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 At the request of any member of the Division, any such item must be withdrawn and considered in its regular order on the agenda [bylaw 4.1.2].

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

May 17, 2011

D. Ozer, Secretary-Parliamentarian
Riverside Division of the Academic Senate
MINUTES OF THE REGULAR AND ANNUAL MEETING OF THE RIVERSIDE DIVISION

MEETING: The Riverside Division of the Academic Senate met on Tuesday, February 15 at 2:10 p.m. in the Genomics Auditorium Room 1102A. Chair M. Gauvain presided.

MINUTES: The Minutes of the Regular meeting of November 30, 2010 were approved as distributed.

ANNOUNCEMENTS BY THE CHANCELLOR: The Chancellor was unable to attend. Chair Gauvain read the news release that has just been issued regarding the Chancellor’s hospitalization.

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

ANNOUNCEMENT BY THE SECRETARY-PARLIAMENTARIAN: Chair Gauvain announced that the election report was found on page 4 of the full agenda.

ANNOUNCEMENTS BY THE CHAIR: Chair Gauvain announced the Executive Council proposed five principles to be used as guides for fiscal decision-making during the budget crisis. 1) The University should protect all tenured and tenure-track faculty positions; 2) All University units and functions should be examined in relation to the core missions of teaching and research; 3) Changes to the campus due to the budget crisis should lead to a sustainable and progressive fiscal plan for the University; 4) Shared governance is a valued institution of the University of California and must be maintained and strengthened during the budget crises; and 5) Transparency in decision making is essential. They are now focusing on a set of budget priority decisions to pass on to the Chancellor. She announced there would be an open question and answer period following the adjournment of the meeting.

SPECIAL ORDERS:

The Consent Calendar was adopted with unanimous consent.

REPORT OF THE REPRESENTATIVE TO THE ASSEMBLY: Professor M. Gauvain announced that the report of December 1, 2010 meeting of the Assembly of the Academic Senate can be found on page 22 of the full agenda.

REPORTS OF STANDING COMMITTEES AND FACULTIES

A. Professor K. Vafai, Chair of Rules and Jurisdiction, presented and moved adoption of the proposed change changes to Regulations of the Riverside Division R.1 Grading Systems found on page 24 of the full agenda. The motion was unanimously adopted.

B. Professor K. Vafai, Chair of Rules and Jurisdiction, presented and moved adoption of the proposed changes to the School of Business Administration Bylaws SOBA 1 – 5.1 found on page 106 of the full agenda and added that an omission of the SOBA Faculty approval date of October 8, 2010 should have been included. The motion was unanimously adopted with the change.
C. Professor S. Clark, Chair of the Committee on Undergraduate Admissions, presented and moved adoption of the proposal to modify the Comprehensive Review for Freshman Admissions for the Fall 2012 Admissions Cycle found on page 32 of the full agenda. The motion was unanimously adopted.

D. Professor D. Parker, Chair of Executive Committee of the College of Natural and Agricultural Science presented and moved adoption of the proposed change to the College Board Advanced Placement Examination Credit – Changes in the Articulation of Statistics AP Exams found on page 53 of the full agenda. The motion was unanimously adopted.

**New Business** J. C. Laursen, Chair of Committee on Library and Scholarly Information, announced the planned transfer of selected library resources from the Rivera Library to the Science Library by way of a human chain made up of faculty and students.

There being no further business, the meeting adjourned at 3:52 p.m.

**ATTEST:**

D. Ozer, Secretary-Parliamentarian
Riverside Division of the Academic Senate

Marla Jo Booth
Recording Secretary
To be received and placed on file:

2010-2011 Election Report

SCHOOL OF BUSINESS ADMINISTRATION

Chair of the Faculty (unexpired term)

One valid nomination received for:
Professor R. Smith

At the Faculty Meeting of the School of Business Administration on February 4, 2011, the Secretary was instructed to cast a single ballot for the nominee above who was approved Chair of the Faculty to complete the unexpired term.

2011-2012 Election Report

1. RIVERSIDE DIVISION

Vice Chair of the Riverside Division (1 year term)

One valid nomination was received:
Professor A. M. Walker, Division of Biomedical Sciences

Representative to the Assembly (2 year term)

One valid nomination received:
Professor Emeritus A. W. Norman, Department of Biochemistry

2. BOURNS COLLEGE OF ENGINEERING

One Member BCOE Executive Committee from the Department of Computer Science (3 year term)

One valid nomination received for:
Professor Neal Young

One Member at Large, BCOE Executive Committee (3 year term)

One valid nomination received for:
Professor Masaru Rao, Department of Mechanical Engineering
3. COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES

Chair of the Faculty (2 year term)

One valid nomination was received:
Professor K. M. Easterling, Department of Political Science

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

Two valid nominations were received:
Professor J. Hughes, Department of Religious Studies
Professor J. Kim, Department of Comparative Literature & Foreign Languages

Professor J. Kim withdrew his name from the nomination leaving one position vacant.

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

Two valid nominations received:
Professor A. Fornazzari, Latin-American Studies Program
Professor K. Jeong, Asian Studies Program

Two members, Committee on Committees, Not from the Department of Anthropology or Economics (3 year term)

One valid nomination received for:
Professor M. Wall, Department of Women’s Studies

This leaves one position vacant.

4. COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES

One member of the CNAS Executive Committee from the Department of Biochemistry (3 year term)

One valid nomination received for:
Professor Stephen Spindler

One member of the CNAS Executive Committee from the Department of Botany & Plant Sciences (3 year term)

One valid nomination received for:
Professor Thomas Girke

One member of the CNAS Executive Committee from the Department of Entomology (3 year term)

One valid nomination received:
Professor John Trumble

One member of the CNAS Executive Committee from the Department of Mathematics (3 year term)

One valid nomination received for:
Professor Fred Wilhelm
One Member, Committee on Committees, Not from the Departments of Biochemistry, Botany and Plant Sciences, or Statistics (3 year term)

One valid nomination received:
Professor Hailing Jin

5. SCHOOL OF BUSINESS ADMINISTRATION

Chair of the Faculty (2 year term)

One valid nomination was received:
Professor Rami Zwick, Department of Management and Marketing

One Member, SoBA Executive Committee from the Area of Accounting and Information Systems (2 year term)

Two valid nominations were received:
Professor Barry Mishra
Professor E. Rolland

Professor E. Rolland withdrew from the election.

One Member, SoBA Executive Committee from the Area of Finance (2 year term)

One valid nomination was received:
Professor R. Smith

One Member, SoBA Executive Committee from the Area of Management (2 year term)

One valid nomination was received:
Professor A. Rapoport

One Member, SoBA Executive Committee from the Area of Marketing (2 year term)

One valid nomination was received:
Professor A. Godfrey

One Member, Committee on Committees chosen from the School of Business Administration or Graduate School of Education (3 year term)

Two valid nominations were received:
Professor Y-P. Chung, Department of Finance and Management Science
Professor B. M. Dodin, Department of Finance and Management Science

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

Professor Y-P. Chung 16 votes*
Professor B. M. Dodin 11 votes

*Professor Y-P. Chung has been elected to serve on the Committee on Committees for a 3 year term, effective September 1, 2011 through August 31, 2014. The results of this election have been posted on the Academic Senate website.
6. GRADUATE SCHOOL OF EDUCATION

Two members, GSOE Executive Committee (2 year term)

Two valid nominations were received:

Professor L. N. Dar
Professor G. Marcoulides

One member, Committee on Committees chosen from the Graduate School of Education or the School of Business Administration (3 year term)

Two valid nominations were received:

Professor Y-P. Chung, Department of Finance and Management Science
Professor B. M. Dodin, Department of Finance and Management Science

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

Professor Y-P. Chung: 16 votes*
Professor B. M. Dodin: 11 votes

*Professor Y-P. Chung has been elected to serve on the Committee on Committees for a 3 year term, effective September 1, 2011 through August 31, 2014. The results of this election have been posted on the Academic Senate website.

7. DIVISION OF BIOMEDICAL SCIENCES

Four members, Division of Biomedical Sciences Executive Committee (3 year term)

Four valid nominations were received:

Professor M. Carson
Professor I. Ethell
Professor D. Johnson
Professor C. Lytle

At the Faculty Meeting of the Division of Biomedical Science on April 12, 2011, the Secretary was instructed to cast a single ballot for the nominees above who were approved for membership on the Division of Biomedical Science Executive Committee for 2011-2014.
William C. Fairbank, a Cooperative Extension Specialist Emeritus in the Department of Environmental Sciences, died on September 12, 2010 from complications of surgery at the age of 83. He obtained his B.S. Degree in Agricultural Engineering from UC Davis in 1950. An agricultural engineer his entire career, he published papers on topics as widely ranging as sanitation in milking systems, night-time picking of produce and women in agriculture. His work earned several Blue Ribbon Awards from the American Society of Agricultural Engineers in the category of Educational Aids Competition. He was an author of 94 published papers. Although most of his publications were extension-type “how-to-do-it leaflets, circulars, bulletins, newsletters, he also authored technical papers published in professional journals and two book chapters.

Bill Fairbank has made many significant contributions to the field of agricultural engineering during his career. He was the first agricultural engineer in the United States to be assigned to a multi-disciplined research Extension team to investigate mechanical milking as a factor in bovine mastitis control. His research, which began in 1960, helped establish the University California as a leading institution in this area of research. The California program of research and extension in mechanical milking and mastitis control become the nationwide model for extension teaching. The American Society of Agricultural Engineers formed a Milking Equipment committee in 1962, on which Fairbank was a charter member and its first chairman. He was invited to give several talks and demonstrations, including one at the first International Symposium on Mechanical Milking in England in 1968. The Equipment Manufacturer’s Institute of America recognized the University and its mastitis research program as among the 100 most significant contributions to mechanization of agriculture.

In 1964 he shifted his extension focus to the nuisance fly problem in the state, especially in the San Joaquin Valley. The source of the problem was high-density livestock, poultry, feedlot, and horse operations. He was instrumental in the development of improved standards for manure management recognizing that better management of confined livestock operations needed to precede the use of chemical pesticides. He also wrote several publications that dealt with generation of fuel from manure and manure composting.

He made major contributions as program leader and innovator of practical illumination devices and support systems to facilitate night picking of perishable market fruits. Night picking when the fruit is cool and respiration rate is low extends shelf life, conserves refrigeration energy for precooling, and lessens
thermal stress and fatigue on pickers. He designed many of the modern devices used in this operation. In response to an inquiry about adoption of night picking by the Memorial Committee, Bart Fisher, a vegetable farmer in the Pale Verde Valley, stated that Fisher Ranch does use night picking that starts at "about 3 am under lights, and ends sometime before noon to accommodate the worker comfort issue, and to maximize energy savings by bringing cooler fruit to the packing shed." Bart Fisher concluded that he sees that "a few farmers are doing the same, but it is not a widely adopted strategy, because it remains somewhat out of the box thinking, in an industry with many hard and fast traditions."

One of his final projects involved the development of a 22-ft diameter, overhead fan for cattle cooling with the objective to generate significant energy savings compared to conventional designs.

William C. Fairbank was born on December 17, 1926, in Woodland, California. He grew up in Davis and joined the Navy in 1944. He was preceded in death by his wife of 56 years, Patricia Holtz Fairbank. He is survived by two children, James Fairbank of Erie, Penn, and Mary Louise Mermilliod of Riverside, and by a sister, Betty, of British Columbia.

Acknowledgements:
The Committee thanks Dr. David Crohn and Mary Louise Mermilliod, daughter of Bill Fairbank, for their assistance in writing this Memoriam for Professor Emeritus William Fairbanks.

James Oster (Chair) Walter Farmer, John Letey and Albert Page
Professor of Creative Writing, nationally-renowned author, and former Chair of the Department of Creative Writing, Stephen Minot died on December 1, 2010 in Riverside, California. He was 83. His seminal textbook on writing, “Three Genres: The Writing of Literary Prose, Poems and Plays,” may be his best-known book, as it has been in print for forty-five years, has been used to teach writing in all fifty states of America, and remains a classic text used to provide creative writers with a solid foundation for their own artistic endeavors. The First Edition was published in 1965; The Ninth Edition, written with Diane Thiel, will be released in Spring 2011.

Professor Minot is survived by his wife of fifty-five years, Virginia S. Minot, a Riverside printmaker, painter and fine artist whose works sometimes were used on his covers. He is also survived by three sons—Stephen Reid, Nicholas William and Christopher Bailey – as well as their wives, and six grandchildren.

Professor Minot taught literature and creative writing in Bowdoin College, Trinity College in Hartford for almost 30 years. Drawn to the west coast, he was hired to be the first chair of the newly-formed Department of Creative Writing at the University of California, Riverside, from which he retired in 1995.

In addition to “Three Genres,” Professor Minot also published another textbook, “Literary Nonfiction: The Fourth Genre,” in 2002. But Professor Minot was also a well-known novelist and short story writer. He published three novels and two story collections. His novel “Chill of Dusk” was published by Doubleday, “Ghost Images” was published by Harper & Row, and “Surviving the Flood” was published by Atheneum Press. In a front page review in the Los Angeles Times, Joan Reardon wrote about “Ghost Images” that in the novel, “Doubts about the reality of the recorded events, definitions of power and privilege, and anguish over .. survival surface from the depths.” In The New Republic of “Ghost Images,” John Domini wrote, “What most sets Minot apart is the skill and the intelligence with which he works political and historical material into his plot.”

Professor Minot’s short stories appeared in a wide range of periodicals, including *The Atlantic, Harpers, Playboy, North American Review, and Paris Review*, which are the premier magazines in the country for short fiction. George Core, editor of *The Sewanee Review*, described Minot as "one of the finest short story writers of his generation." Minot’s stories were published in two collections, “Crossings,” published by The University of Illinois Press, and “Bending Time,” published by The Permanent Press. In addition, Minot received two fellowships from the National Endowment for the Arts – rarely are writers awarded multiple fellowships from this organization.
Born in Boston, Minot served with the Air Rescue Service of the Army Air Corps from 1945 to 1956. He graduated from Harvard in 1951 and received a Master of Fine Arts from the Writing Seminars program at the Johns Hopkins University in 1955. In 1964, Minot ran a grassroots third-party campaign for the U.S. Congress in Connecticut's 6th District, opposing the two major-party candidates who supported the war in Vietnam. He was a subject of a short film, “One Man Can Make a Difference.” During the same period, he counseled students in applying for conscientious-objector status.

During his long tenure as Chair of Creative Writing, Professor Minot mentored junior faculty, as he was the sole senior faculty member at the inauguration of the department. Professor Susan Straight remembers, “Because of Steve Minot, and his tenacity and willingness to promote Creative Writing as a serious discipline, UCR has the only undergraduate major in Creative Writing in the entire UC system. He was the most gracious chair, always thoughtful with our students and faculty, and always a pleasure to speak with about even the most obscure authors and poets with which I could test him. He and his wife Ginny, a talented painter, remained close friends in the department even after his retirement. I will always remember his kind attention to everyone, as if each person he spoke to was just as important as the last.”

Dr. Judith Kronenfeld, noted poet and lecturer, said of Professor Minot, “An extraordinary chair – the most democratic I’ve ever encountered anywhere, totally committed to making the department a community of valued members, not just as assemblage of people.”

The current chair of Creative Writing, Tom Lutz, said, “Steve Minot was an important national voice in making creative nonfiction a part of what we do. He was central to the department until he retired and remained a close friend.”

Professor Minot and his wife lived in Riverside, and were even after his retirement enthusiastic supporters of the Creative Writing Department, and the university, attending author events such as Writers Week, as well as student readings. Professor Minot secured funds for an annual scholarship for a student writing humorous poetry, and annually, he attended the reading and presentation of that award.

Professor Minot and his wife spent summers in Harpswell, Maine, in an 1800 saltwater farmhouse which developed a character of its own in his fiction as well as the paintings and poems of others. His memorial was held on December 27, 2010, at the Culver Center for the Arts in Riverside, California.

Professor Susan C. Straight (Chair), Professor Andrew M. Winer, Professor Emeritus Dwight Yates
To be received and placed on file:

The committee is scheduled to meet on May 13.

D. ALTSHULER
G. J. O. BERAN
T. JIANG
J. LI
L. D. ROSENBLUM
R. STOUTHAMER
R. JACKSON, UNIV. LIBRARIAN, EX OFFICIO
C. ROWLEY, EX OFFICIO
K. SHAHIN, ASUCR REPRESENTATIVE
G. UPADHYAYULA, GSA REPRESENTATIVE
P. CHAGAS, CHAIR
To be received and placed on file:

During the reporting period, the Committee on Academic Freedom has conducted committee activities via e-mail. To date, in addition to reaffirming its policy on Conflict of Interest, the Committee has commented on the following:

- The system-wide review of APM 010 and 015
- The proposed options for Post-Employment Benefits

Additionally, the Committee offered its input on three system-wide issues: AB620, AB675, and privacy on the internet for public employees

The Committee is prepared to address any further issues brought during the remainder of the year.

M. Roose
P. Ryer
N. Stauner, GSA Representative
V. Lippit, Ex-Officio
J.D. Hare, Ex-Officio
P. Gorecki, Chair
To be received and placed on file:

Following is a summary of Committee activities from May 1, 2010 to April 30, 2011:

The Committee on Charges has met 7 times since our last annual report. In addition to meetings to review file documentation, members of the Committee on Charges also met with a representative from the Office of the President, Office of General Counsel and participated in a joint training session with members of the Committee on Privilege and Tenure.

The Committee on Charges completed its review of three cases and forwarded its decisions to the Chancellor. Currently, we have two pending cases which were recently received. The Committee is prepared to address any further cases brought during the remainder of the year.

In addition to review of faculty conduct cases, the Committee on Charges is also asked on occasion to comment on System-wide and Campus Policies. To that end, the 10-11 Committee on Charges commented on the System-wide Review of Postemployment Benefits.

J. Andersen
D. Crohn
S. Fedick
A. Goldberg
D. Johnson
D. DeMason, Chair
To be received and placed on file:

Since the 2010 Annual Report to the Riverside Division, the Committee on Courses has approved a total of 128 new courses (85 undergraduate, 42 graduate, and 1 professional). It has approved changes in 248 Courses (212 undergraduate and 36 graduate); deletions of 26 courses (23 undergraduate and 3 graduate); restoration of 1 Graduate course; and 18 Extension courses and 8 extension instructors. 67 associate-in requests were approved.

The Registrar, Courses Specialist, and Committee worked in collaboration this year to develop and distribute a Preparer’s Course Request Checklist and a Faculty Approver’s Course Proposal Checklist. These documents highlight, in a compact form, some of the requirements from the General Rules and Policies Governing Courses of Instruction (Course Guidelines) that are sometimes pitfalls in course proposal preparation and submission. The aim was to help avoid these pitfalls and thereby accelerate the course approval process. The Committee, Registrar, and Courses Specialist have ongoing discussions regarding the concurrent approval process with the aim again being to find modifications that could accelerate the process.

Increasing problems with impacted enrollments in courses across the campus led to more course proposals containing priority enrollment provisions. The Committee considered some of these proposals on a case-by-case basis while seeking development of a campus-wide policy on impacted courses and majors by the Committee on Educational Policy. The Committee is also cooperating with the Committee on Educational Policy in the development of guidelines for remote-learning (“on-line”) courses.

The Committee invited Representatives from the Registrar’s Office (B. Dailey, Registrar, and M. Miller, Courses Specialist) and Catalog Editor (S. Whitestone) to attend our meetings. The Committee wishes to express its appreciation for the information and assistance they have provided. The Committee members also warmly thank Marla Jo Booth for her expert and always efficient and helpful assistance as our Senate staff representative.

S. Castro Olivo
K. DeFea
R. Khan
D. A. Malueg
B. Mobasher
M. Princevac
R. Smith

__________________________, Library Representative
B. Lipovsky, ASUCR Representative
G. Stenos, GSA Representative
E. A. Nothnagel, Chair
To be received and placed on file:

The Committee on Diversity and Equal Opportunity (CODEO) has met five times so far and has at least two more meetings scheduled in 2010-2011.

Actions undertaken by the Committee on Diversity and Equality Opportunity were the following:

1. The Committee on Diversity and Equal Opportunity adopted by unanimous vote the Conflict of Interest Statement for 2010-2011.

2. It addressed issues posed by the University of California Affirmative Action Committee (UCAAD)

3. The committee reviewed the Post-Employment Benefits proposal and determined it was a very complex issue that will not only impact faculty hiring and retention but will particularly affect our ability to attract and retain diversity. Having said that, if pressed to make a choice, we agreed to opt for Option C.

4. CODEO was asked to review two documents regarding the future of the University of California - one from the Academic Council to the UC Commission on the Future and the other was a Statement of Academic Senate Values and Recommendations from the UCLA Division. Committee members felt the UCLA document expressed the issues in a stronger, firmer and clearer way.

5. This committee was also asked to participate in a systemwide review of APM 010 and 015. The members strongly supported this action by UCAF and suggested some additional wording to APM 010.

6. The committee was asked to review the Report of the Senate Membership Task Force. Members agreed with and supported all of the recommendations and endorsed the request that UCR and the other campuses review the Senate membership titles, in particular, administrative titles to determine whether or not non-academic administrative positions are currently under academic administrative titles. There was further concern about the potential effect on diversity and equal opportunity if Senate membership became skewed with members who have no direct involvement with the academic, particularly the undergraduate, mission of the campus.

7. Graduate Division Dean Joe Childers, Yolanda Moses, Associate Vice Chancellor-Diversity, Excellence and Equity, and Gladys Brown, Assistant Vice Chancellor of Diversity, Excellence and Equity addressed CODEO on the following topics:
● graduate student diversity
● diversity of the faculty and administrators
● what the Affirmative Action Office does and identify ways CODEO can help enhance and further their goals

8. CODEO met with the Chancellor on the 3rd of May to discuss these issues and determine how the Senate can help further his agenda on diversity and equal opportunity. See attached summary in the form of a slide presentation. The chancellor was very receptive of our requests, showed genuine interest and promised to help on a few of the key requests we made.

9. Michael Orosco will serve as the Chair of CODEO next year and Manuela Martins-Green will serve as Vice-Chair of UCAAD 2011-12 and then chair 2012-13.

The Riverside Division of the Committee on Diversity and Equal Opportunity was represented on the University-wide Committee on Affirmative Action and Diversity (UCAAD) by Manuela Martins-Green (chair of CODEO), who updated the committee members at each meeting as to the issues being discussed at the statewide level.

J. E. Garay
S. Hafez
C. Y. Hayashi
C.A. Machnamara
M.J. Orosco

D. Jimenez (ASUCR Rep)
R. Hunt (GSA Rep)
M. Martins-Green, Chair
CODEO Broad Charge

The Committee on Diversity and Equal Opportunity (CODEO) represents the Division on all matters of affirmative action and diversity in the employment of women and ethnic minorities at UCR.

CODEO Charges

8.6 Committee on Diversity and Equal Opportunity (Am 28 May 98)(Am 21 Nov 06)

8.6.1 This committee consists of seven members.

8.6.2 This committee represents the Division on all matters of affirmative action and diversity in the employment of women and ethnic minorities at UCR. It conducts continuous surveillance for evidence of discrimination in employment practices on this campus, and, at its discretion, makes recommendations for improvement in specific practices and general policy. It further serves as a liaison between individuals experiencing problems related to affirmative action at UCR and the Division, providing, at its discretion, advice and guidance when requested. (En 23 May 73)(Am 28 May 98)

8.6.3 This committee also represents the Division on all matters concerned with student affirmative action and diversity including efforts to monitor and to increase the number of students from underrepresented groups who enter undergraduate, graduate and professional programs. In this regard, the committee will promote efforts to support these students in the successful completion of their program. The committee may initiate studies and evaluations of the effects of administration and Faculty policies and practices on student affirmative action and diversity. Normally, the Chair of the divisional Committee on Diversity and Equal Opportunity will represent the Division on the University Committee on Affirmative Action and Diversity. (En 5 Feb 87)(Am 28 May 98)(Am 17 Feb 09)

Committee 2010-2011

Javier Garay
Sherine Hafez
Cheryl Hayashi
Colleen Macnamara
Manuela Martins-Green (Chair)
Michael Orosco
Richard Hunt (GSA representative)
Daisy Jimenez (ASUCR representative)

Michael Orosco will be the Chair next year
Manuela Martins-Green will be Vice-Chair of UCAAD

Issues of Concern

Diversity

Graduate Students

Faculty

Administration

17
Graduate Student Diversity

- The Dean of the Graduate Division showed us data indicating that there has been a 4% increase in under-represented graduate students from 2000-2009.
- He also told us that the student applications for diverse students are up but his concern is that this increase is not sustainable given the situation with funding.

In addition, CODEO requests:
- Establishment of a mentoring program for graduate students in general
- A counselor to whom graduate students can go with their difficulties
- The establishment of an endowment to increase graduate student diversity at UCR

Issues of Concern

Faculty Diversity

Given that we have great diversity at the undergraduate level but that diversity is not matched at the faculty level, we discussed issues of faculty diversity with the Director of the Affirmative Action Program, Gladis Brown, and the Vice-Provost for Diversity, Yolanda Moses.

The Director of the Affirmative Action Program at UCR informed us that:
- The UC affirmative action compliance and advancement of diversity responsibility rests with the UC President and is delegated to each of the Chancellors. In the current UCR structure, the Chancellor designates part of that responsibility to the EVC/P, who delegates it to the 17 principal chief administrative officers, who in turn delegate to academic administrators and unit managers within their respective areas.
Faculty Diversity

And that:

- APM-240 specifies that the Deans are to "ensure diversity of the faculty, students and staff, including maintaining an affirmative action recruitment and retention program".
- APM-245 states that Department Chairs (or Equivalent Officers) are "responsible for maintaining a departmental affirmative action program for faculty and staff personnel, consistent with University affirmative action policies". It also states that the chairs should report "annually on the department’s affirmative action program, including a description of good faith efforts undertaken to ensure equal opportunity in appointment, promotion, and merit activities, as well as report on affirmative action goals and results in accordance with campus policy."

We support the following requests from the Director of the Affirmative Action Program at UCR:

- Creation of a UCR Affirmative Action/Diversity Progress Report (AA/DP Report) as a tool to assist Department Chairs and other Unit Heads in meeting their obligations to APM 245.
- This Affirmative Action/Diversity Progress Report (AA/DP Report) should be submitted to the Chancellor/EVC&P annually through the Office of Faculty and Staff Affirmative Action and should be used in Annual Performance Evaluations for Department Chairs and other Unit Heads.
- Those units meeting parity goals and diversity objectives should be recognized and rewarded through various means, including annual unit and individual recognition programs.

We support the following requests from the Vice-Provost for Diversity at UCR:

- Restore the 50% position of Associate Vice-Provost for Faculty Diversity (or Faculty Equity).
- Reinstate the Chancellor’s Post-Doctoral fellowship for underrepresented groups in the STEM fields.
- Create a special task force to look at ways that Women in the STEM fields can be encouraged (at the undergraduate and graduate levels).

CODEO requests that:

- It be determined why BHA faculty are staying at Associate Professor level far longer than all other groups.
- A Faculty Mentoring Program be established to be managed by the Associate Vice-Provost for Faculty Diversity. This program must include ways to determine effectiveness and success.
- Funds be provided for cluster hiring of women and diverse faculty to increase success.
- Consideration be given to include in the Bio Bib Form of the eFile a box for faculty to describe diversity efforts as part of teaching activities, professional activities, and service.
- Deans be held accountable for increasing faculty diversity.
- Procedures to retain diverse faculty be established and/or augmented.

Issues of Concern

Diversity

Graduate Students  Faculty  Administration
Since 2002, administrators increased from 19 to 30 (≈50% increase).
During the same period, women went from 4 to 8 and back to 4 again. However, in 2002, 4 women was 20%; in 2010, 4 women was 13%.
Thus, with >50% increase in administrators, the fraction of women went down by 1/3.
Similar % decreases are seen in all ethnic categories.

CODEO requests that:
- The procedures used when hiring high-level administrators be reexamined – especially for internal hires.
- A committee member for each search be identified as the member who will ensure that there is a diverse pool of applicants and that diversity is reflected in those being interviewed.
- Administrative committees have a member who is specifically chosen to ensure that issues of diversity and equity are priorities.

In conclusion
It does appear that progress was being made in the mid 2000s but that progress has largely disappeared especially at the administration level.
We understand that times are difficult to request that investments be made now on increasing the number of women and ethnically diverse faculty.
However, CODEO strongly requests that:
- All efforts be made during these difficult times to retain the diversity we currently have in the Faculty and
- Diversity be increased in the administration via appropriate internal hires.

Thank you for listening.
To be received and placed on file:

The CEP will have had a total of 15 meetings this academic year. In addition, each member will have attended approximately 6-8 meetings of undergraduate program review subcommittees. The CEP Chair attends all subcommittee meetings. Much of the CEP work is done outside of meetings, including the close study of often complex and lengthy proposals, and many CEP matters are dealt with via an email forum. CEP members are also asked by the Administration and/or the Chair of the Senate to attend additional meetings and serve on additional committees. Our members are to be commended for their countless hours of attention to a broad spectrum of matters concerning educational policy and undergraduate education and their genuine concern for student welfare. The attendance report for our regular meetings is attached.

A conflict of interest statement was adopted to govern the Committee on Educational Policy procedures for 2010-2011.

This year, CEP conducted reviews of the undergraduate programs in Earth Sciences, English, and Sociology. The CEP review subcommittees and the entire committee are in various stages of report writing. The CEP Chair and review subcommittee chairs have also held action/implementation meetings with participation of the Vice Provost for Undergraduate Education and the appropriate Associate or College Dean, and they are developing or have developed action plans with timelines for last year’s reviews of the Environmental Sciences and Mechanical Engineering programs. Agreements on action plans resulting from the CEP Findings and Recommendations are or will be signed by the CEP Chair and the Department Chair, and timelines will be monitored. Several attempts were made to pursue the Implementation phase with the Chair of the Creative Writing Department and unfortunately, he refused to comply. CEP is deciding next steps in how to deal with noncompliant Department Chairs, after seeking advice from sister campuses, our own Executive Council and Senate Parliamentarian. Interim and/or final compliance reports are expected from the Psychology, Music, and Math programs. Next year, we will conduct external reviews of the Business Administration, Media and Cultural Studies, and Physics undergraduate programs. We are doing preparatory work for these three reviews this Spring and Summer.

In addition, in accordance with our mandate to do a self review of the review process, the CEP is in the process of preparing a report based on our own experiences, as well as verbal comments from the external review teams, and surveys to the representatives/stakeholders in the review process including: Deans, Associate/Divisional Deans, the Vice Provost for Undergraduate Education, Department chairs of programs who have been reviewed, former CEP chairs and CEP undergrad review committee chairs, as well as the chairs of the external review panels. The CEP subcommittee has studied the results of the surveys and will be making possible recommendations for improvement of the process to the regular CEP and we will have a report written this summer for the Fall Division meeting.

CEP also took up a number of matters with respect to majors and minors and other programs. Matters of this nature that were discussed, approved and forwarded to the Division as of this date, include the following:
PROPOSED CURRICULUM CHANGES APPROVED:

Business Informatics Major x 2
Computer Engineering Major x 2
Computer Science Major x 2
Computer Science Minor x 2
Art Program Major Requirements x 2
Plant Biology Major
Biochem Major
Environmental Sciences Major
MEIS Minor
Italian Minor
CPLT Major
French Major
Germanic Studies Major
Theatre Major
Poli Sci Admin Studies
Poli Sci Public Service
Poli Sci Major
Poli Sci Intl Affairs
Poli Sci Minor
Language Major
History Major
International Relations Major
Women’s Studies Major
Global Studies Major
Public Policy Major
Public Policy Minor

NEW DEGREES APPROVED:

- Major in Cell, Molecular, and Development Biology
- Major in Microbiology

Topics discussed and/or acted upon by the Committee in consultation with other Senate Committees and/or the Administration throughout the year have included:

- Extensive consultation and preparation for a Remote Learning Course Policy. (Guidelines forthcoming)
- Extensive consultation and preparation of an Impacted Majors Policy. (Policy forthcoming)
- Extensive consultation and preparation of a Draft Disestablishment Policy. (Policy forthcoming)
- Extensive consultation and preparation of a Learning Outcomes on General Education Courses procedure (Currently being reviewed by the College Executive Committees)
- Budget suggestions to the Division Chair
- UCOP Proposal to Rename Fees as Tuition
- System wide review of Council Recommendation and UCLA Statement on the Future of the University
- Revised Writing Across the Curriculum Proposal
New Proposal for Grade Delay
Classroom Disruption Policy with Dean of Students, Susan Allen Ortega and her colleagues Laura Hammond and Laura Riley
Undergraduate Admissions Proposal to Modify the Comprehensive Review of Admissions Criteria and Calculation of Academic Index Score (AIS) for Freshman Admissions
Proposal to Change the Articulation of Statistics AP Exams
Proposal for Moratorium on Biological Sciences Major
Review of Systemwide Streams to Funding Proposal
Review of Endowed Term Chair Proposal: Amrik Singh Poonian Endowed Term Chair in Computer Science
Review of Proposed Change to iEval Teaching Evaluation Form
Request from Division Chair to Draft a Policy (along with Grad Council) on 2 hour Final Exams
Proposal for a Moratorium on the Envi Sci. joint CSUF majors
MS Program in Engineering
Discussion on Allowing Programs to Prioritize Enrollment Based on Grades in Stated Prerequisites
Discussion on Noncompliance in Undergraduate Program Review Process
Proposal for a Moratorium on the Interdisciplinary Studies Major
Proposal to Increase the GPA to 2.7 for Transfer Admissions into Psychology and Psychology Law and Society Program
CEP-ABET review coordination with BCOE
SoBA Proposal for M.A. in Accounting, Auditing, and Assurance
Regulation 6: Degree Delay
Transfer Admissions Proposal from Undergraduate Admissions Committee
Revisions to Academic Integrity Policy
Proposal to Disestablish/Consolidate Departments in SoBA
Proposal for a Givaudan Citrus Variety Collection Endowed Chair in CNAS
General Education Concentration on Ecology/Biodiversity from the General Education Advisory Committee (for CHASS students)

Begona Echeverria, member of CEP currently represents the campus at the system-wide level of CEP (UCEP). Professor Echeverria, as well as Professor Wudka (UCEP Vice Chair) have kept CEP informed about various items and system-wide developments of interest to the Committee including the online instruction initiative and the proposal to streamline of transfer admissions.

Bahman Anvari
Bajis Dodin
Begona Echeverria
Katherine Kinney
Tim Labor
Paul Larsen
Eugene Nothnagel
Andrews Reath
Pashaura Singh
Susan Straight
Peter Sadler, Vice Chair
Jose Wudka, Chair
To be received and placed on file:

The Executive Council report describes the discussions and actions taken in 13 meetings held from September 2010 to May 2011.

Chair Mary Gauvain reported regularly on issues reviewed at Academic Council Meetings, the Chancellor's Cabinet meetings, and other critical issues raised by the faculty or the administration. Chair Gauvain also gave regular updates on the various subcommittees that she serves on in her capacity as the Chair of the Senate.

Issues considered and actions taken by the Executive Council include the following:

- Approved the EC's Conflict of Interest statement as well as the Conflict of Interest statements from all the Senate Committees.
- Reviewed and clarified the rights and authority of the Executive Council as specified in the by-laws.
- Reviewed the Off-scale salary policy and prepared a response to the Vice Provost for Academic Personnel.
- Discussed modifications to the proposal to establish the UCR Program for Professor of the Graduate Division (PGD) for emeriti faculty.
- Discussed the proposal for Writing Across the Curriculum, which was presented by Prof. John Briggs, Director of the Writing Program. This proposal was later passed at the November 30, 2010 Division meeting.
- Discussed and endorsed the General Education Concentration Options. This item was discussed at the November 30, 2010 Division.
- Heard a presentation from the Registrar about the Course repeat policy and the issue of impacted majors at UCR. At this meeting the EC agreed that the Course Repeat Policy would be sent for discussion in the College Executive Committees and that CEP (Committee on Educational Policy) would develop a policy regarding impacted majors on the campus for presentation to the Division.
- Discussed the revision of the comprehensive review of freshman applicants for the Fall 2012 review cycle.
- Reviewed and approved the proposed change to the iEval Teaching Evaluation Form to include “demonstrations” in the parenthetical list of supplementary materials.
- Discussed the proposal to formulate a policy that would allow UCR to move from three-hour to two-hour final examination periods.
- Discussed procedures for the disestablishment of interdepartmental majors on campus. CEP was charged with the task of formulating a policy.
- Discussed the UCI faculty survey on campus budget concerns.

The Executive Council approved the following program changes on behalf of the Division:
- Neuroscience - proposal to establish minor requirements for the program in Neuroscience – June 17, 2010
- Proposed changes in the core requirements for Bachelor of Science and Bachelor of Arts in Statistics including the Statistical Computing and Quantitative Management Options.
- Post Baccalaureate Program – proposal to extend the waiver of a 3.30 GPA for the next three years for limited status students – July 13, 2010.
- Chemistry - proposed changes to the B.S. Degree in Chemistry – July 12, 2010.
- CNAS - proposed changes to the transfer selection criteria for applicants to the College of Natural and Agricultural Sciences – June 17, 2010.

The Executive Council reviewed the naming of the following buildings:
- Athletics and Dance Building – Proposed by Director Stan Morrison and Dean Stephen Cullenberg.
- School of Medicine Health Sciences Research Building – Proposed by Dean Richard Olds.
- Neil A. Campbell Learning Laboratory – Proposed by Dean Thomas Baldwin, CNAS.
- Winston Chung Hall – Proposed by Dean Reza Abbaschian
- Winston Chung Global Energy Center – Proposed by Dean Reza Abbaschian

The Executive Council reviewed the naming of the following campus rooms:
- MaryLu Clayton Rosenthal Dance Studio – Proposed by Dean Stephen Cullenberg, CHASS.

The Executive Council reviewed the following Endowed Term Chairs:
- Early Career Chair in Urban Entomology.
- Winston Chung Endowed Term Professorship in Energy Innovation.
- Winston Chung Endowed Term Professorship in Sustainability.
- Amrik Singh Poonian Endowed Term Chair in Computer Science.

The Executive Council reviewed the Bylaws:
- Proposed Change in Bylaw 8.10.1 and 8.10.2 – Committee on Courses.
- Proposed Change in Bylaw 8.27.2 – Committee on Distinguished Campus Service.
- Proposed Changes to School of Business Administration Bylaws.

The Executive Council reviewed the following regulations:
- Proposed changes to regulations of the Riverside Division R1.1.1 – Grading system, which pertains to the grade of GD (Grade Delay).

Chair Initiatives:
- Earle Anthony Endowment - Chair Gauvain discussed the proposal to use the Earle Anthony Endowment funds, awarded to the Academic Senate, to fund graduate student travel and research awards. As background information, the Earle Anthony Endowment funds were made available by an endowment for students in the biological, physical, agricultural, health sciences, engineering and mathematics to obtain scientific education or to pursue scientific research or experiments. Materials pertaining to this idea were reviewed and discussed by the EC.
- Research Specialization database - The database will be keyword based and will assist faculty who are interested in cross-disciplinary research.
- Established an Ad Hoc Committee to examine Academic Planning issues at UCR in the context of the budget cuts.
Other:
- In response to the current budget issues, Chair Gauvain held an EC emergency meeting in which the members discussed and agreed on five principles to be used as guides for fiscal decision-making during the budget crisis (see appendix A). The EC members also wrote a letter to the Chancellor regarding recommendations for the budget crisis in relation to the academic missions of the campus (see appendix B).
- Established an Interim Executive Committee for the School of Public Policy to begin the process of reviewing the curriculum and courses for the School.

Items from Systemwide:
The following are items that were received from the Systemwide Academic Senate and were reviewed by the Executive Council:

- Systemwide Review of Proposal to Rename Fees as Tuition
- Systemwide Review of Proposal on Post-employment Benefits
- Systemwide Review of Council Recommendation and UCLA Statement on the Future of the University (also referred to as the downsizing document)
- Systemwide Review of Report of Senate Membership Task Force
- Systemwide Review of APM 010 and 015
- Systemwide Review of Funding Streams Proposal
- Systemwide Review of Policy on Self-Supporting Part-time Graduate Professional Degree Programs
- Systemwide Review of Technical Changes to the APM

Visitors:
- Prof. John Briggs, Director of University Writing Program
- Executive Vice Chancellor and Provost Dallas Rabenstein
- Vice Chancellor James Sandoval
- Registrar Bracken Dailey
- Assistant VC Enrollment, LaRae Lundgren
- Professor Christopher Chase-Dunn

Mary Gauvain, Chair, (Psychology)
Ameae M. Walker (Biomedical Sciences), Vice Chair
Daniel Ozer (Psychology), Secretary/Parliamentarian
Rise B. Axelrod (English), Academic Personnel (CAP)
Paulo Chagas (Music), Academic Computing & Information Technology
Peter Chung (AGSM), Planning and Budget (P&B)/UCPB Representative
Steven Clark (Psychology), Undergraduate Admissions
Jay Farrell (Electrical Engineering), BCOE Executive Committee
Christine Gailey (Women’s Studies), Committee on Committees (COC)
John Ganim (English), Physical Resources Planning (PRP)
Gerhard Gierz (Mathematics), Preparatory Education
J. Daniel Hare (Entomology), Faculty Welfare (FW)/UCFW Representative
David Herzberger (Hispanic Studies), CHASS Executive Committee
Morris Maduro (Biology), Graduate Council/CCGA Representative
Manuela Martins-Green (Cell Biology), Diversity & Equal Opportunity (CODEO)/UCAAD Representative
Thomas Morton (Chemistry), Junior Assembly Representative
David R. Parker (Environmental Sciences) CNAS Executive Committee
David S. Pion-Berlin (Political Science), Committee on Research (COR)
Richard Smith, AGSM Executive Committee
Melanie Sperling (GSOE), GSOE Executive Committee
Daniel S. Straus (Biomedical Sciences), Biomed Executive Committee
Albert Wang (Electrical Engineering), Senior Assembly Representative
Jose Wudka (Physics), Educational Policy (CEP)/UCEP Representative
Appendix A

Proposal from the Academic Senate Regarding Fiscal Decision-Making
During the Budget Crisis:
Realigning UCR to Meet its Core Missions

February 8, 2011 In this financial crisis, the core teaching and research missions of the University must be protected to insure that we do not lose all that we have accomplished since the campus was established 57 years ago. To this end, the Academic Senate proposes that the following five principles be used as guides for fiscal decision-making during the budget crisis.

Principle 1: The University should protect all tenured and tenure track faculty positions. It is the faculty who delivers the instruction and conducts the research that enables the University to meet its core missions. The very missions of the university would therefore be compromised if ladder-rank faculty were at risk of losing their appointments subject once again to salary cuts that would likely cause faculty attrition. People may be loyal through one furlough, but a second will likely have a larger impact.

Principle 2: All University units and functions should be examined in relation to the core missions of teaching and research. A clear and transparent method of evaluating the contributions and costs of each campus unit in relation to the core missions of the university needs to be established and used in decision making.

Principle 3: Changes to the campus due to the budget crisis should lead to a sustainable and progressive fiscal plan for the University. In the short term we must meet the 2011-12 budget shortfall in a responsible fashion in order to stay afloat. However, all campus decisions must be examined in relation to the long-term goals of the University. It is imperative to install fiscal practices that get the campus on a sustainable budgetary path in order to be able to meet the aspirations of the campus as articulated in the Strategic Plan.

Principle 4: Shared governance is a valued institution of the University of California and must be maintained and strengthened during the budget crisis. In addition to its regular role in the academic matters of the campus, the Academic Senate should be involved in all significant campus fiscal decisions. This involvement insures that the core missions of the campus are protected and advanced in these decisions. Furthermore, part ownership of decisions results in better buy-in to necessary outcomes. The recently established Budget Advisory Council that includes standing members of the Academic Senate is a positive step in this direction.

Principle 5: Transparency in decision making is essential. In order for the campus to engage meaningfully in fiscal decision making, the budget along with the budgeting process and pending budgetary and campus decisions need to be open to review by the main stakeholders and, most importantly, this information should be available in a timely, accessible, and comprehensible form.
March 18, 2011

To: Chancellor White

Fm: Mary Gauvain, Chair
    Academic Senate

Re: Academic Senate Recommendations Regarding the Budget Crisis in Relation to the Academic Missions of the Campus

In the Principles proposed by the Academic Senate on February 8, 2011 regarding fiscal decision making during the budget crisis (senate.ucr.edu/uploads/budget_doc/Senate%20Budget%20Principles.pdf), Principle 2 states that all University units and functions should be examined in relation to the core missions of teaching and research. Based on this Principle, the Executive Council (EC) of the Academic Senate discussed potential actions as a means of dealing with the current budget situation on the campus. Based on these discussions, the EC recommends the following actions. Please note that some recommendations pertain to cuts and some to revenue generation.

In addition to these recommendations, the Academic Senate, in the form of the Chair's Ad hoc Committee on Academic Planning, has embarked on a detailed examination of the academic mission and activities of the campus in the context of the current budget climate. The report of this Ad hoc committee will be presented at the May 24, 2011 meeting of the Division of the Academic Senate.
ACADEMIC SENATE RECOMMENDATIONS REGARDING THE BUDGET CRISIS IN RELATION TO THE ACADEMIC MISSIONS OF THE CAMPUS

**Instructional Mission:**

- Reduce the cost of preparatory education by charging students extra to take these classes or requiring students to take these courses elsewhere
- Delay holistic review in undergraduate admissions
- Hire temporary lecturers in impacted areas providing that quality of instruction is maintained
- Enroll more non-resident and international undergraduate students
- Increase student enrollment in areas where there is potential to raise revenue, e.g. the teacher credential program or increasing summer session enrollments
- Require that a percentage of revenue generated by self-supporting programs be returned to the general fund
- Support the efforts of faculty to develop self-supporting masters programs and work with the Academic Senate in expediting the approval process of these programs
- Create a Task Force to investigate how to make the Palm Desert Campus a revenue generating unit of the campus
- Encourage faculty retirements by exploring avenues for implementing phased retirements

**Research Mission:**

- Conduct a cost/benefit analysis of the Offices of Research, Technology Transfer, and Advancement to determine their contribution to the research mission of the campus
- Evaluate and reduce compliance regulations
- Review the 2009 Senate-Administration Subcommittee report on upper level management (SMG and MSP) with an eye toward budget reduction
- Institute random (as opposed to comprehensive) audits

**Cost Reductions in Nonessential Services:**

- Streamline the administration and middle management staff in units that do not directly contribute to the instruction and research missions
- Freeze hiring in areas not critical to teaching and research
- Cut or outsource the functions of nonteaching, non-research cost centers, including regular campus maintenance (e.g., painting, landscaping)
- Cut nonessential staff in the student affairs office
- Cut printing costs that are charged to 19900 fund sources, including high-end brochures and reports
To be received and placed on file:

Since last Annual Report, the Committee on Faculty Welfare (CFW) met 11 times and dealt with the following issues:

1. The Conflict of Interest Statement for 2010-2011 was adopted.

2. The Committee responded to requests for Systemwide review of the Gould Commission on the Future of the University of California, the Systemwide University Committee on Planning and Budget's "Choices" report, the statements from Academic Council on the future of the University of California, the proposed changes to Post-Employment Benefits, the proposed changes to APM 010 and 015, the report on the Senate Membership Task Force, the "Funding Streams" proposal and various technical changes to the APM.

3. The Committee also responded to requests from the Chair of the Riverside Division to review and provide comments on drafts # 2 and 3 of the UCR Strategic Plan, the UCR policy on Off-Scale appointments, the UCR implementation of the Health Sciences Compensation Plan, and the proposal to disestablish/consolidate the academic departments in the School of Business Administration. The Committee also provided recommendations to the Divisional Chair on principles and priorities of the 2011-2012 budgeting process from the Committee's perspective.

4. The Committee provided recommendations to the Health Care Task force of the Systemwide Committee on Faculty Welfare on potential changes to the Medical, Dental, and Vision plans for 2011-2012.

5. The Committee on Faculty Welfare is charged with the award process for the Dickson Emeritus/a Professorship to select one or more emeritus/a professors to receive the annual Dickson Professorship. The Committee evaluated the applications and recommended that Prof. Emeritus Prasanta Pattanaik, of the Department of Economics receive the professorship in 2010-2011. The Committee also announced the Call for the 2011-2012 Professorship in March of 2011.

6. The Committee heard from the former campus ombudsperson who reviewed with the committee some non-confidential information on the number and type of cases that had been brought to her during her tenure. Among the more prevalent issues were bulling of junior faculty and graduate students in certain units, issues of personal instability in the classroom, work-life balance issues, and the need for greater transparency at all levels of decision-making.
7. The Committee’s concerns about student conduct toward faculty and an increasing awareness of uncivil behavior on campus resulted in the Committee sending a memo detailing their concerns to the Executive Vice Chancellor through the Chair of the Riverside Division.

8. The Committee also received two items from parents of students attending the Child Development Center at UC Riverside. The first was an informational copy of a proposal addressing leave of absences of students whose parents are on academic leave. The second was a proposal to establish a private, first-grade class at the Child Development Center. The Committee consulted with appropriate members of the parent’s group and the Administration about the desirability and financial soundness of the proposal for the private first grade.

9. The Chair of the Committee responded to several issues raised by individual faculty members and was able to resolve those issues without needing to bring them to the full committee.

Guests:

Ms. Indumati Sen, former UCR Ombudsperson
Professor Ameae Walker, former Chair of the Biomedical Sciences Faculty
Professor Ludwig Bartels, on behalf of the parents of the Student Development Center
Vice Chancellor for Student Affairs James Sandoval,
Assistant Vice Chancellor, Housing Administration Andy Plumley

A. K. Roy Chowdhury
I. Hendrick
S. A. Ness
J. K. Oddson
R. K. Seto
H. Wettstein
J. Chavez (ASUCR Representative)
S. Lee (GSA Representative)
J. D. Hare, Chair
To be received and placed on file:

The Graduate Council met nine times during the period June 15 through April 30, 2011. The Administrative Committee of the Council met three times during this same period. Complete records of Council activity are on file in the Office of the Academic Senate.

The Courses and Programs Subcommittee made recommendations and the Council acted on 86 Courses; 45 new courses, 40 changes in existing courses, 0 deletions, and 1 restoration. In addition, the Graduate Council acted on requests for changes in requirements for the following graduate programs: Anthropology, Computer Science and Engineering, Creative Writing, Economics, Education, Electrical Engineering, English, Evolution, Ecology and Organismal Biology, History, Management, Material Science and Engineering Graduate Program, Mechanical Engineering, Music, Neuroscience, Philosophy, and Psychology (please refer to the attachment for synopses of these changes).

Since the last report, the Graduate Council Fellowship Subcommittee has awarded Dissertation and Master's Thesis Research Grants amounting to $20,440.00.

The Graduate Council concluded its regularly scheduled review of the graduate programs in: Visual Arts, Microbiology, Mathematics, Cell Molecular and Developmental Biology, Psychology and Sociology. The following program reviews were initiated during the academic year 2010/11: Economics, Plant Pathology, Spanish, Religious Studies, Southeast Asian Studies and Neuroscience.

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

- The Graduate Council considered and responded to request from Systemwide to rename fees as tuition. (Oct 1, 2010)
- The Graduate Council considered and responded to a request from Systemwide to review Council & UCLA Statements on UC Future. (Oct 1, 2010)
- The Graduate Council considered and responded to a request from Systemwide to review Post-Employment Benefits. (Oct 1, 2010)
- At its first meeting of the academic year, the Council adopted a statement regarding possible conflicts of interest by its members. (Oct 1, 2010)
• The Graduate Council discussed the change in Graduate Council Procedures. The staffing for Graduate Council was to be provided by the Academic Senate effective July 1, 2010. (Oct 1, 2010)
• The Graduate Council considered the Change in review policy for courses. (Oct 14, 2010)
• The Graduate Council discussed changes to Graduate Council Handbook. (Oct 14, 2010)
• The Graduate Council Proposed Changes to Regulation R.1 – Grading System. (Oct 14, 2010)
• The Graduate Council discussed the Guidelines for University Oral Exams for Advancement to Candidacy. (Nov 18, 2010)
• The Graduate Council discussed the Conflict of Interest Policy for Composition of Oral Qualifying Exam Committees and Supervisory Committees. (Nov 18, 2010)
• The Graduate Council discussed cross-registration of students with Loma Linda University. (Nov 18, 2010)
• The Graduate Council considered and responded to a request from Systemwide to review the Policy on self-Supporting Part-Time Graduate Professional Degree Programs. (Dec 16, 2010)
• The Graduate Council considered and responded to a request from Systemwide to review the funding streams proposal. (January 14, 2011)
• The Graduate Council Approved the guidelines for a Designated Emphasis (January 14, 2011).
• The Graduate Council considered and responded to a request to revise the iEval Teaching Evaluation Form to include "demonstrations" in the parenthetical list of supplementary materials. (February 18, 2011)
• The Graduate Council considered and responded to request from Senate Chair to change the UC Final Exams to 2 hours. (February 18, 2011)
• The Graduate Council considered and responded to request from Senate Chair regarding the Amrik Singh Poonian Endowed Term Chair in Computer Science. (February 18, 2011)
• The Graduate Council considered and responded to a request from Senate Chair regarding the Early Career Chair in Urban Entomology and Winston Chung Endowed Term Professorship in Energy Innovation and the Winston Chung Endowed Term Professorship in Sustainability as well as the Winston Chung Hall and Winston Chung Global Energy Center. (March 18, 2011)
• The Graduate Council considered and responded to a request from the Senate Chair regarding the Givaudan Citrus Variety Collection Endowed Chair in the College of Natural and Agricultural Sciences. (April 20, 2011)
• The Graduate Council considered and responded to the request from Committee on Educational Policy regarding a UCR policy for disestablishments. (April 20, 2011)
• The Graduate Council considered Committee on Educational Policy's request regarding its role in the review of Graduate Proposals. Approved the request to discontinue practice of routinely sending graduating programs to CEP for comment. (April 20, 2011)
• The Graduate Council considered the proposal to disestablish/discontinue departments within the School of Business Administration (April 20, 2011)

New Graduate Programs:
The Graduate Council approved the following new Graduate Programs:

1. Proposal for an M.S. Degree in Computer Engineering
2. Proposal for Master of Arts Degree in Accounting, Auditing and Assurance, Department of Accounting and Information, School of Business Administration
3. Proposal to Establish a Self-Supporting College-Wide MS in Engineering
The Graduate Council approved the following program changes:

**Economics:** Approved the proposed changes to the Economics Graduate Program which added the need for students to give a presentation on their thesis research within one year of advancing to candidacy (Jun 15, 2010)

**Music:** Approved the proposed changes to the Music Graduate Program which introduced MA and Ph.D. students to digital composition (June 15, 2010)

**Mechanical Engineering:** Approved the changes to the Mechanical Engineering Graduate Program which added unit requirements as well as core course requirements to the Ph.D. degree (June 15, 2010)

**GSOE M.Ed Emphasis in Autism:** Approved the proposed changes to the M.Ed (Emphasis in Autism) to clarify the courses and the number of units required for electives (Dec 16, 2010)

**Music:** Approved the proposal to revise the course requirements for the MFA in Experimental Choreography requiring courses to be graduate level units taken for a letter grade (Dec 16, 2010)

**Psychology:** Psychology Qualifying Examinations (Jan 14, 2011)

**Computer Science:** Approved the changes to the Computer Science Graduate Requirements – reducing the depth requirements to 8 units and merged the written and oral exam in an effort to streamline requirements and facilitate presentation and delivery of research to oral committee (Jan 14, 2011)

**Evolution, Ecology and Organismal Biology Graduate Program:** Approved the request to reduce the requirement for each research topic course to 5 quarters prior to advancement to candidacy and 12 quarters prior to completion of the degree (Jan 14, 2011)

**Creative Writing and Writing for the Performing Arts:** Approved the request to change the course requirements to consist of 56 units of course work (12 courses) and 8 units of master’s thesis project (Feb 18, 2011)

Approved the Bylaws for the Graduate Program in Microbiology (Feb 18, 2011)

**English:** Approved the proposal for a Designated Emphasis in Book, Archive and Manuscript Studies Feb 18, 2011)

**History:** Approved the proposal for a Designated Emphasis in Middle East and Islamic Studies (Feb 18, 2011)

**Philosophy:** Approved request to change the program to accept only fall applications (Feb 18, 2011)
SoBA: approved the use of GRE as an alternative to the GMAT for admission of graduate students that require standardized testing (Feb 18, 2011);  

Creative Writing: Approved the Exception Request for Thesis Committee in Low Residency MFA (Mar 18, 2011)  

Computer Engineering: Approved the proposal for an MS degree in Computer Engineering (Mar 18, 2011)  

Bourns College of Engineering: Approved the proposal to Establish a Self-Supporting, College-Wide Online Master-of-Science in Engineering Degree Program (Mar 18, 2011)  

Material Science and Engineering Graduate Program: approved the Material Science and Engineering Graduate Program (Apr 20, 2011)  

GSOE M.Ed. General Education Teaching Emphasis: Approved the revisions to the General Catalog for the General Education Teaching Emphasis to include a requirement that a total of 36 undergraduate and graduate units are required for the M.Ed. and removed the statement that, “Five of the required courses must be taken during summer session.” (Apr 20, 2011)  

Philosophy: Approved the Proposed program changes to graduate program in Philosophy in which students were assigned a single faculty mentor to meet with them at the beginning of each quarter, and which also changed the number of graduate seminars (PHIL 272 to PHIL 283) required for the PhD coursework to 10, and to allow only 5 courses outside of the seminars to count toward the Ph.D. coursework. (Apr 20, 2011)  

Kenneth N. Barish (Physics)  
Janet Arey (Environmental Sciences)  
Daniel Galie (Biochemistry)  
Mohsen El Hafsi (School of Business Administration)  
Iryna M. Ethell (Biomedical Sciences)  
Paul E. Green (Ethnic Studies)  
Yingbo Hua (Electrical Engineering)  
Agnieszka Jaworska (Philosophy)  
John N. Medearis (Political Science)  
Nosang V. Myung (Chem/Environ Engineering)  
Connie Nugent (Cell Biology)  
Mike Vanderwood (GSOE)  
Deborah Wong (Music)  
Shizhong Xu (Botany)  
Joseph Childers, Ex Officio Dean, Graduate Division  
Arash Adami, GSA Representative  
Jennifer Wright, GSA Representative  
Gloria Gonzalez-Rivera (Economics), Vice Chair  
Morris Maduro (Biology), Chair
To be received and placed on file:

So far in this academic year (2010-2011), the Committee on International Education (CIE) has met three times, respectively on November 19, 2010, January 31 and April 7, 2011. As in the past, CIE meetings have in general been coordinated with the schedule of the university-wide committee, the University Committee on International Education (UCIE), the meetings of which the CIE Chair (Y. Ye) attends. This year, the UCIE already held 3 meetings, respectively on November 4, 2010, January 21, and March 21, 2011, with the last of these, due to the shrinking budget, being held as a telephone conference. A fourth meeting of the UCIE is to be held on May 13, 2011, and in coordination with that, another meeting of the CIE is planned for a subsequent date in the Spring Quarter of 2011.

During this academic year (2010-2011), while the budget situation continues to be quite challenging, the downsizing and restructuring at UCEAP is finally complete; although several locations had to be closed in the past two years due to the budget cuts, there will be no more closings except for those previously selected to close. A permanent Executive Director (also with the title of Associate Vice Provost), Jean-Xavier Guinard, has started his tenure at the helms. UCEAP’s budget deficit will also be eliminated by the end of 2010-11. UCEAP is now at 70 staff FTEs (from 120 FTEs a couple years ago) and at 75 FTEs abroad. The new funding model, which is based on student fees, is now being implemented with General Fund appropriations declining to zero by 2013-14. EAP enrollments are up from 4,528 (2009-10) to 4,872 (2010-11); the number of FTEs have risen by about 100 each year for the past three years. Applications for the 2011-12 academic year are up by approximately 9%. However, these numbers may reflect the general increase in enrollments at the University; if these enrollments were to decline, then EAP’s enrollment numbers could decline as well.

Going forward, the challenges for UCEAP include: 1) A variety of funding and operational models at the campus study abroad offices; 2) two distinct oversight bodies in the form of UCIE and the UCEAP Governing Committee; and 3) increasing enrollments. With respect to the last point, the number of EAP participants is rising, but FTEs remain steady from year to year. This is due to the increasingly popularity of shorter-term programs, with year-long immersion programs continuing to decline in a reflection of the national trend. The key priorities ahead include increasing student access for study abroad, maintaining and improving academic excellence within EAP programs, and implementing best business practices. The new director’s immediate objectives include a number of campus visits; developing a budget to present to the UCEAP Governing Committee and Provost Pitts, and developing an administrative partnership with the local campus (UCSB) where the UCEAP is to be housed. Another important item under discussion and planning is of faculty governance as it moves away from a strict Study Center Director (SCD) model, and towards some kind of a faculty consultant model. Given that UCEAP can no longer be the EAP that was established 50 years ago with a SCD at almost every site, remote faculty governance becomes even more important. One such mechanism may be the faculty advisory committee, which can be regionally or discipline-based.
Several new faculty advisory committees have been established and two new programs are being discussed: English language Business Economics Program in Spain, and the reinstatement of the program in Architecture and Design in Denmark. Four new study center directors for France, Spain, Chile, and Mexico have been appointed. Proposed Formal Reviews of EAP Programs for 2011-12 include those for Ireland, Paris Summer Language & Culture (three-year review), Scandinavia, and South Africa, two of which are preliminarily scheduled for Fall 2011 while the other two are for Winter/Spring 2012. UCIE is to develop a thorough and well thought-out proposal for formal reviews, which would opine on the importance of onsite reviews.

UCEAP has appointed two Faculty Advisory Committees, one on UCEAP in China, Taiwan, & Hong Kong and another on UCEAP in Southeast Asia, and it will establish two more such committees, one on UCEAP in Turkey and one on UCEAP in the Middle East. In part due to the transition towards less study center directors, the UCEAP believes that these are indeed pilot models of long-term faculty oversight and campus engagement, and should be differentiated from past faculty advisory committees that have historically been used to investigate the possibility of creating new programs in certain geographical regions. In the views of the UCEAP, these advisory committees can and should be constructed around subjects or disciplines; not only geography. The UCIE has proposed a faculty advisory committee on heritage language programs, and also encouraged the UCEAP to solicit input from UCIE when constituting these advisory committees in order to get a broader spectrum of the faculty. In addition, the UCEAP has proposed two new programs for the year: English Language Business/Economics Program in Spain and Reinstatement of the Denmark Institute for Study Abroad program in Architecture & Design. This year, Dr. Ye has started serving on the Faculty Advisory Committee on UCEAP in China, Taiwan and Hong Kong for a two-year tenure of the job, and in that capacity has been consulted on, and made responses to, a number of related UCEAP initiatives.

Earlier in this academic year, the new UCEAP Executive Director Guinard made his visit to the UCR campus and met with CIE committee member Dr. Perring, and was quite impressed with the unique aspects of UCR in that we have more first generation immigrants than other campuses. In the second half of the last academic year (2009-2010), Dr. Ye, the CIE Chair, served as a representative of the CIE and the Academic Senate on UCR’s Special Committee on International Activities, chaired by Joseph W. Childers, Dean of the Graduate Division. That committee was formed at the beginning of last year (2010) and specifically charged to make an updated evaluation of the current state of international education at UCR, at both the undergraduate and graduate/professional levels, especially in regards to the recruitment of international students to UCR and the opportunities for academically meaningful study abroad experience for UCR students. CIE members Dr. Duffy, D. Elton, and B. Jenkins-Deas were also on the committee. The CIE Chair and the above-named CIE members attended a number of that committee’s meetings through the summer of 2010, and the committee subsequently made a number of specific recommendations to enhance the international education at UCR. At the Academic Senate Division meeting in the Fall of 2010, the Chancellor strongly felt that UCR needs to go from having less than 1% of undergraduate students as International Students up to 8% by 2014, and a committee has been formed to oversee its accomplishment with one of our members, Dr. Duffy, serving on it.

At its recent meeting in April 2011 the CIE discussed some of the issues international undergraduate students confront, such as the mechanism and procedures of registration and advising, and the challenge of writing classes. The hope is for students in Pathway Program to
be viewed differently from standard concurrent enrollment students so they may have more support in their advising. For the latter group, those in concurrent enrollment, they may be unable to get into classes and often feel they are being treated as second-class students. Students are not always able to articulate their matriculation category. Faculty members are not always aware of their concurrent enrollment status, nor are they always interested in working with the international students. All international students have special needs which the advisors need to be aware of. Members of the committee suggested getting a group of international faculty together for some training of advisors on how to deal with international students in their advising practice, perhaps something like a cross-cultural seminar for the advisors. Others proposed to have a concentrated “boot camp” for students in the Pathway Program where students would arrive a month early for better preparation and education on coping with these potential problems. It was also suggested that this committee could take the initiative to help faculty with resources, strategies, etc., to deal with these issues, and could also work on the academic advising issues and make recommendations to the Division Chair of the Academic Senate to forward to the Chancellor. The committee has decided to hold another meeting in mid-May devoted to this issue.

In the Winter quarter of this year, Dr. Ye served on the committee that made an off-site review of the UCEAP program in China. The committee had an hour-long conference call with both the Beijing and Shanghai SCD’s and then held a day-long meeting at UCLA, both in February, 2011, with the participation of Mary McMahon, UCEAP Regional Director for China, during part of the meeting, and Jean-Xavier Guinard, UCEAP Associate Vice Provost and Executive Director, through two conference calls. Prior to the review panel meeting, an information notebook on the Review goals, process and questions, reports of the Beijing and Shanghai Study Center Directors (SCD’s), host institutions, programs and options, data on enrollment by each UC campus, country, student academic major, ethnicity and gender was prepared and sent to the Committee for review. The committee completed its report and submitted it to the UCIE Chair last month, raising some of the committee’s concerns about the healthy development of the UCEAP programs in China, and making a number of detailed recommendations.

Piya Chatterjee (Women’s Studies)
Lucille Chia (History)
Jiri Simunek (Environmental Sciences)
Charles Wyman (Chemical & Environmental Engineering)
Sharon A. Duffy (GSOE; UNEX Dean)
Diane E. Elton (Director, International Education Center)
Bronwyn Jenkins-Deas (Director, UNEX IEP)
Thomas Perring (Associate Vice Provost for Undergraduate Education)
David Ahn (ASUCR Representative)
Karim Alizad (GSA Representative)
Yang Ye (Comparative Literature & Foreign Languages), Chair
To be received and placed on file:

The committee has met twice since the last report and will possibly meet one more time this quarter.

Since the last report, the Committee was asked to review and comment on the following:

- **UCR Strategic Planning Report, Draft 2**: The Committee felt the report was fine and did not affect the Library.

- **Post Employment Benefits**: The Committee did not opine.

- **New Graduate Program Proposal for the MS in Computer Engineering**: The Committee voted to approve the proposal. We noted the proposal stated that the necessary library resources are presently in the library; we hope that future library cuts will not threaten that availability.

- **New Graduate Program Proposal for the MA in Accounting, Auditing and Assurance**: The Committee supports this proposal.

- **New Graduate Program Proposal for a Fully Employed Master of Business Administration**: The Committee requested information about impact on the library.

Major items of discussion included:

- Lengthy discussion regarding the Interlibrary Loan issues including a meeting with several faculty members as guests.
- Update on the Library Space Planning Task Force
- Review of the Weeding Guidelines and Procedures previously endorsed by the Committee
- Collection Development Policies and Scholarly Communications Initiatives under consideration
- Change in the hours for the Music Library
- Updates from the meetings of the Universitywide Committee on Library and Scholarly Communication

Last year’s committee had suggested a “human chain” of faculty and students to help move materials from Rivera Library to the Science Library to publicize the crisis budget situation. The current committee attempted to carry out this idea with enthusiastic faculty support, but was asked to postpone it.
C. ALLOGOR
S. N. CURRIE
J. G. MORSE
A. MOURIKIS
C. TAKESHITA
R. JACKSON, UNIVERSITY LIBRARIAN, EX OFFICIO
LIBRARY REPRESENTATIVE
R. CHIENG, ASUCR REPRESENTATIVE
A. PAYNE, GSA REPRESENTATIVE
J. C. LAURSEN, CHAIR
To be received and placed on file:

The Committee on Physical Resources and Planning (PRP) met once as a full committee during AY 2010-2011

The Committee reviewed and readopted the Conflict of Interest Statement for 2010-2011.

The Committee met with the Campus Architect and Associate Vice Chancellor of Design & Construction for a briefing on recent and ongoing projects.

PRP committee members participated as members of biweekly or monthly planning workshops and subcommittees for a number of campus projects such as:

- The Commons Mall and Bookstore Enhancement Detailed Project Planning Committee
- The Aberdeen-Inverness Common Area Improvement Detailed Project Planning Committee
- Glen Mor Housing II

The chair (J. Ganim) participated in meetings, proposal evaluations and interviews related to the following committees on behalf of the PRP committee:

- Design Review Board (DRB)
- Landscape Architect Consultant (DRB) Selection Committee
- The Commons Mall and Campus Bookstore Enhancement and Renovation Detailed Project Planning Committee
- The Aberdeen-Inverness Common Area Improvement Detailed Project Planning Committee
- Capital Program Advisory Committee (CPAC)

The chair presented the summary documents of a number of these meetings, proposal evaluations, interviews and meetings to the PRP committee members to seek their comments. The Committee and its members continued to pursue the issue of a permanent home for the University Club.

The Committee provided advice to the Executive Committee and the Divisional Chair in response to queries about the implications of the ongoing budget crisis.

The Committee is grateful to Ms Sarah Miller for her assistance during the year, and to the Divisional Chair for successfully lobbying for a place for this committee’s representative on CPAC.

W. A. Ashmore, Anthropology
M. J. Barth, Electrical Engineering
P. J. Burke, Sociology
C. Gudis, History
S. Nair, Art History
D. S. Straus, Division of Biomedical Sciences
J. Ganim, Chair (English)
To be received and placed on file:

The Committee has met four times in 2010-2011 since our last annual report. It has conducted other business by email.

1. The Committee provided a Conflict of Interest statement to the Division Chair.

2. The Committee reviewed and submitted to the Division the Annual Writing Report from Professor John Briggs, Director of the University Writing Program.

3. The Committee reviewed the revised Writing Across the Curriculum Proposal and reported to the Division Chair.

4. The Committee reviewed and approved the new Admissions Criteria from the Undergraduate Admissions Committee.

5. The Committee provided written advice to the Division Chair regarding budget priorities.

6. The Committee provided consultation with the Math Department on cut off scores for Math 004 and 08A.

7. The Committee provided a response to CNAS regarding a proposal to change MATH002 from a workload to a unit bearing course.

8. The Committee provided a response to the Division Chair on the Undergraduate Admissions Committee proposal to change transfer criteria.

H. BRAYMAN-HACKEL  
J. A. ELLISON  
B. A. LEEBAW  
C. SHELTON  
S.G. AXELROD, EX OFFICIO  
J. C. BRIGGS, EX OFFICIO  
S. G. BRINT, EX OFFICIO  
J. M. HERATY, EX OFFICIO  
M. MCKIBBEN, EX OFFICIO  
C. RAVISHANKAR, EX OFFICIO  
J. W. SANDOVAL, EX OFFICIO  
B. DAILEY, REGISTRAR, ADM. REP.  
G. GIERZ, CHAIR
To be received and placed on file:

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

Following is a summary of Committee activities from May 1, 2010 to April 30, 2011:

- P&T completed the adjudication process on two cases of procedural violations.

- Two formal hearings were also conducted during this time period. In the first combined grievance/early termination case, the final decision of the committee was upheld by the Chancellor. The second formal hearing concerns a disciplinary case. This hearing was conducted over 4 days and involved numerous witnesses. Final resolution of this case is still in process.

- In addition to the pending disciplinary case, the Committee has made a preliminary prima facie determination on a faculty grievance case, and is beginning the investigative phase of this complaint.

- There remain two additional unresolved faculty grievance cases currently being reviewed by the P&T committee.

- Policy Recommendations considered by P&T include the following System-wide Reviews:
  - System-wide Review of Postemployment Benefits
  - System-wide review of APM 075, 110-4, 140, 230, 240, 246 and 500
  - System-wide review of report on Senate Membership Taskforce
  - System-wide review of changes to APM 015 and 010

Finally, the Committee on Privilege and Tenure thanks Professor Dan Hare, and Professor Douglas Mitchell, for accepting appointment and their subsequent service on an ad hoc P&T Hearing Committee.

E. Anderson
H. Henry
M. Nash
D. Maslov
Z. Ran
R. Rosenthal
V. Lippit, Chair
During the 2010-2011 academic year, the Committee on Research (COR) met four times before this report was filed, and expects to meet at least one to two more times before the end of the academic year.

The Committee reviewed and readopted the 2010-2011 Conflict of Interest Statement.

COR’s primary activity was to administer intramural grant competitions. COR worked towards clarifying the award criteria for the intramural research grant programs it manages and making the on-line application process clearer, easier, and less onerous.

COR developed criteria and a scoring mechanism in preparation for the review and selection of the top 8 Pac Rim grants to submit on behalf of the campus. Since there were only 8 grants submitted, the committee did not need to review and select proposals to submit.

Research grant applications received in 2010-2011 for 2011-2012 funding included: 335 Omnibus (158 Travel Only and 177 Field Research and Travel), 41 COR, and 39 Regents. COR reviewed and scored 177 Field Research and Travel applications, 39 COR applications, and 38 Regents applications.

COR discussed the review of funding streams proposal. Despite the proposal having some favorable impressions related to the transparency and local control, the committee also raised several concerns including the assessment of central operations and who exactly will determine and perform these assessments. The committee was also concerned about the disadvantage to UCR relating to graduate student growth being flat and graduate student support, fee remissions and non-resident tuition (NRT) shifting to the campuses since UCR does not collect as many graduate fees and cannot compete for NRT’s like other campuses can. The committee also discussed UCR being on the low end in terms of grant revenue, since the amount of campus tax is unknown there is no way of identifying whether this will have a negative or positive affect on the campus.

The Riverside Division was represented on the University-wide Committee on Research Policy (UCORP) by Robert Clare, a member of COR.

Richard Arnott  
Robert Clare  
Jill Giegerich  
Kim Hammond  
Anthea Kraut  
Carolyn Murray  
Leonard Nunney  
Albert Wang  
Raphael Zidovetzik  
David Pion-Berlin, Chair
To be received and placed on file:

The principal function of the Committee on Rules and Jurisdiction is to report to the division any changes to the rules and bylaws; and to review legislation that may conflict with the rules and bylaws of the Academic Senate.

Following is a summary of Committee activities from May 1, 2010 to April 30, 2011.

The Committee on Rules and Jurisdiction held two in person meetings; however, a great majority of the Committee’s work is conducted via email and telephone. The first item of business discussed by the Committee was to reaffirm its policy on Conflicts of Interest.

In keeping with the charge to review legislation submitted for adoption, the Committee considered the Regulations and Bylaws below:

- Proposed change in Bylaw 8.8.2.1 - Committee on Committees
- Proposed change in Bylaw 8.10.2 - Committee on Courses
- Proposed change in Bylaw 8.8.8 - Committee on Committees
- Proposed change in Bylaw 8.22.1, 8.22.2.4 - Committee on Scholarship and Honors
- Proposed change in Bylaw 8.27.2 - Committee on Distinguished Campus Service
- Proposed Bylaw change for the Graduate School of Education
- Proposed Bylaw change for the School of Business Administration
- Proposed change in Regulation 6.1- Writing Across the Curriculum
- Proposed change in Regulation 6.1 - Grading System
- Proposed change in Regulation 6.4 - Campus Graduation Requirements
- Proposed Regulation 6.14 - New policy for Degree Delay
- Proposed change in Regulation R.1 - Grading System
- Proposed change to Regulation 6.13 - Campus Graduation Requirement
- Proposed change in CNAS Bylaw N4.1

In addition to the above, the Committee is often asked to respond to informal requests from members, officers, or committees of the Division for information regarding the Code of the Academic Senate or the legislation of the Division. To that end, the Committee responded to the following requests for advice or ruling:

- Request to review the new CNAS policy regarding student enrollment limits.
- Request for Bylaw 55 interpretation from the Department of Botany
- Question about CNAS Executive Council Jurisdiction
- Ruling Request on Removal of a Committee Chair
- Request for advice on a Special Election for SoBA Executive Committee Membership
- Request for Ruling on Special Meeting and CNAS Executive Session
• Ruling request on special CNAS meeting business
• Potential codification of the UAAC Oversight Committee College of Natural and Agricultural Sciences – CNAS Bylaws
• Request for ruling on a potential Conflict Between Academic Integrity Policy 6 II and Academic Senate Regulation R1.1.4
• The Committee on Rules and Jurisdiction discussed the question posed regarding appointments to Chair of the Faculty for SoBA.

Holding for final processing is a request that the Committee review a proposed policy on Dismissal from Majors. Because of conflict of interests, the Committee forwarded the proposal to the System-wide Committee on Rules and Jurisdiction. The final findings by that committee have not yet been released.

Finally, part of the Charge of the Committee on Rules and Jurisdiction is to assure that legislation does not conflict with the bylaws and regulations of the Academic Senate. Consequently, the Committee formally reminded each College Executive Committee to add any GE Concentration Options to its regulations.

K. Vafai, Chair
Z-D. Guan
D. Ozer, Secretary Parliamentarian
COMMITTEE ON SCHOLARSHIPS & HONORS
REPORT TO THE RIVERSIDE DIVISION
MAY 24, 2011

During the 2010-2011 academic year, the Committee on Scholarships and Honors met four times and accomplished the following:

1. At the October 7, 2010 meeting, the Committee:
   a. Reviewed and made minor changes to last year’s Conflict of Interest statement, adopting the revised statement.
   b. Reviewed the Committee’s bylaws and approved an end to voting rights for ex-officio members; the Committee then revised the wording of the bylaws to reflect that and make clear that the student representative does not have voting rights. The Committee also approved a change in the number of times it reports to the academic senate from twice a year to once a year.
   c. Discussed the selection criteria, ranking formula, number, value, and acceptance rate of the Regents and Chancellor’s Scholarships, which the Committee oversees, with ex officio member Sheryl Hayes. The Committee decided to continue the conversation at the second meeting, with more data and input from another ex officio member, James Sandoval.
   d. The Committee voted unanimously against making a detailed formal response to the “Post Employment Benefits Report” it had been asked to discuss because the impact of implementation of any of the changes outlined in the Report is not within the Committee’s charge except in the general ways the campus and system would be affected by them.

