UNIVERSITY OF CALIFORNIA
ACADEMIC SENATE

REGULAR MEETING OF THE RIVERSIDE DIVISION

MONDAY, NOVEMBER 17, 2008
A265 BOURNS
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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A. October 15, 2008 meeting was cancelled

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November 7, 2008
A.S. Jacobs, Secretary-Parliamentarian
Riverside Division of the Academic Senate
MEETING: The Riverside Division of the Academic Senate met on Tuesday, May 20, 2008, at 2:10 p.m. Bourns A265. Chair T. Cogswell presided.

MINUTES: The minutes of the Regular meeting of February 19, 2008 and the minutes of the Special Meeting of March 4, 2008 were approved as distributed.

ANNOUNCEMENTS BY THE CHANCELLOR:

Acting Chancellor Robert Grey briefly discussed the budget situation. The May’s revision of the Governor’s budget put back $100M, the net decrement for the University from this year’s budget will be around 3% which would be manageable. Some campuses are assigning budget cuts, UCR has chosen not to do that.

Acting Chancellor Grey announced that we have a new Dean for the College of Natural and Agricultural Sciences. Tom Baldwin from the University of Arizona has accepted the offer and is contingent upon regental approval.

UCR will have a new Chancellor and the University will have a new President. Changes are occurring in the Office of the President, there is a lot of down sizing and there are a number of new people. The President is also new to our system with an excellent reputation who will bring new views and ways of doing things. He encouraged the Senate to continue to play their role in shared governance. The shared governance principal has served the University of California very well over time and has allowed campuses in the University to grow and prosper.

Acting Chancellor Grey thanked everyone for their collaboration in the spirit of shared governance and said that it had been a pleasure working with everyone.

ANNOUNCEMENTS BY THE EXECUTIVE VICE CHANCELLOR: There were no announcements by the Executive Vice Chancellor and Provost.

ANNOUNCEMENT BY THE SECRETARY PARLIAMENTARIAN: Professor A. S. Jacobs announced that the election report was found on page 5 of the full agenda.

Professor A.W. Norman was elected Chair of the Division to serve a two-year term beginning September 1, 2008.

For the office of Vice Chair of the Division, a single nomination was received for Professor W. Beyermann to serve a one-year term beginning September 1, 2008. The Secretary Parliamentarian was instructed to cast a single ballot for the nominee.

For the office of Representative to the Assembly, a single nomination was received for Professor M. M. Martins-Green to serve a two-year term beginning September 1, 2008. The Secretary Parliamentarian was instructed to cast a single ballot for the nominee.

Professor J. Ward, R. Rodriguez, K. Esterling, R. Arnott, and D. Burrill were elected to serve on the Executive Committee of the College of Humanities, Arts, and Social Sciences. Professors L. Bell and C. Gailey were elected to serve on the Committee on Committees from the College of Humanities, Arts, and Social Sciences.

Professors E. Rolland and B. Dodin were elected to serve on the Executive Committee of the A. Gary Anderson Graduate School of Management.

Professor D. Mitchell was elected to serve as Chair of the Faculty of the Graduate School of Education and Professors M. Nash, G. Marcoulides and L. Swanson were elected to serve on the Executive Committee.
ANNOUNCEMENTS BY THE CHAIR: Chair T. Cogswell made some brief remarks. The Medical School as well as the proposed School of Public Policy are both before the appropriate system-wide committees in Oakland. We are now focusing on our share of the role in the WASC reaccreditation process and have asked for another Senate-Administration Task Force to tackle this task.

Chair T. Cogswell reported that there was good news from the Ad Hoc Committee on General Education Reform and that three, possibly four pilot projects, will be presented at the Fall Division meeting.

Chair T. Cogswell called attention to the report of the Ad Hoc Committee on the implementation of the e-file system, which is chaired by Professor R. Redak. While the Senate has yet to endorse the entire process, it strongly supports the further development of the new system. Among its findings is a call for a formal governance structure to oversee the e-file system, and calls for us to move forward on the electronic processing of merits and to pause and consider promotion cases until confidential issues are resolved. We are now in negotiations with the Administration about implementing these recommendations.

Chair Cogswell thanked the members of the Selection Committee, Joe Childers, Manuela Martins-Green and Jodie Holt, that brought us our new Chancellor, Timothy White. Chair Cogswell then acknowledged our immense debt to our current Chancellor, Robert D. Grey. On behalf of the Executive Council, Chair Cogswell presented Chancellor Grey with a plaque with the following inscription: “Robert Dean Grey, Acting Chancellor 2007-2008, for his wise leadership, careful stewardship, and unfailing good humor. Academic Senate, UC Riverside.” A round of enthusiastic applause followed.

Chair Cogswell thanked the Senate Staff, members of the Executive Council, his Vice Chairs, past and present, and his Secretary-Parliamentarians for all their help and guidance. He stated he delighted in getting to know the faculty and also thanked the Administrators and Deans. “If we have had any successes the past few years, it has been because the faculty has been able to agree on a host of issues, great and small. In consensus and in unity is our real strength.”

SPECIAL ORDERS:

Consent Calendar: The Consent Calendar was adopted with unanimous consent.

REPORT OF THE REPRESENTATIVE TO THE ASSEMBLY: Professor C. Lovatt was not able to attend the meeting. The report from the February 20, 2008 Assembly Meeting can be found on page 125 of the full agenda.

REPORTS OF STANDING COMMITTEES AND FACULTIES:

A. Professor N. Schiller, Chair of the Committee on Distinguished Teaching, presented and moved adoption of the nomination of Professor S. Straight as the recipient of this year’s Distinguished Teaching Award. http://senate.ucr.edu/senate_site/cms.php?node=DT_current The report is found on page 126 of the full agenda. The motion was unanimously approved. Congratulations were extended to Professor Straight and a round of enthusiastic applause followed.

B. Professor R. Russell, Chair of the Committee on Faculty Research Lecturer, presented and moved adoption of the nomination of Professor I. Strenski, Department of Religious Studies as the recipient of the Faculty Research Lecturer Award for 2008-2009. http://senate.ucr.edu/senate_site/cms.php?node=frl_0607 Dr. Strenski’s distinguished career is summarized and reported on page 128 of the full agenda. The motion was unanimously approved. Congratulations were extended to Professor Strenski and a round of enthusiastic applause followed.

C. Professor J. Trumble, Chair of the Committee on Distinguished Campus Service, presented and moved adoption of the nominations of Professor C. Cranor, Department of Philosophy, and Professor M.M. Martins-Green, Department of Cell Biology and Neuroscience for this honor. http://senate.ucr.edu/senate_site/cms.php?node=DCS_current The extensive contributions of these two dedicated campus citizens are summarized in the report of the Committee found on pages 129 and 130 of
the full agenda. The motion was unanimously adopted. Congratulations were extended to Professor Cranor and Professor Martins-Green and a round of enthusiastic applause followed.

D. Professor T. Cogswell, Chair of the Executive Council, presented and moved adoption of the Proposal to Reconstitute the AGSM and the Transfer of the B.S. Degree in Business to AGSM, which can be found on page 135 of the full agenda. The motion was unanimously adopted.

E. Professor T. Cogswell, Chair of the Executive Council, presented and moved adoption of the Namings from the Senate: Student Academic Support Services building project to Student Services Building, which can be found on page 135. The motion was unanimously adopted.

F. Professor A. Walker, Chair of the Executive Committee of the Division of Biomedical Sciences, presented and moved adoption of the Post Baccalaureate Program in Biomedical Sciences which can be found on page 159 of the full agenda. The motion was unanimously adopted.

G. Professor L. Nunney, Chair of the Executive Committee of the College of Natural and Agricultural Sciences, presented and moved adoption of the Proposal for a B.A. Degree in Geoscience Education, which can be found on page 166 of the full agenda. The motion was unanimously adopted.

H. Professor L. Nunney, Chair of the Executive Committee of the College of Natural and Agricultural Sciences, presented and moved adoption of the Proposal for a B.S. Degree in Mathematics for Secondary School Teachers, which can be found on page 173 of the full agenda. The motion was unanimously adopted.

I. Professor I. Dumer, Chair of the Graduate Council, presented and moved adoption of the Proposal for M.S. and Ph.D. Degrees in an Interdepartmental Graduate Program in Materials Science and Engineering, which can be found on page 183 of the full agenda. The motion was unanimously adopted.

J. Professor I. Dumer, Chair of the Graduate Council, presented and moved adoption of the Proposal for a Joint Doctoral Program in Evolutionary Biology Between the University of California, Riverside and San Diego State University, which can be found on page 373 of the full agenda. The motion was unanimously adopted.

There being no further business, the meeting adjourned at 2:42 p.m.

ATTEST:

A.S Jacobs, Secretary-Parliamentarian
Riverside Division of the Academic Senate

Sue Stracener
Recording Secretary
2008-2009 Election Report

1. BOURNS COLLEGE OF ENGINEERING

At the Faculty Meeting of the Bourns College of Engineering on June 6, 2008, Professor G. Ciardo was approved to serve as the Computer Science Member on the BCOE Executive Committee for a three year term effective September 1, 2008. Professor C. Shelton was approved to serve as the At Large Member of the BCOE Executive Committee from the Department of Computer Science for a three year term effective September 1, 2008.

2. COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES

One Member, CNAS Executive Committee from the Department of Statistics
(2 year unexpired term)

1 valid nomination received:

Professor Jun Li

At the Faculty Meeting of the College of Natural and Agricultural Sciences on May 28, 2008, the Secretary was instructed to cast a single ballot for the following nominees which were approved for membership on the College Executive Committee effective September 1, 2008:

Chair of the Faculty (2 year term) Professor M. Yates
Botany & Plant Sciences (3 year term) Professor T. Close
Entomology (3 year term) Professor R. Stouthamer
Mathematics (3 year term) Professor G. Gierz
Nematology (1 year unexpired term) Professor E. Platzer
Committee on Committees (3 year term) Professor A. Rao (Plant Pathology)

3. GRADUATE SCHOOL OF EDUCATION

One Member, Committee on Committees (2 year unexpired term)

No valid nomination received

At the Faculty Meeting of the Graduate School of Education on October 14, 2008, the Secretary was instructed to cast a single ballot for Professor Reba Page, who was approved to serve on Committee on Committees for a 2 year unexpired term effective September 1, 2008.
In Memoriam

IVAN HINDERAKER

Chancellor, Emeritus
University of California, Riverside

Ivan Hinderaker served as Chancellor of the University of California, Riverside for fifteen years that were often turbulent both on and off campus. The change from semesters to quarters, the reorganization of agriculture and the biological sciences, the transition from an undergraduate liberal arts campus to a research university with graduate programs, the introduction of professional schools, Vietnam and its accompanying campus unrest – all of these took place on Ivan’s watch. Each of these issues, and others, could have harmed the campus. Ivan’s vision and leadership, his clear thinking and ability to communicate with everyone, and his balanced approach to all issues helped the campus negotiate these various shoals and establish the basis for what UCR has become today.

Ivan came to UCR in 1964 after significant career elements first in his native Minnesota and then in California. Born in 1916 in Hendricks, Minnesota, he graduated from St. Olaf College in 1938, then went to the University of Minnesota as a Research Assistant in the Public Administration Training Center, where he met his future wife Birk. He was a research intern in the Minnesota League of Cities. He was elected to the (non-partisan) Minnesota Legislature in 1940 at age 24 while still in graduate school. When Pearl Harbor was attacked, Ivan finished his MA thesis quickly in order to go to Washington DC and eventually join the United States Air Force. After three years he was discharged in Sacramento and discovered that he liked California. After he returned to the University of Minnesota to finish his doctorate in 1948, and with competing job offers from Stanford and UCLA, he joined the faculty of the Department of Political Science at UCLA.

Ivan was at UCLA for 14 years, the last two (1960 to 1962) as chair of the Department of Political Science. During 1959-60 he was on leave to be speech writer for Secretary of the Interior Fred Seaton. As chair, he recruited Chuck Young, among other notable future academic leaders. During this time he periodically wrote articles for the Los Angeles Times; he also served as a consultant for Elections and Reapportionment Committee of Assembly. Both of these experiences produced many friends and acquaintances in the California Legislature and other branches of government, and these relationships would serve him – and UCR – well in future years.

In the summer of 1962 Ivan joined the fledgling University of California, Irvine (UCI) campus as Vice Chancellor for Academic Affairs. Dan Aldrich had just been appointed Chancellor of UCI in January 1962, and the campus opened its doors to students in 1965. Among Ivan’s primary responsibilities was the recruitment of deans and department chairs. One of his key appointments was
Jack Peltason (who would later become President of the University of California) as dean of the College of Letters and Sciences.

The dedication of the UCI campus was held on June 20, 1964. The next morning Harry Wellman, Vice President of the University of California, came to Ivan’s office and said that President Clark Kerr and he wanted Ivan to become Chancellor of the University of California, Riverside. Then-Chancellor Herman Spieth had earlier announced his retirement effective June 30, 1964. There was a search in process but Ivan was not aware that he was being considered, so Wellman’s request came as a complete surprise.

Ivan quickly accepted the Chancellorship at UCR. He recognized three major challenges that the campus would face in the coming years. The biggest challenge was the (lack of) relationship between the Citrus Research Center/Agricultural Experiment Station (CRC/AES) and the College of Letters and Science. When UCR opened its doors to undergraduate students in 1954, the CRC/AES had already been in place for nearly a half century and was well established as a successful research center. For a number of years the new College of Letters and Science and the CRC/AES co-existed with little interaction. When the Regents of the University of California declared UCR a general campus in 1959, a number of interrelated issues arose with respect to UCR’s mission and how it would be met. One issue was the transition from a college devoted solely to a classical undergraduate education in the Liberal Arts – an ideal that many of the founding faculty held dear – to a campus with graduate education and professional schools.

The second challenge was that as master’s and doctoral programs loomed, it was unclear what the relationship between the College of Letters and Science and the CRC/AES should be with respect to graduate education. These two major issues were still unresolved when Ivan arrived as UCR’s new Chancellor in 1964. The third major challenge that Ivan recognized clearly was UCR’s geographical disadvantage in relation to other UC campuses.

On the other hand Ivan recognized that there were tremendous actual and prospective assets. Riverside was a campus of the University of California, and as he put it, “Figuratively, I kept the great seal of the University of California well polished and clutched tightly to my breast.” Furthermore, the growth in enrollment from the initial 1500 student population projection to roughly 4000 when Ivan arrived in 1964 had brought actual and promised resources, including a substantial and aggressive expansion of the capital facilities. The University was committed to seeing through – and supporting financially – the difficult transition to a general campus with University of California quality in every area. And the existing quality of instruction and research was indeed very high. UCR had already attracted national attention for the high percentage of its graduates who went on to graduate and professional degree programs, and for their successful competition for national awards such as Woodrow Wilson and National Science Foundation fellowships. UCR received authorization for a Sigma Xi chapter in 1963, and was the third UC campus (after Berkeley and
UCLA) to gain Phi Beta Kappa status. A handful of doctoral programs had already begun by 1964 and others were planned. Two research institutes (CRC/AES and the Statewide Air Pollution Research Center) existed and a third (the Dry Lands Research Institute) was being planned. Not the least of the assets that Ivan recognized was the potential strength to be gained by combining the expertise of the College of Letters and Science biological sciences faculty (which was heavily focused on basic research) with that of the CRC/AES scientists who were much more oriented to research concerned with agricultural applications.

Because of UCR’s geographical location, Ivan realized that in order to compete for a robust undergraduate student population UCR would have to offer a range of attractive degree programs beyond the usual array of liberal arts majors. With a unique structural cooperation between the College of Social and Behavioral Sciences and the Graduate School of Administration (GSA), in 1973 UCR created the Administrative Studies Program, which except for that at Berkeley was the only UC undergraduate program for prospective administration majors. The curriculum drew heavily from the social sciences with administration courses added by the GSA, and both units had to agree on the curriculum and any changes in the major requirements. The degree was awarded by the College rather than the GSA.

An even greater challenge was the creation of the Biomedical Sciences Program, in which UCR combined with the UCLA medical school to offer a seven-year combined undergraduate and medical degree. The first five years were offered at UCR and covered the undergraduate degree as well as the first two years of medical school. The program proved very effective in recruiting large numbers of excellent undergraduate students to UCR; after the first three years the top 24 students were selected to continue into the medical school curriculum and eventually to move to UCLA to complete the medical degree. Most of the other students remained at UCR to take other undergraduate degrees, and a substantial number of these students went on to pursue medical degrees at other universities. As the proposed program was being discussed, there was much concern expressed about the potential drain of resources from other parts of the UCR campus – the age-old concern whenever a new program is proposed. With support from the College of Natural and Agricultural Sciences and after a great deal of politicking in Sacramento, the resources were found, Ivan’s longer range vision prevailed, and the Biomedical Sciences Program has long been one of the uniquely defining features of the UCR campus and indeed forms the core for the medical school now being proposed.

The concept of professional schools had no place under the founding concept of UCR as a strictly undergraduate liberal arts college. However, with UCR’s transition to a general campus and the accompanying acceptance of graduate-level education, the path for prospective professional schools was cleared, and UCR’s first two professional schools were created during Ivan’s chancellorship. The Education Department was part of the College of Letters and Science and asked to be broken out into its own structure; the School of Education was created with little opposition in 1968. The Graduate School of Administration
was established in 1970 against much more resistance, particularly since the campus was not awarded dedicated resources to start the school. Instead, resources had to be taken from the campus’s overall pool, thus decreasing those available to other units. The GSA was thus begun on a shoestring. Ivan was convinced of the importance of the GSA and was proud of its role in UCR’s spectrum of educational opportunities.

The most difficult problem of all with respect to the campus mission was the relationship between the CRC/AES and the biological scientists in the College of Letters and Science. It was here that Ivan’s leadership qualities were put to the sternest test and were found fully up to the challenge, and it is arguably his most significant legacy to present-day UCR that he met this challenge – and prevailed. The overarching goal was to exploit the potential synergies and combined strengths of the biological sciences faculty who were distributed across both the College of Letters and Science and the CRC/AES. Resistance to a merger of these scientists into a single unit came from the college, which feared the loss of one of its substantial strengths, as well as from the CRC/AES, which feared the loss of its traditional orientation to applied, mission-oriented research. A committee of distinguished faculty members recommended the creation of a new unit, the College of Biological and Agricultural Sciences, to be composed of the CRC/AES and the life sciences then in the College of Letters and Science. Needless to say the process of consultation involved spirited debate, and in the end both the faculty of the College of Letters and Science and the entire Academic Senate voted heavily against the proposed reorganization. The faculty votes were not binding, however, since matters of organization are the prerogative of the administration. Ivan recognized that there was a window of opportunity for action that would eventually close, and that despite near-term opposition, the long-term impact of the proposed reorganization would be a solid basis for the development of the biological sciences at UCR. He therefore proposed the change to the President and Regents, and the reorganization went into effect July 1, 1968.

Ivan initiated a Chancellor’s Column in the student newspaper and this helped to establish a positive relationship between him and the student leadership. In his first column in this format, Ivan made it clear that he valued student input and opinion. In response, then Student Body President Bob Holcomb wrote that “the new administration has indicated the desire to listen to student recommendations and consider them on merit. Let me assure you that the Executive Council has the same view toward cooperation ....” These positive attitudes served the campus well during the period of Ivan’s leadership.

Various crises threatened the fabric of the student-administrative relationship. In 1966 the council wished to send a letter asking President Johnson to use force against Selma, Alabama, to prevent the city from stopping African Americans from registering to vote. Understanding that the University of California regulations in existence at that time forbade official student organizations from participating in extra-campus political action, Ivan threatened to vacate the council for the remainder of the academic year if it persisted with its intention. Five members of the council, including then-student body president Bob
Holcomb and other student officials, resigned from their offices. (Some of those five subsequently said that they knew the Chancellor was right in his position.)

Despite this, Ivan maintained close personal friendships with the students involved and enjoyed their respect for one another. Ivan took strong stands on other issues that aggravated students, but at the same time he was a passionate guardian of their views and their rights to express them in a supportive environment. When Ivan learned that during one demonstration some campus officer had called on the Riverside Police Department to take pictures of the demonstrators, he made a public statement that this would never happen again. In another demonstration, students were asked to, and did, leave a clear path for patrons of the Administration Building (now Hinderaker Hall) to enter and exit; Ivan’s administration served the demonstrators coffee and donuts, and afterward the students cleaned up the area that they had occupied.

This mutual respect served the campus well during the Vietnam era. Ivan respected and honored much of the student opposition to the war. He used the powers of his office to further some of the students’ projects: for example, he encouraged student excursions into the surrounding community to explain their views on the war and their commitment to free speech. Ivan’s respect and encouragement of student views and their expressions had much to do with the fact that UCR remained by and large peaceful during this fractious period while many other universities experienced violence.

In the mid-1960s when a proposed Black Studies Department was in its germinal state, a group of students demanded a right to participate in the selection of a department chair and in the development of the curriculum and the appointment, retention, and promotion of the faculty. By the Standing Orders of the Regents, control over appointment of department chairs belongs to the chancellor, and control over courses and curricula is vested in the faculties of the various campuses. Ivan steadfastly and courteously explained to the students, as well as to delegations of leading African-American citizens of local communities, what these holdings meant and why the students’ academic degrees would not be credible if control of the academic rules and procedures were to be abdicated by the university and turned over to the students. In fact, when a leading black state Senator from Los Angeles County, Mervyn Dymally, on behalf of the black students, came to the campus to remonstrate with Ivan, the latter received him with his usual courtesy and the Senator left later after congratulating the chancellor on the cogency of his presentation.

In his 1971 commencement message, Ivan summarized his vision of the university environment as follows: “I hope that UCR will be a place where you find people will care about you and where you can enlarge your capacity to care about other people. An institution made up with students, faculty and administrators who are committed not in a token sense, but in an all out sense to try to provide genuine opportunity for all who want to learn and to build, for all who want to earn the respect of others, for all who want to feel pride in their person and in their heritage. I hope that UCR will be a place where you will grow
to care about the institutions of our society, not in blind acceptance of everything about them, but through asking the questions which need to be asked, through your own evaluation of institutional strengths and weaknesses, through learning how to use these institutions to accomplish worthy objectives.”

Ivan and Birk were ardent supporters of the arts and the cultural life of the campus. They helped to organize many spontaneous arts groups and coalesced support for the arts through the establishment of the Chancellor’s Ball for the Arts, the proceeds from which enabled the creation of the Chancellor’s Awards in the arts. Ivan’s role in bringing the Keystone-Mast stereograph collection to UCR, to join the Bingham collection of photographic equipment, was instrumental in providing the framework for the UCR-California Museum of Photography (UCR-CMP), one of the country’s leading museums of photography and photographic apparatus. Ivan was personally involved in making each of these significant acquisitions become real, as he was in acquiring the Friends of Photography Collection for the UCR-CMP.

Beginning in his first years at UCLA, Ivan established excellent relationships of mutual trust and understanding with many significant politicians on both sides of the aisle. His interest in others’ views and his ability to express his own sometimes opposing views with respect stood him well over the many decades. The quality of his relationships with influential politicians served to UCR’s advantage at several key moments, such as the authorization of the Biomedical Sciences Program and, the following year, the success in overcoming Governor Jerry Brown’s prospective veto of funding for the program. When in the midst of yet another budgetary crisis there was talk of changing UCR to a CSU campus, it was in good part Ivan’s effective political connections that prevented this idea from gaining any real traction.

UCR has traditionally enjoyed very close and supportive relationships with the City of Riverside and the surrounding region. This is unfortunately not the norm for UC campuses, and in fact several campuses encounter significant community opposition to their aspirations and plans. Not so UCR, and much of this positive environment can be traced to Ivan’s desire and ability to reach out to the surrounding community. Ivan recognized clearly the value of these positive relationships, but it was more a result of his character than a pragmatic strategy designed to help the campus. Ivan simply enjoyed people, respected them, and he implicitly expected others at the campus to do likewise. The result has, over the ensuing decades, made UCR’s growth and increasing impact on the region a welcome development rather than an incursion to be resisted. Not surprisingly, the Riverside Chamber of Commerce chose Ivan Hinderaker as the first recipient of its Citizen of the Year award.

Bob Steinbrinck, a sports announcer who covered many UCR basketball and football games, writes of his friend: “Ivan Hinderaker was the perfect person at the ideal time for UCR. He was more than a leader – one who walks ahead. He was a guide, who walked beside you. And listened. His wit was gentle, his presence comfortable, his support unflagging, and his honesty went to the bone.”
We agree.

F. M. Carney
R. Ruibal
S. M. Van Gundy
D. H. Warren
In Memoriam
Benjamin Ching-Chun Shen

Distinguished Professor of Physics
University of California, Riverside
January 28, 1938 - July 12, 2007

Distinguished Professor of Physics Benjamin C. Shen died from cancer on July 12, 2007 after 38 years of service at the University of California, Riverside. He will be remembered as a versatile and effective physicist with exceptional vision and personal skills. He was instrumental in the founding of the experimental high energy physics group at UCR and the building of the UCR Department of Physics (now Physics and Astronomy). Within the high energy physics community, he was well known as an effective and affable group leader with a focus on experimentation at the Stanford Linear Accelerator Center (SLAC) and the European Center for Nuclear Research (CERN). His sense of humor, integrity, good nature and taste for life were contagious. He will be missed by his many friends and colleagues.

Born in 1938 in Shanghai China, Ben's early life was marked by the tumultuous events of that era. With his parents and three siblings, he moved repeatedly throughout southern and western China to avoid the conflicts then ravaging the country. The family eventually settled in Taiwan in 1949. After graduating from Chien-Kuo High School in Taipei in 1954, Ben came to the U.S. in 1956 with a scholarship to study at Providence College in Rhode Island. The next year, he transferred to the University of California, Berkeley, where he earned his bachelors degree in 1959 and Ph.D. in 1965, both in physics. His graduate research was directed by Gerson Goldhaber. His thesis dissertation was on resonance production in pion-proton interactions at the 20 inch bubble chamber at Brookhaven National Laboratory and the 72 inch bubble chamber at the Radiation Laboratory, now the Lawrence Berkeley National Laboratory (LBNL). In particular, he participated in the discovery of the $A_2$ [now called $a_2(1320)$] meson. While at Berkeley, he met his future wife Mayling Cheng. They were married in 1963.

After earning his Ph.D., Ben worked for two years as a research associate at LBNL, then for two additional years as a research associate at SLAC. During this latter period, he studied collisions of neutral long-lived K-mesons with protons and electron-beryllium interactions at the SLAC hydrogen bubble chamber. In 1969 he joined the young Department of Physics at UC Riverside. The focus of his work then shifted to CERN and to proton-proton diffractive physics at the Intersecting Storage Rings. In the early 1980’s he moved his group back to SLAC, becoming deputy spokesperson and then spokesperson of the TPC-PEP4 experiment where his physics interests centered on two-photon interactions. As spokesperson of the TPC-PEP4 experiment, he oversaw the crucial transition period between the detector-building and data-analysis phases.
Foreseeing future developments, Ben joined the OPAL Collaboration at CERN in 1986. His group's interests ranged from studies of the Z boson line shape, to tau lepton physics, to searches for New Particles. In the early 1990’s, when many U.S. high energy physics groups planned efforts at the subsequently-canceled Superconducting Super Collider, Ben was convinced that the physics could be done more effectively at the Large Hadron Collider (LHC) being proposed for CERN. He led his group in a research and development project at CERN to explore technologies for muon detection at the LHC. He played a leading role in early American participation at the LHC: UCR was one of only four U.S. institutions to be a founding member of the Compact Muon Solenoid (CMS) experiment. Reflecting his longtime interest in electron-positron annihilation physics, Ben joined the BABAR Collaboration at SLAC in 2002, then splitting his activities between BABAR and CMS.

Ben served as Chair of the UCR Physics Department three times: 1988-1990, 1991-1993, and 2003-2005. The first period, broken by a one-year sabbatical leave, resulted in a period of sustained departmental growth, with the addition of many of the faculty members who now form the backbone of the Department and its programs. He was able to accomplish this in spite of continuing budgetary challenges and the shock to the Department made by the VERIP early retirement program of the 1990s, which severely reduced the size of the Department. Ben’s central leadership role in the Department was continuous from the 1980’s until his death. During his second period as department chair, he oversaw the beginning of unprecedented growth in both undergraduate and graduate student enrollment and faculty size that continues to this day. As Chair he was deeply involved in instructional program development and course design, and showed great skill in shepherding program changes through the academic process. His personal charm and boundless energy (coupled with irrefutable arguments) were essential to the success of these initiatives and to his considerable service to the campus and the university.

Ben's honors included election as a Fellow of the American Physical Society, the American Association for the Advancement of Science, and as a foreign member of the Academy of Science of the University of Bologna. He held appointments as a visiting scientist or visiting professor at many institutions, including CERN, the Jet Propulsion Laboratory (JPL), and the National Central University of Taiwan. He was a member of the University Research Association Board of Overseers for Fermilab from 1997 to 2002, and served on many UCR campus and university system-wide committees. A single example in addition to this outstanding and tireless committee service: he was involved in bringing a number of physics Nobel Laureates to the UCR campus to give lectures and in obtaining the necessary resources from the campus. For many years, he acted as an informal science advisor to the late Congressman George Brown.
Ben's vision helped to guide the growth and development of the UCR Physics Department for a quarter of a century. He was a highly valued mentor for many generations of students, postdocs, and junior faculty.

He is survived by his wife Mayling, his two daughters Katherine and Christine, and five grandchildren.

Bill Gary (chair), Doug MacLaughlin, and Sun-Yiu Fung  
UCR Department of Physics and Astronomy
IN MEMORIAM

Ivan James Thomason
Professor of Nematology and Plant Pathology, Emeritus
UC Riverside
1925-2008

Ivan James Thomason died on January 26, 2008 at age 82. Soon after his birth in Burney, California, the family moved to Davis, CA, where Ivan grew up and attended school. After graduation from high school with honors, he put his dream to attend college on hold and volunteered in the US Army Corps of Engineers during World War II (1943-1946). He served in the South Pacific beginning in 1944 and was in Okinawa, Japan, when the War ended in 1945. Upon Ivan’s return from the army, he attended the University of California (UC) Davis where he earned his B.S. degree in Plant Sciences. He was attracted to the field of Plant Pathology after taking a required course in this subject. As an undergraduate he worked with renowned plant pathologists Drs. Lysle Leach and Jack Oswald. In response to their encouragement to pursue higher education, in 1950, he joined the University of Wisconsin, Madison where he received M.S. and Ph.D. in Plant Pathology under the direction of Dr. James Dickson, Cereal Pathologist. In 1954, soon after graduation, he joined the Department of Plant Pathology at the Citrus Experimental Station at Riverside, California. At the time, Ivan had little knowledge about nematodes and nematode diseases. In 1956 Ivan was appointed as an Assistant Nematologist in the Department of Plant Pathology and the Department of Nematology. He was At UC Riverside, Ivan built a nationally and internationally recognized program in Nematology.

Ivan Thomason’s research addressed the biology and control of root-knot and cyst nematodes. Early in his career, he experimented with chemical control but he was more interested in population dynamics of Heterodera schachtii on sugarbeets and developed a rotation program for sugarbeets that continues to be used by the industry in the Imperial Valley, California. Later in his career, Ivan’s research focused on breeding resistant crop varieties. His research identified heat stable root-knot nematode resistance sources in wild relatives of tomato. Just before his retirement, his group had identified root-knot nematode resistance sources in blackeye beans, lima beans and carrots, and this work laid the foundation for new ongoing investigations.

Ivan was known and respected for his leadership qualities and service. He served as the chair of the Department of Nematology at UC Riverside from 1962 to 1969. His easygoing manner and infectious laughter served him well in bringing together colleagues to work on multidisciplinary problems. He served as the California (statewide) pest management program director from 1976-1982, was the cofounder of the statewide UC Integrated Pest Management Program, and provided leadership as the IPM director from 1980-1983. Service on additional statewide committees included the Pesticide Advisory Board, and Science and Technology Review Committee. He was Vice-Chairman of the UC systemwide
Academic Senate Welfare Committee and numerous other UC Committees. Ivan retired from University of California in 1989. Even in retirement, Ivan continued to serve UC as President of UC Riverside Emeriti Association. In 1999, the UC Riverside Emeriti Association bestowed on Ivan the Outstanding Emeritus Faculty Award.

Ivan was a strong mentor for new UC Riverside faculty, postdoctoral fellows and graduate students from around the world. He encouraged and nurtured creativity and influenced many young Nematologists. Ivan and his wife Harriet, generously established the UCR Ivan and Harriet Thomason Research Endowment in support of graduate students in nematology.

Ivan was an active member of Society of Nematologists (SON) and the American Phytopathological Society (APS) and various nematology organizations. He served as vice president and president of SON from 1974 to 1976. He was honored by both SON and APS for his distinguished contributions to the science of Nematology and Plant Pathology with his election as Fellow of SON in 1983 and Fellow of APS in 1988.

Ivan cared about his community and gave his time and energy in several ways. He was a member of the Kiwanis club in Riverside and was involved in tutoring children in math and science. He especially enjoyed teaching at the School Farm, extending to young urban children knowledge of how plants and vegetables were planted and how they grew and produced food. He also volunteered in his church kitchen to feed the homeless. He was a dedicated husband to his wife Harriet, who preceded him in death, and his family tell of many incidents extolling his role as a great father and grandfather.

Ivan was an avid bird watcher. After retirement, he took several international trips to visit his former students and always managed to work in a bird watching trip on these travels. He also spent time on his duck carving hobby and other woodworking projects. Ivan had a friendly personality and was an excellent storyteller. He quickly made friends, enjoyed the company of others, and had many cherished lifelong friendships. Several of Ivan’s colleagues from University of Wisconsin ended up at UC Riverside. Ivan’s friendships with these colleagues continued to the end. They met almost daily at a coffee and doughnut shop near the University where they exchanged heated but friendly debates. Ivan’s legacy is one of an extraordinary work ethic and high standards in research and service. His colleagues at Riverside most remember him as one that encouraged and challenged in a way that brought out the best in all of us.

Isgouhi Kaloshian
Seymour D. Van Gundy
James G. Baldwin
To be received and placed on file:
The 2007-08 academic year marks the first full term following the physical move of the Committee on Academic Personnel (CAP) and support staff to the Academic Senate offices in University Office Building. This move brought CAP into line with other UC campuses, highlighting the role of CAP as a Senate committee. All parties worked hard to make the transition as smooth as possible, and CAP experienced no untoward bottlenecks in file processing by this move.

CAP met regularly during the academic year and the summer months and provided prompt, efficient feedback to the administration with minimal turn-around time. We are pleased to report that CAP efficiency improved to an overall average processing time of 10 days for all personnel actions (excluding appointments).

The 2006-07 CAP report listed procedures that were changed as a result of CAP’s physical move to the Academic Senate offices. Several procedures relating to file processing needed to be revisited with the move. These include CAP’s review and comment on the “statement of reasons” sent to faculty who are denied advancement, processes involving ad hoc committee coordination, access to records, and CAP review of the announcements of final administrative decisions. CAP is very pleased with the willingness shown by the administration to assure open and free flows of communication and exchanges of information.

In addition to the number of tasks charged to the Committee on Academic Personnel, the 2007-08 Committee was asked to coordinate a self-study of the academic personnel process and the Committee’s work. The final document is appended (Appendix II).

CAP met on 46 occasions during the 2007-08 academic year. Meetings were approximately 3 hours in length. At the beginning of the academic year, the Committee additionally met with the Chancellor, the Executive Vice Chancellor & Provost, the Vice Provost for Academic Personnel, and with all of the Deans. Most of the committee’s activity focused on personnel actions. CAP also was asked to provide opinions on a variety of Senate matters and administrative directives. These are listed below.

I. PERSONNEL ACTIONS
CAP reviewed 305 personnel actions this year and sustained an average turn-around time of 10 days from the time a file is received at CAP from the Academic Personnel Office to the time the CAP recommendation is forwarded to the administration. Included in this number are 233 merit/promotion files, 17 advancements to above-scale or Step VI, 16 appraisals, 5 career reviews, and 34 appointments. The Committee was scheduled to review 2 files of tenured faculty who have been at step for five or more years (quinquennial reviews); however, the files were not received in time to be
reviewed by the 2007-08 CAP. (The quinquennial review is in response to an August 12, 1991, directive from the Office of the President that all faculty members must be reviewed every five years.)

