. In the interim or in the event the vacated term is less than six months, the Vice Chair will serve as Chair.

**ME2.1.2** The Vice Chair is chosen by the Executive Committee from among its membership. The term of office is two years.

**ME2.1.3** The Chair assumes office on the first day of September following his/her election at a regular election or immediately upon completion of the ballot count at a special election. The Vice Chair takes office immediately upon appointment.

**ME3 Meetings**

**ME3.1** Meetings are called by the Chair of the Faculty or by the Executive Committee. At the written request of twenty-five percent of the voting members of the faculty, the Chair must call a meeting. He/she must call at least one meeting each academic quarter in each year. The faculty meeting may be chaired by the Chair of the Faculty or by the Vice Chair.

**ME3.1.1** A quorum consists of fifty-percent of the members of the Faculty.

**ME3.1.2** A motion to submit a measure to mail or secret ballot has precedence over a motion for an open vote in a meeting.

**ME3.1.3** The Chair of the Faculty will send, prior to the faculty meeting, copies of the call for the meeting and will make all pertinent documents available to each member of the Faculty. The Faculty shall not change curricular requirements of the Division or change these bylaws at the meetings at which such proposals for change are first made unless notice is previously given to all members of the Faculty in a call to the
ME3.1.4 These bylaws constitute primary rules of order for meetings of the Faculty and of the committees of the Faculty. The order of business is that prescribed in Chapter 4 of the Bylaws of the Riverside Division of the Academic Senate.

ME3.1.5 The minutes of every meeting of the Faculty (with the exception of those concerned with personnel matters) shall be sent before the next faculty meeting to every member of the Faculty. For personnel matters, faculty may consider the departmental letter in lieu of minutes for these meetings. Opportunities for review and/or comment of the departmental letter are as prescribed in the APM.

ME4 Committees

ME4.1 There shall be an Executive Committee consisting of at least four (4) Faculty members and the Chair of the Faculty. The Dean and the Associate Dean of the Division of Biomedical Sciences will serve as ex officio members of this committee.

ME4.1.1 The faculty of the Division of Biomedical Sciences will elect the four (4) representatives to the Executive Committee.

ME4.1.2 The term of office of members of the Executive Committee is two years, and these members are eligible for reappointment.

ME4.1.3 The election of Faculty members is as provided in chapter 7 of the Bylaws of the Riverside Division of the Academic Senate. For purposes of these elections, members of the Executive Committee are considered officers of the Faculty of the Division. Members of the Executive Committee take office on September first of the academic year following their election at a regular election or immediately upon completion of the ballot count at a special election.
ME4.1.4 Whenever the Executive Committee determines that a vacancy exists in its membership, the Secretary-Parliamentarian of the Division of the Academic Senate conducts an election in accordance with the prescribed procedure provided the vacancy is to last more than six months. A vacancy shall be declared to exist and the committee member considered to have resigned if she/he anticipates an absence from the committee of more than six months. Vacancies of six months or less are filled temporarily by appointment by the Chair of the Faculty with the advice and consent of the Executive Committee.

ME4.1.5 The Executive Committee has the following functions:

ME4.1.5.1 The Executive Committee has the general oversight of the academic welfare and discipline of students in the Division and has the power to bring before the Faculty any matters that the Committee deems advisable.

ME4.1.5.2 The Executive Committee appoints and designates the Chairs of all other standing committees and all special committees of the Faculty unless otherwise directed at a meeting of the Faculty.

ME4.1.5.3 The Executive Committee acts finally for the Faculty (a) in the awarding of all degrees to students of the Division in all cases which do not involve the suspension of regulations or that involve only minor adjustments in the curricula and (b) in the awarding of honors at graduation. The Committee is likewise empowered to act on petitions of students for graduation under suspension of the regulations. The Committee will report all degrees approved to the Riverside Division of the Academic Senate.

ME4.1.5.4 The Executive Committee makes recommendations to the Faculty in the establishment, modification, and discontinuation of all divisional instructional programs and curricula.

ME4.1.5.5 The Executive Committee acts
for the Faculty in making recommendations to the Riverside Division of the Academic Senate regarding courses.

**ME4.2** There shall be a Medical Education Committee consisting of the Director of Clinical Instruction, two medical student representatives from each class, and all course coordinators. The Dean of the Division and the Associate Dean(s) will serve as *ex officio,* members of this committee.

**ME4.2.1** The duty of this Committee is to advise on matters pertaining to the educational policy and curriculum of the UCR medical school program.

**ME4.2.2** This Committee is also subject to the Bylaws of the UCLA School of Medicine.

**ME4.3** There shall be a Medical School Admissions Committee consisting of the Chair, appointed by the Executive Committee, and a minimum of ten (10) additional faculty members, appointed by the Admissions Committee Chair, including both basic science and clinical faculty members. The Dean of the Division serves as an *ex officio* and non-voting member of this committee.

**ME4.3.1** The duty of this Committee is to recommend to the Faculty Executive Committee of the UCLA School of Medicine the admission of students into the medical school portion of the UCR/UCLA Thomas Haider Program in Biomedical Sciences.

**ME4.3.2** This Committee is also subject to the Bylaws of the UCLA School of Medicine.

**ME4.4** There shall be a Medical School Promotions Committee composed of at least 6 (6) faculty members plus the Chair, typically chosen from those who serve as course coordinators with representatives of both clinical and ladder-rank faculty. The Dean of the Division serves as an *ex officio* and non-voting member of this committee.

**ME4.4.1** The duty of this Committee is to recommend to the Faculty Executive
Committee of the UCLA School of Medicine
the promotion of medical students from the
first year to the second year, and from the
second year to the third year.

ME4.4.2 This Committee is also subject to
the Bylaws of the UCLA School of Medicine.

ME4.5 There shall be a Graduate Advisory
Committee consisting of three faculty
members and two Graduate Advisor(s). One
Graduate Advisor will be responsible for
recruitment and admission of graduate
students and the other Graduate Advisor will
be responsible for enrolled student affairs. All
Biomedical Sciences Graduate Program
faculty members in good standing are eligible
for election to this Graduate Advisory
Committee.

ME4.5.1 The duty of this Committee is to
advise the Biomedical Sciences Graduate
Program faculty on matters pertaining to
graduate degree programs.

ME4.6 There shall be a Volunteer Clinical
Appointments and Advancements Committee.
The Committee shall consist of three (3)
faculty members, the Director of Clinical
Instruction and up to three (3) volunteer
clinical faculty.

ME4.6.1 The duty of this Committee is to
advise the Chair and faculty members of the
Division of Biomedical Sciences, the Dean of
the Division, and the Executive Vice
 Chancellor on appointments and advances of
clinical faculty to Assistant Clinical Professor,
Associate Clinical Professor, and Full Clinical
Professor levels.

ME4.6.2 This Committee is subject to the
procedures of Volunteer Clinical
Appointments as outlined in the Memorandum
of Understanding of 9/2003 and subsequent
changes approved by the Faculty of the
Division of Biomedical Sciences, the Dean of
the Division, and the Executive Vice
Chancellor.

ME4.6.3 Members of this Committee will be
appointed annually by the Executive Committee of the Division of Biomedical Sciences with no limit on the period of service.

**ME5  Election and Balloting**

**ME5.1** Elections are conducted as specified in ME2.1.1, ME2.1.2, ME4.1.3.

**ME5.1.1** Balloting on measures referred to the whole Faculty of the Division by action of a meeting of the Faculty are conducted by the Secretary-Parliamentarian of the Division of the Academic Senate following the provisions of chapter 7 of the bylaws of the Riverside Division of the Academic Senate.

**ME6  Amendments and Suspensions of Bylaws and Regulations**

**ME6.1** These bylaws can be amended or suspended only as provided in chapter 6 of the bylaws of the Riverside Division of the Academic Senate and in ME3.1.3.

Justification: This is a recently approved set of by-laws for the Division of Biomedical Sciences. This is obviously long overdue. Since the Division separated from the College of Natural and Agricultural Sciences a number of years ago, we have operated using a set of by-laws comparable to the ones shown here. Surprisingly, these by-laws had never been formally submitted to the Academic Senate for review and approval, and this matter came to our attention only recently.

Reviewed and Unanimously Approved by the Biomedical Sciences Faculty: May 3, 2007
Approved by the Committee on Academic Personnel: April 2, 2007
Approved by the Faculty Welfare Committee: April 2, 2007
Approved by the Educational Policy Committee: March 26, 2007
Approved by the Undergraduate Council Committee: April 10, 2007
Approved by the Graduate Council: May 3, 2007
Approved by Preparatory Graduate Education: April 9, 2007
The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: May 2, 2007
Endorsed by the Advisory Committee: May 7, 2007
Proposed Changes in Bylaw HS4.1.1.4

To be adopted:

Present:

HS4 Committees

HS4.1.1.4 The election is held by mail ballot as provided in chapter 7 of the bylaws of the Division. For purposes of these elections, members of the Executive Committee are considered Officers of the Faculty of the College. Members of the Executive Committee take office on July first following their election at a regular election or immediately upon completion of the ballot count at a special election.

Proposed:

HS4 Committees

HS4.1.1.4 The election is held by mail ballot as provided in chapter 7 of the bylaws of the Division. For purposes of these elections, members of the Executive Committee are considered Officers of the Faculty of the College. Members of the Executive Committee take office on the first day of September following their election at a regular election or immediately upon completion of the ballot count at a special election.

Justification:

The Chair’s term begins in September while presently the members start on July first of the academic year following their election. This change is to have the Executive Committee members start time correspond to the Chair’s starting time which would be consistent with the other colleges/schools.

Effective: Immediately upon approval

Reviewed and Approved by CHASS Executive Committee: 3/4/07
Reviewed and Approved by CHASS Faculty: 4/4/07
The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: April 16, 2007
Endorsed by the Advisory Committee: April 23, 2007
Proposed Changes in Bylaw E4.1.1.2

To be adopted:

Present:

E4 Committees  E4 Committees

E4.1.1.2 The election of Faculty members is held by mail ballot as provided in chapter 7 of the bylaws of the Division. For purposes of these elections, members of the Executive Committee are considered Officers of the Faculty of the school. Members of the Executive Committee take office on July first of the academic year following their election at a regular election or immediately upon completion of the ballot count at a special election.

Proposed:

E4 Committees  E4 Committees

E4.1.1.2 The election of Faculty members is held by mail ballot as provided in chapter 7 of the bylaws of the Division. For purposes of these elections, members of the Executive Committee are considered Officers of the Faculty of the school. Members of the Executive Committee take office on the first day of September following their election at a regular election or immediately upon completion of the ballot count at a special election.

Justification:

The Chair’s term begins on the first day of September while presently the members start on July first of the academic year following their election. This change is to have the Executive Committee members start time correspond to the Chair’s starting time which would be consistent with the other colleges/schools.

Effective: Immediately upon approval

Reviewed and Approved by GSOE Executive Committee: April 3, 2007
Reviewed and Approved by GSOE Faculty: April 17, 2007
The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: April 19, 2007
Endorsed by the Advisory Committee: April 23, 2007
To be adopted:

PRESENT:

PROPOSED:

1. Each program at UCR can tentatively admit incoming students to a Combined Program (CP) at the beginning of their Bachelors studies. Admission criteria to the CP must be established by each program and then approved by the Graduate Council. In general, these criteria should exceed the normal admission requirements set by the specific program.

2. Admitted students maintain their tentative enrollment in the CP if their cumulative GPA exceeds some level X. If students fail to maintain the level X standard, they are disenrolled from the CP but are eligible to re-enroll if their cumulative GPA subsequently exceeds this level X for three consecutive quarters. The same condition would be applied to all new enrollments requested after freshman entry, including transfer students.

The specific level X is to be determined by each Program and then approved by the Graduate Council. We suggest that all programs at UCR set this level X at 3.3 or above.

3. By their request, the students tentatively enrolled and in good standing in their CP programs become unconditionally enrolled at the start of the first quarter in which their past record shows accumulation of 135 units towards their Bachelors degree.

4. CP-students must fulfill all the requirements set for their Bachelor programs at UCR without any modifications. In particular, the
CP students must meet the specific program requirements set for the number of total units and for units within the major. CP students would automatically become Masters students after receiving a Bachelors degree.

5. For each CP student, up to 12 upper division units from within their undergraduate major can be double-counted towards the Masters degree. This number of units is further limited as follows.

a. Each CP can establish its own minimum threshold and double count upper division major units taken in excess of this threshold toward both the Bachelors and the Masters degree, with a limit of 12 undergraduate units to be so double-counted. Generally, the allowable range for setting the minimum threshold is 0 to 11 units below the total number of units required within the major for that Bachelors degree.

b. Double-counting begins at the minimum threshold. Therefore, the maximum double counting of 12 units can be granted only if a student exceeds the unit requirements within the major for the program. The amount of double counting allowed is correspondingly reduced if the requirements within the major are not exceeded.

Examples: A certain program requires a total of 80 units within the major for the Bachelors degree and sets its minimum threshold for double counting at 72 units. Students in the CP can begin double counting after they complete 72 units within the major. Student A in the program completes the minimum of 80 units within the major for the Bachelors and can double count 8 units. Student B in the program completes 82 units within the major for the Bachelors and can double count 10 units. Student C in the program completes 84 units within the major for the Bachelors and can double
count 12 units. Student D in the program completes 90 units within the major for the Bachelors but can still double count only 12 units.

c. Each Program can also specify that only a subset of the upper-division courses in the major are eligible for double-counting, or it can set its minimum threshold for double counting to be some level above the total number of units within the major required for the Bachelors degree in the program, or it can limit the maximum number of units that can be double counted to be some number less than 12.

6. The undergraduate courses double counted for the Masters degree may not be applied in any manner to reduce the following requirements:

   a. for Plan I programs, the 24 units of required graduate-level courses
   b. for Plan II programs, the 18 units of required graduate-level courses.

7. Excepted as described above in numbers #1 - #6, all rules and regulations that apply to graduate students apply to CP students.

**BACKGROUND**

The main charge to the Ad Hoc Committee (AHC) was to set a framework for establishing Combined five-year Programs (CP) for Bachelor/Master studies at UCR. The AHC was jointly formed by the Committee on Educational Policy and Graduate Council, with two representatives designated from each Committee. In this memo, AHC members outline possible incentives that can establish CPs as viable educational tools for both prospective “CP-students” and UCR units.

The two main questions addressed by the members of the AHC were:

- Can the CPs lead to a Masters degree in 5 years without any compromise of educational standards?
- Can the CPs streamline the educational process, compared to separate Bachelors and Masters programs?
JUSTIFICATION:

- Many undergraduate programs at UCR have their own unit requirements, which substantially exceed the minimum number of 180 units set at the campus level. As a result, UCR graduates admitted to Masters Programs often have done more undergraduate coursework within their major than their peers admitted from other institutions with lower unit requirements.

- Some Masters programs at UCR currently include up to 12 units of undergraduate coursework within the same major. This work may be particularly important for non-UCR students, due to a different structure or amount of the undergraduate course work required by the other institutions. In most cases, however, this work has already been done by the former UCR undergraduates. This is the main rationale for allowing CP-students to double count up to 12 undergraduate units and thereby streamline their Masters studies.

The AHC concludes that CPs will prove beneficial for both incoming students and UCR programs due to the following reasons:

- CPs can better attract top high school graduates, transfer students, and returning students, especially those interested in advanced degrees. Thus, UCR Departments can expect a higher proportion of good undergraduates.

- CP students will be more inclined to stay at UCR for their Masters studies instead of applying to other institutions. Thus, UCR Departments can better retain these students.

Approved by the Committee on Educational Policy: April 6, 2007
Approved by the Graduate Council: April 18, 2007
Endorsed by the Advisory Committee: May 7, 2007
EXECUTIVE COMMITTEE  
COLLEGE OF ENGINEERING  

REPORT TO RIVERSIDE DIVISION  
May 22, 2007  

Proposed Major in Materials Science and Engineering  

I. Overview  

The Bourns College of Engineering (BCOE) proposes the establishment of a Bachelor of Science degree entitled *Materials Science and Engineering*. This degree program will be administered by the Materials Science and Engineering (MSE) Program Committee:  

<table>
<thead>
<tr>
<th>MEMBER</th>
<th>DEPARTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander Balandin, Chair</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>Cengiz Ozkan</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Nosang Myung</td>
<td>Chemical and Environmental Engineering</td>
</tr>
<tr>
<td>Mart Molle</td>
<td>Computer Science and Engineering</td>
</tr>
<tr>
<td>Valentine Vullev</td>
<td>Bioengineering</td>
</tr>
</tbody>
</table>

The MSE Program Committee, consisting of the MSE Program Chair and one representative of each department in the Bourns College of Engineering, will have the responsibility for approval and management of the Materials Science and Engineering courses within the curriculum. In the early phase of the Materials Science and Engineering Program, the teaching faculty will be drawn from the College of Engineering with the approval of the Dean and the Chairs of the respective departments. The MSE program will be interdepartmental. In this sense, no department will act as a single host department to MSE major students.  

The courses included in the MSE major curriculum will have either specific MSE subject abbreviation or the department subject abbreviation, e.g., ME, CEE, etc. The courses can also be cross-listed, e.g., ME/MSE. Each College of Engineering department may offer a “focus” area within the MSE program by designating a set of technical electives (TE), which emphasize a certain aspect of materials science and engineering.  

During the first two years the students take general education courses (mathematics; physics; chemistry; breadth requirements) and the lower-division courses offered by the participating departments. A dedicated MSE course offered during the freshman year (MSE 1: Fundamentals of Materials Science and Engineering) will introduce the students to the basics of materials science and engineering. During the third year the students will take the materials core courses (MCC). MCC will be offered jointly by all departments. There is no strict division of how many courses are taught by each department. Some departments, which have faculty with the relevant expertise and existing courses, may teach more than others. MCC have been selected to maximize the use of the existing courses (with ME, EE, CEE, CHEME, ENVE, CSE, BIEN subject abbreviations) while covering the topics essential for a successful MSE program.
II. The Major

The B.S. degree in Materials Science and Engineering is offered jointly by the five participating departments of the Bourns College of Engineering.

The educational objectives of the MSE program are to prepare students (i) to be employed as materials engineers or in related engineering, science or managerial positions, using and improving their skills based on the demands of the job; (ii) to enter graduate or professional degree programs; (iii) to be effective team members; and (iv) to be responsible engineers, professionals or scientists who demonstrate ethical and professional responsibility and continue to learn through variety of educational experiences.

The MSE program outcomes are graduates equipped with (i) an ability to apply knowledge of the scientific and engineering principles underlying major elements of materials engineering, i.e., structure, properties, processing and performance of materials; (ii) an ability to design and conduct experiments relevant to materials science and engineering, and to analyze and interpret experimental data; (iii) an ability to identify, formulate and solve materials selection and design problems; (iv) an ability to work in multidisciplinary teams; (v) an appreciation of professional and ethical responsibility and importance of continued learning after graduation; (vi) an ability to communicate effectively; (vii) a basic understanding of the impact of engineering on society, including economy and the environment; (viii) an elementary understanding of contemporarily issues in materials science and engineering.

Major Requirements for the Bachelors of Science in Material Science and Engineering are as follows:

Lower-division requirements (68 units):

a) MATH 009A (4), MATH 009B (4), MATH 009C (4), MATH 010A (4), MATH 010B (4), MATH 046 (4)
b) CHEM 001A/01LA (5), CHEM 001B/01LB (5), CHEM 001C/01LC (5)
c) PHYS 040A (5), PHYS 040B (5), PHYS 040C (5)
d) CS 030 (4)
e) EE 001A/01LB (4)
f) ME 010 (4)
g) MSE 001 (2)

Upper-division requirements (52):

a) CHEM 112A (5)
b) CEE 135 (4)
c) CHE 100 (4)
d) EE 138 (4)
e) ENGR 180 (3)
f) ME 110 (4), ME 114 (4), ME 156 (4)
g) MSE 160 (4), MSE 161 (4), MSE 175A (4), MSE 175B (4)
h) STAT 155 (4)
i) Technical Electives: (20): There is a requirement of 20 units of technical electives, chosen with the approval of a faculty advisor. The purpose of these electives is to add depth and breadth to the major and direct a student along a specific materials focus area. The four courses can be selected, in consultation with an advisor, from the following list: BIEN140A/CEE140A; BIEN140B/CEE140B; CEE147; EE133; EE136; EE137; EE139; ME113; ME116A; ME 116B; ME138; ME153; ME180.

III. Justification

Definitions and Background

Materials Science and Engineering (MSE) is concerned with the study of the structure, properties and applications of materials. The proposed MSE Program at UCR aims to provide fundamental knowledge for understanding of materials with the objective of predicting, modifying, and tailoring the properties of materials to achieve enhanced performance of the materials and devices based on these materials.

The foundations of materials science and engineering are the basic sciences of physics, chemistry, and mathematics. An engineer working with the great variety of materials responses at the electrical, optical, magnetic, mechanical, and chemical levels must have a solid scientific foundation and breadth of basic knowledge from the physical sciences and engineering.

The interdisciplinary nature of the proposed program at UCR is ideally suited to address this requirement. The proposed MSE program is truly interdisciplinary, cutting across departmental and collegiate lines. The faculty from various departments and with different backgrounds will participate in the program. BCOE already has a substantial number of faculty members who carry out experimental, theoretical and computational research in materials science and engineering. The proposed MSE program will be complementary to the existing programs and will add to the BCOE strengths. The creation of the MSE program is synergetic with the campus nanotechnology efforts and investments. The MSE program at UCR will be very different from the existing materials programs in other UC campuses and nearby universities. It will be the only undergraduate program that involves all departments of the College of Engineering. Typically, MSE programs are resident within a specific department. The highly recognized interdepartmental MSE program at UCSD is limited to the graduate students only. Other UC campuses have separate materials departments. The arrangement proposed at UCR is intended to emphasize the interdisciplinary nature of the field and encourage interdepartmental cooperation.

The estimated number of MSE major students over the first two years is around 40-50. During the first year we expect that some currently admitted students (sophomores and/or juniors) will transfer to the program. The introduction of the MSE degree is expected to help with the retention at the college and campus levels. During the second year of the program we plan to have around 20-30 freshmen directly entering MSE program. The estimates for the number of MSE majors are based on the BCOE enrollment data for other majors.
The graduates of the MSE Program will benefit from the unique research facilities existing and currently under development at UCR. These include the materials synthesis and characterization resources available in the Department of Bioengineering, Department of Chemical and Environmental Engineering, Department of Electrical Engineering and the Department of Mechanical Engineering. The existing Center for Nanoscale Science and Engineering (CNSE) and Central Facility for Advanced Microscopy and Microanalysis (CFAMM) are additional positive factors for the MSE program development. Modern materials science and engineering involves substantial computational component, i.e., computational materials science. The MSE graduates will benefit from the computational resources available in the Department of Computer Science and Engineering, Department of Electrical Engineering, and the campus-wide computational facilities.

The Need for the MSE Program

Many applications today require broad-based materials knowledge. A materials engineer may specialize in a specific class of materials (magnetic materials, nanostructured materials, polymers, biological materials, etc.) or a specific area of materials science (electrical properties, mechanical properties, materials processing, materials testing, etc.), but should possess a broad background in materials science and engineering. Increased emphasis on cost, weight, and size reduction, while still improving product performance, creates challenges for monolithic materials, and opportunities for composites, nanostructures and other new materials. Miniaturization of components frequently is limited by the interactions of dissimilar materials at a microscopic and nanometer scale. A materials engineer must be able to optimize the overall performance of complex systems involving several materials.

One of the best examples of the increased role of the materials science and engineering and the fact that many innovations in today’s world are happening at the materials level is recent announcement (January 2007) by Intel, the world’s largest chip maker, that it overhauled the basic building block of the information age, paving the way for a new generation of faster and more energy-efficient processors. According to the company researchers the advance represented the most significant change in the materials used to manufacture silicon chips since Intel pioneered the modern integrated-circuit transistor more than four decades ago (see, for example, PhysOrg.com feature at http://www.physorg.com/news89109741.html). The drastic increase in the chip speed and energy efficiency was made possible due to the introduction of the new materials (“high-K” dielectric and metal gate) into the chip design and technological process.

In many industries, several materials may be competing for the same market (e.g., polymer composites versus metal in aircraft structures, ceramic versus metal in engine components). In these applications, a materials engineer must be able to make a decision in selecting the best materials or combination of materials. The latter requires a fundamental understanding of the properties and performance of each of the competing materials.

The increasing global competition for raw materials and energy resources make the MSE major a particularly relevant and timely. According to the National Science Board (NSB) Science and Engineering Indicators 2006 statistics, the US high-technology trade balance is negative. US trade in goods with high-technology content, which includes advanced materials and products
based on advanced materials, is also negative. Substantial efforts in educating a workforce with interdisciplinary expertise in MSE are required to correct this situation. The important resource needed for work and research in materials science and engineering is trained scientific and engineering manpower. Education and research in materials science and engineering differ from those in other fields because they span the full spectrum from basic sciences to practical applications. Thus, it is highly desirable to have a dedicated MSE program in this field. The introduction of the interdepartmental MSE program is expected to help in promotion of innovation and creating a culture that produces new ideas and allows one to capitalize on these new ideas. A materials engineer who has taken time to learn about a spectrum of subjects offered by different departments should be well positioned to succeed after completing his or her degree.

There is strong industrial commitment to materials research, especially applied research. Materials characterization is an area with many job opportunities in California and nation-wide. The US government increasingly supports research and education in materials science and technology. For example, some recent National Science Foundation (NSF) initiatives include the International Materials Institutes (IMI), Materials Processing and Manufacturing (MPM), Instrumentation for Materials Research (IMR), Materials Research Science and Engineering Centers (MRSEC), and many others. The goal of IMI program is to advance fundamental materials research by coordinating international research and education projects involving condensed matter and materials physics; solid state and materials chemistry; and the design, synthesis, characterization, and processing of materials to meet global and regional needs. The MPM Program advances the fundamental knowledge base that is needed for the realization of desired product attributes through the application of the systematic integration of processing-material-performance relationships. MPM also supports research activities that incorporate connectivity of this materials processing knowledge to sensing systems for process control. MRSEC program supports interdisciplinary materials research and education while addressing fundamental problems in science and engineering. These centers foster active collaboration between universities and other sectors, including industry, and they constitute a national network of university-based centers in materials research. Other government agencies have their own program in support of materials science and engineering.

The broad technical base of the MSE degree prepares graduates for employment in a wide range of industries, including electronics, data-storage, automotive, medical products and aerospace, as well as for graduate school in engineering and science. Graduates of this program will be particularly well suited to work for smaller, entrepreneurial companies that need materials engineers with a broad background, rather than people specialized in particular fields. Many companies involved in manufacturing require engineers with this broad materials background who can specify materials selection, oversee production, or maintain quality control. In addition, independent testing and consulting companies may be strongly interested in MSE program graduates. Engineering managers must be able to direct engineers and scientists with varied backgrounds. The described career options require the ability to communicate with different materials disciplines and to make sound engineering decisions based on knowledge from the different disciplines.
IV. Description of the MSE Courses

The MSE committee has developed the following five new MSE courses. All MSE courses have already been approved.

**MSE 1: Fundamentals of Materials Science and Engineering**
Introduction of properties and applications of different types of materials essential for various areas of engineering. Discussion of the relationship between structure and properties as well as processing of the materials. Illustration of a wide range of properties required for different types of applications.

**MSE 175A: Senior Design**
Preparation of formal engineering reports and statistical analysis on a series of problems illustrating methodology for various branches of applied materials science and engineering. Covers the entire design process: design problem definition, generation of a design specification, documentation, design review process, prototype fabrication, testing and calibration, cost estimation, and federal guidelines. Requires a term project and oral presentation.

**MSE 175B: Senior Design**
Preparation of formal engineering reports and statistical analysis on a series of problems illustrating methodology for various branches of applied materials science and engineering. Covers the entire design process: design problem definition, generation of a design specification, documentation, design review process, prototype fabrication, testing and calibration, cost estimation, and federal guidelines. Requires a term project and oral presentation.

**MSE 160: Nanostructure Characterization Laboratory**
Structure of materials at the nanoscale, including semiconductors, ceramics, metals, and carbon nanotubes. Relationships among morphology, properties, and processing. Primary methods of characterization including scanning electron microscopy, scanning probe microscopy, x-ray diffraction and transmission electron microscopy. Elementary discussions of x-ray, vibrational, and electron waves in solids and introductory diffraction theory.

**MSE 161: Analytical Materials Characterization**
Analysis of the surfaces of materials via ion, electron and photon spectroscopy. Rutherford back scattering, secondary ion mass spectroscopy, electron energy loss spectroscopy, Auger electron spectroscopy, X-ray photoelectron spectroscopy, photo-luminescence, extended X-ray absorption fine structure, Fourier transform infrared spectroscopy and Raman spectroscopy. Sputtering, high-vacuum generation and focused ion beam milling.
V. Approvals:

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<th>APPROVAL</th>
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<tr>
<td>Approved by the Faculty of the College of Engineering on:</td>
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<td>Approved by the Committee on Educational Policy on:</td>
<td>March 21, 2007</td>
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# Suggested Course Plan for a UC Riverside Major in MSE

## Materials Science and Engineering 07
(Catalog Years 2007)

### Fall Quarter

**First Year**

- ENGL 1A  
  *English Composition*
- MATH 9A  
  *First Year Calculus*
- CHEM 1A/ILA  
  *General Chemistry*
- MSE 1  
  *Fundamentals of Material Science*

**Winter Quarter**

- ENGL 1B  
  *English Composition*
- MATH 9B  
  *First Year Calculus*
- CHEM 1B  
  *General Chemistry*
- ENGR 92*  
  *Freshman Seminar*

**Spring Quarter**

- ENGL 1C or ISC*  
  *English Composition*
- MATH 9C  
  *First Year Calculus*
- CHEM 1C  
  *General Chemistry*
- CS 30  
  *Intro to Comp Science & Eng*

### Second Year

- MATH 46  
  *Differential Equations*
- PHYS 40A  
  *Physics (Mechanics)*
- BREADTH  
  *Humanities/Social Sciences*
- CHEM 112A  
  *Organic Chemistry*

**Winter Quarter**

- MATH 10A  
  *Multivariable Calculus*
- PHYS 40B  
  *Physics (Heat/Waves/Sound)*
- BREADTH  
  *Biological Sciences*

**Spring Quarter**

- MATH 10B  
  *Multivariable Calculus*
- PHYS 40C  
  *Physics (Electricity/Magnetism)*
- ME 10  
  *Statics*
- EE 1A/ILA  
  *Engineering Circuits Analysis*

### Third Year

- ME 114  
  *Intro to Materials Science & Eng*
- BREADTH  
  *Humanities/Social Sciences*
- EE 138  
  *Electrical Properties of Materials*
- ENGR 180  
  *Technical Communications*

**Winter Quarter**

- ME 110  
  *Mechanics of Materials*
- CHE 100  
  *Engineering Thermodynamics*
- BREADTH  
  *Humanities/Social Sciences*
- TECHNICAL ELECTIVE

**Spring Quarter**

- ME 156  
  *Mechanical Behavior of Materials*
- CEE 135  
  *Chemistry of Materials*
- MSE 160  
  *Nanostructure Characterization Lab*
- TECHNICAL ELECTIVE

### Fourth Year

- STAT 155 (Fall) or STAT 100A  
  *Probability & Statistics for Engineers*
- MSE 175A  
  *Senior Design*
- BREADTH

- MSE 175B  
  *Senior Design TECHNICAL ELECTIVE*

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Humanities/Social Sciences/Biological Science courses fulfill the breadth requirements specific to the College of Engineering.

The Biological Science course must contain a laboratory component. Technical Electives are courses in MSE, or related fields, which explore specific topics. A list of Technical Electives and Breadth Requirements will be available on the College of Engineering Student Academic Affairs Office website: www.engr.ucr.edu/studentaffairs

Notes
March 15, 2007

TO: Eugene Nothnagel, Chair of the Committee on Educational Policy

FROM: Reza Abbaschian, Dean

I am pleased to submit the attached document for the establishment of an undergraduate Materials Science and Engineering (MSE) program in Bourns College of Engineering. The MSE program will concentrate on fundamental and engineering principles dealing with structure, properties, performance and characterization of engineering materials. As you know, most top engineering schools offer MSE degrees through stand alone materials departments, or combined with a chemical or mechanical department. For BCOE, in part because of the relatively small size of our faculty, we believe it is best to offer a degree program that is college-wide, and involves all of our five departments.

Participating faculty interests and backgrounds are diverse; therefore, the college-wide program will allow us to treat MSE as a field, rather than as a discipline, which integrates with all engineering disciplines. Based on my previous experience as chair of a highly ranked MSE department, I believe the integration with other engineering disciplines will make our graduates extremely marketable. This is due to the fact that many current engineering issues deal with manufacturing specific materials. For example, companies such as Intel will choose MSE students with a concentration in electrical engineering who will have more electronics experience, while DuPont will choose those from chemical engineering who have more processing exposure. Similarly, companies dealing with medical implants will choose MSE students with the concentration in bioengineering, etc.