2. At the November 9, 2010 meeting, the Committee:
   a. Continued the discussion of the selection criteria and ranking formula for the Regents and Chancellor’s Scholarships with additional information from ex officio members Sheryl Hayes and James Sandoval. The Committee agreed with Sandoval and Hayes that it made sense to go deeper into the pool of students even if it meant reducing the award amount in order to increase the overall academic profile of students at UCR. The Committee suggested a number of ways to improve our competitiveness with other UCs for these students, including advising, peer mentoring, and more information on our web site (virtual tours of the campus and city, information about priority registration, information about the Honors program, interviews with current and alumni winners, a list of awardees, a Facebook group, and information about the greater accessibility of labs for undergraduates at UCR than at other UCs).
   b. Voted to ask Division Chair Mary Gauvain to request that the Executive Vice Chancellor consult the Chancellor about changing the name from the Chancellor’s Awards for Excellence in Undergraduate Research to the Chancellor’s Awards for Excellence in Undergraduate Research and Creative Achievement to better reflect the nature of the award; the Committee also requested that Chair Gauvain ask that the number of student awards be increased from one (to which it had been
reduced in the wake of budget cuts) to two, even if it meant reducing the amount of the cash awards, so that there would be two awards each for faculty and students.

c. Reviewed the Call for Nominations for the award, recommending adding the URL for the Committee’s Senate web page, detailing the selection criteria after reviewing criteria for similar awards at other universities, and making it more visually engaging. The Committee agreed to continue the discussion of revisions at the next meeting.

3. At the November 30, 2010 meeting, the Committee:
   a. Voted to reduce the cash awards for faculty in order to have two faculty awards and two student awards, rather than two faculty awards and one student award, when it learned from Chair Gauvain that it likely would be impossible to secure additional funds for another student award though the Committee might be able to alter the cash amounts of the awards.
   b. Continued the review of the Call for Nominations for the Chancellor’s Awards for Excellence in Undergraduate Research and drafted a new call with the proposed changes to the name and number of awards, as well as new formatting, a border, and a picture of the trophy as a watermark for the flyer.
   c. Reviewed and revised the email to accompany the Call for Nominations, making changes to its subject line, content, and distribution list.
   d. Revised the award process timeline so selections could be completed early in spring quarter.
   e. In mid-January, after the November 30 meeting, but prior to the dissemination of the Call later in January, the Vice Provost for Undergraduate Education approved the committee’s proposed award name change to the “Chancellor’s Award for Excellence in Undergraduate Research and Creative Achievement.” At about the same time, the Executive Vice Chancellor approved an increase in the Committee’s budget to allow the addition of another student cash award and crystal trophy so that the number of awards given to faculty and students would be equal, but he did not approve the request for parity in the cash awards to faculty and students, asking instead that the faculty awards remain $1,000 each and student awards $500 each. This information was added as an addendum to the minutes and was reflected in the final version of Call for Nominations.

4. At the April 6, 2011 meeting, the Committee:
   a. Agreed to further discussion next fall of selection criteria for the Chancellor’s Awards for Excellence in Undergraduate Research and Creative Achievement and of the materials accompanying the Call for Nominations so as to ensure better and more similar nomination packets and thus make the ranking process easier.
   b. Selected the following faculty and students as the recipients of the 2010-2011 Chancellors’ Awards for Excellence in Undergraduate Research and Creative Achievement:

   Faculty: *Quan Jason Cheng, Professor of Chemistry
Sharon Walker, Associate Professor of Chemical/Environmental Engineering

Students: *Mr. Ricardo Zamorano Baez, Creative Writing  
*Mr. Philip Kratz, Physics

Quan Jason Cheng: Over the past decade, Professor Cheng has mentored two dozen undergraduates, often for much of their undergraduate careers, rather than just a few quarters; fifteen of them are from groups underrepresented in the sciences. His mentees actively participate in weekly discussion groups about the lab’s work, and as one recommender notes, they clearly “have ownership for their research and are not merely following the directions of a graduate student or postdoc.” The success of his mentoring can be measured not just by praise for him but by the fact that nearly half the undergraduates he has mentored have been admitted to graduate school, a quarter have co-authored publications, one has presented at a professional conference, and one was the recipient of the 2008 Chancellor’s Awards for Excellence in Undergraduate Research. Especially noteworthy are the mentoring networks he has fostered, so that students new to his lab work with postdocs and graduate students while they gain experience.

Sharon Walker: In the short time she has been here--just five and a half years--Professor Walker has mentored an astonishing 32 UCR undergraduates. Not content with that, through her participation in a grant she has mentored more than half a dozen Riverside Community College students and as PI for a continuation grant will mentor another half dozen over the next few years. She also oversees all the NSF MY BEST grant students, meeting with them regularly, and is involved in high school outreach in the area, presenting awards at the Riverside Unified School District’s annual Science Fair. Almost all the students she has mentored are from groups underrepresented in the sciences, and nearly half are from minority groups underrepresented in university populations generally. Their completion of an undergraduate degree is as much a measure of her success as are the numbers of her mentees who have been admitted to graduate school (ten), who have co-authored publications (two), and who have presented at professional venues (four).

Ricardo Zamorano Baez: His faculty nominators sing the praises of Mr. Baez, one of them identifying him as among the top three students he has ever had at the three institutions at which he has taught and a better critic and poet than the students in the department’s graduate program. His accomplishments are impressive, as witnessed by his receipt of the “Ann Gregor Young Poets Award” through the California International Young Artists Competition; his publications in five literary journals, including one of the most distinguished journals of poetry in the country; his near perfect GPA; and early admission with a full fellowship to a prestigious M.F.A. program. They are dumbfounding when one considers he began learning English just seven years ago, when he moved to this country from
Mexico. So recently a new student of the language, he is now clearly a master of it, having overcome that and other challenges by which many others would have been overwhelmed.

Philip Kratz: Mr. Kratz is described by his faculty nominators as “the best student in the recent history of our undergraduate program,” “functioning more or less like a graduate student,” to which his stellar accomplishments testify. He already has co-authored three articles, two in top journals in physics, and has three more in press, two of them also in a top journal; he has presented his work four times, one of them at a professional venue; he has innovated experimental technique in the field of graphene studies. He also has a near perfect GPA despite a demanding double major and has received an astounding nine awards here, including a Regents Scholarship. Not surprisingly, he has been admitted to a number of graduate programs in physics, among them the best in the country. He is clearly a vital member of his lab team, already making real contributions to his field.

Carole-Anne Tyler, Chair
Anupama Dahanukar
Elaine Haberer
Tamara Ho
Robin Nelson
Wendy Saltzman
Noboru Sato
Richard Suen
Sheryl Hayes, Ex Officio
James Sandoval, Ex Officio
Jason Alibullah, ASUCR Representative
To be received and placed on file:

The Undergraduate Admissions (UGA) Committee met 10 times during 2010-2011.

1. The Conflict of Interest Statement was readopted for 2010-2011.

2. The UGA committee’s top priority was to develop a proposal to revise the Comprehensive Review criteria. The revision was developed in order to conform to the new UC eligibility criteria to take effect in Fall 2012, and also to raise the academic profile of students admitted to UCR, while maintaining the diversity of the student body at UCR and also maintaining the transparency and integrity of the admissions process at UCR. The UGA carefully reviewed student performance data analyzed by Student Affairs Research and Evaluation (SARE) in the Office of the Vice Chancellor for Student Affairs. Based on its analysis the UGA committee revised the calculation of the Academic Index Score (AIS) that is used to make admissions decisions as follows. The proposed calculation of AIS is based on the following five criteria with weights in parentheses: high school GPA (.5020), SAT Reasoning / ACT plus writing (.4119), first generation status (.0094), low family income (.0094) and the number of advanced placement and international baccalaureate courses (.0673). The proposal was reviewed by all college Executive Committees and by the committees on Preparatory Education and Educational Policy and was approved at the February 15, 2011 Division meeting. The committee also agreed to review 2011 admissions cycle data to determine the extent to which conducting individual applicant reviews for future admissions cycles would be beneficial.

3. The UGA Committee reviewed the Art Department’s proposal to change admissions procedures to require all new students (freshmen and students transferring from community colleges) to submit a portfolio. The committee did not have any objections to this proposal and approved it on January 12, 2011.

4. The UGA Committee discussed the Academic Preparation Program (APP) at UCR through University Extension (UNEX). This pathway program, approved by the UGA committee last year, provides conditional admission to UCR to potential matriculated students who may be deficient in any of three UC regulations at the time they would apply. UNEX asked the UGA committee to consider a proposal to: (1) allow APP students to take college courses prior to their formal application to the University; (2) allow APP students to take the SAT more than one year after high school graduation; and (3) To establish a higher cap for students enrolled in APP (higher than the current cap of 20). UNEX suggested a cap of 100-150 students. The committee discussed many options for the APP including the Admission by Exception (A x E) criteria, submission of a portfolio, and a special faculty review committee to review these applications. On December 1, 2010, the UGA committee unanimously approved APP students to take UCR college courses concurrently; to take the SAT up to 2 years after high school graduation; and proposed a new cap of 125 enrolled APP students.
5. On January 12, 2011, the committee discussed and approved changes made by the Office of Admissions to the “Guidelines for Admission by Exception Supplemental Criteria 2010-2011”. These changes include adjusting the percentage of A x E enrollments reserved for special talent applicants from 2% to 1% and disadvantaged applicants from 4% to 5%. The definition of disadvantaged applicants was extended to include the international students who attended high school or higher level education in another country and are unable to meet traditional UC admission requirements. Two provisions to allow admission of international students as A x E admissions were considered: (1) Up to 30 units of transferrable coursework, taken after the summer following high school graduation, can be considered for freshman admission for international students in the Admission Preparation Program (APP) and in other circumstances as warranted; (2) Freshman applicants who have a gap of up to two years in their educational record may be considered for freshman admission. Wording was added to the guidelines to give ex officio status to the undergraduate admissions staff members that are members of this committee. The faculty who are on the committee will be the voting members and the staff will be non-voting ex officio members who will provide information, respond to questions, and add expertise to the discussion. Other ex officio members include a member from the Learning Center, the Director of Undergraduate Admissions, and an Admissions Counselor. It was also suggested that the Special Review Committee define member term lengths and the process for rotation of members.

6. The committee discussed and unanimously approved the AP Statistics articulation change proposal from the CNAS Executive Committee.

7. The UGA Committee discussed the need for a comprehensive review model for transfer students to prevent over enrollment given the current increase in transfer student applications received. After extensive discussion and data analysis the UGA committee created a proposal for transfer student admissions that discontinues the policy of admitting lower division transfer students and begins using community college GPA as a factor for selective admissions for upper division transfer students similar to how the Academic Index Score (AIS) is used for freshmen admissions. If approved, this new policy will be effective for the fall 2013 admissions cycle. On April 11, 2011 this proposal was circulated to all college Executive Committees and the committees on Preparatory Education and Educational Policy for approval. The committee is hopeful that the proposal will be approved in time to be put on the May 24, 2011 Division meeting agenda.

8. The UGA Committee discussed and responded to the request to change the minimum GPA for admission of transfer students into Psychology majors. The Psychology Department’s proposal was based on its very large number of majors. The department proposed to change the minimum GPA for transfers from 2.4 to 2.7. Per Merlyn Campos, this change would be effective for fall 2013. The committee approved the proposal on March 11, 2011. The UGA committee revisited the Psychology department’s proposal for transfer student admissions as the Psychology department responded with a request to have the minimum GPA change effective for fall 2012 due to the desperate need to control the number of Psychology majors. The committee approved this change to the proposal on April 1, 2011.
9. The UGA considered a request from UCR Extension’s Academic Preparation Program (APP) to modify the Admission by Exception (AxE) guidelines to (a) make an exception that would allow students to have acquired more than 30 units of college course credit, and still be admissible as Freshman, and (b) allow students in the APP, with GPAs less than 3.4 (the requirement for international students) to receive a conditional admission to UCR as admissions by exception. APP already had five students who had exceeded the 30 unit limit. The UGA approved a proposal to make an exception specifically for those five students, but did not consider any proposal to make exceptions for future students. The UGA did not approve any proposals that would allow for conditional admission for APP students with GPA’s less than 3.4.

J.W. Gary
J.M. Heraty
H. Jung
R.A. Kea
A. Lukaszewski
M. Marks
J.W. Sandoval, Ex Officio
John Faheem (ASUCR Rep.)
S.E. Clark, Chair
To be received and placed on file:

The Committee on University Extension met three times in the period from July 2010, to April 5, 2011 and will meet once during the summer. The Committee examined and approved 517 courses and instructors in the X 300-400 series. There were 22 courses in the X 1-200 series submitted for review this year. The Committee also approved 14 programs for extension certificates.

Again this year, we would like to commend Extension for its continuing efforts to expand its offerings in new directions, and for the high quality of its programs. Extension has developed a number of very innovative programs this year, and the quality of its instructors continues to be excellent. The Committee would also like to thank the Dean of Extension, Sharon Duffy; Associate Dean, Sue Teele; and Heather Edberg, Administrative Specialist along with their staff for an excellent job in gathering, sorting and presenting the best candidates for approval/disapproval by the Academic Senate Committee on University Extension.

Finally, we thank the staff of the Office of the Academic Senate, in particular, Marla Jo Booth, for their excellent support services.

W. P. Beyermann  
M. D. Coffey  
J. Haleblian  
E. Jaffe-Berg  
J. S. Wills  
S. Phan, ASUCR Representative  
R. Neff, GSA Representative  
M. Chauvet, Chair
To be received and placed on file:

The Committee on Committees reports the following appointments made since the last report of February 15, 2011.

Appointed Professor Daniel R. Gallie, of Biochemistry to serve on Graduate Council.

Appointed Prof. Christopher Reed, Chemistry to serve as Chair and Prof. Roger Atkinson to serve as a member of the committee on Faculty Research Lecturer.

Appointed Professors Michael Allen, Plant Pathology, Robert Ream, Graduate School of Education, Mark R. Matsumoto, Environmental Engineering, Joseph Norbeck, Environmental Engineering, Georgia Warnke, Philosophy, Kirk R. Williams, Sociology and Marylynn V. Yates, Environmental Sciences to serve on the Interim Executive Committee of the School of Public Policy.

Nominated a slate of sixteen faculty names to serve on the search committee for the position of Vice Provost for Undergraduate Education.

Nominated a slate of three faculty names to serve on the Academic Council Special Committee on Agriculture and Natural Resources (ACSCANR)

Nominated a slate of eight faculty names to serve on the Endowed Chairs Work Group.

Appointed Professor Michael Rust of Entomology to Chair the In Memoriam Committee for Professor Emeritus Walter Ebeling, Entomology. Professor Bradley Mullens and Mr. Donald A. Reierson of Entomology have agreed to serve on the committee.

Barry C. Arnold
Lynda S. Bell
Jang-Ting Guo
Reba Page
Thomas C. Patterson
Ayala L. N. Rao
Frank Sauer
Sheldon Tan
Yinsheng Wang
Zhenbiao Yang
Christine W. Gailey, Chair
ACADEMIC COMPUTING & INFORMATIONAL TECHNOLOGY
PAULO CHAGAS, CHAIR
GREGORY J. O BERAN
GARETH J. FUNNING
TED GARLAND
ROBERT HANNEMAN
TAO JIANG
JUN LI
R. JACKSON, UNIV. LIBRARIAN, EX OFFICIO
C. J. ROWLEY, EX OFFICIO

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BAHRAM MOBASHER
MARCO PRINCEVAC
ROBERT REAM
ROBIN RUSSIN
RICHARD SMITH
WILLIAM T. BARNDT

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THOMAS MORTON
MIKAEL L. ROOSE
PAUL RYER
HELEN HENRY, EX OFFICIO
IRVIN HENDRICK, EX OFFICIO

DISTINGUISHED CAMPUS SERVICE
HARRY GREEN, CHAIR
ERIC BARR
CAROL J. LOVATT
RICHARD REDAK
THEDA SHAPIRO

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WALTER CLARK, CO-CHAIR
MARYLYNN V. YATES, CO-CHAIR
JULIA BAILEY-SERRES
SHOU-WEI DING
ROBIN DIMATTEO
SARJEET S. GILL
GEORGE HAGGERTY
ASHOK MULCHANDANI
MICHAEL PIRRUNG
ERIK ROLLAND

DISTINGUISHED TEACHING
CHRIS AMRHEIN, CHAIR
STEPHANIE HAMMER
MICHAEL J. MARSELLA
YENNA WU
MARYLYNN YATES

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XUAN LIU

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ASA-AWUKU
MEI CHU CHANG
SHERINE HAFEZ
CHERYL HAYASHI
COLEEN MACNAMARA
MANUELA MARTINS-GREEN

EDUCATIONAL POLICY
BAHMAN ANVARI
WARD BEYERMANN
BEGONA ECHEVERRIA
MARTIN P. JOHNSON
TIM LABOR
PAUL B. LARSEN
TAE-HWY LEE
MICHAEL MOORE
EUGENE NOTHNAGEL
ANDREWS REATH
PETE SADLER
RAYMOND L. RUSSELL

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PETER CHUNG
THOMAS C. PATTERTSON
AYALA L. N. RAO
FRANK SAUER
SHELDON TAN
MARGUERITE WALLER
YINSHENG WANG
ZHENBIAO YANG
PRIVILEGE & TENURE
HELEN HENRY, CHAIR
EUGENE N. ANDERSON
VICTOR LIPPIT
MARGARET NASH
ROBERT ROSENTHAL

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STEVEN E. CLARK, CHAIR
JOHN W. GARY
JOHN M. HERATY
HEEJUNG JUNG
ADAM J. LukASZEWESKI
MINDY MARKS
JAMES W. SANDOVAL, EX OFFICIO

RESEARCH
LEN N. NUNNEY, CHAIR
ROBERT CLARE
MARCIA ING
JEANETTE KOHL
ANTHEA KRAUT
TANYA NIERI
KHALEEL A. RAZAK
DANA SIMMONS
ALBERT WANG

UNIVERSITY EXTENSION
JOHN WILLS, CHAIR
DAVID BIGGS
JAY GAN
ERITH JAFFE-BERG
SUSAN ZIEGER
ANDREA GODFREY

RULES & JURISDICTION
KAMBIZ VAFAI, CHAIR
PIERRE KELLER
DAN OZER, SECRETARY/PARLIAMENTARIAN

GRIEVANCE CONSULTATION PANEL
ADELBERTO AGUIRRE
ALICIA M. ARRIZON
 DARLEEN DEMASON
FRANCES SLADEK
S. NELSON THOMPSON

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CAROLE-ANNE TYLER, CHAIR
ANUPAMA A. DAHANUKAR
JACK EICHLER
KATJA M. GUENTHER
ELAINE D. HABERER
TAMARA HO
ROBIN G. NELSON
WENDY SALTMAN
JAMES W. SANDOVAL, EX OFFICIO
S. HAYES, EX OFFICIO

STATEWIDE REPRESENTATIVES
ACADEMIC FREEDOM
ACADEMIC PERSONNEL – MICHAEL PIRRUNG
AFFIRMATIVE ACTION – MICHAEL OROSCO
BOARDS – JOHN HERATY
CCGA – MIKE VANDERWOOD
COMMITTEE – JANG-TING GUO
COMPUTING AND COMMUNICATIONS – PAULO CHAGAS
EDUCATIONAL POLICY – BEGONA ECHEVERRIA
EDITORIAL COMMITTEE
FACULTY WELFARE – IRVING HENDRICK
INTERNATIONAL EDUCATION
LIBRARY AND SCHOLARLY COMMUNICATION – JOHN LAURSEN
PLANNING AND BUDGET – DOUGLAS MITCHELL
PRIVILEGE AND TENURE – HELEN HENRY
PREPARATORY EDUCATION – BRONWYN LEEBAW
RESEARCH POLICY – ROBERT CLARE
RULES AND JURISDICTION – KAMBIZ VAFAI
Committee on Courses  
Report to the Riverside Division  
May 24, 2011

To be received and placed on file:  
The Committee on Courses has approved the following courses.

<table>
<thead>
<tr>
<th>Undergraduate Course</th>
<th>Name of Course</th>
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<td>AHS 163</td>
<td>Renaissance in Venice: West meets East (4)</td>
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<td>AHS 167</td>
<td>Europe in the Early Modern World: Global Artistic Contact and Exchange, 1492-1750 (4)</td>
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<tr>
<td>AHS 183</td>
<td>Photography on Display (4)</td>
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<td>BIOL 020</td>
<td>Dynamic Genome (2)</td>
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<td>BIOL 111</td>
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<td>BPSC 183</td>
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<tr>
<td>BUS 100 W</td>
<td>Management Writing and Communication (4)</td>
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<tr>
<td>CHFY 020</td>
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<tr>
<td>CHFY 198 I</td>
<td>CHASS F1RST Individual Internship (1-4)</td>
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<tr>
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<tr>
<td>EE 123</td>
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<tr>
<td>EE 153</td>
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<tr>
<td>ENGR 060</td>
<td>Engineering Economics (4)</td>
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<tr>
<td>GEO 011 H</td>
<td>Honors Global Climate Change (4)</td>
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<tr>
<td>GEO 012</td>
<td>At Home in the Universe (4)</td>
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<td>HISE 154</td>
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<tr>
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<td>The Historian's Workshop (4)</td>
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<tr>
<td>HNSE 150</td>
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<tr>
<td>HNSE 151</td>
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<tr>
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<td>PHYS 005</td>
<td>History of the Universe (4)</td>
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<td>POSC 015 H</td>
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<td>POSC 165 S</td>
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<td>POSC 178 S</td>
<td>Political Consequences of Electoral Institutions (5)</td>
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<td>RLST 135 A</td>
<td>History of Christianity: Origins to the Reformation (4)</td>
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<td>THEA 067</td>
<td>Introduction to Playwriting and Screenwriting (4)</td>
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<td>THEA 163</td>
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<td>CRWT 166 A</td>
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<td>CRWT 166 B</td>
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<td>Screenwriting: Rewrites and Writing for Television (4)</td>
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<td>MCS 166 A</td>
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<td>MCS 166 B</td>
<td>Screenwriting: Outline to First Draft (4)</td>
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<td>MCS 166 C</td>
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<td>ART 065</td>
<td>Painting without a Trace: Introduction to Vector-Based Image Making and Printing (4)</td>
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<td>ART 165</td>
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<td>BCH 100</td>
<td>Elementary Biochemistry (4)</td>
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<td>BCH 180 B</td>
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<td>BCH 180 C</td>
<td>Methods in Cell Signaling (2)</td>
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<td>CBNS 116</td>
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<td>CHE 105</td>
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<td>CRWT 066</td>
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<td>CRWT 167 A</td>
<td>Plays in Production (4)</td>
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<td>CS 006</td>
<td>Effective Use of the World Wide Web</td>
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<td>CS 010</td>
<td>Introduction to Computer Science for Science, Mathematics, and Engineering I</td>
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<td>CS 012</td>
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<td>ECON 104 A</td>
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<td>ENVE 142</td>
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<td>ENVE 146</td>
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<td>ETST 131</td>
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<td>GEO 011</td>
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<tr>
<td>HISE 168 (E-Z)</td>
<td>Topics in European History</td>
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<td>LNST 001</td>
<td>Introduction to Latin American Studies</td>
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<td>MATH 120</td>
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<td>MATH 131</td>
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<td>Numerical Analysis</td>
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<td>MATH 136</td>
<td>Introduction to the Theory of Numbers</td>
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<td>MATH 137</td>
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<td>MATH 138 A</td>
<td>Introduction to Differential Geometry</td>
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<td>MATH 138 B</td>
<td>Introduction to Differential Geometry</td>
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<td>MATH 140</td>
<td>Polynomials and Number Systems</td>
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<td>MATH 141</td>
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<td>MATH 145 A</td>
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<td>Introduction to Topology</td>
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<tr>
<td>MATH 146 A</td>
<td>Ordinary and Partial Differential Equations</td>
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<td>MATH 147</td>
<td>Introduction to Fourier Analysis and Its Applications</td>
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<tr>
<td>MATH 148</td>
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CHANGE THEA 166 B Screenwriting: Outline to First Draft (4)
THEA 166 C Screenwriting: Rewrites and Writing for Television (4)
THEA 168 Writing for the Family Audience (4)
THEA 169 Rewriting the Script (4)
WMST 020 Women, Feminism, and Society in a Global Perspective (4)

Professional Course
CHANGE EDUC 340 A Adapting Core Curriculum and Standards-Based Instruction (Mild-Moderate Disabilities) (4)

Graduate Course
NEW BPSC 246 Landscape Ecology (4)
ETST 243 (E-Z) Special Topics in Ethnic Studies (4)
MATH 202 Numerical Linear Algebra (4)
MATH 207 A Ordinary Differential Equations (4)
MATH 207 B Partial Differential Equations I (4)
MATH 207 C Partial Differential Equations II (4)
MCBL 202 Microbial Pathogenesis and Physiology (4)
MGT 278 B Information Technology Auditing and Assurance (4)
MGT 278 C Internal Auditing (4)
MGT 288 A Behavioral Research in Marketing (4)
MGT 288 B Quantitative Research in Marketing (4)
MGT 288 C Special Topics in Marketing- Behavioral (4)
MGT 289 A Micro Organizational Theory (4)
MGT 289 B Macro Organizational Theory (4)
MGT 289 C Strategic Management (4)
MGT 289 D Designing Organizational Research (4)
MGT 295 F Seminars in Finance (4) Empirical Methods in Finance
MGT 295 G Seminars in Finance (4) Corporate Finance
MSE 221 Electron Microscopy and Microanalysis (3)
MSE 222 L Laboratory in Transmission Electron Microscopy (1)
MSE 223 L Laboratory in Scanning Electron Microscopy (1)
MSE 251 Topics in Materials Science and Engineering (1)
PHYS 204 Advanced Galaxy Formation and Cosmology (4)
POSC 225 Formal Analysis (4)
POSC 227 Seminar in Religion and Politics (4)
CHANGE BIEN 264 Biotransport Phenomena (4)
CMDB 257 Seminar in Cell, Molecular, and Developmental Biology (1)
CMDB 258 Graduate Student Seminar in Cell, Molecular, and Developmental Biology (1)
CWLR 201 (E-Z) Low Residency Seminar in Literature, Theatre, and Film (4-6)
CWLR 202 (E-Z) Low Residency Seminar in Literature, Theatre, and Film (2-4)
CWLR 211 (E-Z) Low Residency Genre Workshop (2-4)
CWLR 212 (E-Z) Low Residency Genre Workshop (4-6)
CWLR 221 (E-Z) Low Residency Cross-Genre Workshop (2-4)
CWLR 222 (E-Z) Low Residency Cross-Genre Workshop (2-4)
DNCE 280 Colloquium in Current Topics in Dance Research (2)
EE 238 Linear Multivariable Control (4)
EE 239 Optimal Control (4)
EE 247 Current Topics in Computer Vision and Pattern Recognition (4)
ENTM 201 Core Areas of Entomology I: Subcellular-Cellular Disciplines (5)
ENTM 202 Core Areas of Entomology II: Suborganismal-Organismal Disciplines (5)
ENTM 203 Core Areas of Entomology III: Supraorganismal Disciplines (5)
ENTM 240 Research Methods in Insect Chemical Ecology (4)
GEO 240 Seminar in Earthquake Processes and Geophysics (1)
GEO 254 Topics in Paleobiology (1)
MGT 202 Financial Management (4)
MGT 278 A Foundations of Auditing and Assurance Services (4) MGT 278
SOC 262 Feminist Theory (4)

EXTENSION COURSES

EDUC X86.23 Understanding Behaviors of Infants and Toddlers (3)
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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Previously Approved Instructors - More Info Available By Request

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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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<th>MASTER OF BUS. ADMIN.</th>
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D. J. OZER, Secretary-Parliamentarian
Riverside Division of the Academic Senate

*The names of the candidates are filed in the official records of the Office of the Registrar
To be adopted:

Proposed Changes to Art Department Major:

PRESENT:

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 009, ART 065, ART 066
   c) One of the following Art History courses: AHS 008, AHS 017A, AHS 017B, AHS 017C, or AHS 021/URST 021, AHS 023

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 175, AHS 179, AHS 180, AHS 181, AHS 182, AHS 184/URST 184, AHS 185/URST 185, AHS 186, AHS 188, AHS 189E-Z 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

PROPOSED:

Major Requirements

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

1. Lower-division requirements (28/30 units)
   a) ART 006/MCS 006
   b) Four additional lower-division Art courses: ART 001, ART 002, ART 003, ART 004/MCS 004, ART 005, ART 009, ART 065, ART 066
   c) Two of the following courses: AHS 008, AHS 017A, AHS 017B, AHS 017C, AHS 020/MCS 023 or AHS 021/URST 021, AHS 023, PHIL 001, PHIL 007 (courses may be used to satisfy breadth requirements)

2. Upper-division requirements (36/37 units)
   a) ART 160
   b) One of the following Art History courses: AHS 115, AHS 135, AHS 136/MCS 137, AHS 175, AHS 176/MCS 176, AHS 178, AHS 179, AHS 180, AHS 181, AHS 182, AHS 184/URST 184, AHS 185/URST 185, AHS 186, AHS 187, AHS 188, AHS 189E-Z or any other upper-division Art History course that covers the period 1945 to present
   c) ART 180
   d) A minimum of 20 additional units of upper-division Art course work
   e) ART 133 Art Workshop (must pass with C+ or
c) 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. Students graduating in Fall or Winter must take ART 195 to fulfill their senior thesis requirement. Students will be assigned a faculty thesis advisor by week three of the term in which their preliminary review takes place. 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 Art Department is a small department with only 8.5 FTE’s. Over the last five years the number of majors in the Department of Art has increased from 24 to approx. 260 with no increase in the size of the faculty. We have reached the limit of our resources. Our current curriculum requires close mentoring/ supervision of our students’ artistic progress culminating in the Senior Thesis review. Recently, the department was notified by our Dean that it can expect a significant and possible total reduction of lecturers for next year. Lecturers currently teach one-third of the courses offered in the department. The increase in majors, coupled with the reduction of a significant number of courses that can be taught, results in majors being unable to fulfill the current department requirements in a reasonable time frame. Even with our current allotment of funds for lecturers it is difficult for our students to get the number of courses required for graduation. Thus, we will be unable to provide this kind of one on one education in the future and propose curriculum changes. The department has checked that all courses included on this proposal are current active courses. Significant changes include Lower and Upper Division deletions and additions; change in the thesis and review process; and the major total units.

Lower division changes from section (a) to (b). This includes the deletion of the statement “Must be taken during first year of residency in the department,” section (a). With as many restraints that students are enduring with enrollment, the department no longer wants to require specific time constraints on course requirements. Additionally, ART 008: Current Topics in Contemporary Art is a lower division course taught primarily by a hired lecturer. The department feels that this course is no longer needed within the curriculum because faculty teach topics in contemporary art through the current requirements of; ART
006: Intro to Contemporary Critical Issues in Art, ART 160: Intermediate Art Theory, and ART 180: Contemporary Issues and Practice. By removing this course it leaves room for more studio based courses (b); hence, the increase from three to four additional lower division courses in Art studio. By increasing the units in this category majors will be able to get more background or basis for upper division course work. Also, by requiring students to complete an additional lower division course in Studio, majors are able to meet prerequisites of more upper division courses giving them a greater chance to get into intermediate courses.

Other lower division changes include the change in courses within section (c). To better describe this area to majors the department would like to delete the Art History specific statement, so that it reads more general. By generalizing this statement we are able to increase the required 4 units to 8 units and make the following additions; adding AHS 020/MCS 023: Introduction to Media Art, Philosophy 001: Introduction to Philosophy and Philosophy 007: Critical Thinking, in order to create a larger list of required lower division courses within the requirements listed under (c). Furthermore, in support of section (c) changes and Philosophy additions we feel that creating visual art is a form of cultural expression. In an academic setting such as a university, this enterprise is necessarily academic and social. This means that art students have an obligation to understand basic art historical concepts and movements so that they can make informed and intelligent work, contributing to a long important history. This is why we currently require that students take some Art History courses. However, most art historical movement and theory has a basis in a more fundamental and broad inquiry, namely a philosophical one. The major branches of philosophy: metaphysics, epistemology, ethics, logic form the basis of western thought. To, at the very least, understand the basic and major (unanswerable) questions that philosophy raises is crucial knowledge for one to be an active producer of cultural artifacts and information. "What is the nature of reality? What is the nature of knowledge? How should I act in society?" Much of the joy and fulfillment of making art involves intentionally creating more problems than can be solved. This is in perfect harmony with a philosophical approach. Also, many of the issues raised in philosophy act as catalysts and motivation for artists. A large part of university art curriculum involves group critiques. These critiques are not professor run monologues. They are think tanks, where open ended discussion, debate, brainstorming, argumentation, free association, and the clear articulation of one's intentions are paramount. Critical thinking, or the general ability and desire to be inquisitive are the fundamentals of philosophy, and essential to being a successful artist within a university setting.

Differences to the Upper Division curriculum include the addition of the following Art History courses within area (b); these courses include AHS 115, 178, and 187. These upper division AHS courses influence general ability within a modern/contemporary subject matter and should be included in these curriculum changes. More changes include the decrease of 32 upper division units in Art course work, as shown in area (d) of the upper division section. Increased majors play a role in this decision to lower the amount of units required to 20 units. With the increase of majors and the lack of upper division course offerings, students are not able to complete the core requirements in a timely manner. Often students will complete the department review process and need additional upper division Art courses to complete for graduation. Lastly, the current thesis process requires each graduating senior to be involved in a yearlong thesis project with an individual faculty advisor and to go through two reviews (Preliminary and Final Review) with a faculty committee. In pass years these reviews were scheduled one to six hour day outside of teaching hours; in more recent quarter’s faculty are spending two eight hour days critiquing student reviews. Furthermore, in the years to come if it is required for our faculty to all teach one additional course; with roughly 260 majors this thesis and review process is no longer feasible. Thus, we have added the requirement of the ART 133: Art Workshop as a substitute for the Art 185 yearlong thesis process. Our department feels this will be a more manageable curriculum for both students and faculty, as we will be able to eliminate the student/faculty assignments and allow one faculty person to mentor and guide a group of students in the form of a course to their success.
The last changes include the unit totals that majors are required to take for completion as Art Studio majors. Among the units include an increase to lower division required units form 24/26 to 28/30 (the unit ratio is because our department offers the choice of some 5 unit courses). For the Upper Division required units; they will decrease from 48/49 to 36/37 units. To simplify, we are proposing that we decrease the overall required units form 72/75 to 64/67 units; hence, only an 8 unit or two course reduction form our current curriculum. This is due to the concern that students already are not able to complete in a timely manner because of lack of class offerings and/or classroom size. By lowering the amount of units that students need to complete this degree the department feels it will decrease or possibly eliminate the current enrollment issues we are having among our majors.

**APPROVALS:**

Approved by the Faculty of the Department of Art: March 14, 2011
Approved by the Executive Committee of the College of Humanities: 4/20/11
Approved by the Committee on Educational Policy: 4/27/11
EXECUTIVE COMMITTEE
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
May 24, 2011

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

PRESENT:

Major
The three emphases areas within the Biochemistry major are Chemistry, Biology, and Medical Sciences. The Biology and Chemistry emphases are for students interested in postgraduate education or employment in the basic areas of the discipline of Biochemistry. The goal of the Medical Sciences emphasis is to prepare students for admission to post baccalaureate education in the health professions. The Biology, Chemistry, and Medical Sciences emphases focus on the development of laboratory and critical thinking skills, and hands-on laboratory experience. In addition, participation in an independent research project (BCH 197) or research tutorial (BCH 190), carried out under the supervision of a faculty member, is encouraged. Internships in industry (BCH 198-I) are also available, and often lead to valuable job experience and employment opportunities. The department offers both B.A. and B.S. degrees. The major and emphasis requirements are the same for both, and most students choose the B.S. degree. The B.A. degree requires 12 additional units of Humanities and Social Sciences courses, and 16 units or a course 4 equivalency level of a foreign language (see College Breadth Requirements).

Major Requirements
1) The major requirements and the emphasis requirements are the same for the B.A. and the B.S. degree in Biochemistry. Choose one emphasis. All upper-division courses presume completion of the life sciences core curriculum.

PROPOSED:

Major
No Change

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

Major Requirements
1) No Change

1a) Continuation in the major requires that the student maintains cumulative and upper division/science GPAs of 2.00 or higher, a GPA of 2.00 or higher in each academic quarter, and makes adequate progress in the major with no more than 16 units of repeated courses. Adequate progress in the major is defined as (A) earning no grade lower than a "C-" in any
required lower division mathematics or science course, STAT 100A, CHEM 112A, CHEM 112B, CHEM 112C, or any upper division BCH course, and (B) completing MATH 9B and CHEM 1A by the end of the Fall Quarter of the second year of residence and BCH 110A, BCH 110B, and BCH 110C by the end of the third year of residence. Freshmen must also complete BCH 95 with a grade of “S” during their first year of residence. Freshmen in the Medical Science Emphasis must also complete BCH 96 with a grade of “S” during their first year of residence. A student who does not meet these adequate progress standards will be discontinued from the major. In addition, a student who receives a grade of "D+" or lower in any two of the courses in (A) on the first attempt, or in any one of these courses in each of two attempts, will be discontinued from the major. Students who receive a grade lower than "B-" in BIOL 5A or CHEM 112A are strongly encouraged to complete BCH 100 during their second year of residence to better prepare themselves for BCH 110A, BCH 110B, and BCH 110C.

Medical Sciences Emphasis

1. Lower-division requirements (54-55 units)
   a) BCH 095 or equivalent
   b) BCH 096, BCH 098-I
   c) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C
   d) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC
   e) MATH 008B or MATH 009A, MATH 009B
   f) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 02LA, PHYS 02LB, PHYS 02LC

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

Medical Sciences Emphasis

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

2. No Change
3. Upper-division requirements (51 units)

a) BCH 101, BCH 102, BCH 110A, BCH 110B, BCH 110C, BCH 120, BCH 184
b) BIOL 102
c) CHEM 109 or CHEM 110A; CHEM 112A, CHEM 112B, CHEM 112C
d) CBNS 101
e) Highly recommended (15 units):
   BIOL 161A, BIOL 161B, BIOL 171

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

Note: A maximum of 12 units of 190-199 courses may be counted toward the 180 Unit graduation requirement. All courses towards the Biochemistry major requirements.

JUSTIFICATION:
Major Requirement:
The proposed discontinuation policy represents an attempt to identify students for whom Biochemistry is an inappropriate major sufficiently early in their academic career that they can be redirected to a more appropriate major in time to complete it.

Major: Move “Note” listed under Medical Science Emphasis in the Catalog and place underneath “Major” so that it reads as a major requirement for ALL emphasis rather than just Medical Science emphasis.

MDSC 3. & 3e:
Because BIOL 161A, BIOL 161B, and BIOL 171 are currently listed as "highly recommended," many students are substituting these courses with non-didactic courses like BCH 190 and BCH 197. To ensure that students in the Medical Sciences Emphasis are appropriately exposed to rigorous medically-related course material, we propose changing (4) to "At least 8 units from BIOL 121, BIOL 161A, BIOL 161B, BIOL 171, CBNS 106, CBNS 150."

APPROVALS:
Approved by the faculty of the Department of Biochemistry: 5/27/10
Approved by the CNAS Executive Committee: 3/1/11
Approved by the Committee on Educational Policy: 4/27/11
PROPOSED CHANGE TO BUSINESS INFORMATICS UNDERGRADUATE REQUIREMENTS

To be adopted:

PRESENT:
Business Informatics
Undergraduate Program
Major Requirements
1) Lower-division requirements (51 units)
   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 (98 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 180W
   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.

PROPOSED:
Business Informatics
Undergraduate Program
Major Requirements
1) Lower-division requirements (51 units)
   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 (98 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 180W
   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.

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 systems 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 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:

The change in section 2, item j) of the upper division requirements is to correct an error in the existing wording. The phrase “management information systems” classes is unclear; we are changing the wording to make the precise meaning clear.

APPROVALS:

Approved by the Computer Science and Engineering Department: 3/23/11
Approved by the BCOE Executive Committee: 04/07/11
Approved by the Committee on Educational Policy: 4/27/11
To be adopted:

Proposed Changes to the Comparative Literature Major

Present:

Comparative Literature Major

1. Lower-division requirements (16 units plus proficiency)
   a) Proficiency in at least one foreign language, ancient or modern, through the intermediate level (second year)
   b) CPLT 015
   c) CPLT 017A, CPLT 017B, CPLT 017C

2. Upper-division requirements (56 units)
   a) Twenty (20) units in one literature, distributed as much as possible among courses representing the various literary periods
   b) Twelve (12) units in a second literature
   c) CPLT 110
   d) Twenty (20) units in Comparative Literature

Proposed:

Languages and Literatures/Comparative Literature

1. Lower-division requirements (20 units plus proficiency)
   a) Proficiency in at least one language (besides English), ancient or modern, through the intermediate level (second year)
   b) CPLT 001 or CPLT 001W, CPLT 002
   c) CPLT 017A, CPLT 017B, CPLT 017C

2. Upper-division requirements (52 units)
   a) Sixteen (16) units in one literature, distributed as much as possible among courses representing the various literary periods
   b) Twelve (12) units in a second literature
   c) CPLT 110, CPLT 193, (CPLT 196 strongly recommended but not required)
   d) Sixteen (16) elective units in Comparative Literature

Students contemplating graduate study in Comparative Literature are urged to complete two years in a third (or second foreign) language before graduation. Undergraduate units taken on an S/NC basis may not be applied toward the minimum unit requirement for the B.A. degree, unless such units are taken outside Comparative Literature and a student’s first and second literatures.

Justification:

1. Change to title of the major
   The addition of the term “Languages and Literatures” before the slash reflects a departmental initiative to gather all majors administered by the Department of Comparative Literature and Foreign Languages under the same umbrella term.

2. Lower Division requirement changes
   Addition of new lower division requirements targets intellectual training in critical thinking, textual analysis, close reading, multicultural contextualization, and analytical essay creation. These are key skills that will be required of students in upper-division CPLT and national literature, film & culture courses.

   CPLT001 (or 001W) is a new version of CPLT15. It replaces CPLT15.
CPLT 002 builds on the analytical competency acquired in CPLT 001 or CPLT 001W while introducing problems of translation and cross-cultural literacy.

Lower Division Requirement of 16 units becomes 20 units after the addition of the two new core courses.

The change from “foreign language” to “language (besides English)” reflects departmental consensus that languages are not “foreign” once the student learns them.

3. **Upper division requirement changes**
   New required Capstone Research Seminar (CPLT 193) and recommended Senior Research Paper (CPLT 196) will complete undergraduate learning through a capstone course experience that will prepare students to engage in meaningful research in a variety of post-graduate settings.

   Upper Division Requirement of 20 units in one literature becomes 16 units in one literature, since Lower Division Requirement increases by 4 units (with CPLT 001 or 001W; and CPLT 002 replacing CPLT 15).

   The twenty (20) units in Comparative Literature becomes sixteen (16) units to balance the addition of CPLT 193 (4 units). The word “electives” is added to clarify the type of Comparative Literature courses to be taken.

4. **Changes to paragraph beginning “students contemplating graduate study”**
   Advice to students contemplating graduate study is clarified.

   The rule that S/NC courses cannot be applied to the major is omitted. This is university policy, true for all the majors in the department, not just this one. The descriptions of other majors in the department do not include this rule.

The courses listed on the proposed major are active and will be offered regularly.

**APPROVALS:**

Approved by the Faculty of the Department of Comparative Literature and Foreign Languages: 3/11/11

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 4/6/11

Approved by the Committee on Educational Policy: 4/27/11
To be adopted:

**PRESENT:**
Computer Engineering
Undergraduate Program
Major Requirements
1) Lower-division requirements (68 units)
   a) ENGR 001G
   b) CS 010, CS 012 or CS 013, CS 014, CS 061
   c) CS 011/MATH 011
   d) EE 001A, EE01LA, EE001B
   e) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 046
   f) PHYS 040A, PHYS 040B, PHYS 040C
   g) One course of 4 or more units in Chemistry to be selected in consultation with a faculty advisor.

2) Upper-division requirements (85 units minimum)
   a) CS 100, CS 141, CS 161, CS 161L; one course from CS 153 or CS 160
   b) CS 120A/EE120A, CS 120B/EE 120B; one course from CS 122A or EE 128
   c) CS 111
   d) EE 100A, EE 100B, EE 110A, EE 110B
   e) ENGR 180W
   f) MATH 113
   g) EE 114 or STAT 155
   h) Five courses (at least 20 units) as technical electives from the following set of Computer Science and Engineering, and Electrical Engineering upper-division courses
   CS 100, CS 122A, CS 122B, CS 130, CS 133, CS 150, CS 152, CS 153, CS 160, CS 162, CS 164, CS 165, CS 166, CS 168, CS 170, CS 177, CS 179 (E-Z), CS 180, CS 181, CS 183, CS 193
   EE 105, EE 115, EE 128, EE 132, EE 140, EE141, EE 144, EE 146, EE 150, EE 151, EE 152, EE 175A, EE 175B

**PROPOSED:**
Computer Engineering
Undergraduate Program
Major Requirements
1) Lower-division requirements (68 units)
   a) ENGR 001G
   b) CS 010, CS 012 or CS 013, CS 014, CS 061
   c) CS 011/MATH 011
   d) EE 001A, EE01LA, EE001B
   e) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 046
   f) PHYS 040A, PHYS 040B, PHYS 040C
   g) One course of 4 or more units in Chemistry to be selected in consultation with a faculty advisor.

2) Upper-division requirements (85 units minimum)
   a) CS 100, CS 141, CS 161, CS 161L; one course from CS 153 or CS 160
   b) CS 120A/EE120A, CS 120B/EE 120B; one course from CS 122A or EE 128
   c) CS 111
   d) EE 100A, EE 100B, EE 110A, EE 110B
   e) ENGR 180W
   f) MATH 113
   g) EE 114 or STAT 155
   h) Five courses (at least 20 units) as technical electives from the following set of Computer Science and Engineering, and Electrical Engineering upper-division courses
   CS 100, CS 122A, CS 122B, CS 130, CS 133, CS 150, CS 152, CS 153, CS 160, CS 162, CS 164, CS 165, CS 166, CS 168, CS 170, CS 177, CS 179 (E-Z), CS 180, CS 181, CS 183, CS 193
   EE 105, EE 115, EE 128, EE 132, EE 140, EE141, EE 144, EE 146, EE 150, EE 151, EE 152, EE 175A, EE 175B
The technical electives selected from h) must include either CS 179 (E-Z) or both EE 175A and EE 175B. The selection of the remaining technical electives must be planned, in consultation with a faculty advisor, to include at least one coherent sequence of two classes from either Computer science and Engineering or Electrical Engineering. The technical electives must be distinct from those used to satisfy the upper-division requirements specified in items a) and b) above.

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 Electrical Engineering course requirements must be approved by the Electrical Engineering undergraduate advisor or chair. Exceptions to other requirements require the approval of the undergraduate advisors or chairs of both departments.

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

JUSTIFICATION:
When CS 169 was first approved as a new course, it was also approved to be an undergraduate technical elective for Computer Science, Computer Engineering, and Business Informatics; it was never processed and is being done so presently. This was to be effective Fall 2010 and was first approved in 2009 with the following justification: “Wireless networks are everywhere. The wireless industry has also taken off (example Qualcomm). Given the opportunities that exist today in the wireless industry, our graduates will be better equipped to handle real-world problems if exposed to this area. Very few aspects of wireless networking are covered in the undergraduate networking course. The course is different from traditionally offered courses in Electrical Engineering since it deals primarily with networking issues. In particular, the focus of the course will be on the link, routing and transport layers. Wireless network security, primarily a computer science topic, will be also covered to some extent.”

APPROVALS:
Approved by the Computer Science and Engineering Department: 02/25/2009
Approved by the BCOE Executive Committee: 04/07/2011
Approved by the Committee on Educational Policy: 4/27/2011
PROPOSED CHANGE TO COMPUTER SCIENCE UNDERGRADUATE REQUIREMENTS

To be adopted:

PRESENT:

Major Requirements
Computer Science Major
1) Lower-division requirements (56 units)
   a) ENGR 001
   b) CS 010, CS 012 or CS 013, CS 014, CS 061
   c) CS 011/MATH 011
   d) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A
   e) PHYS 040A, PHYS 040B, PHYS 040C
   f) One course of 4 or more units in an engineering discipline outside the field of computer science to be selected in consultation with a faculty advisor. (Either a lower-division or an upper-division course may be used to satisfy this requirement.)

2) Upper-division requirements (90 units minimum)
   a) ENGR 101
   b) CS 100, CS 141, CS 150, CS 152, CS 153, CS 161, CS 161L, CS 179 (E-Z)
   c) CS 120A/EE 120A, CS 120B/EE120B
   d) CS 111
   e) ENGR 180W
   f) MATH 113
   g) STAT 155
   h) Two courses from MATH 046, MATH 120, MATH 126, PHIL 124
   i) At least 24 units of technical electives to be chosen from an approved list of courses which currently includes CS 100, CS 122A, CS 122B, CS 130, CS 133, CS 134, CS 145, CS 151, CS 160, CS 162, CS 164, CS 165, CS 166, CS 168, CS 170, CS 177, CS 179 (E-Z) (4 units maximum), CS 180, CS 181, CS 183, CS 193 (4 units maximum), EE 140, MATH 120, MATH 135A, MATH 135B. The technical electives selected must be distinct from those used to satisfy the requirements specified in 2.a)-h) above.

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

PROPOSED:

Major Requirements
Computer Science Major
1) Lower-division requirements (56 units)
   a) ENGR 001
   b) CS 010, CS 012 or CS 013, CS 014, CS 061
   c) CS 011/MATH 011
   d) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A
   e) PHYS 040A, PHYS 040B, PHYS 040C
   f) One course of 4 or more units in an engineering discipline outside the field of computer science to be selected in consultation with a faculty advisor. (Either a lower-division or an upper-division course may be used to satisfy this requirement.)

2) Upper-division requirements (90 units minimum)
   a) ENGR 101
   b) CS 100, CS 141, CS 150, CS 152, CS 153, CS 161, CS 161L, CS 179 (E-Z)
   c) CS 120A/EE 120A, CS 120B/EE120B
   d) CS 111
   e) ENGR 180W
   f) MATH 113
   g) STAT 155
   h) Two courses from MATH 046, MATH 120, MATH 126, PHIL 124
   i) At least 24 units of technical electives to be chosen from an approved list of courses which currently includes CS 100, CS 122A, CS 122B, CS 130, CS 133, CS 134, CS 145, CS 151, CS 160, CS 162, CS 164, CS 165, CS 166, CS 168, CS 170, CS 177, CS 179 (E-Z) (4 units maximum), CS 180, CS 181, CS 183, CS 193 (4 units maximum), EE 140, MATH 120, MATH 135A, MATH 135B. The technical electives selected must be distinct from those used to satisfy the requirements specified in 2.a)-h) above.

Visit the Student Affairs Office in the College of Engineering or student.engr.ucr.edu for a sample program.
JUSTIFICATION:
When CS 169 was first approved as a new course, it was also approved to be an undergraduate technical elective for Computer Science, Computer Engineering, and Business Informatics; it was never processed and is being done so presently. This was to be effective Fall 2010 and was first approved in 2009 with the following justification: “Wireless networks are everywhere. The wireless industry has also taken off (example Qualcomm). Given the opportunities that exist today in the wireless industry, our graduates will be better equipped to handle real-world problems if exposed to this area. Very few aspects of wireless networking are covered in the undergraduate networking course. The course is different from traditionally offered courses in Electrical Engineering since it deals primarily with networking issues. In particular, the focus of the course will be on the link, routing and transport layers. Wireless network security, primarily a computer science topic, will be also covered to some extent.”

APPROVALS:
Approved by the Computer Science and Engineering Department: 02/25/2009
Approved by the BCOE Executive Committee: 04/07/2011
Approved by the Committee on Educational Policy: 4/27/11
PROPOSED CHANGE TO COMPUTER SCIENCE MINOR UNDERGRADUATE REQUIREMENTS

To be adopted:

PRESENT:
Computer Science
Undergraduate Program
Minor Requirements
The minor in Computer Science is designed to enhance majors with limited computational theory or practice. As such, students with majors in Computer Engineering, Computer Science, Business Informatics, and Mathematics (Computational Mathematics option) are not eligible.
Requirements for the minor in Computer Science are:

1. Prerequisite courses: CS 010, CS 012 or CS 013, CS 014, CS 061, CS 011/MATH 011, MATH 008B or MATH 009A, MATH 009B, MATH 009C
2. Core courses: CS 100, CS 111
3. Three elective courses, each of four or more units, such that:
   a) Each is an upper-division requirement or a listed technical elective for the Computer Science major, excluding courses numbered 190-199
   b) No course may be an upper-division requirement of the student’s major
   c) At least two courses must be in the Department of Computer Science and Engineering
4. All courses for the minor must be taken for a letter grade

Note Students with a minor in Computer Science must obtain approval from the undergraduate advisor in Computer Science and Engineering for a specific program of electives consistent with their career goals.

PROPOSED:
Computer Science
Undergraduate Program
Minor Requirements
The minor in Computer Science is designed to enhance majors with limited computational theory or practice. As such, students with majors in Computer Engineering, Computer Science, Business Informatics, and Mathematics (Computational Mathematics option) are not eligible.
Requirements for the minor in Computer Science are:

1. Lower-division courses: CS 010, CS 012 or CS 013, CS 014, CS 061, CS 011/MATH 011, MATH 008B or MATH 009A, MATH 009B, MATH 009C
2. Core courses: CS 100, CS 111
3. Three elective courses, each of four or more units, such that:
   a) Each is an upper-division requirement or a listed technical elective for the Computer Science major, excluding courses numbered 190-199
   b) No course may be an upper-division requirement of the student’s major
   c) At least two courses must be in the Department of Computer Science and Engineering
4. All courses for the minor must be taken for a letter grade

Note Students with a minor in Computer Science must obtain approval from the undergraduate advisor in Computer Science and Engineering for a specific program of electives consistent with their career goals.
JUSTIFICATION:
We are correcting the wording of the CS minor program requirements to correct an ambiguity; the phrase “Prerequisite courses” is ambiguous. It is intended simply to indicate that these courses are prerequisites for other courses, but it is sometimes mistakenly interpreted to mean that these courses must be taken before a student declares the CS minor. The phrase “Lower-division courses” is appropriate, since these courses are the only lower-division requirements (numbered less than 100) for the CS minor.

APPROVALS:
Approved by the Computer Science and Engineering Department: 3/23/11
Approved by the BCOE Executive Committee: 04/07/2011
Approved by the Committee on Educational Policy: 4/27/11
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.

**PRESENT AS OF 3/11/08**

**Major Requirements**

The major requirements for both the B.A. and the B.S. degrees in Environmental Sciences are as follows: Students must fulfill the courses listed under the lower-division and upper-division requirements and choose one of the options.

**PROPOSED EFFECTIVE 9/2008**

**Major Requirements**

The major requirements for both the B.A. and the B.S. degrees in Environmental Sciences are as follows: Students must fulfill the core courses listed under the lower-division and upper-division requirements with a grade point average of 2.0 or better and no grade lower than a “C-”.

If a grade of D or F is received in 2 or more core courses required for the major, either in separate courses or repetitions of the same course, the student may be discontinued from the major. Students must, under such circumstances, petition the department to remain in the major. Students are also required to choose one of the options and satisfactorily complete the option requirements.
Justification for Proposed Changes to Undergraduate ENSC Curriculum

4/19/2011- The verbiage in the Major Requirements section was removed from the original proposal due to a miscommunication between the program and CNAS. The original submission included all verbiage that would be printed in the catalog. The Major Requirements verbiage portion was inadvertently removed prior to CEP receipt and the program changes were approved unanimously. As a result, the statement “with a grade point average of 2.0 or better and no grade lower than a „C„. If a grade of D or F is received in 2 or more core courses required for the major, either in separate courses or repetitions of the same course, the student may be dismissed from the major. Students must, under such circumstances, petition to remain in the major” under Major Requirements was added to the catalog, with department approval, as an editorial change effective Fall 2008. This proposal is to formally approve the verbiage that has printed in the General Catalog since Fall 2008 and therefore allow for coding updates in SIS.

The word “dismissed” is incorrect and should be corrected to “discontinued”. Dismissed refers to students that are removed from the University as an active student. Discontinuation is used to remove a student from the major to Undeclared.

Original 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, 4/19/11
Approved by the Committee on Educational Policy: 4/27/11
To be adopted:

Proposed Changes to the French Major

**Present:**

**French Major**

The department offers the B.A. program in French Studies. The core of the major is the study of French and Francophone literatures and cultures through innovative textual, visual and interdisciplinary approaches.

1. Language proficiency (16 units) – FREN 100, FREN 101A, FREN 101B, FREN 101C

2. Eight courses (32 units) of upper-division electives in the French Program. Of these the student must choose a minimum of five courses (20 units) offered entirely in French. Students may petition to take one course (4 units) outside of the French Program on a related topic. It is strongly encouraged that students take at least one class focusing on a time period earlier than 1800. It is highly recommended that students complete FREN 101B and FREN 101C before enrolling in upper-division electives.

**Proposed:**

**Languages and Literatures/French Major**

The department offers the B.A. program in French Studies. The core of the major is the study of French and Francophone literatures and cultures through innovative textual, visual and interdisciplinary approaches.

1. CPLT 001 or CPLT 001W, CPLT 002

2. Language proficiency (16 units) - FREN 100, FREN 101A, FREN 101B, FREN 101C

3. Eight courses (32 units) of upper-division electives in the French Program. Of these the student must choose a minimum of five courses (20 units) offered entirely in French. Students may petition to take one course (4 units) outside of the French Program on a related topic. It is strongly encouraged that students take at least one class focusing on a time period earlier than 1800. It is highly recommended that students complete FREN 101B and FREN 101C before enrolling in upper-division electives.

4. CPLT 193 (4). (CPLT 196 strongly recommended but not required)
**Justification:**

1. **Change to title of the major**
   The addition of the term “Languages and Literatures” before the slash reflects a departmental initiative to gather all majors administered by the Department of Comparative Literature and Foreign Languages under the same umbrella term.

2. **Lower Division courses CPLT 001 or CPLT 001W and CPLT 002**
   Addition of new lower division requirements will target intellectual training in critical thinking, textual analysis, close reading, multicultural contextualization, and analytical essay creation. These are key skills that will be required of students in upper-division French courses. CPLT 002 (Introduction to World Literature) will build on the analytical competency acquired in CPLT 001 or CPLT 001W while introducing problems of translation and cross-cultural literacy.

3. **Upper division courses CPLT 193 and CPLT 196**
   New required Capstone Research Seminar (CPLT 193) and recommended Senior Research Paper (CPLT 196) will complete undergraduate learning through a capstone course experience that will prepare students to engage in meaningful research in a variety of post-graduate settings.

The courses listed on the proposed major are active and will be offered regularly.

**APPROVALS:**

Approved by the Faculty of the Department of Comparative Literature and Foreign Languages: 3/11/11

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 4/2/11

Approved by the Committee on Educational Policy: 4/27/11
To be adopted:

Proposed Changes to the Germanic Studies Major

Present:

Germanic Studies

The Department of Comparative Literature and Languages offers a B.A. major and a minor in Germanic Studies.

— Whether one thinks of philosophy, music, art, religion, or political and social history, Germanic culture has exercised a profound and often decisive influence on Europe. To aid students’ appreciation of these achievements, knowledge of German is a valuable asset. In light of the role that Germany and all other German-speaking countries play within the European Union and worldwide, anyone interested in the study of art, literature, philosophy, history, and the sciences would profit from the Germanic Studies program. Apart from acquiring a reading, speaking, and writing knowledge of the German language, students of this program become familiarized with the great contributions of German poets and thinkers as they manifest themselves in the Germanic literatures and scientific research and are exposed to a wide range of customs in Germany, Austria, and Switzerland.

— The Germanic Studies major and minor offer a diverse curriculum ranging from beginning language classes to advanced study of sophisticated literary and cultural topics.

— The minor naturally complements liberal arts degrees in many areas, including History, Art History, Philosophy, Music, English, Business,

Students are encouraged to consider opportunities for study through the Education Abroad Program (EAP). This is an excellent opportunity to become deeply familiar with another country and its culture while earning academic units towards graduation.

Proposed:

Languages and Literatures/Germanic Studies

The B.A. in Germanic Studies enables a student to specialize in the German language through the acquisition of language competence, as well as exposure to the study of cultural, literary and filmic practices.

No change
Students should plan study abroad well in advance to ensure that the courses taken fit with their overall program at UCR. Consult the departmental student affairs officer for assistance. For further details visit UCR’s International Education Center at internationalcenter.ucr.edu or call (951) 827-4113.

See Education Abroad Program under International Education Center in the Student Services section of this catalog. A list of participating countries is found under Education Abroad Program in the Programs and Courses section. Search for programs by specific areas at eap.ucop.edu/programwizard.

**Foreign Language Placement Examination**

A placement examination is required of all freshmen entering the College of Humanities, Arts, and Social Sciences who wish to meet the foreign language requirement with the same language taken in high school. Consult the quarterly Schedule of Classes and placementtest.ucr.edu for date and time. Transfer students who have taken a college-level language course may not take the placement examination and should consult with their advisors. No college level credit may be duplicated. See college examination policy.

**Major**

1. Lower-division requirements (46 units)
   GER 001, GER 002, GER 003, GER 004, or Equivalents

2. Upper-division requirements (44 units)
   a) Sixteen (16) units from the following:
      GER 100, GER 101, GER 103A, GER 103B, GER 108
   b) Twenty-eight (28) units as follows:
      (1) Sixteen (16) upper-division units in German literature beyond the language requirement
      (2) Four (4) units from GER 118 (E-Z)/MCS 118 (E-Z)
      (3) LING 111

**Major**

1. Lower-division requirements (24 units)
   a) Sixteen (16) units: GER 001, GER 002, GER 003, GER 004, or equivalents.
   b) Eight (8) units: CPLT 001 or CPLT 001W, CPLT 002

2. Upper-division requirements (36 units)
   a) Twelve (12) units from the following:
      GER 100, GER 101, GER 103A, GER 103B, GER 108
   b) Twenty-four (24) units as follows:
      (1) Sixteen (16) upper-division units in German literature and film beyond the language requirement
      (2) LING 111
      (3) CPLT 193 (CPLT 196 strongly recommended but not required)
(4) Four (4) units outside the Germanic Studies program but related to the major from the following: PHIL 121S, PHIL 122O, PHIL 122N, HISE 141, HISE 142, HISE 145, HISE 146, HISE 162 (or any other course related to the major, with approval of the student's advisor)

Justification:

1. **Change to title of the major**
The addition of the term “Languages and Literatures” before the slash reflects a departmental initiative to gather all majors administered by the Department of Comparative Literature and Foreign Languages under the same umbrella term.

2. **Change to description**
This new description simplifies and clarifies the proposed fields of study and outcomes for the major. The proposed lower division course shifts focus to the acquisition of close reading/analytical skills while the capstone course addresses the need for outcomes the assessment called for in the program's extramural review.

3. **Lower Division courses CPLT 001 or CPLT 001W and CPLT 002**
Addition of new lower division requirements will target intellectual training in critical thinking, textual analysis, close reading, multicultural contextualization, and analytical essay creation. CPLT 002 (Introduction to World Literature) will build on the analytical competency acquired in CPLT 001 or CPLT 001W while introducing problems of translation and cross-cultural literacy.

4. **Upper division courses CPLT 193 and CPLT 196**
New required Capstone Research Seminar (CPLT 193) and recommended Senior Research Paper (CPLT 196) will complete undergraduate learning through a capstone course experience that will prepare students to engage in meaningful research in a variety of post-graduate settings.

The courses listed on the proposed major are active and will be offered regularly.

**APPROVALS:**
Approved by the Faculty of the Department of Comparative Literature and Foreign Languages: 3/11/11
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 4/6/11
Approved by the Committee on Educational Policy: 4/27/11
To be adopted:

Proposed Changes to Global Studies Major

PRESENT:

Major Requirements
1. Lower-division requirements (7 courses [at least 24 units] plus foreign language):

   a) GBST 001, GBST 002
   [no change]

   b) Two introductory courses (courses numbered 001–099) in each of two different disciplines.
   [no change]

   c) Proficiency in a foreign language at the sixth-quarter level
   [no change]

   d) Two courses in world history
   [no change]

2. Upper-division requirements (45 units)
[no change]

Students must select eight courses with significant global content in at least two different disciplines and two courses in a single area, and at least one 100-level GBST course.

ANTH 108, ANTH 109/WMST 109, ANTH 119, ANTH 126, ANTH 128/AST 128/
DNCE 128/MUS 128/THEA 176, ANTH 136, ANTH 140G, ANTH 140I, ANTH 140P,
ANTH 163, ANTH 164/LNST 164/
WMST 164, ANTH 168/ETST 148/LNST 168, ANTH 170/BPSC 170, ANTH 176

PROPOSED:

Major Requirements
The major requirements for the B.A. degree in Global Studies are as follows:

Students will not be admitted into the major until they have completed either GBST 001 or GBST 002 with a “C-“grade or better.

1. Lower-division requirements (7 courses [at least 24 units] plus foreign language):

   a) GBST 001, GBST 002
   [no change]

   b) Two introductory courses (courses numbered 001–099) in each of two different disciplines.
   [no change]

   c) Proficiency in a foreign language at the sixth-quarter level
   [no change]

   d) Two courses in world history
   [no change]

2. Upper-division requirements (45 units)
[no change]

Students must select eight courses with significant global content in at least two different disciplines and two courses in a single area, and at least one 100-level GBST course.

ANTH 108, ANTH 109/WMST 109, ANTH 119, ANTH 126, ANTH 128/AST 128/
DNCE 128/MUS 128/THEA 176, ANTH 136, ANTH 140G, ANTH 140I, ANTH 140P,
ANTH 163, ANTH 164/LNST 164/
WMST 164, ANTH 168/ETST 148/LNST 168, ANTH 170/BPSC 170, ANTH 176/AST 127/DNCE 127/ETST 172/MUS 127
POSC 107, POSC 110, POSC 120, POSC 124, POSC 126, POSC 128, POSC 133, POSC 150, POSC 160, POSC 267, POSC 268

PSYC 148 [no change]

PBPL 191 [no change]

RLST 175, RLST 246, RLST 246C RLST 175, RLST 246

SOC 122, SOC 123, SOC 161, SOC 181, SOC 184 [no change]

THEA 161, THEA 176/ANTH 128/AST 128/DNCE 128/MUS 128 [no change]

URST 178, URST 182 URST 178/AHS 178, URST 182/SOC 182

WMST 108/PHIL 108, WMST 109/ANTH 109, WMST 126/ANTH 177/MUS 126, WMST 162, WMST 164/ANTH 164/LNST 164, WMST 175/ETST 175, WMST 179 [no change]

3. Capstone requirement (5 units)

Students are required to complete their major with a capstone experience. The capstone must examine at least one global issue. It may be an advanced seminar on a topic of global significance, an independent major paper or research project supervised by a Global Studies faculty member, or a study abroad program approved by the Chair of Global Studies.

Students are required to complete their major with a capstone experience. The capstone must examine at least one global issue. It may be an advanced seminar on a topic of global significance, an independent major paper or research project supervised by a Global Studies faculty member, or a study abroad program approved by the Chair of Global Studies.

JUSTIFICATION:
The major is getting a number of students coming over from CNAS who are declaring the global studies major as a “temporary” holding major until they can complete their required science courses with better grades and then switch back to a CNAS major. There are also a number of CHASS students who are also using the major as a “holding ground” until they can switch to another major. Requiring GBST 001 or 002 in advance will eliminate this misuse of the major, and will ensure that the major attracts students who are really committed to the discipline of global studies.

LAS is no longer a valid rubric. LAS 105, LAS 168, LAS 187 are now listed as LNST 105, LNST 168, and LNST 187.
All courses have been verified active by Victoria D. Cross, Interdisciplinary Programs.

Curriculum has changed due to the deletion of some courses. Other courses have been updated to reflect current cross-listing.

**APPROVALS:**

Effective: Fall 2011
Approved by the faculty Committee of Global Studies: 10/28/2010
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 1/28/11
Approved by the Committee on Educational Policy: 2/7/11
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
May 24, 2011

To be adopted:

Proposed Changes to History Major

PRESENT:

Majors
History plays a central role in general education for all undergraduate students. History stresses an understanding of changes that take place in society over time. It also provides a meaning to the past that has many implications for the future. Since we learn from experience, through history we can greatly broaden our learning through the experience of others, removed in time and distant in space from our immediate world. The study of history is as useful as it is fascinating. History majors develop an ability to communicate well, both orally and in writing, and the capacity to think clearly and analytically. Whatever one’s goals, it makes good sense to include history in any degree program.

The History Department offers B.A. degrees in History, in History/Administrative Studies, and in History/Law and Society.

Career Opportunities
Many students planning graduate work find history an excellent preparation for professional schools such as law and business administration. For those planning a legal career, a strong background in Western institutions and values can be obtained in a variety of courses in the department. And, of course, a major in history prepares the student for graduate study in this field as well as a broad range of general careers in business, government work and foreign affairs that ask for written and verbal skills developed in the major.

History/Administrative Studies Major
The History/Administrative Studies major is designed to combine the discipline of History, with its emphasis on changes in society over time, with the study of administrative behavior,

PROPOSED:

History Major
History plays a central role in general education for all undergraduate students. History stresses an understanding of changes that take place in society over time. It also provides a meaning to the past that has many implications for the future. Since we learn from experience, through history we can greatly broaden our learning through the experience of others, removed in time and distant in space from our immediate world. The study of history is as useful as it is fascinating. History majors develop an ability to communicate well, both orally and in writing, and the capacity to think clearly and analytically. Whatever one’s goals, it makes good sense to include history in any degree program.

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Many students planning graduate work find history an excellent preparation for professional schools such as law and business administration. For those planning a legal career, a strong background in Western institutions and values can be obtained in a variety of courses in the department. And, of course, a major in history prepares the student for graduate study in this field as well as a broad range of general careers in business, government work and foreign affairs that ask for written and verbal skills developed in the major.

History/Administrative Studies Major
[no change]
the development of public policy, and the tools of decision making. The addition of an Administrative Studies component provides History majors with analytical administrative skills as well as familiarity with the theories and policies of public administration. The concepts of organizational behavior and decision making, when combined with the perspectives provided through the History major, ought to be of particular value to those planning to enter careers in business; federal, state, or local levels of public or private administration; government work or to those planning to attend a professional school of administration or to those utilizing the major in a variety of positions in the public or private sector. (See also the Public History Program, which outlines public sector careers in History.)

History/Law and Society Major
The History/Law and Society major is designed to offer students the opportunity to combine the study of history, with its emphasis on the changes over time in society, politics, the economy, and culture, with the study of legal and law-like relationships and institutions. The coherent series of courses included in this major ought to be of particular value to those intending to study law or to enter other graduate fields as well as to those planning professional careers in government, public administration, business, or other areas where the relationship between history and the law is of significance.

Career Opportunities
Many students planning graduate work find history an excellent preparation for professional schools such as law and business administration. For those planning a legal career, a strong background in Western institutions and values can be obtained in a variety of courses in the department. And, of course, a major in history prepares the student for graduate study in this field as well as a broad range of general careers in business, government work and foreign affairs that ask for written and verbal skills developed in the major.
University Requirements
See Undergraduate Studies section.

College Requirements
See College of Humanities, Arts, and Social Sciences, Colleges and Programs section.

Major Requirements
The History Department offers B.A. degrees in History, History/Administrative Studies, and History/Law and Society.

History Major
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, Africa, and the Middle East

   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.

Students who choose United States as their area of concentration are strongly advised to take HIST 017A, HIST 017B as preparation for upper-division courses in American history.
Lower-division courses taken elsewhere may be counted toward the lower-division requirement, and advance placement units earned in high school may count toward its fulfillment as well. Please consult with the academic advisors for further details.

Each History major is urged to consult with the academic advisors for quarterly advising and to meet with the Undergraduate Advisor at least one time each year. Appointments can be made through the academic advisors.

**JUSTIFICATION:**

The History Department currently has no minimum GPA required to declare or continue as a History major. In addition, the major has minimal lower-division requirements. As a result, we believe some students transfer into the major without adequate experience or commitment. Because students entering UCR who choose History demonstrate their commitment from the start, we propose no change for new freshmen and transfer students declaring History their major at matriculation. However, by requiring matriculated students who wish to change into the History major attain a minimum grade of C in three History courses, we will ensure the preparation and commitment of these new majors, and will thus be able to sustain the level of instruction and learning possible in upper-division History courses and to preserve the quality of our program. Our review of a sample of current students shows that most students who subsequently advance to upper-division status and graduation attain this threshold at the time of declaration, whereas students who do not fulfill this prerequisite are among the most likely to leave the major without completing it.

We have modeled the form and placement in the catalog of this requirement upon the recently approved statement for students changing their major to Psychology.

At the same time, we propose to rearrange the sequence of paragraphs at the beginning of the History major catalog copy, which is currently confusing because it discusses the cooperative majors (History/Administrative Studies and History/Law and Society) before the History major. Recent experience with a meeting all UC History chairs revealed that our current catalog copy was easily misinterpreted.

**APPROVALS:**

Effective: Fall 2011
Approved by the faculty of the Department of History: March 29, 2011
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 4/2/2011
Approved by the Committee on Educational Policy: 4/27/11
To be adopted: Proposed Changes to International Relations Minor:

PRESENT: Proposed:

Offered by the department of Political Science, the International Relations minor offers a basic examination of the major approaches, disciplines, and perspectives of international relations. The study of international relations is necessarily interdisciplinary, focusing on economic, geographic, historical, and political issues and questions.

The International Relations minor is helpful in preparing students for the many careers in the international arena.

Requirements for the minor (28 units)

1. Eight (8) units from HISA 117B, HISE 142, HISE 146, HISA 164B, HISE 174, HIST 182
2. Eight (8) units from ECON 171, ECON 175, ECON 178/BUS 178, ECON 181, ECON 182, ECON 185/LNST 185
3. POSC 124
4. Eight (8) units from POSC 123, POSC 125, POSC 126, POSC 127, POSC 128, POSC 129, POSC 130, POSC 155, POSC 160

JUSTIFICATION:

The proposed change to the International Relations minor is the addition of POSC 124S, POSC 155S, and POSC 160S. These courses are the 5 unit versions of existing 4 unit courses with the added discussion sections (the 5 units courses are designated with a “S” for sections). The underlined courses are approved courses that need to be added into their respective areas.

Shaun Bowler
Professor
Chair, Political Science Department

APPROVALS:
Approved by the faculty of the Department of Political Science on 2/2/2011
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences on 4/6/11
Approved by the Committee on Educational Policy: 4/27/11
To be adopted:

Proposed Changes to the Italian Minor

Present:

Minor

The Italian Studies minor offers students the opportunity to attain an advanced level of proficiency in Italian language while taking a number of discipline-based courses that concentrate on Italian themes. The minor complements liberal arts degrees in many aspects of Western or European studies, including art history, history, philosophy, political science, and religious studies.

Requirements for the minor consist of 20 units, distributed as follows:

1. Eight (8) units of ITAL 101A and ITAL 101B
2. Eight (8) units chosen from among the following:
   - EUR 119 (E-Z), ITAL 139, ITAL 162, ITAL 185
3. Four (4) units from among the following:
   a) AHS 161, AHS 162, or AHS 172, MCS 173 I/CPLT 173 I, HISE 131
   b) Music: Relevant with consent of advisor

Proposed:

Minor

The Italian Studies minor offers students the opportunity to attain an advanced level of proficiency in Italian language while taking a number of discipline-based courses that concentrate on Italian themes. The minor complements liberal arts degrees in many aspects of Western or European studies, including art history, history, philosophy, political science, and religious studies.

Requirements for the minor consist of 24 units, distributed as follows:

1. Twelve (12) units of ITAL 101A, ITAL 101B and ITAL 101C
2. Eight (8) units of upper division courses in Italian literature, film and/or culture offered by the Department of Comparative Literature and Foreign Languages.
3. Four (4) units of upper division courses in Italian art history, history, film, theatre, or another related discipline offered by other departments and approved by the student’s advisor.
With the consent of the advisor, another course may be substituted for this requirement as long as its content and the student’s work have a suitable concentration on Italian themes.

JUSTIFICATION:

The increase in the unit requirement from 20 to 24 units is intended to bring the minor into conformity with other minor programs offered by Comparative Literature and Foreign Languages. The removal of references to specific courses inside and outside the Department of Comparative Literature and Foreign Languages will allow for greater flexibility in advising students. Moreover, since the availability of courses with Italian content is limited at UCR, and as course offerings are continually evolving, it will permit students to make the most of opportunities as they present themselves, with the approval of their faculty advisor.

Please note: The Italian 101A, 101B, and 101C courses are active and offered each academic year.

APPROVALS:

Approved by the Faculty of the Department of Comparative Literature and Foreign Languages: Feb 14, 2011

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: March 2, 2011

Approved by the Committee on Educational Policy: 4/27/11
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
May 24, 2011

To be adopted:

Proposed Changes to the Language Major

Present:

Language Major

The B.A. in Languages allows a student to specialize in two or three foreign languages through a knowledge not only of the languages themselves but also of the bases of language (linguistics), examples of their creative use (literature), and the cultures which they reflect (civilization).

Students interested in a single language concentration should see individual language program listings in this catalog.

Two Foreign Languages Option
1. CPLT 015 and LING 020
2. Elementary and intermediate courses in languages one and two as required
3. Sixty-four (64) upper-division units distributed as follows:
   a) Language one — 28 units which must include the following minimums:
      (1) Sixteen (16) units in language
      (2) Twelve (12) units in literature and civilization
   b) Language two — 20 units which must include the following minimums:
      (1) Twelve (12) units in language
      (2) Eight (8) units in literature and civilization
   c) LING 111 — 4 units
   d) One other course in Linguistics — 4 units
   e) Eight (8) units of electives in any of the above-mentioned areas

Three Foreign Languages Option
1. CPLT 015 and LING 020
2. Elementary and intermediate courses in Language one, two, and three as required
3. Sixty-four (64) upper-division units distributed as follows:
   a) Language one — 20 units which must include the following minimums:
      (1) Twelve (12) units in language
      (2) Eight (8) units in literature and civilization
   b) Language two — 20 units which must include the following minimums:
      (1) Twelve (12) units in language
      (2) Eight (8) units in literature and civilization
   c) LING 111 — 4 units
   d) One other course in Linguistics — 4 units
   e) Four (4) units of electives in any of the above-mentioned areas
   f) CPLT 193 (4 units). (CPLT 196 strongly recommended but not required)

Proposed:

Languages and Literatures/Languages

Major

The B.A. in Languages enables a student to specialize in two foreign languages through the acquisition of language competencies, as well as exposure to the theoretical basis and structure of language itself (linguistics), and the study of the cultural and literary practices, which the target languages reflect and enact.

Students interested in a single language concentration should see individual language program listings in this catalog.

Two Foreign Languages Option
1. CPLT 001 or CPLT 001W, CPLT 002, and LING 020
2. Elementary and intermediate courses in languages one and two as required
3. Sixty-four (64) upper-division units distributed as follows:
   a) Language one — 28 units which must include the following minimums:
      (1) Sixteen (16) units in language
      (2) Twelve (12) units in literature and culture
   b) Language two — 20 units which must include the following minimums:
      (1) Twelve (12) units in language
      (2) Eight (8) units in literature and culture
   c) LING 111 — 4 units
   d) One other course in Linguistics — 4 units
   e) Four (4) units of electives in any of the above-mentioned areas
   f) CPLT 193 (4 units). (CPLT 196 strongly recommended but not required)
b) Language two — 20 units which must include the following minimums:
   (1) Twelve (12) units in language
   (2) Eight (8) units in literature and civilization

c) Language three — 12 units in language

D) LING 111 — 4 units

e) One other course in Linguistics — 4 units

f) Four (4) units in electives from any of the above-mentioned areas

Justification:

1. Major Title Correction/Change
The Languages major was at one point mistakenly renamed "Language" through a clerical error. The major does indeed focus on two languages and the current misnomer is confusing to students. This "change" is in fact an appropriate and overdue correction.