A summary of the Committee's actions is appended (Appendix I). A decision of the Chancellor's Office is defined as an "over-rule" if it disagrees with the majority vote of the Committee on Academic Personnel on rank, step, or off-scale. Effective with the 2006-07 report, the number of "differences" is being tallied also. A “difference” is defined as a final outcome that is different from the CAP recommendation, but not one that is in conflict with a specific CAP vote:

- Of the 193 merit actions, the decisions of the Chancellor's office differed from the recommendations of CAP in 9 instances, with 1 merit decision still pending. Of these, 6 were over-rules of the CAP recommendation (3%); the remaining 3 were differences regarding off-scale salary.
- Of the 17 advancements to Professor Step VI or to Professor Above Scale, the Chancellor’s office disagreed with CAP in 1 instance relating to off-scale salary.
- Of the actions involving appointments, the Chancellor’s decision over-ruled the CAP recommendation on 4 of the 34 proposals (12%). All over-rules related to the step being offered, not to the appointment itself.
- No over-rules were recorded for the 16 appraisals presented, nor for the 5 career reviews. Two career reviews are pending final administrative decision.
- Finally, of the 40 proposed promotions to Associate Professor or Professor, CAP and the administration agreed on all instances, with 6 cases still pending final decision. One difference of off-scale was recorded, and one case was cancelled to be resubmitted later in the year.

In addition to the above noted over-rules and differences, CAP notes the following:

- Two “proactive” merits were awarded during the 2007-08 review period. In each of these instances, a file was forwarded for an accelerated merit. CAP was not supportive of the acceleration. The final administrative decision resulted in the acceleration being denied, but the merit being awarded effective the following July 1 without requiring that a file be resubmitted. CAP did not endorse the concept of a “proactive” merit, so these decisions are considered administrative over-rules.
- In 2 merit reviews for Professor within-Above-Scale, the merit decision and effective date was over-turned and instead made effective the following July 1. These were both due to anomalies that occurred when market adjustments were made to the faculty salary scales. CAP was supportive of one of the decisions but did not weigh in on the other.
- In 1 instance, an off-scale was awarded during the October salary scale adjustment. CAP did not endorse a merit or an off-scale for this candidate during the preceding review period, nor was a merit or off-scale awarded with a July 1 effective date. The award of an October 1 off-scale was not recommended by CAP, and so is considered an administrative over-rule.

CAP continues to depend on ad hoc committees for detailed analyses of many cases by
the procedures prescribed in the Academic Personnel Manual. For 2007-08, the Committee recommended *ad hoc* committees for promotions to Associate Professor and advancements to Professor Above-Scale. CAP served as its own *ad hoc* for all other actions. A total of 37 *ad hoc* committees were appointed in 2007-08, with membership involving 143 Associate and Full Professors. Of the 37 *ad hoc* committees appointed, there was disagreement between the *ad hoc* committee and CAP on 1 occasion. CAP expresses its sincere appreciation of the work of colleagues on these committees.

The physical transition to the Academic Senate caused a bit of disruption to the flow of *ad hoc* committee nomination and meeting coordination. The 2008-09 CAP will work closely with the Vice Provost for Academic Personnel to fine tune the *ad hoc* nomination and committee coordination process so that future delays are avoided.

**II. DISCUSSIONS AND ADVICE**

**Shadow CAP**

In order to avoid any conflict of interest, Shadow CAP continued to review the personnel actions on current CAP members and their spouses or partners. This committee was historically appointed by the Executive Vice Chancellor. The 2001-2002 CAP, with the EVC's concurrence, suggested that Committee on Committees take over the function of Shadow CAP appointment. Committee on Committees agreed and has been responsible for appointing Shadow CAP members since 2002-03. Membership on Shadow CAP consists of 6 members, who are former CAP members from the previous five years. This committee list is published and for 2007-08 had the following members:

- Ameae Walker, Chair
- Edith Allen
- Jay Farrell
- Michael Kearney
- John Trumble
- Marguerite Waller

**eFile**

CAP reviewed 85 merit eFile snapshots this year. While the Committee appreciates the strides made in the eFile system, it is still apparent that training in the use of eFile for both faculty and staff remains an issue. CAP considers this a transition issue and understands that once the eFile system has been fully implemented and all users are well trained, file processing should be greatly facilitated. CAP urges that eFile training be a high priority across campus.

Early in the year CAP participated on an Academic Senate *Ad Hoc* eFile Committee. This committee evolved into a joint Senate/Administrative eFile Committee on which CAP continues to participate. As the eFile system progresses and after Senate approval of the eFile system, CAP will become the liaison between the Academic Senate and the Administration with regard to eFile.

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

CAP provided advice to and initiated or participated in discussions with the administration on the following issues:
• Eminent Scholar Nominees: CAP reviewed two rounds of nominations of distinguished scholars for possible appointment to the rank of Professor Above Scale (a total of 9 candidates). Nominations were reviewed for candidates from Columbia University, the University of Pennsylvania, the University of Arizona, Baylor College of Medicine, University of Southern California, UC Irvine, Stanford University, Cornell, and BEA Systems, Inc. The Committee is gratified with the quality of the candidates and encourages broader participation to the Eminent Scholar program.

• Department Chair appointments: CAP reviewed all nominations made by the Deans for Department Chair appointments. CAP review and feedback were based on its assessment of the quality of letters provided by the Department Chair for faculty in his/her department, adherence to deadlines set in the CALL, and adherence to overall process and procedures relating to the academic personnel process and as determined by the APM and the CALL.

• Delegation of Assistant Professor appointments to the Deans: Per APM 220-82a, CAP has a defined role in the appointment of ladder rank faculty. CAP worked with the VPAP during the 2007-08 year to determine procedures that would grant approval authority to the Dean for appointment of Assistant Professors, Steps I-III. In addition to the Executive Vice Chancellor/Provost's administrative decision to delegate appointment authority to the Deans, this delegation also required an agreement by CAP to waive its review for these appointments. CAP agreed to the waiver, on a trial basis, with the qualification that CAP review be retained in any case where the department decision was negative and the Dean positive. CAP’s waiver also was contingent on the understanding that the 2008-09 CAP will review the files of all appointments made under this new delegation procedure to determine the advisability of continuing with the new procedure.

• Dickson Professorship: CAP provided feedback and advice on the two candidates nominated for the Dickson Emeritus Professorship.

• Emerita status: CAP considered and endorsed the recommendation to grant Emerita status for a non-Senate faculty member who served the campus for many years.

• UC salary adjustments for off-scales: CAP consulted with the VPAP to coordinate implementation of the new salary scales and the resultant absorption of half-step off-scales for some faculty members.

• UC salary adjustments for Professor Above-Scale: CAP advised the administration on distribution of the 2.4% market salary adjustment for those in the Above-Scale Professorial rank. CAP suggested the increase be added to those at the bottom of the scale, thus restoring a jump from Professor Step IX to Professor
A/S.
- Miscellaneous CAP advice to the administration included Endowed Chair appointments, FTE Transfers, TOE hires, By-law 55 re-votes and Adjunct Professor appointments.

The CALL and Hiring Toolkit
CAP participated in discussions and initiated changes in the CALL and to the Hiring Toolkit. The VPAP met with the Committee to discuss CAP's recommended changes to the CALL and to review changes recommended by other bodies. CAP discussed with the VPAP the need to assure that the CALL and the eFile system are closely aligned and that links to sections in the APM be added to the CALL. Specific recommendations by CAP are noted below, some but not all of which were incorporated into the 2008-09 CALL. Several of the recommendations were organizational edits, designed to more clearly distinguish between process-related instructions and policy information.

CAP's recommendations for changes to the CALL:
- Language for accelerations should read as follows: “Acceleration at the upper steps of the full professor rank requires a demonstration of excellence that exceeds that expected for an acceleration at lower steps.”
- Language pertaining to advancement to Professor A/S and for advancement to Professor Step VI should be consistent with language in the APM.
- Candidates should be given the opportunity to include Work-In-Progress on the Bibliography (though not on the Difference List)
- In Press items should be required on the Bibliography (while Submitted Items are optional). In Press work should be cited in a format that is consistent with instructions in Published section.
- The CALL should clarify expectations for the information candidates are to provide on jointly authored work, with the following wording. “For each co-authored item on the Difference List, candidates should explain their role in the products and should also provide information about the collaborators (e.g., the rank and institution of collaborator, the association with the candidate, etc.).”
- The CALL should be consistent in requirements for teaching load data. The CALL also should be more precise (and aligned with what is contained in eFile) about the information candidates should provide nature of graduate student instruction.
- The Chancellor's Delegations Chart, showing which personnel decisions have been delegated to the EVC/P, VPAP, or Deans, should be added as an appendix to the CALL.

CAP also recommended changes to the Hiring Toolkit pertaining to the guidelines for extramural letters. CAP recommended that letters be solicited earlier in the recruitment cycle so that departments have the benefit of extramural evaluations before making departmental hiring recommendations.
CAP Advice to the Academic Senate
CAP made suggestions or provided comment to the Academic Senate on the following issues:

- CAP reviewed the following APM sections and had no comments or recommendations to add:
  APM 220-80b, 335-10a, 740-11c, 350, 710, 080 and Bylaw 337
- BS Degree in Business Administration: CAP discussed the transfer of the BS Degree in Business Administration to AGSM and strongly supported the efforts to expand the mandate of AGSM to undergraduate education. CAP noted with approval that the proposed curriculum for the undergraduate major remains a broad interdisciplinary approach with substantial prerequisites in social sciences and the humanities
- Required adoption of iEval for teaching evaluations: CAP did not support a proposal to require all faculty to use iEval, noting that the very low response rate casts doubt on the value of information from iEval. The Committee recommended that continued efforts be made to address the problem of very low response rates before making iEval mandatory.
- ORU votes on personnel actions: CAP proposed that the CALL stipulate that, for candidates holding FTE appointments in ORUs, the candidate's home department and/or the Dean must solicit input from the ORU regarding the personnel action under consideration. Included in the recommendation is that any file forwarded without relevant ORU input must include justification from the department and/or Dean as to why the file does not include ORU input.
- Report from the Joint Task Force Relating to Retired Faculty and Senior Staff: CAP supported establishing a Retired Faculty Center as part of a University Club and suggested that both be established in combination with the new Alumni Center.
- Proposal for UCR School of Medicine: CAP discussed changes that may be required to evaluate personnel cases of faculty hired into the new medical school, noting that two new CAP members may be needed in the future to help evaluate clinical and research faculty. CAP also expressed the view that the medical needs of the Inland Empire and the existing and potential future research strengths of UCR should be important factors in developing the research specializations of the new Medical School.
- Transfer of the Interdepartmental Graduate Program in Environmental Sciences: CAP unanimously supported the plan.
- Senate Review of Proposed Transitional Leave Policy for Senior Management Group (SMG): CAP supported the second option proposed as the clearest and simplest way of providing for a transition back to productive academic work for those who have been serving in the Senior Management Group.
- Procedures for Establishment of Endowed Chairs: CAP approved proposed procedures regarding endowed chairs.
III. UCAP PARTICIPATION
The Riverside Division’s CAP continued its active participation in the system-wide UCAP, with one member serving in the role of UCAP representative (Harry Green). A major item in which all campuses participated was a report on "non-progressing" and "disengaged" faculty, defined as associate and full professors who have remained at the same rank and step for at least the past six years (which would normally represent two consecutive no-action decisions in a personnel review). Assistant professors, faculty at Associate Professor V, Professor V, or Professor IX, and those who held administrative positions at any point during the 6-year period, were excluded. Using data provided by each campus, including UCR, UCAP estimated this number at less than 1% systemwide. UCAP found that the dismissal procedures within the APM are sufficient to encourage faculty to either re-engage in the academic enterprise or leave the University.

IV. MISCELLANEOUS
For files that are not yet on the eFile system, a confidential online document management system was rolled out by the Academic Personnel Office during spring 2008. This system reduces paperwork and saves time by posting .pdf versions of paper files on a confidential website accessible only to APO staff, the Senate CAP analyst and CAP members, thus eliminating the need to transfer actual paper files between the AP and CAP offices. This online document management system (as well as eFile) allows all CAP members (not just assigned readers) to access and examine every file under CAP review – both before and during CAP meetings. This capability contributes to the quality of CAP’s discussions and decision making.

The 2007-08 CAP began work on a CAP web-page which will list important links to campus academic personnel policies and procedures as well as a very important CAP FAQ page. We expect the web site to be available early in the 2008 fall quarter.

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

06-07 Pending Cases:
- Of the 16 promotion to Associate Professor cases, 1 was noted as pending. This case is still pending.
- Of the 170 merit cases, 1 was listed as pending. The merit was finalized in agreement with CAP, as an off-scale awarded in lieu of the merit.

Respectfully submitted,
David Bocian                   Natasha Raikhel
Carl Cranor                    David Rush
William Frankenberger (F)      Mark Springer
### APPENDIX I

**TABLE I: SUMMARY OF PROMOTIONS AND ADVANCEMENTS**

**PROMOTIONS TO ASSOCIATE PROFESSOR:**
- Total Proposed: 31
- Total Approved: 25
- Approval %: 81% (six cases pending - one additional case was initially reviewed by CAP then cancelled)

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**PROMOTIONS TO PROFESSOR:**
- Total Proposed: 8
- Total Approved: 8
- Approval %: 100%

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**ADVANCEMENTS TO PROFESSOR VI & ABOVE-SCALE:**
- Total Proposed: 17
- Total Approved: 15
- Approval %: 88%

(2 additional advance to A/S files were reviewed by Shadow CAP - both advances were approved)

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

**Key to Abbreviations:**
- CAP = Committee on Academic Personnel
- CHAN = Chancellor or Executive Vice Chancellor
- SPLIT = CAP not clearly positive or negative
- AHS= Recommended/Approved Step Higher than initially recommended by Department
- AOS= Recommended/Approved OS salary in addition to merit advance recommended by Dept.
- NOS= Recommended/Approved merit advance but no additional OS salary recommended by Dept.
- ALS= Recommended/Approved Step Lower than initially recommended by Department
- LOS=Recommended/Approved Step Lower than initially recommended by Department and an off-scale
Table II: SUMMARY OF MERIT ACTIONS

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<td>2</td>
<td>6</td>
<td>52</td>
<td>10</td>
<td>3</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>within AS</td>
<td></td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>0</td>
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<td>1</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
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</tr>
<tr>
<td>Total Merits</td>
<td></td>
<td>168</td>
<td>11</td>
<td>0</td>
<td>165</td>
<td>12</td>
<td>16</td>
<td>136</td>
<td>19</td>
<td>4</td>
<td>5</td>
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<td>5</td>
<td>8</td>
<td>141</td>
<td>16</td>
<td>5</td>
<td>13</td>
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</table>

TABLE III: SUMMARY OF APPOINTMENTS

<table>
<thead>
<tr>
<th>Rank</th>
<th>05-06 Actions</th>
<th>06-07 Actions</th>
<th>07-08 Actions</th>
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<tr>
<td>Acting Assistant Professors</td>
<td>6</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Assistant Professors</td>
<td>34</td>
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<td>9</td>
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<tr>
<td>Associate Professors</td>
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<td>4</td>
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<tr>
<td>Professors</td>
<td>11</td>
<td>11</td>
<td>10</td>
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<tr>
<td>A/S - TOP - SOE</td>
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<td>3</td>
<td>7</td>
</tr>
<tr>
<td>TOTAL APPOINTMENT ACTIONS</td>
<td>53</td>
<td>61</td>
<td>34</td>
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</table>

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

**TABLE IV: MISCELLANEOUS ACTIONS**

**Appraisals:**
Total Proposed: 16

<table>
<thead>
<tr>
<th>Decision</th>
<th>Positive</th>
<th>Qualified Positive</th>
<th>Negative</th>
<th>Ad hocs</th>
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<tbody>
<tr>
<td>Fifth-year Appraisals</td>
<td>10</td>
<td>3</td>
<td>3</td>
<td>0</td>
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</tbody>
</table>

**Career Reviews:**
Total Proposed: 5

Of the 5 proposed Career Reviews:
1 resulted in no change - final decision was contrary to the department recommendation.
1 resulted in a promotion and multi step advancement. The department supported the movement.
1 resulted in a two step advancement to Professor, Step VI. The department supported the advancement.
1 resulted in a one step advancement. The department supported the advancement.
1 career review is pending

**Quinquennial Reviews**
Total Proposed: 0*
Total Satisfactory: 0
Ad hocs: 0

*two quinquennial reviews were expected but not received

<table>
<thead>
<tr>
<th></th>
<th>Total Merits &amp; Promotions</th>
<th>Total Appointments</th>
<th>Total Misc. Actions</th>
<th>TOTAL PERSONNEL ACTIONS</th>
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<tbody>
<tr>
<td></td>
<td>250</td>
<td>34</td>
<td>21</td>
<td>305</td>
</tr>
</tbody>
</table>

**Table V: SUMMARY OF OFF-SCALE SALARIES APPROVED BY CHANCELLOR (OR DESIGNEE) IN 2007-2008**

New off-scale awards were distributed as below for each college or school.

<table>
<thead>
<tr>
<th>College/School</th>
<th>CAP Merit Based</th>
<th>Admin Merit Based</th>
<th>off-scale awarded in lieu of merit</th>
<th>Appointment</th>
<th>A/S Appointment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHASS</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>CNAS</td>
<td>22</td>
<td>2</td>
<td>7</td>
<td>5</td>
<td>0</td>
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<tr>
<td>BCOE</td>
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<td>AGSM</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>GSOE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Biomed</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Totals</td>
<td>32</td>
<td>5</td>
<td>12</td>
<td>24</td>
<td>6</td>
</tr>
</tbody>
</table>
Appendix II

COMMITTEE ON ACADEMIC PERSONNEL

October 23, 2008

To: Ellen Wartella, Executive Vice Chancellor and Provost
   Tony Norman, Chair, Academic Senate

From: Chris Chase-Dunn, 2007-08 CAP Chair
      Kathleen Montgomery, 2008-09 CAP Chair

Re: 2007-2008 CAP Self-Study and Recommendations for Efficiency in the
     Academic Review Process

I. Introduction

II. The Process of Faculty Appointments and Evaluations
   a. Those involved in the process
   b. CAP’s role in the process
   c. 2007-08 – Four major transitions
      i. The physical move of CAP to the Senate offices
      ii. The migration to eFile
      iii. The new UC salary structure
      iv. The delegation of appointment authority to deans
   d. CAP workload in 2007-08

III. Efficiency Measures at CAP
   a. Communication between CAP and the APO
   b. Communication between CAP and the Senate
   c. Online file transfer and improved CAP access to files
   d. Expedited internal CAP reviews
   e. CAP membership

IV. Addressing Current Delays
   a. Identifying where delays occur
   b. Potential reasons for delays
      i. Staffing
      ii. eFile implementation
      iii. Ad hoc committee coordination

V. Accommodating Workload Growth – Review of Possible Options
   a. Delegating authority to deans
   b. Divide into specialized CAPs
   c. Expanding current CAP size

VI. Summary

VII. Appendix: File-Tracking Tables

28
I. Introduction

The Committee on Academic Personnel (CAP) is an important part of faculty governance and collegial responsibility in the University of California system. CAP is a committee of the Riverside Division of the Academic Senate that is appointed by the Senate’s Committee on Committees and charged with providing advice to the Chancellor on academic personnel matters and representing the Division in all matters relating to appointments and promotions\(^1\). CAP consists of ten members, who represent a wide variety of academic disciplines from across campus. All members hold the rank of full professor and serve for offset periods of three years so that there is continuity and memory on the committee\(^2\). CAP reviews all academic personnel files for merit, appraisal, promotion, and appointment\(^3\) and makes recommendations to the Vice Provost for Academic Personnel, the Executive Vice Chancellor and Provost, and the Chancellor.

CAP’s goal is to assure that its recommendations are based on rigorous application of the academic personnel procedures in the CALL and the APM, and to assure that decisions are based on a fair and thorough evaluation of evidence in the file. Occasionally the academic personnel process fails to perform optimally. Delays in file processing, often to assure file completeness and to correct procedural errors prior to CAP involvement, can generate stress for all involved, especially for faculty awaiting the outcome of a review.

This review of CAP’s role in the academic personnel evaluation process was commissioned by the 2007-08 Faculty Senate Chair Tom Cogswell and EVC/P Ellen Wartella. The purpose of the self-study is to evaluate the process with an eye to improving current efficiency, while maintaining the valuable functions that the existing process serves, and to plan for future faculty growth and the addition of professional schools.

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1. UCR Academic Senate ByLaw 8.4.2
2. UCR Academic Senate ByLaw 8.4.1
3. One exception instituted on a trial basis for 2007-08 (and discussed in II.c.iv below) refers to appointments to Assistant Professor Steps I-III, which were delegated to the deans.
II. The Process of Faculty Appointments and Evaluations

The University of California has a set of detailed procedures for ladder appointments, merit increases, appraisals, promotions to Associate Professor with tenure, promotions to Professor, and advances to Professor Step VI and Above Scale. The policies and procedures that govern academic advancements are specified in the UC-wide APM policies and UCR’s CALL, which spells out the campus procedures for implementing the APM. This process is designed to reward excellence in research and creativity, teaching, and professional and university service and to provide each faculty member with the opportunity to move up in the system in a fair and transparent way.

a. Those involved in the process. Carrying out this process requires input from a variety of individuals:

- Individual faculty members who assist in preparing their own files for review;
- Department chairs who coordinate the file review process with the candidate and departmental members and who prepare evaluation letters;
- Departmental faculty members who review files of candidates within their departments and who may serve on departmental ad hoc committees;
- Faculty who may be asked to serve on campus ad hoc committees for specified important reviews;
- Deans who review and prepare evaluation letters for faculty in their departments and colleges;
- Staff members in departments, deans’ offices, the Academic Senate office, and the Academic Personnel Office (APO) who review files for completeness and accuracy, and who process the files for review at higher levels;
- Faculty members who serve on CAP and review all files;
- Professional colleagues who respond to requests to write extramural evaluations for promotions and appointments;
- The Vice Provost for Academic Personnel (VPAP), who reviews all files, and the EVC/Provost and the Chancellor who also review the files for appointment, promotion, and advancement to Professor Above-Scale.
b. CAP’s role in the process. File review begins in the department; when departmental review is completed, the file is forwarded for dean-level review, which also includes a check for completeness, accuracy, and consistency with the APM and the CALL.\textsuperscript{4} The file is then forwarded to the Academic Personnel Office (APO), where another check for completeness, accuracy, and consistency with the APM and CALL is conducted. The file is then forwarded by the APO to CAP for its review.\textsuperscript{5} Following CAP’s review, the file is returned with CAP’s recommendation to the central administration for their final decision.\textsuperscript{6}

CAP’s review of each file involves a thorough reading by three members — two readers and the CAP chair. Other members frequently engage in a more general reading of files under review. The two main readers, who are assigned by the CAP chair based on their familiarity with the discipline, present the case to the entire committee, which then discusses and votes on the file. Following the CAP review, the decision is reported in a formal CAP minute, drafted by the two readers, signed by the chair, and forwarded to the VPAP. In the small number of cases when the VPAP, EVC/P, and/or Chancellor arrives at a decision contrary to CAP’s recommendation, the decision maker will meet with CAP prior to finalizing a decision to discuss the basis for each position.

In addition to CAP’s role in the file review process, the committee handles a variety of other issues during the year. These may include consulting with the VPAP on proposed changes to the CALL, consulting with the administration on the development of the eFile system, and providing feedback to the Senate on proposed policy changes related to personnel matters that may be proposed by the Office of the President, the Regents, or the systemwide Senate.

c. 2007-08 – Special circumstances. During 2007-08 CAP functioned within a context of four major transitions affecting their work:

i. The physical move of CAP and support staff from the Academic Personnel offices in the Surge Building to the Academic Senate offices in

\textsuperscript{4} In some instances, files need to be returned to the departments if the dean-level review reveals a need for corrections.

\textsuperscript{5} This process refers to merit and appraisal reviews. Extra steps in the process are involved for promotions and appointments that require extramural letters and ad hoc committees.

\textsuperscript{6} Final decisions for merits, appraisals, quinquennial reviews, and advancements to professor Step VI have been delegated by the Chancellor to the VPAP (see the delegation chart on the UCR Academic Personnel website)
University Office Building. This move brought CAP into line with other UC campuses, highlighting the role of CAP as a Senate committee. All parties worked hard to make the transition as smooth as possible, and CAP experienced no untoward bottlenecks in file processing by this move.

ii. The migration to eFile. Although the eFile system continues to be developed and integrated in stages, a growing number of merit files now come forward as eFiles. CAP members worked hard to become familiar with the changes in eFile formatting to assure that important information in each eFile is accessed and evaluated in the same manner as with paper files. Challenges remain with regard to handling confidential letters for promotion and appointment files, before they can be migrated to eFile, and CAP is working closely on a Senate-administration committee to resolve these issues.

iii. The first round of implementation of the new UC salary structure in fall 2007. This required careful coordination between the VPAP and CAP to assure that files were processed appropriately with regard to adjustment for off-scale salaries. The uncertainty of subsequent rounds of UC salary adjustment will be addressed, as needed, by the 2008-09 CAP, in consultation with the VPAP.

iv. The delegation by the EVCP of appointment authority to the deans for Assistant Professor Step I-III. This decision involved discussions between CAP and the VPAP regarding appropriate procedures. As agreed by CAP and the VPAP, a review of the 36 assistant professor (Step I-III) appointments made during 2007-08 will be undertaken by CAP to evaluate the advisability of continuing CAP’s waiver of review for these appointments (per APM 220-82.a).

d. CAP workload in 2007-08. Despite these special circumstances, CAP’s ability to process files was not unduly impeded. In 2007-2008 CAP reviewed and provided decisions on 305 files. During the 2007-08 academic year, CAP met 46 times (averaging 5-6 hours of meeting per week), with heavier workloads during winter and spring terms that required meetings twice a week. In addition, CAP met six times during the summer of 2008 to review files that arrived late (see IV.a. below). Additionally,
individual CAP members invested substantial pre- and post-meeting time preparing the file reviews and writing CAP minutes. CAP members receive partial compensation for the heavy workload (see comment in item III.e below).

III. Efficiency Measures at CAP

a. Communication between CAP and the APO. Following CAP’s physical move to the Senate offices in summer 2007, special efforts have been undertaken to assure that communication lines between CAP and APO remain open and effective. The staff in both offices communicate frequently via email to assist with file tracking and reporting. A new capability is being incorporated into the eFile system allowing memos between CAP and APO to be posted (with strict access conditions prohibiting viewing by faculty, chairs, or deans), which will contribute to even more efficient file tracking and reporting, as the memos will remain linked to a particular file. As noted, the VPAP meets with CAP on occasions when there is special business to convey (e.g., clarification about the new salary structure) or in cases where an administrative overrule is contemplated, giving CAP the opportunity to discuss with the VPAP (or final decision maker) the committee’s reasoning for its recommendation. Other more formal communications between CAP and the VPAP take place via written memos.

b. Communication between CAP and the Senate. Several measures are followed to assure that CAP communications with the Senate are clear and frequent. The CAP chair serves on the Senate’s Executive Council, which meets every two weeks, and through this avenue can transmit information relevant to CAP business. One member of CAP also serves on UCAP, acting as a conduit for information to and from the Divisional Senate and the University-wide Senate. A CAP website is under construction for all faculty to have quick reference to relevant policies and procedures that are followed by CAP, including FAQs and a link to the Academic Personnel website.

c. Online file transfer and improved CAP access to files. For files that are not yet on the eFile system, a confidential online document management system was rolled out by APO during spring 2008. This system reduces paperwork and saves time by posting .pdf versions of paper files on a confidential website accessible only to APO staff, the Senate CAP analyst and CAP members, thus eliminating the need to transfer
actual paper files between the AP and CAP offices. Another advantage of this online document management system (as well as eFile) is that it allows all CAP members (not just assigned readers) to access and examine every file under CAP review – both before and during CAP meetings. This capability contributes to the quality of CAP’s discussions and decision making.

d. Expedited internal CAP reviews. This is an internal procedure followed at CAP for straightforward normal merit reviews (“green lights’) and initial merits for new junior faculty (“honeymoon merits”). While every file is reviewed and discussed by CAP, the more extensive discussions are reserved for promotions, accelerations, appraisals, and cases with inconsistent recommendations at the department or dean level. This places an expectation on department chairs and deans that their letters provide a thorough and objective analysis of the evidence in the file. CAP’s job is made more difficult and less efficient when department and/or dean letters contain hyperbole or fail to address problem areas in the file.

e. CAP membership. The Senate's Committee on Committees appoints members to CAP who are accomplished and experienced senior faculty knowledgeable about the UC academic personnel process and the standards for advancement in UC. This requires that CAP members understand the expectations of the APM and the CALL and how to apply them in file reviews. COC makes every effort to appoint members to represent a variety of disciplines and fields across campus, including the arts, humanities, social sciences, engineering, physical sciences, life sciences, biomedical sciences, education, and management. Not every discipline can be represented on a 10-person committee, although three-year rotating membership allows members to become familiar with a wider range of disciplinary standards (also, see the comment in V.b and V.c below).

Identifying faculty who are willing to make the 3-year commitment to serve on CAP has been challenging, given the heavy workload and the perception that compensation is insufficient. CAP compensation typically involves a combination of one-course release and partial summer support. If this workload burden were recognized with greater compensation in the form of additional teaching release and/or summer
compensation, the difficulty obtaining committed faculty to serve on CAP would likely be substantially reduced.

IV. Addressing Current Delays

a. Identifying where delays occur. Careful file tracking allows analysis of where delays occur. No longer do files remain in a “no-man’s land” with uncertainty about where in the process they are. Tables 1-4 in the Appendix present the file-tracking data for 2007-08 files at various stages in the process through the CAP review.\(^7\) The data on Tables 3a-3c and 4a-4c show the efficiency of CAP processing, which averaged 10 days per file for all personnel actions (excluding appointments, for which file-tracking data are not available). This compares to an average of 21 days per file for CAP processing during the previous year. Tables 3a-3c show that CAP processing time averaged 13 days per file for merits, advancements to professor VI, appraisals, career reviews, and promotion to professor; Tables 4a-4c show that CAP processing time averaged 8 days per file for promotions to tenure and professor above-scale.

Nevertheless, the data clearly show that there have been substantial delays in the process as a whole. As reported in Tables 1a and 1b, more than a quarter of departments in CNAS and half of departments in CHASS were not able to meet the due dates published in the CALL by which all merit files\(^8\) were to be received in the dean’s office. Tables 2a and 2b report a similar pattern for promotion files that carried different due dates per the CALL (promotion to tenure and to professor above-scale), with a substantial number of departments unable to meet the due dates for these files to the dean’s office.\(^9\) When files are delayed at the front end of the process, it is no surprise that delays are also seen in the due dates by which files are expected in the Academic Personnel office from the deans (Tables 1c and 2c).

\(^7\) Data presented here have been compiled by the Senate CAP analyst, using CAP data from the file-tracking sheets for each file processed by CAP. Data have been reconciled with data from APO.

\(^8\) Also included in these figures are appraisals, career reviews, promotion to professor, and advancements to professor step VI – all of which have the same due date for receipt in deans’ office.

\(^9\) This calculation begins at the point when a file arrives at the dean’s office that does not need to be returned to the department for corrections. Thus, a file that arrives at the dean’s office “on time” but needing corrections at the department level is not counted until the corrected file is returned to the dean’s office.
Appendix II

Tables 3a-3c and 4a-4c report the average processing time (in number of days) once a file is received at the dean’s office. As these tables show, the most striking delays occur for promotion files requiring campus *ad hoc* committees (Tables 4a-4c), with the *ad hoc* committee review often taking 5 weeks or more.

b. Potential reasons for delays. The file-tracking data do not provide explanations for delays, but CAP’s experience in the file review process can offer several insights.

i. Staffing. The staff support for CAP in the Academic Senate office is excellent, with a designated experienced Principal CAP Analyst and supplementary experienced staffing support when needed. Information about appropriate staffing in other units involved in the academic personnel process was not evaluated for this report. However, staffing levels and training in academic personnel matters, especially as they relate to the UC and UCR personnel policies, appear to be insufficient. These effects are felt when CAP notes delays in receiving files and inaccuracies in files that were not addressed before coming to CAP. When inaccuracies are discovered, files must be returned for corrections before CAP can begin its review, in order to assure that all faculty receive a fair and complete review free of procedural errors. The turnaround time for such corrections often takes weeks. CAP strongly urges that adequate resources be targeted to this need for increased staffing and training in academic personnel matters and policies.

ii. eFile implementation. The effort to move the entire academic personnel process from a paper to an electronic system made great strides in 2007-08, resulting in CAP review of 85 merit eFiles this year. Nevertheless, issues of eFile training for both faculty and staff appear to have delayed many files being received in the deans’ office and above. This is considered a transition issue: once the eFile system has been fully implemented and all users are well trained, file processing should be greatly facilitated. CAP urges that eFile training be a high priority across campus.

iii. Coordinating campus *ad hoc* committees. The file-tracking data show clearly that promotion files requiring *ad hoc* committees have been
substantially delayed at the ad hoc stage, and addressing this should be a high priority. Currently, during the fall term, CAP nominates ad hoc slates for promotion files that are expected to come forward during the year. CAP makes these nominations based on information provided by the APO with respect to rank and areas of expertise across faculty on campus; thus, it is essential that this information be accurate and provided to CAP at the beginning of the review process. CAP sends ad hoc slate nominations to the VPAP, who confirms the constitution of the ad hoc committees and appoints ad hoc members. During 2007-08, staff in the APO coordinated most of these committees, communicating with nominated faculty and arranging meeting times. CAP proposes that faculty may place a higher priority on ad hoc committee service if communication with members is coordinated through the Academic Senate, reinforcing that this is an important faculty voice in major promotion decisions. CAP and the VPAP have agreed to develop procedures to allow future coordination of ad hoc committees to be handled through the Academic Senate office.

V. Accommodating Workload Growth – Review of Possible Options

Even when corrections are made to address delays and institute greater efficiency at the current workload, it is essential to anticipate challenges resulting from the substantial growth of faculty in the next decade. Further challenges may arise when the UCR School of Medicine and the UCR School of Public Policy begin operations. Several options have been considered by CAP to assure that the quality of decision making in the academic personnel process is not diminished as the size of the campus grows:

a. Delegate additional authority in personnel cases to deans. In 2007-08, deans were delegated appointment authority by the EVCP for Assistant Professor Steps I-III, with the caveat that a negative departmental vote for a candidate requires that the file be reviewed by CAP. Early in 2008-09, CAP will undertake a review of the 36 appointments made in 2007-08. Assuming that the CAP review endorses this delegation procedure, the benefit of streamlining the appointment process for junior faculty will ease
workload as the campus grows, since the majority of new faculty appointments are expected to be at this level.

Further delegation to the dean level (e.g., of merits and appraisals, higher level appointments and promotions) has not been endorsed by the Academic Senate on a number of occasions, and CAP also does not recommend further delegation. The deans’ input in file evaluations is highly valuable but is not always consistent with CAP recommendations or VPAP decisions. An additional consideration is UCR’s history of frequent turnover at the dean level, with replacements who are often unfamiliar with the campus and the UC system of personnel review. Additional delegation could open the door to greater inconsistency in the personnel process.

b. Divide into specialized college- and school-wide CAPs. This is a practice that has been considered and rejected by CAP as inconsistent with the spirit of the APM and the CALL. The risk of multiple CAPs is that there could develop quite different standards for advancement, despite efforts in the CALL and the APM to provide general yardsticks. One university-wide CAP allows for application of a relatively consistent general level of evaluation across colleges and professional schools. CAP membership is carefully constituted each year with experienced senior faculty from across the campus who have knowledge about the standards in different disciplines. This knowledge is passed on to subsequent CAPs, through overlapping 3-year membership.

The current CAP structure should easily accommodate file review for faculty in the anticipated School of Public Policy, given the social science disciplinary backgrounds expected for most SPP faculty. As the School of Medicine develops, special accommodation may need to be made for evaluation of clinical faculty. In the initial period of the school’s development, the existing CAP structure should be retained, augmented with a member from the clinical faculty. As the school grows, it may be necessary to revisit the question of having a separate CAP for medical faculty as is done on other UC campuses with medical schools, but for the near term, the single CAP remains the model of strong preference.

c. Expand the number of members on CAP. CAP members believe that the current committee size is appropriate, as it allows participation by all members in discussions of each case. Having the input from an interdisciplinary set of members
facilitates knowledge sharing among members and increases the quality of CAP decisions. A larger committee could inhibit this important component of general discussion, which also serves as a training process for new CAP members. These former CAP members are then in a position to serve in other leadership roles on campus with a familiarity that crosses the great divides that exist within the university community.

VI. Summary

This self-study examines the academic personnel process from the perspective of CAP’s role, with the aim of considering areas where efficiencies exist and where they can be enhanced. In the midst of several important transitions during 2007-08 year, CAP efficiency actually increased over previous years, as gauged by the number of days required to process a file at the CAP level. CAP’s workload is heavy but doable at the current level. Nevertheless, substantial delays remain at some stages in the academic personnel process, and careful analysis of file-tracking data highlights where the most pressing delays occur. This analysis can serve as a useful guide for targeting where and what kind of changes may be needed to overcome current delays. Three key recommendations emerge: (a) investing in greater levels of staff with academic personnel experience and familiarity with the UC and UCR academic personnel policies, (b) providing widespread training for staff and faculty about eFile, and (c) modifying the process for ad hoc coordination.