The MSE program will have a program chair. I am pleased to mention that Professor Alexander Balandin has agreed to accept this responsibility. An MSE program committee, consisting of the MSE program chair and one representative from each department in BCOE will have the responsibility to approve and manage the Materials Science and Engineering courses within the curriculum. The teaching faculty will be drawn from the College of Engineering with the approval of the dean and the department chairs. As such, all departments will be partnering in the program, and will collaboratively support the new program.

The MSE program will be provided with the necessary staff resources and financial support to become successful. Initially, the program will have a staff member who will report to the MSE program chair, and serve the program committee as needed. Additional staff members will be provided as the program grows so that it can function similar to the other degree programs in the College. All other support functions such as student services, accounting, purchasing, recruitments, contract and grant administration will be accomplished through the College and department as appropriate. Obviously, the MSE program will have its own operational budget for office supply, office staff and incidental expenses. The laboratories will be handled by the departments offering the MSE course. Additional laboratories and offices will be provided as needed through the partnering departments.
Our ultimate goal is to establish a graduate program as well, soon after the undergraduate program is launched. The graduate program, however, is envisioned as a campus-wide degree program involving several departments from BCoE, CNAS and CHASS.

In summary, I strongly believe the proposed MSE program will be unique; it will set us apart from other schools in the nation. The program will also provide a suitable platform for the integration of the faculty research programs. Moreover, the program will provide the necessary recognition for the College in its quest for excellence in teaching, research and service. Therefore, I fully support the recommendations of the MSE program committee, the BCoE Executive Committee, and BCoE faculty to form the new MSE undergraduate degree program.

cc: Ellen Wartella, Executive Vice Chancellor & Provost  
Tom Cogswell, Chair, Academic Senate  
Teodor Przymusinski, Chair, BCoE Executive Committee  
Alex Balandin, Program Chair, MSE
March 8, 2007

Prof. Alexander A. Balandin
Department of Electrical Engineering
University of California - Riverside
Riverside, CA 92521 USA

Dear Prof. Balandin,

Your proposal to establish a Materials Science and Engineering (MSE) undergraduate program at UC Riverside is very worthwhile. Materials Science and Engineering is a highly interdisciplinary subject these days, and is appreciated by many other disciplines of science and engineering as being an essential part of undergraduate education. The proposed MSE Program at UCR is aiming to provide important basic knowledge for understanding of materials and to stimulate students to think about how to model/predict/improve materials properties toward enhanced engineering and device applications.

The basis of recent trend of nanotechnology is nanomaterials, and hence your newly proposed MSE undergraduate program will certainly help to guide the students on the significance of nanotechnology and nano-bio technology, and what materials scientists can contribute in these fields. The Program appears to be complementary to the existing programs.

I would like to express my strong support for your proposed MSE undergraduate program at UC Riverside.

Sincerely yours,

Sungho Jin, Ph.D.
Member, National Academy of Engineering
Distinguished Professor of Materials Science and Iwama Endowed Chair
Director, UCSD Materials Science & Engineering Program
Department of Mechanical & Aerospace Engineering
University of California, San Diego
9500 Gilman Drive, La Jolla, CA 92093-0411

(T) 858-534-4903, (F) 858-534-5698, (e) jin@ucsd.edu
(web) http://maeweb.ucsd.edu/~jin/
March 13, 2007

Professor Alexander A. Balandin  
Department of Electrical Engineering  
University of California - Riverside  
Riverside, CA 92521

Dear Professor Balandin,

I am writing to support the proposed Materials Science and Engineering Program at UC Riverside. Materials Science and Engineering is a vital area for California’s continued technology leadership in the rapidly globalizing economy. In many fields that California has world leadership, including electronics, optoelectronics, biomedical, … there is great demand for well trained and versatile materials scientists.

UCR’s proposed program, which draws from faculty from at least five departments, will provide the diverse and balanced training necessary for future materials scientist. The program is well conceived and structured.

I strongly support this activity.

If you have further questions, please do not hesitate to contact me.

Sincerely,

James S. Speck  
Chair, Materials Department
March 12, 2007

Alexander A. Balandin, PhD
Professor, Department of Electrical Engineering
University of California, Riverside
Riverside, CA 92521

Dear Prof. Balandin:

I think it is a wonderful idea for the Bourns College of Engineering to start an interdepartmental undergraduate program in Materials Science and Engineering (MSE). A solid Materials Science background is critical to improved research. Let me give you an example from my field.

In the 1980s and the 1990s, there was a fierce competition between GaN and ZnSe for use in blue light emitting diodes (LEDs) and laser diodes (LDs). In the end GaN proved to be the better choice, in spite of its high dislocation density (order of $1 \times 10^{9}/\text{cm}^2$). As is so often the case, the determining factor in achieving superior device performance proved to be the choice of material. This is why I think it so important for Universities to support and encourage Materials education and research.

Materials are such a fundamental part of Engineering, and a new interdepartmental MSE program at UC-Riverside would be the perfect way for students to broaden their materials knowledge, learning from faculty members who specialize in different disciplines. I strongly recommend that UC-Riverside start an interdepartmental Materials Science and Engineering undergraduate program.

Sincerely,

Shuji Nakamura
Professor of Materials and Electrical & Computer Engineering (ECE)
Director, Solid State Lighting and Display Center
University of California, Santa Barbara
REVISED PROPOSAL FOR A DEPARTMENT OF MEDIA & CULTURAL STUDIES AT THE UNIVERSITY OF CALIFORNIA, RIVERSIDE

Submitted by the Director of the Program in Film and Visual Culture, March 2007

Approvals:

College of Humanities, Arts, & Social Sciences Executive Committee: May 10, 2006
Committee on Educational Policy: April 20, 2007
Committee on Planning and Budget: May 2, 2007
Graduate Council: April 16, 2007
Committee on Academic Personnel: May 9, 2007
Undergraduate Council Committee: April 20, 2007
Committee on Faculty Welfare: April 25, 2007
Committee on Research: April 23, 2007
Committee on Library & Scholarly Communication: May 4, 2007
Endorsed by Advisory Committee: May 11, 2007
May 11, 2007

TO:  ELLEN WARTELLA
     EXECUTIVE VICE CHANCELLOR AND PROVOST

FM:  THOMAS COGSWELL, CHAIR
     RIVERSIDE DIVISION

RE:  PROPOSAL FOR THE ESTABLISHMENT OF A DEPARTMENT OF MEDIA
     AND CULTURAL STUDIES

The Senate has completed its review of the Proposal for the establishment of a department of Media and Cultural Studies and it will be included in the Agenda for the May 22 Division Agenda for divisional vote.

There were, however, some concerns from the Committee on Academic Personnel regarding split appointments, and CAP strongly recommended that the target faculty be appointed at 100% within the new department and that the department make only limited and judicious use of split appointments.

Below are some problems that CAP envisions might arise in the future when faculty targeted for membership in a proposed but unapproved department/college/school are parked in a “safe-harbor department” for the interim. Its members also suggested remedies which I include below:

1. The faculty of the temporary safe-harbor department should evaluate the candidates for appointment (or for subsequent merit advance or promotion) by the standards of their own department and not by the imagined professional standards of the department-to-be.

2. When the expertise to judge the qualifications for appointment in the safe-harbor department is sufficiently different from the expertise required for the target department, the Dean or other appropriate officer should appoint an ad hoc overview committee with the expertise required to evaluate the files of temporarily-parked faculty. In some cases, this expertise might be found at a sister campus or another University. The Dean should ask CAP to make nominations for the membership of such a committee.

3. All transfers from the department of original appointment to a newly established department should be voted on by both departments (unless the destination department is empty) and the accompanying files together with the Dean’s recommendation should be reviewed by CAP.

4. The appointment letter for faculty targeted for a Department not yet approved should be explicit about whether or not the candidate would have a choice about transferring to the new department [should it be formed], what percentage of the FTE would be transferred, and what will happen if the proposed department is either not approved or so transformed during the review process as to be unattractive or inappropriate for the candidate’s field of research and teaching.

CC:  Vice Provost Elizabeth Lord
     Dean S. Cullenberg
Memorandum

15 September 2006

TO: Thomas Cogswell
Chair, Academic Senate, Riverside Division

FR: Ellen Wartella
Executive Vice Chancellor & Provost

RE: Proposal for Department of Media and Cultural Studies

I am submitting this proposal to establish a Department of Media and Cultural Studies to the Academic Senate for a recommendation.

Thus far the departmentalization of the Film and Visual Culture program has been enthusiastically received. First, you will see that the CHASS Executive Committee voted unanimously in support of the department. Second, letters of support from Joel Martin and Stephen Cullenberg are enclosed to demonstrate continuous decanal support despite a recent change in CHASS leadership. Finally, in addition to my approval, I will provide additional staff resources once it is formed. Specifically, given the number of faculty and the popularity of the current program, I have set aside funds to hire an Administrative Assistant III for the new department.

I look forward to the approval, success, and future growth of the Department of Media and Cultural Studies.

cc: Vice Chancellor Gretchen Bolar
Dean Stephen Cullenberg
Assistant Dean Susan Hancock
Assistant Vice Chancellor Matt Hull
Professor Toby Miller

enc: CHASS Executive Committee minutes from 10 May 2006
Approval letters from Deans Martin and Cullenberg
Proposal for Department of Media and Cultural Studies
July 14, 2006

ELLEN WARTELLA  
Executive Vice Chancellor

Re: Proposal for Department of Media and Cultural Studies

I am pleased to concur with the recommendation of Interim Dean Martin, supporting the proposal for establishment of a Department of Media and Cultural Studies at UCR. It is a strong program, with impressive leadership and vision. The program has grown significantly over the past 8 years, now having over 140 majors, and will continue to be an important contributor to student recruitment in the years ahead. The proposal is an excellent one, demonstrating a clear vision and direction, and has garnered the enthusiastic support of the CHASS Executive Committee, among others.

As you are aware, the College and the University have made substantial commitments to the program. I anticipate that departmental status will facilitate the hiring of top faculty, help develop new research and creative activities, and promote the creation and delivery of a number of new classes.

Once the department of Media and Cultural Studies is established, the College will work to assure that the necessary resources 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.

Stephen Cullenberg  
Dean

cc:  Vice Chancellor Bolar  
Assistant Dean Hancock  
Director Escalona  
Director Miller
June 20, 2006

ELLEN WARTBELLA
Executive Vice Chancellor

Re: Proposal for Department of Media and Cultural Studies

I am extremely pleased to endorse the attached proposal for establishment of a Department of Media and Cultural Studies at UCR. At its meeting of May 10, 2006 the Executive Committee of the College of Humanities, Arts and Social Sciences reviewed the proposal and gave its unanimous support to the establishment of this department. I agree with that endorsement wholeheartedly and encourage you to submit the proposal to the Academic Senate for a recommendation.

This proposal is the natural outgrowth of planning that has been in progress for quite some time. Faculty across the college have been involved in the development of the proposal and it has received widespread support. The current Film and Visual Culture Program was established as a minor in 1998 and enrolled its first majors in 2000. Today there are over 140 majors and the program will continue to grow in the coming years. The College and the University have made substantial commitments to the program, and it is time for the program to make the transition into a department. The College supports this transition, as departmental status will facilitate the hiring of top faculty, help develop new research and creative activities, promote the creation and delivery of exciting new classes, and help UCR recruit more high quality creative undergraduate students.

The enclosed proposal recognizes unique departmental strengths in media and cultural studies and adds to several College-wide initiatives already underway. I suspect that this new department will be able to grow efficiently, without unduly taxing college resources, and should gain prominence rapidly, attracting foundation and extramural funding. I have no doubt that this new department has the potential to enrich the creative and research life of the campus. Once the department of Media and Cultural Studies is established, the College will work to assure that the necessary resources 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: Vice Chancellor Bolar
Assistant Dean Hancock
Director Escalona
Director Miller
Acting Director Tyler
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1. SUMMARY

The Film & Visual Culture Program (FVC) has grown enormously since becoming a major in 2000. By 2006, it had 152 majors and was conferring over 20 degrees each year. Since 2004, the University has invested significantly in the area, via the allocation of 8 new lines as part of the current Program Director's recruitment. At a time of such growth, departmental status is necessary to ensure that existing and future faculty work together effectively, students receive a high-quality education, and a graduate program can be developed. A name change to Media & Cultural Studies will best reflect what we do and where the field is heading.

The first version of this document was generated across 2005 and early 2006 under the auspices of a Departmentalization Committee, comprised of the following faculty affiliated with the Program: Derek Burrill (Dance), Stephen Cullenberg (Economics), Mariam Lam (Comparative Literature and South-East Asian Text, Ritual and Performance), Vorris Nunley (English), Ken Rogers (Art History), Freya Schiwy (Hispanic Studies), and Erika Suderburg (Art). It was chaired by Toby Miller (English, Sociology, and Women's Studies), who was nominated to field inquires from the various levels of review via <tobym@ucr.edu>. The document was submitted to College of Humanities, Arts and Social Sciences (CHASS) Deans in March 2006, lightly revised and resubmitted in June 2006, then sent up the line for evaluation. Following full support from CHASS, the Provost/Executive Vice-Chancellor, the Chancellor, and the majority of Senate Committees, this additional revision was undertaken in the light of concerns raised by other Senate bodies, and noted by an Advisory Committee vote of 27 November 2006. These issues were communicated to the Program in writing on 9 February 2007, following a verbal adumbration of some of them on 21 December 2006.

This latest version of the Departmentalization document has been circulated to Program affiliates, and reflects many of their comments. It has been extended significantly in response to the requests for clarification or justification from the Senate. In addition to these changes to the body of the text, we have summarized the Senate’s concerns and addressed them in Appendix 11. It replicates the substance of a covering memo sent to the CHASS Dean.

We recommend that departmental status be granted to what we intend to call Media & Cultural Studies (MCS) with immediate effect, from as early as possible in 2007. We therefore request the Advisory Committee of the Senate to convey its full support to the Division, so that we can proceed.
2. FILM & VISUAL CULTURE

Since its foundation as a minor in 1993 and a major in 2000, FVC has evolved into a successful program of screen criticism, history, and production, with well over 60 affiliated faculty across multiple disciplines, representing 19 UCR departments (see Appendix 4 for a full list, Appendix 5 for related academic publications, cultural production, and grants, and Appendix 6 for curriculum information). It has grown thanks to the industry of these faculty and associated staff. They have worked with interdisciplinarity, synergy, and the efficient use of minimal resources to generate sizeable growth of the program:

**MAJORS**
- 2000-01 = 7
- 2001-02 = 45
- 2002-03 = 85
- 2003-04 = 111
- 2004-05 = 132
- 2005-06 = 140
- 2006-07 = 152

**MINORS**
- 1993-94 = 3
- 1994-95 = 1
- 1995-96 = 2
- 1996-97 = 0
- 1997-98 = 3
- 1998-99 = 2
- 1999-00 = 4
- 2000-01 = 3
- 2001-02 = 0
- 2002-03 = 6
- 2003-04 = 5
- 2004-05 = 7
- 2005-06 = 2
- 2006-07 = 12

**DEGREES CONFERRED**
- 2001-02 = 1
- 2002-03 = 7
- 2003-04 = 23
- 2004-05 = 24
We note that:

• in terms of CHASS departments in 2004-05, FVC had more majors than the following departments:

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<td>Philosophy</td>
<td>119</td>
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<td>Religious Studies</td>
<td>35</td>
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<td>Theatre</td>
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<td>Women’s Studies</td>
<td>28</td>
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<tr>
<td>Comparative Literature</td>
<td>100</td>
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<td>Hispanic Studies</td>
<td>79</td>
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<tr>
<td>Ethnic Studies</td>
<td>61</td>
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• prospects are good for attracting students who might otherwise go to cognate offerings in the southern California area once we have the stature of a department, as Appendix 7 indicates high demand for such courses of study
• there is evidence of internal desire for graduate options—we have forged an occasional seminar group from approximately 30 graduate students interested in media and cultural studies from departments across half of CHASS, many of whom say they are discouraged from institutional and intellectual cooperation by the disciplinary requirements of their programs of study
• external occupational prospects are high—we are developing an advisory committee of alumni and friends of UCR who work in the creative-cultural industries in Los Angeles and are pledging to provide both teaching and an internship and mentoring system for our students; and
• the University has already invested in the area via new positions

Under current arrangements, it is difficult:

• for affiliated faculty to teach courses created under the rubric of other departments, which may—and some do—prohibit cross-listing
• to stimulate scholarly focus without the core resources and culture that a department offers
• to recruit top faculty—5 CHASS departments have declined to consider highly-qualified FVC job candidates whose intellectual fields relate to them either directly or tangentially, but whose specialization is in media and cultural studies, which is not within the vision of these particular units1; and
• for students to feel full confidence in their stature—many are querying the status of their degree, because it emerges from a program rather than a department

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1Rather than being an artifact of FVC, this is in keeping with intra-College issues identified in the 2005 Final Report of the CHASS Organizational Review
Despite these hindrances, 5 faculty were appointed between 2004 and 2006 to work in FVC (Freya Schiwy, Toby Miller, Lan Duong, Keith Harris, and Setsu Shigematsu). In addition, we successfully bid for the University’s sole selection for the new eminent-scholar program in 2005-06, 2 and 3 other lines have been promised, with one search underway in the Winter quarter of 2007. At present, the understanding is that while faculty are formally hired into CHASS departments, most of their work is done for the FVC program. As a department, FVC would be able to tenured them. In addition, with departmentalization, faculty who currently teach in FVC could transfer all or part of their lines, depending on their wishes, their departments’ needs, and the CHASS Dean’s ultimate decision.

Given the allocation of lines promised to Professor Miller and assumed in our Lustrum, we therefore anticipate 8 faculty members housed in the department, plus some number who may select to transfer all or part of their lines from other parts of the University. It is implausible to give names and departments now. This would both breach confidentiality and be presumptuous absent the negotiations required to bring it to fruition, though we can say that several people have expressed strong interest in transferring once a department is approved, in addition to those already expressly appointed to the Program.

Now is the time to formalise a governance structure that will serve the students and faculty and encourage growth and curricular diversity, while ensuring coordination along with change (the proposed staffing and structure of the department, and its lustrum, including hiring plans, are in Appendices 1 and 2). We need the flagship that a department can provide.

As per policies and procedures of the Academic Senate and the Office of the President, the path to becoming a department and changing a name is internal to UCR. 3 It is then reported to system-wide offices.

The history of our initial document was as follows:

a) the proposal was considered by the Dean, who sought advice from the CHASS Executive Committee and related departments
b) the Dean forwarded it to the Provost/Executive Vice-Chancellor with a recommendation
c) the Provost/Executive Vice-Chancellor forwarded it to the Academic Senate with a recommendation
d) the Senate consulted with its committees, which reported to the Advisory Committee

We await the following, based on this revision:

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2 This appointment did not go through, because other departments refused to cooperate with a spousal hire.
3 http://www.ucop.edu/acadinit/accomp/#III.A.Degments (see Appendix 10)
e) the Advisory Committee to submit a positive recommendation to the Division for a vote.
f) the decision to be forwarded to the Office of the President.

We recommend that departmental status be granted to what we intend to call Media & Cultural Studies (MCS) with immediate effect, from as early as possible in 2007. We therefore request the Advisory Committee of the Senate to convey its full support to the Division, so that we can proceed.

3. RATIONALE FOR A DEPARTMENT OF MEDIA & CULTURAL STUDIES

The study of the media is thriving in contemporary academic life, as measured by graduate programs, undergraduate enrollment, professional associations, journals, book series, and museums (see Appendix 9). Student demand and faculty interest are high. In economic terms, the media have become the leading edge of US export industries. In political terms, they are central to democratic communication and the parliamentary process. In cultural terms, they both incarnate and encourage social trends. In policy terms, they are sites of immense importance, with over two million people petitioning the Federal Communications Commission since 2003 over regulatory issues. Changes underway to the media and associated knowledge technologies are akin to a new Industrial Revolution or the Civil and Cold Wars, stimuli that birthed and developed the US research university in the mid-19th and -20th centuries. Ways of analyzing them require a tectonic shift similar to the ones associated with those changes.

US economic production is adjusting away from a farming and manufacturing base to a cultural one, especially in foreign trade. It now sells feelings, ideas, money, health, and laws—niche forms of identity, culture—and mostly via the media, whose technology, content, and personnel frequently emerge from universities. The Intellectual Property Association estimates that intellectual property is worth US$360 billion a year in the US, putting it ahead of aerospace, automobiles, and agriculture in monetary value. Between 1980 and 1998, annual world exchange of print, film, radio, photography, art, and music grew from US$95 billion to US$388 billion. The world's cultural structures are dominated by eight corporations—General Electric, Bertelsmann, Time Warner, News Corporation, Sony, Liberty Media, Disney, and Viacom—six of which are headquartered in the US. They own 85% of world music, all the major Hollywood studios, most satellite and cable services, swaths of book and magazine publishing, and a vast array of broadcast TV (McChesney and Schiller, 2002). Media creativity is much-touted in contemporary mixed-economy capitalist societies as a route to economic development. Harnessing the cultural skills of the population is meant to replace lost agricultural and manufacturing employment with creative or cultural sector employment, incorporating music, theatre, animation, recording, radio, TV, architecture, software design, toys, books,
heritage, tourism, advertising, fashion, crafts, photography, and cinema (Towse, 2002; UNESCO, 2002). In the US, creative-sector jobs comprise 12% of the workforce, up from 5% a century ago (Dreher, 2002). The National Governors’ Association argues that ‘innovative commercial businesses, non-profit institutions and independent artists all have become necessary ingredients in a successful region’s ‘habitat’” (quoted in Tepper, 2002). For its part, the National Research Council (NRC) of the National Academies4 explains that the new media play ‘a crucial role in culture,’ offering ‘personal, social, and educational benefit’ and ‘economic development’ (Mitchell et al. 2003: 1). In the words of the British Academy, the peak national body of the elect in the UK human sciences, ‘[w]hereas the dominant global industries of the past focused on manufacturing industry, the key corporations today are increasingly active in the fields of communications, information, entertainment, leisure.’ The Academy identifies cultural studies as a key site for related academic work, particularly in the domains of electronic games, radio, and television (2004: 14-16, 18-19).

The Social Science Research Council (SSRC) surveys the scene in this way:

Changes in the technologies and organizational structure of the media are transforming public life—in the U.S. and around the world. These changes affect not only the forms of delivery of media content—digital broadcasting, the Internet, and so on—but more fundamentally the ways in which we understand the world, communicate with each other, and participate in public life. Advances in digital technologies, the concentration of media ownership, the privatization of communications infrastructures, and the expansion of intellectual property regimes are underlying features of this transformation—both its causes and effects, and global in reach. What do these developments mean for a democratic society? What does a rich democratic culture look like under these conditions and how can we achieve it?

Public interest advocacy on these issues has grown in recent years, and in the process begun to renew concepts of the public good in the new media environment. Nonetheless, there is broad consensus among media reform actors that a better-coordinated approach to defining and asserting public-interest agendas is needed. This requires not just the scaling up of political activity, but also a more robust and better-integrated process of knowledge production in and around issues of media, communications policy, and the public sphere.

4 Via its Committee on Information Technology and Creativity, Computer Science and Telecommunications Board, Division on Engineering and Physical Sciences.
A robust knowledge infrastructure is one that permits actors to produce, find, and mobilize relevant research and data. It facilitates the ongoing analysis of reform activities and strategies, and supports the articulation of broader conceptual frameworks and linkages between issues.

New forms of media education are required that combine theory and practice through innovations that disobey traditional disciplinary divisions. Multimedia design, copyright law, narrative systems, and global flows of people, money, and culture must become part of students’ media knowledge (as per such projects as Creative Commons [creativecommons.org]). The 21st-century Literacy Summit noted that even as key channels of distribution are increasingly corporate, governmental, and narrow, the capacity to make and distribute stories and facts through the media is available as never before (The New Media Consortium 2005: 2).\(^5\) A new world of multimodal education both embodies traditional languages and transforms them, across pathways of creativity, interpretation, and power. In 1999, Atlantic Philanthropies funded a multi-year, multi-million dollar study of how the media are changing curricular and research agendas, to examine how new producers and audiences are under construction. Similar experiments are happening across the country, such as the James Irvine Foundation’s Communities Organizing to Advance Learning Initiative (The New Media Consortium 2005: 3, 6, 8).

However, polls taken during the current period of frenzied media deregulation and exchange indicate that 70% of the US population knows nothing about media governance and policy. While there is ongoing public debate about the impact of the media in terms of violence, misogyny, racism, education, preparation for the workforce, sex, cultural imperialism, and art, this discussion is frequently conducted with minimal comparative and historical depth. That is equally true of public policies changing the face of the US economy. Plans are being rolled out on a weekly basis for the economic regeneration of cities, towns, states, and regions, focused on the cultural sector. They have few established evaluative metrics—and virtually no-one at UCR engaging them or their counterparts around the world. That said, the presence of faculty affiliated with FVC from across so many departments is a sign of the area’s maturity and breadth, while links we have created with the Public Policy Initiative, which includes media and cultural policy among its priorities (at our instigation), the Barbara and Art Culver Center of the Arts, which will house some of our faculty, the Blakely Center for Sustainable Suburban Development, the California Museum of Photography, and the Palm Desert campus will enable us to participate in cultural and creative-industry debates.

\(^5\) This report was funded by Adobe and George Lucas, not exactly critics of capitalism.
Universities need to promote undergraduate and graduate literacy in media policy, production, and interpretation, to further democracy, civil society, and innovation. At the same time, in a population made up of increasingly varied cultures, the university must blend media with cultural studies, so that our students—and our research—are nimble enough to deal with a changing world in which culture is a category of identity, production, and politics, and the media provide the principal means of communicating culture. This is a commercial and citizenship question of great import. We require a group of highly-trained citizens, workers, consumers, and scholars who can contribute to discussions of the media at both public and academic levels. A department created now, to respond both to the study of the media over a century, and these new commercial, governmental, and technological norms, will be ideally positioned to ride a wave of change and help usher in the next generation of artists, educators, consultants, activists, diplomats, and policy experts. There is clear need for a dedicated media and cultural-studies degree in the University of California system. At the moment, there are justly-renowned programs in communication studies, journalism, rhetoric, and film and new media. These cognate terms can lead to some confusion, as they have some overlap:

- communication studies covers a great deal of territory, including speech pathology, psychological studies of media effects, organizational networking, political economy, and content analysis, much of it drawing on the social sciences
- journalism is principally a professional training, borrowing from press history and forms of writing
- rhetoric is dedicated to textual analysis, via philosophy and other humanities methods; and
- film and new media studies are dedicated to socio-historical and textual analysis, through semiotic, hermeneutic, and other humanities and arts methods, and, to a lesser extent, business history

Sometimes there is overlap across these domains. Many distinguished scholars from the fields enumerated above affiliate with media and cultural studies, but at the UC, there is a relative paucity of comprehensive, cross-media departments that undertake the blend of approaches listed above. More generally, there is not a tradition of effective cross-pollination between these cognate fields in the way that is envisaged for UCR, one that is both global, tied in to the world’s spheres of audiovisual production, and local, tied in to diasporic populations from across the globe and their experience with media in California and the US more generally. We quote from the UC system’s various media programs’ promotional statements in Appendix 7. It is our intention to avoid duplication, other than in standard forms of knowledge and instruction.

Since 2004-05 we have welcomed a number of distinguished faculty from around the UC system, the nation, and beyond to help us deliberate on our future (see

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6 UCSD’s Communication Studies department comes closest, but it lacks our planned cosmopolitanism as a touchstone.
Appendix 8 for a list). The format saw them present new research, then participate in open *fora* on the future of media and cultural studies, drawing on their experiences and ideas. Advertised right across the University, this proved an excellent venue for the broadest possible consultation about our future. It became clear that the initiative outlined here is at the cutting edge of congruent programs, while there can have been no more open consultation towards constructing a department than two and half years of open seminars on the subject!

The UCR difference, signaled by our title of MCS, will be the simultaneously international and local focus on diversity that characterizes our initiative, as well as our faculty and undergraduate mixes of training and analytical methodologies. Once we are a department, we can initiate much of what flowed from those discussions. The rationale for a name change derives from a convergence of the electronic media, in terms of funding, skills, ownership, consumption, and academic study, and the importance of their cultural impact. The Society for Cinema Studies recently recognized the need to change its name to the Society for Cinema and Media Studies, and the International Association for Mass Communication Research became the International Association for Media and Communication Research. Change is essential. In the words of the American Council of Learned Societies’ President, ‘[w]hat we once called “film studies” increasingly will be research on digital media’ (Yu 2006: ii). Use of the umbrella term ‘media’ signals the necessity of considering the cultural or creative industries as a whole. The proliferation of sound-based elements in new media calls into question the suppleness of privileging the visual in FVC—consider the importance of audio podcasting and other forms of aural downloading in contemporary media use. And with movies now increasingly funded through TV money, screened on DVD, cable/satellite, and the computer, and simultaneously available in all these formats and platforms, privileging one medium such as ‘film’ simply makes no sense. When we are told a national cinema exists, for example, does that mean it is produced in a particular country—or that it is the most-watched cinema in that country—or that it is the cinema seen in theatres versus “films” viewed on TV or computers? The Nigerian screen industry is a US$45-million-a-year business of four hundred low-budget narratives, blends of supernatural horror and *telenovela*-influenced melodrama that address the economic challenges of an emergent cosmopolitanism. The local industry, known as Nollywood, produces “films” exclusively on video. It is shaping the media culture of Anglophone and, increasingly, Francophone Africa (Haynes, 2000; Larkin, 2001 and 2005).

‘Film’ is rapidly becoming a vestigial norm. The pyramid below illustrates that it can be directly and indirectly a site of origin for other forms of audiovisual production, and has the most venerable status, so it is at the top. Video/DVD and television have the most popularity, and games the most revenue, so they come next, and broaden out the diagram. Recycling is at the bottom, with the newest

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7 The name ‘Media & Cultural Studies’ already appears in the *Final Report of the CHASS Organizational Review*. 

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stature and potentially greatest socio-economic effect, as film stock from movies is reinvented as polyester, and metals are retrieved from computers and televisions. To provide students with the ability to understand the power of the media at all these levels—of production, symbolism, reception, and detritus—they need familiarity with more than film and visual culture, although it will continue to play a key role. FVC’s existing program of instruction already includes classes in media and cultural studies that in fact embody the name change we need. It is particularly rich in screen theory and national cinemas, which will provide a significant part of the future curriculum, buttressed to cover the issues we raise here.

For its part, ‘cultural studies’ helps to signify a commitment to blending ethnographic, political-economic, and aesthetic analyses in a global and local way. Our plan since 2004 has been to establish links between areas of cultural
production around the world that need greater consideration in both the UC system and UCR in particular (Africa, Latin America, South Asia, South-East Asia, and the Middle East) and diasporic/dispossessed communities in California who are engaged in their own cultural production (Native Americans, Africans, African Americans, Chicano@s, Mexican@, Latin@s, South Asians, South-East Asians, and Middle-Eastern peoples). Our existing and future faculty and student breadth and diversity allow us to draw on the unique stature of southern California, and UC Riverside in particular, in an interdisciplinary way that involves community and policy outreach. Our project, then, is a revised, media-centered version of area studies, but with diasporas, especially in the US, as important as regions elsewhere. This is in tune with the recent efforts of the Ford Foundation (1999), which had essentially created area studies, to reinvent it under the sign of cultural studies (Beresford, 1999; Volkman 1999: ix). We see something similar with the Asian Cultural Council, which utilizes cultural studies to reinvigorate US-Asian relations (www.asianculturalcouncil.org), and the European Union’s Erasmus Mundus, a distinguished International Consortium for Media, Communication and Cultural Studies that arches across the world (www.comundus.net). UCR was invited through FVC to join as the US representative alongside schools in Denmark, France, Italy, German, and the UK, but was unable to do so as a consequence of lacking a departmental locus.

All the signs seem propitious, but is the creation of a new interdisciplinary department straightforward? Some responses from Senate committees (detailed and answered in Appendix 11) suggest not. They express, *inter alia*, concerns over the intellectual status of cultural studies and its articulation with media studies and existing disciplines. As a consequence, this revised document dedicates a good deal of space to such questions.

Consider these two quotations about cultural studies:

> There are full professors in this place who read nothing but cereal boxes. ... It’s the only avant garde we’ve got—Don DeLillo (1986: 10)

> Most people feel secure within the narrow confines and well-trodden paths of their own upbringing ... time-honoured yet segregated playgrounds for discovery and interpretation—Malcolm Gillies (2006: 3)

The positions enunciated in these epigraphs represent the terms within which cultural studies has often circulated. They are separated by several things, apart from two decades. The prominent US novelist DeLillo was writing from the point of view of his character, Jack Gladney, observing the postmodern commodity world of 1980s US life. DeLillo was satirizing its encapsulation in new academic tendencies. Conversely, Gillies was writing as Deputy Vice-Chancellor of Australia’s most-renowned university, the ANU, and President of the nation’s
Council for the Humanities, Arts and Social Sciences, which represents its distinguished Academies beyond the sciences and engineering. Gillies was calling for ‘pan-disciplinary strengths’ in place of safe-houses.