The addition of the term "Languages and Literatures" before the slash reflects a departmental initiative to gather all majors administered by the Department of Comparative Literature and Foreign Languages under the same umbrella term.

2. Lower Division courses CPLT 001 or CPLT 001W and CPLT 002
Addition of new lower division requirements will target intellectual training in critical thinking, textual analysis, close reading, multicultural contextualization, and analytical essay creation. To that end, CPLT 001 (Introduction to Close Reading) or CPLT 001W replaces the more general CPLT 015, which will be discontinued from the major. CPLT 002 (Introduction to World Literature) will build on the analytical competency acquired in CPLT 001 or CPLT 001W.

3. Upper division courses CPLT 193 and CPLT 196
New required Senior Seminar (CPLT 193) and recommended Senior Research Project (CPLT 196) will complete undergraduate learning through a capstone course experience that will prepare students to engage in meaningful research in a variety of post-graduate settings.

4. Discontinuation of "Three Foreign Language Option"
The 3 languages track is being discontinued per the External Reviewers' recommendations, and per departmental findings that the track did not provide adequate preparation in each of the 3 languages.

The courses listed on the proposed major are active and will be offered regularly.

APPROVALS:

Approved by the Faculty of the Department of Comparative Literature and Foreign Languages: 3/11/11

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 4/6/11

Approved by the Committee on Educational Policy: 4/27/11
To be adopted:

**Proposed Changes to Middle East and Islamic Studies Minor**

**PRESENT:**

1. Select two from the required courses (8 units)

   - ARLC 001
   - GBST 169/ANTH 169, HIST 121, POSC 156, RLST 111, RLST 113, WMST 168

2. Select four from the elective courses (16 units)

   a) Arabic Literatures and Cultures
   - ARLC 120, ARLC 151/CPLT 151, ARLC 152/CPLT 152, ARLC 154/CPLT 154/PHIL 154, ARLC 156/CPLT 156

   b) Anthropology
   - ANTH 136/SEAS 136, ANTH 140I

   c) Asian Studies
   - AST 167/CPLT 167

   d) Comparative Literature
   - CPLT 153

   e) History
   - HIST 125, HIST 126

   f) Middle East and Islamic Studies
   - MEIS 199

   g) Political Science
   - POSC 107, POSC 120, POSC 133, POSC 152

**PROPOSED:**

1. Select two from the required courses (8 units)

   - [no change]

2. Select four from the elective courses (16 units)

   a) Arabic Literatures and Cultures
   - ARLC 120, ARLC 151/CPLT 151/MEIS 151, ARLC 152/CPLT 152, ARLC 154/CPLT 154/PHIL 128, ARLC 156/CPLT 156/MEIS 156/RLST 156

   b) Anthropology
   - ANTH 136, ANTH 140I

   c) Asian Studies
   - [no change]

   d) Comparative Literature
   - [no change]

   e) History
   - HIST 124, HIST 125, HIST 126

   f) Middle East and Islamic Studies
   - [no change]

   g) Political Science
   - [no change]
h) Religious Studies
RLST 116, RLST 124K, RLST 149, RLST 150, RLST 151, RLST 155/PHIL 155

i) Theater
THEA 191 (E-Z) (J)

j) Women's Studies
WMST 151, WMST 162

i) Women's Studies
WMST 151, WMST 162/RLST 162

JUSTIFICATION:

Curriculum change needs to be amended to reflect the courses available.

All courses have been verified active by Victoria D. Cross, Interdisciplinary Programs.

APPROVALS:

Effective: Fall 2011
Approved by the faculty Committee of Middle East and Islamic Studies: 01/11/2011
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: March 2, 2011
Approved by the Committee on Educational Policy: 4/27/11
To be adopted:

Proposed Changes to the B.A. and B.S. Degrees in Plant Biology

**PRESENT:**

**Major Requirements**
The major requirements for the B.S. and B.A. degrees in Plant Biology are as follows:

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

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

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

   b) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC, CHEM 112A, CHEM112B, CHEM 112C

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

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

   e) STAT 100A

   f) BCH 100 or BCH 110A (BCH 110A is strongly recommended)

**PROPOSED:**

**Major Requirements**

[no change]

**Note** for the B.S. degree, courses in Statistics and Biochemistry taken as part of the core may count toward the 16 units from an area of specialization. For the B.A. degree, courses in Statistics and Biochemistry taken as part of the
core may not count toward the 12 units required from an area of specialization.

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

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

a) BIOL 102

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

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

d) At least 8 units for B.S. or 4 for B.A. from the following:
   BIOL 100/ENTM 100, BIOL 120/MCBL 120/PLPA 120, BIOL 120L/MCBL 120L/PLPA 120L, BIOL 121/MCBL 121, BIOL 121L/MCBL 121L, BIOL 123/MCBL 123/PLPA 123, BIOL 124/MCBL 124, BIOL 134/PLPA 134, BIOL 134L/PLPA 134L, BIOL 159/NEM 159, BPSC 134/ENSC 134/SWSC 134, ENSC 120/NEM 120/SWSC 120, ENTM 124

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

f) BPSC 193 with a grade of C- or better

g) **For the B.S.** 16 additional units from one of the four areas of specialization (consult with a faculty advisor) and additional upper-division courses in biological sciences and related areas from any of the areas of specialization lists, and students may apply a maximum of 6 units of BPSC 190 and/or BPSC 195H and/or BPSC 197 and/or BPSC 198-I and/or BPSC 199. Requirements a) through g) must be at least 52 units in total.

**For the B.A.** 12 additional units from one of the four areas of specialization (consult with a
Areas of Specialization
Individual student career goals may be achieved by selecting an area of specialization within the diverse disciplines of botany and plant sciences. Adjustments within these programs can be made to accommodate students’ interests. Students must consult with a faculty advisor to clarify educational goals and to plan a program of study.

1. Plant Cellular, Molecular, and Developmental Biology
   a) BPSC 135
   b) Additional units from the following to meet either the B.S. or B.A. requirement: BCH 102, BCH 110B, BCH 110C or BIOL 107A, BCH 153/BIOL 153/BPSC 153, BCH 162, BCH 183, BIOL 107B, BIOL 113, BIOL 114, BIOL 121/MCBL 121, BIOL 121L/MCBL 121L, BIOL 123/MCBL 123/PLPA 123, BIOL 155/BPSC 155, BIOL 168, CBNS 101, CBNS 108

2. Plant Genetics, Breeding, and Biotechnology
   a) BPSC 150
   b) Additional units from the following to meet either the B.S. or B.A. requirement: BCH 153/BIOL 153/BPSC 153, BIOL 105, BIOL 107A, BIOL 107B, BIOL 108, BIOL 109, BIOL 119, BIOL 148/BPSC 148, BIOL 155/BPSC 155, BPSC 135, BPSC 158, CBNS 108

3. Ecology, Evolution, and Systematics
   a) BPSC 146
   b) Additional units from the following to meet either the B.S. or B.A. requirement: ANTH 170/BPSC 170, BIOL 105, BIOL 108, BIOL 112/BPSC 112/ENTM 112, BIOL 116, BIOL 108, BIOL 112/BPSC 112/ENTM 112
4. Plant Pathology, Nematology, and Pest Management

a) BIOL 120/MCBL 120/PLPA 120

b) Additional units from the following to meet either the B.S. or B.A. requirement:
   BCH 183, BIOL 121/MCBL 121, BIOL 121L/MCBL 121L, BIOL 124/MCBL 124, BPSC 133, BPSC 146, BPSC 150, BPSC 158, BPSC 166, ENTM 100/BIOL 100, ENTM 109, ENTM 124, ENTM 127/BIOL 127, ENTM 29, ENTM 129L, ENSC 100/SWSC 100, ENSC 120/NEM 120/SWSC 120, NEM 159/BIOL 159, PLPA 120/BIOL 120/MCBL 120, PLPA 120L/BIOL 120L/MCBL 120L, PLPA 123/BIOL 123/MCBL 123, PLPA 134/BIOl 134, PLPA 134L/BIOL 134L, SWSC 104/ENSC 104

Minor
The minor in Plant Biology allows students majoring in other departments to obtain in-depth training in Plant Biology.

Requirements for the minor in Plant Biology are as follows:

1. BIOL 104/BPSC 104 (4 units)

2. One course (4–5 units) from the following:
   BIOL 132/BPSC 132, BIOL 138/BPSC 138, BIOL 143/BPSC 143, BPSC 133, BPSC 146, BPSC 150, BPSC 158, BPSC 166, ENTM 100/BIOL 100, ENTM 109, ENTM 124, ENTM 127/BIOL 127, ENTM 29, ENTM 129L, ENSC 100/SWSC 100, GEO 151, GEO 153, GEO 169

3. Twelve (12) to 20 units from the following:

Minor
[no change]
BPSC 198-I, BPSC 199, PLPA 120/BIOL 120/MCBL120

Note  No more than 4 units of BPSC 190–199 may be used to fulfill this requirement. The course used to fulfill the requirement in 2. Cannot also be used to fulfill the requirement in 3.

See Minors under the College of Natural and Agricultural Sciences in the Colleges and Programs section of this catalog for additional information on minors.

JUSTIFICATIONS:

All of these changes involve courses that students may select to fulfill the 12 unit requirement in their chosen area of specialization. Specifically,

1. BIOL 109 is being removed because this course no longer exists.
2. BIOL/BPSC 138 has been changed substantially due to a change in instructors. The course content now fits in the area of Plant Cellular, Molecular, and Developmental Biology as well as in Ecology/Evolution and Systematics.
3. BPSC 185 has been resurrected by a new faculty member and we are adding this course to three of our areas of specialization.
4. We are adding GEO 153 and 169 to list of courses in Ecology, Evolution and Systematics because they are appropriate and because a larger number of courses is needed for students in this area.
5. We are adding ENSC 134/ SWSC 134/BPSC 134 because it is appropriate for students specializing in the area of Plant Pathology, Nematology, and Pest Management.

APPROVALS:

Approved by the faculty of the Interdepartmental Program in Plant Biology: January 31, 2011.

Approved by the Executive Committee of the College of Natural and Agricultural Sciences: March 1, 2011

Approved by the Committee on Educational Policy: 4/27/11
To be adopted:

Proposed Changes to Political Science Major

PRESENT:  PROPOSED:

The major requirements for the B.A. degree in Political Science are as follows:

1. Lower-division requirements (four courses [at least 20 units]): one course from a, b, c, and d

   a) POSC 005 or POSC 005H or POSC 007
   b) POSC 010 or POSC 010H
   c) POSC 015 or POSC 017
   d) POSC 020 or POSC 020H

   [no change]

Students in the major must complete two of the four lower-division Political Science courses with a grade of “C” or better in order to take upper-division Political Science courses.

1. Lower-division requirements (four courses [at least 20 units]): one course from a, b, c, and d.

   a) POSC 005 or POSC 005H or POSC 007
   b) POSC 010 or POSC 010H
   c) POSC 015 or POSC 015H or POSC 017
   d) POSC 020 or POSC 020H

2. Upper-division requirements (nine courses [at least 36 units])

   a) One course from each of the following areas:

   (1) U.S. Government and Politics:
       POSC 100, POSC 101, POSC 108, POSC 143, POSC 145, POSC 146, POSC 148 or POSC 148H or POSC 148S, POSC 149, POSC 166, POSC 167, POSC 168, POSC 170, POSC 171, POSC 172/URST 172, POSC 173 or POSC 173S, POSC 180 or POSC 180S, POSC 181, POSC 182, POSC 183, POSC 186

   (2) Comparative Government and Politics:
       POSC 120, POSC 131, POSC 133, POSC 151, POSC 152, POSC 153,

   [no change]

(1) U.S. Government and Politics:
    POSC 100, POSC 101, POSC 108, POSC 143, POSC 144 or POSC 144S, POSC 145, POSC 146, POSC 148 or POSC 148H or POSC 148S, POSC 149, POSC 166, POSC 167, POSC 168, POSC 170, POSC 171, POSC 172/URST 172, POSC 173 or POSC 173S, POSC 180 or POSC 180S, POSC 181, POSC 182, POSC 183, POSC 184 or POSC 184S, POSC 186

(2) Comparative Government and Politics:
    POSC 120, POSC 131, POSC 133, POSC 151, POSC 152, POSC 153,
POSC 154, POSC 155, POSC 156, POSC 157, POSC 158/LNST 148, POSC 159, POSC 160, POSC 162/LNST 142, POSC 164 or POSC 164S

POSC 154, POSC 155 or POSC 155S, POSC 156, POSC 157, POSC 158/LNST 148, POSC 159 or POSC 159S, POSC 160 or POSC 160S, POSC 162/LNST 142, POSC 163 or POSC 163S, POSC 164 or POSC 164S, POSC 178 or POSC 178S

(3) International Relations and Foreign Policy:
POSC 123, POSC 124 or POSC 124S, POSC 125, POSC 126, POSC 127, POSC 128, POSC 129, POSC 130, POSC 132 or POSC 132S, POSC 134 or POSC 134S, POSC 135, POSC 147 or POSC 147S, POSC 150 or POSC 150S, POSC 169

(4) Political Theory:
POSC 110 or POSC 110S, POSC 111, POSC 112, POSC 113, POSC 115, POSC 116, POSC 117, POSC 119, POSC 122

(4) Political Theory:
POSC 106 or POSC 106S, POSC 110 or POSC 110S, POSC 111, POSC 112, POSC 113, POSC 115, POSC 116, POSC 117, POSC 119, POSC 122

b) Five additional courses in Political Science course work (Not more than 2 courses from the 190 series and POSC 142L nd POSC 142M are allowed toward the nine-course upper-division requirement.)

[no change]

A course in statistics is strongly recommended.  [no change]

JUSTIFICATION:

The political science department is proposing that students in the major would have to pass two lower-division political science courses with a grade of “C” or higher before moving on to any upper-division courses. This would apply to majors only. Any two lower-division courses would suffice. We felt that a 2 course requirement is a good compromise between 1 or say 3 - 4. We could consider stiffening the requirements to 3 or 4 lower-division courses (as other social science disciplines do) after seeing the results of this policy.

Information: Last quarter 234 students failed to get a grade of “C” or higher in lower-division courses. They represented 20% of all those enrolled in lower-division courses. We would expect some decline in enrollment in upper division courses in the future, as the new requirement takes effect. But of course, some % of students will improve their performance, so we don't expect any dramatic declines. (This quarter 27% of the students enrolled in upper division courses are non-majors).

We would not anticipate a large increase in enrollments in the lower-division courses because no
one would be grandfathered into this system. It would just pertain to incoming Freshman once the catalog change has been made.

We would increase the course/unit requirements for the Political Science Major. Currently we are at the low end in the College, with 13 courses and 56 units (lower and upper combined). That compares, for example, with 18/77 in psychology and 16/64 in economics. For upper division, currently the catalog says, 9 courses at least 36 units. With the increase in unit value of many upper division courses (from 4 units to 5) students could conceivably take 9 or 10 courses and achieve 40 units. So our proposal is to change the language in the catalog to read that for the upper division requirements for the Political Science major students would take "at least 9 courses for at least 40 units." Thus the total unit requirement for the Political Science Major would increase from 56 to 60 units (20 units for lower-division requirements remains the same).

We believe both of these changes are necessary in order to achieve some attrition from what has become a bulky major (927 at last count, with 40 part-timers). By weeding out some of the weaker students, we hope to reduce class sizes and improve the overall quality of the Political Science students in our classrooms, something we are sure everyone desires.

In areas (1) U.S. Government, (2) Comparative Government, (3) International Relations, and (4) Theory, the underlined courses are approved courses that need to be added into the respective areas.

Shaun Bowler  
Professor  
Chair, Political Science Department

**APPROVALS:**

Approved by the faculty of the Department of Political Science on: 2/2/2011  
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences on: 4/6/11  
Approved by the Committee on Educational Policy: 4/27/11
To be adopted:

Proposed Changes to Political Science Minor

PRESENT:
The Political Science Department offers a minor in Political Science.

1. One lower-division course (at least 4 units) in political science, selected from POSC 005; POSC 010; POC 015 or POSC 017; POSC 020

2. Five upper-division course (at least 20 units) to be selected as follows:
   a) One course in each of the following areas (4 courses):
      (1) American Politics: POSC 100, POSC 101, POSC 143, POSC 145, POSC 146, POSC 148, POSC 149, POSC 166, POSC 167, POSC 168, POSC 170, POSC 171, POSC 172/URST 172, POSC 173, POSC 180, POSC 181, POSC 182, POSC 183, POSC 186
      (2) Comparative Politics: POSC 151, POSC 152, POSC 153, POSC 154, POSC 155, POSC 157, POSC 158/LNST 148, POSC 159, POSC 160, POSC 162/LNST 142, POSC 164
      (3) International Relations: POSC 123, POSC 124, POSC 125, POSC 126, POSC 127, POSC 128, POSC 129, POSC 130

PROPOSED:

1. One lower-division course (at least 5 units) in political science, selected from POSC 005 or POSC 005H or POSC 005W or POSC 007 or POSC 010 or POSC 010H; POSC 015 or POSC 015H or POSC 017; POSC 020 or POSC 020H

2. Five upper-division course (at least 20 units) to be selected as follows:
   a) One course in each of the following areas (4 courses):
      (1) American Politics: POSC 100, POSC 101, POSC 108, POSC 143, POSC 144 or POSC 144S, POSC 145, POSC 146, POSC 148 or POSC 148H or POSC 148S, POSC 149, POSC 166, POSC 167, POSC 168, POSC 170, POSC 171, POSC 172/URST 172, POSC 173, POSC 180, POSC 181, POSC 182, POSC 183, POSC 184 or POSC 184S, POSC 186
      (2) Comparative Government and Politics: POSC 120, POSC 121, POSC 131, POSC 133, POSC 151, POSC 152, POSC 153, POSC 154, POSC 155 or POSC 155S, POSC 156, POSC 157, POSC 158/LNST 148, POSC 159 or POSC 159S, POSC 160 or POSC 160S, POSC 162/LNST 142, POSC 163 or POSC 163S, POSC 164 or POSC 164S, POSC 178 or POSC 178S
(4) Political Theory: POSC 110, POSC 111, POSC 112, POSC 113, POSC 116, POSC 122

(4) Political Theory: POSC 106 or POSC 106S, POSC 110 or POSC 110S, POSC 111, POSC 112, POSC 113, POSC 115, POSC 116, POSC 117, POSC 119, POSC 122

b) One additional course selected by the student from among those listed in (1) through (4) above.

[no change]

JUSTIFICATION:

Included in this change is the addition of the restored honors course, POSC 010H and two new lower-division honors courses, POSC 005H and POSC 020H. POSC 005W and POSC 007 have been included as part of the lower-division course offerings.

In areas (1) U.S. Government, (2) Comparative Government, (3) International Relations, and (4) Theory, the underlined courses are approved courses that need to be added into their respective areas.

POSC 110S, POSC 124S, POSC 144S, POSC 148S, POSC 155S, POSC 159S, POSC 164S, POSC 173S, POSC 180S and POSC 184S are the 5 unit versions of existing 4 unit courses with added discussion sections (the 5 unit courses are designated with an “S” for sections). The goal of the modification is to improve the quality of education in three ways: (1) to increase the material covered, (2) to facilitate more individualized education, and (3) to increase student participation and engagement with the course and its texts. Adding a discussion section and integrating additional readings and written assignments into those sections is intended to promote these objectives.

Shaun Bowler
Professor
Chair, Political Science Department

APPROVALS:

Approved by the faculty of the Department of Political Science on 2/2/2011
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences on: 4/6/11
Approved by the Committee on Educational Policy: 4/27/11
To be adopted:

Proposed Changes Political Science/Administrative Studies Major

**PRESENT:**

**Political Science/Administrative Studies Major**
The major requirements for the B.A. degree in Political Science/Administrative Studies are as follows. Note that the prerequisite for POSC 198-I is a GPA of 2.70 or better.

**Political Science requirements** (48 units)
1. Lower-division requirements
   Three courses from POSC 005 or POSC 005H or POSC 007; POSC 010 or POSC 010H; POSC 015 or POSC 017; POSC 020 or POSC 020H

2. Upper-division requirements
   a) Three courses from POSC 181, POSC 182, POSC 183, POSC 186
   b) At least one course from each of the following:
      (1) U.S. Government and Politics:
          POSC 100, POSC 101, POSC 108, POSC 143, POSC 145, POSC 146, POSC 148 or POSC 148H, POSC 148S, POSC 149, POSC 166, POSC 167, POSC 168, POSC 170, POSC 171, POSC 172/URST 172, POSC 173, or POSC 173S, POSC 180 or POSC 180S, POSC 181, POSC 182, POSC 183, POSC 186
      (2) Comparative Government and Politics:
          POSC 120, POSC 131, POSC 151, POSC 152, POSC 153, POSC 154, POSC 155, POSC 156, POSC 157, POSC 158/LNST 148, POSC 159, POSC 160, POSC 161, POSC 162/LNST 142, POSC 164 or POSC 164S

**PROPOSED:**

**Political Science requirements** (48 units)
1. Lower-division requirements
   Three courses from POSC 005 or POSC 005H or POSC 007; POSC 010 or POSC 010H; POSC 015 or POSC 017; POSC 020 or POSC 020H
   Students in the major must complete two of the three lower-division Political Science courses with a grade of “C” or better in order to take upper-division political science courses.

2. Upper-division requirements
   a) Three courses from POSC 181, POSC 182, POSC 183, POSC 186
   b) At least one course from each of the following:
      (1) U.S. Government and Politics:
          POSC 100, POSC 101, POSC 108, POSC 143, POSC 144 or POSC 144S, POSC 145, POSC 146, POSC 148 or POSC 148H, POSC 148S, POSC 149, POSC 166, POSC 167, POSC 168, POSC 170, POSC 171, POSC 172/URST 172, POSC 173, or POSC 173S, POSC 180 or POSC 180S, POSC 181, POSC 182, POSC 183, POSC 184 or POSC 184S, POSC 186
      (2) Comparative Government and Politics:
          POSC 120, POSC 131, POSC 133, POSC 151, POSC 152, POSC 153, POSC 154, POSC 155 or POSC 155S, POSC 156, POSC 157, POSC 158/LNST 148, POSC 158/LNST 148, POSC 159 or POSC 159S, POSC 160 or POSC 160S, POSC
International Relations and Foreign Policy: POSC 123, POSC 124 or POSC 124S, POSC 125, POSC 126, POSC 127, POSC 128, POSC 129, POSC 130, POSC 133, POSC 135, POSC 147, POSC 150, POSC 153, POSC 169

Political Theory: POSC 110 or POSC 110S, POSC 111, POSC 112, POSC 113, POSC 115, POSC 116, POSC 117, POSC 119, POSC 121, POSC 122

Four (4) units from POSC 198G or POSC 198-I (prerequisite: GPA of 2.70 or better)

Additional four (4) units in any upper-division

Administrative Studies requirements (37 units)

1. Lower-division courses (17 units)
   a) BUS 010, BUS 020
   b) STAT 048 or equivalent (may be used to satisfy breadth requirements)
   c) CS 008 (may be used to satisfy breadth requirements)

2. Upper-division requirements (20 units)
   a) Two courses (8 units) from the list below:
      (1) ECON 102 or ECON 104A or ECON 130 or ECON 162/BUS 162
      (2) PSYC 140 or PSYC 142
      (3) SOC 150 or SOC 151 or SOC 171
      (4) POSC 181 or POSC 182 or POSC 183
      (5) ANTH 127 or ANTH 131
   b) A three-course track (12 units) in Business Administration courses, from one of the following:
      (1) Organizations (General): BUS 100, BUS 107, BUS 176/SOC 176, BUS 158/ANTH 105, SOC 150, SOC 151
      (2) Human Resources Management/Labor Relations: BUS 100, BUS 107, BUS 152/ECON 152, BUS 153/ECON 153, BUS
155, BUS 157, PSYC 142
(3) Business and Society: BUS 100, BUS 102, BUS 107, PHIL 116, POSC 182, POSC 186
(4) Marketing: BUS 103, and two from BUS 112, BUS 113, BUS 114 or BUS 117
(5) Managerial Accounting/Taxation: BUS 108, and two from BUS 166, BUS 168A, or BUS 168B
(7) Finance: BUS 106/ECON 134 and two from BUS 135A, BUS 136, BUS 137, BUS 138, BUS 139
(8) Management Information Systems: BUS 101, BUS 171, BUS 173
(9) Production Management: BUS 104/STAT 104, and two from BUS 105, BUS 122, BUS 127/STAT 127

**Note:** In filling the dual requirements of the selected major, students may not count more than two courses toward both parts of their total requirements (Political Science requirements and Administrative Studies requirements).

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**JUSTIFICATION**

The political science department is proposing that students in the major would have to pass two lower-division political science courses with a grade of “C” or higher before moving on to any upper-division courses. This would apply to majors only. Any two lower-division courses would suffice. We felt that a 2 course requirement is a good compromise between 1 or say 3 - 4. We could consider stiffening the requirements to 3 or 4 lower-division courses (as other social science disciplines do) after seeing the results of this policy.

Information: Last quarter 234 students failed to get a grade of “C” or higher in lower-division courses. They represented 20% of all those enrolled in lower-division courses. We would expect some decline in enrollment in upper division courses in the future, as the new requirement takes effect. But of course, some % of students will improve their performance, so we don't expect any dramatic declines. (This quarter 27% of the students enrolled in upper division courses are non-majors).

We would not anticipate a large increase in enrollments in the lower-division courses because no one would be grandfathered into this system. It would just pertain to incoming freshman once the catalog change has been made.

Underlined courses are new approved courses that are being added to their respective areas.
The strikeout course POSC 133 is being deleted from the International Relations area and is being added to the Comparative Government and Politics area – it is a comparative course, not international relations.

I have verified that all courses listed in this curriculum change are active via the Committee on Courses reports from 12/1/09 to 2/15/11. Cherrie Veriato.

APPROVALS:

Approved by the faculty of the Department of Political Science: February 2, 2011
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 4/6/11
Approved by the Committee on Educational Policy: 4/27/11
To be adopted:

Proposed Changes to Political Science/International Affairs Major

**PRESENT:**

The major requirements for the B.A. degree in Political Science/International Affairs are as follows:

1. Lower-division requirements (two courses [10 units]):
   - One course from a and one course from b
   - a) POSC 015 or POSC 017
   - b) POSC 020 or POSC 020H

**PROPOSED:**

The major requirements for the B.A. degree in Political Science/International Affairs are as follows:

1. Lower-division requirements (two courses [10 units]):
   - One course from a and one course from b
   - a) POSC 015 or POSC 015H or POSC 017
   - b) POSC 020 or POSC 020H

Students in the major must complete two lower-division Political Science courses with a grade of “C” or better in order to take upper-division political science courses.

**Upper-division requirements (16 courses [at least 64 units]):**

a) International Relations (four courses)
   - POSE 123, POSE 124 or POSE 124S, POSE 125, POSE 126, POSE 127, POSE 128, POSE 129, POSE 130, POSE 135, POSE 147, POSE 150, POSE 169

b) Comparative Politics (four courses)
   - POSE 120, POSE 131, POSE 133, POSE 151, POSE 152, POSE 153, POSE 154, POSE 155, POSE 156, POSE 157, POSE 158/LNST 148, POSE 159, POSE 160, POSE 162/LNST 142, POSE 164 or POSE 164S

c) General Political Science (four other political science courses in any subfield).

**PROPOSED:**

No Change

d) In addition, students must take four courses from the following:

No Change
ANTH 161/LNST 161, ANTH 163, ANTH 164/LNST 164/WMST 164, ANTH 186/LNST 166
ECON 171, ECON 175, ECON 178/BUS 178, ECON 181, ECON 182, ECON 185/LNST 185
HISA 117B, HISA 164B, HISE 141, HISE 142, HISE 145, HISE 146, HISE 174, HIST 182
SOC 135, SOC 137, SOC 161

Students may petition for permission to count a specific course not on this list. Political Science/International Affairs majors are strongly encouraged to learn a language other than English. The university offers language instruction in Chinese, French, German, Greek, Italian, Japanese, Korean, Latin, Portuguese, Spanish, and Vietnamese.

JUSTIFICATION:

The political science department is proposing that students in the major would have to pass two lower-division political science courses with a grade of “C” or higher before moving on to any upper-division courses. This would apply to majors only. The Political Science/International Affairs Major requires only two lower-division political science courses.

Information: Last quarter 234 students failed to get a grade of “C” or higher in lower-division courses. They represented 20% of all those enrolled in lower-division courses. We would expect some decline in enrollment in upper division courses in the future, as the new requirement takes effect. But of course, some % of students will improve their performance, so we don't expect any dramatic declines. (This quarter 27% of the students enrolled in upper division courses are non-majors).

We would not anticipate a large increase in enrollments in the lower-division courses because no one would be grandfathered into this system. It would just pertain to incoming Freshman once the catalog change has been made.

The underlined courses are new approved courses that need to be added to their respective areas.

(I have verified that all courses listed in this curriculum change are active via the Committee on Courses reports from 12/1/09 to 2/15/11) Cherrie Veriato.

APPROVALS:

Approved by the faculty of the Department of Political Science: 2/2/11
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 4/6/11
Approved by the Committee on Educational Policy: 4/27/11
To be adopted:

Proposed Changes to Political Science/Public Service Major

**PRESENT:**

Political Science/Public Policy Major
The major requirements for the B.A. degree in Political Science/Public Service are as follows. Note that the prerequisite for POSC 198-I is a GPA of 2.70 or better.

1. Lower-division requirements (five courses [at least 20 units])  
   a) POSC 010 or POSC 010H  
   b) One course from POSC 005 or POSC 005H or POSC 007, POSC 015 or POSC 017, POSC 020 or POSC 020H  
   c) ECON 003  
   d) SOC 004  
   e) SOC 005 or STAT 040

**PROPOSED:**

No Change

Students in the major must complete two of the lower-division Political Science courses with a grade of “C” or better in order to take upper-division political science courses.

2. Upper-division requirements (11 courses [at least 44 units])
   a) Political Science distribution: choose one course from each group

   (1) Comparative Government and Politics
       Group: POSC 120, POSC 131, POSC 151, POSC 152, POSC 153, POSC 154, POSC 155, POSC 156, POSC 157, POSC 159, POSC 160, POSC 162/LNST 142, POSC 164, or POSC 164S

   (1) Comparative Government and Politics
       Group: POSC 120, POSC 131, POSC 133

       POSC 151, POSC 152, POSC 153, POSC 154, POSC 155 or POSC 155S, POSC 156, POSC 157, POSC 158/LNST 148, POSC 159 or POSC 159S, POSC 160 or POSC 160S, POSC 161/LNST 188, POSC 162/LNST 142, POSC 163, POSC 164 or POSC 164S, POSC 178
(2) International Relations and Foreign Policy Group: POSC 124, or POSC 124S, POSC 125, POSC 126, POSC 127, POSC 128, POSC 129, POSC 130, POSC 133, POSC 135, POSC 147, POSC 150, POSC 169


b) Public Service requirement

(1) POSC 181, POSC 183

(2) Eight (8) units from POSC 198G and POSC 198-I (prerequisite: GPA of 2.70 or better)

(3) An additional four courses from POSC 118, POSC 170, POSC 171, POSC 172/URST 172, POSC 182, POSC 186

No Change

No Change

No Change

No Change

**JUSTIFICATION:**

The political science department is proposing that students in the major would have to pass two lower-division political science courses with a grade of “C” or higher before moving on to any upper-division courses. This would apply to majors only. Any two lower-division courses would suffice. We felt that a 2 course requirement is a good compromise between 1 or say 3 - 4. We could consider stiffening the requirements to 3 or 4 lower-division courses (as other social science disciplines do) after seeing the results of this policy.

Information: Last quarter 234 students failed to get a grade of “C” or higher in lower-division courses. They represented 20% of all those enrolled in lower-division courses. We would expect some decline in enrollment in upper division courses in the future, as the new requirement takes effect. But of course, some % of students will improve their performance, so we don’t expect any dramatic declines. (This quarter 27% of the students enrolled in upper division courses are non-majors).

We would not anticipate a large increase in enrollments in the lower-division courses because no one would be grandfathered into this system. It would just pertain to incoming freshman once the catalog change has been made.
Underlined courses are new approved courses that are being added to their respective areas.

The strikeout course, POSC 133, is being deleted from the International Relations Group and being placed into the Comparative Government Group – it is a comparative course not international relations.

I have verified that all courses listed in this curriculum change are active via the Committee on Courses reports from 12/1/09 to 2/15/11. Cherrie Veriato.

**APPROVALS:**

Approved by the faculty of the Department of Political Science: 2/2/11
Approved by Executive Committee of the College of Humanities, Arts, and Social Sciences: 4/6/11
Approved by the Committee on Educational Policy: 4/27/11
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, & SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
May 24, 2011

To be adopted:

Proposed Changes to Public Policy Major

PRESENT:

Major Requirements
The program offers the B.A. degree in Public Policy.

PROPOSED:

Major Requirements
The major requirements for the B.A. degree in Public Policy are as follows:

Students will not be admitted into the major until they have completed PBPL 001 with a “C-“ grade or better.

1. Lower-division requirements (six courses [at least 24 units])
   a) PBPL 001
   b) POSC 010 or POSC 015
   c) ECON 003
   d) PHIL 002 or PHIL 003
   e) HIST 017B or HIST 020
   f) One course chosen from ECON 005, PSYC 011, SOC 005, STAT 040

2. Upper-division requirements (10 courses chosen from two tracks, with no more than seven courses from one track.

Track 1: Health and Population Policy
ANTH 147/WMST 140, ANTH 160, ECON 129, ECON 156, ECON 183, ENSC 141/SWSC 141/MCBL 141, ETST 116/HISA 147, POSC 180, PSYC 178, PSYC 179, SOC 137, WMST 140/ANTH 147

Track 2: Social, Cultural, and Family Policy
ANTH 109/WMST 109, ANTH 148, WMST 150, ECON 122E, ECON 155, WMST 155, ECON 159, EDUC 114, EDUC 132/POSC 132, ETST 126, ETST 139, ETST 146/EDUC 146, ETST 156, MCS 133/SOC 138

Track 1: Health and Population Policy
ANTH 147/WMST 140, ANTH 160, ECON 129, ECON 156, ECON 183, ENSC 141/MCBL 141/SWSC 141, ETST 116/HISA 147, POSC 180, PSYC 178, PSYC 179, SOC 137, WMST 140/ANTH 147

Track 2: Social, Cultural, and Family Policy
ANTH 109/WMST 109, ANTH 148, WMST 150, ECON 122E, ECON 155, WMST 155, ECON 159, EDUC 114, EDUC 132/POSC 132, ETST 126, ETST 139, ETST 146/EDUC 146, ETST 156, MCS 133/SOC 138

Track 3: Economic Policy

Track 4: Urban/Environmental Policy
ECON 121F, ECON 143A/ENSC 143A, ECON 143B/ENSC 143B, ECON 146/URST 146, ENSC 101, ENSC 144, ENSC 143C/ENSC 143C, LWSO 175J, PHIL 117, POSC 127, POSC 172/URST 172, SOC 182/URST 182, SOC 184

Track 5: Policy Institutions and Processes
ECON 116, ECON 119, ANTH 104, HIST 111, HISA 120B, LWSO 100, LWSO 193, PHIL 165, POSC 101, POSC 146, POSC 150, POSC 167, POSC 168, POSC 170, POSC 173, POSC 186, PSYC 175, RLST 174, RLST 175, SOC 150, SOC 151, SOC 159

Track 6: International and Foreign Policy
ECON 187/LNST 187, POSC 120, POSC 125, POSC 126, POSC 127, POSC 129, POSC 154, POSC 158/LNST 148, POSC 159, POSC 160, POSC 162/LNST 142, POSC 169, RLST 173/POSC 109, SOC 135, SOC 181

3. Public Policy Seminar/Colloquia
During the junior and senior years, students must enroll in PBPL 191 (Seminar in Public Policy), which includes attendance at public lectures to the campus community given by outside speakers — typically policy makers,
administrators and researchers — on timely and important policy issues facing the Inland Empire, the state, the nation, and the world.

4. **Domestic or International Policy Practicum**

   In the third or fourth year of the program (or during the summer between the third and fourth years), students must undertake a policy practicum (PBPL 198-I), which consists of an internship (paid or voluntary) on a policy issue or problem with a local, state or federal government agency, nonprofit or for profit organization, a trade association, a labor/trade union, or a public-affairs firm. The Public Policy Program Committee helps students locate internship opportunities. The summer internship provides students with an opportunity to gain real-world experience and apply the analytical skills learned in the classroom. Students enrolled in the UC Riverside Washington Academic Program, the UC Center at Sacramento program or the Education Abroad Program can apply that experience toward the policy practicum requirement, and do not need to undertake a separate internship.

5. **Senior Thesis (for Honors candidates only)**

   Students who have an outstanding academic record in their course work during the first three years of the program can become candidates for Honors in Public Policy during the spring quarter of their junior year. All honors candidates must enroll in a two-quarter senior thesis seminar (PBPL 195H) that will culminate in a written thesis covering a real policy problem of the student’s choice. The thesis project could grow out of the practicum experience.

**JUSTIFICATION:**

PSYC 165 is being deleted because the course no longer active. The last effective quarter was Summer 2008.

The major is getting a number of students coming over from CNAS who are declaring the public policy major as a “temporary” holding major until they can complete their required science courses with better grades and then switch back to a CNAS major. There are also a number of CHASS students who are also using the major as a “holding ground” until they can switch to another major. Requiring PBPL 1 in
advance will eliminate this misuse of the major, and will ensure that the major attracts students who are really committed to the discipline of public policy.

All courses have been verified active by Victoria D. Cross, Interdisciplinary Programs.

**APPROVALS:**

Effective: Fall 2011
Approved by the faculty Committee of Public Policy: 11/09/2010
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 01/04/2011
Approved by the Committee on Educational Policy: 2/7/11
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, & SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
March 24, 2011

To be adopted:

Proposed Changes to Public Policy Minor

PRESENT:

Minor
1. Lower-division requirements (four courses [at least 16 units])
   a) PBPL 001
   b) One course from ECON 005, PSYC 011, SOC 005, STAT 040, HIST 017B, HIST 020
   c) One course from ECON 003, PHIL 002, PHIL 003, POSC 010, POSC 015

2. Upper-division requirements (six courses [at least 24 units] chosen from two tracks):

   Track 1: Health and Population Policy
   ANTH 147/WMST 140, ANTH 160, ECON 129, ECON 156, ECON 183, ENSC 141/SWSC 141/MCBL 141, ETST 116/HISA 147, POSC 180, PSYC 178, PSYC 179, SOC 137, WMST 140/ANTH 147

   Track 2: Social, Cultural, and Family Policy

PROPOSED:

[no change]

[no change]

[no change]

[no change]
139/MCS 139, SOC 143/URST 143, SOC 144, SOC 160, SOC 161, SOC 183P, WMST 109/ANTH 109, WMST 150/ANTH 148, WMST 155/ECON 155, WMST 164/ANTH 164

Track 3: Economic Policy

Track 4. Urban/Environmental Policy
ECON 121F, ECON 143A/ENSC 143A, ECON 143B/ENSC 143B, ECON 146/URST 146, ENSC 101, ENSC 141, ENSC 143C/ECON 143C, LWSO 175J, PHIL 117, POSC 127, POSC 172/URST 172, SOC 184

Track 5: Policy Institutions and Processes
ECON 116, ECON 119, ANTH 104, HIST 111, HISA 120B, LWSO 100, LWSO 193, PHIL 165, POSC 101, POSC 146, POSC 150, POSC 166, POSC 167, POSC 168, POSC 170, POSC 173, POSC 186, PSYC 175, RLST 174, RLST 175, SOC 150, SOC 159

Track 6: International and Foreign Policy
ECON 187/LNST 187, POSC 120, POSC 125, POSC 126, POSC 127, POSC 129, POSC 154, POSC 155, POSC 158/LNST 148, POSC 159, POSC 160, POSC 169, RLST 173/POSC 109, SOC 135, SOC 181

3. Public Policy Seminar/Colloquia
During the junior and senior years, students must enroll in PBPL 191 (Seminar in Public Policy), which includes attendance at public lectures to the campus community by outside speakers — typically policy makers, administrators and researchers — on timely and important policy issues facing the Inland Empire, the state, the nation, and the world.
JUSTIFICATION:

PSYC 165 is being deleted because the course no longer active. The last effective quarter was Summer 2008.

STAT 48 is broadly equivalent in content to STAT 40. Adding STAT 48 as an option to the major will allow transfer students to satisfy this requirement prior to transfer (since most community colleges offer the equivalent of STAT 48 but not STAT 40).

All courses have been verified active by Victoria D. Cross, Interdisciplinary Programs.

APPROVALS:

Effective: Fall 2011
Approved by the faculty Committee of Public Policy: 12/13/2010
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 1/28/11
Approved by the Committee on Educational Policy: 2/7/11
To be adopted:

Proposed Changes to Theatre Major

PRESENT:
Major
The Department of Theatre offers a B.A. in Theatre. The major focuses on three broad areas of theatre — its literature, history, and criticism; performance, design, direction, and technology; and the elements of production. Students have the opportunity to write, perform, direct, and design. Four stages are available for rehearsals and performances: the 500-seat proscenium University Theatre, the 150-seat Studio Theatre in the Arts building with state-of-the-moment equipment for facilities, the 120-seat Rehearsal Lab, and the 50-seat Barn Theatre. Students are able to practice acting in faculty directed shows, student productions, and class presentations. Special projects and studies are offered for advanced students to produce an original work or to study in more depth acting, directing, scenic design, or playwriting. As part of the Theatre Department’s ongoing goal to provide a comprehensive and world-class program in the performing arts, a new Writing Track has been created for students who are primarily interested in pursuing the goal of writing for the performing arts. In addition to taking classes in playwriting and screenwriting, students will be able to take advantage of the department’s active production environment, which is a necessary component of any playwriting or screenwriting education. As Theatre majors in a writing track, student playwrights and screenwriters will be able to take classes in writing for the performing arts, acting, directing, and other production classes as requirements rather than having to fit them in as often unavailable electives. Student assistantships, work-study, Gluck Fellowships, and scholarships such as the Chancellor’s Performance Award are available to students. For further information or a department tour, call the Theatre Department, (951) 827-3343.

University Requirements
See Undergraduate Studies section.

PROPOSED:
Major
The Department of Theatre offers a B.A. in Theatre. The major focuses on three broad areas of theatre — its literature, history, and criticism; performance, design, direction, and technology; and the elements of production. Students have the opportunity to write, perform, direct, and design. Four stages are available for rehearsals and performances: the 500-seat proscenium University Theatre, the 150-seat Studio Theatre in the Arts building with state-of-the-moment equipment for facilities, the 120-seat Rehearsal Lab, and the 50-seat Barn Theatre. Students are able to practice acting in faculty directed shows, student productions, and class presentations. Special projects and studies are offered for advanced students to produce an original work or to study in more depth acting, directing, scenic design, or playwriting. As part of the Theatre Department’s ongoing goal to provide a comprehensive and world-class program in the performing arts, a new Film Making Track has been created for students who are primarily interested in pursuing the goal of becoming filmmakers. In addition to taking classes in filmmaking, screenwriting, acting, and technology, students will also take classes in literature and theory as requirements rather than having to fit them in as often unavailable electives. Student assistantships, work-study, Gluck Fellowships, and scholarships such as the Chancellor’s Performance Award are available to students. For further information or a department tour, call the Theatre Department, (951) 827-3343.
College Requirements
See College of Humanities, Arts, and Social Sciences, Colleges and Programs section.

Major Requirements
The major requirements for the B.A. degree in Theatre is as follows:

Track 1: General Theatre
Upper-division requirements (64 units)
1. Literature, History, Criticism requirement
   a) THEA 100, THEA 120A, THEA 120B, THEA 120C
   b) Twelve (12) units from THEA 121, THEA 122, THEA 124A, THEA 124B, THEA 125 (E-Z), THEA 126A, THEA 126B, THEA 127, THEA 191 (E-Z), or any other course in dramatic literature approved by the Chair
2. Performance, Direction, Playwriting, Screenwriting, Design, and Theatre Technology requirement
   a) THEA 101, THEA 102, THEA 109
3. Production requirement
   Twelve (12) units of THEA 170 with two (2) units from each of the following areas: sets, costumes, and lighting/sound. Six of these units must be taken in residence.

Track 2: Writing for the Performing Arts
Upper-division requirements (66 units)
1. THEA 100, THEA 101, THEA 109, THEA 170 (2 units)
2. Literature, History, Criticism (16) units from CPLT 146, CPLT 149, ENGL 117A, ENGL 117B, ENGL 117C, ENGL 117T, ENGL 129A, ENGL 129B, ENGL 129C, THEA 120A, THEA 120B, THEA 120C, THEA 121

Major Requirements
The major requirements for the B.A. degree in Theatre is as follows:

Track 1: General Theatre
Upper-division requirements (64 units)
1. Literature, History, Criticism requirement
   a) [no change]
   b) [no change]
2. Performance, Direction, Playwriting, Screenwriting, Design, and Theatre Technology requirement
   a) [no change]
3. [no change]

Track 2: Writing for the Performing Arts
Upper-division requirements (66 units)
1. [no change]
2. [no change]
3. Performance, Playwriting, Screenwriting, Production (24) units from THEA 164A/CRWT 164A, THEA 164B/CRWT 164B, THEA 164C/CRWT 164C, THEA 166A/CRWT 166A/MCS166A, THEA 166B/CRWT 166B/MCS 166B, THEA 166C/CRWT 166C/MCS 166C


Track 3: Film Making
Upper-division requirements (71 units)
1. THEA 101, THEA 102, THEA 109, THEA 170 (16 units)
2. Literature, History, Criticism (16) units from CPLT 146, CPLT 149, ENGL 117A, ENGL 117B, ENGL 117C, ENGL 117T, ENGL 129A, ENGL 129B, ENGL 129C, THEA 120A, THEA 120B, THEA 120C, THEA 121
3. Film Making (19) units from THEA 155, THEA 156A, THEA 156B, THEA 157
4. Screenwriting (12) units from THEA 166A, THEA 166B, THEA 166C

JUSTIFICATION: CREATION OF 3\textsuperscript{RD} TRACK

For over 10 years, the Theatre Department has been assembling the elements of the Film Making track through long range planning, ladder track hires, and course development. On both the graduate and undergraduate levels, the Theatre Department offers classes in screenwriting, writing the family film, acting for the theatre and film, filmmaking, editing, and design and technology or theatre and film. Students who are interested in careers in the dramatic arts must be able to move easily between theatre and film so that they can work and survive in the professional world. With all the pieces in place, it is now essential to establish a Film Making track, just as we created a Writing Track, which enables students interested primarily in film making to focus their coursework and assure them the hands-on training they need to work in this collaborative and competitive field. This track will also benefit the MFA in Creative Writing and Writing for the Performing Arts, which is Theatre Department’s joint MFA with Creative Writing.
JUSTIFICATION: UNCROSS-LISTING COURSES

Many years ago along with the hiring of faculty in screenwriting, the Theatre Department created the screenwriting series, THEA 166ABC. The classes were later cross listed with Creative Writing and with Media and Cultural Studies. Over time, the cross listing created a number of unintentional problems for students and for the structure of the classes. MCS and Creative Writing agreed that eliminating the cross listing would solve the problems without negatively impacting students and the Chairs of those departments gave permission for the restoration of those classes to the Theatre Department. With their signed endorsements, this change is already making its way through CRAMS.

All courses have been verified active by Tracey J. Scholtemeyer, FAO, Performing Arts Administration.

APPROVALS:

Effective: Fall 2011
Approved by the Faculty of the Department of Theatre: November 5, 2010
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 4/6/11
Approved by the Committee on Education Policy: 4/27/11
To be adopted:

Proposed Changes to the Women’s Studies major

PRESENT:

The Women’s Studies Department offers a coherent interdisciplinary curriculum with a major field of study in the areas of gender and sexuality. Each student is required to take a total of 12 courses.

At the upper-division level, the department provides concentrations in gender and cultural production, gender and families, sexualities and gender, and gender and work.

University Requirements

See Undergraduate Studies section.

College Requirements

See College of Humanities, Arts, and Social Sciences, Colleges and Programs section.

Major Requirements

The major requirements for the B.A. degree in Women's Studies are as follows:

1. Lower-division requirements (three courses [at least 12 units])

   a) WMST 001
   
   b) One of the following: WMST 010, WMST 020, WMST 030 or WMST 030H
   
   c) One additional lower division WMST course.

PROPOSED:

The Women’s Studies Department offers a coherent interdisciplinary curriculum with a major field of study in the areas of gender and sexuality. Each student is required to take a total of 13 courses.

At the upper-division level, the department provides concentrations in gender and cultural production, gender and families, sexualities and gender, and gender and work.

University Requirements

See Undergraduate Studies section.

College Requirements

See College of Humanities, Arts, and Social Sciences, Colleges and Programs section.

Major Requirements

The major requirements for the B.A. degree in Women's Studies are as follows:

1. Lower-division requirements (three courses [at least 12 units])

   a) WMST 001
   
   b) One of the following: WMST 010, WMST 020, WMST 030 or WMST 030H
   
   c) One additional lower division WMST course.
2. Upper-division requirements (*nine* courses [at least 36 units])

a) WMST 100

b) WMST 191A and 191B

c) Six courses of electives chosen from the list below with the following distribution requirements:

1) One course focusing on African American women, Asian American women, Chicanas/Latinas, or Native American women in the United States or on women from societies in Latin America, Asia, the Middle East, or Africa

2) One course focusing on issues of sexuality, sexual orientation, sexual identification, or masculinity and femininity

3) The following courses may only be counted one time towards the major: WMST 190, WMST 195, WMST 198-G

**Elective Course Work**

Upper-division Women's Studies courses or courses in another department that are cross-listed with Women's Studies.

Closely related upper division courses from other programs or departments may be substituted upon approval.

2. Upper-division requirements (*ten* courses [at least 40 units])

a) WMST 100

b) WMST 191A and 191B

c) WMST 195 or WMST 198G

d) Six courses of electives chosen from the list below with the following distribution requirements:

1) One course focusing on African American women, Asian American women, Chicanas/Latinas, or Native American women in the United States or on women from societies in Latin America, Asia, the Middle East, or Africa

2) One course focusing on issues of sexuality, sexual orientation, sexual identification, or masculinity and femininity

3) The following courses may only be counted one time towards the major: WMST 190, WMST 195, WMST 198-G

**Elective Course Work**

Upper-division Women's Studies courses or courses in another department that are cross-listed with Women's Studies.

Closely related upper division courses from other programs or departments may be substituted upon approval.
JUSTIFICATION:

The Department wishes to ensure that every Women’s Studies major has the opportunity to develop professionally in a “capstone” course at the junior/senior level (Learning Outcome 5 in the Women’s Studies WASC report). Currently students who opt for the Senior Thesis (WMST 195) have a capstone experience, but students who do not take WMST 195 have no consistent opportunity to prepare professionally for careers in the field. WMST 198-G provides a vehicle for professional development for majors not taking WMST 195, and an additional opportunity for professional development of a different sort for students taking or planning to take WMST 195.

The inclusion of 2c, WMST 195 or WMST 198G as core requirements make it necessary to increase the number of required courses from twelve to thirteen courses.

APPROVALS:

Approved by the faculty of the Department of Women’s Studies: December 1, 2010
Approved the Executive Committee of the College of Humanities and Social Sciences: January 19, 2011
Approved by the Committee on Educational Policy: February 7, 2011
Assembly Date: April 13, 2011

Assembly Location: UCOP

Minutes for the 12-10-2010 meeting was approved.

**Actions:**
- **Nomination and election of the Vice Chair of the 2011-12 Assembly**
  Robert Powell of UC Davis was to be Vice Chair of the 2011-12 Academic Assembly

**From Assembly Chair, Daniel Simmons**

The Academic Council voted for a new Special Committee on Agriculture and Natural Resources (ANR) that receives $130M from central funding. It consists of chairs of UCPB, UCORP, and CCGA, and three at-large members (one from a non-ANR campus).

The online pilot project has received a $748,000 grant from Next Generation Learning (Gates and Hewlett Foundations). The administration has authorized a no-interest loan of up to $6.9M to fund the pilot project. The pilot project has solicited proposals and accepted 29 courses.

**From President and His Team,**

President Yudof made brief remarks.

UCOP is cutting its own budget by $50 M.

UCOP also cuts its support for centrally funded research programs by $30 M.

The President reported his meeting with the Governor. Brown understands UC’s role to California. The State Assembly Speaker publicly spoke against an all-cuts budget, but expects the budgetary paralysis to the fall. Hence, UC will adhere to the budget presented to the Regents, assuming a $500M reduction, 3% merit increases for faculty and non-represented staff and 8% fee increase. The 8% annual increases may be the best scenario. Yudof will try to raise $50M per year for scholarship from corporations and foundations.

Patrick Lenz, Vice President for Budget and Capital Resources, gave a presentation on current and projected budget that was presented to the Regents in March. The goal of the 5-year plan is to define the revenue for the university. Since UC received 7-8% annual budget increases in past, so a model of 8% annual increases was used for the 5-year budget plan.

Provost Pitts discussed the current proposals for cuts to systemwide programs. Many US systemwide programs will be reduced or eliminated. For example, the UC Discovery Grant Program will be eliminated to save $16M annually.

Submitted by Professor Albert Wang, Representative to the Assembly
Ad Hoc Committee on Academic Planning
Report to the Senate – May 24, 2011

To the Academic Senate, Riverside Division:

On March 2, 2011, Faculty Senate Chair Mary Gauvain appointed an Ad Hoc Committee on Academic Planning and charged the committee to, “examine the academic mission and activities of the campus in the context of the current budget climate” and to “focus on ways to allocate funds and make changes to academic programs and the curriculum that preserve excellence as well as keep the campus on a positive and sustainable course that is aligned with the Strategic Plan 2020.”

The Ad Hoc Committee met eight times (two of the meetings with the Committee on Planning & Budget). The committee examined the potential impacts on University quality and financial feasibility of a broad range of ideas for meeting budget reduction requirements. The criteria used to assess suggested budget cutting ideas were that they must not damage the capacity of UCR to maintain the quality of research and instruction essential to the University mission and maintaining progress toward an AAU Profile for the campus.

One unavoidable conclusion was reached in the course of these deliberations: Neither the members of this Ad Hoc Committee nor any Faculty Senate group have a sufficient knowledge of the diverse capabilities and needs of campus academic units to make an informed judgment regarding where academic programs can be reorganized, restructured or eliminated in ways that significantly contribute to budget balancing without doing serious damage to the University mission! Nevertheless, it is clear that strategic decisions about budget cuts are imperative, as across the board cuts resulting in increased faculty work loads will further erode our research mission, erode the student educational experience, and lower the overall quality of the University. Thus, we concluded that, in order to meaningfully participate in the Senate’s shared governance responsibility to provide guidance for budget deliberations, it will be necessary to undertake a substantial study of our academic units by gathering and analyzing high-quality data regarding their current state of development, their strengths and weaknesses, their current research and instruction workloads, their centrality to realizing the goal of AAU status, and their capacity to absorb necessary budget cuts.

For this reason, rather than trying to identify budget adjustment strategies to meet immediate cost reduction goals, we propose that the Senate undertake an assessment of campus academic units using the following guidelines:

1. Each departmental level academic unit will undertake a self-study leading to a statement of mission and goals that includes:
a) Instructional workload analysis – sketching a 5-year history and 3-year projection of both undergraduate and graduate enrollment, class size, TA/RA utilization, individual faculty workload, estimates of faculty instructional quality.

b) Research productivity analysis – delineating faculty publications (number of publications, their placement in quality outlets, their citation rates), extra-mural funding (proposals submitted, success rate, and award sizes), academic honors/awards, identification of expected research productivity over the next 3 years.

c) Service responsibilities – professional, campus and community service activity summaries together with an estimate of the effect of these activities on campus reputation and functions, student recruitment, and individual faculty careers.

2. Each unit will be asked to prepare an assessment of their place in an AAU profile university (and describe what protections and/or development are needed to assure that place).

3. Each unit will be asked to provide a budget summary and projection covering the last three years and a two-year projection.

4. Information from the campus strategic planning process could be used to inform this planning process.

5. Upon completion of these self-study documents, the Senate should create a broadly representative Ad Hoc Committee (or a combination of existing Senate committees) to analyze and summarize the resulting information and advise Senate leadership regarding what priorities should be defended in budget deliberations with the campus administration.

It is the conviction of your Ad Hoc Committee on Academic Planning that, despite the substantial work involved, the Senate leadership will only be able to meaningfully advocate for and protect University quality in these Draconian budget times if this information is collected, analyzed and used in the budget development process.

Accordingly, the Ad Hoc Committee on Academic Planning moves that the Riverside Division endorse the study proposed here, and direct the Chair of the Division to task the appropriate Senate committees to participate in the study as appropriate.

Respectfully submitted,

Douglas Mitchell – Graduate School of Education/Planning & Budget (Chair)
Malcolm Baker – Art History/ Planning & Budget
Steven Clark – Psychology/Undergraduate Admissions Committee
Nosang V. Myung – Chemical and Environmental Engineering/Graduate Council
Anthony W. Norman – Biochemistry and Biomedical Sciences-Emeritus/ President, UCR Emeriti Association
Patricia Springer – Botany and Plant Sciences/Planning & Budget
The Academic Senate Committee on Distinguished Teaching reviewed the Distinguished Teaching nomination files and recommends that Professor Peter Sadler (Department of Earth Sciences) and Professor Conrad Rudolph (Department of History of Art) be awarded the Distinguished Teaching Awards for 2010-2011.

Peter Sadler

Professor Peter Sadler came to U.C. Riverside in 1976 and has excelled in his dedication to both classroom teaching and working outside the classroom to evaluate teaching effectiveness. Dr. Sadler demands rigor from both himself and his students in all of his classes. No one would ever say his courses are “easy” or “soft.”

Dr. Sadler doesn’t just teach Geology, but “uses Geology to teach students how to think – how to recognize problems and figure out solutions and very significantly, how to articulate the results and interpretations.” As one undergraduate student commented, “My learning has improved with his teaching.” One of his colleagues commented that “Pete’s teaching style inspires the motivated students but does not abandon the ones that require a great deal of help. I get the distinct impression that some students have never before been inspired to work at such a level in college, and the resultant boost to these students’ confidence is something that they take with them for the rest of their careers.”

Dr. Sadler strongly believes that good writing is the key to success and was one of the first, and remains one of the few in the sciences, to incorporate extensive writing exercises in all of his classes, including large enrollment classes like GEO 001. He personally spends untold amounts of time editing student writing.

Laboratory sections of most lower-division undergraduate courses at U.C. Riverside are managed by teaching assistants. Dr. Sadler recognizes the importance of the lab sections in linking the lecture material to the hands-on experience from the lab and therefore, attends nearly every lab section for his classes. This allows the laboratories to be packed with activities, which include inquiry-based learning, group discussions, and field trips.

The extensive submission of letters from undergraduate and graduate students, postgraduates, and faculty all attest that Peter Sadler’s dedication and passion to teaching is genuinely special.

Conrad Rudolph

Professor Conrad Rudolph came to U.C. Riverside, Department of History of Art in 1991 and has enthralled students throughout his career. He is known to be a demanding instructor with an “old school style” yet is able to engage students to understand the complex relationships between medieval images and theological texts. He teaches a broad range of courses, including “The Art of Greece,” “History of Western Art: Prehistory to Byzantine,” and “The Art of Early Medieval Europe.” One student commented that Professor Rudolph’s lectures in “Pilgrimage Art of Romanesque France” were “…challenging, interesting, and inspiring. I feel privileged to be in his class.” To quote another student, “What I think it comes down to is that Professor
Rudolph is so passionate about his classes, the subjects he teaches, and the success of his students that he is able to capture the attention of his students and make them eager to learn.”

Similar comments recur throughout the letters and teaching evaluations submitted by undergraduate and graduate students. It is clear from the many letters of nomination that Professor Conrad Rudolph is a “dynamic lecturer, brilliant art historian, and supportive teacher” and worthy of the Distinguished Teaching Award.

Roger Ransom
Michael Marsella
Stephanie Hammer
Marylynn Yates
Christopher Amrhein (Chair)
COMMITTEE ON FACULTY RESEARCH LECTURER
REPORT TO THE RIVERSIDE DIVISION
MAY 24, 2011

NOMINATION OF PROFESSOR NORMAN C. ELLSTRAND
FOR 2011-12 FACULTY RESEARCH LECTURER

From its inception well over half a century ago, the Faculty Research Lecturer Award has been the highest honor that the Academic Senate bestows. The Committee on the Faculty Research Lecturer is honored to place in nomination by acclamation, Norman C. Ellstrand, Professor of Genetics, Department of Botany and Plant Sciences. As one of the external letters states he “…is the foremost expert on gene flow…” and possibly the most trusted scientist in the highly polarized debate over GM crops.

Norm’s research history presents a coherent progression from an interest in plant breeding systems and cost/benefit analysis of sexual reproduction to the development of techniques for identifying paternity (which is part of the mix of factors that determines whether or not it is advantageous to have outcrossing versus self-fertilization) to a more general interest in gene flow, and finally to an interest in the escape of engineered genes from cultivated plants into wild plants. This progression, as outlined in the nomination letter, displays the strength of integrating the development of new methodologies with the definition of research questions. It also displays his persistence and originality. Many people do good work, but few display such coherent research themes.

The second reason for choosing Norm is that his areas of excellence span basic research, applied research and the transfer of research results to the implementation of policy. This mix means that he will ultimately have a much broader impact than would be the case if he were confined to basic research and basic science journals. At the same time, it is clear that his versatility has not been attained at any sacrifice in his basic research contributions. His extraordinary publication and citation records are a testament to this aspect of his career.

The third compelling feature of Norm’s work is his production of a book that consolidated a large body of “gray” literature with basic science. He then presented this synthesis in a way that was accessible to a general audience. This is part of the outreach component of his career. As one external reviewer put it “Norm is an absolute gem of a communicator with a humane decency that makes science accessible, trusted and even embraced by diverse people and institutions.”

The Committee also notes with pride that all Norm’s work was all done at UCR.

For these reasons and many more, we, the undersigned members of the Senate Committee on Faculty Research Lecturer, unanimously and enthusiastically nominate, as Faculty Research Lecturer for 2011-12, Professor Norman C. Ellstrand.

Christopher A. Reed (Department of Chemistry) - Chair
Roger Atkinson (Department of Environmental Sciences)
Stanley Stewart (Department of English)
David Reznick (Department of Biology)
The recipient of the 2011 ACADEMIC SENATE DISTINGUISHED CAMPUS SERVICE AWARD is Professor Giles Waines. Professor Waines has provided, for decades, distinguished service and leadership, often concurrently, as Director of the UCR Botanic Gardens, as Director of the UCR Herbarium, and as a member of the Academic Senate Committee on Academic Personnel (CAP). He has performed this service while carrying out additional departmental assignments and, at the same time, maintaining a strong research program and a teaching load frequently above the departmental average.

The most visible, outstanding service role of Professor Waines is as Director of the UCR Botanic Gardens for 30 years with its many facets. Through Professor Waines’ leadership the Botanic Gardens is not only one of the crown jewels of the campus, but it is also an important and indispensable extension of UCR in the Inland Empire that enhances the visibility and positive image of UCR throughout southern California. Since 1981 Professor Waines has advanced the physical beauty of the gardens, sustained their financial well being, established an administrative structure, and facilitated the expansion of the educational, cultural and outreach programs offered by the gardens. The Botanic Gardens, which contain 3,500 plant species from around the world, is a living laboratory and center for education, outreach and public service activities that serve the varied needs of young children, UCR undergraduate and graduate students, homeowners, backyard gardeners and Senior citizens. Professor Waines tirelessly applied his vision and energy to do whatever needed to be done to develop the Gardens, from cultivating and maintaining donor support, writing grants to obtain funding for employee salaries and physical improvements, and even sleeping at the gardens to protect the nearly 10,000 plants available at the annual Spring and Fall plant sales.

For 23 years Professor Waines has also served as the Director of the UCR Herbarium, which currently houses over 142,000 vascular plant specimens from the United States, with approximately 80,000 of those from California, and an additional 32,000 specimens from Mexico. UCR’s herbarium is an important source of information for academic researchers, private consulting firms, government agencies, and other groups and individuals in Southern California. Each year, the UCR Herbarium staff provides more than 5,000 requested identifications, with approximately 25% of these specimens added to the Herbarium’s actively growing collection.

Nominators noted that Dr. Waines rarely says “no” when asked to take on a task for the Senate, the college, or the department, including extra teaching assignments. In his quiet, highly effective manner, Professor Waines simply does everything it takes to get the job done well, and the committee is pleased to award him the 2011 Distinguished Campus Service Award.

Carl Cranor, Chair  
Eric Barr  
Carol Lovatt  
June O’Connor  
Gary Scott
To be adopted:

A moratorium on the Interdisciplinary Studies Major

Justification:
Please see attached

Approvals:
Committee in Charge of Interdisciplinary Studies Major, 3/16/11
CHASS Dean Cullenberg: 2/10/11
CHASS Executive Committee: 5/26/10 and 9/29/10
CEP: 3/16/11
Interdisciplinary Studies Major
Report to the Executive Committee

Kevin M. Esterling (Political Science, chair of committee)
Richard Arnott (Economics)
Steven Brint (Sociology and Associate Dean for Student Academic Affairs)
Jodi Kim (Ethnic Studies)
Barbara Wotherspoon (CHASS Student Affairs Officer)

February 12, 2010
I. Introduction

a. Committee charge. We have been asked to investigate issues surrounding the Interdisciplinary Studies major (IDST), and to propose recommendations to remedy these problems. The issues revolve around two major themes: 1) problems regarding the administrative organization of the program, including communications with other departments on course availability and IDST majors’ access to courses in other departments; and 2) problems regarding the academic excellence fostered by the current curriculum and requirements.

b. Committee composition. The committee is composed of Kevin Esterling (Political Science, committee chair), Richard Arnott (Economics), Steven Brint (Sociology and Associate Dean for Student Academic Affairs), Jodi Kim (Ethnic Studies), and Barbara Wotherspoon (CHASS student affairs officer).

c. Acknowledgements. We prepared this report after speaking with Anne Sutherland, Brenda Aragon, Sharon Payne, Sean O'Grady, Anthony Gonzales and Jose Bertudies. Much of this report reflects their ideas and expertise, and we thank them for their contributions.

d. Organization of this report. After outlining the background and requirements for the IDST major, we detail the organizational and academic excellence issues surrounding the major, and then offer possible courses of action. We discuss possible ethical issues surrounding changes to the program before concluding.

II. Background on IDST Major

a. Structure of the major. To complete the IDST major,¹ after completing two years of lower division coursework, students may choose between two options: 1) the “two concentrations” option requires seven upper division classes in their primary concentration, and four in their secondary concentration. Each concentration is a list of upper division courses, where the listing for each department is modeled after that department’s minor.

¹ We distinguish IDST from the named interdisciplinary studies majors such as Global Studies, Latin American Studies, Public Policy, California Studies, etc. This report does not consider the named interdisciplinary programs.
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requirements. These concentrations, however, are subject to change. Although the Executive Committee approved the structure of the major in 2004, the concentration listings have never been reviewed by the Executive Committee. 2) The "communications" option requires eleven upper division courses across a variety of departments. Neither option has a minimum GPA requirement, other than the student be in good academic standing.

b. History. IDST traces its origins to the Liberal Studies (LBST) major. IDST was approved by the Executive Committee as a separate major when in 2004 the requirements of the LBST major were changed to conform to subject matter requirements spelled out in the No Child Left Behind Act. LBST remains a major for students who intend to teach K-6 in California, while IDST is intended for students who have interdisciplinary interests.

c. Staffing. Anne Sutherland is the faculty director. The program has one MSO, Sharon Payne, and one full time advisor, Brenda Aragon. Some of the advising has been taken over by Sean O'Grady and Anthony Gonzalez in the CHASS office. There is a faculty committee that meets once or twice a year to review curricular changes.

d. Student composition. There are currently 409 IDST majors. Of these, 108 are in communication studies. Among the larger primary concentrations among the other students are Biological Sciences (40 students), Business Administration (130), Psychology (12), Sociology (31) and Undeclared (25).

III. Organizational Issues

a. Overview. Under the heading of organizational issues we describe organizational barriers that create confusion or inefficiencies in the administration of the program. These inefficiencies are often detrimental to students' progress.

b. Communication between IDST and the departments. Departmental course offerings change from quarter-to-quarter and from year-to-year, and the courses listed in the catalog often are actually not offered in a given year. In developing their curricular plans for their IDST major, however, students rely on the catalog and the list of courses for each concentration that the IDST office maintains (which itself is based on the catalog). If courses are not offered, IDST students are required to continuously update their curricular plans. This is especially a problem for the communication studies option, the student's 11 course mix often is based more on course availability, substitutable courses instead of a well-planned course of study. Currently, the IDST advisor does not receive advance notification of changes to curriculum and department course offerings thus course planning and degree tracking for students is difficult. However, even with advance notification, the problems of course availability and the need to substitute
Interdisciplinary Studies Report to the Executive Committee

applicable courses are problematic. The IDST advisor does not receive
departmental course offerings in advance of the catalog printing to help
students anticipate changes or to plan and get into classes. To update the
course lists for each concentration, the IDST advisor examines the minor
requirements listed for the corresponding department in the UCR catalog
every two years. The last updating was Fall 2008, and the next is due Fall
2010. The staff relies on the printed catalog to do this updating since they do
not have the time to contact each department separately. The concentrations
are informally modified throughout the year as students return to the IDST
office asking for a substitute after having run into a roadblock in a
department.

c. Resulting problems with students meeting their curricular plan. When
a course that would otherwise satisfy requirements for a concentration is not
offered, students must return to the IDST advisor and request a substitute
class. This puts the onus on the (lone) IDST advisor to understand the
substantive requirements of nearly every major in the college, as well as some
outside of the college, to make an informed recommendation. Typically, a
substitute can be found; however, with constant substitutions students’
curricular plans can quickly become incoherent. When there are
substitutions, the advisor must then change the student’s course plan on the
computer, which is time consuming.

d. Enrollment management. In addition to these communication problems,
the coherence of students’ curricular plans is further eroded as departments
are increasingly restricting upper division course enrollments to their own
majors. IDST does not have the authority to enroll students in other
departments’ courses, and so often IDST majors are unable to get the
courses they need to conform to their curricular plans and to graduate.

e. Staffing. The IDST office has recently lost a staff person, and so is
understaffed. The staff also administers the named interdisciplinary studies
programs (Public Policy, Latin American Studies, etc.) along with Ethnic
Studies and Women’s Studies. As a result, the advisor is responsible for a
large number of majors spread out in departments across the college and in
other colleges, and this makes advising especially difficult. As a result of
these staff shortages, students might not be getting the attention they need.
And as we describe next, many of these students are in especial need for
careful advising.

IV. Academic Excellence Issues

a. Overview. A number of people we spoke with are concerned that the
current structure of the IDST major does not foster academic excellence
among students. In principle, we strongly endorse creating interdisciplinary
studies opportunities for students who find the departmental majors too
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confining and who wish to explore wide-ranging intellectual interests and pursue career goals in the way that best fits these interests. In a departmental major, the department takes the responsibility for presenting a coherent curriculum for students. Since by its nature interdisciplinary studies occur outside of the departments, it takes an exceptional student to pursue an interdisciplinary major well. Students must be able to master the concepts and methods from several fields and to make connections across fields in a coherent way. We find, however, that in practice students in the IDST major do not express interdisciplinary interests, and often are the ones who are struggling with the departmental curricula.

b. Lack of interdisciplinarity

i. For students who take the two concentrations, the concentrations often have no connections to each other. Students typically view the concentrations as “two minors” that are often only loosely linked at best. The concentration listings themselves do not integrate the concepts among the fields. One could imagine two concentrations in, say, psychology and behavioral economics, for a student that is interested in understanding psychological risk perceptions, with the courses in each discipline identified that would lead students to arrive at a broad and coherent understanding. But instead, the current concentration listings make no such substantive or methodological connections between fields.

ii. Students who switch to IDST often do so without actual interdisciplinary interests. Instead, they typically ask the advisors what two concentrations will get them to a degree the fastest.

iii. Interdisciplinarity requires grounding in each discipline, but we are doubtful whether seven courses in the primary and four in the secondary concentration provide enough grounding to gain enough insight into each field. The concern is the student is simply getting two half-way majors, without a deep grounding in either.

iv. Given current enrollment problems on campus, students in IDST must be especially flexible in their curricular plans in order to find classes in a given quarter. As a result, this places the advisor in a position to make substantive judgments of what substitute courses can maintain continuity and coherence across the two fields. Currently, there is no requirement for faculty in either department to oversee students’ curricular plans. The mere fact that students must make substitutions on the fly reduces the chances that they will make interdisciplinary connections across the two fields, and maintain a vision of how even a carefully crafted plan connects two disciplines.

v. IDST lacks a capstone requirement, such as a final paper or project, to pull together ideas from the two disciplines. Thus there is no structural reason for students to make the effort to integrate concepts or material across the two concentrations.

vi. The Executive Committee has never reviewed the course listings for the concentrations, to review the concentrations for their intellectual coherence.
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vii One way to think of these curricular shortcomings would be to try to envision how one would evaluate this program using WASC accreditation standards that the departments were recently required to develop.

c. IDST attracts underperforming students
   i Students can have a below 2.0 GPA in one concentration and above in another, and still graduate. Thus, students who are performing poorly in departmental majors can switch to IDST to graduate. In addition, students who simply want the path of least resistance to a degree are attracted to IDST because of its low GPA requirements and because they can navigate between the two concentrations in order to avoid difficult classes.
   ii Many students who do not meet a department’s minimum requirements for a major can switch to IDST to continue a reduced version of that same major. As a result, IDST has become something of an easy-out for students who wish to cling to a major that they are not doing well in, rather than going through the difficult process of reflecting on why they were not successful and choosing a different major which may present a better intellectual fit. Providing this release valve to students is potentially a disservice to students, as it does not force them to reflect on their actual strengths and their fit with that field. Students who perform badly in Biology might excel in Art History, if they were to give it a chance. But IDST enables students not to cast about in this self-reflective activity of finding where their actual abilities lie.
   iii This is particular a problem with students who are barred from continuing in a CNAS major, as they can still continue that major in CHASS. This allows them to satisfy requirements with D grades in their previous major. Enabling this is often not doing these students a favor, for example D grades in Biology won’t get them into medical school.
   iv That underperforming students are attracted to IDST can be seen in appendix #1, which breaks IDST major GPAs down by primary concentration. Overall, the 409 IDST majors have a GPA about 0.3 below their peers in other CHASS majors, or in letter terms about a C- compared to a C for the average. Out of 27 concentrations, 23 have majors below the overall CHASS average (excluding IDST majors), and the four concentrations that have higher average GPAs only account for 10 students. The largest IDST concentrations (accounting for 201 students in Biological Sciences, Business Administration, and Sociology) also have GPAs below that of the corresponding department average.

d. Entry requirements for the concentrations do not match those of the corresponding majors. Many majors have minimum grades for lower division courses. For example, Sociology requires grades of “C” or better in lower division courses and Business Administration requires 2.5 GPA and...
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2.0/2.5 in prerequisite areas. There are no similar requirements for IDST, as long as the student is in good standing, which only requires an overall average of 2.0 overall and 2.0 for upper division classes. This puts students at a disadvantage because they are taking upper division courses with students who are better-equipped than them in the subject area, potentially setting them up for failure.

c. Students flip between concentrations as necessary. Students often switch primary and secondary concentrations, or drop a concentration entirely, if they see their GPA dropping. As a result, IDST in many ways functions simply as an undeclared program. This is especially true since IDST does not have lower division courses as an entry requirement to show commitment to any specific concentration. CHASS apparently has in the works a proposal requiring a stricter plan, but reducing flexibility might hinder a student's progress toward a degree if he or she cannot substitute, given the difficulties with course offerings outlined above.

f. Watered-down versions of the majors. As a result of the problems listed in items IV a-e, in practice IDST students do not develop a deep grounding in any discipline, much less in several disciplines. When students who are poorly trained enter the work world or attempt to pursue graduate study, this reflects poorly on the institution and may devalue the UCR degree. For example, when entering the work world students will say they are "Business and Poli Sci" or "Biological Sciences and Chemistry," making it sound like they are stellar students who are double majoring. As the data in appendix #1 demonstrate, however, this is usually not the case. Employers may be wondering how we can be awarding degrees to students with very little competency in these areas of concentration.

g. Organizational issues worsen academic excellence problems. This point is implicit in much of the above, but it is worth mentioning. But the organizational problems we discuss in section III exacerbate the academic excellence issues of this section. The organizational issues include a lack of faculty involvement and oversight; concentrations that have been maintained by staff; frequent substitutions of courses, etc.

V. Problems with Specific Concentrations

a. Science concentrations. Concentrations such as Biological Sciences or Chemistry are often used by students who are unsuccessful in the original science major. We mention above problems that arise when students are allowed to cling to a major that they already have demonstrated to have low competence in. In addition, CHASS advisors have no control over and little knowledge of courses offered in other colleges, and this makes it especially hard to advise these students. Irrespective of any restructuring of IDST overall, we recommend that these concentrations be collapsed into a general science concentration or even better eliminated entirely.
Interdisciplinary Studies Report to the Executive Committee

b. Communication Studies. A major problem with the communication studies option is that it is misleading. UCR has no communication department or school and the college doesn't offer communication studies classes. As a result, students often graduate unprepared for their intended career. For example, students who wish to pursue a career in broadcasting are not required to take media production, speech, editing, argumentation, public relations, internship, or communication theory courses. In addition, the prerequisite courses have limited availability (ENGL 33, ART 6, MUS 6, CRWT 56). Irrespective of any changes to IDST, this program needs more structure. Currently, students choose 11 random courses from MCS and ENGL, possibly sprinkled with THEA, SOC, CRWT. What actual courses they take is all up to them, without any need for faculty approval. Students can swap out courses from their course plan at-will, and they often need to because of limited course offerings. Perhaps a better option would be to do away with the communication studies option entirely, as students have alternatives in defined majors such as MCS, the journalism minor, and creative writing. Students have a clear demand for a degree called "communication," however, and this student demand should be considered before this option is eliminated.