In addition, several options are reviewed in anticipation of faculty growth as the campus expands. CAP’s recommendations are a strong endorsement of the current CAP structure. The foregoing analysis does not suggest that substantially altering the current model would achieve improvements in CAP functioning; instead, there are caution signs that a structural change could impair rather than improve the process.
## 2007-2008 Personnel Review Files Submitted to the Dean by CALL Due Dates

### Table 1a.1,2

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<th>CNAS Departments</th>
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<th># received:</th>
<th>% received:</th>
<th># received:</th>
<th># received after 2/22/08</th>
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<td>47</td>
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<td>100%</td>
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<td>20</td>
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<td>Envi Sci</td>
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<td>88%</td>
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<td>2 of 16</td>
<td>19</td>
</tr>
<tr>
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<td>100%</td>
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<td>10%</td>
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<td>9 of 10</td>
<td>53</td>
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<td>PLPA &amp; Micro</td>
<td>56%</td>
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<td>--</td>
</tr>
<tr>
<td>Statistics</td>
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<td>100%</td>
<td>1 of 1</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
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<td><strong>72%</strong></td>
<td><strong>76 of 106</strong></td>
<td><strong>30 of 106</strong></td>
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</table>

### Table 1b.1,2

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<th>% received:</th>
<th># received:</th>
<th># received after 2/22/08</th>
<th>avg # of days after 2/22/08</th>
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<td>84</td>
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<td>--</td>
<td>--</td>
</tr>
<tr>
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<td>100%</td>
<td>3 of 3</td>
<td>--</td>
<td>--</td>
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<td>80%</td>
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<td>1 of 5</td>
<td>14</td>
</tr>
<tr>
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<td>0%</td>
<td>0 of 5</td>
<td>5 of 5</td>
<td>27</td>
</tr>
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<td>13%</td>
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<td>7 of 8</td>
<td>77</td>
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<td>40%</td>
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<td>3 of 5</td>
<td>28</td>
</tr>
<tr>
<td>Ethnic Studies</td>
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<td>0%</td>
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<td>Hispanic Studies</td>
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<td>100%</td>
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<td>--</td>
<td>--</td>
</tr>
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<td>History</td>
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<td>100%</td>
<td>3 of 3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>History of Art</td>
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<td>0 of 4</td>
<td>0%</td>
<td>1 of 4</td>
<td>3 of 3</td>
<td>49</td>
</tr>
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<td>0%</td>
<td>0 of 5</td>
<td>5 of 5</td>
<td>109</td>
</tr>
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<td>Philosophy</td>
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<td>25%</td>
<td>1 of 4</td>
<td>3 of 4</td>
<td>13</td>
</tr>
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<td>100%</td>
<td>3 of 3</td>
<td>--</td>
<td>--</td>
</tr>
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<td>Psychology</td>
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<td>10 of 13</td>
<td>3 of 12</td>
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</tr>
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<td>3 of 6</td>
<td>48</td>
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<tr>
<td>Theatre</td>
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<td>Women's Studies</td>
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<td>100%</td>
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<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>16%</strong></td>
<td><strong>14 of 85</strong></td>
<td><strong>51%</strong></td>
<td><strong>43 of 85</strong></td>
<td><strong>42 of 85</strong></td>
<td><strong>64</strong></td>
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</table>

### Table 1c.2,3

<table>
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<th>College</th>
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<th># received:</th>
<th>% received:</th>
<th># received:</th>
<th># received after 4/4/08</th>
<th>avg # of days after 4/4/08</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNAS</td>
<td>40%</td>
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<td>74%</td>
<td>78 of 106</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>CHASS</td>
<td>32%</td>
<td>27 of 85</td>
<td>67%</td>
<td>57 of 85</td>
<td>28</td>
<td>57</td>
</tr>
<tr>
<td>BCOE</td>
<td>50%</td>
<td>14 of 28</td>
<td>79%</td>
<td>22 of 28</td>
<td>6</td>
<td>68</td>
</tr>
<tr>
<td>GSOE</td>
<td>80%</td>
<td>4 of 5</td>
<td>80%</td>
<td>4 of 5</td>
<td>1</td>
<td>66</td>
</tr>
<tr>
<td>AGSM</td>
<td>0%</td>
<td>0 of 1</td>
<td>100%</td>
<td>1 of 1</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Biomed</td>
<td>100%</td>
<td>3 of 3</td>
<td>100%</td>
<td>3 of 3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>40%</strong></td>
<td><strong>91 of 228</strong></td>
<td><strong>72%</strong></td>
<td><strong>165 of 228</strong></td>
<td><strong>63</strong></td>
<td><strong>52</strong></td>
</tr>
</tbody>
</table>

1. “Date received” is the date noted on the file tracking sheet when a file is received in the dean’s office with no need for departmental corrections. Files needing corrections are not counted until all corrections are made and the file is returned to the dean’s office.

2. Reviews include: merits, advancements to professor VI, appraisals, career reviews, promotion to professor (all actions with the same due dates per the CALL). Excluded from the data: quinquennial reviews, appointments, promotion to tenure and files reviewed by Shadow CAP. Also excluded from the data but reviewed by the 07-08 CAP, are the following: one 02-03 merit, one 05-06 career review and nine 06-07 merits.

The following files were received after 07-08 CAP completed its tenure and will be reviewed by the 08-09 CAP: two 07-08 advances to A/S, one 07-08 appraisal, two 07-08 quinquennials and one 07-08 merit.

3. BCOE, AGSM, GSOE, and Biomed have a centralized system and Dean due dates do not apply.
### Table 2a 100% due to Dean by 12/17/2007

<table>
<thead>
<tr>
<th>CNAS Departments</th>
<th>% received:</th>
<th># received:</th>
<th>Late Files</th>
<th>avg # of days after 12/17/07</th>
</tr>
</thead>
<tbody>
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<td>1 of 1</td>
<td>16</td>
</tr>
<tr>
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<tr>
<td>BPSC</td>
<td>0%</td>
<td>0 of 1</td>
<td>1 of 1</td>
<td>16</td>
</tr>
<tr>
<td>CBN</td>
<td>0%</td>
<td>0 of 1</td>
<td>1 of 1</td>
<td>16</td>
</tr>
<tr>
<td>Chemistry</td>
<td>100%</td>
<td>1 of 1</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Earth Sci</td>
<td>0%</td>
<td>0 of 1</td>
<td>1 of 1</td>
<td>16</td>
</tr>
<tr>
<td>Entomology</td>
<td>0%</td>
<td>0 of 1</td>
<td>1 of 1</td>
<td>16</td>
</tr>
<tr>
<td>Envi Sci</td>
<td>100%</td>
<td>1 of 1</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Math</td>
<td>100%</td>
<td>1 of 1</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Nematology</td>
<td>0%</td>
<td>0 of 1</td>
<td>1 of 1</td>
<td>16</td>
</tr>
<tr>
<td>Physics</td>
<td>0%</td>
<td>0 of 1</td>
<td>1 of 1</td>
<td>16</td>
</tr>
<tr>
<td>PLPA &amp; Micro</td>
<td>0%</td>
<td>0 of 1</td>
<td>1 of 1</td>
<td>16</td>
</tr>
<tr>
<td>Statistics&lt;sup&gt;6&lt;/sup&gt;</td>
<td>0%</td>
<td>0 of 1</td>
<td>1 of 1</td>
<td>16</td>
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<tr>
<td><strong>Totals</strong></td>
<td>50%</td>
<td>3 of 6</td>
<td>3 of 6</td>
<td>63</td>
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</tbody>
</table>

<sup>4</sup>Excluded from the data is one 06-07 promotion file reviewed by the 07-08 CAP

<sup>5</sup>One additional promotion to tenure file was received from Statistics, but is not included here because the file tracking data were not available.

### Table 2b 100% due to Dean by 12/17/07

<table>
<thead>
<tr>
<th>CHASS Departments</th>
<th>% received:</th>
<th># received:</th>
<th>Late Files</th>
<th>avg # of days after 12/17/07</th>
</tr>
</thead>
<tbody>
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<td>Anthropology</td>
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<td>1 of 1</td>
<td>46</td>
</tr>
<tr>
<td>Art</td>
<td>0%</td>
<td>0 of 1</td>
<td>1 of 1</td>
<td>46</td>
</tr>
<tr>
<td>Comp Lit</td>
<td>0%</td>
<td>0 of 1</td>
<td>1 of 1</td>
<td>46</td>
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<tr>
<td>Creative Writing</td>
<td>0%</td>
<td>0 of 1</td>
<td>1 of 1</td>
<td>46</td>
</tr>
<tr>
<td>Dance</td>
<td>0%</td>
<td>0 of 1</td>
<td>1 of 1</td>
<td>46</td>
</tr>
<tr>
<td>Economics</td>
<td>0%</td>
<td>0 of 1</td>
<td>1 of 1</td>
<td>46</td>
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<td>English</td>
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<td>1 of 2</td>
<td>31</td>
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<tr>
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<td>0 of 1</td>
<td>1 of 1</td>
<td>46</td>
</tr>
<tr>
<td>Hispanic Studies</td>
<td>0%</td>
<td>0 of 1</td>
<td>1 of 1</td>
<td>46</td>
</tr>
<tr>
<td>History</td>
<td>100%</td>
<td>1 of 1</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>History of Art</td>
<td>0%</td>
<td>0 of 1</td>
<td>1 of 1</td>
<td>46</td>
</tr>
<tr>
<td>Music&lt;sup&gt;6&lt;/sup&gt;</td>
<td>0%</td>
<td>0 of 1</td>
<td>1 of 1</td>
<td>46</td>
</tr>
<tr>
<td>Philosophy</td>
<td>0%</td>
<td>0 of 1</td>
<td>1 of 1</td>
<td>46</td>
</tr>
<tr>
<td>Political Science</td>
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<td>1 of 3</td>
<td>2 of 2</td>
<td>55</td>
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<tr>
<td>Psychology</td>
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<td>0 of 1</td>
<td>1 of 1</td>
<td>46</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>0%</td>
<td>0 of 1</td>
<td>1 of 1</td>
<td>46</td>
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<tr>
<td>Sociology</td>
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<td>0 of 1</td>
<td>1 of 1</td>
<td>46</td>
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<tr>
<td>Theatre</td>
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<td>3 of 3</td>
<td>117</td>
</tr>
<tr>
<td>Women's Studies</td>
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<td>3 of 3</td>
<td>117</td>
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<tr>
<td><strong>Totals</strong></td>
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<td>11 of 14</td>
<td>110</td>
</tr>
</tbody>
</table>

<sup>7</sup>One promotion to tenure not included in the department count (table 2a) is included here. File tracking sheet listed tracking dates beginning at the point the file was received in the Academic Personnel Office.

<sup>8</sup>One advancement to A/S was processed as a career review and is included in the counts of table 1c.

### Table 2c 100% due to APO by 1/18/08

<table>
<thead>
<tr>
<th>College</th>
<th>% received:</th>
<th># received:</th>
<th>Late Files</th>
<th>avg # of days after 1/18/08</th>
</tr>
</thead>
<tbody>
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<td>3 of 7</td>
<td>4 of 7</td>
<td>68</td>
</tr>
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<td>29%</td>
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<td>10 of 14</td>
<td>86</td>
</tr>
<tr>
<td>BCOE</td>
<td>0%</td>
<td>0 of 4</td>
<td>4 of 4</td>
<td>63</td>
</tr>
<tr>
<td>GSOE</td>
<td>0%</td>
<td>0 of 2</td>
<td>2 of 2</td>
<td>9</td>
</tr>
<tr>
<td>AGSM</td>
<td>0%</td>
<td>0 of 1</td>
<td>1 of 1</td>
<td>42</td>
</tr>
<tr>
<td>Biomed</td>
<td>50%</td>
<td>1 of 2</td>
<td>1 of 2</td>
<td>117</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>27%</td>
<td>8 of 30</td>
<td>22 of 30</td>
<td>62</td>
</tr>
</tbody>
</table>

<sup>9</sup>One promotion to tenure not included in the department count (table 2a) is included here. File tracking sheet listed tracking dates beginning at the point the file was received in the Academic Personnel Office.
Table 3a

<table>
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<tr>
<th>CNAS Departments</th>
<th># of files processed by department</th>
<th>Average days in Dean's Office</th>
<th>Average days in APO</th>
<th>Average days at CAP</th>
</tr>
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<td>Biochem</td>
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<td>5</td>
<td>7</td>
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<tr>
<td>Biology</td>
<td>12</td>
<td>27</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>BPSC</td>
<td>15</td>
<td>32</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>CBN</td>
<td>7</td>
<td>13</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Chemistry</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>Earth Sci</td>
<td>4</td>
<td>17</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Entomology</td>
<td>10</td>
<td>21</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Envi Sci</td>
<td>16</td>
<td>45</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Math</td>
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<td>6</td>
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<tr>
<td>Nematology</td>
<td>3</td>
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<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Physics</td>
<td>10</td>
<td>24</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>PLPA &amp; Micro</td>
<td>9</td>
<td>41</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Statistics</td>
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<td>11</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
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<td>4</td>
<td>14</td>
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</tbody>
</table>

Table 3b

<table>
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<tr>
<th>CHASS Departments</th>
<th># of files processed by department</th>
<th>Average days in Dean's Office</th>
<th>Average days in APO</th>
<th>Average days at CAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>4</td>
<td>13</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Art</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Comp Lit</td>
<td>3</td>
<td>6</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>5</td>
<td>22</td>
<td>4</td>
<td>20</td>
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<td>Dance</td>
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<td>5</td>
<td>15</td>
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<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Ethnic Studies</td>
<td>4</td>
<td>8</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Hispanic Studies</td>
<td>3</td>
<td>28</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>History</td>
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<td>8</td>
<td>8</td>
<td>28</td>
</tr>
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Table 3c

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## Table 4c

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<th>Average days in APO</th>
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10 Count includes processing when file is initially received plus processing again after ad hoc
ANNUAL SHARED GOVERNANCE REPORT

OF

PLANNING AND BUDGET COMMITTEE

FOR

2007-2008

P&B Committee Members

Jay Farrell (Electrical Engineering)

Mary Gauvain (Psychology)

Subir Ghosh (Statistics)

Paul Hoffman (Philosophy)

Carol Lovatt (Botany & Plant Sciences)

Anthony Norman, Chair (Biochemistry & Biomedical Sciences)

Conrad Rudolph (History of Art)

Shuba Srinivasan (AGSM)
Summary:

From September 1, 2007 – August 31, 2008 the Planning & Budget Committee met a total of 17 times. The meetings usually were of 1.5 – 2 hours duration; they were of two types. About one third involved discussion and analysis of Reports, proposed new programs, or other items of official business that required a written report or opinion by P&B; these are tabulated in Table 1. The other two-thirds of the meetings involved interviewing UCR Consultants on specific topics of particular interest to P&B; see Table 2. These topics included the following: value engineering, income earned from UCR patents, status of financial aid for UCR students, status of UCR’s fund raising program, identification of the components of the Chancellor’s treasury (see Appendix 3), and for the proposed UCR School of Medicine (SOM), consideration of the proposed Curriculum (see Appendix 1), and review and consideration of the Business Plan (see Appendix 2).

There are three appendices.

Appendix A: P&B’s Executive Summary of the Committee’s report on the SOM proposed curriculum.

Appendix B: P&B’s Executive Summary of the Committee’s report on the SOM Business Plan.

Appendix C: Summary of UCR annual budget components (2006/07 – 20087/08) or the UCR “Colors of Money” and their permissible uses. (A Power Point presentation prepared by Gretchen Bolar, Vice Chancellor for Academic Planning and Budget)
TABLE 1
P&B Shared Governance Recommendations:

1. Approved the Johnson Chair and Yeager Chair documents: October 11, 2007.
5. Reviewed the proposed Curriculum for the UCR School of Medicine: Endorsed - January 27, 2008.
10. Critiqued and then reviewed a revised Proposal for an Interdisciplinary Material Science Program: Approved April 15, 2008.
11. Critiqued and then reviewed a revised Proposal for a Joint Ph.D. program of UCR’s Evolutionary Biology Graduate Program with San Diego State University: April 15, 2008.
13. Critiqued and then reviewed a revised Proposal for an AGSM Executive MBA program to be offered at the UCR Palm Desert campus: Approved August 7, 2008.
Table 2

Consultants to UCR Planning & Budget Committee

Oct. 25, 2007: Gretchen Bolar, Vice Chancellor, Academic Planning & Budget

(a) Review of UCR budget for 2007-2008
(b) Accounting of all faculty FTE allocated in the past 2 years.
(c) Description of the planning approach for preparation of the UCR School of Medicine business plan.

Nov. 8, 2007: Dr. Phyllis A. Guze, M.D., (Faculty member in the UCLA School of Medicine since 1985; 2007 Consultant to the UCR School Of Medicine-SOM)

(a) Presentation of the proposed UCR SOM medical school curriculum

Nov. 29, 2007: Dr. Phyllis A. Guze, M.D., (Faculty member in the UCLA School of Medicine since 1985; 2007 Consultant to the UCR School Of Medicine-SOM)

(a) First presentation of portions of the proposed SOM Business Plan.

Dec. 6, 2007: Susan Harlow, Associate Vice Chancellor for Development

(a) Description of UCR’s current UCR fund raising plans.
(b) Preliminary plans for fund raising for UCR SOM.

Dec. 13, 2007: Jim Sandoval, Vice Chancellor for Student Affairs

(a) Summary of UCR student financial aid availability and future needs.

Jan. 11, 2008: Gretchen Bolar, Vice Chancellor, Academic Planning & Budget

(a) Governor’s proposed 2008/2009 budget for UC.
(b) Summary of the categories of UCR’s annual budget so as to understand the nature of the Chancellor’s financial resources (Chancellor’s Treasury)
(c) Uses of Student Registration Fees.

Feb. 9, 2007: Gretchen Bolar, Vice Chancellor, Academic Planning & Budget

(a) Presentation and discussion of UCR SOM proposed Business Plan
Feb. 22, 2007: Dr. Phyllis A. Guze, M.D., (Faculty member in the UCLA School of Medicine since 1985; 2007 Consultant to the UCR School Of Medicine-SOM)

(a) Further discussion of proposed SOM Business Plan.

March 26, 2008: Al Diaz, Vice Chancellor for Administration

(a) Examples of ‘value engineering’ (reduction in building features necessary so as to stay ‘on’ budget after building plans are finalized) in UCR’s capital planning and building program over the past decade.

April 1, 2007: Charles Louis, Vice Chancellor for Research and Craig Sheward, Assistant Vice Chancellor for Research

(a) Value engineering in the Psychology building and the associated campus Vivarium (exorbitant cost of cage washers).
(b) Nature and extent of income from patents and intellectual property.

May 13, 2007: Don Caskey, UCR Architect

(a) Summary and status of UCR capital projects (new buildings and renovations)
(b) Review of UCR building projects that experienced ‘value engineering’; what were the reasons.
APPENDIX A

Executive Summary of the UCR School Of Medicine Proposed Curriculum

February 8, 2008

This document provides a summary of the UCR Senate’s Planning & Budget Committee’s assessment of the proposed Curriculum for the UCR research-based School of Medicine (SOM) that is planned to open in fall 2012 and reach full build-out in 2021. P&B unanimously supports the proposed 4 year medical curriculum. The UCR Division of Biomedical Sciences has a 30 year foundational experience in providing the first two years of medical school in the UCR/UCLA Program in Biomedical Sciences. Further, the problem based learning curriculum for years 1 and 2 of the proposed 4 year Medical School is presently taught as the curriculum for the UCR/UCLA Program in Biomedical Sciences and at the UCLA Medical School and has been fully accredited at both institutions for the past 2 years. P&B also supports and endorses the medical curriculum for years 3 and 4 which feature a distributed clinical experience between Inland Empire medical centers and community based clinical practices. It is P&B’s assessment that the curriculum proposed for years 3 and 4 is innovative and on the cutting edge of medical clinical instruction approaches, and is highly likely to be successful in inculcating the graduating medical students with an in depth understanding and appreciation of the importance of serving the underserved.
APPENDIX B

Executive Summary of the UCR School of Medicine Proposed Business Plan

February 21, 2008

This document provides a summary of the UCR Senate Planning & Budget Committee’s assessment of the proposed Business Plan (BP) for the UCR research-based School of Medicine (SOM) developed by the UCR administration under the leadership of Acting Chancellor Robert Grey. The SOM basic plan is to open with a class size of 50 students in the fall of 2012 which will grow to be four classes of 100 students each by fall of 2017. By 2021 the SOM will consist of 138 faculty FTE, 160 residents, 400 medical students and 160 Ph.D. students. Years 3 and 4 of the medical curriculum will feature a distributed clinical education experience between Inland Empire medical centers and community based clinical practices; this education model thus avoids the necessity to finance and build de novo a large and extremely expensive teaching hospital (e.g. > $500 million for a 300 bed facility).

The SOM BP articulates the many starting assumptions (enrollment growth, staffing resource requirements, non-salary expenses and revenue funding) necessary to model in extensive detail the multitude of activities that are essential to operating a fully functional and accredited SOM. The Operating Budget Plan projects revenue and operating expenses for a 14 year period from 2008-2009 to 2021-2022. By fiscal year 2020-2021, the SOM will attain a level of self-sustaining breakeven operations with an annual budget of $87.5 million. Approximately $25 million of the total revenue will be annually provided by State of California funds, $7.4 million from student fees, $27.2 million from Grant and Contract revenue (direct), $13.2 million from Graduate Medical Education (residents) payments and $20-25 million annually from UCR fund raising. Given that every dollar spent by a medical school or teaching hospital indirectly generates up to $5 – $8 when it is "re-spent" on other businesses or individuals (see Appendix C), P&B notes that the annual expenditure of $87 million by the SOM has the potential to raise the economic vitality of the Inland Empire to a significantly higher level.

The capital building plan for the SOM is projected to cost a total of $556.3 million. The capital plan is composed of two phases; (i) Transitional Space (a Surge lab/office building and a Surge Vivarium plus other smaller renovation projects) on the existing east campus to be started in 2009 and completed by 2012 for the opening of the SOM (cost $48.4 million), and (ii) three permanent buildings on the 40 acre west campus to be started in 2010 and finished by June 2015 (cost $507.9 million). It is proposed that funds for the west campus capital building plan would be provided by a California voter-
approved Bond Issue; this project can not be initiated until the UC Board of Regents approves the UCR SOM proposal.

It is Planning and Budgets’ view that the SOMP describes an enormous and complex undertaking that requires an enormous and complex budget. The committee finds that the SOM Business plan is rational, informative and transparent and will permit the establishment at UCR of a research-based SOM. P&B notes that the Business Plan is dependent upon significant financial resources for one-time capital funds and also significant funds to be provided annually by the State of California through its budget for the University. P&B hopes that the ongoing vagaries of California’s financial state can be overcome to permit realization of the UCR SOMP so that the people of the Inland Empire area and the Coachella Valley can have access to a high standard of medical care and therefore an increased quality of life.

Six strong letters of recommendation were received from medical schools (4 from UC medical schools) that were thorough in their analysis, and highly supportive of the UCR SOMP and its curriculum.

It is anticipated at build-out the UCR medical school will meet the standards for excellence in research, medical training and health care that are expected of University of California medical schools. In addition, P&B believes that the SOM will fulfill its mission of providing greater access to quality health care to the underserved of the region. The UCR Senate Planning and Budget Committee unanimously supports the Business Plan for the UCR School of Medicine with the requisite state funding.
The Colors of Money

Gretchen Bolar
Vice Chancellor, Academic Planning & Budget
October 2, 2008 Presentation to Senate Retreat
Current Fund Expenditures – Systemwide
(Dollars in Thousands)

Fiscal Year 2006 - 2007

State General Funds: 21%
Tuition and Fees: 9%
Private Funds: 9%
Sales & Service: 39%
Auxiliary Enterprises: 4%
Gov't Contract & Grants (including FA): 18%

$15,417,969
Current Fund Expenditures – Systemwide
(Dollars in Thousands)

Fiscal Year 2006 - 2007

- State General Funds: 21%
- Gov’t Contract & Grants (including FA): 18%
- Auxiliary Enterprises: 4%
- Sales & Service: 12%
  - Sales & Service - Med Ctrs: 27%
- Tuition and Fees: 9%
- Private Funds: 9%

Total: $15,417,969

Sales & Service - Med Ctrs: $4,016,199
Sales & Service: $1,896,551
Current Fund Expenditures – Systemwide
(Dollars in Thousands)

Fiscal Year 2006 - 2007

- State General Funds: 21%
- Contract & Grants (including FA): 18% ($2,769,244)
- Auxiliary Enterprises: 4%
- Tuition and Fees: 9%
- Private Funds: 9%
- Sales & Service: 39%

Total: $15,417,969
Current Fund Expenditures – Systemwide
(Dollars in Thousands)

Fiscal Year 2006 - 2007

- State General Funds: 21%
- Gov't Contract & Grants (including FA): 18%
- Auxiliary Enterprises: 4%
- Tuition and Fees: 9% ($1,451,200)
- Private Funds: 9%
- Sales & Service: 39%

Total Expenditures: $15,417,969

$15,417,969
Current Fund Expenditures – Systemwide
(Dollars in Thousands)

State General Funds
21%
$3,146,124

Gov’t Contract & Grants (including FA)
18%

Auxiliary Enterprises
4%

Tuition and Fees
9%

Private Funds
9%

Sales & Service
39%

Fiscal Year 2006 - 2007

$15,417,969
Current Fund Expenditures – Systemwide
(Dollars in Thousands)

Fiscal Year 2006 - 2007

- State General Funds: 27%
- Tuition and Fees: 13%
- Private Funds: 13%
- Sales & Service: 17%
- Auxiliary Enterprises: 6%
- Gov't Contract & Grants (including FA): 24%

$11,337,860 (excluding Medical Centers)
Current Fund Expenditures - UCR
(Dollars in Thousands)

Fiscal Year 2006 - 2007

State General Funds
44% ($202,308)

Gov't Contract & Grants
18% ($83,107)
(includes FA)

Auxiliary Enterprises
8% ($35,959)

Sales & Service
4% ($15,985)

Private Funds
6% ($25,845)

Tuition and Fees
20% ($89,884)

$453,088
Current Fund Expenditures - Compare

Systemwide (excluding Med Ctrs)
- State General Funds: 27%
- Gov't Contract & Grants (including FA): 24%
- Tuition and Fees: 13%
- Private Funds: 13%
- Sales & Service: 17%
- Auxiliary Enterprises: 6%

UCR
- State General Funds: 44%
- Gov't Contract & Grants (includes FA): 18%
- Tuition and Fees: 20%
- Private Funds: 6%
- Sales & Service: 4%
- Auxiliary Enterprises: 8%

Fiscal Year 2006 - 2007
# Summary of Revenues - UCR

## SUMMARY OF REVENUES BY PRIMARY BUDGETING CONTROL

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<td>Foundation and Other Private Sponsors Processed Via Sponsored Project Administration</td>
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A. Registration Fee Advisory Committee
   1. Registration Fees
   2. Student Services Fees

B. Academic Planning and Budget Process
   1. General Funds (including converted Educational Fees)
   2. Designated Allocations from the State/UCOP
      (Instructional Equipment Replacement, Internet II Funds)
   3. Non-state Funds

C. Policy-driven Allocations
   1. Facilities and Administrative Cost Recovery (ICR)
   2. Initial Complements
• University Registration Fee is a University wide mandatory charge assessed against each registered resident and nonresident student. (UCR’s July 1, 2008 Budget ~ $15.5M)

• May be used to support services which benefit the student and which are complementary to, but not a part of, the instructional program

• Programs include, but are not limited to, operating and capital expenses for services related to the physical and psychological health and well-being of students; social and cultural activities and programs; services related to campus life and campus community; and educational and career support
# Registration Fee Process

## Timeline of Registration Fee Advisory Committee

<table>
<thead>
<tr>
<th>Month</th>
<th>Events</th>
</tr>
</thead>
</table>
| November| Introduction and Nomination of Vice Chair, Subcommittee Training  
Council on Student Fees Meeting  
Budget Call Letter to Registration Fee Budget Holders |
| December| Budget Request and Addendum Due                  |
| January | Budget Request and Addenda Disbursed to Members  
Subcommittees Review/Evaluate Each Assigned Program |
| February| Council on Student Fees Meeting                  
Report on Status of Registration Fee Budget by VC Bolar  
Deadline to submit Subcommittee Reports |
| March   | Review Budget Requests and Subcommittee Reports  
Budget Deliberations - Public Hearings w/ Directors |
| April   | Council on Student Fees Meeting                  
Submission of Preliminary Recommendations to Directors  
Appeal Process and Determination of Final Recommendations |
| May     | Present Recommendations to Chancellor and EVC  
APB Provides a Detailed Analysis of Recommendations to Chancellor and EVC |
| June    | Budget Holders Notified of Chancellor's Final Decisions |
### Registration Fee Advisory Committee Allocations
Permanent and Temporary Amounts FY 2006-07 through FY 2008-09

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African Student Programs</td>
<td>$0</td>
<td>$10,000</td>
<td>$3,000</td>
<td>$10,820</td>
<td>$0</td>
<td>$14,395</td>
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<tr>
<td>Asian Pacific Student Programs</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$10,250</td>
<td>$0</td>
<td>$14,620</td>
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<tr>
<td>Campus Health Center</td>
<td>$66,114</td>
<td>$87,138</td>
<td>$53,838</td>
<td>$589</td>
<td>$29,453</td>
<td>$16,900</td>
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<td>Career Services Center</td>
<td>$0</td>
<td>$40,200</td>
<td>$0</td>
<td>$40,400</td>
<td>$0</td>
<td>$72,365</td>
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<tr>
<td>Chicano Student Programs</td>
<td>$0</td>
<td>$11,226</td>
<td>$0</td>
<td>$7,232</td>
<td>$0</td>
<td>$19,367</td>
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<tr>
<td>Child Development Center</td>
<td>$5,898</td>
<td>$0</td>
<td>$47,075</td>
<td>$3,500</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Counseling Center</td>
<td>$19,486</td>
<td>$36,625</td>
<td>$34,575</td>
<td>$7,264</td>
<td>$6,600</td>
<td>$7,200</td>
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<tr>
<td>Cultural Events</td>
<td>$0</td>
<td>$11,500</td>
<td>$0</td>
<td>$11,500</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Dean of Students</td>
<td>$0</td>
<td>$31,644</td>
<td>$23,407</td>
<td>$35,785</td>
<td>$2,500</td>
<td>$62,123</td>
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<td>Graduate Student Association</td>
<td>$1,934</td>
<td>$2,424</td>
<td>$2,704</td>
<td>$1,800</td>
<td>$3,721</td>
<td>$0</td>
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<tr>
<td>Intercollegiate Athletics</td>
<td>$0</td>
<td>$169,100</td>
<td>$0</td>
<td>$148,100</td>
<td>$25,600</td>
<td>$145,138</td>
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<tr>
<td>International Education Center</td>
<td>$0</td>
<td>$0</td>
<td>$17,895</td>
<td>$6,714</td>
<td>$3,452</td>
<td>$23,500</td>
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<tr>
<td>International Services Center</td>
<td>$0</td>
<td>$11,911</td>
<td>$0</td>
<td>$0</td>
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<td>$0</td>
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<tr>
<td>KUCR</td>
<td>$0</td>
<td>$46,918</td>
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<td>$22,564</td>
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<td>Learning Center</td>
<td>$10,930</td>
<td>$52,056</td>
<td>$7,527</td>
<td>$8,208</td>
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<td>$0</td>
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<tr>
<td>LGBT Resource Center</td>
<td>$0</td>
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<td>$0</td>
<td>$11,320</td>
<td>$0</td>
<td>$15,120</td>
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<tr>
<td>Native American Student Programs</td>
<td>$0</td>
<td>$9,093</td>
<td>$0</td>
<td>$26,578</td>
<td>$0</td>
<td>$15,106</td>
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<td>Recreation</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$9,300</td>
<td>$104</td>
<td>$8,000</td>
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<tr>
<td>Reg Fee Mental Health Funds</td>
<td>$0</td>
<td>$0</td>
<td>$327,243</td>
<td>$8,600</td>
<td>$249,930</td>
<td>$152,310</td>
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<tr>
<td>Student Judicial Affairs</td>
<td>$0</td>
<td>$9,900</td>
<td>$32,348</td>
<td>$8,600</td>
<td>$13,949</td>
<td>$10,500</td>
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<tr>
<td>Student Life</td>
<td>$0</td>
<td>$83,383</td>
<td>$50,373</td>
<td>$64,006</td>
<td>$8,011</td>
<td>$90,784</td>
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<tr>
<td>Student Special Services</td>
<td>$19,798</td>
<td>$62,848</td>
<td>$0</td>
<td>$72,753</td>
<td>$15,289</td>
<td>$8,589</td>
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<tr>
<td>University Band</td>
<td>$0</td>
<td>$2,000</td>
<td>$5,600</td>
<td>$42,998</td>
<td>$0</td>
<td>$24,549</td>
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<tr>
<td>VCASA - Technology Services</td>
<td>$0</td>
<td>$0</td>
<td>$41,294</td>
<td>$36,108</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Women's Resource Center</td>
<td>$65</td>
<td>$15,716</td>
<td>$1,100</td>
<td>$23,203</td>
<td>$0</td>
<td>$32,238</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$124,225</strong></td>
<td><strong>$696,682</strong></td>
<td><strong>$279,442</strong></td>
<td><strong>$942,021</strong></td>
<td><strong>$414,010</strong></td>
<td><strong>$735,403</strong></td>
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</tbody>
</table>
## Timeline of Major Events in a Planning & Budget Process

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>Executive Strategic Planning Retreat</td>
</tr>
<tr>
<td>November</td>
<td>Campus Call Letter is Distributed</td>
</tr>
<tr>
<td>November-January</td>
<td>Academic Planning &amp; Budget Staff Contact and Consult with Organizations in the Preparation of Planning Documents</td>
</tr>
<tr>
<td>January</td>
<td>Comprehensive Planning Documents are Due to Executive Vice Chancellor and Provost</td>
</tr>
<tr>
<td>February</td>
<td>Vision Presentations – Chancellor, EVC&amp;P, Chair Academic Senate, Chair CPB and all Budget Holders</td>
</tr>
<tr>
<td>February-March</td>
<td>Fact Finding and Follow-up with Organizations</td>
</tr>
<tr>
<td>March</td>
<td>Individual Budget-Holder Hearings and Discussions - Chancellor, EVC&amp;P, VCAPB, Chair Academic Senate, and Chair CPB</td>
</tr>
<tr>
<td>May</td>
<td>Input/feedback to Executive Vice Chancellor and Provost Wartella from the Academic Senate Committee on Planning &amp; Budget</td>
</tr>
<tr>
<td>June</td>
<td>Final Decisions are Announced Contingent upon the Conclusion of the State’s Budget Process and Budget Allocation Letters are sent</td>
</tr>
</tbody>
</table>
### RESOURCES ASSOCIATED WITH ENROLLMENT INCREASES

**Budgeted Student/Faculty Ratio @ 18.7 - 1**

#### CALIFORNIA RESIDENTS SOURCES

<table>
<thead>
<tr>
<th>Amount per Student</th>
<th>Budgetary Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Funds (MCOI)</td>
<td>$8,585 Campus</td>
</tr>
<tr>
<td>Educational Fees</td>
<td>$3,411 Campus</td>
</tr>
<tr>
<td>(Net of Financial Aid)</td>
<td></td>
</tr>
<tr>
<td>Registration Fees</td>
<td>$786 Campus</td>
</tr>
<tr>
<td>Professional School Fees (Business/Medical)</td>
<td>$10,235 * Dean</td>
</tr>
<tr>
<td>(Net of Financial Aid)</td>
<td></td>
</tr>
</tbody>
</table>

#### NON-RESIDENTS SOURCES

<table>
<thead>
<tr>
<th>Amount per Student</th>
<th>Budgetary Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Funds (MCOI)</td>
<td>$0 Campus</td>
</tr>
<tr>
<td>Educational Fees</td>
<td>$3,411 Campus</td>
</tr>
<tr>
<td>(Net of Financial Aid)</td>
<td></td>
</tr>
<tr>
<td>Non-Resident Tuition</td>
<td>$14,694 ** Campus</td>
</tr>
<tr>
<td>Registration Fees</td>
<td>$786 Campus</td>
</tr>
<tr>
<td>Professional School Fees (Business/Medical)</td>
<td>$10,235 * Dean</td>
</tr>
<tr>
<td>(Net of Financial Aid)</td>
<td></td>
</tr>
</tbody>
</table>

* Amount reflects Business Fee. Medical fee is $14,004.
** Amount reflects Graduate Academic.
### Example of Enrollment Growth Resource Allocations

**For California Residents**

<table>
<thead>
<tr>
<th>Enrollment Growth FTE</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Faculty FTE @ 18.7-1</td>
<td>10.70</td>
</tr>
<tr>
<td>New TA FTE @ 44-1</td>
<td>4.55</td>
</tr>
</tbody>
</table>

**Marginal Cost Funding (State Resources) * | $8,585**

**Marginal Cost Funding (Student Fees) * | $3,411**

<table>
<thead>
<tr>
<th>Uses</th>
<th>Dollars</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salaries for 10.70 FTE @ $53,800</td>
<td>575,660</td>
<td>24.00%</td>
</tr>
<tr>
<td>Faculty Benefits for 10.70 FTE @ 20%</td>
<td>115,132</td>
<td>4.80%</td>
</tr>
<tr>
<td>Generic Support for 10.70 FTE @$5,000</td>
<td>53,500</td>
<td>2.23%</td>
</tr>
<tr>
<td>4.55 FTE Teaching Assistants (Salary, EB, FR, GSHIP)</td>
<td>225,430</td>
<td>9.40%</td>
</tr>
<tr>
<td>Library Allocation @$600/FTE</td>
<td>120,000</td>
<td>5.00%</td>
</tr>
<tr>
<td><strong>Total Uses</strong></td>
<td><strong>$1,089,722</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Balance Available** | $1,309,278 | 54.58% |

*Note: Registration Fees are allocated annually based on the recommendations of the Registration Fee Advisory Committee as an outcome of its annual budget review process.*
**Example of Enrollment Growth Resource Allocations**

*For Non-Residents*

<table>
<thead>
<tr>
<th>Enrollment Growth FTE</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Faculty FTE @ 18.7-1</td>
<td>5.35</td>
</tr>
<tr>
<td>New TA FTE @ 44-1</td>
<td>2.27</td>
</tr>
</tbody>
</table>

| Marginal Cost Funding (State Resources) * | $0 |
| Marginal Cost Funding (Student Fees) * | $3,411 |
| Non-Resident Tuition *, ** | $14,694 |

| Total General Funds | 0 |
| Total Student Fees | 341,000 |
| Total Non-Resident Tuition | 1,469,400 |
| Total Resources | $1,810,400 |

<table>
<thead>
<tr>
<th>Dollars</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salaries for 5.35 FTE @ $53,800</td>
<td>287,830</td>
</tr>
<tr>
<td>Faculty Benefits for 5.35 FTE @ 20%</td>
<td>57,566</td>
</tr>
<tr>
<td>Generic Support for 5.35 FTE @$5,000</td>
<td>26,750</td>
</tr>
<tr>
<td>2.27 FTE Teaching Assistants (Salary, EB, FR, GSHIP)</td>
<td>112,467</td>
</tr>
<tr>
<td>Library Allocation @$600/FTE</td>
<td>60,000</td>
</tr>
<tr>
<td><strong>Total Uses</strong></td>
<td><strong>$544,613</strong></td>
</tr>
</tbody>
</table>

| Balance Available | $1,265,787 | 69.92% |

*Note: Registration Fees are allocated annually based on the recommendations of the Registration Fee Advisory Committee as an outcome of its annual budget review process.*

* Based upon 2007-08 allocation values.