One might regard cultural studies as exemplifying both DeLillo’s critique and Gillies’ goal. It indeed focuses on popular commercial culture, modeling what is called in the academic literature on innovation, ‘3rd generation work’ (‘1st generation’ refers to traditional disciplinary policing, ‘2nd generation’ to collaboration across traditional disciplines, and ‘3rd generation’ to somewhere beyond them). This is the direction favored by the Council of Europe, the Organization of Economic Co-operation and Development (OECD), the United Nations Educational, Scientific, and Cultural Organization (UNESCO), and the European Union (Metcalfe et al. 2006: 17, 49). Not surprisingly, cultural studies is a tendency across disciplines as well as a discipline itself. It is animated by collective identity and power, by how human subjects are formed and how they experience cultural and social space, taking its agenda from social movements as well as intellectual ones, and its methods from economics, politics, communications, sociology, literature, law, science, medicine, anthropology, history, and art, with a particular focus on gender, race, class, and sexuality in everyday life across national lines.

This interdisciplinarity in no way makes cultural studies an outlier, of course. Study after study, from the Association of American Universities, the American Council on Education, the Committee on Science, Engineering, and Public Policy, the NRC, the Sloan Foundation, and the Council of Graduate Schools underscores the need for interdisciplinarity at the core of universities, as embodied in the NRC’s panels on national doctoral education, which specify the importance of interdisciplinarity via the incorporation of a committee dedicated to the topic. For its part, the National Science Foundation (NSF) Integrative Graduate Education and Research Traineeship scheme is designed to obviate the limits of 19th and early-mid-20th century disciplines by permitting scientists and engineers to undertake interdisciplinary doctorates, ‘stimulating collaborative research that transcends traditional disciplinary boundaries’ (Nyquist and Wulff, 2000; also see Woodrow Wilson National Fellowship Foundation, 2004 and National Research Council, 2003). The American Council of Learned Societies Commission on Cyberinfrastructure for the Humanities and Social Sciences acknowledges the blurring of boundaries created by the spread of information and interpretation through new cultural technologies and calls for interdisciplinarity between the humanities and social sciences to develop, maintain, recover, and distribute what it calls the ‘cultural commonwealth’ (2006).

As a director of the NSF has put it, ‘the easy work is finished and ambitious scholars are confronted with problems that not only defy the specialization of disciplinary skills, theories, and methods but actually demand their collaboration’ (Colwell, 2003). We get the same message from the President of the SSRC, who, noting the links between nationalism and disciplines, calls for approaches that
embrace the social in post-national ways that transcend academic as well as geopolitical boundaries (Calhoun, 2002). The importance of interdisciplinarity for diversifying both the personnel and the agendas of universities is apparent.

None of this is to say that such work is without its difficulties. A major study of interdisciplinarity conducted by the Australian Council for the Humanities, Arts and Social Sciences indicated difficulties to do with ‘perceived hierarchies (snobbery); lack of understanding and distrust of other disciplinary practices’ and ‘power-sharing issues.’ Both that analysis, and the scholarly literature on such matters, calls for ‘disciplinary spanners,’ people who, like the students emerging from their courses, must be flexible in their engagement with differing bodies of knowledge. Bodies such as the OECD have lauded such work for well over three decades (Metcalf et al. 2006: 37, 53).

When it comes to cultural studies, there has certainly been controversy. The ambivalence circling—and sometimes generated within—cultural studies is well-expressed in the Social Sciences and Humanities Research Council of Canada’s Working Group on the Future of the Humanities, which says that ‘[t]he rise of Cultural Studies—whether in departments of literature or modern languages or anthropology—signals for some observers a dilution of disciplinary focus, and for others a much needed widening of cognitive maps.’ The Group concludes that this is the inevitable outcome of ‘hybridized fields’ that emerge from ‘intellectual cross-fertilization,’ observing that such activities—and cultural studies—are central to the future of the humanities in a media-saturated age (2001: 11, 8). The reservations raised within the Senate about cultural studies’ place in our proposed new department are thus familiar reactions to such innovations. They suggest the need for some historical explanation as well as some information about how cultural studies fits in the contemporary university, since the disciplinary arrangements that color UCR have not thus far produced a dedicated formation here.

The paradox of an attempt at discipline spanning that seeks to foster departments, professional associations, research-council support, and so on is not a contradiction—such projects are undertaken within the material realities/lifeworlds of higher education, which necessitate the allocation of resources on an organizational basis. The key element we seek support for in this proposal is new ideas related to the core concerns of cultural studies. They are allied to a solid grounding in its history and topography, at the same time as an eye is turned to the OECD’s understanding of interdisciplinarity: ‘at once between the disciplines, across the disciplines and beyond all disciplines’ (quoted in Metcalf et al. 2006: 53). As this document will show, it is standard practice across the major learning centers of the world for cultural studies to have an institutional personality, without this being in any sense exclusive of its openness to new approaches, or to people beyond that personality engaging in it. This is as true of undergraduate teaching programs as it is of dedicated research centers. The complex mix of culture as everyday life and as aesthetics is foundational to
judged by criteria of quality, as practiced critically and historically. For their part, the social sciences focused on the religions, customs, times, and spaces of different groups, as explored ethnographically or statistically. So whereas the humanities articulated differences within populations, through symbolic norms (for example, which class had the cultural capital to appreciate high culture, and which did not) the social sciences articulated differences between populations, through social norms (for example, which people cultivated agriculture in keeping with spirituality, and which did not) (Wallerstein, 1989). This fed into the Cartesian dualism separating thought from work, which presumed that ‘the intelligent and the corporeal nature are distinct’ (Descartes 1777: 34); David Hume referred in this context to two philosophies of ‘human nature,’ one focused on life ‘born as action,’ the other on ‘a reasonable rather than an active being’ (1955: 15). That binary has played out throughout the study of the media and culture, for example through an opposition drawn between society and economy versus audience and meaning.

But that binary opposition has long been unstable. Eighty years ago, Thorstein Veblen described US universities as ‘competitors for traffic in merchantable instruction.’ He recognized the importance of the ‘industrial arts,’ i.e. knowledge/culture bracketed in a way that compromised this dualism (quoted in Pietykowski 2001: 299 and Schiller 1996: 162). And the canons of judgment and analysis that once flowed from the humanities-social-sciences bifurcation over approaches to culture (and kept aesthetic tropes somewhat distinct from social norms) have collapsed in on each other: ‘Whoever speaks of culture speaks of administration as well, whether this is his [sic] intention or not’ (Adorno 1996: 93). Art and custom have become resources for markets and nations (Yúdice 2002: 40)—reactions to the crisis of belonging, and to economic necessity. As a consequence, culture is more than textual signs or everyday practices (Martín-Barbero 2003: 40).

In its attention to inequality and identity, cultural studies’ reintegation of the humanities and the social sciences acknowledges that everyday culture stands for the expansion of civil society, the first moment in history when central political and commercial organs and agendas became receptive to, and part of, the broad mass of the community. Historical and contemporary cultural studies of slaves, crowds, pirates, bandits, minorities, women, and the working class have utilized archival, ethnographic, and statistical methods to emphasize day-to-day non-compliance with authority, via practices of consumption that frequently turn into practices of production and are both imbricated with and critical of the prevailing social, economic, and cultural order. For example, UK research on the contemporary has lit upon Teddy Boys, Mods, bikers, skinheads, punks, school students, teen girls, Rastas, truants, drop-outs, and magazine readers as its magical agents of history—groups who deviated from the norms of schooling and the transition to work by generating moral panics. Scholar-activists examine the structural underpinnings to collective style, investigating educationally how bricolage subverts the achievement-oriented, materialistic, -driven values and
cultural studies; hence its boundary-spanning qualities, moving between and across the human sciences, animated by media meanings, collective identity, and cultural and political power. We provide a capsule history of these approaches here.

Culture derives from the Latin word ‘colare,’ which implies tending and developing agriculture. With the emergence of capitalism, culture, which had previously referred to tending land, came to personify instrumentalism at the same time as negating it; on the one hand, there was the industrialization of agriculture; on the other, the tutoring of individual taste. German, French, and Spanish dictionaries of the 18th century testify to a movement of the word ‘culture’ in the direction of spiritual cultivation as well as animal husbandry. And with the spread of literacy and publishing, the advent of customs and laws that were shared, administered, and understood through the printed word, and the peripatetic demography occasioned by capital’s urbanization, cultural texts supplemented and supplanted physical force as sources of authority. As the Industrial Revolution moved populations to cities, food came to be imported, and new textual forms were exchanged for both practical and entertainment purposes. Along came a society of consumers, and an art world. There was a corollary in labor terms: the emergence of poligrafi in 15th century Venice, and hacks in 18th century London, who wrote popular books about correct forms of conduct—instructions on daily life. Thus began a division of cultural labor in the modern sense, organized to police and aestheticize the quotidian (Benhabib, 2002; de Predo, 1991 and 1999; Briggs and Burke, 2002).

New forms of life were necessitated by industrialization and aided by mass communication. The population became part of the social, rather than being excluded from the means and politics of political-economic calculation. The number of people classed as outsiders diminished in mass society, authority loosened, individual rights and respect were promulgated, and intensely interpersonal, large-scale human interaction developed. The spread of advertising broke down social barriers between high and low culture (Shils 1966: 505-06, 511; Hartley, 1998). As George Orwell put it 65 years ago, to ‘an increasing extent the rich and the poor read the same books, and they also see the same films and listen to the same radio programmes’ (1982). The evolution of a popularly available array of stylistic choices and forms of social participation was accompanied by a shift from building and acknowledging a national popular to technologizing and privatizing it. For once all classes were incorporated into society, the problems and promises they brought with them had to be governed by technical forms of knowledge and systems of commodification (Martín-Barbero 2003: 38).

In keeping with such realities, culture has usually been studied in two registers, via the social sciences and the humanities—truth versus beauty. It has been a marker of differences and similarities in taste and status within groups, as explored interpretatively or methodically. In the humanities, cultural texts were
appearance of the middle class. The working assumption has often been that subordinate groups adopt and adapt signs and objects of the dominant culture, reorganizing them to manufacture new meanings. Consumption is thought to be the epicenter of such subcultures. Paradoxically, it has also reversed their members’ status as consumers. The oppressed become producers of new fashions, inscribing alienation, difference, and powerlessness on their bodies as they both embody and criticize popular-cultural production and consumption (Leong, 1992).

Culture is crucial to both advanced and developing economies, and provides the legitimizing ground on which particular groups (such as African Americans, gays and lesbians, the hearing-impaired, or evangelical Protestants) claim resources and seek inclusion in national narratives (Yúdice, 1990). Whereas rights to culture did not appear in many of the world’s constitutions until well into the 20th century, contemporary charters emphasize it again and again. The meaning is generally a double one, blending artistry and ethnicity, with implications for both aesthetic and social hierarchies, as culture comes to ‘regulate and structure … individual and collective lives’ (Parekh 2000: 143) in competitive ways that harness art and collective meaning for social and commercial purposes. So a Spanish Minister for Culture can address Sao Paolo’s 2004 World Cultural Forum with a message of cultural maintenance that is about economic development and the preservation of identity—a means of economic and social growth and citizenship, understood as a universal value placed in the specificity of different cultural backgrounds (“Foro Cultural,” 2004). Of course, this is not some teleologically unfolding tale of progress towards integration. Rather, culture has been a site of real contestation, as per the civil-rights movement, opposition to the American War in Vietnam, youth rebellion, China’s Cultural Revolution, and Third-World resistance to multinational corporations (Schiller 2007: 19).

Critic of cultural imperialism and colonialism such as Aimé Césaire, Amilcar Cabral, Frantz Fanon, Armand Mattelart, Herbert I Schiller, and Ariel Dorfman have animated both international political economy and cultural studies. This has meant that the bifurcation of labor and culture, for all its sticky origins in Cartesianism, could not hold, as illustrated by the accompanying diagram. In the words of Richard Maxwell, the task now is to ‘identify ways to link a critique of neo-liberalism and a cultural studies approach to consumption … not by issuing nostrums against the pleasures of shopping but by paying attention to the politics of resource allocation that brings a consumption infrastructure into the built environment’ (2002). Arvind Rajagopal notes that because television, the telephone, the Internet, and the neoliberal are all new to India, ‘markets and media generate new kinds of rights and new kinds of imagination … novel ways of exercising citizenship rights and conceiving politics’ (2002). Similarly, for Rosalia Winocur, radio in Latin America since the fall of US-backed dictatorships has offered a simultaneously individual and social forum for new expressions of citizenship, in the context of decentered politics, emergent identities, minority rights, and gender issues, a public space that transcends old ideas subordinating difference and privileging élite experience (2002: 15, 91-93). Vincent Mosco
starts from the power of cultural myths, then ‘builds a bridge to political economy’ in his investigation of neoliberal doxa about empowerment, insisting on ‘the mutually constitutive relationship between political economy and cultural studies’ as each mounts ‘a critique of the other’ (2004: 6-7). These are exemplary instances of blending media and cultural studies. A foundational concern with justice and equality has been recognized by the British Academy in its support for interdisciplinary work on culture that enables ‘disadvantaged and marginalized people and communities to find new means of expression.’ It is also evident in cultural studies’ role as a site for blending humanities and social-sciences approaches to such issues as migration and gender (2004: 6, 11, 45). This is about applied activism, as per the labors of engaged intellectuals in civil engineering, economic development, social welfare, pharmaceutical development, contract law, or public policy, with commitments to social and cultural stakeholders as well as disciplinary gatekeepers and rent-seekers (Costa et al., 2003).
Britain 1950s & 1960s
Catalysts of British Cultural Studies:
- Edward Thompson
- Raymond Williams
- Richard Hoggart

Centre for Contemporary Cultural Studies (CCCS), University of Birmingham (1964)

Britain 1960s & 1970s
- Stuart Hall
- CCCS
- Althusser-inspired ideology
- Articulation
- Gramscian work on Hegemony

Europe 1980s
- Critical race/gender studies
- Ethnographic study Of Audiences
- Ibn Ang
- Charlotte Brummond
- Dick Hebdige

France & Italy 1950s & 1960s
- Roland Barthes
- Umberto Eco
- Louis Althusser

1970s & 1980s
- Michel Foucault

The United States 1970s - 2000s
- Paddy Whannel (1970s)
- Lawrence Grossberg
- John Fiske (1980s)
- Polysemy
- Inter-textuality
- Textual pleasure
- Resistance
- Foucault-inspired work on Discourse
- Micropolitics
- Performativity theory

Spain

Today
- Judith Butler (1990s)
- CS of the Americas
- George Yudice (2000s)
- History (2000s)
- Robin Kelly

Africa 1950s & 1960s
- Frantz Fanon, Algeria
- Amílcar Cabral, Guinea
- National liberation as an act of culture

Latin America 1960s & 1970s
- Transregional socialism
- New Latin American Cinema (1960s)
- Chilean socialism (1970 - 1973)
- Liberation pedagogy and psychology (1970s-1980s)
- Ignacio Martín-Baró and Paolo Freire

Africa 1970s - 1990s
- Ngugi wa Thiong'o
- Ngugi wa Mirii (Kenya)

Media Studies (South Africa)
- Latin America 1980s & 1990s
- Jesús Martín-Barbero
- Enculturation
- Mediation
- Mestizaje
- Néstor García Canclini
- Hybridity

Feminist writers, critical analysts of race, fieldwork, and Queer Theory make advances in CS. US, Canada, South Africa, and Australia; enjoys growing student demand for popular culture studies. Associations form.

Cultural Policy Studies and Creative Industries Studies emerge.
The complex cosmopolitan history outlined in the table above has seen major academic institutions stimulated to redefine knowledge via new departmental models, research centers, and professional associations, established to deal with the intersection of power and identity as per media and cultural studies. If media culture was frequently at the borders of academia 30 years ago, public life and private consumption now compel a focus on it to an unparalleled extent, from discussions of globalization to accounts of everyday life, violence, educational attainment, family dynamics, artistic innovation, and economic restructuring. There are many scholarly indicators of media and cultural studies’ success and future prosperity:

• the NRC recently added communication, cultural, film, and media studies to its roster of fields that undertake high-level research
• the SSRC has entered the field of the arts through a series of initiatives, and is establishing a clearing house for media information via its Necessary Knowledge for a Democratic Public Sphere: Connecting Media Research with Media Reform program (www.ssrc.org/programs/media) and the Programa para América Latina’s support for Flujos Translocales: Migraciones y Espacios Urbanos en las Américas, a cultural-studies endeavor centered on migration (translocal-flows.ssrc.org)
• a national consortium, COMPASS, has been established to create doctoral programs with ties to media policy, with UCR a charter member alongside Michigan, Illinois, USC, Southern Illinois, Washington, CUNY, and Penn—but limited in its participation given the absence of departmental stature
• the NSF has grants available to the social sciences in media areas and to digital-technology studies in general
• the National Institutes of Medicine and the Centers for Disease Control fund media research
• the British Government’s Quality Assurance Agency for Higher Education argues for the centrality of an education in critical media literacy as equipment for citizenship and ‘mapping the contemporary’ (2002)
• foundations such as Rockefeller and Ford have supported initiatives in the field; and
• corporations, unions, and activists are keen on research that maps their industries

In its first review of doctoral education in a decade, the NRC noted the rapid emergence of communication studies, such that its previous taxonomies of knowledge became outdated. Communications granted over 500 doctorates a year between 1996 and 2001, putting it ahead of anthropology and philosophy and close to sociology. Global cultural studies granted an average of about 100. The NRC (2003) has proposed that both mass communication and communication studies be granted taxonomic status in the social sciences, and film studies and global cultural studies in the humanities. This change is well underway, as the schematic global survey we offer below can illustrate. The British Government’s Research Assessment Exercise (RAE) for 2008 describes media and cultural studies as a blend of ‘theory, history, institutional, policy, textual, critical and/or
empirical analysis, or practice' in ways that may be 'physical or virtual, textual or non-textual, visual or sonic, static or dynamic, digital or analogue' (www.rae.ac.uk). The UK Economic and Social Research Council (ESRC) identifies 'cultural and media studies as a single field' (www.esrcsocietytoday.ac.uk), and China’s Lingnan University suggests that cultural studies focus on ‘literature, film, art, popular culture, commodity and media culture, the social and political “text” of a particular way of life, and intellectual and socio-cultural movements’ (www.ln.edu.hk/cultural). These broad definitions help to explain why so many people across disciplines affiliate with cultural studies (and have done so with our project).

At the departmental/teaching level, there are such renowned examples as the University of Wales, Cardiff, the top-ranked media and cultural studies school in Britain, focusing on children and the media, feminist media studies, risk and science reportage, and race and culture. It turns out successful undergraduates and undertakes research for TV networks, media unions, and so on (www.cardiff.ac.uk/jomec). Britain’s Goldsmiths has cultural studies as the centre of its top-rated Sociology Department, with cultural studies ‘one of the most popular, relevant and dynamic university subjects.’ The department focuses on social identity and modernity through the media (www.goldsmiths.ac.uk). In the UK, sociology is seen as a ‘cognate area’ (www.esrcsocietytoday.ac.uk), but US sociology’s commitment to possessive individualism and abstract empiricism has generally worked against a close relationship with cultural studies, notably in parts of UCR. Across Latin America, from Brazil to Uruguay to Mexico to Argentina to Ecuador, programs of instruction on the media take a cultural-studies focus, due to the need for interdisciplinarity and a multinational approach, with the Spanish and Portuguese languages themselves modeling the transformation of imperial languages to subaltern ones in the international academic and linguistic context. Twentieth-century disciplines modeled on the United States are rapidly giving way to newer formations, as per a longitudinal project of the Consejo Latinoamericano de Ciencias Sociales (Costa et al., 2003). Brazil’s Universidade de São Paulo has a Sociology Department conceived around cultural studies, with special foci on social movements, difference, and cultural representation (www.fflch.usp.br) and the Universidade Luterana do Brasil offers a noted cultural and educational studies degree in Rio de Janeiro. The city also has a media and cultural studies major at the Universidade Federal Fluminense, and a world-leading one at Universidade Federal do Rio de Janeiro (www.ulb.br, www.uff.br, and www.pacc.uffrj.br). The interdisciplinary cultural-studies degree at the Universidad Nacional Costa Rica offers a trans-Central American perspective on cultural change through the media, literature, and society (www.una.ac.cr). Ecuador’s Universidad Andina Simón Bolívar has a media and cultural studies degree focused on texts and production through the lens of subalternity and transterritorial as well as local social identities, with an emphasis on cultural policy (www.uasb.edu.ec). Similar programs of instruction exist in Turkey, Croatia, Jamaica, Israel, South Korea, and Taiwan (www.cultstud.org), while the Sorbonne offers international cultural studies as a specialization.
Japan’s Kyushu University has an entire Graduate School of Social and Cultural Studies (www.scs.kyushu-u.ac.jp). In the United States, New York University has Departments of Social and Cultural Analysis, Culture and Communication, Sociology, Cinema Studies, and Anthropology. Each one undertakes media and cultural studies, and all five liaise both formally and informally, but the first two are core areas for these endeavors. Similar collaborations occur at the University of Pittsburgh, and have done so for twenty years, while more than a decade has passed since the University of North Carolina’s Program in Cultural Studies commenced, not to mention the University of Hawai’i’s International Cultural Studies program, Princeton’s Program in European Cultural Studies, and Duke’s Latin American Cultural Studies certification.

No-one owns cultural studies or the study of culture in the sense of disciplinary policing. We note that the Senate’s Committee on Educational Policy approved Hispanic Studies’ undergraduate Cultural Studies option on 2 May 2006, a program we absolutely support, without requiring voting by other parts of the University on the rectitude of that department offering such a course of study. That makes sense.

The model for collaboration we favor is very similar to the way teaching was set up in Australia’s interdisciplinary research universities that were founded in the mid-1970s, which assumed that people from backgrounds in law, politics, economics, literature, anthropology, science, and sociology would work together to teach the media. One thinks immediately here of Griffith and Murdoch Universities and the New South Wales, Queensland, and Western Australian Institutes of Technology. They have become latter-day models for more traditional, discipline-based schools, which are belatedly introducing cultural studies.

At the research level, the British Academy (2004) includes cultural studies as one of its categories of recognition in the search to understand and further the ‘creative and cultural industries,’ and calls for an ‘increasingly fluid’ boundary between disciplines through work across ‘the whole range and interconnectedness of knowledge rather than the privileging of a few academic disciplines’ (British Academy 2004: viii; Runciman, 2004). The British Government’s RAE for 2008 has a Panel for Communication, Cultural and Media Studies (www.rae.ac.uk). It acknowledges that ‘much, but not all, of this work is likely to emanate from units or departments of communication studies, cultural studies, media studies, journalism or film and television studies.’ The UK Arts and Humanities Research Council places a high priority on cultural-policy studies, a core component of cultural studies (www.ahrb.ac.uk) and the ESRC has provided major start-up, management, and research funding for a Center for Research on Socio-Cultural Change (CRES) across two universities and seven disciplines. CRES was founded in 2004 with a minimum five-year remit to deploy qualitative and quantitative means to understand cultural usage, with cultural studies its template,
via such innovations as a Cultural Capital and Social Exclusion project and Qualitative Research and Cultural Statistics Laboratories. The impetus to support such endeavors came from the centrality of the media to contemporary society and the circulation of knowledge, and the necessity for studying them with cross-cultural methods (Center for Research on Socio-Cultural Change, 2006). This is as per Goldsmiths’ Centre for Cultural Studies, which lies within Sociology, while Manchester University’s cross-school Centre for Latin American Cultural Studies is run by anthropologists and textual scholars (www.llc.manchester.ac.uk). The Advanced Cultural Studies Institute of Sweden (ACISIS) focuses on the shaping and use of cultural texts, the way that new networks and communities form through the media through everyday practice, and the struggle for justice for new social movements via the political process. As such, ACISIS operates in a transnational mode (www.isak.liu.se/acsis). In France, the Institut de Recherche et d’Études Culturelles at l’Université Paul-Valéry draws on British cultural studies to focus on the cities of Paris and Montréal (recherche.univ-montp3.fr). The University of Western Sydney’s Centre for Cultural Research in Australia understands culture ‘as a formative and inextricably linked dimension of all aspects of social, political and economic life’ (www.uws.edu.au/researchcentres/ccr). The Australian Research Council (ARC) has created a Centre of Excellence for Creative Industries and Innovation, run by leaders in cultural studies there and focused on ‘digital content’ (www.arc.gov.au). In Denmark, the national Research Council endows a Network for Cultural Research and Analysis that specializes in cultural criticism of the Third Way, the impact of globalization on national cultures, and taste cultures—again, with the media at their center and cultural studies as their guide (www.nfkk.sdu.dk). The European Research Council’s peer-review panel system positions anthropology and sociology under ‘institutions’ and ‘behavior’ and away from culture, which is allocated to cultural studies (2006). The Conseil de recherches en sciences humaines du Canada/Social Sciences and Humanities Research Council of Canada evaluates research funding by committee, and we find a grouping of communication, cultural studies, and women’s studies, once more placing media and culture together, understood as separate from literary studies, anthropology, and sociology (www.sshrc.ca). Hong Kong’s University Grants Committee includes cultural-studies expertise at the core of its deliberations on the humanities, social sciences, and business (www.ugc.edu.hk). Argentina’s Instituto de Investigaciones Gino Germani has a Working Group on cultural studies operating across text, history, and society (www.iigg.fsoc.ar). In our own country, the Mellon Fellowships for Dissertation Research distinguish cultural studies as a field from cultural anthropology, history, and literary studies (www.clir.org/fellowships/mellon/mellon.html).

In the domain of professional associations, the link between media and cultural studies is clear to any participant with a national or international profile. Spain’s Portal de la Comunicación takes cultural studies as a core area (www.portaldelacomicacion.com/esp). The ARC’s Cultural Research Network is a Federally endowed group of dozens of researchers investigating the
production and consumption of culture through media technologies. They come from across disciplines, but within media and cultural studies in particular (www.uq.edu.au/crn). Over the past decade, the National Communication Association’s Critical and Cultural Studies Division has become the most-populated sector of a 7000-strong Association drawn from the US and 25 other countries. In 2003 the US Cultural Studies Association started, and cognate bodies with similar titles exist in Austria, Canada, Australia, Turkey, Taiwan, Japan, Britain, Mexico, and Switzerland.

We could cite dozens more examples of high-level media and cultural studies teaching, research, and associations, but we trust that this brief outline makes it clear to the Senate that it is aberrant to disarticulate media from cultural studies; cultural studies is a key tendency across the major programs of teaching and research worldwide; and it is quite normal for it to coexist both with disciplines that study culture and with people undertaking cultural studies who are not part of it institutionally. This is as per the way that ethnography is routinely undertaken in sociology, women’s studies, communications, public health, and history as well as anthropology, and statistics is done in medical schools as well as the social sciences. Just as a human-capital economist such as Gary Becker, or a law-and-society jurist like Richard Posner, deploys methods across fields traditionally dominated by other disciplines (divorce and criminality for Becker, intellectuals and sex for Posner) so their cultural-studies equivalents disavow the rent-seeking patrols of the disciplines.

Clearly, many media and cultural studies endeavors are predicated on social scientists and humanities scholars interested in the media working together. Such combined work does not happen much at UCR. The Center for Ideas and Society is broader in its remit than the focus of cultural studies, as it serves the entirety of the human sciences (though we are animated by many of the concerns that informed its successful Ford Foundation Grant for Intellectual Diversity and Excellence, which UCR officially promoted in a press release entitled “UCR Cultural Studies Boosted by Ford Foundation Grant” of 29 March 2002). At the departmental level, the Departments of Sociology, Political Science, and Anthropology do not specialize in the study of the media (we have an ethnographic track in concert with the latter, but it has been in abeyance in the absence of qualified Anthropology faculty, a lacuna that is being filled). Nor do they engage the cultural economy as per our intentions. While the Departments of English, Hispanic Studies, and Comparative Literature address the media, they largely do so from textual-analytic angles.

Cultural studies’ working assumption is that cultures are constitutively blended, as per the original messiness of cultivation, given the multiplicity of other affinities that even those who share a particular culture may have (Benhabib 2002: 4). Rather than operating from the idea of culture as superordinate, we assume it is subject to the shifts and shocks of social politics that characterize other social norms, and must be understood via a blend of political economy, textual analysis,
and ethnography, as per innumerable well-established *données* of the field (www.esrcsocietytoday.ac.uk being one instance). That is the mission we aim to pursue in the proposed department, with the media our special focus. Returning once more to the RAE, such a project involves an understanding of policies that regulate culture and media, the organizations and practices of culture and media, their texts and methods, and their audiences, in ways that are 'interdisciplinary, and thus have no firm or rigidly definable boundaries' (www.rae.ac.uk). This is normal science nowadays, as we have shown above. We are concerned with the intersection of media and society, with regimes of power, particularly with respect to the role of media in diverse locations, tied to a global context. Emphasizing cultural studies in the department’s name stresses that, while we do textual readings of the media, we see it as paramount to look at social and production contexts through ethnography and political economy.

Socioeconomic analysis can ally with representational analysis under the sign of cultural studies. Historically, the best critical political economy and the best cultural studies have worked through the imbrication of power and signification at all points on the cultural continuum, as per the British Government’s understanding of cultural studies as an investigation of ‘social diversity, social division and social inequality, and the forms of cultural and mediated expression associated with these facets of social life’ (www.esrcsocietytoday.ac.uk). Graham Murdock puts the task well:

Critical political economy is at its strongest in explaining who gets to speak to whom and what forms these symbolic encounters take in the major spaces of public culture. But cultural studies, at its best, has much of value to say about ... how discourse and imagery are organised in complex and shifting patterns of meaning and how these meanings are reproduced, negotiated, and struggled over in the flow and flux of everyday life (1995: 94)

Ideally, blending the two approaches would heal the fissure between fact and interpretation, between the social sciences and the humanities, between truth and beauty, under the sign of a principled approach to cultural democracy. To that end, Lawrence Grossberg recommends ‘politicizing theory and theorizing politics,’ combining abstraction and grounded analysis. This requires a focus on the contradictions of organizational structures, their articulations with everyday living and textuality, and their intrication with the polity and economy, refusing any bifurcation that opposes the study of production and consumption, or fails to address axes of social stratification (Grossberg 1997: 4-5, 9-10). Much work has adhered to these precepts, abjuring the binarism of the humanities and the social sciences as applied to culture (Chakravartty and Sarikakis, 2006; Maxwell, 1995; Meehan and Riordan, 2002; , 2001; Schiller, 1989) and focusing on globalization through a New International Division of Cultural Labor, for example (Miller *et al.*, 2001 and 2005; Elmer and Gasher, 2005; Acland, 2003; Brillon, 2006; Given,
2003; Goldsmith and O'Regan, 2005; McGuigan, 2004; Neff et al., 2005; Ochoa, 2003; Scott, 2004; Sholle, 2005; Wayne, 2006; Yúdice, 2002; Andrews, 2006; Schiller, 2007). This media-related research has emerged from cultural studies.

Media & Cultural Studies at UCR will be dedicated to all the main audiovisual media—music, the press, radio, film, television, electronic games, and the Internet. It will not privilege the social sciences or the humanities, nor will its methods derive from the specificities of a particular medium. MCS will exist at the interstices of mass communication, critical race theory, communication studies, journalism, public policy, media sociology, critical legal studies, queer theory, science and technology studies, psychology, film studies, cultural studies, feminism, literary studies, and political economy, honing in on:

- infrastructure, from technology to policy environment
- output, from themes to genres; and
- audiences, from local to global

MCS will provide candidates for undergraduate and (pending development and approval) graduate degrees with a brace of skills from the social sciences, arts, and humanities, via an orientation that will be simultaneously local and international. To understand the infrastructure of the media, we will address the specific and interrelated histories of technological innovation, regulation, labor, and ownership, utilizing ethnographic, political-economic, and public-policy research to establish how the media came to be as they are. To understand output, we will teach students media production and address both content analysis and textual analysis, combining statistical and hermeneutic methods to establish patterns of meaning. To understand audiences, we will address ratings, uses-and-gratifications, effects, active-audience, ethnographic, and psychoanalytic traditions, combining quantitative and qualitative measures to establish the audience’s composition and conduct in the wake of media consumption. This represents a response to the importance of the media in our economy and society, and the need for new and interdisciplinary initiatives from academic perspectives, as well as those that are established and disciplinary. It incarnates a simultaneously top-down and bottom-up approach.

We will be working with seven principal methods:

- political economy, to examine ownership, control, regulation, and international exchange
- ethnography, to investigate the experience of media producers and audiences
- psychology, to establish cause-and-effect relations between media consumption and subsequent conduct
- sociology, to undertake content analyses in search of generic patterns, such as representations of violence, and study the production of culture
- social-movement engagement, to understand stereotyping, exclusion, and power inequality
- textual analysis, to evaluate the meanings of specific cultural productions; and
- production, to make innovative media texts and prepare students for both work and citizenship

Clearly, these tasks overlap with various areas of the University. That is normal in an open intellectual environment that values innovation. Our combination of them is unique, however. The model below signals the different venues in which these analytic, academic, and occupational skills will be put to use:

MCS at UCR can be both capacious and nimble, profound and responsive. It can contribute to an industry sector that is critical to the future of the nation in economic and democratic terms. By building a unique intersection of local and global faculty and students, UCR can fill a general need in the UC system. We can forge a generation of scholars, activists, producers, policy mavens, and citizens, capable of moving flexibly between the applied and the critical, the professional and the scholarly, the empirical and the theoretical—as social-
scientists, humanists, and artists. Our proposal has been read by literally hundreds of experts across the campus and the world. It is time to actualize it.

References


UNESCO. (2002). Culture and UNESCO.


APPENDIX 1

EXISTING AND FUTURE STAFFING

FVC currently shares a Senior Administrative Assistant with English. MCS will require:

• one full-time Management Services Officer; and
• one full-time senior Administrative Assistant

Qualified staff will coordinate:

• staff-to-staff relations with other areas of the University
• advising students
• secretariat services to the department’s governance structure; and
• managing growth of the department
APPENDIX 2

CURRENT AND PROPOSED GOVERNANCE STRUCTURE

After consultation with the Program Committee following Toby Miller’s appointment as Director, FVC initiated a governance structure in 2004-05 via an Executive and specialist committees on Departmentalization, Curriculum, and a future Graduate Program:

Executive: Setsu Shigematsu (English), Jennifer Doyle (English), Keith Harris (English), Erika Suderburg (Art), Freya Schiwy (Hispanic Studies), James Tobias (English), Vorris Nunley (English), Chuck Whitney (Creative Writing and Sociology), Derek Burrill (Dance), Michelle Bloom (Comparative Literature), Michelle Raheja (English), Marguerite Waller (Comparative Literature and Women’s Studies), Lan Duong (Women’s Studies), Carole-Anne Tyler (English), and Mariam Lam (Comparative Literature and South-East Asian Text, Ritual and Performance), chaired by Toby Miller (English, Sociology, and Women’s Studies)

Committees:
Departmentalization: Freya Schiwy, Derek Burrill, Vorris Nunley, Ken Rogers, Mariam Lam, and Erika Suderburg, chaired by Toby Miller
Curriculum: Michelle Bloom, Marguerite Waller, Chuck Whitney, Jennifer Doyle, Derek Burrill, and Stephen Cullenberg, chaired by Toby Miller
Graduate: Chuck Whitney, James Tobias, and Marguerite Waller, chaired by Toby Miller

These arrangements will be superseded as appropriate by the structure outlined here, which will operate in the context of the UC system’s Academic Personnel Manual and other system-wide policies. Our committees have been effectively in abeyance for a year as we have awaited full review of our original proposal prior to being able to change curriculum and plan future directions.

Department

The Department of Media & Cultural Studies (MCS) will be housed within the College of Humanities, Arts, and Social Sciences (CHASS) of the University of California, Riverside. MCS will be dedicated to innovative research, teaching, and administration in the context of regulations established by the College, the campus, and the UC system more generally. The department will promote and support equitable labor standards that apply to all its employees (faculty, staff, and students) in their relationships with the University and the system. Its by-laws as outlined below will not supersede the University of California Academic Personnel Manual, or other system-wide regulations.

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Membership

The department will be committed to the democratic inclusion of its members, as defined below. As a federation derived from a prior academic program (FVC) and faculty affiliated with other units of the University, MCS will commit to cooperative decision-making, curricular development, and intellectual and educational goals.

Some faculty may request the transfer of all or part of their line to MCS, in consultation with the department, their prior home, the Dean, and the Provost/Executive Vice-Chancellor.

Membership of MCS will include the following categories:

• Staff: non-instructional employees of the department, both full- and part-time

• Graduate Students (in the future, pending program development and approval): students pursuing a graduate degree in the department, or an emphasis in MCS from within another department. Graduate students will be represented on a Graduate Committee

• Undergraduate Students: students pursuing a bachelor’s degree who are majors or minors within the department, or taking individual courses. Undergraduate students in the major sequence will be represented on an Undergraduate Committee

• Core Departmental Faculty: ladder faculty across the ranks of Full, Associate, and Assistant Professor who have part or all of their appointments within MCS (a minimum of 25%) will have the right to vote on policy, merit and promotion cases, and related issues

• Affiliated Faculty: faculty members whose primary academic appointments are outside MCS, but offer cross-listed courses

• Other Categories of Faculty: visitors, artists-in-residence, post-doctoral fellows, instructors, lecturers, clinicians, teaching assistants, and readers

Executive Officers

• The Executive Officers of MCS will comprise the Chair, the Graduate Advisor, and the Undergraduate Advisor
• The Chair will be appointed by the Dean of CHASS after the core faculty consults and submits a candidate. Normally serving for three years, the Chair will be responsible for budgetary, administrative, and faculty matters, and be the department’s spokesperson to the university administration. The Chair will be a voting member and presiding officer of the Executive Committee (see below) and consult with it on major policy issues

• The Graduate Advisor (GA) (in the future) will be appointed by the Dean of the Graduate Division after the core faculty submits a candidate. Normally serving for three years, the GA will oversee the graduate program

• The Undergraduate Advisor (UA) will be chosen by the core faculty. Normally serving for three years, the UA will oversee the undergraduate program

• The Library Liaison (LL) will be chosen by the core faculty. Normally serving for three years, the LL will oversee relations with the Library and budgetary needs for purchase and preservation

• The Media-Production Liaison (M-PL) will be chosen by the core faculty. Normally serving for three years, the M-PL will oversee management and budgetary needs of production

Standing Committees

• The Graduate Committee (in the future) will be chaired by the GA and consist of three to five MCS faculty who teach the graduate curriculum. Members of the Committee will be appointed by the Chair in consultation with the GA. The Committee will also include two graduate-student representatives, elected by their peers in the department, serving staggered two-year terms. The Chair will be a member ex officio

• The Undergraduate Committee will be chaired by the UA and consist of three to five MCS faculty who teach the undergraduate curriculum. The Committee will also include two undergraduate student representatives elected by their peers in the department, serving staggered two-year terms. The Chair will be a member ex officio

• The Executive Committee will consist of the department Chair, who will chair the Committee, the GA, the UA, the LL, and the M-PL. The Executive Committee will advise the Chair on the overall welfare of the department, hiring, merits, promotion, tenure, requests to transfer lines in or out of the department, staffing, and budgets

Select Committees
• Search Committees will be appointed by the Chair in consultation with the Executive Committee, the Dean of CHASS, and the Director of Faculty and Staff Affirmative Action

• Tenure, Merit, and Promotion Committees will be appointed by the Chair in consultation with the Executive Committee and the Director of Faculty and Staff Affirmative Action. These committees will make recommendations to the eligible members of the faculty. If faculty members being considered are partially within MCS, committees will include membership from their other departments

• Graduate Admissions and Fellowship Committees (in the future) will be created by the GA, who will serve on such bodies ex officio

• A Student Advisory Committee will liaise with the Chair, consult with the Standing Committees on matters of curricula, promotion, and tenure as appropriate, select representatives for the Graduate Studies and Undergraduate Studies Committees, assist with student recruitment, organize guest lectures and social events, and convene open meetings

• Additional Ad Hoc Committees may be created by the Chair and the Executive Committee
APPENDIX 3

LUSTRUM

Our five-year plan, begun in 2005-06, envisages staff and faculty recruitment, community and industry outreach, curricular development, speaker series, grant-getting, the emergence of graduate studies, and internal and external evaluation.

In addition to the new suite of offices slated for the Interdisciplinary programs building that will house us, we shall need high-quality screening and production facilities to integrate theory and practice. We look forward to working with the Library on special needs for MCS, including an archiving and access system for interactive media works, such as CD-ROMs or video games.

2005-06
(a) Recruitment of African/African-American junior line (approved as part of Toby Miller’s recruitment and in 2005-06 FTE), bid for University’s sole Eminent Scholar senior line and UC post-doctoral fellowship
(b) Establishment of External Advisory/Alumni Group
(c) Continuation of graduate-student group working on media and cultural studies via brown-bag lunches
(d) Relaunched web site
(e) Seminar program: see Appendix 8
(f) Participation in COMPASS, the consortium seeking to prod US media studies to address the democratic deficit of contemporary media policy via a coordinated graduate curriculum
(g) Housing Sage journal *Television & New Media* and Routledge journal *Social Identities*

2006-07
(a) Recruitment of Middle East/Arab-American junior hire and staff lines (approved as part of Toby Miller’s recruitment and confirmed in his retention package) and in 2006-07 FTE
(b) Finalization of plans to become a department
(c) Curricular review
(d) Development of documentary-production outreach to the community
(e) Proposal for a doctoral program
(f) Campaign to obtain funding in support of foreign graduate students
(g) Seminar program: see Appendix 8
(h) Participation in COMPASS
(i) Housing Sage journal *Television & New Media* and Routledge journal *Social Identities*

2007-08
(a) Recruitment of Native American and South Asian junior hires (approved as part of Toby Miller’s recruitment and confirmed in his retention package)
(b) Collaborative grant applications in such areas as public diplomacy, media audiences, and cultural policy
(c) Approval process of doctoral program
(d) Seminar program: TBA
(e) Participation in COMPASS
(f) Cultural cafés and other local outreach events showcasing our work

2008-09
(a) Recruitment of Chicano@ junior hire (approved as part of Toby Miller’s recruitment and confirmed in his retention package)
(b) Collaborative grant applications in such areas as public diplomacy, media audiences, and cultural policy
(c) Establishment of graduate program
(d) Seminar program: TBA
(e) Participation in COMPASS
(f) Cultural cafés and other local outreach events showcasing our work
(g) Internal evaluation

2009-10
(a) Campaign to endow Chair in Media & Cultural Studies
(b) Collaborative grant applications in such areas as public diplomacy, media audiences, and cultural policy
(c) Seminar program: TBA
(d) Participation in COMPASS
(e) Cultural cafés and other local outreach events showcasing our work
(f) External evaluation
APPENDIX 4

AFFILIATED FVC FACULTY

ANTHROPOLOGY
Christina Schwenkel <cschwenk@ucr.edu>
Anne Sutherland <anne.sutherland@ucr.edu>

ART
Erika Suderburg <erika.suderburg@ucr.edu>

ART HISTORY
Patricia Morton <patricia.morton@ucr.edu>
Ken Rogers <krogers@pop.ucr.edu>

COMPARATIVE LITERATURE
Michelle Bloom <michelle.bloom@ucr.edu>
Sabine Doran <sabine.doran@ucr.edu>
Stephanie Hammer <stephanie.hammer@ucr.edu>
John Namjun Kim <john.kim@ucr.edu>
Mariam Lam <mariam.lam@ucr.edu>
Margherita Long <margherita.long@ucr.edu>
Theda Shapiro <theda.shapiro@ucr.edu>
Marguerite Waller <marguerite.waller@ucr.edu>

COMPUTER SCIENCE
Victor Zordan <vbz@cs.ucr.edu>

CREATIVE WRITING
Tom Lutz <tom.lutz@ucr.edu>
Maurya Simon <maurya.simon@ucr.edu>
Chuck Whitney <chuck.whitney@ucr.edu>
Andrew Winer <andrew.winer@ucr.edu>

DANCE
Derek Burrill <derek.burrill@ucr.edu>
Anna Scott <anna.scott@ucr.edu>
Priya Srinivasan <priya.srinivasan@ucr.edu>

ECONOMICS
Stephen Cullenberg <stephen.cullenberg@ucr.edu>
Steven Helfand <steven.helfand@ucr.edu>

ENGLISH
Jennifer Doyle <jennifer.doyle@ucr.edu>
John Ganim <john.ganim@ucr.edu>
George Haggerty <george.haggerty@ucr.edu>
Keith Harris <kmh11205@earthlink.net>
Katherine Kinney <katherine.kinney@ucr.edu>
Tiffany Lopez <tiffany.lopez@ucr.edu>
Toby Miller <tobym@ucr.edu>
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Michelle Raheja <michelle.raheja@ucr.edu>
Setsu Shigematsu <setsus@ucr.edu>
James Tobias <jamestobias@mindspring.com>
Carole-Anne Tyler <caroleanne.tyler@ucr.edu>

ETHNIC STUDIES
Jayna Brown <jayna.brown@ucr.edu>
Jodi Kim <jodi.kim@ucr.edu>
Dylan Rodriguez <dylan.rodriguez@ucr.edu>

HISPANIC STUDIES
Susan Antebi <susan.antebi@ucr.edu>
Alessandro Fornazzari <alessandro.fornazzari@ucr.edu>
Marina Pianca <marina.pianca@ucr.edu>
Freya Schiwy <freyaschiwy@ucr.edu>
Ray Williams <raymond.williams@ucr.edu>

HISTORY
Catherine Gudis <cagudis@ucr.edu>
Devra Weber <devra.weber@ucr.edu>

MUSIC
Tim Labor <tim.labor@ucr.edu>
Rene Lysloff <rener.lysloff@ucr.edu>
Deborah Wong <deborah.wong@ucr.edu>

POLITICAL SCIENCE
Feryal Cherif <cherif@ucr.edu>
Martin Johnson <martin.johnson@ucr.edu>

PSYCHOLOGY
Rebekah Richert <rebekah@ucr.edu>
Ellen Wartella <ellen.wartella@ucr.edu>

RELIGIOUS STUDIES
Jonathan Walton <jonathon.walton@ucr.edu>

SOCIOLOGY
Toby Miller <tobym@ucr.edu>
Jane Ward <janew@ucr.edu>
Chuck Whitney <chuck.whitney@ucr.edu>

THEATRE
Erith Jaffe-Berg <erith.jaffe-berg@ucr.edu>
Robin Russin <robin.russin@ucr.edu>

WOMENS STUDIES
Alicia Arrizón <alicia.arrizon@ucr.edu>
Amalia Cabezas <amalia.cabezas@ucr.edu>
Lan Duong <lan.duong@ucr.edu>
Christine Gailey <christine.gailey@ucr.edu>
Toby Miller <tobym@ucr.edu>
Marguerite Waller <marguerite.waller@ucr.edu>
APPENDIX 5

FACULTY PUBLICATIONS, CULTURAL PRODUCTION, AND GRANTS RELATED TO MEDIA AND CULTURAL STUDIES

Alicia Arrizón
Books

Articles and Chapter

Michelle Bloom
Book

Articles
- “Contemporary Franco-Chinese Cinema: Translation, Citation and Imitation in Dai Sijie’s Balzac and the Little Chinese Seamstress and Tsai Ming-Liang’s What Time is it There?” Quarterly Review of Film and Video 22, no. 4 (2005): 311-25

Jayna Brown
Book

Articles and Chapters
- “Dat Var Negressen Walaida Snow.” Women and Performance, forthcoming
- “Remembrance: The Politics of Recovering Black Women’s Performances.” Women and Performance, forthcoming

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Cultural Production
• “She Came as a Flash of Lightning: Valaida Snow and Jazz in Sweden and Denmark.” Dagens Nyheter 19 August 1998
• “From London to St. Petersburg: African American Performers in Fin-de-Siècle Europe.” Dagens Nyheter 2 June 1998

Derek Burrill
Articles and Chapters
• “Out of the Box: Performance, Drama and Interactive Software.” Modern Drama 48, no. 3 (2005): 492-512
• “Zero Degree.” Open Spaces. Co-authored

Cultural Production
• The Writer’s Bloc, 2000-present. Writer
• Solutions Squared, 1997-99. Consultant

Stephen Cullenberg
Books
Jennifer Doyle

Books

Articles and Chapters
• “Secrets and Lies: Gossip and Art’s Histories.” American Quarterly, forthcoming
• “Jo March’s Love Poems.” Nineteenth-Century Literature 60, no. 3 (2005)
• “Sex, Scandal and Thomas Eakins’s The Gross Clinic.” Representations 68 (1999): 1-35

Journal Editorialship
• Signs Special Issue “New Feminist Theories of Visual Culture” 31, no. 3 (2006). Co-edited

Cultural Production
• “Collaborator.” Frieze, forthcoming
• Co-Curator, “Aquí No Hay Virgenes” for the Los Angeles Lesbian and Gay Center Advocate Gallery, March-May 2007
• Assistant Curator/Production Assistance for performance art festival, Platinum Oasis/OUTFEST, Los Angeles Gay and Lesbian Film Festival, 2002
• “Cakes and Kisses.” Durational Performance for Platinum Oasis/OUTFEST, Los Angeles Gay and Lesbian Film Festival, 2001
• Board Member, Highways Performance Space, Santa Monica
Lan Duong

Articles

Christine Gailey

Articles and Chapters

John Ganim

Chapters
- “Reversing Orientalism and Medievalism on Screen: Chahine’s *Saladin*.” *Filming the Other in the Middle Ages*. Ed. Tison Pugh and Lynn Ramey. New York: Palgrave Macmillan, forthcoming

Catherine Gudis

Book
Keith Harris

Book

Article and Book Chapters

Journal Editorship
- Wide Angle Special Issue “Black Masculinity in Film,” 2004

Erith Jaffe-Berg

Book
- The Multilingual Art of Commedia dell’Arte. Ottawa: Legas P, forthcoming

Articles and Chapters
- “Forays into Grammelot: The Language of Nonsense.” Contemporary Literary Criticism 227, forthcoming
- “Linguai Intervention in Dario Fo.” Quaderni d’Italinistica 21, no. 1 (2000): 29-44

• “Grammelot—Nonsense Language in Multilingual Performances.” *Plurilinguismo e sperimentalismo nella cultura italiana*. Ottawa: Legas, forthcoming


**Cultural Production**

• Acting, staged reading of *Mail Order Bride* by Charles Mee, Son of Semele Ensemble, Los Angeles. Directed by Alex Wells, 2007

• Acting & Devising, *The Labor Project*, Son of Semele Ensemble, Los Angeles. Directed by Alex Wells and Aaron Henne, 2005-06

• Directing, *Orange Grove* by Kate Anger, Department of Theatre, U of California, Riverside, 2005

• Directing, *Silencio* by Damon Chua (staged reading), Son of Semele Ensemble, Los Angeles, 2004

• Acting, (Sappho) in *Desdemona, If Only You Had Spoken* by Christine Bruckner, The Rose Alley Theatre, Los Angeles, 2000

• Directing, *The Open Couple*, Department of Theatre, Hebrew U, Jerusalem, 1999

• Directing, “An Evening of Dario Fo,” Compiled, Translated, and Directed by Erith Jaffe-Berg, 1999


• Directing, *Telling Tales* by Migdalia Cruz, Glenn Morris Studio Theatre, Toronto, 1996

• Acting, (Antigone) *Oedipus at Colomus*. Directed by Duncan Macintosh, Glenn Morris Studio Theatre, Toronto, 1996

• Directing and Producing, “The Exhausting Art of Performance: Maria Irene Fornès’ *Abingdon Square*.” Festival of Original Theatre, Toronto, 1995


• Acting (Isabella/Joyce), *Top Girls* by Caryl Churchill. Directed by Maya Roth, Studio Theatre, Berkeley, 1994


• Acting (lead role) *David’s Redhaired Death* by Sheri Kramer. Directed by Maya Roth, Studio Theatre, Berkeley, 1993

• Acting (supporting/understudy for Adelaide), *Guys and Dolls*. Directed by John Fisher, The Playhouse, Berkeley, 1993

• Acting (Marione) *Abingdon Square* by Maria Irene Fornes. Directed by Roberto Varrea, The Playhouse, Berkeley, 1993
• Acting (one-person show) Apocrypha by Luisa Josefina Hernandez. Directed by Bill Oliver, Durham Studio Theatre, Berkeley 1990
• Acting (Vida Levering) Votes for Women by Elizabeth Robbins. Directed by Bill Oliver, Durham Studio Theatre, Berkeley, 1989

Martin Johnson

Articles and Chapter

Jodi Kim

Article and Chapter
• “‘They’re a Billion Bellies Out There’: Commodity Fetishism, the Uber-Oriental, and the Geopolitics of Desire in David Henry Hwang’s M. Butterfly.” Culture, Identity, Commodity: Diasporic Chinese Literatures in English. Ed. Kam Louie and Tseen Khoo. Hong Kong: Hong Kong UP, 2005. 59-78

Katherine Kinney

Book

Articles and Chapter

Tim Labor
Cultural Production
• Everquest and Re-Elect JFK video games

Marian Lam
Articles and Chapter

Journal Editorship
• The Journal of Vietnamese Studies

Margherita Long
Articles
• “Malice@Doll: Konaka, Specularization, and the Virtual Feminine.” Mechademia. An Academic Journal for Anime, Manga and the Fan Arts 2, forthcoming

Tiffany Lopez
Article

Tom Lutz
Books
• Cosmopolitan Vistas: American Regionalism and Literary Value. Ithaca: Cornell UP, 2004
• Crying: The Natural and Cultural History of Tears. New York: WW Norton, 1999
• These ‘Colored’ United States. New Brunswick: Rutgers UP, 1996

Articles and Chapters
• “‘Sweat or Die!’: The Hedonization of the Work Ethic in the 1920s and the End of the Leisure Class.” American Literary History 8, no. 2 (1996): 259-83
• “Foucault’s Paradigm, Kuhn’s Epistème.” Constructions 1 (1989)
• “Teaching Claude McKay’s Home to Harlem.” Teaching the Harlem Renaissance. Ed. Michael Soto, forthcoming
• “Writing about Images.” Write Now! Ed. Sherry Ellis. 2006
• “The Coloring of Memory.” Dorothy Braudy. Paintings. 2006

Journal Editorships
• The Los Angeles Review
• The Iowa Journal of Cultural Studies
• Journal of the Midwest Modern Language Association 1994
• Journal X
Cultural Production

• “How to Read How to Read Books.” Salon, forthcoming
• “Humiliation.” Black Clock (Fall 2005)
• “Malevolent Design.” Los Angeles Times 13 September 2005

Toby Miller

Books

• Spyscreen: Espionage on Film and TV from the 1930s to the 1960s. Oxford: Oxford UP, 2003
• The Avengers. London: British Film Institute, 1997; Bloomington: Indiana UP, 1998
• The Well-Tempered Self: Citizenship, Culture, and the Postmodern Subject. Baltimore: The Johns Hopkins UP, 1993

Articles and Chapters
• “Misure of ‘Study Drugs’: Prevalence, Consequences, and Implications for Policy.” Substance Abuse Treatment, Prevention, and Policy 1, no. 15. Co-authored
• “Getting to Philcom, Changing Your Clothes.” Communication Review 8, no. 4 (2005): 421-24
• “Le défi Américain en tiempos de la globalización: Las industrias culturales en los Estados Unidos.” Diálogos de la Comunicación. Revista Teórica de la Federación Latinoamericana de Asociaciones de Facultades de Comunicación 70 (2004): 72-83
• “Governmentality or Commodification? US Higher Education.” Cultural Studies 17, no. 6 (2003): 897-904
• “Screening the Nation: Rethinking Options.” Cinema Journal 38, no. 4 (1999): 93-97
• “Cultural Citizenship and Technologies of the Subject, or, Where Did You Go, Paul DiMaggio?” Culture and Policy 7, no. 1 (1996): 141-56
• “A Short History of the Penis.” Social Text 43 (1995): 1-26
• “When Australia Became Modern.” Continuum 8, no. 2 (1994): 206-15

223
• “Introducing Screening Cultural Studies: Sister Morpheme (Clark Kent—Superman’s Boyfriend).” *Continuum* 7, no. 2 (1994): 11-44
• “Historical Citizenship and the Fremantle Prison Follies: Frederick Wiseman Comes to Western Australia.” *Continuum* 7, no. 2 (1994): 269-89
• “Film Theory: An Ethics of Indeterminacy?” *New Researcher* 1-2 (1992): 78-91
• “(How) Does Film Theory Work?” *Continuum* 6, no. 1 (1992): 186-212
• “Splitting the Citizen.” *Continuum* 4, no. 2 (1991): 193-205
• “Beyond the Ur-Text of Radicalism.” *Australian Journal of Communication* 17, no. 3 (1990): 174-84
• “Screening Parliament.” *Culture and Policy* 1, no. 2 (1990): 21-30
• “There are Full Professors in this Place Who Read Nothing but Cereal Boxes: Australian Screen in Academic Print.” *Media Information Australia* 55 (1990): 7-13
• “Quis Custodies Ipsos Custodet? A Review Article on the Committee System of the Australian Senate.” *Legislative Studies* 1, no. 2 (1986): 5-19


“What We Should do and What We Should Forget in Media Studies: Or, My TV A-Z.” *Global Currents: Media and Technology Now*. Ed. Tasha G. Oren and Patrice Petro. New Brunswick: Rutgers UP, 2004. 43-64


Journal Editorships
• Television & New Media 2000-
• Social Identities 2005-
• Social Text 1997-2001
• Journal of Sport & Social Issues 1997-99
• Social Semiotics Special Double Issue “Cultural Labor” 15, no. 3/16, no. 1 2005-06. Guest co-edited
• Film International Special Issue “Institutions” 4 (2003). Guest Edited
• Communication Review Special Issue “Governmentality” 5, no. 1 (2002). Guest Edited

Cultural Production
• “ Courageous Competitors.” Press-Enterprise 18 March 2007
• “Sports and Sex, Forever Intertwined.” Outsports com 5 March 2007
• “Smart Pay.” Press-Enterprise 10 February 2007
• “Global Breakaway.” Press-Enterprise 13 November 2006
• “Puppet of Bureaucrats.” Campus Review 16-22 August 2006
• “Drugs in Sports: No Big Deal.” Press-Enterprise 1 November 2004
• “Out at the Ball Game: The New Look of Sports.” Chronicle of Higher Education 17 August 2001
• BBC TV casual presenter 2000-01
• “Back with Vengeance.” The Age 26 November 1997
• “Viewpoint on Violence.” Above The Line August-September 1996
• “A State of Australian Cinema.” Ninth Hawai‘i International Film Festival, Viewers Guide. Hawai‘i: East-West Center, 1989
• ABC radio announcer 1977-81

Grants
• El Instituto Mexicano de Cinematografía, La Industria Cinematográfica y Sus Publicos en México M$35,000 (2001-02)
• Ford Foundation Grant, Public Television in a Transnational Era US$100,000 (1999-2001) Co-Principal Investigator
• Rockefeller Grant, Privatization of Culture Project US$750,000 (1998-2001) Co-Principal Investigator

Patricia Morton
Book

Marina Pianca
Book

Article and Chapters

Cultural Production
• Twentieth Century Fox. Media Transference International. Worked on the simultaneous release of various films in both English and Spanish, including The Return of the Jedi. Also worked at Lucasfilm. Language and Synchronization. Spanish version, Star Wars. California, 1983.

Rebekah Richert
Grant
• National Science Foundation: Influences of Digital Media on Very Young Children US$499,999 (2006-11) Co-Principal Investigator

Ken Rogers
Chapters

Cultural Production
• Maiden Lane Exhibition Space in lower Manhattan 2000-2003. Curated
• Co-founded Chatham Arts, Pittsburgh

Robin Russin
Books


Cultural Production

- *Vital Signs*, ABC—one-hour prime-time series. Senior Producer
- *America's Most Wanted*, Fox TV—Writer, Producer, Director, Editor of numerous segments
- *The Prosecutors*, Discovery Channel—syndicated one hour series. Director of numerous segments
- *Alcatraz: The Escape*, Fox TV—one hour special. Writer, co-produced
- *Psych Files*, Fox TV—one hour pilot for Fox Network; Co-authored, co-produced
- *Godzilla*, Adelaide Productions—"Shafted" and "Heat Seekers," half-hour TV animation
  Produced short plays:
  - *SOS*, Ruskin Group Theatre, Santa Monica, 2007
  - *Neighbor Smackdown*, Ruskin Group Theatre, Santa Monica, 2006
  - *Your Loving Mom*, Ruskin Group Theatre, Santa Monica, 2006
  - *Blood Pudding*, Ruskin Group Theatre, Santa Monica, 2006
  - *Sudden Death*, Ruskin Group Theatre, Santa Monica, 2006
  - *Blowing Buddy*, Ruskin Group Theatre, Santa Monica, 2005
  - *The Real McCoy*, Ruskin Group Theatre, Santa Monica, 2005
  - *Hell's Kitchen*, Ruskin Group Theatre, Santa Monica, 2005
  - *Fashion Victim*, Ruskin Group Theatre, Santa Monica, 2005
  - *Carpe Diem*, Ruskin Group Theatre, Santa Monica, 2005
  - *Angel of Meredith*, Ruskin Group Theatre, Santa Monica, 2004
  - *Painted Eggs* Harman Avenue Theater, Los Angeles (full-length play; written and directed), 1993

Freya Schiwy

Articles and Chapters


Christina Schwenkel

Article

Anna Scott

Article and Chapters

Setsu Shigematsu

Article and Chapters
• “Feminism and Media in the Late Twentieth Century: Reading the Limits of a Politics of Transgression.” Gendering Modern Japanese History. Ed. B. Molony and Kathleen Uno. Cambridge, Mass.: Harvard UP, 2005

Priya Srinivasan

Articles
• "The Bodies Beneath the Smoke or What’s Behind the Cigarette Poster: Unearthing Kinesthetic Connections in American Dance History." *Discourses in Dance* (2007)
• "Dancing Modern, Dancing Indian in America." *Pulse* (2003): 11-13

**Erika Suderburg**  
*Books*

*Articles and Chapters*

*Cultural Production*
• Film and video art works at the Pacific Film Archives; Berkeley, the Millennium Film Workshop, New York; Capp Street Projects, San Francisco; the Museum of Modern Art, New York; American Film Institute, Los Angeles; Museum of Contemporary Art, Los Angeles; Kunstlerhaus, Stuttgart; Grazer Kunstverein, Austria; Collective for Living Cinema, New York; Fukai International Video Biennale, Japan; New Langton Arts, San Francisco; International Video Festival, Bonn; Long Beach Museum of Art, Simon Watson Gallery, New York; Trial Balloon Gallery, New York
• Curator and consultant for the Public Broadcasting Corporation, including a program highlighting documentaries about the collapse of the Eastern Bloc
• *Ephemera, Chimera and Curiosa. Erika Suderburg Collected Works vol. 1,* System Yellow Productions, Los Angeles, 2003. DVD
James Tobias

Articles and Chapters

• “Cinema, Scored: Toward a Comparative Methodology for Music in Media.” *Film Quarterly* 57, no. 2 (2003-04): 26-36
• “Buñuel’s Network: Performative Doubles in the Impossible Narrative of *The Phantom of Liberty.*” *Film Quarterly* 52, no. 2 (1999): 10-22
• “Pandemonium Regained: Sync, Dissonance, and the Devil.” *Spectator* 17, no. 2 (1997)

Cultural Production

• *Mysteries and Desire. Searching the Worlds of John Rechy.* Interaction, audio, and visual design in “Salvation Zone” and “Cruising.” Los Angeles: U of Southern California Electronic P, 2004
• Audio disc *Happy New Zeroes* used as soundtrack in *Pop-Eye*, a multimedia exhibition, Pussy Galore Gallery, Berlin, 2001
• Director and designer of Anonymous Web Recordings Flash-based website featuring Thomas Mapfumo, San Francisco, 2001
• Web designer and developer for Course Technology Inc.’s *LearnBy* series and *Interactive Labs* Interaction and website design and construction for remote-learning products, Brea, 2000
• *DreamWaves*, interaction and website design for the collaborative artists’ web site for the DreamWaves Exhibition, Annenberg Center for Communication, 2000
• *The TV Dinner Party*, interaction and visual design and programming, with Kristy Kang. Annenberg Center for Communication, 1999
• *To Live and Drive in L.A.*, interactive computer installation. Interaction, image, music, 1999. Co-authored
Carole-Anne Tyler

Book
• Female Impersonation. New York: Routledge, 2003

Article and Chapters
• “Death Masks.” Rose is a Rose is a Rose: Gender Performance in Photography. Ed. Jennifer Blessing and Deborah Drier. New York: Guggenheim Museum, 1997

Marguerite Waller

Book
Co-edited

Articles and Chapters
• “If ‘Reality is the Best Metaphor,’ it Must Be Virtual.” diacritics (1997)
• “Hungarian Film Week, 1994.” American Historical Review 99, no. 4 (1994)
• “‘You Cannot Make the Revolution on Film’: Wertmüller’s Performative Feminism in Mimi metallurgico, ferito nell’onore.” Women and Performance 6, no. 2 (1993)
• “Fellini’s Gaze: Juliet of the Spirits and Feminist Film Theory.” Romance Languages Annual 1 (1990)
• “Whose Dolce Vita is This, Anyhow?: The Language of Fellini’s Cinema.” Quaderni d’italianistica: Official Journal of the Canadian Society for Italian Studies 11, no. 1 (1990)
• “Co-Memoration: Making Family History as a Family Event.” Quarterly Newsletter of the Laboratory of Comparative Human Cognition (1987)
• "Whose Dolce Vita is This, Anyhow?: The Language of Fellini's Cinema." Federico Fellini: Contemporary Perspectives. Ed. Frank Burke and Marguerite Waller. Toronto: U of Toronto P, 2002
• "'Pocha or Porkchop?': Introduction to and Interview with Laura Esparza." Latinas on Stage. Practice and Theory. Ed. Alicia Arrizón and Lilian Manzor Coats. Berkeley: Third Woman P, 1999
• "New Media in Old Film Cans: Maurizio Nichetti's Multi-media Cinema." Romance Languages Annual. West Lafayette: Purdue Research Foundation, 1998
• "The Art of Miscegenation in an Age of Electronic Communication." Romance Languages Annual. West Lafayette: Purdue Research Foundation, 1994

*Cultural Production*

• “Chewbacca.” *Chronicle of Higher Education* 3 June 2005

• *Snapshots: Citizens Without Shelter.* Video essay on the effects and implications of homelessness in Santa Monica, California. Regularly airs on City TV in Santa Monica, 1996. Produced and edited


• *I Dis-member the Alamo.* Documentation of performance by Laura Esparza, performed as part of the “Telemarketing a Cross-Dressed Columbus” conference, Humanities Research Institute, U of California, Irvine, 1992

• *Border Boda* video of performance/ritual by Las Comadres, exhibited at the Bridge Gallery in El Paso, Texas, 1990. Photography in collaboration with members of Las Comadres, produced and edited

*Jane Ward*

*Article and Chapter*


*Ellen Wartella*

*Books*

• *Children and Television: 50 Years of Research.* Mahwah: Lawrence Erlbaum, 2006. Co-edited


**Articles and Chapters**

• "Strategies for the Communications Unit: How Can We Become Central to the University and Its Mission?" Journal of the Association of Communication Administrators 2 (1996): 150-52


• "Electronic Childhood. Discovery 14, no. 3 (1996): 13-18

• "Challenge to the Profession." Communication Education 43 (1994): 54-62

• "Information/Communication and Education." Texas Journal of Ideas, History and Culture 17, no. 2 (1994): 18-21


• "Youth and Reading: A Survey of Leisure Reading Pursuits of Female and Male Adolescents." Reading Research and Instruction 31, no. 2 (1992): 1-17. Co-authored


• "Children as an Audience." Mass Communication Research 43 (1990): 133-60

• "Television and Beyond: Children’s Video Media in One Community." Communication Research 17, no. 1 (1990): 45-64. Co-authored


• "Social Memory." Communication 11, no. 2 (1989). Co-authored


• "Feminism and Popular Culture." Communication 9, no. 2 (1986). Co-authored


• “Advertising and Consumer Development.” *Children and Television. 50 Years of Research.* Ed. Norma Pecora, John P. Murray, and Ellen Wartella. Mahwah: Lawrence Erlbaum, forthcoming


Grant
• National Science Foundation, IRADS Collaborative Research: “Influences of Digital Media on Very Young Children, Grant # 0623821, $499,999 (2006-11) Co-Principal Investigator

Charles Whitney
Books

Articles and Chapters
• “Media Organizations and Professional Communicators: Conflict, Opposition and Change.” Communication 8, no. 2 (1985): 133-37
• “Ferment and the Field.” Communication Research 12, no. 1 (1985): 133-43


*Journal Editorship*


*Grants*

• "Time-Sharing Experiments for the Social Sciences." US$3.1 million, National Science Foundation, 2001-2006. Associate Principal Investigator

• "National Television Violence Study," US$3.3 million investigation, 1994-97. Senior Researcher and U of Texas Site Manager

**Andrew Winer**

*Cultural Production*

• *Honky!* sold to 20th Century Fox/Regency. Co-authored
APPENDIX 6

FVC CURRICULUM

Most FVC courses have been organized around history, criticism, and theory, with a focus on the US and other regions' cultures. Production is an equally key skill for our students, both as future producers and as audiences. Existing production infrastructure is spotty and uncoordinated. UCR-TV is reduced to a one-person outfit with outmoded space and equipment, although it has recently received additional funding to upgrade, thanks to UCR media relations. The Art department, too, has limited production facilities that can be used by FVC students. The Theatre department offers scriptwriting classes at the undergraduate and graduate levels (the latter’s MFA is joint with Creative Writing). The possibilities of expansion are clear. UC-TV is interested in media-studies links to us. UC-MEXUS wishes to advertise the research and training undertaken under its sponsorship, via video and DVD production in concert with CHASS. As a consequence of the digital initiative, there are also several faculty dispersed through CHASS with production and criticism skills in the digital media. When FVC becomes the Department of Media & Cultural Studies, it may provide something of an umbrella for these activities, albeit with regard to the specific integrity of the departments listed above and others such as Theatre.

FVC CURRICULUM

The Major

The FVC major provides an interdisciplinary examination of film, video, television, multimedia, and visual culture, with a primary emphasis on history and theory and a secondary focus on production. The major consists of three curricular tracks, in one of which students may concentrate. Regardless of the track they choose, students take a minimum of 16 units of lower division classes and a minimum of 40 units of upper division classes. These courses and tracks are under review by a Curriculum Committee as part of our transition to MCS. Existing students will be “grandparented” such that they are not unduly disadvantaged by any changes. The current tracks are:

1. Film and Visual Media
2. Film, Literature, and Culture
3. Ethnography, Documentary, and Visual Culture

The Minor

The FVC minor provides an interdisciplinary examination of film, television, digital multimedia, and visual culture, with an emphasis on history and theory, rather than production, in order to develop media literacy.
A minimum of 24 units (one lower-division course and five upper-division courses) is required. No course can be used to satisfy more than one requirement.

MAJOR

TRACK 1: Film and Visual Media:
This option allows students to gain a comprehensive understanding in film and media studies. Undergraduates study film, TV, and other media history and theory as well as mainstream and alternative cinema and video in light of increasingly global forms of production and media flows. Students choosing this option also acquire introductory skills in media production both from theoretical and practical perspectives. Undergraduates may opt to continue their studies at the graduate level with work in media and cultural studies.

1. Lower Division Requirements (4 lower-division courses worth a minimum of 4 units each):

a) Introduction to Film Studies

FVC 020 Introduction to Film Studies (4 units) An introduction to the formal and narrative principles of film construction and to various critical approaches to the cinema, such as auteur and genre theory. Provides an overview of world cinemas.

b) Media Production: 1 course chosen from:

FVC 004/ART 004 Introduction to Video Art (4 units) Introduction to video as an art form based in production and contemporary media theory. Basic production techniques, operation of the camcorder and the fundamentals of live-action production, and editing. A series of screenings, readings, and discussions examine documentary, experimental, and other applications of the media arts in relation to contemporary art practice, and such new genres as installation and performance.

FVC 007/ART 007 Introduction to Digital Photography (4 units) Introduction to making art by utilizing the Macintosh computer. Emphasis is on the personal, theoretical, and conceptual implications of such work within the broader field of contemporary art. Course is repeatable to a maximum of 8 units.

FVC 028/ART 028/THEA 038 From Hamlet to Babylon 5. Introduction to Design in Film, Television, and Theatre (4 units) Introduction to the design process for film, television, and theatre. Through exercises, lectures, videos, and on-site visits, students explore the design process, the influence of design on the viewer, and how looks are achieved in different media.

FVC 039/CRWT040 Fiction and Film (4 units) A study of twentieth-century fiction and film from a writer's point of view, emphasizing narrative elements and literary techniques found in both. Explores how novels are translated into film.
FVC 066/CRWT 066/THEA 066 *Screenwriting: How Movies Work* (4 units)
Introduction to the craft of screenwriting. Discusses how screenwriting differs from other kinds of writing and examines the various techniques that writers use to create their blueprints for movies in a variety of genres. Students view and discuss one film and screenplay per week.

As well as selected classes from Art, Computer Science, Dance, and Theater (ART 003, ART 070 (E-Z), CS 008, CS 010, CS 020, DNCE 014, THEA 010)

c) two additional courses chosen from group 1, b) above or from the following:

FVC 006/ART 006 *Introduction to Contemporary Critical Issues in Art* (4 units)
Examines basic principles and methodologies of theory as applied to the interpretation and creation of works of art. Includes lectures, discussions, readings, and screenings.

FVC 008/AHS 008 *Modern Western Visual Culture* (4 units) Focus is on broadly defined cultural practices, including painting, photography, video, architecture, and film. Introduces major historical, aesthetic, and theoretical issues in twentieth-century visual culture with an eye toward political and social themes relevant to contemporary life.

FVC 009/MUS 009/MUS 007 *Music in Movies and TV* (4 units) An exploration of popular film and TV soundtrack music, emphasizing drama and musical style. Scene study features such films as *The Matrix, Casablanca, The X-Files,* and *Altered States.*

FVC 015 *Introduction to Television Studies* (4 units) An introduction to the study of television, including its stylistic conventions, primary genres, modes of production, economics, and important critical methodologies.

FVC 021/CPLT 021 *Introduction to Film, Literature, and Culture* (4 units) Surveys critical approaches to the cinema such as auteur and genre theory. Studies literature and film, national cinemas, and film movements.

FVC 022/AST 022/JPN 022 *Introduction to Japanese Film* (4 units) An introduction to Japan's major directors and to watching and writing about Japanese film. Works studied range from the samurai epics of Kurosawa to recent anime. All films have subtitles. No previous knowledge of Japanese language or culture is required.

FVC 023/AHS 020 *Introduction to Media Art* (4 units) An introduction to the impact of media technology on the visual arts, from photography to the Internet. Addresses mechanical reproduction, perception, gender, sexuality, identity, interactivity, cybernetics, and popular culture.
FVC 025/ENGL 021/THEA 021 *Culture Clash: Studies in Latino Theatre and Film* (4 units) An introduction to U.S. Latino theatre and film from 1965 to the present. Students read the major works of authors and examine important films and videos.

FVC 026/CPLT 026/EUR 026 *New European Cinemas: Experiment and Innovation* (4 units) An introduction to a succession of New Waves in European Cinema: *Neorealism* in Italy, *New Wave* in France, *New Cinema* in Germany, Russia, and Britain. Study of political engagements and technical innovations. Topics include the concept of the “auteur,” key manifestos, and attempts to define European cinema in film theory.

FVC 033/ENGL 033 *Introduction to Comparative Media Studies* (4 units) Comparative introduction to the study of two or more media, such as film and television or digital media, and to various critical approaches to the media (formalism, feminism, Marxism, etc.). Special attention is paid to the rhetoric of media, media similarities and differences, and cross-media borrowing.

As well as selected classes from Asian Studies, Chinese, Vietnamese, French, German, Italian, Russian (AST 048/CHN 048, AST 064/VNM 064, FREN 045, GER 045, ITAL 045, RUSN 045)

2. Upper-division requirements (10 upper-division courses worth a minimum of 4 units each):

a) Film, Photography, and Media History (2 courses) chosen from:

FVC 110(E-Z) *Topics in Film and Media History* (4 units) Prerequisite: upper-division standing or consent of instructor. Considers topics in the history of film and media with attention to their aesthetic, socio-political, and economic contexts. E. Film and Media History through World War II; J. Film and Media History after World War II

FVC 114/CPLT 134/GER 134/JPN 134 *Cinematic War Memory* (4 units) Prerequisite: upper-division standing or consent of instructor. Examines cinematic confrontations involving World War II in Germany and Japan. Topics include desire between victims and perpetrators, representation of trauma, and ethical responsibility. All screenings have English subtitles.

FVC 137/AHS 136 *History of Video Art* (4 units) Prerequisite(s): AHS 017C or upper-division standing or consent of instructor. Traces the evolution of video art from the invention of the Portapak and early video collectives to the current ubiquity of video installation, single-channel, and multimedia art. Emphasis is on video art in the United States.
FVC 138/AHS 137 History of Experimental Cinema (4 units) Prerequisite(s): AHS 017C or upper-division standing or consent of instructor. A survey of cinema outside of the economic, institutional, and aesthetic imperative of mainstream film production. Covers an array of alternative film movements, including surrealism and dada, Soviet avant garde, the Cine 16 Group, French new wave, North American avant garde, and the artist's film.

FVC 145E/ENGL 145E/FVC 145I/ENGL 145I Special Topics in Film and Visual Culture (4 units)
Prerequisite: upper-division standing or consent of instructor. Intensive formal, historical, and theoretical analysis of a theme or issue in film, media, television, and visual culture. E. Mass Culture and Counter Culture, I. Liberal Hollywood and Social Problems

FVC 173 (E-Z) CPLT 173 (E-Z) International Cinemas (4 units). Prerequisite: upper-division standing or consent of instructor. Considers non-Hollywood cinemas in the national, historical, political, and cultural contexts which produced them. E. Experimental and Avant-Garde Film; F. French New Wave; G. New German Cinema; Italian Neorealism; T. Third World Cinema

FVC 176/AHS 176 Pictorialism to New Media: A History of Twentieth-Century Photography (4 units) Prerequisite: AHS 017C or upper-division standing or consent of instructor. A study of photographic practices from 1900 to the present. Topics include pictorialist art photographs created around 1900, the subsequent refinement of styles and content in modernism, and the expansion of photographic practices into the digital realm. Examines technological, conceptual, aesthetic, economic, and social issues.

FVC 186/AHS 186 Media and Movements: Film, Video, Photography, and the Visual Arts (4 units) Prerequisite: AHS 017C or upper-division standing or consent of instructor. Focusing on key cultural movements or developments in Europe and the United States over the past century, gives a thematic history of the avant-garde and experimental arts, including painting, sculpture, photography, video, film, performance, installation, and new media art.

Or from selected classes in Art History and History (AHS 181, AHS 182, HIST 191X)

b) Non-Hollywood Cinema and Alternative Media (12 units) chosen from:

FVC 103/ANTH 103 Introduction to Visual Anthropology (4 units) Prerequisite: ANTH 001 or ANTH 001H or consent of instructor. An introduction to the rapidly growing field of visual anthropology. Examines the similarities and differences between ethnographic film, critical studies, and
written ethnographies. Explores the politics of representing other cultures visually.

FVC 121(E-Z)/CPLT 171 (E-Z) Auteurs and Auteur Theory (4 units) Prerequisite: upper-division standing or consent of instructor. Critical studies on a director or group of directors that deal with a substantial portion of their works. Fassbender; J. Fellini; T. Trauffaut.

FVC 125(E-Z)/LNST 125(E-Z)SPN 125(E-Z) Topics in Latin American Film and Media (5 units)
Prerequisite: upper-division standing or consent of instructor. Intensive formal, historical, and theoretical analysis of a theme or issue in Latin American film and media. Involves weekly screenings and readings. E. Indigenous Video and Latin America.

FVC 135/ART 135 Intermedia, Art, Media, and Culture (4 units) Prerequisite: upper-division standing or consent of instructor. A study of performance, photography, video, film, television, installation, and other related intermedia. Through field trips, screenings, readings, and discussion focuses on artworks within and without the mass media: how they are constructed, written about, analyzed, and viewed in the larger construction of culture.

FVC 136/ART 136 Installation and Site-Specific Art (4 units) Prerequisite: consent of instructor. Focuses on performance, photo installation, computer art, video/film, site-specific installation, sculpture, and/or other intermedia. Concentrates on production and analysis of site-specific art through screenings, readings, discussion, and critique. Course is repeatable to a maximum of 8 units.

FVC 144K/ENGL 144K Race, Ethnicity, and Visual Culture (4 units)
Prerequisite: upper-division standing or consent of instructor. Intensive formal, historical, and theoretical analysis of race and ethnicity in film, television, and visual culture. Weekly screenings and readings. K. Decolonizing the Screen.

FVC 146E, F, G/ENGL 146E, F, G Special Topics in Technoculture and Digital Media (4 units) Prerequisite: upper-division standing or consent of instructor. Advanced study of theories and practices of reader and audience interaction with technologies of cultural production in general and digital media in particular. Includes praxis-oriented composition or research. E. Identities and Interactions. F. Cultures and Technologies of the Visual. G. Cultures and Technologies of the Aural

FVC 171/SPN 171 Reel to Real: Latin American Film and Social Change (4 units)
Prerequisite: SPN 110. Introduces Latin American film as it articulates with contemporary history and current events.
FVC 173 E-Z/CPLT 173(E-Z) International Cinemas (4 units) Prerequisite: upper-division standing or consent of instructor. Considers non-Hollywood cinemas in the national, historical, political, and cultural contexts which produced them. E. Experimental and Avant-Garde Film; G. New German Cinema; I. Italian Neorealism; T. Third World Cinema

FVC 178/EUR 110B/AHS 120/CPLT 110B/GER 110BBerlin Metropolis in Literature, Film, Music, and Art (4 units) Prerequisite: upper-division standing or consent of instructor. Introduction to the metropolis Berlin as gateway between the East and West. Explores topography of the city through film, art, music, and literary texts. A study of Berlin's dramatic transformations as a microcosm of Germany and Europe's troubled history in the twentieth century. Course is conducted in English.

FVC 182/AHS 121/CPLT 138/EUR 138/GER 138From Expressionism to Epic Theatre. Benn, Brecht, Kafka, and the Bauhaus (4 units) Prerequisite: upper-division standing or consent of instructor. Introduction of the German avant-garde of the twentieth century. Explores expressionism, New Objectivity, the Bauhaus movement, the manifestation of an anti-art in Dadaism, and Epic Theatre. Studies works of Franz Kafka in the context of his implicit criticism of the avant-gardist movements of his time. Course is conducted in English.


FVC 184/AST 184/JPN 184Japanese Film and Visual Culture (4 units) Prerequisite: upper-division standing or consent of instructor. Investigates popular visual culture in Japan primarily through film, from the early masters to contemporary directors. Additional material may be drawn from fields such as theatre, television, visual art, architecture, and illustrated fiction. All materials are read or viewed in English. Course is repeatable to a maximum of 12 units.

FVC 185/LNST 105/SPN 185Imagining the Nation: Film and Media in Latin America (5 units) Prerequisite: upper-division standing or consent of instructor. Study of the role of media and film in creating a national imaginary in Latin America. Focus is on one region or nation—such as the Andes, the Caribbean, Mexico, Argentina, or Chile—relating local history to the global context. Course is repeatable as topics change to a maximum of 10 units.

Or from selected classes in Asian Studies, Comparative Literature, Dance, and German (AST 185/CHN 185, CPLT 171F, DNCE 171M, DNCE 172K, GER 118 [E-Z])
c) Media Production (1 course) chosen from:

FVC 131/ART 131 Intermediate Photography and Digital Technology (4 units)
Prerequisites: ART 003, ART 007/FVC 007. An intermediate course in photo and
digital technologies with a range of photographic applications. Covers the
complete cycle of production from scanning to output. Emphasis is placed on
developing skill in creating digital photographic imagery for creative, cultural
expression. Software and some digital equipment are provided. Students are
required to furnish their own 35mm single lens reflex (SLR) or digital cameras
and zip disks. Course is repeatable to a maximum of 8 units.

FVC 150/ART 150 Intermediate Video Art (4 units) Prerequisite: ART 004/FVC
004. Intermediate course in video art production and theory, designed to continue
work done in ART 004/FVC 004. Screenings, readings, and discussions.
Advanced editing techniques and theory, storyboard, and sound design.
Application of media arts to contemporary art practice and new genres, including
installation, documentary, experimental, and performance. Equipment provided.
Course is repeatable to a maximum of 8 units.

FVC 161/DNCE 161 Choreographing the Screen (4 units) Prerequisite: DNCE
019 (may be taken concurrently) or consent of instructor. Focuses on
choreographing for the camera and the screen. Topics include video art, class film
choreography, music video and digital dance technologies. Students prepare a
choreographic piece for the camera as a final project.

FVC 162/DNCE 162 Tool, Technology, Technique (4 units) Prerequisite: DNCE
019 (may be taken concurrently) or consent of instructor. Practicum in video and
digital production, with an emphasis on capturing and editing the moving body.
Students bring their own video or digital recording device. Editing equipment will
be available.

FVC 166A/CRWT 166A/THEA 166A Screenwriting: Introduction (4 units)
Prerequisite: CRWT 056 or consent of instructor. Explores the fundamentals of
screenwriting including story development, plotting, and characterization as they
are used in creating a complete script for television or feature film.

FVC 166B/CRWT 166B/THEA 166B Screenwriting: Outline to First Draft (4
units) Prerequisite: CRWT 166A/FVC 166A/THEA 166A or consent of
instructor. Explores the fundamentals of screenwriting including story
development, plotting, and characterization as they are used in creating a
complete script for television or feature film.

FVC 166C/CRWT 166C/THEA 166C Screenwriting: Rewrites and Writing for
Television (4 units) Prerequisite: CRWT 166B/FVC 166B/THEA 166B or
consent of instructor. Explores the fundamentals of screenwriting including story
development, plotting, and characterization as they are used in creating a complete script for television or feature film. Course is repeatable.

FVC 175/ART 170 Advanced Digital Imaging (4 units) Prerequisites: ART 007/FVC 007; knowledge of Macintosh interface and Adobe Photoshop. An advanced studio and production course in digital imaging which proceeds from techniques initiated in ART 007/FVC 007. Emphasizes the use of computer and electronic technology as a tool for making art. Addresses issues related to making art and the cultural implications of digital technology through class projects, reading, lectures by visiting artists, field trips, and critiques of work in progress. Course is repeatable to a maximum of 8 units.

Or from a selection of classes in Art, Computer Science, Music, and Theater (ART 142, ART 146 [E-Z], ART 155, ART 167, ART 168, ART 169 [E-Z], ART 175, CS 133, CS 143/EE 143, MUS 139, MUS 145, MUS 173, THEA 101, THEA 102, THEA 109, THEA 132, THEA 135, THEA 141, THEA 144)

d) Film and Media Theory (16 units) chosen from:

FVC 103/ANTH 103 Introduction to Visual Anthropology (4 units) Prerequisite: ANTH 001 or ANTH 001H or consent of instructor. An introduction to the rapidly growing field of visual anthropology. Examines the similarities and differences between ethnographic film, critical studies, and written ethnographies. Explores the politics of representing other cultures visually.

FVC 104/ENGL 104 Film and Media Theory (4 units) Prerequisite: upper-division standing or consent of instructor. Covers different types of film and media theory. Addresses formalist, psychoanalytic, Marxist, feminist, and other approaches to the media.

FVC 120 Major Figures in Film and Media (4 units) Prerequisite upper-division standing or consent of instructor. Intensive analysis of the work of a major figure in film, television, or other media who functions as an "auteur," such as an influential director, star, or producer. Course is repeatable as topics change to a maximum of 8 units.

FVC 121 (E-Z)/CPLT 171 (E-Z) Auteurs and Auteur Theory (4 units) Prerequisite: upper-division standing or consent of instructor. Critical studies on a director or group of directors that deal with a substantial portion of their works. Fassbender; I. Fellini; T. Trauffaut.

FVC 133/SOC 138 The Effects of Mass Media (4 units) Prerequisite: SOC 001. A sociological approach to “media effects” including the history of effects research, theories, loci of effects studies, and social policy.
FVC 139/SOC 139 *Mass Media and Popular Culture* (4 units) Prerequisite: SOC 001. A comparative analysis of the television, radio, record, cinema, and journalism industries as social institutions and a discussion of contemporary developments in mass communications theory. A study of the relationship between the social processes of modern society and the content of popular culture.

FVC 143 (E-Z)/ENGL 143 (E-Z) *Gender, Sexuality, and Visual Cultures* (4 units) Prerequisite: upper-division standing or consent of instructor. Intensive formal, historical, and theoretical analysis of gender and sexuality in film, television, and visual culture. Weekly screenings and readings. E. Feminist Film Theory and Practice; F. Film and Gender; G. Screening the Lesbian

FVC 144 (E-Z)/ENGL 144 (E-Z) *Race, Ethnicity, and Visual Culture* (4 units) Prerequisite: upper-division standing or consent of instructor. Intensive formal, historical, and theoretical analysis of race and ethnicity in film, television, and visual culture. Weekly screenings and readings. I. Racial Difference and Visual Culture in the Postcolonial World Context; J. Film, Race, and Ideology: The Case of the Vietnam War; K. Decolonizing the Screen.

FVC 145F, G, J/ENGL 145F, G, J *Special Topics in Film and Visual Culture* (4 units) Prerequisite: upper-division standing or consent of instructor. Intensive formal, historical, and theoretical analysis of a theme or issue in film, media, television, and visual culture. Weekly screenings and readings. F. Television and American Culture; G. Film as Writing and Writing as Film; J. The Horror Film

FVC 146 (E-Z)/ENGL 146 (E-Z) *Special Topics in Technoculture and Digital Media* (4 units) Prerequisite: upper-division standing or consent of instructor. Advanced study of theories and practices of reader and audience interaction with technologies of cultural production in general and digital media in particular. Includes praxis-oriented composition or research. E. Identities and Interactions; F. Cultures and Technologies of the Visual; G. Cultures and Technologies of the Aural; I. Advanced Composition and Rhetoric for Digital Media Authors


FVC 172 *Topics in Film and Media Genres* (4 units) Prerequisite: upper-division standing or consent of instructor. Topics may include study of a specific film or media genre such as melodrama; comparative genre studies, including a survey of the history and theory of two or more genres; or analysis of the idea of genre in film and media studies. Course is repeatable as content changes to a maximum of 8 units.
FVC 174 (E-Z)/CPLT 174 (E-Z) Comparative Studies in Film (4 units) Prerequisite: upper-division standing or consent of instructor. Considers film in the context of the other arts. Compares the treatment of various themes or problems in film and other media. E. Film and Literature in the Avant-Garde.

FVC 179/LNST 109/SPN 179/WMST 179 Gender, Media, and Latin America (5 units) Prerequisite: upper-division standing or consent of instructor. Explores the way Latin Americans have thought of and represented gender across a variety of media, including essays, film, novel or short story, and performance. Compares the possibilities and limitations of these media for representing gender in the Latin American context.

FVC 181/FREN 181/CPLT 181 Existentialism in Literature, Film, and Culture (4 units) Prerequisite: upper-division standing or consent of instructor. Explores the Existentialist movement in literature, film, and culture. Texts range from essays, plays, and novels to documentary and fiction film. Topics include choice, subjectivity, and alienation.

FVC 186/AHS 186 Media and Movements. Film, Video, Photography, and the Visual Arts (4 units) Prerequisite: AHS 017C, upper-division standing, or consent of instructor. Focusing on key cultural movements or developments in Europe and the United States over the past century, gives a thematic history of the avant-grade and experimental arts, including painting, sculpture, photography, video, film, performance, installation, and new media art.

FVC 187/AHS 187 Visual Culture and Art History (4 units) Prerequisite: AHS 017A or AHS 017B or AHS 017C or AHS 021/URST 021, upper-division standing, or consent of instructor. Examines the broader concept of visual culture as it relates to the history of the visual arts. Focuses on four conceptual areas: visuality, identity, media culture, and politics/ethics


The following may be taken as a part of any track to meet individual needs: FVC 190, FVC 198-I

TRACK 2: Film, Literature, and Culture

While this track also offers a disciplinary foundation in film and visual media studies, its focus is on the interrelations among film and visual media, literature, and culture in international cinemas and literatures. The methodologies stressed here are less formally and more thematically and/or culturally based.
1. Lower-division requirements (4 lower-division courses worth a minimum of 4 units each):

a) Introduction to Film Studies:

FVC 020 *Introduction to Film Studies* (4 units) An introduction to the formal and narrative principles of film construction and to various critical approaches to the cinema, such as auteur and genre theory. Provides an overview of world cinemas.

b) Comparative Film, Media, and Literature Studies (1 course), chosen from:

FVC 021/CPLT 021 *Introduction to Film, Literature, and Culture* (4 units) Surveys critical approaches to the cinema such as auteur and genre theory. Studies literature and film, national cinemas, and film movements.

FVC 025/ENGL 021/THEA 021 *Culture Clash: Studies in Latino Theatre and Film* (4 units) An introduction to U.S. Latino theatre and film from 1965 to the present. Students read the major works of authors and examine important films and videos.

FVC 033/ENGL 033 *Introduction to Comparative Media Studies* (4 units) Comparative introduction to the study of two or more media, such as film and television or digital media, and to various critical approaches to the media (formalism, feminism, Marxism, etc.). Special attention is paid to the rhetoric of media, media similarities and differences, and cross-media borrowing.

FVC 039/CRWT 040 *Fiction and Film* (4 units) A study of twentieth-century fiction and film from a writer’s point of view, emphasizing narrative elements and literary techniques found in both. Explores how novels are translated into film.

Or HASS 022B, HASS 022C

c) Non-Hollywood Cinema and Alternative Media (1 course) chosen from:

FVC 015 *Introduction to Television Studies* (4 units) An introduction to the study of television, including its stylist conventions, primary genres, modes of production, economics, and important critical methodologies.

FVC 022/AST 022/JPN 022 *Introduction to Japanese Film* (4 units) An introduction to Japan’s major directors and to watching and writing about Japanese film. Works studied range from the samurai epics of Kurosawa to recent anime. All films have subtitles. No previous knowledge of Japanese language or culture is required.

FVC 026/CPLT 026/EUR 026 *New European Cinemas, Experiment and Innovation* (4 units) An introduction to a succession of New Waves in European
Cinema: Neorealism in Italy, New Wave in France, New Cinema in Germany, Russia, and Britain. Study of political engagements and technical innovations. Topics include the concept of the “auteur,” key manifestos, and attempts to define European cinema in film theory.

Or from a selection of classes in Asian Studies, French, German, Italian, or Russian
(ART 048/CHN 048, AST 064/VNM 064, FREN 045, GER 045, ITAL 045, RUSN 045)

d) Additional 1 course chosen from groups 1.b) or c) above, or from the following Media Production courses:

FVC 004/ART 004 Introduction to Video Art (4 units) Introduction to video as an art form based in production and contemporary media theory. Basic production techniques, operation of the camcorder and the fundamentals of live-action production, and editing. A series of screenings, readings, and discussions examine documentary, experimental, and other applications of the media arts in relation to contemporary art practice, and such new genres as installation and performance.

FVC 006/ART 006 Introduction to Contemporary Critical Issues in Art (4 units) Examines basic principles and methodologies of theory as applied to the interpretation and creation of works of art. Includes lectures, discussions, readings, and screenings.

FVC 007/ART 007 Introduction to Digital Photography (4 units) Introduction to making art by utilizing the Macintosh computer. Emphasis is on the personal, theoretical, and conceptual implications of such work within the broader field of contemporary art. Course is repeatable to a maximum of 8 units.

FVC 008/AHS 008 Modern Western Visual Culture (4 units) Focus is on broadly defined cultural practices, including painting, photography, video, architecture, and film. Introduces major historical, aesthetic, and theoretical issues in twentieth-century visual culture with an eye toward political and social themes relevant to contemporary life.

FVC 009/MUS 007 Music in Movies and TV (4 units) An exploration of popular film and TV soundtrack music, emphasizing drama and musical style. Scene study features such films as The Matrix, Casablanca, The X-Files, and Altered States

FVC 023/AHS 020 Introduction to Media Art (4 units) An introduction to the impact of media technology on the visual arts, from photography to the internet. Addresses mechanical reproduction, perception, gender, sexuality identity, interactivity, cybernetics, and popular culture.
FVC 028/ART 028/THEA 038 From Hamlet to Babylon 5. Introduction to Design in Film, Television, and Theatre (4 units) Introduction to the design process for film, television, and theatre. Through exercises, lectures, videos, and on-site visits, students explore the design process, the influence of design on the viewer, and how looks are achieved in different media.

FVC 039/CRWT 040 Fiction and Film (4 units) A study of twentieth-century fiction and film from a writer's point of view, emphasizing narrative elements and literary techniques found in both. Explores how novels are translated into film.

FVC 066/CRWT 066/THEA 066 Screenwriting: How Movies Work (4 units) An introduction to the craft of screenwriting. Discusses how screenwriting differs from other kinds of writing and examines the various techniques that writers use to create their "blueprints" for movies in a variety of genres. Students view and discuss one film and screenplay per week.

Or from a selection of classes in Art, Computer Science, Dance and Theater (ART 003, ART 070 (E-Z), CS 008, CS10, CS 020, DNCE 014, THEA 010)

2. Upper-division requirements (10 upper-division courses worth a minimum of 4 units each):

a) Film, Photography and Media History (2 courses) chosen from:

FVC 110 (E-Z) Topics in Film and Media History (4 units) Prerequisite: upper-division standing or consent of instructor. Considers topics in the history of film and media with attention to their aesthetic, socio-political, and economic contexts. E. Film and Media History through World War II; J. Film and Media History after World War II.

FVC 114/CPLT 134/GER 134/JPN 134 Cinematic War Memory (4 units) Prerequisite: upper-division standing or consent of instructor. Examines cinematic confrontations involving World War II in Germany and Japan. Topics include desire between victims and perpetrators, representation of trauma, and ethical responsibility. All screenings have English subtitles.

FVC 137/AHS 136 History of Video Art (4 units) Prerequisite(s): AHS 017C or upper-division standing or consent of instructor. Traces the evolution of video art from the invention of the Portapak and early video collectives to the current ubiquity of video installation, single-channel, and multimedia art. Emphasis is on video art in the United States.

FVC 138/AHS 137 History of Experimental Cinema (4 units) Prerequisite(s): AHS 017C or upper-division standing or consent of instructor. A survey of cinema outside of the economic, institutional, and aesthetic imperative of mainstream film
production. Covers an array of alternative film movements, including surrealism and dada, Soviet avant garde, the Cine 16 Group, French new wave, North American avant garde, and the artist’s film.

FVC 145E, I/ENGL 145E, ISpecial Topics in Film and Visual Culture (4 units) Prerequisite: upper-division standing or consent of instructor. Intensive formal, historical, and theoretical analysis of a theme or issue in film, media, television, and visual culture. E. Mass Culture and Counter Culture. I. Liberal Hollywood and Social Problems

FVC 173 (E-Z)/CPLT 173(E-Z)International Cinemas (4 units) Prerequisite: upper-division standing or consent of instructor. Considers non-Hollywood cinemas in the national, historical, political, and cultural contexts which produced them. E. Experimental and Avant-Garde Film; G. New German Cinema; I. Italian Neorealism; T. Third World Cinema.

FVC 176/AHS 176 Pictorialism to New Media: A History of Twentieth-Century Photography (4 units) Prerequisite: AHS 017C or upper-division standing or consent of instructor. A study of photographic practices from 1900 to the present. Topics include pictorialist art photographs created around 1900, the subsequent refinement of styles and content in modernism, and the expansion of photographic practices into the digital realm. Examines technological, conceptual, aesthetic, economic, and social issues.

FVC 186/AHS 186 Media and Movements: Film, Video, Photography, and the Visual Arts (4 units) Prerequisite: AHS 017C or upper-division standing or consent of instructor. Focusing on key cultural movements or developments in Europe and the United States over the past century, gives a thematic history of the avant-garde and experimental arts, including painting, sculpture, photography, video, film, performance, installation, and new media art.

Or from a selection of classes in Art History and History (AHS 181, AHS 182, HIST 191X).

b) Non-Hollywood Cinema and Alternative Media (2 courses) chosen from:

FVC 103/ANTH 103 Introduction to Visual Anthropology (4 units). Prerequisite: ANTH 001, ANTH 001H, or consent of instructor. An introduction to the rapidly growing field of visual anthropology. Examines the similarities and differences between ethnographic film, critical studies, and written ethnographies. Explores the politics of representing other cultures visually.

FVC 125 (E-Z)Topics in Latin American Film and Media (5 units) Prerequisite: upper-division standing or consent of instructor. Intensive formal, historical, and theoretical analysis of a theme or issue in Latin American film and media.
Involves weekly screenings and readings. E. Indigenous Video and Latin America.

FVC 135/ART 135 *Intermedia, Art, Media, and Culture* (4 units) Prerequisite: upper-division standing or consent of instructor. A study of performance, photography, video, film, television, installation, and other related intermedia. Through field trips, screenings, readings, and discussion focuses on artworks within and without the mass media: how they are constructed, written about, analyzed, and viewed in the larger construction of culture.

FVC 136/ART 136 *Installation and Site-Specific Art* (4 units) Prerequisite: consent of instructor. Focuses on performance, photo installation, computer art, video/film, site-specific installation, sculpture, and/or other intermedia. Concentrates on production and analysis of site-specific art through screenings, readings, discussion, and critique. Course is repeatable to a maximum of 8 units.

FVC 144K/ENGL 144K *Race, Ethnicity, and Visual Culture* (4 units) Prerequisite: upper-division standing or consent of instructor. Intensive formal, historical, and theoretical analysis of race and ethnicity in film, television, and visual culture. Weekly screenings and readings. K. Decolonizing the Screen.

FVC 146E, F, or G/ENGL 146E, F, G *Special Topics in Technoculture and Digital Media* (4 units) Prerequisite: upper-division standing or consent of instructor. Advanced study of theories and practices of reader and audience interaction with technologies of cultural production in general and digital media in particular. Includes praxis-oriented composition or research. E. Identities and Interactions. F. Cultures and Technologies of the Visual. G. Cultures and Technologies of the Aural.

FVC 171/SPN 171 *Reel to Real: Latin American Film and Social Change* (4 units) Prerequisite: SPN 110. Introduces Latin American film as it articulates with contemporary history and current events.

FVC 173 (E-Z)/CPLT 173 (E-Z) *International Cinemas* (4 units) Prerequisite: upper-division standing or consent of instructor. Considers non-Hollywood cinemas in the national, historical, political, and cultural contexts which produced them. E. Experimental and Avant-Garde Film; G. New German Cinema; I. Italian Neorealism; T. Third World Cinema.

FVC 178/EUR 110B/AHS 120/CPLT 110B/GER 110B *Berlin Metropolis in Literature, Film, Music, and Art* (4 units) Prerequisite: upper-division standing or consent of instructor. Introduction to the metropolis Berlin as gateway between the East and West. Explores topography of the city through film, art, music, and literary texts. A study of Berlin's dramatic transformations as a microcosm of Germany and Europe's troubled history in the twentieth century. Course is conducted in English.
FVC 182/GER 138/AHS 121/CPLT 138/EUR 138 From Expressionism to Epic Theatre: Benn, Brecht, Kafka, and the Bauhaus (4 units) Prerequisite: upper-division standing or consent of instructor. Introduction of the German avant-garde of the twentieth century. Explores expressionism, New Objectivity, the Bauhaus movement, the manifestation of an anti-art in Dadaism, and Epic Theatre. Studies works of Franz Kafka in the context of his implicit criticism of the avant-gardist movements of his time. Course is conducted in English.


FVC 184/AST 184/JPN 184 Japanese Film and Visual Culture (4 units) Prerequisite: upper-division standing or consent of instructor. Investigates popular visual culture in Japan primarily through film, from the early masters to contemporary directors. Additional material may be drawn from fields such as theatre, television, visual art, architecture, and illustrated fiction. All materials are read or viewed in English. Course is repeatable to a maximum of 12 units.

Or classes in Asian Studies, Comparative Literature, Dance, and German (AST 185/CHN 185, CPLT 171F, DNCE 171M, DNCE 172K, GER 118 (E-Z))

c) Film and Media Theory (2 courses) chosen from:

FVC 103/ANTH 103 Introduction to Visual Anthropology (4 units) Prerequisite: ANTH 001 or ANTH 001H or consent of instructor. An introduction to the rapidly growing field of visual anthropology. Examines the similarities and differences between ethnographic film, critical studies, and written ethnographies. Explores the politics of representing other cultures visually.

FVC 104/ENGL 104 Film and Media Theory (4 units) Prerequisite: upper-division standing or consent of instructor. Covers different types of film and media theory. Addresses formalist, psychoanalytic, Marxist, feminist, and other approaches to the media.

FVC 120 Major Figures in Film and Media (4 units) Prerequisite upper-division standing or consent of instructor. Intensive analysis of the work of a major figure in film, television, or other media who functions as an "auteur," such as an influential director, star, or producer. Course is repeatable as topics change to a maximum of 8 units.

FVC 121 (E-Z)/CPLT 171 (E-Z) Auteurs and Auteur Theory (4 units) Prerequisite: upper-division standing or consent of instructor. Critical studies on a director or
group of directors that deal with a substantial portion of their works. F. Fassbender; I. Fellini; T. Trauffaut

FVC 133/SOC 138 The Effects of Mass Media (4 units) Prerequisite: SOC 001. A sociological approach to “media effects” including the history of effects research, theories, loci of effects studies, and social policy.

FVC 139/SOC 139 Mass Media and Popular Culture (4 units) Prerequisite: SOC 001. A comparative analysis of the television, radio, record, cinema, and journalism industries as social institutions and a discussion of contemporary developments in mass communications theory. A study of the relationship between the social processes of modern society and the content of popular culture.

FVC 143 (E-Z)/ENGL 143 (E-Z) Gender, Sexuality, and Visual Cultures (4 units) Prerequisite: upper-division standing or consent of instructor. Intensive formal, historical, and theoretical analysis of gender and sexuality in film, television, and visual culture. Weekly screenings and readings. E. Feminist Film Theory and Practice; F. Film and Gender; G. Screening the Lesbian

FVC 144 (E-Z)/ENGL 144 (E-Z) Race, Ethnicity, and Visual Culture (4 units) Prerequisite: upper-division standing or consent of instructor. Intensive formal, historical, and theoretical analysis of race and ethnicity in film, television, and visual culture. Weekly screenings and readings. I. Racial Difference and Visual Culture in the Postcolonial World Context; J. Film, Race, and Ideology: The Case of the Vietnam War; K. Decolonizing the Screen

FVC 145 (E-Z)/ENGL 145 (E-Z) Special Topics in Film and Visual Culture (4 units) Prerequisite: upper-division standing or consent of instructor. Intensive formal, historical, and theoretical analysis of a theme or issue in film, media, television, and visual culture. E. Mass Culture and Counter Culture; F. Television and American Culture; G. Film as Writing and Writing as Film; I. Liberal Hollywood and Social Problems; J. The Horror Film

FVC 146 (E-Z)/ENGL 146 (E-Z) Special Topics in Technoculture and Digital Media (4 units) Prerequisite: upper-division standing or consent of instructor. Advanced study of theories and practices of reader and audience interaction with technologies of cultural production in general and digital media in particular. Includes praxis-oriented composition or research. E. Identities and Interactions. F. Cultures and Technologies of the Visual. G. Cultures and Technologies of the Aural. I. Advanced Composition and Rhetoric for Digital Media Authors.

FVC 160/ART 160 Intermediate Art Theory (4 units) Prerequisite: ART 006/FVC 006 recommended. Discusses current critical and theoretical issues in modern and contemporary art. Examines student's art production in light of contemporary art practice and in relation to the interpretation and creation of art inclusive of issues of race, gender, politics, aesthetics, class, and sexuality.
FVC 172 Topics in Film and Media Genres (4 units) Prerequisite: upper-division standing or consent of instructor. Topics may include study of a specific film or media genre such as melodrama; comparative genre studies, including a survey of the history and theory of two or more genres; or analysis of the idea of genre in film and media studies. Course is repeatable as content changes to a maximum of 8 units.

FVC 179/LNST 109/SPN 179/WMST 179 Gender, Media, and Latin America (5 units) Prerequisite: upper-division standing or consent of instructor. Explores the way Latin Americans have thought of and represented gender across a variety of media, including essays, film, novel or short story, and performance. Compares the possibilities and limitations of these media for representing gender in the Latin American context.

FVC 186/AHS 186 Media and Movements: Film, Video, Photography, and the Visual Arts (4 units) Prerequisite: AHS 017C or upper-division standing or consent of instructor. Focusing on key cultural movements or developments in Europe and the United States over the past century, gives a thematic history of the avant-garde and experimental arts, including painting, sculpture, photography, video, film, performance, installation, and new media art.

FVC 187/AHS 187 Visual Culture and Art History (4 units). Prerequisite: AHS 017A or AHS 017B or AHS 017C or AHS 021/URST 021, upper-division standing, or consent of instructor. Examines the broader concept of visual culture as it relates to the history of the visual arts. Focuses on four conceptual areas: visuality, identity, media culture, and politics/ethics.


d) Studies in Film, Literature, and Culture (4 courses):

(1) Literature and Visual Culture (at least 1 but not more than 3 courses) chosen from:

FVC 103/ANTH 103 Introduction to Visual Anthropology (4 units). Prerequisite: ANTH 001 or ANTH 001H or consent of instructor. An introduction to the rapidly growing field of visual anthropology. Examines the similarities and differences between ethnographic film, critical studies, and written ethnographies. Explores the politics of representing other cultures visually.

FVC 143 (E-Z)/ENGL 143 (E-Z) Gender, Sexuality, and Visual Cultures (4 units) Prerequisite: upper-division standing or consent of instructor. Intensive formal, historical, and theoretical analysis of gender and sexuality in film, television, and
visual culture. Weekly screenings and readings. E. Feminist Film Theory and Practice; F. Film and Gender; G. Screening the Lesbian

FVC 144 (E-Z)/ENGL 144 (E-Z) Race, Ethnicity, and Visual Culture (4 units) Prerequisite: upper-division standing or consent of instructor. Intensive formal, historical, and theoretical analysis of race and ethnicity in film, television, and visual culture. Weekly screenings and readings. I. Racial Difference and Visual Culture in the Postcolonial World Context; J. Film, Race, and Ideology: The Case of the Vietnam War; K. Decolonizing the Screen.

FVC 172 Topics in Film and Media Genres (4 units) Prerequisite: upper-division standing or consent of instructor. Topics may include study of a specific film or media genre such as melodrama; comparative genre studies, including a survey of the history and theory of two or more genres; or analysis of the idea of genre in film and media studies. Course is repeatable as content changes to a maximum of 8 units.

FVC 174 (E-Z)/CPLT 174 (E-Z) Comparative Studies in Film (4 units) Prerequisite: upper-division standing or consent of instructor. Considers film in the context of the other arts. Compares the treatment of various themes or problems in film and other media. E. Film and Literature in the Avant-Garde.

FVC 178/EUR 110B/AHS 120/CPLT 110B/GER 110B Berlin Metropolis in Literature, Film, Music, and Art (4 units) Prerequisite: upper-division standing or consent of instructor. Introduction to the metropolis Berlin as gateway between the East and West. Explores topography of the city through film, art, music, and literary texts. A study of Berlin’s dramatic transformations as a microcosm of Germany and Europe’s troubled history in the twentieth century. Course is conducted in English.

FVC 181/CPLT 181/FREN 181 Existentialism in Literature, Film, and Culture (4 units) Prerequisite: upper-division standing or consent of instructor. Explores the Existentialist movement in literature, film, and culture. Texts range from essays, plays, and novels to documentary and fiction film. Topics include choice, subjectivity, and alienation.

Or from a selection of classes in Comparative Literature, Ethnic Studies, and Philosophy (CPLT 143/FREN 143, CPLT 180V, CPLT 181/FREN 181, ETST 170/WRLT 170, ETST 175/WMST 175, PHIL 111)

(2) Cultural Studies (at least 1 but not more than 2 courses) chosen from:

FVC 179/ LNST 109/ SPN 179/WMST 179 Gender, Media, and Latin America (5 units) Prerequisite: upper-division standing or consent of instructor. Explores the way Latin Americans have thought of and represented gender across a variety of media, including essays, film, novel or short story, and performance. Compares
the possibilities and limitations of these media for representing gender in the Latin American context.

FVC 182/GER 138/AHS 121/CPLT 138/EUR 138 From Expressionism to Epic Theatre, Brecht, Brecht, Kafka, and the Bauhaus (4 units) Prerequisite: upper-division standing or consent of instructor. Introduction of the German avant-garde of the twentieth century. Explores expressionism, New Objectivity, the Bauhaus movement, the manifestation of an anti-art in Dadaism, and Epic Theatre. Studies works of Franz Kafka in the context of his implicit criticism of the avant-gardist movements of his time.

FVC 185/LNST 105/SPN 185 Imagining the Nation. Film and Media in Latin America (5 units) Prerequisite: upper-division standing or consent of instructor. Study of the role of media and film in creating a national imaginary in Latin America. Focus is on one region or nation—such as the Andes, the Caribbean, Mexico, Argentina, or Chile—relating local history to the global context. Course isrepeatable as topics change to a maximum of 10 units.


(3) Media Production (no required units but up to 1 course may be taken) chosen from:

FVC 131/ART 131 Intermediate Photography and Digital Technology (4 units) Prerequisite: ART 003, ART 007/FVC 007. An intermediate course in photo and digital technologies with a range of photographic applications. Covers the complete cycle of production from scanning to output. Emphasis is placed on developing skill in creating digital photographic imagery for creative, cultural expression. Software and some digital equipment are provided. Students are required to furnish their own 35mm single lens reflex (SLR) or digital cameras and zip disks. Course is repeatable to a maximum of 8 units.

FVC 150/ART 150 Intermediate Video Art (4 units) Prerequisite: ART Intermediate course in video art production and theory, designed to continue work done in ART 004/FVC 004. Screenings, readings, and discussions. Advanced editing techniques and theory, storyboard, and sound design. Application of media arts to contemporary art practice and new genres, including installation, documentary, experimental, and performance. Equipment provided. Course is repeatable to a maximum of 8 units.
FVC 161/DNCE 161 *Choreographing the Screen* (4 units) Prerequisite: DNCE 019 (may be taken concurrently) or consent of instructor. Focuses on choreographing for the camera and the screen. Topics include video art, class film choreography, music video and digital dance technologies. Students prepare a choreographic piece for the camera as a final project.

FVC 162/DNCE 162 *Tool, Technology, Technique* (4 units) Prerequisite: DNCE 019 (may be taken concurrently) or consent of instructor. Practicum in video and digital production, with an emphasis on capturing and editing the moving body. Students bring their own video or digital recording device. Editing equipment will be available.

FVC 166A/CRWT 166A/THEA 166A *Screenwriting: Introduction* (4 units) Prerequisite: CRWT 056 or consent of instructor. Explores the fundamentals of screenwriting including story development, plotting, and characterization as they are used in creating a complete script for television or feature film.

FVC 166B/CRWT 166B/THEA 166B *Screenwriting: Outline to First Draft* (4 units) Prerequisite: CRWT 166A/FVC 166A/THEA 166A or consent of instructor. Explores the fundamentals of screenwriting including story development, plotting, and characterization as they are used in creating a complete script for television or feature film.

FVC 166C/CRWT 166C/THEA 166C *Screenwriting: Rewrites and Writing for Television* (4 units) Prerequisite: CRWT 166B/FVC 166B/THEA 166B or consent of instructor. Explores the fundamentals of screenwriting including story development, plotting, and characterization as they are used in creating a complete script for television or feature film. Course is repeatable.

FVC 175/ART 170 *Advanced Digital Imaging* (4 units) Prerequisites: ART 007/FVC 007; knowledge of Macintosh interface and Adobe Photoshop. An advanced studio and production course in digital imaging which proceeds from techniques initiated in ART 007/FVC 007. Emphasizes the use of computer and electronic technology as a tool for making art. Addresses issues related to making art and the cultural implications of digital technology through class projects, reading, lectures by visiting artists, field trips, and critiques of work in progress. Course is repeatable to a maximum of 8 units.

Or from a selection of classes in Art, Computer Science, Music, and Theater (ART 140, ART 142, ART 145, ART 146 (E-Z), ART 155, ART 167, ART 168, ART 169 (E-Z), ART 175, CS 133, CS 143/EE 143, MUS 139, MUS 145, MUS 173, THEA 101, THEA 102, THEA 109, THEA 132, THEA 135, THEA 141, THEA 144

(4) Literary and Cultural Theory (no required units but up to 1 course may be taken) chosen from:
Comparative Literature (CPLT 110) or English (ENGL 101)

The following may be taken as a part of any track to meet individual needs: FVC 190, FVC 198-I.

**TRACK 3: Ethnography, Documentary and Visual Culture**

This cluster provides a basic knowledge of media studies as well as in-depth coverage of the theories and methods that guide production of ethnographic and documentary films, and visual media. Students will receive both critical and applied training in ethnographic methods and ethnographic and documentary film and video practices.

1. Lower-division requirements (4 lower-division courses worth a minimum of 4 units each):

   a) Introduction to Film Studies:

   FVC 020 *Introduction to Film Studies* (4 units) An introduction to the formal and narrative principles of film construction and to various critical approaches to the cinema, such as auteur and genre theory. Provides an overview of world cinemas.

   b) Media Production (1 course) chosen from:

   FVC 004/ART 004 *Introduction to Video Art* (4 units) Introduction to video as an art form based in production and contemporary media theory. Basic production techniques, operation of the camcorder and the fundamentals of live-action production, and editing. A series of screenings, readings, and discussions examine documentary, experimental, and other applications of the media arts in relation to contemporary art practice, and such new genres as installation and performance.

   FVC 007/ART 007 *Introduction to Digital Photography* (4 units) Introduction to making art by utilizing the Macintosh computer. Emphasis is on the personal, theoretical, and conceptual implications of such work within the broader field of contemporary art. Course is repeatable to a maximum of 8 units.

   FVC 028/ART 028/THEA 038 *From Hamlet to Babylon 5, Introduction to Design in Film, Television, and Theatre* (4 units) Introduction to the design process for film, television, and theatre. Through exercises, lectures, videos, and on-site visits, students explore the design process, the influence of design on the viewer, and how looks are achieved in different media.

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FVC 039/CRWT040 *Fiction and Film* (4 units) A study of twentieth-century fiction and film from a writer’s point of view, emphasizing narrative elements and literary techniques found in both. Explores how novels are translated into film.

FVC 066/CRWT 066/THEA 066 *Screenwriting: How Movies Work* (4 units) Introduction to the craft of screenwriting. Discusses how screenwriting differs from other kinds of writing and examines the various techniques that writers use to create their blueprints for movies in a variety of genres. Students view and discuss one film and screenplay per week.

Or from a selection of classes in Art, Computer Science, Dance or Theater (ART 003, ART 070 (E-Z), CS 008, CS 010, CS 020, DNCE 014, THEA 010)

c) Cultural Anthropology (1 course) chosen from ANTH 001, ANTH 001H

d) One (1) additional course chosen from 1.b) above or from:

FVC 006/ART 006 *Introduction to Contemporary Critical Issues in Art* (4 units) Examines basic principles and methodologies of theory as applied to the interpretation and creation of works of art. Includes lectures, discussions, readings, and screenings.

FVC 008/AHS 008 *Modern Western Visual Culture* (4 units) Focus is on broadly defined cultural practices, including painting, photography, video, architecture, and film. Introduces major historical, aesthetic, and theoretical issues in twentieth-century visual culture with an eye toward political and social themes relevant to contemporary life.

FVC 009/MUS 007 *Music in Movies and TV* (4 units) An exploration of popular film and TV soundtrack music, emphasizing drama and musical style. Scene study features such films as *The Matrix*, *Casablanca*, *The X-Files*, and *Altered States*.

FVC 015 *Introduction to Television Studies* (4 units) An introduction to the study of television, including its stylistic conventions, primary genres, modes of production, economics, and important critical methodologies.

FVC 021/CPLT 021 *Introduction to Film, Literature, and Culture* (4 units) Surveys critical approaches to the cinema such as auteur and genre theory. Studies literature and film, national cinemas, and film movements.

FVC 022/AST 022/JPN 022 *Introduction to Japanese Film* (4 units) An introduction to Japan's major directors and to watching and writing about Japanese film. Works studied range from the samurai epics of Kurosawa to recent anime. All films have subtitles. No previous knowledge of Japanese language or culture is required.
FVC 023/AHS 020 *Introduction to Media Art* (4 units) An introduction to the impact of media technology on the visual arts, from photography to the Internet. Addresses mechanical reproduction, perception, gender, sexuality, identity, interactivity, cybernetics, and popular culture.

FVC 025/ENGL 021/THEA 021 *Culture Clash: Studies in Latino Theatre and Film* (4 units) An introduction to U.S. Latino theatre and film from 1965 to the present. Students read the major works of authors and examine important films and videos.

FVC 026/CPLT 026/EUR 026 *New European Cinemas: Experiment and Innovation* (4 units) An introduction to a succession of New Waves in European Cinema: *Neorealism* in Italy, *New Wave* in France, *New Cinema* in Germany, Russia, and Britain. Study of political engagements and technical innovations. Topics include the concept of the “auteur,” key manifestos, and attempts to define European cinema in film theory.

FVC 033/ENGL 033 *Introduction to Comparative Media Studies* (4 units) Comparative introduction to the study of two or more media, such as film and television or digital media, and to various critical approaches to the media (formalism, feminism, Marxism, etc.). Special attention is paid to the rhetoric of media, media similarities and differences, and cross-media borrowing.

Or from a selection of classes in Art History, Asian Studies, French, German, HASS, Italian, Music, Russian, Sociology, or Women’s Studies (AHS 007, AST 048/CHN 048, AST 064/VNM 064, FREN 045, GER 045, HASS 022B, HASS 022C, ITAL 045, MUS 006/ANTH 006, RUSN 045, SOC 001, WMST 010)

2. Upper-division requirements (10 upper-division courses worth a minimum of 4 units each):

a) Film, Photography, and Media History (8 units) chosen from

FVC 110 (E-Z) *Topics in Film and Media History* (4 units) Prerequisite: upper-division standing or consent of instructor. Considers topics in the history of film and media with attention to their aesthetic, socio-political, and economic contexts. E. Film and Media History through World War II; J. Film and Media History after World War II.

FVC 114/CPLT 134/GER 134/JPN 134 *Cinematic War Memory* (4 units) Prerequisite: upper-division standing or consent of instructor. Examines cinematic confrontations involving World War II in Germany and Japan. Topics include desire between victims and perpetrators, representation of trauma, and ethical responsibility. All screenings have English subtitles.
FVC 137/AHS 136 *History of Video Art* (4 units) Prerequisite(s): AHS 017C or upper-division standing or consent of instructor. Traces the evolution of video art from the invention of the Portapak and early video collectives to the current ubiquity of video installation, single-channel, and multimedia art. Emphasis is on video art in the United States.

FVC 138/AHS 137 *History of Experimental Cinema* (4 units) Prerequisite(s): AHS 017C or upper-division standing or consent of instructor. A survey of cinema outside of the economic, institutional, and aesthetic imperative of mainstream film production. Covers an array of alternative film movements, including surrealism and dada, Soviet avant garde, the Cine 16 Group, French new wave, North American avant garde, and the artist’s film.

FVC 145E, I/ENGL 145E, I *Special Topics in Film and Visual Culture* (4 units) Prerequisite: upper-division standing or consent of instructor. Intensive formal, historical, and theoretical analysis of a theme or issue in film, media, television, and visual culture. E. Mass Culture and Counter Culture; I. Liberal Hollywood and Social Problems

FVC 173(E-Z)/CPLT 173(E-Z) *International Cinemas* (4 units) Prerequisite: upper-division standing or consent of instructor. Considers non-Hollywood cinemas in the national, historical, political, and cultural contexts which produced them. E. Experimental and Avant-Garde Film; G. New German Cinema; I. Italian Neorealism; T. Third World Cinema

FVC 176/AHS 176 *Pictorialism to New Media: A History of Twentieth-Century Photography* (4 units) Prerequisite: AHS 017C or upper-division standing or consent of instructor. A study of photographic practices from 1900 to the present. Topics include pictorialist art photographs created around 1900, the subsequent refinement of styles and content in modernism, and the expansion of photographic practices into the digital realm. Examines technological, conceptual, aesthetic, economic, and social issues.

FVC 186/AHS 186 *Media and Movements: Film, Video, Photography, and the Visual Arts* (4 units) Prerequisite: AHS 017C or upper-division standing or consent of instructor. Focusing on key cultural movements or developments in Europe and the United States over the past century, gives a thematic history of the avant-garde and experimental arts, including painting, sculpture, photography, video, film, performance, installation, and new media art.

Or from a selection of classes in Art History and History (AHS 181, AHS 182, HIST 191X)

b) Non-Hollywood Cinema and Alternative Media (3 courses) chosen from:
FVC 103/ANTH 103 *Introduction to Visual Anthropology* (4 units). Prerequisite: ANTH 001 or ANTH 001H or consent of instructor. An introduction to the rapidly growing field of visual anthropology. Examines the similarities and differences between ethnographic film, critical studies, and written ethnographies. Explores the politics of representing other cultures visually.

FVC 121(E-Z)/CPLT 171 (E-Z)*Auteurs and Auteur Theory* (4 units) Prerequisite: upper-division standing or consent of instructor. Critical studies on a director or group of directors that deal with a substantial portion of their works. F. Fassbender; I. Fellini; T. Trauffaut.

FVC 125 (E-Z)*Topics in Latin American Film and Media* (5 units) Prerequisite: upper-division standing or consent of instructor. Intensive formal, historical, and theoretical analysis of a theme or issue in Latin American film and media. Involves weekly screenings and readings. E. Indigenous Video and Latin America.

FVC 135/ART 135*Intermedia, Art, Media, and Culture* (4 units) Prerequisite: upper-division standing or consent of instructor. A study of performance, photography, video, film, television, installation, and other related intermedia. Through field trips, screenings, readings, and discussion focuses on artworks within and without the mass media: how they are constructed, written about, analyzed, and viewed in the larger construction of culture.

FVC 136/ART 136*Installation and Site-Specific Art* (4 units) Prerequisite: consent of instructor. Focuses on performance, photo installation, computer art, video/film, site-specific installation, sculpture, and/or other intermedia. Concentrates on production and analysis of site-specific art through screenings, readings, discussion, and critique. Course is repeatable to a maximum of 8 units.

FVC 144K/ENGL 144K*Race, Ethnicity, and Visual Culture* (4 units) Prerequisite: upper-division standing or consent of instructor. Intensive formal, historical, and theoretical analysis of race and ethnicity in film, television, and visual culture. Weekly screenings and readings. K. Decolonizing the Screen.

FVC 146 E, F, G/ENGL 146E, F, G*Special Topics in Technoculture and Digital Media* (4 units) Prerequisite: upper-division standing or consent of instructor. Advanced study of theories and practices of reader and audience interaction with technologies of cultural production in general and digital media in particular. Includes praxis-oriented composition or research. E. Identities and Interactions. F. Cultures and Technologies of the Visual. G. Cultures and Technologies of the Aural.

FVC 171/SPN 171*Reel to Real, Latin American Film and Social Change* (4 units) Prerequisite: SPN 110. Introduces Latin American film as it articulates with contemporary history and current events.
FVC 173 (E-Z)/CPLT 173 (E-Z) **International Cinemas** (4 units) Prerequisite: upper-division standing or consent of instructor. Considers non-Hollywood cinemas in the national, historical, political, and cultural contexts which produced them. E. Experimental and Avant-Garde Film; G. New German Cinema; I. Italian Neorealism; T. Third World Cinema

FVC 178/EUR 110B/AHS 120/CPLT 110B/GER 110B **Berlin Metropolis in Literature, Film, Music, and Art** (4 units) Prerequisite: upper-division standing or consent of instructor. Introduction to the metropolis Berlin as gateway between the East and West. Explores topography of the city through film, art, music, and literary texts. A study of Berlin’s dramatic transformations as a microcosm of Germany and Europe’s troubled history in the twentieth century. Course is conducted in English.

FVC 182/GER 138/AHS 121/CPLT 138/EUR 138 **From Expressionism to Epic Theatre: Benn, Brecht, Kafka, and the Bauhaus** (4 units) Prerequisite: upper-division standing or consent of instructor. Introduction of the German avant-garde of the twentieth century. Explores expressionism, New Objectivity, the Bauhaus movement, the manifestation of an anti-art in Dadaism, and Epic Theatre. Studies works of Franz Kafka in the context of his implicit criticism of the avant-gardist movements of his time. Course is conducted in English.

FVC 183 (E-Z)/FREN 185 (E-Z) **Studies in French and Francophone Cinema** (4 units) Prerequisite: upper-division standing or consent of instructor. Studies in the cinema of France and other Francophone countries. Focus is on specific themes in relation to French-language film. Knowledge of French is not required. F. Literature, Cinema, and Culture of the Francophone World; W. Women Directors.

FVC 184/AST 184/JPN 184 **Japanese Film and Visual Culture** (4 units) Prerequisite: upper-division standing or consent of instructor. Investigates popular visual culture in Japan primarily through film, from the early masters to contemporary directors. Additional material may be drawn from fields such as theatre, television, visual art, architecture, and illustrated fiction. All materials are read or viewed in English. Course is repeatable to a maximum of 12 units.

FVC 185/LNST 105/SPN 185 **Imagining the Nation, Film and Media in Latin America** (5 units) Prerequisite: upper-division standing or consent of instructor. Study of the role of media and film in creating a national imaginary in Latin America. Focus is on one region or nation—such as the Andes, the Caribbean, Mexico, Argentina, or Chile—relating local history to the global context. Course is repeatable as topics change to a maximum of 10 units.

Or from a selection of classes in Asian Studies, Dance, and German (AST 185/CHN 185, DNCE 171M, DNCE 172K, GER 118 (E-Z)).
c) Film and Media Theory (1 course) chosen from:

FVC 103/ANTH 103 *Introduction to Visual Anthropology* (4 units). Prerequisite: ANTH 001 or ANTH 001H or consent of instructor. An introduction to the rapidly growing field of visual anthropology. Examines the similarities and differences between ethnographic film, critical studies, and written ethnographies. Explores the politics of representing other cultures visually.

FVC 104/ENGL 104 *Film and Media Theory* (4 units) Prerequisite: upper-division standing or consent of instructor. Covers different types of film and media theory. Addresses formalist, psychoanalytic, Marxist, feminist, and other approaches to the media.

FVC 120 *Major Figures in Film and Media* (4 units) Prerequisite upper-division standing or consent of instructor. Intensive analysis of the work of a major figure in film, television, or other media who functions as an "auteur," such as an influential director, star, or producer. Course is repeatable as topics change to a maximum of 8 units.

FVC 121 (E-Z)/CPLT 171 (E-Z) *Auteurs and Auteur Theory* (4 units) Prerequisite: upper-division standing or consent of instructor. Critical studies on a director or group of directors that deal with a substantial portion of their works. F. Fassbender; I. Fellini; T. Trauffaut.

FVC 133/SOC 138 *The Effects of Mass Media* (4 units) Prerequisite: SOC 001. A sociological approach to "media effects" including the history of effects research, theories, loci of effects studies, and social policy.

FVC 139/SOC 139 *Mass Media and Popular Culture* (4 units) Prerequisite: SOC 001. A comparative analysis of the television, radio, record, cinema, and journalism industries as social institutions and a discussion of contemporary developments in mass communications theory. A study of the relationship between the social processes of modern society and the content of popular culture.

FVC 143 (E-Z)/ENGL 143 (E-Z) *Gender, Sexuality, and Visual Cultures* (4 units) Prerequisite: upper-division standing or consent of instructor. Intensive formal, historical, and theoretical analysis of gender and sexuality in film, television, and visual culture. Weekly screenings and readings. E. Feminist Film Theory and Practice; F. Film and Gender; G. Screening the Lesbian

FVC 144 (E-Z)/ENGL 144 (E-Z) *Race, Ethnicity, and Visual Culture* (4 units) Prerequisite: upper-division standing or consent of instructor. Intensive formal, historical, and theoretical analysis of race and ethnicity in film, television, and visual culture. Weekly screenings and readings. I. Racial Difference and Visual Culture in the Postcolonial World Context; J. Film, Race, and Ideology: The Case of the Vietnam War; K. Decolonizing the Screen
FVC 145F, G, J/ENGL 145F, G, J *Special Topics in Film and Visual Culture* (4 units) Prerequisite: upper-division standing or consent of instructor. Intensive formal, historical, and theoretical analysis of a theme or issue in film, media, television, and visual culture. Weekly screenings and readings. F. Television and American Culture. G. Film as Writing and Writing as Film. J. The Horror Film

FVC 146 (E-Z)/ENGL 146 (E-Z) *Special Topics in Technoculture and Digital Media* (4 units) Prerequisite: upper-division standing or consent of instructor. Advanced study of theories and practices of reader and audience interaction with technologies of cultural production in general and digital media in particular. Includes praxis-oriented composition or research. E. Identities and Interactions. F. Cultures and Technologies of the Visual. G. Cultures and Technologies of the Aural. I. Advanced Composition and Rhetoric for Digital Media Authors


FVC 172 *Topics in Film and Media Genres* (4 units) Prerequisite: upper-division standing or consent of instructor. Topics may include study of a specific film or media genre such as melodrama; comparative genre studies, including a survey of the history and theory of two or more genres; or analysis of the idea of genre in film and media studies. Course is repeatable as content changes to a maximum of 8 units.

FVC 174 (E-Z)/CPLT 174 (E-Z) *Comparative Studies in Film* (4 units) Prerequisite: upper-division standing or consent of instructor. Considers film in the context of the other arts. Compares the treatment of various themes or problems in film and other media. E. Film and Literature in the Avant-Garde.

FVC 179/LNST 109/SPN 179/WMST 179 *Gender, Media, and Latin America* (5 units) Prerequisite: upper-division standing or consent of instructor. Explores the way Latin Americans have thought of and represented gender across a variety of media, including essays, film, novel or short story, and performance. Compares the possibilities and limitations of these media for representing gender in the Latin American context.

FVC 186/AHS 186 *Media and Movements: Film, Video, Photography, and the Visual Arts* (4 units) Prerequisite: AHS 017C or upper-division standing or consent of instructor. Focusing on key cultural movements or developments in Europe and the United States over the past century, gives a thematic history of the avant-grade and experimental arts, including painting, sculpture, photography, video, film, performance, installation, and new media art.
FVC 187/AHS 187 *Visual Culture and Art History* (4 units) Prerequisite: AHS 017A or AHS 017B or AHS 017C or AHS 021/URST 021 or upper-division standing or consent of instructor. Examines the broader concept of visual culture as it relates to the history of the visual arts. Focuses on four conceptual areas: visuality, identity, media culture, and politics/ethics.


d) Ethnography and Documentary: Production, Theories, and Texts (4 courses)

1) Production (at least 2 courses) chosen from:

FVC 131/ART 131 *Intermediate Photography and Digital Technology* (4 units) Prerequisite: ART 003, ART 007/FVC 007. An intermediate course in photo and digital technologies with a range of photographic applications. Covers the complete cycle of production from scanning to output. Emphasis is placed on developing skill in creating digital photographic imagery for creative, cultural expression. Software and some digital equipment are provided. Students are required to furnish their own 35mm single lens reflex (SLR) or digital cameras and zip disks. Course is repeatable to a maximum of 8 units.

FVC 150/ART 150 *Intermediate Video Art* (4 units) Prerequisite: ART 004/FVC 004. Intermediate course in video art production and theory, designed to continue work done in ART 004/FVC 004. Screenings, readings, and discussions. Advanced editing techniques and theory, storyboard, and sound design. Application of media arts to contemporary art practice and new genres, including installation, documentary, experimental, and performance. Equipment provided. Course is repeatable to a maximum of 8 units.

FVC 161/DNCE 161 *Choreographing the Screen* (4 units) Prerequisite: DNCE 019 (may be taken concurrently) or consent of instructor. Focuses on choreographing for the camera and the screen. Topics include video art, class film choreography, music video and digital dance technologies. Students prepare a choreographic piece for the camera as a final project.

FVC 162/DNCE 162 *Tool, Technology, Technique* (4 units) Prerequisite: DNCE 019 (may be taken concurrently) or consent of instructor. Practicum in video and digital production, with an emphasis on capturing and editing the moving body. Students bring their own video or digital recording device. Editing equipment will be available.

FVC 166A/CRWT 166A/THEA 166A *Screenwriting: Introduction* (4 units) Prerequisite: CRWT 056 or consent of instructor.Explores the fundamentals of
screenwriting including story development, plotting, and characterization as they are used in creating a complete script for television or feature film.

FVC 166B/CRWT 166B/THEA 166B Screenwriting, Outline to First Draft (4 units) Prerequisite: CRWT 166A/FVC 166A/THEA 166A or consent of instructor. Explores the fundamentals of screenwriting including story development, plotting, and characterization as they are used in creating a complete script for television or feature film.

FVC 166C/CRWT 166C/THEA 166C Screenwriting: Rewrites and Writing for Television (4 units) Prerequisite: CRWT 166B/FVC 166B/THEA 166B or consent of instructor. Explores the fundamentals of screenwriting including story development, plotting, and characterization as they are used in creating a complete script for television or feature film. Course is repeatable.

FVC 175/ART 170 Advanced Digital Imaging (4 units) Prerequisite: ART 007/FVC 007; knowledge of Macintosh interface and Adobe Photoshop. An advanced studio and production course in digital imaging which proceeds from techniques initiated in ART 007/FVC 007. Emphasizes the use of computer and electronic technology as a tool for making art. Addresses issues related to making art and the cultural implications of digital technology through class projects, reading, lectures by visiting artists, field trips, and critiques of work in progress. Course is repeatable to a maximum of 8 units.

As well as a selection of classes from Art, Computer Science, Music and Theater (ART 140, ART 142, ART 145, ART 146 (E-Z), ART 155, ART 167, ART 168, ART 169 (E-Z), ART 175, CS 133, CS 143/EE 143, MUS 139, MUS 145, MUS 173, THEA 101, THEA 102, THEA 109, THEA 132, THEA 135, THEA 141, THEA 144)

(2) Theories and Texts (at least 8 units) chosen from the following:

FVC 103/ANTH 103 Introduction to Visual Anthropology (4 units) Prerequisite: ANTH 001 or ANTH 001H or consent of instructor. An introduction to the rapidly growing field of visual anthropology. Examines the similarities and differences between ethnographic film, critical studies, and written ethnographies. Explores the politics of representing other cultures visually.

FVC 121(E-Z)/CPLT 171 (E-Z) Auteurs and Auteur Theory (4 units) Prerequisite: upper-division standing or consent of instructor. Critical studies on a director or group of directors that deal with a substantial portion of their works. F. Fassbender; I. Fellini; T. Trauffaut.

FVC 143 (E-Z)/ENGL 143 (E-Z) Gender, Sexuality, and Visual Cultures (4 units) Prerequisite: upper-division standing or consent of instructor. Intensive formal, historical, and theoretical analysis of gender and sexuality in film, television, and
visual culture. Weekly screenings and readings. E. Feminist Film Theory and Practice; F. Film and Gender; G. Screening the Lesbian

FVC 144 (E-Z)/ENGL 144 (E-Z) *Race, Ethnicity, and Visual Culture* (4 units) 
Prerequisite: upper-division standing or consent of instructor. Intensive formal, historical, and theoretical analysis of race and ethnicity in film, television, and visual culture. Weekly screenings and readings. I. Racial Difference and Visual Culture in the Postcolonial World Context; J. Film, Race, and Ideology: The Case of the Vietnam War; K. Decolonizing the Screen.

FVC 145I/ENGL 145I *Special Topics in Film and Visual Culture* (4 units) 
Prerequisite: upper-division standing or consent of instructor. Intensive formal, historical, and theoretical analysis of a theme or issue in film, media, television, and visual culture. Weekly screenings and readings. I. Liberal Hollywood and Social Problems

FVC 146 (E-Z)/ENGL 146 (E-Z) *Special Topics in Technoculture and Digital Media* (4 units) 
Prerequisite: upper-division standing or consent of instructor. Advanced study of theories and practices of reader and audience interaction with technologies of cultural production in general and digital media in particular. Includes praxis-oriented composition or research. E. Identities and Interactions; F. Cultures and Technologies of the Visual; G. Cultures and Technologies of the Aural; I. Advanced Composition and Rhetoric for Digital Media Authors

FVC 160/ART 160 *Intermediate Art Theory* (4 units) Prerequisite: ART 006/FVC 006 recommended. Discusses current critical and theoretical issues in modern and contemporary art. Examines students’ art production in light of contemporary art practice and in relation to the interpretation and creation of art inclusive of issues of race, gender, politics, aesthetics, class, and sexuality.

FVC 172 *Topics in Film and Media Genres* (4 units) Prerequisite: upper-division standing or consent of instructor. Topics may include study of a specific film or media genre such as melodrama; comparative genre studies, including a survey of the history and theory of two or more genres; or analysis of the idea of genre in film and media studies. Course is repeatable as content changes to a maximum of 8 units.

FVC 174 (E-Z)/CPLT 174 (E-Z) *Comparative Studies in Film* (4 units) 
Prerequisite: upper-division standing or consent of instructor. Considers film in the context of the other arts. Compares the treatment of various themes or problems in film and other media. E. Film and Literature in the Avant-Garde.

FVC 187/AHS 187 *Visual Culture and Art History* (4 units) Prerequisite: AHS 017A or AHS 017B or AHS 017C or AHS 021/URST 021 or upper-division standing or consent of instructor. Examines the broader concept of visual culture
as it relates to the history of the visual arts. Focuses on four conceptual areas: visuality, identity, media culture, and politics/ethics.


FVC 190, FVC 198-I may be taken as a part of any track to meet individual needs.

For the Minor:

1. Lower-division requirement (1 course) chosen from:

   FVC 004/ART 004 *Introduction to Video Art*
   FVC 015 *Introduction to Television Studies*
   FVC 020 *Introduction to Film Studies*
   FVC 021/CPLT 021 *Introduction to Film, Literature, and Culture*
   FVC 033/ENGL 033 *Introduction to Comparative Media Studies*

2. Upper-division requirements (minimum 20 units)

   a) 1 course from each of the following three groups:

   (I) *Film, Photography, and Media History*

   FVC 110 (E-Z)*Topics in Film and Media History E*. Film and Media History through World War II; J. Film and Media History after World War II.

   FVC 114/CPLT 134/GER 134/JPN 134 *Cinematic War Memory*

   FVC 137/AHS 136 *History of Video Art*

   FVC 138/AHS 137 *History of Experimental Cinema*
FVC 145E/ENGL 145E/FVC 145I/ENGL 145I Special Topics in Film and Visual Culture E; Mass Culture and Counter Culture; I. Liberal Hollywood and Social Problems.

FVC 173 (E-Z)/CPLT 173 (E-Z) International Cinemas E. Experimental and Avant-Garde Film; F. French New Wave; G. New German Cinema; I. Italian Neorealism, T. Third World Cinema

FVC 174 (E-Z)/CPLT 174 (E-Z) Comparative Studies in Film E. Film and Literature in the Avant-Garde

FVC 176/AHS 176 Pictorialism to New Media: A History of Twentieth-Century Photography

FVC 186/AHS 186 Media and Movements. Film, Video, Photography, and the Visual Arts

Or AHS 182 or HIST 191X

(2) Non-Hollywood Cinema and Alternative Media:

FVC 125 (E-Z)/LNST 125 (E-Z)/SPN 125 (E-Z) Topics in Latin American Film and Media

FVC 135/ART 135 Intermedia. Art, Media, Culture

FVC 136/ART 136 Installation and Site Specific Art

FVC 144K/ENGL 144K Race, Ethnicity, and Visual Culture. K. Decolonizing the Screen

FVC 146E, F, G/ENGL 146E, F, G Special Topics in Technoculture and Digital Media. E. Identities and Interactions F. Cultures and Technologies of the Visual; G. Cultures and Technologies of the Aural

FVC 171/SPN 171 From Reel to Real. Latin American Film and Social Change

FVC 173 (E-Z)/CPLT 173 (E-Z) International Cinemas

FVC 178/EUR 110B/AHS 120/CPLT 110B/GER 110B Berlin Metropolis in Literature, Film, Music, and Art

FVC 179/LNST 109/SPN 179/WMST 179 Gender, Media, and Latin America

FVC 182/AHS 121/CPLT 138/EUR 138/GER 138 From Expressionism to Epic Theatre. Benn, Brecht, Kafka, and the Bauhaus
FVC 183 (E-Z)/FREN 185 (E-Z) Studies in French and Francophone Cinema
FVC 184/AST 184/JPN 184 Japanese Film and Visual Culture
Or AST 185/CHN 185, DNCE 171M, DNCE 172K, GER 118 (E-Z)

(3) Film and Media Theory
FVC 104/ENGL 104 Film and Media Theory
FVC 143 (E-Z)/ENGL 143 (E-Z) Gender, Sexuality, and Visual Culture
FVC 144 (E-Z)/ENGL 144 (E-Z) Race, Ethnicity, and Visual Culture
FVC 145F, G, J/ENGL 145F, G, J Special Topics in Film and Visual Culture F, Television and American Culture, G, Film as Writing and Writing as Film; J, The Horror Film
FVC 146 (E-Z)/ENGL 146 (E-Z) Special Topics in Technoculture and Digital Media
FVC 160/ART 160 Intermediate Art Theory
FVC 172 Topics in Film and Media Genres
FVC 187/AHS 187 Visual Culture and Art History

Or from a selection of classes in Dance (DNCE 171F, G, J, K, DNCE 172J, M; DNCE 173J, K)

b) a minimum of eight (8) additional units chosen from 2a(1), 2a(2), and 2a(3) above
Or from
FVC 103/ANTH 103 Introduction to Visual Anthropology
FVC 131/ART 131 Intermediate Photography and Digital Technology
FVC 133/SOC 138 The Effects of Mass Media
FVC 139/SOC 139 Mass Media and Popular Culture
FVC 150/ART 150 Intermediate Video Art
FVC 166A/CRWT 166A/THEA 166A Screenwriting, Introduction
FVC 166B/CRWT 166B/THEA 166B *Screenwriting: Outline to First Draft*

FVC 166C/CRWT 166C/THEA 166C *Screenwriting: Rewrites and Writing for Television*

FVC 174(E-Z)/CPLT 174(E-Z) *Comparative Studies in Film*

FVC 175/ART 170 *Advanced Digital Imaging*

Or from a selection of classes in Art History, Art, Computer Science, Music, and Theater AHS 181, ART 140, ART 142, ART 145, ART 146 (E-Z), ART 155, ART 167, ART 168, ART 169 (E-Z) (4 units), ART 175, CS 133, CS 143/EE 143, MUS 139, MUS 145, MUS 173, THEA 101, THEA 102, THEA 109, THEA 132, THEA 135, THEA 141, THEA 144
APPENDIX 7

COGNATE UNIVERSITY OF CALIFORNIA DEPARTMENTS, PROGRAMS, AND CENTERS

UC Berkeley: Offers a BA in Film Studies, a PhD in the Film Studies Track of the Rhetoric Department, and a Designated Emphasis in Film for doctoral students located in other departments ... engages with all forms of moving-image culture, exploring ... media forms of the last century (film and still photography) and ... new media form of the new century (digital media). It teaches students to think historically, theoretically and analytically about a wide range of images within the broad context of humanistic studies. Production opportunities in digital media are available to students who have demonstrated excellence in theory, history and analysis. ... The Designated Emphasis in Film Studies provides curricular and research resources for students who want to concentrate on film within their respective disciplines and have their work formally recognized.'

UC Davis: Has a ‘Graduate Group in Cultural Studies’ comprising over 90 faculty from many departments teaching graduate courses in ‘feminist, anti-racist, and postcolonial studies’ across ‘numerous fields, methods, and research topics’ that include law, education, social sciences, and the humanities. There is a Division of Humanities, Arts, and Cultural Studies and a major in Film Studies that ‘addresses the history, theory and culture of this art form.’

UC Irvine: ‘A degree in Film Studies will provide students with a variety of opportunities leading to a career choice or to further education at the graduate or professional level. Graduates from the program ... have pursued graduate work in critical film studies. ... Others have entered M.F.A. programs in production. ... Many are now at work in various sectors of the entertainment industry.’ The Department of Film and Media Studies ‘trains students to read and understand the audio-visual languages of modern media and new technologies to analyze images from socioeconomic, political, aesthetic, and historical perspectives.’

U of California Los Angeles: The Department of Film, Television, and Digital Media’s ‘Bachelor of Arts in Film and Television is a two year, upper division program for students who have completed two years of general college studies. The program provides an education in the history and theory of these art forms and basic learning experiences in production within the context of a liberal arts education. In the first year, students are introduced to all major aspects of film, television, and digital media study. In the second year, each student completes a senior concentration chosen from film production, television production (narrative or documentary), screenwriting, animation, or critical studies. Students must also complete at least one professional internship during the senior year.’

UC San Diego: ‘The Film Studies minor is designed to give students a flexible introduction to the full range of courses on film available here. ... The minor
should be of interest to students with a wide range of interests from those who plan graduate study in film to those who simply wish to understand better this powerful and influential medium.‘ It ‘emphasizes the role of different technologies of communication, from language to writing to television to computers, in mediating human experience. It draws from such social science disciplines as anthropology, psychology, sociology, and political science, and from the humanities and fine arts, including theatre, literature, and visual arts.’

UC Santa Barbara: A BA and PhD/MA granting entity, the Department of Film and Media Studies‘ strengths are film history and theory, television and broadcasting, digital media, the Internet, video art and activism, cultural studies, political economies, and media globalization. Interdisciplinarity is encouraged by coordinating courses and program research projects with other departments such as art, communication, environmental studies, sociology, Black studies, women’s studies, and anthropology. Production is not emphasized, but all majors become familiar with the basic tools of filmmaking. Interested students may also take courses in screenwriting and advanced film production. With a strong base in the liberal arts, the film studies major is designed to prepare students for careers in the media industry and media education, as well as archival preservation and research, entertainment law, publishing, journalism, media, and technologies. ... Beyond the core requirements of the film studies major, the student may develop and individual program centered around special interests and goals.’

UC Santa Cruz: A Film and Digital Media undergraduate major ‘integrates critical, historical, theoretical and practical components, enabling students to develop expertise in the understanding and use of the moving image for artistic, social and pre-professional purposes. Students will develop a critical attitude toward and awareness of moving image media through theoretical studies, critical analysis and historical and cross-cultural examination.’ The University also has a Center for Cultural Studies, founded as part of the U of California’s President’s Humanities Initiative ‘to foster research across divisional as well as disciplinary boundaries. While based in the humanities, it engages with the “interpretive” or “historical” social sciences, as well as theoretically informed work in the arts.’

Sterling as these programs are, none of them offer the blend of local and global, with a diversity focus, that our department will provide. At the same time, their enrollment figures signal popularity of the area among students.

Enrollment Figures for Cognate Departments, March 2006

UC BERKELEY
Film Studies
BA - Undergraduate 95
PhD
<table>
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<tr>
<th>Institution</th>
<th>Program</th>
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<td>UC IRVINE</td>
<td>Film and Media Studies</td>
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<td></td>
<td>Visual Studies</td>
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<td></td>
<td>PhD</td>
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<td>UC LOS ANGELES</td>
<td>Film, Television, and Digital Media</td>
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<td>MFA - Animation</td>
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<td>MFA - Screenwriting</td>
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<td>MFA - Directing</td>
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<td>MFA - Production</td>
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<td>UC SAN DIEGO</td>
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<td>PhD/MA</td>
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<td></td>
<td>PhD/MA (program is 1 yr old)</td>
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APPENDIX 8

DISTINGUISHED GUESTS

The following leaders in media and cultural studies have visited the program since the fall of 2004 to offer guidance on the future of the field:

Richard Maxwell, Chair, Media Studies, City U of New York, Queens College
Andrew Ross, Director, Metropolitan Studies, New York U
Herman Gray, Chair, Sociology, U of California, Santa Cruz
Constance Penley, Director, Center for New Media Studies, U of California,
    Santa Barbara
Laura Kipnis, Radio Film and Television, Northwestern U
Barbie Zelizer, Annenberg School for Communication, U of Pennsylvania
Pal Ahluwalia, Political Science, Goldsmith’s, UK
Rosa Linda Fregoso, Chair, Chicano/a Studies, U of California, Santa Cruz
Ben Carrington, Sociology, U of Texas, Austin
Daniel Mato, Director, Global Studies, U of Venezuela
Susan Douglas, Chair, Communication Studies, U of Michigan
John Nguyen Erni, Associate Head, English and Communication, City U of Hong
    Kong
Angela McRobbie, Communication Studies, Goldsmith’s, UK
Mark Lloyd, Fellow, American Progress Foundation
Lawrence Grossberg, Communication Studies, U of North Carolina
Kelly Gates, Media Studies, City U of New York, Queens College
Sarah Banet-Weiser, Annenberg School for Communication, U of Southern
    California
Michael Hanchard, Political Science, Johns Hopkins U
Paula Chakravarty, Communication, U of Massachusetts, Amherst
APPENDIX 9

MEDIA AND CULTURAL STUDIES PROFESSIONAL ASSOCIATIONS, RESEARCH CENTERS, CONFERENCES, JOURNALS, BOOK SERIES, AND MUSEUMS

Established professional associations, research centers, and conferences include: the International Association for Media and Communication Research, the International Communication Association, the Society for Cinema and Media Studies, the Association for Education in Journalism and Mass Communication, the American Journalism Historians Association, the National Communication Association, the Canadian Communication Association, the Canadian Association of Media Education Organizations, the Center for Media Education, the Center for Media Literacy, Citizens for Media Literacy, the Media Education Foundation, the UK Association for Media Communication and Cultural Studies, EPTIC—Economía Política de las Tecnologías de la Información y de la Comunicación, the American Communication Association, the International Institute of Communications, the International Association for Media History, the African Council for Communication Education, the Baltic Association for Investigating the Communications Media, the Chinese Communication Association, the Association for Chinese Communication Studies, the Association for Cultural Studies, the Association for Women in Communications, the Association of Internet Researchers, the Caribbean Association for the Study of Communication, NORDICOM, the Popular Culture Association, the British Universities Film and Video Council, the Society for Visual Anthropology, the Asian Mass Communication Research Centre, the University Film and Video Association, the European Institute for the Media, the European Audiovisual Observatory, the Broadcast Education Association, the European Institute for Communication and Culture, the International Visual Sociology Association, Asociación Boliviana de Investigadores de la Comunicación, the American Association for Public Opinion Research, the Association of Moving Image Archivists, Domitor, the European Consortium for Communications Research, the European Speech Communication Association, the Global Communication Research Association, the Political Film Society, the Communication Institute for Online Scholarship, Screen Studies, Console-ing Passions, Observatorio del MERCOSUR Audiovisual, War and Media Network, and Visible Evidence.


Several US museums are devoted to the subject, such as the Museum of Television and Radio (Los Angeles and New York), the Museum of Broadcast Communication (Chicago), and the Museum of the Moving Image (New York).
APPENDIX 10

UNIVERSITY OF CALIFORNIA PROCEDURE FOR ESTABLISHING NEW DEPARTMENTS

UNIVERSITYWIDE REVIEW PROCESSES FOR ACADEMIC PROGRAMS, ACADEMIC UNITS, AND RESEARCH UNITS

Effective July 1, 1999
University of California
Academic Senate and Office of the President

III.A. Departments

Actions involving departments are carried out on the nine established campuses. That is, creating a new department, changing the name of an existing department, and consolidating, transferring, or disestablishing an existing department are campus decisions for which there is no systemwide review. If favorably reviewed by the relevant divisional Academic Senate committee(s) and approved by the campus administration, a proposed action involving a department is implemented. Any proposed coordinated actions involving undergraduate or graduate degree programs associated with affected department(s) should be handled according to the procedures described for the proposed action for either undergraduate or graduate degree programs.

All final campus actions involving departments should be reported to systemwide offices in a month report to the Coordinator - Program Review, copied to the Director Academic Planning and Program Review and to the Records Manager, Information Resources and Communications. E-mail use is encouraged.
APPENDIX 11

SPECIFIC RESPONSES TO SENATE COMMITTEE CONCERNS

The Chair of the Riverside Division of the Academic Senate wrote to the Executive Vice-Chancellor in a memo of 8 January 2006[sic], a copy of which was provided to us on 9 February 2007. In it, he noted that the review committees had found ‘many meritorious aspects about the proposed new department and found the proposal interesting; however, there were many issues that had to be dealt with before they could approve it. The Advisory Committee voted to approve the proposal provisionally, until they receive an addendum responding to the questions raised.’ This Appendix, which also forms the substance of a memo to the Dean of CHASS designed to proceed through the system, constitutes that response, along with revisions made to the main body of this document, notably on the subject of cultural studies. We trust that the revised proposal can now proceed to fruition.

We appreciate the close reading and scrutiny undertaken by these Committees, and in particular their many positive remarks. There was comprehensive endorsement of Departmentalization as outlined in our original document from 5 of the 8 Senatorial review bodies, and we read the following encomia, inter alia:

‘Members of [the Committee on Research] were particularly impressed with the strength of the faculty in this area and with the demonstrated student interest ... what one committee member noted was a “strategic” and “innovative” focus that will allow the department to occupy “a distinct niche among media, film, and cultural studies departments ... through its focus on global connections and its focus on cultural diversity at both the local and international levels”.’

‘Members of the [Undergraduate] Council were impressed with the depth of the proposal and thorough justification for the proposed department.’

In addition, the Senate’s Advisory Committee noted at its meeting of 4 January 2007 the Chair’s intention to establish an Ad Hoc Committee with Toby Miller to examine the feasibility of a ‘Media School.’ This suggests we are on the cusp of major developments, which need approval now in order to stimulate System-wide endorsement of significant investment.

We have sought both in this reply and the rest of the revised proposal to engage queries and critiques from the following bodies:

a) In a memo of 19 October 2006, the Committee on Educational Policy requested ‘several pieces of information.’ These were as follows. Our response follows each request.
1. 'Supporting letters from faculty in similar programs at other UC campuses or similar institutions'

RESPONSE: The Universitywide Review Processes for Academic Programs, Academic units, and Research Units procedures for Departmentalization are available at Appendix 10, as per our first version. They read in part: 'creating a new department, changing the name of an existing department, and consolidating, transferring, or disestablishing an existing department are campus decisions for which there is no systemwide review.' Elsewhere in its 63 pages, the Compendium includes 'guiding principles.' These include the explanation that 'systemwide review processes' are reserved for initiatives that 'involve several campuses ... have ramifications for other campuses ... or require more resources.' Procedures that do not mandate such reviews, such as Departmentalization, are sovereign to individual campuses, because they are not deemed to have broad impacts.

Following verbal advice about the Senate's concerns on this issue from the Senate Chair to Professor Miller in December 2006, it was decided to obtain such letters from across the field of media and cultural studies. In order to avoid the narrowness that comes with disciplinary or geographical policing, we sent our earlier proposal for review to Norway, India, Australia, sociology, communications, film, cinema, the University of California, the Ivy League, Venezuela, Norway, journalism, and so on. The replies are in a separate document, briefly quoted from here. We received strong endorsements from the following (US-based unless otherwise noted):

- Larry Gross, Director, Annenberg School for Communication, U of Southern California: 'Thank you for sharing the proposal for the department of media and cultural studies at UCR. I will shamelessly adopt many of the arguments made in it for a variety of purposes and in a variety of discussions, as you very clearly articulate the importance of the shift from "film and visual culture" to "media and cultural studies"—a move that is both necessary and overdue in many communications/media related programs. We are undergoing a review of our undergraduate program here at the Annenberg School—when I arrived three years ago I initiated reviews of our doctoral program and our professional masters program, and now it's the turn of the undergraduate program—and your cogent and persuasive analysis has much applicability to our review. I am impressed with the articulation of the current context of media and cultural institutions and processes, the growing interdisciplinarity of the field, and the inescapable importance of a global perspective. These truths are applicable to USC as they are to UCR and elsewhere, and your report is an exemplary statement of the challenge and the necessary directions in which to move.'

- Lawrence Wenner, Von der Ahe Professor of Communication and Ethics, Loyola Marymount U: 'The proposal brings together an important amalgam of what heretofore have been participating faculty to a more stable, and more accurately conceptualized, departmental framework. Given the history of the
emergence of the minor and major programs, their popularity with students, and the ongoing central importance of media as the engine of the cultural and creative industries, the newly contoured unit, placing the study of media and cultural into a merged containing frame is on target. This “on target” characteristic speaks not only to trends within communication and media studies, but also to the rising interest in the forces of globalization and its core infiltration through popular cultures.’

• Geoffrey Lawrence, Head, School of Social Science, U of Queensland (Australia): “cultural studies” has become the preferred term for critical, interdisciplinary, studies that span areas such as film, television, communication and ‘new media’. I would confidently predict that a change of name (and emphasis) from the arguably more narrow nomenclature of ‘Film and Visual Culture’ to ‘Media and Cultural Studies’ would, at one and the same time, increase student interest in the courses being offered, and boost enrolments.’

• Rachel Weiss and Nicholas Lowe, Department of Arts Administration and Policy and Interdisciplinary Area of Exhibition Studies, School of the Art Institute of Chicago: ‘The proposed new department will be unique in the field, and the proposal argues convincingly for it. The shift from “film” to “media” reflects ... the realities of contemporary production and distribution ... the framing of the department’s work within cultural studies is a key indicator of the program’s intellectual ambition and broad philosophical and ethical concerns. ... The content and rationale for renaming and consolidating as a department are persuasive on many levels. The narrative supported by the depth of research illustrates extremely well the timely and appropriate nature of the ‘department’ and the pressing needs to facilitate such an interdisciplinary structure.’

• Daniel Mato, Coordinador, Programa Cultura, Comunicación y Transformaciones Sociales, Centro de Investigaciones Postdoctorales, Universidad Central De Venezuela (Venezuela): ‘the change from “film and visual culture” to “media and cultural studies” is crucially important to respond to the changes that have been taking place in the field in the past two decades, to ensure better professional opportunities to prospective students, as well as to open the room to potentially unlimited forms of collaborations with media and creative industries in Southern California.’

• Rune Ottosen, Head of the Masters Program in Journalism, Oslo U College (Norway): ‘the proposed changes will enable UC Riverside to be a centre for US and international academic research and teaching. ... To grasp the essence of media development, the cultural issues are essential. In the new digital age we see new forms of interaction between journalism, entertainment and a more general cultural field. In the future students will look for places that combine several fields and see the media development in a cultural and global context. I think the proposed platform will serve the interests of the research community, the media as well as future students. If these changes are made, I will recommend UC
Riverside as a potential partner for cooperation and student exchange for Norwegian institutions.'

- Henry A Giroux, Global Television Network Chair, McMaster U (Canada): ‘the proposal for a Department of Media and Cultural Studies is superb and compelling in its articulation and defense of such a program. Moreover, this excellent proposal is the outgrowth of many distinguished academics from around the country who have clearly provided a number of excellent insights into the significance of the program, the contours of its project, and its organizational and curricula shape. While I have not participated in the dialogue regarding this particular proposal, I have been asked to provide input for similar programs in Canada, Australia, Latin America, and the U.S. and I believe that the current proposal … is one of the best I have examined.’

- Jon Lewis, Editor Cinema Journal (journal of the Society of Cinema and Media Studies), Professor of English, Oregon State U: ‘The proposal ably lays out a plan for the transition (from program to department) and makes the case for a name change consistent with recent thinking in film, TV, and alternative media studies. Indeed, the proposed name change is consistent with a recent decision made by the largest and most important scholarly organization in the field, the newly renamed Society for Cinema and Media Studies (formerly the Society for Cinema Studies). The inclusion of cultural studies in the proposed new department name reflects the impressive course offerings (listed in the proposal) and the scope of the field these days. The authors of the proposal clearly appreciate the stakes of the discipline today.’

- Alec McHoul, Chair, Program in Media Communication and Culture, Murdoch U (Australia): ‘the term “Media and Cultural Studies” is becoming internationally recognised and, in particular, the recognised discipline name of “Cultural Studies” would be critical to the proposal.’

- David Rowe, Director, Centre for Cultural Research, U of Western Sydney (Australia): ‘The shift from ‘Film & Visual Culture’ to ‘Media Studies’ is crucial because it declares that no medium or media form is privileged, neglected or ignored. This re-balancing is essential if the Department is to be open to sudden, significant trends in media production, content, form and reception. However, ‘Cultural Studies’ is pivotal also because it communicates strongly that the Department will not be afflicted by ‘media-centricity’, a restrictively narrow approach that tends to describe and champion developments in the media but in a socially and culturally de-contextualised fashion. The interdisciplinary, multi-method approach outlined in the proposal, with Cultural Studies providing the necessary intellectual connectivity, is eminently suited to exciting study, critical scholarship, and innovative research that will position the Department of Media & Cultural Studies at the University of California, Riverside among the key national and international nodes within the field.’
• Randy Martin, Director, Graduate Program in Arts Politics, New York U: ‘The shift from Film and Visual Culture to Media and Cultural Studies is not merely semantic. It reflects a broader transformation in the study of creative fields from a focus on specific objects to an emphasis on the broad socio-economic, global and historical contexts within which the making and taking of culture operates in the world. The logic of MCS is to recognize diversity both in creative media and in media circuits and communities. ... new media, music, questions of embodiment and performance are joined with a consideration of the complex interaction between local and global processes—each with layered differences in populations and infrastructure. Quite simply, Media and Cultural Studies reflects the widescale industrialization of cultural production as a departure from earlier craft-based forms.’

• Horace Newcomb, Lambdin Kay Chair for the Peabodys, Director, the George Foster Peabody Awards, U of Georgia: ‘The varied foci, from policy to text, from production to history, will make the program distinctive. It will be a welcomed addition to other programs in other universities attempting to develop similar trans-disciplinary approaches to the complicated questions deriving from the role of media in contemporary social and cultural experience.’

• Lawrence Grossberg, Morris Davis Distinguished Professor of Communication Studies and Cultural Studies, U of North Carolina: ‘the committee’s report is absolutely correct to propose the change from film and visual culture to media and cultural studies. There two designations represent very different ways of understanding and organizing the contemporary critical universe. Programs that describe themselves as either Film and/or Visual Culture tend to focus on aesthetic and formal matters, and are generally closely aligned with literature and art departments. Programs that describe themselves as Media and/or Cultural Studies, while including some formal and aesthetic concerns, generally study the broader context of the production, circulation and reception of cultural texts and practices. Such programs tend to be concerned with the relations among changing technologies, economic and political configurations and media practices. While the former tends to think internationally always through the category of the nation-state (focusing for example on national cinemas), the latter tends to think in terms of the globalization (and resistance to it at local and national levels) of media and culture. These two designations represent significantly different disciplinary (or interdisciplinary) configurations and in my opinion, the latter is more open-ended, more addressed to contemporary social and political concerns, and more involved in considering the implications of contemporary developments in new information technologies, an important emergent field of study.’

• Michael X DelliCarpini, Dean, Annenberg School for Communication, U of Pennsylvania: ‘I am particularly impressed with and supportive of the decision to name the new department “Media and Cultural Studies.” As is clear from the proposal this is more than just a symbolic choice and marks the proposed department in two important ways. First, traditional genres such as “film,” and
specific areas of study such as “visual culture,” while obviously still important, do not capture the complex, evolving and boundary-blurring nature of the current information environment. Second, the emphasis on “cultural studies” sends a powerful signal to the field, clearly marking its humanistic, interdisciplinary and critical focus. Coupled with the proposed emphases on infrastructure, policy, and local and global audiences, naming the department “Media and Cultural Studies”—and more importantly designing its research and teaching agenda to be consistent with the meaning captured by this name—would distinguish the new department in important and valuable ways that should quickly draw the attention of the field.’

• Richard Maxwell, Chair, Department of Media Studies, City U of New York, Queens College: ‘In many ways, our program and your proposed department are very similar. Both are designed to respond to changes brought about by the convergence and globalization of media technologies, institutions, and markets; both strive to link theory, criticism and history to practical understanding of media making; and both incorporate a healthy blend of textual, aesthetic, and political economic approaches. As your proposal makes clear, media education in the 21st century must encourage literacy in multiple media forms, must be global in its curricular scope, and must be attuned to the vital role media play in contemporary society as socio-cultural influences, as political and economic forces, and also as sources and outlets for students who are pursuing careers in the media and cultural industries.’

• Göran Bolin, Head, Department of Media Studies, Södertörn U College (Sweden): ‘I can only confirm the arguments given in the rationale of the proposal ... and I would like to especially highlight the fact that the developments within the media industries today call for broader perspectives, as the media themselves become increasingly integrated organizationally, technically, and textually, which leads to more complex patterns of audience behavior (and accordingly to an increased need for new ways of understanding these that cut across the uses of individual media and genres). This is also why cultural perspectives are especially valuable, since it is through a broader, cultural understanding of how media cultures work (both when it comes to production practices and in the everyday uses of the media by audiences), that students and scholars can be fully equipped to orient themselves in the media landscapes of today (and tomorrow).’

• David Theo Goldberg, Director, Humanities Research Institute, U of California: ‘The proposed plan is terrifically well conceived, and strongly supported by the faculty involved. Complementing film and visual studies with media and cultural studies speaks to the ways in which increasingly the practice of film and visual studies is calling on the theoretical considerations of media and cultural studies for its own comprehension as well as articulated practice. Departmentalization will elevate the stature of the offerings in the University, throughout the UC system, and nationally. And it will make recruitment and retention of students and
faculty considerably easier. I strongly support this development, and urge the University of California, Riverside to do the same.

- **Ravi Sundaram**, Director, Sarai, Center for the Study of Developing Societies (India): 'It is a first rate, comprehensive proposal that carefully maps the changes in film and media culture, and places them in the broader cultural transformations worldwide. As a scholar working on media and cultural studies, and based in India I am struck by the remarkable accuracy of the proposal’s perceptions. Film and media culture have changed rapidly in the past decade. What the proposal does is to set up the changes in a powerful morphology of material culture, production sites, cross-media junctions, and new global flows. What are the implications of these fast moving changes in media culture? It suggests a certain boundary turbulence in the various media themselves: music, print, radio, film, television, gaming, and on-line worlds, and the disciplines: social sciences and the humanities. We need to engage this important change from various interstices and junctions, and the proposal captures this well: “mass communication, critical race theory, communication studies, journalism, public policy, media sociology, critical legal studies, queer theory, science and technology studies, psychology, film studies, cultural studies, feminism, literary studies, and political economy.” I cannot think of a better argument made yet on the need to set up a department of media and cultural studies. And in the context of global changes, it is crucial to have cultural studies as part of this new direction.'

- **Jim McKay**, Professor, School of Applied Social Sciences, Durham U (Britain): ‘The greatest benefit to students who are exposed to this perspective [is] that they can grasp the theoretical, critical, historical, textual, creative, professional and practical aspects of the media. This certainly is the feature of all top-ranked media studies programmes here in the UK.’

- **Douglas Kellner**, George F Kneller Chair in the Philosophy of Education, U of California, Los Angeles: ‘The Proposal is very well-articulated and provides a compelling description and justification of the proposed program. I was particularly impressed with how the proposed program would integrate media and cultural studies, and combine an interdisciplinary program with possibilities of students doing more traditional disciplinary work. In some universities, media and cultural studies are split between a text and Humanities-based cultural studies and a social science based communication studies, but the proposed department would combine media history and analysis of the political economy of media, with textual analysis, audience research and other aspects of the field. Combining media and cultural studies will provide opportunities for integrating teaching of theoretical thought and textual analysis with empirical social research and will provide a well-rounded program that should help its graduates pursue careers in teaching, writing, and research. The proposed collaborations will make possible exploring different dimensions of specific phenomena, such as, for example, globalization or the Internet, from the perspectives of different disciplinary

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approaches and should provide a richer understanding of the topics at hand, as well as providing interdisciplinary knowledge and skills.'

• Anna Everett, Chair, Department of Film and Media Studies, U of California, Santa Barbara: 'It is with unqualified enthusiasm that I support your excellent proposal ... your Department of Media & Cultural Studies will find intellectual collaborators with UC Santa Barbara Film and Media Studies.'

• John T Caldwell, Vice-Chair, Department of Film, Television, and Digital Media, U of California, Los Angeles: 'Your proposal is comprehensive, well-documented, compelling, and soundly argued. ... Based on a considerable number of programs and degree reviews I have done in the past, I would argue that the proposal convincingly demonstrates that the proposed degree program at UCR does not reduplicate efforts and academic units at either UCR or in the UC system as a whole. ... The new UCR department ... will clearly fill a need in the UC system.'

• Herman Gray, Chair, Department of Sociology, U of California, Santa Cruz: 'After a careful review of the proposal for the Department of Media and Cultural Studies I am prepared to fully endorse your efforts. The benefits of combing the interdisciplinary strengths of cultural studies and the innovative approaches of media studies into a single department far outweigh concerns, which your proposal carefully addresses. Moreover, it will make the proposed department unique in the University of California system and one of the few in the country. This is a bold step and I applaud the efforts of you and your colleagues at UC Riverside.'

• Emory Elliott, University Professor, U of California System: 'The establishment of the Department of Media and Cultural Studies will make us even more visible and place us even higher in academic stature. I very much hope that the Academic Senate will complete its review with a very positive endorsement of the creation of this new department.'

• Dick Hebidge, Director, Interdisciplinary Humanities Center, UC Santa Barbara, Co-Director, UC Institute for Research in the Arts: 'The proposal makes good sense intellectually, administratively and logistically. It builds on the successes, strengths and demonstrated appeal over 7 years of UC Riverside's Film and Visual Culture program and capitalizes on the investment the university has made during that period in bringing talented and distinguished new faculty with expertise in many of the key areas highlighted in the document under review to its campus. The proposed change in the designation of the field of study from Film & Visual Culture to Media & Cultural Studies, far from being superficial or merely strategic, is integral to the success of the proposal as a whole and to the reasoning which underpins it. The convergence under a single integrated rubric of these two trans-disciplinary fields of study makes sense epistemologically, pedagogically and substantively. In this latter regard, the integrative impetus which is currently
making over the media industries and intellectual property law along with the production, distribution and consumption of a constantly expanding array of products across global media markets requires us to develop an interpretive and analytical repertoire which is, to quote the words of this proposal, as adaptive and “nimble, profound and responsive” as the industries and practices, the texts and the cultures which constitute the principal objects of study. The outlines of such a repertoire are clearly visible in the current document. The key components are familiar enough: political economy, ethnography, psychology, sociology, textual analysis and media production – but the dynamic modes in which they are envisioned in combination here is truly original and inspiring. As a UC Santa Barbara faculty member whose teaching and research in the Film and Media Studies Department is rooted in the trans-disciplinary field of Cultural Studies, I feel at once heartened, affirmed and challenged by the cogent and insightful arguments laid out in this document for giving UCR’s Film & Visual Culture Program Departmental status and a new title, one more properly attuned to the complexities and capaciousness of Media Studies in the 21st century. I am, of course, gratified to read a rationale that acknowledges not just the analytical utility of culture as a research tool/object of study but the crucial role culture plays socially, politically and economically in today’s economically integrated, technologically mediated global environment. What I find singular and challenging about the document is the intellectual scope and prescient reach of the conceptual framework underpinning it: the capacity it demonstrates for thinking across and beyond the current institutionalized models and paradigms in ways that are inclusive (i.e. synthetic in the best sense) but which ultimately transcend established fixings of the field(s). Many universities, including UCSB, are in the process of reviewing, revising and expanding their Film & Media Studies offerings in response to growing student numbers and changes in the field of study or have recently gone through such a process. (UCSB, for instance, in preparation for its recently launched graduate program, undertook such a review and as a result of the ensuing discussions, as you may know, we changed the Departmental name from Film Studies to Film and Media Studies). ... To include recycling as a leading concept/category/set of diverse practices within that experimental and holistic model is startlingly original and is, in my opinion, extremely timely and apposite and I suspect this move will be appropriated and reproduced in future prospectuses for Media Studies and Media & Cultural Studies in the coming years. ... without Departmental status the ambitious program of integrated learning laid out in the accompanying documents will be extremely difficult if not impossible to accomplish. As the Director for the past 6 years of UC Santa Barbara’s Interdisciplinary Humanities Center, I am acutely aware of the advantages but, much more importantly in this context, the limitations of operating within a large university within the UC system without the benefits of the administrative apparatus, the sense of continuity, the concentrated resources and no less concentrated focus that Departmental status can confer. The amalgamation of Media & Cultural Studies envisioned and argued for so forcefully in this proposal represents something more than an ad hoc alliance or a temporary liaison. It traces out the future of a vitally important
interdisciplinary field of study and it deserves to be acknowledged as such: to be legitimated, properly instituted, properly supported and rendered permanent.'

2. 'No letters were included to demonstrate consultation and support from other UCR departments'

RESPONSE: Over 100 sets of eyes have reviewed this document. In forwarding the first version to the Provost/Executive Vice Chancellor on 20 June 2006, the Interim Dean of CHASS mentioned the Executive Committee's 'unanimous support' of 10 May 2006 and added his own. He wrote that 'Faculty across the college have been involved in the development of the proposal' and 'it has received widespread support,' emphasizing that '[t]he College supports this transition' to departmental status and will 'assure that the necessary resources are provided.' The current Dean confirmed this position in his memo of 14 July 2006, noting that 'the College and the University have made substantial commitments to the program' and reaffirming the commitment to resources. In her memo of 15 September 2006 forwarding the proposal to the Chair of the Academic Senate, the Provost/Executive Vice-Chancellor remarked that Departmentalization had 'been enthusiastically received,' and promised 'additional staff resources' once formation is complete.

CHASS Faculty have had opportunities to pass comment on the Program and its Departmentalization plans for two and a half years in Chairs' meetings, departmental meetings, and via contact with FVC's Director and the Dean; many have done so, each one in laudatory terms. As noted in the Departmentalization document's main body, since 2004-05 we have welcomed a number of distinguished faculty from around the UC system, the nation, and beyond to help us deliberate on our future (see Appendix 8 for a list). They participated in open fora on the future of media and cultural studies, drawing on their experiences and ideas. This proved an excellent venue for the broadest possible consultation about our future. Advertised right across the University, it drew faculty and students from many departments. There can have been no more open consultation towards constructing a department than two and half years of roundtables on the subject! All we have heard is supportiveness for Departmentalization.

The following letters of support have come from CHASS departments: Alicia Arrizón, Chair of Women’s Studies, comments that '[t]he departmentalization of FVC will greatly enhance undergraduate education at UCR by capitalizing on synergy and collaboration between departments, Women's Studies among them. As such, the new proposed Department will provide a fertile environment for the interdisciplinary collaboration and innovative programs that are distinctive characteristics of CHASS.' Chuck Whitney, Chair of Creative Writing, notes that 'the academic plan ... is academically and pedagogically sound ... fills a demand for relevant instruction in media studies; and ... can further interdisciplinary work on the UCR campus.' Tom Patterson, Chair of Anthropology, says the proposed department 'will enrich our students' and 'allow bridges between existing units
within and beyond the college to be strengthened or built anew on solid
intellectual foundations,' noting that ‘faculty members of the Department of
Anthropology already teach related courses and are eager to explore potential
avenues of collaboration.' Katherine Kinney, Chair of English, says that her
department ‘fully supports the proposal ... as a very positive direction for the
College as a whole.’ She goes on to note that she sees FVC ‘student traffic every
day in our office’ and experiences ‘the increasingly complex and arduous process
of coordinating the teaching schedules of faculty participating in FVC.’ Because
we are not a department, she notes, students miss out on the allocation of
resources that come with that status, and there is an ‘increased workload on the
English department staff.’

No-one from any intellectually relevant field, whether locally, regionally,
nationally, or internationally, has expressed opposition to this innovation. The
time for consultation on becoming a department should pass. The time for action
is upon us.

3. ‘The list of affiliated faulty (Appendix 4) seems partially out-of-date and should
be revised.’
RESPONSE: This is not surprising given that the list was compiled—and
accurately so—when we first submitted the document, months prior to this
Committee’s critique. It had of course been serially updated in our electronic
version, but is always dynamic, as faculty elect to affiliate with us often. A
revised version is part of this document.

4. ‘How many of the affiliated faculty would likely request that their
appointments be moved partially or entirely into the new department?’
RESPONSE: Five faculty were appointed between 2004 and 2006 to work in
FVC (Freya Schiwy, Toby Miller, Lan Duong, Keith Harris, and Setsu
Shigematsu). In addition, 3 other lines have been promised, with one search
underway in the Winter of 2007. At present, the understanding is that while
faculty are formally hired into CHASS departments, most of their work is done
for the FVC program. As a department, MCS would be able to tenure them. In
addition, with departmentalization, faculty who currently teach in FVC could
transfer all or part of their lines, depending on their wishes, their departments’
needs, and the CHASS Dean’s ultimate decision. Given the allocation of lines
promised to Professor Miller and assumed in our Lustrum, we anticipate 8 faculty
members housed in the department via direct appointment up to now and in the
future, plus an uncertain number who may select to transfer their lines from other
parts of the University. It is implausible to give names and departments at the
present juncture, as this would both breach confidentiality and be presumptuous
absent the negotiations required to bring it to fruition. Several people have
expressed strong interest in transferring part or all of their positions.

5. ‘The proposal would be strengthened by data on the placement of ... graduates
to date.’
RESPONSE: FVC has one staff member, whose time is shared with two other Programs and a department. This kind of data-gathering has therefore been impossible. The Senate will have seen in the Provost/Executive Vice-Chancellor’s memo of support that immediately upon becoming a department, we’ll be given full-time Staff who can undertake just such valuable research. As long as we are held back from this change, that work cannot be done. Nevertheless, we have been able to get some useful, albeit anecdotal, information. Here are 8 cases:

1) ‘I’m currently working for a Production company in Northern California. I’ve also worked on two feature films outside this current production company one of which is up for distribution.’

2) ‘After graduating from UCR in the Winter of 2006, I landed a position at Storytellerz, a small production company in Marina Del Rey. My job as of right now is an assistant to the owner (who is also a producer and director), but he says he would like to see me become a field producer or an associate producer within a year. I am hoping to achieve this goal as soon as possible as I like the idea of being involved in the production of a TV show, film, or commercial from start to finish. My daily tasks include … phones, project coordinating, research, filing, managing the owner’s calendar, managing a phone log, setting meetings and conference calls, daily accounting/expense reports, managing interns, scheduling editors, making travel arrangements and script coverage.’

3) ‘I am from the ’05 FVC class with a concentration in Media. I also won the 2004 and 2005 UCR student film festival. It is wonderful to hear about the progression of the film program at UCR. It was small when I attended, but it was a fun, strong, and an informative department for those pursuing film and visual culture. I have always had great enthusiasm with film, so I am very excited to hear the news of expansion with faculty, students, and dedicated facilities! We need it and I can’t wait until UCR is a collegiate film powerhouse with the likes of USC, NYU, and UCLA. I am currently working as the executive assistant for executive producer Mark Burnett, president of Mark Burnett Productions. He created the shows Survivor (we are currently in Season 14!!) Apprentice (in Season 6) The Contender, and Rockstar. Additional current projects include Are You Smarter Than a 5th Grader, (following American Idol on FOX), Pirate Master on CBS (Survivor/Pirate Adventure Show) the HIGHLY anticipated On The Lot with Steven Spielberg (I almost died when I met him) and finally the MTV Movie Awards. I truly am
having the experience of a lifetime right now. Mark is at
the top of the industry, everyday I am on the phone with
characters ranging from Donald Trump to Spielberg. We
currently have scripted deals with New Line, DreamWorks,
and Lions Gate. I am very lucky to have a job with such
exposure in all aspects of the industry. My job ranges from
administrative work, to personal work with my boss, to
being on set and dealing with almost every aspect behind
the scenes. Terribly sorry for going on and on here, but all
this has come to be because of my experience and
inspiration from my education at UCR.'
4) ‘Great to hear that the FVC has its own department now!
Currently I’m working in … Orange County at a
Corporate medical facility … I’m finalizing edits to my
scripts to submit to this year’s screenplay fellowships
(Nickelodeon, Disney, Nicholls)’
5) ‘I moved to LA summer of ’05 and got my start
interning in casting. From there I became assistant to Peter
Schneider (former chairman of Walt Disney Studios) and
associate producer at Cinevative, a creative studio (mostly
commercials). Next, I went to work for an indie production
co. (DoubleShot Films) and produced my first two feature
films. It has been less than two years and I have produced
two features! I had the experience of a lifetime at UCR and
would love to do anything to assist in the advancement of
the FVC department!’
6) ‘I’m so happy to hear that FVC will finally be its own
department. I graduated from UCR last June 2006. I have
applied to several graduate schools within the LA area, but
I won’t hear from them until April. I also applied for an
internship in NBC San Diego area for the summer 2007 and
I hope my application will be considered since I am not
currently enrolled in an accredited college. So far, since I
have graduated from UCR I have worked in jobs not related
to my major … just to get by with financial responsibilities.
I hope someday to find my break in the film industry and
make UCR proud.’
7) ‘I just landed a job at a small production company in
Marina Del Rey and I’m on the verge of moving to Venice!
Exciting, huh? My boss is already saying he’d like to see
me be an associate producer within a year. …. UCR’s film
program is just as valuable/high quality as any
university’s.’
8) ‘doing a 1-year internship at Saatchi and Saatchi in
Shanghai … involved in advertising, … as a production
assistant.’
b) In a memo of 23 October 2006, the Committee on Planning and Budget requested address of the ‘following concerns.’ Our response follows each request.

1. ‘[I]dentify the proposed department’s core faculty.’
RESPONSE: The Committee sensibly notes the difficulty of identifying all members, as per our response above to the Committee on Educational Policy. We repeat our answer to the latter’s request on this topic: 5 faculty were appointed between 2004 and 2006 to work in FVC (Freya Schiwy, Toby Miller, Lan Duong, Keith Harris, and Setsu Shigematsu). In addition, 3 other lines have been promised, with one search underway in the Winter of 2007. At present, the understanding is that while faculty are formally hired into CHASS departments, most of their work is done for the FVC program. As a department, FVC would be able to tenure them. In addition, with departmentalization, faculty who currently teach in FVC could transfer all or part of their lines, depending on their wishes, their departments’ needs, and the CHASS Dean’s position. Given the allocation of lines promised to Professor Miller and assumed in our Lustrum, we anticipate 8 faculty members housed in the department via direct appointment up to now and in the future, plus an uncertain number who may select to transfer their lines from other parts of the University. It is implausible to give names and departments now, as this would both breach confidentiality and be presumptuous absent the negotiations required to bring it to fruition. Several people have expressed strong interest in transferring part or all of their positions.

2. ‘It is essential to identify the number of firm FTE that will constitute the new department at its inception’
RESPONSE: See above reply and the Lustrum, which is essentially the same as in the original version of this document. It listed, and lists, the 8 FTE allocated to Professor Miller at the time he was hired.

3. ‘How many faculty FTE have been committed to this new department and over what period?’
RESPONSE: See above replies and the Lustrum, which is essentially the same as in the original version of this document. It listed, and lists, the 8 FTE allocated to Professor Miller at the time he was hired.

4. ‘How will [AAs advising students] . . . fit in with the EVC and Provost’s future plans for undergraduate advising by individuals having at least a BA/BS degree?’
RESPONSE: We said in the first version of this document that staff would do this task. Our currently shared staff member, who intends to join MCS, has a degree. In addition, the Committee will no doubt be aware that the Provost/Executive Vice-Chancellor’s policy is to recognise as competent undergraduate advisors those staff who have extensive experience in advising but lack a degree.
c) In a memo of 29 October 2006, the Graduate Council requested address of the following [c]oncerns and questions.’ Our response follows each request.

1. ‘Explain clearly the domain of “cultural studies” ... the absence of a comparative definition is ... unsettling ... [there are] some misgivings about the intellectual coherence of “cultural studies” as a discipline.’
RESPONSE: We have sought to do this in our comprehensive redrafting of the section of this document dedicated to cultural studies. We do not in any sense wish to say others in the University should eschew cultural studies, any more than mathematicians would endeavor to stop others from using calculus. We do wish to signal the centrality of cultural studies to our work, as no other segment of the University has sought to do, apart from the existence of a key sequence of courses in Hispanic Studies and some classes in English. In addition, as the Council will have seen, our existing title contains the term ‘culture,’ as do two of the three undergraduate tracks, while the third specifies the centrality of cultural studies. This was not a problem at the much broader level of approval for establishing FVC as a degree program. The Senate’s Committee on Educational Policy approved Hispanic Studies’ undergraduate Cultural Studies option on 2 May 2006 without demurral, and we very much endorse that degree track, based as it is in similar language to our original proposal for Departmentalization. We trust that this history, alongside the lengthy account of cultural studies in the revised document, the list of approaches we endorse, and the mixture of regions of cultural production around the world and the nation that we have made central to our planning, is sufficient information.

2. ‘The proposal does not include documentation that departments’ advice has been sought.’
RESPONSE: As noted above, over 100 sets of eyes have reviewed this document. In forwarding the first version to the Provost/Executive Vice-Chancellor on 20 June 2006, the Interim Dean of CHASS mentioned the Executive Committee’s ‘unanimous support’ of 10 May 2006 and added his own. He wrote that ‘Faculty across the college have been involved in the development of the proposal’ and ‘it has received widespread support,’ emphasizing that ‘[t]he College supports this transition’ to departmental status and will ‘assure that the necessary resources are provided.’ The current Dean confirmed this position in his memo of 14 July 2006, noting that ‘the College and the University have made substantial commitments to the program’ and reaffirming the commitment to resources. In her memo of 15 September 2006 forwarding the proposal to the Chair of the Academic Senate, the Provost/Executive Vice-Chancellor remarked that Departmentalization had ‘been enthusiastically received,’ and promised ‘additional staff resources’ once formation is complete.

CHASS Faculty have had opportunities to pass comment on the Program and its Departmentalization plans for two and a half years in Chairs’ meetings, departmental meetings, and via contact with FVC’s Director and the Dean; many have done so, each one in laudatory terms. As noted in the Departmentalization
document’s main body, since 2004-05 we have welcomed a number of distinguished faculty from around the UC system, the nation, and beyond to help us deliberate on our future (see Appendix 8 for a list). They participated in open fora on the future of media and cultural studies, drawing on their experiences and ideas. This proved an excellent venue for the broadest possible consultation about our future. Advertised right across the University, it drew faculty and students from many departments. There can have been no more open consultation towards constructing a department than two and half years of roundtables on the subject! All we have heard is supportiveness for Departmentalization.

The following letters of support have come from CHASS departments: Alicia Arrizón, Chair of Women’s Studies, comments that ‘[t]he departmentalization of FVC will greatly enhance undergraduate education at UCR by capitalizing on synergy and collaboration between departments, Women’s Studies among them. As such, the new proposed Department will provide a fertile environment for the interdisciplinary collaboration and innovative programs that are distinctive characteristics of CHASS.’ Chuck Whitney, Chair of Creative Writing, notes that ‘the academic plan … is academically and pedagogically sound … fills a demand for relevant instruction in media studies; and … can further interdisciplinary work on the UCR campus.’ Tom Patterson, Chair of Anthropology, says the proposed department ‘will enrich our students’ and ‘allow bridges between existing units within and beyond the college to be strengthened or built anew on solid intellectual foundations,’ noting that ‘faculty members of the Department of Anthropology already teach related courses and are eager to explore potential avenues of collaboration.’ Katherine Kinney, Chair of English, says that her department ‘fully supports the proposal … as a very positive direction for the College as a whole.’ She goes on to note that she sees FVC ‘student traffic every day in our office’ and experiences ‘the increasingly complex and arduous process of coordinating the teaching schedules of faculty participating in FVC.’ Because we are not a department, she notes, students miss out on the allocation of resources that come with that status, and there is an ‘increased workload on the English department staff.’

No-one from an intellectually relevant field, whether locally, regionally, nationally, or internationally, has expressed opposition to this innovation. The time for consultation on becoming a department should pass. The time for action is upon us.

3. ‘It is not clear how achievement of department[al] status will change ... [the fact that] it is difficult for faculty to teach courses under the rubric of other departments.’

RESPONSE: Various faculty have indicated they are prevented from teaching within FVC because their departments obstruct courses they wish to offer, or prohibit cross-listing. It is not generally the case that departments operate in this way, but as with joint hires in lieu of our attaining departmental status, it is a
problem in some cases. Should these faculty join MCS, in part or comprehensively, this problem would be alleviated.

4. (i) '[A]ny faculty teaching ... will be considered a member of the department. Is this what the proposal writers intend?'
RESPONSE: Yes. We are using the concept of membership as per a stakeholder, and we include students, staff, and teachers under that definition. In terms of voting rights, those are explained in the proposal.
(ii) '[T]he Director of Faculty and Staff Faculty and Staff Affirmative Action will be consulted in appointing the department’s tenure, merit and promotion committees. Truly?'
RESPONSE: Yes. If affirmative-action issues matter at appointment, they matter at tenure, merit, and promotion, in our view, though this is of course subject to agreement from the Director to participate.
(iii) 'Students do not have a formal role in merit, promotion, and tenure in other departments.'
RESPONSE: We think they should have a role, in the words of the Proposal, ‘as appropriate.’

5. (i) 'Can the proposers please supply additional information on how to obtain ... Quality Assurance Agency for Higher Education. (2002) Communication, Media Film and Cultural Studies [and] CHASS Organizational Review.'
RESPONSE: Materials we cite are best looked for in three places—a) university and public libraries, if necessary via the Inter-Library Loan system b) the World Wide Web and c) by writing to the relevant entity and requesting a copy of the desired document. In the case of the Quality Assurance Agency for Higher Education, the address is: Southgate House, Southgate Street, Gloucester GL1 1UB, United Kingdom. The CHASS Organizational Review can be obtained from the Office of the Dean.
(ii) 'A course number is missing for ... Music in Movies and TV.'
RESPONSE: It is MUS 009/MUS 007. This has been amended in the document’s course listing.
(iii) '[T]he list of associations, journals, book series, and museums ... would benefit from adding spaces between the internal paragraphs.'
RESPONSE: We have done this.

(d) In a memo of 31 October 2006, the Committee on Academic Personnel’s ‘only concern is the difficulties inherent with a department with a large number of academic faculty members with split appointment[s]. Even faculty with 0% appointments will have full voting rights on MPA files. We urge that efforts be made at all levels to encourage faculty wishing to join the new department [to] do so at 100%.’
RESPONSE: We appreciate the advice on 0% appointments, and wish to continue the existing affiliate system for those without at least 25% appointments. We do not require 100% appointments, but certainly hope for that in the case of new appointees and existing Faculty who join us.
(e) In a memo of 19 October 2006, the Undergraduate Council expressed 'a not insignificant amount of concern (frustration) that input was sought at a very late stage in the process ... [a]lthough there were no obvious problems with the current proposed action.'
RESPONSE: We were instructed to proceed in this way by the CHASS Dean’s office.

(f) In a memo of 16 October 2006, the Committee on Faculty Welfare had 'no substantive comment on the proposal.'

(g) In a memo of 20 October 2006, the Committee on Research 'supports the proposal.'

(h) In a memo of 6 October 2006, the Library Committee 'supports the proposal ... [and] request[s] an assessment of the projected needs for the new department ... We strongly recommend that the new department appoint a liaison to the library.'
RESPONSE: We have amended the document to note that a Library Liaison (LL) will be chosen by the core faculty. Normally serving for three years, the LL will oversee relations with the Library and budgetary needs for purchase and preservation. When we know the composition of the core faculty, we’ll coordinate acquisitions and facilities with the Library in this way.
## ATTENDANCE RECORD
**COMMITEES OF THE ACADEMIC SENATE**
**SEPTEMBER 1, 2006 THROUGH APRIL 30, 2007**

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# ATTENDANCE RECORD

**COMMITTEES OF THE ACADEMIC SENATE**  
**SEPTEMBER 1, 2006 THROUGH APRIL 30, 2007**  

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# ATTENDANCE RECORD
COMMITTEES OF THE ACADEMIC SENATE
September 1, 2006 through April 30, 2007

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*The Committee conducted business by email and telephone*

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