VI. An Available Alternative to the Current IDST Major

a. Support for interdisciplinary studies at UCR. We believe that the college should offer students who find traditional disciplinary boundaries too confining the opportunity to pursue an interdisciplinary curriculum. Indeed, we should encourage all students to pursue their intellectual interests as much as possible. To both master and bridge two or more different fields requires tremendous ability, a strong intellectual curiosity, and an exceptional level of motivation. By all accounts, however, these terms do not directly apply to the typical current IDST major. This suggests a mismatch between the IDST program and its own intentions. One possibility would be to allow admission only to students who can make a compelling intellectual case for their reasons to pursue interdisciplinary studies. A consequence is that a much (perhaps very much) smaller number of only the best students would take up this opportunity. This proposal would solve many of the academic and organizational issues we describe above. It would create new problems for the population of students who currently rely on the IDST major to graduate, and we discuss how to address these problems below.

b. The HASS major. We were surprised and interested to find that CHASS already has a major on the books that fits the description of an ideal interdisciplinary program intended for those students with truly wide-ranging intellectual interest, who can make a compelling case for their need for an interdisciplinary degree. That program is the Humanities/Social Sciences Individual Major (HASS). Typically, according to the catalog, the HASS individual major is "built around a central concept in humanities and social sciences. The concept might be a specific culture, country or ethnic group such as Italian civilization and culture; an age or period such as the
Interdisciplinary Studies Report to the Executive Committee

Renaissance or the industrial revolution; a great social issue or human problem such as war, revolution, communication; or any other topic which receives significant attention from several disciplines.” For a fuller description of HASS, please see appendix #3. Given the existence of HASS, one possibility would be to dissolve the IDST major, and instead simply enroll students who have true interdisciplinary interests into the HASS major. As we show next, this would simultaneously address the communication and academic excellence problems we describe above, and would not necessarily require any additional funding or even new course or program approvals.

c. The structure of the HASS major. The catalog describes the structure and requirements of the HASS major; see appendix #3. HASS has an entrance essay that requires prospective majors to demonstrate that he or she understands how different disciplines integrate and present a compelling case for their intellectual interests in interdisciplinary studies. HASS also has as a capstone requirement in the form of a senior thesis (HASS 195 and 196). The senior thesis would help students to pull together the disciplines they have studied coherently in a research project. The catalog states the senior thesis “is the culmination of the major and represents an interdisciplinary approach to the central concept of the major.” HASS also requires majors to work with a faculty advisor, who must be a member of the Senate. More faculty oversight would resolve a number of issues with current IDST, including lending intellectual coherence to the student’s course plan, and would improve communication with the departments (since the advisor presumably would be in one of the departments). Expanding HASS would require that students be able to find additional motivated faculty advisors who are committed to interdisciplinary education and willing to participate in the major.

d. Possible changes to HASS. To address the remainder of the issues above, the college might consider adding a minimum number of departmental lower division courses as an entry requirement, to help ensure students perform well in a major before attempting to bridge to other majors, and to add minimum GPA requirements. These latter changes are not likely to be necessary, however, since it is likely that only motivated and intellectually curious students would approach a faculty member to supervise the major, and since faculty presumably can serve as appropriate gatekeepers. We would strongly recommend giving HASS students priority enrollment in classes, or at least same priority as majors, to ensure that they have access to classes. In addition, it would be necessary to grandfather in existing majors, or let IDST run its course with the final wave of majors.

e. Similar programs at other UC campuses. Other UC campuses have interdisciplinary studies majors like HASS, intended for exceptional students. UCR is the only UC campus with an interdisciplinary major in place as a safety net for underperforming students. For example, Berkeley’s interdisciplinary major is nearly identical to HASS, and in addition has required courses for how to think in an interdisciplinary way as a requirement.
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for its major (see http://ls.berkeley.edu/ugis/jsf/). UCI also has a program similar to HASS (see http://www.editor.uci.edu/09-10/idp/idp_1.htm).

VII. Ethical issues with eliminating IDST

a. Given the existence of HASS, it’s not clear what the intellectual rationale is for the existence of a separate IDST program, since HASS already contains a strong design for interdisciplinary undergraduate studies that mirrors those at other UC campuses. We recognize, however, that IDST does currently function as a safety valve for underperforming students. Currently, about 400 students choose IDST, and many may rely on it as a path to graduate. What would become of this population of students if IDST were dissolved?

b One possibility is that eliminating IDST would, in the long run, do students a great favor, and help them to perform up to UC standards set by their peers in other departments. We all recognize that students tend to measure up to our high expectations. The converse of this is if we set low expectations, students will only rise to those. We note a recent paper presented on campus by economist Philip Babcock, who found that grade inflation leads students to study less. Requiring students to meet a minimum GPA requirement for their major, whether in a traditional department or interdisciplinary program, might get them to self-reflect about their own abilities and fit with a major, to possibly seek out new areas where they might perform well, and most importantly, to recognize the urgency of doing coursework well when given the opportunity to learn at UCR.

c We recognize that some students may feel they need to cling to one particular major, such as Biological Sciences or Business Administration, for practical reasons. Some students may feel parental constraints on what majors or careers they may legitimately pursue. Some students may lack the reflective capacity to consider broadening their own interests to other fields, or to consider what other careers might be pursued by a degree in a different field. What to do with these students? More generally, what to do with underperforming students, or students who are struggling but still qualify as having good academic standing?

d. On the one hand, one might argue that as long as students are in good standing, they are entitled to a degree, as a promise of sorts from their original admission to UCR. If IDST were eliminated, then students who cannot meet departmental requirements would need to leave UCR, or delay graduation until they could find a departmental home in which they can meet the requirements. This in effect changes the policy on what counts as

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2 According to Sean O'Grady, not all departments have specific major declaration criteria. These departments that do are: 1) Business Administration: Requires a minimum 2.50 overall GPA, minimum 2.00 in lower division major requirements (BUS 10, BUS 20), minimum 2.00 in major prerequisites (ECON 4, CS 8, STAT 48, MATH 22, ECON 102, ECON 103), and minimum 2.00 in breadth requirements.
Interdisciplinary Studies Report to the Executive Committee

“failing” to a de facto policy that one needs a C in a major, rather than simply
good standing. But this entitlement argument cuts both ways, since allowing
a poorly motivated, underperforming student to remain at UCR takes away a
slot from a more motivated and qualified applicant seeking admission, such
as a prospective transfer from a community college. Prioritizing the
entitlement of a poorly motivated student necessarily implies denying the
same entitlement to a more motivated student who was never admitted. And
certainly, the appropriateness of any admissions decision is only fully
assessed in hindsight.

e. At the same time, it is not necessarily the case that eliminating IDST would
cause this population of students to exit the university. Some students are
simply using IDST as a path of least resistance to a degree, trading off effort
for leisure. In the absence of IDST, many of these students would recognize
on their own that the only way to earn a degree at UCR would require
measuring up to the performance of their peers, and would recognize that
doing so is better than the alternative. Indeed, doing so better their
prospects in the long run, even if they don’t recognize that fully as a college
student. There would certainly remain some students in this population who
truly would be set adrift if IDST were to disappear, in particular those who
do not have the self-reflective capacity to consider other majors in which
they might excel. These students would need an advising process in place
that both forces them, and assists them, to self-reflect, and would help them
learn how to do this. Academic advising for these students should be
particularly intensive, and might even take the form of an “intervention” by
trained academic advisors who are ready to do “life” advising about how to
talk to parents and explain their curricular interests and decisions, how to
develop a reflective capacity, how to improve their study skills, and so on.
Given that many of UCR’s undergraduates are first generation college
students, the university certainly has a social responsibility to help these

They have plans to increase this to 2.50 in each of these areas effective Fall 2010. 2) Sociology: Requires SOC 1, SOC 4, SOC 5, and two additional lower division SOC
classes with no grade lower than a ‘C’. This is even more restrictive than a lower
division major GPA requirement of 2.00, because a student cannot make up a C-
with a C+ in another course. There is no overall GPA requirement for this major
(other than the normal College requirement of 2.00). 3) Psychology: All lower
division requirements must be completed with a 2.00 or better with no grade below a
’C-‘. (Their lower division requirements are: PSYC 1, PSYC 2, PSYC 11, PSYC 12, 1
course in Math, 1 course in Biology, 1 course in Physical Science, and 2 additional
science courses) These are not technically declaration requirements, but instead
requirements to graduate. And 4) CNAS: All CNAS majors (Biological Sciences in
particular) have strict declaration requirements. These range from the courses that
must be completed to specific GPA requirements within lower and upper division
areas. Some of these GPA requirements are above a 2.00 (e.g. CHEM). Their Major
Declaration requirements can be found here:
http://www.cnasstudent.ucr.edu/students/comcriteria.html
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students succeed even if they arrive at campus ill-equipped to do so at first. Note that the kind of advising we envision here would be intensive and so would likely require an increase in advising staff and resources.

f. A final issue revolves around time to graduate, and in particular students who are kicked out of CNAS who migrate to CHASS to salvage a degree. Would eliminating IDST cause them to take even longer to graduate, since they would no longer be able to apply their CNAS units to their major? Not necessarily. See appendix #2.

g. Note: a large number of student athletes are IDST majors. If IDST is to be modified or eliminated, the athletic department should be notified.

VIII. Conclusion

We conclude by reiterating our commitment, as a committee, to the idea of providing intellectually curious students an opportunity to pursue interdisciplinary undergraduate studies at UCR. We feel, however, that the current structure of IDST creates a range of organizational and curricular problems that would be difficult to overcome within its current framework. At the same time, a well designed interdisciplinary studies program already exists on the books in the form of the HASS individual major, and this program closely mirrors successful programs at several other UCs. One important step we recommend is to give HASS majors either priority enrollment in classes, or at least equal priority to departmental majors. We recognize that eliminating IDST would, certainly in the short run, create transition problems for a sizable population of UCR students. If IDST is to be eliminated, then we recommend in the strongest possible terms that deep and meaningful advising, even counseling, be provided to these students to help them discover a major in which they can succeed.
Interdisciplinary Studies Report to the Executive Committee

Appendix #1

Interdisciplinary Studies – Comparative Overview
(based on 09F enrollments, listed by primary concentration)

<table>
<thead>
<tr>
<th>IDST: All</th>
<th>IDST: Chemistry</th>
</tr>
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<tbody>
<tr>
<td>Number: 409</td>
<td>Number: 6</td>
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<tr>
<td>Average overall GPA: 2.615</td>
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</tr>
<tr>
<td>Average upper-division GPA: 2.618</td>
<td>Average upper-division GPA: 2.415</td>
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<table>
<thead>
<tr>
<th>CHASS: All</th>
<th>IDST: Communication Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average overall GPA: 2.801</td>
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</tr>
<tr>
<td>Average upper-division GPA: 2.860</td>
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**Business Administration**
Average overall GPA: 3.081
Average upper-division GPA: 3.081
Interdisciplinary Studies Report to the Executive Committee

IDST: Ethnic Studies
Number: 11
Average overall GPA: 2.464
Average upper-division GPA: 2.471

IDST: Film and Visual Culture (Media and Cultural Studies)
Number: 11
Average overall GPA: 2.598
Average upper-division GPA: 2.611

IDST: Geological Sciences
Number: 1
Average overall GPA: 2.233
Average upper-division GPA: 2.233

IDST: Hispanic Studies
Number: 1
Average overall GPA: 1.968
Average upper-division GPA: 1.968

IDST: History
Number: 5
Average overall GPA: 2.603
Average upper-division GPA: 2.467

IDST: Mathematics
Number: 2
Average overall GPA: 2.887
Average upper-division GPA: 2.541

IDST: Philosophy
Number: 1
Average overall GPA: 3.689
Average upper-division GPA: n/a

IDST: Physics
Number: 1
Average overall GPA: 2.244
Average upper-division GPA: 2.244

IDST: Political Science
Number: 2
Average overall GPA: 2.871
Average upper-division GPA: n/a

IDST: Psychology
Number: 12
Average overall GPA: 2.717
Average upper-division GPA: 2.758

IDST: Religious Studies
Number: 1
Average overall GPA: 2.704
Average upper-division GPA: n/a

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Number: 31
Average overall GPA: 2.507
Average upper-division GPA: 2.481

Sociology
Average overall GPA: 2.742
Average upper-division GPA: 2.779

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Number: 1
Average overall GPA: 2.039
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IDST: Visual and Performing Arts
Number: 1
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IDST: Women’s Studies
Number: 2
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Average upper-division GPA: 2.451

IDST: Undeclared (no concentration)
Number: 25
Average overall GPA: 2.375
Average upper-division GPA: 2.666
Interdisciplinary Studies Report to the Executive Committee

Appendix #2

[This appendix, written by Sean O’Grady, presents the math on how a typical student who is discontinued from CNAS wouldn’t necessarily be delayed in graduation if they didn’t pursue IDST.]

Let’s take a student coming from CNAS who has 110 units and 3 prerequisite courses to complete in their Life Science Core (e.g., BIOL 005C, CHEM 112C, and BCH 100)

If this student were to choose Interdisciplinary Studies with Biological Sciences and Anthropology, they would need to take 11 upper division courses plus their remaining prerequisites. Let’s assume they already took ANTH 001. This would leave them with 15 remaining courses (7 upper division BIOL, 3 preqs for BIOL, 4 upper division ANTH, 1 additional lower division ANTH).

However, if the student chose instead to do an Anthropology major, the student would have only 12 courses remaining (9 upper division, and 3 lower division). So, in many cases, a student can actually graduate quicker by choosing a normal CHASS major instead of choosing Interdisciplinary Studies and trying to “make use” of their investment in science courses.

The other possibility is a student who declares IDST with Biological Sciences and Chemistry. In this case, their 3-course Organic Chemistry series that they take as part of the Life Science Core (the prerequisites for the Biological Science concentration) can be used to apply towards the 4 upper division courses in Chemistry. These courses are CHEM 112A, 112B, and 112C.

So, using the same student from above, this student would have 7 upper division BIOL, 2 more upper division in CHEM (CHEM 112C plus an additional upper division CHEM), plus the other 2 prerequisite courses. This would be a total of 11 courses. So, they would have one less course than if they declared Anthropology. However, this student only has 110 units. Taking 11 courses gets them to 154 units. Students are required to earn 180 units to graduate. So unless this student has more than 7 remaining courses in his breadth requirements (28 units would put him over 180 units), his graduation would not be delayed by choosing a traditional CHASS major over Interdisciplinary Studies with Biological Sciences and Chemistry because he will need additional elective units anyway.

Additionally, many of these students are being discontinued from CNAS because they have failed one or more of their Life Science Core classes multiple times. The likelihood of them earning a passing grade the 3rd or 4th time around is very low. Also, CNAS has recently implemented policies that greatly restrict the ability of students to take a course for a 3rd time (they are given very low priority for enrollment). Thus, even if this student didn’t need elective units, it would still probably be quicker for them to choose another CHASS major. Also, based on their poor records of performance in the sciences, it would likely take them multiple attempts to pass their remaining science classes and further delay their graduation.
Interdisciplinary Studies Report to the Executive Committee

Appendix #3  The HASS Major

The Humanities, Arts, and Social Sciences major is an interdisciplinary major designed for students who have specific interests that cannot be accommodated within any one of the departments in the College of Humanities, Arts, and Social Sciences and who wish to construct a coherent program of their own. The Humanities, Arts, and Social Sciences major is not intended for students whose interests are undecided, students preparing for a Humanities, Arts, and Social Sciences major must propose a specifically focused interdisciplinary topic or a two-field area. Such students must have a faculty advisor who is a member of the UCSC Academic Senate.

The Humanities, Arts, and Social Sciences major is fulfilled by a course of studies determined in consultation with an advisor and with the approval of the chair and three members of the committee overseeing the major.

Admission students who wish to select a Humanities, Arts, and Social Sciences major must fill out a form and submit a carefully worked statement of purpose showing meaningful course interests. The Humanities, Arts, and Social Sciences Interdisciplinary Committee considers each proposal in the context of the student's topic and statement of purpose.

Students whose proposals are accepted should petition for a change in major and only after they have been approved from the committee's approval of their interdisciplinary program.

Every subsequent change in the student's status must be approved by the advisor. A record of the program and all changes can be kept in the student's files.

Humanities, Arts, and Social Sciences courses are supervised by the committee and are open to major as well as non-major students.

Interdisciplinary Options
The interdisciplinary option is built around a central concept in humanities and social sciences. The concept might be a specific culture, country or ethnic group such as Islamic civilization and culture, an era, or period such as the Renaissance or the Industrial Revolution, a large social issue or human problem such as war, revolution, communication, or any other topic that receives significant attention from several disciplines.

Two-Field Options
In special circumstances the committee sponsors a two-field option for the major designed to allow students to construct studies in two disciplines. Such majors are approved only if they cannot be accommodated within a dual major or within the Liberal Studies Program.
Dear David and members of the CHASS Executive Committee,

I am writing to indicate that as Chair of the Interdisciplinary Studies Program, I recommend that this program be placed in indefinite moratorium. The Esterling report, Anne Sutherland’s evaluation and my own have indicated that there are major problems with the program as it is currently structured. It is possible that in the future a better interdisciplinary program might be developed. However, along with others involved in the evaluation process, I would suggest that this not be done too quickly to avoid possible confusion between the present program and any restructured program.

Yours Sincerely,

Susan Ossman
Professor of Anthropology
Director of the Interdisciplinary Studies Program
David Herzberger, Chair, CHASS Executive Committee

RE: Moratorium on Admission to the Interdisciplinary Studies Program

Based on our perception last year that the Interdisciplinary Studies program was not functioning with the organization and rigor that we expect of our majors, I asked the CHASS Executive Committee to study the Program and to make recommendations about how to strengthen the Program or, if it could not be strengthened, what alternative path we might take. I understand that you completed the study and produced a report. This report was written by a subcommittee chaired by Prof. Kevin Esterling (Political Science.) I understand that the report was circulated to Professor Anne Sutherland, the director of the Program, who had the opportunity to respond to the report’s recommendations. Professor Sutherland, who has since retired, was unable to respond in a way that satisfied the CHASS Executive Committee. It is my understanding that her response did not address the many problems in the Program outlined in the Esterling Report. Professor Sutherland’s successor, Professor Susan Ossman, recommended closing the program in view of these problems.

I have read the Esterling Report, and I concur with its findings. I would therefore like to commence the procedure for placing an indefinite moratorium on admission to the Interdisciplinary Studies major. This moratorium is intended to apply only to Communication Studies and the “two concentrations” option associated with the Interdisciplinary Studies Program proper. It is not intended to apply to other interdisciplinary programs in the College, such as Global Studies and Public Policy.

Although I considered the possibility of disestablishing the Interdisciplinary Studies Program, I agree with the CHASS Executive Committee that a moratorium has two advantages over disestablishment. First, it is simpler to carry out. Second, some faculty members in the future may wish to revive the Interdisciplinary Studies Program in a more organized and rigorous form. A moratorium will allow for this possibility.
I would like you to follow the procedures of the Senate for placing a Program in moratorium. If I understand correctly, the first step in this procedure will be to solicit a formal statement from the current director of the Program, Prof. Ossman.

I wish to thank the members of the CHASS Executive Committee for their dedicated service and to Prof. Esterling’s subcommittee, in particular, for producing such a thoughtful and well-grounded report.

Stephen Cullenberg
Dean

cc: Associate Dean Steven Brint
Professor Susan Ossman
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
May 24, 2011

To be adopted:

Proposal for Changing Selection Criteria for transfer applicants into Psychology or into Psychology/Law and Society Majors

PRESENT:

Selection Criteria – Transfer Applicants

UCR attempts to accommodate as many qualified students from other universities and colleges as possible, particularly as juniors and seniors. However, in some circumstances, selectivity beyond UC eligibility is required. Applicants to Business Administration, the College of Natural and Agricultural Sciences, the Bourns College of Engineering, and those with 120 quarter units or more are subject to screening beyond the minimum admission requirement for transfer students.

Business Administration Applicants must have a minimum GPA of 2.5 and must complete all breadth requirements (or the IGETC), four of six published major prerequisites, and two lower-division business prerequisites with a minimum GPA of 2.5. Further information may be obtained from The School of Business Administration, 2340 Olmsted Hall, at (951) 827-4551.

Bourns College of Engineering Students are selected primarily on the basis of academic preparation as assessed by their GPA in academic coursework, completion of required major preparatory course work and a minimum GPA of 2.8 in all transferable course work. See Admission to Majors under the Marlan and Rosemary Bourns College of Engineering section of this catalog. For further information call Student Academic Affairs at (951) 827-ENGR (3647).

PROPOSED:

Selection Criteria – Transfer Applicants

UCR attempts to accommodate as many qualified students from other universities and colleges as possible, particularly as juniors and seniors. However, in some circumstances, selectivity beyond UC eligibility is required. Applicants to Business Administration, the College of Natural and Agricultural Sciences, the Bourns College of Engineering, the majors in Psychology and Psychology/Law and Society, and those with 120 quarter units or more are subject to screening beyond the minimum admission requirement for transfer students.

Business Administration Applicants must have a minimum GPA of 2.5 and must complete all breadth requirements (or the IGETC), four of six published major prerequisites, and two lower-division business prerequisites with a minimum GPA of 2.5. Further information may be obtained from The School of Business Administration, 2340 Olmsted Hall, at (951) 827-4551.

Bourns College of Engineering Students are selected primarily on the basis of academic preparation as assessed by their GPA in academic coursework, completion of required major preparatory course work and a minimum GPA of 2.8 in all transferable course work. See Admission to Majors under the Marlan and Rosemary Bourns College of Engineering section of this catalog. For further information call Student Academic Affairs at (951) 827-ENGR (3647).
College of Natural and Agricultural Sciences

Students are selected primarily on the basis of academic preparation, as assessed by their GPA in academic coursework and strength of preparation for the intended major. Applicants must have a minimum GPA of 2.7 in transferable coursework. Applicants for majors in Biochemistry, Biological Sciences, Chemistry, and Physics (beginning Fall 2010) must have completed one-year course sequences in three specified areas of science and mathematics. Applicants to the Plant Biology major must have completed a one-year sequence in lower-division General Chemistry and course work equivalent to BIOL 005A, BIOL 05AL, and BIOL 005B. See Admission to Majors under the College of Natural and Agricultural Sciences section of this catalog. For further information call Student Academic Affairs at (951) 827-7294.

College of Natural and Agricultural Sciences

Students are selected primarily on the basis of academic preparation, as assessed by their GPA in academic coursework and strength of preparation for the intended major. Applicants must have a minimum GPA of 2.7 in transferable coursework. Applicants for majors in Biochemistry, Biological Sciences, Chemistry, and Physics (beginning Fall 2010) must have completed one-year course sequences in three specified areas of science and mathematics. Applicants to the Plant Biology major must have completed a one-year sequence in lower-division General Chemistry and course work equivalent to BIOL 005A, BIOL 05AL, and BIOL 005B. See Admission to Majors under the College of Natural and Agricultural Sciences section of this catalog. For further information call Student Academic Affairs at (951) 827-7294.

College of Humanities, Arts, and Social Sciences

Psychology and Psychology/Law and Society

Applicants must have a minimum GPA of 2.7 in all transferable college coursework.
JUSTIFICATION:

For context, in order to limit to 300 students per year the enrollment of applicants to major in Psychology or Psychology/Law and Society, the campus raised the Academic Index Score for admission in of freshman in those majors to 1000, a level expected to yield enrollment of in Fall 2011 of fewer than 160 freshman. As for transfer enrollments, based on the Fall 2010 minimum GPA of 2.4, it was expected that approximately 140 transfer students would enroll at UCR, yielding a total enrollment of 300 students, a number within the capacity of these impacted majors.

As the approximately 1:1 ratio of freshman to transfer students expected for Fall 2011 is unbalanced, the present proposal is aimed at increasing the transfer GPA to 2.70 so as to yield a more reasonable ratio of freshman to transfer students of approximately 2:1. This expected ratio is based on the GPAs of the 139 transfer students that enrolled in these majors for Fall 2010 (data from the Office of Admissions). Specifically, 94 of those transfer students had GPAs of 2.7 or higher, and 45 had GPA of 2.69 or lower. With a targeted enrollment of 300 majors, raising the transfer GPA to 2.7 should yield enrollments of approximately 206 freshman and 94 transfers students, a much more reasonable 2.2 to 1 ratio. Although it is understood that the practice has been to delay implementation of changes in transfer admission criteria for two years after insertion into the UCR General Catalog, we suggest implementation as soon as possible, so that more freshman can be enrolled, without again exceeding the capacity of the Psychology majors.

APPROVALS:

Approved by the faculty of the Department of Psychology: November 4, 2010
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: November 17, 2010
Approved by the Undergraduate Admissions Committee: March 11, 2011
Approved by the Committee on Educational Policy: March 11, 2011
To be adopted:

A moratorium on the Biological Sciences Major

Justification:
Please see attached

Approvals:
Biological Sciences Faculty: 5/31/10
CNAS Dean Baldwin: 10/7/10
CNAS Executive Committee: 6/10/10 and 1/7/11
CEP: 1/14/11
TO: Jose Wudka  
Chair, Educational Policy

FROM: David R. Parker  
Chair, CNAS Executive Committee

DATE: January 7, 2011

RE: Modified Request Concerning the Biological Sciences Major

Having reviewed the relevant Senate procedures, CNAS would like to modify its prior request to disestablish the Biological Sciences major at this time. Rather, it would seem much more appropriate to place a *moratorium* on entry into the major, starting with the Fall, 2012, freshman cohort. We understand that, in keeping with UC policy, students who enroll prior to that quarter would retain their "catalog rights" to enroll in the Biological Sciences major if they should so desire.

We believe that this will allow for much more careful deliberation about any ultimate decision to disestablish the Biological Sciences major. Included will be an opportunity to evaluate the ability of the new majors that are now coming on line (e.g., Cellular, Developmental, and Molecular Biology; Microbiology) to accommodate the needs of students who previously opted for the corresponding tracks in Biological Sciences.

I also would like to reiterate the near-unanimous desire of the CNAS life sciences faculty to move in this direction. As detailed in Tim Paine’s memo of 31 May, 2010, there should soon be an array of stand-alone majors that largely supersede the need for the (often redundant) tracks previously contained within Biological Sciences. Administratively, these will range from truly interdepartmental majors, to departmentally anchored joint ventures, to (rarely) more traditional departmentally-based majors. This outcome is at least philosophically aligned with the recommendations found on pp. 12-14 of the external review by Alberts et al. (misidentified as the "Atkinson review" in Prof. Paine’s memo). Moreover, the disciplinary content of the collective majors is quite consonant with that enumerated on p. 14, although the organizational details are somewhat different.

Please do not hesitate to contact me if any further clarification is required.

c: T. Paine  
R. Cardullo  
M. McKibben  
T. Baldwin  
S. Gonzalez
To be adopted: A proposal to discontinue the Biological Sciences major

DATE: 31 May 2010

TO: Prof. Marylynn Yates, Chair
    College of Natural and Agricultural Sciences Executive Committee

FROM: Prof. Timothy D. Paine, Director
      Biological Sciences Interdepartmental Undergraduate Major

SUBJECT: Disestablishment of the Biological Sciences Interdepartmental Undergraduate Major

Summary: The faculty of the interdisciplinary Biological Sciences met in a faculty meeting to discuss the duplication of tracks and majors among the life sciences in the College to eliminate the continuing confusion of both undergraduate students and faculty. The discussion focusing of duplicative tracks and majors, tracks whose participating faculty have petitioned for elimination, and tracks that have suffered from chronic low enrollment resulted in a conclusion that only a single track would remain in the major if duplicative or low enrollment tracks were eliminated. The consensus of the meeting was to submit a proposal to faculty of the participating departments for a vote to disestablish the major. The faculty voted overwhelmingly to initiate a process to disestablish the major. We request that the Executive Committee of the College approve this decision and initiate the process through the appropriate Academic Senate committees to disestablish the major.

Background:
The Biological Sciences major is an interdepartmental major comprised of faculty from seven life science departments (Biology, Botany & Plant Sciences, Cell Biology & Neuroscience, Entomology, Environmental Sciences, Nematology, and Plant Pathology & Microbiology). In their junior and senior years, students can select to specialize in one of nine specialized tracks (Bioinformatics and Genomics, Biology, Cell and Developmental Biology, Conservation Biology, Ecology and Evolution, Environmental Toxicology, Medical Biology, Microbiology, and Plant Biology). Table 1 provides the enrollment figures for the last five years. A large number of students are in the undeclared category and this reflects the number of first and second year students. The graduation rates in the various tracks for the last five years are shown in Table 2.

Some of these tracks have had significant enrollment, while others have suffered from chronic low enrollment. In addition, the duplication of tracks and majors has created confusion for many new and continuing undergraduate students. The status of the tracks and of newly proposed majors has changed since the Biological Sciences major was created. The current status of tracks
and majors can be briefly summarized. The Biology track duplicates the Biology major. The Plant Biology track duplicates the interdisciplinary Plant Biology major and a vote supporting elimination of track has been taken. The Entomology track has been eliminated because of duplication with the Entomology major. A proposal to eliminate the Ecology and Evolution track was approved by participating faculty last year. Proposals for new majors in both Microbiology and Cell & Developmental Biology are being formulated or have been submitted to the CNAS Executive Committee and are in the approval process. These two new majors would duplicate existing tracks. The Conservation Biology, Bioinformatics & Genomics, and Environmental Toxicology tracks have had low enrollment and only a few students graduate each year. The remaining track Medical Biology, has graduated an average of 45 students each year.

A meeting of the faculty of the Biological Sciences major was convened on 9 March 2010 to discuss the options to implement the recommendations of the outside Atkinson review to eliminate duplication between majors and tracks. The discussion also included an evaluation of the future of tracks with multiple years of low enrollment and how best to serve the students in the major. The faculty in attendance reached a consensus agreement on three issues. First, students in the life sciences could be fully accommodated within existing departmental or interdepartmental majors outside of Biological Science or in proposed majors currently in the process of formal approval. Second, if all duplicative or low enrollment tracks were eliminated, there would be only a single track (Medical Biology) remaining in the major. Third, rather than have a single track major, the faculty recommended that the Biological Sciences major be disestablished.

A vote was conducted using the iLearn site between 16 April and 30 April 2010. Background information and the ballot question were posted in separate files on a Biological Sciences site on iLearn. Faculty in the participating departments were notified by e-mail and sent reminders twice. A total of 57 ballots responses were recorded out of 153 possible. Of the faculty voting, 96.5% voted in favor of disestablishing the major.

After these deliberations and the resulting vote, I request, as Director of the Biological Sciences interdepartmental undergraduate major, that the CNAS Executive Committee recommend that the major be disestablished and that the recommendation be forwarded to the appropriate campus Academic Senate committees for consideration and approval. There are administrative and academic processes that must be followed and this will take time. If the recommendation is approved, we recommend that enrollment in the major would be suspended for the class of students entering UC Riverside in AY 2011-2012. The listing for the Biological Sciences major would be completely eliminated from the General Catalog for 2011-2012 and thereafter. Students currently enrolled would be allowed to graduate in the major under the current track structure. All future students would be accommodated either in existing majors or in proposed majors currently under consideration.

As outlined previously, all of the students who might be interested in pursuing any specific track can be accommodated within existing department-based or interdepartmental majors. The educational goals and objectives of the students continue to be held as the highest priority. The primary concern has been with entering students interested in Medical Biology. The Medical
Biology track does not have any course requirements that are specific only to that track; some classes have a MCBL course number, but all are cross listed with other department courses (i.e., BIOL or PLPA). Consequently, all students interested in this area of study can be advised to take a course sequence that includes the options currently available within the Medical Biology track and earn a degree in Biology. Alternatively, the students may be accommodated within the Medical Sciences Emphasis in Biochemistry.

The Medical Biology has been very popular and more than 60% of the students graduating with a degree in Biological Sciences have participated in that track. There is some reason to believe, although data are difficult to obtain, that the existence of the track has been an important recruiting highlight for the College in attracting high caliber students. However, elimination of the major does not eliminate the opportunities for specialization in that area and this can be emphasized in recruiting events and through student advising. In addition, if there is a sufficient core of faculty who share a commitment to Medical Biology as a field of undergraduate study, then they should be both encouraged and supported to develop an independent interdepartmental Medical Biology major.

The Biological Sciences major was a bold experiment. The undeclared track option did provide an academic home for students with general interests in the life sciences but whose specific goals had not sufficiently matured. However, the graduation rates suggest that many of these undeclared students left the Biological Sciences for other majors or other programs. The confusion surrounding the duplication of tracks and majors was a continual source of frustration. The faculty vote clearly indicates that support for the major across the faculty has dissipated. As outlined above, all of the students can be accommodated in existing or proposed department or interdepartment programs. It is time to conclude the experiment in the best interests of the undergraduate students and the faculty who are responsible for their education.

Biological Sciences Faculty Approval: May 31, 2010

CNAS Executive Committee Approval: June 10, 2010

CNAS Deans Approval: October 07, 2010
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To be adopted:

A moratorium on the joint CSUF-UCR Program in Environmental Sciences

Justification:
Please see attached

Approvals:
Faculty of the Environmental Sciences: 2/28/11
CNAS Dean Baldwin: 1/11
CNAS Executive Committee: 3/1/11
CEP: 3/4/11
Subject: Re. Closure of CSUF / UCR joint program  
From: "Stephen D. Lewis" <slewis@csufresno.edu>  
Date: Fri, 10 Sep 2010 11:47:18 -0700  
To: Kurt Schwabe <kurt.schwabe@ucr.edu>  
CC: frakah@csufresno.edu

Dear Dr. Schwabe,

This is to let you know that the Department of Earth & Environmental Sciences and the Colleague of Science and Mathematics at California State University Fresno intend to discontinue the Joint Program in Environmental Science with the University of California Riverside.

The reason for this discontinuation is that only a small number of CSU Fresno students have chosen to participate in the Joint Program since its inception, and most of those have chosen to opt out of the Joint Program during their senior year. We currently have just 7 students enrolled in the Joint Program.

As we discussed in previous correspondence, I hope you will be able to accommodate these remaining Joint Program students if they choose to continue in the program. However, we will not accept any more students into the Joint Program at CSU Fresno, beginning immediately.

We are engaged in the University procedures that must be followed to discontinue an academic program, and expect to complete the process during the Fall 2010 semester.

Please let me know if you need any more information.

Thank you.

Steve

Dr. Stephen D. Lewis  
Chair, Associate Professor of Geophysics  
Department of Earth & Environmental Sciences  
California State University, Fresno  
Fresno, CA 93740  
(559) 278-6956  
slewis@csufresno.edu

When I see an adult on a bicycle, I do not despair for the future of the human race.  
~H.G. Wells

*******************************************************************************
To: David Parker, Chair of the Faculty, CNAS

Subject: Closure of Joint CSUF-UCR Program in Environmental Sciences

From: Kurt Schwabe, Vice Chair and Associate Professor, Department of Environmental Sciences

Date: November 14, 2010

Dear Chair Parker:

This letter serves to inform you of the Department of Environmental Sciences wishes to initiate the closure of the Joint California State University at Fresno / UCR Program in Environmental Sciences. A vote has been taken by the Department of Environmental Sciences faculty. Eighteen faculty members have voted to stop accepting students and to close down the program; three faculty members were unavailable to vote. We have sent our request for program closure to Dean Baldwin and understand that he agrees with our assessment.

Below you will find a brief summary outlining our reasons for requesting program closure. Our belief is that such closure will have negligible to no impact on UCR students or faculty. We also have included an attachment that consists of a letter from the Chair of the Earth and Environmental Sciences Program at CSUF informing us of CSU’s intention to shut down their program immediately; a similar conclusion may be drawn about the impact on their students and faculty.

Reasons for Program Closure

1. The program did not attract many students from either campus. From the CSUF side, their students were required to spend 2 quarters and take 24 units at UCR. Because most of UCR’s courses are offered only once per year, it was difficult to match what the CSUF student needs (or wants) were with what was being offered. This was made more difficult by the fact that while UCR is on a quarter system, CSUF is on a semester system. Hence, timing of courses was a problem which had an impact on enrollment into the program.

2. For the past 5 years, we can only recall one student from UCR that participated in this program (the program began in 2003). Hence, the benefit to UCR and UCR students was minimal at best. Furthermore, very few students from CSUF participated in this program (see attached letter from Dr. Steve Lewis).

3. CSUF is in the process of eliminating any mention of the program from their websites and brochures (as per email from Dr. Steve Lewis, Chair of the Earth and Environmental Sciences Program at CSUF, dated 9/3/2010, as well as attached letter), and are in the process of closing the program down on their end.

4. Departmental faculty administrators at UCR and CSUF (e.g., Dr. Janet Arey at UCR and Dr. Luke Wang at CSUF) have indicated that administratively the program was burdensome and, given that enrollment was minimal, the “costs” of running the program seemed to outweigh the “benefits.” For instance, based on Dr. Wang’s email (9/0/2010), “Transfer or admission to UC took at least half [a] year. There were not too many enrollments at CSUF and perhaps none from UCR. The transcripts and diplomas took extra time to process and issue.” Devoting the necessary resources to keep this programming going seemed hard to justify in this budget climate.
5. One of the potential benefits of this program was to have a UC presence in the Central Valley region. With UC-Merced now there, this reason as it pertains to UCR does not exist.

Surprisingly, we just found out that there are seven students currently enrolled in the program from CSUF. In our discussions with their program director, Dr. Lewis, we have indicated that we will accommodate these seven students should they want to complete this program. From what we gather, “accommodation” simply requires that we make sure that these seven students can enroll in our courses.

We hope you find sufficient justification as to why we feel compelled to shut down a program that had minimal enrollment and was administratively burdensome.

Please let me know if you require any additional information to assist you in this decision.

Sincerely,

[Signature]

Kurt Schwabe
Associate Professor and Vice Chair
Department of Environmental Sciences
University of California—Riverside

Approved by CNAS Executive Committee: November 16, 2010
Professor David Parker  
Chair, Executive Committee  
College of Natural and Agricultural Sciences  
University of California-Riverside

Subject: Request for Moratorium on Joint CSUF-UCR Program in Environmental Sciences

Dear Dave:

It has come to my attention that there may be some additional procedures to follow to obtain closure in the joint CSUF-UCR program in Environmental Sciences. Currently, it seems those additional procedures are yet to be identified clearly. For the time being, then, the Department of Environmental Sciences requests that a moratorium be placed on accepting new majors into this program as soon as possible.

Sincerely,

[Signature]

Kurt A. Schwabe

Cc: Michael Anderson, Chair, Environmental Sciences  
Cherie Pierce,  
Sherry Gonzalez
DATE: March 1, 2011

TO: Jose Wudka
    Chair, Educational Policy

FROM: David Parker
      Chair, CNAS Executive Committee

RE: Request for Moratorium on Joint CSUF-UCR Program in Environmental Sciences

On March 1, 2011, the CNAS Executive Committee voted unanimously to approve the request for Moratorium on the Joint CSUF-UCR Program in Environmental Sciences.

c: S. Gonzalez
Proposal for an Interdepartmental Major in Cell, Molecular and Developmental Biology

1. Overview and academic rationale
2. Mission of the major
3. Course framework (including catalog copy and sample programs)
4. Entry of students into the major
5. Advising and mentoring of students
6. Relationships with and impact on other majors
7. New course needed for the major
8. Organizational and governance considerations

Prepared by:
The CMDB major steering committee:
Howard Judelson (chair; howard.judelson@ucr.edu, 827-4199)
Jeff Bachant (current member)
Morris Maduro (current member)

Approved by:
CNAS Dean Baldwin: 7/28/09
CNAS Executive Committee: 11/16/10
CEP: 4/2/11
1. OVERVIEW AND ACADEMIC RATIONALE

The recent past has seen an explosive increase in our understanding of the molecular, cellular and developmental basis of life. These insights have stimulated important advances in the health-related sciences and the development of a growing biotechnology industry. There is therefore an increasing need for researchers and health care professionals that are trained in these areas of biology. Just as importantly, the general public needs to be cognizant of the fundamentals of molecular, cellular and developmental biology to make informed decisions on a range of social issues.

Such needs were recognized in the outcome of the 2006 External Review of the UCR Life Sciences Curriculum, which called for the development of a major in Cell, Molecular and Developmental Biology (CMDB). This document describes the rationale and organization of such a major, which would replace the CMDB track within the existing Biological Sciences Major. Beyond meeting the requirements of this curricular revision, we firmly believe that establishing a CMDB major is important for UCR to remain competitive with other campuses and attract the increasing population of students with interests in this important area of biology. Key aspects of our proposal are highlighted below.

- CMDB students will gain a solid foundation in the fundamentals of modern biology. The major will emphasize underlying molecular mechanisms controlling cell structure and function, development, and the physiology and reproduction of multi-cellular organisms. This will be accomplished through a cross-disciplinary approach integrating principles from the physical sciences, genetics, biochemistry and physiology.

- CMDB will be organized with both disciplinary and health science emphases, with both providing BS and BA options. CMDB will therefore be an attractive choice for students aiming to pursue further study in postgraduate or professional programs, as well as our large population of students considering careers in medicine, dentistry, pharmacy, and veterinary disciplines.

2. MISSION OF THE MAJOR

The mission of the major is to train students in Cell, Molecular, and Developmental Biology using a structured curriculum that will allow students to be competitive after graduation. The curriculum is designed to provide suitable flexibility to allow students to prepare for a broad range of research and health-related careers encompassed by the discipline.

Expectations of students completing the degree program (learning outcomes). Five main levels of achievement are expected:

1. Students will develop an understanding of basic biological concepts and principles.
2. Students will learn the different levels of biological organization ranging from molecules to ecosystems, and that biology has a chemical, physical, and mathematical basis.
3. Students will acquire knowledge of the basics of cell, molecular, and developmental biology, including molecular mechanisms controlling cell structure and function, developmental processes, and the physiology of multi-cellular organisms.

4. Students will obtain advanced knowledge in a specialized area of CMDB which may include plant, animal, or microbe-based systems.

5. Students will demonstrate scientific thought and techniques, and understand analyses pertinent to the CMDB field. This will include the ability to propose hypotheses that explain biological phenomena; to propose experimental tests of such hypotheses; and an ability to describe biological principles to both expert and lay audiences.

**Career paths of students completing the degree program.** The major will prepare students for diverse and exciting careers in cell, molecular, and developmental Biology. Such careers will include research and professional programs in the health sciences and biotechnology.

3. COURSE FRAMEWORK

Existing UCR classes, plus a few new classes, will establish a framework of introductory, intermediate, and advanced courses in the major. Options for students include the choice of either BS or BA degrees, and either CMDB Disciplinary or Health Science Tracks.

**Disciplinary and Health Science Tracks.** We propose the establishment of two formal tracks within the CMDB major—disciplinary and health science related. Both have the option of either a BS or BA degree. The BA option may be attractive for students interested in medicine or other health-related careers, as medical schools currently have a preference for students with a strong emphasis in humanities, social sciences, and foreign languages (for example, being conversant in Spanish is perceived as a strength in an applicant). Sample programs for both tracks and the BS and BA degrees are provided. In particular the program for health science students seeking the BA degree provides a sample of elective courses recommended for fulfillment of the major depth requirement, including advanced psychology courses such as Health Psychology (PSYC 178) and Health and Behavior Change (PSYC 179), microbiology offerings such as virology (BIOL/MCBL/PLPA 123) and parasitology (BIOL 157), and courses in animal anatomy and physiology (BIOL 151, BIOL161A, BIOL 175, BIOL 176).

**Structured tiers of courses.** After successful completion of the Life Sciences core curriculum within the first two years (i.e. NR3.5), students will proceed through a tier of higher-level courses. These will include intermediate classes BCH 100 (Biochemistry) and BIOL 102 (Genetics). In the junior and senior years, these will be followed by a more advanced CBNS "major core" comprised of BIOL 107A (Molecular Biology), CBNS 101 (Cell Biology), and CBNS 108 (Developmental Biology).

Most electives will be taken in the Junior and Senior years. These will include a sampling of classes with a cellular emphasis (BIOL 113; BIOL 114; CBNS 116; CBNS/PSYC 120; BIOL/CBNS 128; BPSC 135, BIOL/BPSC 155; BIOL/MCBL 121), a molecular emphasis
(Biol 107B; Biol 119; BCH 180A; BCH 180B; CBNS/ENTX 150; Biol/MCBL 124), and a developmental emphasis (Biol 168; CBNS 169; BPSC 132; CBNS/PSYC 121, BPSC 138). Two laboratory courses will also be required (BPSC 132 or 138; Biol/MCBL 121L; BCH 102; BPSC 153; CBNS/PSYC 120L; and others). A scientific writing course currently in the proposal stage is another option for an elective (CBNS 133). Students seeking the BA will also choose several humanities-based electives, such as language or ethics classes.

**New courses.** These are designed to allow students to obtain additional experiences that will help them choose and succeed in a career. More detailed descriptions of the new courses can be found at the end of this document.

**CBNS 198I: Individual Internship in Cell, Molecular, and Developmental Biology.** This is also proposed as an elective course. Internship experiences outside of UCR can be of great value to students by providing them with hands-on exposure to their field and the opportunity to apply what they learn in the classroom. CBNS 198-I will be established to allow students to obtain up to four units of credit towards their UCR degree through internships (this course has received final approval).

**CBNS 133: Scientific Writing for Biologists.** This is proposed as a new elective course. Communicating scientific information to specialists and non-specialists is a skill essential to long-term success in any science-related career. To provide students with these skills, we propose developing a new course in Scientific Writing, which would train students in such activities as creating and presenting a poster, writing an abstract, applying for a fellowship, presenting a talk and writing scientific articles for specialist and non-specialist audiences. **Note:** this course has been approved at the department level, but not yet approved by campus. To ensure timely approval of the major, this course is not listed as part of the major, but after the course is approved it will be included as an upper-division elective.

**Ethics courses.** Students in the Health Science Track are strongly encouraged to take a class in ethics as part of their electives, such as PHIL 009 or PHIL 167 (Biomedical Ethics).

**Internship and community service courses.** Students are encouraged to obtain experience in their field through laboratory research internships (taken as electives through 197 and 199 series classes). In addition, students may obtain up to four units of credit for off-campus internship activities by taking CBNS 198-I (or equivalent classes such as BCH 198). Students in the Health Science Track are especially encouraged to perform community service through CBNS 198-I, but other off-campus activities can also receive credit.

**Proposed catalog copy, including academic requirements, and sample programs.** The following catalog description is designed to replace the current CMDB Biological Sciences track description starting with “undergraduate curriculum” section:
The Cell, Molecular and Developmental Biology major is designed to prepare students for diverse and exciting careers that include research, professional programs in the health sciences, and biotechnology. Course work is structured so that students first receive a solid grounding in the basic genetic and biological principles. Subsequent course requirements expand upon these themes and include courses in cell biology, molecular biology, developmental biology and genetics. Problem-based learning is employed throughout the curriculum to produce graduates with the analytical and critical thinking skills necessary to become successful researchers and professionals. After completing required core courses, students take intermediate level courses that lay the foundation for more advanced undergraduate courses. Several mechanisms exist to tailor the curriculum to the needs of the individual student, including by choosing either Disciplinary or Health Science track options.

Both the Disciplinary and Health Science tracks can lead to B.A. or B.S. degrees. They have similar major requirements, but the B.A. degree requires 12 additional units of Humanities and Social Sciences courses and 16 units in a foreign language (see College Breadth Requirements).

Degree Requirements

a. University Requirements

See the Undergraduate Studies section for requirements that all students must satisfy.

b. College Requirements

See Degree Requirements, College of Natural and Agricultural Sciences, in the
c. **Major Requirements**

Some of the following requirements for the Cell, Molecular and Developmental Biology major may also fulfill the College’s breadth requirements. Consult with an advisor for course planning.

1. **Life Sciences core curriculum (72-76 units)**

   a) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C
   b) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC
   c) CHEM 112A, CHEM 112B, CHEM112C
   d) PHYS 002A, PHYS 002B, PHYS 02LA, PHYS 02LB, PHYS 002C, PHYS 02LC
   e) MATH 009A, MATH 009B
   f) STAT 100A
   g) BCH 100, or BCH 110A and BCH 110B

2. **Upper-division requirements (48 units).**

   a) **Major core (16 units)**
      CBNS 101, BIOL 102, BIOL 107A, CBNS 108.

   b) **Major electives (32 units from the following).**
      
      **Cellular emphasis.** At least one of the following is required: BIOL 113; BIOL 114; CBNS 116; CBNS 120/PSYC 120; BIOL 128/CBNS 128; BPSC 135; BIOL 121/MCBL 121.
      
      **Molecular emphasis.** At least one of the following is required: BIOL 107B; BIOL 119; BCH 180A; BCH 180B; BPSC 155/BIOL 155; CBNS 150/ENTX 150; MCBL 124/BIOL 124.
      
      **Developmental emphasis.** At least one of the following is required: BIOL 168; CBNS 169; BIOL 132/BPSC 132; CBNS
121/PSYC 121; BIOL 138/BPSC 138.

Laboratory course: Two courses in a biological science are required. Courses including at least 3 hours of lab per week are eligible, including combined lecture and lab classes. Eligible classes include BIOL 132/BPSC 132 or BIOL 138/BPSC 138; BIOL 121L/MCBL 121L; BCH 102; BCH 153/BPSC 153/BIOL 153; CBNS 120/PSYC 120; and others. Students in the Health Science Track may substitute one laboratory course with a course in ethics.

Note A maximum of 8 units of 190-199 courses, including no more than 4 units of 198 courses, may be counted towards this requirement.

3. Depth requirement (16 units). For B.A. students, this requirement can be fulfilled with additional courses in Humanities and Social Sciences, and Foreign Languages. For the B.S. degree, students are required to take an additional 16 units of course work in natural sciences (including a biological or chemical science) or mathematics. Additional major elective units beyond the 24 required in 2b may be applied to this requirement.

4. Health Science track. Students wishing to apply to medical, dental or veterinary professional schools must follow the requirements listed above, but are encouraged to select from the following courses. For B.A. students, some of these will fulfill their Humanities and Social Sciences and Foreign Languages requirements. Please consult the faculty adviser.

i. Foreign language: three courses are recommended.
ii. Community service: a maximum of 4 units may be counted towards the
180 unit graduation requirement, using CBNS 198I or equivalent.

iii. Ethics: A course is strongly recommended, such as PHIL 009 or 167.

iv. Two upper-division classes in Psychology are recommended, such as CBNS 126/PSYC 126; CBNS 127/PSYC 127; PSYC 129; PSYC 178; or PSYC 179.

v. When selecting electives in the natural sciences, students are recommended to include classes in an area of microbiology (e.g. BIOL 157, BIOL 171, ENSC 133/MCBL 133/SWSC 133, ENSC 141/MCBL 141/SWSC 141, BIOL 121/MCBL 121, BIOL 123/MCBL 123/PLPA 123, BIOL 124/MCBL 124, BIOL 134/PLPA 134), and in anatomy, zoology, or physiology (BIOL 151, BIOL 161A, BIOL 175, BIOL 176).

1. Bachelor of Science Degree (Disciplinary track)

The sample program for B.S. students provides a solid science background for students interested in research or teaching careers in biomedical science. Undergraduate laboratory research is strongly recommended as an important element in the program.

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2. Bachelor of Science Degree (Health Science track)

The sample program for B.S. students with a professional emphasis provides a very strong science background, with recommended elective course choices emphasizing biomedical pertinence. Additionally, a foreign language is recommended, as well as Community Service (for course credit). Further breadth may be developed by electing Humanities and Social Science course options within the major depth requirement.
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3. Bachelor of Arts Degree (Disciplinary or Health Science tracks)
The sample program for B.A. students provides a broad-based education that builds on the strong foundation in science, with emphasis in humanities, social sciences, and foreign language.

<table>
<thead>
<tr>
<th>Units</th>
<th>FRESHMAN YEAR</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Winter</td>
<td>Spring</td>
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<tr>
<td>NASC 093</td>
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<tr>
<td>English 001A, 001B</td>
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<tr>
<td>Chem 001A, 001B, 001C, 01LA, 01LB, 01LC</td>
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<td>5</td>
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<td>Fall</td>
<td>Winter</td>
<td>Spring</td>
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<td>----------------------</td>
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<tr>
<td><strong>Biol 005A, 05LA, 005B</strong></td>
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<tr>
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### Sophomore Year

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<tbody>
<tr>
<td>English 001C</td>
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<tr>
<td>Physics 002A, 002B, 002C, 02LA, 02LB, 02LC</td>
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<tr>
<td>Human./Soc. Sci Elect.</td>
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### Junior Year

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<thead>
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<tbody>
<tr>
<td>BIOL 107A</td>
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<td>CBNS 101</td>
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<tr>
<td>BCH 100</td>
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<tr>
<td>Major Elect. &amp; Depth reqs (e.g. BIOL 121/MCBL 121, 121L; BIOL 107B, BIOL 128/CBNS 128)</td>
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<tr>
<td>Human./Soc. Sci Elect. (e.g. PSYC 002, 178, 179 PHIL 167)</td>
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### Senior Year

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<td>CBNS 108</td>
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<td>Major Elect. &amp; Depth reqs (e.g. BIOL 113, 168; BIOL 132/BPSC 132, BPSC 135; CBNS 120/PSYC 120, CBNS 169)</td>
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<td>4</td>
<td>8</td>
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<tr>
<td>STAT100A</td>
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<tr>
<td>Human./Soc. Sci Elect.</td>
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<td>8</td>
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<tr>
<td>XXX 190, 197, 198, 199</td>
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<tr>
<td><strong>Total</strong></td>
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<td>18</td>
<td>16</td>
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*end of catalog copy*

**Name of degree.** Students will receive B.S. or B.A. degrees in "Cell, Molecular, and Developmental Biology". It is anticipated that 50-75 degrees will be granted each year.

**Estimated times to graduation.** Students that place into MATH 009A are expected to graduate within four years. The sample program illustrated above is rigorous, and involves students taking Genetics (BIOL 102) at the end of their second year and Biochemistry...
(BCH 100) at the start of the third year. By doing this students will be able to complete the intermediate and advanced courses (including BIOL 107A Molecular Biology, CBNS 101 Cell Biology, and CBNS 108 Developmental Biology) within their third and fourth years.

If MATH 009A-eligible students wish to progress through the curriculum at a less-intensive pace, they will still be able to graduate after four years. For example, if they delay completing BCH 100 or BIOL 102 until the Fall of their third year, then they can still take the BIOL 107A-CBNS 101-CBNS 108 sequence by the end of their fourth year. This will simply require students to take more of their Humanities and Social Science electives in their sophomore and junior years.

For students unable to place into MATH 009A as freshmen, completion of the CMDB program within four years is not realistic. Therefore, students that place into MATH 005 or MATH 008A should expect to graduate after five years.

**Potential future developments in the major.** This major is designed to be implementable with existing resources without delay. If and when the current UC budget system improves, and faculty hiring continues at a pace needed to restore a desirable student/teacher ratio at UCR, then several enhancements are anticipated:

*Scientific writing class.* We are proposing as an elective a new class, CBNS 133: Scientific Writing for Biologists. It is our hope that as this class matures it may be possible to expand it to be required for all CMDB majors. Since this class is not yet approved it is not included in the formal description of the major (i.e. the catalog copy), however it is our intent to include the course once it is approved.

*Upper-division laboratory courses.* It is essential that students in molecular and cellular biology acquire laboratory experience as undergraduates. All students should learn a variety of essential laboratory skills, including basic recombinant DNA methodologies, nucleic acid hybridization techniques, methods of protein analysis, cell culture and methods to visualize cells by microscopy. In general, although such laboratory courses are crucial to a biological science curriculum there are few such courses currently available to CNAS students. While it might be possible to require students to take a minimum number of 190 series research units, the creation of additional lab courses would better serve their needs.

4. ENTRY OF STUDENTS INTO THE MAJOR

Students will be encouraged to select the CMDB major upon entry to UCR. However, students may enter the major at any time provided that they are in "good standing" and meet the following requirements.

A. For 2nd and 3rd quarter freshman
Completion of any 2 of the following with no grade lower than a C-:
   1. BIOL 5A and 5LA
   2. CHEM 1A and 1LA

198
3. CHEM 1B and 1LB
4. MATH 9A (or 8A)

In addition, the student must have a 2.0 or higher GPA in any "core courses" taken at the time of proposed entry into the major (these are defined as BIOL 005A, BIOL 005LA, BIOL 005B, BIOL 005C, CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC, CHEM 112A, CHEM 112B, CHEM 112C, PHYS 002A, PHYS 002B, PHYS 002LA, PHYS 002LB, PHYS 002C, PHYS 002LC, MATH 009A, MATH 009B, STAT 100A, BCH 100 [or BCH 110A and BCH 110B])

B. Sophomores (i.e. students having up to 89.9 units)
Completion of each of following courses with no grade lower than a C-:
1. BIOL 005A and 05LA, BIOL 005B, BIOL 005C
2. CHEM 001A and 01LA, CHEM 001B and 01LB, CHEM 001C and 01LC
3. MATH 009A (or 008A), MATH 009B

Also, the student must have a 2.3 or higher GPA in the core courses defined in Section A.

C. Juniors (i.e. students up to 134.9 units)
Completion of the following courses with no grade lower than a C-:
1. The courses listed above in section B.
2. Either the CHEM 112A, CHEM112B, CHEM112C sequence or the PHYS 002B and 02LB, PHYS 002B and 02LB, PHYS 002C and 02LC

Also, the student must have a 2.3 or higher GPA in the core courses defined in Section A, and a 2.0 or higher GPA in any courses taken that are upper-division requirements for the major.

D. Seniors (i.e. students with 135 or more units)
Completion of the following courses with no grade lower than a C-:
1. The core courses as defined in section A.
2. BIOL 102

Also, the student must have a 2.0 or higher GPA in any courses taken that are upper-division requirements for the major.

Transfer students. Students wishing to transfer to UCR with a major in CMDB must have "C+" or higher grades in a year sequence of general chemistry (equivalent to Chem 001A, 001B, 001C) and biology (equivalent to BIOL 005A, BIOL 005B, BIOL 005C).

5. ADVISING OF STUDENTS AND ASSESSING STUDENT SUCCESS

Faculty advising. With a two-tiered track system and different degree options, student advising will be key to administering this major. Combined with the professional advisors in the CNAS Undergraduate Academic Advising Center, we propose to handle this by
assigning to participating faculty members small (5-10) numbers of students that they will advise from the time they enter the program until they graduate.

Health profession advising. It is also important that those students who indicate an interest in medical school or related professions get advising early as to what it will take for them to be competitive. We will use existing resources on campus to help steer students towards extracurricular health-related activities that will be a necessary component of their medical school application.

Other advising activities. The Career Center will be asked to align particular jobs with a completed CMDB major. In addition, a list will be developed of available laboratories for students in the major who wish to work in a laboratory. In coordination with the CMDB Graduate Program, seniors will be informed of opportunities at UCR for graduate study.

Assessing student success in the major. CMDB recognizes that it has a responsibility to provide a rich and nurturing environment that facilitates student success. To assess performance of the major, data on several attributes associated with success will be gathered and evaluated:

- Each year, overall statistics on success will be examined including retention rate, graduation rate (including time-to-degree), and average GPA at graduation.
- Student learning outcomes will be evaluated by examining performance in CBNS 108 (Developmental Biology), which students will be advised to take after the other "upper tier" courses that are required in the major (Genetics, Biochemistry, Molecular Biology, and Cell Biology). This will involve reviewing selected student exams and consulting with the instructors on student performance. Student achievement will reveal their knowledge of CMDB topics and ability in scientific thought.
- Soon before graduation, students will be provided with a survey to assess their satisfaction with their experience in the CMDB major.
- Approximately two years after graduation, students will be contacted again with a new survey. This will allow them to re-assess their satisfaction with the the CMDB major and provide information on their career paths.

6. RELATIONSHIPS WITH AND IMPACT ON OTHER MAJORS

We believe that the creation of a Cell, Molecular and Developmental Biology major will help to manage enrollment growth in the College, help to serve the large number of students interested in this field, and aid in retaining and servicing a high-quality population of students at UCR. We also believe that the curriculum development associated with the emergence of this new major will provide offerings of great interest to students who choose the other life science majors, such as the CBNS 133 Scientific Writing class which is described in the next section.

7. NEW ELECTIVE COURSES FOR THE MAJOR
Scientific writing course
(this elective course is still in the approval process; while it is not included in the formal
description [i.e. catalog copy] of the major, it is our intent to add it as an elective for the
major once it is approved.)

Title: CBNS 133 Scientific Writing for Biologists

Units: 4

Hours: 2 hrs of lecture per week
6 hours of writing assignments per week

Prerequisites: A major in CMDB or permission of the instructor and CBNS 101, BIOL 102,
BIOL 107A, CBNS 108 (the CMDB "major core")

Course description (<50 words): An introductory course in scientific writing. Students will
acquire skills to prepare scientific manuscripts, research proposals, and other types of
technical presentations through in-class exercises and writing assignments.

Grading: letter grade only

Justification: While it is assumed that students at UCR have acquired the basic English
skills to compose college-level documents, most students would benefit from additional
practice in writing. Moreover, much of the writing experience of students in the sciences
comes from activities in general English and other humanities classes. However, science
writing is defined by a set of distinct styles involving specific terminologies and document
formats. This course concentrates on developing specific expertise in technical and
scientific writing, while at the same time fostering critical thinking skills related to the
analysis and synthesis of scientific material. To facilitate the latter, this course is designed
for students that have completed the major core classes for CMDB (typically seniors).

This class is meant to supplement, but not replace, the English Composition requirement
for CNAS. It is proposed for seniors so that the scientific content of the reading
assignment can be handled at an appropriately sophisticated level.

Syllabus: The format of the course is a combination of classroom activities and take-home
writing assignments. In-class activities will involve lectures on style and content, as well as
student presentations and analyses of student work. The primary emphasis will be on
practicing specific writing techniques. Major assignments in the class will be done
collaboratively, as papers written by the individual students will be subjected to peer
editing and a preliminary evaluation by the instructor; assignments will then be rewritten
prior to their submission for final grading.

Specific topics: Scientific writing style and scientific English
Structure of a scientific paper
The publication process
Structure of a grant proposal
Poster presentations
Reviewing papers (including ethics of the review process)
Science journalism

Representative assignments:
Week 1  *Introductory assignment.* Students will be provided with a small scientific paper, and write an Abstract. This will help everyone "get on the same page" concerning the format of a scientific paper, and provide an introduction to the terse, direct style typical of scientific writing.

Week 2  *Manuscript revision.* Students will be provided with a small but poorly written scientific paper. They will then rewrite the paper using the appropriate scientific writing style and format.

Weeks 3, 4, 7, 8  *Writing a new manuscript.* Students will be provided with a brief background to a scientific topic based on a subject covered in one of the CBNS core classes, and a (unpublished) data set from a project on that topic. Students will prepare a complete manuscript, including Abstract, Introduction, Materials and Methods, Results, Discussion, References, and Figure legends. Rewriting of the manuscript will continue in weeks 8 and 9, in response to peer and instructor comments.

Weeks 5, 6, 9, 10  *Writing a grant proposal.* Starting from the same topic and dataset used to write the new manuscript, students will prepare a grant proposal. Students will be provided with an outline of the potential experiments for the proposal. Rewriting of the proposal will continue in week 9 and 10, in response to peer and instructor comments.

Week 9  *Science Journalism.* Using the same topic employed for the manuscript, students will prepare an article designed for the general public in magazine or newspaper-style.

**Texts:**

Revising Prose (4th Edition) by Richard Lanham (Author)

**Grading basis:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Manuscript revision:</td>
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<td>New manuscript:</td>
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<td>Grant proposal:</td>
<td>30%</td>
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<tr>
<td>Public science journalism:</td>
<td>10%</td>
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</table>

**Internship course (this has already been approved)**

**Title:** CBNS 198-I Individual Internship in Cell, Molecular, and Developmental Biology.

**Units:** 1-12

**Hours:** Written work, 1-12 hours; internship, 2-24 hours

**Prerequisites:** Consent of instructor.

**Course description (<50 words):** Career development within the context of cell, molecular, and developmental biology or health sciences. Students are co-supervised by an off-campus sponsor and on-campus faculty. Requires a written final report. Repeatable to a maximum of 12 units; up to 4 units may be used to satisfy major requirements.
Grading: S/NC

Justification: Internships play valuable roles in the professional and personal development of students. They provide an opportunity to gain relevant experience and a realistic perspective on what work is like within a given field. They can also expose students to aspects of careers that they had not considered previously. On the practical side, experience is one of the most important attributes employers and professional schools look for in applicants. Such career-building activities relevant to either the Health Sciences or Disciplinary tracks will be encouraged by the faculty advisors.

While many students interested in laboratory research can already take the 197 and 199-series of courses at UCR, CBNS 198-I will enable students to obtain credit for activities taken off-campus.

Syllabus: An internship is a structured agreement between a student, the faculty sponsor, and an internship site supervisor. Students will:

- Secure approvals from the off-site internship supervisor and the UCR faculty member before starting the work.
- Keep a journal or log of interactions, experiences, techniques, etc. relevant to the work experience.
- Submit a paper summarizing their experience following completion of the internship. The paper (minimum of four double-spaced pages) will include a detailed description of the internship activities and assess the value and relationship of the internship to their career goals. These two components of the paper are equally important.

8. ORGANIZATIONAL AND GOVERNANCE CONSIDERATIONS

Anticipated start date of the major. We are hopeful that all administrative approvals can be obtained by Spring, 2011. Consequently, we propose initiating the major in Fall 2011.

Anticipated Size of Major. We anticipate that the enrollment will comprise 50-75 students each year. This is based on enrollments in similar majors at universities that provide students with a choice of five to seven Life Sciences majors (the number expected at UCR), such as UCLA and the University of Wisconsin-Madison.

Faculty resources required. At present no new faculty resources are absolutely required to implement the major. However, additional TA resources may also be needed for CBNS 108 (Introduction to Developmental Biology) since more discussion sections will be needed. There may also be a need for additional offerings of existing upper-division courses, including laboratory classes, or of classes that have not been offered in recent years. As multiple majors will be relying on many of the same courses to satisfy their curricula, some coordination between majors will be required.
Other resources required. As is currently the case for other classes in the biological sciences, a staff member from the CNAS Biological Sciences Graduate Student Advising Center will need to be assigned to handle course enrollments. A professional academic advisor from the CNAS Undergraduate Academic Advising Center will also need to be assigned to the major.

Plan for administering the major. The major will be governed by a steering committee and a group of Participating Faculty Members.

Steering committee. This committee will bear primary responsibility for governing the major, and communicate with the Participating Faculty Members on issues in the major.

Three individuals will serve as voting members on the steering committee. These must represent a minimum of two academic departments, and may not include the chair of a department. The fourth member of the committee will be a department chairperson, will also serve in an ex officio capacity (see below).

The responsibilities of the steering committee will include periodic re-evaluation of curriculum requirements and courses appropriate for electives; handling of special cases, appeals and exceptions; recruitment of advisors; and so on. The steering committee may set up other committees as needed such as a curriculum committee, committees for each track in the major, etc., or recommend to the Participating Faculty Members that the size of the steering committee be increased.

Current members of the steering committee are:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Department</th>
<th>email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair, voting</td>
<td>Howard Judelson</td>
<td>Plant Pathology &amp; Microbiology</td>
<td><a href="mailto:howard.judelson@ucr.edu">howard.judelson@ucr.edu</a></td>
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<tr>
<td>member</td>
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<tr>
<td>Voting member</td>
<td>Jeff Bachant</td>
<td>Cell Biology &amp; Neuroscience</td>
<td><a href="mailto:jeffrey.bachant@ucr.edu">jeffrey.bachant@ucr.edu</a></td>
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<tr>
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<td>Morris Maduro</td>
<td>Biology</td>
<td><a href="mailto:mmaduro@ucr.edu">mmaduro@ucr.edu</a></td>
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<tr>
<td>Nonvoting member</td>
<td>David Eastmond</td>
<td>Cell Biology &amp; Neuroscience</td>
<td><a href="mailto:david.eastmond@ucr.edu">david.eastmond@ucr.edu</a></td>
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<td>(as CBNS Chair)</td>
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Once the major is approved, a schedule will be established to allow replacement or renewal of steering committee members at staggered intervals. Nominations for such positions will be solicited by the Steering Committee from the Participating Faculty Members. In the case of more than one nomination per position, the Participating Faculty Members will elect the member.

Role of department chairperson. The major will operate as an interdepartmental entity. Nevertheless, a mechanism is required to ensure that it has parity with department-based Life Science majors at the college level, authority to carry out its mission, and the ability to coordinate teaching assignments. Therefore, a department chairperson (a non-voting
member of the steering committee) will represent the major at the college level as needed, and also ensure that his/her department's representative on the College Executive Committee will also represent the CMDB program on the Executive Committee.

The current chair of the Department of Cell Biology and Neuroscience (David Eastmond) has agreed to serve in this position. This will be helpful for coordinating teaching assignments, as several of the classes are within that department. However, if the steering committee feels that alignment with another department becomes desirable, the Chair of the CMDB steering committee will work with the Divisional Dean for Life Sciences to nominate the appropriate departmental chairperson. That selection must then be approved by a majority of the steering committee. Although frequent changes are not anticipated, the appointment will be re-evaluated annually.

*Participating faculty members:* Thirty-one faculty have identified themselves as being interested in the major. These are: Adams, Michael; Atkinson, Peter; Bachant, Jeffrey; Bailey-Serres, Julia; Chen, Xuemei; Curras-Collazo, Margarita; DeMason, Darleen; Eastmond, David; Federici, Brian; Gill, Sarjeet; Haimo, Leah; Jin, Hailing; Judelson, Howard; Le Roch, Karine; Ma, Wenbo; Maduro, Morris; Martins-Green, Manuela; Maslov, Dmitri; Miller, Thomas; Norman, Anthony; Nothnagel, Eugene; Nugent, Connie; Rao, ALN; Sladek, Frances; Springer, Patricia; Springer, Mark; Talbot, Prue; Walling, Linda; zur Nieden, Nicole; Zanello, Laura; Zidovetzki, Raphael.

These participants were identified through a college-wide poll. To continue as a Participating Faculty Member, at least one of the following will be required: serving as an instructor in one of the upper-division science courses satisfying a requirement of the major; or serving as a faculty advisor to undergraduates in the CMDB program. The Steering Committee may solicit new or existing members of campus to participate in the program, and may delete non-active members from this list.
College of Natural and Agricultural Sciences  
July 28, 2009

To: Howard Judelson (Chair, CMDB Major Committee)  
David Eastmond (Chair, CBNS Department)

From: Thomas O. Baldwin, Dean

Subject: Cell, Molecular and Developmental Biology Major

The College of Natural and Agricultural Sciences is pleased to support your proposal for the new Cell, Molecular and Developmental Biology (CMDB) major. The CMDB major proposal presents strong learning outcomes and a new capstone experience for life science undergraduates.

This exciting new major will build on the strong research and teaching expertise of faculty from all of our life science departments.

The Biological Sciences Committee-in-Charge will be proposing the closure of the CMBD track contingent upon approval of the CMDB major. The requisite input and approval from life science faculty will occur during the summer of 2009. It is understood that the closure of the redundant CMDB track in Biological Sciences will occur at the time this major is approved.

cc: Donald Cooksey, Divisional Dean  
Linda Walling, Divisional Dean  
Jory Yarmoff, Divisional Dean
To be adopted:

Proposal for an Interdepartmental Major, B.S. in Microbiology

I. Overview and Academic Rationale
II. Mission of the Major and Learning Outcomes
III. Course Framework
IV. Entry of Students into the Major
V. Advising and Mentoring of Students
VI. Relationships with and Impact on Other Majors
VII. New Courses developed for the Major
VIII. Organizational and Governance Considerations

Prepared by the Microbiology Major Steering Committee:

James Borneman (Chair)
Katherine Borkovich (member)
Marylynn Yates (member)

Approved by:

Microbiology Participating Faculty Members 3-5-2010
CNAS Dean Baldwin: 2-11-11
CNAS Executive Committee: 11-16-10
Committee on Educational Policy: 4-12-11
I. Overview and Academic Rationale

The College of Natural and Agricultural Sciences proposes the establishment of a Bachelor of Science degree titled “Microbiology.” This proposal is responding to both enrollment increases in microbiology courses at UCR and the importance of microbiology in science, technology and society. Enrollment in microbiology courses at UCR has doubled over the last eight years. Students applying for admission to professional schools are required to take certain undergraduate microbiology courses. After taking the introductory lecture and laboratory courses, many of these students are so interested in microbiology that they take several additional microbiology courses as electives in the Biological Sciences major. The proposed major will expose and train students in a myriad of areas in microbiology including human and animal pathogenesis, molecular genetics, physiology, environmental sciences, food science, plant pathology, biotechnology, and epidemiology, among others.

II. Mission of the Major and Learning Outcomes

The mission of the major is to train students in microbiology using a structured curriculum that will allow students to be competitive after graduating from UCR. The curriculum is designed to provide suitable flexibility to allow students to prepare for a broad range of research, education and health-related careers encompassed by the discipline.

Learning Outcomes:

Objective 1: Students demonstrate an understanding of fundamental microbiology concepts and principles.

Method 1: Examination.
The evaluation will be the grade of the comprehensive final exam from MCBL 121, which is an introductory class that covers fundamental microbiology concepts and principles. All students will be required to take the class.

Objective 2: Students demonstrate the ability to apply critical thinking skills to evaluate existing knowledge and to formulate methods for generating new knowledge. When faced with a problem or the unknown, students can formulate a hypothesis and design an experiment to test it. They are able to draw on existing knowledge in the form of scientific literature, other published materials and online content, judge the relative quality of these sources and use this knowledge to answer questions and set a foundation for generating new knowledge.

Method 1: Capstone Course.
A new class titled Experimental Microbiology (MCBL 125) was developed. This is a laboratory class designed to train students in the formulation of hypotheses and the development of experiments to test them. Students will also be required to organize and present their work in both written and oral formats. The evaluation will include the final grade in the course and a summary of the student’s performance in the various components of the class (using a standardized evaluation form to be developed). All students will be required to take the class.

As an example, faculty member Dr. Katherine Borkovich has been involved with a summer research program at UCLA utilizing the eukaryotic microbe *Neurospora crassa*. Plans are underway for this program to be taught as an undergraduate laboratory course at Texas A&M University and the same
could be done at UCR. Students use bioinformatics techniques to select a group of *Neurospora* genes and then analyze the corresponding mutants (generated during a high-throughput gene knockout project) for growth and developmental defects. They upload the data to a website at the Broad Institute at MIT. Each student selects one mutant for more detailed analysis during the last few weeks of the quarter. They develop a hypothesis, design and perform the experiment and analyze the results. They write a research paper on their results and also prepare a PowerPoint presentation to give to the class. In many cases, the data generated by the students has been published in peer-reviewed scientific papers.

**Method 2: Research with Faculty.**
Students have the option to participate in undergraduate research using the MCBL 197 course. This course will require a written proposal to be completed at the start of the research program along with a final report written in the standard format of a research paper. This course will enable evaluation of both critical thinking and communication skills. Evaluations will be made by the participating faculty members using a standardized evaluation form (to be developed).

**Objective 3: Students demonstrate the ability to communicate scientific ideas clearly in both written and oral formats.** They can draw on existing knowledge to write a synthetic paper using citations from the scientific literature and are able to summarize scientific information to a lay audience. They can also present new knowledge through oral and written scientific reports and research papers. These skills are developed through classroom and laboratory experiences as well as undergraduate research symposia or workshops.

**Method 1: Capstone Course.**
A new class titled Experimental Microbiology (MCBL 125) was developed. This is a laboratory class designed to train students in the formulation of hypotheses and the development of experiments to test them. Students will also be required to organize and present their work in both written and oral formats. The evaluation will include a summary of the student’s performance on the communication components of the class using a standardized evaluation form (to be developed). All students will be required to take the class. See above for an example of specific content.

**Method 2: Research with Faculty.**
Students have the option to participate in undergraduate research using MCBL 197. This course will require a written proposal to be completed at the start of the research program and a final report written in the standard format of a research paper. This course will enable evaluation of both critical thinking and communication skills. Evaluations of the communication components of the class will be made by the participating faculty members using a standardized evaluation form (to be developed).

**Method 3: Portfolio.**
A portfolio of selected course work items will be collected as each student progresses through the program. These items will have been graded in the context of the course in which they originated and will also be evaluated in toto by a committee of faculty using a rubric (to be developed). Items will be drawn principally from upper-division courses (MCBL 121, 121L, 125) that require written research papers.

**Objective 4: Students demonstrate the ability to apply technical, analytical and computational skills.** Students can perform experiments described in laboratory protocols and operate basic laboratory equipment and explain the basis for their function. They can evaluate quantitative and qualitative experimental data and present the data in tabular or graphical form as appropriate. They
are familiar with standard computer software and can analyze datasets through application of appropriate basic formulae and interpret the results relative to biological principles.

**Method 1: Laboratory Courses.**
Students will be required to take two laboratory courses (MCBL 121L and 125). Evaluations of the components of this objective (described above) will be made by the participating faculty members using a standardized evaluation form (to be developed).

**Objective 5: Students identify appropriate career objectives and successfully pursue them.**
Typical objectives would include employment in industry, government, land management, or teaching as well as advanced training in graduate or professional school.

**Method 1: Survey of Graduating Students.**
Just prior to graduation, students will complete an exit survey (to be developed) of their opinions regarding their undergraduate experience and their continuing career goals and plans. A similar alumni survey will be conducted at two years after graduation.

**III. Course Framework**

**Proposed catalog copy including academic requirements and sample programs.** The following catalog description is designed to replace the current Microbiology Biological Sciences track description.

<table>
<thead>
<tr>
<th>Present</th>
<th>Proposed Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td>Microorganisms play key roles in ecosystems and human civilization. They can both cause and prevent a wide array of diseases in animals and plants. They are key components in the manufacturing of bread, cheese, and other food products. Microbes are involved in soil formation, global environmental processes and detoxifying contaminated environments. In addition, they contain a wealth of useful compounds and enzymes for biotechnology.</td>
</tr>
</tbody>
</table>

Students earning a degree will be prepared to continue studies at the graduate level, earn teaching credentials, or enter professional schools in medicine, pharmacy, optometry, dentistry, and veterinary medicine, among others. Students will also be trained for technical careers in medicine, agriculture,
biotechnology and environmental fields. For information on how to select elective coursework for specific career paths, visit the CNAS Undergraduate Academic Advising Center.

Students in the Microbiology major can obtain either B.A. or B.S. degrees. The B.S. degree offers students with a strong interest in the natural sciences an opportunity to emphasize this aspect of their education. The B.A. degree is available to students who wish to obtain a broader background in the humanities and social sciences than is required of students in the B.S. program.

**Degree Requirements**

a. **University Requirements**

See the Undergraduate Studies section for requirements that all students must satisfy.

b. **College Requirements**

See Degree Requirements, College of Natural and Agricultural Sciences, in the Undergraduate Studies Section, for requirements that students must satisfy.

c. **Major Requirements**

Some of the following requirements for the Microbiology major may also fulfill the College’s breadth requirements. Consult with an advisor for course planning.

1. **Core Curriculum (72-77 units)**

   a) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C
   b) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC
   c) CHEM 112A, CHEM 112B, CHEM112C
   d) PHYS 002A, PHYS 002B, PHYS 02LA, PHYS 02LB, PHYS 002C,
PHYS 02LC

e) MATH 008B or MATH 009A, MATH 009B
f) STAT 100A
g) BCH 100, or BCH 110A and BCH 110B

2. Upper-Division Requirements (36 units)

a) Major Core (18 units):
   BIOL 102, BIOL 107A, MCBL 121,
   MCBL 121L, MCBL 125

b) Major Electives. A minimum of 18 units from the following to be selected in consultation with a faculty advisor:
   BIOL 128, BIOL 157, BIOL 158,
   CBNS 101, ENSC 120, MCBL 120,
   MCBL 120L, MCBL 122, MCBL 123,
   MCBL 124, MCBL 141, MCBL 188,
   MCBL 197\textsuperscript{2}, PLPA 134, PLPA 134L

3. Other Requirements

For the Bachelor of Science degree, an additional 16 units in upper-division microbiology courses and/or substantive courses in a field or fields related to the major. Acceptable courses include BCH 102, BCH 110C, BIOL 107B, BIOL 109, BIOL 119, ENSC 133, MCBL 190\textsuperscript{3}, MCBL 198-I\textsuperscript{3}; a more complete list of acceptable courses is available at the CNAS Undergraduate Academic Advising Center.

For the Bachelor of Arts degree, the foreign language requirement may be fulfilled by completing level four coursework or by demonstrating the equivalent proficiency in one foreign language.
## Bachelor of Science Sample Program

### Freshman Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 005A, 005AL, 005B</td>
<td>5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHEM 001A, 001B, 001C</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<tr>
<td>CHEM 01LA, 01LB, 01LC</td>
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<td>ENGL 1A, 1B</td>
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<td></td>
</tr>
<tr>
<td>Human./Soc. Sci Elect.</td>
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<td></td>
<td>4</td>
</tr>
<tr>
<td>MATH 009A, 009B</td>
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<td>4</td>
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</tr>
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<td>NASC093</td>
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### Sophomore Year

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<tr>
<td>BIOL 005C</td>
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<td>BIOL 102</td>
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<tr>
<td>CHEM 112A, 112B, 112C</td>
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<tr>
<td>ENGL 1C</td>
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<tr>
<td>MCBL 121</td>
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<tr>
<td>PHYS 002A, 002B, 002C</td>
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### Junior Year

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<td>MCBL 121L</td>
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<td>MCBL 125</td>
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### Senior Year

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<tbody>
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<td>Human./Soc. Sci Elect.</td>
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<tr>
<td>Major Elect. &amp; Other Reqs</td>
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</tr>
<tr>
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<tr>
<td><strong>Total</strong></td>
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</table>

**Notes:**

1. Some students will take courses in summer session to (i) reduce the unit load during the normal academic year (ii) complete the degree requirements in less than four years or (iii) enable the acquisition of a minor or double major in four years.

2. No more than 4 units can be applied toward the Major Electives unit requirement, unless approved by the Microbiology Steering Committee.
IV. Entry of Students into the Major

Students may enter the major at any time provided they meet the “Change in Major Criteria” for Microbiology.

V. Advising of Students and Assessing Success

Faculty advising. Combined with the professional advisors in the CNAS Undergraduate Academic Advising Center, we propose assigning to participating faculty members small (5-10) numbers of students that they will advise from the time they enter the program until they graduate.

Health profession advising. It is also important that those students who indicate an interest in medical school or related professions get advising early concerning what it will take for them to be competitive. We will use existing resources on campus to help steer students towards extracurricular health-related activities that will be a necessary component of their health professional school application.

Other advising activities. The Career Center will be asked to align particular jobs with a completed Microbiology major. In addition, a list will be developed of available laboratories for students in the major who wish to participate in undergraduate research.

Assessing student success in the major. Microbiology recognizes that it has a responsibility to provide a rich and nurturing environment that facilitates student success. To assess performance of the major, data on several attributes associated with success will be gathered and evaluated:

- Each year, overall statistics on success will be examined including retention rate, graduation rate (including time-to-degree), and average GPA at graduation.
- Student learning outcomes will be evaluated by examining performance as described above.
- Soon before graduation, students will be provided with a survey to assess their satisfaction with their experience in the Microbiology major.
- Approximately two years after graduation, students will be contacted again with a new survey. This will allow them to re-assess their satisfaction with the Microbiology major and provide information on their career paths.

VI. Relationships with and Impact on other Majors

We believe that the creation of a Microbiology major will help to manage enrollment growth in the College, help to serve the large number of students interested in this field, and aid in retaining and servicing a high-quality population of students at UCR.

\(^*\)No more than 4 units can be applied toward the Other Requirements unit requirement, unless approved by the Microbiology Steering Committee.

\(^*\)Students are encouraged to take a class in ethics.
VII. New Courses Developed for the Major

MCBL 125. Experimental Microbiology.

Units: 3
Hours: 1 hr of lecture per week and 6 hours of laboratory per week

Prerequisites: A major in MCBL or permission of the instructor and BIOL 102, BIOL 107A, MCBL 121, MCBL 121L

Course description (<50 words): This class will guide students through the process of performing experimental research in a microbiology laboratory. Students will acquire skills in formulating hypotheses, designing experiments, performing laboratory experiments, analyzing data as well as preparing and presenting the results of these efforts in written and oral forms. The experimental system(s) used for the course will vary with the instructor. The example presented here is a course designed by Katherine Borkovich that utilizes the nonpathogenic microbial eukaryote *Neurospora crassa*.

Grading: Letter grade only

Justification: Research in microbiology and most areas of biology involve a process including formulating hypotheses, designing and performing experiments to test hypotheses, data analysis and written and oral forms of communicating the results of such efforts. This class is designed to guide students through this process.

This will be a research-based course, incorporating analysis of uncharacterized gene deletion mutants for the model filamentous fungus *Neurospora crassa*. There are currently 7000 genes for which knockout mutants are available and mutants for all 10,000 genes will be completed within the next four years in the Borkovich laboratory. Only 1000 of the mutants have been analyzed for phenotypes to date. The data generated during the course will be uploaded to the *Neurospora* database at the Broad Institute/MIT and will be presented in research publications with student authors.

Note: Because *Neurospora* grows on a simple defined medium, the supplies for this laboratory course will be relatively inexpensive. All of the media can be prepared in advance and stored at 4ºC, further streamlining the course.

Syllabus:

Specific topics: Overview of fungal growth, development, metabolism, genomics
Ethical reporting of scientific results and the publication process
Basic bioinformatics techniques used to analyze genes
Sterile technique and microbial growth
Phenotypic analysis of 20 mutants
Uploading data to functional genomics database
Development and testing of a hypothesis based on current results
Writing a scientific paper
Poster or brief oral presentations
**Sample Schedule:**

**Week 1**  Students will learn the basics of the lifecycle, genome sequence and how the gene deletion mutants are being generated. They will learn sterile technique and will inoculate their 20 assigned mutants from master stocks. They will analyze wild-type *Neurospora* in all assays, in order to become familiar with “normal” growth and development. Assays include extension rate of basal hyphae; colony morphology and asexual sporulation on minimal and rich medium; length of spore-forming structures; formation and fertilization of female reproductive structures, and production of sexual spores.

**Week 2**  Finish phenotypic analysis of wild type. Begin phenotypic analysis of 20 mutant strains. Perform bioinformatics analysis of the 20 genes mutated in the strains.

**Weeks 3-6**  Continue phenotypic analysis of 20 mutants. Develop a hypothesis based on phenotypic and bioinformatics data for 1-2 mutants. Design an experiment to test the hypothesis.

**Week 7**  Prepare special media needed for experiment. Perform experiment to test hypothesis.

**Week 8**  Finish experiment. Begin writing scientific paper and preparing Powerpoint file.

**Week 9**  Upload all data to Broad Institute website. Have draft of scientific paper checked by instructor. Participate in small group activity (2-3 students/group): Electroporation of a knockout construct into *Neurospora*.

**Week 10**  Poster or oral presentations in lab. Turn in final scientific paper. Examine electroporation plates for colonies.

**Finals Week**  Cumulative Final Exam

**Representative assignments:**

Use bioinformatics tools at NCBI and other genome databases to analyze 20 genes

Analyze 20 mutants for phenotypes

Keep a laboratory notebook with experimental results

Develop and test a hypothesis based on one or two mutants

Write a 4-page scientific paper that summarizes data for mutants

Prepare a Powerpoint file (~10 slides) for poster or oral presentation of data

Upload all phenotypic data to Broad/MIT database

**Possible Text(s):**

“*Neurospora: Contributions of a Model Organism*”, by Rowland H. Davis, Oxford University Press, USA, 2000. Additional papers from the current scientific literature will be assigned as required reading.

**Grading basis:**

- Bioinformatics Analysis: 15%
- Laboratory Notebook: 30%
- Written Report: 20%
- Presentation: 10%
- Final Exam: 25%

**MCBL 190. Special Studies (1-5).** Prerequisite(s): consent of instructor and major chairperson. To be taken as a means of meeting special curricular needs. Grading basis to be selected in consultation with the instructor and major chairperson. Course is repeatable.
MCBL 198-I. Individual Internship in Microbiology.
Units: 1-12.
Hours: Written work, 1-12 hours; internship, 2-24 hours.
Prerequisites: Consent of instructor.
Course description (<50 words): Career development within the context of microbiology. Students are co-supervised by an off-campus sponsor and on-campus faculty. Requires a written final report. Repeatable to a maximum of 12 units; up to 4 units may be used to satisfy major requirements.
Grading: S/NC

Justification: Internships play valuable roles in the professional and personal development of students. They provide an opportunity to gain relevant experience and a realistic perspective on what work is like within a given field. They can also expose students to aspects of careers that they had not considered previously. On the practical side, experience is one of the most important attributes employers and professional schools look for in applicants.

Syllabus: An internship is a structured agreement between a student, the faculty sponsor, and an internship site supervisor. Students will:
- Secure approvals from the off-site internship supervisor and the UCR faculty member before starting the work.
- Keep a journal or log of interactions, experiences, techniques, etc. relevant to the work experience.
- Submit a paper summarizing their experience following completion of the internship. The paper (minimum of four double-spaced pages) will include a detailed description of the internship activities and assess the value and relationship of the internship to their career goals. These two components of the paper are equally important.

VIII. Organization and Governance

Anticipated start date of the major. We are hopeful that administrative approval can be obtained by spring of 2011. We propose initiating the major in Fall 2011.

Anticipated Size of Major. We anticipate that the enrollment will comprise 50-100 students each year.

Faculty resources required. For MCBL 125, we will need instructors, laboratory space, and laboratory support staff. We will also need a means of acquiring the necessary supplies and equipment, which could simply come from the fees associated with registering for the class, assuming that they can be set at the appropriate level.

Other resources required. The major will utilize the Professional Academic Advisors at the CNAS Undergraduate Academic Advising Center.

Plan for administering the major. The major will be governed by a steering committee and a group of Participating Faculty Members.

Steering committee. This committee will bear primary responsibility for governing the major, and communicate with the Participating Faculty Members on issues in the major.

Three individuals will serve as voting members on the steering committee, representing a minimum of two academic departments. A department chairperson (Plant Pathology and Microbiology) will also
serve in an *ex officio* capacity (see below). Their responsibilities will include periodic re-evaluation of curriculum requirements and courses appropriate for electives; handling of special cases, appeals and exceptions; recruitment of advisors; and so on. The steering committee may set up other committees as needed such as a curriculum committee, committees for each track in the major, etc., or recommend to the Participating Faculty Members that the size of the steering committee be increased.

Current members of the steering committee are:

<table>
<thead>
<tr>
<th>Role*</th>
<th>Name</th>
<th>Department</th>
<th>email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair</td>
<td>James Borneman</td>
<td>Plant Pathology &amp; Microbiology</td>
<td><a href="mailto:borneman@ucr.edu">borneman@ucr.edu</a></td>
</tr>
<tr>
<td>Member 1</td>
<td>Marylynn Yates</td>
<td>Environmental Sciences</td>
<td><a href="mailto:marylynn.yates@ucr.edu">marylynn.yates@ucr.edu</a></td>
</tr>
<tr>
<td>Member 2</td>
<td>Kathy Borkovich</td>
<td>Plant Pathology &amp; Microbiology</td>
<td><a href="mailto:katherine.borkovich@ucr.edu">katherine.borkovich@ucr.edu</a></td>
</tr>
</tbody>
</table>

*As the governance structure of the Life Science majors at UCR evolves, steering committee members are expected to serve on several CNAS committees.

Once the major is approved, a schedule will be established to allow replacement or renewal of steering committee members at staggered intervals. Nominations for such positions will be solicited by the Steering Committee from the Participating Faculty Members. In the case of more than one nomination per position, the Participating Faculty Members will elect the member.

*Role of department chairperson.* The major will operate as an interdepartmental entity. Nevertheless, a mechanism is required to ensure that it has parity with department-based Life Science majors at the college level, and authority to carry out its mission. Therefore, a department chairperson (Plant Pathology and Microbiology) will represent the major at the appropriate college major meetings. This will ensure information transfer between CNAS and the major, and enable the coordination of teaching assignments.

The Chair of the Microbiology steering committee will work with the Divisional Dean for Life Sciences to nominate the appropriate departmental chairperson. That selection must then be approved by a majority of the steering committee. Although frequent changes are not anticipated, the appointment will be re-evaluated annually.

*Participating faculty members:* Thirty-three faculty members have identified themselves as being interested in the major. They are: Adaskaveg, Jim; Allen, Michael; Borkovich, Katherine; Borneman, James; Coffey, Michael; Cooksey, Donald; Crowley, David; Ding, Shou-Wei; Douhan, Greg; Euglem, Thomas; Federici, Brian; Gill, Sarjeet; Jin, Hailing; Judelson, Howard; Kaloshian, Isogouhi; LeRoch, Karine; Liu, Renyi; Ma, Wenbo; Maslov, Dmitri; Miller, Thomas; Ng, James; Nunney, Leonard; Pedra, Joao; Platzer, Edward; Rao, ALN; Roberts, Philip; Roper, Caroline; Sachs, Joel; Schiller, Neal; Stanghellini, Michael; Walter, Jan; Wilson, Emma; Yates, Marylynn.

These participants were identified through a college-wide poll. To continue as a Participating Faculty Member, at least one of the following will be required: serving as an instructor in one of the upper-division science courses satisfying a requirement of the major; or serving as a faculty advisor to undergraduates in the Microbiology program; or serving as a member on any Microbiology program committee. The Steering Committee may solicit new or existing members of campus to participate in the program, and may delete non-active members from this list.
February 11, 2011

To: James Borneman, Chair, Microbiology Major Committee
James Baldwin, Chair, Department of Plant Pathology and Microbiology

Fr: Thomas O. Baldwin, Dean

Re: The proposed Microbiology Major

The College of Natural and Agricultural Sciences is pleased to support your proposal for the new Microbiology major. This new major proposal presents strong learning outcomes and meets the needs of many of our students who have shown strong interest in this field in the past few years.

This new major will replace the existing Microbiology track in the Biological Sciences major and will be administered by faculty in the Plant Pathology and Microbiology Department. The undergraduate major, along with the recently revived graduate program in Microbiology, builds on the strong research and teaching expertise of faculty from many of our life science departments.

It is understood that the closure of the redundant Microbiology track in Biological Sciences will occur at the time this major is approved by the appropriate Senate committees.

cc. Richard A. Cardullo, Divisional Dean
David Parker, Chair of the CNAS faculty
April 11, 2011

To: Jose Wudka, Chair, Committee on Educational Policy (CEP)

From: James Borneman, Chair, Microbiology Steering Committee

Microbiology Response: Although the microbiology undergraduate major will operate as an interdepartmental entity, a mechanism is required to ensure that it has parity with department-based Life Science majors at the college level. Therefore, the Plant Pathology and Microbiology (PLMB) departmental chairperson, a non-voting member of the major’s steering committee, will represent the major at the college level as needed. In addition, the PLMB chairperson will also ensure that his/her department’s representatives on the College Executive Committee and Teaching Assistant Assignment Committee represent the microbiology major at these venues.

Approved by CEP 4/12/11
April 11, 2011

TO: GRETCHEN BOLAR
VICE CHANCELLOR, FINANCE AND BUSINESS OPERATIONS

FM: MARY GAUVAIN, CHAIR
RIVERSIDE DIVISION

RE: CAMPUS NAMING – MaryLu Clayton Rosenthal Dance Studio

The Executive Council met on April 11, 2011 and unanimously endorsed the proposal by Dean Stephen Cullenberg to name room 300 located on the third floor of the Arts Building as the MaryLu Clayton Rosenthal Dance Studio.

The naming will be reported in the May 24, 2011 Division meeting.

CC Dean S. Cullenberg
Campus Space Manager Pippert
March 16, 2011

Chair Gauvain
Academic Senate

RE: Campus Naming Committee – Room Naming Opportunity

Dear Mary:

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 Executive Council for this naming opportunity.

- *MaryLu Clayton Rosenthal Dance Studio* is the proposed name for room 300 located on the third floor of the Arts Building. This naming opportunity has been recommended by the Dean, College of Humanities, Arts and Social Sciences, Stephen Cullenberg.

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 recommendation by Friday April 1, 2011.

Sincerely,

[Signature]

Gretchen Bolar
Vice Chancellor

Attachments

xc: Vice Chancellor Hayashida
    Dean Cullenberg
    Assistant Vice Chancellor Smith
    Executive Director Ehlers
    Senior Director Shultz
    Campus Space Manager Pippert
SUMMARY INFORMATION

Proposed Name: MaryLu Clayton Rosenthal Dance Studio
In the College of Humanities, Arts and Social Sciences

Building and Room Background:
- Official Building Name: Arts Building
- Building Name (12-byte): ARTS
- Capital Asset Account Number: P5411
- Building Basic Gross Square Feet: 106,658 gsf
- Location: UCR Core Campus
- Room Number: 300
- Room Assignable Square Footage: 1,791 asf

Description: Distinguished Professor Robert Rosenthal and the Rosenthal family would like to honor the memory of their wife and mother, MaryLu Clayton Rosenthal. An immediate cash gift for $100,000 will name the dance studio in recognition of MaryLu. In addition to the one time gift a MOU has been established for 3 Endowed Funds: The MaryLu Clayton Rosenthal Endowed Dance Scholarship Fund, The MaryLu Clayton Rosenthal Endowed Theater Fellowship Fund, and The MaryLu Clayton Rosenthal Endowed Fellowships and Scholarships in Music Fund.

See attached Background Information.

Gift Amount: $100,000
Gift Agreement: 03/14/2011

Floor Plan:
Date: March 15, 2011

To: Gretchen Bolar, Vice Chancellor of Financial & Business Operations

Cc: Peter Hayashida, Vice Chancellor of University Advancement
    Stephen Cullenberg, Dean, College of Humanities, Arts and Social Sciences
    Marie Schultz, Senior Director of Development, College of Humanities, Arts and Social Sciences

From: Zachary A. Smith, Assistant Vice Chancellor of Development

Subject: MaryLu Clayton Rosenthal Dance Studio Naming Approval

Dear Gretchen,

In accordance with approved UCR policy, I am forwarding the MaryLu Clayton Rosenthal Dance Studio Naming Packet for your review.

This packet includes:

- Initial Request for Approval to Name/Establish a Property, Program or Facility for the MaryLu Clayton Rosenthal Dance Studio
- Memorandum of Understanding between Robert Rosenthal and the UC Riverside Foundation, which includes background information on MaryLu Rosenthal

Please copy me on any memos and/or responses regarding this request. Should you have any questions or need any additional information, feel free to contact me at extension 26302.

Sincerely,

[Signature]

Zachary A. Smith, Ph.D.
Assistant Vice Chancellor of Development

Attachment
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: Dean Stephen Cullenberg

   B. Type of Gift and Comments:
      This is a current use cash gift of $100,000 to rename the small dance studio room 300 in the Arts building (ARTS 300) in the College of Humanities, Arts and Social Sciences.

   C. Proposed name (if any, involving gift): MaryLu Clayton Rosenthal Dance Studio
   D. Honorific naming (no gift involved):
   E. Proposed use(s):
      Dance studio room 300 is used by the Department of Dance for classes and periodic performances in accordance with CHASS's academic and research mission.

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 College of Humanities, Arts and Social Sciences (CHASS), in accordance with UCR policy, will rename the dance studio room 300 in the Arts Building (ARTS 300) to the MaryLu Clayton Rosenthal Dance Studio.

      The mission of the College of Humanities, Arts, and Social Sciences (CHASS) is focused on high level research and scholarship, teaching undergraduate students, and training graduate students for professional life. The naming gift from Professor Rosenthal will be a current use cash gift for the performing arts (music, dance, theater) and will provide additional resources in support of the academic and teaching mission of the college.
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.

No additional resources are needed. ARTS 300 is an existing dance studio housed in the CHASS Arts Building that opened its doors to students during the 2001-02 academic year.

II. Contribution Information:
A. Total amount of private funds expected to be committed: $100,000.
B. Form of private contribution (s):

Outright Gift IRA rollover (Date: March 2011.)

C. Source(s) of private contribution(s):

<table>
<thead>
<tr>
<th>Donor(s)</th>
<th>Amount(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguished Professor Robert Rosenthal</td>
<td>$100,000</td>
</tr>
</tbody>
</table>

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?

No additional campus resources will be needed

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 the faculty of the Department of Dance in the College of Humanities, Arts and Social Sciences affected by the named building, etc.

Submitted by:

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

Joel B. Munson, Associate Vice Chancellor, Development

Peter Hayashida, Vice Chancellor, University Advancement

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

to Associate Vice Chancellor, Development, 257A Highlander Hall, Campus.
MEMORANDUM OF UNDERSTANDING
between Robert Rosenthal and
the UC Riverside Foundation

I. INTRODUCTION
Robert Rosenthal ("Donor") and the Rosenthal family wish to honor the memory of their beloved wife and mother, MaryLu Clayton Rosenthal, through a current use gift and bequest to the UC Riverside Foundation. The bequest will ultimately create three endowed funds to support students in the performing arts in the College of Humanities, Arts and Social Sciences ("CHASS"). In addition, the Donor also wishes to make an immediate cash gift of $100,000 from the payout of an IRA to name the small dance studio room 300 in the CHASS Arts Building in MaryLu’s honor.

The family feels that it is an honor and pleasure to memorialize MaryLu Clayton Rosenthal with this endowment. She was a wife, mother, grandmother, and dear friend who always loved to sing and dance. She was a great reader and, as those lucky enough to receive her correspondence knew, a great writer.

In childhood recital photographs, MaryLu wears flouncy skirts and an enormous grin, tap shoes shining in a silvery nitrate glow. Two generations later, still dancing, teaching classes, patiently correcting her granddaughter’s paddle rolls in the backyard gazebo, MaryLu’s grace, creativity, and humor were enhanced by her unassuming style. Audiences admired the clarity of her taps, her subtle, jazzy improvisations and, when she inevitably stepped back to encourage her students, it often took a moment for them to snap back to reality. MaryLu’s dancing was transporting and nostalgic, but never outdated: just classic.

MaryLu played violin and guitar, but her comfort zone was around the piano; every day, she could be found flipping pages of the antique sheet music her own mother had collected, filling the house with melody, singing Gershwin and Porter and Rodgers and Hammerstein. It’s a universal truth that the kitchen is the heart of the house, and since MaryLu was the heart of the family, her piano was, appropriately and for years, in the kitchen. A former classroom teacher, librarian and a life-long learner, MaryLu’s home was lined with books on film, history, art and architecture, novels both humorous and mysterious, from Regency to Noir. She read them all, loaned many, bought the family more, and deeply respected good writers. She rarely admitted that she was one of them, but MaryLu’s letters, cards (often watercolors she’d done herself), and emails were smart, witty, sensitive tokens of cultural breadth, down-home wisdom, and maternal care; many were kept and reread and will continue to inspire us.

It is the family’s hope that, with these scholarships, MaryLu’s spirit will also continue to inspire the dancers, musicians, and writers who, she taught so many to believe, make the world more beautiful, interesting, and worthwhile. The family would like to share her legacy with others as generously as she shared her love, talent, and patience with them.
II. PRIORITY, NAMING, AND PURPOSE OF ENDOwed FUNDS

Donor intends to name the U.C. Riverside Foundation, a California non-profit corporation, Riverside, California, 92521, as a beneficiary of certain retirement accounts following his death, and wishes that any funds received by the Foundation from this bequest (or from other gifts made by Donor and directed for this purpose) be used to establish three endowed funds (“Endowed Funds”) as described below. The gift should be divided among the three funds as described below:

A. The MaryLu Clayton Rosenthal Endowed Dance Scholarship Fund

It is Donor's desire that an endowed undergraduate scholarship be established at the University of California, Riverside. Therefore, an endowed fund to support the scholarship, called the MaryLu Clayton Rosenthal Endowed Dance Scholarship Fund will be created. It is the Donor's wish that one-fourth (25%) of the total gift will be directed to this fund. This scholarship fund will support an undergraduate student in the department of dance who demonstrates both academic merit and financial need under the direction of the Dean of the College of Humanities, Arts and Social Sciences.

B. The MaryLu Clayton Rosenthal Endowed Theater Fellowship Fund

It is Donor's desire that an endowed graduate fellowship be established at the University of California, Riverside. Therefore, an endowed fund to support the fellowship, called the MaryLu Clayton Rosenthal Endowed Theater Fellowship Fund will be created. It is the Donor's wish that one-fourth (25%) of the total gift will be directed to this fund. This scholarship fund will support a graduate student in the Theater department working on his/her MFA (Master of Fine Arts) in creative writing and writing for the performing arts under the direction of the Dean of the College of Humanities, Arts and Social Sciences. The fund recipient should demonstrate both academic merit and financial need.

C. The MaryLu Clayton Rosenthal Endowed Fellowships and Scholarships in Music Fund

It is Donor's desire that an endowed graduate fellowship and/or undergraduate scholarship in music be established at the University of California, Riverside. Therefore, an endowed fund to support the fellowships and/or scholarships, called the MaryLu Clayton Rosenthal Endowed Fellowships and Scholarships Fund will be created. One-half (50%) of the total gift will be directed to this fund. This scholarship and fellowship fund will support either a graduate student or undergraduate student in the department of music and in any given year can be directed to two fellowship recipients or two scholarship recipients or a combination of one fellowship and one scholarship at the discretion of the Dean of the College of Humanities, Arts and Social Sciences. Both recipients should demonstrate academic merit and financial need.
The Donor understands that the UCR minimum for an endowed fund is $25,000. If the amount distributed to the UC Riverside Foundation (together with any other gifts made by the Donor for the purposes of this document) is insufficient to establish all the Endowed Funds outlined above, the UC Riverside Foundation shall create as many of the Endowed Funds as possible with the funding available, in the following order of priority:

1) The MaryLu Clayton Rosenthal Endowed Fellowships and Scholarships in Music Fund to create one scholarship or one fellowship at the Dean's discretion.

2) The MaryLu Clayton Rosenthal Endowed Dance Scholarship Fund

3) The remainder to be added to the The MaryLu Clayton Rosenthal Endowed Fellowships and Scholarships in Music Fund to create the second scholarship or fellowship in music at the Dean's discretion.

If, in the judgment of the Chancellor of UCR, changed circumstances substantially interfere with the designated use of any Endowed Fund, then the Chancellor may use the funds to further the mission of UCR as s/he determines to be consistent with Donor's interests and intentions and University and UCR policies.

III. NAMING GIFT
It is the Donor's additional wish to make an immediate gift of $100,000 to name the small dance studio room 300 in the Arts Building in the College of Humanities, Arts and Social Sciences. The small dance studio will be renamed the MaryLu Clayton Rosenthal Dance Studio. The $100,000 gift will be used to support the performing arts (music, dance and theater) at the discretion of the Dean of the College of Humanities, Arts and Social Sciences. The naming of the small dance studio shall be governed by the University of California's Policy of Naming University Properties, Academic and Non-Academic Programs and Facilities.

IV. ADMINISTRATION OF FUNDS
The Funds' expendable distributions will be determined periodically under the terms of the Endowment Expenditure Policy as established by the UC Riverside Foundation. Total return earned by the Endowed Funds in excess of the amount approved for distribution shall be retained in fund principal to protect the funds from the effects of inflation and to allow for growth. Any unexpended distributions from the previous year may be combined with that of the current year for spending purposes or added to fund principal.

The principal of any fund created under this document may be combined with other funds for investment purposes.

Fiduciary responsibility for governance and investment of the funds is vested in the UC Riverside Foundation Board of Trustees.
As is customary with universities and other non-profit organizations across the country, a one-time gift fee is applied to each gift in order to provide essential support to UCR's advancement program. The Donor understands that the fee is currently 5%. After the one-time fee has been satisfied, administrative fees will be charged in accordance with UCR policy. This fee will come from the income that is earned on the principal of the funds and will not further reduce the amount of the gift.

V. STEWARDSHIP
An endowed fund in the Arts is a testament to the value the Donor places on scholarship and creative academic achievement. If any of the Endowed Funds listed in section II are created during his lifetime, the Donor will receive periodic stewardship reports from the University. The Donor agrees that he and MaryLu may be recognized in University communications as the creators of the funds established in accordance with this document. Donor's intentions shall be established when this Memorandum has been reviewed, signed, and dated by the Donor.

Robert Rosenthal, Donor  3/8/11  Date

Stephen Cullenberg,
Dean, College of Humanities, Arts and Social Sciences  3/8/11  Date

Joel B. Munson, UC Riverside Foundation  3/8/11  Date
April 4, 2011

Gretchen Bolar, Vice Chancellor
Finance and Business Operations

Dear Gretchen,

Re: Early Career Chair in Urban Entomology and Winston Chung Endowed Term Professorship in Energy Innovation and the Winston Chung Endowed Term Professorship in Sustainability as well as the Winston Chung Hall and Winston Chung Global Energy Center

The Academic Senate has completed its review of the following:

- Early Career Chair in Urban Entomology as recommended by Dean Thomas Baldwin
- Winston Chung Endowed Term Professorship in Energy Innovation and the Winston Chung Endowed Term Professorship in Sustainability as recommended by Dean Reza Abbaschian

These were submitted to the Committees on Planning and Budget, Educational Policy, Academic Personnel and Graduate Council for review. All four committees approved the term chairs and their comments are enclosed. Please note that Planning and Budget had concerns about the use of improper terminology in the designation of the Term chairs.

The Executive Council also reviewed the proposal for the following two naming opportunities and unanimously endorsed them.

- Winston Chung Hall as the proposed name for Engineering Building Unit 2
- Winston Chung Global Energy Center within the Center for Environmental Research and Technology

Sincerely yours,

Mary Gauvain, Chair
Riverside Division

Attachments

Cc: Dallas Rabenstein, Executive Vice Chancellor & Provost
    Reza Abbaschian, Dean, BCOE
    Peter Hayashida, Vice Chancellor, University Advancement
March 23, 2011

TO: MARY GAUVAIN, CHAIR
RIVERSIDE DIVISION

FR: JOSE WUDKA, CHAIR
COMMITTEE ON EDUCATIONAL POLICY

RE: PROPOSALS FOR EARLY CAREER CHAIR IN URBAN ENTOMOLOGY,
WINSTON CHUNG ENDOWED TERM PROFESSORSHIP IN ENERGY
INNOVATION, AND THE WINSTON CHUNG ENDOWED TERM
PROFESSORSHIP IN SUSTAINABILITY

By a vote recorded on March 17, the Committee on Educational Policy unanimously approved the Early Career Chair in Urban Entomology, the Winston Chung Endowed Term Professorship in Energy Innovation, and the Winston Chung Endowed Term Professorship in Sustainability by a vote of 10 Yes, 0 No, and 0 Abstentions.
March 22, 2011

TO:  MARY GAUVAIN, CHAIR
      RIVERSIDE DIVISION

FM:  MORRIS MADURO, CHAIR
      PLANNING AND BUDGET

RE:  Early Career Chair in Urban Entomology and Winston Chung Endowed Term Professorship in Energy Innovation and the Winston Chung Endowed Term Professorship in Sustainability

The Graduate Council at its March 18, 2011 meeting reviewed the Early Career Chair in Urban Entomology and the Winston Chung Endowed Term Professorship in Energy and the Winston Chung Endowed Term Professorship in Sustainability and unanimously approved the creation of these chairs.
March 29, 2011

TO: MARY GAUVAIN, CHAIR
   RIVERSIDE DIVISION

FM: Y. PETER CHUNG, CHAIR
    PLANNING AND BUDGET

RE: Early Career Chair in Urban Entomology and Winston Chung Endowed Term Professorship in Energy Innovation and the Winston Chung Endowed Term Professorship in Sustainability

The Planning and Budget Committee at its meeting on March 22, 2011 reviewed the Early Career Chair in Urban Entomology and the Winston Chung Endowed Term Professorship in Energy and the Winston Chung Endowed Term Professorship in Sustainability and fully supports the creation of the Endowed and Term Chairs.

The P&B members have concerns about the use of improper terminology in the designation of this term chair contrary to what is in the Term Chair Policy. In the future, it would be appropriate to adhere to campus policy terminology.
March 31, 2011

To: Mary Gauvain  
Chair, Riverside Division Academic Senate

Fr: Rise Axelrod  
Chair, Committee on Academic Personnel

Re: Early Career Chair in Urban Entomology;  
Winston Chung Endowed Term Professorship in Energy Innovation;  
Winston Chung Endowed Term Professorship in Sustainability

CAP supports the Early Career Chair in Urban Entomology, the Winston Chung Endowed Term Professorship in Energy Innovation and the Winston Chung Endowed Term Professorship in Sustainability.
March 9, 2011

TO: JOSE WUDKA, CHAIR, EDUCATIONAL POLICY
RISE AXELROD, CHAIR CAP
PETER CHUNG, CHAIR, PLANNING & BUDGET
MORRIS MADURO, CHAIR, GRADUATE COUNCIL

FM: MARY GAUVAIN
CHAIR, RIVERSIDE DIVISION

Re: Early Career Chair in Urban Entomology and Winston Chung Endowed Term Professorship in Energy Innovation and the Winston Chung Endowed Term Professorship in Sustainability

Attached please find for your review the Early Career Chair in Urban Entomology and Winston Chung Endowed Term Professorship in Energy Innovation and the Winston Chung Endowed Term Professorship in Sustainability.

I am also attaching the abbreviated policy which was approved in May of 2009 for handling Term Chairs at UCR.

Please forward your comments to me by March 21, 2011.

Attachments
March 4, 2011

Chair Gauvain
Academic Senate

RE: Campus Naming Committee

Dear Mary:

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 Executive Council for these naming opportunities.

- *Early Career Chair in Urban Entomology* has been recommended by the Dean, College of Natural and Agricultural Sciences, Thomas Baldwin.
- *Winston Chung Endowed Term Professorship in Energy Innovation* and the *Winston Chung Endowed Term Professorship in Sustainability* have been recommended by the Dean, Bourns College of Engineering, Reza Abbaschian.
- *Winston Chung Hall* is the proposed name for Engineering Building Unit 2, an academic research facility built in 2005. This naming has been recommended by the Dean, Bourns College of Engineering, Reza Abbaschian.
- Establish the *Winston Chung Global Energy Center* within the Center for Environmental Research & Technology (CE-CERT) has been recommended by the Dean, Bourns College of Engineering, Reza Abbaschian.

Please review the attached requests, gift agreements and summary details. These proposed names need approval by the Academic Senate before it is endorsed by the Campus Naming Committee. Please respond with your recommendation by Friday March 18, 2011.

Sincerely,

[Signature]

Gretchen S. Bolar
Vice Chancellor

Attachments

xc:  Vice Chancellor Hayashida
     Dean Abbaschian
     Dean Baldwin
     Assistant Dean Parker
     Assistant Dean Preble
     Assistant Vice Chancellor Smith
     Executive Director Ehlers
SUMMARY INFORMATION

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

Proposed Name:  *Winston Chung Hall*
In the Bourns College of Engineering

Building Background:
- Current Building Name: Engineering Building Unit 2
- Official Building Name: Winston Chung Hall
- Building Name (12-byte): WINSTON HALL
- Capital Asset Account Numbers: P5194
- Building Assignable Square Feet: 99,878 asf
- Building Basic Gross Square Feet: 157,986 gsf
- Location: UCR Core Campus

Gift Amount: $10,000,000
Gift Agreement: 02/25/2011

Description: Winston Chung Hall is recommended as the new name for Engineering Building Unit 2. This name change is in recognition of a $10,000,000 donation from Winston Chung, which will also support two Endowed Term Professorships in the Bourns College of Engineering and establish the Winston Chung Global Energy Center within Center for Environmental Research & Technology (CE-CERT).

See attached Background Information.

Site Map:
Date: February 28, 2011

To: Gretchen Bolar, Vice Chancellor of Financial & Business Operations

Cc: Peter Hayashida, Vice Chancellor of University Advancement
    Reza Abbaschian, Dean, Bourns College of Engineering (BCOE)
    Linda Parker, Assistant Dean of Development, BCOE

From: Zachary A. Smith, Assistant Vice Chancellor of Development

Subject: Winston Chung Naming Approvals

Dear Gretchen,

In accordance with approved UCR policy, I am forwarding three packets for your review: 1) to rename EBU II as Winston Chung Hall, 2) to establish the Winston Chung Global Energy Center, and 3) to establish two endowed term professorships, the Winston Chung Endowed Term Professorship in Energy Innovation and the Winston Chung Endowed Term Professorship in Sustainability.

This packet includes:

- Initial Request for Approval to Name/Establish an Endowed Term Chair (for two endowed term professorships)
- Initial Request for Approval to Name/Establish a Property, Program or Facility (for Winston Chung Hall)
- Initial Request for Approval to Name/Establish a Property, Program or Facility (for Winston Chung Global Energy Center)
- MOU signed by the donor, Winston Chung, President of Winston Battery Limited, Timothy P. White, Chancellor, University of California, Riverside, and Reza Abbaschian, Dean, Bourns College of Engineering
- Background information on Winston Chung

Please copy me on any memos and/or or responses regarding this request. Should you have any questions or need any additional information, feel free to contact me at extension 26302

Sincerely,

Zachary A. Smith, Ph.D.
Assistant Vice Chancellor of Development

Attachment
INITIAL REQUEST FOR APPROVAL TO NAME/ESTABLISH AN ENDOWED CHAIR

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

Upon completion of this request form, the Dean/Unit Head forwards it for signature to the Associate Vice Chancellor, 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 Endowed Chairs.

I. Background Information:
   A. Submitted by:
      Name: Reza Abbaschian
      Title, College/Unit: Dean, Bourns College of Engineering
   B. Type of Gift and Comments:
      ➢ Endowed Chair/Distinguished Professorship: Two Endowed Term Professorships
      ➢ Location of FTE: Bourns College of Engineering
   C. Proposed names (if any, involving gift): Winston Chung Endowed Term Professorship in Energy Innovation and the Winston Chung Endowed Term Professorship in Sustainability.
      Honorific naming (no gift involved):
   D. Proposed use(s): To advance the mission of the Bourns College of Engineering

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 Bourns College of Engineering, in accordance with UCR policy, will establish two named endowed term professorships: The Winston Chung Endowed Term Professorship in Energy Innovation and the Winston Chung Endowed Term Professorship in Sustainability.

The Bourns College of Engineering is the only major engineering college in California’s fast-growing Inland Empire. The college offers talented students and faculty a living laboratory for addressing the complex issues and emerging opportunities that engineers and our society will encounter in the 21st century. Endowed Term Professorships connected to this college will enhance the college’s national visibility and stature, and be invaluable in recruiting and retaining faculty of distinction. For maximum academic flexibility, the Winston Chung Endowed Term Professorships may be filled by a tenure track appointment, tenured appointment, or a series of temporary appointments.
B. Resources: Describe the resources that will be necessary to support the proposed Chair (e.g., FTE and other funding.) Please refer to the College/Unit Academic Plan as appropriate.

No additional resources are needed. These are existing FTEs in the college. Distribution from the endowed fund will be available to the chair holders in support of their teaching, research, and service activities according to a budget recommended annually and approved by the dean. The chair endowment will be administered in accordance with the UCR Policy and Procedures on Endowed Chairs: Establishment, Administration, and Appointment of Faculty. The total return earned by the endowment in excess of the amount approved annually for spending will be returned to the Fund’s principal to help it grow. Unused distribution from a previous year may be combined with that of the current year for spending purposes, or added to the Fund’s principal.

III. Contribution Information:
   A. Total amount of private funds expected to be committed (or being discussed):
   Earnings from a gift of $10 million will support two endowed term chairs, a named Center, and will enable EBU II to be renamed in honor of the donor. The income from $0.5 million of the endowment will be used to support each of the chairs.

   B. Form of private contribution:
      Outright Gift

   Written Pledge (Expected beginning date/ Fulfillment Date:

   C. Initial contribution/pledge payment expected

   D. Source(s) of private contribution(s):
      Donor(s)  Amount(s)
      MVP RV  $10 million

*Only portion of $10 million will be going to endowed chairs. Specific terms regarding endowed chairs will be reflected in the gift agreement, currently in the process of being completed.

E. Will this gift/pledge be anonymous, without publicity? ☐Yes ☑No
IV. **College/UCR/UC Commitment:**
   A. Will any *additional* college, campus-wide or system-wide resources be sought/required (e.g., space, special facilities, equipment, etc.)? How will they be funded? **No additional resources will be required.**
   B. If Endowed Chair or Professorship, is this a New FTE X Existing FTE? If new, please give reference to your Academic Plan: ________________________________

V. **College/Unit/Faculty/Academic Senate Consultation**
   This naming has been reviewed by and received approval from the Executive Vice Chancellor & Provost affected by the named chair.

*Submitted by:*

Reza Abbaschian, Dean
Bourns College of Engineering

Peter Hayashida, Vice Chancellor, University Advancement

Joel Munson, Associate Vice Chancellor, Development

Jan Wildman, Assistant Vice Chancellor, Advancement Administration

*[Signatures]*

*Feb. 7, 2011*
**Date**

*2/8/11*
**Date**

*2/25/11*
**Date**

*2/25/11*
**Date**

243
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: Reza Abbaschian
      Title, College/Unit: Dean, Bourns College of Engineering
   B. Type of Gift and Comments:
      This is an endowment gift that will rename EBU II as Winston Chung Hall. Earnings from the endowment will support two endowed term chairs, launch a named Global Energy Center, and help support strategic initiatives of the College.
   C. Proposed name (if any, involving gift): Winston Chung Hall
   D. Honorific naming (no gift involved):
   E. Proposed use(s): To advance the mission of the Bourns College of Engineering

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 Bourns College of Engineering (BCOE), in accordance with UCR policy, will rename Engineering Building Unit II (EBUII) as Winston Chung Hall.

   BCOE’s vision is to become a nationally recognized leader in engineering research and education with the profile of a top-25 engineering school. The endowment associated with naming EBUII as Winston Chung Hall will help the College achieve greater prominence and stature within the nation and the world and move closer to realizing this vision. Earnings from this endowment will benefit every aspect of the College and help the College move forward more rapidly with its strategic initiatives.

   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.

   No additional resources are needed. EBUII is an existing building that opened its doors to students during the 2004-2005 academic year.

III. Contribution Information
A. Total amount of private funds expected to be committed (or being discussed): $10,000,000

B. Form of private contribution (s):
   X Outright Gift (Date: 2011.)
   ○ 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)
   MVP RV                        $10,000,000

E. Will this gift/pledge be anonymous (donor requests no publicity)? ○ Yes  X 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?

   No additional resources are needed. EBUII is an existing building that opened its doors to students during the 2004-2005 academic year.

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

IV. College/Unit/Faculty Consultation
This naming has been reviewed by and received approval from the faculty of the (specific department/school/unit) Bourns College of Engineering affected by the named building, etc.

Submitted by:

Reza Aslanian, Dean, Bourns College of Engineering

Date: Feb 7, 2011

Joel Munson, Associate Vice Chancellor, Development

Date: 2/25/11

Peter Hayashida, Vice Chancellor, University Advancement

Date: 2/1/11
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 BVC&P’s Office follows the appropriate procedure for Naming of Properties, Programs and Facilities.

I. Background Information:
   A. Submitted by:
      Name: Dean Reza Abbaschian
   
      Title, College/Unit:
      Bourns College of Engineering / Center for Environmental Research & Technology (CE-CERT)
   
   B. Type of Gift and Comments:
      ➢ Property:
      ➢ Program: Engineering/Energy Research
      ➢ Facility/Building:
   
   C. Proposed name (if any, involving gift):
      Winston Chung Global Energy Center
   
   D. Honorific naming (no gift involved):
   
   E. Proposed use(s):
      Establish the Winston Chung Global Energy Center within the Bourns College of Engineering-Center for Environmental Research & Technology (CE-CERT). An initial focus of the Center will be on Life Source Rare Earth Lithium Batteries, bio-inspired technology, and the development of clean energy and energy storage. Bridging the gap between industry and academia, the Winston Chung Global Energy Center will contribute to the economic, social and environmental health of communities around the world.

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 vision of the Bourns College of Engineering (BCOE) is to become a nationally recognized leader in engineering research and education with the profile of a top-25 engineering school. BCOE’s strategic initiatives include
increasing visibility, enhancing research infrastructure, attaining leadership in certain strength areas and initiating new thrusts and new centers. The Winston Chung Global Energy Center aligns closely with all of these initiatives and will be a positive addition to BCOE’s pursuit of excellence.

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.

No additional resources will be needed to launch the Winston Chung Global Energy Center. Winston Chung, through MVP RV, is establishing a $10 million endowment that will rename EBU11 as Winston Chung Hall. A portion of the earnings from this endowment will help support the Winston Chung Global Energy Center. The Center will operate under CE-CERT. Established in 1992, CE-CERT is well established and completely self-supporting. The Center will follow CE-CERT’s model of pursuing outside funding through contracts, grants and gifts.

II. Contribution Information:
A. Total amount of private funds expected to be committed (or being discussed):
   $10,000,000
   MVP RV
   $10 million*

*Only a portion of $10 million will be going to the Winston Chung Global Energy Center. Specific terms regarding the Center will be reflected in the gift agreement, currently in the process of being completed.

B. Form of private contribution(s):
   X Outright Gift (Date expected: 2011.)
   Written Pledge (Expected beginning date: March 2011, Expected fulfillment Date: March 2011.)

C. Initial contribution/pledge payment expected: $10,000,000

D. Source(s) of private contribution(s):
   Donor(s) MVP RV Amount(s): $10,000,000

E. Will this gift/pledge be anonymous (donor requests no publicity)? ☐Yes X 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? Office space, administrative support, furniture and supplies.

No state resources will be needed for the Winston Chung Global Energy Center. The Winston Chung Global Energy Center will operate out of CE-CERT and will use the available labs, office space, and administrative support.
B. If Property, Program or Facility, has consultation with appropriate campus/UC entities occurred?
Yes
(Attach supporting documents.)

IV. College/Unit/Faculty Consultation
This naming has been reviewed by and received approval from the faculty of the (specific department/school/unit) College of Humanities, Arts, and Social Sciences affected by the named building, etc.

Submitted by:

Reza Abbaschian, Dean, Bourns College of Engineering  
Feb 7, 2011  
Date

Joel B. Munson, Associate Vice Chancellor, Development  
2/25/11  
Date

Peter Hayashida, Vice Chancellor, University Advancement  
2/8/11  
Date
MEMORANDUM OF UNDERSTANDING
between
Bourns College of Engineering
UNIVERSITY OF CALIFORNIA—Riverside, U.S.A.
and
MR. WINSTON CHUNG

I. Preamble
Mr. Winston Chung has adopted his principles to create a clean energy solution that is an expression of his vision of a new environmental civilization. The rare earth lithium titanate battery he invented is an example of how engineering, science and technology can serve society and make our world a healthier place to live. The University of California, Riverside, names Mr. Winston Chung’s vision of a world where all people can live happily and productively and is honored to have him become an integral part of its educational mission. The generosity of his investment in the university is profoundly appreciated and will result in future generations of students and faculty sharing their knowledge with local and global communities in improving the lives of people.

II. Purpose
This Memorandum of Understanding (MOU) serves as a written agreement between Mr. Winston Chung and the Bourns College of Engineering at the University of California, Riverside. This agreement defines a philanthropic gift in 2011 from Mr. Winston Chung to the University through the University’s Foundation, and clarifies the nature of the permanent recognition he will receive for his generous support.

III. Donor/Recipient
Mr. Winston Chung agrees to donate US$10,000,000 cash to the University of California, Riverside through the University’s Foundation.

IV. Recognition
Upon receipt of Mr. Winston Chung’s donation, the University and its Foundation will establish a Winston Chung Endowed Fund. As an endowment, the Winston Chung Endowed Fund will be permanent. The University’s Foundation will invest this gift according to the University Foundation policies, and each year a portion of the earnings will support the activities and programs listed below in this MOU. Another portion of the earnings will be reallocated to grow the fund over time and protect it from the effects of inflation. Once this Fund is fully established, the University of California, Riverside will:

a. Name the building currently known as Engineering Building II as Winston Chung Hall. This naming will include:
   i. Placing the name Winston Chung Hall on large letters on the outside of the building, in accordance with UC architectural guidelines and policies.
   ii. Placing a commemorative plaque in prominent locations inside the building. This plaque will have Mr. Winston Chung’s name in both English and Chinese. Mr. Winston Chung’s picture and a description of his background and accomplishments will be inscribed on the plaque.
   b. Create two Endowed Term Professorships in the Bourns College of Engineering. These Endowed Professorships shall be named the Winston Chung Endowed Professorship in Energy Innovation and the Winston Chung Endowed Professorship in Sustainability. The Dean of the Bourns College of Engineering, according to UC Riverside policy, will appoint two engineering faculty members to hold these titles for a period of three years with the option of renewal. Each professor, through the Dean, will provide:
      i. Develop an annual report of how the funds have been used to help advance research.
      ii. Return to the University after three years to assess the impact of the funding on research and education.
   c. Establish the Winston Chung Global Energy Center within the Bourns College of Engineering: a Center for Environmental Research & Technology (C-ERT). As an initial focus of the Center will be on Life Cycle of Rare Earth Lithium Batteries, life-long technology, and the development of clean energy and energy storage. Bridging the gap between industry and academia, the Winston Chung Global Energy Center will contribute to the economic, social, and environmental well-being of communities around the world. The College will provide Mr. Winston Chung with annual reports highlighting the program of the Center’s research activities.

V. Engagement in the College
The Bourns College of Engineering is honored to strengthen its relationship with Mr. Winston Chung by providing opportunities for him to actively participate in the College. To engage Mr. Winston Chung in the College, the Dean will:

a. Invite Mr. Winston Chung to join the Dean’s Council of Advisors for the engineering college. The Council is comprised of influential leaders who provide an external perspective on the College’s programs and activities. They also review curricula and research for relevance, purpose and progress and provide other assistance and support as needed.

b. Engage the activities of the Dean’s Council of Advisors by adding a Committee for Global Affairs and inviting Mr. Winston Chung to serve as a Founding Chair. In this capacity, Mr. Winston Chung can help the College expand its international relations, particularly with China.

VII. Additional Opportunities
Mr. Winston Chung has indicated an interest in also donating an electric vehicle charging station to the University of California, Riverside, during calendar year 2011. The University will gratefully accept this donation and with Mr. Winston Chung’s assistance will make appropriate arrangements for its installation, operation, and maintenance. This station will be part of the Winston Chung Global Energy Center and will be used for research, commercialization of new technology, and collaborative partnerships with industry. Mr. Winston Chung has expressed an interest in remaining involved in the development of clean energy and improvements in battery technology. To advance innovation, the University would be honored to have Mr. Winston Chung consider other proposals to support faculty research, including that of Professor David Klabunde. Mr. Winston Chung will have the opportunity to determine the type and scope of these research proposals. If any intellectual property assets result from this research, Mr. Winston Chung will have exclusive rights to commercialization, as specified in the contract or grant agreement governing the work.

This MOU shall enter into force on the date of the signing by qualified representatives of both parties.

Timothy C. White
Chancellor
University of California, Riverside
Date: January 24, 2011

Berta Abachian
Dean
Bourns College of Engineering
Date: January 24, 2011

Winston Chung
President
Winston Battery Limited
Date: February 10, 2011
Biography of Winston Chung
Founder, Chairman and CEO, Winston Global Energy Company, Ltd.

Winston Chung, inventor of the lithium iron phosphate battery, is the founder, chairman and CEO of Winston Global Energy Co., Ltd. The company invests, manufactures and markets energy storage solutions and lithium batteries. Winston also serves as director and chief scientist of the People's Republic of China's National 863 Lithium Battery Research and Development Center. As the major shareholder of a listed Company on the Hong Kong Stock Exchange, he leads an elite team expanding clean energy research and product development.

In 2010, Winston acquired the former Fleetwood Enterprises facility in Riverside, California. He is the majority stockholder and chairman of the board of directors of MVP RV, a manufacturer of recreation vehicles. Winston is investing $310 million in MVP RV to promote motorhome exports to China. In 2011, he invested $5 million in Balqon Corporation (BLQN.OB), a manufacturer of electric-powered vehicles and is the chairman of the board of directors.

A child prodigy, Winston invented the Traditional Chinese Medical (TCM) pulse meter at age 12. At 13, he began to study TCM and Pharmacology. His compilation of the Meridional Flow on Acupuncture and Moxibustion was published when he was 16. At 17, he invented a 3-in-1 television system. He invented the maintenance-free lead-acid battery (1982); the plastic lithium-ion rechargeable battery (1989); the waterborne adhesive lithium-ion rechargeable battery (1995); the rare earth element lithium yttrium rechargeable battery (2001) and the rare earth element lithium-sulfur rechargeable battery (2003), which is the most advanced battery technology in the world.

Winston enjoys music, art and painting. He was born on August 10th, 1958 in Guangdong Province, China.
Date: January 25, 2011

To: Gretchen Bolar, Vice Chancellor of Financial & Business Operations

Cc: Peter Hayashida, Vice Chancellor of University Advancement
    Tom Baldwin, Dean, College of Natural and Agricultural Sciences (CNAS)
    Holly Preble, Assistant Dean of Development, CNAS

From: Zachary A. Smith, Assistant Vice Chancellor of Development

Subject: Early Career Chair in Urban Entomology; for review by the UCR Academic Senate

Dear Gretchen,

In accordance with the approved UCR Policy for Naming Campus Properties, Academic and Non-academic Programs, and Facilities, I am forwarding the Early Career Chair in Urban Entomology for your review.

This packet includes:

- Initial Request for Approval to Name/Establish an Endowed Term Chair
- Due diligence Letter to be sent to $1,000 donors and above, per UCOP's recommendation
- Supporting emails from Judy Lehr and UCOP
- Sample solicitation materials

Please copy me on any memos and/or responses regarding this request. Should you have any questions or need any additional information, feel free to contact me at extension 26302.

Sincerely,

Zachary A. Smith, Ph.D.
Assistant Vice Chancellor of Development

Attachment
INITIAL REQUEST FOR APPROVAL TO NAME/ESTABLISH AN ENDOWED CHAIR

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

Upon completion of this request form, the Dean/Unit Head forwards it for signature to the Associate Vice Chancellor, 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 Endowed Chairs.

I. Background Information:
   A. Submitted by:
      Name: Thomas Baldwin
      Title: Dean, College of Natural and Agricultural Sciences
   B. Type of Gift and Comments:
      ➢ Endowed Chair/Distinguished Professorship: Endowed Term Chair
      ➢ Location of FTE: College of Natural and Agricultural Sciences
   C. Proposed name (involving gift): Early Career Chair in Urban Entomology
   D. Proposed use(s): To advance the mission of the College

II. Academic Information:
   A. Academic Justification: Explain how the proposed gift or endowment fits into the College/Unit’s Academic Plan.

      The College of Natural and Agricultural Sciences, in accordance with UCR policy, will establish the Early Career Chair in Urban Entomology to further instruction and applied research on the control of termites, ants, cockroaches, yellow jackets, fleas, and other urban pests. For more than 35 years, the Department of Entomology has been a research leader pioneering solutions for California’s structural pest control industry and throughout the world, and has long term goals in this field of study. This chair will enhance our national visibility in recruiting and retaining faculty and students of distinction, maintain undergraduate and graduate training in urban entomology, and signify UCR’s continuing commitment to extend knowledge gained from research to the industry and for the public good.

      The Early Career Chair in Urban Entomology will be assigned to the Department of Entomology. For maximum academic flexibility, the chair may be filled by a tenure-track appointment, tenured appointment, temporary appointment for a specific period of time, or a series of temporary appointments. It may also be filled by a cooperative extension specialist.

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

      No additional resources are needed. This is existing FTE in the college. Distribution from the endowed fund will be available to the chair holder in support of his/her teaching, research, and service activities according to a budget recommended annually
to the chair of the department and approved by the dean. The chair endowment will be administered in accordance with the UCR Policy and Procedures on Endowed Chairs: Establishment, Administration, and Appointment of Faculty. The total return earned by the endowment in excess of the amount approved annually for spending will be returned to the Fund’s principal to help it grow. Unused distribution from a previous year may be combined with that of the current year for spending purposes, or added to the Fund’s principal.

III. Contribution Information:
A. Total amount of private funds expected to be committed (or being discussed):

The Early Career Chair in Urban Entomology will be funded through a transfer of $360,000 from the Urban Entomology Endowed Research Fund (UCRF #6F0004). Established in 1991 by Dr. Michael K. Rust, Professor of Urban Entomology, the Urban Entomology Endowed Research Fund now totals approximately $400,000 thanks to the generous support of individuals and companies, most associated with the pest control industry. The college feels that the fund’s research promise — a legacy of perpetual support in research related to “new pest control products, treatment strategies, equipment, education, and rational responses to problems that affect the pest control industry”— can best be satisfied by using these funds to appoint a dedicated chair holder who, in turn, will manage the chair’s endowment in keeping with these instructional, research, and outreach activities. Remaining funds in the Urban Entomology Endowed Research Fund will continue to be managed by Professor Rust, or his replacement upon retirement. In November 2010, fund contributors were notified that an endowed chair was under consideration (see attached Due Diligence Letter to Donors and the Clarification of Fund’s Purpose).

It is assumed that over time, through additional gifts and prudent investment policies, the Early Career Chair in Urban Entomology endowment will grow. As the corpus grows, in accordance with existing UCR policies and procedures, the dean of the college in consultation with chair of the Department of Entomology may choose to fund additional early career chairs in urban entomology and/or increase the distribution to an existing chair holder. Based on precedent, the Early Career Chair in Urban Entomology may also be redesignated for a senior-rank chair holder. In this case, it will be renamed the Endowed Chair in Urban Entomology (currently, the endowment minimum to establish a senior-level chair is $1 million).

The College of Natural and Agricultural Sciences has already launched a major fundraising initiative with the help of Mr. Corky Mizer, founder of Corky’s Pest Control headquartered in San Marcos, to raise gifts from California’s structural pest control industry for endowed chairs in urban entomology. A new fund, called the Urban Entomology Chair Fund (Quasi Endowment), has been specifically established as the “parent fund” for this purpose.

At a future date, individual urban entomology chairs may become named in honor of faculty and individuals of distinction. Any name change request will follow the UCR Policy and Procedures on Endowed Chairs.

Form of private contribution (s):
(X) Outright Gift (Date: Within 30 days of chair approval)
☐ Written Pledge: Expected beginning date: _______ Fulfillment Date: _______.

B. Initial contribution/pledge payment expected:

C. Source(s) of private contribution(s):

<table>
<thead>
<tr>
<th>Lead Donor(s)</th>
<th>Amount(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban Entomology Endowed Research Fund</td>
<td>$360,000 transferred from UCRF Fund #6F0004</td>
</tr>
</tbody>
</table>

D. Will this gift/pledge be anonymous, without publicity? ☐ Yes  X No
The first occupant will be announced once the chair is approved and the endowment established.

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? ☐ No additional resources required.

B. If Endowed Chair or Professorship, is this a ☐ New FTE  (X) Existing FTE
If new, please give reference to your Academic Plan: ____________________

V. College/Unit/Faculty/Academic Senate Consultation
This naming has been reviewed by and received approval from the Divisional Deans and Department Chairs/faculty of the College of Natural and Agricultural Sciences affected by the named chair.

Submitted by:

______ Thomas O. Baldwin, Dean
College of Natural and Agricultural Sciences

______ Joel B. Manson, Associate Vice Chancellor, Development

______ Peter A. Hayashida, Vice Chancellor for University Advancement

1/26/11  Date
1/27/11  Date
1/28/11  Date
Sample Due Diligence Letter

January 15, 2011

Mr. Corky Mizer
President and CEO
Corky’s Pest Control
909 Rancheros Drive
San Marcos, CA 92069

Dear Corky:

Thank you for being an important contributor to the Urban Entomology Endowed Research Fund at the University of California, Riverside. I am pleased to report that this fund has grown from a starting gift of $25,000 in 1991 and now totals nearly $400,000 as a result of the ongoing support from the pest control industry and the fundraising efforts of Professor Michael Rust.

As the changing California economy leads us all to think seriously about our spending priorities, Dr. Rust and the Department of Entomology have decided that the legacy of your investment in the Urban Entomology Endowed Research Fund — to support pioneering research in urban entomology and service to the pest control industry — would best be served at this time by funding a faculty position to specifically provide these instructional, research, and outreach activities. In higher education, this is done by establishing an endowed chair.

In this light, we are asking the University of California Regents to approve the creation of an Endowed Chair in Urban Entomology in the Department of Entomology at UC Riverside. While the cost to fully endow this chair for a senior faculty member is $1.5 million, a transfer of $360,000 from the Urban Entomology Endowed Research Fund will allow us to initially fill the chair as an “early career” or cooperative extension position.

We are excited about this possibility and hope you agree.

Endowed chairs are among the most prestigious positions in higher education. As Urban Entomology faculty retire, our ability to recruit new faculty of distinction to open posts will be greatly enhanced. Endowed chairs provide national visibility and will give the Department of Entomology added leverage to attract top graduate and undergraduates into the field of urban entomology. Most importantly, an endowed chair is a permanent position and will serve to anchor urban entomology as a research focus.
Mr. Corky Mizer
Page Two
January 15, 2011

For more than 35 years, the Department of Entomology at UC Riverside has been a research leader pioneering solutions for California’s structural pest control industry and throughout the world, moving knowledge gained from research to the industry for the public good. We continue to have long-term goals in this field of study and welcome your ongoing partnership.

If you have any questions or concerns about this change, please call me within 30 days of this letter. I am working directly with Dr. Rust to move this project forward and can be reached at (951) 827-3278.

Sincerely,

Holly Preble
Assistant Dean of Development
Subject: possible Urban Entomology Term Chair  
From: "Judy Lehr" <judy.lehr@ucr.edu>  
Date: Wed, 24 Mar 2010 10:04:33 -0700  
To: "June Smith" <June.Smith@ucop.edu>  
CC: "Holly Preble" <holly.preble@ucr.edu>  

June, Asst Dean for Development in the college of Natural and Agricultural Sciences is in discussion with an Urban Entomology professor regarding a possible term chair. Over many years, he has raised $325k through industry support in the foundation endowed fund he has built for pest management research. He is now ready to help with fundraising to take it over the $360k mark this year so it can become an endowed early career term chair. The dean of the college supports this plan. I think they will be ready soon to start the approval process through the campus so I wanted to run the concept by you for insights. It seems straight forward to me. What do you think?

We'll keep you in the loop with documents and item drafts. --Judy

Judy Lehr, Executive Director  
Donor Research & Relations  
Director of Operations and Secretary, UCR Foundation  
Office of Development  
257A Highlander Hall  
University of California  
Riverside, CA 92521  
951-827-2295 judy.lehr@ucr.edu
Holly Preble

From: Holly Preble [hollyp@ucr.edu]
Sent: Friday, December 17, 2010 12:49 PM
To: holly.preble@ucr.edu
Subject: Urban Entomology Endowed Research Fund

Subject: Re: chair
Date: Mon, 29 Mar 2010 10:17:28 -0800
From: Michael K. Rust <michael.rust@ucr.edu>
To: Holly Preble <holly.preble@ucr.edu>

Holly:

The Urban Entomology Endowed Research Fund was established in the Foundation Office with our first $25,000 gift from Dow Chemical. I have not transferred any funds into it. The Foundation should have all the paperwork. The funds were donated to the fund to support urban entomology research under my direction. I have promised no one anything besides that the fund would support urban pest management research. I don't know what the thank you letters look like. They are sent from the foundation.

Over the years, I have been donating my honorariums and consulting funds into the account. I am probably the single largest donor. Only until very recently have any of the interest actually been spent on research. It had been going back into the account. Target Specialty Products has helped conduct fund raisers and donated excess funds from our fumigation conferences over the years. They have collected smaller donations from pest control operators and then sent a check to the foundation. They have actually provided very few dollars themselves. Consequently, I don't think it is necessary to get an approval from them.

Mike
Subject: possible Urban Entomology Term Chair
From: "June Smith" <June.Smith@ucop.edu>
Date: Thu, 25 Mar 2010 09:06:56 -0700
To: "Judy Lehr" <judy.lehr@ucr.edu>

First, I would like to see typical gift correspondence or, short of that, a handful of agreements for the related gifts. Perhaps there was even a template that was used for the gift agreements. What did the faculty member promise in solicitation and acknowledgment letters? What did donors require in the letters of gift? Once we know those things, we will have a clearer picture.

June

June B. Smith
Director
Development Policy and Administration
University of California
1111 Franklin Street, 7203
Oakland, California 94607
(V) 510.987.9180
(F) 510.987.9181
What is it and why is it needed?
It is a perpetual urban Entomology research endowment. Your contribution will work forever. Your tax-deductible donation is kept as a special fund managed by the University. Interest from the fund provides a base of funding that supports applied research to control such pests as termites, ants, cockroaches, yellow jackets, fleas, and others. The more money in the fund, the greater the base. The idea of an endowment is something started a few years ago at UCR in response to a downturn in the economy that resulted in a significant decline in manufacturers' and PCOs' ability to support Urban Entomology at UCR. The introduction into California of important pests such as fire ants, Africanized bees, German yellowjackets, and Formosan termites has created an urgent need for additional support and research. We must prepare a legacy for the future. UCR continues to be the leading urban entomology research group in California. You can help.

Where does the money come from?
The money comes from generous people like you. The endowment is supported by a spectrum of people associated with the pest control industry -- manufacturers, distributors, large and small pest control companies, and individuals. Anyone who is a friend of the University and would like to support Urban Entomology research and have it continue at UCR is encouraged to contribute to the research endowment. Many companies and individuals have contributed, and many do so on a regular basis.

What's in it for me?
Everyone associated with the pest control industry will benefit. UCR is one of only a few universities in the country with a research group dealing with urban insect pests. UCR has been helping the pest control industry for more than 35 years. The endowment supports research related to new pest control products, treatment strategies, equipment, education, and rational responses to problems that arise that affect the pest control industry. Remember, contributions are tax-deductible and help support scientific research related to urban pest problems here in California.

What's the goal?
The goal is $1,000,000. That level of endowment will go a long way towards providing UCR's Urban Entomology the research security, independence, and longevity we all hope for. The endowment now has well over $50,000, and continues to increase. We need YOU.

To provide a contribution, please make your check payable to UC Riverside Foundation with "UCR Urban Entomology Endowment" on the notation line.
URBAN ENTOMOLOGY ENDOWED RESEARCH FUND
UNIVERSITY OF CALIFORNIA, RIVERSIDE

The University of California, Riverside (UCR) created an Urban Entomology Endowed Research Fund in 1996 to be used for research and outreach on pest problems specifically associated with structural pest control. The goal for the Fund is $1,000,000 and the interest earned will provide a permanent basic level of support for research and outreach that will benefit California residents and the pest control industry.

Background

Urban Entomology and pest control impacts millions of individuals. More than 95% of Californians now living in urban areas are increasingly affected by insect pests that affect their homes, health, and quality of life. There has been a 50-year history of productivity, independent research from entomologists at UCLA and now at UC Riverside to solve these pest problems. Since 1975, when the Urban Entomology program was transferred from UCLA, UCR has continued a tradition of pioneering research.

Benefiting the public and the structural pest control industry, this research generates models and solutions for millions of people in California and throughout the world. Research at UCR has focused on the most effective strategies for dealing with insects in and around homes, apartments, commercial settings, and recreational areas. Increasing concern about insect resistance to pesticides, human exposure to pesticides, professional training and the effects of new and damaging pests introduced from abroad suggest that UCR must continue its leadership role in conducting the research and outreach programs that will address issues and problems arising in urban communities in California.

Research Accomplishments at UC Riverside

As the only major urban entomology program in the western United States, UC Riverside has focused its research and extension efforts on the major urban pests of California and the program has consistently provided leadership and practical relevant findings which assist the industry and public:

- Newest control technologies minimizing pesticide exposure.
- The use of inorganic insecticides to control cockroaches, fleas and termites.
- Clarification of details regarding the biology of cat fleas and strategies for controlling them.
- The role of repellants and natural products in controlling important pest ants, cockroaches and termites.
- The use of baits in ant, cockroach and termite control.
Alternative pest control technologies including biologics, heat, cold and anoxia.

UC Riverside is also known nationally for education and training of entomologists who serve in academic positions throughout the country as well as in research positions in the pest control industry. Currently UCR graduates from Urban Entomology program are on the faculty at Auburn University, Louisiana State University, North Carolina State University, and the University of Florida. Other scientist are employed by the United States Air Force, California Department of Public Health, and the United States Forest Service - termite facility in New Orleans.

Management of the Fund

An Endowed Research Fund will provide a consistent base of funding for research and outreach in Urban Entomology at the University of California at Riverside. The Fund will be managed by the University, and the interest earned from the Endowment will be used annually to directly support research and outreach activities of the Urban Entomology program.

The research activities supported by the Fund will be under the direction of Michael K. Rust, Ph.D., Professor of Entomology and Donald A. Reierson, Staff Research Associate at UCR. Graduate and post-doctoral students, staff research associates, laboratory assistants and work-study students will also participate in the research supported by the Urban Entomology Research Fund. Contributions to the Fund are tax-deductible.

The Need

Reduced state funding, corporate belt-tightening, governmental cut-backs, business mergers and economic recession affect the amount of support available for research. In particular, University resources available for organized research units have been eliminated. As a supplement to research grants, the Fund will help ensure financial stability, provide support for independent research, and sustain research efforts of importance to Californians.

Benefits

UC Riverside Department of Entomology serves as resource for the public and structural pest control industry, and donors to the Fund will be helping to support practical research related to new products, treatment strategies, education, and response to issues and problems arising in our urban communities.

In addition to its ongoing research, faculty, staff and graduate students in Urban Entomology offer outreach and extension programs and participate in state and national associations. Activities include:

- Classes, seminars, and workshops for the public and pest control industry.
- Annual Urban Pest Management Conference.
- Annual Structural Fumigation School
• Training for state and national pest control associations.
• Presentations at scientific and professional meetings.
• Community outreach to schools and governmental agencies.
• Technical information and advice.

Publications Since 1996

Alternative Pest Control Technologies


Graduate Student Papers


Metzger, M.E. and M.K. Rust. 2001. Laboratory techniques for rearing fleas


Proceedings Papers From Scientific Meetings


Reierson, D. A., M. K. Rust, and J. Hampton-Beesley. 1998. Monitoring with sugar water to determine the efficacy of treatments to control Argentine ants, Linepithema


March 7, 2011

Gretchen Bolar, Vice Chancellor
Finance and Business Operations

Dear Gretchen,

Re: Amrik Singh Poonian Endowed Chair in Computer Science

The Committee on Academic Personnel, Planning and Budget, Graduate Council and Educational Policy have reviewed the proposal for the Amrik Singh Poonian Endowed Chair in Computer Science. I am pleased to inform you that all the committees support the proposal.

I hope the work of the Committees is of help to you in securing this wonderful gift for UCR.

Sincerely yours,

Mary Gauvain, Chair
Riverside Division

Attachments

Cc: Dallas Rabenstein, Executive Vice Chancellor & Provost
Reza Abbaschian, Dean, BCOE
Peter Hayashida, Vice Chancellor, University Advancement
February 25, 2011

TO: MARY GAUVAIN, CHAIR
RIVERSIDE DIVISION

FM: Y. PETER CHUNG, CHAIR
PLANNING AND BUDGET

RE: *Amrik Singh Poonian Endowed Term Chair in Computer Science*
    – Revised 2-25-2011

The Planning and Budget Committee reviewed the above Term Chair in Computer Science and approved it unanimously.
February 23, 2011

TO: MARY GAUVAIN, CHAIR
ACADEMIC SENATE

FR: MORRIS MADURO, CHAIR
GRADUATE COUNCIL

RE: AMRIK SINGH POONIAN ENDOWED TERM CHAIR IN COMPUTER SCIENCE

The Graduate Council has considered the request for approval of the Amrik Singh Poonian Endowed Term Chair in Computer Science. We approve of the request.

However, we would like to draw the attention of the Executive Council to the letter from Chancellor Tim White to Duane Roberts, elected member of the UCR Foundation Board of Trustees. In his letter Dr. White thanks Roberts for his taking time to discuss the aforementioned Endowed Term Chair and for contributing his “precious resources in support of [UCR’s] research, teaching and service mission.” It is of course appropriate to thank a contributor for such a generous donation. However, toward the end of the letter Dr. White mentions moving forward with a plan to have Casey’s Cupcakes [sic] prepared and delivered to UCR. Mr. Roberts is co-owner (with his wife and daughter) of the Casey’s Cupcakes bakery¹. While it may have been convenient for Dr. White to discuss this additional business in the letter, it left an impression of *quid quo pro*.

MM/se

February 10, 2011

To: Mary Gauvain
Chair, Riverside Division Academic Senate

Fr: Rise Axelrod
Chair, Committee on Academic Personnel

Re: Amrik Singh Poonian Endowed Chair in BCOE

CAP has reviewed the endowment package and supports the Amrik Singh Poonian Endowed Term Chair in Computer Science, assuming the $750,000 (Establishment of Funds - 1.1) required to be raised by the University has been realized.
February 11, 2011

TO: MARY GAUVAIN, CHAIR
ACADEMIC SENATE

FR: JOSE WUDKA, CHAIR
COMMITTEE ON EDUCATIONAL POLICY

RE: RESPONSE ON AMRIK SINGH POONIAN ENDOWED TERM CHAIR

The Committee on Educational Policy reviewed the Amrik Singh Poonian Endowed Term Chair proposal at its February 4 meeting and unanimously agreed to approve (11 Yes, 0 No, 0 Abstentions). The CEP believes that the flexibility inherent to the proposal will allow the Computer Sciences program to enhance its visibility, and attract and retain faculty of the highest caliber. We understand that the remainder of the fundraising will have no direct impact on general funds.
February 11, 2010

TO: MARY GAUVAIN, CHAIR
RIVERSIDE DIVISION

FM: Y. PETER CHUNG, CHAIR
PLANNING AND BUDGET

RE: Amrik Singh Poonian Endowed Term Chair in Computer Science

On February 10th, the Planning and Budget Committee reviewed the documentation for the naming of the Amrik Singh Poonian endowed chair in computer science. We noted that the request for review is a bit awkward since the file contains a letter from Chancellor White to the donor of the $250,062.50 assuring that the chair will be named and occupied and that the donor will be receiving reports on the research that results. Thus, we judge that, despite some concerns about the proposed chair, it would be impossible to recommend not moving forward at this time.

Nevertheless, we have two substantive concerns about the proposal. First, in the original agreement, dated 15 Sept 2000, UCR appears to have pledged to raise $750,000 matching money to combine with the $250,000 provided by the donor to create a $1,000,000 endowment fund. But there is no record of the University generating any funds to support this chair. We are concerned that this is less than a good faith execution of the original agreement. Second, according to the “UCR Policy and Procedures for Establishment and Administration of Endowed Chairs” adopted in 2006, the minimum endowment for an endowed chair is $500,000. According to the documents presented for review, the current value of the $250,062.50 provided in four installments between 1998 and 2003 is estimated to be only $396,000. This is at least $104,000 shy of the minimum amount required by policy for establishment of this chair.

Since it would be extremely awkward to stop the naming of this chair at this point, we recommend that the Chancellor task the University Development staff to make raising at least $104,000 in additional funding for this chair a top priority. If raising this additional funding requires a major gift from another donor, we would support having the chair renamed to include the name of the new benefactor.
January 12, 2011

Chair Gauvin
Academic Senate

RE: Campus Naming Committee – Endowed Term Chair Naming Opportunity

Dear Mary:

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 Executive Council for this naming opportunity.

- Amrik Singh Poonian Endowed Term Chair in Computer Science has been recommended by the Dean, Bourns College of Engineering, Reza Abbashian.

Please review the attached request and gift agreement. This proposed name needs approval by the Academic Senate before it is endorsed by the Campus Naming Committee. Please respond with your recommendation by Friday January 28, 2011.

Sincerely,

Gretchen Bolar
Vice Chancellor

Attachments

xc: Vice Chancellor Hayashida
Dean Abbashian
Assistant Vice Chancellor Smith
Executive Director Ehlers
Assistant Dean Parker
Campus Space Manager Pippert
Date: December 20, 2010

To: Gretchen Bolar, Vice Chancellor of Financial & Business Operations

Cc: Peter Hayashida, Vice Chancellor of University Advancement  
   Reza Abbaschian, Dean, Bourns College of Engineering (BCOE)  
   Linda Parker, Assistant Dean of Development, BCOE

From: Zachary A. Smith, Assistant Vice Chancellor of Development

Subject: Amrik Singh Poonian Naming for Endowed Term Chair in Computer Science; for review by the UCR Academic Senate

Dear Gretchen,

In accordance with the approved UCR Policy for Naming Campus Properties, Academic and Non-academic Programs, and Facilities, I am forwarding the Amrik Singh Poonian Endowed Term Chair in Computer Science naming packet for your review.

This packet includes:

- Initial Request for Approval to Name/Establish an Endowed Term Chair
- Executed Gift Agreement signed by the donor (Duane Roberts and his business, Entrepreneurial Investment Corporations), Pamela Hillman, Vice Chancellor of Development, and David Warren, Executive Vice Chancellor
- Letter from Chancellor White to Duane Roberts confirming his agreement to use the endowed funds for a term chair in computer science
- Background information on the Amrik Singh Poonian Endowed Term Chair

Please copy me on any memos and/or or responses regarding this request. Should you have any questions or need any additional information, feel free to contact me at extension 26302

Sincerely,

Zachary A. Smith, Ph.D.
Assistant Vice Chancellor of Development

Attachment
INITIAL REQUEST FOR APPROVAL TO NAME/ESTABLISH AN ENDOWED CHAIR

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

Upon completion of this request form, the Dean/Unit Head forwards it for signature to the Associate Vice Chancellor, 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 Endowed Chairs.

I. Background Information:
   A. Submitted by:
      Name: Reza Abbaschian
      Title, College/Unit: Dean, Bourns College of Engineering
   B. Type of Gift and Comments:
      ➢ Endowed Chair/Distinguished Professorship: Endowed Term Chair
      ➢ Location of FTE: Bourns College of Engineering
   C. Proposed name (if any, involving gift): Amrik Singh Poonian Endowed Term Chair in Computer Science
      Honorific naming (no gift involved):
   D. Proposed use(s): To advance the mission of the Department of Computer Science & Engineering

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 Bourns College of Engineering, in accordance with UCR policy, will establish the Poonian Endowed Term Chair to further instruction in computer science.

   The Computer Science & Engineering Department breaks boundaries through cross-disciplinary research and integrated, interdisciplinary educational programs. An Endowed Term Chair connected to this department will enhance the college’s national visibility and stature, and be invaluable in recruiting and retaining faculty of distinction. For maximum academic flexibility, the Poonian Endowed Term Chair may be filled by a tenure track appointment, tenured appointment, temporary appointment for a specific period of time, or a series of temporary appointments.

   B. Resources: Describe the resources that will be necessary to support the proposed Chair (e.g., FTE and other funding.) Please refer to the College/Unit Academic Plan as appropriate.
No additional resources are needed. This is existing FTE in the college. Distribution from the endowed fund will be available to the chair holder in support of his/her teaching, research, and service activities according to a budget recommended annually and approved by the dean. The chair endowment will be administered in accordance with the UCR Policy and Procedures on Endowed Chairs: Establishment, Administration, and Appointment of Faculty. The total return earned by the endowment in excess of the amount approved annually for spending will be returned to the Fund’s principal to help it grow. Unused distribution from a previous year may be combined with that of the current year for spending purposes, or added to the Fund’s principal.

III. Contribution Information:

A. Total amount of private funds expected to be committed (or being discussed):
   As of 06/30/10, the current market value of the funds received from Entrepreneurial Investment Corporation for the Poonian Chair was approximately $396,000.00

B. Form of private contribution(s):
   X Outright Gifts:
   The following funds were received from Duane R. Roberts and Entrepreneurial Investment Corporation:
   $109,875  12/22/98
   $ 68,250  12/20/00
   $  62.50  10/29/03
   $  71.875  10/29/03
   $250,062.50

   Written Pledge (Expected beginning date/ Fulfillment Date):

C. Initial contribution/pledge payment expected

D. Source(s) of private contribution(s):
   Donor(s)              Amount(s)
   Duane R. Roberts and
   Entrepreneurial Investment Corporation  $250,062.50

E. Will this gift/pledge be anonymous, without publicity? ☐Yes  X 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? **No additional resources will be required.**
B. If Endowed Chair or Professorship, is this a New FTE X Existing FTE? If new, please give reference to your Academic Plan: ___________________________

V. College/Unit/Faculty/Academic Senate Consultation
This naming has been reviewed by and received approval from the Executive Vice Chancellor & Provost affected by the named chair.

Submitted by:

Peter Abbaschian, Dean
Bourns College of Engineering

Peter Hayashida, Vice Chancellor, University Advancement

Joel Musson, Associate Vice Chancellor, Development

Jan Wildman, Assistant Vice Chancellor,
Advancement Administration

December 9, 2010
Date

12/14/10
Date

12/14/10
Date

12/14/10
Date
GIFT AGREEMENT  
BETWEEN  
Duane R. Roberts and Entrepreneurial Investment Corporation  
AND THE UC RIVERSIDE FOUNDATION

Duane R. Roberts and Entrepreneurial Investment Corporation (Donors) pledge irrevocably to give the UC Riverside Foundation, a California non profit corporation, with the conditions and purposes contained in this document, $250,000 as a lead gift to help the Bourns College of Engineering establish the Amrik Singh Poonian Chair in Computer Science. An initial contribution in the amount of approximately $112,000 was made on December 18, 1998. The balance is to be paid by Donors in approximately two equal installments in 2000 and 2001.

1.0 ESTABLISHMENT OF FUNDS

1.1 Subject to approval through the appropriate policy and procedure of the University of California, Riverside, and the Regents of the University of California, the Chair will be named the Amrik Singh Poonian Endowed Chair in Computer Science. The Chair will be supported by an endowment of $1,000,000, $250,000 from the Donors with the additional balance of $750,000 to be raised by the University.

1.2 The unpaid balance of the total amount of the pledge, if any, which has not been satisfied at Donors' death shall be binding on Donors' estate.

2.0 PURPOSE AND USE OF ENDOWMENT

2.1 The expendable distribution from this endowment will provide support for an endowed chair in Computer Science under the direction of the Dean, Bourns College of Engineering. Payout from the chair endowment will be transferred to The Regents and be made available to the chair holder in support of teaching and research, in accordance with University policy.

2.2 If, in the judgement of the Chancellor, the designated use of endowment payout is impractical or impossible, then the Chancellor will review alternative uses of the endowed fund with the Donors if possible. Any change in the designation of this gift must be consistent with Donors' interests and intentions.

2.3 Until the minimum funding level of $1,000,000 is reached, the expendable distribution can be used by the Dean, Bourns College of Engineering, to support faculty in Computer Science.
3.0 ADMINISTRATION OF FUNDS

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

3.2 The Fund’s expendable distribution will be determined from time-to-time under the terms of the Endowment Expenditure Policy established by the Foundation.

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

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

3.4 Administrative and gift fees shall be assessed in accordance with University of California, Riverside policy.

Donor: Duane R. Roberts  
Date: 9/15/00

Donor: Entrepreneurial Investment Corporation  
Duane R. Roberts, Chairman & CEO  
Date: 9/15/00

Pamela Hillman  
Vice Chancellor for Development  
Date: 9/7/00

David H. Warren  
Executive Vice Chancellor  
Date: 9/7/10
September 22, 2010

Mr. Duane Roberts
1 Camel Point Dr
Laguna Beach CA 92651-6988

Dear Duane:

As always, it was a pleasure speaking with you last week and I truly enjoyed hearing positive business news from one of our own.

Thank you for making time to discuss the Amarik Singh Poonian Chair in Computer Science. I am pleased that you are in full agreement with our plan of using this endowment as a term chair in Computer Science. It will allow us put your precious resources to work in support of our research, teaching, and service mission.

As we discussed, the Dean of the Bourns College of Engineering Reza Abbaschian will appoint an accomplished member of his Computer Science faculty to hold this prestigious endowed term chair. Furthermore, we will ensure that you are fully briefed on the faculty member's research and its implications regularly and in a timely manner.

Duane, your generosity and leadership have been so crucial to the success of our community. The legacy of accomplishments and contributions you continue to make in Riverside is an inspiring testament to the power of savvy business sense, hard work, and an entrepreneurial spirit.

I also spoke with Vice Chancellor Sandoval, to whom campus dining reports, about the notion of having Casey’s Cupcakes prepared and delivered here, and sold in various venues around campus. He will be in contact with your general manager, Jim McCullough, to get us moving on this.

Your UCR family is grateful for your and Kelly’s commitment to our campus.

Warmest regards,

[Signature]

Timothy P. White
Chancellor

cc: Dean Reza Abbaschian
Jim Sandoval
Background Information on the Amrik Singh Poonian Endowed Term Chair

On December 22, 1998, Duane R. Roberts, Chairman and CEO of Entrepreneurial Investment Corporation and owner of Riverside’s Historic Mission Inn, pledged $250,000 to establish the Amrik Singh Poonian Endowed Chair in Computer Science at UCR in honor of his late friend and business associate. Mr. Poonian, a native of India, moved to Southern California in 1984 and worked for American Diversified Savings and then for Digital Equipment Corporation before beginning his own company. In 1986, Mr. Poonian founded Telecom Solution, Inc., now iBASEt, located in Lake Forest, California. He directed the company’s expansion into one of the fastest growing technology firms in Southern California before his sudden death in November 1998 at the age of 50.

Today, iBASEt is a leading provider of high-tech software solutions and services. The company has two divisions: Solumina and Federal Systems Division (FSD). FSD has a distinguished record supporting requirements for NAVAIR, SPAWAR, NSWC, Air Force, Marines, NASA, CENTCOM, and other agencies. iBASEt's Solumina Division pioneered the first image-based work instruction delivery and data capture system in the complex assembly, aerospace and defense markets. iBASEt's Solumina Operations Process Management solution is targeted at Manufacturing Engineering, Process Planning, Plant Floor Execution and Quality Management and provides a paperless connection between product engineering, ERP and the plant floor. Users report Solumina has significantly improved productivity, throughput, and provided millions of dollars in annual cost savings. Solumina customers include industry leaders like General Dynamics, BWX Technologies, Lockheed Martin, Northrop Grumman, and United Technologies.

Duane Roberts is a well-respected entrepreneur and community philanthropist. Originally from Riverside, California, Duane entered the business world following the example of his parents, Harry E. and Mary S. Roberts. Their hard work and the ethical treatment of business associates and customers impressed their son and they instilled in him the importance of contributing to the welfare of others, patriotism and civic consciousness. Mr. Robert's wife, Kelly Roberts, has enjoyed a significant level of success as well, and together, the husband and wife team make for a formidable partnership.
May 3, 2011

Gretchen Bolar, Vice Chancellor
Finance and Business Operations

Dear Gretchen,

Re: GIVAUDAN CITRUS VARIETY COLLECTION ENDOWED CHAIR

The Academic Senate has completed its review of the request to establish the Givaudan Citrus Variety Collection Endowed Chair as proposed by Dean Thomas Baldwin and endorses the request.

The comments from the committees are attached for your information.

Sincerely yours,

Mary Gauvain, Chair
Riverside Division

Attachments

Cc: Dallas Rabenstein, Executive Vice Chancellor & Provost
Reza Abbaschian, Dean, BCOE
Peter Hayashida, Vice Chancellor, University Advancement
April 29, 2011

To:       Mary Gauvain
          Chair, Riverside Division Academic Senate

Fr:       Rise Axelrod
          Chair, Committee on Academic Personnel

Re:       Givaudan Citrus Variety Collection Endowed Chair

CAP has reviewed the endowment package and supports the Givaudan Citrus Variety Collection Endowed Chair.
April 29, 2011

TO: MARY GAUVAIN, CHAIR
    RIVERSIDE DIVISION

FM: Y. PETER CHUNG, CHAIR
    PLANNING AND BUDGET

Re: Givaudan Citrus Variety Collection Endowed Chair - CNAS

Planning and Budget has reviewed the proposal for the Givaudan Citrus Variety Collection Endowed Chair in the College of Natural and Agricultural Sciences as recommended by Dean Thomas Baldwin.

The committee approves the proposal unanimously.
April 27, 2011

TO: MARY GAUVAIN, CHAIR
ACADEMIC SENATE

FR: JOSE WUDKA, CHAIR
COMMITTEE ON EDUCATIONAL POLICY

RE: CNAS PROPOSAL TO ESTABLISH THE GIVAUDAN ENDOWED CHAIR

The Committee on Educational Policy voted unanimously today (10 Yes, 0 No, 0 Abstentions) to support the CNAS proposal to establish the Givaudan Citrus Variety Collection Endowed Chair.
April 21, 2011

TO: MARY GAUVAIN
CHAIR, ACADEMIC SENATE

FM: MORRIS MADURO, CHAIR
GRADUATE COUNCIL

Re: Givaudan Citrus Variety Collection Endowed Chair Naming

Dear Dr. Gauvain:

At its meeting of April 20, 2011, the Graduate Council approved the naming of the Givaudan Citrus Variety Collection Endowed Chair in the College of Natural and Agricultural Sciences.

Sincerely,

Morris Maduro
Chair, Graduate Council
April 15, 2011

Chair Gauvain
Academic Senate

RE: Campus Naming Committee – Endowed Chair Naming Opportunity

Dear Mary:

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 Executive Council for this naming opportunity.

- *Givaudan Citrus Variety Collection Endowed Chair* in the College of Natural and Agricultural Sciences has been recommended by the Dean, Thomas Baldwin.

Please review the attached request and gift agreement. This proposed name needs approval by the Academic Senate before it is endorsed by the Campus Naming Committee. Please respond with your recommendation by Friday April 29, 2011.

Sincerely,

Gretchen Bolar
Vice Chancellor

Attachments

xc: Vice Chancellor Hayashida
    Dean Baldwin
    Assistant Vice Chancellor Smith
    Executive Director Ehlers
    Assistant Dean Preble
    Campus Space Manager Pippert
Date: April 14, 2011

To: Gretchen Bolar, Vice Chancellor of Finance & Business Operations

Cc: Peter Hayashida, Vice Chancellor of University Advancement
    Thomas Baldwin, Dean, College of Natural and Agricultural Sciences (CNAS)
    Holly Preble, Assistant Dean of Development, CNAS

From: Zachary A. Smith, Assistant Vice Chancellor of Development

Subject: Givaudan Citrus Variety Collection Endowed Chair

Dear Gretchen,

In accordance with approved UCR policy, I am forwarding the Givaudan Citrus Variety Collection Endowed Chair naming packet for your review.

This packet includes:

- Initial Request for Approval to Name/Establish an Endowed Chair (which includes background information on Givaudan)
- Draft Gift Agreement between the UCR Foundation and Givaudan Corporation (currently under review by Givaudan)

Please copy me on any memos and/or or responses regarding this request. Should you have any questions or need any additional information you may contact me at extension 26302.

Sincerely,

Zachary A. Smith, Ph.D.
Assistant Vice Chancellor of Development

Attachment
INITIAL REQUEST FOR APPROVAL TO NAME/ESTABLISH AN ENDOWED CHAIR

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

Upon completion of this request form, the Dean/Unit Head forwards it for signature to the Associate Vice Chancellor, 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 Endowed Chairs.

I. Background Information:
A. Submitted by:
   Name: Thomas Baldwin
   Title: Dean, College of Natural and Agricultural Sciences
B. Type of Gift and Comments:
   ▶ Endowed Chair/Distinguished Professorship: Endowed Chair
   1. Location of FTE: College of Natural and Agricultural Sciences
C. Proposed name (involving gift): Givaudan Citrus Variety Collection Endowed Chair
D. Honorific naming:
E. Proposed use(s): To advance the mission of the college by helping provide long term sustainability for the UC Riverside Citrus Variety 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 College of Natural and Agricultural Sciences, in accordance with UCR Endowed Chair Policy and Procedures, will establish the Givaudan Citrus Variety Collection Endowed Chair in keeping with the directive of the benefactor (see attached gift agreement). Initiated in the early 1900s, the Citrus Variety Collection is currently one of the most extensive collections of citrus diversity globally, encompassing more that 1000 cultivars and species of citrus and citrus relatives. The collection serves as a resource for research, development of new cultivars such as ‘Tango’ mandarin and ‘Oroblanco’ grapefruit hybrid and citrus related education. Through this chair, Givaudan intends to help underwrite the long-term sustainability and growth of the collection, as well as support a chair holder who will serve as the collection’s guardian. The resources provided to the chair holder will be used to support the collection, further research on citrus and citrus diversity, facilitate undergraduate and graduate instruction and extend knowledge gained from research to the citrus industry and the public.

Management of the Givaudan Citrus Variety Collection Endowed Chair will be under the direction of the dean of the College of Natural and Agricultural Sciences. For maximum academic flexibility, the chair may be filled by a tenure-track appointment, tenured appointment, temporary appointment for a specific period of time, or a series of temporary appointments. It may also be
filled by a Cooperative Extension Specialist and/or the Principal Museum Scientist responsible for the collection.

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

No additional resources are needed. This is an existing FTE in the college. Distribution from the endowed fund will be available to the chair holder and guardian of the collection, in support of the Citrus Variety Collection, his/her teaching, research, and/or for educational activities. During periods of time when the endowed chair is not occupied (i.e., during a search), the dean may use the income from the endowment in support of research and operational needs associated with the Citrus Variety Collection. In consultation with the chair holder, the dean may direct a portion of the funds provided by this endowment to related operational needs for the Citrus Variety Collection.

III. Contribution Information:
A. Total amount of private funds expected to be committed (or being discussed):
   $1 million
B. Form of private contribution(s):
   ( ) Outright Gift
   (X) Written Pledge (Expected beginning date: 2011; Fulfillment Date: 2015.)
C. Initial contribution/pledge payment expected $___________ by (date) ________.
D. Source(s) of private contribution(s):

   Donor(s)                  Amount(s)
   Givaudan Flavors Corp.   $1 million over five years
                             $100,000 by June 30, 2011
                             $150,000 by June 30, 2012
                             $200,000 by June 30, 2013
                             $250,000 by June 30, 2014
                             $300,000 by June 30, 2015

E. Will this gift/pledge be anonymous, without publicity? ☐ Yes  X No
   First occupant announced once endowment is fully funded.

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? No additional resources required.

B. If Endowed Chair or Professorship, is this a ☐ New FTE  (X) Existing FTE?
   If new, please give reference to your Academic Plan: ____________________.
V. College/Unit/Faculty/Academic Senate Consultation
This naming has been reviewed by and received approval from the Divisional Deans and Department Chairs/faculty of the College of Natural and Agricultural Sciences affected by the named chair.

Submitted by:

Thomas O. Baldwin, Dean, College of Natural and Agricultural Sciences 4/3/11

Joel B. Munson, Associate Vice Chancellor, Development 4/10/11

Peter Hayashida, Vice Chancellor, University Advancement 4/12/11

Background Information about Givaudan

Overview. Givaudan is the global leader in the fragrance and flavour industry, offering its products to global, regional, and local food, beverage, consumer goods, and fragrance companies. Headquartered in Switzerland, the company’s relationship with the UCR Citrus Variety Collection is primarily through their Flavour Division (with U.S. operating divisions in Ohio, Florida and New Jersey). Givaudan reports to invest more in their internal research and development than any other flavour and fragrance company in the industry. For six years, Dr. Tracy Kahn, Principal Museum Scientist of the UCR Citrus Variety Collection, has supported yearly Givaudan Treks called TasteTrek™ Citrus and worked closely with their flavourists, application teams and customers to explore the flavor “notes” and discover new flavor ingredients of some of the collection’s most remarkable and unusual varieties. This chair is being given in recognition of Dr. Kahn’s academic collaboration and in acknowledgement of the ongoing benefit the collection provides to Givaudan and the global citrus industry.

History. Givaudan was founded as a perfumery company in 1895 in Zurich by Leon and Xavier Givaudan, although some parts of the modern company date back as far as 1796. In 1898, Givaudan moved to Geneva and constructed a factory in Vernier. In the 1960s, Givaudan entered the flavor business at a time when changing lifestyles was fueling an increased demand for easy-to-prepare meals. In 1963, Givaudan was acquired by Roche and in 1964; Roche acquired one of Givaudan’s competitors, Roure. Both companies flourished independently under Roche until 1991 when Givaudan and Roure were merged to form Givaudan-Roure. Also in 1991, the company bought Fritzche, Dodge and Olcott, a U.S. based flavor and Fragrance Company whose origins date back to the late 18th century. In 1997, Givaudan-Roure acquired another flavor company, Tastemaker, based in Cincinnati, Ohio. The merger made Givaudan the largest flavor company in the world and the Tastemaker facility in Cincinnati became Givaudan’s new headquarters for its flavor business. In 2002, Givaudan acquired the flavors division of International Bioflavors Inc. Most recently the 2007 acquisition of Quest International, a global producer of flavours and fragrances extended Givaudan’s global reach further than any competitor making them the leading company in the fragrance and flavor industry with approximately 25% of the market share in the world.
Gift Agreement Between
Givaudan Flavors Corporation
the UC Riverside Foundation and
The University of California
To Establish the
Givaudan Citrus Variety Collection Endowed Chair Fund

I. INTRODUCTION

Givaudan Flavors Corporation ("Donor") pledges irrevocably to give the UC Riverside Foundation, a California nonprofit corporation, with the conditions and purposes contained in this document, cash or marketable securities having a fair market value on the dates of the gifts in the aggregate amount of $1,000,000 to establish the Givaudan Citrus Variety Collection Endowed Chair Fund ("Fund").

Givaudan is the global leader in the fragrance and flavour industry, offering its products to global, regional, and local food, beverage, consumer goods, and fragrance companies. Headquartered in Switzerland, the company's relationship with the UCR Citrus Variety Collection is primarily through their Flavour Division.

II. ESTABLISHMENT OF FUND

This fund shall be deemed established when:

A. This memo has been reviewed, signed and dated by the Donors and approved university officials;

B. Funds have been received and deposited for the purposes herein. The Donor agrees to make annual payments, beginning no later than June 30, 2011 according to the following payment schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>June 30, 2011</td>
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<td>June 30, 2015</td>
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</tbody>
</table>

Final payment will be made on or before June 30, 2015. The payments on this pledge shall be used to establish an endowed chair fund ("Fund") to benefit and support the Citrus Variety Collection in the College of Natural and Agricultural Sciences, Department of Botany and Plant Sciences, in accordance with established University policy. Both parties understand that the University will send reminder notices in accordance with the payment schedule.
C. In recognition of UCR's intent to rely upon this commitment, this pledge is a binding legal obligation and enforceable against Donor's assets.

D. Subject to approval through the appropriate policy and procedure of the University of California, Riverside, and the Regents of the University of California, and pending receipt of funds equivalent to minimum requirement for endowed chairs, the Chair will be named the *Givaudan Citrus Variety Collection Endowed Chair*.

E. Additions to the Fund can be made at any time.

III. PURPOSE AND USE OF ENDOWMENT

A. General Purpose

The expendable distribution from this endowment will provide support for an endowed chair, who will serve as the guardian (Curator) of the Citrus Variety Collection in the department of Botany and Plant Sciences or other appropriate department under the direction of the Dean of the College of Natural and Agricultural Sciences in accordance with UCR Endowed Chair Policy and procedures.

Funds for this endowed chair were donated by Givaudan for the long term sustainability, growth and in support of research that benefits the UC Riverside's Citrus Variety Collection which is currently one of the world's most diverse living collections of citrus and related genera in the Auratiodeae subfamily of the Rutaceae.

Management of the *Givaudan Citrus Variety Collection Endowed Chair* will be under the direction of the dean of the College of Natural and Agricultural Sciences. For maximum academic flexibility, the chair may be filled by a tenure-track appointment, tenured appointment, temporary appointment for a specific period of time, or a series of temporary appointments. It may also be filled by a Principal Museum Scientist and or Cooperative Extension Specialist responsible for preserving the collection.

The establishment of the Endowment will comply with current policies of the UC Regents and the UC Riverside Foundation. If, in the judgment of the Chancellor, the designated use of endowment payout is impractical or impossible, then the Chancellor may, in consultation with the Donor(s) when possible, use endowment payout for such other purposes at the University of California, Riverside as s/he determines to be consistent with Donor’s interests and intentions.

IV. ADMINISTRATION OF FUND

A. The chair endowments will be administered in accordance with the UCR Policies and Procedures on Endowed Chairs: Establishment, Administration, and Appointment of Faculty.

B. The Fund's expendable distribution will be determined periodically under the terms of the Endowment Expenditure Policy as established by the UC Riverside Foundation.
a. Payout from the chair endowment will be transferred to The Regents, to be made available to the chair holder, who will serve as the guardian (Curator) of the Citrus Variety Collection.

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

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

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

D. Provision is hereby made permitting reallocation of funds to support alternative uses for the Citrus Variety Collection if minimum funding levels are not achieved to support an endowed chair.

E. As is customary with universities and other non-profit organizations across the country, a one-time gift fee is applied to each pledge payment (gift) in order to provide essential support to UCR's advancement program. We understand that the fee is currently 5%. After the one-time fee has been satisfied, administrative fees will be charged in accordance with UCR policy. This fee comes from the income that is earned on the principal of the fund, and does not further reduce the amount of the gift.

V. STEWARDSHIP
This endowed fund is testament to the value the Donors place on the long-term sustainability of the UCR Citrus Variety Collection and scientific research achievement. Donors will receive periodic stewardship reports from the University on the Fund.

The Donor(s) agrees that this Fund and its name may be used in University communications.

ACCEPTANCES:

__________________________________________
Robert Pellegrino,
Executive Vice President of Global Strategy
Givaudan Flavors Corporation, Donor

Date

__________________________________________
Joel B. Munson for the
University of California, Riverside Foundation

Date

__________________________________________
Thomas O. Baldwin
Dean, College of Natural and Agricultural Sciences

Date
May 2, 2011

TO:    DALLAS RABENSTEIN  
       EXECUTIVE VICE CHANCELLOR/PROVOST

FM:    MARY GAUVAIN, CHAIR  
       RIVERSIDE DIVISION

RE:    PROPOSAL TO DIESTABLISH/CONSOLIDATE SoBA DEPARTMENTS

The proposal to disestablish/consolidate the three SoBA Departments has been reviewed by the Committees on Academic Personnel, Educational Policy, Graduate Council, Faculty Welfare, Planning and Budget. The Executive Council at its April 25, 2011 meeting reviewed all responses and unanimously endorsed the proposed disestablishment/consolidation.

The proposal will be presented for divisional vote at the May 24, 2011 Division meeting.

Chancellor White  
Dean Stewart  
Vice Provost Bocian
April 22, 2011

To: Mary Gauvain, Chair
    Riverside Division Academic Senate

Fr: Rise Axelrod
    Chair, Committee on Academic Personnel

Re: Proposal to Disestablish/Consolidate SoBA Departments

CAP discussed the proposal to disestablish/consolidate SoBA departments on April 18, 2011. CAP supports the proposal and recommends the GSOE model for personnel issues.
April 27, 2011

TO: MARY GAUVAIN, CHAIR
ACADEMIC SENATE

FR: JOSE WUDKA, CHAIR
COMMITTEE ON EDUCATIONAL POLICY

RE: PROPOSAL TO DISESTABLISH/CONSOLIDATE DEPARTMENTS IN SOBA

The Committee on Educational Policy voted unanimously today (10 Yes, 0 No, 0 Abstentions) to support the proposal to disestablish and consolidate the departments in SoBA.
April 21, 2011

TO: MARY GAUVAIN, CHAIR
    RIVERSIDE DIVISION

FM: MORRIS MADURO, CHAIR
    GRADUATE COUNCIL

RE: PROPOSAL TO DISESTABLISH/CONSOLIDATE DEPARTMENTS WITHIN THE UCR SCHOOL OF BUSINESS - SoBA

The Graduate Council at its April 20, 2011 meeting evaluated the proposal to disestablish/consolidate SoBA. The disestablishment does not have an impact on graduate programs and thus the Graduate Council members voted unanimously (12,0) to support this proposal.
April 13, 2011

TO: MARY GAUVAIN, CHAIR
RIVERSIDE DIVISION

FR: D. J. HARE, CHAIR
COMMITTEE ON FACULTY WELFARE

RE: PROPOSAL TO DISESTABLISH AND CONSOLIDATE THE ACADEMIC DEPARTMENTS IN THE SCHOOL OF BUSINESS ADMINISTRATION (SOBA)

The Committee on Faculty Welfare evaluated the proposal to disestablish and consolidate the academic departments in the School of Business Administration (SoBA). The Committee noted the agreement of the Faculty of SoBA with the Administration on the proposal and concluded that the proposal raises no issue of faculty welfare.
April 22, 2011

TO: MARY GAUVAIN, CHAIR
RIVERSIDE DIVISION

FM: Y. PETER CHUNG, CHAIR
PLANNING AND BUDGET

Re: Proposal to Disestablish/Consolidate Departments within The UCR School of Business - SoBA

Planning and Budget met and reviewed the proposal to disestablish/consolidate departments within the UCR School of Business (SoBA).

The committee approved the proposal unanimously (5, 0).
April 8, 2011

Mary Gauvain, Chair
UCR Division of the Academic Senate

Re: Proposal to Disestablish/Consolidate SoBA Departments

Dear Mary,

Enclosed is a proposal to consolidate and disestablish SoBA’s three departments. The Chancellor is the final decision-maker on this proposal, but the Academic Senate’s judgment is vital to inform that decision. My overall conclusion, based partly upon an external administrative review and individual interviews that the Chancellor and I have had with SoBA faculty, is that the small departments in SoBA are at variance with how other UC business schools are organized. These small departments also tend to worsen a host of other challenges, such as SoBA faculty disengagement from the campus and our traditions and sensibilities around shared governance.

Accordingly, I request that you seek out advice from the appropriate Senate committees per Senate Bylaw App. §7.3 and provide the administration with the Senate’s views in a timely manner (e.g., the May 24th Divisional meeting). My goal and expectation is that this proposal can be put into effect beginning at the start of the new academic year (July 1), which would allow new school-wide academic personnel review procedures in SoBA to be put in place by that time. Thank you for your consideration.

Sincerely,

Dallas Rabenstein
Executive Vice Chancellor and Provost

cc: Chancellor White
    Dean Stewart
    Senate Vice-Chair Walker
    Vice Provost Bocian
Proposal to Disestablish & Consolidate Departments within the UCR School of Business Administration (SoBA) and to Return to School-Wide Governance

Proposal by Executive Vice Chancellor & Provost Dallas Rabenstein

April 8, 2011

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I. Executive Summary

The School of Business Administration (SoBA) has had departments for about a decade. In retrospect, departmentalization within SoBA unfortunately created a more troublesome set of problems than it remedied. The consolidation and disestablishment of departments is a campus-level action in which the Chancellor is the final decision-maker. Evidence from several sources, including an external administrative review, raise significant concerns about the handling of academic personnel matters in SoBA, about faculty morale and engagement, as well as the existence of a fissure between SoBA and the rest of the campus in terms of the understanding of shared governance. In order to uphold the highest standards in academic personnel review, to more closely align SoBA with practices at other UC business schools, and to address these other challenges, I am proposing to Chancellor White that the three departments in SoBA be disestablished and consolidated. In this way, academic personnel input will be channeled through an appropriate school-wide mechanism beginning July 1, 2011. To be clear, this proposal has no impact on the security of employment that SoBA faculty have in their tenured (or tenure-track) positions within the School, nor does it change SoBA’s authority to grant degrees. Rather, this proposal is about changing SoBA’s current department-level structure.
II. Authority & Scope

Under the UC *Compendium* – which details policy and procedure for reviewing University programs and units – the consolidation and disestablishment of existing departments is a campus-level matter that does not require UC systemwide review:

**Actions involving departments are carried out on the ten established campuses and do not involve review by the systemwide office.** Such actions include creating a new department, changing the name of an existing department, and consolidating, transferring, or disestablishing an existing department. If approved by the appropriate agencies of the Divisional Academic Senate and by the campus administration, an action involving an academic program that appoints faculty who are members of the Academic Senate and who vote as a unit under Academic Senate Bylaw 55 shall be reviewed as an action involving a department. ¹ (emphasis added)

Moreover, the Chancellor has final decision-making authority with respect to the consolidation and disestablishment of departments, whereas the Academic Senate is vested with the authority to carry out the role of ultimate decision-maker with respect to academic programs.² The above distinction between units and programs is a consistent part of the division of responsibility between the administration and the Senate under UC’s shared governance traditions.

This proposal is intended to initiate the consultation process with the Academic Senate and other campus stakeholders. I ask that Senate consultation be completed by the May 24th Divisional meeting, so that academic personnel processing and other changes can take effect July 1, 2011. Chancellor White and I have already met with SoBA faculty during two sessions in March where we expressed our concerns and began the informal consultation process about disestablishing/consolidating the SoBA departments.

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² UCR Senate Bylaw Appendix 7, Preamble: “The ultimate decision to recommend the transfer, consolidation, disestablishment, or discontinuance of an academic program resides with the Academic Senate of the campus and that of a unit resides with the Chancellor. In the context of these procedures, a program is defined as a course of study leading to a degree, and a unit is a school, college, department, or division within a department, school, or college.” available at http://senate.ucr.edu/bylaws/?action=read_bylaws&code=app&section=07
Under the Compendium, “Disestablishments and discontinuances are two actions that are usually interrelated.”\(^3\) While the current proposal entails disestablishment in the sense that the three departments in SoBA would no longer exist, this proposal differs from typical “disestablishment” actions in that it is not being proposed in tandem with the discontinuation of existing degree programs. Rather, this proposal is to consolidate all existing departments within SoBA while leaving other core aspects of the School unaltered (e.g., current SoBA faculty will maintain their tenured positions within the School; SoBA will still confer degrees). This proposal would, in effect, return SoBA to the organizational structure it had roughly a decade ago prior to departmentalization.

In other circumstances it is natural that academic proposals develop from the “bottom-up” through the interest of affected faculty (e.g., creating a new department or degree program). By contrast, this proposal is primarily motivated by the need to maintain campus-wide and University-wide standards of excellence, so here a “top-down” proposal from the EVC is quite appropriate (and it is recognized in the UCR Senate Bylaw that such proposals can originate with the EVC\(^4\)).

III. **Key Considerations Supporting this Proposal**

Our merit-based and labor-intensive academic peer-review process at UC Riverside is a defining feature of what it means to be a world class research university and part of the University of California system.\(^5\) Given the relatively modest size of SoBA’s ladder-rank faculty, having three departments within SoBA necessarily means small departments (see graphic below), and this in turn creates a significantly increased risk of questionable and/or compromised departmental input into the UCR academic personnel process. As your EVC/Provost, I believe that consolidating the three departments in SoBA is a necessary first step to ensure that our most cherished values at UCR are rigorously upheld in SoBA and across the campus.

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\(^3\) Compendium, page 31.

\(^4\) UCR Senate Bylaw Appendix 7.3.

Several developments led me to what is now a firm conclusion: SoBA departments are currently not functioning satisfactorily, including with respect to handling academic personnel matters. I initiated an outside administrative review of SoBA that was conducted last year by three seasoned business school faculty from other UC campuses. The review team made a two-day visit in March 2010, and the team interviewed all SoBA faculty (and several staff) who wished to participate. The review team’s subsequent findings (See Appendix for one-page summary of findings) included the following:

SoBA delegates academic personnel decisions to very small departments in contrast to the norms at the other UC management/business schools that emphasize school-wide voting. We recommend faculty oversight for personnel decisions by an associate dean for academic affairs or through a school-wide body and faculty chair....We also recommend that the School’s academic leaders work with the University leadership to develop a common understanding about how UC shared governance processes apply to SoBA.

Consistent with the review team’s claim, the graphic below depicts the extent to which departmentalization within SoBA marks a clear departure from how other accredited UC business/management schools are administratively organized. Even the UC business schools that are substantially larger than UCR’s SoBA are organized into “academic areas” (UCLA and Irvine) or “academic groups” (Berkeley) rather than departments.6

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6 [http://www.anderson.ucla.edu/x24217.xml](http://www.anderson.ucla.edu/x24217.xml); [http://merage.uci.edu/Faculty/AcademicAreas/index.aspx](http://merage.uci.edu/Faculty/AcademicAreas/index.aspx); [http://www2.haas.berkeley.edu/Faculty/Faculty%20Groups.aspx](http://www2.haas.berkeley.edu/Faculty/Faculty%20Groups.aspx).
Both last year’s external administrative review and a 2006 external evaluation report (part of a Graduate Council program review) identified low morale and a high degree of factionalism among SoBA faculty (consistent with earlier reviews). While faculty morale and conflict are complex issues with multiple causes, I believe such problems are made worse by having three small departments that take away from school- and campus-wide engagement. Likewise, the administrative review team, which interviewed SoBA faculty and Academic Senate leaders, identified shared governance tensions between SoBA and the rest of the campus. This finding rings true based with my overall experience as UCR’s EVC/Provost, as does the finding about sub-optimal academic personnel input.

In light of the external administrative review, Chancellor White and I individually interviewed all available SoBA faculty last fall, and again we met with most SoBA faculty in group meetings a few weeks ago. This proposal is informed by the collective judgment derived from all of the above sources of information. In a nutshell, we must return to prevailing academic norms of UC business schools by disestablishing the departments we now have in SoBA.  

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* Faculty Counts as reported in AACSB Data Profiles (includes some full-time lecturers)

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It should also be emphasized that the problem identified is one of organizational structure (and departmental culture); it would be unfair to blame SoBA staff who handle administrative aspects of academic personnel for the problems detailed herein.
IV. Departmental Rights and Related Concerns

“Department” has a particular meaning within UC, including provisions around departmental voting rights (Regents Standing Order 105.2; Academic Senate Bylaw 55). It follows that if the departments in SoBA are consolidated, then faculty in these departments will no longer vote along departmental lines on matters like academic personnel (indeed, that is an aim of the proposal). At the same time, faculty rights and privileges will be maintained in a fundamental sense insofar as other schools at UCR without departments (namely, the Graduate School of Education) and the business schools at other UC campuses all uphold University policy in academic personnel and other matters without voting along departmental lines. In concert with this proposal, Dean Stewart would consult with Vice Provost Bocian on the most appropriate alternative mechanism for handling SoBA academic personnel matters (consistent with e.g., APM 160 Appendix A), and such arrangements would be in place for the next academic year.

While some SoBA faculty might argue that disciplinary differences could raise concerns about the evaluation of their merit and promotion files (e.g., “Marketing professors don’t understand my work”), such an argument is not persuasive given that other large departments on our campus have as great (or greater) degrees of sub-field differences yet are able to fairly and adeptly handle academic personnel evaluations.

Another implication of this proposal is that there would no longer be chairs with departmental responsibilities within SoBA, so note that department chairs serve at the pleasure of the Chancellor and these administrative posts can be terminated at any time with or without cause (APM 245). Thus, for a faculty member holding a chair appointment, ending that chair position (and any associated stipend) does not ordinarily affect his or her fundamental rights and privileges as a member of the Academic Senate.  

V. Conclusion

UCR has individual departments that are larger than the three SoBA departments combined. In this straightforward proposal I recommend that the Chancellor disestablish and consolidate SoBA’s departments, thus paving the way for academic personnel to be handled on a school-wide basis. Disestablishing and consolidating these departments will (1) facilitate improvements in the quality of input into our cherished faculty peer-review system; (2) bring

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8 See e.g., University Committee on Rules and Jurisdiction, Legislative Ruling 10.08 (“Inasmuch as having an at-will administrative appointment is neither a right nor a privilege of Academic Senate members, a divisional Privilege and Tenure Committee does not have jurisdiction to hear a grievance that is asserted with regard to the loss or withdrawal of such an appointment.”).
SoBA into closer alignment with the other UC business schools, as noted by the external review team; and (3) given that shared governance is part of the very fabric of UCR, my hope that this proposal is an important first step toward improving understanding across the campus regarding norms and expectations around shared governance.

(Appendix on Next Page: Executive Summary of the 2010 SoBA External Administrative Review)
School of Business Administration (SoBA) Administrative Review, March 1-2, 2010

Executive Summary

The following summarizes the key findings, conclusions, and recommendations of the Administrative Review Committee on the progress of the SoBA since the Graduate Program review of June 5, 2006. The committee members comprised Professors Paul Griffin (Davis), Ganesh Iyer (Berkeley), and Jone Pearce (Irvine), who met with UC Riverside faculty, staff, and administrators on March 1-2, 2010.

- We found faculty compensation, while high relative to other campus units, as reasonable compared to other UC management/business schools. The School, however, lags the other UC schools in not funding appropriate amounts of compensation through self-supporting programs and professional fees. We recommend a clear road map for resolving SoBA's funding model by shifting from state funds to professional fees and self-supporting programs as the primary revenue drivers.

- SoBA delegates academic personnel decisions to very small departments in contrast to the norms at the other UC management/business schools that emphasize school-wide voting. We recommend faculty oversight for personnel decisions by an associate dean for academic affairs or through a school-wide body and faculty chair. SoBA delegates academic personnel decisions to very small departments in contrast to the norm at other UC business schools of school-wide votes. We also recommend that the School's academic leaders work with the University leadership to develop a common understanding about how UC shared governance processes apply to SoBA.

- The School suffers from a serious morale problem, in part, because of differences between newer faculty hired since 2006 and those with longer tenure. The level of distrust and animosity is striking. Even routine issues are seized upon as evidence of the perfidy and corruption of the other group (or senate colleagues). We did not observe strong faculty motivation to repair and rebuild trust. Both groups seem to feel they can prevail, or do not need the collaboration and trust of members of the other group.

- The School's strategic plan should make clear how and when the School will achieve the twin objectives of sustainable long term growth and program excellence at levels approaching or similar to the other UC graduate management/business schools. If the campus were to invest in SoBA, it should exercise the fullest leverage possible to seek firm and credible commitments from the School and faculty.

- Much of the financial success of the strategic plan hinges on two to-be-implemented programs. These programs require campus and possibly system-wide approval, which can be time-consuming in the UC system. Assuming continuity, we recommend that the School and campus work together to expedite approvals of the MS in Accounting and FEMBA degree programs.

- More emphasis should be placed on the undergraduate business program. In the four years since the earlier review, we did not see strong evidence of an increase in the quality of the undergraduate program. During our interviews with faculty and staff, we heard more about issues of poor teaching and excessive class size.
April 10, 2011

Dallas Rabenstein  
Executive Vice Chancellor and Provost

As Chair of the faculty of the School of Business Administration, on behalf of the faculty of the School, I would like to thank you for initiating the formal process of disestablishing the separate departments within the School. Indeed, the School faculty is committed to moving to a School-wide department model and has been actively working to accomplish this restructuring in time for implementation by July 1. It is perhaps ironic that your message reached us as we were engaged in a structured retreat that was designed to assure that all members of the faculty are given the opportunity to identify any concerns they may have, to provide constructive suggestions for improvement and implementation, and to develop an inclusive process for preparing the memorandum of understanding that you and the Chancellor have requested. I am pleased to report for this retreat that enabled all faculty members but one to participate, was very positive, collegial, and constructive, and that the process agreed to at the retreat will enable all faculty members (as well as all staff members) to engage and contribute.

I believe I can speak for the faculty in saying that we are on board with the proposal to disestablish the three separate departments of the School and to restructure as a single department. In fact, the smaller departments were actually imposed on the School a number of years ago as a perceived solution to personnel-related issues at that time. Thus, the issue of “top-down” or “bottom-up” should not be of concern to the academic senate in deciding how to respond to the request. However, one can reasonably infer from past evidence that simply restructuring as a single department will not necessarily “fix” whatever problems may currently exist. Accordingly, the faculty of the School is heavily invested in developing and thinking through the implementation details that could enable a single-department model to help us to achieve what we all want – a school of business that respects, recognizes and appropriately rewards the individual and unique contributions of all of its faculty; and that is nationally recognized, respected on campus, and delivers excellent education to students at all levels.

Thus, we join with you in asking the academic senate to begin the processes that will enable it to advise the administration in a timely manner. We invite and encourage the relevant academic senate bodies to engage in an open exchange of information with us. In fact, we have already undertaken some outreach efforts both on campus and with other UC campuses for the purpose of developing a single-department model that will become a core strength of the School.

We look forward to a collaborative and collegial process with the academic senate and the administration.

Regards,

Richard Smith, Faculty Chair  
School of Business Administration
To be adopted for the CHASS College:

Proposed General Education Concentration on Ecology/Biodiversity

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<tr>
<td>And: Capstone Course</td>
<td>HASS 190/193 or equivalent course as approved by Advisor</td>
<td>A synthesis of the scientific, societal, economic, political, and personal causes and implications of Ecology/Biodiversity in the past, present, and future. Designed to be a capstone course for the Ecology/Biodiversity concentration. Course will be seminar-style with student presentations and final reports on topics of current interest in any of the fields included in this program.</td>
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| Total Units | 44-48 |

*Prerequisites: in each case, there are no more than one. Upper division courses not starred require upper division standing or consent of instructor.

**Justification:**

This concentration is proposed as part of the pilot program in General Education approved by Academic Senate on 2/17/2009. It emerges from a 2010-2011 three-course CHASS Connect program, which has had considerable student interest. It makes sense for the program in General Education to support such a concentration, which is admirably interdisciplinary and which can inform the students of matters of pressing global significance. It will serve as a model for future concentrations. The questions raised in Ecology/Biodiversity are of great interest to UCR students. A CHASS Connect sequence in this area was the first to fill during orientation last Fall. This makes great sense both because of the concerns over population expansion and the breakdown of the traditional system of environmental restraint. Students who pursue this concentration will find that it offers a rich interdisciplinary program that can complement work in their major and offer a solid basis for work they do after their undergraduate program at UCR.

Approved by the General Education Advisory Board: March 1, 2011
Approved by the CHASS Executive Committee: April 6, 2011
Approved by the CEP: April 27, 2011
April 22, 2011

TO: MICHAEL L. MOORE  
ACCOUNTING AND INFORMATION SYSTEMS

FM: MORRIS MADURO, CHAIR  
GRADUATE COUNCIL

RE: PROPOSAL FOR A MASTER OF ARTS IN ACCOUNTING, AUDITING AND ASSURANCE – DEPARTMENT OF ACCOUNTING AND INFORMATION SYSTEMS – SCHOOL OF BUSINESS ADMINISTRATION

At its meeting of April 20, 2011, the Graduate Council approved the proposal to establish a Master of Arts in Accounting, Auditing and Assurance degree.

From here, the proposal will have to be approved at the May 25, 2011 Division meeting before being sent to the system-wide CCGA.
April 8, 2011

TO:  MORRIS MADURO, CHAIR
     GRADUATE COUNCIL

FM:  MARY W. GAUVAIN, CHAIR
     RIVERSIDE DIVISION

RE:  NEW GRADUATE PROGRAM PROPOSAL – MA ACCOUNTING,
     AUDITING AND ASSURANCE PROPOSAL

The above proposal has been reviewed by the committee on Educational Policy, Planning
and Budget, Courses and Library. The three committees approved the creation of this
Master’s Degree in the School of Business Administration.

I am enclosing all three committee responses for your information.

Enclosure
MARCH 15, 2011

TO: JOSE WUDKA, CHAIR
EDUCATIONAL POLICY

PETER CHUNG, CHAIR
PLANNING AND BUDGET

J.C. LAURSEN, CHAIR
LIBRARY

FM: MARY GAUVAI N, CHAIR
RIVERSIDE DIVISION

RE: NEW GRADUATE PROGRAM PROPOSAL – MA Accounting, Auditing and Assurance Proposal

Attached for your committee’s review is a new graduate program proposal from the School of Business Administration.

Please forward your committee’s response to me by April 5, 2011.

Enclosure
Hi Sellyna, at its meeting yesterday, the CEP approved the MA in Accounting, Auditing and Assurance proposal.

SG
March 29, 2011

TO: MARY GAUVAIN, CHAIR
RIVERSIDE DIVISION

FM: Y. PETER CHUNG, CHAIR
PLANNING AND BUDGET

RE: Proposal for a Master of Arts in Accounting, Auditing and Assurance

Planning and Budget met and reviewed the proposal to establish a Master of Arts degree in Accounting, Auditing and Assurance.

Planning and Budget voted unanimously (7 yes 2 absent and 0 no) to approve the proposal for a Master of Arts Degree in Accounting, Auditing and Assurance.
April 5, 2011

TO: MARY GAUVAIN, CHAIR
    RIVERSIDE DIVISION

FR: J. C. LAURSEN, CHAIR
    COMMITTEE ON LIBRARY AND SCHOLARLY COMMUNICATION

RE: MA PROPOSAL FROM SOBA

The Committee on Library and Scholarly Communication support this proposal.
Proposal for a Master of Arts in Accounting, Auditing and Assurance

ACADEMIC SENATE APPROVALS:

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<td>April 20, 2011</td>
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Proposal for a Master of Arts in Accounting, Auditing and Assurance

Department of Accounting and Information Systems

School of Business Administration

A. Gary Anderson Graduate School of Management

University of California Riverside

February 2011 Revision
GRADUATE DEGREE PROGRAM PROPOSAL

Preparation Date: May 2010

Lead Proposers:

- The faculty of the School of Business Administration and the Anderson Graduate School of Management
- The faculty of the Department of Accounting and Information Systems
  - Woody Liao
  - Barry Mishra
  - Theodore J. Mock
  - Michael L. Moore, Chair
  - Waymond Rodgers
  - Erik Rolland

Contact Information:

Michael L. Moore, Chair
Department of Accounting and Information Systems
School of Business and Anderson Graduate School of Management
University of California Riverside
Riverside, CA 92521
Tel: 951.827.7325
Email: michael.moore@ucr.edu

Acknowledgments:

This proposal is a result of a collaboration of many individuals, both faculty and members of the accounting and auditing profession. Special acknowledgment is given to Waymond Rodgers for his vision of an auditing and assurance specialization and for his efforts on developing an accounting master’s program in 2007 that this program is built upon. Also many ideas in this program were generated from the 2020 Student Workshop organized by Michael Moore and Ted Mock and co-sponsored by Ernst & Young and UCR.
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Executive Summary

Proposal

The School of Business Administration currently offers a Bachelor of Science in Business Administration and a student may choose a concentration in a specialized area of Accounting. A baccalaureate degree with a concentration in accounting is not sufficient education to satisfy the education required to begin a career as a professional accountant. A student may also earn an MBA with a concentration in Accounting in the Anderson School of Management; however an MBA is a generalist degree by design. In response to the educational needs of the Accounting Profession, the Department of Accounting and Information Systems at the School of Business Administration (SoBA) and A. Gary Anderson Graduate School of Management (AGSM) is proposing a Master of Arts in Accounting, Auditing and Assurance. The new degree program will consist of a full-time one-year program (48 units) leading to a Master of Arts degree in Accounting, Auditing and Assurance. This program will be a self-supporting program.

Rationale

1. The accounting profession’s need for additional education beyond the baccalaureate is similar to other professions’ experience such as medicine, law, pharmacy, architecture, and engineering.
2. The Program will meet an untapped demand for accounting graduate education in the region.
3. The Program will meet an untapped demand for under represented minority graduates.
4. The program will enhance the School of Business Administration’s revenue and resource base, diversify existing sources of revenue, and reduce our dependence on state funding.
5. The program will support the hiring of additional faculty members, enabling the School of Business Administration to develop a critical mass of faculty in key strategic areas, particularly in the area of audit and assurance services identified in the School of Business Administration strategic plan as a “spire of excellence.”
6. The program will be beneficial for increasing of prospects for earning future Accounting Accreditation from The Association to Advance Collegiate Schools of Business (AACSB International).
7. The program fits the overall strategy of the School of Business Administration to increase its presence and reputation regionally, nationally, and internationally.
8. Graduates of the program have the potential to become influential and supportive alumni soon after they complete their degree.
Purpose

Accountants and auditors help to ensure that public, private and not for profit entities are run efficiently. Accountants and auditors analyze, verify and communicate financial information for various entities. They may also be involved with budget analysis, tax analysis, management consulting, financial and investment planning, information technology consulting as well as a broad array of assurance services.

Nearly 20 years ago there was a groundswell of support from professional and academic organizations such as the American Institute of Certified public Accountants and the American Accounting Association for 150 semester hours of education for professional accountants. As with most professions with an expanding knowledge base it became increasingly difficult to prepare a candidate for the profession with just a baccalaureate degree.

Over the intervening years since this early recommendation for a fifth year of education for CPAs, there has been a geometric increase in the knowledge and skills needed for successful discharge of professional responsibilities. Globalization, a revolution in technology and increased regulation affecting both internal accountants and external auditors have all contributed to the demands for additional accountants and auditors with education beyond the baccalaureate degree.

Fit with the School of Business Administration and the Anderson Graduate School of Management Strategy

The proposed MA in Accounting, Auditing and Assurance is consistent with several goals of the School of Business Administration and AGSM. First, the MA in Accounting, Auditing and Assurance program will meet an unmet need for graduate accounting education in Inland Southern California and is therefore consistent with the School of Business Administration’s mission to service the graduate educational needs of businesses in the region. The program will contribute to our developing a reputation for leadership in U.S. higher education, to recruiting outstanding faculty, and to the diversification of our sources of revenue, which will help the School of Business Administration and AGSM maintain financial stability and independence and reduce dependence on state funding. The program also fits well with our strategies for building reputation by hiring high quality faculty who demonstrate excellence in both research and teaching.

Market for the Program

The market for this program will be School of Business Administration graduates with a concentration in accounting and graduates of other baccalaureate programs from the United States and abroad with an accounting major or concentration.

*The 2008 Trends in the Supply of Accounting Graduates and the Demand for Public Accounting Recruits* (American Institute of Certified Public Accountants), reports that
between 2004 and 2007 the numbers of master’s degrees increased 18% at accounting and business accredited programs and between 2000-01 and 2006-07 graduates of master's programs increased from 8,700 to 16,559. In addition it was reported that the largest firms hire master’s degree holders as a greater percentage of their total hires (35%) than other firms.

Program Design

The MA in Accounting, Auditing and Assurance degree will be offered as a one year program (48 units) for graduates with a baccalaureate degree with a concentration or major in accounting. Other students without the equivalent of a baccalaureate degree with a concentration or major in accounting may be admitted to the program with the understanding that additional coursework may be required to earn the MA degree. Candidates will be admitted for the fall quarter only.

Administration

The program can be launched initially without additional costs to the University and without reducing funds already allocated to other programs. Graduate programs in the Anderson Graduate School of Management are directed by the Faculty of the School of Business Administration through its Executive Committee and a Graduate Programs Committee, which will have oversight responsibility for all Graduate Programs offered by AGSM. AGSM anticipates no need for additional full-time or part-time administrative support for the program.

Curriculum

The content of the curriculum is described later in the proposal. All of the courses already exist. The program will include elective courses offered by other departments at the School of Business Administration and UCR.

Financial Information

The School of Business Administration has developed financial projections for the proposed Master of Arts in Accounting based on conservative assumptions. We plan to offer this program using the self-supporting model with a per credit fee. The UCR per credit fee for the program will be lower than prices for a similar graduate accounting program offered by the University of Southern California, which is currently the only strong competitor in the region. The projections assume an initial class size of 20. We believe that we can deliver a high quality program to as many as 40 students per year utilizing current resources. We project that the program will produce a net operating surplus with a class size of 20. Conservative assumptions include low marketing cost with the majority of applicants currently UCR students, and modest incremental costs of instruction.
1.0 INTRODUCTION

In response to the educational needs of the Accounting Profession, the Department of Accounting and Information Systems at A. Gary Anderson Graduate School of Management is proposing a Master of Arts in Accounting, Auditing and Assurance degree. The new degree program will consist of a full-time one year program (48 units) for those graduates from UCR and other universities with a concentration in or a major in accounting. The year will be a professional degree program that will be self-supporting. The School of Business Administration currently offers a Bachelor of Science in Business Administration. A student may choose a concentration in a specialized area of which one field of concentration is accounting. Coursework culminating with a baccalaureate degree with a concentration in accounting is not sufficient education to qualify to become a certified public accountant in the majority of jurisdictions in the United States and will not qualify in California beginning in 2014.

2.0 RATIONALE FOR THE PROGRAM

There are eight compelling reasons why the School of Business Administration, the Anderson School and the Department of Accounting and Information Systems should launch this new degree program:

1. The accounting profession’s need for additional education beyond the baccalaureate is similar to other professions’ experience such as medicine, law, pharmacy, architecture, and engineering. Those professions that are involved with serving the public are held to high standards of practice. In the accounting area, most states and other jurisdictions with laws governing certified public accountants (CPAs) have reacted to these needs by requiring additional education beyond the baccalaureate for those licensed to practice as a Certified Public Accountant (CPA). As of this date there are 54 jurisdictions that require CPA candidates to earn 150 semester hours of acceptable college credit as well as a baccalaureate or higher degree in order to become licensed as a CPA. Legislation requiring 150 semester hours to become a CPA in California was signed on October 11, 2009 to take effect in 2014. Further, most states including California require a CPA candidate to obtain various amounts of actual experience before a license to practice is granted.

This new law will change the educational landscape in California. Given the 150-hour requirement, many qualified students will pursue a master’s degree in accounting rather than take additional year of coursework that does not lead to a degree. This will undoubtedly increase the demand for masters’ degrees in accounting.

In addition, besides the CPA certification there are other certifications for professional accountants and auditors that require advanced education such as Certified Management Accountant, Certified Internal Auditor, IT Auditor, other
recognized specialties by the American Institute of Certified Public Accountants and a host of management positions in the public and private sector.

2. The Program will meet an untapped demand for accounting graduate education in the region. AGSM is the only graduate school of management affiliated with a major research university in Riverside and San Bernardino Counties. The University of Southern California is the only major research institution in the Southern California area currently offering a graduate degree in accounting.

3. The Program will meet an untapped demand for underrepresented minority graduates. In 2008, nearly 30 percent of undergraduate business students stated an ethnic origin in an underrepresented minority group.

4. The program will enhance the School of Business Administration’s revenue and resource base, diversify existing sources of revenue, and reduce our dependence on state funding.

5. The program will support the hiring of additional faculty members, enabling the School of Business Administration to develop a critical mass of faculty in key strategic areas, particularly in the area of audit and assurance services, identified in the School of Business Administration strategic plan as a “spire of excellence.” This area of specialization is unique to Department of Accounting and Information Systems and we will have the strengths to distinguish our program from other programs in our market geographic area and the United States.

6. The program will be beneficial for increasing prospects for earning Accounting Accreditation from The Association to Advance Collegiate Schools of Business (AACSB International). AACSB accreditation is the most prestigious accreditation for accounting and business programs. The AACSB is the most widely accepted and highly regarded accreditation agency for degree programs in accounting. AACSB accreditation mandates that our department must maintain international standards of excellence specifically designed for undergraduate accounting programs. Many universities find these accounting standards difficult to meet. While more than 550 universities have business programs that are accredited by the AACSB, less than 170 of these universities have separately accredited accounting programs. Currently there are only five AACSB-accredited accounting programs in California, none of which include a UC campus. UC Berkeley Haas School has indicated that it will seek accounting accreditation in the future. Our department is committed to continuous improvement in curriculum, faculty, and student quality these accreditation standards require.

7. The program fits the overall strategy of the School of Business Administration to increase its presence and reputation regionally, nationally, and internationally. The graduate degree in accounting is a part of the portfolio of offerings of many major business schools and such graduate master’s degree accounting programs
8 Graduates of the Master of Arts in Accounting, Auditing and Assurance Program have the potential to become influential and supportive alumni soon after they complete their degree. The program will facilitate development of stronger relationships with the corporate and professional communities. It is anticipated that most students in the program will be highly recruited for positions after graduation.

3.0 PURPOSE

Accountants and auditors help to ensure that public, private and not for profit entities are run efficiently and effectively by facilitating the development and communication of relevant and reliable information for all stakeholders. Accountants and auditors analyze, verify and communicate financial information for various entities. They may also be involved with budget analysis, financial and investment planning, information technology consulting as well as a broad array of assurance services in such areas as health care and environmental policy. In addition, accountants are involved with tax planning and compliance, consulting, and a host of other services that require additional education and training.

Nearly 20 years ago there was a groundswell of support from professional and academic organizations such as the American Institute of Certified Public Accountants and the American Accounting Association for 150 semester hours of education for professional accountants. In accounting, as with most prestigious professions that serve the public such as medicine, law, pharmacy, architecture, and engineering because of an expanding knowledge base it became increasingly difficult to prepare a candidate for the profession with only a baccalaureate degree. Over the intervening years since this early recommendation for a fifth year of education for CPAs, there has been a geometric increase in the knowledge and skills needed for successful discharge of professional responsibilities.

Globalization, a revolution in technology and increased regulation affecting both internal accountants and external CPAs have all contributed to the demands for additional accountants with education beyond the baccalaureate degree. Also with the passage of the Sarbanes-Oxley Act of 2002 (SOA), CPA firms must be registered with the Public Company Accounting Oversight Board (PCOAB) to perform an independent audit on a public registrant. In addition, the SOA requires independent reporting on a registrant’s internal controls. All these developments have produced an increased demand for qualified CPAs.
4.0 FIT WITH THE SCHOOL OF BUSINESS ADMINISTRATION AND AGSM STRATEGY

The proposed MA in Accounting, Auditing and Assurance program is consistent with several goals of the School of Business Administration. First, the program will meet an unmet need for graduate accounting education in Southern California in general and specifically Inland Southern California and is therefore consistent with the School of Business Administration’s mission to service the educational needs of businesses in the region. The program will contribute to our developing a reputation for leadership in U.S. higher education, to recruiting outstanding faculty, and to the diversification of our sources of revenue, which will help the School of Business Administration maintain financial stability and independence and reduce dependence on state funding. The program also fits well with the School of Business Administration’s strategies for building reputation by hiring high quality faculty who demonstrate excellence in both research and teaching.

5.0 MARKET FOR THE PROGRAM

The MA in Accounting, Auditing and Assurance program will be targeted for undergraduate business graduates with a major or concentration in accounting. It is anticipated that a significant number of students attracted to the program will be School of Business Administration graduates from UCR, and graduates from other baccalaureate programs in California, the United States and abroad. For example, in 2010 there were 56 of our UCR accounting students with GPAs in excess of 3.2. If only half of these students applied for and were accepted in the program we would have a respectable number of admissions from this group alone.

The University of Southern California had an entering class for its one-year Masters of Accounting program for the 2009-2010 academic year of approximately 90 students and it appears that that the market for graduate accounting education is robust enough that we will be able to attract a sufficient number of students to our graduate accounting program.

According to the Bureau of Labor Statistics, *Occupational Outlook Handbook, 2008-09 Edition*, employment of accountants and auditors is expected to grow by 18 percent between 2006 and 2016, which is significantly faster than the average for all occupations. The accounting profession is projected to add almost 226,000 new jobs over the next decade. An increase in the number of businesses, changing financial laws, and corporate governance regulations, and increased accountability for protecting an organization’s stakeholders will drive growth. Strong growth of accounting and auditor jobs over the 2006-16 decade is expected to result from stricter accounting and auditing regulations, along with an expanding economy.

The Department of Labor also projects that those who earn a CPA should have excellent job prospects. After most States instituted the 150-hour rule for CPAs, enrollment in accounting programs temporarily declined. However, enrollment is again growing as more students have become attracted to the profession by the desire to serve the public
and the high demand for such services. In the aftermath of several highly publicized accounting failures, professional certification is even more important to ensure that accountants’ credentials and knowledge of ethics are sound. Regardless of specialty, according to the Department of Labor, accountants and auditors who have earned professional recognition through certification or licensure should have the best job prospects. According to Department of Labor, applicants with a master’s degree in accounting or a master’s degree in business administration with a concentration in accounting will have an advantage.

The 2008 Trends in the Supply of Accounting Graduates and the Demand for Public Accounting Recruits (American Institute of Certified Public Accountants), reports that between 2004 and 2007 the numbers of master’s degrees increased 18% at accounting and business accredited programs and between 2000-01 and 2006-07 graduates of accounting master’s programs increased from 8,700 to 16,559. In addition it was reported that the largest firms hire master’s degree holders as a greater percentage of their total hires (35%) than other firms. Despite these increases in national demand for and supply of accountants, California has lagged the nation in the production of professional accountants.

California law regarding CPA licensing will require that in 2014, all California CPA candidates must have 150 semester hours (225 quarter hours) of college education prior to licensing. Beginning in 2014, the requirements for CPA candidates will be:

- A bachelor’s degree
- 36 quarter units (or 24 semester units) in accounting-related subjects
- 36 quarter units (or 24 semester units) in business-related subjects (accounting courses beyond the 36 required quarter units (or 24 required semester units) may apply toward the business units.
- 225 quarter units (or 150 semester units) of education including 45 quarter units (30 semester units), beyond the 180 quarter units (120 semester units), in accounting, business courses related to accounting and ethics.
- Passing the Uniform CPA Examination.
- One year of general accounting experience supervised by a CPA with an active license, and
- Passing an ethics course.

6.0 INVESTMENTS AND COSTS

The School of Business Administration currently has a reserve that will allow it to launch and market this program without having to reduce funds allocated to existing programs, hiring initiatives or request start-up funds from the university. To launch the program, time will be required from current faculty for program development. All of the courses that will be offered are already developed and the majority is currently taught in AGSM’s MBA program.
7.0 PROGRAM APPLICATION AND ADMISSION

The MA in Accounting, Auditing and Assurance will be offered as a one year program (48 units) for graduates of a baccalaureate degree with a concentration or major in accounting. These students typically will be graduates of accounting programs from UCR and other colleges and universities. Students admitted to the program will have an academic profile similar to those students admitted to other master’s level programs in the Anderson Graduate School of Management. These criteria prescribe a 3.2 grade point average and a 560 GMAT score.

All applicants to this program must have completed a Bachelor’s degree or its approved equivalent from an accredited institution and to have attained undergraduate record that satisfies the standards established by the Graduate Division and University Graduate Council. Applications are accepted for fall term.

All applicants must submit scores from the Graduate Management Admissions Test (GMAT) or Graduate Record Exam, General Test (GRE). Applicants whose first language is not English are required to submit acceptable scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) unless they have a degree from an institution where English is the exclusive language of instruction.

Additionally each applicant must submit three letters of recommendation, at least two of which must be academic references. All other application requirements are specified in the graduate application or in the General UCR catalog.

8.0 ADMINISTRATION

The program will be directed by the Faculty of the School of Business Administration through its Executive Committee and a Graduate Programs Committee, which will have oversight responsibility for all Graduate Programs offered by AGSM. The School of Business Administration anticipates no need for additional full-time or part-time administrative support for this program. The current AGSM staff consists of four Student Affairs Officers who will provide advisory services to the MA in Accounting, Auditing and Assurance program, one Career Services Officer and one Administrative Assistant. In addition, the Dean's staff will provide support for this program that includes two Academic Personnel Officers and one Administrative Assistant that provides support to the faculty.

9.0 CURRICULUM

Accounting education is fast moving away from a rules-based approach to education and is adopting a concept-based approach that emphasizes a broad array of skills and knowledge as follows: Communication Skills. Accounting and auditing requires the ability to transfer and receive information with ease.
• Intellectual Skills. These intellectual skills include the ability to solve diverse and unstructured problems in unfamiliar settings, the ability to comprehend an unfocused set of facts; identify and, if possible, anticipate problems; and find acceptable solutions, the ability to identify ethical issues and apply a value-based reasoning system to ethical questions, and the ability and judgment to select and assign priorities within restricted resources and organize work to meet tight deadlines when necessary.

• Interpersonal Skills. These include learning to work effectively in groups with diverse members to accomplish a task and the ability to influence others; organize and delegate tasks; motivate and develop other people; and withstand and resolve conflict.

• Knowledge and technical skills required for the Accounting and Auditing Profession. This includes a sufficiently large, broad and deep general education component to yield a level of knowledge that is characteristic of broadly educated persons; organizational and business knowledge for the understanding of the economic, social, cultural and psychological forces that affect organizations; and a strong fundamental understanding of accounting information systems and auditing and how to use accounting data, exercise judgments, evaluate risks and solve real-world problems.

• Executive Presence. The accounting and auditing profession demands a high level of professionalism. Students wishing to enter the field must strategically manage the impression they are making to employers during networking events, interviews and other interactions.

These areas are also emphasized by AACSB accreditation standards.

The knowledge component includes specialized accounting and auditing education appropriate for a master’s level degree. These would include specialized courses and advanced study in several of the core practice areas of auditing and assurance, financial accounting, management accounting, taxation, information systems, government (or nonprofit) accounting, international accounting and a project or thesis. One area of specialization that is unique to Department of Accounting and Information strengths is in the audit and assurance area. We currently have faculty who can distinguish our program from other programs in our geographic area and the United States.

Candidates must complete 48 units to earn the degree. Of the 48 units, the following 24 units are required:

MGT 225. Professional Accounting and Auditing Research
MGT 229. Sustainability and Ethical Control Systems
MGT 238. Management Synthesis
MGT 240B. Advanced Taxation,
MGT 278A. Auditing and Assurance Services: Theory and Practice,
MGT 278B. Information Technology Auditing and Assurance
The balance of the 24 elective units will include other courses in accounting, courses offered by AGSM in other graduate programs and by other departments in UCR. (Exhibit I)

Plan II students should be able to complete the coursework for this program in one academic year. Admission is only fall quarter in order to minimize any scheduling and sequencing conflicts. Required courses and sufficient elective courses will be offered every year. The program requirements will satisfy external accreditation standards and the education requirements for California CPA licensing.

**Plan I (Thesis) is not an option for the MA in Accounting, Auditing and Assurance degree program.** Given this would be typically a one-year program it is unlikely that a Plan I (Thesis) option will be feasible for students.

**Plan II (Comprehensive Examination).** The program is intended to conform to Plan II. Forty-eight units are required; 24 are in graduate core course work and others are elective units. None of those may be 291, 297 or 299 units. Every candidate must take a comprehensive exam.

### 10.0 FINANCIAL INFORMATION

The School of Business Administration has developed financial projections for the proposed Master of Arts in Accounting based on conservative assumptions. We plan to offer this program using the self-supporting model with a per credit fee. The UCR per credit fee for the program will be lower than prices for a similar graduate accounting program offered by the University of Southern California, which is currently the only significant competitor in the region. The projections assume an initial class size of 20. We believe that we can deliver a high quality program to as many as 40 students per year utilizing current resources. A net operating surplus is projected with 20 students enrolled in the fifth year. Conservative assumptions including low marketing cost with the majority of applicants currently UCR students, and modest incremental costs of instruction. Of the courses listed, only three, MGT 225—Professional Accounting Research, MGT 278B—IT Audit and Assurance, and MGT 278C—Internal Auditing, are new courses which are not currently taught by Accounting and Information Systems Department faculty.

### 11.0 OTHER GRADUATE ACCOUNTING PROGRAMS

A number of nationally ranked universities such as University of Illinois (Master in Accountancy), University of Texas at Austin (Master in Professional Accounting) and University of Southern California (Master of Accounting) offer graduate programs in accounting. The graduate masters level accounting programs at these three universities are nationally ranked in the top five in graduate program by Public Accounting Report. Other highly ranked universities offering graduate masters level programs in accounting
include University of Michigan, Ohio State University, Indiana University, University of North Carolina and University of Notre Dame. In southern California there are four universities offering a graduate degree in accounting; University of Southern California; San Diego State University, California State University at Fullerton and California State University at San Bernardino. Among the University of California campuses, none currently offer graduate masters degrees in accounting. The University of California Berkeley’s Haas School of Business has submitted a Master of Professional Accountancy degree proposal to the University of California system. University of California Davis has a submitted a similar proposal.
EXHIBIT 1: COURSES

Required Courses

MGT 225. Professional Accounting and Auditing Research (4). Lecture 3 hours, outside research 5 hours, scheduled research 4 hours. Provides and in-depth examination of the professional accounting and auditing research process and the communication of research results. This includes practice in issue identification, location and evaluation of authority using online and electronic accounting, auditing, and tax research databases, developing conclusions and recommendations and communication of results.

MGT 229. Sustainability and Ethical Control Systems (4) Lecture 3 hours, outside projects and readings 3 hours. Prerequisite: MGT 204 or equivalent. Provides an overview of the Sarbanes-Oxley Act (SOX), including a brief history of the issues SOX was designed to address. The class will focus on internal control features, ethical systems, biometrics, key regulatory provisions: Issuer Reporting (management certifications/internal controls); Governance (directors and executive officer requirements); and other key provisions. Evaluates the effectiveness of these regulatory requirements in light of current applications and recent developments.

MGT 240B. Advanced Taxation (4) Lecture, 3 hours; outside case analysis, 3 hours. Prerequisite(s): MGT 240A or equivalent. Articulates advanced topics in federal taxation and tax planning. Explores many facets of the complex body of tax law including tax research, alternative minimum tax, investment losses, employee compensation, corporate distributions, and federal transfer taxes.

MGT 278A. Auditing and Assurance Services: Theory and Practice (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): BUS 165B or equivalent or permission of instructor. Examines the history, demand, and foundations of audit & assurance. Focuses on judgment and fundamentals of evidential reasoning. Topics include risk assessment; internal control; audit evidence; independence and objectivity; measurement theory; suitable criteria; standards and regulation; framing; heuristics and biases; and the role of technology.

MGT 278B. Information Technology Auditing and Assurance (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite: MGT 278A or permission of instructor. Basic concepts and techniques that are used in the provision of IT audit and assurance services. Topics include IT security; risk assessment; internal control; nature of audit evidence; independence and objectivity; suitable criteria; the role of standards and technology and ethical issues.

MGT 238. Management Synthesis (4) Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 200, MGT 201, MGT 202, MGT 203, MGT 205, MGT 207, MGT 209, MGT 211, MGT 235. A team-taught, integrative case course that focuses on managing the complex tasks of the total organization.
Examines the interdependence of the functional areas of management. Student teams analyze cases involving several functional areas and recommend actions for improvement.

**Recommended Electives**

**MGT 204. Cost and Management Accounting (4)** Lecture, 3 hours; outside projects, 3 hours. Prerequisite(s): MGT 211 or equivalent. A study of accounting information for managerial planning and control. Topics include managerial applications for product costing, budgeting, and performance evaluation; accounting techniques for modern manufacturing systems; activity-based accounting and cost management; international cost accounting systems; and the behavioral implications of accounting information.

**MGT 205. Information Systems (4)** Lecture, 3 hours; laboratory, 1 hour; outside projects and extra reading, 2 hours. Prerequisite(s): graduate standing; familiarity with basic computer operations and software packages. Examines the operation and management of information systems as applied to the business environment. Topics include hardware, software, databases, decision support, and systems analysis. Software packages are used to integrate information systems concepts and business applications.

**MGT 218. Ethics in Management (4)** Lecture, 3 hours. Examines ethical dilemmas faced by managers and organizations and extends decision analysis to include the ethical dimension present in most policy decisions. Seeks to increase the students’ ability to identify and respond to ethical issues in organizations, including such areas as affirmative action, bribery, deception, working conditions, product safety, environmental impact, and international relations.

**MGT 226. Fraud and Forensics Auditing (4)** Lecture, 3 hours; extra reading, 1.5 hours; outside projects, 1.5 hours. Prerequisite(s): MGT 204 or equivalent. Addresses forensic accounting and fraud examination in how it pertains to both civil and criminal matters. Develops a basic understanding of the characteristics of fraud, fraud prevention and detection, investigative techniques, asset recovery, and use of information technology.

**MGT 278C. Internal Auditing (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite: MGT 278B or permission of instructor. Examines the nature and practices of internal (operational) audit and assurance, the management audit process and the use of internal auditing by top management and governing boards. Develops skills to understand, analyze and critically evaluate internal audit research.

**MGT 245. Financial Statement Analysis (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): MGT 211 or consent of instructor. Explains the role of financial statement analysis in an efficient capital market. Data from financial statements of major corporations is analyzed to develop skills necessary to interpret financial accounting.
information. Designed for future professionals who will be intensive users of financial accounting reports (e.g., security analysts, credit analysts).

MGT 270. Corporate Social Responsibility (4) Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing. Addresses managerial and ethical issues in the social, political, and legal environments of business. Focuses on strategies that firms employ to enhance performance, given their multiple stakeholders (e.g., consumers, suppliers, government, local communities, activists, nongovernmental organizations). Uses domestic and international cases to illustrate the strategic use of corporate social responsibility.

MGT 273. International Accounting and Auditing (4). Lecture 3 hours, extra reading and term paper, 3 hours. Prerequisite: MGT 211 or equivalent. Offers an introduction to the field of International Accounting and Auditing; an introduction to the field of International Financial Reporting Standards (IFRS), tracing the history of the International Accounting Standards Board (IASB) from its early roots through to the recent changes and future developments. Also includes topic-by-topic exploration of specific International Standards on Auditing.

MGT 281. Systems Analysis and Design (4) Seminar, 3 hours; outside project, 3 hours. Prerequisite(s): MGT 205, MGT 230; or consent of instructor. Provides an understanding of the systems development life cycle with emphasis on the analysis and design phases. Familiarizes students with the tools and processes used by system developers to analyze, design, and construct computer-based systems. Provides experience in analyzing and designing a computer-based system.

Other Elective Courses

MGT 230. Databases for Management (4) Lecture, 3 hours; outside projects and readings, 3 hours. Prerequisite(s): MGT 205. Examines the features and capabilities of database management systems, including database classification, data structures, file organizations, evaluation, and management of database systems.

MGT 280. Business Issues in Electronic Commerce (4) Seminar, 3 hours; outside project, 3 hours. Prerequisite(s): MGT 205 or consent of instructor. Provides an understanding of the various business strategies, management issues, and pertinent technologies related to electronic commerce. Explores several of the problems surrounding electronic commerce including security issues, privacy, encryption, safeguarding of intellectual property rights, acceptable use policies, and legal issues.

MGT 282. Business Data Communications (4) Seminar, 3 hours; outside project, 3 hours. Prerequisite(s): MGT 205. Provides insight into the role of telecommunications in business, with an emphasis on information management. Specific topics include data communications (hardware components, interfaces, and link protocols), architecture and
technology (protocols, local area networks, and emerging digital services), and network management (control and security).

**MGT 258. Logistics and Supply Chain Management (4)** Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): MGT 207 or consent of instructor. Studies the integration of value-creating elements in supply, procurement, manufacturing, distribution, and logistics processes, using information technologies as a main enabler. Topics include distribution networks, demand management, sourcing, transportation, pricing, supply chain coordination, information technology, and e-business.

**MGT 264. Information Systems Resources Management (4)** Seminar, 3 hours; outside research, 2 hours; extra reading, 1 hour. Prerequisite(s): MGT 205 or consent of instructor. Provides an understanding of the issues, strategies, and tactics involved in managing information systems in large organizations. Topics include cost allocation, capacity planning, congestion problems, and distributed information systems. Relies heavily on case studies.

**MGT 265. Decision Support and Expert Systems (4)** Seminar, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 205, MGT 207; or consent of instructor. Covers advanced topics in management support systems, including problem theory, decision support, and expert systems. Examines key issues involved in using information systems for decision making. Explores how information systems are used to solve management problems.

**MGT 266. Project Management (4)** Seminar, 3 hours; extra reading and project, 3 hours. Prerequisite(s): MGT 207 or equivalent. Addresses issues of project planning and control. Topics include differences between projects and production systems; project selection; project teams; breakdown structures of organization and work; scheduling and budgeting; resources management; project control and evaluation; and current project management software.

**MGT 200. Organizational Behavior and Theory (4)** Lecture, 3 hours; extra reading, 1.5 hours; outside projects, 1.5 hours. Prerequisite(s): MGT 404 or consent of instructor. Enhances student understanding of complex organizational life using multiple perspectives at the micro and macro levels. Addresses theories and research pertaining to organizational structure, culture, group dynamics, interpersonal relations, and social psychological factors with the goal of developing students' capabilities for diagnosing organizational problems and identifying appropriate solutions.

**ENSC 201. Environmental Management (4)** Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): MGM 404 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.
MGT 201. Quantitative Analysis (4) Lecture, 3 hours; discussion, 1 hour.
Prerequisite(s): MGT 403 or equivalent; familiarity with Microsoft's Excel spreadsheet software. Addresses the process of generating decision-making information from data and solving management problems using common computer tools. Covers problem identification and formulation, model selection and use, and interpretation of the results of statistical analysis. Topics include estimation, hypothesis testing, analysis of variance, simple and multiple regression, time series, and forecasting. May not be taken for degree credit by students in statistics undergraduate or graduate programs.

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.

MGT 202. Financial Management (4) Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 201, MGT 211, or equivalents. Examines primary corporate finance theories and how to use them to solve problems. Topics include time value of money, net present value analysis, security valuation, portfolio theory and asset pricing models, capital budgeting decision, dividend policy, capital structure decision, mergers and acquisitions, and multinational financial management.

MGT 203. Managerial Economics (4) Lecture, 3 hours; individual study, 3 hours.
Prerequisite(s): MGT 403 or equivalent. Studies the micro-, macro-, and global economic environments of managerial decisions. Topics include demand and supply, production and cost functions, competition, labor supply, national income accounting, aggregate output, interest rates, fiscal and monetary policy, inflation, economic growth and business cycles, exchange rates, and international relationships in trade and finance.

MGT 205. Information Systems (4) Lecture, 3 hours; laboratory, 1 hour; outside projects and extra reading, 2 hours. Prerequisite(s): graduate standing; familiarity with basic computer operations and software packages. Examines the operation and management of information systems as applied to the business environment. Topics include hardware, software, databases, decision support, and systems analysis. Software packages are used to integrate information systems concepts and business applications.

ENSC 206. Environmental Policy and Law (4) S, Even Years Seminar, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing, POSC 010 or POSC 010H, POSC 020 or POSC 020H; 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.
MGT 207. Operations Management for Competitive Advantage (4) Lecture, 3 hours; outside projects and extra reading, 3 hours per week. Prerequisite(s): MGT 201, spreadsheet skills. Focuses on managing the activities involved directly in the creation of products and services, such as design, production, and distribution. Provides managers with the skills and tools to analyze, optimize, and improve production processes for competitive advantage. Explores issues through lectures, cases, and videos pertaining to various industries.

MGT 208. Business, Government, and Society (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): graduate standing. Provides a managerial perspective on the relationship between business and its external stakeholders. Primary focus is on the impact of public policy on business and the management of public issues in a global environment. Case studies and teamwork are emphasized.

MGT 209. Marketing Management (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): MGT 403 or equivalent. Analyzes the marketing process, the environment within which it operates, institutions involved, and the functions performed. Examines the relationships and trends in a market-based economic system. Develops concepts and terms applied to marketing decisions from the perspective of a manager.

MGT 210. Human Resources Management (4) Lecture, 3 hours; outside projects and reading, 3 hours. Prerequisite(s): MGT 200. Introduces methods for managing the firm’s human resources within the context of regulatory and economic conditions and changing workforce demographics. Topics include recruitment and selection, compensation and reward systems, employee development and appraisal, and information systems for meeting HRM objectives.

MGT 215. International Comparative Management (4) Lecture, 3 hours; outside projects and readings, 3 hours. Prerequisite(s): graduate standing. Comparative analysis of significant management practices. The impacts of cultural, political, social, and economic factors on decision making within the international arena are examined.

MGT 216. Managing a Diverse Work Force (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): MGT 200 or consent of instructor. Covers management issues arising from a work force that is increasingly diverse in terms of gender, race, age, ethnicity, culture, and health status. Topics include participation patterns and career development, stereotyping, communication styles, work-family conflicts, reasonable accommodation and other legislative requirements.

MGT 217. Management-Labor Relations (4) Lecture, 3 hours. Prerequisite(s): MGT 210 or equivalent and consent of instructor. The social forces leading to collective employee action in public and private institutions are examined in light of labor legislation, labor law, labor economics, collective bargaining, and the aspirations of social groups.
MGT 220. Negotiations for Managers (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Develops student understanding of the theory and processes underlying a broad spectrum of negotiation problems. Students attain competence in negotiations by applying analytic and interpersonal skills learned from readings and lectures to negotiation exercises and debriefings.

MGT 221. Decision Making Under Uncertainty (4) Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 207 or consent of instructor. Introduces basic tools for using data to make informed managerial decisions under uncertainty. Addresses modeling, performance evaluation, and optimization of systems with uncertain parameters. Topics include Markov chains, Markov decision processes, and probabilistic linear and dynamic programming. Applications are drawn from operations, finance, marketing, and other management fields.

MGT 222. Organization Development and Change (4) Lecture, 3 hours. Prerequisite(s): MGT 200 or consent of instructor. Stresses the initiation and management of organizational change through the use of applied behavioral science knowledge. Emphasizes the diagnosis of organizational problems followed by the development of an improved plan and the strategies and tactics for implementing that plan.

MGT 224. Managing for Quality Improvement (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): MGT 201 or consent of instructor. Discusses the operational aspects of quality improvement in manufacturing and service organizations. Focuses on the broader issues of total quality management, statistical process control, and the difficulties in implementing quality efforts in organizations.

MGT 227. Financial Institutions and Markets (4) Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 201. Discusses characteristics of financial assets, financial markets, and financial institutions. Covers the simple relationships between these financial entities and basic macroeconomic variables such as wealth, income, and interest rates. Studies the demand and supply of money, loanable funds, the determinations of real rates of interest, and the term structure of interest rates.

MGT 228. Consumer Behavior (4) Lecture, 3 hours; consultation, 1 hour. Prerequisite(s): MGT 209 or consent of instructor. Analyzes why people buy and examines purchase decision processes and outcomes. Studies current models of consumer behavior. Topics include brand equity, customer delight, global marketing, behavior modification, and strategic market analysis.

MGT 229. Management Control Systems (4) Lecture, 3 hours; outside projects and readings, 3 hours. Prerequisite(s): MGT 204 or equivalent. Discusses the role of accounting information in the design and implementation of management control systems. Responsibility accounting and performance evaluation will be emphasized. Complex issues related to management control systems will be discussed through cases.
MGT 231. Corporate Finance and Investment (4) Lecture, 3 hours; outside problem sets and extra reading, 3 hours. Prerequisite(s): MGT 202. An intensive analysis of the effects of various corporate financial policy decisions on the value of the firm, including a discussion of the effects of taxes, bankruptcy costs, and agency costs on these decisions. Examines the interrelation of financing policy with executive compensation, leasing, hedging, and payout policies. Provides an understanding of the theoretical issues involved in the choice of these policies.

MGT 233. Marketing Research (4) Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 201, MGT 209; or consent of instructor. Examines how marketing-related data is gathered from individuals and organizations. Explores the importance of integrating problem formulation, research design, questionnaire construction, and sampling so as to yield the most valuable information. Also studies the proper use of statistical methods and the use of computers for data analysis.

MGT 235. Strategic Management (4) Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): graduate standing. Studies the formulation, implementation, and evaluation of business unit and corporate strategies and the organizational policies and managerial practices that support them. Applies theory to actual general management problems using cases, group exercises, and other simulations of strategic challenges.

MGT 236. Decision Making Under Certainty (4) Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 207 or consent of instructor. Introduces basic tools for using data to make informed managerial decisions under certainty. Covers modeling and solution methods in network optimization, integer and nonlinear programming, and multiple criteria decision analysis. Examines applications and case studies in operations, logistics, finance, and marketing.

MGT 237. Multinational Financial Management (4) Lecture, 3 hours; outside projects and readings, 3 hours. Prerequisite(s): MGT 202. The fundamentals of financial management on an international scale are examined. Topics covered include the international financial systems (past, current and proposed), balance of payments, foreign exchange markets (spot, forward, futures, options), the Euromarkets, measurement of foreign exchange risk, hedging foreign exchange risk, the international capital asset pricing model, and trade financing.

MGT 239. Simulation for Business (4) Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 201, MGT 205. Introduces computer simulation as a tool for analyzing complex decision problems. Analyzes and discusses the theory and practice of modeling through simulation. Topics include modeling uncertainty and collecting input data, basic simulation principles, Monte Carlo simulation techniques, model verification and validation, and analysis of simulation output. Examines applications in manufacturing, finance, health services, and public policy.
MGT 240A. Taxation (4) Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 211 or equivalent or consent of instructor. Covers federal income tax laws as they apply to individuals, partnerships, and corporations. Also discusses tax planning, tax policy, and other special tax issues.

MGT 241. Accounting Systems and Control (4) Lecture, 3 hours; outside projects and readings, 3 hours. Prerequisite(s): MGT 204 or equivalent. Study of the design and implementation of accounting systems including those for sales, receivables, purchases, payables, cash receipts and disbursements, payroll, production control, etc. Topics on auditing, internal accounting control, and related issues will be emphasized.

MGT 243. Product Development (4) Lecture, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 209 or consent of instructor. Develops a framework for the development of product concepts through new product introduction. Emphasis is given to tactical and strategic decisions in product positioning and policy. Relies on extensive computer-based analysis.

MGT 244. Cases in Financial Management (4) Lecture, 3 hours; written case analyses and reports, 3 hours. Prerequisite(s): MGT 202, MGT 231. Provides intensive exercise in valuation methods and the economic analysis of problems of corporate financial policy. Specific case topics include advanced capital budgeting, cost of capital estimation, corporate valuations, merger and takeover transactions, recapitalizations, capital structure policy, security issuance and repurchase, risk management, and dividend policy. Case reports, both written and oral, are required.

MGT 246. Entrepreneurial Management (4) Lecture, 3 hours; outside projects, 3 hours. Prerequisite(s): MGT 202, MGT 209; or consent of instructor. Study of the entrepreneurial process, its challenges, and the driving forces behind it—the managerial skills, mental attitudes, and basic knowledge necessary for creating and growing a new venture. Topics include opportunity assessment; building the management team; marshalling capital and other critical resources; and harvest strategies.

MGT 247. Advertising Management (4) Lecture, 3 hours. Prerequisite(s): MGT 228 or consent of instructor. Examines the role and use of advertising within the marketing function. The models and research methods appropriate to the field will be explored with special attention given to objective setting, copy decisions, media decisions and budgeting. Social/economic issues are also examined.

MGT 248. Global Marketing (4) Lecture, 3 hours; outside research, 2 hours; extra reading, 1 hour. Prerequisite(s): MGT 209 or consent of instructor. Analyzes global markets and opportunities. Provides an understanding of global environments and the marketing management required to meet the demands of global markets in a dynamic setting.

MGT 249. Pricing Strategy (4) Lecture, 3 hours; consultation or discussion, 1 hour. Prerequisite(s): MGT 209 or consent of instructor. The concepts of competitive pricing,
price leadership, price discrimination, price warfare, and the strategic implication of skimming versus penetration strategies with respect to the experience curve will be developed.

**MGT 250. Marketing Channels and Sales Force (4)** Lecture, 3 hours; outside project, 3 hours. Prerequisite(s): MGT 209. Examines decisions related to distribution channels and sales force. Discusses how to select the most appropriate marketing channel. Channel management topics include distribution intensity, power, control, and channel conflict. Covers issues in sales-force management, compensation, structure, and size.

**MGT 251. Market Assessment (4)** Lecture, 3 hours; outside project, 3 hours. Prerequisite(s): MGT 209. Examines advanced topics in marketing, with emphasis on quantitative tools to aid marketing decision making. Topics include demand and market-share forecasting, conjoint analysis, market segmentation and cluster analysis, brand positioning and competitive market structures, and assessing market response to price, advertising, promotion, distribution, and sales force.

**MGT 252A. Securities Markets (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): MGT 202. Discusses portfolio theory, including the Markowitz model. Addresses pricing in the capital markets with an emphasis on the Capital Asset Pricing Model and the Arbitrage Pricing Theory. Covers empirical issues in testing these models. Other topics addressed include risk-adjusted portfolio performance, term structure of interest rates, bond pricing, and bond portfolio management.

**MGT 252B. Speculative Markets (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): MGT 201, MGT 202; MGT 252A or consent of instructor. Covers various topics in derivatives markets. Introduces pricing techniques for forwards, futures, options, swaps, and other derivatives. Addresses risk management and investment strategies with derivatives.

**MGT 253. Internet Marketing (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): MGT 209 or consent of instructor. Examines the role of the Internet in an organization’s overall marketing framework. Discusses marketing applications of personalization, traffic generation, online search, community, online experience, and other current Internet-enabled marketing techniques. Emphasizes Internet retailing.

**MGT 254. Internet Retailing Project (4)** Lecture, 3 hours; extra reading, 1.5 hours; outside projects, 1.5 hours. Prerequisite(s): MGT 209; consent of instructor. A practical examination of the Internet retailing customer chain from a managerial perspective. Involves special-topic lectures, directed readings, active discussion, and student presentations. Culminates in a class-written book comprised of chapters focusing on team-developed solutions to industry problems. Course is repeatable to a maximum of 8 units.

**MGT 257. Marketing Strategy (4)** Seminar, 3 hours; consultation, 1 hour. Prerequisite(s): MGT 209 or consent of instructor. A framework is developed for
strategic marketing planning. Topics emphasized include market audits and futures research, product-market identification, product portfolio balancing, target market strategy and integrated marketing program planning. Relies heavily on an extensive computer-based market simulation.

MGT 259. Operations Planning and Control (4) Seminar, 3 hours; outside projects and extra reading, 3 hours. Prerequisite(s): MGT 207. A study of the design of systems used for controlling assets, planning, and scheduling in manufacturing and service operations. Includes analysis of operating systems and discussion of planning and scheduling methods, heuristics, and interfaces with MRP and JIT inventory systems. Emphasizes the importance of integration, flexibility, and automation of the operation system.

MGT 260. Contemporary Issues in Management (4) Seminar, 30 hours per quarter; individual study, 30 hours per quarter. Prerequisite(s): graduate standing or consent of instructor. Focuses on recent developments and selected topics in contemporary management practices. Discusses innovative practices in areas such as marketing, finance, accounting, information technology, production, and distribution. Includes presentations by students, invited scholars and business professionals. Course is repeatable as topics change to a maximum of 8 units.

MGT 261. Contemporary Issues in Entrepreneurship (4) Seminar, 30 hours per quarter; individual study, 30 hours per quarter. Prerequisite(s): graduate standing or consent of instructor. Addresses current issues and innovations in entrepreneurial management to develop a broad understanding of the interrelationship among all functions of management, including marketing, finance, accounting, information technology, production, and distribution. Discusses topics such as family business management, entrepreneurial marketing, managing growth, strategies for innovation, and market entry and exit decision making.

MGT 262. Advanced Topics in Management (4) Seminar, 30 hours per quarter; outside research, 30 hours per quarter. Prerequisite(s): graduate standing or consent of instructor. Intensive study of selected topics in management. Includes readings, discussion, and presentation of research. Requires completion of an analytical research paper based on recent advances in management strategy. Topics include leadership, change, value creation, and innovations in strategies related to the functional areas of management. Course is repeatable as topics change to a maximum of 8 units.

MGT 263. Advanced Topics in Entrepreneurship (4) Seminar, 30 hours per quarter; outside research, 30 hours per quarter. Prerequisite(s): graduate standing or consent of instructor. Explores various topics relevant to the development of entrepreneurial skills in a variety of management functions, including marketing, finance, and operations. Includes lectures, case studies, presentations by entrepreneurs, and exercises to provide students with a realistic understanding of entrepreneurial challenges.
MGT 267. Applied Business Forecasting (4) Seminar, 3 hours; outside project, 3 hours. Prerequisite(s): MGT 201 or equivalent. Provides experience in developing forecasting models and applying them to problems in marketing, production, inventory management, business economics, and other fields. Discusses issues in data acquisition, data analysis, modeling of relations between variables, trend analysis, and seasonal forecasting. Uses case studies and applications from a variety of management areas.

MGT 268. Funding the Entrepreneurial Venture (4) Seminar, 3 hours; case studies, 2 hours; reading (extra), 1 hour. Prerequisite(s): MGT 246 or consent of instructor. Provides a working knowledge of the many financing vehicles and techniques employed in financing new and emerging ventures. Topics include identifying opportunities; deal structure; sources of debt and equity financing; valuation techniques; later-stage financing strategies; and the harvest.

MGT 269. The New Venture and the Business Plan (4) Seminar, 3 hours; outside research, 2 hours; case study preparation, 1 hour. Prerequisite(s): MGT 246 or consent of instructor. Focuses on the entrepreneurial process from conception to birth of a new venture. Explores the process of developing an opportunity assessment, structuring and rewarding the founding management team, and marshalling necessary critical resources through the development of a full-scale business plan.

MGT 272. Global Strategy and Management (4) Seminar, 3 hours; outside projects, 3 hours. Prerequisite(s): MGT 200, MGT 202, MGT 209; or consent of instructor. Provides an overview of the strategic issues that multinational firms and managers encounter in a global marketplace. Topics include the globalization of the world economy, mode of entry into markets, analysis of political risk, global strategic alliances, and competing in emerging economies.

MGT 274. Advanced Topics in Finance (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): MGT 202. Explores the latest developments in theoretical or empirical finance. Topics covered may include asset pricing, performance evaluation, derivative securities, market microstructure, corporate finance, and corporate control and governance.

MGT 275. International Banking (4) Seminar, 3 hours; research, 3 hours. Prerequisite(s): MGT 202, MGT 227. Discusses the motives behind the multinationalization of commercial banking activities, the international banking markets, international banking services—swaps, underwriting, foreign exchange, portfolio management, immunization techniques, etc., and the set of risks unique to international operations.

MGT 276. Corporate Financial Policy and Control (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): MGT 231 or equivalent. Examines the theory and empirical evidence for models of corporate financial policy. Includes analysis of new issues of securities, asset sales, recapitalizations, stock repurchases, and the market for corporate control (tender offers, mergers, proxy fights, and corporate voting rights).
Emphasizes critical evaluation of the evidence for different models of corporate financial policy.

MGT 279. Investment Management (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): MGT 252A or equivalent. Covers advanced topics in equity management. Discusses portfolio theory, market micro structure, security analysis, valuation, investment management strategies, and essential backroom operations such as accounting and reporting. Provides hands-on experience in investment management.

MGT 284. Issues in Asian and American Business Interactions (4) Seminar, 3 hours, individual study, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Studies American and Asian business interactions, including international trade, outsourcing, joint-venture agreements, foreign direct investments, and multinational organizations. Develops an understanding of the opportunities for business and trade between American and Asian organizations and the skills required to manage resources and successfully implement multinational business strategies.

MGT 285 (E-Z). Special Topics in Management (4) seminar, 3 hours per week or 30 hours per quarter; assignment of the remaining hours varies from segment to segment. Prerequisite(s): graduate standing; consent of instructor. Additional prerequisites are required for some segments of this course; see the School. Covers topics not contained in a regular course. Topics are announced at the time of offering.

MGT 290. Directed Studies (1-6) Prerequisite(s): consent of instructor. Directed studies and research in selected problems or theories of management for advanced graduate students to pursue special areas of interest. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

MGT 297. Directed Research (1-6) Prerequisite(s): consent of instructor. Directed research in selected problems of management for graduate students with special research interests. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

MGT 298-I. Fieldwork in Management (1-4) Field, 3-12 hours; consultation, 1 hour. Prerequisite(s): consent of instructor. Supervised field experience culminating in a final report or other academic component. May be repeated for up to 8 units of credit toward the degree.
EXHIBIT II. LADDER FACULTY—DEPARTMENT OF ACCOUNTING AND INFORMATION SYSTEMS

Woody M. Liao is Professor of Accounting at University of California - Riverside. He received his Ph.D. degree in Accounting from University of Florida in 1974 and Master of Business Administration degree from Illinois State University in 1970. He is a CPA and CMA. Before joining UCR in 1991, he taught at the University of Houston from 1978 to 1990 and was the Director of the Ph.D. Program in Accountancy & Taxation from 1985 to 1990. He also taught at VPI & State University from 1974-1978. His areas of expertise and research interests are: (1) Management planning and control systems, (2) Corporate Governance, Executive compensation, and Earnings Management, (3) Risk Management and Performance Evaluation. He has published papers in leading accounting journals such as The Accounting Review, Contemporary Accounting Research, ABACUS, Management Accounting, Accounting Horizons, Behavioral Research in Accounting, International Journal of Accounting, Journal of Business, Finance, and Accounting, Accounting and Business Research, Journal of Accounting Literature, and Decision Sciences. He teaches courses in Managerial Accounting, Financial Accounting, Intermediate Accounting, and Advanced Management Accounting. He has been invited and served as visiting professor and speaker at University of Hawaii, Naval Postgraduate School, National Chung Hsing University in Taiwan, and Chinese University and Hong Kong Polytechnic University in Hong Kong. He was named a “Prolific Author in Accounting” in 2002.

Birendra (Barry) K. Mishra, Ph.D., is Professor of Accounting and Information Management and the faculty advisor to the Accounting Society at University of California at Riverside. He received his Ph.D. in Accounting from University of Texas at Austin in December 1996. Prior to that Barry has earned his Bachelors in Mining engineering from NIT Rourkela and his Masters of Science degree in Petroleum engineering from University of Texas at Austin. Barry's research interests are quite diverse including the areas of accounting disclosure, management and control, operational risk, information systems security and open source software. He uses a variety of methodologies including game theory, agency theory, and econometric models. He has published articles in major journals including Journal of Accounting Research, The Accounting Review, Management Science, Marketing Science, Information Systems Research and IEEE Transactions. Barry teaches courses in managerial, financial and accounting information systems. Recently Prof. Mishra has been awarded the AICPA grant to study internal control risk using strategic framework.

Dr. Theodore J. (Ted) Mock, Ph.D. is Distinguished Professor of Auditing and Assurance at UCR. From 1982 — 2006 he served as Arthur Andersen Alumni Professor at the University of Southern California (USC). Ted has visited many universities worldwide including the University of Otego in New Zealand as a Fulbright Scholar; the Norwegian School of Economics and Business, Bergen, Norway; Maastricht University as a Fulbright Scholar; Nanyang Technological University as Shaw Foundation Professor; The Australian National University and The University of Melbourne. Ted’s teaching and research interests lie primarily in the areas of audit and assurance services. During
1977-78, he was the first audit research fellow at KPMG in New York City. His AICPA research monograph with J. Turner on internal control evaluation was awarded the American Accounting Association Wildman Award and he was a co-author of the AICPA monograph on collaborative audit research that received the 1998 Joint AICPA/AAA Collaboration Award. In 2003 he received the AAA Auditing Section Outstanding Auditing Educator award and in 2006 the AAA ABO Notable [Lifetime] Contribution Award. Ted has served many positions within the American Accounting Association including editor of *Auditing: A Journal of Practice & Theory*, Director of Research, and President of the Auditing Section. He currently serves on the advisory boards of the Maastricht University Accounting & Auditing Research Center and the USC SEC & Financial Reporting Institute.

Michael L. Moore, Ph.D., CPA, is Professor of Accounting and Chair of the Department of Accounting and Information Systems. He received his Ph.D. and M.S. degrees from The Pennsylvania State University and his B.A. from University of Washington. He has been on the faculties of The University of Texas at Austin, University of Southern California and Colorado State University. Michael’s research areas are international taxation and tax policy. He has published articles in *Journal of Accounting Research, The Accounting Review, Journal of the American Taxation Association, Tax Adviser* and *Journal of Taxation* among others. His book, *U.S. Tax Aspects of Doing Business Abroad* is in its sixth edition. He is past president of the American Taxation Association. Michael teaches courses in taxation and financial accounting at the undergraduate and graduate level. His current outreach activities include membership on the Board of Directors and Treasurer of Arts Manhattan and membership on the Board of Directors and Financial Officer of Richstone Family Center, not for profit organizations.

Waymond Rodgers, Ph.D., CPA, is a professor in the School of Business Administration at the University of California in Riverside. His degrees are from University of Southern California, Ph.D. in accounting, and a cognitive psychology post doctorate from the University of Michigan. He is a Certified Public Accountant in California and Michigan. Dr. Rodgers’ accounting, banking and management expertise derives from his employment as an auditor at PricewaterhouseCoopers and Ernst & Young. Also, he was a commercial loan officer for Union Bank and his portfolio included Fortune 500 companies. His primary research areas are auditing, commercial lending decisions, decision modeling, ethics, trust issues, intellectual capital, and knowledge management. Professor Rodgers’ has published in the *Communications of the ACM, European Accounting Review, Journal of Business Ethics, Journal of Applied Social Psychology, Journal of Economic Psychology, Journal of the Association of Information Systems, Management Science*, among other journals. Finally, he is the recipient of major research grants from the Brazilian Research Foundation, Canada Research Foundation, Citibank, Ford Foundation, National Institute of Health, National Arts Foundation, Department of Defense, and the Navy Personnel Research and Development Center and others.
Erik Rolland, Ph.D., is Professor of Information Systems in the Department of Accounting and Information Systems at the Anderson Graduate School of Management & School of Business Administration at the University of California - Riverside. Since graduating with his Ph.D. in Decision Sciences & Information Systems from the Fisher College of Business at the Ohio State University in 1991, he has been on the faculty of the Anderson Graduate School of Management at UC Riverside, the Fisher School of Business at the Ohio State University (Columbus, Ohio), and a visiting professor with the Antai School of Management & Economics at the Shanghai Jiaotong University (Shanghai, China). He has held a cooperating faculty appointment in the Department of Computer Science Engineering with the Bourns College of Engineering at UCR. Dr. Rolland was the inaugural director of the University of California’s Heckmann International Center of Entrepreneurial Management, in Palm Desert, California, and has served as both Department Chair and Associate Dean in the Anderson Graduate School of Management at UC Riverside. Erik’s research embodies a broad range of management and engineering areas, electronic commerce, service science, and modeling of complex technology and management problems. He has published more than 70 articles in academic journals and texts on information systems, technology management, operations research, leadership, and strategy. Erik has served on the editorial board of Operations Research, Decision Sciences, INFORMS Journal on Computing, and many other top journals in information systems. Erik is the recipient of the 2009 American Institute for Certified Public Accountants’ (AICPA) Management Accounting Research Fellowship for his work on Enterprise Risk Management, and the 2010 IBM Faculty Award for his work on understanding patent value.
Exhibit III

ACADEMIC DEGREE PROGRAM PROPOSALS: INFORMATION REQUIRED BY CPEC

This questionnaire is to be completed by sponsoring faculty (department of group). It will be used by Systemwide Administration to prepare a report to the California Postsecondary Education Commissions. If more space is required, please attach as many additional sheets as necessary. Attach to full proposal.

1. Name of Program: Master of Arts in Accounting, Auditing and Assurance
2. Campus: University of California Riverside
3. Degree/Certificate: Master’s Degree
4. CIP Classification: (to be completed by the Office of the President)
5. Date to be started: September 1, 2012 (or sooner if feasible)
6. If modification of existing program, identify that program & explain changes.
   • Not Applicable.
7. Purpose (academic or professional training) and distinctive features (how does this program differ from others, if any, in California?)

Program Differentiation

Our innovative program will have a primary focus in the audit and assurance area and the knowledge and skills necessary to be successful well rounded leaders in this critical area of the accounting profession. There are few programs in the country that offer such a focus and none in California. One area of specialization that is unique to Department of Accounting and Information strengths is in the audit and assurance area. We currently have faculty who can distinguish our program from other programs in our geographic area and the United States.

In addition to providing specialized accounting education appropriate for a master’s degree level, including specialized accounting courses and advanced study in several of the core practice areas of auditing and assurance, financial accounting, management accounting, taxation, information systems, government (or nonprofit) accounting, international accounting and an integrative course, this program will focus on five distinct elements:
Knowledge recommended for the Accounting and Auditing Profession. This includes a sufficiently large, broad and deep general education component to yield a level of knowledge that is characteristic of broadly educated persons; organizational and business knowledge for the understanding of the economic, social, cultural and psychological forces that affect organizations; and a strong fundamental understanding of accounting information systems and auditing and how to use accounting data, exercise judgments, evaluate risks and solve real-world problems.

Communication Skills. Accounting and auditing requires the ability to transfer and receive information with ease.

Intellectual Skills. These intellectual skills include the ability to solve diverse and unstructured problems in unfamiliar settings, the ability to comprehend an unfocused set of facts; identify and, if possible, anticipate problems; and find acceptable solutions, the ability to identify ethical issues and apply a value-based reasoning system to ethical questions, and the ability and judgment to select and assign priorities within restricted resources and organize work to meet tight deadlines when necessary.

Interpersonal Skills. These include learning to work effectively in groups with diverse members to accomplish a task and the ability to influence others; organize and delegate tasks; motivate and develop other people; and withstand and resolve conflict.

Executive Presence: The accounting and auditing profession demands a high level of professionalism. Students wishing to enter the field must strategically manage the impression they are making to employers during networking events, interviews and other interactions.

8. Type(s) of students to be served:

Students interested in entering a CPA certificate or other professional auditing certification in order to become professionals in such endeavors as partners in accounting firms, corporate financial officers or controllers or consultants would be attracted to this program.

9. If program is not in current campus academic plan give reasons for proposing program now:

Nearly 20 years ago there was a groundswell of support from professional and academic organizations such as the American Institute of Certified public Accountants and the American Accounting Association for 150 semester hours of education for professional accountants. The State of California will require 150 semester hours of education for new CPA licensing beginning in 2014, thereby joining over 50 jurisdictions with the 150 hour requirement. As with most professions with an expanding knowledge base it became increasingly difficult to prepare a candidate for the profession with just a baccalaureate degree. Over the intervening years since this early recommendation for a fifth year of education for professional accountants and auditors, there has been a geometric increase in the
knowledge and skills needed for successful discharge of professional responsibilities. Globalization, a revolution in technology and increased regulation affecting both internal accountants, external accounting and auditing professionals have all contributed to the demands for additional education.

10. If program requires approval of licensure board, what is the status of such approval?
   • Not Applicable

11. Please list special features of the program:

   **Emphasis in the following areas:**
   
   • Audit and assurance
   • Ethical values
   • Compliance with educational requirement for CPA certification

12. List all new courses required:

   **Courses which have been developed specifically for this program include:**
   
   • MGT 225—Professional Accounting and Auditing Research
   • MGT 278B—IT Audit and Assurance
   • MGT 229—Sustainability and Ethical Control Systems

13. List all other required courses

   • MGT 278A—Auditing and Assurance Services: Theory and Practice
   • MGT 240B—Advanced Taxation
   • MGT 238—Management Synthesis

14. List UC campuses and other California institutions, public or private, which now offer this program or closely related programs:

   • No UC campuses currently have a master of accounting program, although UC Berkeley and UC Davis each have proposals under system review for a master of accounting program.
   • University of Southern California has masters of accounting program.
   • Several California State University campuses offer masters programs in accounting.
15. List any related program offered by the proposing institution and explain relationship.

- None exist

16. Summarize employment prospects for graduates of the proposed program. Give results of job market survey if such have been made.

- A partial list of employers currently hiring students with a Bachelor of Science, Business Administration with an accounting concentration from UCR that would continue to be prospects should a be offered include:
  - KPMG
  - PriceWaterhouseCoopers
  - Ernst & Young
  - Deloitte & Touche
  - McGladrey & Pullen
  - Genske Mulder
  - Squar Milner
  - County of San Bernardino
  - The Walt Disney Company
  - Moore, Stephens, Wurth
  - Southern California Edison
  - Wells Fargo Financial

- Based on experience of other programs, it is expected that most AGSM graduates will have multiple job offers.

17. Give estimated enrollment for the first 5 years and state basis for estimate.

- We estimate entering enrollment of at least 20 students increasing to 40 entering students within the first few years.

- There were 56 seniors with accounting as a concentration for Fall 2010 with a grade point average of 3.2 or better.

- Based on feedback from these students, it is expected that at least half of graduates such as these would opt for the program.

- The State of California (and most other jurisdictions) require or will require 150 semester hours of coursework to be licensed CPAs.
18. Give estimates of the additional cost of the program by year in each of the following categories: FTE Faculty, Library Acquisitions, Computing, Other Facilities, Equipment. Provide brief explanation of any of the costs where necessary.

- Other than additions to FTE Faculty that would be needed regardless of this program, there should not be any additional costs in each of the categories above.

19. How and by what agencies will the program be evaluated.

- The program will be evaluated by the AACSB at UCR’s next accreditation review. It will also be in conformance with the AICPA’s general guidelines for Master’s programs in Accounting, Auditing, and Assurance.
EXHIBIT IV: OUTSIDE LETTERS
December 8, 2009

Michael L. Moore, Chair  
Department of Accounting and Information Systems  
School of Business and Anderson Graduate School of Management  
University of California, Riverside  
Riverside, California 92521

Dear Professor Moore,

I am writing with great pleasure to express Ernst & Young's (E&Y's) continued support for the ongoing advancement of the A. Gary Anderson School of Management (AGSM) and its efforts to launch a successful Master of Science in Accounting and Assurance (MAcc) program at the University of California, Riverside (UCR). E&Y, a leading global professional services firm providing assurance, tax and advisory services to a broad array of clients throughout the world, provided the funding for the 2020 Student Workshop that was one of the catalysts for the development of this proposal.

The rigors of the accounting profession are increasing, and the level of technical and academic training necessary to fulfill our professional duties has increased substantially. The requirements for licensure as a certified public accountant are increasing in many jurisdictions, including California, and will generally require an additional year of academic study. We only hire candidates who have the academic coursework that enables them to qualify for licensure in California, and we expect an employee to be licensed in the states in which they provide service to their clients. The proposed MAcc program would provide students with the academic coursework to pursue licenses as certified public accountants just as the requirements imposed by California and other states are increasing.

The current economic environment has created significant challenges for businesses in all industries. Our clients have looked to us as advisors to facilitate critical decisions that are impacting the future viability of their businesses. Through our assurance services, we continue to play a critical role of maintaining confidence in the global capital markets by ensuring that investors are provided with complete and accurate financial information to make informed investment decisions. We take this responsibility very seriously, and it requires us to attract and retain the best professionals available in order for us to successfully deliver on our promise to investors. The current economic conditions, and the associated impact on the companies that we serve, underscore the importance of our responsibility to the investor community.
In addition to the challenges brought about by the current economic conditions, the impending transition to international financial reporting standards (IFRS) in the near future will create new challenges for businesses and our profession. Changing from the U.S. accounting rules to the new global rules will be an unprecedented challenge for our clients and the investor community. It will require the implementation of new accounting systems and management decision-making tools beyond the obvious changes to financial reporting and accounting. We see an increasing demand for qualified candidates in our profession with the skill set to handle these evolving challenges.

Given these drivers, we are truly at a transformational time in our industry. Accounting and information systems will take on a larger role in future of business decisions. The rigors of the profession will only increase and as a result, this will continue to be a high growth industry. We will need to hire more talented, highly-trained college graduates. Currently, the University of Southern California (USC) is the only major research university that offers a graduate accounting degree in Southern California. The supply of adequately trained talent has lagged demand for many years, and the need for this talent has never been greater in the current circumstances. UCR is uniquely qualified to meet this need for accountants and information systems graduates, and the offering of a graduate degree in accounting would enhance the reputation of UCR in Southern California and would meet this ever-growing need.

UCR has one additional strength that can be further leveraged by the development of the proposed MAcc program. E&Y has identified inclusiveness as our major transformational priority in the long-term. Attracting and retaining outstanding professionals with diverse backgrounds and experiences are key to our strategy. UCR clearly excels in inclusiveness and, as one of the most diverse campuses in the country, is positioned to meet one of our firm’s highest priorities. It also positions UCR to forge its future, as inclusiveness and diversity are key initiatives for many other high-performing organizations worldwide.

For these reasons, I am enthusiastically supportive of the efforts of AGSM leadership as it works to support the business community in Southern California with a graduate degree in accounting.

Warmest Regards,

Andrew J. Sale
Partner, Assurance and Advisory Business Services

cc: David W. Stewart, Dean
Anderson Graduate School of Management
December 7, 2009

Dear Professor Moore:

I am writing this letter of support for the initiative at the University of California, Riverside A. Gary Anderson Graduate School of Management (AGSM) to create a Master of Science in Accounting and Assurance (MAcc) program.

Demand for quality graduate education in accounting is on the rise. This is due in part to the recent substantial equivalency regulation passed in the State of California requiring CPA candidates to meet a five-year university education requirement. Currently the University of Southern California (USC) is the only major university offering an accounting graduate degree in Southern California. The current shortage of qualified accountants now and in the foreseeable future will create many opportunities for graduates from the proposed AGSM program.

The MAcc program proposal is testimony to AGSM’s forward-looking vision and commitment to the business community. The resulting program and students graduating with a Master of Science in Accounting and Assurance (MAcc) answers an important call. The MAcc program will also have an important trickle-down effect by answering regional demand by businesses seeking value-adding accountants. Firms like mine will reap the benefits of recruiting graduates equipped with the excellence needed to help our companies succeed in the accounting industry.

I support AGSM’s leadership as it works to meet the growing needs of the accounting profession in Southern California and throughout the West Coast.

Sincerely yours,

Squar, Milner, Peterson, Miranda & Williamson, LLP

Craig A. Weaver, CPA
Partner-In-Charge, Tax Services
Michael L. Moore  
Chair, Department of Accounting and Information Systems  
A. Gary Anderson Graduate School of Management  
University of California Riverside

Dear Professor Moore:

It is with great pleasure that I write this letter of support for the initiative at the University of California, Riverside A. Gary Anderson Graduate School of Management (AGSM) to create a Master of Science in Accounting and Assurance (MAcc) program. I have been waiting for over 20 years for the college to develop an accounting degree and I look forward to this important step forward and am anxious to meet the highly qualified accounting students that UCR will produce.

Demand for quality graduate education in accounting is on the rise. This is due in part to the recent substantial equivalency regulation passed in the State of California requiring CPA candidates to meet a five-year university education requirement. Currently the University of Southern California (USC) is the only major university offering an accounting graduate degree in Southern California. The current shortage of qualified accountants now and in the foreseeable future will create many opportunities for graduates from the proposed AGSM program.

The MAcc program proposal is testimony to AGSM’s forward-looking vision and commitment to the business community. The resulting program and students graduating with a Master of Science in Accounting and Assurance (MAcc) answers an important call. The MAcc program will also have an important trickle-down effect by answering regional demand by businesses seeking value-adding accountants. Firms like mine will reap the benefits of recruiting graduates equipped with the excellence needed to help our companies succeed in the accounting industry.

I am wholeheartedly in support of AGSM’s leadership as it works to meet the growing needs of the accounting profession in Inland Southern California and beyond.

Sincerely yours,

Joseph P. Barr, Principal

Cc: David W. Stewart, Dean
Sheldon Richman
Certified Public Accountant
3170 Crestview Drive
Norco, CA 92860-5139
951-898-9965
norich@charter.net

November 2, 2009

Michael L. Moore, Chair
Department of Accounting and Information Systems
Anderson Graduate School of Management
University of California Riverside
Riverside, CA 92521

Dear Professor Moore:

I support the proposal by the University of California Riverside A. Gary Anderson Graduate School of Management (AGSM) to create a Master of Science in Accounting and Assurance ("MAcc") program.

The MAcc program will provide for the needs of several constituencies: students seeking to enter the accounting profession (and especially those seeking a license as a Certified Public Accountant), the accounting firms that are the major initial employers of accounting graduates, and the regional business community that demands accountants who are well-educated, critical thinkers. This program will equip its graduates with the excellence needed to succeed.

Accounting is a highly-regarded, highly-competitive, highly-diverse, generally well-compensated profession that many students seek to enter. They can do so only after obtaining a comprehensive university education that allows them to focus on course material that qualifies them for the profession and enables them to become positive and creative forces in the community.

Demand for quality graduate education in accounting continues to rise. This is due in part to the substantial regulation recently passed in California that requires future CPA candidates to meet a five-year university education requirement. The growth in accounting demand also reflects the need by businesses, government, and the not-for-profit sector, in addition to firms engaged in public accounting, to deal accurately and correctly with a vast canvas of increasingly complex issues. Professionals indoctrinated in the accounting discipline are well-suited to meet these demands, and the need for them will create many opportunities for graduates of the proposed AGSM program.

The MAcc program proposal reinforces AGSM's forward-looking vision and
commitment to the business community in general to and the Inland Empire in particular. In addition to providing potential future business leaders, this program will also help answer demands by regional businesses seeking value-adding accountants.

Currently, the University of Southern California is the only university, other than several campuses of the California State University system, offering a graduate accounting degree in southern California. Clearly, AGSM’s MAcc will provide a viable alternative and an outstanding source of future accountants.

As a practicing CPA for over 50 years, I look forward to this important step forward and support AGSM’s leadership as it works to meet the growing needs of the Inland Southern California and beyond.

Yours truly,

S. Richman

Sheldon Richman¹

¹ Sheldon Richman, B.S., J.D., C.P.A. and attorney, was a partner of Deloitte & Touche for more than 25 years, where he had significant client and professional assignments. Now retired from Deloitte, he has also served as the executive vice-president of a large importer of motor vehicles and the vice-president finance and administration of a southern California integrated real estate developer-operator. Richman continues to consult with businesses on a variety of matters and has been a Lecturer in Accounting in both the UCR undergraduate program and the California State University Fullerton MAcc program.
MA Accounting, Auditing and Assurance Proposal--Responses to Graduate Division Comments

Below are the responses from the Graduate Division to this proposal. Please let me know if you have any questions concerning any of the comments. Thanks.

Page 4, 1st paragraph, remove "fifth" from last sentence.

This has been removed.

Page 7, middle of 1st paragraph "The fifth year.". Delete reference to "fifth."

This has been deleted.

Page 12, paragraph 1 states "Students admitted to the program will have an academic profile similar to those students admitted to other master's level programs in AGSM." It is not clear what is meant by this statement, and not sure that others will understand what is meant.

Our current criteria have been added.

Page 12, paragraph 5, last sentence states "The School of Business Administration anticipates no need for additional full-time or part-time administrative support for this program." Since no new hires are anticipated, exactly what staff will be responsible for the administrative support of this program?

We have added a section that specifically spells this out.

Page 13, paragraph 3 states "Candidates must complete 48 units to earn the degree. Of the 48 units, 24 units are required". This should be reworded to say: "Candidates must complete 48 units to earn the degree. Of the 48 units, the following 24 units are required ..."

This was changed to conform to your suggestion.

Page 14, paragraph 1 and 4: Not sure why these paragraphs are here on minimum residence, grading and acceptable progress. Those statements are in the Catalog and do not belong in a program proposal. They should be removed.

These were removed.

Page 14, paragraph 2 is poorly written and has information that is not applicable. It should be rewritten to say "Plan II (Comprehensive Exam). The program is intended to conform to Plan II. Forty-eight units are required; 24 are in graduate core course work and the others are elective units. None of those may be in 291, 297 or 299 units. Every candidate must take a comprehensive exam.
Page 14: do they need to state normative time? There is boiler plate language near the top and a statement about 2 years which does not seem to apply to a one year program.

These two suggestions have been incorporated in the proposal.

Page 32, date that program is to be started should be changed to September 1, 2012.

This was done but with a caveat that if it is feasible we would like to launch program 9/1/11.

Page 35, second to last paragraph: Remove the statement that refers to the five year program.

This was removed.
March 16, 2011

Graduate Council
University of California, Riverside
Riverside, CA 92521

RE: Master of Arts in Accounting, Auditing and Assurance

Dear Members of the Council:

I am writing to endorse the proposed Master of Arts in Accounting, Auditing and Assurance. This is an important professional degree that has the potential to significantly differentiate UCR’s Business School within the UC System and raise the reputation of both the School and Campus. The Accounting Profession now requires five years of college course work, the so-called 30-hour or 45 quarter-hour rule, to qualify for the CPA examination. We have students who already remain on Campus and delay graduation in order to meet this requirement. This program provides a means for students to complete the additional hours required to qualify for the CPA examination while also completing a master’s degree. The School will also be able to charge program fees for the masters program, which will provide another stream of revenue for the School.

UCR’s School of Business Administration is already a significant provider of graduates to the workforce in accounting. The proposed program will make our undergraduate program more attractive and also make our graduates more attractive to organizations that hire accountants.

I enthusiastically support the program.

Sincerely,

David W. Stewart
Dean
A Proposal for a

MASTER OF SCIENCE DEGREE IN COMPUTER ENGINEERING

Marlan and Rosemary Bourns College of Engineering University of California – Riverside
Riverside, CA 92521

REVISED
November, 2010

Submitted by
Walid A. Najjar, Director, Computer Engineering Program
Professor, Department of Computer Science & Engineering
Proposal prepared by the Computer Engineering Committee:

Walid Najjar, CEN Director, Department of Computer Science & Engineering
Sheldon Tan, CEN Associate Director, Department of Electrical Engineering
Frank Vahid, Department of Computer Science & Engineering
Albert Wang, Department of Electrical Engineering

M.S. CEN Approvals

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<tr>
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<tr>
<td>Approved by CEN Committee</td>
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<td>March 2, 2011</td>
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<td>March 18, 2011</td>
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Contact Information:

Professor Walid A. Najjar

Department of Computer Science & Engineering
Room 421 Engineering Building Unit II
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University of California Riverside, CA 92521 USA

Phone: 951-827-4406
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SECTION I: INTRODUCTION

1. Introduction to Computer Engineering

This document is a proposal for a Master of Science (M.S.) degree in Computer Engineering. Computer Engineering at UCR is an interdepartmental program jointly managed by the Electrical Engineering and Computer Science and Engineering departments within the Bourns College of Engineering. Degree requirements as well as the administration of this program are described herein.

The specific focus of Computer Engineering (CEN) is on the design and construction of computing structures, both software and hardware.

CEN has been a distinct discipline for over 30 years. In most universities it is managed within the Computer Science or Electrical Engineering departments or jointly, as is the case at UCR. Some universities, such as UC Santa Cruz, have a separate Department of Computer Engineering within the College of Engineering.

At UCR, the B.S. degree in Computer Engineering is a popular degree in the Bourns College of Engineering. Undergraduate CEN enrollment for 2009 is 210, which accounts for ~16% of the total enrollment in BCOE. Recently, BCOE has established several five-year BS/MS programs and desires to offer one in CEN as well. Currently; there are nine faculty members in the Departments of Electrical Engineering and Computer Science and Engineering whose areas of research fit squarely within Computer Engineering.

The proposed degree will rely on the faculty members and resources already available in the EE and CSE departments. It will primarily admit students with undergraduate degrees in CEN, CS or EE, as well as students with other undergraduate majors who have the necessary pre-requisite courses.

2. Definitions and Program Objectives

Computer Engineering (CEN) is concerned with the design, programming and use of computing structures, large and small.

Computer engineering is a discipline that embodies the science and technology of design, construction, implementation, and maintenance of software and hardware components of modern computing systems and computer-controlled equipment. Computer engineering has traditionally been viewed as a combination of both computer science (CS) and electrical engineering (EE). [IEEE/ACM Curriculum Guidelines for Undergraduate Degree Programs in Computer Engineering, 2004]

Computer engineers have training in electronic engineering, software design and hardware-software integration. They are involved in many aspects of computing, from the design of individual microprocessors, personal computers, and supercomputers, to circuit design. This field of engineering not only focuses on how computer systems themselves work, but also how they integrate into the larger picture of the specific application.

This major has seen and continues to see a very healthy growth in employment. The Bureau of Labor Statistics (BLS) ranks this profession as one of the fastest growing employment opportunities. The objective of the M.S. CEN is to offer more opportunities and access for students to this training at the graduate level.
3. Facilities and Resources

The proposed degree program will leverage the facilities existing in the Departments of Electrical Engineering and Computer Science and Engineering. The faculty affiliated with this program will be primarily these departments. The course program relies on courses already being offered in these two departments. Future course offerings will be made through these two departments.

4. Justification of the M.S. CEN Program

Computers have and continue to penetrate every aspect of life. As an example: 10 years ago, having a few microcomputers in a luxury car was a novelty. Now, low-end cars have dozens of microcomputers.


"Significant Points:

- Computer software engineers are one of the occupations projected to grow the fastest and add the most new jobs over the 2006-16 decade.
- Excellent job prospects are expected for applicants with at least bachelor's degree in computer engineering or computer science and with practical work experience.
- Computer software engineers must continually strive to acquire new skills in conjunction with the rapid changes that occur in computer technology”.

In its summary, the BLS document stresses the need for advanced degrees and for continuous education in this area.

The master’s degree has been increasing in popularity. The number of degrees awarded in the U.S. has increased by 43% from 1996 to 2006. One of the reasons stated for the increased popularity of the master’s degree is:

“Professional master’s degree programs combine advanced discipline-specific course work with workplace skills such as communications, critical thinking, time management, and analytical ability that are highly valued by employers in business, government, and non-profit organizations. All these skills are highly transferable as job changes and career moves occur.”

Furthermore, data from the National Research Council indicates that there is a strong financial motivation for pursuing a master's degree in science and engineering (S&E):2

“...data from the National Science Foundation (NSF) reveal that median salaries of master's degree recipients one to five years after the degree was conferred tend to be higher than those of doctorates. More importantly, salaries of master's degree holders in science and engineering have grown faster over the past 10 years than salaries of baccalaureate or doctorate holders.”

According to the National Science Foundation there is substantial room for growth of the master’s degree in S&E disciplines. The table below shows the percentage of degrees awarded in 2006 in S&E3. The data show a potential pool of M.S. students 10 times larger than the current pool of doctoral students most of whom are US nationals or permanent residents.

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1 Council of Graduate Schools, “Why Should I Get a Master’s Degree?”. This brochure is available at http://www.cgsnet.org/portals/0/pdf/Why_Should_I_Get_A_Masters_BW.pdf.
5. Enrollment Projections for the M.S. CEN at UCR

We project an enrollment that will progressively grow to reach levels comparable to those of M.S. students in Computer Science and Electrical Engineering respectively.

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>6</td>
<td>12</td>
<td>25</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

6. Administration of the M.S. CEN

The Computer Engineering Program (CEN) and its associated faculty in BCOE will administer the MS CEN.

- CEN Program administration already exists for the CEN B.S. program. Administration for the CEN program is carried out by a Director and an Associate Director, nominated by the Dean from the CEN Faculty. This same administrative structure will oversee the CEN M.S. degree program.
- A CEN Program Committee will assist the Program Director and Associate Director in overseeing the B.S. and M.S. degree programs.
- The Computer Engineering Program Committee consists of the Program Director, Associate Director and two additional members selected by the Dean from the Computer Engineering Faculty.
- The Program Director nominates a Graduate Advisor and an Undergraduate Advisor for the CEN Program from among the CEN Faculty.
- The CEN Faculty is comprised of senatorial faculty members from both the Electrical Engineering and Computer Science and Engineering Departments whose research expertise is in Computer Engineering.
- New CEN faculty members are proposed by the CEN Committee and approved by majority vote by the CEN Faculty.

The current and founding Computer Engineering Faculty members are:

- Laxmi Bhuyan (CSE)
- Philip Brisk (CSE)
- Rajiv Gupta (CSE)
- Roger Lake (EE)
- Walid Najjar (CSE)
- Sheldon Tan (EE)
- Frank Vahid (CSE)
- Albert Wang (EE)

The current CEN Committee consists of:

- Walid Najjar - Director
- Sheldon Tan – Associate Director
- Frank Vahid - Member
Albert Wang - Member

The biographies of the CEN Faculty members are included in Appendix A.

7. Plan for Evaluation of the M.S. CEN

As is the norm for all graduate programs at the UCR campus, an outside team of experts will evaluate the program once every six or seven years. Beginning with the second year the CEN Program Committee will initiate an internal review of the M.S. CEN Program.
8. Relationship to Other Programs in the UC System

The only UC campus that offers an M.S. in Computer Engineering is UC Santa Cruz, in the Department of Computer Engineering. Many other campuses offer an M.S. in Computer Science and Engineering or in Electrical and Computer Engineering.
SECTION II: PROGRAM

1. Admission Requirements and Undergraduate Preparation

A. Admission

All applicants to this program must have completed a Bachelor’s degree or its approved equivalent from an accredited institution and to have attained undergraduate record that satisfies the standards established by the Graduate Division and University Graduate Council. Applicants should have at least an undergraduate major in Computer Engineering, Computer Science, Electrical Engineering or a closely related field. Applicants who fail to meet this criterion may sometimes be admitted with course deficiencies. However, no more than three deficiencies will be allowed.

A student who is deficient in a competency area may be asked to complete the corresponding UCR course with a letter grade of at least B+, or to pass a challenge examination based on that course’s final exam with a grade of at least B+. All such remedial work should be completed with the first year of graduate study, and in all cases the deficiency(s) must be corrected BEFORE a student can enroll in any graduate course from the same specialty area.

All applicants must submit scores from the Graduate Record Exam, General Test (GRE). The GRE subject test in Computer Science or Electrical Engineering is recommended but not required. Applicants whose first language is not English are required to submit acceptable scores from the TEST of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) unless they have a degree from an institution where English is the exclusive language of instruction. Additionally each applicant must submit three letters of recommendation, at least two of which must be academic references. All other application requirements are specified in the graduate application.

B. Prerequisite Material

Competence in the areas defined by the following UCR courses is essential to graduate study in computer engineering:

EE 100A, EE 100B, EE 110A, EE 110B, CS 153, CS 161, CS 161L, CS/EE 120A and CS/EE 120B.

The complete catalogue description of these courses is presented in Section V.

A student who is deficient in any of these competency areas may be asked to complete the corresponding UCR course with a letter grade of at least B+, or to pass a challenge examination based on that course’s final exam with a grade of at least B+. All such remedial work should be completed within the first year of graduate study, and in all cases the deficiency must be corrected BEFORE a student can enroll in any graduate course from the same specialty area.

C. Course Requirements

Students must be in residence for one year and complete a minimum of 36 quarters units of graduate and upper division undergraduate courses in or related to the major subject area. Students who have completed similar courses elsewhere may petition for waiver of a required course or for substitution of an alternative course. For students interested in interdisciplinary research, individual study programs can be approved.
1. **Core Requirement (12 units).** Three courses from the list of core courses below, with no grade lower than B-.

2. **Technical Electives (12 units).** Three courses from the list of technical elective courses below.

3. **Colloquium (3 units).** Satisfactory completion of three quarters of CS 287 (Colloquium in Computer Science) or EE 259 (Colloquium in Electrical Engineering) in three distinct quarters.

4. **Capstone Experience** - All students must complete a capstone experience that synthesizes and integrates the knowledge and skills obtained throughout the master’s program, according to one of the following options. It is the responsibility of the student to find a faculty member willing to supervise the master’s project or thesis, to form the faculty examining committee, and to schedule the oral examination.
   a. **Thesis Option (Plan I).** A minimum of 36 quarter units of graduate and upper division undergraduate courses in or related to the major subject area are required. At least 24 of the 36 units must be in graduate courses taken at this University; of these 6 to 12 must be graduate research units (CS 290, CS 297, CS 299, EE 290, EE 297, EE 299). Students must submit a master’s thesis in accordance with the general requirements of the university. The thesis is original research work, and it should demonstrate the student’s ability to study a research area, identify an open problem and make a research contribution. The thesis must be presented to and approved by a committee of at least three faculty members.
   b. **Project Option (Plan II).** A minimum of 36 quarter units of graduate and upper division undergraduate courses in or related to the major subject area are required; of these at least 18 units must be in graduate courses taken at this University, of which none may be in graduate research (CS 299 or EE 299) for the thesis or dissertation. In addition, a student pursuing this option must include 4 to 8 units of graduate research (CS 290, CS 297, CS 299, EE 290, EE 297, EE 299). Students must complete a research project under the guidance of a faculty member. This project will require a written report and will be presented to a committee of at least two faculty members.

### D. Core Courses
- CS 203A - Advanced Computer Architecture
- CS 220 - Synthesis of Digital Systems
- CS 201 - Compiler Construction OR CS 202 - Advanced Operating Systems
- EE 213 - Computer-Aided Electronic Circuit Simulation
- EE 221 - Radio-Frequency Integrated Circuit Design

### E. Technical Elective Courses
Any core course not used to fulfill the core requirement can be used as a technical elective. Additional technical elective courses are:
- CS 203B. Advanced Computer Architecture
- CS 213. Parallel Processing Architectures
- CS 218. Design and Analysis of Algorithms
- CS 223. Reconfigurable Computing
- CS 255. Computer Security
- CS 204. Advanced Computer Networks
- CS 257. Wireless Networks and Mobile Computing
- CS 246. Advanced Verification Techniques in Software Engineering
- CS 240. Network Routing
- CS 239. Performance Evaluation of Computer Networks
The Computer Engineering Program Committee will, from time to time, update the list of Technical Elective Courses and propose the changes to the Computer Engineering Faculty for their approval by simple majority vote.
2. Sample Program for M.S. CEN Student

The following is a sample program for an M.S. CEN degree with the Thesis Option.

<table>
<thead>
<tr>
<th>Year in Program</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(4) CS 201 - Compiler Construction</td>
<td>(4) CS 223 - Reconfigurable Computing</td>
<td>(4) EE 203 - Solid-State Devices</td>
</tr>
<tr>
<td></td>
<td>(1) CS 287 – Colloquium in Computer Science</td>
<td>(1) CS 287 – Colloquium in Computer Science</td>
<td>(1) CS 287 – Colloquium in Computer Science</td>
</tr>
<tr>
<td>Year 2</td>
<td>(2) CS 297 – Directed Research</td>
<td>(4) CS 297 – Directed Research</td>
<td>(4) CS 297 – Directed Research</td>
</tr>
<tr>
<td></td>
<td>(4) EE 202- Fundamentals of Semiconductors and Nanostructures</td>
<td>(4) CS 246 - Advanced Verification Techniques in Software Engineering</td>
<td></td>
</tr>
</tbody>
</table>
SECTION III: PROJECTED NEEDS

1. Student Demand for the Program

Student demand for the M.S. CEN degree program at UCR is evidenced by the large and growing enrollment in the Computer Engineering B.S. degree program.

2. Opportunities for Placement of Graduates

This topic has been extensively discussed in Section I.4 (page 6).

3. Relationship of the Program to Research and Professional Interests of Faculty

A number of faculty members in CSE and EE have research interests in Computer Engineering. However, the only graduate curricula currently available are the EE or CSE programs. The CEN program will provide a much better fit for the preparation of the students that they supervise.
SECTION IV: FACULTY AND STAFF

Nine faculty members in BCOE have research activities that fit within the scope of Computer Engineering. This number is likely to grow somehow as the CSE and EE Departments hire more faculty members in this area.

Dr. Laxmi Bhuyan  
Professor, Department of Computer Science and Engineering  
Ph.D. Computer Engineering, Wayne State University, 1982  
Research Interests: Multiprocessor architecture; network processors; internet routers; web servers; parallel and distributed computing; performance evaluation.

Dr. Philip Brisk  
Assistant Professor, Department of Computer Science and Engineering  
Ph.D. Computer Science, University of California Los Angeles, 2006  
Research Interests: Reconfigurable computing; application-specific and customizable processors; computer architecture; compilers

Dr. Rajiv Gupta  
Professor, Department of Computer Science and Engineering  
Ph.D. Computer Science, University of Pittsburgh, 1987  
Research Interests: Compilers and architectures for embedded systems; software tools for profiling, slicing, and debugging; program analysis: static, dynamic, and profile-based.

Dr. Roger Lake  
Professor, Department of Electrical Engineering  
Ph.D. Electrical Engineering, Purdue University, 1992  
Research Interests: Theory of electron transport through nanostructured, disordered and amorphous materials; modeling semiconductor devices from the atomistic, to the device, through the circuit level; theoretical and computational electronics and opto-electronics; ultra-scaled devices and device physics; high frequency and transient quantum device simulation; and novel materials, devices and architectures.

Dr. Walid Najjar  
Professor, Department of Computer Science and Engineering  
Ph.D. Computer Engineering, University of Southern California, 1988  
Research Interests: Computer architecture and parallel computing; compilation and code optimizations for reconfigurable computing systems; novel platforms and programming paradigms for sensor networks; low power computer architectures.

Dr. Sheldon Tan  
Associate Professor, Department of Electrical Engineering  
Ph.D. Electrical & Computer Engineering, University of Iowa, 1999  
Research Interests: Design automation for VLSI integrated circuits – high performance power/ground distribution network design and optimization, simulation and synthesis of mixed-signal/RF/analog circuits, embedded system design based on FPGA platforms and signal integrity issues in VLSI physical design (crosstalk analysis, substrate noise analysis and optimization).

Dr. Frank Vahid  
Professor, Department of Computer Science and Engineering  
Ph.D. Information and Computer Science, University of California Irvine, 1994  
Research Interests: Embedded systems, FPGA-based computing
Dr. Albert Wang
Professor, Department of Electrical Engineering
Ph.D. Electrical and Computer Engineering, State University of New York, Buffalo, 1996
Research Interests: RF/Analog/Mixed-Signal Integrated Circuits (IC), Reliability & ESD
(Electrostatic Discharge) Protection design for ICs, SoC (System-on-a-Chip), IC CAD and
Modeling, Emerging Semiconductor and Nano Devices.
SECTION V: COURSES

1. Prerequisite Courses

EE 100A. *Electronic Circuits* (4) Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): EE 001B. Electronic systems, linear circuits, operational amplifiers, diodes, nonlinear circuit applications, junction and metal-oxide-semiconductor field-effect transistors, bipolar junction transistors, MOS and bipolar digital circuits. Laboratory experiments are performed in the subject areas and SPICE simulation is used.

EE 100B. *Electronic Circuits* (4) Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): EE 100A. Differential and multistage amplifiers, output stages and power amplifiers, frequency response, feedback, analog integrated circuits, filters, tuned amplifiers, and oscillators. Laboratory experiments are performed in the subject areas and SPICE simulation is used.

EE 110A. *Signals and Systems* (4) Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): CS 010; EE 001B (may be taken concurrently); MATH 046. Basic signals and types of systems, linear time-invariant (LTI) systems, Fourier analysis, frequency response, and Laplace transforms for LTI systems. Laboratory experiments with signals, transforms, harmonic generation, linear digital filtering, and sampling/aliasing.

EE 110B. *Signals and Systems* (4) Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): EE 110A. Fourier analysis for discrete-time signals and systems, filtering, modulation, sampling and interpolation, z-transforms. Laboratory experiments with signals, transforms, harmonic generation, linear digital filtering, and sampling/aliasing.

CS 153. *Design of Operating Systems* (4) Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): CS 061, CS 100, CS 111, C++ programming proficiency. Covers the principles and practice of operating system design. Includes concurrency, memory management, file systems, protection, security, command languages, scheduling, and system performance.

CS 120A. *Logic Design* (5) Lecture, 3 hours; laboratory, 6 hours. Prerequisite(s): CS 061 with a grade of "C-" or better. Covers the design of digital systems. Topics include Boolean algebra; combinational and sequential logic design; design and use of arithmetic-logic units, carry-lookahead adders, multiplexors, decoders, comparators, multipliers, flip-flops, registers, and simple memories; state-machine design; and basic register-transfer level design. Interdisciplinary laboratories involve use of hardware description languages, synthesis tools, programmable logic, and significant hardware prototyping. Cross-listed with EE 120A.

CS 120B. *Introduction to Embedded Systems* (5) Lecture, 3 hours; laboratory, 6 hours. Prerequisite(s): CS 120A/EE 120A. Introduction to hardware and software design of digital computing systems embedded in electronic devices (such as digital cameras or portable video games). Topics include embedded processor programming, custom processor design, standard peripherals, memories, interfacing, and hardware/software tradeoffs. Interdisciplinary laboratory involves use of synthesis tools, programmable logic, and microcontrollers and development of working embedded systems. Cross-listed with EE 120B.

CS 161. *Design and Architecture of Computer Systems* (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): CS 120B/EE 120B; concurrent enrollment in CS 161L. A study of the fundamentals of computer design. Topics include the performance evaluation of microprocessors, instruction set design and measurements of use, microprocessor
implementation techniques including multicycle and pipelined implementations, computer arithmetic, memory hierarchy, and input/output (I/O) systems.

CS 161L. Laboratory in Design and Architecture of Computer Systems (2) Lecture, 1 hour; laboratory, 3 hours. Prerequisite(s): CS 120B/EE 120B; concurrent enrollment in CS 161. Students design and simulate a complete computer system, using hardware description language and simulator. Topics include instruction set architecture design, assemblers, data path and control unit design, arithmetic and logic unit, memory and input/output (I/O) systems, and integration of all parts into a working computer system.

2. Core Courses

- CS 203A - Advanced Computer Architecture
- CS 220 - Synthesis of Digital Systems
- CS 201 - Compiler Construction OR CS 202 - Advanced Operating Systems
- EE 213 - Computer-Aided Electronic Circuit Simulation
- EE 221 - Radio-Frequency Integrated Circuit Design

CS 201. Compiler Construction (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): CS 152. Covers theory of parsing and translation. Also addresses compiler construction, including lexical analysis, syntax analysis, code generation, and optimization. May be taken Satisfactory (S) or No Credit (NC) by students advanced to candidacy for the Ph.D.

CS 202. Advanced Operating Systems (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): CS 153. Examines recent developments in operating systems. Also covers multiprogramming, parallel programming, time sharing, scheduling and resource allocation, and selected topics. May be taken Satisfactory (S) or No Credit (NC) by students advanced to candidacy for the Ph.D.

CS 203A. Advanced Computer Architecture (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): CS 161. Covers contemporary computer systems architecture, including stack computers, parallel computers, pipeline processing, database machines, and multiprocessor architecture. Includes evaluation of computer performance. May be taken Satisfactory (S) or No Credit (NC) by students advanced to candidacy for the Ph.D.

CS 220. Synthesis of Digital Systems (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): CS 141, CS 161. Covers the synthesis and simulation of digital systems. Topics include synthesis at the system, behavioral, register-transfer, and logic levels; application-specific processors; simulation; and emerging system-on-a-chip design methodologies. May be taken Satisfactory (S) or No Credit (NC) by students advanced to candidacy for the Ph.D.

EE 213. Computer-Aided Electronic Circuit Simulation (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): EE 001A, EE 001B, EE 133. Introduction to numerical algorithms and computer-aided techniques for the simulation of electronic circuits. Covers theoretical and practical aspects of important analyses. Topics include circuit formulation methods; large-signal nonlinear direct current, small-signal alternating current, and moment-matching transient; sensitivity; and noise. Also discusses recent advances in timing analysis, symbolic analysis, and radio frequency circuit analysis.

EE 221. Radio-Frequency Integrated Circuit Design (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): EE 100B; senior or graduate standing. Covers the essentials of contemporary radio frequency (RF) complimentary metal oxide semiconductor (CMOS) integrated circuit (IC) analysis and design. Addresses typical RF building blocks in CMOS and bipolar/CMOS (BiCMOS) technologies, including passive IC components, transistors, distributed networks, voltage reference and biasing circuits, power amplifiers, and feedback networks. Also covers RF device modeling, bandwidth estimation, and stability.
3. Technical Elective Courses

- CS 203B. Advanced Computer Architecture
- CS 213. Parallel Processing Architectures
- CS 218. Design and Analysis of Algorithms
- CS 223. Reconfigurable Computing
- CS 255. Computer Security
- CS 204. Advanced Computer Networks
- CS 257. Wireless Networks and Mobile Computing
- CS 246. Advanced Verification Techniques in Software Engineering
- CS 240. Network Routing
- CS 239. Performance Evaluation of Computer Networks
- EE 202. Fundamentals of Semiconductors and Nanostructures
- EE 203. Solid-State Devices
- EE 210. Advanced Digital Signal Processing
- EE 211. Adaptive Signal Processing
- EE 222. Advanced Radio-Frequency Integrated Circuit Design
- EE 226. Wireless Communications
- EE 229. Video Processing and Communication
- EE 241. Advanced Digital Image Processing
- EE 243. Advanced Computer Vision
- EE 215. Stochastic Processes
- EE 235. Linear System Theory

CS 203B. Advanced Computer Architecture (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): CS 203A with a grade of "B" or better. Covers advanced topics in general-purpose computer architecture including instruction-level parallel architectures, as well as very-long-instruction-word, explicitly parallel instruction computing, and multithreaded architectures. Also covers dataflow machines and vector and single instruction multiple data architectures, including multimedia extensions. Also discusses network processors, multimedia processors, and advanced embedded processors. May be taken Satisfactory (S) or No Credit (NC) by students advanced to candidacy for the Ph.D.

CS 204. Advanced Computer Networks (4) Lecture, 3 hours; consultation, 1 hour. Prerequisite(s): CS 014, CS 164. Covers advanced topics in computer networks, layering, Integrated Services Digital Networks (ISDN), and high-speed networks. Also covers performance models and analysis, distributed systems and databases, and case studies. May be taken Satisfactory (S) or No Credit (NC) by students advanced to candidacy for the Ph.D.

CS 213. Parallel Processing Architectures (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): CS 161 or CS 203A. A study of parallel processing. Covers static and dynamic interconnection networks; shared memory multiprocessors; and cache coherence and synchronization. Also examines pre-fetching; memory management; message-passing architectures; work-station clusters; scheduling and mapping algorithms; and load balancing in Web servers. May be taken Satisfactory (S) or No Credit (NC) by students advanced to candidacy for the Ph.D.

CS 218. Design and Analysis of Algorithms (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): CS 141. A study of efficient data structures and algorithms for solving problems from a variety of areas such as sorting, searching, selection, linear algebra, graph theory, and computational geometry. Also covers worst-case and average-case analysis using recurrence relations, generating functions, upper and lower bounds, and other methods. May be taken Satisfactory (S) or No Credit (NC) by students advanced to candidacy for the Ph.D.
CS 223. Reconfigurable Computing (4) Lecture, 3 hours; written work, 3 hours. Prerequisite(s): CS 202 or CS 203A; consent of instructor. Covers reconfigurable computing, a novel computational model that is fast becoming part of the mainstream in high-performance computing. Addresses architectures, software tools and compilers, programming models, and applications. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

CS 239. Performance Evaluation of Computer Networks (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): CS 164. Offers models and analytical techniques for evaluating the performance of computer networks. Covers basic and intermediate queuing theory and queuing networks and their application to practical systems. May be taken Satisfactory (S) or No Credit (NC) by students advanced to candidacy for the Ph.D.

CS 240. Network Routing (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): CS 141 or CS 204; CS 164. An in-depth study of routing in computer networks. Examines general principles and specific routing protocols and technologies. Topics include Internet, Asynchronous Transfer Mode (ATM), optical, wireless, and ad hoc networks. May be taken Satisfactory (S) or No Credit (NC) by students advanced to candidacy for the Ph.D.

CS 246. Advanced Verification Techniques in Software Engineering (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): CS 111/MATH 111, CS 141, CS 150, or equivalents or consent of instructor. A study of advanced techniques to specify and examine the correctness of complex systems and software. Focuses on concurrent and distributed behavior, formal description languages, temporal logics, model checking and symbolic model checking, partial order reduction, and the use of verification tools. May be taken Satisfactory (S) or No Credit (NC) by students advanced to candidacy for the Ph.D.

CS 257. Wireless Networks and Mobile Computing (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): CS 141; CS 164 or CS 204. Introduces basic and advanced concepts of wireless networks and mobile computing. Covers both wireless cellular and ad hoc networks. Includes protocols for medium access control, resource allocation, and routing, as well as transport layer optimizations for the wireless environment. Also covers standards, Bluetooth, and the IEEE 802.11 for wireless local area networks. May be taken Satisfactory (S) or No Credit (NC) by students advanced to candidacy for the Ph.D.

EE 202. Fundamentals of Semiconductors and Nanostructures (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): EE 133, EE 201; or consent of instructor. Examines principles of semiconductor materials and nanostructures. Topics include periodic structures, electron and phonon transport, defects, optical properties, and radiative recombination. Also covers absorption and emission of radiation in nanostructures, and nonlinear optics effects. Emphasizes properties of semiconductor superlattices, quantum wells, wires, and dots.

EE 203. Solid-State Devices (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): EE 133 or consent of instructor. Covers electronic devices including p-n junctions, field-effect transistors, hetero-junction bipolar transistors, and nanostructure devices. Explores electrical and optical properties of semiconductor heterostructures, superlattices, quantum wires and dots, as well as devices based on these structures.

EE 210. Advanced Digital Signal Processing (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): EE 110B, EE 141. Provides in-depth coverage of advanced techniques for digital filter and power spectral estimation. Topics include digital filter design, discrete random signals, finite-wordlength effects, nonparametric and parametric power spectrum estimation, multirate digital signal processing, least square methods of digital filter design, and digital filter applications.

EE 211. Adaptive Signal Processing (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): EE 210, EE 215, EE 236. Provides an in-depth understanding of adaptive signal processing techniques. Covers Wold decomposition, Yule-Walker equations, spectrum estimation, Weiner filters, linear prediction, Kalman filtering, time-varying system tracking, nonlinear adaptive filtering,
and performance analysis of adaptive algorithms and their variations including stochastic gradient, least mean square, least squares, and recursive least squares.

EE 215. Stochastic Processes (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. A study of probability theory and stochastic processes, with a focus on the most fundamental aspect of modern communication, control, and signal processing systems driven by random signal inputs. Topics include random variables and stochastic processes; spectral analysis; Wiener optimum filter, matched filter, and Karhunen-Loeve expansion; mean square estimation theory including smoothing, filtering, and linear prediction; Levinson’s algorithm, lattice filters, and Kalman filters; and the Markov process.

EE 222. Advanced Radio-Frequency (RF) Integrated Circuit Design (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): EE 100B; senior or graduate standing. Covers analysis techniques for nonlinear effects and noise in RF integrated circuit design. Addresses nonlinear, and distortion behavior, including inter-modulation, cross-modulation, harmonics, gain compression, and desensitization. Also explores noise effects, including thermal, short, flicker, and burst noises. Includes single-stage and multiple-stage networks.

EE 226. Wireless Communications (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): EE 215, EE 224. Presentation of fundamental cellular concepts and new techniques in wireless communications. Topics include cellular systems and standards, frequency reuse, system capacity, channel allocation, cellular radio propagation, fading channel modeling and equalization, spread spectrum communications and other multiple access techniques, and wireless networking.

EE 228. Fundamentals of Data Compression (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): EE 215 (may be taken concurrently). Covers the fundamental theory and tools for designing data and signal compression systems. Topics include lossless coding, scalar quantization, predictive and transform coding techniques, vector quantization, and the general trade-off between the reproduction signal quality and the bit-rate of the digital representation. Provides a foundation for further study and research in speech, audio, image, and video compression.

EE 235. Linear System Theory (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): EE 132, MATH 113. Provides a review of linear algebra. Topics include the mathematical description of linear systems; the solution of state-space equations; controllability and observability; canonical and minimal realization; and state feedback, pole placement, observer design, and compensator design.

EE 241. Advanced Digital Image Processing (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): EE 152 or consent of instructor. Covers advanced topics in digital image processing. Examines image sampling and quantization, image transforms, stochastic image models, image filtering and restoration, and image data compression.

EE 242. Intelligent Systems (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Introduces fundamental concepts of design of intelligent systems. Topics include biological versus computational systems, knowledge representation, computational reasoning, computational learning, language and human-machine communication, expert systems, computational vision, and examples of intelligent machines.

EE 243. Advanced Computer Vision (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): EE 146 or consent of instructor. A study of three-dimensional computer vision. Topics include projective geometry, modeling and calibrating cameras, representing geometric primitives and their uncertainty, stereo vision, motion analysis and tracking, interpolating and approximating three-dimensional data, and recognition of two-dimensional and three-dimensional objects.
SECTION VI: RESOURCE REQUIREMENTS

All the technical resources required by the M.S. CEN program are already available in and for the EE and CSE Departments including computing facilities, library resources, teaching laboratories and research facilities.

The only additional resources would be office space and one FTE for administrative support for the graduate and undergraduate programs in CEN.
SECTION VII: GRADUATE STUDENT SUPPORT

MS CEN students are expected to be self-supported. However, GSR and Teaching Assistantships may be available on a case-by-case basis.
SECTION VIII: GOVERNANCE

The governance of the M.S. CEN degree program is described in Section I.6 (page 7).
March 9, 2011

TO: MORRIS MADURO, CHAIR
GRADUATE COUNCIL

FM: MARY W. GAUVAIN, CHAIR
RIVERSIDE DIVISION

RE: M.S. PROPOSAL IN COMPUTER ENGINEERING

The above proposal has been reviewed by the committee on Educational Policy, Planning and Budget, Courses and Library. The three committees approved the creation of this Masters Degree in Computer Engineering.

I am enclosing all three committee responses for your information.

Enclosure
March 2, 2011

TO: MARY GAUVAIN, CHAIR  
ACADEMIC SENATE

FR: JOSE WUDKA, CHAIR  
COMMITTEE ON EDUCATIONAL POLICY

RE: M.S. PROGRAM PROPOSAL IN COMPUTER ENGINEERING

The Committee on Educational Policy voted unanimously (10 Yes, 0 No, 0 Abstentions) to support the proposal for the new M.S. degree in Computer Engineering.
March 7, 2011

TO: M. GAUVAINE, CHAIR
    RIVERSIDE DIVISION

FR: J. C. LAURSEN, CHAIR
    COMMITTEE ON LIBRARY AND SCHOLARLY INFORMATION

RE: MS IN COMPUTER ENGINEERING

The Committee on Library and Scholarly Information has voted to approve the MS in Computer Engineering. We note that the proposal says that the necessary library resources are presently in the library; we hope that future library cuts will not threaten that availability.
March 8, 2011

TO: MARY GAUVAIN, CHAIR
    RIVERSIDE DIVISION

FM: Y. PETER CHUNG, CHAIR
    PLANNING AND BUDGET

RE: Proposal for an M.S. in Computer Engineering

Planning and Budget met and reviewed the proposal to establish an MS in Computer Engineering. P&B questioned the need for one FTE person as indicated under resource requirements on page 22 of the proposal. P&B recommended that this hiring be postponed until the budget climate improves.

Planning and Budget voted unanimously (6 yes 3 absent 0 no and 0 abstentions) to approve the proposal for an M.S. in Computer Engineering.
March 24, 2011

TO: WALID A. NAJJAR
    COMPUTER ENGINEERING PROGRAM

FM: MORRIS MADURO, CHAIR
    GRADUATE COUNCIL

RE: M.S. PROPOSAL IN COMPUTER ENGINEERING

At its meeting of March 18, 2011, the Graduate Council approved the proposal to establish A Master of Science Degree in Computer Engineering.

From here, the proposal will have to be approved at the next meeting of the Divisional Senate before being sent to the system-wide CCGA.
April 22, 2011

TO: THOMAS H. PAYNE
COMPUTER SCIENCE & ENGINEERING

FM: MORRIS MADURO, CHAIR
GRADUATE COUNCIL

Re: Proposal to Establish a Self-Supporting, College-Wide, Online Master-of-Science in Engineering Degree Program within the Bourns College of Engineering

At its meeting of April 20, 2011, the Graduate Council approved the proposal to establish A Self-Supporting, College-Wide, Online Master-of-Science in Engineering Degree Program within the Bourns College of Engineering.

From here, the proposal will have to be approved at the next meeting of the Divisional Senate before being sent to the system-wide CCGA.
• Title
  Proposal to Establish a Self-Supporting, College-Wide, Online Master-of-Science in Engineering Degree Program within the Bourns College of Engineering

• Date of Preparation
  January 3, 2011

• Contact Information Sheet (with the lead proponent clearly identified)
  – Dean: Reza Abbaschian, Bourns College of Engineering (reza.abaschian@ucr.edu)
  – Associate Dean: Mark Matsumoto, Bourns College of Engineering (mark.matsumoto@ucr.edu)
  – Lead Proponent: Thomas Payne, Computer Science and Engineering (thomas.payne@ucr.edu)
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1 Introduction

1. Aims and objectives of the program. Any distinctive features of the program should also be noted.

The primary purpose of BCOE’s proposed Online Master-of-Science in Engineering Program is to enable fully employed engineers, including computer scientists, to advance their professional education, enhancing their value to their employers. The proposed program will be of benefit to engineers, their employers, this state, and the nation. It is at the Master’s level that engineers have the opportunity to learn a specialization in depth, and to renew and update their knowledge of technological advances.

This program is being developed for highly-qualified employed engineers who, for various reasons, do not or cannot attend traditional full-time M.S. programs and who are keenly interested in maintaining up-to-date knowledge of engineering and technology.

There are several reasons for the proposed online MS-degree program in Engineering:

- It furthers the mission of the University.
- It provides UCR in general and BCOE in particular with an entree to online education, which is certain to become a major mode of delivery for higher education in the 21st Century. A recent survey found that almost a third of UC and UC-eligible students had already taken at least one online course. The number for UCR is not available, but it is very likely to be below that number.
- It serves the needs of working professionals and serves the needs of the industrial community.
- It provides industrial contacts for faculty members to establish research collaborations.
- It provides support funds for PhD students.

The Size and Shape Working group of the University of California Commission on the Future states that:

The terminal Masters is slightly anomalous at UC, where graduate students who are not pursuing professional degrees are usually pursuing doctorates. **Self-supporting Master’s programs are beneficial both to the UC mission and to state economic needs.** [Emphasis added.]

Also, per President Yudof’s May 14, 2010 letter to the Regents:

The University’s self-supporting programs extend the University’s degree programs to academically qualified working adults who cannot be full-time students, as well as to foreign-trained students, students located off campus, and students seeking instruction in niche fields.

The distinctive features of the proposed program are that:

(a) The Program will be self supporting.

(b) The Program will be college-wide. This structure enables efficient management at the college level and will facilitate the development of multi-disciplinary specializations.

(c) The Program will be delivered over the Internet. Students of the Program will receive all course materials, including lectures, in an “online” manner. The current mode of delivering many courses within the Bourns College of Engineering (BCOE) relies heavily upon information technology, using learning-management systems. That is, currently, BCOE students receive course lecture notes, assignments, announcements, and other items via WEB interfaces, and they participate in online forums for questions and answers with instructors and TAs. In addition, prepared lectures will be available online for the students of the online M.S. in Engineering Program. The full description of what is meant by “online lecture” is contained in Subsection 2.6.

(d) The Program’s requirements include a significant design experience, incorporating additional readings and the knowledge of the courses undertaken. The Program includes an online 296A course, Preparation for the Comprehensive Examination, which will address this engineering design experience — see Section 2.4.

(e) Program profits will mainly be used to support Ph.D. students within the BCOE.

(f) The design experience, the mode of delivery of the courses of instruction, the availability of this online M.S. in Engineering Program for employed engineers, and the ability to easily implement multidisciplinary programs of study are what distinguish this new program from the M.S. programs that BCOE departments currently offer.

2. Historical development of the field and historical development of departmental strength in the field.

This college-wide program will be based on existing areas of study and combinations thereof to establish relevant and attractive (possibly multi-disciplinary) “specializations.” The material for each 100/200-level course

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3Engineering 296A is a yet-to-be-proposed course similar to UCLA’s 597A, which is offered by each engineering department.
of the online M.S. in Engineering Program will be equivalent to the material delivered under the traditional MS/PhD program; the difference is the mode of delivery. Courses will be taught and administered by ladder-rank faculty and, at times, by selected adjunct faculty, emeriti, and lecturers.

Program details are provided in Section 2.

Not all areas of study within the College will be candidates for this program and, as discussed in Section 2, the initial stage (the first year) will begin with Bioengineering as the initial specialization. At the beginning of the second year, the first year for the second cohort, the goal is to have in place at least one additional specialization. Generally, any set of approved courses that can effectively be delivered by online instruction is a candidate to be included in the online M.S. in Engineering Program. However, during the “initialization stage” and the subsequent year 2 and/or year 3, it is most likely that only a few specializations will be offered. Further specializations will be chosen according to faculty availability and advice from our industry advisers, their employees, and our alumni.

3. Timetable for development of the program, including enrollment projections. Consistency of these projections with the campus enrollment plan. If the campus has enrollment quotas for its programs, state which program(s) will have their enrollments reduced in order to accommodate the proposed program.

We hope to implement an initial offering by Fall 2011 or as soon feasible after approval. Before implementation, a number of tasks will need to be done including:

- Development of initial specialization curriculum.
- Approval of new graduate courses for the professional component of this degree program.
- Development of appropriate versions of these newly developed courses as well as the technical courses that will make up the initial specialization areas for online delivery.
- Sufficient potential enrollments in the initial specializations (~5 students).

As stated above, we plan to start the online M.S. in Engineering Program by offering a specialization in Bioengineering. Upon imminent approval of the online M.S. in Engineering Program by the Graduate Council and CCGA, we will solicit further advice from our industry partners and alumni with respect to specializations in the other BCOE departments and programs.

We will solicit the opinions of our alumni with respect to appropriate specializations, including suggested multidisciplinary areas. This will be
an on-going effort of BCOE. We will be in frequent contact with our industry partners for their opinions on appropriate specializations, with emphasis on emerging and future areas.

4. Relation of the proposed program to existing programs on campus and to the Campus Academic Plan. If the program is not in the Campus Academic Plan, why is it important that it be begun now? Evidence of high campus priority. Effect of the proposed program on undergraduate programs offered by the sponsoring department(s).

The online M.S. in Engineering Program will emphasize specializations. As an example, our initial specialization will be drawn from Bioengineering courses of the Bioengineering Department. As described in Section 2, the online M.S. in Engineering Program will consist of nine courses, including Engineering 296A to provide the appropriate instruction mechanism and course credit for the major design project. It is important to note that each 100/200 level course’s material in the online M.S. in Engineering Program is equivalent to the material delivered in the traditional MS/PhD program; the difference is the mode of delivery.

There will be no operational relationship between the online M.S. in Engineering Program and the traditional M.S. programs. In particular, the offerings of a given course will be distinct. Each course of the online M.S. in Engineering Program will be constituted as a separate section of the traditional course (e.g., CS235, Section 2). Only students of the online M.S. in Engineering Program will be allowed to enroll in this latter section, and similarly students of the online M.S. in Engineering Program will not be allowed to enroll in the traditional offering (e.g., CS235, Section 1). Additionally, while many traditional graduate courses are offered once per year, their online counterparts may be offered more often.

5. Interrelationship of the program with other University of California institutions, if applicable. The possibility of cooperation or competition with other programs within the University should be discussed. Proponents should send copies of their proposal to all departments on other campuses offering similar degrees. Review letters should be obtained from chairs of such departments and these letters should be attached to the proposal.

UCLA has an established self-supporting online “Master of Science in Engineering” program that is intended for employed engineers as well. Other UC campuses such as UCSD are also considering the establishment of similar programs.

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5 This course, described in subsection 2.4, is yet to be submitted for approval to the Committee on Courses and the Graduate Council.
Another local competitor for the proposed program is the Distance Education Network of USC, which offers M.S. degrees in many engineering disciplines.

The Stanford Center for Professional Development (SCPD) offers online M.S. degrees, for employees of member companies, in several engineering disciplines (including Electrical Engineering, Mechanical Engineering, and Computer Science).

On the East Coast, the Georgia Institute of Technology offers online M.S. degrees in several engineering disciplines (including Electrical Engineering, Mechanical Engineering, and Civil Engineering).

We believe the strength of the faculty and the specializations that we will include in the online M.S. in Engineering program will lead to considerable demand for the education and training that BCOE has to offer.

As this program is to be a self-supporting, no resources, teaching or otherwise, will be withdrawn from the BCOE’s undergraduate or graduate programs.

**Precedents.** Within the UC System:

- UCLA proposed their Online MS in Engineering in 2004. It was established in 2007 and now has 450 students. Currently, UCLA’s is the UC System’s only online MS in Engineering.
- UCSD has proposed a Master of Advanced Studies in Systems Engineering, and that proposal has gone forward to the CCGA.
- UCB is proposing a one year, Master of Engineering program that is not online.

US News has published a list of 60 well respected universities that offer online degrees in engineering, both graduate and/or undergraduate. Here are further examples of online M.S. degree programs in engineering offered by top-fifty engineering schools — specifically, US News ranks the University of Illinois–Urbana-Champaign as fifth, USC as seventh, UCLA as 14th, the University of Florida as 25th, Arizona State as 45th:

- USC’s Viterbi School of Engineering offers 66 M.S. degree programs in engineering of which 46 are available online.
- The EDGE (Electronic Delivery of Graduate Engineering) Program of the University of Florida offers 20 different MS degree programs within seven majors.

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8 [http://mapp.usc.edu/mastersprograms/degreeprograms/index.html](http://mapp.usc.edu/mastersprograms/degreeprograms/index.html)
9 [http://www.ufedge.ufl.edu/](http://www.ufedge.ufl.edu/)
– Computer and Information Science and Engineering
– Electrical and Computer Engineering
– Environmental Engineering Sciences
– Industrial & Systems Engineering
– Materials Science and Engineering
– Mechanical and Aerospace Engineering

Their most popular degree is in Environmental Engineering. UF has been offering distance education since 1964. For 2009-2010, EDGE had approximately 1200 graduate course enrollments. Half of these students came from Florida, with the remainder distributed all over the U.S. and internationally.

• The University of Illinois–Urbana-Champaign offers an online M.S. degree in Mechanical Engineering.10
• Arizona State University offers an online M.S. degree in Software Engineering.11

6. Plan for evaluation of the program within the offering departments(s) and campus wide.

(a) At the end of each quarter, students will be asked, via online questionnaires, for their opinions of the effectiveness of the teaching medium, approach, and content. Since these graduate students are employed engineers, a good deal of valuable feedback is expected, and improvements will be made accordingly.

(b) During the initialization stage and the second year, the Dean and the Associate Dean will meet periodically with the faculty of the specializations. The head administrator of the computing facilities involved will also attend so that any problems associated with the physical resources needed for the delivery of online lectures may be discussed and resolved. Specifically sought will be the faculty opinion of the success of the online students relative to the traditional students.

(c) At the end of each two-year period, the Dean will request that the Faculty Executive Committee review the program and provide its recommendations to the Dean, who will forward those recommendation, as well as the Dean’s recommendations, to the Graduate Council to implement recommended changes.

(d) As with all graduate programs, the Graduate Council executes its reviews according to its schedule.

10http://online.engineering.illinois.edu/degrees/mechanical.htm
11http://www.earnmydegree.com/online-education/online-college/arizona-state-university.html
Academic standards. The assurance of academic standards for the proposed program is the track record of the proposing unit. In the 20 years of its existence, BCOE has established six graduate programs including the two largest PhD programs on the UCR campus. In addition:

- The students entering the program will meet the same admission standards as those entering the standard graduate programs.
- The courses for this program will be approved via UCR’s standard process.
- The program will be reviewed via UCR’s standard graduate-review process on the standard review cycle.
- The courses will be taught by UCR faculty who are reviewed via the standard processes.
- Some of the courses will be taught to live audiences of resident students and simultaneously recorded for online students. This technique has been successfully employed by other top universities, such as the University of Florida.[12]
- The program committee will monitor the annual BCOE alumni surveys to determine whether the program’s objectives are being met.
- There will be UCR’s standard course evaluations.
- All students’ exams will be proctored.
- Each student must either take a comprehensive examination prepared by a committee of BCOE faculty or complete an MS project under the supervision of a BCOE faculty member. In either case, there will be faculty feedback regarding the educational outcomes.
- Each course is taught under the auspices of an existing UCR department, which will have oversight responsibility for that course.

In addition, the proposed program has been modeled after a successful program at UCLA, and there are precedents for such programs at many other top universities throughout the country.


A systematic analysis conducted by the U.S. Department of Education of the research literature from 1996 through July 2008 identified more than a thousand empirical studies of online learning in K-12, post-secondary, and professional education. An analysis of the studies that:

- contrasted an online to a face-to-face condition,

12 http://www.ufedge.ufl.edu/programs/degree.php
13 http://groups.ischool.berkeley.edu/onlineeducation/docs/currentstate
• measured student learning outcomes,
• employed rigorous research design, and
• provided adequate information to calculate an effect size,

produced 51 independent effects (44 of which were based on research with students beyond K-12) that could be subjected to meta-analysis.

The meta-analysis found that, on average, students in online learning conditions performed better than those receiving face-to-face instruction. ...

Online education will not ... dilute the integrity and quality of the host institution’s academic offerings whether delivered in person or online. And online courses need not require more faculty time than face-to-face instruction.

2 Program

A detailed statement of the requirements for the program including the following:

1. Undergraduate preparation for admission.

In addition to the requirements of the University, each applicant must possess the equivalent of a Bachelor’s degree in engineering, computer science, physical science, or mathematics, and have sufficient background, courses or experience, to satisfy the prerequisites for the courses of the corresponding specialization.

2. Foreign language. “The CCGA recognizes that foreign language competence may be an important element of graduate education of doctoral programs. It is the responsibility of the Divisional Graduate Councils to insure that the proponents of new doctoral programs have carefully considered the value of a foreign language requirement. We shall assume that when a proposal for a new doctoral degree has been forwarded to CCGA, this issue has been addressed and resolved to the satisfaction of the Division. Divisional Graduate Councils should apply the same standard adopted for new programs in reviewing existing doctoral programs” (CCGA Minutes, 5/14/85, p.6)

Not applicable.

3. Program of study:

(a) Specific fields of emphasis
Each area of study within each of BCOE’s traditional graduate programs is a candidate for a corresponding specialization of the online M.S. in Engineering Program, provided that the courses can be effectively delivered in an online fashion. Combinations of such areas will be actively sought in order to enhance multidisciplinary education. A distinct advantage of the College-wide M.S. in Engineering Program will be the ability to provide multidisciplinary education.

We will initiate the Program by offering the Bioengineering specialization. At the beginning of the second year, we intend to introduce at least one more new area of study, to be selected early in the first year upon the advice of faculty, industry, and alumni. Two likely possibilities include Water-Quality Control Systems and Computer Networks.

As a result of our on-going advice from our industry partners, as well as from our alumni, new specializations will be added to the Program.

(b) Plan(s): Masters I and/or II; Doctors A or B

The online M.S. in Engineering Program will be structured in a manner that will allow employed engineers to complete the requirements in two academic years plus one additional summer quarter. All students will complete their requirements through Plan II (project or comprehensive exam). The project will involve a literature review of a specialization topic, a substantial engineering-design project, and a report based on those readings as well as upon course work.

(c) Unit requirements

The program will consist of nine courses (36 units), six of which must be at the 200 level. Each student’s program will contain at least four core courses from the professional engineering series, four more from the student’s chosen specialization, plus ENGR 296A (Preparation for M.S. Comprehensive Examination). The latter provides the opportunity for adequate study and instruction for the major design project, a key component of the online M.S. in Engineering Program.

(d) Required and recommended courses, including teaching requirement

See the sample program below (item # 11) for the course requirements for the initial specialization, Bioengineering.

(e) When a degree program must have licensing or certification, the requirements of the agency or agencies involved should be listed in the proposal, especially the courses needed to satisfy such requirements (CCGA Minutes, 1/17/78, p.5)

Not applicable.

\textsuperscript{14} See Subsection 4 for more details.
4. Field examinations — written and/or oral.
   Not applicable.

5. Qualifying examinations — written and/or oral.
   Not applicable.

   Not applicable.

7. Final examination.
   Not applicable.

8. Explanation of special requirements over and above Graduate Division minimum requirements.
   Not applicable.

9. Relationship of master’s and doctor’s programs.
   An on-going student of a traditional M.S. program may not switch to the online M.S. in Engineering program. Students who have completed the online M.S. in Engineering program may apply to the Ph.D. program. Students who have completed a traditional M.S. or Ph.D. programs may be admitted to the online M.S. in Engineering program; however, courses taken in completion of those programs’ requirements may not be used for the online M.S. in Engineering program.

10. Special preparation for careers in teaching.
    Not applicable, since the students will be practicing engineers.

11. Sample program.
    A specialization associated with the online M.S. in Engineering Program will be constructed from areas of study associated with the traditional M.S. programs. As an example, we consider the Bioengineering specialization.

   **Specializations**

   **Bioengineering**
   Principles and applications of Bioengineering based on a solid fundamental foundation in biological science and engineering to equip the students with diverse communication skills and training in the most advanced quantitative bioengineering research so that they can become leaders in their respective fields. The result is a rigorous, but exceptionally interactive and welcoming educational training for Bioengineering graduate students.
Prerequisite. B.S. degree in engineering or equivalent.

Minimum Course Requirements. Nine four-unit courses, of which at least six must be graduate courses, i.e., at the 200 level.

Plan II. Engineering 296A; four courses from the professional engineering core; plus four courses from the following list, subject to the approval of the student’s adviser:

- BIEN 223 – Engineering Analysis of Physiological Systems
- BIEN 224 – Cellular and Molecular Engineering
- BIEN 249 – Integration of Computational and Experimental Biology
- BIEN 264 – Dynamics of Biological Systems

Selection of courses for the professional engineering core will include courses such as the following:

- MGT 201 Quantitative Analysis
- MGT 221 Decision Making Under Uncertainty
- MGT 236 Decision Making Under Certainty
- MGT 230 Databases for Management
- MGT 243 Product Development
- MGT 266 Project Management
- MGT 281 Systems Analysis and Design
- XRC 463.1 Systems Requirements Definition and Analysis Egr.
- XRC 463.2 Systems Concepts Development and Selection Egr.
- XRC 463.3 Systems Design and Integration Egr.
- XRC 463.4 Systems Verification Egr.
- XRC 470.37 New Product Development
- XRC 470.41 Project Management Essentials (an online course)

A sample specialization, drawn from Bioengineering follows.15

- BIEN 223
- BIEN 224
- BIEN 249
- BIEN 264

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15Online versions of these courses have been neither developed nor proposed for Academic Senate approval. Nor have the X 463 series and X 470 series been proposed for XRC status. Online version will be developed as needed, except that X 470.41 is already an online course that has been delivered multiple times by UNEX.
The comprehensive-examination requirement will be met by a literature review, a major design project, plus a report; one enrollment in Engineering 296A\textsuperscript{16} will provide the appropriate course credit and instruction vehicle for this requirement.

ENGR 296A. Preparation for M.S. Comprehensive Examination. (4 units) Tutorial, to be arranged. \textbf{Limited to graduate engineering students in the online M.S. program}. Reading and preparation for M.S. comprehensive examination. S/U grading.

We believe that ENGR 296A requirement will benefit employed engineers far more than only lectures, the mode of operation of other online engineering programs. We believe that the design project and the concomitant satisfaction upon its completion will attract online M.S. in Engineering students to our Ph.D. programs.

12. Normative time from matriculation to degree. (Assume student has no deficiencies and is full-time.) Also specify the normative lengths of time for pre-candidacy and for candidacy periods. (If normative time is subsequently lengthened to more that six years, prior approval of CCGA is required.) Other incentives to support expeditious times-to-degree: what policies or other incentives will assure that students make timely progress toward degree completion in the proposed program?

The normative time for completion will be two calendar years.

3 Projected need

A statement setting forth the following:

1. Student demand for the program.

The demand for such a program is high. UCLA’s program started in 2007 and last year had 450 students.

Working engineers, even those with years of experience, need to frequently renew and update their knowledge to deal with technology advances that occur, and have been occurring, at a rapid rate. There are likely few professions for which the need to renew and update is so critical.

2. Opportunities for placement of graduates. UC anticipates that CPEC in particular will expect detailed and convincing evidence of job market needs. This will be especially true for programs in graduate fields now well represented among UC campuses and

\textsuperscript{16}Engineering 296A is a yet-to-be-proposed course similar to UCLA’s 597A, which is offered by each engineering department.
California independent universities, as well as programs in the same field proposed by more than one campus. If UC already offers programs in the field, what are their placement records in recent years? What recent job listings, employer surveys, assessments of future job growth, etc. can be provided to demonstrate a strong market for graduates of this program, or for graduates of specialty areas that will be the focus of the program?

Since this program is aimed toward fully employed engineers, most of them will already be placed.

BCOE has numerous alumni employed throughout the U.S. and other countries. Not only are many of them candidates for our program, but many are also in positions to influence others to take advantage of what BCOE at UCR has to offer. We have no doubt that there is a considerable potential base of knowledgeable engineers who will appreciate BCOE’s efforts and enroll in the online M.S. in Engineering Program.

3. Importance to the discipline.

Because of rapid advances in technology and rapid changes in the needs of the nation, there is a significant need for continuing education and updating of skills in the engineering profession.

4. Ways in which the program will meet the needs of society.

It will give fully employed engineers an opportunity to update and/or shift the focus of their engineering skills. This program will make it convenient for working engineers to renew their education, while continuing their professional careers, and to have the benefit of instruction by and access to research-active UCR faculty members.

Society needs technological advances in medicine, energy, and sustainability. The faculty and administration of the BCOE wish to provide a critical educational service for California’s and the nation’s engineers and for the organizations that employ them and make those advances.

5. Relationship of the program to research and/or professional interests of the faculty.

This program will be based on existing areas of study within BCOE, and therefore should mesh well with the skills and interests of the faculty.

6. Program Differentiation. How will the proposed program distinguish itself from existing UC and California independent university programs, from similar programs proposed by other UC campuses? Statistics or other detailed documentation of need should be provided.

As mentioned above, the distinctive features of the proposed program are that:
(a) The Program will be self supporting.

(b) The Program will be college-wide. This structure enables efficient management at the college level and will facilitate the development of multi-disciplinary specializations.

(c) The Program will be delivered over the Internet. Students of the Program will receive all course materials, including lectures, in an “online” manner. The current mode of delivering many courses within the Bourns College of Engineering (BCOE) relies heavily upon information technology, using learning-management systems. That is, currently, BCOE students receive course lecture notes, assignments, announcements, and other items via WEB interfaces, and they participate in online forums for questions and answers with instructors and TAs. In addition, prepared lectures will be available online for the students of the online M.S. in Engineering Program. The full description of what is meant by “online lecture” is contained in Subsection 2.6.

(d) The Program’s requirements include a significant design experience, incorporating additional readings and the knowledge of the courses undertaken. The Program includes an online 296A course, Preparation for the Comprehensive Examination, which will address this engineering design experience — see Section 2.17.

(e) Program profits will mainly be used to support Ph.D. students.

(f) The design experience, the mode of delivery of the courses of instruction, the availability of this online M.S. in Engineering Program for employed engineers, and the ability to easily implement multidisciplinary programs of study are what distinguish this new program from the M.S. programs that BCOE departments currently offer.

4 Faculty

A statement on current faculty and immediately pending appointments. This should include a list of faculty members, their ranks, their highest degree and other professional qualifications, and a citation of relevant publications; data concerning faculty should be limited to only that information pertinent to the Committee’s evaluation of faculty qualifications. (For group programs only, one copy of letters from participating faculty indicating their interest in the program should be included. In addition, comments from chairmen of departments with graduate programs closely related to or affected by the proposed program should be included.)

37Engineering 296A is a yet-to-be-proposed course similar to UCLA’s 597A, which is offered by each engineering department.
As discussed in Subsection 2.2, we will initiate the online M.S. in Engineering Program with the Bioengineering specialization. We expect that as the Program develops, more specializations and associated faculty will become active participants.

All online courses are to be taught by the ladder faculty generally associated with the corresponding specialization. Occasionally, adjuncts, emeriti, and lecturers may also be instructors of online courses.

5 Courses

A list of present and proposed courses including instructors and supporting courses in related fields. The catalog description of all proposed courses should be appended. The relationship of these courses to specific fields of emphasis and future plans. How will the courses be staffed given existing course loads?

As previously noted, the proposed program is based on existing courses that are yet-to-be approved for online delivery. We, therefore, request that this proposal be approved contingent upon Committee on Courses approval of the online delivery of those courses.

The graduate courses of the BCOE are candidates, along with appropriate undergraduate prerequisite courses, for inclusion in the online M.S. in Engineering Program. Courses are added to the program as a result of the addition of specializations.

5.1 The Online Courses for the Program

An online course involves the following four components:

- A course management system, e.g., UCR’s iLearn (BlackBoard) system, which UCR has been using for many years and with which most UCR faculty are already familiar.
- For online consultation with TAs and faculty, a web-based meeting system that includes shared desktop, audio, and possibly video communication.
- Remotely available online video recordings of classroom lectures (e.g., Flash 7.0+) with accompanying presentation graphics (e.g., PowerPoint slides).
- Remotely proctored exams, for which we will initially follow UCLA’s policies and protocols.

The links available on UCLA’s current-students web page give a reasonably good idea of how their program works.

Unfortunately, their class-demo website is currently being updated.

1. http://msengrol.seas.ucla.edu/current-students/exams
5.1.1 The Course Management System

UCR has deployed an online, full-service website, iLearn (based on BlackBoard), that provides student and faculty access to courses and associated materials. Assignments, answer sheets, announcements, lecture slides, lecture notes, etc., may be uploaded by the faculty and easily accessed and downloaded by the student. It also provides threaded forums by which student questions are addressed by the instructor or TA, as well as, possibly, by other students. An e-mail tool is built in that allows the instructor to easily send information to the students of the class.

5.1.2 The Online Lectures for the Program

There are, of course, several technologies for producing online lectures. We have decided that it is best to have the instructor visible and speaking directly to the remote audience. We have decided upon producing video-audio synchronized PowerPoint lectures. Many faculty members of BCOE have a good deal of experience with the production of such lectures. Considerable effort is required of the instructor to create such video-synchronized PowerPoint lectures for an entire course.

When the lecture has been constructed, various files are published (uploaded) to two servers, for the purpose of streaming the lecture material. Each of these servers acts as a backup for the other.

This technology enables the student to have complete control of the streamed lecture material. The student may stop (pause) the flow of the presentation to carefully view a particular slide, the student may easily move from the present slide to any other slide and its concomitant video explanation, and, of course, the student may repeat a lecture or portions of a lecture as often as desired. When the student “clicks” on the appropriate hyperlink, the lecture is streamed to that student’s machine and displayed in the machine’s browser.

5.1.3 Online Consultation

We are currently exploring various collaborative-software technologies (e.g., Skype plus VNC) that will enhance office hours, beyond the usage of online forums, allowing audio and visual contact between the instructor and several students of the class, even if such students are geographically dispersed.

5.1.4 Examinations

Examinations need not be online examinations. During the initialization stage, we expect to mainly enroll those applicants who are employed in organizations with which we are familiar and for which we are able to “localize” the examination. As an example, if we have employees of Company X in Boston enrolled in the program, an examination (e.g., midterm, final) can be posted at a given time and downloaded to a Company X facility at which we have arranged for
a trusted proctor (e.g., a member of the office of the “VP of University Relations”). We would also have an “open link” with the proctor to be able to answer the typical clarification questions that arise during an examination. The students’ examinations would then be scanned and sent back to the instructor via e-mail or by FTP to a protected site.

A design project (in lieu of comprehensive-examination) would be handled as a course (296A) in which the instructor will be in contact with the students, and with portions of the projects being sent to the instructor throughout the duration of the course. In addition to online lecture material (e.g., to clarify the design project), and in addition to the communication ability built into BCOE’s online learning-management system, we may also initiate a “net meeting” implementation to enhance our visual and audio communication with the students of this program.

If there are students of the program who are within a reasonable distance from the UCR Campus, those students may be asked to come to the campus for their examinations, to be synchronously taken along with their remote student colleagues.

As the program develops beyond the initialization stage, we will develop arrangements with organizations, including other schools, at which examinations may take place in a trusted, proctored environment.

5.1.5 Intellectual Property

UC policy is that “[T]he University owns the copyright to recordings of classroom lectures, but faculty own the copyright to their own lecture notes and teaching aids.” It is the College’s position that studio-based pre-recorded lectures are teaching aids and, therefore, the property of the faculty member who created those lectures. No other faculty member may use them without the explicit approval of the creator. Neither the College nor its representatives will distribute those lectures to others without the explicit approval of the creator of those materials.

5.1.6 Summary

In summary, the physical resources of BCOE, the availability of an online learning-management system, and our hardware and software facilities for recording and editing online lectures enable BCOE to provide this program. An outside vendor is unnecessary.

UCLA has a sample, demonstration course posted on its web site — unfortunately, it is currently being updated. Also, USC has an extensive web site detailing how they run their online programs. Regarding academic standards they note that

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21 See http://www.ucop.edu/irc/wp/wpDocs/wpd002.html
22 http://msengrol.seas.ucla.edu/prospective-students/demo
23 http://mapp.usc.edu/distanceeducation/index.html
24 http://www.ufedge.ufl.edu/programs/degree.php
“[S]ince the classes you are completing are the exact same courses our on-campus graduate students take, your degree earned is the exact same degree as our on-campus students, with absolutely no mention of ‘distance learning’ on your diploma or transcript.”

They also describe their process for appointing a proctor and processing exams. And, they have posted a cover sheet for exam proctors certification.

6 Resource requirements

Estimated for the first 5 years the additional cost of the program, by year, for each of the following categories:

1. FTE faculty

   This is covered under “instructor compensation” in the projection chart below.

2. Library acquisition

   None.

3. Computing costs

   This will be covered by the instructional-services fee given in the projection chart below.

4. Equipment

   This will be covered by the instructional-services fee given in the projection chart below.

5. Space and other capital facilities

   This will be covered by the instructional-services fee given in the projection chart below.

6. Other operating costs

   This will be covered by the instructional-services fee given in the projection chart below.

Indicate the intended method of funding these additional costs.

   This program will be self supporting. Per the attached projections (below), after a brief start-up period, its expenses will be covered by student fees.

\[\text{http://www.ufedge.ufl.edu/partners/proctors.php}\]
\[\text{http://www.ufedge.ufl.edu/pdf/ExamCoverSheet_2010.pdf}\]
If applicable, state that no new resources will be required and explain how the program will be funded. If it is to be funded by internal reallocation, explain how internal resources will be generated.

*This program will be self supporting. Per the attached projections (below), after a brief start-up period, its expenses will be covered by student fees.*

**State Resources to Support New Programs.** The resource plan to support the proposed program should be clearly related to campus enrollment plans and resource plans. Campuses should provide detailed information on how resources will be provided to support the proposed program: from resources for approved graduate enrollment growth, reallocation, and other sources. What will the effects of reallocation be on existing programs? For interdisciplinary programs and programs growing out of tracks within existing graduate programs: What will the impact of the new program be on the contributing program(s)? When the proposed program is fully implemented, how will faculty FTE be distributed among contributing and new programs?

Our intention is to initiate this online M.S. in Engineering Program modestly. As stated above, we intend initially to offer a single specialization, Bioengineering. In each of the subsequent years, we intend to add an additional specialization (and possibly more), while continuing with the previous areas as well. At this point, a likely specialization to be included at the beginning of the second year is Water-Quality Control Systems and/or Computer Networks. The following table illustrates this conservative course offering plan by specialization: five incoming students per area per year with four of the five continuing through the second year.

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*Table 1: Online M.S. in Engineering Program Course Offerings.*

We propose that the basic fee for the online M.S. in Engineering Program be $15,000 per year for the two-year program, i.e., $30,000 per student for the two-year program. Revenue will be used for faculty compensation, Special Reader support for Ph.D. students, fee remissions, administrative and computer support. A faculty member’s compensation covers the instructor’s workload, comprising construction of new assignments, changes in the original lectures, online
office hours, instructing and monitoring the special readers, and general grading responsibilities — payments to the faculty may be used for additional student support, travel, and summer salary. Programmer and Student Affairs (Administrative Analyst) assistance will also be needed, in addition to computer server equipment additions that will be needed as enrollment grows and the physical demands of lecture “streaming” increase. We will also allocate one Special Reader for each class. The nature of online lectures necessitates, certainly at the beginning of the Program, adequate consultation resources for the students of the Program. These positions also contribute to needed Ph.D. student support.

The following table describes the revenue and costs for a single specialization of the online M.S. in Engineering Program — the expectation is to introduce one new specialization per year. Profits will be used for unpredicted costs and for graduate fellowships for BCOE’s Ph.D. students.

It is expected that the technical courses will be delivered by tenure-track faculty, who will be both the developer of the course and its instructor. For offerings of that course, the faculty member will receive $400 per student per offering, and will have the assistance of a .25-FTE Special Reader, who will receive $4500 in salary plus $400 in benefits. Other courses, commonly the core engineering methodology courses, will be delivered by adjunct faculty or lecturers, who will work without a TA or Reader and will receive a $400/student/offering instructor fee in addition to $4500 in salary and $400 in benefits for each offering.

27These on-line courses will not be in lieu of or replacement for a faculty member’s normal teaching, research, or service duties.

28It is expected that .25-FTE Special Readers will be responsible for an average of five students and a maximum of eight — at that level the load would be split over two .25-FTE Special Readers or given to a .50-FTE Special Reader.
M.S. in Engineering (online)

Nine-course, two-year program with a new cohort each fall

| Average number of courses/year/student | 4.5 |
| Tuition ($15,000/student/year) | $15,000 |
| Application fee (one time per student) | $70 |

**Online-Course Develop/Mgmt Fees**

| Cost to develop 1st offering of online course | $5,000 |
| Cost to update for each subsequent offering | $1,000 |
| Instructional Services Fee (per student/offering) | $500 |

**Instructional Support**

| Instructor compensation (per student/offering) | $400 |
| .25-FTE TA/Reader costs/offering (salary + fees) | $2,772 | $3,255 |

| 5 new students annually | Year 1 | Year 2 | Year 3 |
| Courses Offered | 5 | 9 | 9 |
| Enrollments | 5 | 9 | 9 |
| Average enrollment per offering | 5 | 4.5 | 4.5 |
| Total Annual Revenue | $75,000 | $135,000 | $135,000 |

**Course Development (one-time costs)**

| Online course conversion ($5000 for 1st offering) | $25,000 | $20,000 | $0 |
| Total One-Time Costs | $25,000 | $20,000 | $0 |

**Direct Instructional Costs**

| Marketing | $15,000 | $15,000 | $15,000 |
| Instructor compensation ($400/student/offering) | $10,000 | $16,200 | $16,200 |
| TA/Reader salary and benefits | $30,135 | $54,243 | $54,243 |
| Instructional Services Fee ($500/student/offering) | $12,500 | $20,250 | $20,250 |
| Course update/revision fee ($1,000/offering) | $5,000 | $9,000 | |
| Ongoing Instructional Costs | $67,635 | $110,693 | $114,693 |
| Total Annual costs | $92,635 | $130,693 | $114,693 |

**Three-Year Net Revenue**

Table 2. Budget for the online M.S. in Engineering Program.

11 This fee covers such things as student-affairs and technical services.
12 Any net-positive Revenue will be used to support BCOE Graduate Students.
7 Graduate Student Support

It is recommended that all new proposals include detailed plans for providing sufficient graduate student support. In fields that have depended on federal research grants, these plans should also discuss current availability of faculty grants that can support graduate students and funding trends in agencies expected to provide future research or training grants. Are other extramural resources likely to provide graduate student support, or will internal fellowship and other institutional support be made available to the program? Describe any campus fund-raising initiatives that will contribute to support of graduate students in the proposed program.

Since the online M.S. in Engineering Program is for employed engineers, the issue of support of graduate students of the program is not relevant. However, an important reason for the introduction of the online M.S. in Engineering Program is to generate funds to support Ph.D. students, and the profit by this program will be used primarily to do so.

How many teaching assistantships will be available to the program? Will resources for them be provided through approved enrollment growth, reallocation, or a combination? How will reallocation affect support in existing programs?

This program will be self supporting. Its TAs and Readers will be supported from fees generated by the program.

8 Governance

If the new program is being offered by a unit that does not/has not offer(ed) graduate degrees, then a setting forth of the Department or Group that will administer the program is required, and the proposal should include bylaws associated with the new program. Bylaws should also be included in with all proposals submitted by interdepartmental programs (IDPs). IDPs are graduate degree granting programs that are not offered by a single department, but administered by a group of faculty who are constituted for that purpose, and whose governance lies outside that of any single department.

Oversight committee. The proposed program will have an oversight committee appointed by BCOE’s dean and consisting of representatives from the various BCOE departments and programs. This committee will be chaired by the program’s director. Its current members are:

- Reza Abbaschian, Dean BCOE and former chair of Material Science and Engineering at the University of Florida (ex officio)
• Mark Matsumoto, Associate Dean BCOE and former chair of Chemical and Environmental Engineering at UCR (ex officio and representing Chemical and Environmental Engineering)

• Jie Chen, former chair of Electrical Engineering at UCR (representing Electrical Engineering)

• Rajiv Gupta, Professor of Computer Science and Engineering and Fellow of the Association for Computing Machinery (representing Computer Science and Engineering)

• Cengiz Ozkan, Associate Professor of Mechanical Engineering specializing in materials research (representing MS&E)

• Thomas Payne, former chair of Computer Science and Engineering at UCR (Current chair of program’s oversight committee)

• Jerome Schultz, founding chair of Bioengineering at UCR and member of the National Academy of Engineering (representing Bioengineering)

• Kambiz Vafai, Professor of Mechanical Engineering specializing in transport phenomena (representing Mechanical Engineering)

Instructors for the online courses will be selected and assigned via the same methods and criteria as for BCOE’s existing programs. Mostly, they will be ladder-rank UCR faculty. And, the fact that the program is online does not affect their credentials.

Applications to the online M.S. in Engineering Program are to be made to the Bourns College of Engineering and to the Graduate Division. The standards for admission are the same as those for BCOE’s traditional M.S. degrees, including GRE requirements and compliance with all Graduate Council regulations for admission. Each year, and for each specialization currently active in the online M.S. in Engineering Program, the Program’s Director will appoint at least two faculty members, associated with the corresponding specialization, to act as an admissions committee. Each committee will make its recommendations to the Director, who will forward them to the Graduate Division. This recommendation process is virtually equivalent to what is now in place for the current M.S. and Ph.D. programs.

The applicant shall have completed the substantial equivalent of the basic requirements for the degree of Bachelor of Science in Engineering, Computer Science, Physical Science, or Mathematics. The adequacy of the applicant’s preparation will be determined by the faculty admission committee.

Petitions, disqualification, and the legion of miscellaneous issues that arise are to be handled in the same manner as they are for the M.S. and Ph.D. programs.

Each student’s course work and comprehensive examination (major design experience and project) will be supervised as follows. For each specialization
that is active in the online M.S. in Engineering Program, the Director will appoint two faculty members, associated with that specialization, to oversee the students’ programs. The Director will recommend to the Graduate Division a committee of three faculty members, associated with the specialization, to constitute the comprehensive examination committee for the students of that specialization.

9 Changes in Senate regulations

The proposal should state clearly whether or not any changes in Senate Regulations at the Divisional level or in the Academic Assembly will be required. If changes are necessary (e.g., for all proposals for new degrees), the complete text of the proposed amendments or new regulations should be provided.

The following subsections discuss several related issues: (1) the reason for the requested degree designation, (2) the issue of differential fees, and (3) SR 694.

9.1 Master of Science in Engineering (M.S.)

It is well-understood in the engineering/computer-science community that the M.S. degree is the degree that leads to the specialized advanced education that is of importance to the student, to industry, and to the students entering the Ph.D. program. Engineers seek the M.S. degree to expand their engineering education to attain a level of technical competence that is generally not achieved at the baccalaureate level, and to enhance their opportunities and be of greater use to their employers. Indeed, the attainment of the M.S. generally leads to increases in pay.

The M.S. program provides the education by which engineers improve their educational and professional status; that is, the M.S. degree in engineering/computer-science areas is the de facto “professional” degree. To use any other designation would inappropriately diminish the dedication of the faculty and the value to be accrued by the students of the program. Our proposed degree program is educationally equivalent to the traditional M.S. program and so should be its degree designation. It is the position of the College’s administration and faculty that to call the degree anything other than M.S. would be inappropriate, misleading, and would contradict the Program’s content and would defeat the Program’s purpose. UCLA, Stanford, USC, Georgia Tech, and a host of other engineering schools use M.S. and in no way distinguish the online program’s degree from the traditional degree.

9.2 Differential Fees

The proposed online Master-of-Engineering program is educationally comparable to the traditional M.S. programs offered by the College. However, consider-
able extra effort and time are required of the participating faculty who will not receive “teaching credit” for the courses of this program. Additionally, there will be considerable infrastructure, special reader, programmer analyst, and student affairs officer costs.

9.3 SR 694

In 1956, in a “Report of the Graduate Council, Northern Section,” (1956/05/24, Academic Senate, Northern Section: Notice of Special Meeting of the Representative Assembly (Vol. II, No. 11)), the following opening sentence occurs:

“At its meeting on April 23, 1956, the Graduate Council gave consideration to a report of its sub-committee appointed to study a proposal presented by Dr. B. M. Woods, Vice-Chairman–University Extension, that off-campus instruction be offered for the master’s degree, and to study also the entire conception of off-campus instruction directed toward higher degrees.”

The resulting legislation, SR 883, was renumbered in 1964 to SR 694. The main request by the Vice-Chairman of University Extension, in 1956, was to allow University Extension to have a wider role in Master’s programs. It is our opinion, upon reading the referenced report, that “off-campus instruction” refers to off-campus centers generally operated by Extension. Parts C and D also reveal the Council’s concern with faculty, courses, and programs at such centers. It is our opinion that SR 694(B) is essentially a restriction on Extension with respect to the M.A. and M.S. degrees and certainly should not be considered to be a restriction on ladder faculty presenting courses and programs approved by the Graduate Council, the Committee on Courses, and the Committee on Educational Policy. In any event, SR 694 is so thoroughly intertwined with Extension and its centers (indeed, the opening sentence of SR 694 requires the cooperation of Extension) that we strongly believe that SR 694 is irrelevant with respect to BCOE’s proposal.

Moreover, today’s technology could not have been envisioned by the legislators of 1956.
April 22, 2011

TO:  MARY GAUVAIN
     CHAIR, UCR ACADEMIC SENATE

FM:  MORRIS MADURO, CHAIR
     GRADUATE COUNCIL

Re:  Proposed self-supporting MS program in Engineering

Dear Dr. Gauvain:

The Graduate Council has approved of the proposed self-supporting MS program in Engineering. The most contentious issue related to the online modality in instructional delivery. After meeting with Drs. Payne and Matsumoto, the Graduate Council was satisfied that all its concerns had been addressed. UCLA has had a similar program for some five years now, and it is to BCOE’s credit that they are trying to move into this area at UCR. The funds generated by the program will be used to support PhD students in academic programs.

The system wide Coordinating Committee on Graduate Affairs (CCGA), for which I have been the UCR representative for almost two years, has been approving similar programs. My sense is that this program is very likely to be approved.

Sincerely,

Morris Maduro
Chair, Graduate Council
December 1, 2009

TO: ALAN WILLIAMS, CHAIR
GRADUATE COUNCIL

FM: ANTHONY W. NORMAN, CHAIR
RIVERSIDE DIVISION

RE: BCOE PROPOSAL FOR AN ON-LINE ENGINEERING MS PROGRAM

The above proposal has been reviewed by the committee on Educational Policy, Planning and Budget, Courses and Library. Several concerns were raised by the committee members who reviewed the committee. Planning and Budget voted in favor of development of the Online Masters Program contingent on the proposal being approved by other appropriate Senate Committees. Committee on Educational Policy was not convinced that there was enough evidence that this program will deliver quality education required of all UCR programs and they would like this issue to be addressed prior to it being approved by the Committee. The Committee on Library questioned whether the College has adequately addressed issues related to the delivery of the courses and they would like to have a formal response to this question prior to receiving their full endorsement. The Committee on Courses had a number of questions which they would also wish to have addressed prior to the proposal being approved.

I am enclosing all the 4 committee responses for your review and further action. From my perspective, it is clear (4.5 out of 5.0) Senate Committees did not provide approval of the proposed On-Line Engineering Program.

Thanks.

Enclosure
November 4, 2009

TO: ANTHONY NORMAN, CHAIR
RIVERSIDE DIVISION

FR: JOSE WUDKA, CHAIR
COMMITTEE ON EDUCATIONAL POLICY

RE: PROPOSAL FOR AN ON-LINE M.S. PROGRAM IN ENGINEERING

The Committee on Educational Policy reviewed the proposal for an on-line M.S. Engineering program at its October 30 meeting. Though the CEP accepts the possibility that the proposed program might serve UCR well, it was generally felt that, as presented, this proposal was incomplete and too vague in several key aspects to warrant approval.

Among the issues raised during the discussion were the following:

- The proposed program is based on a series of online courses, none of which have been approved. This makes it difficult assess many of the fundamental aspects of the program, such as its educational impact and its viability.
- The CEP believes that the development of effective online courses can proceed only with a significant investment of time and funds, and that this issue must be thoroughly addressed in order for the program to be considered viable.
- Given the existence of competing programs, the Committee was seriously concerned about the impact this program would have. No supporting letters from other UC campuses or institutions were provided to indicate that this would not be a serious problem.
- As described, the assessment methods were considered unsatisfactory. It is unclear whether virtual homework assignments would satisfy the educational need of the students, especially with a potential lack of hands-on experience. It is also unclear whether the assessments process will be adequately protected against dishonesty.
- Given the costs associated with course development and assessment management, and the lack of evidence that this program can successfully attract students, the CEP was concerned about the financial viability of the program.

In summary, the CEP feels that there is no convincing evidence that this program can effectively deliver quality education required of all UCR programs; the proposal must be revised to address this and all related issues before it can be approved by the Committee. This decision should not be interpreted as a rejection of the concept of online instruction: the CEP looks forward to a revised proposal from the BCOE.

cc: Allan Williams, Chair, Graduate Council
October 14, 2009

TO: Anthony Norman, Chair
Academic Senate

FROM: Carol Lovatt, Chair
Planning and Budget

RE: Online Engineering Master's Program in the Bourns College of Engineering

UCR Planning and Budget Committee (P&B) reviewed the "Proposal to Establish a Self-supporting, College-wide, Online Master-of-Engineering Degree Program within the Bourns College of Engineering (BCOE)" on October 2, 2009. A resulting set of questions for clarification of information in the proposal was sent to Akula Venkatram, the BCOE member on P&B (Appendix I). At P&B's October 9th meeting, Professors Mark Matsumoto and Thomas Payne provided a set of written responses to P&B's questions (Appendix II) and went over the responses with the committee and answered additional questions.

Planning and Budget voted in favor of the development of the Online Master's Program in the Bourns College of Engineering contingent on approval of the program and proposed courses by the other appropriate Academic Senate Committees.

The financial plan proposed is conservative, requiring an enrollment of only five students per year. Even with an annual student attrition rate of one student at the end of year 1, the Online Engineering Master's is projected to recoup most of its expenses in year 2 and generate net revenue by year 3.

Student enrollment in the campus-based Engineering Master's Program should not be impacted by the online program due to the significantly higher fees charged for the online Engineering Master's Program. Further, the online Engineering Master's at UCR is designed to avoid competition with similar programs at other universities, such as UCLA.

Growth of BCOE's program will have a financial impact on the Graduate Division related to processing applications and maintaining student records. The issue of how to identify non-residents and collect non-resident tuition or limit the course to residents only will have to be resolved.

Overall, there appears minimal cost to the campus and little financial risk to BCOE.
October 3, 2009

TO: Akula Venkatram - Mechanical Engineering

FROM: Carol Lovatt, Chair Planning & Budget

RE: Proposal for the On-line Engineering MS Program

For our meeting on October 9, 2009, could you please assist with the following items and provide answers to the following questions.

1) Walk us through the budget in Table 2, page 15.

2) The budget in Table 2 does not seem to cover development of the significant number of course listed on page 8 as part of the MS program.

3) What is the proposed source of funds to develop the first set of on-line courses for year 1 of the program?

4) Will the required additional staff (Programmer, Student Affairs AA) be funded from the revenue generated from the program? Please see the last sentence on page 16.

5) Likewise, will the additional computer server equipment be purchased from the proceeds of the program?

6) The justification for establishing the On-line Engineering MS program is student demand. No supporting documentation is provided. What is the estimated number of students who would enroll in UCR’s program? How will the UCR program compete with the UCLA on-line Engineering MS Program? Please provide information about the UCLA on-line Engineering MS Program. How successful is it? Is its enrollment capped, creating a need for a program at UCR? Will there be overlap in specializations offered or will UCR’s offerings be distinct from those of UCLA?

7) Have BCOE faculty agreed to teach on-line courses for which they will not receive teaching credit? Is the proposed $400/student/course payment to the faculty teaching on-line courses within University policies and approved by the appropriate committees?

8) How can the inclusion of such a large number of UNEX courses in a UCR program awarding an advanced degree be justified? Please address the issue of reducing the quality of an UCR advanced degree.
APPENDIX II

October 3, 2009

TO: Akula Venkatram - Mechanical Engineering

FROM: Carol Lovatt, Chair Planning & Budget

RE: Proposal for the On-line Engineering MS Program

For our meeting on October 9, 2009, could you please assist with the following items and provide answers to the following questions.

1) Walk us through the budget in Table 2, page 15.

Here is a top-down prose version of Table 2, which is a model of the expected revenue and expenses associated with a single specialization within the online MS in Engineering. We will add specializations as supply and demand dictate, but hope to add on the order of one new specialization per year.

The total fee for the nine-course program is $30,000 or $3,333.33 per course. Each student is expected to take an average of 4.5 courses per year ($15,000 per year) plus a one-time application fee of $70.

Each course is expected, on average, to incur $5,000 in one-time development costs for converting it to an online format, plus another $1,000 per offering in maintenance costs, plus another $500 cost per student per offering in delivery costs. Those costs are exclusive of instructor and TA/reader compensation, which we estimate to be $400 per student per offering in instructor compensation and TA/reader costs per offering of $2,772 in salary plus $3,255 in grad student fees. The following table lays out the cost/revenue breakdown for a course.

<table>
<thead>
<tr>
<th># of students</th>
<th>Course Cost (1st offering)</th>
<th>Course Cost (&gt;1st offering)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development cost</td>
<td>$5,000</td>
<td>$0</td>
</tr>
<tr>
<td>Maintenance cost</td>
<td>$0</td>
<td>$1,000</td>
</tr>
<tr>
<td>Delivery cost</td>
<td>$2,500</td>
<td>$2,500</td>
</tr>
<tr>
<td>Marketing</td>
<td>$3,000</td>
<td>$3,000</td>
</tr>
<tr>
<td>Inst Comp</td>
<td>$2,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>TA cost</td>
<td>$6,027</td>
<td>$6,027</td>
</tr>
<tr>
<td>Total cost</td>
<td>$18,527</td>
<td>$14,527</td>
</tr>
<tr>
<td>Revenue</td>
<td>$16,667</td>
<td>$16,667</td>
</tr>
</tbody>
</table>

We expect to recruit an average of five students per year into a specialization and that on average one of them will drop out after the first year. The program will involve a total of nine courses, implying that on average a student will enroll in 4.5 courses per year, most likely five the first year and four the second. So, the first year we expect five students each taking five courses, for an average enrollment of five per course. In subsequent
years, we expect five new students plus four continuing students for a total of nine students. And we expect to offer roughly nine courses with an average per-course enrollment of 4.5. The revenue implied by this enrollment projection is $75,000 for the first year and $135,000 for each subsequent year.

In terms of one-time costs to convert courses to an online format, it would cost $25,000 to convert five courses the first year, $20,000 to convert four more the second year, and no further conversion costs would be necessary in subsequent years. Those would include at most five of the MGT and XRC courses from the list of course examples on page 9. In terms of annual on-going costs there would be a $15,000 per year marketing cost in additional to the costs, discussed above, associated with the delivery of the online courses.

The bottom line is that, for a single specialization, there would be a modest loss in the first year followed by a modest gain in the second. But the overall investment is fully recouped in the third year. Thereafter, annual cash flow is projected to be positive by about $20,000, which can be used to fund the development of additional courses for that specialization and/or the development of additional specializations. In general, the proceeds of this program go to support the program and to fund Ph.D. students through TAships, readerships, and faculty internal-allocation accounts.

2) The budget in Table 2 does not seem to cover development of the significant number of course listed on page 8 as part of the MS program.

All of the courses listed on page 9 --- there are none on page 8 --- are existing courses. So, what needs to be done in terms of development is translating the current course content to an online format. Specifically, the BIEN and MGT courses are Senate-approved UCR graduate courses. The XRC courses are existing UNEX courses that are possible candidates for cross-listing, which would require course-by-course Academic Senate approval. In Table 2, initial costs for such development of each course are projected as $5,000 per course and another $1,000 for updating the course each subsequent year. As mentioned above, in terms of one-time costs to convert courses to an online format, it would cost $25,000 to convert five courses the first year, $20,000 to convert four more the second year, and no further conversion costs would be necessary in subsequent years. Those courses would include at most five of the MGT and XRC courses from the list of course examples on page 9.

3) What is the proposed source of funds to develop the first set of on-line courses for year 1 of the program?

As mentioned above, development is projected to cost $25,000 much of which will come from the $75,000 first-year revenue. Overall, we are projecting a first-year deficit of roughly $18,000, which we will seek to cover by donations or contracts from local employers such as the Naval Surface Warfare Center at Norco. Otherwise, it will be covered by BCoE discretionary funds.

4) Will the required additional staff (Programmer, Student Affairs AA) be funded from the revenue generated from the program? Please see the last sentence on page 16.
Yes, specifically they would be funded via the “instructional services fee” mentioned in Table 2.

5) Likewise, will the additional computer server equipment be purchased from the proceeds of the program?

Yes, that is the intention. Initially, this server load can be serviced from spare capacity on existing BCoE servers. Also, last year BCoE established an Instructional Media Development Studio that will be used in developing the online version of these and other BCoE courses.

6) The justification for establishing the On-line Engineering MS program is student demand. No supporting documentation is provided. What is the estimated number of students who would enroll in UCR’s program? How will the UCR program compete with the UCLA on-line Engineering MS Program? Please provide information about the UCLA on-line Engineering MS Program. How successful is it? Is its enrollment capped, creating a need for a program at UCR? Will there be overlap in specializations offered or will UCR’s offerings be distinct from those of UCLA?

UCLA’s program, which was initiated in 2006, has had an average of 86 new enrollees per year. We estimate that the UCR program enrollment will reach about 80 students in various specializations in about 5 years. We believe this is a reasonable estimate based on the results of the attached survey of 751 “Southern California Engineering Firms”, conducted by UCR Survey Research Center. However, it should be noted that the program should be self-supporting even at low enrollment of 5 new enrollees per year. Because of its distinctive features, the UCR program will be as good if not better than the UCLA program. The UCR program includes a combination of in-depth specialization that is geared to specific industries and cohorts, and professional engineering components. In contrast, the UCLA program has more technical coverage and no professional engineering components. Specifically, the UCR program includes engineering management and professional development courses, which UCLA’s program does not (see attachment). As such, the UCR program will be distinctive from that of UCLA. Therefore, not much difficulty is envisioned in the competition provided that the program is marketed appropriately. Appropriate marketing allocation of $15k per year has been made for each specialization. Obviously, the marketing cost per specialization will decrease as the program matures and more specializations are established. From the program-profile website for UCLA's program, which is to be found at http://www.gnet.ucla.edu/asis/progprofile/result.asp?selectmajor=00A5, it appears that their program has been quite successful in a short period. It has acceptance rate of 72%, and enrolls 21% women and 17% underrepresented minorities, and with only 4% international students. These numbers are very good for an MS program in engineering. The UCR program will not overlap or duplicate the UCLA program. Moreover, each specialization will be established only after detailed market and demand analysis. The industries surveyed indicated that a relevant curriculum will increase the likelihood of enrollment by their employees.
7) Have BCOE faculty agreed to teach on-line courses for which they will not receive teaching credit? Is the proposed $400/student/course payment to the faculty teaching on-line courses within University policies and approved by the appropriate committees?

UCLA charges the same $15,000 per year per student and about 10% of that goes to the faculty who serve as instructors for their courses. We plan to give the faculty $400 per enrollee for an average of 4.5 courses per student per year, which works out to 12%, which is in the same range. It should be noted that, depending on the faculty’s choice, parts or all of the online lectures may be recorded during regularly scheduled lecture classes, or recorded separately from regular classes. However, the online courses will have different section numbers. That money goes to the faculty member’s BCOE Internal-Allocation Account, which are funds that can be carried forward and have the usual strings attached. Mostly these funds will be spent in support of graduate research assistants. We have not yet recruited individual faculty to cover specific courses. However, the Bioengineering faculty and Chair of the department have conceptually approved the proposed specialization in Bioengineering. Future specializations will similarly require faculty and departmental approvals.

8) How can the inclusion of such a large number of UNEX courses in a UCR program awarding an advanced degree be justified? Please address the issue of reducing the quality of an UCR advanced degree.

The seven MGT courses are already on-the-books AGSM courses, and there are a sufficient number of them to run the program. The seven XRC courses would not and could not be included until and unless they are approved for UCR credit (via cross-listing) by the relevant Academic Senate committees: the Committee on Courses and the Graduate Council. It should be noted, however, that such cross-listing is common practice at other UC campuses.

Attachments:
Appendix I: Memo to Akula Venkatram
Appendix II: Responses from BCOE
October 22, 2009

TO: ANTHONY NORMAN, CHAIR
ACADEMIC SENATE

FR: JOHN BAEZ, CHAIR
COMMITTEE ON LIBRARY & SCHOLARLY COMMUNICATION

RE: Online Master of Science in Engineering Program

The University Committee on Library and Scholarly Communication has just a few concerns with the proposal for an Online Master-of-Science in Engineering:

1) First, this proposal does not address how distance learning students will obtain access to library materials. Students in the program will need access to the electronic library resources on campus. Thus, they will need to be granted access through WebVPN and Client VPN systems for accessing library materials from off-campus. However, even with this access, library resources may be restricted for distance learning students unless the university pays additional licensing fees or document delivery costs. These resources are already available to all current students. Therefore, it is crucial that the online students be given the same privileges in this respect, even if additional expenditures are required. Our question is whether the College has adequately addressed these issues. We would like to have a formal response to this question prior to our full endorsement.

2) It is assumed that the online students will need some instruction in how to use the library, particularly its electronic resources. (This is also not considered in the proposal.)

3) As the online program develops, its focus on new specializations such as Bioengineering may require new library materials. Paying for these will require a new funding source provided to the Libraries by the University or the College. Even without the current budget reduction, the library budget is insufficient to absorb the costs of these new materials.
November 5, 2009

TO: ANTHONY NORMAN, CHAIR
    RIVERSIDE DIVISION

FROM: THEDA SHAPIRO, CHAIR
    COMMITTEE ON COURSES

RE: BCOE proposal for an on-line M.S. program in Engineering

At its two most recent meetings on October 12 and 26, 2009, the Committee on Courses discussed the proposal from the Bourns College of Engineering for a new, self-supporting on-line Master of Science in Engineering program. While we are not unfriendly to such a proposal, we wish to comment on what we see as a number of lacunae in the proposal and possible questions and problems raised by the current draft of the proposal.

Rationale for the program at UCR:

1. Since such on-line graduate Engineering programs already exist at UCLA, USC, and perhaps many other prestigious schools of Engineering nationwide, what makes the proposed program distinctive, so that it would attract an additional student body not already "housed" in an existing program? Has the BCOE studied the capacity and current enrollments at the highest-ranking on-line programs and determined need for an additional program? What will UCR’s program add that may attract a different clientele?

2. Will international students be a part of the desired clientele for this program, and if so, how will their qualifications, entrance examinations, etc., be certified as authentic? We can imagine the program attracting numerous highly-qualified international students with the ability to pay the fees, so this question should be considered carefully before the request for applications is launched.

Curricular issues:

1. Although the design of the program presupposes that the students to be admitted will be working engineers with ample funding to cover the costs of the program, there may also be highly qualified candidates who live at a distance from UCR, are not currently employed, and will be able to enroll in the program only with the help of financial aid. The federal government has established guidelines for awarding financial aid based on faculty-student contact hours. These guidelines should be studied and the program designed accordingly.
2. How will advising, tutoring, and other services that are usually delivered one-on-one in person be provided?

3. The current proposal does not make clear how examinations and research work for the program will be handled. Will there be periods of in-residence contact between instructors and students? How will the students complete laboratory work under faculty supervision, as is essential for an Engineering degree? Will the ENGR 296A be some sort of a lab, residency, or workshop (perhaps during Summer Session) which will bring students together and/or give them hands-on research experience? Based on a recently-developed UCR on-line graduate program, the MFA in Creative Writing administered by the Palm Desert campus, we recommend that the BCOE faculty consider establishing some period(s) of intensive, short-term residency as an integral part of the program.

4. How will the on-line courses be calendared? Will the program conform at all to UCR's regular academic terms?

5. On-line courses and programs present many issues concerning authentication of students' identities and the honesty of the work they present (homework, exams, research results, etc.). The proposal states that arrangements with trustworthy testing centers will be made to deliver large examinations, but how will periodic homework and other work to be handed in by the students be handled to ensure honesty? The BCOE should contact schools which already have functioning on-line programs to learn how these issues are handled. If international students are to be welcomed into the program, this may compound the possible problems.

6. With respect to the courses for the program, the proposal assumes (1.4, page 5) that the current courses can be offered with simply a separate section for the students in the on-line program. We cannot accept this method, because the activities and assessment methods for the on-line courses will necessarily be different from the in-person versions of the courses. The on-line courses will have to go through the approval process with a specific accounting for the activities required of the students in the new format. Moreover, we strongly recommend to BCOE that a different rubric (for example, ENOL rather than ENGR) be used for the on-line program's courses. This will immediately identify the on-line versions of the courses, and it will facilitate records-keeping and future assessments and reviews of the on-line students' progress, easily differentiated from that of resident students.

Costs and profits:

1. No clear mention of administrative support for this program (clerical handling of applications, clerical correspondence, responses to questions concerning administrative or technical matters, enrollment, etc.), or its cost, is made in the proposal, and, based on our own (admittedly hearsay) knowledge of the design of successful on-line courses, we suspect that the amounts budgeted for production costs are considerably understated. Since the projected net revenue for the first three-year period is very modest, we do not have confidence in the projection of fees compared to costs, at least for the start-up
period of the program. We recommend that these issues, and particularly the question of the real costs of producing successful on-line courses, be examined in greater detail with reference to the experience of other institutions, such as UCLA.
COMMITTEE ON RULES AND JURISDICTION

REPORT TO THE RIVERSIDE DIVISION
May 24, 2011

To Be Adopted

Proposed Changes to Regulation 6 – Campus Graduation Requirement

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>R6.14</td>
<td><strong>PROPOSED</strong></td>
</tr>
<tr>
<td>(for undergraduates)</td>
<td>In cases of student misconduct, the student’s College Executive Committee may defer or withhold his or her degree for a specified period of time. The Dean of Students may recommend such an action to the College Executive Committee.</td>
</tr>
</tbody>
</table>

**Justification:** At present the university does not have a policy that allows for deferral or withholding of degree. Students who are involved in serious violations of university policy in their final quarter of enrollment, academic or social, typically face no disciplinary consequences for their misconduct as they are able to complete their degree and leave the University before the disciplinary issue can be resolved. Through the Committee on Educational Policy, the Dean of Students and Director of Student Conduct & Academic Integrity Program propose amendment to Regulation 6 to provide a mechanism for the University to respond to serious violations of University policy in a student’s final quarter in a manner that is parallel to the response with students who are at a different point in their academic career. Similar policies are in place at several sister UC campuses.

Approved by the Executive Committee of CHASS: September 29, 2010
Approved by the Executive Committee of CNAS: June 15, 2010
Approved by the Executive Committee of COE: October 27, 2010
Approved by the Executive Committee of SoBA: October 11, 2010
Approved by the Executive Committee of the GSOE: October 5, 2010
Approved by the Executive Committee of the Division of Biomedical Sciences: June 11, 2010

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: April 21, 2011
Approved by the Committee on Educational Policy: March 30, 2011
Endorsed by the Executive Council: May 9, 2011
April 22, 2011

To:       Mary Gauvain, Chair
          Academic Senate

From:     Kambiz Vafai, Chair
          Committee on Rules and Jurisdiction

Re:       Degree Delay Legislation – R6.14

The committee on Rules & Jurisdiction has reviewed the revised language from CEP and has no objection to the proposed new language.
March 31, 2011

TO: SUSAN ALLEN ORTEGA
DEAN OF STUDENTS

FR: JOSE WUDKA, CHAIR
COMMITTEE ON EDUCATIONAL POLICY

RE: DEGREE DELAY LEGISLATION

During its March 30 meeting, the CEP reviewed the proposed changes to Regulation 6. The Committee was supportive of the proposal, and saw merits in both of the proposed wordings. After some discussion the CEP agreed on the following alternative:

In cases of student misconduct, the student’s College Executive Committee may defer or withhold his or her degree for a specified period of time. The Dean of Students may recommend such an action to the College Executive Committee.

The Committee approved this version with a vote of 9 in favor, 0 against and no abstentions.

cc: Mary Gauvain, Chair, Division
Date: October 27, 2010

To: Mary Gauvain  
    Chair of the Academic Senate  
    University of California, Riverside

From: Jay A. Farrell  
    Chair of the Faculty  
    Bourns College of Engineering  
    University of California, Riverside

RE: Reg 6.13

R&J makes several good points which the BCOE Executive Committee agrees with. We prefer reverting to text closer to the original text, but with minor adjustments.

A student’s degree may be deferred or withheld as part of the student conduct process for serious academic or non-academic violations, with approval by the student’s College Executive Committee. The Dean of Students may recommend such an action to the College.
October 11, 2010

TO: MARY GAUVAIN, CHAIR
    RIVERSIDE DIVISION

FM: ERIK ROLLAND, CHAIR, Executive Committee
    SCHOOL OF BUSINESS ADMINISTRATION/AGSM

RE: Regulation 6, Campus graduation requirement changes

During its October 1 meeting of the Fall Quarter 2010, the Executive Committee of the A. Gary Anderson Graduate School of Management/School of Business Administration met and discussed Regulation 6 changes. The committee voted unanimously for the changes.

Erik Rolland
Selleya

The GSOE Executive Committee approved changes to Regulation 6.13 on October 5, 2010.

Melanie Sperling
Professor
Chair of GSOE Executive Committee
Hi Sellyna,

I hope you are well. I have included the Conflict of Interest memo for the CHASS Executive Committee and Regulation 6 (also approved by the faculty) with this email. Please let me know if you need anything else.

Thank you,
Gabrielle
June 15, 2010

To: Anthony W Norman
Chair, Academic Senate, Riverside Division

From: Marylynn V. Yates
Chair

RE: Review Proposed Changes to Regulation 6 – Campus Graduation Requirement

The CNAS Executive Committee discussed the proposed language for Regulation 6.13 at its meeting of June 10, 2010. After considerable discussion, the Executive Committee voted unanimously to deny the proposed regulation as written.

The Executive Committee agrees with the Committee on Rules & Jurisdiction’s assessment that the regulation is inconsistent with Bylaw 9.5, which allocates the decision-making authority over awarding of degrees to the college executive committees and the Deans of the faculty. We believe that the regulation should be re-written to include language that allows an executive committee to review and countermand the Dean of Students’ placing of a hold on a student’s records and degree (when that hold is for academic reasons), where they determined that this sanction is unwarranted.

cc: Jose Wudka, Chair, Educational Policy
June 11, 2010

TO: Anthony W. Norman, Chair
Riverside Division

FR: Daniel S. Straus
Professor of Biomedical Sciences

RE: Proposed Changes to Regulation 6

The Biomedical Sciences Executive Committee reviewed the proposed change to Regulation 6, Graduation Requirement. I am substituting on the committee for Prof. Ameae Walker, who is out of town until June 18. We concur with the concerns raised by the R & J Committee in their memo of June 1. Therefore, we recommend that the proposal be sent back to its original author for revision in response to the concerns of R & J.
JUNE 1, 2010

TO: ANTHONY W. NORMAN, CHAIR
    RIVERSIDE DIVISION

FR: JOHN CIOFFI, CHAIR
    RULES AND JURISDICTION COMMITTEE

RE: R & J Response to Regulation 6 (language change after college/school approvals).

The Committee on Rules and Jurisdiction has reviewed the proposed amendment of Division Regulation 6 to require withholding degrees pending the resolution of disciplinary charges. We have some additional concerns that we would like to bring to the attention of those considering the amendment. Bylaw 9.5 governs the award of degrees and thus the subject matter of the proposed regulation:

9.5 The executive or other appropriate committee and the Dean or other appropriate academic administrative officer of each of the colleges and schools, and of the Graduate Division, under the jurisdiction of the Riverside Division shall act finally for the Riverside Division (a) in the award of all degrees and certificates to students of the college, school or Graduate Division concerned, in all cases that do not involve the suspension of a regulation or that involve only minor adjustments in the curriculum . . .

The Bylaw allocates decision-making authority over the awarding of degrees to both the college/school executive committee and the Dean of that faculty. This raises the issue of whether the proposed regulation's delegation of enforcement power to the Dean of Students is consistent with Bylaw 9.5. Accordingly, the justification accompanying the proposed amendment should explain why this delegation from academic personnel to an administration official is advisable as policy and proper under the bylaws. One question that the proposed delegation raises is why delegation of non-discretionary enforcement authority is superior to enforcement by the Deans of the colleges and schools who already have a formal role in the awarding of degrees. An explanation of the reasons supporting the proposed enforcement role of the Dean of Students is also in order because the wording effecting this delegation, added after all but one of the college/school executive committees had approved the original proposal, is the central issue in the reconsideration and approval process.

R&J has several additional policy concerns regarding the potential consequences of the proposed regulation that we would like to raise for the benefit of those considering it:
1. The colleges and schools may be locking themselves in to this delegation of enforcement authority, even if one or more of them later decides this was an ill-advised policy. By adopting a Division regulation approved by all executive committees, all the ECs may have to approve an amendment and get it adopted to restore their prior independent authority. An executive committee would not have the power to review and countermand the Dean of Students' placing of a hold on a student's records and degree where they determined that this sanction is unwarranted (at least on the face of the proposed regulation). These effects of the proposed regulation should be considered, if they have not been to date.

2. The CEP's rejection of the term "serious violations" does indeed avoid the possible arbitrariness of application that accompanies ambiguous terms and the difficulties inherent in trying to specify what is a "serious violation" in advance. However, this may have traded one problem for another: the current language lowers the threshold for placing a hold on a degree and may result in a sanction that is both rigid and too broadly imposed. Do the amendment's proponents want to withhold degrees for pending but trivial matters--and eliminate discretion in doing so? Is this procedure appropriate if the final sanction for a student infraction does not include withholding of a degree? In such a case, the procedure in the proposed regulation may impose a more severe penalty than called for by the academic integrity and discipline policy (as withholding degrees may threaten post-grad jobs, enrollment in grad programs, etc.). Because the Dean of Students is given no discretion in the matter and there is no authority granted to the college/school executive committees or Deans to grant the degree or withdraw the hold, the proposed regulation creates potential problems of rigidity, overinclusiveness, and fairness that should be considered.

These problems could be addressed by including language, currently lacking, that allows an executive committee to review the Dean of Students' withholding of a degree. This would also be consistent with the allocation of authority under Bylaw 9.5 and the language of the proposal's justification emphasizing the retained authority of the executive committees and the narrow delegation of enforcement powers to the Dean of Students.

Another way to avoid these problems would be to limit the non-discretionary withholding of degrees to cases in which the sanction for the violation would or could result in the degree not being awarded at that time (e.g., either due to expulsion, suspension, or insufficient credits). For lesser violations, the degree would be granted, though a provision could be adopted requiring a notation on the student's transcript stating that disciplinary charges are pending.

3. Finally, because Bylaw 9.5 gives them a role in approving the award of degrees, the Deans of the colleges and schools should be consulted during the consideration of the proposed amendment to Regulation 6.

R&J
To be adopted:

Proposed modifications to transfer student admission selection criteria.

<table>
<thead>
<tr>
<th>Selection Criteria — Transfer Applicants (CURRENT)</th>
<th>Selection Criteria — Transfer Applicants (PROPOSED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCR attempts to accommodate as many qualified students from other universities and colleges as possible, particularly as juniors and seniors. However, in some circumstances, selectivity beyond UC eligibility is required. Applicants to Business Administration, the College of Natural and Agricultural Sciences, the Bourns College of Engineering, and those with 120 quarter units or more are subject to screening beyond the minimum admission requirements for transfer students.</td>
<td>UCR attempts to accommodate as many qualified students from other universities and colleges as possible, particularly as juniors and seniors. In addition to meeting minimum UC eligibility requirements, transfer students will be selected on the basis of academic preparation as assessed by their GPA in all transferrable coursework and completion of required major preparatory coursework where applicable. Applicants with 120 quarter units or more are also subject to screening beyond the minimum requirements for transfer students.</td>
</tr>
<tr>
<td><strong>Business Administration</strong> Applicants must have a minimum GPA of 2.5 and must complete all breadth requirements (or the IGETC), four of six published major prerequisites, and two lower-division business prerequisites with a minimum GPA of 2.5. Further information may be obtained from The School of Business Administration, 2340 Olmsted Hall, at (951) 827-4551.</td>
<td><strong>Business Administration</strong> Admission is selective based on the GPA in all transferrable coursework with a minimum GPA of 2.5. Applicants must complete all breadth requirements (or the IGETC), four of six published major prerequisites, and two lower-division business prerequisites (with a minimum GPA of 2.5). Further information may be obtained from The School of Business Administration, 2340 Olmsted Hall, at (951) 827-4551.</td>
</tr>
<tr>
<td><strong>Bourns College of Engineering</strong> Students are selected on the basis of academic preparation as assessed by their GPA in academic coursework, completion of required major preparatory course work and a minimum GPA of 2.8 in all transferrable course work. See Admission to Majors under the Marlan and Rosemary Bourns College of Engineering section of this catalog. For further information call Student Academic Affairs at (951) 827-ENGR (3647).</td>
<td><strong>Bourns College of Engineering</strong> Students are selected on the basis of academic preparation. Admission is selective based on the GPA in all transferrable coursework with a minimum GPA of 2.8, and completion of required major preparatory course work. See Admission to Majors under the Marlan and Rosemary Bourns College of Engineering section of this catalog. For further information call Student Academic Affairs at (951) 827-ENGR (3647).</td>
</tr>
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<td><strong>College of Natural and Agricultural Sciences</strong> Students are selected primarily on the basis of academic preparation, as assessed by their GPA in academic coursework and strength of preparation for the intended major. Applicants must have a minimum GPA of 2.5.</td>
<td><strong>College of Natural and Agricultural Sciences</strong> Students are selected primarily on the basis of academic preparation, as assessed by their GPA in academic coursework and strength of preparation for the intended major. Admission is selective based on the GPA in all transferrable coursework with a minimum GPA of 2.5.</td>
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minimum GPA of 2.7 in transferable coursework. Applicants for majors in Biochemistry, Biological Sciences, Chemistry, and Physics (beginning Fall 2010) must have completed one-year course sequences in three specified areas of science and mathematics. Applicants to the Plant Biology major must have completed a one-year sequence in lower-division General Chemistry and course work equivalent to BIOL 005A, BIOL 05AL, and BIOL 005B. See Admission to Majors under the College of Natural and Agricultural Sciences section of this catalog. For further information call Student Academic Affairs at (951) 827-7294.

Based on the GPA in all transferrable coursework with a minimum GPA of 2.7. Applicants for majors in Biochemistry, Biological Sciences, Chemistry, and Physics must have completed one-year course sequences in three specified areas of science and mathematics. Applicants to the Plant Biology major must have completed a one-year sequence in lower-division General Chemistry and course work equivalent to BIOL 005A, BIOL 05AL, and BIOL 005B. See Admission to Majors under the College of Natural and Agricultural Sciences section of this catalog. For further information call Student Academic Affairs at (951) 827-7294.

**College of Humanities, Arts and Social Sciences.**
Admission is selective based on GPA in all transferrable coursework with a minimum GPA of 2.4.

**Justification:**

Currently, the four colleges (School of Business Administration, Bourn College of Engineering, College of Humanities, Arts, and Social Sciences, College of Natural and Agricultural Sciences) use fixed GPA cutoffs for transferrable coursework as one factor in their admissions criteria for transfer students. These fixed cutoffs do not allow the colleges flexibility in controlling the number of students they admit. As the number of transfer applications has increased significantly in recent years, this flexibility is critical. The proposed modification proposes to change only the GPA requirement in such a way as to allow each college to use GPA as a variable factor for selective admissions, in order to give each college greater control over the number of transfer students that it admits into its majors. The proposed change will give the colleges flexibility to adjust their GPA cutoff, as needed based on their enrollment targets, the number of their applicants, and their academic and programmatic needs, for each admissions cycle.

**EFFECTIVE FALL 2013**

**APPROVALS:**

Approved by the Committee on Educational Policy: 05/06/2011
Approved by the Committee on Preparatory Education: 05/10/2011
Approved by the CNAS Executive Committee: 05/11/2011
Approved by the CHASS Executive Committee: 05/11/2011
Approved by the SoBA Executive Committee: 05/03/2011
Approved by the BCOE Executive Committee: 05/12/2011
## Academic Computing and Informational Technology

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- Chagas, P., Chair
- Altshuler, D. L.
- Beran, G. J. O.
- Jiang, T.
- Li, J.
- Rosenblum, L. D.
- Stouthamer, R.
- Jackson, R., Ex Officio
- Rowley, C. J., Ex Officio
- As: Shahin, K.
- GSA: Upadhyayula, G.

## Academic Freedom

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- Gorecki, P., Chair
- Roose, M. L.
- Ryer, P. (F)
- Lipitt, V. D.
- Hare, J. D.
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- GSA: Stauner, N.

## Academic Personnel (2009-2011)

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- Axelrod, Rise - Vice Chair
- Bailey Serres, Julia
- Blacher, Jan
- Chrobak, Marek
- Dimatteo, Robin
- Green, Harry
- Lii, Keh-Shin
- Springer, Mark
- Suderburg, Erika

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- Axelrod, Rise - Chair
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- Gill, Sarjeet
- PIRRUNG, Michael
- Yates, Marylynn

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*This does not include the subcommittee obligations of ea. member (approx 6-8 additional meetings per undergrad program review subcommittee)*
# ATTENDANCE RECORD

**COMMITTEES OF THE ACADEMIC SENATE**

**MAY 1, 2010 THROUGH APRIL 30, 2011**

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## ATTENDANCE RECORD
### COMMITTEES OF THE ACADEMIC SENATE
**MAY 1, 2010 THROUGH APRIL 30, 2011**

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### PRIVILEGE AND TENURE

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| LIPPIET, VICTOR - CHAIR |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| ANDERSON, EUGENE (APPOINTED 12/16/2010) | N/A | N/A | N/A | N/A | A | P | P | P | P | P | P |      |      |      |      |      |      |      |      |      |      |      |      |
| HENRY, HELEN | P | P | P | P | P | P | P | P | P | P | P |      |      |      |      |      |      |      |      |      |      |      |      |
| NASH, MARGARET | P | n/a | P | P | P | N/A | N/A | N/A | N/A | N/A | N/A |      |      |      |      |      |      |      |      |      |      |      |      |
| MASLOV, DMITRI (APPOINTED 12/23/2010) | P | n/a | P | P | P | N/A | N/A | N/A | N/A | N/A | N/A |      |      |      |      |      |      |      |      |      |      |      |      |
| RAN, ZIV | P | P | P | P | P | P | P | P | P | P |      |      |      |      |      |      |      |      |      |      |      |      |      |
| ROSENTHAL, ROBERT (APPOINTED 12/16/2010) | N/A | N/A | N/A | N/A | P | P | N/A | N/A | N/A | N/A | N/A |      |      |      |      |      |      |      |      |      |      |      |      |
| SUDERBURG, ERIKA (SERVED 9/1/2010 TO 12/1/2010) | P | P | P | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |      |      |      |      |      |      |      |      |      |      |      |
| MITCHELL, DOUGLAS (HEARING COMMITTEE - APPOINTED 1/1/2011) | N/A | N/A | N/A | N/A | P | P | P | P | P | P |      |      |      |      |      |      |      |      |      |      |      |      |      |

### PRIVILEGE AND TENURE

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| ANDERSON, EUGENE | P | P | P | P | P | P | P | P | P | P |      |      |      |      |      |      |      |      |      |      |      |      |      |
| HENRY, HELEN | P | P | P | P | P | P | P | P | P | P |      |      |      |      |      |      |      |      |      |      |      |      |      |
| NASH, MARGARET | N/A | N/A | N/A | N/A | N/A | N/A | P | P | P | P |      |      |      |      |      |      |      |      |      |      |      |      |      |
| MASLOV, DMITRI | P | P | P | P | P | P | P | P | P | P |      |      |      |      |      |      |      |      |      |      |      |      |      |
| RAN, ZIV | P | P | P | P | P | P | P | P | P | P |      |      |      |      |      |      |      |      |      |      |      |      |      |
| ROSENTHAL, ROBERT | N/A | N/A | N/A | N/A | N/A | N/A | A | P | P | P |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| MITCHELL, DOUGLAS (HEARING COMMITTEE) | P | P | P | P | P | P | P | P | P | P |      |      |      |      |      |      |      |      |      |      |      |      |      |

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| OZER, DANIEL, SEC/PAR | P | P | | |

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## Undergraduate Admissions

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## University Extension

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