** Amount reflects Graduate Academic.
Support Allocation Based on Permanent Support Budget

Balance Available for Allocation (based on 200 new California Residents)

$1,309,278
1.25% of Permanent Support Budgets

$569,566
Distributed to Schools and Colleges (6 total)

$739,713
Academic and Administrative Support Units (11 total)
### Chancellor's Resources

Non-State Funds - Sources and Uses

Estimates as of September 19, 2008

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gift Fees</td>
<td>Advancement, general discretionary</td>
<td>811,000</td>
<td>800,000</td>
<td>500,000</td>
<td>500,000</td>
</tr>
<tr>
<td>Administrative Cost Recovery</td>
<td>General campus use</td>
<td>1,560,954</td>
<td>1,673,825</td>
<td>2,159,577</td>
<td>2,267,556</td>
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<tr>
<td>STIP</td>
<td>Advancement, Building payments, general discretionary</td>
<td>1,032,215</td>
<td>1,225,334</td>
<td>1,350,000</td>
<td>1,350,000</td>
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<tr>
<td>Ground Leases</td>
<td>General discretionary</td>
<td>100,000</td>
<td>60,000</td>
<td>110,000</td>
<td>110,000</td>
</tr>
<tr>
<td>SPRINT</td>
<td>C&amp;C, VPUE - Student Success</td>
<td>-</td>
<td>300,000</td>
<td>600,000</td>
<td>600,000</td>
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<tr>
<td>Pouring Rights (Pepsi)</td>
<td>Athletics, general discretionary</td>
<td>250,000</td>
<td>-</td>
<td>*</td>
<td>*</td>
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<tr>
<td>Employee Support Program</td>
<td>Staff / Faculty Health and Welfare</td>
<td>691,000</td>
<td>765,000</td>
<td>791,000</td>
<td>830,550</td>
</tr>
<tr>
<td>Financial System Assessment</td>
<td>Assessed to campus to pay for financial system</td>
<td>247,088</td>
<td>247,088</td>
<td>247,088</td>
<td>247,088</td>
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<tr>
<td>Quickturn Royalties</td>
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<td>13,500</td>
<td>7,125</td>
<td>9,000</td>
<td>9,000</td>
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<tr>
<td>Vending Machine Commissions</td>
<td>Funds received from snack machines</td>
<td>5,700</td>
<td>7,400</td>
<td>7,500</td>
<td>7,500</td>
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<tr>
<td>Endowment</td>
<td>Marion Miller Endowment</td>
<td>31,831</td>
<td>33,184</td>
<td>34,927</td>
<td>35,626</td>
</tr>
</tbody>
</table>

**Approximate Annual Value**

4,743,288  5,118,956  5,809,092  5,957,319

*Current pouring rights contract is expiring. New contract is in final negotiation.*
How Federal Cost Recovery is Allocated

**Garamendi:** Amount received by campus is based upon research occurring in specific campus buildings or facilities. Funds are used for revenue bond repayment for acquisition, construction, renovation, equipping and maintaining designated research facilities. Research facilities require prior approval by UC Board of Regents and the State of California.

After Garamendi, the campus receives 94% of the actual Federal F&A cost recovery from which the following allocations are made:

**Off-the-Top (6975X):** 19.9% of F&A cost recovery (after Garamendi). Funds used to cover some of the costs associated with providing contract and grant administrative and support services (ex: Research Affairs, C&G Accounting).

**Opportunity Funds (074XX):** Amount equals 45% of the remaining 80.1% (36% of total) of F&A cost recovery-after Off-the-Top & Garamendi.

**UC General Funds (19933):** Amount equals 55% of the remaining 80.1% (44% of total) of F&A cost recovery-after Off-the-Top, Garamendi, and Opportunity Funds. This becomes part of UCR’s base General Fund budget.
ALLOCATION OF FEDERAL AND PRIVATE LOCAL COST RECOVERY FUNDS

A campus policy governs the allocation of all Federal cost recovery (Opportunity and Off-The-Top Funds), and Private and Local contract and grant cost recovery (Educational Funds) received by the campus. This policy divides the allocation of Opportunity Funds, Off-The-Top Funds, and Education Funds into four groups:

• Pre-Group I, II, and III Genomics ICR Set-Aside is a Garamendi-like set-aside for the purpose of funding campus capital investments,

• Group I consists of programs which the Office of the President or the Chancellor have mandated be funded with these sources,

• Group II consists of those departments which provide direct support to the research effort of the campus, and

• Group III consists of Schools and Colleges that engage in research activities that generate Federal and Private/Local indirect cost recovery

 Governing Campus Policy:

A Policy for the Allocation of Federal and Private/Local Indirect Cost Recovery Funds (Facilities and Administrative Costs)
### FY 2007/08 F&A ALLOCATION SUMMARY

<table>
<thead>
<tr>
<th>Sources for Allocation</th>
<th>FY 2005-06</th>
<th>FY 2006-07</th>
<th>FY 2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private/Local</td>
<td>$2,064,695</td>
<td>$1,778,057</td>
<td>$1,790,764</td>
</tr>
<tr>
<td>Federal</td>
<td>5,904,435</td>
<td>6,038,891</td>
<td>6,587,948</td>
</tr>
<tr>
<td><strong>Total Sources</strong></td>
<td><strong>$7,969,130</strong></td>
<td><strong>$7,816,948</strong></td>
<td><strong>$8,378,712</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Allocations</th>
<th>FY 2005-06</th>
<th>FY 2006-07</th>
<th>FY 2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genomics F&amp;A Set-Aside</td>
<td>$943,283</td>
<td>$863,940</td>
<td>$1,392,476</td>
</tr>
<tr>
<td>Group I Allocation</td>
<td>835,007</td>
<td>840,369</td>
<td>846,076</td>
</tr>
<tr>
<td>Group II Allocation</td>
<td>3,607,680</td>
<td>3,981,075</td>
<td>4,362,374</td>
</tr>
<tr>
<td>Group III Allocation</td>
<td>2,583,160</td>
<td>2,131,564</td>
<td>1,777,787</td>
</tr>
<tr>
<td><strong>Total Allocations</strong></td>
<td><strong>$7,969,130</strong></td>
<td><strong>$7,816,948</strong></td>
<td><strong>$8,378,712</strong></td>
</tr>
</tbody>
</table>
FACULTY RECRUITMENT FUNDING

The Faculty Recruitment Package Policy establishes the amount and the manner in which Chancellorial funding will be provided to the Schools and Colleges for faculty recruitment packages, also known as Initial Complements. This policy applies to General Fund I&R faculty FTE only.

Governing Campus Policy:

The University Of California, Riverside Faculty Recruitment Package Policy -- A Policy on Chancellorial Support for Faculty Recruitment Packages

http://apb.ucr.edu/bud_res/docs/Faculty%20Recruitment%20Policy%20(effective%207-1-07).doc
Chancellorial Support for Faculty Recruitment Packages
Summary of Category A and B Support

<table>
<thead>
<tr>
<th>School/College</th>
<th>Category A</th>
<th>Category B</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson Graduate School of Management</td>
<td>$6,500</td>
<td>$15,000</td>
<td>$21,500</td>
</tr>
<tr>
<td>Bourns College of Engineering</td>
<td>$6,500</td>
<td>$174,000</td>
<td>$180,500</td>
</tr>
<tr>
<td>College of Humanities, Arts, and Social Sciences</td>
<td>$6,500</td>
<td>$21,500</td>
<td>$28,000</td>
</tr>
<tr>
<td>College of Natural and Agricultural Sciences</td>
<td>$6,500</td>
<td>$182,000</td>
<td>$188,500</td>
</tr>
<tr>
<td>Division of Biomedical Sciences</td>
<td>$6,500</td>
<td>$167,000</td>
<td>$173,500</td>
</tr>
<tr>
<td>School of Education</td>
<td>$6,500</td>
<td>$13,000</td>
<td>$19,500</td>
</tr>
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</table>
To be received and placed on file:

The Committee on Committees reports the following appointments made since the last report of May 20, 2008:

Nominated a slate of five faculty names to serve on the Search Committee for a Permanent Vice Chancellor for University Advancement.

Nominated a slate of five faculty names to serve on the E-File Committee.

Appointed Professor K. Pyke of Sociology and X. Chen of Botany & Plant Sciences to serve on the Diversity and Equal Opportunity Committee.

Appointed Professor A. H. Huang of Botany & Plant Sciences to serve as Chair of the Scholarships and Honors Committee.

Appointed Professor K. A. Kinney of English to Chair the In Memoriam Committee for Professor L. Barrett. Professors K. Harris, M. H. Raheja, and T. Yamamoto of the English Department were appointed to serve on the committee.

Nominated a slate of six faculty names to serve on the Search Committee for the Dean of the School of Medicine.

Nominated a slate of seven faculty names to serve on an ad hoc committee to develop policies for faculty housing policy.

Appointed Professor M. Chrobak of Computer Science and Engineering to replace Professor S. Mahalingham of Mechanical Engineering on the Committee on Academic Personnel.

Appointed Professor D. Burrill of Media and Cultural Studies and D. L. Altshuler of Biology to serve on the Registration Fee Committee.

Appointed Professor L. Wright of Philosophy to serve as Secretary/Parliamentarian for Spring Quarter, 2009.

Appointed Professor K. A. Hammond of Biology to serve as representative to the Universitywide Committee on Research Policies.

Appointed Professor M. Gauvain of Psychology to serve as representative to the Universitywide Committee on Planning and Budget.

Appointed Professor R. A. Cardullo of Biology to serve as representative to the Universitywide Committee on Committees.

Appointed Professor R. B. Axelrod English to replace Professor G. E. Haggerty of English on the Committee on Academic Personnel.

Appointed Professor D. Cwiertny of Chemical and Environmental Engineering to serve on the Commons Board of Governors.
Appointed Professor D. S. Straus of Biomedical Science to serve as representative to the Universitywide Committee on Educational Policy for Fall Quarter; Professor D. C. Funder of Psychology was appointed to serve Winter and Spring Quarters.

Appointed Professor T. A. Miller of Entomology to serve as Chair on the In Memoriam Committee for Professor Emeritus R. B. March. Professor M. K. Rust of Entomology and R. Krieger, Cooperative Extension Specialist in Entomology were appointed to serve on the committee.

Appointed Professor C. Abani of Creative Writing and Professor R. M. Hinds of Theatre to serve on Graduate Council.

Appointed Professor T. Lopez of English to serve as representative on the Community College Initiatives Steering Committee.

Nominated a slate of six faculty names to serve on the Search Committee for the Dean of the School of Public Policy.


Appointed Professor Emeritus J. Letey, Jr. of Environmental Sciences to serve as Chair on the In Memoriam Committee for Professor Emeritus P. Pratt. Professors Emeritus A. C-S. Chang and A. L. Page of Environmental Sciences were appointed to serve on the committee.

Appointed Professor W. Clark of the Music Department to serve on the Institutional Research Coordinating Group (IRCG).

Appointed Professor W. Liao from AGSM to serve on Educational Policy Committee.

Appointed Professor K. Ramakrishnan of Political Science to serve on Graduate Council.

Appointed Professor J. McMullin of Anthropology to serve as Chair of the Diversity and Equal Opportunity Committee.

Appointed Professor D. A. DeMason of Botany & Plant Sciences to the Charges Committee.

B. C. ARNOLD  
L. S. BELL  
R. J. DEBUS  
C. W. GAILEY  
J. M. GANIM  
A. MULCHANDANI  
R. N. PAGE  
A. L. N. RAO  
A. ULLAH  
R. A. CARDULLO, CHAIR
### Undergraduate Course

<table>
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<th>Department</th>
<th>Credits</th>
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<td>NEW CHFY 002 J</td>
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<td>Black Exodus: The Great Migration and Religious Imagination (4)</td>
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<td>Introduction to Global Change and Inequality (4)</td>
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<td>CHANGE BCH 153</td>
<td>Plant Genomics and Biotechnology Laboratory (4)</td>
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<td>Screenwriting: Introduction (4)</td>
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<td>FVC 166C</td>
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<td>Topics in the Sociology of Gender (4)</td>
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<td>Screenwriting: Introduction (4)</td>
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<td>THEA 166 B</td>
<td>Screenwriting: Outline to First Draft (4)</td>
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<td>THEA 166 C</td>
<td>Screenwriting: Rewrites and Writing for Television (4)</td>
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### Professional Course

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<th>Department</th>
<th>Credits</th>
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<td>Directed Studies in the Teaching of Music (3)</td>
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<tr>
<td>MUS 302</td>
<td>Teaching Practicum (1-4)</td>
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### Graduate Course

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<td>NEW CEE 267</td>
<td>Special Topics in Bionanotechnology (2)</td>
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<td>CEE 268</td>
<td>Special Topics in Environmental Chemistry (2)</td>
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<td>Directed Research (1-2)</td>
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<td>Research for the Dissertation (1-12)</td>
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<td>Sierran Studies: The Paleoclimate Record of the Sierra (4)</td>
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<td>Earthquake Physics (4)</td>
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<td>ME 244</td>
<td>Nanoscale Heat Transfer and Energy Conversion (4)</td>
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<td>MGT 226</td>
<td>Fraud and Forensics Auditing (4)</td>
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<td>PHYS 218</td>
<td>Fundamentals of Astrophysics (4)</td>
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<td>SEAS 292</td>
<td>Concurrent Analytical Studies in Southeast Asian Studies (1-4)</td>
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<td>SEAS 299</td>
<td>Research for the Thesis (1-12)</td>
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<td>THEA 269</td>
<td>Rewriting the Script (4)</td>
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<td>CHANGE CHEM 221 D</td>
<td>Advanced Analytical Chemistry: Mass Spectroscopy (3)</td>
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<td>CHEM 221E</td>
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<tr>
<td>GEO 243 B</td>
<td>Earthquake Physics (4)</td>
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<td>GEO 243</td>
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Approved by the Executive Council on behalf of the Riverside Division on June 9, 2008.

CHANGE CHEM 221 E Advanced Analytical Chemistry: Introduction to Bioanalytical Chemistry (3) CHEM 221F

Approved by the Executive Council on behalf of the Riverside Division on June 19, 2008.
To be received and placed on file:
The Committee on Courses has approved the following courses.

**Undergraduate Course**

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<td>AST 112</td>
<td>Modern Korean Literature</td>
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<td>CPLT 040</td>
<td>Literary Response to Disaster and Repression</td>
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<td>ETST 130</td>
<td>History of Public Education in Communities of Color</td>
<td>4</td>
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<tr>
<td>ETST 160</td>
<td>Community Research and Advocacy</td>
<td>4</td>
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<td>KOR 047</td>
<td>Introduction to Korean Film</td>
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<td>KOR 112</td>
<td>Modern Korean Literature</td>
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<td>Introduction to Media and Cultural Studies</td>
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<td>Introduction to Korean Film</td>
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<td>PHIL 127</td>
<td>Advanced Topics in Logic</td>
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<td>PHIL 173</td>
<td>Philosophy of Sex and Sexuality</td>
<td>4</td>
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<td>POSC 110</td>
<td>The Origins of Political Ideas</td>
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<td>RLST 126</td>
<td>Israel: The Jewish State</td>
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<td>RLST 127</td>
<td>The Holocaust</td>
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<td>SOC 011</td>
<td>Introduction to Applied Demography</td>
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<td>SOC 185</td>
<td>Population Forecasting</td>
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<td>THEA 114</td>
<td>Acting for Writers</td>
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<td>THEA 156 A</td>
<td>Film Production: Production</td>
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<td>THEA 156 B</td>
<td>Film Production: Postproduction</td>
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<td>THEA 157</td>
<td>Editing the Narrative Film</td>
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<td>Laboratory in Medical and Veterinary Entomology</td>
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<td>HISA 130</td>
<td>Gender, Sex, and Sexuality in Early America</td>
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<td>HISA 145</td>
<td>Southeastern Indian History</td>
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<td>HISE 107</td>
<td>The Legacy of Mesopotamian Cuneiform Texts</td>
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<td>HISE 108</td>
<td>History of Babylonia</td>
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<td>HISE 109</td>
<td>History of Assyria</td>
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<td>SOC 152</td>
<td>Theory of Gender Inequality</td>
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<td>WMST 130</td>
<td>Gender, Sex, and Sexuality in Early America</td>
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<td>CHANGE ART 112 (E-Z)</td>
<td>Painting Materials and Processes</td>
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<td>BCH 186</td>
<td>Topics in Molecular Bioenergetics</td>
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<td>BIEN 110</td>
<td>Biomechanics of the Human Body</td>
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<td>BIEN 125</td>
<td>Biotechnology and Molecular Bioengineering</td>
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<td>BIEN 135</td>
<td>Biophysics and Biothermodynamics</td>
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<td>Plant Developmental Morphology</td>
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<td>BUS 146</td>
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<td>Entrepreneurial Finance</td>
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<td>BUS 165 A</td>
<td>Intermediate Financial Accounting</td>
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<td>BUS 180 A</td>
<td>Seminar in Management: Entrepreneurship</td>
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<td>BUS 180 C</td>
<td>Seminar in Management: Developing Leadership Skills</td>
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<td>CS 010</td>
<td>Introduction to Computer Science for Science, Mathematics, and Engineering l</td>
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<td>CS 143</td>
<td>Multimedia Technologies and Programming</td>
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<tr>
<td>EE 143</td>
<td>Multimedia Technologies and Programming</td>
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82
<table>
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<td>Experimental Techniques</td>
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<td>POSC 110</td>
<td>The Origins of Political Ideas</td>
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<td>WMST 152</td>
<td>Theory of Gender Inequality</td>
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<td>NEW</td>
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<td>BPSC 225 (E-Z)</td>
<td>Advanced Topics in Plant Biology</td>
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<td>Machine Learning</td>
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<td>History of Ideas in Ethnic Studies</td>
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<td>ETST 221</td>
<td>Race, Gender, Law, and Equal Protection</td>
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<td>ETST 291</td>
<td>Individual Study in Coordinated Areas</td>
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<td>Thinking about Religion: Classic Theories in the Study of Religion</td>
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<td>Contemporary Theories and Theorists in the Study of Religion</td>
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<td>The Religious Studies-Theology Debate</td>
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<td>Politics and Religion: From Premodern to Postmodern</td>
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<td>Acting for Writers</td>
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To be received and placed on file:

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

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<th>LIMITS OF AUTHORIZATION</th>
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<td>M. GENDREAU</td>
<td>PHILOSOPHY</td>
<td>PHIL 164 SS '08</td>
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<td>PHILOSOPHY</td>
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<td>G. PEDERGRAFT</td>
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<td>P. TODD</td>
<td>PHILOSOPHY</td>
<td>PHIL 113 SS '08</td>
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<td>M. NEISWENDER</td>
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<td>LWSO 100 SS '08</td>
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<td>K. LUTHER</td>
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<td>S. MURPHY</td>
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To be received and placed on file:

The Committee on Courses has revised the "General Rules and Policies Governing Courses of Instruction" by making the following replacements throughout the entire document with the three exceptions noted below: The current document can be viewed at http://senate.ucr.edu/Committees/courses/guidelines08.pdf.

Replace “Course Request” and “course request” with “Course Proposal” and “course proposal”

Replace “Courses Office” with “Course Specialist”

Replace “request” and “requests” with “proposal” and “proposals”, with three exceptions.

On page 1, “Course Request and Maintenance System (CRAMS)” will remain the same.
On page 6, Item II, “Course Request and Maintenance System (CRAMS)” will remain the same.
On page 10, Item B.6., “. . . request cross-listing of a single course . . .” will also remain as written.
To be received and placed on file:

In 2007 approximately 52% of UCR’s entering freshmen passed the Entry-Level Writing Requirement before registering as full-time students. Almost all of the remaining 48% of New Freshmen made good progress once they arrived at UCR.

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<th>Entering ELWR Students</th>
<th>Dismissed by year’s end for not passing ELWR in requisite time</th>
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<tr>
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ELWR students who entered in the fall of 2007 and were placed in BW 3 had up to three quarters “off the clock” before being subject to the three-quarter rule. By the end of summer 2008, most had passed the ELWR requirement.

Of the 127 ELWR students who entered in the fall of 2006 and were placed in BW 3, just five were dismissed during the 2007-2008 academic year when their time on the clocked expired.

The great majority of ELWR students who leave UCR do so for reasons other than not passing the ELWR requirement in the time allowed. This year our analysis of hundreds of ELWR students’ records indicates that the most common reason, by far, is academic probation: an insufficient UCR grade-point average for more quarters than the campus allows.
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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<th>DEPT</th>
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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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</tbody>
</table>

A.S. Jacobs, Secretary-Parliamentarian

*The names of the candidates are filed in the official records of the Office of the Registrar
PRESENT:

Major Requirements

The major requirements for the B.A. in Art are as follows:

1. Lower-division requirements (24/25 units)
   a) ART 006/MCS 006 and ART 008 (must be taken during first year of residency in the department)
   b) Three additional lower-division Art courses: ART 001, ART 002, ART 003, ART 004/MCS 004, ART 005, ART 007/MCS 007
   c) One of the following Art History courses: AHS 008/MCS 008, AHS 017A, AHS 017B, AHS 017C, or AHS 021/URST 021

2. Upper-division requirements (48 units)
   a) ART 160
   b) One of the following Art History courses: AHS 135, AHS 136/MCS 137, AHS 176/MCS 176, AHS 180, AHS 181, AHS 182, AHS 184/URST 184, AHS 185/URST 185, AHS 186 or any other upper-division Art History course that covers the period 1945 to present
   c) ART 180
   d) A minimum of 32 additional units of upper-division Art course work
   e) ART 195 (Senior Thesis) or ART 185 (Senior Thesis Seminar)

To fulfill ART 195 or ART 185, students must complete a preliminary review of work with a formal presentation of a thesis project to a faculty committee two quarters prior to actual enrollment in ART 195 or ART 185. Students graduating in Spring must take ART 185.

PROPOSED:

Major Requirements

The major requirements for the B.A. in Art are as follows:

1. Lower-division requirements (24/26 units)
   a) ART 006/MCS 006 and ART 008 (must be taken during first year of residency in the department)
   b) Three additional lower-division Art courses: ART 001, ART 002, ART 003, ART 004/MCS 004, ART 005, ART 007/MCS 007
   c) One of the following Art History courses: AHS 008/MCS 008, AHS 017A, AHS 017B, AHS 017C, or AHS 021/URST 021

2. Upper-division requirements (48/49 units)
   a) ART 160
   b) One of the following Art History courses: AHS 135, AHS 136/MCS 137, AHS 176/MCS 176, AHS 180, AHS 181, AHS 182, AHS 184/URST 184, AHS 185/URST 185, AHS 186 or any other upper-division Art History course that covers the period 1945 to present
   c) ART 180
   d) A minimum of 32 additional units of upper-division Art course work
   e) ART 195 (Senior Thesis) or ART 185 (Senior Thesis Seminar)

To fulfill ART 195 or ART 185, students must complete a preliminary review of work with a formal presentation of a thesis project to a faculty committee two quarters prior to actual enrollment in ART 195 or ART 185. Students graduating in Spring must take ART 185.
graduating in Spring must take ART 185. Students graduating in Fall or Winter must take ART 195 to fulfill their senior thesis requirement. Students are encouraged to determine their faculty thesis advisor before the term of their preliminary review. Students enroll in ART 195 or ART 185 during their final term before graduating.

Note A maximum of 12 upper-division transfer units of established equivalency in Art courses is accepted for credit. Equivalent transfer units in lower-division studio art course work and lower- and upper-division Art History course work is also accepted for credit toward the major in the respective lower- or upper-division category.

A minimum of 36 units of Art must be taken in residence (UCR Department of Art) to fulfill this major.

JUSTIFICATION:

The number of units required for the Art major needs to be changed to reflect the increase of units from 4 to 5; requested and approved, for Art 4 and Art 150. Art 150 is part of the 32 additional units of upper-division Art course work. The change in this course from a 4 to 5 units affects the total Upper-division requirements units, which is why the 48/49 unit change is required. The changes in units will need adjusting in both the upper and lower division major requirements. Students completing these courses will graduate with more than the minimum 72 units; therefore the units should be changed to reflect this unit increase. Additionally, the department has determined that assignment of faculty advisors for student thesis projects is more evenly distributed among the faculty if the department plays an active role in the selection process. Therefore, the request is that the assignment of faculty to students for the use in their thesis project be corrected to represent department practice.

APPROVALS:

Approved by the faculty of the Department of Art: March 14, 2008
Approved by the Executive Committee of the College of Humanities: May 28, 2008
Approved by the Committee on Educational Policy: October 27, 2008
To be adopted:

Proposed Changes to Art History Major

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History Major</td>
<td>Art History Major</td>
</tr>
<tr>
<td>The major requirements for the B.A. in Art History are as follows: (52 units)</td>
<td>[NO CHANGE]</td>
</tr>
</tbody>
</table>

1. Lower-division requirements (12 units): one lower-division course in each of the three major areas. Note: No course that appears in more than one area can be repeated.

   a) Pre-modern: AHS 015, AHS 017A, AHS 017B, AHS 018/AST 018, AHS 027/ANTH 027

   b) Early Modern: AHS 015, AHS 017B, AHS 017C, AHS 018/AST 018, AHS 028

   c) Modern/Contemporary: AHS 008/FVC 008, AHS 017C, AHS 020/FVC 023, AHS 021/URST 021, AHS 028

2. Upper-division requirements (40 units)

   a) AHS 192

   b) Two courses in each of the major areas (24 units). Note: No course that appears in more than one area can be repeated.

      (1) Pre-modern: AHS 102/ANTH 102, AHS 112, AHS 140/AST 140, AHS 143/AST 143, AHS 144/AST 144, AHS 147, AHS 148, AHS 155, AHS 156, AHS 157, AHS 159

      (2) Early Modern: AHS 113, AHS 134/HISE 134, AHS 141/AST 141, AHS 143/AST 143, AHS 144/AST 144, AHS 146/AST 147, AHS 161, AHS 162, AHS 164, AHS 165/HISE 133/WMST 170,
AHS 166/WMST 169, AHS 171, AHS 172, AHS 173, AHS 177

(3) Modern/Contemporary:
AHS 115/LNST 115,
AHS 134/HISE 134, AHS 135,
AHS 136/FVC 137, AHS 137/FVC 138,
AHS 146/AST 147, AHS 176/FVC 176,
AHS 177, AHS 180, AHS 181,
AHS 182, AHS 184/URST 184,
AHS 185/URST 185,
AHS 186/FVC 186, AHS 187/FVC 187

3. Twelve (12) elective units of upper-division course work in Art History chosen from the three major areas

JUSTIFICATION:
The below are new courses and need to be included in the Art History major upper division requirement offerings as follows: AHS 116 is to be included in all three areas; Pre-modern, Early Modern, and Modern/Contemporary; AHS 120 should be added to the Modern/Contemporary offerings; and AHS 174 should be under the Modern/Contemporary area only. The department voted in March 2005 to revise the undergraduate curriculum in order to provide students with more options in order to enrich their educational experience and provide additional offerings in areas of student interests. Additional options are also intended to facilitate timely completion of program requirements.

APPROVALS:
Approved by the faculty of the Department of Art History: March 14, 2006
Approved by the Executive Committee of the College of Humanities: May 28, 2008
Approved by the Committee on Educational Policy: October 27, 2008
To be adopted:

Proposed Changes to Business Administration Minor

PRESENT:

Prerequisites for the minor in Business Administration are as follows:

1. Three lower-division courses (13 units) (must be completed with no grade lower than “C”): BSAD 020A, ECON 003, STAT 048

Requirements for the minor in Business Administration are as follows:

2. Six upper-division courses (24 units):
   a) Four courses from the following: BUS 101, BUS 103, BUS 104/STAT 104, BUS 105, BUS 106/ECON 134, BUS 108, PHIL 116
   b) Two additional upper-division Business Administration courses.

PROPOSED:

Prerequisites for the minor in Business Administration are as follows:

1. Three lower-division courses (14 units) (must be completed with no grade lower than “C”): BUS 020, ECON 004, STAT 048

Requirements for the minor in Business Administration are as follows:

2. Six upper-division courses (24 units):
   a) Four courses from the following: BUS 101, BUS 103, BUS 104/STAT 104, BUS 105, BUS 106/ECON 134, BUS 108, one of BUS 102 or PHIL 116
   b) Two additional upper-division Business Administration courses.

JUSTIFICATION:

Changes to the minor in Business Administration are proposed to reflect the changes that have taken place in the Business Administration major. These are replacing BSAD 020A with its counterpart, BUS 020, and replacing ECON 003 with ECON 004. Also, the new course, BUS 102, Ethics & Law in Business & Society, has been added to the menu of the courses in section 2.a. These changes do not create any changes in the offerings of the above courses. The proposed change increases the number of units in the lower division prerequisites (Item 1 above) from 13 units to 14 units due to the fact that ECON 004 is a 5-credit hour course whereas ECON 003 was a 4-credit hour course.

APPROVALS:

Approved by the faculty of the Business Administration Program Committee: May 23, 2007
Approved by the Executive Committee of The A. Gary Anderson Graduate School of Management: September 12, 2008
Approved by the Executive Committee of the College of Humanities, Arts and Social Sciences: October 22, 2008
Approved by the Committee on Educational Policy: October 27, 2008
To be adopted: Proposed Changes to History Major

PRESENT:
To receive a B.A. degree in History, students must take 48 units (twelve courses). At least 8 units (two courses) must be at the lower-division level; at least 36 units (nine courses) must be at the upper-division level.

Majors must take:
1. At least one World History course and at least one other lower-division course.
2. At least four courses in one of the following areas of concentration, including a seminar (HIST 191 [E-Z]):
   - Ancient and Medieval Europe
   - United States
   - Latin America
   - Asia and Africa
   The seminar HIST 191 (E-Z) is required and must be taken in the student’s area of concentration.
3. At least four courses in at least three other of the above fields.

PROPOSED:

[no change]

Majors must take:

[no change]

2. At least four courses in one of the following areas of concentration, including a seminar (HIST 191 [E-Z]):
   - Ancient and Medieval Europe
   - United States
   - Latin America
   - Asia, Africa, and the Middle East
   The seminar HIST 191 (E-Z) is required and must be taken in the student’s area of concentration.

[no change]

JUSTIFICATION:
The History Department is adding a new field to the areas of concentration to reflect recent faculty hiring.

APPROVALS:
Effective: Fall 2009
Approved by the faculty of the Department of History: 4/25/2008
Approved by the Executive Committee, College of Humanities, Arts, and Social Sciences: 10/08/2008
Approved by the Committee on Educational Policy: 10/27/2008
To be adopted:

Proposed Changes to History Minor

PRESENT:

The History department also offers a minor in History. In order to receive a minor, students must take 28 units (seven courses), including:

1. At least one World History course and at least one other lower-division course.

2. At least three courses in one of the following areas of concentration, including a seminar (HIST 191 [E-Z]):

   - Ancient and Medieval Europe
   - United States
   - Latin America
   - History of Science and Technology
   - Ancient and Medieval Europe
   - United States
   - Latin America
   - History of Science and Technology

   Please note that the HIST 191 (E-Z) seminar is required and must be taken in the student’s area of concentration.

3. At least two courses from two of the above fields, one in each.

PROPOSED:

[no change]

2. At least three courses in one of the following areas of concentration:

   - Ancient and Medieval Europe
   - United States
   - Latin America
   - Asia, Africa, and the Middle East
   - History of Science and Technology

JUSTIFICATION:

The History Department is dropping the HIST 191 (E-Z) seminar requirement as students will still take the same number of units and courses. The History Department is also adding a new field to the areas of concentration to reflect recent faculty hiring. As a result of the undergraduate program review, we have decided to remove the 191 course requirement for Minors, in order to better accommodate our Majors. It is our feeling that the need for such a course will be met in the Majors.

APPROVALS:

Effective: Fall 2009
Approved by the faculty of the Department of History: 4/25/2008
Approved by the Executive Committee, College of Humanities, Arts, and Social Sciences: 10/08/2008
Approved by the Committee on Educational Policy: 10/27/2008
PROPOSED CHANGES TO THE BIOENGINEERING MAJOR REQUIREMENTS

To be adopted:

PRESENT:

Major Requirements
1. Lower-division requirements (75 units)
   - a) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C
   - b) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC
   - c) CEE 011
   - d) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   - e) ME 001C, ME 010, ME 018
   - f) PHYS 040A, PHYS 040B, PHYS 040C

2. Upper-division requirements (88 units)
   - a) BCH 100, BCH 102
   - b) BIEN 110, BIEN 120, BIEN 125, BIEN 130, BIEN 130L, BIEN 135, BIEN 140A/CEE 140A, BIEN 140B/CEE 140B, BIEN 155, BIEN 175A, BIEN 175B
   - c) CHEM 112A, CHEM 112B, CHEM 112C
   - d) ME 118, ME 138
   - e) STAT 155
   - f) Technical electives (16 units):
     upper-division courses in engineering, biology and/or substantive courses in a field(s) related to bioengineering

Visit the Student Affairs Office in the College of Engineering or www.engr.ucr.edu/studentaffairs for a sample program.

PROPOSED:

Major Requirements
1. Lower-division requirements (72 units)
   - a) BIEN 010
   - b) BIOL 005A, BIOL 05LA, BIOL 005B
   - c) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC
   - d) CS 010
   - e) EE 001A, EE 01LA
   - f) MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   - g) PHYS 040A, PHYS 040B, PHYS 040C

2. Upper-division requirements (84 units)
   - a) BCH 100, BCH 102
   - b) BIEN 105, BIEN 110, BIEN 120, BIEN 125, BIEN 130, BIEN 130L, BIEN 135, BIEN 140A/CEE 140A, BIEN 140B/CEE 140B, BIEN 155, BIEN 159, BIEN 175A, BIEN 175B
   - c) BIOL 171
   - d) CHEM 112A, CHEM 112B, CHEM 112C
   - e) STAT 155
   - f) Technical electives (16 units):
     upper-division courses in engineering, biology and/or substantive courses in a field(s) related to bioengineering

Visit the Student Affairs Office in the College of Engineering or www.engr.ucr.edu/studentaffairs for a sample program.
JUSTIFICATION:

BIOL 5C (4 units) is “Introductory Evolution and Ecology,” a required course for Biology majors. This course does not contain the topics that would be directly relevant to the engineering analysis of biological system. Instead, we propose to replace BIOL 5C with BIOL 171 (4 units), “Human Anatomy and Physiology.” BIOL 171 covers topics such as circulatory, autonomic nervous, and musculoskeletal systems that are essential and fundamental in preparing our bioengineering students for quantitative and engineering analysis of such systems. Biology program agreed to open up Biol 171 to Bioengineering students on June 3, 2008.

CEE 011 (2 unit) is “Introduction to Bioengineering” Bioengineering now has its own introductory course, BIEN 10 (2 units), “Overview of Bioengineering.”

ME 1C (1 unit) is “Introduction to Mechanical Engineering.” While this is a suitable introductory course for undergraduate students in mechanical engineering, bioengineering now has its own introductory course, BIEN 10 (2 units), “Overview of Bioengineering.”

ME 10 (4 units) is “Statics”. Some of the topics in this course such as the equilibrium of forces are introduced in BIEN 110 (4 units), “Biomechanics of Human Body” with examples drawn from the human body system.

ME 18 (2 units) is “Introduction to Engineering Computation,” and introduces the use of MATLAB in engineering computation. Bioengineering students have the opportunity to use MATLAB in various BIEN courses including BIEN 120 (4 units), ”Biosystems & Signals” and BIEN 159 (4 units), “Dynamics of Biological Systems.” To gain computer programming skills, we now like to add CS 10 (4 units), “Introduction to Computer Science for Science, Mathematics, and Engineering,” which covers problem solving through structured programming of algorithms on computers using the C++ language.

ME 118 (4 units) is “Mechanical Engineering Modeling and Analysis.” Since the bioengineering students are exposed to modeling and analysis of biological and physiological systems in various bioengineering courses (BIEN 105, BIEN 120, and BIEN 159), ME 118 no longer is necessary in the bioengineering curriculum.

ME 138 (4 units) is “Transport Phenomena in Living System.” Bioengineering students are required to take BIEN 159 (4 units), “Dynamics of Biological Systems,” which covers transport phenomena including heat and mass transport in biological system with additional topics in pharmacokinetics.

We like to add EE 1A (3 units) and EE 1LA, “Engineering Circuit Analysis I” and the corresponding laboratory to the bioengineering curriculum. EE 1A and EE 1LA will prepare our students with the basics understanding of circuit analysis, which is required for some of the topics and laboratories covered in BIEN 130 (4 units), “Bioinstrumentation” and BIEN 130L (2 units), “Bioinstrumentation Laboratory.”

We like to add BIEN 105 (4 units), “Circulation Physiology,” to the bioengineering curriculum. This course will include topics in cardiovascular flow and mechanics. While we have a course (BIEN 110) that exposes the bioengineering students to solid mechanics concepts in bioengineering, we are currently not exposing our bioengineering students to fluid mechanics concept in bioengineering. BIEN 105 will fill that void.

BIEN 140B (4 units), “Biomaterials II) is now offered as a technical elective, and no longer required as a core course in bioengineering.
APPROVALS:

Approved the Faculty of the Bioengineering Department: February 8, 2008
Approved by the BCOE Executive Committee: April 9, 2008
Approved by the Committee on Educational Policy: June 3, 2008
Approved by the Executive Council on behalf of the Division: June 9, 2008
To be adopted:

Proposed Changes to B.A. Degree in Chicano Studies

Present:

The major requirements for the Bachelor of Arts degree in Chicano Studies are as follows:

Core courses required of all majors

1. Lower-division requirements (8 units)
   a) ETST 002, ETST 004/HIST 004

2. Upper-division requirements (48-50 units)
   a) ETST 100, ETST 131
   b) ETST 191R
   c) A minimum of three courses selected from two of the following areas of emphasis:
      (1) Law
          a) ETST 145/SOC145
          b) Two additional courses: ETST 126, ETST 128/SOC128, ETST 185, ETST 108-I
      (2) Politics:
          a) ETST 123
          b) ETST125
          c) One additional course: ETST 111, ETST 132, ETST 142, ETST 156
      (3) History & Culture:
          a) ETST 155
          b) Two additional courses:
              ETST 108E, ETST 108F
              ETST 108-I, ETST 108P
              ETST 122, ETST 125
              ETST 128/SOC128
              ETST 146/EDUC 146
              ETST 153/LNST 153
              ETST 154, ETST 161, ETST166
      (4) Gender:
          a) ETST 124
          b) Two additional courses:
              ETST 114, ETST 131, ETST 127,
              ETST 175/WMST175
          d) One Senior Research Seminar (4 units)
          e) One Internship course (4 units)
          f) One additional elective upper-division course in Ethnic Studies

Note: No internship courses may be counted toward the upper-division electives in Ethnic Studies.

Proposed:

The major requirements for the Bachelor of Arts degree in Chicano Studies are as follows:

Core courses required of all majors

1. Lower-division requirements (8 units)
   a) ETST 002, ETST 004/HIST 004

2. Upper-division requirements (48-50 units)
   a) ETST 100, ETST 131
   b) ETST 191R
   c) A minimum of three courses selected from two of the following areas of emphasis:
      (1) Law
          a) ETST 145/SOC145
          b) Two additional courses: ETST 126, ETST 128/SOC128, ETST 185, ETST 108-I
      (2) Politics:
          a) ETST 123
          b) ETST125
          c) One additional course: ETST 111, ETST 132, ETST 142, ETST 156
      (3) History & Culture:
          a) ETST 155
          b) Two additional courses:
              ETST 108E, ETST 108F
              ETST 108-I, ETST 108P
              ETST 122, ETST 125
              ETST 128/SOC128
              ETST 146/EDUC 146
              ETST 153/LNST 153
              ETST 154, ETST 161, ETST166
      (4) Gender:
          a) ETST 124
          b) Two additional courses:
              ETST 114, ETST 131, ETST 127,
              ETST 175/WMST175
          d) One Senior Research Seminar (4 units)
          e) One Internship course (4 units)
          f) One additional elective upper-division course in Ethnic Studies

Note: No internship courses may be counted toward the upper-division electives in Ethnic Studies.
JUSIFICATION

ETST 131 is a core required class and is also listed in Gender area incorrectly.

APPROVALS:

Approved by the faculty of the Department of Ethnic Studies: Date 4/01/2008
Approved by the Executive Committee of the College of: Date 4/16/2008
Approved by the Committee on Educational Policy: Date 6/4/2008
Approved by the Executive Council on behalf of the Division: 6/9/2008
To be adopted:
Proposed change in course requirements for the Bachelor of Science (B.S) and Bachelor of Arts (B.A.) degree in Environmental Sciences.

<table>
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<th>PRESENT</th>
<th>PROPOSED</th>
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<tbody>
<tr>
<td>Major Requirements</td>
<td>Major Requirements</td>
</tr>
<tr>
<td>1. Lower-division requirements (32 units)</td>
<td>Core Requirements</td>
</tr>
<tr>
<td>a) ENSC 001, ENSC 002</td>
<td>1. Lower-division requirements (33 units)</td>
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<tr>
<td>b) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC</td>
<td>a) [no change]</td>
</tr>
<tr>
<td>c) MATH 005</td>
<td>b) [no change]</td>
</tr>
<tr>
<td>d) POSC 010</td>
<td>c) [no change]</td>
</tr>
<tr>
<td>2. Upper-division requirements (14 units): ENSC 100/SWSC 100, ENSC 101, ENSC 102, ENSC 191</td>
<td>d) [no change]</td>
</tr>
</tbody>
</table>

Environmental Education Option
(60-96 units)

1. BIOL 005A, BIOL 005LA, BIOL 005B, or BIOL 002 and BIOL 003
2. GEO 001 or GEO 002
3. ENSC 006/ECON 006
4. MATH 022
5. STAT 100A
6. EDUC 001, EDUC 002, EDUC 044, EDUC 100B, EDUC 104, EDUC 110, EDUC 116, EDUC 139, EDUC 172
7. Courses for Subject Matter Preparation (36 units)
   The California Commission on Teacher Credentialing specifies subject matter standards for K-12 teacher preparation in subjects normally taught...
in those grades. Applicable courses may also be used to meet college breadth requirements. Because the standards are subject to change, students should consult their academic advisor and the UCR Bridge to Teaching Program for assistance in course selection.

8. Elective courses (16 units). At least one course must be taken from each list.

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


**Environmental Toxicology Option (77–96 units)**

1. BIOL 005A, BIOL 05LA, BIOL 005B
2. CHEM 005 or BIOL 005C; CHEM 112A, CHEM 112B, CHEM 112C
3. ENTX 101, ENTX 154
4. MATH 008B or MATH 009A, MATH 009B
5. PHYS 002A, PHYS 002B, PHYS 002C
6. PHYS 02LA, PHYS 02LB, PHYS 02LC are recommended
7. ENSC 006/ECON 006 or ENSC 143A/ECON 143A (ECON 003 prerequisite)
8. BCH 100 or both BCH 110A and BCH 110B; BIOL 102 or BIOL 121/MCBL 121; BCH 110C or BIOL 107A
9. STAT 100A and STAT 100B

**Environmental Toxicology Option (83–92 units)**

1. [no change]
2. [no change]
3. [no change]
4. [no change]
5. [no change]
6. [no change]
7. [no change]
8. [no change]
9. [no change]

Natural Science Option (84–89 units)

1. BIOL 005A, BIOL 05LA, BIOL 005B
2. PHYS 002A, PHYS 002B, PHYS 002C
3. PHYS 02LA, PHYS 02LB, PHYS 02LC are recommended
4. MATH 008B or MATH 009A, MATH 009B
5. CHEM 112A, CHEM 112B
6. GEO 001 or GEO 002
7. ENSC 006/ECON 006 or ENSC 143A/ ECON 143A (ECON 003 prerequisite), ENSC 172
8. STAT 100A and STAT 100B
9. Elective Courses:
   a) At least one course from BIOL 005C, CHEM 005, CHEM 112C, MATH 009C
   b) A total of at least five courses from the following (at least three must be Environmental Sciences or Soil and Water Sciences)


Natural Science Option (78–84 units)

1. [no change]
2. [no change]
3. [no change]
4. [no change]
5. [no change]
6. [no change]
7. ENSC 006/ECON 006 or ENSC 143A/ECON 143A (ECON 003 prerequisite), ENSC 172
8. [no change]
9. Elective Courses:
   a) [no change]
   b) A total of at least five courses from the following (at least three must be Environmental Sciences or Soil and Water Sciences)
Social Science Option (81–84 units)

1. BIOL 002, BIOL 003
2. MATH 022
3. GEO 001 or GEO 002
4. ECON 003
5. ENSC 143A/ECON 143A, ENSC 143B/ECON 143B, ENSC 143C/ECON 143C, ENSC 170, ENSC 172, ENSC 174
6. ECON 111
7. STAT 100A and STAT 100B
8. Elective Courses:
   a) At least one course from ENSC 140/SWSC 140, ENSC 141/MCBL 141/SWSC 141, ENSC 142, ENSC 144/ENVE 144, ENSC 155, ENSC 163, ENSC 176/SWSC 176, BPSC 134/ENSC 134/SWSC 134, ENSC 107/SWSC 107, ENSC 138/GEO 138/SWSC 138, ENSC 197, ENSC 198-I
   b) A total of at least six courses from the following:
      Economics: ECON 102A, ECON 102B, ECON 146, ECON 148, ECON 156, ECON 160/BUS 160
      Society and culture: ANTH 132, ANTH 134, ANTH 135, ANTH 186/LNST 166, PHIL 117, SOC 137, SOC 143/URST 143, SOC 182/URST 182, SOC 184
      Regulation and law: POSC 101, POSC 166, POSC 181, POSC 182, POSC 183
      Management: BUS 104/STAT 104, BUS 122, GEO 157, GEO 167, MATH 120

Social Science Option (85–90 units)

1. [no change]
2. [no change]
3. [no change]
4. [no change]
5. ENSC 143A/ECON 143A, ENSC 143B/ECON 143B, ENSC 143C/ECON 143C, ENSC 172, ENSC 174
6. ECON 101 or ECON 107
7. [no change]
8. Elective Courses:
   a) At least one course from ENSC 133/MCBL 133/SWSC 133, ENSC 140/SWSC 140, ENSC 141/MCBL 141/SWSC 141, ENSC 142, ENSC 144/ENVE 144, ENSC 155, ENSC 163, BPSC 134/ENSC 134/SWSC 134, ENSC 104/SWSC 104, ENSC 107/SWSC 107, ENSC 138/GEO 138/SWSC 138, ENSC 197, ENSC 198-I
   b) [no change]
Soil Science Option (84–89 units)

1. BIOL 005A, BIOL 05LA, BIOL 005B
2. CHEM 112A, CHEM 112B
3. MATH 008B or MATH 009A, MATH 009B
4. PHYS 002A, PHYS 002B, PHYS 002C
5. PHYS 02LA, PHYS 02LB, PHYS 02LC are recommended
6. GEO 001 or GEO 002
7. ENSC 006/ECON 006 or ENSC 143A/ECON 143A (ECON 003 prerequisite)
8. STAT 100A and STAT 100B
9. Elective Courses:
   a) A total of at least four courses from ENSC 127/SWSC 127, BPSC 134/
      ENSC 134/SWSC 134, ENSC 104/
      SWSC 104, ENSC 107/SWSC 107,
      ENSC 138/GEO 138/SWSC 138
   b) At least one course from CHEM 005,
      CHEM 112C, MATH 009C
   e) A total of at least two courses from ENSC 136/CHEM 136/ENTX 136/
      SWSC 136, ENSC 140/SWSC 140,
      ENSC 141/MCBL 141/SWSC 141,
      ENSC 142, ENSC 155, ENSC 163,
      ENSC 176/SWSC 176, ENSC 197,
      ENSC 198-1, BPSC 104/BIOL 104,
      BPSC 143/BIOL 143, BPSC 146,
      BPSC 166, GEO 122, GEO 157, GEO 162

Concentration Areas
Students wishing to specialize in a particular science or discipline may do so by working with an advisor to select an appropriate sequence of elective courses within one of the required options. Sample areas of concentration and suggested courses are:

Concentration Areas
Students wishing to specialize in a particular science or discipline may do so by working with an advisor to select an appropriate sequence of elective courses within one of the required options. Sample areas of concentration and suggested courses are:
1. Water science:
ENSC 136/CHEM 136/ENTX 136/SWSC 136,
ENSC 140/SWSC 140,
ENSC 141/MCBL 141/SWSC 141,
ENSC 142, ENSC 163

2. Environmental chemistry:
ENSC 104/SWSC 104,
ENSC 135/CHEM 135/ENTX 135,
ENSC 136/CHEM 136/ENTX 136/
SWSC 136, CHEM 109, CHEM 125,
CHEM 140, GEO 137

3. Soil science:
ENSC 104/SWSC 104, ENSC 107/SWSC 107,
ENSC 120/SWSC 120/NEM 120, ENSC 127/SWSC 127, ENSC 134/SWSC134/BPSC 134, ENSC 138/SWSC 138/GEO 138

4. Environmental Economics
ENSC 143A/ECON 143A, ENSC 143B/ECON 143B, ENSC 143C/ECON 143C, ECON 146, ECON 148, ECON 156
**Justification for Proposed Changes to Undergraduate ENSC Curriculum**

The Department of Environmental Sciences is proposing a number of changes to streamline and update the undergraduate Environmental Sciences major.

1. The undergraduate Environmental Science program presently has 5 options available to students within the major: Environmental Education, Environmental Toxicology, Natural Science, Social Science and Soil Science. While enrollment has been strong in the major overall, participation in the Environmental Education and Soil Science options has been limited (routinely less than 1 or 2 students at any given time in these latter 2 tracks). Particular challenges exist for adequately advising students in the Environmental Education option, since the requirements for teaching credentials tend to evolve over time. The Department remains strongly supportive of the California Teach-Science/Mathematics Initiative however. Since there is some administrative burden associated with maintenance of each of these options, the Department proposes to eliminate the Environmental Education and Soil Science options within the Environmental Sciences undergraduate major. We instead propose to add Soil Science as a concentration area, joining Water Science and Environmental Chemistry, so that students can develop curricula within the electives available in the Natural Science option to train them for advanced study and/or careers in Soil Science. We have further added a concentration area in Environmental Economics for interested Social Science students to help prepare them for advanced study and/or careers in Environmental Economics.

2. The Department also endorses several more modest curricular changes that result from instructional considerations, other course actions on campus and related factors:

   (i) ECON 111 (Research Methods in Business and Economics) is presently required for Social Science option students, although the course is no longer offered. On that basis, we propose to replace ECON 111 with ECON 101 (Statistics for Economics) or ECON 107 (Introductory Econometrics).

   (ii) The Department also proposes moving ENSC 172 (Principles of Environmental Impact Analysis) from a required upper division course for the Natural Science option to an elective. This will allow greater flexibility for students seeking to specialize in Soil Science or other concentration areas.

   (iii) With the previous retirement of Pete Diage, we lack a suitable instructor for ENSC 170 (Workshop in Environmental Management); accordingly, we propose removing it from the curriculum.

   (iv) ENSC 133/MCBL 133 (Environmental Microbiology) was inadvertently not included in the list of upper-division elective courses for our natural science, social science and environmental toxicology option students; to remedy this oversight, the Department proposes including it at this time.

   (v) ENSC 120/NEM 120/SWSC 120 (Soil Ecology) was inadvertently not included in the list of elective courses for our natural science option students. The Department proposes including it at this time.

   (vi) ENSC 176 is proposed for removal from the upper-division electives lists for the natural science, social science and environmental toxicology options due to lack of suitable faculty available to teach the course.
(vii) The final recommendation is to add BIOL 121L/MCBL 121L (Microbiology Laboratory) to the electives list for the Natural Science option. The course provides additional lab experience available for students; this is especially important since a microbiology lab course is now required for admission to several professional programs and needed for environmental health specialist positions with DHS.

Approvals
Approved by the faculty of the Department of Environmental Sciences: 5/2/08
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: 5/15/08
Approved by the Committee on Educational Policy: 6/4/08
Approved by the Executive Council on behalf of the Division: 6/9/08
July 3, 2008

TO: ILYA DUMER, CHAIR
GRADUATE COUNCIL

FM: THOMAS COGSWELL, CHAIR
RIVERSIDE DIVISION

RE: PROPOSED TRANSFER OF THE INTERDEPARTMENTAL GRADUATE PROGRAM IN ENVIRONMENTAL SCIENCES TO THE DEPT OF ENVIRONMENTAL SCIENCES

The above proposal has been reviewed by the committee on Educational Policy, Planning and Budget and Library as well as the Executive Council and was approved on behalf of the division by the Executive Council on July 3, 2008. The proposal will be added to the November 2008 Division agenda under the Consent Calendar.

Attached is the entire proposal including the comments from the reviewers.

Enclosure
June 6, 2008

TO: CHRISTOPHER CHASE-DUNN, CHAIR ACADEMIC PERSONNEL

ANTHONY NORMAN, CHAIR PLANNING AND BUDGET

PIERRE KELLER, CHAIR EDUCATIONAL POLICY

DAVID CROHN, CHAIR LIBRARY

FM: THOMAS COGSWELL, CHAIR RIVERSIDE DIVISION

Re: Transfer of the Interdepartmental Graduate Program in Environmental Sciences

The attached is being sent to you for your review. Also attached is the Academic Senate policy on the procedures for transfer, consolidation, disestablishment or discontinuance of an academic program.

Please send your response to me by July 1, 2008.

Attached
To: Thomas Cogswell  
Chair, Riverside Division Academic Senate

Fr: Chris Chase-Dunn  
Chair, Committee on Academic Personnel

Re: Transfer of the Interdepartmental Graduate Program in Environmental Sciences

CAP has reviewed this proposal and supports the plan (+9-0-0).
June 24, 2008

TO: Thomas Cogswell, Chair  
Riverside Division

FM: Tony Norman, Chair  
Planning & Budget

RE: PROPOSED TRANSFER OF THE INTERDEPARTMENTAL GRADUATE PROGRAM IN ENVIRONMENTAL SCIENCES TO THE DEPT OF ENVIRONMENTAL SCIENCES

The Planning & Budget Committee met on June 18, 2008 to consider the proposed transfer of the Interdepartmental Graduate Program in Environmental Sciences to the Department of Environmental Sciences. P&B received 10 documents relating to the request; see list at bottom.

P&B notes that consideration of this topic has extended over three years. However to our knowledge, this is the first time that P&B has been included in the review process. This seems surprising, since in Document #10, it is clearly stated in items #2 and #3 that P&B is to be one of the reviewing committees.

Normally when P&B is evaluating proposals relating to colleges, departments, or other organizational units, it is customary, if not mandatory, that budgetary, FTE and organizational information be provided. In the present proposal concerning the change of status of the Environmental Sciences from being an ‘interdepartmental’ graduate program, to being a ‘departmentally’ based program, no budgetary or explicit FTE information was provided. P&B understands that at UCR interdepartmental programs in CNAS have quite modest budgets (e.g. approximately $20,000) and that it seems likely that departmentally based program will, in fact, be in a more secure financial position.

In spite of these shortcomings, P&B does support (6 in favor; 0 opposed; 0 abstentions – 2 members were absent) the realignment of the interdepartmental Environmental Graduate Program so that is will be housed in the Department of Environmental Sciences as a departmental graduate program. At the same time a track in Soil & Water Sciences will be created within the Environmental Sciences Departmental graduate program. The great majority of the affected faculty (both Environmental Sciences Departmental based faculty and Participating faculty from other departments) have been properly consulted and are supportive of the change. The faculty from outside the Environmental Sciences
Department will become participating faculty under the rubric of being Cooperative Faculty.

Documents provided P&B (starting with the most recent)
1. Letter of March 7\textsuperscript{th}, 2008 from I. Dumer, Chair UCR Graduate Council to Bruce Schumm, Chair CCGA.

2. Letter of October 19\textsuperscript{th}, 2007 from Bruce Schumm, Chair CCGA to W. A. Ashmore, Chair UCR Graduate Council.

3. Letter of September 12\textsuperscript{th}, 2007 Ashmore to Schumm.


5. Email of May 9\textsuperscript{th}, 2007 from M. Yates to R. R. Russell transmitting a"[proposal of transfer of the Interdepartmental Environmental Sciences Graduate Program..."

6. Document of May 9\textsuperscript{th}, 2007 describing Proposed Curricular Changes to the Graduate Program in Environmental Sciences”.

7. Letter of May 9\textsuperscript{th}, 2007 from M. V. Yates, Chair of Environmental Sciences, to R. R. Russell, Chair UCR Graduate Council containing “responses to Reviews of the Environmental Sciences Graduate Program and the Soil & Water Sciences Graduate Program.

8. Letter of June 10\textsuperscript{th}, 2005 from D. A. Wong, Chair UCR Graduate Council to W. Farmer, Chair, Department of Environmental Sciences concerning Reviews of Environmental Sciences and Soil & Water Sciences Graduate Programs.

9. Guidelines for Developing bylaws for Interdepartmental Graduate Program.

10. Procedures for transfer, consolidation, disestablishment, or discontinuance of an academic program, or unit. (UCR local policy).
June 16, 2008

TO: THOMAS COGSWELL, CHAIR
RIVERSIDE DIVISION

FR: PIERRE KELLER, CHAIR
COMMITTEE ON EDUCATIONAL POLICY

RE: PROPOSAL TRANSFER AND CONSOLIDATION OF ENVIRONMENTAL SCIENCES GRADUATE PROGRAM

At its meeting on June 11, the CEP discussed the proposal to (1) change the status of the interdepartmental program in Environmental Sciences, whereby housing it in the Department of Environmental Sciences as a departmental program and (2) to move the Soil and Water Sciences program as a track under the Environmental Sciences program. By unanimous decision (9 yes votes, 0 no votes), we agreed that this makes good educational policy.
July 2, 2008

TO: THOMAS COGSWELL, CHAIR
RIVERSIDE DIVISION

FR: DAVID CROHN, CHAIR
COMMITTEE ON LIBRARY AND SCHOLARLY COMMUNICATION

RE: TRANSFER OF THE INTERDEPARTMENTAL GRADUATE PROGRAM
IN ENVIRONMENTAL SCIENCES

The Committee on Library and Scholarly Communication had no comment about
the transfer of the interdepartmental graduate program in Environmental
Sciences.
March 7, 2008

BRUCE SCHUMM
CHAIR, CCGA

Re: UC Riverside Environmental Sciences and Soil & Water Sciences graduate programs

Dear Dr. Schumm:

As new Chair of Graduate Council, I write in response to your October 19 memo regarding the changes that UCR’s Graduate Council approved for the Environmental Sciences and the Soil & Water Sciences graduate programs in September 2007. In brief, the Graduate Council approved the following proposals:

- To change the status of the Interdepartmental graduate program in Environmental Sciences and house it in the Department of Environmental Sciences as a departmental graduate program
- To create a track for Soil & Water Sciences within the Environmental Sciences departmental graduate program
- To place a moratorium on admissions to the current Soil & Water Sciences graduate program
- To delay the formal disestablishment process of the current Soil & Water Sciences graduate program until after all the students enrolled in this program will have completed their degrees

The Graduate Council has extensively deliberated about the questions you raised in your October 19 memo. In summary, we believe that the above actions do not amount to a consolidation of the two programs. Rather, UCR’s proposal will only change the status of one program, Environmental Sciences, and will create a new track for the other Program, Soil & Water Sciences. However, we understand that the previous memo sent by Graduate Council to CCGA was too brief and indeed could raise additional questions. Therefore, in our new memo we shall elaborate on both the substance of these changes and the procedures taken in their consideration.

Firstly, let us address the substance of the proposals. The recommendations concerning the Environmental Sciences and the Soil & Water Sciences graduate
programs proceeded from the UCR internal review of the Environmental Sciences program and the External Review of the Soil & Water Sciences program, both conducted by UCR's Graduate Council in Spring 2004. The recommendations to change the Environmental Sciences program from an interdepartmental to a departmental graduate program were presented by the UCR Graduate Division Dean to the Deans of the College of Natural and Agricultural Sciences (CNAS), and the CNAS Deans gave their approval. Please see the enclosed memorandum from Graduate Council Chair Deborah Wong dated June 10, 2005. The plan to move the Environmental Sciences interdepartmental graduate program in to the Department of Environmental Sciences was then included in the UCR campus five-year plans for 2006/2011 and 2007/2012.

We realize that much hinges on shared usage of key terms given to the changes recommended for the Environmental Sciences and Soil & Water Sciences graduate programs. We view the change of the Environmental Sciences interdepartmental graduate program to a departmental program to be a change of status. We see the addition of a Soil & Water Sciences track to the departmental Environmental Sciences graduate program to be just that -- the addition of a new track. Neither of these actions comprises a consolidation since the currently existing Soil & Water Sciences graduate program would continue to operate until students presently enrolled in it complete their degrees. Nor does the recommended moratorium on admission to the existing Soil & Water Sciences graduate program comprise a disestablishment of that program. Once students presently enrolled in that graduate program complete their degrees, we expect that application to discontinue it will take place, but there is no guarantee that such application will occur. Further, none of the changes proposed by the Department of Environmental Sciences comprises a transfer or a graduate program from one campus to another.

Secondly, we believe that all the correct procedures were done at UCR to adopt these recommendations. In this process, Graduate Council first reviewed the findings of internal and External Review committees regarding the programs in question and made recommendations to them. Graduate Council held open the External Review until such time as the department and programs involved were able to mobilize and act with regard to the findings and recommendations of the Extramural Review team and the Graduate Council. We acknowledge the depth of discussion and extensive labor that was required over a two-year period (following receipt of Graduate Council recommendations in June 2005) for the department and programs involved to reach a more than two-thirds majority consensus and to propose the changes that the Department of Environmental Sciences presented to the Graduate Council in May 2007.
In reviewing these procedures, Graduate Council came to the conclusion that broad constituencies were indeed apprised of the proposed program changes to the Environmental Sciences interdepartmental graduate programs and the Soil & Water Sciences graduate program. Please see the enclosed memorandum from Environmental Sciences department Chair Marylynn Yates dated May 9, 2007, which details the extensive discussions and votes taken by the faculty groups regarding the proposed changes. As Dr. Yates explains, faculty from departments outside the Environmental Sciences department will be welcomed to continue association with the departmental program through the Cooperating Faculty mechanism. Research by participating faculty will continue unchanged. As to notification of students, discussions with students were conducted by various faculty. As part of the External Review conducted in 2004, the Soil & Water Sciences student representative Jacob Berkowitz received from Graduate Council a copy of the Extramural Team Report. In Fall 2007, some faculty maintained that Soil & Water Sciences students had not been consulted; this reservation was not presented to Graduate Council in May 2007 when the department of Environmental Sciences presented its proposed changes for approval.

In summary, the UCR Graduate Council believes that both the substance of the matter and the subsequent procedures fully warranted our approval of these proposals submitted by the Environmental Sciences in May 2007. Therefore, Graduate Council approved the proposals and forwarded them to CCGA in September 2007. We fully recognize that it is the purview of CCGA to approve relocation of an interdepartmental graduate program to a departmental graduate program. Consistent with its function as the UCR Academic Senate Committee that reviews proposed graduate program changes, UCR's Graduate Council also approved the addition of a proposed Soil & Water Sciences track to the recommended Environmental Sciences departmental graduate program. Any prospective request to disestablish Soil & Water Sciences program will need to follow UCR Academic Senate procedures, which presently include the requirement for a vote by the full Senate faculty. This can be done only after all presently enrolled students graduate from the existing Soil & Water Science program.

We thus recommend approval of the proposals requested in our memo of September 2007 and stated in the second paragraph, above.

Yours sincerely,

Ilya Dumer, Chair
UCR Graduate Council

cc: Academic Senate
Dr. Gan, Chair, Dept. of Environmental Sciences
October 19, 2007

WENDY A. ASHMORE, CHAIR
GRADUATE COUNCIL, UC RIVERSIDE

RE: UC Riverside Environmental Sciences and Soil & Water Sciences Consolidation

Dear Wendy,

CCGA considered your campus's request to consolidate its programs in Environmental Sciences and Soil and Water Sciences into a single program that will offer a degree in Environmental Science. After referring to Appendix 2 of the "Compendium" (http://www.ucop.edu/acadaff/accomp), and discussing your request in that light, CCGA has decided by majority vote that it would be helpful to have further information in evaluating the appropriateness of the consolidation. Thus, we are taking you up on your offer to provide some background and clarification.

According to the Compendium, CCGA should be brought in at an early stage to understand how the dialog about the consequences of consolidation is playing out on the campus, and to be confident that the Senate's strong role in overseeing academic issues is appropriately represented. While the approval of the UCR Graduate Council suggests, prima facie, that the Senate was engaged in the discussion, it is difficult to ascertain this with certainty given the shortness of the appeal made to CCGA.

Thus, CCGA asks that the UCR Graduate Council provide a somewhat more detailed appeal, citing the reasons given by the department for requesting consolidation, and why the Council felt those reasons to be justified. Was the impact of the consolidation on students already in the two programs considered? To what extent was the broader academic community, including students within the program, as well as departments that might be affected by the consolidation, made aware of the proposal and given an opportunity to comment to the Senate? Were lead administrators (department chairs and deans) cognizant of the proposal, and did they raise any potential points of concern, or generate any formal expressions of approval?

You should feel free to consult again with any of these parties should you feel it would be helpful in providing this background to CCGA.

Respectfully submitted,
Bruce Schumm
Chair, CCGA

cc: CCGA
    Virginia Bustamante, Administrative Analyst, Graduate Division, UC Riverside
September 12, 2007

Dr. Bruce Schumm, Chair
Physics
329 Natural Sciences II
University of California
Santa Cruz, CA 95064

Dr. Schumm:

At its meeting of May 23, 2007, the Graduate Council at UC Riverside voted to reorganize and combine its current graduate programs in Environmental Sciences and Soil & Water Sciences. These changes entail the following: the former Interdepartmental graduate program in Environmental Sciences will now be housed in the Department of Environmental Sciences, and will be its primary graduate program. The Soil & Water Sciences graduate program that was formerly housed in the department of Environmental Sciences will now become a track within the department. Students currently enrolled in the Soil & Water Sciences graduate program will be allowed to complete their degree programs unless they choose to change degree objectives. Upon CCGA’s approval of these changes, we will place a moratorium on admissions to the Soil & Water Sciences graduate program and will formally disestablish it once the last student in the program has graduated. We request that these proposed changes be placed on CCGA’s consent calendar for review and approval. If you have any questions concerning these changes, please do not hesitate to contact me.

Wendy A. Ashmore, Chair
Graduate Council

WA\vb

Cc: Todd Giedt, CCGA Committee Analyst
June 26, 2007

Marylynn Yates, Chair, Dept of Environmental Sciences
Paul Ziemann, Director, Environmental Sciences Graduate Program

At its meeting of May 23, 2007, the Graduate Council considered the proposed changes and reorganization of the Soil & Water Sciences and Environmental Sciences graduate programs into one combined graduate program in Environmental Sciences. I am pleased to inform you that the Council approved the changes. It is the Council's understanding that the new combined program must be placed on the consent calendar of the systemwide Coordinating Committee on Graduate Affairs (CCGA), so that the combining of the two graduate programs as well as the discontinuance of the Soil and Water Sciences graduate programs can be reviewed and approved simultaneously. Once we receive approval from CCGA, the program changes will take effect immediately. Both current graduate programs will allow continuing students to complete their degree programs unless they choose to change degree objectives to the new combined program. The Soil & Water Sciences degree program will have a moratorium placed on it until the last student currently enrolled has graduated, at which time the program will be formally disestablished. The Council wishes to congratulate both graduate programs on creating this combined program and wishes them every success in this new endeavor. With this being said, the Council formally closes the external reviews of both graduate programs and will notify the department once CCGA has approved the changes.

R. Robert Russell, Chair
Graduate Council

RRR/vb

Cc: Academic Senate
Dan Schlenk, Graduate Advisor, Environmental Sciences
David Parker, Graduate Advisor, Soil & Water Sciences
John Herring, Graduate Assistant, Environmental Sciences
Mari Ridge, Graduate Assistant, Soil & Water Sciences
Graduate Division, Admissions
Graduate Division, Graduate Academic Affairs
Dear Dr. Russell,

Attached please find a proposal from the Department of Environmental Sciences and the Environmental Sciences Graduate Program to change the interdepartmental Environmental Sciences Graduate Program and to begin the process of disestablishing the Soil & Water Sciences Graduate Program. We hope that this item can be added to the agenda for the next meeting of the Graduate Council.

Sincerely,

Marylynn V. Yates
Professor of Environmental Microbiology
Chair, Department of Environmental Sciences
University of California
Riverside, CA 92521

phone: 951-827-2358
fax 951-827-3993
Current

Recent years have seen a dramatic increase at the state, national and global levels for individuals trained to solve complex environmental problems. Environmental concerns associated with pesticides, waste disposal, air pollution, and other health threatening activities have prompted regulatory agencies to develop strategies for the use and disposal of potentially hazardous materials. This situation has created a need in universities, government and industry for scientists trained in a broad spectrum of disciplines.

The Interdepartmental Graduate Program in Environmental Sciences mobilizes the expertise of UCR’s faculty to provide advanced educational opportunities for students interested in pursuing research, teaching, and professional careers in the wide spectrum of activities relevant to environmental science.

Graduate Program

The Interdepartmental Graduate Program in Environmental Sciences offers the M.S. and Ph.D. degrees in Environmental Sciences.

Admission Students normally come to the program having completed an undergraduate degree in environmental science, in a related discipline such as atmospheric science, aquatic science, earth science, economics, hydrology, soil science, or one of the basic sciences such as biology, chemistry, or physics. Students must have completed the following courses or their equivalents before entering the program, or to make up the deficiency early in their graduate studies.

Proposed

Advanced training in Environmental Sciences is becoming increasingly necessary to address complex problems involving natural resources and environmental quality. Although this task frequently requires specialized knowledge in various fields of science, it also requires understanding and integration of a wide variety of interacting physical, chemical, biological, and societal influences. This interaction makes graduate study in environmental sciences distinct from many other scientific fields. We have designed our program to offer advanced training in a number of specialized field areas within environmental sciences, operating within a single graduate degree program administered by the Department of Environmental Sciences. Students trained in the Environmental Sciences Graduate Program can fill many areas of expertise needed in the state and nation. Potential career opportunities exist at regulatory agencies, consulting firms, government and academic research institutions, and industrial research facilities.

Graduate Program

The Environmental Sciences Graduate Program offers the M.S. and Ph.D. degrees in Environmental Sciences.

Admission Entry to the program requires completion of a baccalaureate degree in a field appropriate as preparation for graduate study in environmental sciences. Students normally will come to the program from an environmental sciences related discipline such as atmospheric science, aquatic science, earth science, environmental chemistry, hydrology, or soil science; a basic science such as biology, chemistry, or physics; or in a social science discipline such as economics, political science, geography, or sociology. Students may conduct research under the supervision of a sponsoring faculty member in any of the following field areas. Students must specify a field area for entry into the program.
Environmental Chemistry and Ecotoxicology

The Environmental Chemistry and Ecotoxicology field area focuses on the sources, physical and chemical transformations, and removal processes of chemicals in soil, water, and air, and their impacts on ecological systems. Faculty: Arey, Atkinson, Gan, Schlenk, Ziemann.

Entrance requirements. There are no entrance requirements for the Environmental Chemistry area beyond the general requirements for admission to the ESOP. For Ecotoxicology, prospective students would be expected to have had courses in General Biology/Zoology and Organic Chemistry. Students who do not have sufficient background to take the core course or specific elective courses may, however, need to first take prerequisite courses.

Environmental Microbiology

The Environmental Microbiology field area encompasses the study of microbial processes in natural and agricultural ecosystems and the effects of microorganisms on environmental processes and environmental quality. Research topics include fundamental research on microbial physiology, genetics, and ecology as related to the environment, applied research on microbial effects on the fate and transport of pollutants, anthropogenic effects on microbial communities, fate and transport of human pathogenic microorganisms in the environment, and the application of microorganisms and microbial assays as indicators of soil and water quality. Faculty: Crowley, Frankenberger, Lanoil, Stein, Yates.

Entrance requirements. Students admitted to the Environmental Microbiology field area are expected to have a baccalaureate degree in biology, microbiology, or closely related field or demonstration of extensive background in biology and microbiology. Recommended prior course work includes chemistry (general, organic, and biochemistry), biology (general and advanced course work), microbiology (general), and statistics (general). Deficiencies in these areas must be remedied during the first year of graduate school.

Environmental and Natural Resource Economics and Policy

The economics and policy field area focuses on the human aspects of environmental problems. Coursework emphasizes training in the traditional areas of environmental and natural resource economics, including welfare theory, externalities, pollution control, resource extraction, and non-market valuation, but also in sustainability, environmental management, and environmental policy. Research topics could include the environmental impacts of agriculture, transportation and urbanization, land use in poor and industrialized countries, international trade and the environment, climate change.
• Economic issues associated with agriculture, natural resources, and the environment
• Economic impacts of air quality and climate on agriculture
• Management and policy issues associated with California water resources

There is no foreign language requirement for the program.

and methodological advances in non-market valuation, to name just a few. Training in this field enables a student to analyze and address a wide variety of environmental policy issues. Faculty: Baerenklau, Cutter, Fernandez, Knapp, Sanchez-Rodriguez, Schwabe.

Entrance requirements: Students admitted to the Environmental and Natural Resource Economics and Policy field area normally will have completed a baccalaureate degree in the natural sciences, social sciences, or engineering. At least two undergraduate courses in economics and statistics are recommended. Students who do not have sufficient background to take the core courses or field courses may need to first take prerequisite courses.

Soil and Water Sciences The Soil and Water Science field area offers comprehensive training in the chemistry, physics, biology, and ecology of soils, surface waters and wetlands. Students can specialize in a variety of areas, including soil and aquatic chemistry, hydrology, limnology, soil-plant relations, biogeochemistry, bioremediation, geomicrobiology, contaminant fate and transport, water resources management, hillslope processes, soil genesis, soil mineralogy and geomorphology, and related areas. Faculty: Amrhein, Anderson, Chang, Crohn, Gabet, Gan, Graham, Jury, Parker, Sickman, Simunek, Wu, Yates.

Entrance requirements: Admission to the Soil and Water Sciences field area requires a baccalaureate degree with preparation in both physical and life sciences. It is recommended that students have completed one year of general chemistry, as well as courses in general physics, organic chemistry, calculus through integrals, general biology, statistics, and physical geology or physical geography.

Environmental Sciences and Management The Environmental Sciences and Management field area is designed to serve students seeking interdisciplinary training in environmental research. Students enrolled in this field area will be expected to pursue a rigorous research plan that involves research in one or more of the following areas: science, management, or policy. Students will have the opportunity to select study committees from a spectrum of environmental disciplines. Faculty: All Environmental Science Graduate Program Faculty.

Entrance requirements: There are no additional entrance requirements for this field area beyond those to enter the graduate program.

Course Work The Ph.D. and M.S. degree programs both require completion of the courses given below, which are specific to each field area. Students with a M.S. objective may need to take additional courses to fulfill the requirements of the
Plan I (Thesis) or Plan II (Comprehensive Examination) options. Upon acceptance to the program, the student will select an Advisory Committee made up of three members of the participating faculty in the ESOP to assist in the planning of the individualized curriculum. Electives are chosen in consultation with the Advisory Committee. Students also must attend a seminar each quarter (to be chosen in consultation with the major advisor). There is no foreign language requirement for the program.

Environmental Chemistry and Ecotoxicology All students must complete one core course: ENSC/ENTX200/CHEM246.

Students focusing on Environmental Chemistry must complete 4 electives from the following list, of which at least 2 must be at the graduate level: ENSC104, ENSC/SWSC127, ENSC/SWSC/MCBL133, ENSC/ENTX/CHIM135, ENSC/ENTX/CHIM/SWSC136, ENSC/SWSC214, ENSC/SWSC217, ENSC/SWSC224, ENSC/SWSC225, ENSC/SWSC232, ENTX200L, ENTX/CHIM244, ENTX/CHIM/SWSC245, SWSC203, SWSC204.

Students focusing on Ecotoxicology must complete: ENTX201 and ENTX208 and take at least two electives from the following list one of which must be at the graduate level: ENSC/SWSC214, ENSC/SWSC217, ENSC/SWSC224, ENSC/SWSC225, ENSC/SWSC232, ENTX200L, ENTX/CHIM244, ENTX/CHIM/SWSC245, SWSC203, SWSC204, ENTX154, ENTX205.

Environmental Microbiology Students must complete the following core courses: MCBL 201, MCBL 221, MCBL 211, and at least 4 elective courses (or 12 credit hours), three of which must be at the graduate level.

Environmental and Natural Resource Economics and Policy Course requirements include: core course sequences consisting of ECON 200A, ECON 200B, ECON 200C and ECON 205A, ECON 205B, ECON 205C; field course sequence consisting of ECON 207, ECON 208, ECON 209; and three elective courses comprised of upper division undergraduate courses and/or graduate courses approved by their advisor. Students must earn a satisfactory score on the doctoral cumulative examination in microeconomic theory, attain a "B" average in each of the core and field course sequences, and pass the doctoral qualifying examination with written and oral components. No student will be given more than three
attempts to achieve a satisfactory grade on the microeconomic theory cumulative examination. Any unexcused absences from the required examinations will be regarded as a failure.

Soil and Water Sciences Students must complete one course in each of the following core course groups.

**Chemistry**
- ENSC 104/SWSC 104
- CHEM 136/ENSC 136/ENTX 136/SWSC 136

**Physics**
- ENSC 107/SWSC 107
- ENSC 163

**Biology**
- ENSC/MCBL/SWSC 133
- BPSC 134/ENSC 134/SWSC 134
- ENSC 141/MCBL 141/SWSC 141

**Natural Structure and Diversity**
- ENSC 138/GEO 138/SWSC 138
- ENSC 140/SWSC 140

Students may have completed these prior to admission or they may take them early in their graduate program. Students must present a departmental seminar summarizing results of their thesis or dissertation or internship during the final quarter of matriculation.

**Environmental Sciences and Management** Because students enrolled in this field area may carry out interdisciplinary research for their advanced degree, the graduate course plan will be individualized. It is expected that the student and his/her Advisory Committee will design a course plan that includes graduate environmental science, management, and/or policy courses. The student will be required to take 6 courses (24 units), 3 of which must be at the graduate level.

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**Master's Degree**
The Department of Environmental Sciences offers the M.S. degree in Environmental Sciences under the Plan I (Thesis) and Plan II (Comprehensive Examination) options.
Plan I (Thesis) Students must complete a minimum of 36 quarter units of graduate and upper-division undergraduate courses in or significantly related to Environmental Sciences. At least 24 of the 36 units must be graduate courses. Students must take one course each from 1. and 2. above and two courses from 3. A maximum of 12 of the 24 graduate units may be in graduate research for the thesis. Each quarter, students must enroll in the seminar course CHEM 257/SWSC 257 and give an oral presentation at the annual student seminar or retreat. No more than two units of CHEM 257/SWSC 257 may be applied toward the 24 unit graduate requirement. Students must write a thesis that is accepted by the thesis committee members and pass an oral defense of the thesis.

Plan II (Comprehensive Examination) Students must complete a minimum of 36 quarter units of graduate and upper-division undergraduate courses in or significantly related to Environmental Sciences. At least 18 of the 36 units must be graduate courses. Students must take at least four graduate courses from the three core areas listed above, including one course each from 1. and 2. above and two courses from 3. Students may count no more than 2 units of CHEM 257/SWSC 257 toward the required 18 units and no units from graduate research for thesis or dissertation.

Students take a comprehensive written examination that covers fundamental topics in environmental sciences. The written examination, which is three to four hours long, is prepared and evaluated by a committee appointed by the program director. The examination is taken during the latter part of the final quarter in the M.S. program. Students must wait at least eight weeks before retaking a failed examination. Students failing the examination twice are dismissed from the program.

Plan II (Comprehensive Examination) Students must complete a minimum of 36 quarter units of graduate and upper-division undergraduate courses in or significantly related to Environmental Sciences. These must include the course requirements given above for the specific field area. At least 24 of the 36 units must be in graduate courses. A maximum of 12 of these units may be in graduate research for the thesis. No more than 4 units of ENSC 390 and 2 units of graduate seminar courses may be applied toward the degree. A thesis must be written and accepted by the M.S. thesis committee members, and a final oral defense of the thesis must be passed.

Plan II (Comprehensive Examination) Students must complete a minimum of 36 quarter units of graduate and upper-division undergraduate courses in or significantly related to Environmental Sciences. These must include the course requirements given above for the specific field area. At least 18 units must be in graduate courses. Students may count no more than 2 units of graduate seminar courses and 6 units of graduate internship courses toward the required 18 units and no units from graduate research for thesis or dissertation.

Students must take a comprehensive written examination that covers fundamental topics in environmental sciences. The written examination, which is three to four hours long, is prepared and evaluated by a committee appointed by the field director. The examination is taken during the latter part of the final quarter in the M.S. program. Students must wait at least eight weeks before retaking a failed examination. Students failing the examination twice are dismissed from the program.
Doctoral Degree

The Department of Environmental Sciences offers the Ph.D. degree in Environmental Sciences.

Course Work

Upon acceptance to the program, the student selects a course-work advisory committee consisting of three members of the faculty participating in the graduate program to assist in the planning of the individualized curriculum. A course work study plan should be filled with the graduate advisor by the second quarter after admission. Students must take one course each from 1. and 2. below and two courses from 3.

1. Transport and Fate of Chemicals
   - CHEM 246/ENSC 200/ENTX 200 (Fate and Transport of Chemicals in the Environment)
   - ENSC 202 (Principles and Application of Environmental Modeling)

2. Interactions and Cycling in the Biosphere
   - ENSC 208/ENTX 208/SWSC 208 (Ecotoxicology)
   - ENSC 232/SWSC 232 (Biogeochemistry)

3. Environmental Policy and Management
   - ENSC 204 (Environmental Management)
   - ENSC 206/POSC 206 (Environmental Law and Policy)

Students must enroll in the seminar course CHEM 257/SWSC 257 each quarter and give an oral presentation at the annual student seminar or retreat. The elective courses prescribed by the student's course work advisory committee depend(s) on the research interests of the students.

Normative Time to Degree 2 years

Doctoral Degree

The Department of Environmental Sciences offers the Ph.D. degree in Environmental Sciences. The general requirements for the Ph.D. degree are found in the Graduate Studies section of the General Catalog.

Course Work

Students must complete the course requirements given above for the specific field area. All students are required to give a presentation annually at the Environmental Sciences Graduate Program Student Symposium.
Comprehensive Written and Oral Qualifying Examinations Following completion of all course work, the student writes a qualifying examination prepared and administered by the written qualifying committee, which consists of five faculty members. Three members represent interests in the student’s line of research; the other two represent breadth in the two core areas outside the student's main area of concentration. The written exam may be attempted only twice. If it is failed twice, the student is redirected to the master's degree or terminated from the program.

Oral Examination A student who has successfully passed the written qualifying examination may proceed with the oral qualifying examination, conducted before the oral qualifying examination committee, which consists of five faculty members, one of whom must be from outside the graduate program in Environmental Sciences. The oral examination may be attempted only twice. If the oral qualifying exam is failed twice, the student is redirected to the master's degree or terminated from the program. The written and oral exams are normally taken at the end of the second year of graduate study.

Dissertation and Final-Oral-Examination All students write a doctoral dissertation, which is read and accepted by all members of the doctoral dissertation committee, comprised of three faculty from the graduate program in Environmental Sciences. The student must pass a final oral defense of the thesis in front of the committee.

Relationship between Master's and Doctoral Programs The master's and Ph.D. programs are separate. Students who enter the Ph.D. program do not need to acquire a master's first, although students may elect to take both

Ph.D. Written Qualifying Examination Following completion of all course work prescribed by the student's Advisory Committee, a Ph.D. Written Qualifying Examination will be prepared and administered to the student by a Ph.D. Written Qualifying Examination Committee. The Ph.D. Written Qualifying Examination Committee will consist of at least three faculty members with interests in the student’s line of research. The purpose of this examination is to determine that the student has gained sufficient knowledge in the chosen field to perform professionally and competently. This exam may be attempted only twice. If this exam is failed twice, the student may be redirected to the M.S. degree if the student does not already hold an M.S. in Environmental Sciences or terminated from the program.

Ph.D. Oral Qualifying Examination A student who satisfactorily passes the Ph.D. Written Qualifying Examination may proceed with the Ph.D. Oral Qualifying Examination, which will focus on the dissertation proposal. This examination is conducted before the Oral Qualifying Examination Committee, consisting of five faculty members, one of whom must be from outside the ESOP. This examination may be attempted only twice. If this exam is failed twice, the student will be redirected to outside the ESOP. It may be attempted only twice. If this exam is failed twice, the student will be redirected to the M.S. degree if the student does not already hold an M.S. in Environmental Sciences or terminated from the program. The Ph.D. Written and Oral Qualifying Examinations will normally be taken at the end of the second year of graduate study and before the start of the third year.

Dissertation All Ph.D. students must write a doctoral dissertation, which must be read and accepted by all members of the Doctoral Dissertation Committee, comprised of at least three faculty members from the ESOP. A final oral dissertation defense in front of at least three Doctoral Dissertation Committee members may be required.

Relationship between Master's and Doctoral Programs The M.S. and Ph.D. programs are separate. Students who enter the Ph.D. program do not need to acquire a M.S. degree first, although students may elect to take both

Normative Time to Degree 1.5-Quarters

Normative Time to Degree 5 Years
Career Opportunities: Students trained in the Interdepartmental Graduate Program in Environmental Sciences can fill many areas of expertise needed in the state and nation. Such areas include regulatory agencies, consulting firms, government and academic research institutions, and industrial research facilities.

Graduate Courses

ENSC 200. Fate and Transport of Chemicals in the Environment (4) S Lecture, 4 hours. Prerequisite(s): CHEM 109 or CHEM 110B; CHEM 112A, CHEM 112B, CHEM 112C; or consent of instructor. Covers the identification of toxicants and their sources in the environment; equilibrium partitioning of chemicals in the environment (between air, water, soil, sediment, and biota) using physico-chemical properties; and the transport and chemical transformations of chemical compounds in air, water, and soil media. Includes case studies of fate and transport of selected toxic chemicals. Cross listed with CHEM 246 and ENTX 200.

ENSC 201. Environmental Management (4) S, Even Years Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): ECON 003 or consent of instructor. An introduction to economic instruments used to make environmental policy to address pollution control and natural resource protection on local and international scales. Investigates public and private incentives for single and multiple polluters to reduce pollution and conserve exhaustible and renewable resources. Fernandez

ENSC 202. Principles and Applications of Environmental Modeling (4) W, Alternate Even Years Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Introduction to the principles of transport modeling, including mass balance and flux laws, boundary conditions, and rate processes. Discusses and demonstrates the use of compartmental and differential models of specific environmental processes. Also examines case studies and environmental modeling software applications. May be taken Satisfactory (S) or No Credit (NC) by students advanced to candidacy for the Ph.D. Chang, Jury, Simunek

Graduate Courses

ENSC 200. Fate and Transport of Chemicals in the Environment (4) S Lecture, 4 hours. Prerequisite(s): CHEM 109 or CHEM 110B; CHEM 112A, CHEM 112B, CHEM 112C; or consent of instructor. Covers the identification of toxicants and their sources in the environment; equilibrium partitioning of chemicals in the environment (between air, water, soil, sediment, and biota) using physico-chemical properties; and the transport and chemical transformations of chemical compounds in air, water, and soil media. Includes case studies of fate and transport of selected toxic chemicals. Cross-listed with CHEM 246 and ENTX 200.

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ENSC 202. Principles and Applications of Environmental Modeling (4) W, Alternate Even Years Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Introduction to the principles of transport modeling, including mass balance and flux laws, boundary conditions, and rate processes. Discusses and demonstrates the use of compartmental and differential models of specific environmental processes. Also examines case studies and environmental modeling software applications. May be taken Satisfactory (S) or No Credit (NC) by students advanced to candidacy for the Ph.D. Chang, Jury, Simunek

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ENSC 205. Functional Diversity of Prokaryotes (3) Lecture, 3 hours. Prerequisite(s): BCH 110A, BCH 110B, BIOL 121/MCBL 121; or equivalents; or consent of instructor. In-depth coverage of bacterial and archaeal bioenergetics, cell structure, diversity of metabolism, regulation of metabolism, growth, and biosynthesis, and cell-cell interactions between prokaryotes and eukaryotes. Project involves analysis of metabolic pathways from complete, annotated, prokaryotic genome sequences. Cross-listed with MCBL 201 and PLPA 201. Stein

ENSC 206. Environmental Policy and Law (4) S, Even Years Seminar, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing, POSC 010, POSC 020; or consent of instructor. An introduction to the process and politics of environmental regulation in the United States and the negotiation and implementation of international environmental accords. Uses social scientific methods of analysis to investigate specific issues such as air quality, energy, and biodiversity. Cross-listed with POSC 206 Allison

ENSC 208. Ecotoxicology (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): BIOL 005A, BIOL 005B, CHEM 112A, CHEM 112B; or consent of instructor. An introduction to the process and effects of environmental chemicals in various hierarchies of biological organization to learn how to carry out precise and accurate assessments of ecological risk. Cross-listed with ENTX 208 and SWSC 208 Schlenk

ENSC 214. Soil and Water Chemistry Laboratory (2) Laboratory, 6 hours. Prerequisite(s): concurrent enrollment in ENSC 104/SWSC 104 or consent of instructor. A series of advanced laboratory exercises involving modern analytical methods for soils, sediments, and surface waters. Topics include tracer metal speciation, isotope exchange kinetics, mineral solubility, adsorption isotherms, redox couples, and partitioning and biodegradation of organic contaminants. Cross-listed with SWSC 214. Parker

ENSC 217. Vadose Zone Processes (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): MATH 009B or MATH 09HB, ENSC 107/SWSC 107; or consent of instructor. A study of physical and mathematical descriptions of transient flow and transport processes in the vadose zone. Emphasis is on numerical solutions to equations describing the movement of water, gas, contaminants and heat, including chemical and biological reactions. Explores mathematical models for direct and inverse solutions, spatial heterogeneity, and determination of soil hydraulic properties. Cross-listed with SWSC 217 Simunek

ENSC 205. Functional Diversity of Prokaryotes (3) Lecture, 3 hours. Prerequisite(s): BCH 110A, BCH 110B, BIOL 121/MCBL 121; or equivalents; or consent of instructor. In-depth coverage of bacterial and archaeal bioenergetics, cell structure, diversity of metabolism, regulation of metabolism, growth, and biosynthesis, and cell-cell interactions between prokaryotes and eukaryotes. Project involves analysis of metabolic pathways from complete, annotated, prokaryotic genome sequences Cross-listed with MCBL 201 and PLPA 201. Stein

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ENSC 224. Watershed Hydrologic Systems (5) S, Odd Years Lecture, 3 hours; discussion, 2 hours. Prerequisite(s): ENSC 163, GEO 157, MATH 009C or MATH 09HC; or consent of instructor. Discusses the hydrologic processes occurring at watershed scale and the systems of and distributed approaches to watershed hydrologic modeling. Focuses on modeling rainfall-runoff processes and considering water quality to determine the validity of hydrologic simulation models. Cross-listed with SWSC 224.

ENSC 225. Watershed Biogeochemistry (3) S, Even Years Lecture, 3 hours. Prerequisite(s): ENSC 163; CHEM 136/ENSC 136/ENTX 136/SWSC 136 or ENSC 104/SWSC 104 or ENSC 232/SWSC 232 is recommended. Emphasizes terrestrial aquatic linkages in headwater catchments, focusing on hydrologic pathways, isotopic and geochemical tracers, nutrient cycling, water quality, experimental manipulations, and modeling. Cross-listed with SWSC 225.

ENSC 232. Biogeochemistry (4) W, Odd Years Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing; consent of instructor. A study of the biogeochemical cycling and exchange of carbon and important nutrients (N, S, base cations) between the lithosphere, hydrosphere, and atmosphere. Quantitatively describes processes at scales ranging from local to global. Addresses modern concerns about water and atmospheric quality, including global climate change. Cross-listed with SWSC 232. Parker

ENSC 265. Special Topics in Earth and Environmental Sciences (1-3) F, W, S Seminar, 1-3 hours. Prerequisite(s): graduate standing. Involves oral presentations and small-group discussions of selected topics in the areas of biogeochemistry, global climate change, geomicrobiology, earth surface processes, and interplanetary life. Graded Satisfactory (S) or No Credit (NC). Course is repeatable as content changes to a maximum of 10 units. Cross-listed with GEO 265.

ENSC 275. Research Seminar in Environmental Sciences (1) Seminar, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Involves seminars by faculty, visiting scholars, environmental professionals, and advanced graduate students on current research topics in Environmental Sciences. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

ENSC 290. Directed Studies (1-6) Consultation, 1-3 hours; individual study, 1-15 hours. Prerequisite(s): graduate standing; consent of instructor and graduate advisor. Individual study of selected topics in Environmental Sciences under faculty direction. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.
ENSC 297. Directed Research (1-6) Outside research, 3-18 hours. Prerequisite(s): graduate standing; consent of instructor. Individual research performed under the direction of a faculty member. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

ENSC 299. Research for the Thesis or Dissertation (1-12) Outside research, 3-36 hours. Prerequisite(s): graduate standing; consent of instructor. Research in environmental sciences for the M.S. thesis or Ph.D. dissertation. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

Professional Courses

ENSC 302. Teaching Practicum (1-4) Practicum, 3-12 hours. Prerequisite(s): graduate standing. Supervised teaching in Environmental Sciences or related courses. Required of all teaching assistants in Environmental Sciences. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

ENSC 297. Directed Research (1-6) Outside research, 3-18 hours. Prerequisite(s): graduate standing; consent of instructor. Individual research performed under the direction of a faculty member. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

ENSC 299. Research for the Thesis or Dissertation (1-12) Outside research, 3-36 hours. Prerequisite(s): graduate standing; consent of instructor. Research in environmental sciences for the M.S. thesis or Ph.D. dissertation. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

Professional Courses

ENSC 302. Teaching Practicum (1-4) Practicum, 3-12 hours. Prerequisite(s): graduate standing. Supervised teaching in Environmental Sciences or related courses. Required of all teaching assistants in Environmental Sciences. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.
DATE: May 9, 2007

TO: R. Robert Russell, Chair
    Graduate Council

FROM: Marylynn V. Yates, Chair, Department of Environmental Sciences

Paul Ziemann, Director, Environmental Sciences Graduate Program

RE: Response to Reviews of the Environmental Sciences Graduate Program and the Soil & Water Sciences Graduate Program

Since the reviews of the Environmental Sciences Graduate Program (ESGP) and the Soil and Water Sciences (SWSC) Graduate Program, the faculty in the Department of Environmental Sciences have been engaged in extensive discussions regarding the optimal structure for graduate education for students interested in these areas. The result of these discussions is a proposal to revise the requirements of the existing interdepartmental ESGP and make it a departmental program based in the Department of Environmental Sciences. Non-departmental faculty who wish to participate in the program may do so as Cooperating Faculty Members. The SWSC graduate program has been proposed to be discontinued, and a SWSC field area in the departmentally-based ESGP has been created.

We have designed the new departmental ESGP to offer advanced training in a number of specialized Field areas within environmental sciences. Each Field area is built around faculty expertise and contains a committed core of faculty who will participate in the teaching and research activities of the Field. This structure gives us the flexibility necessary to create rigorous study areas relevant to select student interest, while at the same time housing a potentially large number of diverse faculty members within a single administrative structure under a single graduate program.

The large majority of our faculty believes the revised program will alleviate crucial problems with the current structure of graduate training in our department and facilitate the attainment of several desirable goals in the future. Benefits of the revised program include:

- All department faculty members can participate equally in a single unified program and have a vested interest in its success.
- Invites participation by Cooperating Faculty Members from a variety of additional disciplines represented on campus (e.g., Plant Pathology and Microbiology, Chemical and Environmental Engineering, Physics and Astronomy, Chemistry, Economics, Political Science, Botany and Plant Sciences, and others)
Expands the potential pool of applicants beyond existing pools for current graduate programs by offering programmatic flexibility and opportunities for cross-disciplinary interactions.
- Facilitates the creation of new fields of study in response to evolving areas of research and graduate training opportunities (such as IGERT).
- Allows rigorous disciplinary training in several distinct intellectual areas connected by a common medium of study within a single program. Transcripts officially state each student's field of study.
- Reduces competition between multiple programs for high-quality applicants.
- Administrative structure requires relatively few senior faculty members while serving the needs of a wide variety of graduate students.
- Facilitates cross-disciplinary interactions amongst students and faculty.
- Builds upon recent top 10 national rankings in Soil Science and Environmental Sciences.
- Consistent with our department Mission and Vision statements, with our undergraduate program structure, and with recent external reviews and recommendations of the Graduate Council.

The department also considered extensively the opportunity to offer a core course that all students would take. There was much debate on this issue. Several faculty members worked hard to devise a common course, while a few were strongly opposed. It was pointed out that a common course is not a requirement for graduate programs in the UC system. Given that we are beginning a new program with a wide variety of fields, it was decided to omit a common core course for now but to revisit this issue in the future after the program has had time to evolve and respond to student and faculty interests.

The following votes on the proposals were taken. Each of the votes taken, and the results obtained are described below.

The faculty in the Department of Environmental Sciences were asked to vote on the conversion of the interdepartmental ESGP into a departmental ESGP, with the requirements as described in the attached proposal. Twenty-seven faculty were eligible to vote on this issue; of those, 19 voted positively, 5 voted negatively. One faculty member chose not to participate as she has been on leave for the last several months, and two faculty were unavailable. The faculty who voted negatively cited reasons including the following: 1) the title "Environmental Sciences" implies a broad, interdisciplinary program, but not all potential disciplines are represented in the proposed program; 2) the program is not integrative because the field areas are largely independent from one another; 3) the field areas vary substantially with respect to entrance requirements, curricular models, and expectations; 4) some of the field areas overlap with existing degree programs (e.g., Environmental Toxicology, Microbiology); 5) the program represents a collection of sub-programs that lack critical mass to stand alone; 6) there is no broadening of the expertise beyond that of the department, contrary to what was suggested by the external review team; 7) the Environmental Science and Management track needs more structure and rigor.
The faculty in the Department of Environmental Sciences were asked to vote on the disestablishment of the SWSC Graduate Program. Nineteen faculty were listed as members of the SWSC Graduate Program. Of those faculty, 12 voted to disestablish the program, 5 voted against the disestablishment, one did not vote as s/he has been on leave for the last several months, and 1 was unavailable. The remaining eight faculty in the department were asked to vote on this issue. Seven voted in favor of disestablishment and one did not vote. The faculty voting negatively on this issue cited reasons including the following: 1) there is a demand among students for a degree with the title “Soil & Water Sciences”; 2) the program is appropriately focused, highly regarded nationally and internationally, and has enthusiastic and dedicated faculty participants; 3) the quality and motivation of students in the program is very high; and 4) if the new ESOP is approved, the proper course of action would be to convert the existing departmental SWSC program into the new ESOP departmental program.

The 54 faculty in the interdepartmental ESOP were asked to vote on the proposal to disestablish the interdepartmental ESOP. The vote was 49 in favor of disestablishment, and 5 opposed. The faculty voting negatively on the issue cited the following reasons: 1) the interdepartmental ESOP should be put in moratorium so that faculty whose needs are not met by the departmentally-based ESOP have the opportunity to determine if it might be used in a different form (e.g., as an interdepartmental Soil Science Program or Interdepartmental Ecosystem and Earth Surface Science Program); 2) the Soil & Water Sciences Program could instead be converted to a departmental ESOP; 3) the proposed program is not interdisciplinary, which is the nature of environmental sciences; and 4) there is considerable overlap with existing programs.

The 54 faculty in the interdepartmental ESOP were asked to vote on accepting the proposed ESOP as a departmental program to be housed in the Department of Environmental Sciences. The vote was 31 in favor of conversion of the interdepartmental ESOP to a departmentally-based ESOP program, 2 opposed, and 1 abstention. The faculty voting negatively on the issue cited the following reasons: 1) the topic is too broad to be housed in a single department with a narrow scope of expertise and interest; the faculty member who abstained felt it would be inappropriate to vote on an issue that should be determined by the Department of Environmental Sciences faculty.
DATE: June 10, 2005

TO: Faculty of the Interdepartmental Environmental Sciences and Soil & Water Sciences graduate program

THROUGH: Walt Farmer, Chair, Dept of Environmental Sciences
Keith Knapp, Director, Interdepartmental Environmental Sciences

graduate program

FROM: Deborah A. Wong, Chair
Graduate Council

RE: GRADUATE REVIEWS OF ENVIRONMENTAL SCIENCES AND SOIL & WATER SCIENCES GRADUATE PROGRAMS

The Graduate Council commends both programs for the in depth assessments they have done in response to reviews of their programs. We believe these two closely related programs have arrived at a solution to the various problems they have faced in the past few years and the Graduate Council is ready to assist in the development of a vibrant, newly revised program that encompasses the strengths of both.

Since the recommendations of the review teams for the Interdepartmental Graduate Program in Environmental Sciences (ENSC) and Soil & Water Sciences (SWSC) programs were so congruent, the Graduate Council discussed the two reviews concurrently, including the program responses to the Findings and Recommendations. They strongly support the proposal of the great majority of the ENSC program faculty that they become a departmentally based program, in the Environmental Sciences Department. The Graduate Dean met with the CNAS Deans to discuss this and was given their approval for moving the interdepartmental ENSC program into the ENSC department and for closing the ENSC GRU. The Grad Council recommends that the newly formed program adopt the present model used by several programs on campus that have faculty from other departments participating in their graduate programs. This model uses the cooperating faculty membership option. The new program can use the newly approved “Guidelines for Developing By-Laws for Interdepartmental Graduate Programs” (see attached) as a model to develop their own by-laws for their departmental based program so that the cooperating faculty title confers more privileges than are typical with this title, if they so wish. In this manner they can call all participating faculty in the new program “Graduate Faculty”, as they would like to do, without having to develop entirely new procedures and titles.
The Graduate Council notes that the ENSC program would retain a connection to conservation biology for at least some of its students. At present, ecologists on campus are planning a track in Ecology to be part of the Ecology, Evolution and Organismal Biology Graduate Program, and the ENSC faculty are encouraged to investigate opportunities for cooperation with this group. Faculty with interests in biological aspects of environmental sciences can be invited to join the ENSC program as cooperating faculty; these cooperating faculty members may well come from a variety of departments and programs on campus, including EEOB, Entomology, and Botany and Plant Sciences. We recommend the ENSC program call a faculty meeting to discuss the proposal to revise the program, including the proposed number of tracks, and determine who among the faculty from outside the department will wish to be cooperating faculty. This will constitute the founding faculty who will now be charged to develop the new core curriculum, the tracks and the by-laws to govern the program. The Graduate Council will need to review and approve the revisions to the ENSC program before the review can be closed.

With regard to the SWSC program, the Graduate Council supports the proposed Option 1 of the program faculty, where SWSC becomes a track in the revised ENSC program, which will now be departmentally based. We request that the SWSC program faculty work with the ENSC program faculty (which would include the cooperating faculty), to create a curriculum for the revised ENSC program. A new revitalized ENSC program, with SWSC as a track, will enable the department of ENSC, with its undergraduate program in ENSC, to display its full strength to the graduate community. If the programs can achieve this "merger" in developing new curriculum for approval by the Graduate Council in time for the November meeting of the Academic Senate, recruitment into the new program for Fall, 06/07 is possible. This can be done entirely on the campus and will not require CCGA approval if we list SWSC as disestablished as a degree-granting program in the 5 year academic plan to Office of the President in May of 2006. Approval for new tracks in the ENSC program can be campus based. As a courtesy, we will want to inform CCGA once both aims have been achieved.

CC Dean Rabenstein, Graduate Division
Dean Angle, CNAS
Associate Dean Cooksey, CNAS
Associate Dean Yarmoff, CNAS
Academic Senate
Guidelines for Developing Bylaws for Interdepartmental Graduate Programs

The Graduate Council requires that all Interdepartmental Graduate Programs have an approved set of bylaws that provide for procedures for Program governance. The purpose of this document is to provide guidelines for developing appropriate bylaws and to describe the approval process.

Bylaws should be prepared in the following format:

<table>
<thead>
<tr>
<th>Section Title</th>
<th>To be included</th>
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</thead>
<tbody>
<tr>
<td>Title page</td>
<td>1. The name of the graduate program followed by “Bylaws”</td>
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<td></td>
<td>2. Graduate Council’s approval date (left blank on original submission)</td>
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<td>3. Revision approval dates</td>
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<tr>
<td>I. Objective</td>
<td>1. A brief statement of the discipline and mission of the program</td>
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<td></td>
<td>2. Degree(s) offered by the program.</td>
</tr>
<tr>
<td>II. Membership</td>
<td>1. Describe graduate program faculty membership criteria.</td>
</tr>
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<td>2. Describe activities expected of the faculty to retain membership.</td>
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<td></td>
<td>3. Describe the basis and procedures for termination of membership.</td>
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<td></td>
<td>4. Describe process for Emeritus faculty participation in the program.</td>
</tr>
</tbody>
</table>

When preparing this section, please refer to the Graduate Council “Guidelines for Membership in Interdepartmental Graduate Programs” in Appendix 1 below.

III. Organization & Administration
This Article may include the requested information in one statement or as separate articles. An example of a statement that might be inserted here is, "The administration of the program and its activities will be vested in an Executive Committee consisting of (number) program members and chaired by the graduate program director."

A. Graduate Program Director
Describe the duties and responsibilities of the Graduate Program Director. Director is responsible for all administrative tasks not otherwise delegated by the bylaws and Chairs the Executive Committee. Appointment of the Program Director is described in Appendix II.

B. Graduate Advisers
Describe the duties and responsibilities of the Graduate Adviser(s). Describe the process by which individuals are nominated for appointment to this position by the Dean of the Graduate Division.

C. Committees
Provide a list and description of all standing committees set up to administer the graduate program. At a minimum, graduate programs should have an Executive Committee and a Membership Committee. These may be combined in small programs. The descriptions should include the committee’s responsibilities, composition, and basis for selecting members.

The Executive Committee coordinates with the Director in administering the program and assumes governance oversight. Unless otherwise stipulated,
the Executive Committee nominates the Program Director.

A Membership Committee reviews new member applications and nominations and conducts periodic reviews of members, using the criteria indicated in Article II.

Additional committees that might be formed include Admissions, Fellowship and Awards (student financial support), Curriculum, or Seminar committees.

C. Major Professors
   Describe the duties and responsibilities of major professors of students enrolled in the program (e.g., participation in annual review of graduate student progress).

D. Meetings
   The bylaws should specify the frequency of regular meetings of the program faculty (at least one annual meeting is expected). Describe who may call additional meetings, and under what circumstances. For example, the graduate program director may call a special meeting of the program as deemed necessary or desirable by the Executive Committee.

   In addition, a description should be included of how faculty members can petition for additional meetings (for example, "by petition of five or more members").

E. Quorum
   The Graduate Council has defined a minimum quorum. It specifies that all issues that require a vote must be:
   
   - voted on by 50+% of the eligible members
   - passage requires a 50+% supporting vote.

   The program may set more stringent quorum requirements if it wishes. The accepted quorum should be described in the bylaws. Voting may be done by E-mail ballot. If the program approves this option, its bylaws should indicate that.

F. Amendments
   All amendments and revisions must be submitted to Graduate Council for review and approval. Passage of amendments to bylaws must satisfy the program's quorum rules.
Appendix 1.

GUIDELINES FOR MEMBERSHIP IN INTERDEPARTMENTAL GRADUATE PROGRAMS

Election to membership in an interdepartmental graduate program is governed by the bylaws of the specific program.

The by-laws of each program must specify the criteria for nomination, initial election and periodic review of membership. These criteria will generally be based on academic title, disciplinary research area, research accomplishments and contributions to the program. Thus, faculty from throughout the campus may be eligible for election to graduate program membership providing that they meet the following criteria:

1. Hold an appropriate academic title as a member of the Academic Senate of the University of California (includes Professors, Lecturers with Security of Employment, Professors in Residence, Professors of Clinical “___”, Professors Emeritus/a, and Research Professors).

2. Have an active program of research or scholarship commensurate with the expectations of the University of California. This is essential if the faculty member is to provide appropriate research guidance to his/her graduate students.

Each elected member of a graduate program will normally have the full rights and privileges accorded to other members. Graduate program members are expected to make contributions in one or more of the following ways in order to maintain their membership status:
1. Take an active role in the administration of the graduate program by serving on administrative committees, serving as a graduate adviser or serving as an administrative officer of the program.
2. Provide graduate level instruction and mentorship.

Appendix 2.

APPOINTMENT OF THE GRADUATE PROGRAM DIRECTOR

A Nominating Committee should solicit the names of nominees for a new Graduate Program Director from the faculty. The faculty will be polled for comments on the nominees. All comments will remain confidential. The Nominating Committee will forward at least two names to the Graduate Dean along with comments received on the nominees. The Graduate Dean, in consultation with the college Dean, will forward his/her recommendation to the Chancellor, who makes the appointment. The normal term of the Director’s appointment is three years.

Approved by Graduate Council on 6/8/05
PROCEDURES FOR TRANSFER, CONSOLIDATION, DIESTABLISHMENT, OR DISCONTINUANCE OF AN ACADEMIC PROGRAM, OR UNIT

Regardless of the origin of the initial recommendation for transfer, consolidation, disestablishment, or discontinuance, the Senate feels that deliberations by, and consultation with, the abovementioned agencies of the campus must occur prior to the final decision by the Academic Senate in the case of programs or by the Chancellor in the case of units. To assure that such consultation has taken place, the following procedures are established.

Some units may administer more than one program (e.g., a graduate and an undergraduate program in one department; a program in a specific language and the program in Comparative Literature in the Department of Literatures and Languages). On the other hand, some programs may be the joint responsibility of more than one unit, e.g., a program under the responsibility of an interdepartmental committee.

1 A proposal for the transfer, consolidation, disestablishment, or discontinuance of a program or unit may originate with a department, program or group; with the Dean of the college or school to which the department, program or group is administratively attached; or with the Committee on Educational Policy or the Graduate Council. A proposal for the transfer, consolidation, disestablishment, or discontinuance of a unit may also originate with an appropriate vice Chancellor. If the unit or program being considered for transfer, consolidation or termination is unique in the University, or if its closure would have systemwide or intersegmental effects, the President shall be consulted early in the process.

2 If the request for transfer, consolidation, disestablishment, or discontinuance originates with a department, program, or group, it shall be forwarded to the Committee on Educational Policy, the Graduate Council, and the Committees on Academic Personnel and Planning and Budget.

3 If the proposal for transfer, consolidation, disestablishment, or discontinuance originates with the Dean of the college or school or with a vice Chancellor, it shall be forwarded to the Committee on Educational Policy, the Graduate Council, and the Committees on Academic Personnel and Planning and Budget, but only after consultation with the department, program or group under consideration and with the Executive Committee of the college or school. The Executive Committee may refer the recommendation to the Faculty of the College or school, for its advice, if the committee deems it necessary or advisable. Responses of these agencies of the school or college shall be appended to the Dean's or vice Chancellor's letter of transmission to committees of the Academic Senate.

4 If the proposal for transfer, consolidation, disestablishment, or discontinuance arises with the Committee on Educational Policy or the Graduate Council, the department, program or group, the Dean of the college or school, and the Executive Committee of the college or school must all be given the opportunity to review the proposal, make comments, and present relevant materials before any final recommendation is made by the Committee on Educational Policy or the Graduate Council.

5 Senate committees reviewing the proposal shall consult, early in the deliberations, with the
Chairperson, Faculty and students of the program or unit under review, and with the Dean and the Executive Committee of the college or school to which the program or unit is administratively attached, if deemed necessary. Consultation shall also take place with Faculty and students of related departments, programs or groups that would be affected by a decision to transfer, consolidate, disestablish, or discontinue. The recommendations of the Committees on Academic Personnel and Planning and Budget shall be sought. Consultation between the Committee on Educational Policy, the Graduate Council and the Committees on Academic Personnel and Planning and Budget shall be maintained throughout the review process.

a) A Special Review Committee, normally consisting of individuals from other campuses or institutions, will be appointed by the Advisory Committee of the Academic Senate in consultation with the Administration, the Executive Committee of the college or school and the program/department concerned. The charge to the Committee shall be developed by the Dean and the Executive Vice Chancellor and shall be subject to the review of the Advisory Committee. A review will be promptly carried out by the Special Review Committee.

b) The report of the Special Review Committee, together with the file and other documentation will be assessed by the Committees on Educational Policy, Academic Personnel, and Planning and Budget, and by the Graduate Council in cases of review of graduate programs. This assessment is to be carried out in consultation with the Chancellor, the Executive Vice Chancellor, the President (if required by Systemwide procedures) and other interested individuals and groups, including the program/department being reviewed.

c) The Executive Vice Chancellor shall submit the report of the Special Committee to his/her Student Committee on Budget and Academic Planning for its review and recommendation.

d) The results of Senate committee deliberations will be transmitted to the Advisory Committee which shall submit its recommendations to the Division for action and the Executive Vice Chancellor shall provide as information to the item any comments from the Student Committee on Budget and Academic Planning.

6 Faculty shall retain the right, at all times during deliberations, to advise the Executive Committee of their college or school, or the committees of the Academic Senate, on the proposal.

7 In all cases the deliberations of the Committee on Educational Policy and/or the Graduate Council shall be in consultation with the Chancellor and the appropriate vice Chancellors.*

* Under the present administrative organization of the campus, the appropriate vice Chancellors would be the Executive Vice Chancellor. The proposed wording is intentionally non-specific to allow for possible future changes in designated titles.

8 If, after the foregoing review, a recommendation for transfer, consolidation, disestablishment, or discontinuance is reached by the Committee on Educational Policy, for undergraduate programs or units, or by the Graduate Council, for graduate programs or units, or for an entire program, the Advisory Committee shall present the recommendation to the Division for its action. Concurrence or dissent, and the arguments therefore, shall be presented at the same time, by the Graduate
Council, for undergraduate programs or units, and by the Committee on Educational Policy, for graduate programs or units.**

**The Committee on Educational Policy should have the opportunity to comment on the transfer, consolidation, disestablishment, or discontinuance of graduate programs or units, and the Graduate Council on the transfer, consolidation, disestablishment, or discontinuance of undergraduate programs or units.

9 After completion of the foregoing procedures, the results of the consultation on units and the results of any final decisions on programs shall be reported by the Division to the Chancellor. If the decision is to transfer, consolidate, disestablish, or discontinue a program, it shall be reported to the Systemwide Administration as prescribed universitywide. If the decision is to recommend the transfer, consolidation, disestablishment, or discontinuance of a unit or the disestablishment of a degree, the recommendation shall be made to the Systemwide Administration as prescribed universitywide.

10 No programs or units shall be transferred, consolidated, disestablished, or discontinued until the enrolled students can be accommodated in a fashion that will assure completion of the degree. Arrangements shall be made for the orderly and appropriate accommodations of academic and staff employees whose positions are affected by a decision to disestablish or discontinue or to transfer to another campus or to combine with another program or programs on a different campus. These arrangements shall be in accordance with existing personnel policies to the extent that they are adequate for each specific decision. Where existing policies are not adequate, supplemental policies shall be developed by the Systemwide Administration through appropriate consultation with the Academic Senate. Until such policies are adopted, historical precedent and established practice shall supplement existing personnel policies. Under no circumstances shall the transfer, consolidation, disestablishment or discontinuance of a program or unit result in the termination of a tenured Faculty member from the University of California.

11 The campus will report any transfers, consolidations and discontinuances annually on its Academic Program Inventory.

5/3/89: Editorial corrections were made with reference to Committee on Budget and Interdepartmental Relations and vice Chancellor designations by the Committee on Rules and Jurisdiction.
To be adopted:

Proposed Changes to Film and Visual Culture

PRESENT:

Major
The Department of Media and Cultural Studies offers the B.A. in Film and Visual Culture, 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:

1. Film and Visual Media
2. Film, Literature, and Culture
3. Ethnography, Documentary, and Visual Culture

The Film and Visual Culture major combines the breadth of an interdisciplinary major with a precise focus on visual media. Its interdisciplinary structure brings together approaches to visual media that would usually be separated by discipline. Students have a unique opportunity to acquire critical skills in the reading and analysis of media texts together with those involved in various modes of media production. This applied experience includes training in creative, documentary, and ethnographic video; photography; multimedia production; and screenwriting. Familiarity with media, either for its academic or industrial applications, enhances one's understanding of any field in the humanities or social sciences today.

PROPOSED:

Major
The Department of Media and Cultural Studies offers the B.A. in Media and Cultural Studies, 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:

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**Major Requirements**
The B.A. in Film and Visual Culture involves three possible tracks of courses, each with different emphases in curriculum. The requirements are as follows:

For all three tracks:

Lower-division units: 16 units  
Upper-division units: 40 units

**Track 1: Film and Visual Media**
This track gives the student comprehensive coverage in film and media studies, covering history, theory, non-Hollywood cinema and media forms, and production. Undergraduate studies prepare the student for graduate work in film studies, cultural studies with an emphasis on visual media, or in film production.

1. Lower-division requirements (4 lower-division courses [at least 16 units]):

   a) Introduction to Film Studies: **FVC 020**

   b) Media Production: 1 course chosen from ART 003, ART 070 (E-Z), CS 008, CS 010, DNCE 014, **FVC 004/ART 004**, **FVC 007/ART 007, FVC 028/** ART 028/THEA 038, **FVC 039/** CRWT 040, **FVC 066/CRWT 066/** THEA 066, THEA 010

   c) Two additional courses chosen from 1.b) above or from the following:  
      AST 048/CHN 048, AST 064/VNM 064, FREN 045, **FVC 006/ART 006**, **FVC 008/AHS 008, FVC 009/MUS 007**, FVC 013, FVC 015, **FVC 021/CPLT 021**, FVC 022/AST 022/JPN 022, **FVC 023/AHS 020**, **FVC 025/ENGL 021/THEA 021**, **FVC 026/CPLT 026/EUR 026**, **FVC 033/ENGL 033, FVC 036/CPLT 027**, **GER 045, ITAL 045, RUSN 045**

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The B.A. in Media and Cultural Studies involves three possible tracks of courses, each with different emphases in curriculum. The requirements are as follows:

For all three tracks:

Lower-division units: 16 units  
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1. Lower-division requirements (4 lower-division courses [at least 16 units]):

   a) Introduction to Film Studies: **MCS 020**

   b) Media Production: 1 course chosen from ART 003, ART 070 (E-Z), CS 008, CS 010, DNCE 014, **MCS 004/ART 004**, **MCS 007/ART 007, MCS 028/** ART 028/THEA 038, **MCS 039/** CRWT 040, **MCS 066/CRWT 066/** THEA 066, THEA 010

   c) Two additional courses chosen from 1.b) above or from the following:  
      AST 048/CHN 048, **MCS 006/ART 006**, **MCS 008/AHS 008, MCS 009/MUS 007, MCS 015**, **MCS 021/CPLT 021, MCS 022/AST 022/JPN 022, MCS 023/AHS 020, MCS 024/CPLT 024, MCS 025/ENGL 021/THEA 021, MCS 026/CPLT 026/EUR 026, MCS 033/ENGL 033, MCS 036/CPLT 027, MCS 038/CLA 045, **MCS 042/GER 045, MCS 043/RUSN 045, MCS 044/ITAL 045, MCS 045/FREN 045, MCS 046/SPN 046, MCS 049/AST 064/VNM 064**


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 [at least 16 units])

a) Introduction to Film Studies: **FVC 020**

b) Comparative Film, Media, and Literature Studies (1 course), chosen from **FVC 021/CPLT 021**, **FVC 025/ENGL 021/THEA 021**, **FVC 033/ENGL 033**, **FVC 039/CRTW 040**, **HASS 022B**, **HASS 022C**

c) Non-Hollywood Cinema and Alternative Media (1 course) chosen from
AST 048/CHN 048, AST 064/VNM 064, FREN 045, FVC 015, FVC 022/AST 022/JPN 022, FVC 026/CPLT 026/EUR 026, GER 045, ITAL 045, RUSN 045

d) Additional 1 course chosen from 1.b) or c) above, or from the following Media Production courses: ART 003, ART 070 (E-Z), CS 008, CS 010, DNCE 014, FVC 004/ART 004, FVC 006/ART 006, FVC 007/ART 007, FVC 008/AHS 008, FVC 009/MUS 007, FVC 023/AHS 020, FVC 028/ART 028/THEA 038, FVC 036/CPLT 026/EUR 026, FVC 066/CRWT 066
THEA 066, THEA 010

2. Upper-division requirements (10 upper-division courses [at least 40 units])

a) Film, Photography and Media History (2 courses) chosen from AHS 181, AHS 182, FVC 110 (E-Z), FVC 114/CPLT 134/GER 134/JPN 134, FVC 137/AHS 136, FVC 138/AHS 137, FVC 145E/ENGL 145E, FVC 145-1/ENGL 145-1, FVC 173 (E-Z)/CPLT 173 (E-Z), FVC 176/AHS 176, FVC 186/AHS 186, HIST 191X


c) Non-Hollywood Cinema and Alternative Media (1 course) chosen from
AST 048/CHN 048, MCS 015, MCS 022/AST 022/JPN 022, MCS 024/CPLT 024, MCS 026/CPLT 026/EUR 026, MCS 042/GER 045/MCS 043/RUSN 045, MCS 044/ITAL 045, MCS 045/FREN 045, MCS 046/SPN 046, MCS 049/AST 064/VNM 064

d) Additional 1 course chosen from 1.b) or c) above, or from the following Media Production courses: ART 003, ART 070 (E-Z), CS 008, CS 010, DNCE 014, MCS 004/ART 004, MCS 006/ART 006, MCS 007/ART 007, MCS 008/AHS 008, MCS 009/MUS 007, MCS 023/AHS 020, MCS 028/ART 028/THEA 038, MCS 039/CRWT 040, MCS 066/CRWT 066/THEA 066, THEA 010

2. Upper-division requirements (10 upper-division courses [at least 40 units])


c) Film and Media Theory (2 courses) chosen from DNCE 171F, DNCE 171G, DNCE 171J or FVC 104/ENGL 104, DNCE 171K, DNCE 172J, DNCE 172M, DNCE 173J, DNCE 173K, FVC 103/ANTH 103, FVC 120, FVC 121 (E-Z)/CPLT 171 (E-Z), FVC 133/SOC 138, FVC 139/SOC 139, FVC 143 (E-Z)/ENGL 143 (E-Z), FVC 144 (E-Z)/ENGL 144 (E-Z), FVC 145 (E-Z)/ENGL 145 (E-Z), FVC 146 (E-Z)/ENGL 146 (E-Z), FVC 160/ART 160, FVC 172, FVC 179/LNST109/SPN 179/WMST 179, FVC 186/AHS 186, FVC 187/AHS 187

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 CPLT 143/FREN 143, CPLT 180V, CPLT 181/FREN 181, ETST 170/WRLT 170, ETST 175/WMST 175, FVC 103/ANTH 103, FVC 143 (E-Z)/ENGL 143 (E-Z), FVC 144 (E-Z)/ENGL 144 (E-Z), FVC 172, FVC 174 (E-Z)/CPLT 174 (E-Z), FVC 178/EUR 110B/AHS 120/CPLT 110B/GER 110B, FVC 181/PHIL 111

Track 3: Ethnography, Documentary, and Visual Culture

This cluster provides a basic knowledge of film and visual 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 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 [at least 16 units]):

a) Introduction to Film Studies: FVC 020

b) Media Production (1 course) chosen from ART 003, ART 070 (E-Z) CS 008, CS 010, DNCE 014, FVC 004/ART 004,
c) Cultural Anthropology (1 course) chosen from ANTH 001, ANTH 001H

d) One (1) additional course chosen from 1.b) above or from AHS 007, AST 048/CHN 048, FREN 045, FVC 006/ART 006, FVC 008/AHS 008, FVC 009/MUS 007, FVC 015, FVC 021/CPLT 021, FVC 022/AST 022/JPN 022, FVC 023/AHS 020, FVC 025/ENGL 021/THEA 021, FVC 026/CPLT 026/EUR 026, FVC 033/ENGL 033, FVC 036/CPLT 027, 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 [at least 40 units]):


184, FVC 185/LNST 105/SPN 185, GER 118 (E-Z)/FVC 118 (E-Z)

c) Cultural Anthropology (1 course) chosen from ANTH 001, ANTH 001H

d) One (1) additional course chosen from 1.b) above or from AHS 007, AST 048/CHN 048, HASS 022B, HASS 022C, MCS 006/ART 006, MCS 008/AHS 008, MCS 009/MUS 007, MCS 015, MCS 021/CPLT 021, MCS 022/AST 022/JPN 022, MCS 023/AHS 020, MCS 024/CPLT 024, MCS 025/ENGL 021/THEA 021, MCS 026/CPLT 026/EUR 026, MCS 033/ENGL 033, MCS 036/CPLT 027, MCS 038/CLA 045,MCS 038/CLA 045, MCS 042/GER 045, MCS 043/RUSN 045, MCS 044/ITAL 045, MCS 045/FREN 045, MCS 046/SPN 046, MCS 049/AST 064/VNM 064, MUS 006/ANTH 006, SOC 001, WMST 010

2. Upper-division requirements (10 upper-division courses [at least 40 units]):


d) Ethnography and Documentary: Production, Theories, and Texts (4 courses)

(1) Production (at least 2 courses) chosen from 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, FVC 131/ART 131, FVC 150/ART 150, FVC 161/DNCE 161, FVC 162/DNCE 162, FVC 166A/CRWT 166A/THEA 166A, FVC 166B/CRWT 166B/THEA 166B, FVC 166C/CRWT 166C, THEA 166C, FVC 175/ART 170, MUS 139, MUS 145, MUS 173, THEA 101, THEA 102, THEA 109, THEA 132, THEA 135, THEA 141, THEA 144

DNCE 171J or MCS 104/ENGL 104, DNCE 172K, DNCE 173K, ENGL 101, ENGL 121 (E-Z), ENGL 122 (E-Z)/LGBS 122 (EZ), ENGL 123B, ENGL 124A, ETST 153/LNST 153, ETST 170/ WRLT 170, ETST 175/WMST 175, FREN 143/CPLT 143, FVC 103/ ANTH 103, FVC 121 (E-Z)/ CPLT 171 (E-Z), FVC 143 (E-Z)/ ENGL 143 (E-Z), FVC 144 (E-Z)/ ENGL 144 (E-Z), FVC 145I/ ENGL 145I, FVC 146 (E-Z)/ ENGL 146 (E-Z), FVC 160/ART 160, FVC 172, FVC 174 (E-Z)/ CPLT 174 (E-Z), FVC 187/AHS 187, MUS 126/ANTH 177/WMST 126, POSC 146, SOC 168, SOC 169

The following may be taken as a part of any track to meet individual needs: FVC 190, FVC 198-I.


The following may be taken as a part of any track to meet individual needs: MCS 190, MCS 198-I.
JUSTIFICATION:

The Program in Film and Visual Culture became the Department of Media and Cultural Studies in July 2007 by vote of the UCR Faculty Senate. It is therefore appropriate to change the prefix to course numbers to reflect the department's name. We are also adding newly created courses from the past three or four years that were not properly included in the requirements.

APPROVALS:
Approved by the faculty of the Department of Media and Cultural Studies: 2/26/2008
Approved by the Executive Committee of the College of Humanities and Social Sciences: 3/5/2008
Approved by the Committee on Educational Policy: 6/4/2008
Approved by the Executive Council on behalf of the Division: 6/9/2008
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
NOVEMBER 17, 2008

To be adopted:

Proposed Changes to the minor in Film and Visual Culture

PRESENT:

Minor
The Film and Visual Culture 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) are required. No course can be used to satisfy more than one requirement.

1. Lower-division requirements (1 course [at least 4 units]) chosen from the following:
   - FVC 004/ART 004
   - FVC 015
   - FVC 020
   - FVC 021/CPLT 021
   - FVC 033/ENGL 033

2. Upper-division requirements (a minimum of 5 courses [at least 20 units])
   a) One course from each of the following three groups:

   (1) Film, Photography, and Media History:
   - AHS 182, FVC 110 (E-Z), FVC 114/CPLT134/GER134/JPN134, FVC 137/AHS 136, FVC 138/
   - AHS 137, FVC 145E/ENGL 145E, FVC 145-I/ ENGL 145-I, FVC 173
   - (E-Z)/CPLT 173 (E-Z), FVC 174 (E-Z)/CPLT 174 (E-Z), FVC 176/AHS 176, FVC 186/AHS 186, HIST 191X

PROPOSED:

Minor
The Media and Cultural Studies 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) are required. No course can be used to satisfy more than one requirement.

1. Lower-division requirements (1 course [at least 4 units]) chosen from the following:
   - MCS 004/ART 004, MCS 015, MCS 020, MCS 021/CPLT 021, MCS 033/ENGL 033

2. Upper-division requirements (a minimum of 5 courses [at least 20 units])
   a) One course from each of the following three groups:

   (1) Film, Photography, and Media History:
   - AHS 182, HIST 191X, MCS 110 (E-Z), MCS114/CPLT134/GER134/JPN134, MCS 115/CPLT 115/GER 134/JPN 134,
   - MCS 137/AHS 136, MCS 138/
   - AHS 137, MCS 145E/ENGL 145E, MCS 145-I/ ENGL 145-I, MCS 170/CPLT 135/GER 135, MCS 173
   - (E-Z)/CPLT 173 (E-Z), MCS 174 (E-Z)/CPLT 174 (E-Z), MCS 176/AHS 176,
(2) Non-Hollywood Cinema and Alternative Media:
AST 185/CHN 185/FVC 169, CPLT 171F, DNCE 171M, DNCE 172K, 
FVC 125 (E-Z)/LNST 125 (E-Z)/
SPN 125 (E-Z), FVC 135/ART 135, 
FVC 136/ART 136, FVC 144K/
ENGL 144K, FVC 146E/ENGL 146E, 
FVC 146F/ENGL 146F, 
FVC 146G/ENGL 146G, FVC 171/
SPN 171, FVC 173 (E-Z)/
CPLT 173 (E-Z), FVC 178/
EUR 110B/AHS 120/CPLT 110B/
GER 110B, FVC 179/LNST 109/
SPN 179/WMST 179, FVC 182/
AHS 121/CPLT 138/EUR 138/
GER 138, FVC 183 (E-Z)/
FREN 185 (E-Z), FVC 184/
AST 184/JPN 184, GER 118 (EZ)/
FVC 118 (E-Z)

(3) Film and Media Theory: DNCE 171F, 
DNCE 171G, DNCE 171J or 
FVC 104/ENGL 104, DNCE 171K, 
DNCE 172J, DNCE 172M, 
DNCE 173J, DNCE 173K, 
FVC 143 (E-Z)/ENGL 143 (E-Z), 
FVC 144 (E-Z)/ENGL 144 (E-Z), 
FVC 145F/ENGL 145F, 
FVC 145G/ENGL 145G, 
FVC 145J/ENGL 145J, FVC 146 (E-Z)/
ENGL 146 (E-Z), FVC 160/ART 160, 
FVC 172, FVC 187/AHS 187

(2) Non-Hollywood Cinema and Alternative Media:
DNCE 171M, DNCE 172K, MCS 118 (E-Z)/GER 118 (EZ), MCS 121(E-Z)/CPLT 171 (E-Z), MCS 125 (E-Z)/LNST 125 (E-Z)/
SPN 125 (E-Z), MCS 126/CPLT 126/GER 126, MCS 135/ART 135, 
MCS 136/ART 136, MCS 142/WMST 122, 
MCS 144K/ENGL 144K, MCS 146E/ENGL 146E, MCS 146F/ENGL 146F, 
MCS 146G/ENGL 146G, MCS 167/AST 167, MCS 168/AST 186, MCS 169/AST 185/CHN 185, MCS 170/CPLT 135/GER 135, MCS 171/
SPN 171, MCS 173 (E-Z)/
CPLT 173 (E-Z), MCS 178/
EUR 110B/AHS 120/CPLT 110B/
GER 110B, MCS 179/LNST 109/
SPN 179/WMST 179, MCS 182/
AHS 121/CPLT 138/EUR 138/
GER 138, MCS 183 (E-Z)/
FREN 185 (E-Z), MCS 184/
AST 184/JPN 184, MCS 185/LNST 105/SPAN 185

(3) Film and Media Theory: DNCE 171F, 
DNCE 171G, DNCE 171J or MCS 104/ENGL 104, DNCE 171K, DNCE 172J, 
DNCE 172M, DNCE 173J, DNCE 173K, 
MCS 118(E-Z)/GER 118 (EZ), MCS 121(E-Z)/CPLT 171 (E-Z), MCS 126/CPLT 126/GER 126, MCS 142/WMST 122, 
MCS 143 (E-Z)/ENGL 143 (E-Z), 
MCS 144 (E-Z)/ENGL 144 (E-Z), 
MCS 145F/ENGL 145F, 
MCS 145G/ENGL 145G, 
MCS 145J/ENGL 145J, MCS 146 (E-Z)/
ENGL 146 (E-Z), MCS 160/ART 160, 
MCS 172, MCS 181/CPLT 181/FREN 181, 
MCS 187/AHS 187
b) Two (2) additional courses chosen from 2. a(1),(2), and (3) above or from
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,
FVC 103/ANTH 103, FVC 131/ART 131,
FVC 133/SOC 138, FVC 139/SOC 139,
FVC 150/ART 150,
FVC 166A/CRWT 166A/THEA 166A,
FVC 166B/CRWT 166B/THEA 166B,
FVC 166C/CRWT 166C/THEA 166C,
FVC 174 (E-Z)/CPLT 174(E-Z),
FVC 175/ART 170, MUS 139, MUS 145,
MUS 173, THEA 101, THEA 102,
THEA 109, THEA 132, THEA 135,
THEA 141, THEA 144

JUSTIFICATION:
The Program in Film and Visual Culture became the Department of Media and Cultural Studies
in July 2007 by vote of the UCR Faculty Senate. It is therefore appropriate to change the prefix
to course numbers to reflect the department's name. We are also adding newly created courses
from the past three or four years that were not properly included in the requirements.

APPROVALS:
Approved by the faculty of the Department of Media and Cultural Studies: 2/26/2008
Approved by the faculty of the College of Humanities and Social Sciences:
Approved by the Executive Committee of the College of Humanities and Social Sciences: 3/5/2008
Approved by the Committee on Educational Policy: 6/4/2008
Approved by the Executive Council on behalf of the Division: 6/9/2008
PROPOSED CHANGES TO INFORMATION SYSTEMS MAJOR REQUIREMENTS

To be adopted:

Present:

Information Systems Major
1. Lower-division requirements (51 units minimum)
   a) ENGR 001M
   b) BUS 020
   c) CS 010, CS 012, CS 014, CS 061
   d) CS 011/MATH 011
   e) ECON 002, ECON 003
   f) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A

2. Upper-division requirements (97 units)
   a) ENGR 101M
   b) BUS 101, BUS 103, BUS 104/STAT 104, BUS 106/ECON 134
   c) CS 100, CS 141, CS 153, CS 164, CS 165, CS 166, CS 180
   d) CS 111/MATH 111
   e) ENGR 180
   f) MATH 113
   g) SOC 150
   h) STAT 155
   i) Twelve (12) units of upper-division Computer Science technical electives, which must be distinct from the above major requirements. These 12 units may be chosen from those courses listed as upper-division requirements or technical electives for the Computer Science major. At least two courses must be in the Department of Computer Science and Engineering.
   j) Twenty (20) units of Business Administration technical electives, including at least 8 units of management information system courses. These 16 units must be distinct from the above major requirements and may be chosen from any of the available Business Administration courses.

Proposed:

Business Informatics Major
1. Lower-division requirements (51 units minimum)
   a) ENGR 001M
   b) BUS 020
   c) CS 010, CS 012 or CS 013, CS 014, CS 061
   d) CS 011/MATH 011
   e) ECON 002, ECON 003
   f) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A

2. Upper-division requirements (97 units)
   a) ENGR 101M
   b) BUS 101, BUS 103, BUS 104/STAT 104, BUS 106/ECON 134
   c) CS 100, CS 141, CS 153, CS 164, CS 165, CS 166, CS 180
   d) CS 111/MATH 111
   e) ENGR 180
   f) MATH 113
   g) SOC 150
   h) STAT 155
   i) Twelve (12) units of upper-division Computer Science technical electives, which must be distinct from the above major requirements. These 12 units may be chosen from those courses listed as upper-division requirements or technical electives for the Computer Science major. At least two courses must be in the Department of Computer Science and Engineering.
   j) Twenty (20) units of Business Administration technical electives, including at least 8 units of management information system courses. These 20 units must be distinct from the above major requirements and may be chosen from any of the available Business Administration courses.
Students may petition for exceptions to the above degree requirements. Exceptions to Computer Science course requirements must be approved by the Computer Science and Engineering undergraduate advisor or chair, and exceptions to the Business Administration course requirements must be approved by the Graduate School of Management dean. Exceptions to other requirements require the approval of both the Department of Computer Science and Engineering and the Graduate School of Management.

Visit the Student Affairs Office in the College of Engineering or www.engr.ucr.edu/studentaffairs for a sample program.

**JUSTIFICATION:**

Regarding program name change:
The current BS program in Information Systems (IS) is unable to attract a good number of students because the program is not viewed as substantially different to our Computer Science program. The faculty in the Department of Computer Science and Engineering discussed the problems in detail and concluded that a name change to the program is necessary. As recommended by the IS committee, the faculty voted in favor of changing the name of the Information Systems Program to “Business Informatics.” The motivation for this change is that the current name of Information Systems does not convey the significant amount of coursework in the Business Administration area. This new program name will better inform prospective students of the coursework entailed. The anticipated impact of student participation in the program would be to increase the number of students enrolled in the program. We expect students interested in business-oriented programs will find the program more interesting and join the program, thereby increasing the overall enrollment in the College of Engineering.

Regarding CS 013:
The Electrical Engineering (EE) department has requested that we introduce a variant of CS012 that teaches the same programming concepts and skills, but with examples and assignments tailored specifically for engineering students. EE currently requires CS010 (the course before CS012) but not CS012. They would like their majors to have more training than they currently get in the concepts of C++ programming, but with examples and projects with content that fits the EE major better. We are introducing CS013 to meet their request.

That is the motivation for introducing CS013. CS013 is a course-equivalent to CS012 in the sense that it teaches the same programming skills and concepts, just with different examples. We anticipate that the
examples and projects in CS 013 will be chosen to fit not just EE majors, but also other Engineering majors, and that the course may be of interest to CS, IS, and CompEng majors who choose to take it instead of CS012. For this reason, we are happy to give our own majors and CS minors the option of taking either CS012 or the new CS013, whichever fits their interest better.

**APPROVALS:**

Approved by the faculty of the Department of Computer Science and Engineering: November 28, 2007 (CS 013). Program name change approved April 2, 2008
Approved by the Executive Committee of the College of Engineering: April 9, 2008
Approved by the Committee on Educational Policy: June 4, 2008
Approved by the Executive Council on behalf of the Division: June 9, 2008

Per email from Prof. John Haleblian, the chair of the AGSM Exec. Committee, they do not wish to review/vote on the Business Informatics curriculum changes because: "The Executive Committee of AGSM met today to discuss this issue. AGSM prefers to have a 'hands off' approach to this program in which AGSM controls the content of our courses but in which Bournes Engineering governs the program."
To: Reza Abbaschian, Dean College of Engineering

From: Laxmi Bhuyan, Chair
Department of Computer Science & Engineering

Date: April 3, 2008

RE: Proposal for Undergraduate Program name change

The current BS program in Information Systems (IS) is unable to attract a good number of students because the program is not viewed as substantially different to our Computer Science program. The faculty in the Department of Computer Science and Engineering discussed the problems in detail and concluded that a name change to the program is necessary. As recommended by the IS committee, the faculty voted in favor of changing the name of the Information Systems Program to “Business Informatics.”

The vote was 14 Favor, 2 Opposed, 0 Abstain

The motivation for this change is that the current name of Information Systems does not convey the significant amount of course work in the Business Administration area. This new program name will better inform prospective students of the coursework entailed. The anticipated impact of student participation in the program would be to increase the number of students enrolled in the program. We expect students interested in business oriented programs will find the program more interesting and join the program, thereby increasing the overall enrollment in the College of Engineering. This change was agreed upon by the IS committee which includes the deans of both AGSM and BCoE, as well as faculty from both colleges.

Approval of the name change is requested.

Approved

[Signature]
Reza Abbaschian, Dean

Date: 4/11/08

DEPARTMENT: (951) 827-5639  FAX: (951) 827-4643
To be adopted:

Proposed Changes to the minor in Lesbian, Gay, Bisexual, Intersexual, and Transgender Studies

**PRESENT:**

The program reflects current critical, theoretical, and methodological developments across several disciplines that focus on lesbian, gay, and bisexual issues. Lesbian, Gay, Bisexual, Intersexual, and Transgender Studies are by nature interdisciplinary, and this program is meant to encourage new cross-disciplinary research in the field for interested students in the College of Humanities, Arts, and Social Sciences. The curriculum addresses such issues as sexual identity and orientation; gay, lesbian, and bisexual representation; gay, lesbian, and bisexual perspectives on the arts; retheorizations of gender; sexuality and cultural diversity; intersections of sexualities and ethnic identities.

Requirements for the minor (24 units)

1. Lower-division requirements (4 units) chosen from WMST 001 or LGBS 001
2. Upper-division requirements (20 units):
   a) Four (4) units of English chosen from ENGL 122 (E-Z)/LGBS 122 (E-Z), ENGL 143 (E-Z)/FVC 143 (E-Z), ENGL 144 (E-Z)/FVC 144 (E-Z)
   b) Four (4) units from Ethnic Studies or History chosen from ETST 175/WMST 175, HISA 130/WMST 130, HISE 148A, HISE 148B, HIST 191T

**PROPOSED:**

The program reflects current critical, theoretical, and methodological developments across several disciplines that focus on lesbian, gay, and bisexual issues. Lesbian, Gay, Bisexual, Intersexual, and Transgender Studies are by nature interdisciplinary, and this program is meant to encourage new cross-disciplinary research in the field for interested students in the College of Humanities, Arts, and Social Sciences. The curriculum addresses such issues as sexual identity and orientation; gay, lesbian, and bisexual representation; gay, lesbian, and bisexual perspectives on the arts; retheorizations of gender; sexuality and cultural diversity; intersections of sexualities and ethnic identities.

Requirements for the minor (24 units)

1. Lower-division requirements (4 units) chosen from WMST 001 or LGBS 001
2. Upper-division requirements (20 units):
   a) Four (4) units of English chosen from ENGL 122 (E-Z)/LGBS 122 (E-Z), ENGL 143 (E-Z)/FVC 143 (E-Z), ENGL 144 (E-Z)/FVC 144 (E-Z)
   b) Four (4) units from Ethnic Studies or History chosen from ETST 175/WMST 175, HISA 130/WMST 130, HISE 148A, HISE 148B, HIST 191T
c) Four (4) units of Art History, Classics, Dance, or Music chosen from AHS 182, AHS 186/FVC 186, CLA 120E, DNCE 141, DNCE 142, MUS 114, MUS 126/ANTH 177/WMST 126

d) Four (4) units of Psychology, Sociology, or Women’s Studies chosen from PSYC 160A, PSYC 160B, PSYC 161, SOC 140, SOC 141, SOC 153, SOC 177E, WMST 100, WMST 103/ANTH 145, WMST 108/PHIL 108, WMST 135, WMST 140/ANTH 147

e) Four (4) additional units chosen from those listed above or LGBS 190 or LGBS 193

Note Students may satisfy an upper-division requirement by completing 4 units of LGBS 198-I (Internship).

JUSTIFICATION:

The LGBT minor tries to add new courses as faculty become available to teach them. The changes here are the result of such new courses. The courses being deleted are no longer being offered by the Dance Department.

APPROVALS:
Approved by the faculty committee of the LGBT Studies Minor: 02/13/2008
Approved by the Executive Committee of the College of Humanities and Social Sciences: 3/5/2008
Approved by the Committee on Educational Policy: June 4, 2008
Approved by the Executive Council on behalf of the Division: June 9, 2008
To be adopted:

Proposed Changes to Physics Major

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
</tr>
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<tbody>
<tr>
<td>Major Requirements</td>
<td>No Change</td>
</tr>
<tr>
<td>Biophysics option</td>
<td>No Change</td>
</tr>
</tbody>
</table>

**Physics Education option**

1. Lower-division requirements (73-74 units)
   
   a. PHYS 40A, PHYS 40B, PHYS 40C, PHYS 40D, PHYS 40E
   b. MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   c. CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC
   d. EDUC 003, EDUC 004
   e. LING 020 or LING 021

2. Upper-division requirements (75 units)
   
   a. PHYS 130A, PHYS 130B, PHYS 134, PHYS 135A, PHYS 135B, PHYS 136, PHYS 156A, PHYS 156B
   b. PHYS 139L, PHYS 142L (3 units).
   c. Two electives from the following list (8 units): PHYS 111, PHYS 145A, PHYS 145B, PHYS 145C, PHYS 150A, PHYS 150B, PHYS 151, PHYS 163, PHYS 164, PHYS 171
Minor Requirements

JUSTIFICATION
The demand for qualified science teachers in the state of California is very high. The physics and astronomy department would like to provide a framework for guiding students majoring in physics who are considering a teaching career. The physics education track makes minor adjustments in the upper division B.S. physics requirements in order to allow the students to comfortably complete the required upper division education courses within four academic years. The track includes all of the undergraduate education courses required for entry into the UCR teaching credential and masters of education programs.

We envision a significant partnership with the California Teach-Science Mathematics Initiative at UCR when advising students who follow the physics education track.

APPROVALS
Approved by the faculty of the Department of Physics and Astronomy: April 1, 2008
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: 5/7/08
Approved by the Committee on Educational Policy: June 4, 2008
Approved by the Executive Council on behalf of the Division: June 9, 2008
Executive Committee
College of Natural and Agricultural Science
Report to Riverside Division
November 17, 2008

To be adopted:
Proposed changes in the core requirements for Bachelor of Science and Bachelor of Arts in Statistics including the Statistical Computing and Quantitative Management Options.

Present:
Bachelor of Arts

1. Core requirements (24 – 25 units)
   a) CS 10, MATH 008B, MATH 009A, MATH 009B, MATH 009C, MATH 10A
   b) Four (4) additional units in Mathematics chosen from MATH 23, MATH 113 or MATH 131

2. Upper-division requirements (36 units)
   a) Thirty-six (36) units of upper-division course work
      (1) STAT 147, STAT 155, STAT 157, STAT 170A, STAT 170B
      (2) Sixteen (16) units chosen from STAT 127/BUS 127, STAT 130, STAT 140, STAT 146, STAT 160A, STAT 160B, STAT 160C, STAT 171
   
   Note: An introductory Statistics class such as STAT 040, STAT 048, or STAT 100A is strongly recommended

Proposed:
Bachelor of Arts

1. [no change]

2. [no change]

Bachelor of Science

1. Core requirements (24 – 25 units)
   a) CS 10, MATH 008B, MATH 009A, MATH 009B, MATH 009C, MATH 10A
   b) Four (4) additional units in Mathematics chosen from MATH 23, MATH 113 or MATH 131

2. Upper-division requirements (52 units)
   a) Thirty-six (36) units of upper-division course work
      (1) STAT 147, STAT 155, STAT 157, STAT 170A, STAT 170B
      (2) Twelve (12) units chosen from STAT 127/BUS 127, STAT 130, STAT 140, STAT 146, STAT 160A, STAT 160B, STAT 160C, STAT 171
      (3) Four (4) units of STAT 197 taken at the end of Senior year

   Note: An introductory Statistics class such as STAT 040, STAT 048, or STAT 100A is strongly recommended

Proposed:
Bachelor of Science

1. [no change]

2. [no change]
(2) Sixteen (16) units chosen from STAT 127/BUS 127, STAT 130, STAT 140, STAT 146, STAT 160A, STAT 160B, STAT 160C, STAT 171

b) Sixteen (16) units of additional course work chosen, with the approval of the major advisor, from Statistics courses numbered 121 and higher or from related fields.

(2) Twelve (12) units chosen from STAT 127/BUS 127, STAT 130, STAT 140, STAT 146, STAT 160A, STAT 160B, STAT 160C, STAT 171

(3) Four (4) units of STAT 197 taken at the end of Senior year

b) Sixteen (16) units of additional course work chosen, with the approval of the major advisor, from Statistics courses numbered 104 and higher or from related fields.

Note An introductory Statistics class such as STAT 040, STAT 048, or STAT 100A is strongly recommended

Note An introductory Statistics class such as STAT 048, or STAT 100A is strongly recommended

Justification: The purpose of including a quarter of research experience at the end of the senior year is to provide our undergraduate students training on how statistics is practiced in the real world, the questions of interest, how the data are collected to answer the pertinent questions, and then how the data are analyzed to figure out the answers. Students will learn research methods with real problems.

Approved by Statistics Faculty: 5/2/08

Approved by the Executive Committee College of Natural and Agricultural Sciences: 5/19/2008

Approved by the Committee on Educational Policy: 6/4/2008
Approved by the Executive Council on behalf of the Division: 6/9/2008
The Executive Committee of the A. Gary Anderson Graduate School of Management met five times during the 2007-2008 academic year.

1. Scholarship Decisions
   A. Degrees Awarded
      Master of Business Administration
      Summer Session 2007  4
      Fall Quarter 2007   4
      Winter Quarter 2008 16
      Spring Quarter 2008 25
      Total            49

   B. Students on Probation, 2007-08
      Subject to dismissal 13
      Dismissed            1

2. Courses and Curriculum
   A. Courses
      i. New courses    2
      ii. Course revisions 1
      iii. Course deletions 0

   B. Program change approvals
      i. None

2007-08 Executive Committee
Elected Members (voting):    John Halebian, Chair  (to 8/31/09)
                            Paul Pavlou            (to 8/31/08)
                            Bajis Dodin             (to 8/31/08)
                            Jorge Silva-Risso       (to 8/31/09)

Ex Officio Member (voting):  David Stewart, Dean  (to 6/30/07)

2008-09 Executive Committee
Elected Members (voting):    John Halebian, Chair  (to 8/31/09)
                            Erik Rolland            (to 8/31/10)
Bajis Dodin    (to 8/31/10)
Jorge Silva-Risso    (to 8/31/09)

Ex Officio Member: 
  (voting)  David Stewart, Dean

John Halebian for the Executive Committee
To be received and placed on file:

The Executive Committee of the College of Engineering met 8 times during the 2007-08 academic year.

1. Course proposals

New Courses 5
Course Changes 10
Cross-listings 0
Deletions 0

2. Programs

A proposal to establish new MS & PhD degree programs in Materials Science and Engineering was submitted to the Executive Committee during the 2007-2008 academic year. The Executive Committee also received proposals to establish new BS/MS degrees in Chemical and Environmental Engineering, Computer Science and Engineering, Electrical Engineering, and Mechanical Engineering during the 2007-2008 academic year.

Proposals to change the Degree Requirements for Bioengineering, Computer Engineering, Computer Science, Electrical Engineering, and Information Systems majors as well as Computer Science minor were submitted to the Executive Committee during the 2007-08 academic year.

3. Regulations and Bylaws

There was 1 new Campus Regulation submitted for consideration during the 2007-08 academic year.

4. Student Petitions

There were no student petitions presented to the Executive Committee in the 2007-08 academic year.

5. Scholarship Decisions

**Degrees awarded**

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Number of Graduates</th>
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<td>B.S. end of Fall 2007</td>
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</tr>
<tr>
<td>B.S. end of Winter 2008</td>
<td>18</td>
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<tr>
<td>B.S. end of Spring 2008</td>
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**Honors at Graduation**

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<th>Semester</th>
<th>Honors</th>
<th>High Honors</th>
<th>Highest Honors</th>
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<tr>
<td>Fall 2007</td>
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<td>11</td>
<td>6</td>
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Students on Probation and Subject to Dismissal

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<tr>
<th></th>
<th>Fall 2007</th>
<th>Winter 2008</th>
<th>Spring 2008</th>
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<tr>
<td>Probation</td>
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<td>67</td>
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<tr>
<td>Continued Probation</td>
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<tr>
<td>Dismissal</td>
<td>26</td>
<td>23</td>
<td>39</td>
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</table>

2007-08 Executive Committee:

Frank Vahid, Chair
Bahman Anvari
David Cocker
Yingbo Hua
Stefano Lonardi
Thomas Stahovich
Ertem Tuncel
Charles Wyman
Deep Shah, Student Representative
Reza Abbaschian, Dean, *Ex officio*
Mark Matsumoto, Associate Dean, *Ex officio*
Chinya Ravishankar, Associate Dean, *Ex officio*
To be received and placed on file:

The Executive Committee of the College of Humanities, Arts, and Social Sciences met 10 times during the 2007-08 academic year.

1. **Course Proposals**

<table>
<thead>
<tr>
<th>Category</th>
<th>Approved</th>
<th>Changed</th>
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</thead>
<tbody>
<tr>
<td>New courses</td>
<td>64</td>
<td>135</td>
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<tr>
<td>New E-Z segments</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>Professional courses</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

2. **Majors**

The Faculty approved the following new majors: NONE

The Executive Committee approved changes in the following majors: Spanish; Chicano Studies; Art; Art History.

The Executive Committee approved a program major name change: From Film and Visual Culture to Media and Cultural Studies.

3. **Minors**

The Faculty approved the following new minors: NONE

Moratorium removed: Journalism

The Executive Committee approved a program minor name change: From Film and Visual Culture to Media and Cultural Studies.

The Executive Committee approved changes in the following minors: Spanish; Creative Writing; Lesbian, Gay, Bisexual, Intersexual, and Transgender (LGBT) Studies.

4. **Program Reviews**

The Faculty approved the following new programs: NONE

The Faculty approved the following new department: NONE

Executive Committee approved the reconstitution of a degree program: A Gary Anderson Graduate School of Management (AGSM) and the transfer of the BS degree in Business Administration to AGSM.

5. **Regulations and Bylaws**

   **College**

   The committee approved the following new College regulation: NONE

   The committee approved the following new College bylaw: NONE

   The committee approved the following College regulation changes: NONE

   The committee approved the following College bylaw changes: NONE

   **Campus**

   The committee approved the following Senate regulation change: Regulation 8 (Classroom Disruption)

   The committee approved the following Senate bylaw change: NONE

6. **Student Petitions**

2
7. **Scholarship Decisions**

**Degrees Awarded**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Session</th>
<th>Number</th>
</tr>
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<tbody>
<tr>
<td>B.A.</td>
<td>End of Summer</td>
<td>351</td>
</tr>
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<td>B.A.</td>
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<tr>
<td>B.A.</td>
<td>Winter</td>
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<td>End of Fall</td>
<td>76</td>
</tr>
<tr>
<td>B.S.</td>
<td>Winter</td>
<td>107</td>
</tr>
<tr>
<td>B.S.</td>
<td>Spring</td>
<td>367</td>
</tr>
</tbody>
</table>

8. **Students/Academic Action**

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 2007</th>
<th>Winter 2008</th>
<th>Spring 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restored to good standing</td>
<td>492</td>
<td>553</td>
<td>527</td>
</tr>
<tr>
<td>Subject to dismissal</td>
<td>531</td>
<td>658</td>
<td>619</td>
</tr>
<tr>
<td>Dismissed</td>
<td>81</td>
<td>184</td>
<td>132</td>
</tr>
<tr>
<td>Reinstated/readmitted</td>
<td>197</td>
<td>112</td>
<td>154</td>
</tr>
<tr>
<td>Probation</td>
<td>380</td>
<td>552</td>
<td>433</td>
</tr>
</tbody>
</table>

9. **Honors at Graduation**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Cum Laude</th>
<th>Magna Cum Laude</th>
<th>Summa Cum Laude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Session 2007</td>
<td>16</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Fall Quarter 2007</td>
<td>23</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>Winter Quarter 2008</td>
<td>32</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Spring Quarter 2008</td>
<td>143</td>
<td>57</td>
<td>29</td>
</tr>
</tbody>
</table>

Thomas Patterson, Chair (2007-08)

2007-08 Executive Committee:
- Thomas Patterson, Chair
- Susan Antebi, Hispanic Studies
- Paulo Chagas, Music
- Lucille Chia, Asian Studies/History
- Mindy Marks, Economics
- Vorris Nunley, English
- Rebekah Richert, Psychology
- Freya Schiwy, Latin-American Studies/Hispanic Studies
- Antoine Yoshinaka, Political Science

Ex Officio:
- Scott Coltrane, Assoc. Dean *ex-officio*
- Steven Brint, Assoc. Dean *ex-officio*
- Georgia Warnke, Assoc. Dean *ex-officio*
- Stephen Cullenberg, Dean *ex-officio*
The Executive Committee of the College of Natural and Agricultural Sciences met 11 times during the 2007-2008 academic year.

1. Courses and Curriculum:

<table>
<thead>
<tr>
<th>Category</th>
<th>New Courses</th>
<th>Change in major requirements</th>
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</thead>
<tbody>
<tr>
<td>New Courses</td>
<td>12</td>
<td>15</td>
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<tr>
<td>Course Revisions</td>
<td>33</td>
<td>0</td>
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<tr>
<td>Course Deletions</td>
<td>4</td>
<td>0</td>
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<tr>
<td>Course Restored</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Cross Listing</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>New Minor</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student Petition</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

2. Scholarship Decisions:

A. Degrees Awarded:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Date End</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>B.A.</td>
<td>Summer 2007</td>
<td>8</td>
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<tr>
<td>B.S.</td>
<td>Summer 2007</td>
<td>75</td>
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<tr>
<td>B.A.</td>
<td>Fall 2007</td>
<td>6</td>
</tr>
<tr>
<td>B.S.</td>
<td>Fall 2007</td>
<td>38</td>
</tr>
<tr>
<td>B.A.</td>
<td>Winter 2008</td>
<td>12</td>
</tr>
<tr>
<td>B.S.</td>
<td>Winter 2008</td>
<td>75</td>
</tr>
<tr>
<td>B.A.</td>
<td>Spring 2008</td>
<td>38</td>
</tr>
<tr>
<td>B.S.</td>
<td>Spring 2008</td>
<td>461</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Honors</th>
<th>High Honors</th>
<th>Highest Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>57</td>
<td>22</td>
<td>10</td>
</tr>
</tbody>
</table>

B. Students on probation and subject to dismissal:

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 2007</th>
<th>Winter 2008</th>
<th>Spring 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probation</td>
<td>321</td>
<td>269</td>
<td>298</td>
</tr>
<tr>
<td>Subject to Dismissal</td>
<td>282</td>
<td>202</td>
<td>256</td>
</tr>
<tr>
<td>Cont'd Subject to Dismissal</td>
<td>128</td>
<td>178</td>
<td></td>
</tr>
<tr>
<td>Dismissed</td>
<td>31</td>
<td>61</td>
<td>57</td>
</tr>
</tbody>
</table>

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3. Revision in the By-Laws and Regulations:

2007-2008 Executive Committee Members

Leonard Nunney, Chair
Anthony Norman, Biochemistry
Daphne Fairnairn, Biology
Adam Lukaszewski, Botany/Plant Sciences
Michael Marsella, Chemistry
Michael McKibben, Earth Science
Joseph Morse, Entomology
Frederick Wilhelm, Mathematics
Isagoushi Kaloshian, Nematology
Paphael Zidovetzki, Cell Biology & Neuroscience
Leonid Pryadko, Physics
Ayala Rao, Plant Pathology
Jiri Simunek, Environmental Sciences
Changxuan Mao, Statistics
To be received and placed on file:

The Executive Committee for Biomedical Sciences has considered the following items during the 2007-2008 academic year:

1) The revised Academic Senate structure
2) The proposed Code of Conduct for the Health Sciences
3) The proposed Postbaccalaureate Program
4) The proposed guidelines on Pharmaceutical Vendor relationships
5) The proposed Medical School curriculum
6) Proposed expanded eligibility criteria for admission to the Haider program
7) The regulation 8 Classroom Disruption document
8) The Graduate Council proposal

Executive committee members
Monica Carson
Christian Lytle
Iryna Ethell
David Johnson
Ameae Walker (Chair)
To be received and placed on file:

The Executive Committee of the Graduate School of Education met formally nine times.

Degrees and credentials awarded:

Teacher Education Credentials:
- Multiple and Single Subject Credential 102
- Education Specialist Credential 14
- Administrative Services Credential (ASC) 6

Pupil Personnel Services Credential:
- School Psychology 4

M.Ed 57

MA  Summer 2006 - Spring 2007 17

Ph.D. Summer 2006 - Spring 2007 12

Major topics:

GSOE Issues
- EVC Wartella approved two open lines in Education at the Associate or Full Professor level.
- Successful recruitment for positions in Higher Education (C4) Dr. Lindsey Malcom and Acting Professor Luciana Dar. Dr. Michael Orosco (Special Edu) and Sara Castro Olivio (School Psychology).
- Visiting Team brought in by EVC Wartella in January to review claims of hostile climate and diversity in GSOE.
- As a result of the Visiting Team recommendations a Student Climate Survey was sent to all MA and PHD re: GSOE, faculty, staff etc.
- Accreditation Review of Teacher Education Programs in May 2008.
- Hired Eduventures a Marketing Research firm that provides services to universities and colleges on educational issues.
- Prepared a Faculty Statement on Diversity to guide program development.
- Nominations for two new EC members. George Marcoulides and Margaret Nash.

Curricular Issues:
- Revised doctoral program core course requirements.
- Approved M.Ed’s in Autism and Higher Education.
- Approved Higher Education Doctoral Program Emphasis.
Executive Committee Members:
  Lee Swanson, Chair (Fall)
  Doug Mitchell, Chair (Winter, Spring)
  John Levin
  Natalie Becker
  Michael Vanderwood
  Begona Echeverria
  Anne Jones, Director of Teacher Education, ex officio
  Associate Dean Sharon Duffy, ex-officio
  Dean Steven Bossert, ex-officio
September 23, 2008

TO:     GRETCHEF BOLAR  
       VICE CHANCELLOR, ACADEMIC PLANNING AND BUDGET  

FM:     ANTHONY W. NORMAN, CHAIR  
        RIVERSIDE DIVISION  

RE:     MEAD AND NANCY KIBBEY COLLECTIONS ARCHIVE  

The Executive Council met today, September 22, 2008 and unanimously approved the naming opportunity for the basement Keystone Mast archive in the Culver Center for the Arts. The name approved was *Mead and Nancy Kibbey Collections Archive*. 

Cc:     Director Judy Lehr
September 03, 2008

Chair Norman
Academic Senate

Campus Naming Committee – Building Name Change

Dear Tony:

As Chair Designee of the UCR Committee on Naming Campus Properties, Programs and Facilities, I am requesting the review and approval by the Academic Senate Advisory Committee for this naming opportunity.

- *Mead and Nancy Kibbey Collections Archive* is the proposed name for the basement Keystone Mast archive in the Culver Center for the Arts. This is in recognition for the Kibbey’s extraordinary contributions to UCR/CMP.

Please review the attached request and summary details. This proposed name needs approval by the Academic Senate before it is endorsed by the Campus Naming Committee. Please respond with your recommendations by Friday September 19, 2008.

Sincerely,

Gretchen Bolar
Vice Chancellor

Attachments

xc: Vice Chancellor Diaz  
Interim Vice Chancellor Harlow  
Director Lehr
SUMMARY INFORMATION

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

Proposed Name: *Mead and Nancy Kibbey Collections Archive*
In the Culver Center for the Arts

Building and Room Background:

- Official Building Name: Culver Center for the Arts
- Building Name (12-byte): CULVER ROUSE
- Capital Asset Account Number: P5757
- Building Gross Square Feet: 72,971 gsf
- Location: 3834 Main Street, Riverside, CA
- Room Number: 0005 and 0005A
- Room Assignable Square Footage: 97 asf and 3154 asf

Description: Name the basement archive in the Culver Center for the Arts the “Mead and Nancy Kibbey Collection Archive” to acknowledge and celebrate Mead and Nancy Kibbey’s extraordinary contributions to UCR/CMP. The Archive will re-house the Keystone-Mast Collection on seismically isolated museum cabinets. Some of the Kibbey’s contributions include the “Keystone Mast Collection”, the Ansel Adams Museum Set Collections, the Walker Evans Collection and the Zeiss Icon Collection.

See attached Background Information.

Floor Plan:
BACKGROUND INFORMATION
FOR
MEAD AND NANCY KIBBEY COLLECTIONS ARCHIVE
UCR Culver Center for the Arts

To: Gretchen Bolar, Vice Chancellor Academic Planning and Budget
   Chair Designee, UC Riverside Naming Committee

From: Dr. Stephen Cullenberg, Dean College of Humanities, Arts and Social Sciences

Cc: Dr. Ellen Wartella, Executive Vice Chancellor & Provost;
    Interim Vice Chancellor Susan Hartlow;
    Judy Lohr, Executive Director Donor Research and Relations

Re: Request to name the basement archival space in the Culver Center for the Arts in honor of Mead and Nancy Kibbe

Since the mid 1970s, Mead and Nancy Kibbe have been stalwart supporters of the UCR/California Museum of Photography (UCR/CMP). Mead's contact with the museum began when he brought the Keystone Collection to the attention of then UCR Chancellor Ivan Hinderaker. A member of the Western Photographic Collectors Association, Mead convinced the Mast family to donate this unique and vast collection to UCR/CMP in 1977. This collection, now known as the "Keystone Mast Collection" is currently valued at $25MM.

Over the last 30 years, Mead worked with staff at UCR/CMP to create the University Print Collection. He purchased for the museum a portfolio of approximately 600 fine art prints by luminaries in the photographic field, including Ansel Adams, Edward Weston, and Albert Renger-Patzsch. The Ansel Adams Museum Set Collection is now valued at $1.5MM. In the late seventies, Mead and Tim Hayes added a set of 60 documentary photographs by Walker Evans to the University Print Collection. Mead also donated a comprehensive collection of Zeiss Ikon cameras and equipment, tripling the museum's holdings in the technology of photography. The Walker Evans Collection and the Zeiss Ikon collection are now valued at $3MM.

In the early 1990s Mead found an oak room divider screen made by Carlton Watkins in 1870. The screen incorporates 28 mammoth plate albumen prints predominantly of the Yosemite National Park. This screen is one of the most remarkable and unique artifacts in the history of photography. Mead purchased the screen and donated it to UCR/CMP. It is now valued at $20MM.

To this day, Mead continues to give UCR/CMP gifts that enhance the collections at UCR/CMP. He has been an unflagging supporter of the UCR/CMP not only in terms of his personal philanthropy but also through his ability to persuade others to contribute to the museum. In recognition of this tremendous generosity, in 2000 UCR honored the Kibbeys as inaugural Laureates, a distinction given to those individuals and organizations whose cumulative giving to UCR had reached or exceeded $1M.

To acknowledge and celebrate Mead and Nancy Kibbe's extraordinary contributions to UCR/CMP, we would like to name the basement archive in the Culver Center for the Arts the "Mead and Nancy Kibbe Collections Archive." This Archive will re-house the Keystone-Mast Collection on seismically isolated museum cabinets.

I believe this honorary naming fully deserves the University's support. Thank you for your consideration of this proposal.
INITIAL REQUEST FOR APPROVAL TO NAME/ESTABLISH A PROPERTY, PROGRAM OR FACILITY

This form is to help review gifts for compliance with academic plans and priorities, and to facilitate campus review procedures for namings.

Upon completion of this request form, the Dean/Unit Head forwards it for signature to the Associate Vice Chancellor, Development and Vice Chancellor, University Advancement. The Associate Vice Chancellor, Development or designee will submit the request, with draft gift agreement and supporting documentation to the Executive Vice Chancellor and Provost and Vice Chancellor for Academic Planning & Budget for campus review. If approved for recommendation, the EVC&P’s Office follows the appropriate procedure for Naming of Properties, Programs and Facilities.

I. Background Information:
   A. Submitted by:
      Name: Jonathan Green
      Title, College/Unit: Executive Director, ARTSblock, CHASS
      Type of Gift and Comments:
         ➤ Property: Mead Kibbey has been instrumental in facilitating, as joint donor, partner, broker, or single donor many of the major treasures in the CMP Print and Camera Collections. He was involved in securing the Keystone Mast Collection, now valued at $25MM, the Ansel Adams Museum Set Collection, now valued at $1.6MM, the Watkins Screen, now valued at $20MM, the Walker Evans Collection, and extensive contributions of cameras including the Zeiss Ikon collection, now valued at $3MM. To facilitate these donations, Mead partnered with other distinguished CMP donors including Tim Hays, Mark Rubin, Jack Sweeney, Hardie Setzer, Robert Alexander, Henry Coit, and Chancellor Ivan Hinderaker, and CMP’s first director Ed Beardsley. To help secure these gifts Mead met directly with Ansel Adams, Gifford Mast, and others. In the late 1970s Mead also served as the first chair of the CMP Advisory Committee. In 2001, Mead and Nancy Kibbey were recognized as inaugural Laureates of UCR. Mead continues to this day to annually support CMP with gifts, leads, and modest cash donations. Mead accomplished many of his donations in concert with his wife, Nancy. It is clear that the most significant artifacts and photographs in CMP’s collection were almost single-handedly secured by CMP because of Mead’s enthusiasm, generous efforts and commitment. This archive is the major educational resource housed in the lower level of the new Culver Center of the Arts.
         ➤ More early history of these donations can be seen at these web sites:
            ➤ www.ucrhistory.ucr.edu/hays.htm
            ➤ www.ucrhistory.ucr.edu/pdf/hinderakerb.pdf
            ➤ www fla lux.ucr.edu/pdf/4.pdf
   B. Proposed name (if any, involving gift
A. Honorary naming (no gift involved): It is altogether fitting to name the new Collections Archive in the Culver Center the "Mead and Nancy Kibbey Collections Archive." This Archive will re-house the Keystone-Mast Collection on seismically isolated museum cabinets.
Proposed use(s): Seismically isolated archival storage for Keystone-Mast Collection

II. Academic Information: (please attach explanation)
A. Academic Justification: Explain how the proposed gift or endowment fits into the College/Unit's Academic Plan.
The CMP Collection Archive is a library-like resource, deeply tied to both academic research in and public access to the history of photography, which is to a large extent, the history of the late 19th and 20th century. Supported by major research grants from NEH, NEA, and other foundations, CMP Collections have set a model for academic scholarship and research. Over the past two decades CMP has accomplished a considerable scholarly achievement by transforming this largely inaccessible archive of primary historical material to a carefully cataloged and online visual library and database.

B. Resources: Describe the resources that will be necessary to support the proposed Property/Program/Facility (e.g., other funding.) Please refer to the College/Unit Academic Plan as appropriate.

I. Contribution Information:
A. Total amount of private funds expected to be committed (or being discussed): It is anticipated that naming this Archive will bring in some additional support from the Kibseys and their family and friends. But it should be clear that honoring of the Kibseys is in recognition of past involvement and contributions.
B. Form of private contribution(s):
   ☐ Outright Gift (Date: _____________)
   ☐ Written Pledge (Expected beginning date: ________ Fulfillment Date: ________)
C. Initial contribution/pledge payment expected $__________ by (date) ________.
D. Source(s) of private contribution(s):
   Donor(s) ________ Amount(s) ________
E. Will this gift/pledge be anonymous (donor requests no publicity)? No
IV. College/UCR/UC Commitment:

A. Will any additional college, campus-wide or system-wide resources be sought/required (e.g., space, special facilities, equipment, etc.)? How will they be funded? The museum storage equipment in this archive has already been funded by a grant of $500,000 from the federal Save America's Treasures Program.

B. If Property, Program or Facility has consultation with appropriate campus/UC entities occurred? ___________________________ ___________________________
(Attach supporting documents.)

IV. College/Unit/Faculty Consultation
This naming has been reviewed by and received approval from UCR ARTSblock and UCR/California Museum of Photography affected by the named building, etc.

Submitted by:

Jonathan Green, Executive Director, UCR ARTSblock

Stephen Curry, Dean
College of Humanities, Arts, and Social Sciences

Susan Harlow, Interim Vice Chancellor, University Advancement

7/3/08 Date

6/28/08 Date

7/6/08 Date

Send completed request form with:
- draft gift document and
- any supporting information

to Associate Vice Chancellor, Development, 257A Highlander Hall, Campus.
The Laureates of the University of California, Riverside

Mead and Nancy Kibbey

Since the mid-seventies, Mead and Nancy Kibbey have been the premier supporters of the UCR/California Museum of Photography. Mead's first contact with the museum began when he brought the Keystone Collection to the attention of UCR Chancellor Ivan Hinderaker. Then President of Sacramento's Black Diamond Lumber Company and a member of the Western Photographic Collectors Association, Mead solicited the Mast family to donate this unique and vast collection to the museum. His request for the museum was a success, and in 1977 this world treasure found a permanent home at UCR. Declared Chancellor Hinderaker, the Keystone-Mast Collection "will materially enhance the instructional and research capabilities of our academic program in photography and in many other academic areas."

Mead, working with UCR/CMP, initiated the University Print Collection, purchasing from the Ansel Adams Friends of Photography a portfolio of approximately 600 fine art prints by artists including Ansel Adams and Edward Weston, as well as the most comprehensive collection of works by the German photographer Albert Renger-Patzsch. In the late seventies, Mead and Tim Hayes, co-publisher of the Riverside Press-Enterprise, added a set of 60 documentary photographs by Walker Evans to the University Collection.

In 1985 and 1986 Mead donated his comprehensive collection of Zeiss Ikon cameras and equipment to UCR/CMP, tripling the museum's holdings in the technology of photography. In the early 1990s Mead found one of the most remarkable and unique artifacts in the history of photography—a oak room divider screen incorporating 28 mammoth plate albumen prints predominantly of the recently opened Yosemite National Park, made by Carlton Watkins in 1870. Mead, who thought this inestimable screen a fitting object for a museum that called itself the California Museum of Photography, purchased the screen and donated it to the museum.

Mead's constant watchfulness for the unique and his attention to the historically invaluable photographic collection has provided the foundation upon which UCR/CMP's eminence as a photographic archive has been built. Mead and Nancy Kibbey's dedication to UCR/CMP has been essential in creating what the National Endowment for the Arts called "One of the best small collecting museums in America."

The UCR Foundation honors Mead and Nancy Kibbey as Laureates and is grateful for their commitment to the University of California, Riverside.
October 13, 2008

TO:    GRETCHE BOLAR  
       VICE CHANCELLOR, ACADEMIC PLANNING AND BUDGET

FM:    ANTHONY W. NORMAN, CHAIR
       RIVERSIDE DIVISION

RE:    UCR CHILD DEVELOPMENT CENTER

The Executive Council met today, October 13, 2008 and unanimously approved the proposed names for the UCR Child Development Center expansion.

Cc:    Director Judy Lehr
September 24, 2008

Chair Norman  
Academic Senate  

Campus Naming Committee – Building Name Change  

Dear Tony:  

As Chair Designee of the UCR Committee on Naming Campus Properties, Programs and Facilities, I am requesting the review and approval by the Academic Senate Advisory Committee for these naming opportunities:  

- *UCR Child Development Center North* is the proposed name for the new UCR Child Development Center Expansion  

- *UCR Child Development Center South* is the proposed name for the UCR Child Development Center.  

Please review the attached request and summary details. This proposed name needs approval by the Academic Senate before it is endorsed by the Campus Naming Committee. Please respond with your recommendations by Friday October 10, 2008.  

Sincerely,  

[Signature]  

Gretchen Bolar  
Vice Chancellor  

Attachments  

xc: Vice Chancellor Diaz  
Interim Vice Chancellor Harlow  
Director Lehr
September 4, 2008

Gretchen Bolar
Vice Chancellor
Academic Planning & Budget

Re: Renaming UCR Child Development Center Expansion to
UCR Child Development Center North

In your capacity as chair of the committee that approves the names of campus buildings, I am requesting that the name of the UCR Child Development Center Expansion be changed to UCR Child Development Center North.

Please see attached documents for reference and background reasoning behind the request for a name change.

Thank you,

Al Diaz
Vice Chancellor Administration

Enclosures
September 4, 2008

Gretchen Bolar
Vice Chancellor
Academic Planning & Budget

Re: Renaming UCR Child Development Center to
UCR Child Development Center South

In your capacity as chair of the committee that approves the names of campus buildings, I am requesting that the name of the UCR Child Development Center be changed to UCR Child Development Center South.

Please see attached documents for reference and background reasoning behind the request for a name change.

Thank you,

Al Diaz
Vice Chancellor Administration

Enclosures
August 27, 2008

TO:  AL DIAZ  
Vice Chancellor – Administration

RE:  UCR CHILD DEVELOPMENT CENTER: 
NAME CHANGE TO UCR CHILD DEVELOPMENT CENTER SOUTH 
and 
EAST CAMPUS CHILD DEVELOPMENT CENTER EXPANSION: 
NAME CHANGE TO UCR CHILD DEVELOPMENT CENTER NORTH

The imminent construction of the East Campus Child Development Center Expansion (ECCDC) project resulted in a discussion, by the Building Committee, of what to name the new building what would facilitate and accomplish the following:

- Allow the new facility to be licensed with the existing facility as one entity,
- Allow the planned use of the same address for both buildings using an “A” and “B” address designation,
- Allow the two facilities to be perceived as connected and equal,
- Allow students and parents to identify with the whole entity as well as the individual facility.

After discussion, the Building Committee members are recommending that the existing building be renamed the UCR Child Development Center South, and the new building be named UCR Child Development Center North.

This use of a directional modifier has been used on campus previously with East and West Lothian.

Attached, please find the Summary Information for the two buildings.

Per Kieron Brunelle of Capital and Physical Planning you may route this request to the Chancellor with a copy to Gretchen Bolar, chair of the campus naming committee, who will bring the request forward to the committee. Please let me know if you have any questions or concerns, or if you need additional information.

Sincerely,

[Signature]

Don Caskey, FAIA 
Campus Architect

DC/dtd

CC:  Mike Delo, Interim Director, Design & Construction 
Judith Wood, Director, UCR Child Development Center 
Tricia D. Thrasher, Principal Environmental Project Manager 
Daniel Vargas, Project Manager, Design & Construction
SUMMARY INFORMATION

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

Proposed Name:  UCR Child Development Center South

Building Background:
- Project Name: UCR Child Development Center
- Official Building Name: Child Development Center
- Capital Asset Account Number: P5396
- Building Basic Gross Square Feet: 11,870
- Capacity: 148 Children
- Location: Northeast corner of the Core Campus, 3333 Watkins Drive, Riverside

Description: The existing UCR Child Development Center began construction in November 1995 and opened in September 1996. It serves 148 children of students, faculty and staff at UCR. It is planned that the existing center and the new East Campus Child Development Center Expansion (ECCDC) project be perceived as connected and equal and that the new facility will be licensed with the existing Center as one entity. This name change, coupled with the request for naming the ECCDC, using directional modifiers will accomplish this. The use of directional modifiers is consistent with past campus practices (East and West Lothian).

Site Map:
SUMMARY INFORMATION

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

Proposed Name:  

**UCR Child Development Center North**

Building Background:

- **Project Name:** East Campus Child Development Center Expansion
- **Official Building Name:** East Campus Child Development Center
- **Capital Asset Account Number:** P5198
- **Building Basic Gross Square Feet:** 14,639 (Designed)
- **Capacity:** 144 Children
- **Cost:** $7,186,000 (Total Project Budget)
- **Location:** Northeast corner of the core campus, north of existing Child Development Center

Description: The campus is constructing an expansion of the UCR Child Development Center (CDC) to serve an additional 144 children. The expansion will be licensed with the existing CDC as one entity. It is planned that the new building will have the same street address as the existing, using an “A” and “B” designation. It was determined that the new building and the existing building need to be perceived as connected and equal. The use of directional modifiers is consistent with past campus practices (East and West Lothian).

Site Map: