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

May 22, 2012

D. Ozer, Secretary-Parliamentarian
Riverside Division of the Academic Senate
MEETING: The Riverside Division of the Academic Senate met on Thursday, April 12 at 2:32 p.m. in the Genomics Auditorium Room 1102A. Chair M. Gauvain presided.

MINUTES: The Minutes of the Regular and Annual meeting of February 21, 2012 were reviewed. Professor T. Morton offered two amendments to the minutes. He asked that the reference to him (under New Business) refer to his position as Chair of UCR’s Committee on Academic Freedom rather than as “Assembly Representative for the Committee on Academic Freedom.” He also suggested that the statement “The Division requests that this resolution be introduced at the next meeting of the University Committee on Academic Freedom” be recorded as the final part of the resolution. The minutes were approved as amended.

PURPOSE OF THE SPECIAL MEETING:
The Chair announced that the requisite number of faculty submitted a request to call a special meeting of the Division. Professor P. Morton reviewed the Statement of Purpose, included in the meeting Agenda, and introduced the motion included in that statement: To amend the resolution on freedom of assembly passed on February 21.

The resolution passed on Feb. 21 states:
“`The right of assembly and expression of views shall not be suppressed. Such assemblies and expressions, however, shall not interfere with the lawful conduct and public safety of others at the University.’

The Division requests that this resolution be introduced at the next meeting of the University Committee on Academic Freedom.”

The proposed amendment would revise the resolution to:
"The right of assembly and expression of views shall not be suppressed. The Senate affirms, moreover:
(i) that peaceful protest is not only permissible but protected and valued as a vital form of speech;
(ii) that responses to campus protest should be led with the presumption that force should never be used against demonstrators."

Professor T. Morton moved that the revised resolution be considered as separate matter, independent of the original Feb. 21 version. Professor T. Morton explained the objective of the Committee on Academic Freedom at the February 21 Division meeting was to assert that the right of assembly is a part of academic freedom, with the long term intent of modifying APM 15 to recognize this understanding. This motion was seconded, however after discussion of the merits of the language in both the original and proposed resolutions, the motion to consider the new resolution as an independent matter failed.

Discussion on the main motion to amend the resolution continued. A motion to amend this main motion was moved and seconded. The amendment (1) replaces “never” with “not” and (2) adds the statement that the resolution be introduced at UCAF. This amendment passed, so that the main motion under consideration now states:

“`The right of assembly and expression of views shall not be suppressed. The Senate affirms, moreover:
(i) that peaceful protest is not only permissible but protected and valued as a vital form of speech;
(ii) that responses to protests on campus should be led with the presumption that force should not be used against demonstrators.’

The Division requests that this resolution be introduced at the next meeting of the University Committee on Academic Freedom.”

Due to the change of wording, it was moved and seconded to consider the new resolution using an electronic ballot so that all faculty might participate in the vote. The motion passed by the 25% threshold. As a result, the main motion will be carried out by electronic ballot. Individuals will have five days to present short arguments to the Secretary-Parliamentarian.
The call for the Special Meeting also indicated the goal of identifying a set of principles to complement the resolution so that the university can adopt policies that encourage rather than intimidate robust debate and peaceful protest. A February 10, 2012 letter from Linda Lye, Staff Attorney of the ACLU to Dean Edley of UCB and General Counsel Robinson containing four points was summarized: (1) Peaceful protest is not a threat to be eradicated, but a form of debate and dialogue to be protected, respected, and fostered; (2) The process for declaring a protest to be “unlawful assembly” must be transparent; (3) Crowd control policies must reflect the police department’s duty to protect and respect the right to protest; and (4) Mechanisms of accountability must be established.

There being no further business, the meeting adjourned at 3:38 p.m.

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

Genie Mulari
Recording Secretary
To be received and placed on file:

2011-2012 Election Report

1. RIVERSIDE DIVISION

Chair of the Riverside Division (2 year term)

One valid nomination was received:
Professor Jose Wudka, Department of Physics and Astronomy

Vice Chair of the Riverside Division (1 year term)

One valid nomination was received:
Professor Martin Johnson, Department of Political Science

Representative to the Assembly (2 year term)

Two valid nominations were received:
Professor Bahram Mobasher, Department of Physics and Astronomy
Professor Emeritus A. W. Norman, Department of Biochemistry

An election was held and the results of the balloting are as follows:
Professor Bahram Mobasher 116 votes*
Professor Emeritus A. W. Norman 45 votes

*Professor Bahram Mobasher has been elected to serve as Assembly Representative of the Riverside Division for a 2 year term, effective September 1, 2012. The results of this election have been posted on the Academic Senate Website.

2. BOURNS COLLEGE OF ENGINEERING

Chair of the Faculty (3 year term)

Two valid nominations were received:
Professor Bahman Anvari, Department of Bioengineering
Professor Akula Venkatram, Department of Mechanical Engineering

An election was held and the results of the balloting are as follows:
Professor Bahman Anvari 17*
Professor Akula Venkatram 14

*Professor Bahman Anvari has been elected to serve as the Chair of the BCOE Executive Committee for a three year term, effective September 1, 2012. The results of this election have been posted on the Academic Senate Website.
One Member BCOE Executive Committee from the Department of Chemical/ Environmental Engineering (3 year term)

One valid nomination was received:
Professor Jianzhong Wu

One Member BCOE Executive Committee from the Department of Electrical Engineering (3 year term)

One valid nomination was received:
Professor Sheldon Tan

One Member BCOE Executive Committee from the Department of Mechanical Engineering (3 year term)

One valid nomination was received:
Professor Guanshui Xu

One Member Committee on Committees (3 year term)

One valid nomination was received:
Professor Alexander Balandin, Department of Electrical Engineering

3. COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES

One member 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

No valid nominations were received:

Following a 2nd Call for Nominations, 2 valid nominations were received:
Professor Tamara Ho, Department of Women’s Studies
Professor Jeffrey Sacks, Department of Comparative Lit & For Languages

An election was held and the results of the balloting are as follows:
Professor Tamara Ho 34*
Professor Jeffrey Sacks 27

*Professor Tamara Ho has been elected to serve as a member of the CHASS Executive Committee for a two year term, effective September 1, 2012. The results of this election have been posted on the Academic Senate Website.

Three members of the CHASS Executive Committee (2 year term)
Chosen from among the Departments of Anthropology, Economics, Ethnic Studies, Political Science, Psychology, and Sociology
Two valid nominations were received:
Professor Chandra Reynolds, Department of Psychology
Professor Taradas Bandyopadhyay, Department of Economics

Following a 2nd Call for Nominations, 1 valid nomination was received:
Professor Jan Stets, Department of Sociology

One member of the CHASS Executive Committee (2 year term)
To be chosen from the Fine Arts – Departments of Art, Creative Writing, Dance, Media & Cultural Studies, Music and Theatre

No valid nominations were received:
Following a 2nd Call for Nominations, 1 valid nomination was received:
Professor Leonora Saavedra, Department of Music

Two members, Committee on Committees, Not from the Department of Comparative Literatures and Foreign Languages or Women’s Studies (3 year term)

One valid nomination was received:
Professor Gloria Gonzalez-Rivera, Department of Economics

Following a 2nd Call for Nominations, 1 valid nomination was received:
Professor Jodi S. Kim, Department of Ethnic Studies

4. COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES

Chair of the Faculty (2 year term)

One valid nomination was received:
Professor Katherine Borkovich, Department of Plant Pathology

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

Two valid nominations were received:
Professor Daphne Fairbairn
Professor Theodore Garland

An election was held and the results of the balloting are as follows:
Professor Daphne Fairbairn 35*
Professor Theodore Garland 25

*Professor Daphne Fairbairn has been elected to serve as a Member of the CNAS Executive Committee for a three year term effective September 1, 2012. The results of this election have been posted on the Academic Senate Website.
One member of the CNAS Executive Committee from the Department of Chemistry (3 year term)

One valid nomination was received:
Professor Jason Q. Cheng

One member of the CNAS Executive Committee from the Department of Cell Biology and Neuroscience (3 year term)

One valid nomination was received:
Professor Jeffrey Bachant

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

One valid nomination was received:
Professor Ariel Dinar

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

One valid nomination was received:
Professor James Baldwin

One Member, Committee on Committees, Not from the Departments of Biochemistry, Plant Pathology, or Statistics (3 year term)

One valid nomination was received:
Professor Robert Clare, Department of Physics and Astronomy

5. SCHOOL OF BUSINESS ADMINISTRATION

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

One valid nomination was received:
Professor Bajis M. Dodin

6. GRADUATE SCHOOL OF EDUCATION

Two members, GSOE Executive Committee (2 year term)

No valid nominations were received:

At a Faculty meeting on Tuesday, April 10, 2012, and Associate Professor Michael Vanderwood and Professor Lee Swanson were nominated to serve on the GSOE Executive Committee. The Secretary was instructed to cast a single ballot for the nominees who were approved for membership on the GSOE Executive Committee for 2012-2013.
7. **SCHOOL OF MEDICINE**

Chair of the Faculty (3 year term)

One valid nomination was received:
Professor Ameae Walker

A meeting of the School of Medicine faculty occurred on April 10, 2012. At the meeting, per your memo dated 4/3/12, I announced the single nomination for Chair of the Faculty, School of Medicine: Professor Ameae Walker. I then called for additional nominations from the floor, and none were received. The School of Medicine faculty therefore authorizes the Secretary to cast a single ballot for Professor Walker, thus concluding the election.

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

Four valid nominations were received:
Professor Devin Binder
Professor David Lo
Professor Neal Schiller
Professor Paul Lyons

One member, Executive Committee, Division of Biomedical Sciences (1 year unexpired term)

One valid nomination was received:
Professor John Shyy

A meeting of the School of Medicine faculty occurred on April 10, 2012. At the meeting, per your memo dated 3/29/12, I announced the single nominations for five positions on the School of Medicine Executive Committee: Professors J. Shyy, D. Binder, D. Lo, P. Lyons, and N. Schiller. I then called for additional nominations from the floor, and none were received. The School of Medicine faculty therefore authorizes the Secretary to cast a single ballot for the nominees, thus concluding the election.

8. **Memorial Ballot**

Result of the faculty balloting on a proposed Memorial to the Regents of the University of California asking the Regents to endorse ballot measures and/or legislation that increases revenues to the state and prioritize funding for higher education are as follows:

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>In favor</td>
<td>295</td>
</tr>
<tr>
<td>Opposed</td>
<td>18</td>
</tr>
<tr>
<td>Invalid Votes</td>
<td>3</td>
</tr>
</tbody>
</table>

9. **Ballot to Amend Resolution**

Results of the faculty balloting on a proposed Amendment to a resolution regarding the right of assembly were as follows:

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>In favor</td>
<td>127</td>
</tr>
<tr>
<td>Opposed</td>
<td>52</td>
</tr>
</tbody>
</table>
Sam Borg was born in Cospicua, Malta, the son of a boilermaker at the docks. He came of age during the Depression and World War II, when Malta was heavily bombed because it was a key base for the British Royal Navy. At the time Malta was part of the British Empire, and his Maltese forename was recorded on his birth certificate as the English translation, “Saviour.” He preferred to be known as Sam. In school, Sam studied French, trained to become a secondary school teacher, and taught French for several years. He was also in the Maltese Labor Party which, at the time, was struggling for independence from the United Kingdom. Throughout his life, Sam’s political sympathies were on the left. He left Malta in 1953, in order to distance himself from the Catholic Church and the parochialism of life on a small island. That same year he arrived in the United States, joined the army, and was sent to Korea as a translator. His military service paved the way to U.S. citizenship.

After his discharge, he worked at a bank in Detroit, Michigan, and married his fiancé, Catherine Vella. He also enrolled at Wayne State University, earning a BA in French in 1958, and an MA in French in 1959. After his MA he moved to Berkeley, California, and enrolled in the graduate program in French at the University of California. He received his PhD in 1966. Professor Ronald N. Walpole was his dissertation adviser, and the dissertation, the *Aye d’Avignon*, is dedicated to him. Professor Walpole once said that Sam Borg was one of the few graduate students in medieval French studies who knew what he was doing. Indeed, the textual criticism Sam performed required extensive knowledge of languages (Latin and Old French), of medieval literary conventions, and of the socio-historical context of the period.

After his PhD, Sam accepted a job as Assistant Professor of French in the Department of French and Italian at the University of California, Riverside. He, his wife Catherine, and their two children, Maureen and Paul, moved to Riverside, California, in 1964. He became an Associate Professor in 1969, and taught courses in French and French Literature, as well as Italian language, until his retirement in 1991. He was an active member of the department, a congenial colleague, and an intelligent and witty conversationalist.

He and Catherine divorced and, in 1977, Sam married Helene Suzanne who was from Aix, France, and a graduate student in the department. Their son, George, was born in 1978. After retirement, Sam lived in Riverside and in Walnut Creek, California. Between 2000 and 2008 he spent half his time in Riverside and half in Malta. In 2008, due to declining health, he settled permanently in Malta and died in Msida, three years later. He is survived by his two ex-wives, his
three children, Maureen, Paul, and George, and four grandchildren, Brian, Victor, Sean, and Dana.

During his tenure at UC Riverside, Sam published one book, a critical edition of the *Aye d’Avignon: Chanson de geste anonyme* (Geneva: Droz, 1967). The book was widely reviewed in prestigious journals such as *Romance Philology, Speculum,* and *Vox Romanica,* in the United States and in Europe, in English, French, German, and Italian. The reviews, except for some reservations about methodology and interpretation, were highly favorable. In fact, several reviewers were so impressed by Professor Borg’s scholarship that they urged him to pursue further research on the subject in order to enhance the study of medieval texts.

The *Aye d’Avignon* consists of 4,132 Alexandrines, and dates from the end of the twelfth century and the beginning of the thirteenth. The work is preserved in one mediocre late-thirteenth or early-fourteenth-century manuscript, and complemented by three fragments too short to be of help in establishing the text; preserved also by Claude Fauchet’s sixteenth-century extracts from the manuscript—extracts that have since been lost. Robert Taylor praises Borg for the “careful, painstaking labor […] given to the preparation and study of the text,” a text first published in 1861 by F. Guessard and Paul Meyer. Almost all the reviewers welcomed Borg’s critical edition as long overdue, not only for its thoroughness but also for its introduction (168 pages) and interpretive insights.

Unlike most of the medieval French epics, the *Aye d’Avignon* has no historical basis and, unlike *La Chanson de Roland,* is not about a king, a country, or defending the faith. The story revolves around one woman, Aye, from Avignon, and yet it is not a romance, since love plays such a small role in the succession of episodes during which rivals compete for the lady’s possession or, more accurately, for the possession of her extensive property.

Frederic Koening, in *Romance Philology,* says that Borg’s “most impressive achievement is a cogent demonstration of the poem’s essential unity,” and he praises the American scholar for refuting Meyer and most other critics who allege that the poem was written by different poets. Larry S. Crist summarized majority opinion by stating that Borg’s *Aye d’Avignon* is “an excellent edition of an important text because it marks the confluence of the chanson de geste with the roman d’aventures.”

It is regrettable that Sam published only one book and one book review, and that he retired as an Associate Professor, because he had the makings of a brilliant medieval scholar. Instead, he chose to devote his talents to excellent teaching and to his students—highly laudable pursuits.

Theda Shapiro (Comparative Literature and Foreign Languages)
Thomas Morton (Chemistry)
Ben Stoltzfus, Chair (Comparative Literature and Foreign Languages)
Paul R. Desjardins, an emeritus professor of plant pathology, University of California, Riverside, died October 22, 2003, at the age of 84. Desjardins graduated with a Ph.D. degree in plant pathology from UC Berkeley in 1952 and spent his entire career as a plant virologist in the Plant Pathology Department of UC Riverside. He maintained an active research effort and departmental presence well past his retirement in 1990.

Paul Desjardins was a respected colleague recognized by all as a fine scholar and a caring teacher. He imparted a gift of respect and tolerance to all who came in contact with him. He was a gentle man without the impatient edge common among research scientists. He was a pleasant colleague to be with.

Paul Desjardins committed a large part of his research efforts to the purification, characterization, detection, and indexing of viruses of citrus and avocado and did much of the fundamental research on the Avocado sunblotch viroid, including important studies on seed/pollen transmission and symptomless carrier plants. He was a pioneer in the isolation and characterization of viruses (phage) that infect blue-green algae (Cyanobacteria) and their possible use to control algal blooms.

Desjardins earlier career coincided largely with the arrival of Electron Microscopy as a powerful tool for biological research. During the decades of the 1950-60-70’s there was rapidly increasing interest among a wide range of biologists in using this technique for the study of different organisms. Electron microscopy is a complex, demanding technique requiring great skill not only in the operation of a sophisticated instrument but often the biggest hurdle is the challenge of sample preparation. Paul Desjardins excelled in both. And to his credit he was most willing to share this dexterity with his colleagues. He was thus a valuable asset not only to his own department but to the entire campus as well.

His publications covered a wide range of topics, a testimony to his willingness to establish fruitful collaborations with other colleagues who sought and benefited from his expertise in electron microscopy. In addition to his work on plant viruses he engaged in important collaborative studies on the fine structure of other organisms (fungi, algae, insects and mites). According to Citation Index, a current but somewhat controversial tool to judge the impact of scientific contributions, his more impacting publications were on Genetic Expression in Tobacco Mosaic Virus (with William O. Dawson); on the Phycovirus Infection of Blue-Green Algae (with Robert S. Safferman); on the Sweetpotato Whitefly (with A.N. Kishaba); on Viroids in the Sunblotch Disease of Avocado (with Joseph S. Semancik) and on the Electron Microscopy of Zoospores of Phytophthora (with George Zentmyer and S. Bartnicki-Garcia).
His skill as an electron microscopist was evident in the quality of the images found in his publications and in the frequently changing display of micrographs in the hallway next to his laboratory. He enjoyed himself the most when he was in his laboratory and especially in the electron microscope room, delving into the appearance and structure of virus particles and virus crystals and exploiting all aspects of the tool.

Desjardins was greatly admired by graduate students. He taught Plant Virology Methods, for many years. His dedication to the students was immense; this training effort required countless hours of preparation of class material which he undertook with admirable enthusiasm. His curiosity about techniques of all manners enriched the experience of his students.

Paul Desjardins will also be remembered fondly by all those who visited his office, especially for his unique filing system for stacks of micrographs, letters, folders, books, and journals.

He was survived by his wife Rosemary and their children, Vincent, Chris, and Mary.

Salomon Bartnicki-Garcia
Joseph S. Semancik
Deborah M. Matthews
Professor John C. Crawford came to UCR in 1970 from Wellesley College in Massachusetts and taught music theory, composition, and advanced ear training until his retirement in 1994. He was an active composer whose works were published, performed, and admired nationally. At UCR, Prof. Crawford chaired the Music Department from 1984 to 1986, organized the university's Festival of Contemporary Music, and developed one of the first inter-disciplinary arts courses at UCR together with Professor Christina Schlundt of the Dance Department. As a scholar, Prof. Crawford produced several elegant articles and an important book on early twentieth-century music.

Prof. Crawford’s career was informed by his superb education. He received his MM degree from the Yale School of Music in 1953 and his PhD from Harvard in 1963. He studied composition with Nadia Boulanger in Paris on a Fulbright Fellowship, as well as with such eminent composers as Paul Hindemith, Quincy Porter, Walter Piston, and Randall Thompson. Harvard awarded him its Boott Prize in choral composition for his Magnificat (1957) and the Paine Traveling Fellowship for the study of Arnold Schoenberg’s vocal expressionism in Vienna. Many of his first published compositions received performances on the East Coast by choral ensembles such as the New England Conservatory Chorus; the Glee Clubs of Amherst, Harvard, and the University of Virginia; Chorus Pro Musica (Boston); Incarnation Concerts (New York); and the Swarthmore College Choir. Prof. Richard Wilson, a distinguished composer at Vassar College, writes, “What I remember of Jack’s music at the time—choral settings mainly—was a fine attention to the rhythm and sound of the words. He chose his poems with great sensitivity and sought to enhance them with clear declamation and an economy of means.” Other vocal works include a one-act farcical opera, Don Cristóbal and Rosita (1970), composed using a text by Federico Garcia Lorca; an oratorio, Ash Wednesday, with texts by T.S. Eliot; Two Shakespeare Sonnets (1969) for soprano and piano; and Calvaries of Love (1980), a dramatic song cycle for soprano, clarinet, cello, and piano on poems and letters by Emily Dickinson. The opera and the songs for soprano were composed for performance by his wife, Dorothy Lamb Crawford. The Wellesley College Choir and Harvard Glee Club performed his oratorio at Wellesley College, Don Cristobal gained later performances in Los Angeles and Riverside, and his Magnificat for chorus and string orchestra has received countless performances by first-rate ensembles.

The Buffalo Philharmonic Orchestra, the Sequoia and Brandeis String Quartets, and the Hartt Chamber Players, among many other professional groups, have performed Prof. Crawford’s instrumental music. The Cleveland Chamber Orchestra and the New England Philharmonic presented his last composition, a viola concerto.

Beyond his compositional activity, Prof. Crawford published acclaimed articles and a classic volume, Expressionism in Twentieth-Century Music (1993), co-authored with his wife. This first comprehensive treatment of musical
expressionism in English found critical acclaim in Britain and the United States. David Matthews stated in The Times Literary Supplement, "Expressionist music is meticulously chronicled by the Crawfords in this well-researched, intelligently written and beautifully produced book." In The Journal of Aesthetics and Art Criticism, Lydia Goehr writes, “Their text is solid and reliable, nicely illustrated, and replete with examples and bibliographical recommendations.” In 1984, Prof. Crawford translated letters and documents and wrote an essay for a publication relating Arnold Schoenberg and Wassily Kandinsky. Peter Arnheim in The Musical Quarterly praised Crawford’s work with these words: “the translation is excellent, careful, and reliable. Crawford has enriched the English edition with an essay on the composer’s development to 1911.” In the New York Review of Books, Robert Craft found the publication to be “indispensable for anyone concerned with the arts in the years immediately preceding World War I.”

Pedagogy was always a significant facet of Prof. Crawford’s career. His earliest experiences as a teacher are described by Prof. Wilson: “In 1960-61, Jack Crawford was teaching assistant to Professor John Ward, who terrorized Harvard undergraduates in his music history class with scathing criticisms, surprise quizzes, and incomprehensible reading assignments. Beleaguered Jack had to mediate between the ogre and his frightened charges--clarifying, amplifying, pacifying. He tried manfully to teach us to sing quilismas, liquecent neumes and isorhythmic motets. He was youthful, spirited, friendly and--for many of us--his classes were the happiest part of the course.” Dr. Donald Johns, who was chair of the music department when Dr. Crawford arrived in Riverside, reflected upon his hiring: “In a small department like music, we tried to be very careful about the potential contributions of each new appointment, and Jack was a great colleague on all accounts. He was a thorough scholar in an important area of the history of music, the transitional period bridging the nineteenth and twentieth centuries.” Prof. Crawford’s superb education at Yale and Harvard, as well as his extraordinary musicality and calm demeanor, were indeed a perfect fit for the relatively small UCR department. He quickly became a popular and beloved teacher as revealed by student evaluations with glowing comments such as these: “Dr. Crawford is particularly adept at ferreting out weaknesses in a student’s composition and correcting them with very helpful suggestions. His relaxed and amiable manner contributes to a positive learning environment.” “I consider Music 250H to be one of the most valuable courses available to composition students. Dr. Crawford was a lively and engaging guide throughout the semester and did a fine job in stimulating the students to perform at their peak.”

Even more telling are tributes from young composers, many of whom prepared compositions for their MA theses under Prof. Crawford’s astute and thoughtful guidance. Michael Karmon (MA, UCR; PhD, U. of Minnesota), a successful free-lance composer, recalls, “Professor Crawford was my first composition teacher and his keen musicianship, his skill as a composer, and his humility are still vivid in my mind. He was patient and encouraging as a teacher, never critical, and infectiously enthusiastic when music came together nicely; I’m certainly a better musician because of him.”
Prof. Crawford’s inspiration and enduring influence are eloquently expressed by Joseph Butch Rovan (MA, UCR; PhD, UC Berkeley), now a tenured professor and co-director of Multimedia and Electronic Music Experiments and the PhD program in computer music at Brown University: “Prof. Jack Crawford was an incredible mentor and teacher. His talents and interests were far ranging—in addition to acoustic composition he had an interest in electronic music, and it was in his class that I started on a path that led from UCR to UC Berkeley to France, and now to teaching computer music and multimedia. Some of my most memorable moments, however, came from counterpoint class with Prof. Crawford. He could sight-read and analyze every possible aspect of a student’s project, all on the fly at first glance. His conviction that form was not ‘form’ but a generative process, opening up the implications of a musical idea, became the basis for my later career as a composer and performer of real time interactive music. His example has inspired my own teaching of young musicians and for that I am grateful.”

Upon retirement in 1994, John Crawford returned to Cambridge, Mass., where he enjoyed participating in the area’s rich concert life as his health would allow. He was a member of the Harvard Musical Association, served on the Board of the Lili Boulanger Memorial Fund, and heard his Viola Concerto premiered by Richard Pittman and the New England Philharmonic with the distinguished violist Bayla Keyes as soloist. After courageously enduring Parkinson’s disease, which meant that he lacked the physical ability to compose music for the last twenty-three years of his life, Prof. Crawford finally succumbed to the disease on January 5th of this year. He is survived by his wife of fifty-seven years, Dorothy Lamb Crawford, a noted author and composer in her own right; his son, Peter R. Crawford; a daughter, Susan P. Crawford; a daughter-in-law, Glorietta; and a granddaughter, Venise.

Frederick K. Gable, Chair, Professor of Music, emeritus
Byron Adams, Professor of Music
Anthony F. Ginter, Professor of Music, emeritus
Donald C. Johns, Professor of Music, emeritus
(with the assistance of Dorothy Lamb Crawford)
To be received and placed on file:

To date, the committee has met four times.

At the first meeting on October 21, 2011, the following matters were discussed:
1. Conflict of Interest: the committee discussed and approved the Senate Conflict of Interest statement.
2. Change in Charge to the Committee: the committee discussed a slight change to the current charge to the committee (8.9.3.5)
3. Report by Chuck Rowley on the student technology fee on the UCR campus.
4. The committee continued the discussion, which began on Spring 2011, on the document “Instruction and Classroom Technology 3 to 5 Year Vision”.

At the second meeting on November 17, 2011, the following matters were discussed:
1. Update from system-wide University Committee on Computing and Communications
2. Discussion on the document “Instruction and Classroom Technology 3 to 5 Year Vision”: the committee continued the discussion and approved a list a priorities

At the third meeting on December 1, 2011, the following matters were discussed:
1. Discussion on the document “Instruction and Classroom Technology 3 to 5 Year Vision”: the committee discussed a list of priorities.
The chair drafted a list of recommendations that were sent to the member for review.
2. The Chair announced that he will be on sabbatical on Spring Quarter and indicated Gregory J. O. Beran as Acting Chair during his absence.

At the fourth meeting on February 24, 2012, the following matters were discussed
1. Recommendations for Instruction and Classroom Technology: the committee discussed the draft document prepared by the Chair
   The Chair redrafted the document and sent to the members for the final review.

Proposal for Instruction and Classroom Technology: after receiving the review of the members the Chair prepared the final document with a list of recommendations for the development of instructional, classroom, and library technology for UCR within the next 5 years. The attached document (from March 21, 2012) was forwarded to Chuck Rowley, Chair of the Technology Fee Committee.
Paulo C. Chagas (Chair)
Gregory J. O. Beran (Acting Chair on Spring 2012)
Gareth J. Funning
Theodore Garland Jr.
Robert A. Hanneman
Tao Jiang
Jun Li
Ruth M. Jackson, Library University Librarian (ex officio)
Charles J. Rowley, C&C Associate Vice Chancellor (ex officio)
The committee proposes a list of recommendations for the development of instructional, classroom, and library technology for UCR within the next 5 years. The proposal results from an extensive discussion process initiated with the document “Instruction and Classroom Technology, 3 to 5 Year Vision” by Charles Rowley, Associated Vice Chancellor & Chief Information Officer (CIO).

Students have paid a technology fee since academic year 2011-12, generating an annual income of approximately $3 Million. The committee discussed the need to plan the distribution of these resources as well as the original document, incorporating the revisions and additions by Dr. Ruth Jackson, University Librarian.

The following list of priorities endorses the ideas aimed to be considered by the Technology Fee committee; with the knowledge that specific details are beyond intent. The recommendations are organized according to long term (5 year) and medium term (2-3 year) planning. The priorities represent an annual cost of $2,450,000. Importantly, the committee recognizes that the total annual amount and the individual project budgets are placeholders only, but the committee is nevertheless endorsing significant investments in the projects and initiatives presented below.

Long term planning: 5 years

1) Renewal/Replacement of Classroom Technology in large lecture halls
   $500,000 per year

2) Expansion of UCR Wireless Network
   $300,000 per year

3) Library Digital Content to Support Undergraduate and Graduate Education
   $450,000 per year (with 6-8% annual increase to cover inflation)
4) Support for Innovative Pedagogy and Technology-Facilitated Instruction
   $400,000

Medium term planning: 2-3 years

5) Software as a Service – Licensed Software on Demand
   $200,000 per year

6) Technology Renewal & Replacement in UCR’s Teaching/
   Open Access Computer Labs & University Libraries
   $450,000 based upon a planned and dependable formulary for annual
   distribution of funding

7) iLearn Communities and iLearn Mobile
   $150,000

Comments on the items:

Item 1, Renewal/Replacement of Classroom Technology - $500,000 per year

UCR currently has 10 halls for instructional delivery. Enhancing instruction and
broadcast capability are the main concerns. The committee supports a change on the
Enhanced Instructional Delivery, proposed by Dr. Jackson, for a broader description
that integrates library content into the instructional systems of UCR:

“Students learn, collaborate, and create new knowledge internal and external to the
classroom and laboratory environment, using such methodologies as web, the Libraries’
vast authenticated digital and print resources as well as staff expertise. Learning occurs
in both virtual and physical spaces. Thus, the Libraries must be considered an essential
partner with C&C and the UCR faculty in developing a stimulating and responsive
learning environment for students. Both organizational units will require sustained
investments for new technologies, equipment, discovery and access systems, and
digital content delivery in support of further advancing the learning and research
environment for UCR’s students.”
Item 2, Expansion of UCR Wireless Network - $300,000 per year

Rather than an expansion, this item is a renewal and improvement of current infrastructure in order to increase speed, coverage, and growing demand. Also by providing students with larger and faster networks in the library, Hub, and common areas, the use of the technology fee is made visible. The committee supports Dr. Jackson's suggestion to include print capability from hand held devices and laptops using the library printers.

Item 3, Library Digital Content - $450,000

This is a new addition to the original document. The committee suggests allocating funding to the Libraries annually for resources such as electronic textbooks, electronic reserves, and various databases that support undergraduate and graduate education. The use of digitized textbooks should also be explored; a committee with representation from the VPUE, Library, Academic Senate, and the Bookstore should be created to look into this subject.

Item 4, Support for Innovative Pedagogy and Technology-Facilitated Instruction - $400,000

The committee supports CIO Rowley’s suggestion to create an entity, a new group whose only job is to work with faculty and facilitate faculty to use a broader scope of technology with curriculum to exercise a more blended approach. The funds will be used for 3 new FTE, course buyouts, teaching assistants, etc.

Item 5, Software as a Service - $200,000 per year

The committee supports the initiative “Software as a Service” for delivering different kinds of software packages utilized by students. The committee discussed different models of distribution as well as the lack of knowledge in identifying software. Criteria should be determined as to which software to service. It should include software that is accessed via the library and common areas. In some cases, a smaller number of site licenses for software could be purchased. Service software could also partially replace
computer labs in the future. The need for specific software should be regularly identified.

**Item 6, Technology Renewal & Replacement in UCR’s Teaching/ Open Access Computer Labs & University Libraries - $450,000**

This item addresses the need to update the current equipment, including multi-purpose instructional labs learning commons areas of the library, and to provide individual access to technology for UCR students. The committee recommends increasing the number of laptops and public workstations in the library and overall access to computers in the Hub. However, it is necessary to be vigilant in how funds are spent as investing too much in one solution could become invalid as technology rapidly changes. CIO Rowley suggests adding at least one FTE staff to support these expanded services and increasing the amount up to $450K. The committee concurs with this suggestion.

**Item 7, iLearn Communities and iLearn Mobile - $150,000**

The committee supports the developing of iLearn Communities and suggests the addition of iLearn Mobile and an iLearn module to support integration of the library research skills.

Senate Committee Membership

Chair

Gregory Beran, Chemistry

_Acting Chair in Winter & Spring only_

Paulo Chagas [On leave Winter/Spring quarters], Music

_Leave on winter & Spring_

Committee Members
Gareth Funning, Earth Sciences
Theodore Garland Jr., Biology
Robert Hanneman, Sociology
Tao Jiang, Computer Science & Engineering
Jun Li, Statistics

Ex Officio

Ruth M. Jackson, Library / University Librarian
Charles Rowley, CIO
To be received and placed on file:

The Committee on Academic Freedom met three times during AY2011-2012 as well as conducting committee activities via e-mail. Several issues that came before the UCR committee were raised at systemwide meetings of the University Committee on Academic Freedom (UCAF) on November 18, 2011 and March 15, 2012:

APM-010&015. The wording of the revision, which had been proposed by UCAF in 2010, has been modified by the Office of the President. The wording proposed by UCAF expanded academic freedom as follows by including: “freedom to address any matter of institutional policy or action when acting, whether or not as a member of an agency of institutional governance” while the wording proposed by the Office of the President reads “freedom to address any matter of institutional policy or action when acting as a member of the faculty whether or not as a member of an agency of institutional governance.” Discussion focused around whether the addition of the words “when acting as a member of the faculty” alters the meaning and intent of this amendment to the APM, a conversation that has yet to be concluded.

APM-210. The wording of Section (d) of APM-210-1 regarding Criteria for Appointment, Promotion, and Appraisal includes the following:

“Teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate’s qualifications. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California’s diverse population, or research in a scholar’s area of expertise that highlights inequalities.”

Portions of this section were deemed incompatible with academic freedom, especially the last line, which privileges one outcome of a scholarly investigation over another (e.g. if a research program were to explore inequality and found that, contrary to expectation, none exists).

Freedom of assembly and expression. UCR’s Committee on Academic Freedom unanimously put forth a motion to the regular meeting of UCR’s Academic Senate on February 22, 2012:

“The right of assembly and expression of views shall not be suppressed. Such assemblies and expressions, however, shall not interfere with the lawful conduct and public safety of others at the University.”
The Division requests that this resolution be introduced at the next meeting of the University Committee on Academic Freedom.

That motion passed and was brought to UCAF for consideration by other Divisions. Subsequently, at a special meeting of the Academic Senate, a motion was proposed, to be voted on by mail ballot, to amend that statement, so as to read:

“The right of assembly and expression of views shall not be suppressed. The Senate affirms, moreover:
(i) that peaceful protest is not only permissible but protected and valued as a vital form of speech;
(ii) that responses to protest on campus should be led with the presumption that force should not be used against demonstrators.”

The Division requests that this resolution be introduced at the next meeting of the University Committee on Academic Freedom.

As of this writing, the outcome of the mail ballot has not been decided.

M. Roose
P. Ryer
R. Arvidson, GSA Representative
S. Li, GSA Representative
V. Lippit, Ex-Officio
I. Hendrick, Ex-Officio
T. Morton, Chair
To be received and placed on file:

Following is a summary of Committee activities from May 1, 2011 to April 30, 2012

The Committee on Charges has met 6 times since our last annual report.

The Committee on Charges completed its review of two cases and forwarded its decisions to the Chancellor. There are no pending cases, but the Committee is prepared to address any further issues brought during the remainder of the year.

In addition to meetings to review faculty conduct cases, members of the Committee on Charges also met with members of the Committee on Privilege and Tenure to discuss a potential merger of the two committees. David Funder, Vice Provost for Administrative Resolution was also in attendance. The Charges Committee and the Committee on Privilege and Tenure remain in ongoing discussion regarding a merger of the two committees.

In order to bring UCR in agreement with current practice throughout all UC campuses, the Committee initiated a bylaw change at the fall division meeting. The bylaw change allowed unresolved faculty disciplinary cases to be submitted by the Chancellor’s designee, rather than requiring submittal only by the Chancellor, and clarified that the Committee on Charges does not conduct hearings, which are the purview of the Committee on Privilege & Tenure. The Committee has one additional suggested bylaw change which seems necessary in order to further clarify the inquiry vs. investigative role of the Committee on Charges during a disciplinary case.

J. Andersen
M. Carson
D. Crohn
S. Fedick
A. Goldberg
X. Liu
T. Close, Chair
To be received and placed on file:

Since the 2011 Annual Report to the Riverside Division, the Committee on Courses has approved a total of 111 new courses (78 undergraduate, 28 graduate, and 5 professional). It has approved changes in 374 Courses (331 undergraduate, 38 graduate, and 5 professional); deletions of 105 courses (48 undergraduate, 56 graduate, and 1 professional); restoration of one undergraduate course; and 51 Extension courses and 19 extension instructors. 93 associate-in requests were approved.

Among the courses approved this year were the first explicitly online courses (CS 121, CS 121L, DNCE 007V). These courses were proposed in the context of the University of California Online Instruction Pilot Program/University of California Online Education initiative. Vice Provost Dan Greenstein and Faculty Associate Keith Williams visited UCR on 02/29/12 to provide information on the initiative and to encourage approval of online courses through the Academic Senate. In approving these online courses, the Committee on Courses followed the Guidelines for Remote Learning Courses that were developed jointly by the Committee on Educational Policy and the Committee on Courses at the end of the 2010-2011 academic year.

One of the problems that was encountered, but not completely solved, in handling the online courses was the use of a designator with the course number to identify the courses as online. Use of such a designator was specified in the Guidelines for Remote Learning Courses but was not readily implemented. The problem could be temporarily side-stepped with CS 121 and CS 121L, since no courses with the 121 number pre-existed in CS. A similar side-step with the DNCE course was not possible, since DNCE 007 already existed as a traditional course. After much discussion the Committee on Educational Policy decided, and the Committee on Courses concurred, to withdraw the letter V from use in E-Z segment courses and reserve V (for “virtual”) as the designator for online courses. Thus, the new online course became DNCE 007V. Such use of V will not be possible, however, for all online courses that might be proposed. Formatting of course numbers within the campus SIS, CRAMS, and catalog computer database is limited to three spaces, generally for the number, plus one space for an optional alphabetic modifier. A second space for an alphabetic modifier is not available. Thus, if an upper division course with segments, say 123A,B,C is proposed to be offered as an online version, then an impasse arises because 123AV is not a usable number in the campus computer database. This problem also arises with other designators, such as L for lab or H for honors. The Registrar has developed a solution for lower division courses where a leading zero in the course number can be deleted. For example, when the lab was split from BIOL 005A, the number given to the new lab course was BIOL 05LA. This approach cannot be used, however, for courses numbered 100 or higher. Reprogramming the campus SIS, CRAMS, and catalog computer database to accept course numbers longer than four spaces is certainly possible, in principle, but is considered too expensive, in practice, in the current budget situation. Nevertheless, the Senate should be aware that this problem exists and will likely continue to be encountered. At some point, financial resources will have to be invested to solve the problem.

During the past year, the Committee on Courses and the Registrar’s Office worked together to identify steps or situations where the course approval process might be streamlined or accelerated. Concurrent approval procedures became the focus of this effort because some savings of effort seems possible there. Concurrent approval situations arise when creation of a new course or a change in an existing course generates a need for changes in other courses.
One common example is when the new or changed course is a prerequisite to other courses. Another common example is when the new or changed course requires a credit statement, i.e., the new or changed course overlaps some other existing course to the extent that credit cannot be allowed for both the new or changed course and the other existing course. In either of these situations, current procedures require that course proposals for change in the other affected courses be submitted concurrently with the course proposal for the new or changed course. The requirement for concurrent approval can magnify a small job, perhaps a relatively simple change in one course, into a big job, due to the other courses that must be changed along with this course. As a prime example, creation of an Honors version of an existing course often leads to many concurrent approval requirements because if the regular course serves as a prerequisite to some other courses, then programs will usually want the Honors version of the course to also serve as prerequisite to those other courses. Furthermore, students are generally not allowed to get credit for taking both a regular course and the Honors version of the same course. Programs or departments sometimes become discouraged about proposing Honors courses because of the workload involved with generating proposals for the required concurrent changes in other courses. The Registrar’s Office generated three possible options for improving and streaming the process for concurrent approvals arising in connection with proposals for Honors courses. Relevant Senate committees and the Honors program were asked to opine on the three options, and work is now continuing on the process of implementing the most favored option.

Problems with impacted enrollments in courses across the campus continued to increase during the past year and led to more course proposals containing priority enrollment provisions. The Committee on Course continued to consider these proposals on a case-by-case basis while participating in an ongoing effort by the Committee on Educational Policy to develop campus-wide approaches and policies for impacted majors.

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.

William T. Barndt
Jacob Greenstein
Ruhi Khan
Bahram Mobasher
Greg Palardy
Marko Princevac
Robin Russin
Richard Smith
Lizbeth Langston, Library Representative
Nick Olfoh, ASUCR Representative
Robert Koble, GSA Representative
E. A. Nothnagel, Chair
To be received and placed on file:

The Committee on Diversity and Equal Opportunity (CODEO) has met two times and has one more meeting scheduled for 2011-2012.

Actions undertaken by the Committee on Diversity and Equal Opportunity (CODEO) were the following:

1. CODEO recognized the Salary Equity Study findings, and the motivation by the continued concern about gender and racial salary inequities among the UC system.

2. CODEO reviewed APM-668, and recognized the steering committee’s recommendation that an additional compensation plan is needed to maintain university competitiveness in general faculty compensation. However, at this point it was deemed by CODEO that it was difficult to determine how this would impact diversity. It was recommended that future research be conducted to determine if an additional compensation plan were appropriate and beneficial to all.

3. The committee discussed the report of the joint Senate-Administration Faculty Salaries Task Force. The committee recognized the task force’s recommendations that were needed to maintain university competitiveness in general faculty compensation.

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 Michael J. Orosco (chair of CODEO), who updated the committee members at each meeting as to the issues being discussed at the statewide level.

Akua Asabea Asa-Awuku
Meichu Chang
Sherine Hafez
Cheryl Y. Hayashi
Coleen A. Macnamara
Manuela M. Martins-Green (VP CODEO)
M.J. Orosco, Chair
La Tonya Young, (ASUCR representative)
Lisette Lasater, (GSA representative)
To be received and placed on file:

The CEP will have had a total of 11 meetings by the end of this academic year. Several members of the committee and the chair have also attended several meetings associated with undergraduate program reviews and scheduling. Much of the committee’s work is completed outside of meetings, including the close study of often complex and lengthy proposals, and many CEP matters are dealt with via email. 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 close 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.

At its first meeting of the academic year, the Committee on Educational Policy adopted a conflict of interest statement to govern its procedures for 2011-2012. This year, CEP conducted reviews of the undergraduate program in Media and Cultural Studies (MCS) and evaluated its committee self-study from the previous academic year. The CEP review subcommittee and the entire committee are currently completing its work on the MCS program review. Undergraduate program reviews for the department of Physics and Astronomy and the School of Business Administration were postponed. The CEP Chair and review subcommittee chairs have 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 earlier reviews of the Departments of Sociology, English, and Creative Writing. 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. In AY 2012-13, CEP will conduct external undergraduate program reviews for Physics & Astronomy, Political Science, and Theater. We are doing preparatory work for these three reviews this summer. CEP also developed a three-year schedule for reviews, and has schedule reviews for AY2013-14 (Economics, Liberal Studies, School of Business Administration) and AY2014-15 (Art, Biology, and Chemical & Environmental Engineering).

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:**
Biochemistry Major x 2  
Computer Engineering Major  
Computer Science Major  
Environmental Science Major x 2  
Geology Major  
Labor Studies Minor
Lesbian, Gay, Bisexual, Intersexual, and Transgender Studies Minor
Psychology Major x 2
Media and Cultural Studies Major
Minor in Media and Cultural Studies
Religious Studies Major
Religious Studies Minor
Plant Biology Major x 2
Liberal Studies Major
History Major
History/Administrative Studies Major
History/Law and Society Major
Business Administration Major
Statistics Major, Statistical Computing and Quantitative Management Options
Comparative Ancient Civilizations Major
Classical Studies Major
Russian Studies Major
Psychology Change of Major Criteria
Southeast Asian Studies Minor
Graduate School of Education Undergraduate Minor
Asian Literatures and Cultures Major
Neuroscience (CHASS) Change of Major Criteria
Chemistry Change of Major Criteria

NEW DEGREES APPROVED:
Major in Language and Literatures/Chinese
Major in Language and Literatures/Japanese
Major in Middle Eastern and Islamic Studies
5-year Computer-Engineering BS + Computer Science MS Program

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

- Systemwide Review of Proposed Regulation SR 610-Residency
- Discussion on BOARS Transfer Policy
- Extensive consultation and preparation for University of California On-line Instruction Pilot Project
- Establishment of a reserved designator for courses offered on-line
- Extensive consultation and preparation of an Impacted Majors Policy, with College administration, leaders of affected departments, and other campus equivalent committees
- Extensive consultation and preparation of a Learning Outcomes on General Education Courses Procedure, including the development of a joint Senate-Administration committee co-chaired by CEP chair and Vice Provost of Undergraduate Education
- Classroom Disruption Policy with Dean of Students, Susan Allen Ortega and Laura Riley
- CEP-AACSB (Association to Advance Collegiate Schools of Business) review coordination with SoBA
- Revisions to Academic Integrity Policy, in consultation with School/College Executive Committees, Graduate Council, Graduate Division, and the Student Conduct and Academic Integrity Programs office
- Revisions to Policy on Undergraduate Programs Discontinuations, Mergers, and Splits
- Concurrent Approval of Honors courses
- Interpretation of Catalog Rights
- Proposal for Major-Based Transfer Admission to the University of California

This year, the Division has been represented well on the system-wide CEP committee first by Begoña Echeverria and then by Tim Labor. Jose Wudka has served this year as UCEP Chair. They have kept CEP and the Division informed about various items and system-wide developments of interest to the Committee including system, most notably the online instruction initiative.

Bahman Anvari
Ward Beyermann
Begoña Echeverria
Tim Labor
Paul Larsen
Tae-Hwy Lee
Michael Moore
Eugene Nothnagel
Andrews Reath
Raymond Russell
L. Lacasella, ASUCR Representative
Anthony Cristofani, GSA Representative
Peter Sadler, Vice Chair
Martin Johnson, Chair
To be received and placed on file:

The Executive Council report describes the discussions and actions taken in 8 meetings held from September 2010 to April 30, 2012.

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 on which she serves in her capacity as the Chair of the Senate.

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

- Approved the Executive Council’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.
- Discussed the Health Science Compensation Plan and approved a motion to be submitted to Academic Council requesting that the Plan be approved in its current form and that revisions to the plan will be made so that it is in compliance with the new APM 670 as soon as it is available.
- Heard a presentation by Don Caskey, Campus Architect, who provided an update on current building projects on campus.
- Discussed the current policy on student conduct and discipline with an aim toward revision, a process that has been underway for several years. Susan Allen Ortega, Dean of Students indicated that the three reasons why the changes are being made are: (1) increasing the efficiency of the disciplinary process, (2) clarity regarding faculty review in this process, and (3) the need to add a section pertaining to graduate students.
- Heard a presentation by Prof. Jose Wudka, Chair of UC Educational Policy, on the University of California Online Education Project currently in development.
- Heard a presentation by EVC and Provost Dallas Rabenstein regarding the campus budget, the redesigning of the College of Natural and Agricultural Sciences (CNAS), and the appointment of the new CNAS Dean.
- Heard a presentation by Leo Schouest, Manager, Faculty & Student Technical Support, and Israel Fletes, Director of Educational Technology and Computing Services, on blended learning.
- Heard a presentation by Chancellor Timothy White on various current campus issues.
- Heard a presentation by Vice Chancellor Peter Hayashida on the UCR comprehensive campaign to be launched in the near future.
- Discussed the CEP Policy/Procedure for Discontinuation, Mergers and Splits of Undergraduate Programs.
- Approved the procedures for amending divisional bylaws/programs/curricula on campus.
The Executive Council reviewed and approved the following campus namings:

- Innovation Economy Corporation NESL – the proposed name for the Nano Electrochemical System Laboratory (NESL) located on the 3rd floor of the Bourns College of Engineering Building.
- UC Riverside Track Facility – the proposed naming of the newly renovated track facility as part of a branding campaign to increase name recognition of UC Riverside Athletics.

The Executive Council reviewed the Bylaws:

- Proposed Change in Bylaw 8.7.3.1 and 8.7.4 - Charges.
- Proposed Change in Bylaw 8.9.3.5 and 8.9.3.8 – Committee on Academic Computing and Information Technology.
- Proposed Change in Bylaw 8.22.1 and 8.22.4 – Scholarships and Honors.
- Proposed Changes to Bylaw 8.18.1 – Planning and Budget.
- Proposed Changes to School of Medicine Bylaws.
- Proposed Changes to GSOE Committee Bylaws.

Chair Initiatives:

- Earle Anthony Endowment – Created a call for proposals and a committee to review applications from Graduate Students to apply for travel grants supported by the Earle Anthony Endowment to the Academic Senate. The deadline for submission was April 30, 2012.

Other:

Executive Council discussed the merits of providing incentives to students in order to get them to complete online teaching evaluations.

Executive Council discussed the issue of Academic Freedom and the right to assembly on campus.

Items from Systemwide:

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

- Systemwide Review of the Report of the Senate Administration Taskforce on Faculty Salaries
- Systemwide Review of APM Policy 668 – Negotiated Salary Program
- Systemwide Review of the BOARS Transfer Admissions Proposal

Visitors:

- Don Caskey, Campus Architect
- Israel Fletes, Director of Educational Technology & Computing Services
- Dan Hare, Chair, UCFW
- Bob Heath, Botany and Plant Sciences
- Peter Hayashida, Vice Chancellor for University Advancement
- Susan Allen Ortega, Dean of Students
- Tim Ralston, Associate Vice Chancellor, Capital Planning
- Dallas Rabenstien, Executive Vice Chancellor and Provost
• Leo Schouest, Manager, Faculty & Student Technical Support
• Zack Smith, Assistant Vice Chancellor, Development
• Timothy White, Chancellor
• Jose Wudka, Chair, UCEP

Mary Gauvain, Chair, (Psychology)
  Kenneth Barish (Physics), Graduate Council
  Steven Clark (Psychology), Undergraduate Admissions
  Walter Clark (Music), Academic Personnel
  Paulo Chagas (Music), Academic Computing & Information Technology
  Kevin Esterling (Political Science), CHASS Executive Committee
  Jay Farrell (Electrical Engineering), BCOE Executive Committee
  John Ganim (English), Physical Resources Planning (PRP)
  Jang-Ting Guo (Economics), Committee on Committees (COC)
  Irving Hendrick (GSOE), Faculty Welfare (FW)
  Jodie S. Holt (Botany and Plant Sciences), Jr. Rep to the Assembly
  Martin Johnson (Political Science), Educational Policy (CEP)
  Bronwyn Leebaw (Political Science), Preparatory Education
  Umar Mohideen (Physics), Planning and Budget (P&B)
  Thomas Morton (Chemistry), Senior Assembly Representative
  Leonard Nunney (Biology), Committee on Research (COR)
  Michael J. Orosco (GSOE), Diversity & Equal Opportunity (CODEO)
  Daniel Ozer (Psychology), Secretary/Parliamentarian
  David R. Parker (Environmental Sciences), CNAS Executive Committee
  Melanie Sperling (GSOE), GSOE Executive Committee
  Daniel S. Straus (Biomedical Sciences), Biomed Executive Committee
  Ameae M. Walker (Biomedical Sciences), Vice Chair
  Rami Zwick (SoBA), SoBA Executive Committee
To be received and placed on file:

Since its last Annual Report, the Committee on Faculty Welfare (CFW) met on 7 occasions and dealt with the following issues:

The Conflict of Interest Statement for 2011-2012 was adopted.

In addition to review of the Systemwide Salary Equity Study, the Committee responded to requests for Systemwide review of the following APM sections:

- APM 200 and 205
- APM 668
- APM 670
- APM 740-0
- APM 741-11
- APM 740-795
- APM 750
- APM 758-24

The Committee on Faculty Welfare is charged with the award process for the Dickson Emeritus/a Professorship. The Committee evaluated the applications and recommended that Professor Emeritus Ben Stoltzfus, Department of Comparative Literature, and Professor Emeritus George Slusser, Department of Comparative Literature, receive the emeriti professorships in 2012-2013. The Committee has also suggested that the Academic Senate engage in discussion with the administration on the most appropriate way of managing this endowment funded award on a consistent basis.

Through April, the Committee addressed several issues raised by committee members and other faculty. Included were consultations, discussions, suggestions and/or recommendations as appropriate concerning

- implementation at UCR of the Jefferson Science Fellows Program as devised by the U.S. Department of State and implemented by campuses within the University and at other universities.
- using incentives for student participation in the on-line evaluation of teaching.
- the presentation of faculty publications via eFile for faculty personnel reviews.
- the inclusion of more than a single form of teaching evaluation as defined in APM 210.
- periodic faculty objection to after-the-fact assignment of increased charges to principal investigators following formal budget approvals.
The Chancellor appointed a Task Force on Speech and Assembly, whose work is to include a partial response to a previous year’s concern of the Committee on Faculty Welfare.

Professor Hare reported on several topics of discussion at UCFW. These included discussion of total compensation preferences, the faculty salaries task force, campus transition of retirement and benefit counseling services and Health Sciences issues.

J.D. Hare
A. Norman
A. Roy Chowdhury
R. K. Seto
G. Warnke
H. Wettstein
I. Hendrick, Chair
The Graduate Council met nine times during the period June 2011 through April 30, 2012. The Administrative Committee of the Council met 4 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 124 Courses; 32 new courses, 36 changes in existing courses and 56 deletions. In addition, the Graduate Council also approved the following Extension Courses on behalf of the Division:

The following Extension Courses have to be approved:
1. MGT X200.01 – Strategic Management
2. MGT X200.02 – Global Human Resources
3. MGT X200.03 – Global Marketing Management
4. MGT X200.04 – Multinational Financial Management
5. MGT X200.05 – Managing Change and Technology

The following requests for changes in requirements for graduate programs were reviewed and approved: Biochemistry, Chemical and Environmental Engineering, Computer Science and Engineering, Creative Writing, Dance, Electrical Engineering, English, Ethnic Studies, Graduate School of Education, Hispanic Studies, Mathematics and South East Asian Studies.

Since the last report, the Graduate Council Fellowship Subcommittee has awarded Dissertation and Master's Thesis Research Grants amounting to $20,000.

The Graduate Council concluded its regularly scheduled review of the graduate programs in: Economics, Religious Studies, South East Asian Studies and Music. Graduate Council also discussed the response from the CMDB Graduate Program and agreed to close the review but to add a sentence in the closeout letter that an internal review will be conducted in one year. The following program reviews were reviewed in FY 11-12 – Entomology, Environmental Sciences, Biomedical Sciences, English and Bioengineering.

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

- At its first meeting of the academic year, the Council adopted a statement regarding possible conflicts of interest by its members. (Sept. 2011)
- The Graduate Council reviewed its charge and discussed the possibility of forming a subcommittee to review the bylaws to bring them up to date. Chair Barish established a 3-man taskforce to review the Graduate Council Bylaws and make changes for discussion by the entire
Graduate Council. The members of the taskforce were: Ken Barish, Mike Vanderwood and Morris Maduro. (Sept. 2011)

- The Graduate Council discussed the revised procedures for proposal submission and program changes. (Sept. 2011)
- The Graduate Council discussed and clarified the allowable content for 290 courses. At this meeting it was unanimously agreed that code 290 would be used for instruction and 297 for research. (Sept. 2011)
- The Graduate Council discussed and approved GR1.6 Professional Development Requirements for Graduate Students. (Sept. 2011)
- The GC agreed to forward a memo to the Dean of CNAS alerting him to various organizational issues that have repeatedly arisen in reviews of interdisciplinary graduate programs.
- The Graduate Council considered and responded to request from Systemwide to review SR 610 (residency) proposal. (Oct. 2011)
- The Graduate Council at its meeting on January 19, 2012, discussed the issue of requests from students to review their candidacy exams and approved the following policy to be included in the Graduate student and graduate advisor handbooks.

  Programs shall make every effort to review the results of candidacy exams when formally requested by students. Requests for review should be made within one month

- The Graduate Council at its meeting January 19, 2012, discussed the issue of cooperative extension specialists as sole graduate advisors and agreed to send out a clarification memo that indicated that the policy includes CE/OP specialists, and agreed to retain the need to approve each case through Graduate Division on an ad hoc basis.

- The Graduate Council at its meeting February 16, 2012, discussed the issue of conflict of interest or the appearance of a conflict during an exam or dissertation and a motion to approve the policy was passed with 13 yes and 1 abstaining.

  To avoid conflicts of interest of the appearance of a conflict of interest when domestic partners or spouses are a majority of the faculty overseeing an exam or dissertation, another faculty member will be added to that committee.

- The Graduate Council at its meeting March 15, 2012, discussed the issue of self-supporting graduate degree programs and the need to create a similar policy for UCR. An Ad hoc Committee was established to write the policy composed of Dean J. Childers, Connie Nugent, Mike Vanderwood, a representative from Planning and Budget and Matt Hull, Associate Vice Chancellor, Resource Management and Analysis.

- The Graduate Council at its meeting March 15, 2012, approved a new version of the Academic Integrity policy for graduate students. The new version was drafted by an Ad Hoc Committee
composed of Chair Barish, Associate Dean K. Baerenklau, Mohsen El Hafsi, James Tobias, Ertem Tuncel, and Mike Vanderwood.

- The Graduate Council at its meeting March 15, 2012 discussed the CEP policy for CEP Policy/Procedure for Discontinuations, Mergers, for Undergraduate Programs. Council approved a taskforce composed of Chair Barish, Connie Nugent, Mike Vanderwood, Joe Childers and Mohsen El Hafsi to draft guidelines and procedures for the discontinuation, mergers and splits of graduate programs. Council also discussed the process of disseminating new and revised policies to the faculty. Council agreed that new policies will be sent out by the Council Analyst to all Program Directors and Program/Graduate Advisors with a copy to the Chairs of the Department. It was also agreed that an email will be sent out to all Program Directors and Program/Graduate Advisors notifying them of the availability of minutes on the Graduate Council website.

New Graduate Programs:
The Graduate Council approved the following new Graduate Programs:
- Proposal for a new five-year Computer-Engineering BS + Computer-Science MS program (April, 2012)
- A proposal for a Ph.D. Degree in Art History (May, 2012)

The Graduate Council approved the following program changes:

- Biochemistry. Proposed addition to Graduate Program requirements for MS students regarding comprehensive written exams. (9/29/2011)

- GSOE. Proposed revisions to PHD Education, Higher Education Administration and Policy area group curriculum. Changes will reduce doctoral students’ course numbers and give greater focus to dissertation research preparation. The changes will reduce the total number of 4 unit courses by 2. Deleted EDUC 248M and EDUC 248S from the core. (10/20/2011)

- Ethnic Studies. Extending the Qualifying Written Exams deadline to the end of spring quarter of the second year of study. (10/20/2011)

- English. Proposed changes to Designated Emphasis in Book, Archive and Manuscript Studies to read: Three (3) courses (12 units) selected from the list below or from another course with relevant content as approved by the DE Chairs. (11/17/2011)

- GSOE. (1) Revisions to the Diversity & Equity M.Ed. Degree Eliminated the requirement of one of the four approved University Extension Certificate programs as a requirement for admission to the Diversity and Equity M.Ed degree, but still allowing applicants to receive credit for up to 9 units towards the unit requirement for the degree. (2) Changed the requirement that applicants have a teaching credential to be admitted to the degree (3) Changed the overall unit requirements from 37 to a minimum of 36 units. (12/8/2011)
• GSOE. Revision to the Autism M.Ed. Degree - Eliminates the required University Extension course (EDU X450.05), while still allowing this course and one additional approved course to contribute to the total 3 units required for this degree. (12/8/2011)

• Biochemistry. Added language to the normative time to degree to allow students who change from MS to PhD to reset their normative time to degree. (12/8/2011)

• Biochemistry. Proposed addition to graduate program requirements for MS students that they take BCH210, BCH211 and BCH212 to improve the rigor of the MS degree in biochemistry without increasing units required for the degree. (2/16/2012)

• Dance. Approved the proposed additions to the dance curriculum to satisfy the requirement for professional development requirements for graduate students in Critical Dance Studies Program and the MFA in Experimental Choreography Program. These changes include requiring students to complete Dance 301 and giving the students options to take Dance 14 and Dance 280. (3/15/2012)

• Creative Writing. Program Changes for Creative Writing Low Residency-Palm Desert include professional development requirements for Low Residency MFA students. These changes include reducing the thesis units from 8 to 7 and creating a new stand-alone course. (3/15/2012)

• Computer Science and Engineering. Proposed revision of the program document for the five-year BS+MS program in Computer Science. The changes included: Allowing double-counting of up to twelve instead of 8 units; Addition of junior-year course and GPA requirements that students must meet in order to continue to the MS portion; Dropping the mention of an Honors requirement; Removing the requirement for a summer internship; Resolving the inconsistencies, and details of the processes and requirements for transitioning from the BS to the MS program: Rewrite of the Catalog Entry. (3/15/2012)

• Chemical and Environmental Engineering. Programmatic changes to address new professional development requirement for graduate students. These changes include designating two sessions of CEE 286 to use for professional development content, hosting weekly fellowship/grant writing workshops each fall quarter to assist students in grant writing and instituting a one hour appointment slot for all visiting speakers to meet with MS and PhD students. (3/15/2012)

• English. Proposal to replace the current timed-writing component of the qualifying examination II with a portfolio component to be prepared and submitted in advance. (April, 19, 2012)

• South East Asian Studies. Proposal to reduce the number of thesis units - currently 8 to 4 to bring down the total units to more comparable programs on campus. (April, 19, 2012)

• Computer Science and Engineering. Proposal to add CS297 - directed research to the core requirements in computer science. (April, 19, 2012)
• Electrical Engineering. Approved the proposal to revise the program requirements for the Electrical Engineering Graduate Program which also introduced a major oral presentation at the third year called the dissertation proposal evaluation. (April, 19, 2012)

• Mathematics: Approved the proposed changes to Math graduate Program changing the requirements to one that is similar to the MA/MS in Mathematics. For the MA, drop the mention of Math 131, 132, 151A and 151B and for Ph.D., allow students to use Math 207. (April, 19, 2012)

• ETST: Approved a proposal to add a terminal MA to the Ethnic Studies Graduate Program (April 19, 2012)

• Hispanic Studies: Approved the proposal for profesional development requirements for Hispanic Studies Graduate Students. The department will also requiring TAs to take Spanish 301. (April, 19, 2012)

Kenneth Barish, Chair
Morris Maduro, Biology (Vice Chair)
Lynda Bell, History
Christopher Chase-Dunn, Sociology
Mohsen El-Hafsi, SoBA
Iryna Ethell, Biomedical Sciences
Daniel Gallie, Biochemistry
Gloria Gonzalez-Rivera, Economics
Nosang Myung, Chemical Engineering
Connie Nugent, Cell Biology and Neuroscience
James Tobias, English
Ertem Tuncel, Electrical Engineering
Mike Vanderwood, GSOE
Jingsong Zhang, Chemistry
Deborah Wong, Music
Joe Childers, Graduate Dean (ex-officio)
Aaron Jones, (Graduate Student Representative)
Gary Cohen, (Graduate Student Representative)
To be received and placed on file:

The International Education Committee of the Academic Senate met twice this year, in March and April 2012. The Chair (Piya Chatterjee, Associate Professor, WMST) was on sabbatical in Fall 2011.

In Fall 2011, Acting Chair Professor Christina Schwenkel (Anthropology) attended a few meetings around the new campus-wide set of initiatives around increasing the number of international students at UCR. These meetings were designed by Noel-Levitz, a consulting firm, hired by the university to design, and implement, a strong recruitment plan for international undergraduate students. The IEC, however, did not meet in the Fall to discuss these developments during that quarter. Meetings in Fall and Spring 2012 did began to engage these issues directly, as noted below.

A. UCIE Meeting.

The Chair participated in a system wide UCIE conference-call on March 16, 2012. The Executive Committee meeting was chaired by Professor Kum Kum Bhavnani (UCSB), and did not initially include the EAP Director and his staff. The EC mapped out the central themes around the Education Abroad Program in light of the budget cuts, increased scrutiny of UCEAP/UCOP finances, student fee increases (which has a direct impact on student’s electing to go abroad) and “third party provider” issues in various parts of the world. Detailed consideration was also made about the composition and procedures around academic oversight of EAP programs and centers.

The EAP Director then offered his report around the budget and the overall environment for EAP which has seen a drop in student enrollment. He suggested that there were three factors that caused this drop in enrollment: (i) General trend of fee increases which prompts students to carefully consider this option; (ii) Reduction of, and significant turnover of staff in EAP programs; and (iii) the emergence of campus-based programs which compete directly with EAP. UC-EAP planning will include careful scaling back of programs; continue to look at the “balance” between campus programs and EAP, and further the academic integration initiative. Professor Ann Blaine (UCSD) put together a comprehensive report of the Academic Oversight Plan and offered a detailed account of the feedback and proposed revisions being worked through the EAP office.

“Growth” and “Sustainability” continue to be the anchor-points of all planning. UCEAP celebrates its 50th Anniversary at UCSB this year.

Another UCIE meeting will be help on May 18, 2012. Unfortunately, the Chair will not be able to attend because of her participation at a UCR conference panel on that day.
B. UCR International Committee Meeting Discussions.

On March 19, the IE Committee discussed the exciting initiative catalyzed by the Chancellor to increase international student presence on the campus.

Faculty were “brought up to speed” about the Noel Levitz consultation. Dr. Douglas Christiansen, the Senior Associate Consultant of this firm, is spearheading the initiative and has helped administrators, and other stakeholders, create the templates to move forward, starting Fall 2011. The consultants are looking forward to designing the recruitment plan effectively and welcome all stakeholders.

As such, teaching faculty on the committee, especially, can offer an important perspective on issues of both “recruitment” and “retention” of international students. In short, they are important stakeholders in questions of outreach, quality of teaching offered and the overall questions of retention. As such, the committee concurred that Chair of the committee (and other members of the committee) need to be involved directly in this dialogue about how to shift UCR into engaging questions of “global” diversity. Moving through Academic Senate channels is the most appropriate way to do this.

The committee focused its energies to figure out 1) what had transpired so far in the design of the initiative and 2) some faculty expressed their concerns with retention issues and international student experience at UCR—in the classroom and outside of it. Pedagogical challenges around understanding the special needs of “lost” international students in highly impacted classrooms (and increased teaching loads for faculty) is a variable that is, and will be, underscored in future deliberations.

There was some discussion about tuition-costs of international students so that the committee could get a better sense of what is at stake for them. Some members of the committee (who are integrated in the consulting process more directly) did note that a number of Associate Deans are full aware of the support and outreach issues at the academic level and are concerned about how much of this revenue stream (from international student tuition) comes back to direct advising and support of these students.

The committee also continued its discussion (from the previous year) about the various categories of international students currently on campus. Sharon Duffy (Dean, UNEX) and Karen McComb (Deputy Director, International Education Center) generously offered to put together a matrix spelling out who is here and under whose jurisdiction. These include UCEAP/reciprocity students; matriculated UCR undergraduates; Visiting students through UNEX/Concurrent Enrollment; dismissed international students who are enrolling through UNEX; students involved in the academic preparatory program where students can meet the A-G requirements for UC admissions. It is important to note here that these different “pathways” were confusing, that one could see why international students might “fall through the cracks.”
For faculty, in particular, clarity about these classifications (and their distinctions) would assist in effective pedagogical outreach and support for these students. *This latter issue (about pedagogical and other forms of support for students) has emerged as an important concern for faculty on this committee and it is hoped that the discussion (between teaching faculty and administrators) will lead to effective policy and implementation.*

**On April 19,** the IE committee met again to consider these issues further. Sharon Duffy (Dean, UNEX) had shared the comprehensive Noel-Levitts report which included the various sub-committees or workgroups involved in laying the foundations for international student recruitment. Included in this range of committee is a “Support and Retention Services Work Group.” The Chair is confident that detailed discussion of this report will continue.

Sharon Duffy and Karen McComb offered their detailed matrix about various international student groups which included the following: i) what unit handled applications; ii) who issued visas; iii) enrollment mechanisms; iv) Access to ARC; v) Academic advising; vi) number enrolling in campus courses per quarter; vii) who provides general support; and other arenas of access and support such as health, dorm access and so on. This matrix provided a valuable snapshot of who is currently at UCR and which units are responsible for their journey here.

The committee was pleased to welcome Professor Steve Brint (Vice Provost of Undergraduate Education) who mapped out the contours of the initiative. He emphasized the importance of Academic Senate involvement and invited the new Chair (Professor Lucille Chia, History) to work with him and others.

Some ideas being generated to meet the challenges created by this constituency of students include: i) training academic advisors to work with the particular issues international students face, including various kinds of culture differences that can lead to mis/communication etc; ii) encouraging faculty to engage directly with students given that so many faculty members are involved with international and transnational research and teaching.

Academic challenges also include working with students who come in “below Writing 3” ability and building intensive “immersion” quarters around English, as well as “introduction to college life” in the US. Further integration with the Academic resource center (staffed with ESL specialists, for example) will be another avenue to explore. The student services component will include strengthening support frameworks outside of academic retention matters, vital though these are. These include problems of isolation; building peer mentoring and peer advising; and having effective orientation programs.

After Vice Provost Brint left, the committee continued with a lively discussion in which some faculty sought to engage these issues of “retention” and support in less abstract ways. Some of the ideas that were offered: i) create mentoring and support systems between international faculty from a particular nation with students from that nation; i) attempt to break through the communication challenges between student service
initiatives and faculty; iii) create mentoring and support systems between international postdocs and students; iv) Continue to build visibility for international students and what they bring to a campus by weaving these into academic activities as well e.g work and plan outreach activities with international students at the helm.

Committee members were also aware that while these are important ideas, they need to be supported by budgetary mandates. Committee members did concur that senate and faculty are a rich source of support for international students, and if opportunities are created then the Academic Senate can be an important “portal” through which communication about international student needs (as well as this initiative) could be conveyed, and enthusiasm generated to support their success and accomplishments at UCR.

It is important to note, in conclusion, that embedded suggestions were not taken to vote, but should be kept in mind for future decision-making.

The International Education Committee has customarily focused on the Education Abroad Program and this will certainly continue to be one of its important arenas of attention. However, it is important that these new and exciting campus-wide initiatives also remain a focus of engagement, inquiry and concern. In that, this year can be seen as a “transition” year in which local concerns started to become more significant.

*The outgoing Chair is delighted to welcome Professor Lucille Chia, History, as the new incoming Chair of the International Education Committee.*

Piya Chatterjee, Chair
Lucille Chia
David Crowley
Thomas Eulgem
Christina Schwenkel
Thomas Perring, Ex Officio
Sharon Duffy, Ex Officio
Bronwyn Jenkins-Deas, Ex Officio
Karen McComb, Ex Officio
Enrique Salas, GSA Student
Judy Kang, ASUCR Student
To be received and placed on file:

The committee has met once 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:

- New Graduate Program Proposal for a PhD in Art History: The committee approved the proposal because of the campus initiative to join the AAU. We noted that the proposal called for significant new library resources, and that the library was concerned that they would not be available without new funding.

- A proposal concerning open source publishing from the University Committee on Library and Scholarly Communication. This will be discussed at the May meeting.

Major items of discussion included:

An initiative of the committee to send around an email to the faculty asking them to place a note in their syllabi (on a voluntary basis) to the effect that students are not allowed to use Inter Library Loan for their course textbooks was discouraged by other elements of the Senate as a burden on the faculty.

A faculty member raised some concerns about patron-driven acquisitions (PDA), and we met with the University Librarian and her staff to discuss the issue. She pointed out that the new system does not remove purchasing decisions from the departments, does not surrender acquisition decisions to non-professionals, and does not eat up a high proportion of funds.
The Committee on Physical Resources and Planning (PRP) met once as a full committee during AY 2011-2012.

The Committee reviewed and readopted the Conflict of Interest Statement for 2011-2012.

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 Barn Expansion Project

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)
- Design Review Board 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
- The Barn Expansion Project
- 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.

Wendy A. Ashmore, Anthropology
Matthew J. Barth, Electrical Engineering
Catherine Gudis, History
Stella Nair, Art History
Yat Sun Poon, Mathematics
Daniel S. Straus, Division of Biomedical Sciences
J. M. Ganim, English (Chair)
To be received and placed on file:

The Committee has met twice in 2011-2012 since our last annual report. It has conducted other business by email.

1. On December 12, 2011, the Committee reviewed and approved the Conflict of Interest Statement.

2. On December 12, 2011, the Committee consulted with Vice Provost of Undergraduate Education, Steven Brint regarding a policy proposal for preparatory education.

3. On March 9, 2012, the Committee unanimously approved a proposal to raise the MAE cut-off for Math 8A from 25/45 on MAE Part 1 (or 29/60 on MAE Part 2) to 27/45 on MAE Part 1 (or 29/60 on MAE Part 2).

J. E. BERGNER
A. DENNY-BROWN
B. A. LEEBAW, CHAIR
C. SHELTON
J.A. ELLISON
D. K. GLIDDON
J. C. BRIGGS, EX OFFICIO
P.J.GRAHAM, EX OFFICIO
J. M. HERATY, EX OFFICIO
M. MCKIBBEN, EX OFFICIO
C. RAVISHANKAR, EX OFFICIO
J. W. SANDOVAL, EX OFFICIO
B. J. DAILEY, ADM REP
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, 2011 to April 30, 2012:

- P&T completed the adjudication process on one disciplinary case. The case was settled informally just as the formal hearing process was to begin.

- The Committee also made a prima facie determination on a faculty grievance case, finding against the grievant. The case is considered completed.

- Policy Recommendations considered by P&T include the following System-wide Reviews:
  - System-wide review of APM 010, 015 and 016
  - Proposed technical revisions to APM 035 and 190 – Appendix A-1

Finally, the Committee on Privilege and Tenure is currently engaging in ongoing discussions with the Committee on Charges to determine if the two committees should merge. To that end, the committee participated in a joint meeting which included attendance of David Funder, Vice Provost for Administrative Resolution.

E. Anderson
S. Axelrod
R. Gupta
H. Henry
M. Nash
R. Rosenthal
S. Wimpenny
V. Lippit, Chair
During the 2011-2012 academic year, the Committee on Research (COR) met four times before this report was filed, and expects to meet at least two more times before the end of the academic year.

The Committee reviewed and readopted the prior year’s 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 was responsible for the review of the Pac Rim grants submitted by UCR faculty, selecting the maximum permitted 8 grants for submission for systemwide review. COR re-adopted last year’s criteria and scoring mechanisms in reviewing 10 Pac Rim applications.

The committee discussed the Review of UC Observatories, a document circulated by Senate Chair Mary Gauvain that came from the systemwide Academic Senate. The committee discussed the Review and generally agreed with the Review’s sentiment that the UC Observatories generate excellent research and attract high quality faculty; however COR felt that the justification was weak in important areas. Specific areas where the committee felt important data were lacking were: the degree of OR faculty support, graduate and post-doctoral training, extramural funding, and the potential role of use charges.

COR reviewed and discussed the report of the joint Senate-Administration faculty salaries task force. In summary the committee found that, while the Taskforce made an interesting proposal to correct the current inadequacy of Faculty salaries, it is not clear that it inevitably improves the situation more effectively than a simple increment towards the Comp8 salary levels. The advantages and disadvantages of the new proposal relative to using the Comp8 still need to be clearly delimited. COR was concerned that setting salaries based primarily on hiring and retention (step 1 in the report) has potential problems, especially at the tenured ranks, and that the proposal will lead (in step 2) to the establishment of salary differences among the campuses, an outcome that represents a fundamental shift in University policy.

Research grant applications received in 2011-2012 for 2012-2013 funding included: 303 Omnibus (157 Travel Only and 146 Research and Travel), 47 COR, and 30 Regents. COR will review and score all of the Research and Travel applications, COR applications, and Regents applications.
The Riverside Division was represented on the University-wide Committee on Research Policy (UCORP) by Robert Clare, a member of COR. COR requested, through our representative, to be informed of non-confidential UCORP agenda items in advance so that they could be discussed by COR. This request has met with limited success.

Leonard Nunney, Chair
Robert Clare
Marsha Ing
Jeanette Kohl
Anthea Kraut
Tanya Nieri
Khaleel Razak
Dana Simmons
Albert Wang
To be received and placed on file:

Following is a summary of Committee activities from May 1, 2011 to April 30, 2012.

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 8.9.3.5 – 8.9.3.8 – Committee on Computing and Information Technology
- Proposed change in Bylaw 8.7 – Committee on Charges
- Proposed change in Bylaw 8.18.1 – Planning and Budget Membership
- Proposed Bylaw change for the Bourns College of Engineering
- Proposed Bylaw change for the Graduate School of Education
- Proposed Bylaw change for the School of Business Administration
- Inaugural Bylaws for the School of Medicine
- Proposed change in Regulation 1.6 – Professional Development Requirement
- Proposed change in Regulation 6.4 - Campus Graduation Requirements
- Proposed change in Senate Regulation 610 – Residency Proposal

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 role of the Executive Committee in approval of policy revisions
- Request for Bylaw 55 interpretation from Privilege and Tenure and from an individual faculty member
- Request for a ruling on the term of the Faculty Chair in the School of Medicine
- Request for Ruling on Quota Control
- Request for review of CEP Policy for discontinuations, mergers, or splits of undergraduate programs
- Review of procedures for amending divisional bylaws, programs and curricula
- Request for an interpretation of bylaw 9.1
- Request for ruling on the membership requirements of COSSA
- Request for interpretation of catalog rights

K. Vafai, Chair
P. Keller
D. Ozer, Secretary Parliamentarian
During the 2011-2012 academic year, the Committee on Scholarships and Honors met twice and accomplished the following:

1. At the November 10, 2011 meeting, the Committee:
   a. Reviewed and made minor changes to last year’s Conflict of Interest statement, adopting the revised statement.
   b. Received an update on scholarships from ex officio member Sheryl Hayes.
   c. Developed a timeline for dissemination of the Call for the Chancellor’s Awards for Excellence in Undergraduate Research and Creative Achievement and selection of faculty and student recipients; the new timeline was approved later in the month by email.
   d. Revised the language of the Call for the Chancellor’s Awards for Excellence in Undergraduate Research and Creative Achievement to clarify selection criteria; the revised Call was approved later in the month by email.
   e. Created Guidelines to accompany the Call which include more detailed information and examples of what the committee is looking for in nomination packages; the Guidelines were approved later in the month by email.
   f. Revised the language of the email that accompanies the Call to include the web link to the Academic Senate Awards page that is provided on the Call.
   g. Asked Sarah Miller (staff support for the Committee) to locate an image of the Bell Tower for use as a watermark for the Call and Guidelines; later in the month, the Committee approved by email the image she found, which was incorporated in the revised Call and the new Guidelines.
   h. Recommended to Sarah Miller that the portion of the Academic Senate web site where the award recipients are announced be revised to include last year’s student award recipients and their bios from the Committee’s annual report to the Senate.
   i. Asked Sarah Miller to include additional information on the iLearn web site for the Committee to facilitate the selection of winners (the Call, Guidelines, email accompanying them, list of winners for previous years, and the annual report for the previous year, which includes descriptive paragraphs on each winner and might be of use in the deliberation process).

2. At the April 12, 2012 meeting, the Committee:
   a. Proposed that the announcement of winners of the Chancellor’s Awards for Excellence in Undergraduate Research and Creative Achievement be made in more venues than last year: not just at the final Senate meeting, graduation, and Honors Convocation, or even at the faculty Awards reception the Chancellor hosts
each spring, where for the first time they were announced last year, but also in the *Inside UCR* faculty newsletter and the *Highlander*, and on the Senate and UCR websites. Sarah Miller looked into the feasibility of such announcements and found that all but a notice in the *Highlander* seem possible. In addition, a list of winners should appear on the committee’s iLearn website, along with the paragraphs about each for the last two or three years, to assist with the selection of winners.

b. Made additional suggestions for revising the iLearn website to facilitate the selection of winners (concerning the naming and ordering of files of nomination materials uploaded to the site).

c. Agreed that the watermark image of the Bell Tower should be lightened so the Call and Guidelines are easier to read; Chair Tyler subsequently edited the image with Sarah Miller’s help and the revised image was approved by email, along with the minutes, revised Guidelines, and revised email that accompanies them.

d. Reviewed the text of the Call and agreed it was fine.

e. Revised the text of the Guidelines to highlight the need to describe publication and presentation venues for non-specialists, as the Committee found it difficult to compare publication and presentation venues in the different disciplines when reviewing the nomination packages.

f. Revised the text of the email accompanying the Call and Guidelines with the hope that might help make nomination packages more similar in their level of detail.

g. Selected the following faculty and students as the recipients of the 2011-2012 Chancellors’ Awards for Excellence in Undergraduate Research and Creative Achievement:

**Faculty:**
- *David Kisailus, Assistant Professor of Chemical/Environmental Engineering*
- *Dimitrios Morikis, Professor of Bioengineering*

**Students:**
- *Ms. Barbara Davis, Cell Biology*
- *Ms. Michelle Lin, Creative Writing*

David Kisailus: In his five short years at U.C. Riverside, Professor Kisailus has mentored an astonishing fifty-six students in a broad range of research areas, almost two thirds of them from groups underrepresented in the sciences or economically disadvantaged. Eight of his mentees have been coauthors on ten different publications; twenty-six have presented at regional or national conferences; eleven have won grants from UCR for their research proposals; and twenty-one have gone on to graduate or professional study. His student nominees praise him for ensuring that they participate as full members of his research team, as one says, with “a level of independence rarely seen in other laboratories,” though he also takes time to discuss their work with them separately from his graduate students and collaborators from corporations or other universities. They also note that he helps them develop their public speaking skills, “as important as the technical content learned,” and are especially excited about their involvement in his outreach work at the Riverside Metropolitan Museum and in local middle-
schools, where they are able to mentor students themselves. One student nominator says that work has caught the attention of the San Diego Zoo, which is considering implementing a similar program with school children.

**Dimitrios Morikis**: During his years at UCR, Professor Morikis has always made the development of undergraduate researchers a priority, despite the fact that “mentoring is a lot of work,” as one former undergraduate said in her nominating letter, because he takes the time to meet with students individually and not just with their research groups. He has mentored two dozen undergraduate researchers and three senior design project students from a range of majors, including one from CHASS and some from other universities, about two thirds of them from underrepresented groups or economically disadvantaged backgrounds, many of whom have gone on to graduate study, some with prestigious NSF fellowships. “No one has ever treated the undergraduates like they were doing the ‘dirty’ work so they could earn a place at the table,” one of his student nominators notes. Not only do the undergraduates make important contributions to his lab, they also present their findings publically with remarkable frequency thanks to Professor Morikis’s hands-on mentoring: thirty-seven have published abstracts or papers in peer-reviewed journals, including the *UCR Undergraduate Research Journal* Professor Morikis co-founded in 2007, and twenty-three have presented at regional and national conferences. A third of them have been first authors, and one even had his paper in a prominent journal featured on the cover.

**Barbara Davis**: Though she has two young children, Barbara Davis, a Cell Biology major, has made key contributions to cutting-edge research on nicotine at the Stem Cell Center while maintaining a near perfect GPA. Since winter 2011, she not only mastered the difficulties of culturing stem cells, she also developed a protocol for quantifying nicotine on a lab instrument that had not been used in some years, which she repaired and became the lab expert on, deploying it with a team of two other undergraduates she led, a job not usually entrusted to an undergraduate. Her findings have been reported in three papers, two for which she is second author, having provided two figures for each, and a third that is still being drafted and for which she is first author. She also has participated in UCR’s Undergraduate Research Symposium. “She is mature, she is smart, she is a leader, she is a real scientist,” one of her nominating faculty writes, describing her as one of the top two students she has had in 35 years.

**Michelle Lin**: Despite the fact that English is not Michelle Lin’s native tongue, she has more than mastered it, as her high GPA, two prizes from the Creative Writing Department, and poetry publications in *Every Day Poets, Rufous City Review*, and numerous other small literary magazines testify. Her nominators describe her as a “lyric poet with a social conscience” who takes emotional risks in her work yet consistently produces lucid, accomplished, and compelling poems. “She is exceptional as a poet and a scholar, as a person and as an intellect. She is the real thing,” writes one of them. She has served as poetry editor and editor in chief of *Mosaic*, UCR’s literary journal, and as a Gluck Fellow has
organized and hosted open mic events in the city, as well as fiction and poetry workshops. She also has taught poetry and art to low income eight and nine year olds in a summer LEAPS program in Alameda, which was so successful that a local news network reported on it, and is currently at work with theater artists on a multimedia event that similarly reflects her commitment to social justice.

Carole-Anne Tyler, Chair
Anupama Dahanukar
Jack Eichler
Katha Guenther
Elaine Haberer
Tamara Ho
Robin Nelson (on leave Spring 2012)
Wendy Saltzman
Sheryl Hayes, Ex Officio
James Sandoval, Ex Officio
L. Lacasella, ASUCR (Student) Representative
S. Sachdeva, ASUCR (Student) Representative
To be received and placed on file:

The Undergraduate Admissions (UGA) Committee met 9 times from September to May during the 2011-2012 academic year.

1. The Conflict of Interest Statement was discussed and readopted for 2011-2012.

2. The UGA Committee discussed the Transfer Student Admissions Proposal that was approved by the UGA committee last Spring and at the May 2011 Division meeting. This discussion was prompted by a concern that if the number of transfer student applications continues to increase at the current rate (applications have increased 58% since Fall 2008) the number of students admitted for Fall 2012 could exceed the capacity of many majors.

The committee voted to move the transfer proposal implementation date forward from Fall 2013 to Fall 2012 provided that students are given as much information and notice as possible. The proposal was approved at the November 29, 2011 Division meeting.

3. The committee discussed the BOARS Transfer Admissions Proposal – Targeted Review Request. The committee felt that specific problems needed to be identified; and for some departments, this proposal could create a large amount of work for a very small number of transfer students. The committee would also raised a question regarding the data to support this proposal from UCOP. Specifically, the committee did not know of any data to suggest that there was a problem that needed to be fixed.

4. The committee discussed the University’s initiative to increase enrollment of international students at UCR in light of the BOARS resolutions that were passed in December 2011. In particular, BOARS reaffirmed its policy that admission guarantees could not be extended to non-residents. A central issue in this discussion was whether the Admissions Preparation Program, through UNEX, was in compliance with the BOARS resolutions.

5. The committee focused heavily on holistic review for freshman and the consideration of including other factors in the application for review. The committee’s goal was to determine if and how holistic review adds value relative to the current comprehensive review process. The committee discussed issues related to holistic review such as what our campus is looking for, what is valuable to UCR, how to define it, how to weigh it, and how much of a predictor of success it is. The UGA committee proposed to do a pilot study to compare holistic review to our campus’ current process of comprehensive review with fixed weights. As a first step in this process, Merlyn Campos, Director of Admissions, obtained holistic review scores from all campuses except Merced and Santa Barbara. The committee will analyze data pertaining to applicants that overlap with UCR including the holistic review score they were given from each campus, what their Academic Index Score (AIS) was, and whether or not they were admitted. The committee is also interested to see how the distributions of Holistic Review scores
vary across campuses. Most important, the UGA has begun to analyze these Holistic Review scores to assess how admissions at UCR would change if holistic review were implemented in place of the current comprehensive review process.

6. The committee discussed the Admission by Exception (AxE) guidelines specifically in regards to international students. Some of the colleges were concerned about the students whose GPAs fall between the 2.7 and 3.0 range. It was suggested that the faculty of the colleges in which these particular students apply might review the applications of these students. Their main concerns were quality control, success, and the capability of these students to succeed. Last year, the criteria and guidelines created by the UGA committee determined which students were admitted. The committee agreed to leave the criteria flexible and wants to review data pertaining to Fall 2011 grades before making decisions and changes to the AxE guidelines.

7. The committee discussed the BOARS resolutions that have implications for the admissions of international students. UCR is the only campus in the UC system that communicates a conditional admission to UCR for international students – the Academic Preparation Program (APP). The word “guarantee” is not in UCR’s APP letter to students, however, “conditional admission” is. Anticipating a resolution from BOARS, the UGA committee approved a statement regarding the communication of admission to Extension students. The statement is as follows: For prospective students who are admitted to university extension programs, the distinction between admission to extension versus admission to the campus should be clearly communicated. Toward that goal, notification to students of their admission to university extension programs (a) should not be signed by campus admissions directors, and (b) should not communicate or imply any guarantee or conditional admission to the campus.

8. The committee reviewed and discussed the SoBA Proposal to change the GPA cutoff from 2.5 to 2.7 and change Economics course requirement (from ECON 003 to Econ 004). The UGA committee conditionally approved (3 approved, 1 abstained) the proposal based on an implementation date of 2014 so that the Admissions Office has time to communicate the change to community college students.

9. The committee reviewed the revision of the BOARS proposal for Major-Based Transfer Admission to the University of California. The proposal was in response to Senate Bill 1440 and Assembly Bill 2302. Senate bill 1440 required California Community Colleges (CCC) and the California State University to develop Associate of Arts and Associate of Science for Transfer degrees that guarantee CCC students’ admission to CSU. Assembly Bill 2302 requests UC’s participation in a similar pathway for transfer admission. The proposal was designed to clarify UC’s expectations for transfer students in the context of these legislative changes. The committee had various concerns about this proposal. One primary concern was that the proposal would impose a “one size fits all” approach, requiring UC campuses to develop common core curricula that would impose nearly identical transfer requirements across UC campuses. The committee felt that the revised BOARS proposal addressed this important concern. The revised proposal notes that it, “maintains department autonomy and flexibility to list courses and set admission criteria.” The UGA committee was favorable toward the proposal.
given that it preserves the autonomy of campuses and that it does not impose a “one size fits all”
approach.

10. The committee discussed the request from University Extension (UNEX) to allow
Academic Preparation Program (APP) students to take more than 30 units and still be considered
freshmen. After reviewing similar programs at other UC campuses, taking into consideration the
performance of APP students who had matriculated to UCR, the committee unanimously voted
to not approve the request to allow APP students to take more than 30 units. The committee
approved an alternative proposal that would allow that no more than 24 units can be taken
unless the student’s TOEFL exceeds the admission requirements for UCR, at which point they
can take up to 36 units.

S.E. Clark, Chair
K. DeFea
J.W. Gary
H. Jung
A. Lukaszewski
M. Marks
C. Weirauch
J.W. Sandoval, Ex Officio
David Lee (ASUCR Rep.)
To be received and placed on file:

The Committee on University Extension met three times in the period from July 2011, to May 4, 2012 and will meet once during the summer. The Committee examined and approved 477 courses and instructors in the X 300-400 series. There were 93 courses in the X 1-200 series submitted for review this year. The Committee also approved seven 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, 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.

David Biggs
Jianying Gan (Fall)
Andrea Godfrey
E. Jaffe-Berg
Guinshan Xu (Winter/Spring)
Susan Zieger
Ammer Haffar, ASUCR Representative
Carla Essenber, GSA Representative
J. S. Wills, Chair
To be received and placed on file:

The Committee on Committees reports the following appointments made since the last report of November 29, 2011:

Appointed Professor Jodie Holt of Botany and Plant Sciences to serve on the Committee on Distinguished Teaching.

Appointed Emeritus Prof. Ben Stoltzfus to chair the In Memorium Committee for Sam J. Borg, Associate Professor Emeritus of French. Emerita Prof. Theda Shapiro, Comparative Literature and Foreign Languages and Prof. Thomas Morton, Chemistry will serve as members.

Appointed Prof. Thomas Scanlon to chair the In Memorium Committee for Anastasius Bandy, Professor Emeritus of Classics. Emeritus Prof. Dericksen Brinkerhoff, Art History and Emeritus Prof. Douglass Parrott, Religious Studies will serve as members.

Appointed Prof. Richard Redak, Department of Entomology, to chair the In Memorium Committee for Prof. Nancy Beckage, Professor Emerita. Margarita Curras-Collazo, Associate Professor, Department of Cell Biology and Neuroscience, Marianne Alleyne, Research Scientist, Department of Entomology, University of Illinois at Urbana-Champaign and Shelly Adamo, Professor, Department of Psychology and Neuroscience, Dalhousie University, Halifax, NS, Canada will serve as members.

Appointed Prof. Stanley Stewart, Department of English, to chair the In Memoriam Committee for Professor Emeritus John M. Steadman. Professors John Ganim, and Heidi Brayman Hackel, Department of English will serve as members.

Nominated Professor Deborah Wong, Music for UCOC's consideration to serve on the Editorial Committee.

Provided a slate of 4 names to UCOC to serve on the Academic Council Special Committee on Agriculture and Natural Resources (ACSCANR).

Provided a slate of 10 names to the Executive Vice Chancellor and Provost to serve on the Student Technology Fee Advisory Group.

Provided a slate of 15 names to the Executive Vice Chancellor and Provost serve on the Task Force on International Activities.

Provided a slate of 15 names to the Executive Vice Chancellor and Provost serve on the University Librarian Search Committee.

**Jang-Ting Guo, Economics**
Peter Chung, SoBA
Hailing Jin, Plant Pathology
Mariam Lam, Comparative Literature
Frank Sauer, Biochemistry
Sheldon Tan, Electrical Engineering
Marguerite Waller, Women's Studies
Yinsheng Wang, Chemistry
Zhenbiao Yang, Botany and Plant Sciences
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TED GARLAND
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ROGER LAKE
JUN LI

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THEDA SHAPIRO

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MICHAEL J. MARSELLA
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YENNA WU

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MEI CHU CHANG
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RICHARD SMITH (Courses)
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STANDING COMMITTEES
2012-13

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2012-13

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ERTEM TunCelu
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JINGSong ZHANG

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THOMAS EULGEM
CHRISTINA SCHWENKEL

RESEARCH
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MIKE ALLEN
DAVID Cocker
MARcia ING
JEANETTE KOHL
ANTHEA KRAUT
TANYA NIERI
KHaleeL A. RAZAK
DANA SIMMONS

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PIERRE KELLER

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TEODOR PRZYMUSINSKI
ZIV RAN

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VIVIAN-LEE NYITRAY
WENDY SALTZMAN
WENDY SU
CHRISTIANE WEIRAUCH

UNIVERSITY EXTENSION
GUANSHUI XU, CHAIR
ANDREA GODFREY
INDRIDI INDRIDASON
MICHEL LAPI DUS
WENWAN ZHONG
SUSAN ZIEGER

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Preparatory Education - DAVID GLIDDEN
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ROBIN G. NELSON
ANUPAMA A. DAHANUKAR
JACK EICHLER
KATJA M. GUENTHER
JUHI JANG
BUDASZ ROGERIO
KATHARINE SWEENY
IAN WHELDON
To be received and placed on file:
The Committee on Courses has approved the following courses.

**Undergraduate Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RESTORE ANTH 157</td>
<td>Visual Culture of the Incas</td>
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<tr>
<td>NEW AHS 191</td>
<td>California Modern Art</td>
<td>4</td>
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<td>ANTH 151</td>
<td>The Art of the Aztec Empire</td>
<td>4</td>
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<td>ARBC 110</td>
<td>Advanced Readings in Arabic</td>
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<td>DNCE 007 V</td>
<td>Dance: Cultures and Contexts</td>
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<td>ECON 189</td>
<td>Economic Development in Brazil</td>
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<td>EDUC 020</td>
<td>Introduction to Education Policy</td>
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<td>EDUC 030</td>
<td>Racial Gaps in Educational Opportunity and Achievement</td>
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<td>EDUC 040</td>
<td>Education, Society and Culture</td>
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<td>EDUC 112</td>
<td>Understanding Assessment in Education</td>
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<td>EE 168</td>
<td>Introduction to Very Large Scale Integration (VLSI) Design</td>
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<td>Senior Design Project</td>
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SOC 133   Inequality and Social Class (4)
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SOC 140   The Sociology of Women (4)
SOC 141   Men and Masculinity (4)
SOC 142   Sociology of the Family (5)
SOC 144   Family Violence (4)
SOC 147   Corrections (4)
SOC 149   Organized Crime (4)
SOC 153   Sexualities (4)
SOC 158   Sociology of Religion (4)
SOC 168   Development of Sociological Theory (5)
SOC 169   Modern Sociological Theory (4)
SOC 171   Alternatives to Bureaucratic Organizations (4)
SOC 173   Social Psychology: Sociological Orientation (5)
SOC 174   Socialization and Personality (4)
SOC 175   Social Roles and Interaction (4)
SOC 178   Sociology of Emotions (4)
SOC 179   Social Movements and Collective Action (4)
SOC 180   Deviance and Control (4)
SOC 181   World-Systems and Globalization (4)
SOC 183 (E-Z) Special Topics in Sociology (4)
SOC 184   Environmental Sociology (4)
SWSC 100   Introduction to Soil Science (4)
SWSC 104   Environmental Soil Chemistry (4)
SWSC 107   Soil Physics (4)
SWSC 120   Soil Ecology (3)
SWSC 127   Fate and Transport of Contaminants in Soil (4)
SWSC 134   Soil Conditions and Plant Growth (4)
SWSC 138   Soils of Natural Ecosystems and Landforms (4)
SWSC 140   Limnology (4)
VNM 064   Introduction to Vietnamese and Diasporic Film Culture (4)
VNM 164   Vietnamese American Culture (4)
VNM 165 (E-Z)   Themes in Vietnamese Literature (4)
VNM 166   Vietnam and the Philippines (4)
WMST 122   Gender in Southeast Asian Diasporic Literature and Film (5)
WMST 124   Asian American Women: Writing the Self in Literature and Film (4)
WMST 151   Islam, Women, and the State (4)
WMST 160   Women and Religion (4)
WMST 165 (E-Z)   Themes in Vietnamese Literature (4)

Professional Course
NEW ENGL 410   Seminar in Professional Development (2)
DELETE CS 301   Teaching Computer Science at the College Level (1)
CHANGE CS 302   Apprentice Teaching (1)
DNCE 301   Seminar in Dance Studies Pedagogy and Professional Development (4)

Graduate Course
NEW BIEN 234   Orthopaedic Regenerative Engineering and Mechanobiology (4)
CHEM 260   Organic and Organometallic Methodology and Synthesis (2)
CHEM 263   Analysis and Synthesis at the Chemistry-Biology Interface (2)
CWLR 200   Professional Fundamentals (1)
CWPA 297   Directed Research (1-6)
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**Extension Courses – Instructor Approvals**

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EDUC X 82 Developmentally Appropriate Curriculum in Early Childhood J. Patel M.S..
EDUC X 82.53 Children at Play: Developmental Changes G. Hernandez M.A.
EDUC X 82.53 Children at Play: Developmental Changes J. Patel M.S..
EDUC X 82.53 Children at Play: Developmental Changes M. Wild Ph.D.
EDUC X 82.53 Children at Play M. Olmedo M.A.
EDUC X 82.71 Creative Arts for the Young Child Supervising Adults Within Early Childhood Educational Settings J. Patel M.S..
EDUC X 85 Supervising Adults Within Early Childhood Educational Settings A. Lucero M.A.
EDUC X 85 Supervising Adults Within Early Childhood Educational Settings J. Patel M.S..
EDUC X 85 Settings A. Verive M.A.
EDUC X 86 Parent Involvement M. Olmedo M.A.
EDUC X 86.21 Early Cognition and Education Infant and Toddler Social and Emotional Development in Different Cultures and Contexts: Classroom, Group Care and Home Environments G. Hernandez M.A.
EDUC X 86.22 Home Environments Infant and Toddler Social and Emotional Development in Different Cultures and Contexts: Classroom, Group Care and Home Environments A. Verive M.A.
EDUC X 86.22 Infant and Toddler Social and Emotional Development in Different Cultures and Contexts: Classrooms, Group Care, and Home Environments J. Patel M.S.
EDUC X 86.22 Infant and Toddler Social and Emotional Development in Different Cultures and Contexts: Classroom, Group Care and Home Environments J. Tucker M.A.
EDUC X 86.23 Understanding Behaviors of Infants and Toddlers M. Wild Ph.D.
EDUC X 87 Health, Nutrition and Safety B. Barajas B.A.
EDUC X 87 Health, Nutrition and Safety in Early Childhood Education J. Patel M.S.
EDUC X 87 Health, Nutrition and Safety in Early Childhood Education M. Wild Ph.D.
EDUC X 87.01 Health, Nutrition and Safety in Early Childhood Understanding Children of Crisis, Violence and Loss in Home and the Educational Settings A. Rubio M.S.
EDUC X 88.62 Education and Care of the Infant A. Patwal M.S.
EDUC X 88.63 Education and Care of the Infant P. Velasco M.S.
EDUC X 88.63 Education and Care of the Infant J. Tucker M.A.
EDUC X 88.A A Seminar in Administration and Supervision of ECE Part A A. Lucero M.A.
EDUC X 88.B A Seminar in Administration and Supervision of ECE Part B A. Lucero M.A.
MGT X105 Introduction to the Global Hospitality Industry N. Singh Ph.D.
MGT X105.01 Disney Advanced Studies in Hospitality and Tourism N. Singh Ph.D.
MGT X105.02 Disney Corporate Analysis N. Singh Ph.D.
MGT X105.03 Disney Corporate Communication N. Singh Ph.D.
MGT X105.04 Disney Creativity and Innovation N. Singh Ph.D.
MGT X105.05 Disney Human Resource Management N. Singh Ph.D.
MGT X105.06 Disney Marketing You N. Singh Ph.D.
MGT X105.07 Disney Organizational Leadership N. Singh Ph.D.
MGT X105.08 Disney Experiential Learning N. Singh Ph.D.
MGT X105.09 Disney Internship N. Singh Ph.D.
MGT X105.10 Disney Interactive Learning N. Singh Ph.D.
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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To be received and placed on file:

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

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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
THE GRADUATE COUNCIL AND EXECUTIVE COMMITTEES OF THE COLLEGES
REPORT TO THE RIVERISDE DIVISION
May 29, 2012

To be received and placed on file:

Reports of degrees awarded

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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
EXECUTIVE COMMITTEE
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 29, 2012

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

PRESENT:

Biology Emphasis

1. Lower-division requirements (56-57 units)
   a) BCH 095 or equivalent
   b) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C
   c) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC
   d) MATH 008B or MATH 009A, MATH 009B, MATH 046
   e) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 02LA, PHYS 02LB, PHYS 02LC

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

3. Upper-division requirements (59–65 units)
   a) BCH 101, BCH 102, BCH 110A, BCH 110B, BCH 110C, BCH 184
   b) At least 7 units from BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 162, BCH 180A, BCH 180B, BCH 180C, BCH 183/BPSC 183, BCH 186, BCH 187, BCH 210, BCH 211, BCH 212
   c) BIOL 102
   d) CHEM 109 or CHEM 110A; CHEM 112A, CHEM 112B, CHEM 112C
   e) Choose three biological science courses from the following:

PROPOSED:

Biology Emphasis

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

2. No Change

3. No Change
   a) No Change
   b) At least 7 units from BCH 111, BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 162, BCH 180A, BCH 180B, BCH 180C, BCH 183/BPSC 183, BCH 186, BCH 187, BCH 210, BCH 211, BCH 212
   c) No Change
   d) No Change
   e) No change
4. BCH 190 or BCH 197 are available as elective courses to juniors who have completed BCH 102 and to seniors. No more than 9 units of courses numbered 190-199 may be counted towards the major.

Chemistry Emphasis

1. Lower-division requirements (61-62 units)
   a) BCH 095 or equivalent
   b) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C
   c) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC, CHEM 005

Chemistry Emphasis

1. No change
   a) No change
   b) No change
   c) No change
2. Statistics requirement (5 units): STAT 100A

3. Upper-division requirements (58–59 units)
   a) BCH 101, BCH 102, BCH 110A, BCH 110B, BCH 110C, BCH 184
   b) At least 7 units from BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 162, BCH 180A, BCH 180B, BCH 180C, BCH 183/BPSC 183, BCH 186, BCH 187, BCH 210, BCH 211, BCH 212
   c) BIOL 102
   d) CHEM 109 or CHEM 110A; CHEM 112A, CHEM 112B, CHEM 112C
   e) Two courses from CHEM 110B, CHEM 113, CHEM 125, CHEM 150A, CHEM 150B, CHEM 166 and other graduate courses may be substituted by students with a GPA of 3.00 or better with permission of the instructor and the faculty advisor.

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

JUSTIFICATION: Biology emphasis e:6
Delete ENSC 155
ENSC department is submitting a course proposal to delete ENSC 155 which will affect our Biology & Chemistry emphasis as an elective.

BCH 111 as an elective
Biology Emphasis 3b & (1)
Chemistry 3b
Motivation for change: – To introduce a new upper-division elective BCH 111 will be offered as an elective only and all students will have the option of using it to fulfill program requirements.
APPROVALS:

Approved by the faculty of the Department of Biochemistry: 3-21-12
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: 4/3/2012
Approved by the Committee on Educational Policy: 4/16/12
EXECUTIVE COMMITTEE  
BOURNS COLLEGE OF ENGINEERING  
REPORT TO THE RIVERSIDE DIVISION  
May 29, 2012  

PROPOSED CHANGE TO COMPUTER ENGINEERING UNDERGRADUATE REQUIREMENTS

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

**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 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 (77 units minimum)
   a) CS 100, CS 141, CS 161, CS 161L; CS 153
   b) CS 120A/EE120A, CS 120B/EE 120B; one course from CS 122A or EE 128
   c) CS 111
   d) EE 100A or CS 168, 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 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 172, CS 177, CS 179 (E-Z), CS 180, CS 181, CS 183, CS 193, EE 105, EE 115, EE 128, EE 132, EE 105, EE 110A, EE 115, EE 128, EE 132, EE 105.
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.

**JUSTIFICATIONS:**

Regarding the removal of EE 100B from the list of required courses and making it a Technical Elective: CEN is already a very heavy curriculum and the number of required units is an impediment to the proposed BS/MS in CEN. This course is not a necessity for CEN majors but is required of EE majors. EE 100A is still required.

Regarding the revision of lower-division item g): the rationale for this is to bring the requirements in line with CS major requirements. Chemistry is not a necessity for CEN majors. This gives the students more flexibility and a wider choice of courses.

Regarding the requirement change of upper-division requirement d): EE 100A and CS 168 cover the same material from slightly different approaches, the EE one has more emphasis on the physics than the CS which has more emphasis on design tool. This change reflects the broadening definition, worldwide, of CEN as a discipline that include software rather than strictly hardware.

Change to upper-division requirements a): CS 153 better fulfills the needs of the CEN program than CS 160; there is proposal in CS to make CS 153 a pre-requisite to CS 160. Also, CS 160 is offered less frequently than once a year, while CS 153 is offered at least once a year.

Change to upper-division requirements a): CS 153 better fulfills the needs of the CEN program than CS 160; there is proposal in CS to make CS 153 a pre-requisite to CS 160. Also, CS 160 is offered less frequently than once a year, while CS 153 is offered at least once a year.
May 10 revision includes the following:
1- Remove CS 153 from the list of Technical Electives (TE), it is a required course now.
2- Remove CS 100 from the list of Technical Electives (TE), it is a required course.
3- Add CS 169 (Wireless Communication) as a Technical Elective, it is a new course.
4- Add EE 133, EE 134 and EE 135 as TE. They have been in the course plan but for some reason not in the catalogue. They are all three relevant to CEN.

CS 172 is a new undergraduate course that will be taught/directed by Dr. Eamonn Keogh and also needs to be offered as a technical elective for all three of the Department’s majors (CS, CE, BI). Search engines are becoming more important as the amount of available data increases. Information Retrieval (IR) studies the theoretical and practical issues of designing and building search engines. One of the largest amounts of R&D money in the Information Technology industry is spent on building search engines. This IR course is needed to expose and train the students in this important area; many computer science schools already have an IR course and our new CS 172 will be a technical elective.

APPROVALS:
Approved by the Computer Science and Engineering Department: 02/25/2009
Approved by the BCOE Executive Committee: 05/27/2011
Approved by the Committee on Educational Policy: 3/1/2012
EXECUTIVE COMMITTEE
BOURNS COLLEGE OF ENGINEERING
REPORT TO THE RIVERSIDE DIVISION
May 29, 2012

To be adopted:

PROPOSED CHANGE TO COMPUTER SCIENCE UNDERGRADUATE REQUIREMENTS

PRESENT:

Major Requirements
Computer Science Major

2) Upper-division requirements (90 units minimum)
a) ENGR 101-I
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 169, 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.

PROPOSED:

Major Requirements
Computer Science Major

2) Upper-division requirements (90 units minimum)
a) ENGR 101-I
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 122A, CS 122B, CS 130, CS 133, CS 134, CS 145, CS 151, CS 160, CS 162, CS 164, CS 165, CS 166, CS 169, 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.

JUSTIFICATION:

CS 100 is a required course for computer science majors and should therefore not be provided as a technical elective. Removal of this course in previous revisions was overlooked and is being corrected now.

APPROVALS:

Approved by the Computer Science and Engineering Department: 12/8/11
Approved by the BCOE Executive Committee: 01/11/12
Approved by the Committee on Educational Policy: 3/7/12
Proposed Changes to the Geology Undergraduate Requirements

PRESENT:

(none)

PROPOSED

Change of Major and Continuation Criteria

Students wishing to change into or continue in the Geology major must be in good academic standing and show potential to graduate without exceeding 216 units.

Freshmen (2nd and 3rd quarter) must demonstrate progress in basic sciences and aptitude for geology by satisfying the following three criteria by Spring Quarter or Summer Session:

- MATH 009B eligible (e.g. completion of MATH 9A or MATH 8B with grades of C- or better)
- CHEM 001B eligible (e.g. completion of CHEM 1A with a grade of C- or better)
- One of GEO 001, GEO 002, and GEO 003 completed with a grade of C- or better

Sophomores (up to 89.9 cumulative units) must demonstrate sustained progress in basic sciences and aptitude for geology by satisfying the following three criteria by Spring Quarter or Summer Session:

- CHEM 001C completed with passing grades
- MATH 009C eligible (e.g. MATH 9B with grade of C- or better)
- Two of GEO 001, GEO 002, and GEO 003 completed with no grade below C- after repeats
Juniors (90 – 134.9 units) must demonstrate near completion of basic sciences and aptitude for upper-division geology by satisfying the following three criteria by Spring Quarter or Summer Session:

- CHEM 001C and MATH 009C completed with passing grades
- PHYS 040B or PHYS 002B+002LB eligible (i.e. completion of one quarter of college physics with C- or better)
- GEO 002, GEO 003, and GEO 115 or GEO 122 (and all prerequisites) completed with no grade below C- after repeats

Seniors (135+ units): must have completed all but 1 course of the geology core requirements by Spring Quarter or Summer Session, as follows:

- CHEM 001C, MATH 009C, and PHYS 040C or 002C+LC completed with passing grades
- BIO 002 or 005A+5LA, and STAT 100A or 155 completed with passing grades
- GEO 001, GEO 003, GEO 115, and GEO 122 or GEO 101 (and all prerequisites) completed with no grade below C- after repeats.

**Justification:**

1) This formal statement of progress criteria for change into and continuance in the geology major codifies guidelines already in place in the CNAS Advising Center. They are designed to ensure a reasonable potential for successful graduation; they aim for no more than about 3-4 quarters in residence beyond the time frames of sample programs distributed to incoming freshmen and Community College transfers. The specified grade thresholds are simply the minima required as prerequisites for later required courses.

2) Because these progress milestones refer to Geology core curriculum courses, no special accounting is needed for the chosen option within the Geology major.
3) We envision that the new section will be placed in the General Catalog after the first paragraph under “Geology Major” and before the sub-section “General Geology Option.” If college- or campus-level uniformity demands a different placement, the Department would have no objection, but we note that these criteria do not pertain to the Geophysics major or the Geoscience Education Major.

**APPROVALS:**

Approved by the Department of Earth Sciences: 16 November 2011
Approved by the CNAS Executive Committee: 4/3/12
Approved by the Committee on Educational Policy: 4/16/12
To be adopted:

Proposed Changes to Labor Studies Minor

Present

1. Five courses (at least 20 units) from the approved list of courses

2. An introductory labor studies course:
LABR 001

3. A labor internship (one course [at least 4 units] or the equivalent) approved by the Labor Studies chair and completed through one of the following courses: ANTH 198-I, BUS 198-I, ECON 198-I, ETST 198-I, ETST 198G, HISA 198-I, POSC 198G, POSC 198-I, SOC 198-I.

4. One course (at least 4 units) that deals with race or gender inequality: ECON 155/WMST 155, ETST 102, ETST 131, ETST 177, SOC 140, WMST 101, WMST 109/ANTH 109, WMST 140/ANTH 147, WMST 149/ANTH 149

Proposed

Requirements for labor studies minor are as follows:

1. A total of 5 courses from the approved list of courses

2. One of the following ‘core’ courses: LABR 001, HISA 124, ETST 102, SOC 112, SOC 135, WMST 101

3. A labor internship course (at least 4 units or the equivalent) completed through the following course: LABR 198-I

5. Two courses from the following: ANTH 122, ANTH 138, ANTH 139, BUS 144, BUS 155, BUS 157, BUS 160/ECON 160, ECON 146/URST 146, ECON 152/BUS 152, ECON 153/BUS 153, ECON 155/WMST 155, ETST 102, ETST 131, ETST 177, HISA 113, HISA 123/ECON 123, PHIL 116, PHIL 153, POSC 116, POSC 160A, POSC 182, POSC 186, SOC 125, SOC 133, SOC 134, SOC 135, SOC 140, SOC 150, SOC 161, SOC 171, SOC 176/BUS 176, SOC 181, SOC 182/URST 182, WMST 101

6. Students can also petition to the chair of the program to count towards the minor an independent study or regular course not listed above that is relevant to labor studies.

**Justification:**
Students often express interest in our minor but find it difficult to get into our classes. To address this problem, we are expanding the opportunities for students to fulfill the Labor Studies minor by expanding the courses that can count towards it, including new and relevant courses that were added after the initial proposal to create Labor Studies was passed as well as older courses (previously overlooked) that we believe are also relevant to this minor.

We are not able to offer LABR 001 every year because chairs of major departments sometimes do not allow our program faculty to teach it as part of their regular teaching duties (for budgetary or other reasons). To address this concern, we have identified a series of upper-division CHASS courses that we believe contain equivalent content as LABR 001 and can count towards that requirement.

Our Labor Studies internship course (LABR 198-I) now replaces internship courses offered through major CHASS departments. This reduces the burden of our internship requirement on major departments and gives Labor Studies program faculty control over the content of this course.

Some cross-listed courses were put in alphabetical order and re-ordered on the Proposed side. The courses are noted with a strike-through on the Present side and an underline on the Proposed side.

Our program faculty used to include faculty in the business school, but they have since left the university. In light of this, we have deleted various courses offered through the Business School that we believe are no longer relevant to our minor.

All courses have been verified active. Those not active have been proposed for removal.
Verified by Victoria D. Cross, Multidisciplinary Unit. 01/03/2012

**Approvals:**
Approved by the Labor Studies Program Committee: 11/02/11
Approved by the Executive Committee of the College of Humanities and Social Sciences: 25 January 2012
Approved by the Committee on Educational Policy: 3/1/12
To be adopted:

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

**PRESENT:**
Requirements for the minor (24 units)

1. Lower-division requirements (4 units) chosen from WMST 001 or LGBS 001
2. Upper-division requirements (20 units):
   
   a) Four (4) units of English chosen from ENGL 122 (E-Z)/LGBS 122 (E-Z), ENGL 143 (E-Z)/LGBS 143 (E-Z)/MCS 143 (E-Z), ENGL 144 (E-Z)/MCS 144 (E-Z)
   
   b) Four (4) units from Ethnic Studies or History chosen from ETST 175/WMST 175, HISA 130/WMST 130, HISA 132/WMST 132, HISA 133/WMST 133, HISE 148A, HISE 148B, HIST 191T
   
   c) Four (4) units of Art History, Classics, Dance, or Music chosen from AHS 182, AHS 186/MCS 186, CLA 120E, DNCE 131/WMST 127, LGBS 153/MUS 153, MUS 114, MUS 126/ANTH 177/WMST 126
   
   d) Four (4) units of Psychology, Sociology, or Women’s Studies chosen from PSYC 160A, PSYC 160B, PSYC 161, SOC 140, SOC 141, SOC 153, SOC 177E, WMST 100, WMST 103/ANTH 145, WMST 108/PHIL 108, WMST 135, WMST 140/ANTH 147, WMST 152/LGBS 152, WMST 189
   
   e) Four (4) additional units chosen from those listed above or LGBS 190 or LGBS 193

**PROPOSED:**
Requirements for the minor (24 units)

1. Lower-division requirements (4 units) chosen from LGBS 001 or WMST 001
2. Upper-division requirements (5 courses [at least 20 units]) chosen from the approved list of courses:
   
   a. Humanities: at least one of the five from ENGL 122 (E-Z)/LGBS 122 (E-Z), ENGL 143 (E-Z)/LGBS 143 (E-Z)/MCS 143 (E-Z), LGBS 105, LGBS 139/WMST 139
   
   b. Fine Arts: at least one of the five from DNCE 135, ENGL 143 (E-Z)/LGBS 143 (E-Z)/MCS 143 (E-Z), LGBS 153/MUS 153
   
   c. Social Sciences: at least one of the five from ANTH 145/WMST 103, ETST 175/WMST 175, LGBS 128/WMST 128, LGBS 134/WMST 134, LGBS 135/WMST 135, LGBS 137/WMST 137, LGBS 139/WMST 139, LGBS 152/WMST 152, WMST 100
Note: Students may satisfy an upper-division requirement by completing 4 units of LGBS 198-I (Internship).

Students may petition to have a course not on the approved list counted towards the five upper division requirements provided they can demonstrate that LGBIT issues play a significant role in the course and that they will focus their own work for the course (amounting to 30% of the final grade) on an LGBIT topic.

Students may use 4 units of LGBS 190 and up to 8 units of LGBS 193 to count towards the five upper division requirements.

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

JUSTIFICATION:

The LGBIT minor committee requests the revision of the program curriculum in order to streamline new courses being offered for the minor while sustaining its interdisciplinary nature. Old courses were taught by faculty who no longer teach at this university and those courses are removed from the approved list. We no longer want to distinguish courses by departments because after clearing out old courses several departments would not be offering courses toward our curriculum. We also wanted to put the LGBS 001 course before the WMST 001 to stay consistent with alphabetical order and UCR style.

The new narrative allows students to count courses with substantial LGBIT studies content not included in the approved list for the minor. This criteria is comparable to other interdisciplinary LGBIT studies minor programs around the country.

All courses included in the curriculum are currently active.

APPROVALS:

Effective date: Fall 2012

Approved by the faculty committee of the LGBIT Studies Minor: November 6, 2010.
Approved by the Executive Committee of the College of Humanities and Social Sciences: 3/7/2012
Approved by the Committee on Educational Policy: 4/16/12
**EXECUTIVE COMMITTEE**  
**COLLEGE OF HUMANITIES, ARTS, & SOCIAL SCIENCES**  
**REPORT TO THE RIVERSIDE DIVISION**  
*May 29, 2012*

**To be adopted:**  

**Proposed Changes to Liberal Studies Major**

<table>
<thead>
<tr>
<th>Present</th>
<th>Proposed</th>
</tr>
</thead>
</table>
| **Major Requirements**  
The major requirements for the B.A. degree in Liberal Studies are as follows: | [no change] |
| e) One Course with a Global Perspective  
f) Three additional courses from the areas above.

3. Education Component: 5 courses (at least 18 units): EDUC 001, EDUC 002, EDUC 044, EDUC 100A, EDUC 109, EDUC 110, EDUC 173

JUSTIFICATION:

POSC 116 is a popular class that examines debates about economic life. The current proposal requests a 5 unit version of this class in order to better serve our upper division students. This class seeks to teach students not only the substance and content of the materials, but also the skills of critical thinking and interpretation. These skills may be better taught when students are given the opportunity to engage in dialogue about course materials and to develop essays that are more original. The 5-unit version of POSC 116 will include a discussion section and require students to complete an additional essay in addition to their midterm and final examination. Adding a discussion section will also benefit students by providing them with the opportunity to review difficult concepts covered in the lecture and to ask questions regarding aspects of the required reading not exhaustively covered in the lecture.

All courses have been verified active. Those not active have been proposed for removal.
by Victoria D. Cross, Multidisciplinary Unit. 12/21/2011

APPROVALS:

Effective: Fall 2012
Approved by the faculty Committee of Liberal Studies: 12/21/2011
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 1/25/2012
Approved by the Committee on Educational Policy: 3/7/12
To be adopted:

Proposed Changes to Media and Cultural Studies major

PRESENT:

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

For all three tracks:

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

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

1. Lower-division requirements (4 lower-division courses [at least 16 units]):
   a) Introduction to Film Studies: MCS 020
   b) Media Production: 1 course chosen from ART 003, ART 007, ART 028/THEA 038, ART 070 (E-Z), CRWT 040, CS 008, CS 010, DNCE 014, MCS 004/ART 004, MCS 006/CRWT 066/THEA 066, THEA 010
   c) Two additional courses chosen from 1.b) above or from the following: AHS 008, AST 048/CHN 048, ENGL 021/THEA 021, ENGL 033, MCS 006/ART 006, MCS 009/MUS 007, MCS 015, MCS 021/CPLT 021, MCS 022/AST 022/JPN 022, MCS 023/AHS 020, MCS 024/CPLT 024, MCS 026/CPLT 026/EUR 026, MCS 036/CPLT 027, MCS 038/CLA 045, MCS

PROPOSED:

Major Requirements

1. Lower-division requirements (5 lower-division courses [at least 20 units]):
   a) Introduction to Media and Cultural Studies: MCS 001
   b) Introduction to Media Studies: MCS 005 and Introduction to Cultural Studies: MCS 010
   c) Two additional courses (at least 8 units) chosen from the following: AHS 008, ART 003, ART 070 (E-Z), AST 048/CHN 048, CRWT 040, CS 008, CS 010, DNCE 014, DNCE 019, ENGL 033, MCS 004/ART 004, MCS 006/ART 006, MCS 009/MUS 007, MCS 015, MCS 020, MCS 021/CPLT 021, MCS 022/AST 022/JPN 022, MCS 023/AHS 020, MCS 024/CPLT 024, MCS 026/CPLT 026/EUR 026, MCS 036/CPLT 027, MCS 038/CLA 045, MCS
2. Upper-division requirements (10 upper-division courses [at least 40 units]):

a) Film, Photography, and Media History
(2 courses) chosen from
AHS 176, AHS 181, HIST 191X, MCS 110 (E-Z),
MCS 114/CPLT 134/GER 134/JPN
134, MCS 115/CPLT 115/GER 163/HISE
163, MCS 137/AHS 136, MCS 138/AHS
137, MCS 145E/ENGL 145E, MCS 145-
146, ENGL 145-I, MCS 170/CPLT 135/GER
135, MCS 173 (E-Z), CPLT 173 (E-Z),
MCS 186/AHS 186

b) Non-Hollywood Cinema and Alternative
Media (3 courses) chosen from
AST 167/MCS 167, MCS 103/ANTH 103,
MCS 118 (E-Z), MCS 121
121, LCS 115/CPLT 171 (E-Z), MCS 125 (E-Z),
LNST 125 (E-Z), SPN 125 (E-Z), MSC
126/CPLT 126/GER 126, MCS 135/ART
135, MCS 136/ART 136, MCS 142/WMST
122, MCS 144K/ENGL 144K, MCS
146E/ENGL 146E, MCS 146F/ENGL 146F,
MCS 146G/ENGL 146G, MCS 151/M/DNCE
171M, MCS 152K/DNCE 172K, MCS 168/AST
186, MCS 169/AST 185/CHN 185, MCS 170,
CPLT 135/GER 135, MCS 171/SPN 171, MCS
173 (E-Z), CPLT 173 (E-Z), MCS 178/EUR
110B/AHS 120/CPLT 110B/GER 110B,
MCS 182/AHS 121/CPLT 138/EUR
138, GER 138, MCS 183 (E-Z)/FREN 185
(E-Z), MCS 184/AST 184/JPN 184, MCS
185/LNST 105/SPN 185

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

Any upper division MCS course or chosen from
AHS 115/LNST 115, AHS 134, AHS
166/WMST 169, AHS 181, AHS 182, AHS 188,
ANTH 102/AHS 102, ANTH 121, ANTH 137,
ANTH 163, ANTH 180A, ANTH 180B, CPLT
110, CPLT 143/FREN 143, CPLT 166/AST
166/VNM 166, CPLT 180V, CPLT 181/FREN
181, CRWT 151, CRWT 155, CRWT 174,
DNCE 130, DNCE 131, DNCE 132, DNCE
133, DNCE 134, DNCE 135, ENGL 102, ENGL
121 (E-Z), ENGL 122 (E-Z)/LGBS 122 (E-Z),
ENGL 142 (E-Z), ETST 153/LNST 153, ETST
170/WRLT 170, ETST 175/WMST 175, EUR
111C, EUR 112C, EUR 115F, EUR 116, EUR
119 (E-Z), HIST 191X, LNST 168/ANTH
168/ETST 148, MUS 126/ANTH 177/WMST
126, MUS 128/ANTH 128/ART 128/DNCE
128/MPF 176, MUS 140/HISA 139, MUS
153/LGBS 153, PHIL 111, PHIL 169F, POSC
146, SOC 154, SOC 168, SOC 169, SPN 102A,
SPN 102B, THEA 115, THEA 122, THEA 160,
THEA 191F, THEA 191W

No more than three media production courses
chosen from
ART 131/MCS 131, ART
135/MCS 135, ART 136/MCS 136, ART 140,
ART 145, ART 146 (E-Z), ART 150/MCS 150,
ART 155, ART 167, ART 168, ART 169 (E-Z),
ART 175, CRWT 151, CRWT 155, CRWT 174,
CS 133, CS 143, MCS 134, MCS 161/DNCE
161, MCS 162/DNCE 162, MCS 164, MUS
139, MUS 173, THEA 101, THEA 102, THEA
109, THEA 115, THEA 132, THEA 133, THEA
135, THEA 138, THEA 141, THEA 144, THEA
145, THEA 155, THEA 156A, THEA 156B,
THEA 157, THEA 160, THEA 166A,
THEA166B, THEA 166C, THEA 167, THEA
168, THEA 169, THEA 191F, THEA 191W
e) Media Production (1 course) chosen from ART 140, ART 142, ART 145, ART 146 (E-Z), ART 155, ART 167, ART 168, ART 169 (E-Z), ART 170, ART 175, CS 133, CS 143/EE 143, MCS 131/ART 131, MCS 150/ART 150, MCS 161/DNCE 161, MCS 162/DNCE 162, MCS 166B/CRWT 166B/THEA 166B, MCS 166C/CRWT 166C/THEA 166C, MUS 139, MUS 145, MUS 173, THEA 101, THEA 102, THEA 109, THEA 132, THEA 135, THEA 141, THEA 144, THEA 166A


Track 2: Film, Literature, and Culture
While this track also offers a disciplinary foundation in film and visual media studies, its focus is on the interrelations among film and visual media, literature, and culture in international cinemas and literatures. The methodologies stressed here are less formally and more thematically and/or culturally based.

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

a) Introduction to Film Studies: MCS 020

No more than four units of MCS 190 and a total of four units of MCS 198I may be applied towards the minimum requirement.
b) Comparative Film, Media, and Literature Studies (1 course), chosen from CRWT 040, ENGL 021/THEA 021, ENGL 033, HASS 022B, HASS 022C, MCS 021/CPLT 021, MCS 036/CPLT 027, MCS 038/CLA 045

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

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

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

a) Film, Photography and Media History (2 courses) chosen from
AHS 176, AHS 181, AHS 182, HIST 191X, MCS 110 (E-Z),

b) Non-Hollywood Cinema and Alternative Media (2 courses) chosen from
MCS 103/ANTH 103, MCS 118 (E-Z)/GER 118 (E-Z), MCS 121F/CPLT 171F, MCS 125 (E-Z)/LNST 125 (E-Z)/SPN 125 (E-Z), MCS 126/CPLT 126/GER 126, MCS 135/ART 135, MCS 136/ART 136, MCS 142/WMST 122, MCS 144K/ENGL 144K, MCS 146E/ENGL 146E,


d) Studies in Film, Literature, and Culture (4 courses):

(1) Literature and Visual Culture (at least 1 but not more than 3 courses) chosen from CPLT 143/FREN 143, CPLT 180V, ETST 170/WRLT 170, ETST 175/WMST 175, MCS 103/ANTH 103, MCS 126/CPLT 126/GER 126, MCS 142/WMST 122, MCS 143 (E-Z)/ENGL 143 (E-Z)/LGBS 143 (E-Z), MCS 144 (E-Z)/ENGL 144 (E-Z), MCS 172, MCS 174 (E-Z)/CPLT 174 (E-Z), MCS 178/EUR 110B/AHS 120/CPLT 110B/GER 110B, MCS 181/GER 138/AHS 121/CPLT 138/EUR 138, PHIL 111

(2) Cultural Studies (at least 1 but not more than 2 courses) chosen from AHS 134/HISE 134, AHS 166/WMST 169, ANTH 128/AST 128/DNCE 128/MUS 128/THEA 176, ANTH 163, ANTH 168/ETST 128
Track 3: Ethnography, Documentary, and Visual Culture

This cluster provides a basic knowledge of film and visual media studies as well as in-depth coverage of the theories and methods that guide production of ethnographic and documentary films, and visual media. Students receive both critical and applied training in ethnographic methods and ethnographic and documentary film and video practices.

1. Lower-division requirements (4 lower-division courses [at least 16 units]):
   a) Introduction to Film Studies: MCS 020
   b) Media Production (1 course) chosen from ART 003, ART 007, ART 028/THEA 038, ART 070 (E-Z), CRWT 040, CS 008, CS 010, DNCE 014, MCS 004/ART 004, MCS 066/CRWT 066/THEA 066, THEA 010
   c) Cultural Anthropology (1 course) chosen from ANTH 001, ANTH 004H
d) One (1) additional course chosen from
1.b) above or from AHS 007, AHS 008, AST 048/CHN 048, ENGL 033,
HASS 022B, HASS 022C, MCS 006/ART 006, MCS 009/MUS 007, MCS 015, MCS 021/CPLT 021, MCS 022/AST 022/JPN 022, MCS 023/AHS 020, MCS 024/CPLT 024, ENGL 021/THEA 021,
MCS 026/CPLT 026/EUR 026, MCS 036/CPLT 027, MCS 038/CLA 045, MCS 042/GER 045, MCS 043/RUSN 045, MCS 044/ITAL 045, MCS 045/FREN 045, MCS 046/SPN 046, MCS 049/AST 064/VNM 064, MUS 006/ANTH 006, SOC 001, WMST 010

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


c) Film and Media Theory (1 course) chosen from AHS 187, ART 160, MCS 103/ANTH 106
d) Ethnography and Documentary: Production, Theories, and Texts (4 courses)

(1) Production (at least 2 courses) chosen from
- ART 140, ART 142, ART 145, ART 146 (E-Z), ART 155, ART 167, ART 168, ART 169 (E-Z), ART 170, ART 175, CS 133, CS 143/EE 143, MCS 131/ART 131, MCS 150/ART 150, MCS 161/DNCE 161, MCS 162/DNCE 162, MCS 166B/CRWT 166B/THEA 166B, MCS 166C/CRWT 166C, MUS 139, MUS 145, MUS 173, THEA 101, THEA 102, THEA 109, THEA 132, THEA 135, THEA 141, THEA 144, THEA 166A, THEA 166C

(2) Theories and Texts (at least 2 courses) chosen from

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

JUSTIFICATION:

The Department of Media and Cultural Studies proposes to do away with the three track system in order to create continuity and a foundational body of knowledge for our majors. The three tracks did not adequately represent the direction of the department, and were no longer necessary.

In terms of the required courses majors would be able to choose from, we sought a balance of media and cultural studies offerings. We added an additional lower division requirement in order to provide majors with a solid background of media and cultural studies theories, issues and paradigms in hopes of preparing them for more advanced critical inquiry at the upper division level.

The department decided to remove the tracks and course groupings for clarification. All courses that are currently used for the degree will continue to be used but the proposed classification simplifies what type of courses students may choose from. Instead of choosing one of the three tracks and then determining which course falls under five to eight different sub categories, we decided to group upper division requirements as production and non-production. All of our upper division courses have historical, theoretical and alternative media components and we no longer wanted to have those segments dividing our course offerings. For clarity, since there was an elimination of the tracks, all courses in section 2 of the ‘Present’ side used the strikethrough function and all courses on the ‘Proposed’ side are underlined.

All courses included in the curriculum are currently active.

APPROVALS:
Effective date: Fall 2012
Approved by the faculty of the Department of Media and Cultural Studies: 10/17/2011
Approved by the Executive Committee of the College of Humanities and Social Sciences: 1/25/12
Approved by the Committee on Educational Policy: 3/7/12
To be adopted:

Proposed Change of Major Criteria for the CHASS Neuroscience Major

**PRESENT:**
None

**PROPOSED:**

**Change of Major Criteria:**

*Students must be in Good Academic Standing at the time the Change of Major Petition is filed*

*Students must successfully repeat any outstanding Life Science Core course prior to Acceptance into the Major*

**2nd and 3rd Quarter Freshmen**
The following math and science courses must be completed with a grade of C– or better CHEM 1A, CHEM 1LA, CHEM 1B, CHEM 1LB MATH 8B or 9A

**4th Quarter Freshman and Sophomore (up to 89 earned units)**
The following math and science courses must be completed with a grade of C– or better CHEM 1A, CHEM 1LA, CHEM 1B, CHEM 1LB, CHEM 1C, CHEM 1LC BIOL 5A, BIOL 5LA, BIOL 5B MATH 8B or MATH 9A, MATH 9B

**Junior (90 - 134 earned units)**
The following math and science courses must be completed with a grade of C– or better. Grades of D– or higher are acceptable for courses marked with an asterisk (*) CHEM 1A, CHEM 1LA, CHEM 1B, CHEM 1LB, CHEM 1C, CHEM 1LC BIOL 5A, BIOL 5LA, BIOL 5B, BIOL 5C* MATH 8B or 9A, MATH 9B AND completion of at least one of the following sequences with no grade lower than a C– CHEM 112A, CHEM 112B, CHEM 112C* PHYS 2A, PHYS 2LA, PHYS 2B, PHYS 2LB, PHYS 2C*, PHYS 2LC*

**Senior (135 + units)**
The following math and science courses must be completed with grade of C– or better. Grades of D– or higher are acceptable for courses marked with an asterisk (*) CHEM 1A, CHEM 1LA, CHEM 1B, CHEM 1LB, CHEM 1C, CHEM 1LC BIOL 5A, BIOL 5LA, BIOL 5B, BIOL 5C* MATH 8B or 9A, MATH 9B CHEM 112A, CHEM 112B, CHEM 112C* PHYS 2A, PHYS 2LA, PHYS 2B, PHYS 2LB, PHYS 2C*, PHYS 2LC* PSYC 11* or STAT 40* or STAT 100A* BCH 100* or BCH 110A* CBNS 106
GPA in upper division courses applied to the Neuroscience Major (Tier 1, 2, and 3) must be 2.00 or higher.

JUSTIFICATION:
These change of major criteria were initially developed by the CNAS academic advising office to provide guidelines for students changing to the interdepartmental neuroscience major. The purpose of the criteria was to reduce confusion by students and to ensure that students entering the major were able to complete the major successfully in a timely manner. They were reviewed by the faculty of the interdepartmental neuroscience program and approved by the committee in charge in July 2009. The CNAS academic advisers for the program have been using them ever since with great success. In order to provide the same guidelines to our CHASS students and to facilitate students’ access to the criteria, we propose to add the criteria to the catalog copy for the major, as indicated above.

APPROVALS:
Approved by the Faculty of the Interdepartmental Neuroscience Program: July 2009
Approved by the committee in charge of the Interdepartmental Neuroscience Program: July 2009
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: 1/11/12
Approved by the Executive Committee of the College of Humanities, Arts and Social Sciences: 03/07/2012
Approved by the Committee on Educational Policy: 5/8/12
To be adopted:

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

| PRESENT: | PROPOSED: |
|----------------|
| **Areas of Specialization** | **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. | [no change] |
| 1. Plant Cellular, Molecular, and Developmental Biology | 1. [no change] |
| a) BPSC 135 | a) [no change] |
| 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/BPSC 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, BPSC 138/BIOL 138, BPSC 185, CBNS 101, CBNS 108 | 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 119, BIOL 148/BPSC 148, BIOL 155/BPSC 155, BPSC 135, BPSC 158, BPSC 185, CBNS 108, STAT 100B |
3. Ecology, Evolution, and Systematics

a) BPSC 146

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

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/BPSC 183, BIOL 121/MCBL 121, BIOL 121L/MCBL 121L, BIOL 124/MCBL 124, BPSC 133, BPSC 146, BPSC 150, BPSC 158, BPSC 166, ENSC 134/SWSC 134/ENTM 100/BIO 100, ENT 109, ENT 124, ENT 127/BIO 127, ENT 129, ENT 129L, ENSC 100/SWSC 100, ENSC 120/NEM 120/SWSC 120, NEM 159/BIO 159, PLPA 120/BIO 120/MCBL 120, PLPA 120L/BIO 120L/MCBL 120L, PLPA 123/BIO 123/MCBL 123, PLPA 134/BIO 134, PLPA 134L/BIO 134L, SWSC 104/ENSC 104

Justifications:

1. We are adding STAT 100B to the list of courses available for students in the area of Genetics because it is a prerequisite for BPSC 148.
2. We are deleting BIOL 117 because the course is being deleted by the Department of Biology.
3. We are deleting BPSC 133 and BIOL/MCBL/PLPA 120 from the courses available for student in the area of Pest Management because these courses are already required for these students and courses cannot be double counted. This is to correct previous errors.
Effective: Fall, 2012

Approvals:

Approved by the Undergraduate Committee on Educational Policy: 1/19/12

Approved by the Plant Biology Faculty: 1/23/12

Approved by the Executive Committee of the College of Natural and Agricultural Sciences: 2/1/2012

Approved by the Committee on Educational Policy: 3/1/2012
To be adopted:

Proposed Changes to Religious Studies Major

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
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<tbody>
<tr>
<td>The major requirements for the B.A. degree in Religious Studies are as</td>
<td>[no change]</td>
</tr>
<tr>
<td>follows:</td>
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<tr>
<td>1. Lower-division requirements (12 units)</td>
<td>[no change]</td>
</tr>
<tr>
<td>a) RLST 005</td>
<td>[no change]</td>
</tr>
<tr>
<td>b) RLST 012/ETST 012</td>
<td>b) RLST 012/ETST 012 or RLST 012W/ETST 012W</td>
</tr>
<tr>
<td>c) One additional 4-unit course in Religious Studies or equivalent</td>
<td>[no change]</td>
</tr>
<tr>
<td>2. Upper-division requirements (40 units)</td>
<td>[no change]</td>
</tr>
<tr>
<td>a) At least two courses from each of the following areas:</td>
<td>[no change]</td>
</tr>
<tr>
<td>(1) Eastern religions</td>
<td>[no change]</td>
</tr>
<tr>
<td>(2) Western religions</td>
<td>[no change]</td>
</tr>
<tr>
<td>(3) Themes in religions</td>
<td>[no change]</td>
</tr>
<tr>
<td>b) RLST 100 or RLST 102</td>
<td>[no change]</td>
</tr>
<tr>
<td>c) RLST 193 (Senior Seminar)</td>
<td>[no change]</td>
</tr>
<tr>
<td>d) Eight (8) additional units from Religious Studies courses</td>
<td>[no change]</td>
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<tr>
<td>(closely related courses from other programs or departments may</td>
<td></td>
</tr>
<tr>
<td>be substituted upon approval)</td>
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</tbody>
</table>
JUSTIFICATION:

W-courses were developed to allow students to fulfill the ENGL 001C requirement by ensuring significant and monitored writing instruction occurs alongside the regular course content. Course content for RLST/ETST 012W remains the same as RLST/ETST 012 and thus continues to fill the basic major requirement; the addition of W-suffix enables students to simultaneously fulfill the ENGL 001C requirement.

APPROVALS:

Effective Date: Fall 2012

Approved by the faculty committee of the Religious Studies Minor: 03/21/2012
Approved by the Executive Committee of the College of Humanities and Social Sciences: 03/28/2012
Approved by the Committee on Educational Policy: 4/10/12
To be adopted:

Proposed Changes to Religious Studies Minor

**PRESENT:**

Requirements for a minor in Religious Studies are as follows:

1. Lower-division requirements (12 units)
   a) RLST 005
   b) RLST 012/ETST 012
   c) One additional 4-unit course in Religious Studies

2. Upper-division requirements (16 units)
   a) Twelve (12) units consisting of one course from each of the following three areas:
      (1) Eastern religions
      (2) Western religions
      (3) Themes in religions
   b) Four (4) upper-division units from those courses approved for the Religious Studies major

**PROPOSED:**

[no change]

1. Lower-division requirements (12 units)
   a) RLST 005
   b) RLST 012/ETST 012
   b) RLST 012/ETST 012 or RLST 012W/ETST 012W
   c) One additional 4-unit course in Religious Studies

2. Upper-division requirements (16 units)
   a) Twelve (12) units consisting of one course from each of the following three areas:
      (1) Eastern religions
      (2) Western religions
      (3) Themes in religions
   b) Four (4) upper-division units from those courses approved for the Religious Studies major

**JUSTIFICATION:**

W-courses were developed to allow students to fulfill the ENGL 001C requirement by ensuring significant and monitored writing instruction occurs alongside the regular course content. Course content for RLST/ETST 012W remains the same as RLST/ETST 012 and thus continues to fill the basic major requirement; the addition of W-suffix enables students to simultaneously fulfill the ENGL 001C requirement.
APPROVALS:

Effective Date: Fall 2012

Approved by the faculty committee of the Religious Studies Minor: 03/21/2012
Approved by the Executive Committee of the College of Humanities and Social Sciences: 03/28/2012
Approved by the Committee on Educational Policy: 4/10/12
To be adopted:

Proposal for Change in Psychology B.A. major

PRESENT:

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

1. Lower-division requirements (40 units)
   a) One course in Mathematics chosen from MATH 004, MATH 005, MATH 008A, or MATH 009A
   b) One course in biological sciences chosen from BIOL 002 or both BIOL 005A and BIOL 005C, BIOL 034
   c) One course in physical science chosen from (1) CHEM 001A, CHEM 001B, CHEM 001C (and CHEM 01LA, CHEM 01LB, CHEM 01LC), CHEM 003
      (2) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 007, PHYS 008, PHYS 010, PHYS 012, PHYS 016, PHYS 018, PHYS 020, PHYS 021, PHYS 022, PHYS 024, PHYS 040A, PHYS 040B, PHYS 040C
   d) Two additional courses chosen from b) or c) above, any Computer Science course, any Statistics course, any Mathematics course except those listed in a) above
   e) PSYC 001, PSYC 002, PSYC 011, PSYC 012

PROPOSED:

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

1. Lower-division requirements (40 units)
   a) One course in Mathematics chosen from MATH 004, MATH 005, MATH 008A, or MATH 009A
   b) One course in biological sciences chosen from BIOL 002 or both BIOL 005A and BIOL 005C, BIOL 034
   c) One course in physical science chosen from (1) CHEM 001A, CHEM 001B, CHEM 001C (and CHEM 01LA, CHEM 01LB, CHEM 01LC), CHEM 003
      (2) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 007, PHYS 008, PHYS 010, PHYS 012, PHYS 016, PHYS 018, PHYS 020, PHYS 021, PHYS 022, PHYS 024, PHYS 040A, PHYS 040B, PHYS 040C
   (3) Any Geosciences courses except for cultural geography courses
   d) Two additional courses chosen from b) or c) above, any Computer Science course, any Statistics course, any Mathematics course except those listed in a) above
   e) PSYC 001, PSYC 002, PSYC 011, PSYC 012

2. Upper-division requirements (37 units)
a) PSYC 110 or CBNS 106
b) PSYC 140, PSYC 150
c) PSYC 132 or PSYC 134
d) PSYC 160

e) Four additional 4-unit, upper-division Psychology courses. Only one 4- to 5-unit quarter of PSYC 198G, or one 4- to 8-unit quarter of PSYC 198I may be included. No 190-series courses other than PSYC 198G or PSYC 198I may be used.

Students planning for graduate school should take into consideration any specific graduate school requirements when choosing these elective Psychology courses.

Note: Students who have taken general or introductory Psychology courses other than PSYC 001 and PSYC 002 must consult with a departmental advisor.

2. Upper-division requirements (37 units)

a) PSYC 110 or CBNS 106
b) PSYC 140, PSYC 150
c) PSYC 132 or PSYC 134
d) PSYC 160 or PSYC 161 or PSYC 162 or PSYC 163
e) Four additional 4-unit, upper-division Psychology courses. Only one 4- to 5-unit quarter of PSYC 198G, or one 4- to 8-unit quarter of PSYC 198I may be included. No 190-series courses other than PSYC 198G or PSYC 198I may be used.

Students planning for graduate school should take into consideration any specific graduate school requirements when choosing these elective Psychology courses.

Note: Students who have taken general or introductory Psychology courses other than PSYC 001 and PSYC 002 must consult with a departmental advisor.

JUSTIFICATION:

Justification: At present, the department requirement of one developmental course for the major is fewer than the requirement in the other areas of psychology. Given that PSYC 161, PSYC 162, and PSYC 163 all cover material that would be appropriately considered as core knowledge in Developmental Psychology, approval of these courses as core will allow our faculty to teach introductory developmental psychology from any of these perspectives. Additionally, student interest in psychological development and their future goals may be met better by enrolling in PSYC 161, PSYC 162, or PSYC 163 rather than PSYC 160, which is a sweeping survey course of the entire lifespan. By adding these courses as options for the area’s core, our area can provide a greater number and variety of core courses for our majors. Finally, this plan will not only reduce demand on PSYC 160, it will also help shrink its size (which is currently quite large) and more evenly distribute our upper division majors across a range of developmental courses that would best fill their learning needs. In summary, if these 4 courses (160, 161, 162, and 163) were all on the list of developmental courses that majors could take to satisfy graduation requirements, it would distribute the students more evenly in the 4 courses, help students graduate in a more timely fashion, and allow the Developmental Area of the Psychology Department to contribute more than one undergraduate course to satisfy majors’ core requirements. All the courses on the proposed side are verified active and in the catalog.

APPROVALS:

Effective: Fall 2012
Approved by the faculty of the Department of Psychology: December 7, 2011
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 25 January 2012
Approved by the Committee on Educational Policy: March 7, 2012
To be adopted:

Proposal for Change of Major Criteria in Psychology

**PRESENT**

**Change of Major Students** Students switching to the Psychology Major must have completed the following courses with grades of C- or better and have been in good academic standing for two quarters or more.

1. Lower Division requirements
   a. MATH 004 or MATH 005 or MATH 008A or MATH 009A
   b. PSYC 001, PSYC 002

Transfer students and others entering the major after achieving sophomore standing must complete the requirements within one year by enrolling in applicable courses every quarter until the requirement is met. Students who do not complete the lower-division requirements in this timely fashion and with at least the minimum required grade average will not be permitted to continue in the Psychology major. Students must check course descriptions for prerequisite requirements.

**PROPOSED**

**Change of Major Students** Students switching to the Psychology or Psychology/Law and Society Major must have completed the following courses with grades of C- or better and have been in good academic standing for two quarters or more.

1. Lower Division requirements
   a. PSYC 001, PSYC 002 and PSYC 011

Transfer students and others entering the major after achieving sophomore standing must complete the requirements within one year by enrolling in applicable courses every quarter until the requirement is met. Students who do not complete the lower-division requirements in this timely fashion and with at least the minimum required grade average will not be permitted to continue in the Psychology major. Students must check course descriptions for prerequisite requirements.
JUSTIFICATION:

The overarching goal of the proposed changes is to provide a mechanism to regulate the number of students that switch into the Psychology and the Psychology/Law and Society majors to levels within the capacity of those two majors.

1. **Including Psychology/Law and Society Major in the Change of Major Requirements:**
   Since the lower-division requirements of the Psychology and Psychology/Law and Society Majors are identical, there is no reason not to include the Psychology/Law and Society students in the Change of Major requirements. Thus we added the Psychology/Law and Society major to clarify that the proposed Change of Major criteria apply to both majors.

2. **Adding PSYC 11 to the Change of Major requirements:**
   PSYC 11 “Psychological Methods: Statistical Procedures” introduces students to the statistical procedures that are the foundational tools of the discipline. As many students find these procedures to be particularly challenging, having PSYC 11 as a change of major requirement provides students the information they need to make a well-informed decision about whether the major is suitable for them and whether they have the capability to succeed in the major. Notably, PSYC 11 is a key prerequisite to PSYC 12, a required research methods course that requires the application of the statistical procedures covered in PSYC 11.

   Another reason for adding PSYC 11 to the change of major requirements is that this will permit the addition of approximately 100 non-majors per year to the Psychology majors in a controlled fashion. The Department plans on continuing to teach PSYC 11 to approximately 450 students per year, as we have done in the recent past. Historically, there has been an 8% failure rate in PSYC 11, which should result in approximately 400 students per year passing this course. Given the new admission limits for the Psychology majors, the Department estimates that approximately 100 of the students passing the course would be non-majors who, upon completion of the course, would be eligible to declare into Psychology or Psychology/Law and Society majors. Also, we can adjust the quarter-by-quarter number of students permitted to enroll in PSYC 11, as needed to reach but not exceed the capacity of 400 per year and 1600 total. Note that PSYC 1 and 2 cannot be used in this way because they each typically enroll approximately 1800 students per year.

3. **Substituting PSYC 11 for the MATH courses:** The approval of PSYC 11 will make the MATH courses redundant as they are prerequisite to PSYC 11.

**Background and Context**

**Capacity of the Major:** The Psychology and Psychology/Law and Society Majors have a throughput capacity of approximately 400 students per year for a total capacity of approximately 1600 students. The limit comes from the yearly capacity of the required lower-division course PSYC 12 “Psychological Methods: Research Procedures.” This is a required 6-unit hybrid lecture/lab/writing course in which the students perform experiments, collect data, perform statistical analyses of those data and write papers in the format of a research paper for publication. The maximum enrollment is limited to 120 students per quarter, because of the workload on the faculty instructors and because of heavy demand on TA resources. We normally teach the course F, W, S and U to a yearly maximum enrollment of 480 students, of which slightly over 400 pass with the C- or above required to take the core upper-division PSYC courses.

**The Moratorium on Changing into the Psychology Majors:** In the summer of 2010 we were permitted to enact a moratorium on UCR students changing into the Psychology and Psychology/Law and Society majors. This was essential in order to prevent multi-quarter delays in graduation for students in these majors. At that time, the hundreds of students changing into these majors added to the admission to UCR of approximately 500 new
freshmen and transfer Psychology and Psychology/Law and Society majors yielded over 2000 majors, approximately 400 over our teaching capacity. Most critical is that over 1200 of these majors needed to take and pass PSYC 12 in order to move on to the core upper-division PSYC courses they needed to graduate. In short, the number of majors exceeded our capacity to teach by hundreds of students.

*Actions to resolve the backlog of majors and prevent a recurrence:* On an emergency basis, to resolve the backlog of students so they could graduate on time, we increased the permitted enrollment in PSYC 12 to 140 per offering, only permitted majors to take the course, taught it every quarter including both summer sessions, taught it twice in Spring 2011, and permitted students only one repeat. We also reserved enough seats for majors in each of the other required lower-division PSYC courses (PSYC 1, 2, and 11) all of which are prerequisites to PSYC 12. We also increased our diligence in dismissing underperforming students from the major. To prevent a recurrence of this over enrollment, the UCR Office of Admissions put into effect for F11 and ongoing our request to target the yearly admission of 300 new freshman and transfer majors and the Academic Senate approved our request to raise the minimum GPA of transfer student into the Psychology and Psychology/Law and Society majors to 2.7. The combined effects of these actions are that the total number of Psychology and Psychology/Law and Society majors should soon be back within our capacity to teach. The targeted admission of 300 new freshman and transfer majors was selected to leave room for approximately 100 students per year to switch into the majors without exceeding the 400 majors per year capacity.

**APPROVALS:**

Effective: Upon approval by the Academic Senate
Approved by the faculty of the Department of Psychology on February 14, 2012
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 3/7/2012
Approved by the Committee on Educational Policy: 4/2/2012
To be adopted:

Proposal for Change in Psychology minor

PRESENT:

Prerequisites for the minor in Psychology are PSYC 001, PSYC 002, PSYC 011, and PSYC 012, with an average grade of “C” or better, with no grade below a “C-”.

Requirements for the Psychology minor are as follows (21 units):

1. Twenty-one (21) upper-division Psychology units
   a) PSYC 110 or CBNS 106
   b) PSYC 132 or PSYC 134
   c) PSYC 140 and PSYC 150
   d) PSYC 160

See Minors under the College of Humanities, Arts, and Social Sciences in the Colleges and Programs section of this catalog for additional information on minors.

PROPOSED:

Prerequisites for the minor in Psychology are PSYC 001, PSYC 002, PSYC 011, and PSYC 012, with an average grade of “C” or better, with no grade below a “C-”.

Requirements for the Psychology minor are as follows (21 units):

1. Twenty-one (21) upper-division Psychology units
   a) PSYC 110 or CBNS 106
   b) PSYC 132 or PSYC 134
   c) PSYC 140 and PSYC 150
   d) PSYC 160 or PSYC 161 or PSYC 162 or PSYC 163

See Minors under the College of Humanities, Arts, and Social Sciences in the Colleges and Programs section of this catalog for additional information on minors.

JUSTIFICATION:

At present, the department requirement of one developmental course for the major is fewer than the requirement in the other areas of psychology. Given that PSYC 161, PSYC 162, and PSYC 163 all cover material that would be appropriately considered as core knowledge in Developmental Psychology, approval of these courses as core will allow our faculty to teach introductory developmental psychology from any of these perspectives. Additionally, student interest in psychological development and their future goals may be met better by enrolling in PSYC 161, PSYC 162, or PSYC 163 rather than PSYC 160, which is a sweeping survey course of the entire lifespan. By adding these courses as options for the area’s core, our area can provide a greater number and variety of core courses for our majors. Finally, this plan will not only reduce demand on PSYC 160, it will also help shrink its size (which is currently quite large) and more evenly distribute our upper division majors across a range of developmental courses that would best fill their learning needs. In summary, if these 4 courses (160, 161, 162, and 163) were all on the list of developmental courses that majors could take to satisfy graduation requirements, it would distribute the students more evenly in the 4 courses, help students graduate in a more timely fashion, and allow the Developmental Area of the Psychology Department to contribute more than one undergraduate course to satisfy majors’ core requirements. All the courses on the proposed side are verified active and in the catalog.

APPROVALS:

Effective: 2012F
Approved by the faculty of the Department of Psychology: December 7, 2011
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 25 January 2012
To be adopted:

Proposed Changes to the Comparative Ancient Civilizations Major

**Present:**

Comparative Ancient Civilizations Major

The Comparative Ancient Civilizations B.A. combines the breadth of an interdisciplinary major with the focus of more traditional majors like History or Classical Civilization. By undertaking a comparison of several major cultures of the past that have continued importance in the construction of our present world, the program affords a truly liberal education. Students have a unique opportunity to employ the methods of humanities and social sciences in their major study. They acquire skills of historical and social analysis, multicultural awareness, insight into constructions of gender and sexuality, and mental flexibility.

The major is an excellent choice as a double major taken along with any of the traditional disciplines to add distinction and intellectual breadth to one’s background.

**Major**

1. **Lower-division requirements (42 units):**
   - Choose from ANTH 003, ANTH 004, CHN 030/AST 030, CLA 010A, CLA 010B, CLA 010C, CPAC 001, CPAC 002, CPLT 017A

2. **Upper-division requirements (44 units)**
   a) At least 16 units from CPAC 102/CLA 102, CPAC 112/CLA 112, CPAC 113/CLA 113, CPAC 121/AST 121/CHN 131/CLA 131, CPAC 132/AST 132/CHN 132/CLA 132, CPAC 133/HISE 114, CPAC 134/HIST 110, CPAC 141/AST 141/CHN 141/CLA 141/AST 145/POSC 140

**Proposed:**

Languages and Literatures/Comparative Ancient Civilizations

The Comparative Ancient Civilizations B.A. combines the breadth of an interdisciplinary major with the focus of more traditional majors like History or Classical Civilization. By undertaking a comparison of several major cultures of the past that have continued importance in the construction of our present world, the program affords a truly liberal education. Students have a unique opportunity to employ the methods of humanities and social sciences in their major study. They acquire skills of historical and social analysis, multicultural awareness, insight into constructions of gender and sexuality, and mental flexibility.

The major is an excellent choice as a double major taken along with any of the traditional disciplines to add distinction and intellectual breadth to one’s background.

**Major**

1. **Lower-division requirements (20 units):**
   - CPLT 001 or CPLT 001W, CPLT 002 and any three from ANTH 003, ANTH 004, CHN 030/AST 030, CLA 010A, CLA 010B, CLA 010C, CPLT 017A

2. **Upper-division requirements (48 units)**
   a) At least 16 units from CPAC 102/CLA 102, CPAC 112/CLA 112, CPAC 113/CLA 113, CPAC 121/AST 121/CHN 131/CLA 131, CPAC 132/AST 132/CHN 132/CLA 132, CPAC 133/HISE 114, CPAC 134/HIST 110, CPAC 141/AST 141/CHN 141/CLA 141/AST 145/POSC 140

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b) The balance from any of the following upper-division courses in related disciplines; students are recommended, in consultation with their advisor, to focus on one or two ancient civilizations in related courses to obtain special depth in those areas. Since related course offerings in these areas are often added, some of the most recent courses acceptable to fulfill this requirement may not be listed and students are advised to consult with the major advisor.

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Classics
CLA 100/HISE 110 (Ancient Historians)
CLA 110 (E-Z)/LATN 110 (E-Z) (Latin Literary Genres)
CLA 112/CPLT 112/RLST 117 (Mythology)
CLA 113/CPAC 112/HISE 113
CLA 114/CPLT 114 (The Classical Tradition)
CLA 120 (E-Z) (Themes and Issues of the Classical World)
CLA 121/CPAC 121/POSC 121
CLA 131/CPAC 131/AST 131, CHN 131
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CLA 165 (Greco-Roman Cult and Credence)

Comparative Literature
CLA 112/CPLT 112/RLST 117
CLA 114/CPLT 114

English
ENGL 100 (Scriptures, Myth, and Interpretation)
ENGL 149 (Old English Literature)
ENGL 151A (Middle English Literature: 1066-1500)
ENGL 151B (Middle English Literature: Later Fourteenth Century)

Ethnic Studies
ETST 115 (E-Z)/HISA 144 (E-Z) (Topics in American Indian History)

Greek
GRK 101 (E-Z) (Advanced Greek Reading and Grammar)

History
HISA 144 (E-Z)/ETST 115 (E-Z) (Topics in Native American History)
HISE 110/CLA 100 (Ancient Historians)
HISE 115 (The Roman Republic)
HISE 116 (The Roman Empire)
HISE 117 (Decline and Fall of the Roman Empire)
HISE 130/RLST 135 (History of Christianity)
HISE 150 (Ancient and Medieval England)
HISE 171 (Early Russia)
HIST 103 (History of Science from Antiquity to Copernicus)
HIST 110/CPAC 134 (History of Ancient Astronomy)
HIST 180 (Early Traditional China)
HIST 181 (Late Traditional China)

Japanese
JPN 151/AST 151 (Early Japanese Literature)

Latin
LATN 101 (E-Z) (Advanced Latin Reading and Grammar)
LATN 110 (E-Z)/CLA 110 (E-Z)
LATN 135 (The Roman Novel)

Philosophy
PHIL 120 (E-Z) (Ancient Philosophy)
PHIL 122E (Topics in the History of Philosophy: Ancient Philosophy)

Political Science
POSC 110 (The Origins of Our Political Ideas)

Religious Studies
RLST 101 (Religions of India)
RLST 103 (Confucianism)
RLST 105 (Religions of Japan)
RLST 106 (Buddhism)
RLST 107 (Taoist Traditions)
RLST 111 (Islam)
RLST 117/CLA 112/CPLT 112 (Mythology)
RLST 121 (The Hebrew Bible/Old Testament)
RLST 124 (E-Z) (Studies in Judaism from 70 C.E. to the Modern Period)
RLST 128E (Contemporary Views of Jesus)
RLST 130 (Bible: New Testament)
RLST 131 (Jesus)
RLST 135 (History of Christianity)
RLST 136 (Augustine and Aquinas)
RLST 142/AST 142/CHN 142 (Chuang-tzu)

Sociology
SOC 123 (Human Societies)

Justification:

1. **Major Title Correction/Change**
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.
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. **Deletion of CPAC 001, CPAC 002, CPAC 131/AST 131/CHN 131/CLA 131 from 1 and 2.a)**
   These courses are being cut since they have not been offered in several years and are being or have been dropped from our offerings.

5. **Editorial Changes under 1 and 2.c)**
   All courses on the list of elective choices were checked for accuracy. Some courses are no longer offered or were missing a cross-listed department. They have been corrected and are underlined or marked through on the above list. Course titles have been removed as they no longer appear in the catalog. Changed the order of the cross-listings for AST 030/CHN 030 so they are listed alphabetically.

   NOTE: Courses listed on this major have been reviewed and are active and core requirements will be will be offered regularly.

**APPROVALS:**

Approved by the Faculty of the Department of Comparative Literature and Foreign Languages: 02/06/2012

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 03/07/2012

Approved by the Committee on Educational Policy: 04/26/2012
To be adopted:

Proposed Changes to the Russian Major

Present:
Russian Major

The Russian Studies B.A. has been developed for students who are interested in Russian language and literature, Russian history and civilization.

Individual major programs are dependent upon the students’ particular interests. In consultation with the advisor, each student plans a coherent program of courses to meet the requirements for the major. Normally, students’ programs are submitted for approval no later than the beginning of their junior year.

1. Lower-division requirement: CPLT 015
2. Upper-division requirements
   a) Language requirement: 12 units from RUSN 101 (E-Z), RUSN 102 (E-Z), RUSN 103
   b) Literature requirement: 12 units from RUSN 109A, RUSN 109B, RUSN 109C
3. Civilization requirements: 12 units from EUR 111A, EUR 111B, EUR 111C

Proposed:
Languages and Literatures/Russian Major

The Russian Studies B.A. has been developed for students who are interested in Russian language and literature, Russian history and civilization.

Individual major programs are dependent upon the students’ particular interests. In consultation with the advisor, each student plans a coherent program of courses to meet the requirements for the major. Normally, students’ programs are submitted for approval no later than the beginning of their junior year.

1. Lower-division requirement: CPLT 001 or CPLT 001W, and CPLT 002
2. Upper-division requirements
   a. Language requirement: 12 units from RUSN 101 (E-Z), RUSN 102 (E-Z), RUSN 103
   b. Literature requirement: 12 units from RUSN 109A, RUSN 109B, RUSN 109C
3. Civilization requirements: 12 units from EUR 111A, EUR 111B, EUR 111C
In addition, 24 units are selected from appropriate courses in other programs, including linguistics, comparative literature, Russian history, economics, and political science chosen in consultation with a faculty advisor. Total units: 60.

In addition, 20 units are selected from appropriate courses in other programs, including linguistics, comparative literature, Russian history, economics, and political science chosen in consultation with a faculty advisor. Total upper-division units: 60.

Justification:

1. **Major Title Correction/Change**
   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 we are discontinuing 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. **Change in number of elective units from 24 to 20.**
   This was necessary since there we are adding an additional 4-unit upper-division requirement of CPLT 193.

   **NOTE:** All courses listed have been verified and are active and will be offered on a regular basis.

**APPROVALS:**

Approved by the Faculty of the Department of Comparative Literature and Foreign Languages: 02/06/2012

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 03/07/12

Approved by the Committee on Educational Policy: 04/26/12
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
May 29, 2012

To be adopted:

Proposed Changes to the Classical Studies Major

Present: Classical Studies Major

The objective of the B.A. in Classical Studies is the furthering of knowledge of classical civilization through two emphases: the study of Greek and/or Latin language(s) and literature(s) and the study of courses in English translation on topics including classical literature, history, politics, religion, mythology, and art in order to aid students’ appreciation of the Greek and Roman contributions to later Western civilization.

The student who majors in Classical Studies acquires a balanced yet focused view of the language, literature, thought, and civilization of Greece and Rome. The student also obtains the valuable skills of a better vocabulary, a sharper critical sense, logical analysis of texts, coherent argumentation, and a valuable perspective on our own society. Classical Studies majors receive a liberal arts education of traditional excellence and one widely esteemed by business and professional schools. A student may also pursue graduate training in Classics, Art History, History, Philosophy, or other related disciplines.

Major
Language Proficiency All students in Classical Studies must complete either LATN 001, LATN 002, LATN 003, and LATN 004 (or equivalents) or GRK 001, GRK 002, and GRK 003 (or equivalents). They must also complete 12 upper-division units (or the equivalent) of course work in Latin or Greek.

1. Language proficiency requirement:
   a) either LATN 001, LATN 002, LATN 003, and LATN 004 (or equivalents) or GRK 001, GRK 002, and GRK 003 (or equivalents)

Proposed: Languages and Literatures: Classical Studies

The objective of the B.A. in Classical Studies is the furthering of knowledge of classical civilization through two emphases: the study of Greek and/or Latin language(s) and literature(s) and the study of courses in English translation on topics including classical literature, history, politics, religion, mythology, and art in order to aid students’ appreciation of the Greek and Roman contributions to later Western civilization.

The student who majors in Classical Studies acquires a balanced yet focused view of the language, literature, thought, and civilization of Greece and Rome. The student also obtains the valuable skills of a better vocabulary, a sharper critical sense, logical analysis of texts, coherent argumentation, and a valuable perspective on our own society. Classical Studies majors receive a liberal arts education of traditional excellence and one widely esteemed by business and professional schools. A student may also pursue graduate training in Classics, Art History, History, Philosophy, or other related disciplines.

Major
Language Proficiency All students in Classical Studies must complete either LATN 001, LATN 002, LATN 003, and LATN 004 (or equivalents) or GRK 001, GRK 002, and GRK 003 (or equivalents). They must also complete 12 upper-division units (or the equivalent) of course work in Latin or Greek.

1. Language proficiency requirement:
   a) either LATN 001, LATN 002, LATN 003, and LATN 004 (or equivalents) or GRK 001, GRK 002, and GRK 003 (or equivalents)
and

b) Twelve (12) upper-division units or the equivalent of course work in Latin or Greek.

2. Civilization requirement

Either two courses from CLA 010A, CLA 010B, CLA 010C or both CLA 027A and CLA 027B

3. CPLT 015

4. Twenty-four (24) units from the following:

a) Upper-division Latin or Greek literature courses beyond the language proficiency requirement

b) AHS 147, AHS 148, CLA 100/HISE 110, CLA 110 (E-Z)/LATN 110 (E-Z), CLA 112/CPLT 112/RLST 117, CLA 114/CPLT 114, CLA 120 (E-Z), CLA 165, CLA 190, GRK 190, LATN 190, PHIL 121Q, POSC 110, RLST 136, THEA 125E

c) Other courses outside the Classics program related to the major with approval of the student’s advisor.

and

b) Twelve (12) upper-division units or the equivalent of course work in Latin or Greek.

2. Civilization requirement

Two courses from CLA 010A, CLA 10B, or CLA 10C

3. a) CPLT 001 or CPLT 001W and CPLT 002 (8 units)

b) CPLT 193 (4 units). (CPLT 196 strongly recommended but not required.

4. Twenty-four (24) units from the following:

a) Upper-division Latin or Greek literature courses beyond the language proficiency requirement

b) AHS 147, AHS 148, CLA 100/HISE 110, CLA 102/CPAC 102, CLA 112/CPLT 112/RLST 117, CLA 113/CPAC 112/HISE 113, CLA 114/CPLT 114, CLA 120 (E-Z), CLA 121/CPAC 121/POSC 121, CLA 132/AST 132/CHN 132/CPAC 132, CLA 141/CHN 141/CPAC 141, CLA 165, CLA 190, GRK 190, LATN 190, HISE 112, HISE 114/CPAC 133, HISE 115, HISE 116, HISE 117, HISE 118, HIST 103, HIST 110/CPAC 134, PHIL 120E-Z, PHIL 121Q, POSC 110, RLST 136, THEA 125E

c) Other courses outside the Classics program related to the major with approval of the student’s advisor.
A highly recommended lower-division course is CLA 040 (Classical Mythology). In their course selection, students should seek exposure to both the Greek and Roman components of the major.

Highly recommended lower-division courses are CLA 040 (Classical Mythology) and CLA 045 (The Ancient World in Film and Television). In their course selection, students should seek exposure to both the Greek and Roman components of the major.

Justification:

1. **Major Title Correction/Change**
   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:**
   a) **Deletion of CLA 27A and 27B**
      These courses have not been offered recently and have been dropped from our offerings.

   b) **CPLT 001 or CPLT 001W and CPLT 002**
      In accordance with the new guidelines for the department as a whole, which seek to develop critical and analytical skills in dealing with literature, the former CPLT 015 is being replaced by CPLT 001 or 001W (Introduction to Close Reading) and CPLT 002 (Introduction to World Literature).

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. **New Upper-division courses appearing in the list of eligible courses for the major**
   Upper division courses which appear for the first time in the list of those eligible for credit towards the major are courses which are preexisting and cross-listed with Classical Studies. They have regularly been used for major credit.

5. **Deletion of Upper-division Course CLA 110 (E-Z)/LATN 110E-Z**
   This course is being removed from the list of eligible courses for the major since it has not been offered in several years and is being dropped from our offerings.

NOTE: The courses listed have been checked and are active and offered on a regular basis.

**APPROVALS:**

Approved by the Faculty of the Department of Comparative Literature and Foreign Languages: 02/06/12

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 03/07/12

Approved by the Committee on Educational Policy: 04/26/12
To be adopted:

Proposed Changes to the Languages and Literatures/Chinese Major

**Present:**

Asian Literatures and Cultures Major

The Asian Literatures and Cultures Major offers a diverse and flexible program for students interested in the study of Asian languages, cultures, and literatures. While language proficiency and some courses in literature or culture are required, students have considerable freedom within the major to make course selections based on their own areas of interest. Students may either study a national literature in depth in the original language or focus more broadly on culture, history, and literature using texts in English translation. They may also choose between concentrating on one national literature and cultural tradition or including other Asian literatures and cultures. The major is flexibly interdisciplinary, giving students the opportunity to combine courses from different UCR departments (e.g., Art History, History, Religious Studies) as appropriate for their field of study.

**Chinese Track** (44 units)

1. Lower-division requirements (8 units plus language proficiency)

   a) Proficiency in Chinese through the intermediate level (CHN 006 or its equivalent)

   b) Eight (8) units from lower-division

**Proposed:**

Languages and Literatures/Chinese Major

The Chinese Major enables a student to acquire proficiency in the Chinese language and to study Chinese literature, culture, and society using interdisciplinary methods.

1. Lower-division requirements (12 units plus language proficiency)

   a) Proficiency in Chinese through the intermediate level (CHN 006 or its equivalent)

   b) Four (4) units from lower-division
lecture courses on Chinese literature and culture: AST 030/CHN 030, AST 040/CHN 040, AST 046/CHN 046, AST 048/CHN 048. Four (4) units can be from other courses on Asian literature and culture from the department as well as China-related courses from other departments (with adviser’s consent).

2. Upper-division requirements (36 units)

a) Sixteen (16) units in Chinese language from CHN 101A, CHN 101B, CHN 101C, CHN 102, CHN 105, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z)

b) Twelve (12) units in Chinese literature and culture from AST 107/CHN 107/RLST 107, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z), CHN 134, AST 135/CHN 135, AST 136/CHN 136, AST 142/CHN 142, CPLT 142E/WMST 142E, AST 148/CHN 148, AST 185/CHN 185/MCS 169, CHN 190

c) Eight (8) units in Asian literatures and cultures: can be chosen from all the upper-division lecture courses on Asian literature and culture from the department as well as China-related upper-division courses from other departments (with adviser’s consent).

2. Upper-division requirements (36 units)

a) Twelve (12) units in Chinese language from CHN 101A, CHN 101B, CHN 101C, CHN 102, CHN 105, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z)

b) Twelve (12) units in Chinese literature, culture, and film from AST 107/CHN 107/RLST 107, AST 135/CHN 135, AST 136/CHN 136, AST 142/CHN 142, AST 145/CHN 141/CLA 141/CPAC 141/POSC 140, AST 148/CHN 148, AST 185/CHN 185/MCS 169, CHN 102, CHN 104, CHN 105, CHN 106, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z), CHN 134, CHN 137, CHN 190, CPLT 142E/WMST 142E, and any other upper-division lecture courses on Chinese literature, culture, and film chosen in consultation with the student’s advisor.

c) Eight (8) units in China-related upper-division courses from other departments (with adviser’s consent), can include the courses listed under (b).
consent), including the courses listed under (b).

d) CPLT 193 (4) units. (CPLT 196 strongly recommended but not required)

Japanese Track (44 units)

1. Lower-division requirements (8 units plus language proficiency)

   a) Proficiency in Japanese through the intermediate level (JPN 006 or its equivalent)

   b) Eight (8) units from lower-division lecture courses on Japanese literature and culture: AST 022/JPN 022, AST 032/JPN 032, AST 034/JPN 034, JPN 035. Four (4) units can be from other lower division lecture courses on Asian literature and culture from the department as well as Japan-related lower-division courses from other departments (with adviser's consent).

2. Upper-division requirements (36 units)

   a) Twelve (12) upper-division units in Japanese language from JPN 101A, JPN 101B, JPN 101C, JPN 110

   b) Twelve (12) units in upper-division Japanese literature and culture from JPN 110, CPLT 142J/WMST 142J, JPN 150/AST 150, AST 151/JPN 151, AST 152 (E-Z)/JPN 152 (E-Z), AST 153 (E-Z)/JPN 153 (E-Z), AST 154 (E-Z)/JPN 154 (E-Z), AST 184/MCS
Twelve (12) units in Asian literatures and cultures can be chosen from all the upper-division lecture courses on Asian literature and culture from the department as well as Japan-related upper-division courses.

**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.

5. **Addition of courses and editorial changes in category 2.b)**
   **Addition of CHN 102 in literature/culture category, 2.b).**
   CHN 102 is not simply an advanced language course but also provides students with much knowledge and understanding of the various aspects of Chinese culture. By placing CHN 102 in both categories (a) and (b), we can enable students who have completed taking CHN 101A-B-C to obtain in-depth knowledge about Chinese culture through a course taught in Chinese.
Addition of CHN 137 and AST 145/CHN 141/CLA 141/CPAC 141/POSC 140 in literature/culture category, 2.b). These courses are appropriate courses to be added to this area. They are active courses that are taught regularly. 

Editorial changes. The course listing has been reordered to alphabetical to meet current academic senate guidelines.

6. Change in wording for upper-division elective choices in section 2.c).

The revised new Chinese major is designed for students to focus on China studies. Students are encouraged to take China-focused and China-related classes, rather than just any Asian literature and culture courses that are not related to China.

NOTE: 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: 2/6/2012

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 3/7/12

Approved by the Committee on Educational Policy: 4/30/12
To be adopted:

Proposed Changes to the Asian Literatures and Cultures Major

Present:

Asian Literatures and Cultures Major, Japanese and Chinese tracks

Proposed:

Languages and Literatures / Japanese
Languages and Literatures / Chinese

Justification:

The department voted in winter 2010 to reorganize its undergraduate majors under a single umbrella term “Languages and Literatures,” and to train students in core skills in the discipline of comparative literature. Currently the term “Asian” is the umbrella term for our undergraduate majors in Chinese and Japanese. We are splitting Chinese and Japanese to make them correspond more to the greater departmental identity and less to each other.

Prior to 2004, the department had a major in Chinese, but only a minor in Japanese. The current “Asian Literatures and Cultures” major was created in 2004 and has two tracks, Chinese and Japanese. Students in both tracks are required to complete lower and upper division coursework in their main country’s language and literature. They can also satisfy a number of course requirements by studying the history, religion, art, philosophy, etc. of other Asian countries as well (China, Japan, Korea, Viet Nam, Indonesia, Malaysia, etc.) by means of coursework either in our Department or in the Departments of Art History, History, Religion, Philosophy, Media and Cultural Studies, etc.

Under the new configuration, Chinese and Japanese will become separate majors. Since 2004, the campus hires of two additional faculty in Japanese (John Kim, CL&FL and Setsu Shigematsu, MCS) and one additional faculty in Chinese (Perry Link, CL&FL) allows us to offer enough courses to allow students to focus exclusively on those national areas. The regular offering of three new required core courses in Comparative Literature also helps ensure that students will have enough courses.

Disciplinarily, the new Chinese and Japanese majors will retain their interdisciplinary commitment but slightly narrow their curricular focus by de-emphasizing coursework in outside departments and emphasizing instead the discipline of comparative literature by means of the three new core courses.
Administratively, Chinese and Japanese can be more attentive to their students and faculty as free-standing majors. Because the Chinese and Japanese tracks have separate senate faculty, language lecturers, undergraduate cohorts, and scheduling demands, they are more efficient to oversee as independent entities.

Minor Programs

Currently, the Asian Literatures and Cultures umbrella extends over four different Minors, all requiring 24 units of coursework in addition to language proficiency (see http://complitforlang.ucr.edu/undergrad/asian_lit_minor.html):

Asian Literatures and Cultures / Chinese Track
Asian Literatures and Cultures / Japanese Track
Asian Literatures and Cultures / Korean Track
Asian Literatures and Cultures / Southeast Asian Track

Students entering in Fall 2012 may enroll in these Minors. We will submit proposals to the CEP in the 2012-13 academic year to convert all four into stand-alone Minors with the same rubric as the new majors beginning Fall 2013:

Languages and Literatures/Chinese
Languages and Literatures/Japanese
Languages and Literatures/Korean
Languages and Literatures/Southeast Asian

These proposals will require the input of the Korean and Southeast Asian Program Directors in addition to the Chinese and Japanese Program Directors. For this reason we request an additional academic year to convert the minors.

Also in 2012-13 we will convert other existing Minors in the Comparative Literature Department:

Arabic
Classical Studies
French
Germanic Studies
Italian
Russian

With input from Program Directors, these Minors will convert in fall 2013 to

Languages and Literatures/Arabic
Languages and Literatures/Classical Studies
Languages and Literatures/French
Languages and Literatures/Germanic Studies
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

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.

Note To gain maximum benefit from participating in the Undergraduate Research and Environmental Internship Programs, students intending to enroll in ENSC 197 and ENSC 198-I should contact their advisor during the quarter prior to enrollment in these courses.

PROPOSED

Major Requirements

The major requirements for both the B.A. and the B.S. degrees in Environmental Sciences are as follows: Students must fulfill MATH 8B or 9A; MATH 9B; CHEM 1A, 1B, 1C; BIOL 5A or 2; BIOL 5B or 3; ENSC 1, 2, 6 or 143A, 100, 101, and 102 with a grade point average of 2.0 or better and no grade lower than a C-. If a grade lower than a C- is received in 2 or more of these classes, 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. Students in Environmental Sciences are required to demonstrate adequate progress towards earning the degree. Adequate progress is defined as completion of MATH 9B prior to the beginning of the Winter Quarter of the second year of residence or Junior standing (>90 units) and at least one course from ENSC 100, 101, or 102 must be completed prior to the end of the third year of residence or senior standing (>135 units).

Note To gain maximum benefit from participating in the Undergraduate Research and Environmental Internship Programs, students intending to enroll in ENSC 197 and ENSC 198-I should contact their advisor during the quarter prior to enrollment in these courses.
<table>
<thead>
<tr>
<th>Core Requirements</th>
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<tbody>
<tr>
<td>1. Lower-division requirements (41-42 units)</td>
<td>[No Change]</td>
</tr>
<tr>
<td>a) ENSC 001, ENSC 002</td>
<td>[No Change]</td>
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<tr>
<td>b) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC</td>
<td>[No Change]</td>
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<tr>
<td>c) MATH 005 or MATH 008A, MATH 008B or MATH 009A, MATH 009B</td>
<td>[No Change]</td>
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<tr>
<td>d) POSC 010</td>
<td>[No Change]</td>
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<tr>
<td>2. Upper-division requirements (14 units):</td>
<td>[No Change]</td>
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<tr>
<td>ENSC 100/SWSC 100, ENSC 101, ENSC 102, ENSC 191</td>
<td>[No Change]</td>
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**Environmental Toxicology Option (70-79 units)**

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<tr>
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<tbody>
<tr>
<td>1. BIOL 005A, BIOL 05LA, BIOL 005B</td>
<td>[No Change]</td>
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<tr>
<td>2. CHEM 005 or BIOL 005C; CHEM 112A, CHEM 112B, CHEM 112C</td>
<td>[No Change]</td>
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<tr>
<td>3. ENTX 101, ENTX 154</td>
<td>[No Change]</td>
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<tr>
<td>4. PHYS 002A, PHYS 002B, PHYS 002C</td>
<td>[No Change]</td>
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<tr>
<td>5. PHYS 02LA, PHYS 02LB, PHYS 02LC are recommended</td>
<td>[No Change]</td>
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<tr>
<td>6. ENSC 006/ECON 006 or ENSC 143A/ECON 143A (ECON 003 prerequisite)</td>
<td>[No Change]</td>
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<tr>
<td>7. BCH 100 or both BCH 110A and BCH 110B; BIOL 102 or BIOL 121/MCBL 121; BCH 110C or BIOL 107A</td>
<td>[No Change]</td>
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<tr>
<td>8. STAT 100A and STAT 100B</td>
<td>[No Change]</td>
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<tr>
<td>9. Elective Courses: At least one course from ENSC 127/SWSC 127, ENSC 133/MCBL 133/SWSC 133, ENSC 135/CHEM 135/ENTX 135, ENSC 136/CHEM 136/ENTX 136/SWSC</td>
<td>Elective Courses: At least one course from ENSC 127/SWSC 127, ENSC 133/MCBL 133/SWSC 133, ENSC 135/CHEM 135/ENTX 135, ENSC 136/CHEM 136/ENTX 136/SWSC</td>
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</table>
Natural Science Option (65-71 units)

1. BIOL 005A, BIOL 05LA, BIOL 005B

2. PHYS 002A, PHYS 002B, PHYS 002C

3. PHYS 02LA, PHYS 02LB, PHYS 02LC are recommended

4. CHEM 112A, CHEM 112B

5. GEO 001 or GEO 002

6. ENSC 006/ECON 006 or ENSC 143A/ECON 143A (ECON 003 prerequisite)

7. STAT 100A and STAT 100B

8. Elective Courses:

   a) At least one course from BIOL 005C, CHEM 005, CHEM 112C, MATH 009C

   b) A total of at least five courses from the following (at least three must be Environmental Sciences or Soil and Water Sciences)

BIOL 124/MCBL 124, BIOL 160, BIOL 163, BPSC 104/BIOL 104, CHEM 109, ENTX 101, GEO 157, GEO 162, GEO 167, GEO 168

BIOL 160, BIOL 163, BPSC 104/BIOL 104, CHEM 109, ENTX 101, GEO 157, GEO 162, GEO 167,

Social Science Option (80-85 units)

1. BIOL 002, BIOL 003
2. GEO 001 or GEO 002
3. ECON 003
4. ENSC 143A/ECON 143A, ENSC 143B/ECON 143B, ENSC 143C/ECON 143C, ENSC 172, ENSC 174
5. ECON 101 or ECON 107
6. STAT 100A and STAT 100B
7. Elective Courses:
   a) At least one course from ENSC 133/MCBL 133/SWSC 133, ENSC 140/SWSC 140, ENSC 141/MCBL 141/SWSC 141, ENSC 142, ENSC 144/ENVE 144, ENSC 155, ENSC 163, BPSC 134/ENSC 134/SWSC 134, ENSC 104/SWSC 104, ENSC 107/SWSC 107, ENSC 138/GEO 138/SWSC 138, ENSC 197, ENSC 198-I
   b) A total of at least six courses from the following:
      Economics: ECON 102A, ECON 102B, ECON 146, ECON 148, ECON 156, ECON 160/BUS 160
      Society and culture: ANTH 132, ANTH 134, ANTH 135, ANTH 186/LNST 166, PHIL 117, SOC 137, SOC 143/URST 143, SOC 182/URST 182, SOC 184

Social Science Option (85-90 units)

[No Change]

5. ECON 101 or ECON 107 or SOC 110
6. [No Change]
7. [No Change]
8. [No Change]
9. [No Change]
10. [No Change]
12. Society and culture: ANTH 110, ANTH 129, ANTH 132, ANTH 134, ANTH 135, ANTH 142, ANTH 170, ANTH 186/LNST 166, PHIL 117, PHIL 137, SOC 137, SOC 143/URST 143, SOC 182/URST 182, SOC 184
The minor in Environmental Sciences consists of the following:

1. Lower-division requirements (23 units)
   a) ENSC 002 or ENSC 017; ENSC 006/ECON 006
   b) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC

2. Upper-division requirements (20 units)
   a) ENSC 100/SWSC 100, ENSC 101, ENSC 102
   b) Eight (8) units of additional upper-division courses in Environmental Sciences, no more than 4 units of which are in courses numbered 190-198

Of the specified upper-division units, a minimum of 16 units must be unique to the minor and may not be used to satisfy major requirements.

See Minors under the College of Natural and Agricultural Sciences in the Colleges and Programs section of this catalog for additional information on minors.
science or discipline may do so by working with an advisor to select an appropriate sequence of elective courses within one of the required options. Sample areas of concentration and suggested courses are:


4. Environmental economics: ENSC 143A/ECON 143A, ENSC 143B/ECON 143B, ENSC 143C/ECON 143C, ECON 146, ECON 148, ECON 156

JUSTIFICATION:
The proposed changes to the “Major Requirements” represent an attempt to identify students for whom Environmental Sciences is an inappropriate major sufficiently early in their academic career so they can be redirected to a more appropriate major in time to complete it. Proposed catalog changes to the Major Requirements in the Environmental Toxicology Option, Natural Science Option, and Social Science Option. Requirements not listed below will be unchanged in the catalog. The change in the core math requirement for the Social Science Option of dropping MATH 22 and replacing it with MATH 009A/008B and MATH 9B in the “Core Requirements” has already been approved and submitted. Upper-division elective classes that are no longer being offered were deleted and newly developed courses that meet the needs of Environmental Sciences students were added. Math 022 has been replaced by Math 009A/008B and Math 9B and included in the “Core Requirements.” The title of the “Management” group was changed to “Management/Analytics” to better represent elective content. These four “Concentration Areas” or areas of specialization add a level of complexity that is not needed. The academic and faculty advisors are better able to guide students into areas of specialization.
Approvals

Approved by the faculty of the Department of Environmental Sciences: April 4, 2012.

Approved by the Executive Committee of the College of Natural and Agricultural Sciences: April 17, 2012

Approved by the Committee on Educational Policy: 4/30/12
To be adopted:

Proposed Changes to the Languages and Literatures/Japanese Major

Present:

Asian Literatures and Cultures Major

The Asian Literatures and Cultures Major offers a diverse and flexible program for students interested in the study of Asian languages, cultures, and literatures. While language proficiency and some courses in literature or culture are required, students have considerable freedom within the major to make course selections based on their own areas of interest. Students may either study a national literature in depth in the original language or focus more broadly on culture, history, and literature using texts in English translation. They may also choose between concentrating on one national literature and cultural tradition or including other Asian literatures and cultures. The major is flexibly interdisciplinary, giving students the opportunity to combine courses from different UCR departments (e.g., Art History, History, Religious Studies) as appropriate for their field of study.

Chinese Track (44 units)

1. Lower-division requirements (8 units plus language proficiency)
   a) Proficiency in Chinese through the intermediate level (CHN 006 or its equivalent)
   b) Eight (8) units from lower-division lecture courses on Chinese literature and culture: AST 030/CHN 030, AST 040/CHN 040, AST 046/CHN 046, AST 048/CHN 048. Four (4) units can be from other courses on Asian literature and culture from the

Proposed:

Languages and Literatures/ Japanese Major

The Japanese Major enables students to acquire advanced proficiency in the Japanese language and to develop critical thinking skills in their analysis of Japanese literary, filmic, and social texts. Students are encouraged to study in Japan through the University of California’s numerous Education Abroad Programs.
department as well as China-related courses from other departments (with adviser’s consent).

2. Upper-division requirements (36 units)
   a) Sixteen (16) units in Chinese language from CHN 101A, CHN 101B, CHN 101C, CHN 102, CHN 105, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z)
   b) Twelve (12) units in Chinese literature and culture from CHN 104, CHN 105, CHN 106/PHIL 123, AST 107/CHN 107/RLST 107, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z), CHN 134, AST 135/CHN 135, AST 136/CHN 136, AST 142/CHN 142, CPLT 142E/WMST 142E, AST 148/CHN 148, AST 185/CHN 185/MCS 169, CHN 190
   c) Eight (8) units in Asian literatures and cultures: can be chosen from all the upper-division lecture courses on Asian literature and culture from the department as well as China-related upper-division courses from other departments (with adviser’s consent), including the courses listed under (b).

Japanese Track (44 units)

1. Lower-division requirements (8 units plus language proficiency)
   a) Proficiency in Japanese through the intermediate level (JPN 006 or its equivalent)
   b) Eight (8) units from lower-division lecture courses on Japanese literature and culture: AST 022/JPN 022, AST 032/ JPN 032, AST 034/JPN 034, JPN 035. Four (4) units can be from other lower division lecture courses on Asian literature and culture from the department as well as Japan-related lower-division courses from other departments (with adviser’s consent).

1. Lower-division requirements (16 units plus language proficiency)
   a) Proficiency in Japanese through the intermediate level (JPN 006 or its equivalent)
   b) Eight (8) units from lower-division lecture courses on Japanese literature and culture: AST 022/JPN 022/MCS 022, AST 023/CPLT 023/JPN 023, AST 032/ JPN 032, AST 034/JPN 034, AST 56/CPLT 56/JPN 056, JPN 035, and any other lower-division lecture courses on Japanese literature, culture, and film chosen in consultation with the student’s advisor.
   c) Eight (8) units from CPLT 001 or CPLT 001W, CPLT 002
2. Upper-division requirements (36 units)

   a) Twelve (12) upper-division units in Japanese language from JPN 101A, JPN 101B, JPN 101C, JPN 110

   b) Twelve (12) units in upper-division Japanese literature and culture from JPN 110, CPLT 142J/WMST 142J, JPN 150/AST 150, AST 151/JPN 151, AST 152 (E-Z)/JPN 152 (E-Z), AST 153 (E-Z)/JPN 153 (E-Z), AST 184/MCS 184/JPN 184, AST 190, JPN 190

   c) Twelve (12) units in Asian literatures and cultures: can be chosen from all the upper-division lecture courses on Asian literature and culture from the department as well as Japan-related upper-division.

   a) Twelve (12) upper-division units in Japanese language from JPN 101A, JPN 101B, JPN 101C, JPN 110. Students whose proficiency exceeds the 101 series should take the 12 required units by taking 110 more than once, by using EAP language courses, or, under the JPN190 rubric, by converting an existing “content” course into a language course with the instructor’s help.

   b) Twenty (20) units in upper-division Japanese literature and culture from AST 150/JPN 150, AST 151/JPN 151, AST 152 (E-Z)/JPN 152 (E-Z), AST 153 (E-Z)/JPN 153 (E-Z), AST 184/JPN 184, AST 190, CPLT 134/GER 134/JPN 134/MCS 134, CPLT 142J/WMST 142J, CPLT 145/JPN 145, JPN 110, JPN 190, KOR 112, and any other upper-division lecture courses on Japanese literature, culture, and film chosen in consultation with the student’s advisor.

   c) Four (4) units in CPLT 193. (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. Change to description
   This new description simplifies and clarifies the proposed fields of study and outcomes for the major.

3. Addition of courses that satisfy the lower- and upper-division requirements
The new lists reflect courses recently added to the curriculum by new faculty hires. These courses include: AST 022/JPN 022/MCS 022 (MCS is a new cross-listing), AST 056/CPLT 056/JPN 056, KOR 112, CPLT 134/GER 134/JPN 134/MCS 134, CPLT 145/JPN 145.

4. **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 Japanese 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.

5. **Clarification in 2.a)**
To avoid a common misconception, we explain that the third-year Japanese series 101ABC is not required of students whose language proficiency is already beyond this level. We explain how advanced students can fulfill the advanced language training other ways.

6. **Editorial change in 2.b)**
The course listing has been reordered to alphabetical to meet current academic senate guidelines.

7. **Changes in course requirement in 2.b)**
Deletion of the elective area and change in number of units and list of requirement choices in 2.b) reflects the department’s desire to narrow the focus to “de-emphasize” using coursework in other departments and emphasizing comparative literature.

8. **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.

**Note:** 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: 2/6/2012
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 3/7/12
Approved by the Committee on Educational Policy: 4/30/12
To be adopted:

Proposed Changes to the Asian Literatures and Cultures Major

Present:

Asian Literatures and Cultures Major, Japanese and Chinese tracks

Proposed:

Languages and Literatures / Japanese
Languages and Literatures / Chinese

Justification:

The department voted in winter 2010 to reorganize its undergraduate majors under a single umbrella term “Languages and Literatures,” and to train students in core skills in the discipline of comparative literature. Currently the term “Asian” is the umbrella term for our undergraduate majors in Chinese and Japanese. We are splitting Chinese and Japanese to make them correspond more to the greater departmental identity and less to each other.

Prior to 2004, the department had a major in Chinese, but only a minor in Japanese. The current “Asian Literatures and Cultures” major was created in 2004 and has two tracks, Chinese and Japanese. Students in both tracks are required to complete lower and upper division coursework in their main country’s language and literature. They can also satisfy a number of course requirements by studying the history, religion, art, philosophy, etc. of other Asian countries as well (China, Japan, Korea, Viet Nam, Indonesia, Malaysia, etc.) by means of coursework either in our Department or in the Departments of Art History, History, Religion, Philosophy, Media and Cultural Studies, etc.

Under the new configuration, Chinese and Japanese will become separate majors. Since 2004, the campus hires of two additional faculty in Japanese (John Kim, CL&FL and Setsu Shigematsu, MCS) and one additional faculty in Chinese (Perry Link, CL&FL) allows us to offer enough courses to allow students to focus exclusively on those national areas. The regular offering of three new required core courses in Comparative Literature also helps ensure that students will have enough courses.

Disciplinarily, the new Chinese and Japanese majors will retain their interdisciplinary commitment but slightly narrow their curricular focus by de-emphasizing coursework in outside departments and emphasizing instead the discipline of comparative literature by means of the three new core courses.
Administratively, Chinese and Japanese can be more attentive to their students and faculty as free-standing majors. Because the Chinese and Japanese tracks have separate senate faculty, language lecturers, undergraduate cohorts, and scheduling demands, they are more efficient to oversee as independent entities.

Minor Programs

Currently, the Asian Literatures and Cultures umbrella extends over four different Minors, all requiring 24 units of coursework in addition to language proficiency (see http://complitforlang.ucr.edu/undergrad/asian_lit_minor.html):

Asian Literatures and Cultures / Chinese Track
Asian Literatures and Cultures / Japanese Track
Asian Literatures and Cultures / Korean Track
Asian Literatures and Cultures / Southeast Asian Track

Students entering in Fall 2012 may enroll in these Minors. We will submit proposals to the CEP in the 2012-13 academic year to convert all four into stand-alone Minors with the same rubric as the new majors beginning Fall 2013:

Languages and Literatures/Chinese
Languages and Literatures/Japanese
Languages and Literatures/Korean
Languages and Literatures/Southeast Asian

These proposals will require the input of the Korean and Southeast Asian Program Directors in addition to the Chinese and Japanese Program Directors. For this reason we request an additional academic year to convert the minors.

Also in 2012-13 we will convert other existing Minors in the Comparative Literature Department:

Arabic
Classical Studies
French
Germanic Studies
Italian
Russian

With input from Program Directors, these Minors will convert in fall 2013 to

Languages and Literatures/Arabic
Languages and Literatures/Classical Studies
Languages and Literatures/French
Languages and Literatures/Germanic Studies
To be adopted:

Proposed Changes to GSOE Committee Bylaws

### PRESENT

**E4 Committees**

**E4.1** There shall be an Executive Committee consisting of the Chair of the Faculty, ex officio; the Dean of the school, ex officio; four members of the Faculty as provided in E4.1.1 and Director of Teacher Education, ex officio. No member is eligible for immediate reelection (except as an ex officio member), but he/she becomes eligible after one year of non-service. The Chair and secretary of the Faculty occupy corresponding offices in the Executive Committee. (Am 25 Jan 72)(Am 25 May 00)(Am May 2005)

**E4.1.1** The elected faculty membership shall consist of four persons elected at large from the Graduate School of Education who will represent the different program areas. (Am 25 Jan 72)(Am May 2005)

**E4.1.1.1** The term of office of members of the Executive Committee is two years.

**E4.1.1.2** The election of Faculty members is held by mail ballot as provided in chapter 7 of the bylaws of the Division. For purposes of these elections, members of the Executive Committee are considered Officers of the Faculty of the school. Members of the Executive Committee take office on the first day of September following their election at a regular election or immediately upon completion of the ballot count at a special election. (En 25 Jan 72)(Am 22 May 07)

**E4.1.1.3** Whenever the Executive Committee determines that a vacancy exists in its membership, the Secretary-Parliamentarian of the Division conducts an election in accordance with the prescribed procedure, provided the vacancy is to last more than six months. A vacancy shall be declared to exist and the committee member considered to have resigned if he/she anticipates an absence from

### PROPOSED

**E4 Committees**

**E4.1** There shall be an Executive Committee consisting of the Chair of the Faculty, ex officio; the Dean of the school, ex officio; a Faculty member from each Area Group as provided in E4.1.1 and Director of Teacher Education, ex officio. No member is eligible for immediate reelection (except as an ex officio member), but he/she becomes eligible after one year of non-service. The Chair and secretary of the Faculty occupy corresponding offices in the Executive Committee. (Am 25 Jan 72)(Am 25 May 00)(Am May 2005)

**E4.1.1** The elected faculty membership shall consist of persons elected at large from the Graduate School of Education who will represent each Area Group. (Am 25 Jan 72)(Am May 2005).

**E4.1.1.1** [no change]

**E4.1.1.2** [no change]

**E4.1.1.3** [no change]
the committee of more than six months. Vacancies of six months or less are filled temporarily by appointment by the Chair of the Faculty with the advice and consent of the Executive Committee. (En 25 Jan 72) (Am May 2005)

<table>
<thead>
<tr>
<th>E4.1.2</th>
<th>The Executive Committee has the following functions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>E4.1.2.1</td>
<td>The Executive Committee has the general oversight of the academic welfare and discipline of students in the school and has the power to bring before the Faculty any matters that the committee deems advisable.</td>
</tr>
<tr>
<td>E4.1.2.2</td>
<td>The Executive Committee appoints and designates the Chairs of all other standing committees and all special committees of the Faculty unless otherwise directed at a meeting of the Faculty. (Am 25 Jan 72)</td>
</tr>
<tr>
<td>E4.1.2.3</td>
<td>The Executive Committee acts finally for the Faculty (a) in the awarding of all degrees to students of the school in all cases which do not involve the suspension of regulations or that involve only minor adjustments in the curricula and (b) in the awarding of honors at graduation. The committee is likewise empowered to act on petitions of students for graduation under suspension of the regulations. The committee will report all degrees approved to the Division.</td>
</tr>
<tr>
<td>E4.1.2.4</td>
<td>The Executive Committee makes recommendations to the Faculty in the establishment, modification, and discontinuation of school instructional programs, curricula, and credential programs. (Am 25 Jan 72) (Am May 2005)</td>
</tr>
<tr>
<td>E4.1.2.5</td>
<td>The Executive Committee acts for the Faculty in making recommendations to the Division regarding courses.</td>
</tr>
<tr>
<td>E4.1.2.6</td>
<td>The Executive Committee reviews and makes recommendations to the Dean of the Graduate School of Education regarding proposals for the establishment of new program areas or modifications of existing program areas. (Am May 2005)</td>
</tr>
<tr>
<td>E4.1.2.7</td>
<td>The Executive Committee establishes and maintains liaison with the Executive Committees of the other colleges and schools in the Division.</td>
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</table>
E4.1.2.8 The Executive Committee assists the Dean on his/her request in matters relating to the administration of the Graduate School of Education. (Am May 2005)

E4.2 There shall be a standing teacher education committee consisting of one representative from each teacher credential program; two other Faculty; the Director of Teacher Education, ex officio; and the Dean of the Graduate School of Education, ex officio. The duty of the committee is to advise on the operation of teaching credential programs. (En 25 Jan 72)(Am May 2005)

E4.3 There shall be a standing graduate advisory committee consisting of four Faculty members, the graduate advisor, ex officio, and the Dean of the Graduate School of Education ex officio. The duty of this committee is to advise on the operation of graduate degree programs except the M.Ed. program. (En 25 Jan 72)(Am May 2005)

E4.4 There shall be a standing M.Ed. advisory committee consisting of two Faculty members, the Director of Teacher Education who shall be the M.Ed. graduate advisor, ex officio, and the Dean of the Graduate School of Education, ex officio. The duty of this committee is to advise on the operation of the M.Ed graduate degree program. (En May 5, 2005)
JUSTIFICATION
These changes to the bylaws allow for limited student participation on certain GSOE Committees. They define the scope, time, and means for student participation. They also specify that each of the Area Groups in the GSOE be represented on some committees so as to ensure fairness and equal representation. Regarding Area Groups, note that the GSOE is one unit, similar to a department of the whole. We break the unit into disciplinary subunits or Area Groups, as follows: Education, Society and Culture; Higher Education Administration and Policy; Educational Psychology; School Psychology; Special Education. Appropriate representatives of Area groups are Senate faculty.

APPROVALS
Approved by the faculty of the Graduate School of Education: January 11, 2011
Approved by the Executive Committee of the Graduate School of Education: December 7, 2010
Approved by the Committee on Rules and Jurisdiction: February 10, 2012
Received by the Executive Council: February 27, 2012
To be adopted:

Proposed Changes to Undergraduate Neuroscience Major

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
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<tbody>
<tr>
<td>b) Second Tier (at least 12 units for the B.A. or at least 20 units for the B.S.)</td>
<td>b) Second Tier (at least 12 units for the B.A or at least 20 units for the B.S.)</td>
</tr>
<tr>
<td>BIOL 178; CBNS 101, CBNS 116, CBNS 121/PSYC 121, <strong>CBNS 123</strong>, CBNS 125/PSYC 125, CBNS 126/PSYC 126, CBNS 127/PSYC 127; PSYC 112, PSYC 117, PSYC 129</td>
<td>BIOL 178, CBNS 101, CBNS 116, CBNS 121/PSYC 121, CBNS 125/PSYC 125, CBNS 126/PSYC 126, CBNS 127/PSYC 127, <strong>CBNS 129</strong>, PSYC 112, PSYC 117, PSYC 129</td>
</tr>
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JUSTIFICATION:
The course number for CBNS 123 was changed to CBNS 129. The content of CBNS 129 is thus identical to the former CBNS 123. We propose to change the catalog to reflect the new number.

APPROVALS:
Approved by the Faculty of the Interdepartmental Neuroscience Program: August 2011
Approved by the committee in charge of the Interdepartmental Neuroscience Program: August 2011
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: 1/11/12
Approved by the Executive Committee of the College of Humanities, Arts and Social Sciences: 1/25/12
Approved by the Committee on Educational Policy: 3/7/12
To be adopted:

Proposal for Change in Psychology B.S. major

PRESENT:
2. Upper-division requirements for the B.S. (37-43 units)
   a) PSYC 109
   b) PSYC 110 or CBNS 106
   c) PSYC 140, PSYC 150
   d) PSYC 132 or PSYC 134
   e) PSYC 160
   f) Any two of the following: CBNS/PSYC 120L, PSYC 180, PSYC 181, PSYC 182 (E- Z), PSYC 195, PSYC 197 (for a total of 4 units, letter grade required), PSYC 199H
   g) One of the following: PSYC 136, PSYC 139, PSYC 148, PSYC 169. One of the following graduate seminars may be substituted, with permission of the instructor: PSYC 251, PSYC 255, PSYC 256, PSYC 257, PSYC 258, PSYC 263
   h) One additional 4-unit, upper-division Psychology course. No 190- series courses other than PSYC 198G or PSYC 198I may be used.

PROPOSED:
2. Upper-division requirements for the B.S. (37-43 units)
   a) PSYC 109
   b) PSYC 110 or CBNS 106
   c) PSYC 140, PSYC 150
   d) PSYC 132 or PSYC 134
   e) PSYC 160 or PSYC 161 or PSYC 162 or PSYC 163
   f) Any two of the following: CBNS/PSYC 120L, PSYC 180, PSYC 181, PSYC 182 (E- Z), PSYC 195, PSYC 197 (for a total of 4 units, letter grade required), PSYC 199H
   g) One of the following: PSYC 136, PSYC 139, PSYC 148, PSYC 169. One of the following graduate seminars may be substituted, with permission of the instructor: PSYC 251, PSYC 255, PSYC 256, PSYC 257, PSYC 258, PSYC 263
   h) One additional 4-unit, upper-division Psychology course. No 190- series courses other than PSYC 198G or PSYC 198I may be used.

JUSTIFICATION:

Justification: At present, the department requirement of one developmental course for the major is fewer than the requirement in the other areas of psychology. Given that PSYC 161, PSYC 162, and PSYC 163 all cover material that would be appropriately considered as core knowledge in Developmental Psychology, approval of these courses as core will allow our faculty to teach introductory developmental psychology from any of these perspectives. Additionally, student interest in psychological development and their future goals may be met better by enrolling in PSYC 161, PSYC 162, or PSYC 163 rather than PSYC 160, which is a sweeping survey course of the entire lifespan. By adding these courses as options for the area’s core,
our area can provide a greater number and variety of core courses for our majors. Finally, this plan will not only reduce demand on PSYC 160, it will also help shrink its size (which is currently quite large) and more evenly distribute our upper division majors across a range of developmental courses that would best fill their learning needs. In summary, if these 4 courses (160, 161, 162, and 163) were all on the list of developmental courses that majors could take to satisfy graduation requirements, it would distribute the students more evenly in the 4 courses, help students graduate in a more timely fashion, and allow the Developmental Area of the Psychology Department to contribute more than one undergraduate course to satisfy majors’ core requirements. All the courses on the proposed side are verified active and in the catalog.

APPROVALS:

Effective: Upon approval by the Academic Senate
Approved by the faculty of the Department of Psychology: February 1, 2012
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: March 7, 2012
Approved by the Committee on Educational Policy: April 2, 2010
Pursuant to the call, the Assembly of the Academic Senate met via teleconference on Wednesday, February 15, 2012 by teleconference. Academic Senate Chair Robert Anderson presided and called the meeting to order at 11:00 am. Senate Executive Director Martha Winnacker called the roll of Assembly members and confirmed that there was a quorum. Attendance is listed in Appendix A of these minutes.

II. MINUTES

ACTION: The Assembly approved the minutes of the June 8, 2011 meeting as noticed.

III. ANNOUNCEMENTS BY THE CHAIR

Chair Anderson asked for and received approval to change the order of business to accommodate the president’s schedule.

Rebenching. Chair Anderson reported that the Rebenching Task Force is approaching consensus. The task force has agreed to the basic principles outlined in the Senate document submitted last July for allocating state funds among the campuses, including the principle that each student of a particular type should be funded at the same level, regardless of which campus they attend. The plan is to accomplish rebenching without reducing current levels of funding for any campus by making use of potential new revenue sources to augment funds where needed (e.g., the University may take over lease-revenue bond payments for University buildings from the state, renegotiate the debt at a lower rate over a longer payback period, and use a portion of the money freed up to fund rebenching efforts). He reported that the administration is contemplating a phase-in period of eight years, but Senate representatives on the Task Force feel that is too long.

Faculty Salaries Task Force report. Chair Anderson noted that the Faculty Salaries Task Force recently released its report. There was consensus among the Senate and administration representatives regarding future increases. The model for allocating increases is adapted from a method used at UC Irvine. He stated that the administrators are concerned about where the funding for increases would come from.

Admissions. Chair Anderson stated that applications for admission increased by 19.1% overall, and by 9.8% from California residents, despite recent fee increases. Applications for transfer decreased by 4.2% overall and by 5.7% from the California Community Colleges, possibly due to the difficulty of getting into the classes required for transfer at the community colleges. There has been a large increase in non-resident applications (from 21,095 last year to 33,001 this year). In addition, this year there is a new admissions process. Previously, the top 12.5% of high school students were identified by a mechanistic process and guaranteed admission to a UC campus. In the new system, the top 9% statewide (measured by test scores and GPA) and the top 9% of each
high school class by class rank are guaranteed admission. The two groups should overlap to a substantial degree. A large number of additional applicants will be deemed entitled to review and will be reviewed more holistically than in the past.

Provost and UCSD Chancellor searches. Chair Anderson reported that the president hopes to make recommendations for both of these positions at the May Regents meeting.

IV. ANNOUNCEMENTS BY THE PRESIDENT

Budget. President Yudof reported on recent negotiations with the state regarding the 2012-13 budget. The state budget includes an augmentation of $90M intended, but not earmarked, for UCRP. The University has proposed increasing that amount to $180M in 2013-14 and $270M in 2014-15, but the governor does not want to commit funds more than one year at a time. The University is also trying to negotiate flexibility on its debt service, specifically, its lease-revenue bonds, as well as a multi-year budget plan. He reported that there will be presentations on the three major ballot initiatives to raise revenues at the March Regents meeting. President Yudof stated that he is conducting budget meetings with Chancellors and Senate representatives from each campus focusing mostly on how the campuses are responding to the state’s disinvestment. He stated that in his opinion, campuses have done a good job in holding down expenses. But he noted that under the rosiest scenario, the University will experience three to four years of mounting deficits due to the rising employer contribution to UCRP. While the Regents have “tuition fatigue,” if the University suffers further cuts, there will be no choice but to turn to tuition.

SPECIAL ORDERS

A. Consent calendar [None]
B. Annual Reports. Chair Anderson noted that Bylaw 120.D.3 requires that standing committee annual reports be included in the first Assembly agenda of each academic year. He invited comments or questions about the reports.

REPORTS ON SPECIAL COMMITTEES [NONE]

REPORTS OF STANDING COMMITTEES

A. Rules and Jurisdiction (UCR&J) [INFORMATION]

Chair Anderson stated that UCR&J is responsible for interpreting Senate bylaws and regulations. Any ruling they issue is forwarded to the Academic Council for comment. If applicable, Council sends comments to UCR&J, which considers those comments before finalizing its ruling. The final ruling is reported to the Assembly for information; the Assembly does not take action. If the Assembly disagrees with the ruling, it could propose a change to a bylaw or regulation, which would be subject to Senate processes of deliberation. These Legislative Rulings were submitted to Assembly in June as drafts and became effective at that time. UCR&J provided additional language that summarizes the procedural history of these rulings but does not change their substance. UCR&J now submits them in final form.

1. Legislative Ruling 6.11.A. addressing the definition of “residence” was presented as an information item.
2. Legislative Ruling 6.11.B regarding the eligibility of an associate dean to serve as a member of the Assembly was presented as an information item.

3. Legislative Ruling 6.11.C. regarding the scholarship requirements for undergraduate students was presented as an information item.

4. Legislative Ruling 6.11.D about voting rights of Ex officio members of Senate committees was presented as an information item.

5. Legislative Ruling 6.11.E on the relationship of the Academic Senate with faculties of schools and colleges offering postbaccalaureate, first professional degree programs leading to the award of M.D., D.D.S., D.V.M., D.Pharm. and J.D. degrees was presented as an information item.

Academic Council

1. Proposed revisions to SR 480 (language credit) [ACTION]

Bylaw 145.B gives BOARS plenary authority to advise the president “on matters relating to admissions of undergraduate students” and to “regulate the examination and classification of all applicants for admission to undergraduate status.” BOARS proposed a revision to SR 480, regarding how transfer credit for courses taken in a language other than English is to be awarded to students whose secondary school education was largely in that language. Council approved the proposed amendment and UCR&J has found it consistent with Senate Regulations. It is in the purview of the Assembly to amend Senate Regulations. BOARS Chair Bill Jacob noted that UC admissions evaluators objected to the existing SR 480 as vague and reported that it was not being applied uniformly. BOARS’ proposed revision clarifies the intent of the regulation; it does not substantively change SR 480. He stated that if a student completed nine years of education in another language, then a course in that language is transferable only if the subject of the course is literature, not language acquisition.

ACTION: Assembly unanimously approved the proposed revisions to SR 480.

2. Proposed Memorial to the Regents [ACTION]

Chair Anderson stated that a Memorial is a vehicle used to communicate the views of the Senate directly to the Regents through the President on matters of great import and historically has been used sparingly. A Memorial may go to the Regents only after it is approved by a vote conducted by ballot distributed to all Senate faculty. After submitting the Memorial text, Council’s drafting committee noted that the specific form of advocacy promoted is not permissible. Council’s drafting committee determined that the wording as adopted by Council contained some technical errors, and that it would be unwise to ask the Assembly to adopt it as written. The drafting committee prepared a revised version, which it wishes to present as a substitute motion. A substitute motion is a form of amendment to substitute the new text for the original text. The substitute motion was circulated to Assembly members by email on February 10 and posted to the Senate’s website on the same day. John Crawford, chair of UCORP, moved to amend the motion on behalf of the drafting committee. Chair Anderson noted that debate should focus on the wisdom of using the substitute motion wording rather than the original wording. If the amendment is adopted, then Assembly will debate the wisdom of initiating a Memorial.

A member asked for a justification for the substitution. Chair Crawford stated that Council was
advised by the Office of General Counsel that the original version implied that the Regents would authorize the use of University resources if they chose to endorse a ballot. It is not permissible under state law to use University resources to advocate on behalf of a candidate or a ballot initiative. If we do not adopt substitute language that is consistent with state law and university policy, we can not go ahead with the main motion.

**ACTION:** The motion to amend the Memorial by substitution carried (with one abstention).

Assembly then discussed the main motion, which was whether to proceed with the proposed Memorial. Several members made suggestions to clarify terminology and those technical changes were approved by consensus.

A member inquired about the purpose of the Memorial, since faculty members have the right as individuals to advocate under the Constitution. A member of the drafting committee responded that it would be helpful for faculty to refer to the Regents’ support of specific measures when the faculty are engaged in advocacy efforts. In addition, the Memorial could garner publicity. Finally, it is important to demonstrate that the faculty are taking action and are in solidarity with the students.

A member objected that a Memorial is premature, since we do not know what measures will be on the ballot, and is necessarily too vague. Memorials should be used sparingly and should be specific and substantive. This proposal does not rise to the level that justifies a vote of all the faculty.

A member opined that the Memorial tacitly expresses disapproval of the Regents and suggests they are not doing their job. A member countered that under normal circumstances, the president and the Regents work with the legislature. However, this is a crisis, and faculty can not stand by silently; we should take action to protect the University.

A member asked if the language of the Memorial is intended to support one ballot initiative over another. Why not specify the measures we want them to support? A member of the drafting committee replied that the political situation is evolving too rapidly and the question of which measure or measures to endorse is complex. The Memorial simply requests that the Regents take a position, when appropriate.

A member commented that many faculty may not support the Memorial and it would make the Senate look ineffective, and could even undermine advocacy efforts, if the vote is not dramatically in favor of the Memorial.

A member asked if the Memorial would have an impact on the Regents. Chair Anderson responded that from his experience as an ex officio member of the Regents, he believes that it will have some influence.

**ACTION:** Assembly approved distribution the Memorial, as amended in discussion, for a vote of the Senate faculty on all ten campuses (47 in favor; 12 against).
3. Proposal for a Negotiated Salary Plan Pilot Project [DISCUSSION]

Chair Anderson stated that after receiving extensive comment via systemwide review, the Academic Council objected strenuously to the proposed APM 688, which would have established a negotiated salary plan for general campus faculty similar to the Health Sciences Compensation Plan. Provost Pitts then issued a letter establishing a negotiated salary pilot program for the four campuses with medical centers, excluding UCSF. Chair Anderson objected to this, and the provost agreed to withdraw the pilot program and establish a task force that would address Senate concerns with the proposed negotiated salary plan. The task force will include four administrators, representatives from UCFW, UCAP and UCPB, and Vice Chair Bob Powell. It is scheduled to issue a report on June 15, which will be reviewed systemwide.

VIII. UNIVERSITY AND FACULTY WELFARE REPORT [NONE]

IX. PETITIONS OF STUDENTS [NONE]

X. UNFINISHED BUSINESS [NONE]

XI. NEW BUSINESS

CCGA Chair Rachael Goodhue moved to extend the meeting by 20 minutes in order to consider an item of new business. The motion was seconded and carried.

Per Bylaw 120.D.4, Chair Anderson asked for Assembly’s consent to add an item of New Business. Assembly unanimously consented to the addition of an item of New Business.

Chair Goodhue stated that on February 9, CCGA approved a proposal to establish a Master’s of Professional Accountancy (M.P.Ac.) self-supporting degree program at UC Riverside. Because this is a new degree title at UCR, the Assembly must authorize its addition.

**ACTION:** By majority vote, the Assembly approved the addition of the M.P.Ac. as a degree title at UC Riverside.

The meeting adjourned at 1:20 pm.

Attest: Robert Anderson, Academic Senate Chair
Minutes Prepared by: Clare Sheridan, Academic Senate Analyst

**Attachments:** Appendix A – Assembly Attendance Record, Meeting of February 15, 2012
Appendix A – 2010-2011 Assembly Attendance Record, Meeting of February 15, 2012

**President of the University:**
Mark G. Yudof

**Academic Council Members:**
Robert Anderson, Chair
Robert Powell, Vice Chair
Robert Jacobson, Chair, UCB
Linda Bisson, Chair, UCD
Craig Martens, Chair, UCI
Andrew Leuchter, Chair, UCLA
Susan Amussen, Chair UCM
Mary Gauvain, Chair, UCR
Joel Sobel, Chair, UCSD
Robert Newcomer, Chair, UCSF
Henning Bohn, Chair, UCSB
Susan Gilman, Chair, UCSC
William Jacob, Chair, BOARS
Rachael Goodhue, Chair, CCGA
Margaret Conkey, Chair, UCAAD
Katja Lindenberg, Chair, UCAP
Jose Wudka, Chair, UCEP
William Parker, Chair, UCFW
John Crawford, Chair, UCORP
James Chalfant, Chair, UCPB

**Berkeley (6)**
Christina Maslach (alt. for Steven Beissinger)
Paula Fass (alt. for Daniel Boyarin)
Philip Stark (alt. for Ralph Catalano)
Allen Goldstein
Jeffrey Perloff
Patricia Zambryski

**Davis (6)**
Jeffrey Williams (alternate for Trish Berger)
Theodore DeJong
Richard Grotjahn
Joseph Kiskis
Krishnan Nambiar
Saul Schaefer

**Irvine (4)**
Christopher Leslie
Tahseen Mozaffar
Carrie Noland
Charles Zender

**Los Angeles (8)**
Noah Goldstein (alt. for Malcolm Gordon)
Timothy Lane
Alan Laub
Susanne Lohmann
Joseph Nagy
Jennifer Krull (alt. for Jesse Rissman)
Monica Smith
Ninez Ponce (alt. for Richard Steinberg)

**Merced (1)**
Wolfgang Rogge

**Riverside (2)**
Jodie Holt
Thomas Morton

**San Diego (5)**
John Hildebrand
Douglas Magde
Lorraine Pillus
Peter Wagner
Eric Watkins

**San Francisco (3)**
Farid Chehab
Steve Morin (alt. for David Gardner)
Wendy Max

**Santa Barbara (3 -1 TBA)**
John Foran
Vicki Scott

**Santa Cruz (2)**
Joseph Konopelski
Marilyn Walker

**Secretary/Parliamentarian**
Jean Olson
The Committee met on 9 March and reviewed a small but strong group of nominations for this award. During discussions leading to choosing a winner, the Committee decided that the strength of two candidates for the Award was outstanding and we decided to recommend two winners this year.

The committee unanimously selected two nominees to recommend to the full Senate for the 2011-12 Award to be ratified and finalized at the May 29th Senate Division meeting:

Anthony Norman (Biochemistry) and Dan Hare (Entomology). We recommend they be named as this year’s awardees and that they split the $1,000 cash prize ($500 each).

The committee recommends that next year the Call to be revised so that a few things are made clearer. The committee would like to request that information that is submitted regarding nominees be limited to that part of the nominee’s file that is directly relevant to campus service. The letter that is sent to the Department Chairs requesting dossiers should be revised so that Chairs know what information should and should not be included in the dossier.

The committee discussed the fact that there were no nominations from CHASS or BCOE. Chair Green sent emails the Deans of these Colleges and expressed the hope that they will encourage their faculty to nominate next year.

Submitted by the Chair on behalf of the Committee.

Committee Membership
H. Green, Chair
E. Barr
C. Lovatt
R. Redak
T. Shapiro
The Academic Senate Committee on Distinguished Teaching reviewed the Distinguished Teaching nomination files and recommends that Morris Maduro (Biology Department) and Leonard Mueller (Chemistry Department) be awarded the Distinguished Teaching Awards for 2011-2012.

Morris Maduro joined the Biology Department in 2003 and has taught the daunting introductory biology class, BIOL 5A. He also teaches Developmental Biology both at the upper-division and graduate levels. Dr. Maduro was one of the first instructors to adopt new pedagogical methods to life science classes in large classrooms using active learning strategies and summative assessments. One of Dr. Maduro’s faculty peers considers him a “top-notch educator that causes students to reach for, and go beyond, their potential.” Another says, “Morris has an incredibly deep well of enthusiasm, energy, good humor, and love of science that, together with his sharpest of minds, bubbles forth to enlighten all in his path.” Both undergraduate and graduate students attest to his clarity, enthusiasm, approachability, humor, and rigor in the classroom. Each lecture he gives is accompanied by a four-page resource list, not lecture notes, that provide students with pathways to learning goals, objectives, and outcomes, along with problems, exercises, and a summary of the lecture. His overall scores from undergraduate students to the statement “Instructor was effective as a teacher overall” were some of the highest seen by the Awards Committee. Dr. Morris Maduro is richly deserving of this year’s Distinguished Teaching Award.

Leonard Mueller joined the Chemistry Department in 1998 and has been instrumental in changing the way introductory chemistry is taught at UCR using peer-led problem solving sessions and active learning in the classroom and laboratories. All Introductory Chemistry and Organic Chemistry classes at UCR now use these methods. In addition to teaching freshmen science majors, Dr. Mueller teaches a class for non-science students, often called “chemistry for poets” (CHEM 3) and receives scores of 4.9/5.0 for his overall effectiveness, enthusiasm, and respect for the students. His graduate class in quantum mechanics is challenging yet enthusiastically received. It is clear from all of the students’ comments that Dr. Mueller is a talented hands-on teacher who has both the desire and talent to make meaningful connections with his students. Outside of the classroom, Dr. Mueller has taken a lead role in the Copernicus Project to improve secondary school science teacher training. He has organized and teaches a two-week Summer Science Institute on Chemistry involving 40 high school teachers and 20 of their students. For the last five years he has participated in Summer Laboratory Experiences and STEM Institutes in which Community College students intern at UCR. The Distinguished Teaching Award committee believes that Dr. Leonard Mueller is extremely well deserving of this award.

Committee:
Yenna Wu
Michael Marsella
Stephanie Hammer
Jodie Holt
Christopher Amrhein (Chair)
COMMITTEE ON FACULTY RESEARCH LECTURER
REPORT TO THE RIVERSIDE DIVISION
MAY 29, 2012

NOMINATION OF PROFESSOR JOHN M. FISCHER FOR
2012-13 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, John M. Fischer, Distinguished Professor of Philosophy, and UC President’s Chair, Department of Philosophy.

Our selection was based on a combination of factors, including Professor Fischer’s extraordinary productivity and wide acclaim for the extremely high quality of his work, especially that dealing with the timeless issues of free will and moral responsibility. Importantly, his work, as noted by many of the extramural writers in support of the nomination, has had important impacts on several of fields beyond philosophy, including criminal law and psychiatry.

With respect to Professor Fischer’s productivity, he has authored or co-authored six books, and more than 100 essays. His nominators note that in the Stanford Encyclopedia of Philosophy, only he and Professor Emeritus Harry Frankfurt of Princeton University are cited more than once among philosophers writing on free will over the past 100 years. They also note that Oxford University Press, among the most prestigious publishers of philosophical treatises, has published three volumes of Professor Fischer’s essays, whereas publication of even one is considered a major scholarly achievement. Moreover, the same publisher has published nine journal symposia devoted to Professor Fischer’s work, a very rare occurrence that provides additional testament to his eminence.

The high quality of Professor Fischer’s scholarly achievement is further supported by extramural scholars who wrote to support his nomination. As one wrote regarding Professor Fischer’s work on free will and moral responsibility, “His view is, I believe, the best on offer in all of the history of philosophy.” This comment was made in light of work on free will by Aristotle, Socrates, Thomas Hobbes, David Hume, and more recent philosophers such as A. J. Ayer and Moritz Schlick. Another wrote “Quite simply, Professor Fischer’s work on Free Will, Moral Responsibility, and the Meaning of Life and Death is of the very highest quality and it has had a correspondingly enormous impact on the related fields. Anyone working in these central areas of philosophy must consider and respond to his account of the nature of free and responsible action, and to his work on the significance of death and the meaning of life.” Still another wrote “Fischer’s writings also range widely beyond free will and responsibility. He has written profound works on God, death and immortality, and narratives and stories as well as many issues in ethical theory…” The same writer noted “Furthermore, Fischer’s influence is not limited to philosophers. His approach to responsibility is widely cited by leading scholars of criminal law and has also shaped how many psychiatrists understand mental illness.”

Lastly, we take pride in noting that Professor Fischer, who joined our faculty in 1988, has spent the overwhelming majority of his career at here, bringing both national and international recognition to our Department of Philosophy and UCR.

For his high productivity and numerous accolades from other distinguished philosophers, the undersigned members of the Senate Committee on Faculty Research Lecturer, unanimously and enthusiastically nominate, as Faculty Research Lecturer for 2012-13, Distinguished Professor John M. Fischer.

Brian A. Federici (Department of Entomology) - Chair
Christopher A. Reed (Department of Chemistry)
David Reznick (Department of Biology)
R. Robert Russell (Department of Economics)
Stanley Stewart (Department of English)
COMMITTEE ON CHARGES
REPORT TO THE RIVERSIDE DIVISION
May 29, 2012

Proposed Changes to Bylaws 8.7.3.4 & 8.7.4
Committee on Charges

To Be Adopted

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
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<tbody>
<tr>
<td>8.71 This committee consists of seven members. (Am Nov 02)</td>
<td>8.71 No change</td>
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<td>8.7.2 Five members shall constitute a quorum.</td>
<td>8.7.2 No change.</td>
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<tr>
<td>8.7.3 It is the duty of this committee to:</td>
<td>8.7.3 No change</td>
</tr>
<tr>
<td>8.7.3.1 Receive in writing, through the Chancellor or Chancellor’s designee, unresolved complaints regarding Faculty conduct, as per procedures described in SBL336 and UCR Division Appendix 5; (Am Nov 11)</td>
<td>8.7.3.1 No change</td>
</tr>
<tr>
<td>8.7.3.2 Determine whether the allegations in the complaint, if true, would constitute a violation of University policy regulating individual Faculty conduct; and</td>
<td>8.7.3.2 No change</td>
</tr>
<tr>
<td>8.7.3.3 If answered negatively, recommend to the Chancellor that all references to the complaint shall be expunged from all records except that of the Charges Committee;</td>
<td>8.7.3.3 No change</td>
</tr>
<tr>
<td>8.7.3.4 If answered affirmatively, request from the Chancellor any supporting evidence already developed and conduct an investigation to determine if there is probable cause to warrant a disciplinary hearing before the Committee on Privilege and Tenure. The findings shall be submitted to the Chancellor. (Am 31 May 79)</td>
<td>8.7.3.4 If answered affirmatively, request from the Chancellor any supporting evidence already developed and conduct an inquiry to determine if there is probable cause to warrant a disciplinary hearing before the Committee on Privilege and Tenure. The findings shall be submitted to the Chancellor. (Am 31 May 79) (Am 29 May 12)</td>
</tr>
<tr>
<td>8.7.4 The committee may for the purpose of fulfilling the duty described in 8.7.3.4 appoint ad hoc investigative committees. (Am Nov 11)</td>
<td>8.7.4 The committee may for the purpose of fulfilling the duty described in 8.7.3.4 appoint ad hoc committees. (Am 29 Nov. 11) (Am 29 May 12)</td>
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Justification:

UCR Division Bylaw 8.7. The present text uses the word “investigation”, but “inquiry” is the more appropriate word, consistent with Appendix V section 5.3.1.

Appendix 5 section 3.9. The word "investigation" should be replaced with “inquiry” to become consistent with Appendix 5 section 3.1. Similarly, substitution of the phrase “during any interview that may occur as part of the inquiry” for “when testimony of witnesses is taken” will clarify that it is not within the purview of the Committee on Charges to conduct a formal investigation. A single formal investigation, as recommended by APM-015.III.B.2, is the purview of the Committee on Privilege and Tenure.

Clearance and Endorsements Preceding Division Vote:

Endorsed by the Committee on Charges: May 8, 2012
Endorsed by the Committee on Privilege & Tenure: May 7, 2012
The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: May 4, 2012

Additional Actions Related to this Proposed Legislation Change:
Received by the Executive Council: 5/14/2012
Appendix 5
Policies on Faculty Conduct and the Administration of Discipline

To Be Adopted

5 Policies on Faculty Conduct and the Administration of Discipline

5.1 University Policy on Faculty Conduct and the Administration of Discipline (UC Policy)

UC Policy APM016

5.2 The Faculty Code of Conduct (UC Policy APM-015)(Am July 17, 2006)

UC Policy APM015

5.3 Rules of Procedure for Implementation of Policies on Faculty Conduct and the Administration of Discipline at UCR

<table>
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<tr>
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*Applicability and Principles*
At UCR the following implements the University Policy on Faculty Conduct and the Administration of Discipline (set forth in its entirety in APM-016) and the Faculty Code of Conduct (APM-015) and applies to all members of the Academic Senate and to academic staff whose instructional duties are not subject to direct supervision. These procedures adhere to the five principles for Enforcement and Sanctions (Part III, Section A) articulated in the Faculty Code of Conduct (APM-015).

No disciplinary sanctions for professional misconduct shall be imposed by the administration except in accordance with the procedures set forth below. In circumstances where these procedures are silent, the policies and procedures contained in APM-015, APM-016, and UC Academic Senate Bylaw 336 shall govern.

The procedures set forth below describe several stages in the process: (a) an allegation
of faculty misconduct, (b) efforts for informal resolution, (c) filing of a formal complaint, (d) inquiry by the Committee on Charges of the Academic Senate, (e) determination by the Chancellor\(^1\) to initiate disciplinary action by filing charges with the Committee on Privilege and Tenure of the Academic Senate, (f) disciplinary hearing by a Hearing Committee of the Committee on Privilege and Tenure, and (g) imposition of disciplinary sanctions by the Chancellor.

If the matter involves an alleged violation of the University of California Policy on Integrity in Research, the allegation should be filed according to the UCR Policy and Procedures for Responding to the Allegations of Research Misconduct.

If the matter involves an alleged violation of the University of California Policy on Sexual Harassment, the allegation may be filed according to the UCR Policy and Procedures for Responding to Reports of Sexual Harassment, instead of or in addition to filing an allegation under these Rules of Procedure.

This document indicates the timelines for the conduct of separate steps of the process, and it is important that such matters proceed expeditiously. However, it is recognized that these timelines may not always be adequate. Where individuals or committees require additional time to complete a step(s) in this process, all members involved shall be informed of the reasons for the delay and provided with a revised timeline for this step of the process, with a commitment that the step will be completed as promptly thereafter as possible.

All proceedings covered under this document are to be treated as confidential. No participant in such proceedings shall reveal or disclose the identity of the complainant, the accused Faculty member, witnesses, the nature of the allegation, the evidence, or the deliberations of any decision maker, other than to individuals
who have a legitimate need for such
information in order to conduct the proceeding
or as may be required by law. (Am 20 Feb 07)

1 For the purposes of this document, the
Chancellor shall be taken to mean the
Chancellor or the appropriate Chancellor's
designee, such as the Executive Vice
Chancellor and Provost. This shall apply in all
cases with the exception of imposing
discipline, which shall not be delegated by the
Chancellor.

5.3.2 Allegation Procedures and Channels
Allegations against a member of the Faculty in
violation of the Faculty Code of Conduct may
originate from members of the faculty, staff,
students, the administration, and other
members of the University community.
Allegations shall be accepted for inquiry only
on the basis of a written signed statement by
the complainant. Allegations by a
complainant shall be addressed to the Chair of
the accused Faculty member's department or
to the Dean for units with no Chairs, unless
this will present a potential conflict of interest,
in which case the allegation will be directed to
the administrator to whom this Chair or Dean
reports.

The Faculty member accused of alleged
misconduct shall be promptly informed of the
allegation, in writing, by the recipient of the
signed allegation. It shall also be the accused
Faculty member's right to examine all relevant
documents assembled in connection with the
allegation and to be heard at each step in the
progress of the case.

The recipient of the allegation shall advise
both the complainant and the accused Faculty
member to obtain and become familiar with
this document (Rules of Procedure for
Implementation of Policies on Faculty
Conduct and the Administration of Discipline
at UCR), as well as the Faculty Code of
Conduct (APM-015), the University Policy on
Faculty Conduct and the Administration of

5.3.2 No change.
Discipline (APM-016), and the UC Academic Senate Bylaw 336 (Privilege and Tenure Divisional Committees' Disciplinary Cases).

If the complainant is a student, the complainant shall be given the option of retaining anonymity until the filing of a formal complaint with the Committee on Charges, with the understanding that such anonymity may preclude the opportunity for informal resolution prior to consideration by the Committee on Charges.

The channels for processing a matter involving allegations in violation of the Faculty Code of Conduct that do not pertain to allegations of research misconduct or sexual harassment shall be from the Department Chair (in those Schools and Colleges that have Chairs) to the Dean of the School or College to the Chancellor to the Committee on Charges of the Academic Senate.

If the normal level of the channel appears inappropriate to the individual making the allegations, the complainant may address the allegations, in writing, directly to the next level in the channel. (Am 20 Feb 07)

5.3.3 Informal Resolution
The goal of informal resolution is to resolve the concerns at the earliest stage possible. The recipient of the signed allegation shall attempt to resolve the matter informally within twenty-one days of receiving the allegation. Informal resolution of the matter may result in withdrawal of the complaint by the complainant prior to the matter reaching the Committee on Charges or may result in a formal settlement, including conditions or the acceptance of disciplinary sanction(s) by the accused Faculty member (SBL 336.C). In cases where a settlement resolving disciplinary charges is entered into after a matter has been referred to the Committee on Privilege and Tenure, the Chancellor shall meet with the Chair of the Committee on Privilege and Tenure prior to finalizing the settlement.

5.3.3 No change
If efforts to resolve the matter informally within twenty-one days prove unsatisfactory to the complainant and/or the accused Faculty member, the recipient of the signed allegation shall forward the signed allegation to the next step in the process as soon as an impasse has been reached, along with his or her written statement describing the efforts to resolve the matter informally and the reasons for forwarding the matter. When the file is forwarded, a copy of the recipient's written statement shall be provided to the complainant and the accused Faculty member. (Am 20 Feb 07)

5.3.4  The Formal Complaint
If the matter has not been settled to the satisfaction of the complainant at some step in the process described above, and if the Chancellor is unable to resolve the matter informally, the Chancellor shall furnish the complainant with the Academic Complaint Form. To complete the Academic Complaint Form, the complainant must identify the relevant section(s) of the University Policy on Faculty Conduct and the Administration of Discipline and include a full statement of the facts that allegedly constitute a violation of the University Faculty Code of Conduct. The Form must be signed by the complainant and submitted to the Chancellor. Materials elaborating the evidence may be appended to the Academic Complaint Form.

The Chancellor shall promptly transmit the signed formal complaint to the Committee on Charges of the Academic Senate. At the same time, the Chancellor shall transmit the signed formal complaint to the accused Faculty member, along with a statement that the matter has been transmitted to the Committee on Charges. (Am 20 Feb 07)

5.3.5  Inquiry by the Committee on Charges of the Academic Senate
The Committee on Charges shall promptly determine whether the allegations in the complaint, if true, would constitute a violation
of the University Faculty Code of Conduct. If the Committee on Charges determines this issue affirmatively, it shall ask the Chancellor for any supporting evidence from earlier stages in the procedure and shall conduct an inquiry to determine whether there is probable cause to warrant a disciplinary hearing before the Committee on Privilege and Tenure of the Academic Senate. For this purpose, the probable cause standard means that the facts as alleged in the complaint, if true, justify the imposition of discipline for a violation of the Faculty Code of Conduct and that there is credible evidence to support the claim.

The Committee on Charges shall treat all steps in its inquiry as confidential. In conducting its inquiry, the Committee on Charges may, at its discretion, conduct interviews in private with the complainant and other individuals relevant to the case. The Committee on Charges shall make every effort to complete its inquiry and make a determination of probable cause and reports its findings to the Chancellor within sixty days after receiving the formal complaint.

If the Committee on Charges finds no probable cause to warrant a disciplinary proceeding, the Committee shall promptly (within fifteen days) transmit its decision, in writing, to the Chancellor, along with a report of the substantive review made by the Committee. The Committee also shall recommend that all existing references to the matter be expunged from personnel files, and from the records of the Department Chair and the Dean of the School or College.

If the Committee on Charges finds probable cause to warrant a disciplinary hearing, the Committee shall promptly transmit its decision, in writing, to the Chancellor, along with a report of the inquiry made by the Committee and the complete file assembled by the Committee on Charges during its inquiry.(Am 20 Feb 07)
Determination by the Chancellor to Initiate Disciplinary Action

The Chancellor shall make a final determination of probable cause within thirty days of receiving the recommendation from the Committee on Charges.

If the Chancellor concurs with the Committee on Charges on a no-probable-cause finding, this decision shall be immediately transmitted, in writing, to the Chair of the Committee on Charges. The Chancellor shall promptly (within fifteen days) notify both the complainant and the accused Faculty member, in writing, of the finding of no probable cause by the Committee on Charges, of the concurrence by the Chancellor, and of the substance of the inquiry made by the Committee on Charges. The only record of the case shall be a statement prepared by the Committee on Charges and placed in its permanent file in the Academic Senate. That statement shall include the following information: the date, name of the accused Faculty member, name of the complainant, a brief statement of the allegations, and the decision by the Chancellor to dismiss the case on recommendation of the Committee on Charges.

If the Chancellor determines that there is probable cause to warrant a disciplinary hearing, the Chancellor shall immediately notify the Chair of the Committee on Charges, in writing.

If the Chancellor does not concur with the recommendation of the Committee on Charges, the Chancellor shall inform the Chair of the Committee on Charges, in writing, of the reasons for the decision.

Upon a determination of probable cause, the Chancellor shall initiate notice of proposed disciplinary action, which requires that the Chancellor prepare written charges to be submitted to the Chair of the Committee on Privilege and Tenure of the Academic Senate,
with a full statement of the facts underlying the charges and the disciplinary sanction(s) the Chancellor proposes in this case. The types of discipline that may be imposed on a member of the faculty are as follows, in order of severity: written censure, reduction in salary, demotion, suspension, denial or curtailment of emeritus status, and dismissal from the employ of the University.

At the same time that the Chancellor submits the formal charges to the Committee on Privilege and Tenure, the Chancellor shall also notify both the complainant and the accused Faculty member, in writing, of the decision to file a formal complaint with the Committee on Privilege and Tenure.(Am 20 Feb 07)

5.3.7 Disciplinary Hearing by the Committee on Privilege and Tenure

The Committee on Privilege and Tenure shall follow the procedures detailed in UC Academic Senate Bylaw 336 (Privilege and Tenure Divisional Committees' Disciplinary Hearings) with regard to prehearing procedures, early resolution, hearing and posthearing procedures, and relation to prior grievance cases.

At the conclusion of the disciplinary hearing, the Hearing Committee of the Committee on Privilege and Tenure shall promptly make its findings of fact, conclusions supported by a statement of reasons based on the evidence, and recommendation. These shall be forwarded promptly to the parties in the case, including the complainant and the accused Faculty member, the Chancellor, the Chair of the Committee on Privilege and Tenure, and the Chair of the University Committee on Privilege and Tenure. The findings, conclusions, recommendations, and record of the proceedings shall be confidential to the extent allowed by law and UC policy. The Hearing Committee may, however, with the consent of the accused Faculty member, authorize release of the findings, conclusions, and recommendations to other individuals or entities, to the extent allowed by law (SBL
If the Committee on Privilege and Tenure determines that there is clear and convincing evidence that the accused Faculty member has violated the Faculty Code of Conduct, the Committee shall also recommend an appropriate sanction that shall not be more severe than the maximum sanction specified in the formal charge from the Chancellor. (Am 20 Feb 07)

5.3.8 Imposition of Disciplinary Sanction
The authority to impose disciplinary sanctions and the procedures for imposition of sanctions are detailed in the University Policy on Faculty Conduct and the Administration of Discipline, (APM-016, Section II Types of Disciplinary Sanctions). The final decision to impose disciplinary sanction shall be made by the Chancellor and shall not be delegated.

If the Chancellor's decision differs from the findings and recommendation of the Hearing Committee of the Committee on Privilege and Tenure, the Chancellor shall meet with the Hearing Committee prior to reporting the decision to explain the reasons for his or her decision.

Within forty-five days after receiving the findings from the Hearing Committee of the Committee on Privilege and Tenure, the Chancellor shall report his or her decision, in writing, to the Committee on Privilege and Tenure, the Executive Vice Chancellor and Provost, the Dean of the School or College, the Department Chair, the accused Faculty member, and the complainant. (Am 20 Feb 07)

5.3.9 Role of the Complainant
Complainants have a legitimate interest in being kept informed as the process proceeds and, within appropriate parameters, should be able to participate in various stages of the process. In the investigatory stage by the Committee on Charges, the complainant must be willing to meet with the Committee on Charges should that Committee consider such appearance necessary to the investigation.
complainant does not have a right to receive written statements submitted by the accused Faculty member or any other evidence uncovered in the course of the investigation by the Committee on Charges, nor does the complainant have a right to be present when testimony of witnesses is taken.

If it is determined by the Committee on Charges or the Hearing Committee of the Committee on Privilege and Tenure that the allegations brought by the complainant are both groundless and malicious, that finding may serve as a basis for counter charges by the accused Faculty member.(Am 20 Feb 07)

5.3.10 Provision for Interim Suspension in Extreme Emergency

If in the judgment of the Chancellor there is a high probability that the continued assignment of a Faculty member to regular duties will be immediately and seriously harmful to the University community, the Chancellor may place the Faculty member on full or partial interim suspension with full pay. Such a suspension is a precautionary action and not a form of discipline. Before imposing such an interim suspension, the Chancellor shall, to the extent feasible under the circumstances in the individual case, consult with the chairs of the Committee on Charges and the Committee on Privilege and Tenure. The Chancellor shall promptly provide the Faculty member with a written statement of the reason for such suspension and shall promptly refer the matter to the Committee on Privilege and Tenure. The Committee on Privilege and Tenure shall promptly provide an opportunity for a hearing to the Faculty member and report its findings and recommendations with respect to the propriety of the suspension to the Chancellor.(Am 20 Feb 07)
Justification:
There has been some confusion as to what extent the Committee on Charges should “investigate” an issue to determine probable cause in relation to disciplinary cases at UCR. The confusion stems from some inconsistencies between documents that describe procedures for disciplinary cases at UCR.

1) UC systemwide document APM-015 (*The Faculty Code of Conduct*) recommends a single formal investigation:

APM-015 III.B.2: “There should be an appropriate mechanism for consideration and investigation of allegations of misconduct received from members of the faculty, staff, students, the administration, and other members of the University community. Procedures should be developed which encourage a single formal investigation of the allegations leading to the proposed disciplinary action.”

2) UCR Division Appendix V provides clear instructions for disciplinary cases in section 5.3 (*Rules of Procedure for Implementation of Policies on Faculty Conduct and the Administration of Discipline at UCR*), including an important distinction between an initial inquiry by the Committee on Charges and a subsequent formal hearing by the Committee on Privilege and Tenure.

Appendix V section 5.3.1: “The procedures set forth below describe several stages in the process: (a) an allegation of faculty misconduct, (b) efforts for informal resolution, (c) filing of a formal complaint, (d) inquiry by the Committee on Charges of the Academic Senate, (e) determination by the Chancellor1 to initiate disciplinary action by filing charges with the Committee on Privilege and Tenure of the Academic Senate, (f) disciplinary hearing by a Hearing Committee of the Committee on Privilege and Tenure, and (g) imposition of disciplinary sanctions by the Chancellor.”

Existing inconsistencies with the above, for which changes are proposed, are as follows:

UCR Division Bylaw 8.7. The present text uses the word “investigation”, but “inquiry” is the more appropriate word, consistent with Appendix V section 5.3.1.

Appendix 5 section 3.9. The word "investigation" should be replaced with “inquiry” to become consistent with Appendix 5 section 3.1. Similarly, substitution of the phrase “during any interview that may occur as part of the inquiry” for “when testimony of witnesses is taken” will clarify that it is not within the purview of the Committee on Charges to conduct a formal investigation. A single formal investigation, as recommended by APM-015.III.B.2, is the purview of the Committee on Privilege and Tenure.

Clearance and Endorsements Preceding Division Vote:
Endorsed by the Committee on Charges: May 8, 2012
Endorsed by the Committee on Privilege & Tenure: May 7, 2012
The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: May 4, 2012

Additional Actions Related to this Proposed Legislation Change:
Received by the Executive Council: 5/14/2012
To be adopted:

Proposed Changes to Appendix 6 to the Bylaws and Regulations of the Riverside Division of the University of California Academic Senate

PRESENT:

Academic Integrity at the University of California, Riverside (Approved by Educational Policy on 4th June 2005 after consultation with the Graduate Council) (En Nov 04)

PROPOSED:

Academic Integrity for Students at the University of California, Riverside (Approved by Educational Policy on April 2, 2012 after consultation with the Graduate Council) (En Nov 04)

[no change]

University Of California Policies Applying to Campus Activities, Organizations, and Students, section 100.00 Policy on Student Conduct and Discipline states that "Chancellors may impose discipline for the commission or attempted commission (including aiding or abetting in the commission or attempted commission) of the following types of violations by students...

102.1 All forms of academic misconduct including but not limited to cheating, fabrication, plagiarism, or facilitating academic dishonesty.

102.2 Other forms of dishonesty including but not limited to fabricating information, furnishing false information, or reporting a false emergency to the University."

Principles of Academic Integrity

At the University of California, Riverside (UCR) honesty and integrity are fundamental values that guide and inform us as individuals and as a community. The culture of academia requires that each student take responsibility for learning and for products that reflect their intellectual potential, curiosity, and capability. Students must represent themselves truthfully, claim only work that is their own, acknowledge their use of others’ words, research results, and ideas, using the methods accepted by the appropriate academic disciplines and engage honestly in all academic assignments. Anything less than total commitment to honesty circumvents the contract for intellectual enrichment
that students have with the University to become an
educated person, undermines the efforts of the
entire academic community, and diminishes the
value of an education for everyone, especially for
the person who cheats. Both students and faculty
are responsible for ensuring the academic integrity
of the University.

These guidelines establish definitions for academic
misconduct and procedures for the adjudication of
academic integrity cases by the Office of Student
Conduct and Academic Integrity Programs
(SCAIP) for undergraduate students and Graduate
Division for graduate student cases.

Misunderstanding of appropriate academic conduct
will not be accepted as an excuse for academic
misconduct. If a student is in doubt about
appropriate academic conduct in a particular
situation, he or she should consult with the
instructor in the course to avoid the serious charge
of academic misconduct.

Types of Academic Misconduct

The following provides definitions of academic
misconduct to assist students in developing an
understanding of the University’s expectations,
recognizing that no set of written guidelines can
anticipate all types and degrees of violations of
academic integrity. To the extent that these
definitions are not exhaustive, duly appointed
representatives of the University will judge each
case according to its merits.

Academic misconduct is any act that does or could
improperly distort student grades or other student
academic records.

Cheating. Fraud, deceit, or dishonesty in an
academic assignment, or using or attempting to use
materials, or assisting others in using materials that
are prohibited or inappropriate in the context of the
academic assignment in question.

Fabrication. Making up data or results and
recording or reporting them, including laboratory
or field research results. In the context of student
academic integrity, this also includes falsifying
academic or university documents and providing
false information or testimony in connection with
any investigation or hearing under this policy.

Plagiarism. The appropriation of another person’s ideas, processes, results, or words without giving appropriate credit. This includes the copying of language, structure, or ideas of another and attributing (explicitly or implicitly) the work to one’s own efforts. Plagiarism means using another's work without giving credit.

Facilitating academic dishonesty. Assisting another in violating the policy of Academic Integrity, such as taking an exam for another student or providing coursework for another student to turn in as his or her own effort.

Unauthorized collaboration. Working with others without the specific permission of the instructor on assignments that will be submitted for a grade. This applies to in-class or take-home tests, papers, labs, or homework assignments. Students may not collaborate without faculty authorization.

Interference or sabotage. Damaging, removing, or otherwise harming another student’s work or University materials and systems to affect the academic performance of others.

Failure to comply with research regulations such as those applying to human subjects, laboratory animals, and standards of safety.

Retaliation of any kind against a person who reported or provided information about suspected or alleged misconduct and who has not acted in bad faith.

UNDERGRADUATE STUDENTS

Requirements and Expectations

Research
To foster intellectual honesty with regard to undergraduate research, all academic units at UCR are encouraged to develop statements that fit the distinctive research climate and needs of their individual disciplines. These guidelines may cover responsibilities of research supervisors, assignment of credit for publications, training of research apprentices, requirements for record keeping of experimental procedures and data storage, and standards for
merits and promotions which value quality over quantity.

It is the responsibility of each individual engaged in research at UCR to be informed of University policies relating to research and of the policies and procedures of the agencies funding his or her research. Copies of relevant policies are available in the Office of Research and will be provided at no cost.

Courses
Faculty members, teaching assistants, and other instructional personnel are encouraged to include statements addressing academic integrity as part of the syllabus for every course and to educate students about expectations and standards in the context of the course in order that students may not, through ignorance, subject themselves to the charge of academic misconduct. Instructors are further encouraged to inform students of campus resources available for dealing with academic difficulty.

Undergraduate Procedures
Throughout the process of reviewing allegations of academic misconduct, this policy articulates deadlines for action based on calendar days. If the day of a deadline falls on a weekend, holiday, or day the University is otherwise closed, that deadline will be moved to the next day the University is open.

Faculty Actions

Research
In cases of alleged academic integrity violations in research, faculty members, teaching assistants, and other instructional personnel should report suspicion of fraudulent or unethical research practice by students immediately to the Chair of the department, Dean of the school or Director of the organized research unit. The report must then be forwarded to the Associate Dean for Research who will be responsible for coordinating further actions.
Courses

If a faculty member, teaching assistant, or other instructional personnel suspects that an act of academic misconduct has occurred in a course, she must communicate with the student regarding the alleged act of misconduct and the information upon which the allegation is based within 30 business days of discovery of the alleged act. Under special circumstances, the instructor may make a request for an extension of time through the Vice Provost for Conflict Resolution. Whenever possible, the communication should take place through an in-person consultation and should be conducted in a manner that respects each student's privacy and maintains an environment that supports teaching and learning. When a meeting is not possible or practical, an instructor may communicate with the student in writing. Written communication will be sent by U.S. mail to the address most recently filed with the Registrar's Office, or to the student's University e-mail address. When multiple students are involved, faculty are encouraged to communicate with each student separately.

An instructor may request the assistance of the Ombudsperson or a member of the Student Judicial Affairs staff to be present at the conference to assist in a fair and focused discussion about what may have occurred.

The student must be given the opportunity to respond to the allegation of misconduct. When communication is made in writing, students will be given 14 business days to respond.

After conferring with the student and/or considering the student's written response, the instructor will determine whether it is more likely than not that the student committed an act of academic misconduct. In making this determination the instructor will pay attention not to whether the student meant to engage in misconduct, but whether the misconduct occurred. The instructor may then follow up with one of the following:

- If the faculty member determines that it is more likely than not that the student committed an act of academic misconduct, regardless of the student’s
actions:

A. In cases where the instructor determines that there is no misconduct, s/he may dismiss the allegation and take no further action.

B. In cases where the student does not dispute the facts upon which the charges are based, the instructor may impose an appropriate academic sanction, taking into account the clarity of course expectations, the level of the student’s experience or knowledge of principles of academic integrity, the nature of the assignment, and the degree of intentionality and pre-meditation of the misconduct.

Actions taken must be documented through the Academic Misconduct Referral form, or a referral memo to Student Judicial Affairs, the central location where all records of incidents of academic dishonesty are kept on file. It is essential that the form or referral memo include the student's name and student identification number, the name of the class in which the act took place, the date or time period in which the act occurred, a description of the academic misconduct, a summary of actions taken, all original documentation supporting the charge, and the academic sanctions assigned.

C. In cases where the student disputes the facts upon which the charges are based, the instructor will refer the case to Student Judicial Affairs. The Academic Misconduct Referral form or memo must include the student's name and student identification number, the name of the class in which the act took place, the date or time period in which the act occurred, a description of the academic misconduct, a summary of actions you have taken, all original documentation supporting the charge (except where prohibited by law), and the academic sanctions recommended. Faculty are encouraged to forward a copy of the course syllabus and other written communication that addresses academic integrity standards and expectations for the course. Faculty are further encouraged to evaluate the assignment or examination on its merits and to make note of the grade to be assigned in the event that the student is not found responsible for violation of the intent to engage in misconduct, the instructor may then pursue one of the following actions:

A. In cases where the student does not dispute the facts upon which the charges are based, the instructor may impose an appropriate academic sanction, taking into account the clarity of course expectations, the level of the student’s experience or knowledge of principles of academic integrity, the nature of the assignment, and the degree of intentionality and pre-meditation of the misconduct. These admissions of guilt and the sanction the instructor imposes are final.

B. In cases where the student disputes the facts upon which the charges are based, the instructor will refer the case to SCAIP. The Academic Misconduct Referral form or memo must include the student's name and student identification number, the name of the class in which the act took place, the date or time period in which the act occurred, a description of the academic misconduct, a summary of actions taken by the instructor, all original documentation supporting the charge (except where prohibited by law), and the academic sanctions recommended. Faculty members are encouraged to forward a copy of the course syllabus and other written communication that addresses academic integrity standards and expectations for the course. Faculty are further encouraged to evaluate the assignment or examination on its merits and to make note of the grade to be assigned in the event that the student is not found responsible for violation of the
Instructors who are in part-time or temporary appointments or who will be on sabbatical or other leave or who will be leaving the University are required to provide a copy of all documentation to the Department Chair, who will serve as a proxy for the instructor if he is unavailable to participate fully in resolving the allegations of misconduct.

If grades are awarded while the case is in progress, the faculty member will assign a temporary grade placeholder of Grade Delay ‘GD’ pending the outcome of the process.

D. Violations that the instructor believes to be particularly egregious shall be referred directly to the College Academic Integrity Committee in the instructor's College for review.

Course Drops and Withdrawals: A student officially notified of alleged academic misconduct may not withdraw from the course until the determination of responsibility is made and any sanctions are imposed. A sanction for a violation of academic integrity that affects the course grade will be applied. The student may not avoid the imposition of a sanction by withdrawing from a course. If the student is found not responsible for academic misconduct, the student will be permitted to withdraw from the course with a grade of "W".

The student may not avoid the imposition of a sanction by withdrawing from a course. If the student is found not responsible for academic misconduct, the student will be permitted to request a withdrawal from the course with a grade of "W" using Undergraduate Enrollment Adjustment Procedures.

Faculty members who will not be available to participate fully in resolving allegations (e.g., Individuals holding part-time or temporary appointments, those on sabbatical or other leave, or those leaving University employment) must provide a copy of all documentation to the immediate supervising administrator: department chair, program director, center director, or dean of school who will serve as a proxy for the Faculty member to conclude the case.

If grades are awarded while the case is in progress, the Faculty member is expected to assign a temporary grade placeholder of Grade Delay “GD” pending the outcome of the review process.

The Faculty member is encouraged to evaluate the disputed assignment or examination on its merits and to note the grade to be assigned in the event that the student is not found responsible for violation of the University of California Policy on Student Conduct and Discipline or where insufficient evidence exists to hold the student responsible.

C. Violations that the instructor believes to be particularly egregious shall be referred directly to the School or College Academic Integrity Committee in the instructor's School or College for review.
III. Administrative Actions

Research

The Associate Dean for Research, in consultation with the original recipient of the report, will review the description of the academic misconduct and documentation supporting the charge and determine if unethical conduct may have occurred, and if so, may undertake a preliminary inquiry or formal investigation following the guidelines outlined in UCR Policy on Integrity in Research, posted on the Office of Research Affairs website at [http://www.ora.ucr.edu/ORA/announce/integrit.htm](http://www.ora.ucr.edu/ORA/announce/integrit.htm). In the event that the preliminary inquiry or formal investigation finds probable cause to warrant disciplinary proceedings, charges of misconduct will be processed in accordance with existing procedures for adjudicating alleged academic misconduct in courses.

Courses

The table below shows the steps in the investigation and review process.

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsible Body: Undergraduate Students</th>
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<tbody>
<tr>
<td>Initiation of Cases</td>
<td>Faculty member</td>
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<tr>
<td>• Faculty member’s suspicion of misconduct in a course, communication with student, and determination of outcome</td>
<td></td>
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<tr>
<td>• Faculty member documents actions via Academic Misconduct Referral Form for Review Stage 1</td>
<td></td>
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<tr>
<td>Review Stage 1</td>
<td></td>
</tr>
<tr>
<td>• Administrative Review</td>
<td>Student Conduct and Academic Integrity Programs [SCAIP]</td>
</tr>
<tr>
<td>Review Stage 2</td>
<td></td>
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<tr>
<td>• Hearings for cases that are complex, egregious, and/or repeated cases of misconduct</td>
<td></td>
</tr>
<tr>
<td>• Appeals of decisions made at Review Stage 1</td>
<td>Academic Integrity Committees of each college/school [AICs]</td>
</tr>
<tr>
<td></td>
<td>Hearing panels constituted from the AICs</td>
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</tbody>
</table>
A. In cases where the student does not dispute the facts upon which the charges are based, Student Judicial Affairs, upon receipt of the Academic Misconduct Referral form, will follow up with the student in writing to formally advise the student of the academic sanctions assigned by the instructor as well as appropriate disciplinary sanctions assigned by the University.

The decision shall be forwarded in writing to the student within 15 business days of the review; and communicated to the instructor, college and/or division in accordance with legitimate educational interest criteria as articulated by the Family Education Rights and Privacy Act.

Students with a record of previous academic misconduct will be referred to the Academic Integrity Committee in their College for a formal hearing, with a recommendation that suspension or dismissal be considered.

B. In cases where the student disputes the facts upon which the charges are based, upon receipt of an Academic Misconduct Referral Form from an instructor, Student Judicial Affairs will notify the student of the University Policy that was allegedly violated; the factual basis for the charges; and the right to be assisted by an advisor of choice or an attorney (at his or her own expense) and ask the student to schedule an Administrative Review. Within 15 working days of the referral of the matter to the SJA, notification will be sent to the student by U.S. mail to the address most recently filed with the Registrar's Office, or to the student's University e-mail address.

A. In cases where the student does not dispute the facts upon which the charges are based, SCAIP, upon receipt of the Academic Misconduct Referral form, will follow up with the student in writing to formally advise the student of the academic sanctions assigned by the instructor as well as appropriate disciplinary sanctions assigned by the University.

The decision shall be forwarded in writing to the student within 20 calendar days of the review; and communicated to the instructor, school or college and/or division in accordance with legitimate educational interest criteria as articulated by the Family Education Rights and Privacy Act.

Students with a record of previous academic misconduct will be referred to the Academic Integrity Committee in their School or College for a formal hearing (Review Stage 2) hearing, with a recommendation that suspension or dismissal be considered.

B. In cases where the student disputes the facts upon which the charges are based, upon receipt of the Academic Misconduct Referral Form, SCAIP will notify the student of their alleged violation of the University of California Policy on Student Conduct and Discipline, the factual basis for the charges, and the plan to conduct a Review Stage 1 Administrative Review of the case. The student will be advised that the Administrative Review is intended as a thorough exposition of all related facts and written materials associated with the alleged misconduct, and that it is not intended as an adversarial criminal or civil legal proceeding. It is not modeled on these adversarial systems; nor does it serve the same functions; rather, it is an academic process unique to the community of scholars that comprise a University. The student will also be informed of his or her right to be assisted by an advisor of his or her choice. Such written

<table>
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<tr>
<th>Review Stage 3</th>
<th>Campus Academic Integrity Executive Committee</th>
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<tbody>
<tr>
<td>• Annual assessments of cases addressed at Review Stages 1 &amp; 2</td>
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</tr>
<tr>
<td>• Appeals of primary decisions made at Review Stage 2</td>
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</tbody>
</table>
Whenever possible an Administrative Review will be scheduled such that both the faculty member and the student can attend. The purpose of an Administrative Review is to explore and investigate the incident giving rise to the appearance of academic dishonesty, and to reach an informed conclusion as to whether or not academic dishonesty occurred. In keeping with the ultimate premise and justification of academic life, the duty of all persons at a Review is to assist in a thorough and honest exposition of all related facts. A Review is not in the character of a criminal or civil legal proceeding. It is not modeled on these adversarial systems; nor does it serve the same functions; rather, it is an academic process unique to the community of scholars that comprise a University.

The review will:
* explain fully the alleged violation of the Standards of Conduct
* review written materials associated with the alleged misconduct
* give the student and the instructor the opportunity to present their accounts of the incident and present any witnesses or other individuals who may have relevant information about the incident
* address how the student's alleged conduct was judged, why the behavior is unacceptable, the impact of conduct on others in the community, causes and motives of the conduct, and alternatives for balancing personal circumstances with needs and expectations of the community

1. Review Stage 1, Administrative Review, process:

The Administrative Review conducted by SCAIP involves meetings with the student, the Faculty member, and others who may have relevant information. The student will have the opportunity to discuss any extenuating circumstances, causes, and motivations that may have contributed to the alleged misconduct. If SCAIP deems it necessary, the Administrative Review will be scheduled such that both the faculty member and the student can attend. The purpose of an Administrative Review is to explore and investigate the incident giving rise to the appearance of academic dishonesty, and to reach an informed conclusion as to whether or not academic dishonesty occurred. In keeping with the ultimate premise and justification of academic life, the duty of all persons at a Review is to assist in a thorough and honest exposition of all related facts. A Review is not in the character of a criminal or civil legal proceeding. It is not modeled on these adversarial systems; nor does it serve the same functions; rather, it is an academic process unique to the community of scholars that comprise a University.

Notification will occur within 20 calendar days of the receipt of the referral by SCAIP and will be sent to the student's University e-mail address.
In the event that Student Judicial Affairs determines it is more likely than not that the student is responsible for academic misconduct, the academic sanctions recommended by the faculty member as well as appropriate disciplinary sanctions will be assigned taking into account the clarity of course expectations, the level of the student's experience or knowledge of principles of academic integrity, the nature of the assignment, and the degree of intentionality and premeditation of the misconduct.

The decision shall be forwarded in writing to the student within 15 business days of the review and communicated to the instructor, college and/or division in accordance with legitimate educational interest criteria as articulated by the Family Education Rights and Privacy Act. In cases where the instructor has held a grade in abeyance pending the outcome of an Administrative Review, she shall submit a final grade with the Registrar that is consistent with the decision of Student Judicial Affairs as to the question of misconduct.

2. Outcome of the Administrative Review:

If SCAIP determines it is more likely than not that the student is responsible for academic misconduct, the academic sanctions recommended by the faculty member as well as appropriate disciplinary sanctions will be assigned taking into account the clarity of course expectations, the level of the student's experience or knowledge of principles of academic integrity, the nature of the assignment, and the degree of intentionality and premeditation of the misconduct.

The decision shall be forwarded in writing to the student within 20 calendar days of the review and communicated to the instructor, school or college and/or division in accordance with legitimate educational interest criteria as articulated by the Family Education Rights and Privacy Act. In cases where the instructor has held a grade in abeyance pending the outcome of an Administrative Review, she or he shall submit a final grade with the Registrar that is consistent with the decision of SCAIP as to the question of misconduct.

3. Appeals of Decisions by Faculty Members and/or from Review Stage 1.

Academic Integrity Committees, described in Section C function as the appellate bodies for decisions made at Review Stage 1. Section E below more fully explains appeal procedures.

C. Cases involving a student with a record of previous academic misconduct or cases that are sufficiently complex to require additional consultation the case will be referred to the Academic Integrity Committee in the instructor's College, with the request that the case be resolved through a formal hearing.

IV. Academic Integrity Committees

College Academic Integrity Committees
An Academic Integrity Committee will be established in each of the and for the Graduate Division/Professional Schools:

* hear cases referred by Student Judicial Affairs

1. Review Stage 2, College/School Academic Integrity Committees for Cases Involving Undergraduate Students

An Academic Integrity Committee will be established in each of School or College to:

* hear cases referred by SCAIP that are sufficiently
that are sufficiently complex to require additional review
* hear serious and repeated violations of academic misconduct upon referral from an instructor or Student Judicial Affairs
* hear appeals of decisions and/or sanctions imposed by an instructor or Student Judicial Affairs

In the Spring quarter, the Academic Senate’s Committee on Committees will appoint four faculty members from each of BCOE, CNAS, and SOBA, and six from CHASS to the undergraduate Academic Integrity Committees for each college/school to serve one-year terms, effective September 1-August 31. Each committee should include faculty who are available to participate in hearings during the summer months.

Four to six full-time undergraduate students, and four to six graduate students will be appointed to each College Committee and shall serve one year terms effective July 1-June 30.

In all cases an effort will be made to appoint members who represent the disciplinary diversity within each college/school.

The undergraduates shall be chosen from the undergraduate student body by the Associated Students of UCR. The graduate students shall be chosen from the graduate student body by the Graduate Student Association. Students who have been suspended or are on academic or disciplinary probation, evicted from University Housing for

In addition, SCAIP will solicit and review applications from interested undergraduate and graduate students and make recommendations to the Associated Students of UCR and Graduate Student Association regarding students to be appointed to serve on each college/school committee for one-year terms, effective September 1-August 31. The final endorsement of student members will rest with the Committee on Committees. Students are not eligible to serve if they have been suspended or are on academic or disciplinary probation, have been evicted from University Housing for reasons related to conduct, or have a case pending before SCAIP. (Am 20 February 07)

In all cases an effort will be made to appoint members who represent the disciplinary diversity within each college/school, whenever possible.

Staff support to the committees will be provided by the office of the Vice Provost for Administrative Resolution, the office of the AVC/Dean of Students, and SCAIP.
reasons related to conduct, or who have a case pending before the Student Conduct Committee or an Academic Integrity Committee are not eligible to serve as committee members. (Am 20 February 07)

A hearing panel of 3-5 members will be drawn from the pool of appointees for each case. A quorum of the committee consists of three persons, with at least one faculty member, one student for College Committees and one faculty member and one graduate student for the Graduate/Professional School Committee. In the absence of a quorum, the hearing will be rescheduled. Staff support to the Committee will be provided by the Vice Provost for Conflict Resolution or his/her designee.

The purpose of an Academic Integrity Committee Hearing is to explore and investigate the incident giving rise to the appearance of academic dishonesty, and to reach an informed conclusion as to whether or not academic dishonesty occurred. In keeping with the ultimate premise and justification of academic life, the duty of all persons at a hearing is to assist in a thorough and honest exposition of all related facts. A hearing is not in the character of a criminal or civil legal proceeding. It is not modeled on these adversarial systems; nor does it serve the same functions; rather, it is an academic process unique to the community of scholars that comprise a University.

The Vice Provost for Conflict Resolution or his/her designee will serve as a non-voting to facilitate the hearing. The administrative chair shall rule on all questions of procedure and evidence, including but not limited to: the order of presentation of evidence, admissibility of evidence, applicability of regulations to a particular case, and relevance of testimony. An Academic Integrity Committee Hearing will normally proceed as follows:

A Committee members will receive and review a copy of the notification of charges and documentary evidence provided by the instructor, the University, and the student.

2. Hearing Panels

SCAIP will schedule a hearing panel of three to five members, from the relevant AIC for each case. A quorum of the committee consists of three persons, with at least one faculty member and one student for School or College Committees. In the absence of a quorum, the hearing will be rescheduled. Staff support to the Committee will be provided by the Vice Provost for Administrative Resolution or his/her designee.

[no change]

3. Hearing Procedures

Preparation: Prior to the hearing, panel members will receive and review a copy of the notification of charges and documentary evidence provided by the instructor, the University, and the student.
B. will ask all present at the hearing to introduce themselves for the record. The committee members will invite the student to request that a member be disqualified as a result of prior involvement in the case or if the student believes for an appropriate reason that a committee member cannot render a just and fair decision.

C. The charges shall be read aloud and the student shall be asked to respond to the charges by accepting responsibility, accepting responsibility and noting that there are mitigating circumstances, or denying responsibility for the alleged violation of University Of California Applying to Campus Activities, Organizations, and Students.

D. The faculty member and the student will be given the opportunity to present their accounts of the incident and present any witnesses or other individuals who may have relevant information about the alleged academic misconduct.

E. Committee members will be given an opportunity to ask questions of the faculty member, the student, and witnesses.

F. Upon conclusion of this discussion, party will be asked if there is any additional information needed or if any discrepancies or questions need to be presented or addressed.

G. All parties will be required to leave the room while the Committee deliberates. After its discussion, the Committee will decide if a preponderance of the evidence indicates that the student is responsible or not responsible for alleged violations of University of California Applying to Campus Activities, Organizations, and Students by way of a simple majority vote.

H. If the student is found to be responsible for violations of the Policy, the Committee shall be
violations of, the Committee shall be informed of the student's prior record to determine whether the student has been found responsible for previous academic misconduct. Based on this information, the Committee will determine the sanction(s) to be assigned, how and for how long the record of the sanction will be maintained on the student's permanent record, and the conditions that must be met for the record to be removed, if any. In the event that the Committee determines that dismissal is warranted for a graduate student, this determination must be framed as a recommendation and forwarded to the Dean of the Graduate Division for review and approval.

I. Once the Committee has reached a decision on the sanction(s), the Chair will ask the parties involved to return to the room, and the results of the deliberation will be presented. Within fifteen business days, the Vice Provost for Conflict Resolution or his/her designee will mail notification to the student, instructor, and college or division detailing the decision and the sanctions imposed by the Committee and outlining the appeal process.

A tape recording of the hearing, but not the deliberations, shall be made and retained in Student Judicial Affairs as part of the record for as long as the disciplinary record is retained, or for seven years from the date of decision, whichever is shorter. The student may obtain a copy of the recording upon paying the expense of making such copy. Either party may arrange for a stenographer to make a full transcript of the proceedings at his/her own expense. If one party has the proceedings transcribed, arrangements shall be made before the hearing as to how to apportion the cost if both parties want copies. Other than for the purpose of the official record as provided above, mechanical or electronic devices for recording or broadcasting shall be excluded from the hearing.

The Academic Integrity Committee for the College of Humanities, Arts and Social Sciences shall address violations associated with Business Administration faculty and undergraduate students informed of the student's prior record to determine whether the student has been found responsible for previous academic misconduct. Based on this information, the Committee will determine the sanction(s) to be assigned.

Notification of decision: Once the hearing panel has reached a decision, the parties involved will reassemble, and the results of the deliberation will be presented. Within 20 calendar days, the Vice Provost for Administrative Resolution or his/her designee will send written notification to the student, the faculty member, and the dean or his/her designated associate dean for student academic affairs of the college/school detailing the decision and the sanctions imposed by the hearing panel. The notification will also outline the appeal process.

Records: An audio recording of the hearing, but not the deliberations, shall be made and retained in SCAIP as part of the record for as long as the disciplinary record is retained, or for seven years from the date of decision, whichever is shorter (see Section F below). The student may obtain a copy of the recording upon paying the expense of making such copy. Either the student with conduct under investigation or the faculty member may arrange for a stenographer to make a full transcript of the proceedings at his/her own expense. If one party has the proceedings transcribed, arrangements shall be made before the hearing as to how to apportion the cost if both parties want copies. Other than for the purpose of the official record as provided above, mechanical or electronic devices for recording or broadcasting shall be excluded from the hearing.
as articulated in these procedures. The Academic Integrity committee for Graduate/Professional Schools shall address alleged violations by credential and graduate students in Humanities, Arts and Social Sciences, Natural and Agricultural Sciences, Engineering, the School of Education, and the School of Management.

Campus Academic Integrity Executive Committee

One faculty member and one student from the Academic Integrity Committee in each College will make up a Campus Academic Integrity Executive Committee. The Executive Committee will:
- review, on an annual basis, cases addressed through instructors and Student Judicial Affairs to provide oversight and direction and to ensure that policies and procedures are appropriate and properly applied
- hear appeals of primary/non-appellate decisions and sanctions of a College Academic Integrity Committee

E. Appeals

1. Channels for Appeals

Stage 1 Review decisions made by SCAIP may be appealed through the School or College Academic Integrity Committee in the faculty member’s School or College. Appellate decisions of a School or College Academic Integrity Committee are final.

Stage 2 Review decisions made by a School or College Academic Integrity Committee may be appealed to the Campus Academic Integrity Executive Committee. Appellate decisions of the Campus Academic Integrity Executive Committee are final.

2. Criteria for Appeals

Appeals must be based on one or more of the following:
* New evidence not reasonably available at the time of the original hearing, the absence of which can be
shown to have had a detrimental impact on the outcome of the hearing
* error that can be shown to have had a detrimental impact on the outcome of the hearing
* in the interpretation of University policy so substantial as to deny one of the parties a fair hearing
* inappropriate sanction having no reasonable relationship to the charges

3. Appeal Procedures

Either party may appeal a decision in writing to the appropriate Committee through the University Administrator, within ten (10) business days after the written decision is made available. All must be authored and signed by the submitting party. Appeals produced by advisors or other non-parties will not be considered.

The filing of a timely appeal suspends the imposition of sanctions until the appeal is decided, but interim action may be taken as determined by the Chair of the hearing. Grades or degrees may be withheld pending conclusion of the appeal.

When an appeal has been filed, the appropriate parties may be requested to respond in writing to the matters in question before a decision about the appeal is made. The Committee will determine whether the grounds for appeal have been satisfied and whether further process is necessary to resolve the appeal. Findings of fact will be accepted as determined by the original adjudicator or adjudicating body, unless the appellate body determines that the original adjudicator or adjudicating body acted in an arbitrary, capricious, or unfair manner.

The Committee will make a decision based on the written submissions within fifteen (15) business days, or indicate in writing what further process is necessary for final resolution.

The Committee may approve, reject, or modify the decision and sanction in question. The action taken shall be communicated in writing to the student, the faculty member, and Student Judicial Affairs, the outcome of the hearing
* Procedural error that can be shown to have had a detrimental impact on the outcome of the hearing
* Errors in the interpretation of University policy so substantial as to deny one of the parties a fair hearing
* Grossly inappropriate sanction having no reasonable relationship to the charges

_When an appeal has been filed, the relevant parties may be requested to respond in writing to the matters in question before a decision about the appeal is made. The non-appealing party, whether student or Faculty member, will be notified of the appeal as soon it has been received by the appropriate appellate body and will be given an opportunity to submit a written statement for consideration during the appeal process._

* The appellate body will determine whether the grounds for appeal have been satisfied and whether further process is necessary to resolve the appeal. Findings of fact will be accepted as determined by the original adjudicating body, unless the appellate body determines that the original adjudicating body acted in an arbitrary, capricious, or unfair manner.

* The appellate body will make a decision based on the written submissions within 20 calendar days, or indicate in writing what further process is necessary for final resolution.

* The appellate body may approve, reject, or modify the decision and sanction in question. The action taken shall be communicated in writing to the student, the faculty member, SCAIP, and/or the original adjudicating body within 20 calendar days.
within fifteen (15) working days after receipt of the appeal and related documents. The decision of the appeal committee is final.

VI. Maintenance Of Records

Student Judicial Affairs shall serve as the central location were all written, tape recorded, and electronic records of incidents of academic misconduct are kept on file. The records will be readily available for review by the Deans and Associate Deans of each College, the Dean of the Graduate Division, the Executive Vice Chancellor and Provost and the Vice Provost for Conflict Resolution in accordance with legitimate educational interest criteria as articulated by the Family Educational Rights and Privacy Act.

The file of a student found in violation of campus regulations (including the transcripts or recordings of the hearing) will be maintained by the Student Judicial Affairs for a period of at least five years from the date of the letter providing notice of final disciplinary action, unless otherwise determined by the Assistant Provost for Conflict Resolution. When, as a result of a violation of the Standards of Conduct, a student is suspended, the fact that suspension was imposed must be posted on the academic transcript for the duration of the suspension. When a student is dismissed, the fact that dismissal was imposed must be posted on the academic transcript permanently.

F. Maintenance Of Records

SCAIP shall serve as the central location where all written, audio, and electronic records of incidents of academic misconduct are kept on file. The records will be readily available for review by the Deans and Associate Deans of each College or School, the Dean of the Graduate Division, the Executive Vice Chancellor and Provost and the Vice Provost for Administrative Resolution in accordance with legitimate educational interest criteria as articulated by the Family Educational Rights and Privacy Act.

The file of a student found in violation of campus regulations (including the transcripts or recordings of the hearing) will be maintained by the SCAIP for a period of at least seven years from the date of the letter providing notice of final disciplinary action, unless otherwise determined by the Vice Provost for Conflict Resolution. When a student is suspended as a result of a violation of the University of California Policy on Student Conduct and Discipline, the fact that suspension was imposed must be posted on the academic transcript for the duration of the suspension. When a student is dismissed as a result of a violation of this policy, the fact that dismissal was imposed must be posted on the academic transcript permanently.

G. Scheduling for Hearings and Appeals

In general, Academic Integrity Committees will conduct hearing panels September through June, the main academic year. In special circumstances, including hearings involving graduating seniors and those involving course sequences and prerequisites, SCAIP and the Academic Integrity Committees will work to expedite the process and endeavor to hold summer hearings on a limited basis.
1. Requirements and Expectations in Research

To foster intellectual honesty with regard to graduate student research, all academic units at UCR are encouraged to develop statements that fit the distinctive research climate and needs of their individual disciplines. These guidelines may cover responsibilities of research supervisors, assignment of authorship or credit for publications, training of research apprentices, requirements for record keeping of experimental procedures and data storage.

It is the responsibility of each individual engaged in research at UCR to be informed of University policies relating to research and of the policies and procedures of the agencies funding research. Relevant policies are posted on the UCR Office of Research website.

2. Allegations of Misconduct in Research

All allegations of research misconduct by graduate students should be immediately reported to the Associate Dean for Graduate Academic Affairs in the Graduate Division. The Associate Dean will then inform the Vice Chancellor for Research who serves as the UCR Research Integrity Officer and who, in furtherance of the University's obligations and responsibilities, has been delegated the administrative authority by the Chancellor with respect to the oversight, implementation, maintenance and updating of the Policy and Procedures for Responding to Allegations of Research Misconduct at the University Of California, Riverside. All complainants should consult the Policy and Procedures for Responding to Allegations of Research Misconduct at the University Of California, Riverside prior to bringing an allegation of research misconduct to the Associate Dean.

The Vice Chancellor for Research or his/her designee will review the description of the research misconduct and all documentation supporting the charge. He/she will determine, together with the Associate Dean for Graduate Academic Affairs, if
misconduct may have occurred, and if so, may undertake a preliminary inquiry or formal investigation, following the guidelines outlined in the UCR Policy on Integrity in Research, posted on the UCR Office of Research website. In the event that the preliminary inquiry or formal investigation finds probable cause with respect to research misconduct to warrant disciplinary proceedings, charges of misconduct will be processed in accordance with procedures for adjudicating alleged academic misconduct in courses, as outlined below, beginning with Review Stage 1.

3. Requirements and Expectations in Courses

Instructional personnel responsible for courses (herein referred to as Faculty) are encouraged to include statements addressing academic integrity as part of the syllabus for every course and to educate students about expectations and standards of the course in order that students may not, through ignorance, subject themselves to the charge of academic misconduct. Faculty are further encouraged to inform students of campus resources available for dealing with academic difficulty.

4. Allegations of Misconduct in Courses

The table below shows the steps in the investigation and review process.

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misconduct
• Appeals of decisions made at Review Stage 1

Committee [GAIC]

Review Stage 3
• Annual assessments of cases addressed at Review Stages 1 & 2
• Appeals of primary decisions made at Review Stage 2

• Graduate Council

4.1 Initiation of Cases

If a Faculty member suspects that an act of academic misconduct has occurred in a course, he or she must promptly communicate with the student regarding the alleged misconduct and the information upon which the allegation is based; the notification process must occur within 30 calendar days from the discovery of the alleged act. The Faculty member may make a request for an extension of time through the Associate Dean for Graduate Academic Affairs. If the discovery is made by a student, teaching assistant, reader, grader or tutor he or she should immediately communicate to the Faculty member in charge of the course, so that the Faculty member in charge can proceed with the investigation.

Whenever possible, communication with the student should take place through an in-person consultation and should be conducted in a manner that respects the student's privacy and maintains an environment that supports teaching and learning. When multiple students are involved, Faculty are encouraged to communicate with each student separately. The Faculty member or the student may request the presence at the consultation meeting of the Ombudsperson.

When an in-person meeting is not possible, the Faculty member may communicate with the student in writing. Written communication should be sent to the student’s University e-mail address.

The student must be given the opportunity to respond to the allegation of misconduct. When communication is made in writing, students will be given 10 calendar days to respond.
After conferring with the student and/or considering the student’s written response, the Faculty member may determine that there has been no misconduct, in which case the Faculty member may dismiss the allegation and take no further action.

If the Faculty member determines that it is more likely than not that the student committed an act of academic misconduct, regardless of the student’s intent to engage in misconduct, the case moves to Stage 1 in the review process.

Faculty members who will not be available to participate fully in resolving allegations (e.g., Individuals holding part-time or temporary appointments, those on sabbatical or other leave, or those leaving University employment) must provide a copy of all documentation to the immediate supervising administrator: department chair, program director, center director, or dean of school, who will serve as a proxy for the Faculty member to conclude the case.

If grades are awarded while the case is in progress, the Faculty member should assign a temporary grade placeholder of Grade Delay “GD” pending the outcome of the review process.

**4.1.1 Student Admits Responsibility**

If the student admits responsibility for the alleged misconduct, the Faculty member may immediately impose an appropriate academic sanction. The faculty member must document the case and the sanction on the Graduate Academic Misconduct Referral form and send the form to the Associate Dean for Graduate Academic Affairs. Faculty members are advised to consult with the Graduate Advisor for the student’s program and with the Associate Dean for Graduate Academic Affairs prior to imposing the academic sanction.

**4.1.2 Student Does Not Admit Responsibility**

If the student does not admit responsibility but the Faculty member makes a determination of misconduct, the Faculty member will refer the case to the Associate Dean for Graduate Academic Affairs using the Graduate Academic Misconduct Referral Form. The referral form must include the
student’s name and student identification number, the name of the class in which the act took place, the date or time period in which the act occurred, a description of the academic misconduct, a summary of actions taken, all original documentation supporting the charge (including a copy of the course syllabus and other written communication that addresses academic integrity standards and expectations for the course) and the academic actions and disciplinary sanctions recommended by the Faculty member. Faculty members are advised to consult with the Graduate Advisor for the student’s program and with the Associate Dean for Graduate Academic Affairs prior to recommending sanctions.

The Faculty member also will evaluate the disputed assignment or examination on its merits and note the grade to be assigned in the event that the student is not found responsible for violation of the University of California Policy on Student Conduct and Discipline or where insufficient evidence exists to hold the student responsible.

Upon receipt of the Academic Misconduct Referral Form, the Associate Dean for Graduate Academic Affairs will notify the student of the University of California Policy on Student Conduct and Discipline that was allegedly violated, the factual basis for the charges, and the plan to conduct an Initial [Administrative] Review of the case. The student will be advised that the Initial [Administrative] Review is intended as a thorough exposition of all related facts and written materials associated with the alleged misconduct, and that it is not intended as an adversarial criminal or civil legal proceeding. The student will also be informed of his or her right to be assisted by an advisor of his or her choice. Such written notification will occur within 20 calendar days of the receipt of the referral by the Associate Dean and will be sent to the student’s University e-mail address.

A student may not avoid the imposition of a sanction by withdrawing from a course. A student officially notified of alleged academic misconduct may not withdraw from the course until the determination of responsibility is made and any sanctions are imposed. A sanction for a violation of academic integrity that affects the course grade will
be applied. If the student is found not responsible for academic misconduct, the student will be permitted to withdraw from the course in accordance with campus regulations.

4.2 Review Stage 1: Initial [Administrative] Review

The Initial [Administrative] Review, conducted by the Associate Dean for Graduate Academic Affairs, involves meetings with the student, the Faculty member, and others who may have relevant information. The student will have the opportunity to discuss any extenuating circumstances, causes, and motivations that may have contributed to the alleged misconduct. If the Associate Dean deems it necessary, a joint meeting will be scheduled at a time when both the Faculty member and the student can attend. If the Faculty member is unavailable for a timely Initial [Administrative] Review, the immediate supervising administrator will be asked to serve in place of the Faculty member.

4.2.1 Outcome of the Initial [Administrative] Review

If the Associate Dean for Graduate Academic Affairs determines that it is more likely than not that the student is responsible for academic misconduct, the academic actions recommended by the Faculty member, as well as any disciplinary sanctions imposed by the University, will be assigned.

The determination shall be forwarded by the Associate Dean for Graduate Academic Affairs in writing to the student within 20 calendar days of the Initial [Administrative] Review; notice will be sent to the student’s University e-mail address and communicated to the Faculty member and to the dean of the college/school in accordance with legitimate educational interest criteria as articulated by the Family Education Rights and Privacy Act. In cases where the Faculty member has held a grade in abeyance pending the outcome of an Initial [Administrative] Review, he or she shall submit a final grade to the Registrar that is consistent with the determination by the Associate Dean for Graduate Academic Affairs as to the question of misconduct. Either the student or faculty member
can appeal the decision of the Associate Dean for Graduate Academic Affairs.

Cases involving a student with a record of previous academic misconduct or cases that are sufficiently complex to require additional consultation shall be referred directly by the Associate Dean for Graduate Academic Affairs for a Stage 2 review by the Graduate Academic Integrity Committee for a formal hearing.

4.3 Review Stage 2: Complex Cases and Appeals from Stage 1

Review Stage 2 is reserved for cases involving a student with a record of previous academic misconduct or cases that are sufficiently complex or egregious to require additional consultation by the Graduate Academic Integrity Committee [GAIC] for a formal hearing. Review Stage 2 also serves as the stage for appeals of decisions made at Review Stage 1. Appellate decisions at Review Stage 2 are final.

The Academic Senate’s Committee on Committees will appoint faculty to the Graduate Academic Integrity Committee to serve one-year terms, effective September 1-August 31, and will appoint one faculty member from the GAIC to serve as chair. The GAIC will consist of at least one member from each school and at least two members from each college and should include faculty who are available to participate in hearing during the summer months.

In addition, the Graduate Division will solicit and review applications from interested graduate students and make recommendations to the Graduate Student Association of UCR regarding students to be appointed to serve on the GAIC for one-year terms, effective September 1-August 31. The final endorsement of student members will rest with the Committee on Committees. Students are not eligible to serve if they have been suspended or are on academic or disciplinary probation, have been evicted from University Housing for reasons related to conduct, or have a case pending before the Graduate Division, GAIC, or Graduate Council.

Faculty and student members should represent the disciplinary diversity within each college/school.
whenever possible. Staff support to the committee will be provided by the Graduate Division.

4.3.1 Hearing Panels

For each Stage 2 case, the chair of the GAIC will schedule a hearing panel of three to five GAIC members. A quorum is required for a hearing to proceed and consists of three persons, including at least one faculty member and one student.

The Associate Dean for Graduate Academic Affairs or designee will serve as a non-voting member of the hearing panel. The chair of the hearing panel shall rule on all questions of procedure and evidence, including but not limited to: the order of presentation of evidence, admissibility of evidence, applicability of regulations to a particular case, and relevance of testimony.

4.3.2 Hearing Procedures

1. Preparation: Prior to the hearing, panel members will receive and review a copy of the notification of charges and documentary evidence provided by the Faculty member, the University, and the student.

2. Introductory comments: At the beginning of the hearing, the chair will ask any panel members to disqualify themselves from participation if they believe that they cannot render a just and fair decision, and will permit the student to request that a member be disqualified if the student believes for an appropriate reason that a panel member cannot render a just and fair decision. If a student or Faculty member of the hearing panel is disqualified, another member will be appointed to fill the same role, if needed for a quorum. The chair will read aloud the charges of academic misconduct, and the student will be asked to respond to the charges by (a) accepting responsibility, (b) accepting
responsibility and noting that there are mitigating circumstances, or (c) denying responsibility for the alleged violation of the University of California Policy on Student Conduct and Discipline.

3. **Presentation of accounts:** The Faculty member and the student will be given the opportunity to present their accounts of the incident and to present any witnesses or other individuals who may have relevant information about the alleged academic misconduct. Hearing panel members will be given an opportunity to ask questions of the Faculty member, the student, and witnesses. Each party will then be asked if there is additional information needed, or if any discrepancies or questions need to be presented or addressed.

4. **Deliberation:** The hearing panel will deliberate in private to decide, by a majority vote, if a preponderance of the evidence indicates that the student is responsible or not responsible for alleged violation of University of California Policy on Student Conduct and Discipline.

5. **Determination of sanctions:** If the student is found to be responsible for violations of policies, the hearing panel shall be informed of the student’s prior record of academic misconduct. Based on this information and the recommendation of the faculty member, the committee will determine the disciplinary sanctions to be assigned, how and for how long the record of the sanctions will be maintained on the student’s permanent record, and the conditions that must be met for the record to be removed, if any.
6. **Notification of decision:** Once the hearing panel has reached a decision, the parties will reassemble, and the results of the deliberation will be presented. Within 20 calendar days, the Associate Dean for Graduate Academic Affairs will send written notification to the student, the Faculty member, and the dean or his/her designated associate dean for student academic affairs of the college/school detailing the decision and the sanctions imposed by the hearing panel. The notification will also outline the appeal process.

7. **Records:** An audio recording of the hearing, but not the deliberations of the hearing panel, shall be made and retained by the Graduate Division as part of the record for as long as the disciplinary record is retained, or for seven years from the date of decision, whichever is shorter (see Section 6 below). The student may obtain a copy of the recording upon paying the expense of making such copy. Either party may arrange for a stenographer to make a full transcript of the proceedings at his/her own expense. If one party has the proceedings transcribed, arrangements shall be made before the hearing as to how to apportion the cost if both parties want copies. Other than for the purpose of the official record as provided above, mechanical or electronic devices for recording or broadcasting shall be excluded from the hearing.

### 4.4 Review Stage 3: Appeals from Stage 2 and Annual Assessment of Cases

Review Stage 3 is reserved for appeals of primary decisions made at Review Stage 2, and for annual assessment of cases adjudicated at Review Stages 1 and 2. For each Stage 3 case, the Chair of the
Graduate Council or designee shall select a 3-5 member subcommittee of the Graduate Council to serve as an appeal panel. Each Stage 3 hearing will be conducted according to the Hearing Procedures described above in Section 4.3.2.

The Graduate Council additionally conducts annual assessments of cases adjudicated at Review Stages 1 and 2 for the purpose of providing oversight and ensuring that policies and procedures are appropriately and consistently applied.

5. Appeals

Decisions of the Associate Dean for Graduate Academic Affairs may be appealed to the GAIC. Appellate decisions by the GAIC are final. Primary decisions of the GAIC may be appealed to the Graduate Council. Appellate decisions by the Graduate Council are final. In any decision that includes a sanction of dismissal of a graduate student, the Dean of the Graduate Division will be the final arbiter.

5.1 Criteria for Appeals

Appeals must be based on one or more of the following:

- New evidence not reasonably available at the time of the original hearing, the absence of which can be shown to have had a detrimental impact on the outcome of the hearing
- Procedural error that can be shown to have had a detrimental impact on the outcome of the hearing
- Errors in the interpretation of University policy so substantial as to deny one of the parties a fair hearing
- Grossly inappropriate sanction having no reasonable relationship to the charges

5.2 Appeal Procedures

1. The Faculty member or the student may appeal a decision in writing to the appropriate body for appeal, as described above. The appeal must be made within 10 calendar days after the written decision is made available.
2. Appeals must be authored and signed by the submitting party. Appeals produced by advisors or other non-parties will not be considered.

3. The filing of a timely appeal suspends the imposition of sanctions until the appeal is decided. Grades or degrees will be withheld pending conclusion of the appeal.

4. When an appeal has been filed, the relevant parties may be requested to respond in writing to the matters in question before a decision about the appeal is made. The non-appealing party, whether student or Faculty member, will be notified of the appeal within 10 calendar days and will be given an opportunity to submit a written statement for consideration within 20 calendar days.

5. The appellate body will determine whether the grounds for appeal have been satisfied and whether further process is necessary to resolve the appeal. Findings of fact will be accepted as determined by the original adjudicating body, unless the appellate body determines that the original adjudicating body acted in an arbitrary, capricious, or unfair manner.

6. The appellate body will make a decision based on the written submissions within 20 calendar days, or indicate in writing what further process is necessary for final resolution.

7. The appellate body may approve, reject, or modify the decision and sanction in question. The action taken shall be communicated in writing to the student, the Faculty member, and the original adjudicating body within 20
calendar days after receipt of the appeal and related documents. The decision of the appellate body is final.

6. **Maintenance of Records**

Graduate Division shall serve as the central location where all written, audio, and electronic records of incidents of academic misconduct are kept on file. The records will be readily available for review by the Deans and Associate Deans of each College or School, the Dean of the Graduate Division, the Executive Vice Chancellor and Provost, and the Vice Provost for Conflict Resolution, in accordance with legitimate educational interest criteria as articulated by the Family Educational Rights and Privacy Act.

The file of a student found in violation of campus regulations (including the transcripts or recordings of the hearing) will be maintained for a period of at least seven years from the date of the letter providing notice of final disciplinary action, unless otherwise determined by the Associate Dean for Graduate Academic Affairs. When a student is suspended as a result of a violation of the University of California Policy on Student Conduct and Discipline, the fact that suspension was imposed must be posted on the academic transcript for the duration of the suspension. When a student is dismissed, the fact that dismissal was imposed must be posted on the academic transcript permanently.

Comparing Undergraduate and Graduate Procedures

The table below shows the steps in the investigation and review of incidents covered here. The steps are the same for undergraduate students and graduate students, with the exception that different investigation bodies will participate in the reviews.
JUSTIFICATION:

The proposed changes to the policy on academic integrity will:

- move responsibility for adjudication of alleged academic misconduct by graduate students from the Academic Integrity Committees of the Colleges and Schools to the Graduate Division and Graduate Council. Enabling changes have been made to the undergraduate portion of the document to indicate separate processes for undergraduate and graduate academic misconduct investigations and hearings. The rationales for these changes are as follows:

(a) The current process for Graduate students is sometimes varied as it is not clearly detailed, and the penalties are not always consistent or appropriate. The revised policy introduces an academic integrity policy designed specifically for graduate students.

(b) Graduate students should be held to different (higher) standards than undergraduate students, but we have seen graduate cases adjudicated in ways that seem excessively lenient. By separating graduate from undergraduate cases, both hearing processes will produce outcomes that are more appropriate for and consistent within their respective constituencies.

(c) The current process seriously limits the ability of the Graduate Dean and Graduate Council to oversee graduate academic integrity. Currently, the Graduate Dean may only modify a conduct decision if it is a recommendation for dismissal and the Graduate Council has no role. Because very few cases result in recommendations for dismissal, the currently policy has effectively moved a very important aspect of graduate academic affairs out of the Graduate Dean’s office. The proposed policy moves responsibility to the Graduate Dean’s office, makes the Graduate Council the final appellate body, and gives the Graduate Council oversight of the process through the annual review of cases.

(d) There have been instances in the past where graduate student cases were heard by committees comprised of faculty and undergraduate students, apparently because graduate students were unavailable for the hearing. Although this has not happened very often, we think it is inappropriate. The proposed policy eliminates such situations.

(e) Student Conduct has a large caseload of mostly undergraduate cases. Although they work hard to adjudicate cases efficiently, both undergraduate and graduate cases could be adjudicated more efficiently by off-loading the graduate caseload and allowing them to focus on the undergraduate cases.

- add definitions of student academic misconduct to the body of the policy. These are currently provided in an auxiliary document. These proposed changes highlight the definitions for students.

- tie deadlines for actions and reporting at various stages in resolution of academic integrity cases to calendar days rather than business days, which will clarify deadlines and ease their calculation. Often these changes also extend the number of days allowed (e.g., a change from 15 business days to 20 calendar days). The longer timeframe is required to allow for follow up communications or interviews that may need to occur with the student(s) involved, course faculty and possible witnesses, depending on the complexity of the case. A similar change was made for non-academic cases several years ago based on an Audit & Advisory Services review and recommendation that our policy accurately reflect our practice.

- clarify that the policy refers to academic integrity issues arising among students. Faculty academic integrity issues are addressed elsewhere, including the UCR Office of Research Policy
• strengthen the articulation of the appeal process to ensure that only the faculty-led Campus Academic Integrity Executive Committee may modify the decisions of the School or College Academic Integrity Committees.

• update the names of relevant administrative units, including the Office of Student Conduct and Academic Integrity Programs (formerly Student Judicial Affairs) and the Vice Provost for Administrative Resolution (formerly the Vice Provost for Conflict Resolution). Revisions reflect technological changes at the University, primarily the expanded use of e-mail and digital audio recording in lieu of mail delivered by post or audio tape.

• provide readers with more subject headings to clarify the process of review.

The original policy was developed by Committee on Educational Policy in active consultation with the Assistant Vice Chancellor & Dean of Students and Director of Student Conduct. These Student Affairs colleagues are interested and available to participate in discussion of proposed revision.

APPROVALS:
Approved by the Executive Committee of CHASS: 4/27/2012
Approved by the Executive Committee of CNAS:
Approved by the Executive Committee of COE: 4/25/2012
Approved by the Executive Committee of SoBA: 4/29/2012
Approved by the Executive Committee of the GSOE: 5/4/2012
Approved by Graduate Council: 3/26/2012
Approved by the Committee on Educational Policy: 4/02/12
The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: 4/19/2012
Received by the Executive Council: 5/14/2012
Sources for definitions

Cheating; UCB, http://campuslife.berkeley.edu/conduct/integrity/definition

Fabrication; From research policy http://or.ucr.edu/about/policies-ucr.aspx Effective 11/1/06, and current UCR definitions document

Plagiarism; From research policy http://or.ucr.edu/about/policies-ucr.aspx

Facilitating; UCSC, http://undergraduate.ucsc.edu/acad_integrity/definitions.html


Interference; compiled from current UCR definitions document

Failure to comply; current UCR definitions document

Retaliation; current UCR definitions document
April 26, 2012

To: Mary Gauvain, Chair
     Academic Senate

From: Kambiz Vafai, Chair
     Committee on Rules and Jurisdiction

Re: Academic Integrity Policy Revision Proposal

Per your email question (attached), the Committee on Rules and Jurisdiction has determined that based on Bylaw 9.1, the approval by a college Executive Committee is not necessary for the Academic Integrity policy. That is, the Executive Committee may be consulted, and its opinion reported to the Division, but the Executive Committee of a college does not need to approve the policy.
To Be Adopted

Proposed Changes to Bylaw 8.18.1

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<td>The committee will have nine members of tenure rank. One committee member shall be appointed from the social sciences departments and programs of the College of Humanities, Arts, and Social Sciences; one member from the arts departments of that college; and one member from the humanities departments and programs of that college. One committee member shall be appointed from the natural sciences departments and programs of the College of Natural and Agricultural Sciences; one member from the biological sciences departments and programs of that college; and one member from the physical sciences departments and programs of that college. One committee member shall be appointed from the Bourns College of Engineering, one from the Anderson Graduate School of Management and one from the Graduate School of Education. The Chair normally also serves on the University Committee on Planning and Budget. (Am 25 May 95) (Am 28 May 98) (Am 17 Feb 09)</td>
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Justification: COSSA is a Chancellorial Advisory Committee and is charged with making recommendations to the Executive Vice Chancellor regarding the financial performance / rates governance of sales and service activities. These activities typically serve the entire campus, are major providers of the applicable service to the campus, whether mandatory (e.g., Telecommunications) or by user preference (e.g., Physical Plant), and have annual income in excess of $250,000. The running of these Auxiliary services does not reflect the budget constraints the rest of the campus is under. The makeup of the committee needs to be changed to give more weight to members of the Academic Senate. Since these services consume funds from teaching and research, it is important that the faculty representatives be from Planning and Budget.

Reviewed by the Executive Council: 01/09/2012
Approved by the Committee on Planning and Budget 01/24/2012
The Committee on Rules and Jurisdiction finds the wording consistent with the code of the Academic Senate: **March 16, 2012**
May 7, 2012

TO: PATRICIA MORTON  
HISTORY OF ART

FM: KENNETH BARISH, CHAIR  
GRADUATE COUNCIL

Re: A PROPOSAL FOR PH.D. IN ART HISTORY

The Graduate Council has approved the proposal to establish a Ph.D. in Art History.

From here, the proposal will have to be approved at the next meeting of the Divisional Senate scheduled for May 29, 2012 before onward submission to system-wide CCGA.

Cc: Dean Stephen Cullenberg
A proposal for a Ph.D. Degree in the

ART HISTORY

University of California, Riverside
February 2012

Submitted by the Faculty of the Department of Art History:

Malcolm Baker, Distinguished Professor
Jonathan Green, Professor
Jeanette Kohl, Associate Professor
Liz Kotz, Associate Professor
Susan Laxton, Assistant Professor
Patricia Morton, Associate Professor
Stella Nair, Assistant Professor
Kristoffer Neville, Assistant Professor
Conrad Rudolph, Professor
Jason Weems, Assistant Professor
# ART HISTORY PHD PROPOSAL

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SECTION 1: INTRODUCTION

1.1 Aims and Objectives of the Program

The Department of Art History proposes to launch a PhD degree program to expand and complement our existing terminal Master’s degree in Art History. The establishment of a PhD degree program was recommended by the external Review of the Department carried out in 2005 and, having added several new colleagues to the faculty since that date, we are now in a strong position to develop an expanded graduate program in art history that is at once distinguished and coherent. Focusing on the Early Modern and Modern/Contemporary periods, the proposed PhD program will take advantage of the Department’s exceptional and distinctive strengths in these areas, as well as foreground aspects of the field, including architecture, sculpture and photography, that are frequently given less prominence in other graduate programs. This focused rather than encyclopedic approach will give the proposed PhD program a firm institutional and disciplinary foundation and differentiate it from existing art history doctoral programs.

The Department has long included senior faculty with high international profiles whose scholarship ranges from the medieval period to the twentieth century. In the past four years, the Department has recruited six new professors (comprising four new posts and two replacement posts), adding intellectual strength to an already strong core of faculty, and creating a group of scholars who together offer an exceptional program in the field of art history. Recent appointments – of outstanding faculty working in the Renaissance, Baroque, eighteenth-century art, pre-Columbian and colonial Latin America, American art, the history of photography and contemporary art – expand the diversity of our research profile and consolidate existing strengths.

Collectively, the Department’s faculty has a critical mass in two larger research areas. The first is modern and contemporary art, with Patricia Morton on modern and contemporary architecture, Jason Weems on early twentieth-century American visual culture, Liz Kotz on late 20th century and contemporary art, and both Susan Laxton and Jonathan Green in photography. The second research area is the early modern period (the period between 1400 and 1800) – with Jeanette Kohl on Renaissance Italy, Kristoffer Neville on 17th-century Northern Europe, Malcolm Baker on 18th-century Britain and France, and Stella Nair on the Andes in the Pre-Columbian and colonial periods. A thematic counterpoint to this chronological structure is provided by the faculty’s distinctive shared concerns with particular media and categories of visual production that cross period and geographical divisions. These include architecture (Kohl, Morton, Nair, Neville, Rudolph), sculpture (Baker, Kohl, Kotz, and Neville), photography (Forster-Hahn, Green, Kotz, Laxton and Weems). This configuration of interests gives the Department strengths in crucial and growing areas of the discipline that are emphasized in few current graduate programs.
These scholarly concentrations and research interests are well matched and supported by the holdings of diverse institutions and museum collections in Southern California—thus providing crucial resources that will be available to graduate students and that will facilitate original research, museum internships and other opportunities for scholarly and professional training. Closest to hand is the UCR California Museum of Photography (CMP), a major resource for the history of photography on a level available to few American universities. The CMP’s unusual collection of photographic equipment, original prints, and the world largest collection of stereographs offers enormous scholarly potential, particularly when linked with the CMP’s innovative exhibition and public programs. Rich and complementary photographic collections are located at the J. Paul Getty Museum, the Getty Research Institute, the Los Angeles County Museum of Art (LACMA), and the Huntington Library. The Getty Museum, LACMA, and the Huntington have major holdings of European sculpture, while the Special Collections at the Getty Research Institute offer substantial archival collections for the history of architecture, modern and contemporary art, and the history of art history. For students of modern architecture, Los Angeles and Southern California, along with many relevant archives, offer an exemplary case of the relationship between architecture, the urban and the built environment. In addition, Los Angeles is now one of the capitals of global contemporary art, and local institutions including the Museum of Contemporary Art, LACMA, and the Hammer Museum, as well as the area’s galleries and studios (and UCR’s own distinguished Department of Art) provide unique research opportunities for doctoral students.

Drawing on these vast scholarly resources and building on our established record of recruiting highly qualified graduate students, the Department’s aim is to attract applicants who are drawn to the department’s distinctive strengths. Our objective is to produce PhD graduates who would secure positions in both the academy and the museum world, as well as potentially pursuing careers in art criticism, the art market and auction houses. While graduate work in many humanities disciplines is intended primarily to train a future professoriate, graduate study in the art history has long been training for both aspiring professors and those who plan to use their scholarship within the context of the art museum or gallery. For some of these career paths, a terminal MA continues to be appropriate training, as well as an effective means of preparing students for admission to PhD programs. The Art History Department at UCR has a long-established and well-respected MA program that has prepared students for both academic and museum and curatorial purposes very effectively. We therefore propose that the terminal MA should be retained and our graduate program expanded with the addition of a PhD degree, such that the current admission level of approximately 8-10 students per annum be maintained as we admit approximately two or three students per annum for the PhD program. The combined program, offering both MA and PhD degrees, will allow us to continue to train MA students for professional positions in the art world and for doctoral work at UCR and elsewhere while more fully utilizing our existing faculty and local research resources to also train a smaller PhD cohort. Thus, most of the required resources are already in existence, and the expansion into a PhD
program represents a logical, necessary and more effective utilization of them, one which capitalizes on the existing strengths of the faculty and Department and which helps ensure their continued excellence (since at present the lack of a PhD program represents an obstacle to attracting the strongest graduate students and potentially to retaining faculty as well).

1.2a Historical Development of the Field

Art history as a discipline crosses many disciplinary divides and links the humanities and the arts, operating in constant dialogue with history, literary theory, film and media studies, philosophy, religious studies, archaeology, anthropology and urban studies, while also engaging with the visual, material, and aesthetic concerns of art, architecture, and design. Currently grouped among the Arts departments at UCR, the Department of Art History also has strong links with departments within the Humanities group, a cross-disciplinary position that is in line with the field’s complex history. While art history has disciplinary roots in the study of European art, in more recent decades it encompasses global visual art and culture. As a result, art history is essential to understanding our visual world, providing critical knowledge of visual culture in all its forms.

The training and research areas of the Department’s faculty manifest the multiple intellectual traditions within what we call “art history,” including the Germanic tradition of Kunstgeschichte, archaeology, collecting and museum practices, architecture, and philosophy and literary studies, among others. When art history was established as an academic discipline in the nineteenth-century, it drew on an interdisciplinary tradition of writing about art and the visual that incorporated cultural history as well as close attention to the material qualities and provenance of the artwork. For example, one of the canonical studies of Renaissance art, Jacob Burckhardt’s The Civilization of the Renaissance in Italy (1860), situated art within the social and cultural institutions of early modern Italy, thereby making art central to Renaissance history. Many of the earliest forms of formal art history, dating from the Renaissance, focused on the biography of the artist and his oeuvre – for instance, Giorgio Vasari’s The Lives of the Artists (1550), considered the ideological foundation of art-historical writing. Other strands can be traced to the eighteenth-century historical and historiographical models produced by Johann Winckelmann in Geschichte der Kunst des Altertums (1764), which traces the development of antique art through successive periods of rise and decline. Winckelmann’s model contained a notion of style adopted in accounts of the art of later periods, especially the Renaissance, thus linking an overarching narrative of formal change with individual artistic biography.

As outlined by 19th century theorists such as a Gottfried Semper and Alois Riegl, art history provided interpretations of stylistic and formal change within a broader historical framework. At the same time, the scholarly involvement in curatorial tasks of taxonomy and attribution linked the discipline to an earlier tradition of collecting and classification and to research often carried out within the institutional context of the
museum. This connoisseurial approach was especially marked in Britain, where a more empirical mode of art history developed largely outside of the university.

The history of architecture underwent a somewhat parallel disciplinary formation, originating in schools of architecture modeled on the French Beaux-Arts system (founded in the seventeenth-century), which emphasized erudition in historical, and particularly Greco-Roman, precedents. As an integral part of professional training, architectural history has served as a repository of formal and technical knowledge and has engaged fully with contemporary practice and discourse. Many of the most prominent architectural historians today have been trained in this tradition. In addition, architectural history has also been a sub-specialty within art history departments, as is the case at UCR, in which case it tends to comparative formal analysis and a more synchronic historical perspective. At present, the reinterpretation of received histories of architecture, broadly conceived inside and outside the canon, is a central concern of architectural historians in both architecture schools and art history departments.

In American universities, the study of art history was initially located within departments of Art, and often linked with a university’s art collection. It was not until the 1930s, with the arrival of émigré scholars from Austria and Germany, that a more systematic infusion of humanistic methods set the field firmly within a broader humanistic field of inquiry. Alongside these predominately European sources and traditions, art history in the United States developed methods appropriate to the particularities of the American cultural milieu. This disciplinary coming of age began as part of a broader promotion of national achievement in the arts, one that sought to differentiate the US from Europe by illuminating how, from the first moment of Western contact, American artistic identity took shape through a unique hybridization of Indigenous, African, European and Asian cultures. The study of American art soon moved beyond such explicit nationalism to embrace diverse and cross-cultural critical approaches. Since the end of the Second World War, art historians in the United States have been at the forefront of scholarship addressing the relationship of art to everyday life, especially as relates to questions of race, gender, ethnicity and class. This US-based democratization of art historical methods has worked to reshape the discipline as a whole by problematizing older critical models of thought that created cultural hierarchies of art and popular culture, replacing them with interdisciplinary and multicultural approaches that consider the function of art across a breadth of methods, perspectives, expressive forms and historical periods.

In the immediate postwar period, scholarship in art history continued to develop intertwined strands of formal analysis, archival research, classification by attribution, and iconographic interpretation, very often combined in the dominant mode of art historical publication, the monograph devoted to a single artist. However, by the 1970s, these more traditional approaches were challenged by a variety of new interpretative strategies closely linked to developments in other areas of the humanities. Particularly in modern and “contemporary” art history (usually understood as art movements
occurring since 1945), art historical research has moved toward more interdisciplinary models that have sought to account for the broadly cross-disciplinary nature of art practice, in which long-dominant Western mediums of painting and sculpture have been joined by diverse new art forms, from performance, photography, and film and video-based work to environmental and site-based art, public art, sound art, and other hybrid media. Scholars have explored the relationship of new artistic mediums to changing technologies and their impact on human perception, communication, and cultural exchange. And, as the global artworld has proliferated, art historical scholarship has become increasingly transnational and transcultural. In addition, as an influential counter-movement within the field of art history, the model of “visual culture” has sought to enlarge the field of inquiry to include a far broader range of visual artifacts and documents, and to understand the fine arts in relation to popular cultural and mass media forms from television and cinema to photojournalism and fashion. Because of its historical position between artistic, scientific, bureaucratic and journalistic uses, the history of photography in particular has been a crucial arena for these expanded models of cultural analysis.

Since the 1970s, diverse art historical approaches have proliferated which link the field to related developments in the humanities and the study of culture more broadly. Social art history, notably through the work of T.J. Clark, has sought to understand images in terms of their relationship to society, expanding art history’s objects of study to include popular imagery. At the same time, the influential writing of Michael Baxandall encouraged the understanding of works of art within the context of a wide range of cultural practice and habits of viewing and response. A recognition of the significance of photography and cinema further expanded the field, raising crucial theoretical questions about visual representation, reproductive media, and the relationship between image and text. Diverse models of feminist and psychoanalytic theory expanded the methodologies available for the analysis of images. Taking account of vital debates within philosophy and the social sciences, the discipline has also drawn on post-structuralist thinking and the writings of Jacques Derrida and Michel Foucault have become standard texts within graduate programs in art history.

As diverse post-colonial approaches have challenged the discipline’s Eurocentrism, the study of Asian, African and Latin American art has been accorded more central positions within the curriculum, and European artistic traditions are now considered as part of a wider global art history. Scholarship on indigenous artistic production across the Americas has its roots in archaeology and cultural anthropology. While European writings on the art and architecture of the Americas began to emerge soon after contact, it was not until centuries later that western scholars began to study indigenous art and architecture in more systematic ways. 19th century archaeologists began to investigate the arts of Mesoamerica, followed by a focus on the Andes in the early 20th century. Social science methods and concerns have strongly influenced the study of the indigenous arts of both Mesoamerica and the Andes – and as a result, scholarship in Latin American art manifests a lack of distinction between high and low art, a focus on
art’s value to the people who produced it, and a concern for the materiality, process of creation, and functionality of objects and places.

If, in the 19th century, scholars in the U.S. coined the term “Latin America” to designate all lands that were not part of the U.S. and Canada, newer trends in the study of indigenous arts of the Americas – and in the study of “American art” more broadly – have challenged the artificial geographic divide between the arts and cultures of these regions. Addressing these political divisions as the result of European colonization, scholars have examined the ways in which colonization, slavery, mass immigration, nation state formation, and modernization have dramatically shaped artistic production across the Americas. This expanded field of American art history has embraced interdisciplinarity in theory and methodology, incorporating not only practices and ideas from cultural anthropology and archaeology, but also history, literature, cultural studies and geography.

Across chronological periods and geographic areas, the study of a far wider range of cultural artifacts has allowed art history to engage more fully with design and what are described as the “decorative arts.” Drawing on diverse methods – from social art history to anthropology to “visual culture” – a renewed concern with the histories of collecting and display has explored how and the social life of objects engages the history of institutions and the history of viewing practices. Intimately involved with a self-examination of the discipline’s own historical formation, the history and ideology of the museum as an institution has become a particularly vital area of art historical research, examining the role that museums have historically played in the construction and reworking of art historical canons and methods. Most recently, not only art historians but also historians of science and cultural historians more broadly have addressed the crucial role of museums in the collection and formation of diverse types of cultural knowledge and public history, as museum studies increasingly has examined audiences and viewing publics and the place of these institutions within the public sphere.

At first more narrowly preoccupied with processes of artistic production and with questions of authorship as they related to defined canons of high art, art history is now a discipline equally concerned with the consumption and use of images, objects and environments, and with wider issues of visual and cultural representation. At the same time, there has been a renewed investment in the relationship between the art history practiced in the museum and that taught in the academy, along with a recognition that these endeavors share common concerns with the artworks and with the discipline’s broader issues and approaches.

1.2b  Historical Development of Departmental Strengths in the Field

Art history was taught at UCR since its foundation as a liberal arts college in 1954. Like many departments in the U.S., the Department of Art History at UCR originally formed part of a department of art, which included both practice and history. The first
Professor of Art History was the distinguished Canadian scholar of Degas, Jean Boggs, who later went on to become Director of the National Gallery of Canada in Ottawa, thereby initiating a tradition of interchange between the art museum and the academy. During the 1950s, 1960s and 1970s, the art historical curriculum was limited to the European-American tradition. In 1960 the Department expanded its field of interest by hiring an architectural historian, Richard Carrott, to establish an emphasis in this area.

In 1974, Art History became a separate department within the College of Humanities, Arts and Social Sciences, divided from the Department of Art, though the two departments now share support staff. This structure has allowed the Art History to develop a distinctive profile, shape its own curriculum and pursue its own research initiatives, both individual and collective. In addition, the emergence of Art History as a separate entity was also accompanied by a modest expansion of faculty, so that by the early 1990s the curriculum covered ancient art, medieval art, Northern Renaissance and baroque, nineteenth- and twentieth-century European art and modern architecture, with the subsequent recruitment of faculty working in non-European art, including Asian, Latin American and American art reflecting a growing emphasis on global and cross-cultural approaches. (With the retirement of our colleague in Asian art, we have requested a replacement faculty position to maintain this crucial area in our program.) Diverse models of international and cross-cultural exchange have become increasingly central to our curriculum, and we now teach European and global art historical traditions with an awareness of these wider connections.

In the 1990s, the emerging reputation of UCR as a research institution and the international profile of Department faculty led to the introduction of an MA program in Art History. Conceived as a two-year program with a small number of students and involving close supervision of students by faculty, this program has achieved a reputation as an excellent training program for graduate students wishing to pursue PhD programs or curatorial and teaching posts for which the PhD is not required. The success of this program and its continuing usefulness as a terminal degree have led to a proposal to retain this program as an important component of an enlarged and expanded graduate program.

In addition, the development and expansion of the UCR California Museum of Photography (CMP) is of great importance to the Department’s profile and future plans. Founded in 1973 and housing one of the country’s outstanding collections of photographic equipment and a major collection of nineteenth- and twentieth-century photographs, the CMP is part of UCR’s ARTSblock located in downtown Riverside (along with the Sweeney Art Gallery and the Culver Center of the Arts). In addition to maintaining unique collections, the CMP presents a lively program of temporary exhibitions presenting both contemporary and historic photography. The CMP has close links with the Art History department, through a longstanding program of graduate student internships and curatorial collaborations, as well as faculty appointments. Building on this relationship, the Department has recently made a tenure-track
appointment in the history of photography, as this field will be one of the distinctive qualities of its PhD program.

The Department’s integral connections with the Art Department and the CMP, along with a continuing dialogue with colleagues in Dance, Music and Theater, take advantage of Art History’s position within the Arts at UCR. In addition, the Department maintains vital collaborations with colleagues in the humanities, including English, Comparative Literature, Philosophy, Women’s Studies, History, Urban Studies, Anthropology, and Religious Studies. These exchanges – whether concerning the archaeology of pre-colonial Peru or the relationship between biography and portrait sculpture in eighteenth-century Britain – provide a firm basis for a program that has both a fundamentally art-historical character and an interdisciplinary potential drawing on the strength of the humanities departments at UCR. In addition, we envisage the links with Asian and Latin-American Studies being developed further in the future, as we are able to add further positions in the art of other non-European cultures.

1.3 Timetable for the Development of the Program

The faculty of the Department of the Art History proposes to admit its first PhD students in Fall 2013. We will present our proposal formally to the relevant committees at UCR in Fall 2011. We plan that the proposal will be considered system-wide during the course of the academic year 2011-2012 and be approved by the end of that year. We would like to begin recruitment during 2012-2013.

1.4 Relation of the Proposed Program to Existing Programs and Campus

A PhD program in the Art History will not duplicate any other doctoral program at UCR in research content, subject matter or methodology. Instead, this PhD program will fill a gap in UCR’s graduate programs, which lack a doctoral degree in the history of the visual arts, and will provide a logical and necessary expansion of UCR’s graduate offerings. In addition to advancing the University’s research agenda, providing graduate education in a critical cultural field, and producing a high quality doctoral degree in a growing and crucial field, this expanded program will complement the flourishing programs in other UCR humanities and arts departments. Within the humanities, the Anthropology, English, Comparative Literature, History and Religious Studies programs share historical and methodological affinities with the proposed Art History PhD program. Within the arts, Art History’s PhD program would complement and connect with the history of dance and musicology in the departments of Dance and Music. At the same time, our graduate program would also benefit from evolving collaborations with colleagues in Media and Cultural Studies and the Art Department. In order to more fully utilize the resources available at UCR, we will recruit students who can take advantage of working with colleagues in all these departments, and with the resources of the CMP and the UCR ARTSblock. The work of the Art History faculty and the whole range of the
department’s programs would be enriched by the interdisciplinary dialogue that a PhD program in the Art History, matching those in other departments, would encourage.

### 1.4b – Departmental Courses that are Cross-Listed with other UCR Departments

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<tr>
<th>Course</th>
<th>Cross-Listed Department</th>
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<tr>
<td>AHS 008. Modern Western Visual Culture</td>
<td>Media and Cultural Studies</td>
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<tr>
<td>AHS 018. Introduction to Writing and Painting in China</td>
<td>Asian Literature and Cultures</td>
</tr>
<tr>
<td>AHS 020. Introduction to Media Art</td>
<td>Media and Cultural Studies</td>
</tr>
<tr>
<td>AHS 021. Introduction to Architecture and Urbanism</td>
<td>Urban Studies</td>
</tr>
<tr>
<td>AHS 027. Art of Pre-Columbian America</td>
<td>Anthropology, Latin American studies</td>
</tr>
<tr>
<td>AHS 028. Colonial to Modern Latin America</td>
<td>Anthropology, Latin American studies</td>
</tr>
<tr>
<td>AHS 030. Rome: The Ancient City</td>
<td>Classical Studies/History</td>
</tr>
<tr>
<td>AHS 102. Anthropology of Art</td>
<td>Anthropology</td>
</tr>
<tr>
<td>AHS 115. Modern and Contemporary Art of Latin America</td>
<td>Latin American Studies</td>
</tr>
<tr>
<td>AHS 116. Architecture and Arts of the Andes</td>
<td>Latin American Studies</td>
</tr>
<tr>
<td>AHS 117. Inca Visual Culture</td>
<td>Latin American Studies</td>
</tr>
<tr>
<td>AHS 120. Berlin Metropolis in Literature, Film, Music, and Art</td>
<td>Comparative Literature, European Literature, German Literature, and Media and Cultural Studies.</td>
</tr>
<tr>
<td>AHS 121. From Expressionism to Epic Theatre: Benn, Brecht, Kafka, and the Bauhaus</td>
<td>Comparative Literature, European Literature, German Literature, and Media and Cultural Studies.</td>
</tr>
<tr>
<td>AHS 134. Art and Society: Patrons and Museums</td>
<td>History</td>
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<tr>
<td>AHS 136. History of Video Art</td>
<td>Media and Cultural Studies</td>
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<tr>
<td>AHS 137. History of Experimental Cinema</td>
<td>Media and Cultural Studies</td>
</tr>
<tr>
<td>AHS 140. Chinese Painting of the Song and Yuan Dynasties</td>
<td>Asian Literature and Cultures</td>
</tr>
<tr>
<td>AHS 141. Chinese Painting of the Ming and Qing Dynasties</td>
<td>Asian Literature and Cultures</td>
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</table>
1.5 Interrelationship with Other Institutions and Programs

Our strong links with the major art collections and research centers in Southern California are a major attribute of the proposed program expansion. Within the field of photography, for example, the California Museum of Photography offers much as-yet unexploited material, which complements holdings at the J. Paul Getty Museum, LACMA, and the Huntington. Department faculty members have steadily developed close relationships with all of these institutions, in connection with our graduate and undergraduate teaching as well as our research. All courses in the history of photography, for instance, are taught partly in the galleries of the CMP, with an advanced course with curatorial focus spending one third of its class time at the museum. In the history of sculpture, we can offer varied and rich research opportunities that would rival those of a handful of institutions internationally. We have recently hosted series of workshops about the display and viewing of sculpture in connection with the rubric the Display of Art, the Scholar Theme at the Getty Research Institute for the last year. The study of German art – for which the Department has long been known – benefits from the remarkable collections at the Rifkind Center for German Expressionist Studies at LACMA. In British art, the Huntington Library and Art Collections not only offer holdings of art works matched in the United States only by the Yale Center for British Art, but also unrivalled library resources, including eighteenth-century manuscripts and printed materials, and diverse literary, journalistic, art historical materials, including an array of historical documents vital to the study of the arts and cultures of Southern California and the American west. Since the use of the Huntington
Library is restricted to students working at the PhD level, it has largely been unavailable to our MA students, except in special circumstances.

Research initiatives and centers within the UC system provide another important resource for doctoral students and for our faculty. The UC Multi-campus Research Project in Mediterranean Studies, for example, will bring together faculty and graduate students for interdisciplinary collaborations and publications on research and pedagogy. Other programs and institutions, like UCR’s Center for Ideas and Society, which supported departmental faculty in Winter 2011, and the UC Humanities Research Institute, have strong links with the Department and provide competitive funding opportunities for graduate student research.

On the international front, we have, as a faculty, strong and continuing links with universities and research institutes throughout Europe and Latin America that should prove important to potential students. More specifically, we are developing plans for a series of shared workshops with the Art History department at Warwick University (ranked 7th among research universities in the UK), and we anticipate that this will develop into a program of student exchanges, involving placements at Warwick and at their research center in Venice. Likewise, we have strong faculty ties to the Max Planck Institute for Art History in Florence – one of the leading centers for the study of art history – which provides PhD and Post-doctoral grants and is actively developing exchange programs and international workshops.

1.6 Program Administration

The program will be administered by the full faculty of the Department of Art History, who are all integrally involved in the current MA program. The coordinating position of Graduate Advisor rotates among the individual members of the faculty, who serve for a term of 3-5 years. The Graduate Advisor’s duties include coordinating the maintenance and administration of the graduate program, bringing these issues to the Department Chair, and reporting to the faculty at regular departmental meetings. Expanding on the administration of the MA program, all faculty will participate in admissions, guidance, and student evaluations for PhD students in their areas of expertise. The Graduate Advisor, in consultation with the Chair and other faculty members, will make decisions on admissions and provide annual written feedback to graduate students detailing their progress in the program. Issues of curricular change and administration that affect the program will be decided by the faculty in consultation with the Graduate Advisor and Department Chair. It will be the Graduate Advisor’s responsibility to address issues relating to an individual student’s academic concerns or difficulties before the student advances to candidacy; thereafter, it will be the responsibility of the student’s dissertation advisor.

1.7 Program Evaluation
The faculty of the Department of Art History will carefully monitor the expanded graduate program in the first years of its reformulated structure, adapting expectations and operations as necessary. In the third year of the program, the faculty will actively cooperate with the internal review normally conducted by the Graduate Council for new graduate programs, and will respond appropriately to extramural evaluations routinely conducted by an outside team of experts every 6-7 years, the normal schedule for UCR graduate program reviews.

SECTION 2: PROGRAM

2.1 Admission Requirements and Academic Preparation

All applicants to this program must have completed a Bachelor’s degree or its approved equivalent from an accredited institution and have attained an undergraduate record that satisfies the standards established by the Graduate Council. Applicants holding an MA from another institution take fewer courses and advance to candidacy more quickly, as specified below.

2.1a Admission to the PhD Program

To qualify for admission to the PhD program, applicants must hold a Bachelor of Arts or an equivalent from an accredited institution and submit the following materials for review:

- Completed application, including statement of purpose, statement of personal history, transcripts from all post-secondary institutions, and three letters of recommendation.
- Graduate Record Exam (GRE), General Test scores. A minimum score of 1200 is required for fellowship consideration.
- Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores for non-native English speakers, unless they have a degree from an institution where English is the exclusive language of instruction.
- Academic writing sample, ca 15-20 pages.

Successful applicants will demonstrate their potential for original scholarship in professorial or curatorial positions.

2.1b Admission to the PhD Program with an MA degree

As in section 2.1a, except that the applicant must hold (or expect to hold by time of matriculation) an MA in art history. In the application process, the nature of the applicant’s MA program will be examined carefully for evidence of adequate preparation for PhD-level work, and admission may be conditional upon supplementary coursework. Normally no more than 12 units are permitted as deficiencies.
2.2 Foreign Languages

PhD students are required to demonstrate competence in two foreign languages before advancement to candidacy. For some fields, additional languages may be required for mastery of the primary and secondary literature. The appropriate languages will be determined in consultation with the student’s academic advisor and approved by the graduate advisor.

Competence in foreign languages is demonstrated by completing, with a grade of B or better in a UC language course equivalent to one of the following UCR classes:

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<tr>
<th>Course</th>
<th>Language</th>
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</thead>
<tbody>
<tr>
<td>CHN 006</td>
<td>Chinese</td>
<td>FREN 004</td>
<td>French</td>
<td>GER 004</td>
<td>German</td>
</tr>
<tr>
<td>ITAL 004</td>
<td>Italian</td>
<td>JPN 006</td>
<td>Japanese</td>
<td>SPN 006</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

Competence in other languages, as needed, will be approved by the Graduate Advisor.

2.3 Program of Study: Overview

The graduate program in art history will offer two degrees: a master’s degree (MA) and a more specialized doctoral degree (PhD). The PhD will prepare students for academic work as researchers, university instructors, and curators in their fields of expertise. The terminal MA program will allow students to explore the academic study of art history more broadly, to pursue careers requiring some graduate education (such as museum education), or to prepare for admission to a PhD program.

All students will complete a set of required core courses in their first year (including the proseminar, AHS 251P), which will orient them in issues of critical inquiry and provide methodological and theoretical coherence to their graduate study as a whole. Alongside these core courses, students will take a series of seminars and lecture courses in a variety of fields. After the first year of study, students will pursue a more specialized curriculum designed in consultation with the Graduate Advisor and major field advisor.

2.3a Specific Fields of Emphasis

The department currently has general strengths in modern and contemporary art and medieval and early modern art across a wide geographical area. While these strengths may shift with changes in the faculty composition, we expect that most students will work within one of these broad areas.

Coursework for those admitted to the PhD program is directed to gaining depth and nuance in the field in which the dissertation will be written, rather than a general knowledge of a range of fields, which will have been achieved in the MA.
2.3b The PhD Program

The PhD program is conceived in two stages: coursework and candidacy. Students who already hold an MA in Art History are admitted Post-MA, but are required to complete two graduate seminars, as well as the breadth and language requirements, and the field review as stated in the program description below. Students admitted post-MA usually advance to candidacy after one year of coursework.

Coursework:

40 units of course work are required for the MA degree, which may be offered in-course upon finishing the requirements. At least 24 of these units must be in graduate level courses. The Department currently requires students to take a one-quarter proseminar (AHS 251P) in the fall of the first year. In addition to AHS 251P, students must take one graduate seminar in their area of specialization and two graduate seminars outside of their chosen area. To fulfill the 20 units (two graduate seminars plus three additional graduate or upper-division courses) required for breadth, students must take courses in as many historical periods, cultural traditions, and geographic areas as possible. The Graduate Advisor oversees the selection of courses, ensuring that at least two fulfill this historical-cultural-geographical diversity by being in areas outside that in which the student is specializing. Students may also take courses – with the approval of the graduate advisor – in visual culture offered by the department of Anthropology, Media and Cultural Studies, or other departments or programs at UCR or other UC campuses.

Year 1:
The first year is devoted entirely to coursework, including AHS 251P (proseminar), which is required of all incoming students. Graduate seminars may be supplemented by upper-division courses, provided they include a graduate component to bring them to an appropriate academic level, or by directed study.

The department recommends that one language requirement be passed by the end of the year.

Year 2:
The student continues taking courses in the second year. Concurrently, the student will prepare an extensive literature review of the major field in preparation for the dissertation through three sequential terms of four units (one course) of independent thesis study. Prepared in collaboration with the major-field advisor, the literature review will help the student to situate her proposed dissertation in the current scholarship of the field. The literature review is a historiographical study developed in consultation with the primary advisor or the dissertation committee (which will include the advisor). Although the length will be determined in consultation with the advisor, this is expected to be a substantial, detailed review of a clearly-defined field of study.
The department recommends that the literature review be completed by the end of the year.

The literature review must be approved no later than three weeks before the start of the fall quarter of the student’s third year.

For students admitted post-MA the literature review must be approved no later than three weeks before the start of the fall quarter of the student’s second year at UCR.

The department recommends that both language requirements be met by the end of the second year. Both language requirements must be passed before advancing to candidacy.

**Year 3 (Advancement to Candidacy):**

The student advances to candidacy by:

1: Submitting a petition, in the form of a letter addressed to the graduate advisor, outlining work accomplished to date and plans for future research, including field of concentration, and requesting permission to advance to candidacy.

2: Presenting the dissertation prospectus to the department for defense (the oral qualifying exam) by the end of the fall quarter. For students permitted to postpone the field reviews until the fall quarter, the prospectus must be presented to the department by the end of the winter quarter.

All language requirements and literature reviews must be completed before presenting the dissertation prospectus.

**Year 4:**
Dissertation work; teaching.

**Year 5:**
Dissertation work; teaching.

**Year 6:**
Dissertation work; teaching.
Finishing; final oral examination.

**2.3c Unit Requirements**

PhD
Post-MA transfer students must take one year of coursework (20 units), including two graduate seminars.
2.4 Qualifying Examinations for Doctoral Students

The qualifying examination will take the form of written literature reviews, subsequently defended orally. In the first year of the doctoral program, each student will write a substantial literature review of the major field, with the expectation that the review of the major field will demonstrate a broad knowledge of the field in which the dissertation will make a contribution. The field review will then be examined by the faculty.

Students should identify major fields as soon as possible in the first year of doctoral study. In collaboration with the relevant faculty, they should develop a reading list for each of these fields as soon as possible, but no later than the middle of the winter quarter, so that the field reviews can be written in the spring quarter. The proposed major field must be approved by the graduate committee no later than the end of the winter quarter.

2.5 Advancement to Candidacy and Dissertation

Advancement to candidacy is predicated on successful passage of the required coursework, language exams, and field reviews/oral exams. To advance to candidacy, a student must present a dissertation prospectus to the faculty for approval. The prospectus consists of a concise explanation of the rationale, scope, and method of the proposed dissertation, and should be prepared in consultation with the dissertation advisor, who must approve it before the oral qualifying exam can be scheduled.

The oral qualifying exam is a discussion of the prospectus with five or more faculty members – the qualifying exam committee – nominated by the department and approved by the dean. The goal is to offer criticism of the prospectus from various viewpoints that will help formulate the project further, thus setting the project off to a stronger start and, ideally, making the dissertation-writing process more efficient. The student will pass the oral qualifying exam upon demonstrating to the oral qualifying exam committee that the project is worthwhile, well-conceived and viable, and that the student has mastered the necessary material and skills to undertake the project.

The oral qualifying exam must be completed no later than the end of the fall quarter of the third year, though some students may wish to complete it in the previous spring, allowing the dissertation to move forward more quickly, and allowing the student to apply for fellowships earlier in the fall.

The dissertation itself must make a significant and original contribution to the field of art history, as demonstrated in a final oral examination. This examination, presided over by the dissertation advisor and attended by the dissertation committee (which may be composed of the same faculty as the oral qualifying exam committee), is a first
presentation and defense of the findings of the dissertation, and constitutes the final stage in the PhD-granting process.

2.6 Relationship of the Master’s and Doctoral Programs

It is the strong consensus of the Department faculty, seconded by the most recent external review committee, that the terminal MA program should remain a vital and independent entity, though it will now be unfunded. We believe we will continue to attract a small number of students to the MA program as this degree fills an important niche in professional art history training. There is a continuing demand for a shorter-term graduate program in art history, currently met by this department and a small number of others, such as the Clark Art Institute at Williams College.

Given its different role and longer period of study, a smaller group of more outstanding students will be chosen for the PhD program. (The MA program currently enrolls 10-12 students per year; upon commencement of the PhD program, the MA program will admit approximately 7-8 students per year, and the PhD program will enroll 2-3 students per year.) We anticipate that many or most entering PhD students will not have attained the MA degree, and will thus enroll in the MA program as a non-terminal, in-course degree in preparation for PhD candidacy. Thus, roughly the same number of students will pursue the MA at any given time, though a select number of these students will have been admitted to the PhD program and will continue their studies through the dissertation.

The PhD Program

The PhD program will work in conjunction with the MA program, but will not be predicated on it. Thus, while some students will be admitted directly to the UCR PhD program, earning an in-course UCR MA upon completion of the requirements specified above, other students may come from MA programs elsewhere to pursue a PhD at UCR. While the exact nature of students’ MA preparation will vary (for instance, some may have written an MA thesis, while others may have had only coursework) an MA degree from a recognized program will normally be accepted, though the preparation provided will be examined closely and additional courses may be required at the discretion of the graduate advisor.

One year of coursework beyond the MA, including two graduate seminars, will be required of those entering the UCR PhD program with an MA from another institution. The field review will be prepared in this year.

2.7 Normal Schedule of Graduate Study

As outlined below, the normative time to degree for the PhD program will be six years.
2.7a Normal Schedule of Study for the PhD

**Year One**

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<th>Fall</th>
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<th>Spring</th>
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<tbody>
<tr>
<td>AHS 251P - Proseminar</td>
<td>Seminar</td>
<td>Seminar</td>
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<td>Seminar</td>
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<tr>
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<td>Other course/TA</td>
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**Year Two**

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<tr>
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<td>Directed study</td>
<td>Directed study/field review</td>
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<tr>
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<td>Seminar</td>
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**Year Three**

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<tr>
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<td>Dissertation units</td>
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**Year Four**

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<tr>
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**Year Five - Completion**

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<td>Dissertation units</td>
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**Year Six - Completion**

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<td>Dissertation units</td>
<td>Dissertation units</td>
<td>Dissertation units</td>
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2.8 Special Preparation for Careers in Teaching

Following the new guidelines for Professional Development instituted by the Graduate Council, the department will offer several programs to assist the students as they prepare for professional life. AHS 251P and a thesis-writing course (AHS 280) offer direct and concrete guidance in different aspects of historical writing. Although the Department does not offer formal classes in pedagogy, most MA and PhD students will have the opportunity to serve as Teaching Assistants in the many lecture courses offered by the Department, in which they routinely discuss pedagogical concerns with the faculty member teaching the course. PhD students nearing the completion of the degree will also have the opportunity to apply for teaching positions within the department, and in other appropriate departments and programs at UCR. If chosen from among a pool of lecturer applicants, these advanced students may be hired to
serve as Associates-In, giving them the opportunity to devise their own syllabus and teaching materials with the guidance and advice of the faculty of the Department.

In addition, the Department will institute a regular workshop series. Under the guidance of members of the faculty, graduate students in these workshops will have the opportunity to learn how to present research in professional settings, developing their public-speaking skills, as well as receive concrete and specific advice on entering the job market, preparing a syllabus, and developing other skills directly related to the professional development of teacher/scholars.

**SECTION 3: PROJECTED NEED**

**3.1 Student Demand for the Program**

Since the founding of the MA program, our department has had great success recruiting well-prepared, motivated graduate students for our current MA program; indeed, one of our few weaknesses in successfully recruiting our strongest applicants in art history has been the lack of a PhD program. Based on recent recruitment efforts, we are confident that a small, well-focused and selective PhD program would draw students who seek advanced studies in our areas of research strength, particularly the history of early modern and modern/contemporary art and architecture and the history of photography. We expect to have a considerable number of applications for the (approximately) three places we will offer each year. Our MA Program is already highly regarded and well established, and the expansion into a PhD Program would take advantage of this reputation in the recruitment of students. The MA and PhD degree programs will form complementary elements in a comprehensive graduate program, appealing to different cohorts of future students. We believe that prospective students will see the PhD program as expanding on the sustained contact with faculty that is a notable feature of the MA and offering the opportunity to work in a more focused and intensive way in those areas in which UCR faculty members have an international reputation.

As described below (3.5) our faculty includes five colleagues whose work concerns art in the twentieth- and twenty-first centuries in Europe and the Americas, as well as media ranging from painting and sculpture to architecture and photography. This cluster of modern and contemporary fields has attracted many applicants for our MA program and we anticipate that it will continue to be one of our strongest areas for recruitment. We also anticipate strong interest from potential students whose interests in the early modern period may be less fully met in other schools. The department includes five faculty members working in the period 1400-1800, in areas that include Italy, Britain, the Netherlands, Germany, Scandinavia and Peru, which is an unusually strong profile. Our faculty members offer expertise in media – namely sculpture, photography, prints,
and architecture – that are often marginal elsewhere, and that constitute vital and growing topics within art historical inquiry.

3.2 Opportunities for the Placement of Graduates

Art History, like other disciplines within the humanities, trains PhD students for teaching and research careers within the academy, including research universities, liberal arts colleges, and community colleges. Other career paths open to graduate students in Art History, including curatorships and administrative positions within art museums and cultural institutions, increasingly expect or encourage PhD degrees. Thus the range of potential employment encompasses careers in art curation, museum education, art conservation, collection management, image database development, visual resources, public art programs, historic preservation, and business management, among many other possibilities. Our MA students have an outstanding record of placement in private and public academic and cultural institutions, proving that the Department provides excellent training for a diversity of future employment.

Although an MA is often an appropriate terminal degree for positions in many institutions, major art museums, in which academic research underpins both exhibits and scholarly investigation of a collection, increasingly expect applicants for senior curatorial posts to have a PhD and expertise in a particular field of the discipline. Increasingly, we find that the degree requirements for professional, non-academic positions are gradually trending to the Ph.D. degree. We feel it is essential that our program follow this trend and maintain high professional standards. Such curatorial careers often develop from internships and other types of hands-on work with collections and with the preparation of exhibitions. UCR is fortunate to be located near the strongest group of major museums in the western United States, with the Getty Museum and Getty Research Institute, the Los Angeles County Museum of Art, the Huntington Library and Art Museum, the Hammer Museum, the Norton Simon Museum, and the Museum of Contemporary Art. Our students have consistently held prestigious internships in these institutions, and a number of them have gone on to prominent museum careers.

Likewise, the higher level of expertise involved in the writing of a PhD dissertation is valuable in art organizations, especially those that disperse funds for research. By continuing with our MA and developing a PhD that trains graduate students in specific areas we will produce graduates who are suited to all of these potential job markets.

3.3 Importance to the Discipline

Faculty members are leaders in their fields whose work expands the discipline in such areas as postcolonial studies, museums and art display, the history of science, everyday environments, theology, music, performance art, gender studies and mass media. A concern for the history of art and architecture outside traditional periods and styles and
a deep commitment to understanding the broad communicative power of visual culture unites their research.

This new PhD program would provide a focused course in the history of visual culture from the Middle Ages to the present, i.e. a history of the modern world. By nature of the faculty’s specializations, the program will concentrate on areas of cross-cultural exchange, cross-disciplinary discourse, and significant internal developments within art and architecture.

Each of the faculty in Art History at UCR already makes a significant contribution to his/her own area of art history. Indeed, the profile of the department in its recently-expanded state suggests the distinctive strengths we offer to the discipline. Faculty members play prominent roles in a variety of professional organizations, with Rudolph serving on the Advisory Committee of the British journal, Art History, Kotz recently serving as Reviews Editor of the Art Journal and Baker acting as a Trustee of the Henry Moore Foundation. While the faculty will continue to make individual contributions that help to widen the discipline’s field, the establishment of a PhD would brings these efforts into a coordinated, collective program and train students in our innovative research areas and methods.

3.4 Ways in which the Program Will Meet the Needs of Society

In a world of digital communications, visual images are ever more prominent and play an increasing role in how we perceive our environment and society as well as how we present ourselves. Across the spectrum of the liberal arts and sciences, technical fields and professions, visual competence and media literacy is central to critical thinking in the twenty-first century. The historical study of art, architecture and visual culture provides the understanding and the language necessary for analyzing space and images and recognizing their social impact. In its interdisciplinary scope, it entails the culture, languages, politics, economics, literature and religion of the period in which the work was produced and, often, subsequent periods. It trains students to understand the ideological underpinning of images and engages those very skills necessary to deconstruct the use of the visual within our own culture. Drawing on a sophisticated understanding of a range of theoretical concepts and developing an acute awareness of how images are generated and received gives art historians the ability to look critically at both text and image as well as to understand the relationship between the two. At the same time, as an historical discipline, it provides a necessary perspective as we consider the role of images and material artifacts.

Art history also has a significant role outside the academy through the museum. Art museums and galleries are social institutions that make sense of the images and artifacts of both past and present and serve a broader public through the presentation and preservation of historic and contemporary culture. At its most fundamental, advanced research in art history underpins the programs and displays of today’s
museums; the study of museums forms a subspecialty within the field, in which UCR has several experts. Through active faculty and student engagement with local and international museums, the PhD program at UCR can make a substantial contribution to this field.

3.5 Relationship of the Program to Faculty Research Interests

The present faculty of the Art History department consists of 10 members, including a position, held by Jonathan Green, that is technically shared between the Art History and Art departments and ARTSblock, the University’s downtown cultural center. All of the faculty members are research-active and their interests range chronologically from the early middle ages to the contemporary period. Individual faculty members have won major fellowships from the Guggenheim Foundation, the Getty Research Institute, the Getty Grants program, the Fulbright Foundation, I Tatti, the Alexander von Humboldt Foundation, the Clark Art Institute, the Center for Advanced Study in the Visual Arts, the Institute for Advanced Study, and Dumbarton Oaks. Although the majority of the faculty are concerned with the art and design of Europe and North America, one colleague works on colonial Latin America. In the short term, we anticipate adding a replacement position in Asian art, an essential component of our program. This particular configuration of strengths gives the department one of its distinguishing features – its strength in both the 20th century and the early modern period. If the modern is seen, through the make-up of the faculty, to include both the US and Europe, so the early modern (1400-1800) is understood to cross continental and cultural boundaries, so allowing us to look at Europe and Latin America and exchanges between them during this period. Complementing these chronological emphases are shared interests among several faculty in particular media or categories of visual production. An active engagement with photography is shared by four colleagues in the modern period (Laxton; Kotz; Green; Weems) while three in the early modern period (Kohl; Baker; Neville) have a particular expertise in the history of sculpture. Cutting across the period divide, four colleagues (Morton; Rudolph; Neville; Nair) share an interest in architecture while another two (Kohl; Baker) have a common concern with portraiture as a genre. Now that the faculty has achieved a critical mass, these overlaps are beginning to be exploited. Together with the department’s strengths in both the modern and the early modern, and its distinctive concerns with photography, sculpture and architecture, this new development of collaborative projects offer unusual potential for a focused and well-coordinated PhD program.

3.6 Program Differentiation

Six UC campuses currently offer a PhD program in Art History or in Visual Studies: UCB, UCI, UCLA, UCSB, UCSC and UCSD. All of them have high reputations within the discipline and each has distinctive qualities. Three of these programs address broad questions of visual and material culture or, as the UCSC website puts it, “the significance of visual artifacts and the socially produced qualities of human vision.” The proposed
UCR program has a rather different emphasis and can best be compared with three other UC programs, those at UCB, UCLA and UCSB. Ranging widely in chronology and geography, the UCB program is best known for its innovations in the social history of art and for its theoretical approach to issues of representations. While continuing its encyclopedic coverage, UCLA is distinguished above all by its strength in non-European cultures and is a leader in fields such as Asian and Latin American art. UCSB covers an impressively wide range, from ancient to the contemporary, and has particular strengths in the early modern, post-colonial and gender studies, and architectural history. Other California art history doctoral programs at USC, Claremont Graduate University and Stanford do not duplicate the research and curricular profile of UCR’s proposed program.

The research excellence and professional standing of faculty members will make UCR’s doctoral program unique and a welcome addition to the range of PhD programs offered by Art History programs in the UC system. By concentrating on the early modern and modern, we believe our program can complement the art history departments at other campuses while offering a program based on our strengths in particular subjects. For instance, while we will share with UCSB a particular interest in the art of the early modern period, for example, neither UCSB nor any other campus can offer as much expertise in the fields of sculpture or architecture. Similarly, while UCLA is strong in its expertise in modern and contemporary art, even that program cannot offer our collective faculty strengths in the history of photography, particularly as UCR maintains the only faculty line dedicated to the history photography in the UC system. These media concentrations will form one distinctive feature of the program and, in this way, will allow us to enhance what the UC system as a whole can offer to graduate training in art history.

Our curriculum reveals other important differences between our department and other UC programs. Synthetically grouping periods and geographic areas, we have created three general categories (Pre-Modern, Early Modern and Modern-Contemporary) into which all courses are arranged. By de-emphasizing traditional geographic and period divisions in our curriculum, we allow students to study broader cultural developments comparatively. While our faculty is not exceptionally large (with nine full-time faculty) our research areas are unusually well integrated and collaborative, which allows specific concentrations to develop unusual depth. A shared investment in interdisciplinarity and an emphasis on thinking across conceptual and geographic boundaries give our graduate programs a distinctive identity and research profile, and differentiate it from other programs that take an encyclopedic or visual studies approach. Rather than attempt to be a full-service program offering every method and field in art history, the program at UCR will be founded on the research interests of the faculty, and the richness of resources at UCR and in Southern California.

SECTION 4: FACULTY
<table>
<thead>
<tr>
<th>Name and Rank</th>
<th>Research Specialization</th>
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| **Distinguished Professor** | Malcolm Baker, PhD  
History of sculpture, especially in 18th century Britain, France and Germany; portraiture; 18th century British art, history of collecting and display. |
| **Professor**          | Jonathan W. Green, MA  
History and criticism of photography and the practice of photography, video and MIDI composition.                                                      |
|                        | Conrad Rudolph, PhD  
Medieval Art History with special interests in such topics as the social theory of medieval art, the ideological use of art, monasticism and art, the origin of Gothic art, and the art and social change. |
| **Associate Professors** | Jeanette Kohl, PhD  
Renaissance art and architecture, tomb sculpture and memorial strategies, history of portraiture, art theory and methodology.                      |
|                        | Liz Kotz, PhD  
Modern and contemporary art history; experimental film, video and performance; psychoanalysis and critical theory, media theories and media technologies. |
|                        | Patricia Morton, PhD  
Modern and contemporary European and American architecture; colonial architecture; architectural, urban, and post-colonial theory; cultural geography. |
| **Assistant Professors** | Susan Laxton, PhD  
History and theory of photography; European avant-garde art of the 20th century; critical theory.                                               |
|                        | Stella Nair, PhD  
Latin American architecture, art and urbanism, Andean archaeology and history, Inca visual culture 1400-1825, post-colonial theory, material culture studies. |
|                        | Kristoffer Neville, PhD  
Early modern painting, sculpture, prints, and architecture. Cultural contacts and cultural transfer. Northern Europe, ca 1500-1800. |
Jason Weems, PhD
American art, photography and visual culture (colonial period to post WWII) with emphasis on the late nineteenth and early twentieth centuries. Research interests include the history of vision and technology, practices of landscape representation, American regionalisms, modern design and theories of material culture.

Cooperating Faculty
Karl Taube, PhD, Professor of Anthropology
Mesoamerican art and archaeology.

Affiliated Faculty
Catherine Gudis, PhD, Associate Professor, Department of History
Twentieth-century U.S. cultural history; consumer culture, the history of the built environment; public history

SECTION 5: COURSES

Core Courses
AHS 251P. Proseminar in Methodology (4)
Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. An introduction to the history and methodologies of Art History. Covers the methodologies, models, and approaches of different periods from Vasari to the present. Course is repeatable as topics change.

AHS 252. History and Ideology of the Museum (4)
Seminar, 3 hours. Prerequisite(s): AHS 251P or consent of instructor. From princely collection to public museum: a history of collecting and the evolution of the museum as a cultural institution in the western world. An investigation of sources, documents and historiography complemented by a study of museums and collections in the Los Angeles area. Forster-Hahn

Seminars
AHS 260. Seminar in Latin American Art (4)
Seminar, 3 hours; outside research, 2 hours; term paper, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Selected topics in the history and theory of
Latin American art from the European conquest to the present. Course is repeatable as topics change. **Nair**

**AHS 272. Seminar in Medieval Art (4)**
Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Selected issues of the function of art within medieval social, political, theological, and intellectual culture. Course is repeatable as topics change. **Rudolph**

**AHS 273. Seminar in Renaissance Art (4)**
Seminar, 3 hours; outside research, 2 hours; term paper, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Special topics in Italian and/or Northern Renaissance art. Course is repeatable as topics change. **Kohl**

**AHS 274. Seminar in Seventeenth- and Eighteenth-Century Art (4)**
Seminar, 3 hours; outside research, 2 hours; term paper, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Special topics in seventeenth- and eighteenth-century art. Course is repeatable as topics change. **Neville, Baker**

**AHS 276. Seminar in Nineteenth-Century Art (4)**
Seminar, 3 hours; outside research, 2 hours; term paper, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Selected topics in the history and theory of nineteenth-century European and/or American art. Course is repeatable as topics change. **Forster-Hahn**

**AHS 277. Seminar in Twentieth-Century Art (4)**
Seminar, 3 hours; outside research, 2 hours; term paper, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Selected topics in the history and theory of twentieth-century European and/or American art. Course is repeatable as topics change. **Forster-Hahn, Laxton**

**AHS 278. Seminar in Modern Architecture (4)**
Seminar, 3 hours; outside research, 3 hours; research paper, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Selected topics in the history and theory of nineteenth- and twentieth-century architecture and urbanism. Course is repeatable as topics change. **Morton**

**AHS 280. Seminar in Critical Analysis (4)**
Prerequisite(s): graduate standing or consent of instructor. Seminar in Research, Critical Analysis, and Thesis Writing (4) Seminar, 3 hours: outside research, 3 hours. Covers advanced research that helps in conceptualizing a thesis topic, organizing and structuring material, and in writing one chapter of the thesis. Examines research in different fields of art history. Explores scholarly issues from a diversity of specializations. Course is repeatable as topics change.
AHS 282. Seminar in New Media (4)
Seminar, 3 hours; outside research, 3 hours; term paper, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Selected topics in the history and theory of photography, film, video, and digital media. Course is repeatable as topics change. Kotz

AHS 283. Seminar in History of Photography (4)
Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Selected topics in the history of photography, with an emphasis on new theories and histories of photographic practice. Students encouraged to do research projects drawing on the collections of the UCR/California Museum of Photography. Course is repeatable as topics change. Laxton

AHS 284. Seminar in Contemporary Art and Theory (4)
Seminar, 3 hours; individual study, 3 hours; research paper, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Studies of selected topics in contemporary art, photography, and related media, with an emphasis on critical theories of representation and issues of practice. Course is repeatable as topics change. Kotz

Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. An intramural seminar at the Getty Research Institute. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor. Course is repeatable as topics change.

Individual and Independent Studies
AHS 290. Directed Studies (1-6)
Research, variable. Prerequisite(s): consent of instructor. Independent work under a staff member’s supervision in a particular field. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

AHS 292. Concurrent Analytical Studies (1-4)
Outside research, 3-12 hours. Prerequisite(s): graduate standing and consent of instructor. To be taken concurrently with a 100-series course, but on an individual basis. It will be devoted to research, criticism, and written work of graduate order commensurate with the number of units elected. Graded Satisfactory (S) or No Credit (NC). May be repeated for credit.

AHS 297. Directed Research (1-6)
Research, variable. Prerequisite(s): consent of instructor, completion of language requirement and one seminar. Research study or exploratory work toward the development of the thesis. Graded Satisfactory (S) or No Credit (NC).

AHS 298-I. Individual Internship (1-4)
Research, variable. Individual study or apprenticeship in a museum, art library, or slide and photo archive in order to gain practical experience and skills for future professional work. Graded Satisfactory (S) or No Credit (NC). Repeatable to a total of 12 units. Not more than 8 units count toward the 40 units required for the MA.

**AHS 299. Research for Thesis (1-12)**
Variable hours. Prerequisite(s): consent of instructor, completion of language requirement and one seminar. Thesis research and writing. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

**Professionalization Courses**

**AHS 301. Directed Studies in the Teaching of the History of Art (3)**
Seminar, 2 hours; consultation, 1 hour. Prerequisite(s): graduate standing. A program of weekly meetings and individual formative evaluation required of new Art History Teaching Assistants. Covers instructional methods and classroom/section activities. Conducted by the Teaching Assistant Development Program and department faculty. Credit is not applicable toward degree unit requirements. Graded Satisfactory (S) or No Credit (NC).

**AHS 302. Teaching Practicum (1-4)**
Lecture, 1-4 hours; clinic, 1 hour. Prerequisite(s): limited to departmental teaching assistants; graduate standing. Supervised teaching in upper- and lower-division Art History courses. Required of all Art History teaching assistants. Credit not applicable toward degree unit requirements. Graded Satisfactory (S) or No Credit (NC). May be repeated for credit.

**Courses Currently Offered in Related Departments**
Examples of courses our graduate students may pursue in other departments are listed below: these are courses that either broaden the area of critical inquiry from different disciplinary perspectives, or that enrich a student’s background in a chosen field of study.

TO COME

**SECTION 6: RESOURCE REQUIREMENTS**

**6.1 FTE Requirements**

The Art History Department currently has 9.5 FTE. The department has received several key positions and successfully recruited new faculty in the last few years in areas prioritized by the department. The most recent hire in the History of Photography field complements other faculty areas and creates more links with the UCR California Museum of Photography. Now the department faculty expertise covers a wide range of areas while providing opportunities for unique specializations through faculty
complementing and building on their areas. The faculty areas cover pre-modern, early modern and modern-contemporary. There is further specialization in Latin American Art, American Art and Photography. The department has 2.5 key full professor positions that attract students and have international reputations. It would be very important to the PhD program to maintain these positions at this level. The recent faculty hires are already productive, developing scholars and are already attracting students. With the retirement of Ginger Hsu, who specializes in Asian Art, we will be seeking a replacement position in Asian art history. In addition, we will need to replace Françoise Forster-Hahn, who covered the essential area of Modern European art.

Art History Departments with doctoral programs have faculty complements that range in size between 8 FTE (Johns Hopkins) and around 20 FTE (Harvard, 22; Texas, 20; UCSB, 18). Most have a total FTE of around 10-14 (Emory, 14; North Carolina, Chapel Hill, 13; UC Berkeley 12; USC, 11; UC Irvine, 11).

6.2 Computing Costs

We anticipate computing resources for the PhD program will be adequate at this time. The department uses campus resources, such as iLearn, to provide study materials and communication. The department has computer, network printer and copying/scanning equipment available to students in the Visual Resources Collection, TA office, and workroom.

6.3 Equipment

With a grant, we have reviewed image projection in the Art History seminar room and replaced its outmoded equipment. The department has been able to maintain the current equipment, therefore, we do not anticipate a future need for equipment.

The department has received funding for image development equipment and storage space from CHASS. The department has been able to develop other funding resources to help with maintaining computer, software, and related needs.

6.4 Space

Our current teaching assistant office is available for future graduate students. The TA office has been set up with three workstations and should be adequate for TAs’ work schedules. The Art History department is fortunate in already having available a furnished seminar room with multi-media equipment. Graduate students can use this room to practice their presentations and image projection, and meet with faculty committees.
The department also has research space available in the Visual Resources Collection with access to a computer and network lines, as well as an excellent and developing image collection.

6.5 Staff

Currently the department has a 75% position primarily devoted to working with graduate students and supporting the graduate programs in both Art and Art History.

Crucial to the PhD program is the Visual Resources Collection. At the recommendation of the last graduate review, CHASS increased VRC staffing time to 3.0 FTE. These staffing resources provide an excellent resource for graduate students as well as faculty.

SECTION 7: GRADUATE STUDENT SUPPORT

Strategy for Meeting Support Needs:
Providing support to PhD students is a priority for the department. The Art History department plans to support students by gradually reallocating existing resources from the MA program to the PhD program, and developing other departmental funding efforts. We anticipate that the PhD program will support a core of the top applicants who will fill a unique niche in the Art History field. Thus we plan to admit two to three applicants per year up to approximately twelve. In their first year, these students will be supported primarily by Central Fellowship funds allocated from Graduate Division. In subsequent years, they will receive a combination of external, central and Gluck fellowship funds, TAships, Readerships, GSR, and miscellaneous other employment. In order to allow students to focus on their graduate course work and better prepare to be TA’s, graduate students will not teach before their second year. The second and third year students will receive the majority of TAships, to allow more advanced students to focus on their dissertations and allow them to apply for dissertation fellowship support. In addition, we will offer Associate appointments during Summer Session to those students who have completed the MA.

Teaching Assistantships
Over the past several years, the Art History department received 9 permanent TAships and an average of 3 additional temporary TAships each year. The three core survey courses in Art History require 6 TAships per year (AHS 17A, 17B, 17C History of Western Art). In addition, we have AHS 007 World Art, AHS 008 Modern Western Visual Culture, AHS 021 Introduction to Architecture and Urbanism, AHS 023 Introduction to American Art, and AHS 028 Art and Architecture in Latin America. All these lower division courses experience high demand and require Teaching Assistants. Some of these courses are cross listed in other CHASS programs and provide an important link to the study of the creative arts, as well as diverse cultures, history and disciplines in CHASS. As we phase in the Ph.D. program gradually, priority for our TAships will be given to Ph.D. students,
the number of TAships for MA students will decrease, and the MA program will convert to low or zero funding.

Other Internal Funding Sources
In addition the department has two endowed travel support funds, the Carrott Memorial Fund and the Brink Fund. The department is developing funding strategies to build on these existing donor funds. As mentioned above, the department regularly receives an allocation of seven Gluck fellowships each year of $5,000 each, anticipated to be ongoing. The department receives reader funds and faculty grants; in addition, there are employment opportunities, such as internships at the UCR/California Museum of Photography.

The Art History Department also plans to use Associate/TA appointments for Summer Session. Art History Summer Session courses have been very popular and, based on recent demand, we will be able to employ graduate student Associate appointments to teach them.

Some of our graduate students will also secure internal support through Dean’s and Chancellor’s fellowships, UCHRI and Graduate Division research fellowships and grants, and CHASS research grants.

Extramural Graduate Student Funding Support
The program will encourage students to apply for external fellowship support. MA students from the program have been successful in obtaining paid internships and employment from the Getty Institute and the National Art Gallery. Our faculty have an unusually strong record of obtaining fellowships, such as from the Mellon Institute, National Endowment for Humanities, Dumbarton Oaks, the Huntington Library and grants from the Kress Foundation, which will be an advantage for our students in applying for competitive fellowships and grants. Below is a partial list of entities that could provide extramural funding:

College Art Association
Professional Development Fellowships for Art Historians
$5,000-$10,000 per year

Dumbarton Oaks
Pre-Dissertation Fellowships in Byzantine Studies, Pre-Columbian Studies, and Landscape Architecture
$21,870-$43,000 per year

The Getty Institute
Pre-Doctoral Fellowships in the Arts
$18,000 per year
Institute for Humane Studies
   Graduate Study Fellowships in the Humanities
   $12,000 per year

Henry E. Huntington Library
   Pre-Doctoral Fellowship in British or American Art
   $2,000 per month

Samuel H. Kress Foundation
   Kress Travel Grants and Kress Fellowship in European art before 1900
   $3,500-$10,000

Henry Luce Foundation
   ACLS Dissertation Fellowship Program in American Art
   $20,000 per year

IHR Mellon Fellowships
   Pre-Dissertation Research Fellowships in the Humanities
   $20,000 per year

National Gallery of Art
   Pre-Doctoral Fellowship Program in Art History

Charlotte W. Newcome Fellowships
   Dissertation Fellowship Supporting the Study of Ethical and Religious Values
   $16,500 per year

SECTION 8: CHANGES IN SENATE REGULATIONS
No changes in Senate regulations will be required.

REFERENCES CITED IN THE PROPOSAL

APPENDIX A: FACULTY CURRICULA VITAE

APPENDIX B: LIBRARY COMPONENT

APPENDIX C: REQUIRED SUMMARY STATEMENT

APPENDIX D: LETTERS OF EVALUATION FROM OUTSIDE INSTITUTIONS
Distinguished Professor (from July 2007) and Chair (from July 2008)  
Department of the History of Art  
University of California, Riverside  

235 Arts Bldg.  
University of California, Riverside  
CA 92521  
E-mail: mcbaker@ucr.edu  

Career history  
August 2003- July 2007 Professor and Chair (from August 2005)  
Department of Art History University of Southern California  
August 2003- July 2007 Director, USC-Getty Program in the History of Collecting and Display, and Special  
Advisor, Getty Project for the Study of Collecting and Provenance, Getty Research Institute  
September 2001– July 2003 Head of the Medieval and Renaissance Galleries Project, Victoria and Albert Museum  
September 2002- April 2005 Visiting Professor in the History of Art, University of Sussex  
June 2001- April 2005 Professorial Research Fellow, Victoria and Albert Museum  
September 1994– June 2001: Deputy Head of Research, Victoria and Albert Museum  
July 1993- September 1994: Senior Research Fellow in Eighteenth Century Studies, Research Department, Victoria  
and Albert Museum.  
September 1991- June 1993: Henry Moore Lecturer in the History of Sculpture, Departments of English and  
History, University of York (on leave of absence from the V&A)  
September 1990- September 1991: Senior Research Fellow, Research Department, Victoria and Albert Museum  
May 1980- August 1990: Assistant Keeper, Department of Sculpture, Victoria and Albert Museum  (from 1 May  
1980).  
October 1969- April 1980: Assistant Keeper, Department of Art & Archaeology, Royal Scottish Museum,  
Edinburgh.  

Education  
2003: University of Edinburgh, Ph.D (‘Eighteenth-century Sculpture and its Interpretation’)  
1964-67: University of Durham, B.A. English Language and Literature  

Academic awards, fellowships and prizes  
National Endowment for the Humanities Fellowship, 2010-2011 (12 months)  
Chercheur invité, Institut national d’histoire de l’art, Paris, January 2010
Kathleen M. Fenwick Lecturer, National Gallery of Canada, November 2008

Andrew W. Mellon Long-term Fellowship, Huntington Library 2007-08

USC Provost’s Research Award, Advancing Scholarship in the Humanities and Social Sciences  2007-08

Janet Hutchison Lecturer, University of Toronto, 2003

Lewis Walpole Lecturer, Yale University, 2003

Getty Scholar 2000-2001

Mitchell Prize for the History of Art 1996

Book prize of the American Historians of British Art 1996

Fellow of the Society of Antiquaries, 1993

Visiting Fellow, Yale Center for British Art, January 1991

British Academy Research Grant for travel in USA, France and U.K. 1991

Andrew W Mellon Fellow, Huntington Library, San Marino, August 1990

Leverhulme Research Fellowship, 1990-91

Visiting Fellow, Yale Center for British Art, August 1984.

Additional roles and positions

Trustee, Henry Moore Foundation (and member of the Grants and Postdoctoral Fellowships Committees), 2003 to present

Honorary Research Fellow, Victoria and Albert Museum, London 2005 to present

Member, Advisory Committee, The Art Fund, 2000 to present

Member, Consultative Committee, The Sculpture Journal, 1998 to present

Member, Getty Scholars Selection Committee, February 2009

Participant (one of an international panel of eight), Workshop on Sensibility, Yale Center for British Art, June 2009


Member, Vice-Chancellor’s Review Committee on the Department of History of Art, University of Warwick, February 2008

Member, Selection Panel, Andrew W. Mellon Postdoctoral Curatorial Fellowships, National Gallery of Art, Washington, D.C., 2008

Member, Selection Panel, Andrew W. Mellon Curatorial Internships, National Gallery of Art, Washington, D.C., 2008-9
Member of the Dictionary of British Sculptors Management Committee 1998-2009
Member, Chantrey Project Advisory Committee, Ashmolean Museum, Oxford, 2006 -2009
Member of the Advisory Council of the Paul Mellon Centre for Studies in British Art  2001-06
Member of the Getty Provenance Advisory Committee, 2000-2003
Member of panel for History of Art, Research Assessment Exercise 2001, Higher Education Funding Council 2001
Member of the Getty Collaborative Grants Committee 2001-2003
Member of the Project Steering Committee for the AHRB-funded Funeral Monuments Census, University of Sussex 2000-2001
Member of editorial board, *Art History* 1998-2001
Advisor on fellowships awarded by the Henry Moore Foundation, 1997-2000
Member of the scholarship committee administered by the Italian Embassy for foreign postgraduates studying in Italy 1997-2000
Associate Editor, *Oxford Illustrated History of Western Art* 1996-99
Honorary Research Fellow, Department of English, University of York 1994-99
Member of the organizing committee of the 1995 Association of Art Historians Conference
Member of the Monuments Committee, Council for the Care of Churches 1982-90.
Member of the Executive Committee of The Association of Art Historians 1986-88.
Chair of the Museums Sub-committee of the Association of Art Historians Association 1987-88.
Member of the Council of the British Archaeological Association 1982-84
Member of the selection panel, Scottish Crafts Council 1975-79

**Consultative and advisory work**


Reports or advice concerning research or collecting activities at the Yale Center for British Art; British Museum; National Galleries of Scotland; Kunstmuseum, Düsseldorf; National Museums of Scotland; Ashmolean Museum, Oxford; Centre for Advanced Study in the Visual Arts, Washington; Musée du Louvre, Paris; Bayerisches Nationalmuseum, Munich; Huntington Library and Art Collections, San Marino; the J. Paul Getty Museum, Los Angeles; National Endowment for the Humanities and the Sterling and Francine Clark Art Institute, Massachusetts.
Appearances as expert advisor or to argue a case for an export stop at the Reviewing Committee on the Export of Works of Art

**Publications**

**Books In Progress**

*The Marble Index: Roubiliac and Sculptural Portraiture in Eighteenth-Century Britain* A study of the portrait bust and its roles in eighteenth-century Britain. (Publication provisionally agreed with Yale U.P.)

*Roubiliac’s Sculptural Portraits* A monograph about the busts and statues of Roubiliac, complementing my earlier study of the sculptor’s monuments. (Publication provisionally agreed with Yale U.P.)

*The Sculpture Illustrated* A projected book about the relationship between sculpture and the print between 1600 and 1850


**Articles and Book Chapters in Progress**

‘Matthys Pool’s Art’s Cabinet: the art market, small-scale sculpture and artistic biography in early eighteenth-century Amsterdam’. An article about one of the earliest illustrated monograph about a modern artist, to be submitted to the *Art Bulletin*.

‘The Marble Index: Roubiliac, Newton and Reconfiguring the Genre of the Statue’ An article about the reconfiguration of the statue as a genre for the commemoration of thinkers in Britain and France, to be submitted to *Art History*.

‘Collecting the British Portrait Bust 1840-1990: an aspect of the collecting and historiography of British art’, to be submitted to the *Journal of the History of Collections*.

‘The Pedimental Relief: An Overlooked Genre of British Sculpture?’, invited contribution to a book of essays on the British School of Sculpture edited by Sarah Burnage, provisionally agreed with Ashgate

**Books**


*The Thyssen-Bornemisza Collection. Renaissance and later sculpture*, London, 1992 (Written jointly with Anthony Radcliffe and Michael Maek-Gerard; my entries on German, Netherlandish and French sculpture, 16th-18th centuries, with introductory essays on multiples, casts and copies.)
**Edited Books**


**Contributions to Books**


‘Collecting and the Grand Tour’ and ‘Cultural tourism and the native landscape’ in Design and the Decorative Arts in Britain 1500-1900, ed. M. Snodin and John Styles, 2001, 262-263, 278-279.


‘Viewing Canova’s sculpture’ in Object, Leeds, 1994


‘Roubiliac’s models and 18th century sculptors ‘ working practices’ in P. Volk (ed.), Entwurf und Ausführung in der europäischen Barockskulptur, Munich, 1986, 133-146


**Articles in Scholarly Journals**


‘A little standing-room for Queen Mab’s Chariot among the Steam Engines’, Journal of Victorian Culture, 3 (1998), 373-381

‘Tyers, Roubiliac and a Sculpture’s Fame: a poem about the commissioning of the Handel statue at Vauxhall’, The Sculpture Journal, 2 (1998), 41-45


‘Beckford et Brodick Castle’, L’ Estampille –L’Objet d’Art, 1993
‘Roubiliac’s Argyll monument and the interpretation of eighteenth-century sculptors’ designs’, Burlington Magazine, 134 (1992), 785-797


‘Rysbrack’s terracotta model of Lady Foley and her daughter and the Foley monument at Great Witley’, Städel Jahrbuch, N.F., 11 (1987), 261-268

‘Roubiliac’s models and 18th century sculptors ’ working practices’ in P. Volk (ed.), Entwurf und Ausführung in der europäischen Barockskulptur, Munich, 1986, 133-146

‘That “most rare Master Monsii Le Gros” and his Marsyas’, Burlington Magazine, 127 (1985), 702-706

‘Spain and South Kensington. John Charles Robinson and the collecting of Spanish sculpture in the 1860s’ V&A Album, III (1984), 340-353


‘Noble works and base deceptions: some Victorian fakes and forgeries’, V&A Album, II (1983), 384-391

‘European sculpture over three centuries in the National Gallery of Victoria’, Apollo, 118 (1983), 471-75


‘Patrick Robertson’s tea urn and the late 18th century Edinburgh silver trade’, Connoisseur, 183 (1973), 289-94


‘The Old Kirk Ewer and Basin’, Burlington Magazine, 114 (1972), 873

‘Quiet Splendour of Kirk Silver’, Country Life, 184 (1970), 386-7

Encyclopaedia, Dictionary and Catalogue Entries


Introduction and entries for sculpture in *Late Gothic Art from the Burrell Collection* (Scottish Arts Council exhibition catalogue), Edinburgh, 1978

Catalogue entries for material from Brodick Castle in William Beckford, *exhibition catalogue*, Salisbury and Bath, 1976

Selected reviews and review articles

‘Recent Literature on French Eighteenth-Century Sculpture’ *caa reviews online*, (in press)


‘Adriaen de Vries, Court Sculptor’, *Court Studies*, 5


‘The Body in Sculpture, by Tom Flynn’, *Apollo*, 150 (1999), 60-61


‘Romanesque Manuscripts 1066-1190, by C.M. Kauffmann; The Peterborough Psalter in Brussels and other Fenland Manuscripts’, Apollo, July 1975

Selected lectures and papers


‘Histories, Displays and Sculpture: The Place of Sculpture in a History of British Art’, public lecture, Yale Center for British Art, New Haven, November 3, 2010

‘Re-evaluating Plaster Cast Collections and the Role of South Kensington’, paper at the workshop on the history of plaster collections, Victoria and Albert Museum, London, September 20, 2010


‘Walpole and Sculpture’, Plenary lecture, at the conference Curious Specimens: Enlightenment Objects, Collections, Narratives, Paul Mellon Centre, London, in collaboration with Birkbeck, University of London and the Lewis Walpole Library, April 15-17, 2010


‘Reconfiguring the Genre of the Statue in the 1750s’, paper at the conference, The British School of Sculpture: Rethinking Sculptural Practice 1650-1830, University of York, November 13, 2009

‘Some Tentative Conclusions about the Busts of Laughing and Crying Children’, response to workshop at the Ashmolean Museum, University of Oxford, June 18, 2009


‘"The Marble Index": Physiognomy and the Sculptural Portrait in the Eighteenth Century’, paper to the conference, *Physiognomy from della Porta to Lavater*, Queen Mary, University of London and the British Academy, November 2008


‘Sculptural Genres and the Huntington’s Collection’, lecture to the Docents’ Council, Henry H. Huntington Library and Art Collections, San Marino, October 2008

Respondent, workshop on Art and Agency in Early Modern Europe, Dept of History of Art, University of Leiden


‘Seen from afar. Collecting, Displaying and Writing about British art in America’, paper at the conference on *Turning Points in Old Master Collecting in America 1830-1940*, Center for the Center for the History of Collecting in America, Frick Collection, New York, May 19, 2007

‘An Ivory Carver’s Life and Works: An Early Catalogue Raisonné?’ paper in session on Art Catalogues Then and Now, College Art Association Conference, New York, February 17, 2007


‘An Ambiguous Relationship? Art History and the History of Collecting”, keynote address at ‘On Collecting”, the UCLA Graduate Symposium, 28 October 2005

‘*Shifting materials, shifting values?*, paper at the conference, Revival and Invention: Sculpture and its material histories, *Université libre, Bruxelles, in collaboration with the Henry Moore Institute*, 14 October, 2005

‘Sculpture and the British’, plenary address, North American Conference on British Studies, Denver, 8 October, 2005

Commemoration Address, Art History Department, University of California, Berkeley, 20 May 2005
Fleeting Impressions or Lasting Likenesses? Wax and Hierarchies of Sculptural Portraiture in the Enlightenment’, paper at the conference, Lasting Impressions: The Art of Wax Sculpture, Getty Research Institute, Los Angeles, 15 April, 2005

“Collections, Collectors and their Stories”, lecture in the USC Distinguished Speakers series, Getty Center (Feb 2005)


‘ “The marble Index of a mind”: the portrait bust and literary celebrity in the eighteenth century’, the fifth Janet E. Hutchison Lecture, University of Toronto, 6 September, 2004


‘Object Histories and the Materiality of the Sculptural Object’, paper to the conference, The Lure of the Object, Sterling and Francine Clark Art Institute, Williamstown, 29 April 2004

‘ “The faithless Column and the crumbling bust”: Alexander Pope and Sculptural Portraiture’, the seventh annual Lewis-Walpole Lecture, Yale University, 23 April 2004


‘Reconsidering the Economy of the Portrait Bust: Roubiliac and Houdon’, paper to the conference, Pygmalions Aufklärung, Seminar für Kunstgeschichte, Düsseldorf, 14 February 2004


‘Shaping and Using the Collection 1852-1950’ and ‘Reconfiguring the Collection 1950-2003’, two papers about the history of the Victoria and Albert Museum’s collection, Scuola Normale, Pisa, 3-4 October 2003


‘Les Monuments de Westminster Abbey et leurs représentations gravée au XVIIe siècle’, paper at the colloquium, La Représentation du monument de la Renaissance à nos jours, Centre Méditerranéen de Recherches sur les Relations entre les Arts, Université de Provence, 9-10 May 2003

‘Contemplative Continuities: the recontextualisation of the devotional image in the Kunstkammer’, paper at the 2003 Lovis Corinth Research Symposium on Image and Imagination of the Religious Self in Medieval and Early Modern Europe, Emory University, Atlanta, 3-5 April 2003
‘“For Pembroke, Statues, dirty Gods and Coins”: the collecting, display and uses of sculpture at Wilton House’, paper at the colloquium, Collecting Sculpture in Early Modern Europe, Center for Advanced Study in the Visual Arts, Washington, 7-8 February 2003


‘The Veristic Bust and the Classical Tradition’, paper to Portraiture seminar, Institute of Classical Studies, May 2002


‘“The Marble Index of a Mind”; Roubiliac, Newton and the Perception of Sculpture’, paper at History of Art Research Seminar, University of Southern California, February, 2001 (repeated as an incontro at CASVA, March 2001)


‘Around 1701: Interpreting British Art and Design’, lecture at the Detroit Institute of Art, January 2001


‘Re-configuring the sculptural monograph’, paper at the symposium, Problemi metodologici negli studi sulla scultura all’epoca moderna, Académie de France à Rome, 18 June 1999


“Exhibiting a Museum’s History”, lecture at the Kunstmuseum, Düsseldorf, May 1999 (repeated in the lecture series, Displaying and Viewing, at the University of Leicester, October 1999)

‘Responding to the two art histories’, response to papers at The Two Art Histories, Sterling and Francine Clark Art Institute, Williamstown, April 1999


‘Invisible faces or speaking likenesses?’, lecture at the National Gallery of Art, Washington, October, 1997

‘Picturing artistic reputation: Francis van Bossuit, biography and the art market in early eighteenth-century Amsterdam’, paper given to the Dept. of Art History, Johns Hopkins University, Baltimore, October 1997

‘Representing the monument: prints, periodicals and sculpture in mid eighteenth-century England’, paper given to the Eighteenth Century Research Seminar, University of York, January 1997

‘Dassier and the medal’, paper given to the British Art Medal Society, September, 1996

‘Objects and their display: a response’, discussant paper at CAA, Boston, February, 1996
'Portrait busts, families and friendship’, paper given to the Eighteenth Century Research Seminar, University of York, February 1995


‘The classicizing marble bust and its meanings’, paper given to the conference, Portraiture and the problematics of representation, University of Manchester, September 1993

‘Sculpture collections 1660-1820’, paper given to the symposium on The London Aristocratic Town House, Institute of Historical Research, London, July 1993

‘Market Encounters: Roubiliac and the market for sculpture’, paper given to the 18th century session at the College Art Association, Chicago, February 1992


Conferences and colloquia organized

‘Imitation, Copy, Reproduction, Replication, Repetition and Appropriation’, double session (co-convened with Paul Duro) at the College Art Association, New York February 12, 2011


‘Displaying Sculpture in the Early Modern Illustrated Book’ (co-organizer with Kristoffer Neville and Marcia Reed), Getty Research Institute, November 20, 2010


Early Modern Artistic Biography, Early Modern Studies Institute, Los Angeles, April 14 2006


‘Early Modern Sculptural Bodies’, USC-Huntington Early Modern Studies Institute Art History Symposium, November 2005


‘Reconsidering the Catalogue’, convenor of session at the College Art Association conference, Atlanta, February 2005

‘Variable States’, co-organiser and session chair of conference on sculpture and conservation, Nasher Sculpture Center, Dallas, October 2004


‘Approaches to the History of Collecting and Display’, international workshop at the University of Southern California and Getty Research Institute, 1-2 April 2004

‘Framing the sketch and model’, colloquium about the historiography of the painted sketch and sculptor’s model, Victoria and Albert Museum 2002

‘Replicating bronzes’, workshop at the J.Paul Getty Museum and Getty Research Institute, April 2001

‘Reinterpreting the Renaissance interior’, colloquium (funded by the Samuel H. Kress Foundation) to examine the state of research and questions to be addressed in the forthcoming exhibition, April, 2000

‘Performing Art’, a series of eight broadcast debates about the relationship between images, artefacts and music (linked with the themes of 1999 BBC Promenade concerts) 1999-2000

‘The sixteenth-century Italian ornament print’, colloquium at the V&A, September 1999

‘The role of drawing in seventeenth-century design practices’, colloquium at the V&A, February 1999

‘Displaying, selling and viewing. Wedgwood and the marketing of ceramics’, Study Day at the V&A, June 1995


‘Why Exhibitions?’; one day symposium organized by the Museums Sub-committee of the Association of Art Historians, 1987.


‘Late Gothic Art; Forms and Workshops’, Department of Extra Mural Studies, University of Edinburgh, 1978.

Exhibitions curated


Treasure Houses of Britain, Washington, 1985


Sculpture and Designs for Sculpture, Edinburgh, 1978

Giambologna, Sculptor to the Medici, Edinburgh, London and Vienna 1978-79

Late Gothic Art from the Burrell Collection, Edinburgh, 1978.
Executive Director

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University of California, Riverside
Riverside, California 92521
Phone (951) 827.5191 Fax (951) 827.4797
Email jonathan.green@ucr.edu
http://www cmp.ucr.edu

Education

1958–60 Massachusetts Institute of Technology
1960–61 Hebrew University, Jerusalem
1961–63 Brandeis University; English Literature; BA 1963
1963–64 Harvard University; English Literature; MA 1967

Selected Professional Activities

2007- Executive Director
UCR ARTSblock
University of California, Riverside
1990–2007 Director
UCR/California Museum of Photography
University of California, Riverside
1990– Professor
Departments of Studio Art and History of Art
University of California, Riverside
2000-2003 Art & Science Fellow, California Science Center
1999-2005 Reader, MIT Press
1989 Founding Director
Wexner Center for the Arts
The Ohio State University
1981–88 Director, University Gallery of Fine Art
Wexner Center for the Arts Project
The Ohio State University
1975,76,85, 88,89,94,00 Panelist, Consultant, or Grant Reviewer
National Endowment for the Arts or National Endowment for the Humanities
1982–85 Consultant, Harry N. Abrams, Publishers
1985–90 Professor
Department of Photography & Cinema
The Ohio State University
1979 Bell System (AT&T) Photography Fellowship
1978 NEA Photographer’s Fellowship
1977–82 Editorial Consultant Oxford University Press
1974–76 Director Creative Photography Lab and Gallery, MIT
1974–76 Associate Editor, Aperture Quarterly
1973–75 Cofounder & Project Director
Visible Language Workshop
Media Lab, MIT
1967–69 Associate Photographer
Ezra Stoller Associates (ESTO)
Mamaroneck, New York
Selected Projects: Books, Films, Curatorial Projects, Articles, Lectures


Cielo, a three-channel high-definition video meditation on the intersection of Mexico’s ancient and modern civilizations
made with conscious hints back to the photographs of Edward Weston and Alfred Stieglitz. In the film, bright polychrome devils and angel wood carvings from the Mexican state of Guerrero are filmed against the Mexico City skyline encumbered by constantly descending planes, 2007.

*Toro y Cristo*, a 28 minute high-definition poetic-documentary film that investigates the relationship between Mexican images of Christ and the Corrida de Toros, 2006.

“Visual Codes in the Films of 4 Palestinian and 4 Israeli Filmmakers.” A multimedia lecture at the symposium “Movies, Buildings and Brains.” An interdisciplinary panel discussion on art, technology and culture. UCLA, April 2003


Chosen by *Art in America: Books for Collectors Library.*


Supported by a grant from the Polaroid Corporation.

Nikon Book of the Year, 1984.

Benjamin Citation, 1986. American Photographic Historical Society in recognition of achievement in photographic history.


"Minor White at MIT," Positive, Creative Photography Laboratory, MIT, 1981.


"Photography as Popular Culture," Journal of the University Film Association, Vol XXX, No 4, Fall 1978


Selected Projects: Books, Films, Curatorial Projects, Articles, Lectures (continued)


Many of these and more recent exhibitions can be viewed online at www.cmp.ucr.edu

Li Zhensheng: Red-Color News Soldier. The first American showing of the major photographic archive of the Chinese Cultural Revolution, 2006

Revolution and Commerce: The Legacy of Korda’s Portrait of Che Guevara, 2005. Produced by Jonathan Green. Curated by Trisha Ziff. Alberto Korda’s iconic photograph “Guerrillo Heroico” has represented the spirit of revolution since it was first published outside of Cuba in 1967. This exhibition of posters, photographs, art, film, and artifacts from around the globe examines the most widely reproduced image in the history of photography. The show’s title changes slightly as it travels around the world: UCR/CMP, Revolution and Commerce: The Legacy of Korda’s Portrait of Che Guevara; International Center of Photography, New York, Che! Revolution and Commerce; Centro de la Imagen, Mexico City, Narrativa de un retrato: el Che de Korda; Victoria & Albert Museum, London; Che Guevara: Revolutionary & Icon; Sala de Arte Contemporaneo, Museo de Bellas Artes, Santa Cruz, Tenerife, Spain, ¡Che! Revolución y Comercio; Koninklijk Instituut voor de Tropen (KIT) Tropenmuseum, Amsterdam, Che! Een commerciele revolutie; La Triennale de Milano, Italy, Che Guevara: rivoluzionario e icona: The Legacy of Korda’s Portrait; El Palau de la Virreina, Barcelona, España, ¡Che! Revolución y Comercio; Santral Istanbul Exhibition Center, Istanbul, Turkey, Korda’nin Objektifinden Che: Bir Portrenin Devrimle Baslayip ikonia Biten Oykusu.

One Ground: 4 Palestinian & 4 Israeli Filmmakers, 2003. Curated by Jonathan Green and Mitra Abbaspour. One Ground differentiates itself from other exhibitions concerning the Middle East shifting focus from social documentary footage that depicts the literal events of political conflict to the presentation of metaphorical works that address the more conceptual and universal issues of exile, loss, belonging, identity and home. Includes work of Avi Mograbi, B.Z. Goldberg, Elia Suleiman, Emily Jacir, Michal Rovner, Mona Hatoum, Ori Gersht, and the American Premiere of Rashid Masharawi’s Waiting. Chosen by ArtsNet as one of the best exhibitions of 2004. Exhibition receives extensive local and national press.


Beyond Decorum: The Photography of Iké Udé, 2001. This show draws together Iké Udé’s body of work which looks at the production of oppositional identities through the cultural arenas of fashion, movies, and magazine covers.

Queering Warhol: Andy Warhol’s (Self-) Portraits, 2001. Andy Warhol as a performance artist who consistently performed himself (for friends, for the camera, for the art-world) as “queer”.


Laguna Beach, University Art Gallery, University of Redlands; Brooks Institute of Photography, Santa Barbara.


UCR/CMP files an Amicus Curiae brief with the US Supreme Court in support of the American Civil Liberties Union’s opposition to the “Communication Decency Act,” 1996.


WomEnhouse, 1996. An online Internet collaboration by 24 Southern California women art historians, critics, artists and architects. Produced by UCR/CMP, curated by the WomEnhouse Collective and Edward Earle. UCR/CMP’s first major online commissioned art work.


Internet Gallery, 1995 at CMP provides first public access museum gallery in Southern California to allow visitors direct connections to the World Wide Web. UCR/CMP initiates a Home Page, commissions artists’ work for the Web and has extensive educational outreach programs based on new technologies. Early projects initiated and supervised by Edward Earle. By 2000 UCR/CMP home site receives over 300,000 hits a day making it the most visited photography site in the world.

Selected Exhibitions and Projects UCR/CMP (continued)


UCR/CMP begins work on digitizing its collections, 1992. Over the next eight years receives a series of major public and private grants that puts the collections in the forefront of accessible photographic databases. By the end of 2007 over 45,000 images with related textual data are available at UCR/CMP web site and at the California Digital Library.


Riverside Film Festival, begins 1990 and runs through 1998.
Selected Exhibitions and Projects OSU

12 1/4 Degrees: Primary Access Site Specific Dances by Elizabeth Streb, Stephan Koplowitz, Susan Hadley, and others. Produced by Elise Bernhardt for Dancing in the Streets as a Wexner Center Preview Event, 1988.


Worked closely with Peter Eisenman from 1984-1989 articulating the program and developing the design for the architecture of the Wexner Center for the Arts center.

Allen Sekula, Photography Against the Grain

All’s Fair: Love and War in New Feminist Art

Dennis Oppenheim, Power Fingers. Commissioned piece for groundbreaking of Wexner Center.

Gary Bower, Civil Defense and Other Paintings

James Friedman, Color Photographs: 1979-1982

Lawrence Weiner, Mounds and Cairns

Michael Tracy, Terminal Privileges

Nancy Spero, Barbara Chavous: Acts of Reclamation

New Japanese Video Art

O. Winston Link, Ghost Trains

Painters’ Painters: Avery, Guston, Morandi

Pat Steir, The Brueghel Series

Peter Reiss, Pinhole Portraiture

The Political Reconstruction of Art: Acconci, Andrews, Baranik, Bower, Haacke, Spero, and Stevens

Rape. The first national touring exhibition on rape. Catalog.

Rudolf Baranik, Elegies: Sleep Napalm


Sue Coe: Police State

Writing on the Wall: Work in Progress by New York City Graffiti Artists
Jonathan Green Photographs in Collections

- The Bell System Collection
- Center for Creative Photography, Tucson
- The Cleveland Museum of Art
- De Saisset Art Gallery and Museum
- The Henry Art Gallery, University of Washington, Seattle
- International Center of Photography (ICP)
- Princeton University Art Museum
- Massachusetts Institute of Technology
- The Minneapolis Institute of Arts
- Moderna Museet, Stockholm
- Museum of Fine Arts, Boston
- The Museum of Fine Art, Houston
- Virginia Museum of Fine Arts, Richmond

Biographical Listings

- American Architectural Photographers
- Contemporary Authors
- Dictionary of International Biography
- The Complete Book of Photographers
- Who’s Who in America
- Who’s Who in the West
- Who’s Who is American Art
Curriculum vitae

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Professional Experience

Associate Professor, Department of Art History, University of California, Riverside
July 2010 –

Graduate Advisor and Chair of Graduate Studies in Art History, University of California, Riverside
September 2011 –

Assistant Professor, Department of Art History, University of California Riverside
July 2008 – June 2010

Assistant Professor, Department of Art History, University of Leipzig (partly funded by the German Research Foundation DFG, with the amount of 120.000 Euro for 2006-2008)
July 2004 – June 2008

Visiting Professor, Department of Art History, Friedrich-Schiller-University Jena
April 2007 – July 2007

Head and speaker of the Academic Network: Die Macht des Gesichts. Büste, Kopf und Körperbild in Mittelalter und Früher Neuzeit/The Bust, the Head, and Images of the Body in Medieval and Early Modern Times (funded by the German Research Foundation, amount: 30.000 Euro)
July 2006 – June 2009

Guest Faculty, Department of Art History, University of Leipzig
October 2003 – June 2004

Postdoctoral Fellow, Kunsthistorisches Institut in Florenz (Max-Planck-Institute), Italy
July 2001 – June 2004

Teacher for Art History, Technisches Gymnasium (High School), Trier
1995-1997

Research and Teaching Assistant, University of Trier
1993-1994

Art Gallery Assistant, Alfred Kren Fine Arts, Cologne and Düsseldorf/Germany and New York/USA
1986-1990

Research Assistant at the Santa Monica Museum of Art
1989

Intern and Research Assistant, The Museum of Contemporary Art, Los Angeles
1985

Education:

University of Trier (Germany), Department of Art History, Ph.D., 2001 (“summa cum laude”)
University of Trier (Germany), Department of Art History, M.A., 1994 (marks “outstanding”)
University of California Los Angeles (USA), Art History, Extension classes, 1988
Current Projects and Networks:

*Tracing the Index in Art History and Media Theory*
Conference project with Mirjam Wittmann (IFK Wien/Berlin), (conference projected for 2013)

*Sculpture Network.* Collaborative project with Malcolm Baker between UC Riverside, Department of Art History, the University of Warwick/GB, and the Yale Center for British Art, including workshops and academic exchange (beginning in 2013)

*The Face as Artefact / Das Gesicht als Artefakt.* Interdisciplinary Project with the Center for Literary and Cultural Studies Berlin / Charité Berlin, Prof. Sigrid Weigel (start 2011)

*Pomponius Gauricus: On Sculpture.*
An annotated translation of the famous Renaissance treatise on sculpture. Publication project in collaboration with the Max-Planck research group “Das Wissende Bild/The Knowing Image” (Michael Thimann), Florence/Berlin (beginning in 2011)

An interdisciplinary project of the department of Art History at UCR (Prof. Jeanette Kohl) and the department of Cranio-maxillofacial Surgery at the University Clinic of Freiburg/Germany (Prof. Rainer Schmelzeisen, since 2010)

Past Research Projects and Networks

*Form, Expression, Knowledge. A UCR Mellon Workshop in the Humanities.* Founding program of the Riverside Early Modern Seminar. Interdisciplinary collaboration and workshop series for graduate students, faculty, and guests to UCR (PI, 2009-2011)

*The Power of Faces. The Bust, the Head, and the Body in the late Middle Ages and the Early Modern Period.* A 3-year international network project, realized as a collaboration of 10 art historians and cultural historians with regular conference meetings twice a year, funded with the amount of 35.000 Euro by the DFG/German Research Foundation (organizer and chair, 2006 – 2009).

Publications:

Books

**Authored and in progress**
*Sculpted Portraiture in the Renaissance* (major book publication, in preparation for 2013)

**Authored and published**

reviewed in:
Sehepunkte 4, 2004, Nr. 9 (by Joachim Strupp)
Süddeutsche Zeitung, Feb. 22, 2005 (by Michael Thimann),
http://www.perlentaucher.de/buch/20303.html
Co-edited and in progress
Renaissance Love. Eros, Passion, and Friendship in Italian Art Around 1500. Jeanette Kohl, Marianna Koos, and Adrian Randolph (eds.), (in preparation for 2013)


Co-edited and published

reviewed in:
Süddeutsche Zeitung, June 30, 2002 (by Michael Thimann)

Essays, Articles, Book Chapters
Journals, in progress (invited)

Conference and Symposia Proceedings, in progress (invited)

Book Chapters, in progress (invited)

Conference and Symposia Proceedings, currently in production or in press (invited)

Journals, published


Conference and Symposia Proceedings, published


Book Chapters, published (invited)


The Artwork in Times of Diminishing Distances. German Artists in Los Angeles. In: BONANGELES. Exhibition catalogue, Santa Monica Museum of Art/Goethe Institut Los Angeles, Santa Monica 1989, pp. 5-14
Book Reviews

In preparation (commissioned)
Review of Karin Gludovatz: Fährten legen – Spuren lesen. Die Künstlersignatur als poietische Referenz (Leaving hints – Reading Traces. The Artist’s Signature as Poetical Reference), Fink, Munich 2010 (in preparation for Süddeutsche Zeitung)

Published (commissioned)

Other Reviews
Review of webpage and project REQUIEM. Die römischen Papst- und Kardinalsgrabmäler der frühen Neuzeit (The Roman Papal and Curial Tombs of the Early Modern Period) in: http://hsozkult.geschichte.hu-berlin.de/rezensionen/id=100&type=rezwww, online (no pagination)

Public Presentations

Vultus or Facies? The Renaissance Portrait als Multiple (Sektion: Das multiple Kunstwerk, CIHA, Nürnberg, July 2012)
Portraying the Unportrayable. (Conference „Iconology. Neoplatonism and Art in the Renaissance. Perspectives and Contexts of a Controversial Alliance“, organized by Berthold Hub and Sergius Kodera, University of Vienna/Austria, September 15-17, 2011 - invited)
He-Man (and It-Girl). The Afterlife of the Machiavellian Prince in Contemporary Political Iconography (Conference „Eurotrash? Modern Simulacra of Renaissance Art“, organized by Tristan Weddigen and Adrian Randolph, University of Zürich/Switzerland, March 24-26, 2011 - invited)
Inscription and Emulation in Renaissance Portraiture (Workshop „Early Modern Inscriptions. Material Forms of Knowledge and Expression“, Center for Ideas and Society, UC Riverside, Feb. 1, 2011 - co-organized)
**Being a Boy / Seeing a Boy in the Fifteenth Century** (Conference of the Renaissance Society of America, Venice/Italy, panel: “Portrayals of Love, Desire, and Friendship around 1500”, April 8-10, 2010)

**Faces – In Different Places** (Conference “Gesichter/Faces”, Center for Cultural and Literary Studies, Berlin, March 23-25, 2010 - invited)

**Looks like... Physiognomy in the Renaissance** (Conference „Dis/simulatio und die Kunst der Maskerade, Verstellung und Täuschung im Barock.“ A Symposium at the Herzog August Bibliothek, Wolfenbüttel/Germany, March 1-3, 2010 - invited)


**Facing Renaissance Sculpture** (Honors Program Colloquium Invitation, UC Riverside, 05/2009)

**Index. The Face in Times of its Reproducibility** (6th Conference of the Academic Network „The Power of Faces“, Humboldt University Berlin, 04/2009)

**Do Clothes Make Sense? Nudity and Dress in Female Renaissance Sculpture** (Conference „Das Kleid der Bilder. Bildspezifische Siindimensionen von Kleidung in der Vormoderne“, University of Konstanz/Germany, 04/2009 - invited)

**From Bust to Bone. Making Faces in Art and Plastic Surgery** (CAAS, 97th annual conference, Los Angeles, 02/2009)

**Inside out? Portraits and the Body in the Early Modern Period** (Baseler Renaissance Kolloquium, University of Basel/Switzerland, 12/2008 - invited)

**Bust and Body. Sculpted Portraiture in the Renaissance** (The 6th Quadrennial Italian Renaissance Sculpture Conference, 10/2008, Rhodes College, Memphis, TN)

**Venezia Reinventata? Palladio and the Venetian Architectural Tradition** (paper held in Venice during an excursion with graduate students of the Department of Art History, University of Leipzig)

**Hide and Seek. Portraits and their Presence(s)** (Humboldt Universität zu Berlin, 04/2008 - invited)

**Morals, Males, and Mirrors. Busts of Boys in the Quattrocento** (University of California, Riverside, 02/2008 - invited)


**Ercole a Bergamo/Hercules in Bergamo** (Conference „Le strade di Ercole. Itinerari umanistici e altri percorsi. Per i centenari di Coluccio Salutati e Lorenzo Valla“, Bergamo, 10/2007 - invited)


**Strategies of Authenticity in Portraying the Other** (Conference „Kopfbilder. Medialität und Materialität des Porträts vor und in der Frühen Neuzeit“, Kunsthistorisches Institut in Florenz, 01/2007)

**Andrea Palladio – Re-Inventing Venice** (Interdisciplinary Lecture Series „Monteverdi. Genie an der Zeitenwende“, Hochschule für Künste, Bremen, 01/2007 - invited)

**Making Faces. Bust and Mask in Antiquity and the Renaissance** (4. Leipziger Colloquium zur italienischen Renaissance, University of Leipzig, 10/2006 - invited)

**«The Body in Pieces». Body Parts and Sculpture in the Renaissance and Baroque** (University of Jena, on invitation by Dieter Blume, 07/2006)


Totus homo? On the Language of the Bust (Staatliche Hochschule für Gestaltung Karlsruhe, on invitation by Hans Belting, 05/2006)

Locking up the Soul. On Donatello’s Bust of a Youth and Plato’s Timaios, (Philippus-University Marburg, on invitation by Ingo Herklotz, 01/2006)


Simile al vivo quanto sia possibile. Das Grabmal Leonardo Salutat in Dom zu Fiesole (The Tomb of Leonardo Salutati in the Cathedral of Fiesole), (Kunsthistorisches Institut in Florenz, 09/2004 - invited)

Mors in victoria. Die Cappella Colleoni als Ruhmesdenkmal (The Colleoni Chapel as a Monument of Fame) (University of Vienna, 05/2003 - invited)


Icons of chastity – objets d’amour. Female Renaissance Portrait Busts as Ambivalent Bodies (International conference „The Body in Early Modern Italy“, Johns Hopkins University, Baltimore, 10/2002)

Enthüllen und Verbergen. Verrocchios ‘Dama del Mazzolino’ und die Ambivalenz der Bildinszenierung (Revelation and Concealment. Verrocchio’s ‘Lady with the Posy’ and the Ambivalence of Female Portraiture (Conference „Schleier. Bild-Text-Ritual“, on invitation by Gerhard Wolf, 12/2001, University of Trier)

Audaces fortuna iuvat. The Topoi of Fortune and Virtue and their Relevance in Renaissance Self-Fashioning (1. Leipziger Colloquium zur italienischen Renaissance, 10/2000)

‘Ut mortui viveremus’. Metaphors of Triumph in the Iconography of the Colleoni Chapel (Bibliotheca Hertziana, Max-Planck-Institute, Rome, 09/2000)

’Sive vels sive nolis’. The Iconography of Fortuna in the Renaissance (University of Trier, 07/2000)


Andy Warhol. Prints and Prejudices (Gallery of the European Art Academy, Trier, 10/1997)

Space Body Sound. An Installation with US (Konstantin-Basilika, Trier, 07/1991)

Stephen Ellis. His graphic works (Gallery of the European Art Academy, Trier, 07/1988)

**Workshop Participations**

*Early Modern Inscriptions. Material Forms of Knowledge and Expression.*
- Interdisciplinary research group workshop (Center for Ideas and Society, UC Riverside), 5 workshops (Jan.-Feb. 2011)

*Rhetorics of Knowledge and Imagination*
- Workshop co-organized with Prof. Randolph Head (UC Riverside, Dept. of History) as part of the UCR Mellon Workshop in the Humanities Form. Expression. Knowledge (co-organized with Prof. Randolph Head, Feb. 22, 2011)

*Repetition, Emulation, and Innovation*
- UCR-Caltech Early Modern Workshop (Caltech, Pasadena and UC Riverside, Jan. 21-22, 2011)

*Corridors of Powers. Galleries of Queen Regents in Paris*
- Workshop organized with guest speaker Barbara Gaehtgens at the Getty Research Institute (June 2010)
Organization of Academic Events

Current and Future
Tracing the Index in Art History and Media Theory
Panel (accepted) at the CAA Conference, February 2012, Los Angeles

Index – History and Theory
Conference project with Mirjam Wittmann (IFK Vienna), projected for 2013, Vienna/Austria

Sculpture Network
Collaborative project between UC Riverside, Department of Art History, the University of Warwick/GB, and the Yale Center for British Art (co-organized with Prof. Malcolm Baker)

Sculpture and Display. A Workshop Series
Workshop collaboration between UC Riverside, Department of Art History, and the Getty Research Institute (co-organized with Prof. Malcolm Baker)

The Face as Artefact / Das Gesicht als Artefakt. Interdisciplinary Project with the Center for Literary and Cultural Studies Berlin / Charité Berlin, Prof. Sigrid Weigel, start 2011, several workshops and conferences

Past
Early Modern Inscriptions. Material Forms of Knowledge and Expression
UC-funded interdisciplinary research group co-organized with Profs. Adriana Craciun and Randolph Head, including a series of discussion workshop at the Center for Ideas and Society, UC Riverside (Jan.-March 2011)

Rhetorics of Knowledge and Imagination
Workshop co-organized with Prof. Randolph Head (UC Riverside, Dept. of History) as part of the UCR Mellon Workshop in the Humanities Form. Expression. Knowledge (co-organized with Prof. Randolph Head). Invitees: Matthew C. Hunter (Caltech), Ulrike Strasser (UC Irvine), Stefania Tuttino (UC Santa Barbara), UC Riverside (Feb. 22, 2011)


Portrayals of Love, Desire, and Friendship in the Arts around 1500.
Panel at the American Renaissance Society Conference, Venice/Italy (co-organized with Prof. Marianne Koos). Chairs: Elizabeth Cropper, Allessandro Nova, Stephen Campbell, Adrian Randolph. Venice/Italy (March 2010)


Similarity and Alterity. Concepts of Identity, Gender, and the Other in Images from the 13th to the 17th Century. University Basel/EIKONES-Forum (July 26-28, 2007)


Head, Face, and Reproduction. Themes and Positions in Art History. 1st conference of the academic network „Die Macht des Gesichts“, University of Leipzig (June 2006)

The Power of the Face. Bust, Head, and Body in the late Middle Ages and the Renaissance.
Conception and organization of the international academic network funded by the Deutsche Forschungsgemeinschaft (DFG), with members from Kunsthistorisches Institut in Florence/Italy, École des hautes études en sciences sociales (EHESS) in Paris, Hochschule für Gestaltung in Karlsruhe, Geisteswissenschaftliches Zentrum für Kultur Ostmitteleuropas in Leipzig, University of Basel, and Humboldt-University Berlin

Effect and Perception. Strategies of Visualization in the Arts. Lecture series at the department of art history, University of Leipzig, co-organized with Susanne Wegmann, University of Halle (2004-2008)

Integrity and Fragment. The Bust Portrait from the Middle Ages to the 18th Century
Conference, Kunsthistorisches Institut in Florence (Max-Planck-Institute), co-organized with Rebecca Müller, University of Frankfurt (December 2004)

Journalistic activities

*Macho, Macher, Star. Wie sich Vladimir Putin als proletarischer Fürst inszeniert*, in: Süddeutsche Zeitung 178, August 4, 2011, p. 11

**Double Standard. The Art of Dennis Hopper.** Review of the exhibition at the Geffen Contemporary at MOCA, Los Angeles, in: Süddeutsche Zeitung 177, August 4, 2010, p. 13


**The two Germanies.** Review of the exhibition at the Los Angeles County Museum of Art, in: Grrrh. Zeitung für Kunst (Journal of Art), No. 11, 2009, pp. 1-2


**Bernini and the Birth of Baroque Sculpture.** Review of the exhibition at the Getty Center, in: Süddeutsche Zeitung, Aug. 8, 2008


Invitations as respondent/presenter


Presenter of the section Archeology, Art History, and the Media of Visualization (Conference “Das antike Rom und sein Bild”, University of Leipzig, 07/2007)


Presenter of the section Spaces, In Art (Conference „4. Leipziger Colloquiums zur italienischen Renaissance“, University of Leipzig, 10/2006)

Debater at the conference „Grab, Kult, Memoria und Ikonoklasmus”, organized by REQUIEM. Die römischen Papst- und Kardinalsgrabmäler der Frühen Neuzeit (on invitation by Horst Bredekamp), Humboldt-University Berlin, 02/2006.

Curatorial Experience

Co-curator of the exhibition Klassizismus in Trier (Classicism in Trier). Städtisches Museum Simeonstift (with Richard Hüttel, spring 1993)
Advisor, intern and guide to the exhibition BÖNANGEL. Santa Monica Museum of Art/Goethe Institute Los Angeles (summer 1989)

University service:

Chair and member of numerous M.A. Thesis committees (2008 - present)
Member of the California Interdisciplinary Consortium of Italian Studies (2011 -), UCR branch
Member of the CHASS Italian Studies Committee (June 2009 -), UCR
Member of the Causey Award Committee, Art History (2009 -), UCR
Member of the Brink-Carrott Award Committee, Art History (2008 -), UCR
Chair and Member of the Graduate Admission Committee, Art History (2008 -), UCR
Member of the Learning Outcomes Development Group, Art History (2008 -), UCR
Search Committee, Assistant Professor in Archaeology (summer term 2008), University Leipzig
Search Committee, Junior Professor in Art History (summer term 2008), University Leipzig
Graduate Committee, Art History, University of Trier, 1999-2001

Peer Reviewer for:

The Art Bulletin (since 2011)

Awards, Associations, Grants, Fellowships

Senior Guest Researcher, Fellowship at the Kunsthistorisches Institut in Florenz (2009/2011, 3 months)
Travel Grant, Academic Senate UC Riverside (2011)
Travel Grant, Academic Senate UC Riverside (2010)
Getty Summer Fellow, The Getty Research Institute August 2010
Grant for the UCR CHASS Mellon workshop ($ 5000, 10/2009)
Associated Researcher, Kunsthistorisches Institut in Florenz (Max-Planck-Institute) 2006 to 2010
DFG German Research Society, Founding grant for the academic Network “The Power of Faces” (35.000 Euro, 2006 - 2009)
Postdoctoral Fellowship, Kunsthistorisches Institut in Florenz (Max-Planck-Institute) July 2001 - June 2004
Several grants for all three existing book publications and one upcoming (German Research Society, VG “Word”, Boehringer-Ingelheim Foundation)
Förderpreis/Award for outstanding dissertations, University of Trier November 2002
Doctoral Fellowship, University of Trier
   January 1998 - July 2000
DAAD/German Academic Exchange Service, Research stipend for Italy
   August 1997 - October 1997
Research grant, University of Trier
   October 1995 - June 1997
Fellowship, Institute for Art and Cultural History in North- and West-Germany, Schloss Brake
   June 1995 - November 1995

Membership in Academic Societies and Affiliations

Italian Art Society
College Art Association
Renaissance Society of America
Heinrich von Kleist Society (Germany)
Gottfried Benn Society (Germany)
Deutscher Kunsthistorikerverband/German Association of Art Historians (Germany)
Classes taught

University of California Riverside

Lectures:
History of Art Survey: Medieval and Renaissance Art (winter term 2009, winter term 2010)

Upper-Division Courses:
Renaissance in Rome. Art, Papacy, and Power (spring 2010)
Renaissance in Florence. Artworks and their Frames of Thinking (spring term 2009, fall term 2010)

Honors Ignition Seminar for Freshmen:
About Face. Self-Portraiture from the Renaissance to the Present (fall term 2011)

CHASS-Connect Interdisciplinary Seminar:
Painting, Religion, and Civic Culture in the Age of Dante (winter 2010, part of the umbrella theme: “From Hades to Inferno”)

Junior-Senior Seminars:
Portraying the Self: 1400-2000 (spring term 2011)
Art and Love in the Italian Renaissance (fall term 2009)

Graduate Seminars:
What is the Renaissance? New Readings in Art History and Theory (spring term 2011)
Making Faces. Renaissance Portraiture (spring term 2009)

Friedrich-Schiller-University Jena/Germany:

Lecture:
Look now! Portrait, Theory, and Sculpture in the Quattrocento (summer term 2007)

Graduate Seminar:
Look now! Portrait, Theory, and Sculpture in the Quattrocento (summer term 2007)

University of Leipzig:

The Myth of Venice. A City and its Images in the Renaissance (spring/summer 2008, excursion to Venice)
Leon Battista Alberti (spring/summer 2007)
International Style (fall/winter 2006/2007)
The Bust and the Body. History of a Genre (spring/summer 2006)
Rome in the Fifteenth Century (fall/winter 2005/2006 – excursion to Rome)
The History of Art History (spring/summer 2005)
Portrait. Images and Texts from the Fourteenth to the Twentieth Century (fall/winter 2004/2005)
Italian Renaissance Tomb Sculpture (spring/summer 2004)
Andrea del Verrocchio and Quattrocento Sculpture in Florence (fall/winter 2003/2004)
University of Trier:

_**Botticelli** (as teaching assistant, with Gerhard Wolf, fall/winter 2000/2001)
EDUCATION

2002    Ph.D. Comparative Literature, Columbia University, with distinction
     Thesis: “Postwar Media Poetics From Cage to Warhol” (Sponsor: B.H.D. Buchloh)
1996    M. Phil. Comparative Literature, Columbia University
1992    M.A. English and Comparative Literature, Columbia University
1989-91 Graduate study, Film Studies, San Francisco State University
1986    B.A. Humanities, Honors, Stanford University
1983-84 Littérature Moderne, Université de Paris VII

ACADEMIC POSITIONS:

2010 -    Associate Professor, Department of the History of Art, UC Riverside
2007-10 Assistant Professor, Department of the History of Art, UC Riverside
2001-07 Assistant Professor, Department of Cultural Studies and Comparative Literature
     Affiliate Member of the Graduate Faculty in Art History
     University of Minnesota, Twin Cities, Minneapolis, MN
2000    Lecturer, Department of Art History, University of Southern California, Los Angeles, CA
1999    Lecturer, Department of Art History, Scripps College, Pomona, CA
1998    Lecturer, Department of Art History and the Visual Arts, Occidental College, CA
1994-96 Lecturer, Department of Visual Arts, Mason Gross School of the Arts, Rutgers University, New Brunswick, NJ
1993-96 Graduate Instructor, Composition Program, Columbia University, New York, NY
1993    Lecturer, Department of Visual Arts, University of Maryland, Baltimore
SCHOLARSHIP AND CREATIVE ACTIVITY

BOOK(S)


JOURNAL ARTICLES, CHAPTERS IN BOOKS AND CATALOGUES


“This is To Be Looked At,” in Beatrix Ruf, ed. *Elad Lassry* (Kunstmuseum Zurich/J. R. P Ringier, 2010), German and English.


“In the Stream of Life,” Lawrence Weiner: Until It Is (Columbus, OH: Wexner Center for the Arts, 2002).


SHORTER TEXTS AND REVIEWS

“Palermo in Los Angeles” (review), Texte zur Kunst no 81 (March, 2011).
“How Many Billboards? MAK Center, Los Angeles” (review), Texte zur Kunst no 80 (Dec. 2010).
“Lutz Bacher, P.S. 1 Contemporary Art Center,” Artforum (December, 2009).
“Preview: Allen Ruppersberg,” Artforum (September, 2009).
“Looks, Gazes, Styles” (on Collier Schorr), Documents no. 16, Fall/Winter 1999.
“Rosemarie Trockel,” Texte zur Kunst vol. 6, no. 23 (1996).

**INTERVIEWS (SUBJECT)**


**INTERVIEWS (AUTHOR)**


**CONFERENCE TALKS, PANELS AND PRESENTATIONS**

“Dissolving the Self Into Language: Acconci’s Poetics,” at the conference “Power Fields:
“State of the Art Magazine” Symposium, Museum of Fine Arts Houston Core Program, Houston, TX, November 17, 2007.

INVITED LECTURES

“Reading it is not enough: An Anthology of Chance Operations,” UCLA, October 4, 2011.
“Theorizing the Multiple,” USC Roski School of Fine Arts, February 3, 2010.
“From Durational Structures to Indeterminacy: John Cage and 1960s Art,” Wesleyan University, September 17, 2008.
“Seeing Language,” Visual Arts Department, UCSD, March 6, 2008.
“Language between Performance and Photography,” Art Center College of Design, July, 2004
“Durational Video,” School of the Art Institute of Chicago, October, 1996.
Visiting Critic, Film Department, Univ. of Wisconsin-Milwaukee, March, 1996.
ACTIVITES AS A PANEL MEMBER /SESSION CHAIR


CONFERENCES ORGANIZED


“Video Diaries,” two-day conference and screenings funded by the National Endowment for the Arts, Video Free America, San Francisco, December, 1989.


EXHIBITIONS, READINGS AND FILM SCREENINGS CURATED

“Where Is Your Rupture?” (co-curated with Annette Schindler), Swiss Institute New York, Fall, 1998 (catalogue).

Literary Curator, Trial Balloon Gallery, New York, 1992-93.

“Refigured Images/Postcolonial Representation,” Los Angeles Contemporary Exhibitions (LACE), March-April, 1992 (catalogue).


Co-Curator, Film/Video, “All But the Obvious,” Los Angeles Contemporary Exhibitions,
November-December, 1990 (catalogue).


PROFESSIONAL SERVICE

Contributing Editor, *East of Borneo*, 2010-
Nominator, Cal Arts/Alpert Award in Film/Video, 2005.
Executive Committee, Media and Literature Discussion Group of the MLA, 2000-2003.

GRANTS AND AWARDS

Academic Senate COR Research Fellowship, University of California, Riverside, 2011-2012.
Academic Senate Field Research Travel Grant, University of California, Riverside, 2011-2012.
Regents Fellowship, University of California, 2009-2010.
Warhol Foundation/Creative Capital Art Writers Grant, 2007.
Graduate School Grant-in-Aid for Research, University of Minnesota, 2007.
Faculty Summer Research Fellowship, University of Minnesota, 2007 (declined).
Institute for Advanced Study Fellowship, University of Minnesota, Fall, 2006
Getty Research Institute Residential Postdoctoral Fellowship, 2004-2005
CLA Research Fellowship Supplement, University of Minnesota, 2004-2005
Graduate School Grant-in-Aid for Research, University of Minnesota, 2004-2006
Single-Semester Leave, University of Minnesota, Spring 2005 (declined)
Library Research Grant, Getty Research Institute, June, 2004
Faculty Travel Grant, European Studies Consortium, Univ. of Minnesota, February, 2004
Humanities Institute Fellowship, University of Minnesota, Spring, 2003.
Webcore Small Grant, InfoTech Fees Committee, University of Minnesota, Fall, 2002
Henry Luce/A.C.L.S. Dissertation Completion Fellowship, 1997-1998
Andrew Mellon Fellowship, Dissertation Research, Columbia University, 1996-97
Critic's Residency, School of the Art Institute of Chicago, October, 1996
Residency, MacDowell Colony, Peterborough, NH, 1995
Critic's Residency, Maryland Art Place, Baltimore, 1994
Video Criticism Grant, Video Data Bank/Lyn Blumenthal Fund for Independent Video, 1992
President's Fellowship, Columbia University, 1991-96
New Writings in Art Criticism Grant, San Francisco Artspace, 1989, 1990, 1992
Fellowship Recipient, Flaherty Film Seminar, 1989 and 1991
SUSAN LAXTON

1599 Pleasant Way
Pasadena, CA 91105
(917) 698 3423
slaxton@ucr.edu

Education

Columbia University, New York, NY
Ph. D. in Department of Art History and Archaeology, 2004
Dissertation, with distinction: Paris as Gameboard: Ludic Strategies in Surrealism

Columbia University, New York, NY
M.A. in Art History, 1994

Drexel University, Philadelphia, PA
B.S. in Design, summa cum laude, 1981

Appointments

2009-present University of California, Riverside
Assistant Professor, History of Art

2007-2008 Princeton University
Lecturer, 20th Century Art, Department of Art and Archaeology

2005-2006 Barnard College/Columbia University
Term Assistant Professor, Modern and Contemporary Art
Department of Art History

Fellowships and Honors

Member, Institute for Advanced Study, 2009-2010


Dissertation with Distinction, Columbia University, 2004
President’s Fellowship, Columbia University, 1999-2001

Publications

Articles and Contributions to Books:


Catalogs:


Reviews:


Presentations and Invited Lectures


“The Politics of Puns,” Association of Art Historians Annual Conference April 15-17, 2010; session: Dada and Surrealism at Play.


“Flou: Rayographs and the Dada Automatic” Princeton University, April 3, 2007

“What Photographs Don’t Know” Association of Art Historians Annual Conference April 14-16, 2007; session: Photography Between Poetics and Politics

“Man Ray’s Dada” National Gallery, March 12, 2006; on the occasion of the
exhibition *Dada: Zurich, Berlin, Hanover, Cologne, New York, Paris*

“This is Not a Drawing.” CAA Annual Conference February 22-25, 2006; session: *Modernist Games*

“Understanding Contemporary Art,” Lecture Series, Wadsworth Atheneum, Hartford, CT, October 12 – November 16, 2004


*Exhibitions*


*Invited Colloquia*


Dada Scholars’ Day, February 2006, National Gallery of Art, Washington, DC, on the occasion of the exhibition *Dada: Zurich, Berlin, Hanover, Cologne, New York,*
Paris.


**Affiliations**

College Art Association  
Association of Art Historians
PATRICIA A. MORTON
Associate Professor
History of Art Department
University of California, Riverside
Riverside, CA 92521-0319
<patricia.morton@ucr.edu>
(951) 827 - 2698
(951) 827 - 2331 fax

EDUCATION
Princeton University, Program in Architectural History, Theory and Criticism, School of Architecture,
Ph.D., 1994

Columbia University, Graduate School of Architecture and Planning, M.Arch., 1983
Design Thesis: Communications Institute of Technology, Astoria, Queens, NY

Yale University, B.A., 1978
Senior paper: "Traditional Japanese Houses of the Sukiya Style"

TEACHING
University of California, Riverside, History of Art Department, 1993-present
Chair, History of Art Department, 2003-2008 and 2011-2014
Associate Professor of architectural history and theory, 2001-present
Assistant Professor of architectural history and theory, 1993-2000

Umeå University, Umeå Sweden (Fulbright Senior Scholar)
Department of the History of Science and Ideas, Spring 1999

SCI-Arc, Art Center, Woodbury and UCLA
Visiting critic and design jury member, 1993-present

FELLOWSHIPS, HONORS, AND AWARDS (SELECTED)
UC Humanities Research Institute and Center for Ideas and Society, UC Riverside, conference grants
for Ambivalent Geographies: Empire and Histories of Architecture, UC Riverside, October 26-27, 2007

Convener, “Race, Moment, Milieu: Memory and History in Visual Culture,” Research Group, Center for Ideas and Society, UC Riverside, Spring 2002

UC Humanities Research Institute and Center for Ideas and Society, UC Riverside, conference grants
for Everyday Modernisms: History of the Social in Modern Design, Architecture, and Landscape,
conference held at UC Riverside, September 2000


Fulbright Senior Scholar Program, Lecturing/Research Award, Department of the History of Science and Ideas, University of Umeå, Sweden, 1999
Resident Fellow in the “French Cultural History and Theory in a Global Frame” Research Group, University of California Humanities Research Institute, Irvine, CA, 1996

Center for Ideas, University of California, Riverside, member of the "Focused Research Group in Architecture, Urbanism and Theory," 1995-98

Affirmative Action Faculty Development Award, UC Riverside, 1995-96

Graham Foundation grant for “WomEnhouse,” a collaborative feminist project on the World Wide Web, 1995

Getty Center for the History of Art and the Humanities, Pre-doctoral Fellowship, Santa Monica, CA, 1992-93

PUBLICATIONS (SELECTED)

Books

*Pop, Kitsch, Camp: Popular Culture and Postmodern Architecture* (in progress)

*Architecture Adrift: Human Geography and French Colonial Architecture* (in development)


Articles


“Asking Questions,” in *Architecture from the Outside In*, essays by and in honor of Robert Gutman (Princeton Architectural Press, 2010)


“Consuming the Colonies,” in *Eating Architecture*, Paulette Singley and Jamie Horwitz, eds. (MIT Press, 2004)


“Social Life and Urban Form in a Historical Perspective,” *Towards a New Urbanism for Sweden?* conference proceedings, Center for Regional Studies, Umeå University, Sweden (Umeå University, 2002)


“A Visit to WomEnhouse,” in *Architecture of the Everyday*, Deborah Berke and Steven Harris, eds. (New York: Princeton Architectural Press, 1997)


“Getting the 'Master' Out of the Master Plan,” *Casabella* (November 1994)

“The New College at the University of Virginia by Tod Williams and Billie Tsien,” *Casabella* (March 1994)


**Book Reviews**


Book review of *Displaying the Orient* by Zeynep Çelik, *Design Book Review* (Summer/Fall 1993)


**LECTURES (SELECTED)**

Session Co-Chair, *Neither “Modernism” nor “Avant-Garde”: A Roundtable Discussion in Honor of the 90th Birthday of Alan Colquhoun*, Second International Conference of the EAHN (European Architectural Historians Network), Brussels, June 2012


“The Future City,” Pecha Kucha, Little Tokyo Design Week, Los Angeles, July 16, 2011

“Bad Taste and Postmodern Architecture: The Case of the Piazza d’Italia,” annual meeting of the Society of Architectural Historians, New Orleans, April 13-17, 2011

“Inventing a post-Ottoman ‘Tunisian’ Style,” First International Conference of the EAHN (European Architectural Historians Network), Guimarães, Portugal, June 17-20, 2010


“Victor Vasensi’s ‘Tunisian’ Style,” Ambivalent Geographies workshop, Middle Eastern Technical University, Ankara, Turkey, November 12-13, 2009

“Learning from Kitsch: Postwar Architecture and Popular Culture,” annual meeting of the College Art Association, Los Angeles, February 26, 2009


“Hybridity,” seminar, Visual Studies Program, University of Southern California, October 19, 2007

“Memories of Colonialism: The Architecture of the ‘Non-West’ accepted for the Congress of the International Committee of the History of Art (CIHA) conference, Melbourne, Australia, January 2008 (cancelled due to departmental obligations)

“Setting Up Camp: Postmodernism and Popular Culture,” Syracuse University, February 14, 2007

“Camping Up Architecture,” MANY CAMPS: Subcultures and the Arts of Survival conference, Center for Camp Studies, San Francisco State University, October 28-29, 2006

“Representations of National Identity at Universal Expositions,” Ambivalent Geographies – Ankara Workshop: Architecture and Urban Planning in the Ottoman Empire and the Turkish Republic in a Global Context, Middle East Technical University, Faculty of Architecture, Ankara, Turkey, April 28-29, 2006


“Pop on Top: Luxury and Late Modernism in Philip Johnson’s State Theater and State Pavilion,” annual meeting of the Society of Architectural Historians, Providence, Rhode Island, April 15, 2004


“Urban Icons: Case Studies of Cultural Buildings and the Revitalization of Cities” Center for Regional Studies, Umeå University, Sweden, June 5-6, 2003


“Social Life and Urban Form in a Historical Perspective,” Towards a New Urbanism for Sweden?, Center for Regional Studies, Umeå University, Sweden, June 6-7, 2002

“Hybridity and Postcolonial Theory,” Department of Modern Languages, Umeå University, Sweden, June 4, 2002

“Taste, Camp and Postmodernism,” Department of Historical Studies, Umeå University, Sweden, May 31, 2002

“Camp Out: Charles W. Moore and the Queer Aesthetics of Postmodernism,” annual meeting of the Society of Architectural Historians, Richmond, Virginia, April 19, 2002

“Against Taste: Charles W. Moore and the Camp Origins of Postmodernism,” Graduate School of Design, Harvard University, April 15, 2002


“The 1931 Colonial Exposition: Jazz Age Imperialism and Art Deco Display,” Keynote speaker, Art Deco Weekend, Miami Beach, January 18, 2001

“The Rejection of Regionalism: Le Corbusier’s Voyage d’Orient (1911),” Architecture between Regional Identity and Globalization, International Colloquium sponsored by the Union of Romanian Architects, October 20-23, 2000, Bucharest, Romania

“Riverside, California: Lieux de Mémoire in a Multicultural City,” annual meeting of the Association of Collegiate Schools of Architecture, Los Angeles, March 2000

“New Urbanism in the United States and Europe,” Centrum för Regionalvetenskaplig Forskning (Centre for Regional Studies), Umeå University, Umeå, Sweden, May 25, 1999

“Architecture, Gender, and Domesticity,” Konsthöskolan, Umeå, Sweden, May 21, 1999

“Primitivism’ in Modern Architecture, 1900 to 1965,” annual meeting of the Society of Architectural Historians, Los Angeles, April 17, 1998


“WomEnhouse and the Politics of Domesticity,” University of Kentucky, March 29, 1997


“The Apprehension of the City,” (In)Visible Cities: A Conference on Urbanity at the End of the Millennium, Columbia University, New York City, October 3-6, 1996


“The Mosque of Paris and the Museum of the Colonies: Arabisance or Hybrid?” annual meeting of the College Art Association, Boston, February 24, 1996

“Notes on a Feminist Reading of Gender and Architecture,” Gender and Space, Art Center, Pasadena, CA, November 30, 1995


"Marginality Doubled: The 'Collage' of the 1931 Colonial Exposition to the City of Paris," annual meeting of Society of Architectural Historians, Seattle, April 8, 1995


CONFERENCES AND LECTURE SERIES ORGANIZED

Moderator and Series Organizer, Representing Suburbia (with landscape historians Alessandra Ponte and Denis Cosgrove), Suburbanity lecture series, Los Angeles Forum for Architecture and Urban Design, winter 2003

Co-chair, “Culture, Community, and Identity” Sessions, annual meeting of the Association of Collegiate
Schools of Architecture, Louisville, March 2003


Chair, History Sessions, annual meeting of the Association of Collegiate Schools of Architecture, Cleveland, March 1998

**GALLERY TALKS AND PANEL DISCUSSIONS (SELECTED)**

- Moderator, "Tactics" session, *Valley Summit: Designing the San Fernando Valley*, School of Architecture, Woodbury University, February 12 and 13, 2009


- Respondent, "Other Ethics and Aesthetics: Brutalism Revisited" session, annual meeting of the Society of Architectural Historians, Vancouver, April 2005

- Architecture 101: Modern and Contemporary lectures, Education Department, Museum of Contemporary Art, Los Angeles, Fall 2003

- Panelist, "Contemporary Architecture in Historic Districts," Santa Ana Council of Art and Culture, California State University, Fullerton/Grand Central Art Center, Santa Ana, August 9, 2001

- Session Chair, "Homes Away from Home: Colonialism, Difference, and Images of the Nation in the Twentieth Century," Western Society for French History annual meeting, UCLA, November 10, 2000


- Moderator, "Roman Coins, Stuffed Birds: Lenders Discuss the Museumcircle," in conjunction with *Rolywholyover A Circus*, the John Cage show, the Museum of Contemporary Art, Los Angeles, October 16, 1993


**EXHIBITIONS AND CREATIVE PROJECTS**

- "Occasion," text for *It's About Time*, exhibition organized by Broodwork, Ben Maltz Gallery, Otis College of Art and Design, April. 30- June 11, 2011
“The City of the Future,” At the End of the Century: 100 Years of Architecture, Public + Artist Program, Museum of Contemporary Art, May-June 2000 (project with 5th graders)


Curator, “Israel Callas Chu: The UCR Fine Arts Building + Related Projects,” Exhibition at the Sweeney Art Gallery, UC Riverside, October 1- December 17, 1995
PROFESSIONAL EXPERIENCE

Architecte, chargée de recherche, Atelier Bruno Fortier, Institut Français d'Architecture, Paris, 1990-91


Architectural registration, State of New York, 1985

UNIVERSITY AND PUBLIC SERVICE (SELECTED)

Chair, History of Art Department, present - 2014


Chair, UC Riverside Faculty Association (AAUP Chapter), 2011- present

Chair, Urban Studies Program, UC Riverside, 2008- present

Member, Advisory Committee, Culver Center of the Arts, UCR, 2010- present

Co-Organizer, Concerned Faculty of UCR, 2010- 2011

Member, College of Humanities, Arts and Social Sciences, Executive Committee, UC Riverside, 2009-2011

Peer reviewer, National Endowment for the Humanities Summer Stipends program, 2010

Chair, Search Committee, History of Photography, History of Art Department, UCR, 2008-9

Chair, History of Art Department, UC Riverside, 2003- 2008

Member, Advisory Committee, UC Humanities Research Institute (UC systemwide), 2007-2010

Member, Advisory Board, Center for Ideas and Society, UC Riverside, 2005- 2009

Member, Mellon Workshop Review Board, UCR, 2007 and 2008

Member, ArtsBlock Executive Director Search Committee, CHASS, UCR, 2006-7

Member, Academic Advisory Board, Blakely Center for Sustainable Suburban Development, UC Riverside, 2005- 2006

Director, Culver Center of the Arts, College of Humanities, Arts and Social Sciences, UC Riverside, 2004- 5


Chair and Member, Sweeney Art Gallery Academic Advisory Committee, UC Riverside, 2000-2005
Member, Physical Resource Planning Committee, Academic Senate, UC Riverside, 1996-99 and 2001-2003

Member, Advisory and Executive Committees, Ford Foundation grant, Center for Ideas and Society, UC Riverside, 2000-2003

Evaluator, Getty Grants Program, 2000 and 2001

Evaluator, Grants Review Panel, National Endowment of the Arts, November 1-2, 1999

Board Member, Los Angeles Forum for Architecture and Urban Design, 1995-2000


Undergraduate Advisor, History of Art Department, UC Riverside, 1994-95 and 1997-98

Fine Arts Building Design Committee, UC Riverside, Spring 1993-1998
Stella Elise Nair

Curriculum Vitae

Addresses
Department of History of Art
228 Arts Building
University of California at Riverside
Riverside, California 92521-0319
Phone: 951.827.7736
Fax: 951.827.2331
Email: stella.nair@ucr.edu

Professional Employment
Assistant Professor, Latin American Visual Culture
University of California at Riverside, 2006-present
Fellow, Michigan Society of Fellows
University of Michigan, Ann Arbor 2003-2006

Education
Ph.D., History of Architecture
University of California at Berkeley, 2003

M.Arch., Professional Degree in Architectural Design
University of California at Berkeley, 1997

B.A., History, with distinction in all subjects,
Cornell University, Ithaca, New York, 1989

Affiliation
Affiliated Faculty, Center for Seventh and Eighteenth Century Studies,
University of California, Los Angeles, 2011-present

Publications
Books

Retreats without Surrender: The Architecture of Sanctuary in Chinchero [under consideration].

Articles and Chapters
“Architect, Patron, Ruler in Inca Architecture” [in progress].

“In Search of the Kallanka: Form, Myth and Scholarly Paradigms” [in progress].

“For the Sapa Inka and the Conquistador: The Public and Private Lives of Inca Architecture” [in progress].


“Witnessing the In-Visibility of Inca Architecture in Colonial Peru” Buildings and Landscape, 14 (2), Fall October, 50-65 (2007).


Exhibit Catalogues


Book Reviews


Fellowships and Awards

Centennial Anthology of the Art Bulletin (One of thirty two “Greatest Hits” articles published in the last hundred years), College Arts Association, 2011.

Franklin Research Grant, American Philosophical Society, 2010-2011.

Regents Fellowship, Committee on Research, University of California, Riverside, 2009-2010.

Academic Senate Research Funds, Committee on Research, University of California, Riverside, 2009-2010, 2011-2012.


Getty Postdoctoral Fellowship, Getty Foundation, Los Angeles California, 2008-2009

Faculty of the Year, Nominated by Graduate Students, University of California, Riverside, 2008.


Postdoctoral Fellow, Michigan Society of Fellows, University of Michigan, Ann Arbor, 2003-2006

Experiential Learning Fund International Institute, University of Michigan, Ann Arbor Michigan (with Fernando Lara) 2006.

Collaborative Research Grant Institute of the Humanities, University of Michigan, Ann Arbor Michigan, 2005

Presenter’s Award Vernacular Architectural Forum, National Conference, Tucson Arizona, 2005
Research Award, Institute for Research on Women and Gender, University of Michigan, Ann Arbor, 2004

Samuel Kress Curatorial Fellow, Department of Academic Programs/Department of Prints and Drawings, National Gallery of Art, 2003.


Vice Chancellor Dissertation Research Award, University of California at Berkeley, 1999.


Outstanding Graduate Student Instructor, Department of Architecture, University of California at Berkeley, 1998.

Teaching Effectiveness Award, University of California at Berkeley, 1998.

Best Conference Paper Award, Department of Architecture, University of California at Berkeley, 1997.

Papers Presented


“In Search of the Kallanka: Modern Myths, Colonial Tales and Other Architectural Fables” Institute of Andean Studies, Berkeley, California, 2010.


“Reading the Inca Landscape: Author, Audience and the Construction of Empire” Archives and Empire, Symposium, University of Notre Dame, South Bend, Indiana, 2004.


“¿Neo inca o Colonial? La muerte de la arquitectura inca y otros paradigmas” IV Simposio Internacional de Arqueología, PUCP Pontificia Universidad Católica del Perú, Lima, Perú 2002.


“La cantería de Pumapuncu” III Simposio Internacional de Arqueología, PUCP Pontificia Universidad Católica del Perú, Lima, Perú (with Jean-Pierre Protzen), 2000.


“Pumapunku Revisited” Institute of Andean Studies, Berkeley, California, (with Jean-Pierre Protzen) 1996.


**Sessions Chaired**

“Repetition, Emulation, and the Copy in Europe, Asia and the Americas” Repetition workshop, California Institute of Technology and University of California, Riverside, January 19-20, 2011 (chair and discussant)


**Keynote Speaker**


**Invited Presentations**


“The Church of Nuestra Señora de Montserrat: Architecture, Landscape and History in the Colonial Andes” Columbia University, April 6th, 2011.


“Architecture, Landscape and Manipulation at an Inca Royal Estate” History Colloquium, University of California, Davis, 2010.


“God is in the Details: Construction and the Art of Making Tiwanaku Architecture” Harvard University, Cambridge Massachusetts, 2007.


The Imperial Inca Building Project and the Conquest of the Countryside,” John Carter Brown Library, Brown University, Providence, Rhode Island, 2006


“Constructed Landscapes, Imagined Pasts: Examining the Conceptualization and Commodification of Mound Builder sites in the American Midwest” Institute of the Humanities, University of Michigan, Ann Arbor, Michigan, (with Gustavo Verdesio) 2006.


Public Education And Service


“Authenticator” US Customs, Investigative Unit, 2011.

Field Experience


July. Field work examining early colonial construction (Cuzco, Chinchero) and early 20th century architecture (Lima). 2010.


**Doctoral Dissertation Committees**

“Portraits of the Sapa Inka” Janet Stephen, Department of Art History, University of California, Los Angeles, [in progress].

“Early Cave Painting in the Callejón de Huaylas” Jonathan Dubois, Department of Anthropology, University of California, Riverside, [in progress].

“Emerging Cholos: Between Bolivian National Discourse and Mestizo’s Socioeconomic Rising, 1850-1950” Ximena Soruco Sologuren, Department of Romance Languages and Literatures, University of Michigan, Ann Arbor 2005.

“The Life of Metals in Potosi: Colonial Mining in the XVI, XVII, and XX Century” Orlando Bentancor, Department of Romance Languages and Literatures, University of Michigan, Ann Arbor 2005.

“Transmutations in the Post-lettered City: Intellectuals, Culture, and Politics in Uruguay at the Turn of the 19th and 20th Centuries” Susana Draper, Department of Romance Languages and Literatures, University of Michigan, Ann Arbor, 2005.

**Doctoral Qualifying Exam Committees**

Representations of the Natural World in Uruguayan Fiction at the Turn of the Twentieth Century (1888-1919), Brian Fox, Department of Hispanic Studies, University of California, Riverside, 2011.
Space and Material Culture Among the Maya in Belize” Jon Spenard, Department of Hispanic Studies, University of California, Riverside, 3 June 2010.


Masters Thesis Committees

“Indigenous Identity and Roman Catholicism in Contemporary Cusco” Matthew Casey, Department of Religion, University of California, Riverside, 2011.

“An Analysis of Artistic Exchange Through the Transatlantic Career of Mateo Perez de Alessio” Juli Johnson, Department of Art History, University of California, Riverside, 2009 (chair).

“Constructing Identities: Race, Gender, and Class in the Photography of Martin Chambi” Bruce Picano, Department of Art History, University of California, Riverside, 2009 (chair).

“Chimú Feather Imagery: The Mercantile Shift Symbolized” Jennifer Barron, Department of Art History, University of California, Riverside, 2008 (chair).

“Creating Identity in New Spain: Translation in the Biombo El Encuentro de Cortes y Moctezuma” Rosalva Gomez Adams, Department of Art History, University of California, Riverside, 2008 (chair).

“Andean Abstraction and the Quadripartite Motif: the Tawa Chakana” Pablo Garcia, Department of Art History, University of New Mexico, Albuquerque, 2008 (outside reader).


“The Mother of Corn: Iconographic Representation of Female Corn Deities in Mesoamerica and the American Southwest” Diana C. Rose, Department of History of Art, University of California, Riverside, 2007.

Senior Honors Thesis

“Pictures in the Snow: Articulations of Inuit Identity in Visual Culture” Kevin Nothnagel, Department of History of Art, University of Michigan, Ann Arbor 2006 (Primary Advisor).

Courses Taught

Graduate

“Art, Power, and the Sacred Capital: Tenochtitlan and Cuzco” [spring 2012]
“Architecture, Space, and Landscape in Colonial Encounters”
“The Incas in the Early Modern World”
“From Law of the Indies to Brasilia: Architecture and Urbanism in Latin America (Mexico, Peru, Brazil)”

Undergraduate “Art and Architecture of the Americas until 1450 AD”
“Art and Architecture of Latin America, 1450 AD-present”
“Making Sacred Landscape: Pilgrimage in the Medieval World”
“Arts of the Andes”
“Inca Visual Culture”

University Service
California Center for Native Nations Steering Committee (2010-present)
Chancellor’s Native American Studies Advisory Committee (2009-present)
Department Web Master: new design/ maintenance (2007-2008)
Design Review Board (2009-present)
Latin American Studies Program (2007-present)
Latin American Studies Steering Committee (2008-present)
Physical Resource Planning (2010-present)
Search Committee, American Art (2007-2008)
Undergraduate Advisor (2007-2008)
University Mentoring Committee (2007-2010)

Reviewer
Art Bulletin (manuscript review)
Duke University Press (manuscript review)
Nāwpa Pacha (manuscript review)
National Science Foundation (research grants)
Social Science Research Council (dissertation grants)
Society of Architectural Historians (research grants)

Professional Affiliations
American Historical Association
American Society for Hispanic Art Historical Studies
AULA: Architecture and Urbanism en las Americas, (Editorial Board)
Association for Latin American Art
College Arts Association
Early Modern Globalization: Iberian Empires/Nations/Colonies
Institute of Andean Studies
Latin American Studies Association
Pre-Columbian and Latin American Association of Southern California
Society of Architectural Historians
Vernacular Architecture Forum

Languages
Spanish: reading (advanced), written and oral (intermediate)
German: reading, written and oral (intermediate)
Kristoffer Neville
Curriculum Vitae

Department of Art History
University of California, Riverside
Arts Building 231
900 University Ave
Riverside, CA 92521-0319
kneville@ucr.edu

Employment –
– University of California, Riverside, Assistant Professor of Art History, 2007-present.

Education –
– Princeton University, Department of Art and Archaeology, PhD 2007.

Publications –
Books:

Articles:
Fellowships

Janis (nominated).


Reviews:


Articles in Preparation:


– “Stockholm and the Creation of Royal Berlin ca. 1700.”

Fellowships and Prizes (selected) –

– University of California, Riverside, Distinguished Teaching Award, 2010 (nominated).

– Jane Faggen Prize for most outstanding dissertation in art and archaeology in the previous three years, Princeton University, 2009.


– Donald and Mary Hyde Fellowship for Research Abroad in the Humanities, Summer 2002.
– Andrew Mellon Fellowship in Humanistic Studies, 2000-2001 (declined).
– Fulbright Fellowship, Uppsala University, Sweden, 1999-2000.

Lectures –
Invited:

Conferences, etc:

Service to the Discipline: Peer Review –
Journals:
- Explorations in Renaissance Culture.
- Huntington Library Quarterly.
- Studies in Eighteenth-Century Culture.

Grant Agencies:
- Austrian Science Fund (Fonds zur Förderung der wissenschaftlichen Forschung).
- Estonian Science Foundation (Eesti Teadusfond).
- Flanders Research Organization (Fonds Wetenschappelijk Onderzoek – Vlaanderen).

Service to the University (selected) –
- Undergraduate advisor (director of undergraduate studies), 2008-.
- Work-in-progress series coordinator, 2008-.
- PhD program planning committee, 2007-.
- Faculty committee, designated emphasis in Book, Archive, and Manuscript Studies, 2011-.

MA Thesis Committees –
As Advisor:
- Carol Goetting, Guarino Guarini’s Architectural Theory (2012).
- Caitlin Dickey, The Development of the First Public Opera Houses. The Demands, the Form, and the First Scenographic Engineer (2010).

As Reader:
- Laura Siegfried, Medieval Optics and Renaissance Painting (advisor: Jeanette Kohl; 2011).
- Dominique Garcia, Corn-Paste Sculpture in Western Mexico (advisor: Stella Nair; 2011).
- Lilit Sadoyan, Collecting at Court and Beyond. The Dissemination and Display of Girardon’s Sculptural Groups (advisor: Malcolm Baker; 2010).
- Juli Johnson, Constructing an Identity for Artist and City: An Analysis of the Trans-Atlantic Career of Mateo Pérez de Alesio (advisor: Stella Nair; 2009).

**Courses**

– AHS 17C – Western Art, 1600-Present.
– AHS 170 – Baroque Architecture.
– AHS 171 – Baroque Art.
– AHS 172 – Baroque Rome.
– AHS 192 (Junior-Senior Seminar) – Bernini.
– AHS 192 (Junior-Senior Seminar) – Early Modern Print Culture.
– AHS 274 (Graduate Seminar) – Palladio and Palladianism.
– AHS 274 (Graduate Seminar) – Early Modern Print Culture.

**Languages**

Danish, Dutch, French, German, Italian, Latin, Spanish, Swedish.

Member: College Art Association, Renaissance Society of America, Society of Architectural Historians.
Curriculum Vitae

Professor Conrad Rudolph
Department of the History of Art
University of California, Riverside
Riverside, CA 92521-0319
Office phone: (951) 827-4240
E-mail: conrad.rudolph@ucr.edu
Departmental fax: (951) 827-2331

Degrees:

Positions:
Professor, University of California, Riverside, 1997 to present.
Associate Professor, University of California, Riverside, 1991-1997.
Assistant Professor, University of Notre Dame, 1988-1991 (tenure offered but declined).
Visiting Assistant Professor, Gustavus Adolphus College, Saint Peter, Minnesota, 1985-1986.
Teaching Associate, UCLA, 1979-1980.

Professional experience:
Administrative:
Chair, Department of the History of Art, University of California, Riverside, 1992-1994 (brought in as chair for an agreed-upon two-year term); second term 2000-2003.
Numerous lesser intramural responsibilities: e.g., member university planning and budget committee, member Chancellor's Budget Advisory Council, member vice-chancellor's committee on faculty salary issues, member dean's search committee, member University Honors executive committee
(long-standing), chair campus expansion sub-committee, member college
graduate research fellowships committee, departmental graduate advisor,
departmental undergraduate advisor, chair or member numerous faculty
search committees; many other university, college, and departmental
committees.

Evaluative:
Invited nominator for the John D. and Catherine T. MacArthur Foundation
Fellows Program.
Reviewer for the John Simon Guggenheim Memorial Foundation (long-standing,
for Fine Arts Research in general).
Reviewer for the Getty Grant Program (long-standing, for medieval).

Advisory:
Chair, Nominating Committee, International Center of Medieval Art, 2010-2011.
Member, Nominating Committee for Fellows of the Medieval Academy of
America, 2007-2010.
Member, Board of Directors, International Center of Medieval Art, 2001-2002.
Member Nominating Committee, International Center of Medieval Art, 1991-
1994.
Numerous lesser responsibilities: e.g., various services for the Getty Center, the
Medieval Academy of America, the International Center of Medieval Art,
etc.

Editorial:
Member, Board of Editors, caa.reviews (the College Art Association's online
journal of reviews, the leading discipline-wide review publication in the
United States), 2010-2013.
Member, Council of Field Editors and Field Editor for Medieval Art, caa.reviews,
2008-2011.
Member, Board of Editors, Speculum, 2006-2014 (Speculum is the journal of the
Medieval Academy of America, and the leading journal of medieval
studies in the United States).
Member, International Advisory Board of the journal Art History, 2003-2009.
Consultant for the University of Chicago Press series Culture Trails, a travel
series for the educated public, loosely focusing on art historical, historical,
and literary topics (the impetus to this series was my book Pilgrimage to
the End of the World: The Road to Santiago de Compostela), 2003.
Member, Advisory Board, Companions to Art History series, Blackwell
Member, Board of Editors, Comitatus, 1979-1980.
Reader for numerous scholarly journals such as Art Bulletin, Art History, Gesta,
Medieval Philosophy and Theology, Renaissance Quarterly, Speculum,
Viator, Word & Image, etc.
Reader for numerous university and commercial presses such as University of
Chicago, University of Pennsylvania, Ashgate, McGraw-Hill, Thomson-
Wadsworth (Harcourt), etc.

Fellowships and grants:


Edward A. Dickson Travel Grant, for research in France, 1983.

Numerous lesser extramural and intramural grants.

Other:

University Distinguished Teaching Award, 2010-2011 (this award recognizes exceptional teaching at the undergraduate level in general).

Exhibition of the full-scale digital reconstruction of Hugh of Saint Victor's Mystic Ark (approx. 13 x 15 feet) made under my direction, accompanied by scholarly lectures, The National Gallery of Art, Washington, DC; winter 2008-2009.

Elected Fellow of the Center for the Arts, Religion, and Education, of the Graduate Theological Union, Berkeley (affiliated with the University of California, Berkeley), 2003.

Largely as the direct result of "Isaac Laughing," an article I co-authored with the Baroque scholar Steven Ostrow (2001), our identification of a major Caravaggio painting in the Capitoline Museum in Rome as The Sacrifice of Isaac is now given alongside the traditional title (John the Baptist).

University Honors Faculty Mentor of the Year, 2001-2002 (this award recognizes exceptional teaching and guidance at the level of the individual student).

Invited member, Groupe de Recherches en Iconographie Médiévale, 2001 to present.

Using the route and information presented in the twelfth-century Pilgrim's Guide of the Codex Calixtinus as my basis, I undertook the grueling medieval pilgrimage on foot--a journey of two and a half months and a thousand miles--from Le Puy in south-central France to Santiago de Compostela in northwestern Spain, May to July, 1996.
Keynote speaker, "Violence and Daily Life: Reading, Art, and Polemics in the Cîteaux Moralia in Job," Representing Medieval Religion; Cambridge University, Cambridge, United Kingdom; April 27, 1996.

Work in progress:
Complete except for endnotes (which are partially complete): The Mystic Ark: Hugh of Saint Victor and the Multiplication and Systematization of Imagery in the Twelfth Century (manuscript currently around 800 typescript pages).

Books:
Pilgrimage to the End of the World: The Road to Santiago de Compostela (University of Chicago Press, Chicago, 2004; hardcover and paperback editions) (an application of my work on medieval artistic culture to the contemporary phenomenon of the pilgrimage to Santiago; positively reviewed in the London Times, The Spectator, Chicago Tribune, etc.; extensive web reviews).

Edited Books:
A Companion to Medieval Art: Romanesque and Gothic in Northern Europe, Blackwell Companions in Art History (Blackwell, Oxford, hardcover 2006; paperback edition 2010) (a collection of thirty original essays from leading scholars in the field, each historiographically analyzing one of a wide range of subjects in the development of Romanesque and Gothic art history; this includes my introductory essay, "A Sense of Loss: An Overview of the Historiography of Romanesque and Gothic Art").

Articles:


"La resistenza all'arte nell'Occidente," Arti e storia nel Medioevo, ed. Enrico Castelnuovo and Giuseppe Sergi, 4 vol. (Giulio Einaudi Editore, Turin, 2002-2004) v.3, p. 49-84 (a major encyclopedia of medieval art by one of Italy's leading publishers; English version of my piece, "Resistance to Art in the West," available upon request; completed and in press since 1998).

"Isaac Laughing: Caravaggio, Non-traditional Imagery, and Traditional Identification," co-written with the Baroque scholar Steven Ostrow, Art History 24 (2001) 646-681 (my contribution consists of the original observation of the subject-matter of the painting, the exegetical and visual arguments [pp. 653-670], and the recognition of the painting's psychological dynamic).


"Heterodoxy and the Twelve Great Feasts of the Eastern Church," *Comitatus* 12 (1981) 13-30 (received prize for best interdisciplinary essay; written when I was a graduate student, this is cited as the principal authority on the subject in the 3rd ed. rev. of the highly authoritative *Oxford Dictionary of the Christian Church*).


Translations appearing outside of my own publications:


Reviews:

With a cumulative eighteen years of service and another seven currently (2011) committed to often heavy service on boards of editors or advisors (plus a vast amount of reading and advising for academic presses and journals), it is normally my practice to decline requests for reviews. In general, review requests have been of a multi-disciplinary nature, including the areas of art history, architectural history, political history, medieval pilgrimage, and critical editions and translations of primary sources. A few exceptions to this practice follow.


Lectures:
Since it is generally my practice to repeat the same title for most of my lectures in the general area of a given topic, my use of the characterization "developing version" may be unintentionally misleading: some of these lectures may differ greatly from each other in regard to both length and content.

"Pilgrimage to the End of the World: The Road to Santiago de Compostela," the Program in Medieval Studies, Stanford University; October 27, 2009.
"Time, Space, and the Progress of History in the Medieval Map," Center for Medieval Studies, University of Minnesota, Minneapolis; September 22, 2009.
"Pilgrimage to the End of the World: The Road to Santiago de Compostela," in conjunction with the British composer Joby Talbot's "Path of Miracles," Phoenix Chamber Choir; excerpts broadcast on Canadian Broadcasting Corporation; Vancouver, Canada; May 28, 2009.
"The Requirements for Salvation: Hugh of Saint Victor, Abelard, and The Mystic Ark," international conference on Art as Historical Text, Ben-Gurion University, Beer-Sheva, Israel; May 14-17, 2007.
"The Arts and the Word in the Middle Ages," School of Interdisciplinary Arts, Ohio University, Athens, Ohio; April 19, 2007.
"Cosmic Politics: History and Science in the Struggle over Elite Education in the Twelfth Century," Ben-Gurion University, Beer-Sheva, Israel; January 3, 2006.


"Old Theology, New Theology, and the Cosmos in Hugh of Saint Victor's Mystic Ark" (developing version), Fourth International Conference on the Inspiration of Astronomical Phenomena, co-sponsored by the Vatican Observatory; Oxford University, Oxford, United Kingdom; August 3-9, 2003.

"Building the Ark: The Digitization of Hugh of Saint Victor's Mystic Ark," International Congress on Medieval Studies; Western Michigan University, Kalamazoo; May 2-5, 2002 (lecture cancelled because of family health problems).

"Building the Ark: The Digitization of Hugh of Saint Victor's Mystic Ark" (developing version), International Medieval Congress; Leeds, United Kingdom; July 9-12, 2001 (lecture cancelled because of family health problems).

"Building the Ark: The Digitization of Hugh of Saint Victor's Mystic Ark" (developing version), European Association of Archaeologists Annual Meeting; Lisbon, Portugal; September 14-16, 2000 (lecture cancelled because of family health problems).


"In the Beginning: Theories and Images of Creation in the Souvigny Bible," College Art Association Annual Meeting; Los Angeles; February 10-13, 1999.

"The Pilgrimage to Santiago and to The End of the World" (developing version), California Institute of the Arts, Division of Critical Studies, Santa Clarita; October 7, 1998.

"In the Beginning: Theories and Images of Creation in the Souvigny Bible" (developing version), International Medieval Congress; Leeds, United Kingdom; July 13-16, 1998.

Special evening lecture: "The Pilgrimage to Santiago and to The End of the World" (developing version), International Medieval Congress; Leeds, United Kingdom; July 13-16, 1998.


"The Pilgrimage to Santiago and to The End of the World" (developing version), The National Gallery of Art; Washington, DC; November 30, 1997.


"The Pilgrimage to Santiago and to The End of the World" (developing version), Montgomery Gallery lecture series; Pomona College; April 3, 1997.

Keynote speaker, "Violence and Daily Life: Reading, Art, and Polemics in the Citeaux Moralia in Job" (developing version), Representing Medieval Religion; Cambridge University, Cambridge, United Kingdom; April 27, 1996.


"Hugh of Saint Victor's Mystic Ark and the Multiplication and Systematization of Imagery in the Mid-Twelfth Century" (developing version), The Getty Research Institute, The Getty Center; September 15, 1995.

"Violence and Daily Life: First Generation Cistercian Spiritual Expression and the Citeaux Moralia in Job" (developing version), International Conference on the Visual Arts and Religious Communities; Berkeley; July 31-August 4, 1995.


"Hugh of Saint Victor's Mystic Ark and the Multiplication and Systematization of Imagery in the Mid-Twelfth Century" (developing version), Kohler Lecture; Pomona College; October 27, 1994.

Monastic Art in the Twelfth Century, two day seminar; Santa Rita Abbey, Sonoita; July 15-16, 1994.

"The Use of Historical Analysis in Medieval Art History: Hugh of Saint Victor's Mystic Ark and the Multiplication and Systematization of Imagery in the Mid-Twelfth Century," Medieval Art History--Now; Northwestern University; April 29-30, 1994.


"Building-Miracles as Artistic Justification in the Twelfth Century" (developing version), College Art Association Annual Meeting; Seattle; February 4-6, 1993.

"Hugo von Sankt Victors Schrift De arca Noe mystica und der Ursprung des gotischen Portals," Discourses on the History of European Sculpture; Städtische Galerie Liebieghaus, Frankfurt am Main, Germany; April 24-26, 1992.

"Violence and Daily Life: First Generation Cistercian Spiritual Expression and the Citeaux Moralia in Job" (developing version), International Conference on Cistercian Art; Zwettl, Austria; April 22-24, 1992.

"Hugh of Saint Victor's Mystic Ark and the Multiplication and Systematization of Imagery in the Mid-Twelfth Century" (developing version), College Art Association Annual Meeting; Washington DC; February 21-23, 1991.


"Accessible Only to the Litterati': Obscurity and Public Art in Suger's Program at St-Denis," Interdisciplinary C.A.E.S. Conference; Ball State University, Muncie; October 14 1989.
"Accessible Only to the Litterati": Obscurity and Public Art in Suger's Program at St-Denis" (developing version), International Congress on Medieval Studies; Western Michigan University, Kalamazoo; May 4-7, 1989.

"The 'Things of Greater Importance': Bernard of Clairvaux's Apologia and the Medieval Attitude Toward Art" (developing version), Medieval Association of the Pacific Annual Meeting; Tucson; March 4-6, 1988.


"The 'Things of Greater Importance': Bernard of Clairvaux's Apologia and the Medieval Attitude Toward Art" (developing version), Andrew W. Mellon Lecture; University of Pittsburgh; March 26, 1987.


"Bernard of Clairvaux's Apologia as a Description of Cluny," International Congress on Medieval Studies; Western Michigan University, Kalamazoo; May 8-11, 1986.


"Bernard of Clairvaux's Apologia and the Art of the Pilgrimage Monasteries," International Congress on Medieval Studies; Western Michigan University, Kalamazoo; May 9-12, 1985.

"Bernard of Clairvaux's Critique of the Pilgrimage Churches," symposium on The Romanesque Churches of the Pilgrimage Routes; University of California, Los Angeles; April 15-16, 1983.

Numerous other extramural and intramural lectures to the public and to students. Numerous academic presentations as discussant.

Sessions and lecture series chaired:

Chair, "The Medieval Sculpted Portal: At the Threshold of the Sacred and the Secular," Medieval Academy of America; Vancouver, Canada, April 2-5, 2008.

Director, Getty Works in Progress Lecture Series, Getty Research Institute, at The Getty Center, 2002-2003.

Chair, "The Beginning of Time," CIHA (Comité International d'Histoire de l'Art), London; September 3-8, 2000 (unable to attend because of family health problems).

Numerous intramural lectures and lecture series presided over, member of national and international conference or session steering committees, etc.
### Appendix D
Graduate Student Anticipated Support Table for the First Six Years of the Program:

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Totals</th>
<th>Number of Students without Guaranteed Taships (years 1, 4, 5, 6)</th>
<th>Number of Students with two Guaranteed Taships (years 2, 3)</th>
<th>Total Fellowship Allocation ($3K/student)</th>
<th>Graduate Supplement Year One Fellowship Allocation</th>
<th>Taships Allocated</th>
<th>$ Total Value of Taships ($6000K each/quarter)</th>
<th>Gluck Fellowships*</th>
<th>Readers, GSR's, Summer Associate</th>
<th>$ Total Value of Taships + Fellowships + Rdr, GSR's, Internships, Summer Associates</th>
<th>Average per student</th>
<th>Additional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>20000</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>10000</td>
<td>Fee remission &amp; Gship varies</td>
</tr>
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<td>82000</td>
<td>20500</td>
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</tr>
<tr>
<td>3</td>
<td>6</td>
<td>2</td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>2</td>
<td>6</td>
<td>24000</td>
<td>20000</td>
<td>12</td>
<td>72000</td>
<td>35000</td>
<td>8000</td>
<td>159000</td>
<td>19875</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>4</td>
<td>6</td>
<td>30000</td>
<td>20000</td>
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<td>72000</td>
<td>35000</td>
<td>9000</td>
<td>166000</td>
<td>16600</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>12</td>
<td>8</td>
<td>6</td>
<td>36000</td>
<td>20000</td>
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<td>72000</td>
<td>35000</td>
<td>10000</td>
<td>173000</td>
<td>14417</td>
<td></td>
</tr>
</tbody>
</table>

**Notes**
- **Year:** For planning purposes, year one is 2014-15
- **Student Totals:** Average annual intake is 2 students/year; full enrollment is 12 students
- **Students without Guaranteed Taships:** 1st, 4th, 5th, 6th year students
- **Students with Guaranteed Taships:** 2nd & 3rd year students at 2 Taships per year each
- **Fellowship Allocations:** Estimated average of $25,000 per student, $10,000 first year, $3,000 2nd-6th years
  - $3,000 2nd-6th years (excluding NRT)
- **Gluck Fellowships** funded since 1990's and anticipated to continue indefinitely
- **Readers, GSR's, paid internships at UCR/CMP, etc.**
- **Fee Remission & Gship for TA's:** Equivalent value is approximately $4,000 per qtr (varies depending on availability of TASHips)
- **Summer associate/Tas estimated at $4,000 per year, after MA**
History of Art Department PhD Proposal: UCR Library Impact Statement

Preface

As noted below, the library indicates they will work with us on appropriate holdings for the PhD program. We would also like to stress the availability of resources through Interlibrary loan and venues such as the Getty and Huntington Library which are within driving distance.

1. Introduction

The University Libraries works directly and consistently with the faculty of the History of Art Department to identify and acquire resources to support excellence in both instruction and research. A bibliographer and subject specialist are assigned to the Department to collaborate and consult with faculty on program priorities, new directions, and other factors pertaining to sustaining library resources in support of academic program quality and strategic directions. An approval program based upon the Department’s research and academic profile is maintained by the Libraries in order to acquire the relevant newly published American and British monographs, exhibition catalogs, etc. The subject specialist/bibliographer supplements the approval plan by reviewing bibliographies, publishers’ and vendors’ catalogs and book reviews to identify additional relevant materials in all formats. Faculty and students are also encouraged to recommend titles suitable for library purchase.

The Ph.D. program being considered by the Department of the History of Art will concentrate primarily in the following three areas: sculpture, photography, and architecture in the early modern and modern/contemporary periods. The Libraries’ holdings supporting the Department of the History of Art programs are reasonably strong. Housed in the Rivera Library, the collections directly supporting the history of art currently comprise 67,930 titles in the Library of Congress N and TR classifications and 92 active print serial titles. The Libraries currently subscribes to a significant number of full-text and bibliographic databases supporting campus-wide access to art and humanities resources as indicated in section 2C below. From 2006-2008, the Libraries added approximately 800 books annually to history of art holdings. Prior to the recent budget reduction, the Libraries’ total annual investment for direct support of the Department of the History of Art programs was approximately $77,838.

The analysis below indicates our preliminary assessment of the strengths and weaknesses of library holdings and the current capacity of the UCR Libraries to support the proposed Ph.D. program in the History of Art.

2. Overview of the Libraries’ Current Support for the Department of the History of Art Programs

A. Support for Monographic Holdings. In terms of monetary support for monographic holdings, the Libraries allocated and spent 4.6% of its total annual monographic budget on materials acquired to support the History of Art in 2007-2008. A breakdown of the expenditures from 2006-2010 is listed below:
Monographic Purchases from the ARTS fund FY 2006-2010

<table>
<thead>
<tr>
<th>Year</th>
<th>Expenditure/allocation</th>
<th># of Titles Purchased</th>
<th>Average Cost per title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>$ 51,675</td>
<td>1,013</td>
<td>$ 51</td>
</tr>
<tr>
<td>2007-2008</td>
<td>$ 36,277</td>
<td>843</td>
<td>$ 43</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$ 16,500</td>
<td>226</td>
<td>$ 58</td>
</tr>
<tr>
<td>2009-2010</td>
<td>$ 7,000 (allocation)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prior to recent budget reductions, this annual expenditure amount has more than adequately supported undergraduate coursework, a Master’s Degree program and faculty research in the History of Art. However, when compared with the total number of academic annual publications in the field (5,650 titles) the UCR Libraries would need to acquire additional materials to support the History of Art program at the Ph.D. level. During the 2007-2008 fiscal year, for example, according to the Libraries’ primary book vendor, Yankee Book Peddler, YBP handled 5,100 North American books in Art and another 550 art titles published from the U.K., totaling 5,650 titles. The UCR Libraries acquired 429 titles of these newly published titles from YBP, or 7.6%. In addition, the UCR Libraries acquired another 414 titles from other monographic book vendors and from gifts. Thus, the UCR Libraries obtained a total of only 15% of the total available Art History output in 2007-2008. The low ratio of this percentage is even more significant if we consider materials published by publishers not covered by Yankee, and materials published in other languages. Clearly, a larger budgetary investment in monographic publications and multi-media resources will be needed to support a graduate program in the history of art offering the doctoral degree.

B. Serials. Currently the University Libraries subscribes locally to 92 print serial titles specifically coded to funds supporting Art and History of Art. This is not an insignificant number of serials; and these serial print titles are further enriched and supplemented through the UCR Libraries’ co-investments in 465 e-journal resources of the California Digital Library (CDL). The current annual cost to the Libraries for local Art print serial subscriptions is $20,050. It is impossible to provide an exact cost for the co-investment with the CDL for art e-journals because they are purchased in large bundled packages with non-art journals. An estimate cost of the art e-journals would be approximately $12,000-$15,000 annually based on the assumption that the majority of art e-journals are provided through JSTOR and Art Full Text. Therefore, the UCR Libraries expend approximately $32,050 - $35,050 on both local and CDL co-invest print and electronic journals. For a full list of journal titles please see the attached addenda.

It is recommended that new serials titles that will need to be acquired to support the doctoral program should be identified by departmental faculty for pricing and for supplemental funding sources at the earliest feasible date as a component of this proposal.

C. Evaluation of Electronic Resources and Other Material Formats. Not all library resources relevant to the proposed program are in print format. The Libraries currently subscribes to 9 major
indexes and abstracts, full-text, digital image libraries, and bibliographic electronic resources in art that will serve the new graduate program extremely well. They include the following:

<table>
<thead>
<tr>
<th>Online Resource</th>
<th>2007-2008 Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTbibliographies Modern</td>
<td>$3,444</td>
</tr>
<tr>
<td>Art Full Text</td>
<td>CDL</td>
</tr>
<tr>
<td>Art Index Retrospective</td>
<td>$153</td>
</tr>
<tr>
<td>Arts and Humanities Citations Index</td>
<td>$5,170-$7,386 (7-10% of Web of Science prorated package subscription)</td>
</tr>
<tr>
<td>ARTstor</td>
<td></td>
</tr>
<tr>
<td>Avery Index to Architectural Periodicals</td>
<td>CDL</td>
</tr>
<tr>
<td>Bibliography of the History of Art</td>
<td>CDL</td>
</tr>
<tr>
<td>Index to 19th Century American Art Periodicals</td>
<td>CDL</td>
</tr>
<tr>
<td>Oxford Art Online (formerly the Grove Dictionary of Art)</td>
<td>$981</td>
</tr>
<tr>
<td><strong>Total = 9 resources</strong></td>
<td><strong>$21,067</strong></td>
</tr>
</tbody>
</table>

Currently UCR participates in all but one of the co-investments managed by CDL and this title was declined following faculty consultation. Additional History of Art research materials held by the Libraries’ are available in micro format.

**D. Archives and Special Research Collections.** This is also an area of potential strength. The Libraries’ Special Collections & Archives Department already maintains collections of archives and other primary resources of potential value to the program. Prime examples include resources for studying the history of the book and book arts including: the largest collection of working antique printing presses in any American university; five pre-1600 codices and twenty-six leaves; manuscript facsimiles and artists’ books; the tools and materials bequeathed by master binder; a large reference and research collection of the history of book production and printing. For the study of the art of photography: the archives of Sadakichi Hartmann, one of the earliest critics of photography as art; 427 glass plate negatives and prints primarily of the Mexican Revolution taken by Sabino Osuna; 5,000 images in a variety of formats including panoramic prints documenting the growth of the city of Riverside, California taken by Avery Field. For the study of Native American art: a collection of approximately 50 Native baskets and artifacts are part of the Costo Library of the American Indian and Archive. For the study of art in Science Fiction: a large collection of anime and manga; fifty thousand comic books and thousands of rare science fiction books in their original illustrated bindings; the archive of science fiction cartoonist William Rotsler. Although the California Museum of Photography is not part of the UCR Libraries,’ the unique and well regarded collections they maintain are a limitless resource of original research opportunities.
3. Analysis

A. Peer and UC Comparisons. For fiscal year 2007-2008, the UCR Libraries’ allocation for History of Art was $77,838.

<table>
<thead>
<tr>
<th></th>
<th>Monographs</th>
<th>Standing orders</th>
<th>Serials</th>
<th>Databases, etc.</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>$36,277</td>
<td>$444</td>
<td>$20,050*</td>
<td>$21,067</td>
<td>$77,838</td>
</tr>
</tbody>
</table>

*This figure does not include e-journal package costs from section B. due to other institutions exclusion as well.

A comparative analysis of annual UCR expenditure levels for library materials excluding electronic resources (databases) with those of other UC campuses awarding the Ph.D. in History of Art is as follows: Berkeley ($275,000), UCLA ($240,968), and Santa Barbara ($67,386). The History of Art Department identified UCR’s external peer institutions with Ph.D. programs in History of Art as the following: Florida State University, University of Arizona, University of Kansas, and University of Washington. Based on this data, UCR ranks second to last in its annual expenditures for art:

<table>
<thead>
<tr>
<th>Institution</th>
<th># of Faculty</th>
<th># of Graduate Students</th>
<th>Monograph &amp; Serials Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC Berkeley</td>
<td>15</td>
<td>55</td>
<td>$275,000 (excluding architecture)</td>
</tr>
<tr>
<td>UC Los Angeles</td>
<td>23</td>
<td>63</td>
<td>$240,968</td>
</tr>
<tr>
<td>University of Kansas</td>
<td>20</td>
<td>67</td>
<td>$165,307</td>
</tr>
<tr>
<td>University of Washington</td>
<td>12</td>
<td>36</td>
<td>$113,870</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>8</td>
<td>27</td>
<td>$90,000</td>
</tr>
<tr>
<td>UC Santa Barbara</td>
<td>19</td>
<td>53</td>
<td>$67,386</td>
</tr>
<tr>
<td>UC Riverside</td>
<td>13</td>
<td>17 (MA students)</td>
<td>$56,771 (see highlighted figures above)</td>
</tr>
<tr>
<td>Florida State University</td>
<td>10</td>
<td>34</td>
<td>$46,219</td>
</tr>
</tbody>
</table>

Our recommendation is that UCR should aim to minimally reach the expenditure level of UC Santa Barbara or the University of Arizona over a 3-5 year incremental period as the program grows and matures. This will require full restoral of the library budget base for art history to its investment level of FY2006 (including inflation) when the budget climate has changed to reach an expenditure level minimally of $71,725. Any new serial titles recommended by the faculty will require new funding to be added to the Library’s base budget. The source of these new funds will need to be identified and provided collaboratively by CHASS and the University administration.
B. Foreign Language Materials. It is also worth mentioning that the Libraries’ current investment in strengthening Art resources is concentrated primarily on the English language and western history and culture. An exception is the library’s acquisition of Chinese language materials since 1994. We have purchased works on Chinese traditional paintings, art works and art criticism, as well as catalogs of all major art museums in China. Over the last 15 years, we have acquired over 400 books on Chinese art through the library support program from the National Central Library in Taiwan. In addition, the library has approximately 95,000 volumes of Asian materials and approximately 163,000 Latin American materials.

In order to support a PhD program in History of Art, a need clearly exists to acquire a higher percentage of foreign language publications. It would cost the Libraries approximately $10,000 annually to collect French, German, and Spanish language art publications at the level of our peer institutions.

C. Gift Program Opportunities. Finally, each year, the Libraries receive more than 22,000 book donations from individuals and organizations. Many of these donations include books on Art, and, often, these are out-of-print and valuable. This gift program offers significant opportunities for further strengthening the research and retrospective collections supporting History of Art. A clearly defined and active collaborative gift solicitation/acquisition/endowment program between the History of Art Department and the Libraries will further strengthen and broaden unique research collections. Recently the Libraries have received a gift from University of California, Santa Barbara from the Judith Hoffberg Collection. Thus far the libraries have received 120 titles including a number of rare, out-of-print art titles.
History of Art Department PhD Proposal: UCR Libraries Component

**Addenda**

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<tr>
<th>Classification</th>
<th>Description</th>
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<tr>
<td>N</td>
<td>Visual Arts</td>
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<td>NA</td>
<td>Architecture</td>
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<td>NB</td>
<td>Sculpture</td>
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<tr>
<td>NC</td>
<td>Drawing, design, illustration</td>
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<td>ND</td>
<td>Painting</td>
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<td>Decorative Arts</td>
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<td>NX</td>
<td>Arts in general</td>
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<td>TR</td>
<td>Photography</td>
<td>8,220</td>
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<td><strong>Total</strong></td>
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### Current Art Journal Titles Held by the UCR Libraries

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<th>TITLE</th>
<th>IMPRINT</th>
<th>FORMAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisitions / Fogg Art Museum</td>
<td>Cambridge, Mass. : Harvard University, c1963-c1971</td>
<td>electronic journal</td>
</tr>
<tr>
<td>Acta ad archaeologiam et artium historiam pertinentia.</td>
<td>Oslo [etc.] : Universitetsforlaget [etc.], 1962-</td>
<td>Reference print journal</td>
</tr>
<tr>
<td>African arts</td>
<td>[Los Angeles, African Studies Center, University of California, Los Angeles]</td>
<td>electronic and print journal</td>
</tr>
<tr>
<td>Alpha : revista del Area de Filosofía y Letras, Departamento de Educación, Humanidades y Arte, Instituto Profesional de Osorno</td>
<td>Osorno : El Area,</td>
<td>electronic journal</td>
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<tr>
<td>The American art journal.</td>
<td>New York : Kennedy Galleries and Israel Sack.</td>
<td>electronic and print journal</td>
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<td>American art review.</td>
<td>Kansas City, MO, etc. : [Kellaway Pub. Co.]</td>
<td>print journal</td>
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<td>American artist.</td>
<td>[Stamford, Conn. : Watson-Guptill Publications, c1940-</td>
<td>electronic and print journal</td>
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<td>American cinematographer</td>
<td>[Hollywood, Calif., ASC Holding Corp.]</td>
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<td>Publisher</td>
<td>Type</td>
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<td>---------------------------------------------------------------------</td>
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<tr>
<td>American Indian art magazine.</td>
<td>[Scottsdale, Ariz. : American Indian Art, Inc.,]</td>
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<td>American journal of archaeology.</td>
<td>New York [etc.] : Archaeological Institute of America.</td>
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<td>New York, NY : Diamandis Communications, c1990-</td>
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<td>Miami, Fl. : American Art Corp., 2002-</td>
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<td>Anales del Instituto de Investigaciones Estéticas.</td>
<td>México, Universidad Nacional Autónoma de México, 1937-</td>
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<td>Animation magazine</td>
<td>[Los Angeles, Calif. : Animation Magazine, 1987-</td>
<td>electronic and print journal</td>
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<td>The annual of the British School at Athens.</td>
<td>London : MacMillan, 1895-</td>
<td>print journal</td>
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<tr>
<td>Annual proceedings / Dublin Seminar for New England Folklife.</td>
<td>Boston : Boston University,</td>
<td>print journal</td>
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<td>Annual report - Fogg Art Museum</td>
<td>Cambridge [Mass.] Harvard University</td>
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<tr>
<td>Antike Kunst.</td>
<td>Bern [etc.] : Francke Verlag [etc.], 1958-</td>
<td>print journal</td>
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<td>Aperture</td>
<td>[San Francisco, Calif. : Minor White, 1952-</td>
<td>electronic and print journal</td>
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<tr>
<td>Archaeological reports.</td>
<td>[London]</td>
<td>electronic and print journal</td>
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<td>Archaiologika analekta ex Athênôn. Athens annals of archaeology.</td>
<td>Athênai [Ekdidontai para têς Genikês Dieuthynseôs Archaiotêtôn kai Anastêlôseôs tou Hypourgeiou Politismou kai Epistêmôn, etc.]</td>
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<td>Architectura.</td>
<td>München, Deutschen Kunstverlag.</td>
<td>print journal</td>
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<td>Los Angeles : John C. Brasfield Pub. Corp</td>
<td>Electronic and print journal</td>
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<td>Architectural record</td>
<td>New York City : The Record and Guide, 1891-</td>
<td>Electronic and print journal</td>
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<td>The Architectural review.</td>
<td>[London : Emap Construct, etc.]</td>
<td>Print journal</td>
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<td>Architectural theory review : the journal of the Department of Architecture, Planning and Allied Arts</td>
<td>[Sydney] : The Department</td>
<td>Electronic journal</td>
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<td>L'Architettura</td>
<td>[Milano, ETAS]</td>
<td>Electronic journal</td>
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<td>Archive / Center for Creative Photography, University of Arizona.</td>
<td>[Tucson, Ariz.] : The Center, [c1981-</td>
<td>Print journal</td>
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<td>Archives of Asian art.</td>
<td>[New York, N.Y. : Asia Society, 1967?-</td>
<td>Print journal</td>
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<td>Archives of the Chinese Art Society of America</td>
<td>New York, Chinese Art Society of America</td>
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<tr>
<td>Archivo español de arte</td>
<td>Madrid, Instituto Diego Velázquez</td>
<td>Electronic journal</td>
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<td>Archivo español de arte y arqueología</td>
<td>[Madrid] : Centro de Estudios Históricos, 1925-1937</td>
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<td>ARQ</td>
<td>[Santiago] : Escuela de Arquitectura de la Pontificia Universidad Católica de Chile</td>
<td>Electronic journal</td>
</tr>
<tr>
<td>Ars islamica</td>
<td>Ann Arbor : University of Michigan Press,</td>
<td>Electronic journal</td>
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<tr>
<td>Ars orientalis the arts of Islam and the East</td>
<td>[Washington, etc.], Freer Gallery of Art [etc.</td>
<td>Electronic and print journal</td>
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<td>Art &amp; text</td>
<td>Prahran, Australia : Art &amp; Text  Nutley, N.J. : B. DeBoer [distributor], -c1999</td>
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<td>[New York] College Art Association of America</td>
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<td>Art criticism</td>
<td>Stony Brook, Long Island, N.Y. : Dept. of Art, State University of New York at Stony Brook, 1979-</td>
<td>electronic journal</td>
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<td>Art, design &amp; communication in higher education [electronic resource].</td>
<td>Bristol, England : Intellect, 2002-</td>
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<td>Art education</td>
<td>[Reston, Va., etc.] National Art Education Association</td>
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<td>Art in America.</td>
<td>[New York, Brandt Art Publications, etc.]</td>
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<td>The Art Institute of Chicago quarterly.</td>
<td>Chicago, Ill. : The Institute, 1951-1965.</td>
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<td>Art monthly</td>
<td>London, Britannia Art Publications, [etc.]</td>
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<td>Art news.</td>
<td>New York, Artnews Associates.</td>
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<td>Art nexus.</td>
<td>Bogotá, Colombia : Arte en Colombia, [1991]-</td>
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<td>Art papers</td>
<td>Atlanta, Ga. : Atlanta Art Papers, 1981-</td>
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<td>Art papers magazine</td>
<td>Atlanta, GA : Atlanta Art Papers, Inc., c2000-</td>
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<td>Arte, individuo y sociedad / Facultad de Bellas Artes, Departamento de Didáctica de la Expresión Plástica</td>
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<td>Artibus Asiae. Supplementum</td>
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<td>ArtUS.</td>
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<td>Levallois [France] : Publications Nuit et jour</td>
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<td>880-02 Beijing : Beijing wen xue bian jibu, 1980-</td>
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<td>The Biennale of Sydney.</td>
<td>Sydney : Biennale of Sydney, 1973-</td>
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<td>Body, space and technology [electronic resource]</td>
<td>London : Brunel University, 2000-</td>
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<td>Bollettino d'arte / Ministero della eduazione nazionale, Direzione generale delle antichità e belle arte.</td>
<td>Roma : La Libreria dello Stato, etc., 1932-</td>
<td>print journal</td>
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<td>Border crossings</td>
<td>Winnipeg : Arts Manitoba Publications, 1985-</td>
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<td>De Bouwwereld</td>
<td>Amsterdam, F. van Rossen</td>
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<td>Brush and pencil.</td>
<td>[Chicago : Phillips and Co., 1898-1907]</td>
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<td>Bulletin de correspondance hellénique.</td>
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<td>Bulletin monumental.</td>
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<td>C : a critical visual art magazine.</td>
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<td>print journal</td>
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<td>CAA newsletter.</td>
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<td>Baton Rouge, La. : Callaloo, c1976-</td>
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<td>Graz, Austria : Forum Stadpark,</td>
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<td>The Canadian architect</td>
<td>Don Mills, Ont. [etc.] Southam Business Publications [etc.]</td>
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<td>[Austin, Tex.] : Center for the Study of American Architecture, School of Architecture, University of Texas at Austin New York : Rizzoli [distributor, c1984-</td>
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<td>Cleveland, Ohio : Cleveland Museum of Art, c1997-2005</td>
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<td>CoDesign : international journal of cocreation in design and the arts</td>
<td>Abingdon : Taylor and Francis, c2005-</td>
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<td>The Columbia journal of law &amp; the arts.</td>
<td>New York, N.Y. : Columbia University School of Law, c2001-</td>
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<td>Computer animation and virtual worlds</td>
<td>West Sussex, U.K. : John Wiley and Sons</td>
<td>electronic journal</td>
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<td>Conservation : the GCI newsletter.</td>
<td>Marina del Rey, Calif. : Getty Conservation Institute, 1991-</td>
<td>print journal</td>
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<td>Couture international jeweler</td>
<td>New York, NY : Nielsen Business Media, Inc</td>
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<td>Craft arts international</td>
<td>Sydney : Craft Art Pty. Ltd.,</td>
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<td>Creative review</td>
<td>[London] : Marketing Week,</td>
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<td>Cultural trends</td>
<td>London : Policy Studies Institute, c1989-</td>
<td>electronic and print journal</td>
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<td>Da mei shu [electronic resource]</td>
<td>Shanghai : Da mei shu bian ji bu</td>
<td>electronic journal</td>
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<td>The Daguerreian annual : official yearbook of the Daguerreian Society.</td>
<td>Eureka, Calif. : The Society, c1990-</td>
<td>print journal</td>
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<tr>
<td>Dang dai xiao shu hua jia [electronic resource]</td>
<td>Beijing Shi : [s.n.]</td>
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<tr>
<td>Design</td>
<td>Indianapolis [etc.] : Saturday Evening Post Co. [etc.]</td>
<td>electronic and print journal</td>
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<td>Chicago, Ill. : University of Illinois at Chicago, c1984-</td>
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<td>Minneapolis : Walker Art Center, 1954-1996</td>
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<td>Early popular visual culture</td>
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<td>EGA : revista de expresión gráfica arquitectónica</td>
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<td>Everyday art quarterly</td>
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<td>Dublin, Ireland : Irish Arts Review, 2002-</td>
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<td>IS magazine</td>
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<td>Abingdon, Oxfordshire : Published for the National Society for Art Education by Carfax Pub. Co., c1982-</td>
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<td>Journal of cultural economics</td>
<td>Akron, OH : Association for Cultural Economics, 1977-</td>
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<td>The journal of decorative and propaganda arts</td>
<td>Miami, Fla. : Wolfson Foundation of Decorative and Propaganda Arts, c1986-</td>
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<td>London : Society for the Promotion of Roman Studies, 1911-2002</td>
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<td>Journal of the American Society of Architectural Historians</td>
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<td>Luna córnea.</td>
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<td>Lustrum.</td>
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<td>Moderna painter / Moderna museets utställningskatalog.</td>
<td>Stockholm : Moderna museet, 1956-</td>
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<td>Münchner Jahrbuch der bildenden kunst.</td>
<td>München : Prestel Verlag [etc.], 1906-</td>
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<td>[Washington : American Association of Museums], 1924-</td>
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<td>[Valencia, Calif.] : California Institute of the Arts, 1985-</td>
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<td>Papers of the British School at Rome.</td>
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<td>Sydney, Australia : University of Sydney, 2003-</td>
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<td>New York, N.Y. : Ars Brevis, c1981-</td>
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<td>Stained glass : quarterly of the Stained Glass Association of America</td>
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<td>Firenze : Nuova Italia,</td>
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<td>Studies in iconography</td>
<td>Kalamazoo, MI [etc.] Medieval Institute Publications, Western Michigan University [etc.]</td>
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<td>Xihu</td>
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<td>Yale University Art Gallery bulletin.</td>
<td>New Haven, Conn.: Yale University Art Gallery Associates, [1965-]</td>
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<td>Yi shu jiao yu yan jiu = Research in arts education</td>
<td>Taipei Shi: Zong jing xiao, Gui guan tu shu gong si</td>
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<td>Zeitschrift des Deutschen Vereins für Kunstwissenschaft</td>
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<td>Zeitschrift für Kunstgeschichte.</td>
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April 18, 2012

TO:       KENNETH BARISH, CHAIR
           GRADUATE COUNCIL

FM:       MARY W. GAUVAIN, CHAIR
           RIVERSIDE DIVISION

RE:       PROPOSAL FOR A PH.D. DEGREE IN ART HISTORY

The above proposal has been reviewed by the committee on Planning and Budget and Library. The two committees approved the creation of this Ph.D. degree in Art History.

I am enclosing the committee responses for your information.

Enclosure
April 13, 2012

To: M. GAUVAIN, CHAIR
    RIVERSIDE DIVISION

From: J. LAURSEN, CHAIR
      COMMITTEE ON LIBRARY AND SCHOLARLY COMMUNICATION

Re: PROPOSAL FOR A PH.D. DEGREE IN ART HISTORY

The response of the Committee on the Library and Scholarly Communications is to express grave concern about the availability of library funding to support the additional acquisitions requested in Appendix B to the proposal, given UCR’s current budget constraints. The Committee believes that more library funding will be needed to support the program, if approved, and that other programs currently existing at UCR should not have to absorb a reduction in their library support for the benefit of this program. The Committee urges that if the program is approved, UCR must provide an adequate level of library support from new funding. The University and the department both need to understand that new funding will be required for initiatives of this type if UCR is to meet its goal of achieving AAU status.
April 4, 2012

TO:      MARY GAUVAIN, CHAIR  
         RIVERSIDE DIVISION

FM:      UMAR MOHIDEEN, CHAIR  
         PLANNING AND BUDGET

RE:     PROPOSAL FOR A PH.D. DEGREE IN ART HISTORY

The committee on Planning and Budget (CPB) discussed the proposal for a Ph.D. degree in Art History and approved the proposal. CPB recognizes that Art History needs a Ph.D. program, and the present proposal in terms of TAs and fellowship is revenue neutral. The committee is concerned that resources will be needed to be devoted in the future to make it strong and viable.
April 2, 2012

TO: UMAR MOHIDEEN, CHAIR, PLANNING AND BUDGET

JOHN C. LAURSEN, CHAIR
LIBRARY

FM: MARY GAUVAIN, CHAIR
RIVERSIDE DIVISION

Re: A proposal for a Ph.D. Degree in Art History

Attached, please find a proposal for a Ph.D. degree in Art History. The Graduate Division has reviewed the proposal and approves the proposal as written.

I would appreciate receiving your response by Monday April 13, 2012.
March 1, 2012

TO: Mary Gauvain, Chair
    Academic Senate

VIA Sellyna Ehlers

FROM: Patricia Morton, Chair
      Art History Department

SUBJECT: Revised Art History Proposal for a PhD degree

Please find attached the revised proposal for a PhD degree in Art History. We have sent the revised proposal to Dean Stephen Cullenberg and the chairs of related departments for their review, along with Professor Kenneth Barish, chair of the Graduate Council.

According to the flow chart for review of new graduate program proposals, it looks as if the proposal should now go to the Senate Committees on Planning and Budget and the Library.
GRADUATE COUNCIL

RE: Support for new PhD program in Art History

I am pleased to support the Art History’s department’s proposed PhD program. The proposal offers a persuasive argument for the program’s quality and the particular intellectual need it will meet. I believe the PhD in Art History will enhance the intellectual mission of CHASS.

The most important resource for the PhD program is the Art History faculty, which is intellectually distinguished with areas of deep expertise that, as the proposal argues, will give it a unique national profile capable of drawing highly competitive students. The department made excellent hires in recent years, developing notable areas of expertise in both the early modern and modern/contemporary periods in Europe and the Americas, as well as in sculpture, architecture, and photography. The last is of particular significance. A PhD program will enhance the status of the California Museum of Photography, further raising its profile as one of the best research facilities of its kind in the nation.

This is an unusual opportunity in these lean times. As the proposal outlines, the PhD program would be able to use already existing resources by building on the documented strength of their current terminal MA program. The core curriculum of seminar courses is in place, as are research facilities and staff support. The department has nine permanently funded TAships and typically receives additional temporary funding to support its large undergraduate lecture courses. Students in the terminal MA program currently hold those TAships. The PhD proposal calls for the gradual shifting of TA support to the PhD students as the cohort builds out. At the dissertation level, students will be able to draw on the archives, collections, and competitive fellowship opportunities of area institutions such as Huntington Library and the Getty Institute.

The proposal makes a compelling argument for continuing the terminal MA, which meets a particular need in museum education careers and in preparing students for further study. By keeping graduate enrollment stable, only now split between PhD and terminal MA students, the ability of the faculty and institution to support the new program without significant new resources is assured.

Stephen Cullenberg
Dean
February 2, 2012

TO: Mary Gauvain, Chair
Academic Senate

FROM: Patricia Morton, Chair
Art History Department

RE: CHASS Executive Committee Response to Art History Ph.D. Proposal

The Art History department would like to respond to the CHASS Executive Committee memo (November 21, 2011) regarding our Ph.D. program proposal. The Committee raised two concerns, and we want to assure the Committee members that these issues have been carefully considered in our proposal. We strongly feel the Ph.D. program is the best direction to pursue for the college, campus and department.

The first concern relates to funding of graduate students from teaching assistantships and central funding. The department is aware of the current funding restrictions and is planning Ph.D. student funding based on the current and historic number of available TAships allotted to the department (10-12 per year) and existing central funding for our MA program. We plan to use our current central funding for the Ph.D. program and convert the MA to an unfunded program. We believe we will continue to attract a small number of students to the MA program as this degree fills an important niche in professional art history training, but they will not receive central fellowship funding or priority for TAships. Because we will phase in the Ph.D. program gradually, priority for our TAships will be given to Ph.D. students, the number of TAships for MA students will decrease and the MA program will convert to low or zero funding. First year Ph.D. students will be funded from Graduate Division central funds, following current practice. There for the current configuration of having MA students available for much needed TAships will work to the advantage of our program, as well as for available funding in the College and campus. We cannot anticipate the Graduate Dean’s budget or the College TA budget for the future, but we do not believe there will be a negative impact on other departments. As for external funding, our MA students have been highly successful in gaining internships and awards from such sources as the Getty Center, the National Gallery of Art, and other arts institutions, and we anticipate that our Ph.D. students will also be competitive for such funding.

In regards to the lack of “large” Art History classes, we note that demand for all our courses has increased dramatically in recent years, even before the current crisis in classroom seats, and we now find our enrollments constricted by room size and/or number of TAships rather than demand. The enrollment in our lower division courses is consistent with College
minimum criteria of 75 students for a 50% TAship, and we have reliably filled all our course offerings every quarter. Nevertheless, we have taken into account the current restrictions on TAships in anticipating how many can be used for graduate funding. The lower-division survey courses of Western art (Art History 17A, 17B and 17C) require six TAs each year, and we have lower division courses in World Art, Latin American Art, Architecture, Modern Western Visual Culture, and American Art that require a minimum of one TAship each, with the possibility of expanding to two TAships with future expanded enrollment and increased TA funding. In addition, we can offer Associate appointments during Summer Session to those students who have completed the MA. Summer Session courses in art history are extremely popular and we have been able to dramatically increase our offerings and enrollments during the past few years.

The second concern relates to size of the academic job market. In several respects, we feel a transition to the Ph.D. degree will increase our students’ job opportunities. Graduate degrees in the history of art prepare students for a wide range of career options, not only academic positions, which means that our Ph.D. students will not be restricted to the academic job market when they seek employment. Historically, our MA graduates have gone on to hold professional, non-academic positions (such as curators, museum professionals or other employment) in art institutions or have continued their training in a Ph.D. program. Our graduate program has an excellent placement record in both academic and non-academic employment, and the MA degree has been sufficient for students who plan to work in the art world, teach in community colleges or take other professional positions. Despite the economic downturn, we have not seen a radical decrease in professional opportunities for our graduate students except in community college teaching, which has retracted for the short term. Increasingly, however, we find that the degree requirements for professional, non-academic positions are gradually trending to the Ph.D. degree. We feel it is essential that our program follow this trend and maintain high professional standards. Finally, we are sensitive to the realities of the academic job market and have projected a program size appropriate to opportunities in the field.

We feel the initiation of a Ph.D. program is essential to respond to current developments in Art History, to maintain the program’s educational and professional excellence, and to contribute to UCR’s strategic development of graduate research degrees. The national and international reputation of the department is strong, we have a critical mass of faculty and we believe a Ph.D. program will be a logical extension of our graduate program. We are pleased that the Committee finds great potential in our program and trust that we have answered its concerns.

cc: Kevin Esterling, Chair, CHASS Executive Committee
April 9, 2012

To: Patricia Morton, Chair, Art History Department

From: Deborah Willis, Chair, English

Re: Proposal for Art History Ph.D Program

I write in enthusiastic support of the Art History Department’s proposal for a Ph.D program. The program will be an important addition to graduate education in the humanities at UCR and has the potential to help the campus meet the goals of the UCR 2020 Strategic Action Plan and advance toward AAU membership. An Art History Ph.D will build on the successful track record of the department’s current M.A. program and take advantage of the research strengths and national prominence of its faculty. New hires have helped the department reach a critical mass capable of attracting and training top students, and the targeted focus on specializations in early modern and modern-contemporary areas makes good strategic sense. UCR’s program will be able to differentiate itself from other, perhaps more diffuse, programs and make maximally efficient use of its resources. The proposal offers a sensible plan for providing support to its Ph.D students through a mix of fellowships, TAships, and other awards, and the job opportunities for students who complete the Ph.D are more varied than in many other fields. The proposal is important and timely and I am happy to endorse it.
30 March 2012

**Letter of Support for the PhD Program in Art History at UCR**

**To Whom It May Concern:**

Proposals to create new PhD programs in the humanities and fine arts give me pause—not because such programs may lack the tools and faculty with which to construct something of excellence, but because of the “ethical” concerns related to need and employment for the graduates of these programs. In other words, given that many excellent programs already exist in the humanities and fine arts, and given that the job market is (and will continue to be) challenging, is yet another PhD program necessary, and can it be viable? These are the issues that concern me most; these are the issues (among others) that I find addressed so cogently in the proposal by the Department of Art History for the creation of a PhD program.

First, the focus of the program seems to me to be highly pertinent to the discipline and wholly appropriate to the strengths of the Department: modern and contemporary on the one hand, and early modern on the other, with complementary areas in architecture, sculpture, and photography. This aspect of the program is well conceived and distinctly related to important and growing areas of the discipline.

Second, in terms of quality, the Art History faculty is a truly distinguished group. A perusal of the CVs (on their home website) shows faculty who are well-published, engaged intellectually with their fields, and active in the profession. There can be no doubt concerning the ability of the faculty to offer a PhD program of high quality, which is the principal point of departure for any academic program at the graduate level.

Third, the Department has made a strong case for how their program will prepare graduates for employment in the field and how it relates to (and differs from) other programs in the UC system. The proposal speaks to the curatorial as well as purely academic opportunities for its graduates. The program seems to me to be an appropriate size (both for the number of faculty in the Department and for the demand for PhDs in Art History); the curriculum is thoughtfully structured; students will graduate from the program with both breadth and depth in their discipline.

In brief: I think the PhD program will be a wonderful addition to the already strong humanities PhD programs in CHASS. It will provide stimulating intellectual engagement for the faculty, of course, but more importantly, its design and successful implementation will prepare students for careers both within and outside of academia. I offer my strongest endorsement of the proposal.

David Herzberger  
Professor and Chair
April 2, 2012

To: Pat Morton  
Chair, Art History

From: Charles Long  
Chair, Art

Re: Support for Art History PhD Program

The Department of Art is fortunate to share the same administrative unit, faculty offices and classroom locations as the Art History Program. Our proximity has fostered much cross-over of each department’s students. Of special import is the connection of our graduate students with the Art History grad. These students engage in unique discourse that comes from the overlapping of related but different perspectives. Our Department fully supports this proposal for the Art History PhD Program as we anticipate the depth of discourse of art to be that much more serious and further build on this mutually beneficial relationship.

As the proposal reports, Los Angeles continues to grow as an important international cultural center, offering a broad range of opportunities for PhD graduate research and employment upon graduation. The University’s Museum of Photography and Sweeney Art Gallery and the Culver Center feature programs and exhibitions that would be relevant for the Art History PhD student and welcome their participation. The Art Department's lecture series brings in many practicing artists throughout the year and the lectures are attended by Art History students. The wealth of insight on contemporary theory and practice makes this opportunity a great compliment to PhD research.

For these reasons and numerous others, the Department of Art would be very pleased to see the PhD program as described instituted. It is a well thought out and thoroughly justified proposal and it has our full support.
April 1, 2012

Professor Patricia Morton, Chair
Department of the History of Art
University of California, Riverside,

Dear Professor Morton:

I have read your proposal for a Ph.D. in Art History and find it to be an exceptionally thoughtful one. As you know there has been a long collaboration between Art History and Anthropology on this campus. The Department of Anthropology endorses and supports the proposed Ph.D. program.

Sincerely,
Thomas C. Patterson
Distinguished Professor and Chair
March 16, 2012

Dear Patricia,

My department strongly supports the proposal for a PhD in the History of Art. Your decision to keep a strong MA program makes great sense. The faculty focus and critical mass in the areas outlined also justifies the proposal well, as does the fit with other program in California.

There are a few points of friendly suggestions and/or questions:
1) among our faculty, Sabine Doran would, I think make a great co-operating faculty member;
2) we applaud your maintaining a minimal language requirement. We recommend Latin be added to list-- it fits with Rudolph’s, and arguably Kohl’s and Baker’s areas.

The proposal is superbly done, and eminently supportable. Our department looks forward to working with you in any ways we can.

All best wishes,

Tom
April 12, 2012

Professor Patricia A. Morton
Department of Art History
University of California, Riverside
232 Arts Building
900 University Avenue
Riverside, CA 92521-0319

Dear Professor Morton,

I write to enthusiastically support the proposal to create a Ph.D. program at UCR’s Department of Art History. Offering a doctoral degree in Art History is becoming increasingly more important in this highly specialized field and responds to the realities of the contemporary job market for art historians. In academic institutions and museums alike, having Ph.D. is by now a basic job requirement. Adding a Ph.D. program to the already strong M.A. program would better prepare UCR’s art history graduate students for their future carriers and for a highly competitive job market.

The department is ideally situated to offer a doctoral degree due to the breadth and quality of the faculty, their research, and the course offerings. Southern California already boasts venerable art history programs offering a doctoral degrees, and UCR’s strengths in Early Modern, Modern, and Contemporary art history significantly augments specialties of other local departments, such as at UCLA, which is known for its strength in non-Western art. Indeed, there has been a rising demand by students for doctoral supervision in Modern and Contemporary art in particular, which UCR is able to fulfill. The Getty Research Institute already has strong ties to the department due to the faculty’s outstanding research, and we are prepared to support UCR’s doctoral art history students in their studies. In short, adding a Ph.D. program is crucial to advancing higher art-historical education in the Los Angeles Metropolitan region, one of the great global centers for art and culture.

Sincerely yours,

[Signature]

Prof. Dr. h.c. mult. Thomas W. Gaehtgens
April 27, 2012

Professor Patricia Morton,
Chair and Associate Professor of Architectural History,
Department of Art History,
University of California, Riverside,
Riverside, CA.

Dear Professor Morton:

Thank you for sending me a copy of your Department’s proposal for a PhD in Art History at UCR. As a member of the three-person external review committee of 2005 (along with Professor Yve-Alain Bois of Harvard, now at the Institute for Advanced Study, and Professor Christopher S. Wood of Yale), it was an especially exciting read for me; the proposal fulfills many of the aspirations that your faculty expressed to us seven years ago, and addresses many of the suggestions and recommendations made at the time. It shows careful research and thinking about the proposed program. As a fellow faculty member at the University of California and former Chair of History of Art at UC Berkeley, I would welcome the addition of a PhD in art history at UCR to the University’s overall ability to train advanced students in art history and visual culture.

The proposed PhD program plans to build not only on the distinctive strengths of your current faculty (well defined as falling into two broad areas of “early modern” art history and “modern-contemporary” art history, each with particular emphases that distinguish the area from similar configurations in other programs) but also on the astounding resources for the study of art history in the greater LA area (not least the Museum of Photography in Riverside itself, a major asset for you given your plan to foreground your faculty expertise in this increasingly important area of study). You are right, I think, to conceive the program as flowing from your existing MA program (I note that all graduate students, MA or PhD, will share a common basis in certain core courses in the first stage of their program). Your MA is already notable for its success in positioning graduates for careers outside the academy, and it is important for PhD students, who are likely to have academic careers, to interact with such students. As a point of fact, it is worth noting that a recent study by the College Art Association shows that art history has the lowest percentage of PhD graduates going into academic careers of any humanities field (66%, to be precise). Any graduate program in art history, whether MA-only or MA/PhD, must prepare students for possible careers in the wide range of arenas that you cite (from curatorial work to cultural heritage management to image resources administration). At Berkeley we are increasingly finding that potential graduate students express interest in careers in the exploding area of “image studies,” combining graduate study in art history with technical training in image-production softwares or in human-computer interface design. I think your program is appropriately poised to be able to contribute and compete effectively in this new environment. But art history itself is also likely to grow; the global expansion of industries and institutions based on the production and criticism of images means that there is a growing demand
for scholars who are deeply trained in the historical, theoretical, and sociocultural analysis of visual communication, aesthetic phenomena, and image-making systems. Your plan to admit 2 or 3 PhD students per year seems just about right to me.

There is no doubt that your faculty composition and research profiles will readily support a program conceived along the lines that you have proposed. Your focus on "early modern" emphasizes the notion that "early modern" visual cultures will not be restricted to European visual cultures, and it is wholly appropriate given the special research resources and student demographics of southern California. Your focus on "modern-contemporary" emphasizes your depth in architecture and in the history of photography. This again is appropriate, and positions you well. (At Berkeley, for example, the history of modern architecture is taught in an entirely different college in a separate PhD program and the history of photography is taught as a kind of afterthought in our newly renamed Department of Film, Photography, and New Media; neither field is taught in integration with the art history of other modern and contemporary media as taught in the Department of History of Art. This institutional discoherence has hobbled us for years in being able to recruit certain students.)

Your analysis of the possible placement of PhD graduates of your program is, it seems to me, accurate and sensible. My own impression is that students who are encouraged to pursue research topics that have a "contemporary" orientation (whether or not the subject matter is contemporary art) have excellent prospects in a wide job market, where there is demand, as I have noted, for specialists in the history and analysis of imagemaking systems or visual culture. While some programs at UC have redescribed themselves as PhD programs in "visual culture studies," at least in part (e.g., UCI, UCSD), others have emphasized their cross-cultural strengths in art history (e.g., UCLA, UCSB) and still others have tried to foreground theoretical considerations that are applicable to non-art-historical fields as well as art-historical specialisms (UCB). I have never had the impression, however, that UC programs are counterproductively competing against each other to place students (though naturally there is some healthy home-team rivalry); rather, there is increasing cooperation among the UC programs to help all UC PhD students take advantage of California's extraordinary resources and opportunities in the study of art, visual culture, and image making. As one cautionary note, I wonder if you perhaps downplay the competitive "threat" posed by Stanford, which is emerging, as you know, as a "powerhouse" in the study of specifically Euro-American modern art in the nineteenth and twentieth centuries, especially with the addition of three internationally prominent senior professors in that field to the Stanford faculty. But I do not see much direct conflict, now or future, between your proposed program and the configuration of the modern-contemporary program at Stanford.

Your faculty is well equipped to undertake PhD training in the two broad areas you have identified. A group of well-known full professors (Baker, Green, and Rudolph) has the international visibility and network that one needs to recruit globally and to provide the needed long-time professional experience and gravitas on PhD committees; a group of associate professors has attained substantial visibility in the field as well as mastery of UC rules and systems (no small matter in the time-consuming business of administering a PhD program); and a group of assistant professors provides a platform on which a program of the future (considering that PhD students will take six years to complete) must necessarily be built. It is gratifying to see the way in which you have partly formulated your intellectual definition of the program around the research interests of talented untenured faculty members. This is a smart and the right thing to do.
Funding issues are always sticky, especially in the current UC budgetary environment. Your plan seems feasible, and it is good to see that it does not count on the arrival of large amounts of mysterious new funding but rather reorganizes existing streams of funding, including a conceptualization of your overall teaching program that will allow you to fund PhD students with teaching work. In that latter regard, it is desirable, as your proposal points out, that PhD students (at least those coming in without an MA) not teach in their first year. But I am willing to go out on a limb and say that it is not essential. At Berkeley, budgetary retrenchment—as well as the expansion of and pressure on our undergraduate classrooms—has required us to assume that at least some PhD students will begin teaching right away. Some of us were quite worried about this, but in practice it has proved to be fine, even granting that we might be losing some students to other institutions because of it; we have focused on recruiting matriculants who are ready to teach, frequently because they have worked in the artworld or in art-professional employment for a few years after college and are not only quite capable of taking their experience and expertise into the classroom but also very interested in doing so. On balance, I think your overall funding plan makes appropriate provisions and conservative assumptions. The trick lies not so much in the funding itself as in finding and recruiting the students who are right for the kind of funding you can provide to them. Here the allure of your faculty, location, and prospects will be the key.

I look forward to hearing about how your plans unfold. If I or my colleagues at UCB can help in any way, please feel free to let me know, or to contact the Chair of my Department, Professor Christopher Hallett, who is strongly interested in seeing greater collaboration and cooperation among the UC programs in art history.

Sincerely,

Whitney Davis
George C. and Helen N. Pardee Professor of History & Theory of Ancient & Modern Art
May 1, 2012

Patricia Morton  
Chair and Associate Professor of Architectural History  
History of Art Department  
University of California, Riverside

Dear Professor Morton,

I have read the proposal for a new PhD program in Art History at the University of California, Riverside, and find it a very promising new initiative. The idea of building a relatively small recruiting PhD program into an existing MA program makes a lot of sense, and may prove something of a model for future developments in graduate education in Art History. The Mellon scheme of stand alone fully funded PhD programs is showing strains with recent cutbacks in university funding, as smaller programs in disciplines such as Art History find they have to reduce intake to a point that their range of graduate seminar offerings becomes difficult to sustain. With the PhD proposed by Riverside, a fairly full program of graduate seminars can be offered that will attract sufficient enrollments because they also serve the needs of a fairly considerable cohort of MA students. The pre-candidacy taught course for PhD programs are in essence no different from the offerings for a good MA programs, and the opportunities that a combined MA/PhD program (the Institute of Fine Arts, New York University operates on this basis) provides for larger classes and more opportunities for group discussion are beneficial for all concerned (including the faculty doing the teaching).

There is a lot to be said for creating a program that has a distinctive focus of the kind being proposed here. All PhD programs draw on the particular strengths of their faculty, but Riverside is a little unusual in having clusters of expertise in certain broad areas that other Art History programs, even ones with a considerably larger faculty, would not be able to cover in the same depth – namely photography, sculpture and architecture. Evidently some of these areas might in future be redefined somewhat as the faculty profile shifts, though photography in particular should be a long-term commitment given the importance of the connections with the Riverside based California Museum of Photography. The general chronological emphasis on early modern and on modern and contemporary is not particularly unusual, but combined with the focus on areas where the Department has distinctive concentrations of expertise, the net effect is to give the program a clearly defined profile. In particular, this PhD will be offering something noticeably different from that found in other UC PhD programs (with all of which I have some familiarity), and will not be directly competing with these departments’ particular strengths. I find very encouraging the stress placed on working closely with the very fine museums in the region, including two, the Getty and the California Museum of Photography, with which the Department has already had substantive collaborations. Not only are more and more students studying for Art History PhDs seriously thinking of pursuing a curatorial career. It is also the case that the long term health of the discipline will depend upon academic art historians making...
the most of the resources provided by museums, and working with museums on collaborative projects and initiatives.

The faculty is clearly of an excellence to attract good PhD candidates. It is very research active, with several who are leaders in their field. The overall output of publications is very impressive, as is the record of obtaining major research grants. A number of the faculty’s publications have achieved wide recognition, in ways to which I personally can testify in that I have had recourse to them for my own teaching and research. The claims made in the document for the Department’s strengths are clearly born out by the individual faculty’s records of publication and research, including the emphasis on working closely with museums and museum collections. I do not have any particular comments on the structure of the new program. It is fairly standard, and is for example very close to what we have in our long established PhD program at the University of Michigan. The detailed mechanisms for monitoring and evaluating student progress and offering suitable mentoring are nicely worked out and clearly build on experience gained from teaching a successful MA program.

I can recommend this new program very warmly, and feel confident that it will make an important contribution to the University of California’s profile as a major center for postgraduate studies in art history.

Yours sincerely

Alex Potts
Max Loehr Collegiate Professor
Department of History of Art
University of Michigan
Approvals:

Planning and Budget – 4/4/2012
Library Committee – 4/13/2012
Graduate Council – 5/4/2012
JASON D. WEEMS

CURRICULUM VITAE

Riverside, CA 92506

Telephone: (951) 215-0464
Email: jweems@ucr.edu

EDUCATION

Stanford University, Stanford, CA

Major Field: American Art, Photography, Visual and Material Culture
Related Coursework: Nineteenth and Twentieth-Century European Art, Visual and Critical Theory, Native American Art

Ph.D. Degree conferred September 2003
M.A. Degree conferred June 1999


University of Iowa, Iowa City, IA

Double Major: Art History and History
B.A. Degree conferred May 1995

Honors Theses: Cistercian Woman’s Architecture in Southern France, Circa 1200 (Department of Art and Art History, 1995); Money for Monks: the Monastic Patronage of Alphonse of Poitiers (Department of History, 1994)

PROFESSIONAL EXPERIENCE

2008-pres Assistant Professor, Department of History of Art, University of California, Riverside, Riverside, CA

2010 Visiting Professor, University of California Washington DC Center (Spring quarter)

2003-2008 Assistant Professor of Art History (tenure-track), Department of Humanities,
University of Michigan-Dearborn, Dearborn, MI
Affiliate faculty: American Studies Program
Science and Technology Studies Program

2003  Pre-Doctoral Curatorial Fellow, Terra Museum of American Art, Chicago, IL (Jan-May)

2002  Lecturer in Art History, Corcoran School of Art and Design, Washington, DC (fall)

1997-1998  Teaching Assistant, Department of Art and Art History, Stanford University, Stanford, CA


GRANTS, FELLOWSHIPS, AND ACADEMIC AWARDS

2011-2012  Hellman Fellowship, University of California, Riverside

2011-2012  “California Architecture and Design” Multi-campus Research Group, University of California Humanities Institute (principle investigator: Christina Cogsdell, UC Davis)

2011  Academic Senate Research Funds, Committee on Research, University of California, Riverside

2010  Academic Senate Research Funds, Committee on Research, University of California, Riverside

2009  Academic Senate Research Funds, Committee on Research, University of California, Riverside

2007-2008  Faculty Teaching Fellow, University of Michigan-Dearborn

2006  Research Fellowship in Art History/Visual Culture, King’s College, Cambridge, U.K. (finalist)

2006  Faculty Research Grant, University of Michigan-Dearborn (summer)

2005-2006  Hunting Family Professor and Faculty Fellow, Institute for the Humanities, University of Michigan-Ann Arbor

2005-2006  Georgia O’Keeffe Museum Research Center Fellowship (full-year, declined)
2005-2006  Mellon Post Doctoral Research Fellowship, The Newberry Library (alternate)
2005    Fletcher Jones Foundation Fellowship, The Huntington Library (summer)
2004    Rackham Faculty Fellowship, University of Michigan, Ann Arbor (summer)
2004    Rackham Faculty Research Grant, University of Michigan, Ann Arbor
2003    Harvard Society of Fellows Junior Fellowship (finalist)
2002-2003  College Art Association/Terra Foundation Fellowship in Pre-1940 American Art
2001-2002  Geballe Dissertation Prize Fellowship, Stanford Humanities Center
2001-2002  Graduate Lecturing Internship, National Gallery of Art (full-year, declined)
2000-2001  Henry Luce Foundation/ American Council of Learned Societies Dissertation Fellowship in American Art
1999-2000  Daniel and Florence Guggenheim Pre-doctoral Fellowship, National Air and Space Museum, Smithsonian Institution
1999    Graduate Research Opportunities Grant, School of the Humanities, Stanford University (summer)
1998    Luce Travel Grant, Department of Art and Art History, Stanford University
1995-1999  Graduate Fellowship in American Art and Material Culture, Department of Art and Art History, Stanford University (full funding)
1991-1995  Presidential Fellowship, University of Iowa (full funding)
1994    Stanley Grant for Undergraduate Overseas Research, University of Iowa
1995    *Magna Cum laude* in Art History and History, Phi Beta Kappa, University of Iowa

**BOOK MANUSCRIPT**

*Barnstorming the Prairies: Aerial Vision and Modernity in Rural America, 1920-1940*  
(under contract with University of Minnesota Press)
ARTICLES, BOOK CHAPTERS AND OTHER SCHOLARLY PUBLICATIONS


“Interpreting a 1930s Aerial Survey Photograph: The Artfulness of Technological Images,” History and Technology Vol. 27, No. 2 (July 2011), pp. 223-233 [peer reviewed]


James Scripps Booth: Artist, Engineer, Polymath (Dearborn MI: University of Michigan-Dearborn, 2008), 90 pages [editor and author of introductory essay; catalogue produced in conjunction with an undergraduate museum studies seminar]


“Aerial Views and Farm Security Administration Photography,” History of Photography Volume 28 Number 3 (Autumn 2004), pp. 266-281 [peer reviewed]


**EXHIBITIONS CURATED**

*James Scripps Booth: Artist, Engineer, Polymath*, Berkowitz Gallery of Art, University of Michigan-Dearborn, May-June 2008

*Charles Sheeler’s *Flower Forms*, Terra Museum of American Art, Chicago IL, Jan-Apr 2003

**WORK CURRENTLY IN PROGRESS**

Book Manuscript: *Sight and Scale: Science and the Limits of Vision in American Art and Culture, 1865-1978* [an examination of the concept of scale in twentieth-century American art and scientific visualization; in progress]

Co-Authored Book Manuscript: *On Eadweard Muybridge’s Animal Locomotion* (with Timothy Cresswell) [solicited by the University of California Press for their peer-reviewed book series *Defining Moments in American Photography*, series ed. Anthony Lee; in progress]

Book Chapter: “Politics, Method and the American/Modern Divide” (with Joshua Shannon) [invited for inclusion in the forthcoming anthology *Blackwell’s Companion to American Art*, editors John Davis, Jennifer Greenhill and Jason Lafountain, to be published by Blackwell Press; in progress]


Journal Article: “Pare Lorentz, New Deal Cinema, and the Sound of Vision in Thirties America” [in progress]

**CONFERENCE PAPERS AND INVITED LECTURES**

May 2011 “Sight and Science: Questions of Subjectivity in Ray and Charles Eames’s *Powers of Ten*,” Honors Program Faculty Lecture Series, University of California, Riverside

Apr 2011 Panelist, “The Birthplace of Aerospace in Southern California:
Conversation about Engineering, History and Art, Viterbi School of Engineering, University of Southern California

Mar 2011 Panelist, “Science and the Imagined Future,” Designing the Technological Future: The Landscape of Science in Postwar Southern California Symposium, Huntington Library/University of Southern California

Feb 2011 “Hidden In Plain Sight: War, Camouflage and Artifice in Midcentury LA,” College of Humanities Arts and Social Sciences Theme Lecture, University Of California, Riverside


Dec 2010 “Native American Earthworks, Modernist Aesthetics and the Aerial Gaze,” Visual Thinkers Lecture Series, Chapman University, Orange, CA

May 2010 “The New Deal’s New Image for American Capital,” College of Humanities and Social Sciences Theme Lecture, University of California, Riverside

Feb 2010 “Lorentz’s Soundscapes: Vision and Aurality in New Deal Documentary,” College Art Association Annual Conference, Chicago IL

Nov 2009 “Grant Wood’s Ambivalent Modernism,” A Great American Thing: A Symposium in Honor of Wanda Corn, Stanford University, Stanford, CA


Jun 2009 “Redefining Regionalism,” What’s Modern About American Art, 1900-1930 Symposium, Terra Foundation for American Art, Chicago, IL


Feb 2009  “California, Regionalism and Photography,” round table convener and discussant, California Museum of Photography/University of California, Riverside, Riverside, CA

Nov 2008  “In the Paths of Righteousness: Photographs by Jona Frank,” public discussion with artist, California Museum of Photography/University of California Riverside, Riverside, CA

Sep 2008  “Native American Earthworks, Modernist Aesthetics, and the Aerial Gaze,” University of Arizona School of Art, Tucson, AZ

Apr 2008  “James Scripps Booth: Artist, Engineer, Polymath,” Cranbrook Educational Community/Christ Church Cranbrook, Bloomfield Hills, MI

Dec 2007  “Into the Jaws of Commerce: Copley’s Watson and the Shark,” Detroit Institute of Arts, Detroit, MI


Apr 2007  “The Digital Remainder: Photography and Belief,” American Comparative Literature Association Annual Meeting, Puebla, Mexico


Sep 2006  “Wright Above the City: Aerial Sight and Suburban Architecture,” Provost’s Featured Faculty Lecture, University of Michigan-Dearborn

Feb 2006  “Suburban Architecture, Aerial Vision, and the American Dream,” Winter Colloquium, Department of Comparative Literature and Foreign Languages, University of California, Riverside, CA

Feb 2006  “Plate to Pixel: The Dematerialization of Photography,” seminar presentation to the Center for Ideas and Society Resident Fellowship Working Group, University of California, Riverside, CA


Oct 2005  “God’s Eye, Man’s Design: Aerial Vision, the American Dream, and the Greenbelt City,” Knowledge and Belief Symposium, Stanford Humanities Center, Stanford, CA

Apr 2005  “Aerial Vision and Farm Security Administration Photography,” School of Art and Design, Iowa State University, Ames, IA
Feb 2005  “The Archaeology of Surface: Midwestern Earthworks and the Aerial Gaze,” College Art Association Annual Meeting, Atlanta, GA

Nov 2004  “Theorizing the Windshield: Vision as the Edge of Mobility,” International Conference in the History of Transport, Traffic, and Mobility, Dearborn, MI


Dec 2002  “American Aeriality: An Overview,” Stanford Humanities Center, Stanford, CA

Mar 2002  “Erosive Images: Indians, the Dustbowl, and FSA Photography,” Refiguring the Ecological Indian Symposium, American Heritage Center, University of Wyoming, Laramie, WY


<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Apr 1999</td>
<td>“Life Above the Prairies: Aerial Imagery of Rural Life in Thirties Visual Culture,” Middle-American American Studies Association Annual Conference, Omaha, NE</td>
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**SESSIONS, SYMPOSIA, SEMINARS AND LECTURES ORGANIZED**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>2011-2012</td>
<td>Seminar organizer and leader, “Teaching History Through Art and Visual Culture,” a full-day seminar organized as part of a 3-year U.S. Department of Education Teaching American History Grant awarded for collaboration between the St. Elsinore, CA public schools and the University of California, Riverside</td>
</tr>
<tr>
<td>2012</td>
<td>Organizer and Chair, “Flights of Perception: Aerial Vision, Art and Modernity,” accepted session for the 2012 College Art Association Annual Conference, Los Angeles, CA</td>
</tr>
<tr>
<td>2009-</td>
<td>Co-coordinator of a proposed annual symposium on history of photography, to be shared by the University of California, Riverside/California Museum of Photography and University of Arizona/Center for Creative Photography, in development</td>
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<tr>
<td>2009</td>
<td>Organizer and panelist, “California, Regionalism and Photography,” public roundtable and discussion, UCR/California Museum of Photography, Riverside, CA</td>
</tr>
<tr>
<td>2009</td>
<td>Co-organizer, “The Politics of Art History,” session accepted for College Art Association Annual Conference, Los Angeles, CA (with Joshua Shannon, University of Maryland; session postponed)</td>
</tr>
<tr>
<td>2006</td>
<td>Organizer, “The Culture of the Diagram,” university-wide lecture and seminar featuring John Bender and Michael Marrinan, University of Michigan Institute for the Humanities, Ann Arbor, MI</td>
</tr>
</tbody>
</table>
2002 Organizer, “Resettling the Indian: Art, Inhabitation, and the Western Landscape,” panel at the Re-figuring the Ecological Indian Symposium, American Heritage Center, University of Wyoming, Laramie, WY

2001 Co-organizer, “Network Views and Public Voices in Interwar America,” session at the American Studies Association Annual Conference, Washington, DC (with Elena Razlogova, George Mason University)

UNDERGRADUATE AND GRADUATE COURSES

“Introduction to American Art” (lower level survey)
“Western Art Since 1400” (lower level survey)
“Introduction to Humanities” (team taught lower level survey)
“California Modern” (upper level lecture)
“Revolution, Reaction and Rebellion: American Art Between the World Wars” (upper level lecture)
“Industry and Alienation: Later 19th Century American Art” (upper level lecture)
“Conquest and Collaboration: Colonial American Art” (upper level lecture)
“American Photography” (upper level lecture/seminar)
“Twentieth-Century Art” (upper level lecture)
“American Art, 1500-1940” (upper level lecture)
“The Arts of Detroit” (team taught upper level lecture)
“American Regionalism” (undergraduate seminar)
“Theory and Methods of Art History” (undergraduate seminar)
“Museum Theory and Practice” (undergraduate seminar)
“The City and The Country in American Art” (graduate seminar)
“Landscapes of the Americas” (graduate seminar)
“The Vision of Art History” (graduate methods seminar)

GRADUATE ADVISING (by graduation date)

2011- Gabriela Rodriguez (MA primary advisor; thesis on Diego Rivera’s public health murals in Mexico)
2011- Danielle Peltakian (MA committee member; thesis on Richard Neutra)
2010- Andrew Turner (MA committee member, thesis on Incan pottery and theories of sexuality)
2010- Emily McEwen, Department of History (PhD committee member, dissertation on the Mission Inn, Riverside CA)
2011 Tia Vasiliou (MA primary advisor; thesis on art critic Sadakichi Hartmann and artist Thomas Wilmer Dewing; accepted for PhD study at Washington University, St. Louis)
2011 Steven Hampton (MA committee member; thesis on postwar American art and kitsch)
2011 Mary Corey (MA committee member; thesis on Dali’s stage sets for the New York Ballet)
2010  Elizabeth Spears (MA primary advisor; thesis on the 1991 Smithsonian exhibition “The West as America”)
2010  Natasha Thoreson (MA primary advisor; thesis on arts and crafts ideology and gender in England and the United States)
2010  Melinda Brocka, (MA committee member; thesis on contemporary British art and the fourth plinth project)
2009  Bruce Picano (MA committee member; thesis on Peruvian photographer Martin Chambi; pursuing PhD studies at UC Santa Cruz)
2009  Juli Johnson (MA committee member; thesis on the New World colonial art of Italian painter Matteo Perez de Alessio)

NOTABLE UNDERGRADUATE ADVISING (by graduation date)

2010  Stephanie Cotta, UC Washington DC program (currently a curatorial intern at the White House)
2009  Jordan Gadd, Pomona College, CA (invited outside reader for thesis on contemporary art and violence)
2009  Tia Welch (undergraduate thesis on John Singer Sargent; selected as outstanding senior in history of art)
2008  Renee Massarello, University of Michigan, Dearborn (currently in the graduate art history program at the University of Toronto)
2008  Laura Eccleston, University of Michigan, Dearborn (currently in the graduate art history program at Richmond University, London)
2007  Jennifer Harris, University of Michigan, Dearborn (undergraduate thesis on David Siqueros, winner of a university-wide research award)

UNIVERSITY, EXTERNAL AND PUBLIC SERVICE

2011  Contributor, CHASS First Year Program Haynes Grant Application (principle investigator Geoff Cohen)
2011  Selection Committee, National Endowment for the Humanities Landmarks of American History and Culture Grant Program
2011  Departmental Contributor, Undergraduate Learning Outcomes Assessment, University of California, Riverside
2011-pres  Departmental Committee on Graduate Studies, University of California, Riverside
2010-pres  Steering Committee, California Center for Native Nations, University of California, Riverside
2010-pres  Departmental Committee on Undergraduate Enrollment, University of California, Riverside
2010-pres  Departmental Committee on CMP/Artsblock Relations, University of California, Riverside
2010  CHASS Connect Photography Competition Juror
PRINCIPLE RESEARCH AND TEACHING INTERESTS

History, theory, and criticism of American art, photography and visual/material culture in the national and transcultural contexts; American regionalism and vernacular culture; Native American art and visual culture; interdisciplinarity and visual studies; intersections between art and science, technology and visuality; critical and cultural
theory; twentieth-century architecture and planning; design history; history and theory of the senses

LANGUAGE ABILITY

French: reading (good); written and aural (intermediate)
German: reading (intermediate), written and aural (beginning)

PROFESSIONAL AFFILIATIONS

College Art Association
American Historical Association
American Studies Association
Associated Historians of American Art
TO: Susan Ossman, Director
   Interdisciplinary Programs

FR: Mariam Lam, Director
   Southeast Asian Studies

RE: Inclusion of new undergraduate minor in Southeast Asian Studies

Dear Director Ossman:

   On behalf of the faculty committee of the Southeast Asian Studies program, we ask for your consideration in the inclusion of our proposed undergraduate minor. After a positive graduate program review of our masters program by the Academic Senate Graduate Committee, reviewers recommended we increase visibility of our strong interdisciplinary curriculum. We hope that this undergraduate minor would be a stepping-stone for prospective UCR undergraduate applicants to our graduate program.

   We do not anticipate a heavy increase in administrative responsibilities since the courses that count toward our minor requirements would be scheduled through our primary departments. We also spoke with Multidisciplinary Advising Center staff member Mike Atienza who agreed to be the main advising contact for students working on our minor. Brenda Aragon and Victoria Cross have also been extremely helpful and instrumental in assisting us with all necessary curricular updates and changes.

   Thank you for your time and consideration of this matter. We hope to submit our new program proposal to the CHASS Executive Committee in February 2012 and we look forward to your written endorsement and support of including the undergraduate minor in Southeast Asian Studies to the Interdisciplinary Programs.

Warm regards,
Mariam Lam, Associate Professor
Comparative Literature and Southeast Asian Studies

CC: Diane Shaw, FAO
   Kris King, Financial Analyst
   Victoria Cross, Administrative Assistant
   Multidisciplinary Administration
To be adopted:

Proposed new Southeast Asian Studies Minor

PRESENT:

PROPOSED:

1. Lower-division requirements (8 units)
   a) Four (4) units from lower lower-division lecture courses on Southeast Asian literature and culture:

   AST 049/HIST 046/SEAS 047, AST 062/CPLT 062, AST 063/CPLT 063, AST 064/MCS 049/VNM 064, AST 065
   
   b) Four (4) units chosen from above or from one of the Southeast Asian languages (Vietnamese/Indonesian/Tagalog).

2. Upper-division requirements (16 units):
   a) Sixteen (16) units in Southeast Asian literature and culture chosen from

   
   b) No more than Four (4) units may count from performance ensemble courses.
JUSTIFICATION:

The SEATRiP Program at the University of California, Riverside—Southeast Asia: Texts, Rituals, Performance—brings together scholars who share an ongoing interest in the arts and humanities and are actively engaged with the languages and expressive cultures of Southeast Asia.

The scholars associated with the Program address regionally-specific texts, rituals and performances. They seek to develop better understandings of the forms and practices through which ideas and ideologies are creatively expressed, shaped and communicated within and among different societies of Southeast Asia as well as the Southeast Asian diaspora. Their research interest (ranging from traditional disciplinary themes to transgressive and controversial topics) are reflected in the issues and subjects they bring to the courses and seminars developed for the programs in Southeast Asian Studies at the University of California, Riverside.

The SEATRiP Program’s activities are informed by broader critical discussions of culturally specific sensibilities. These are understood to be emerging out of the dialogues involving authors, performers and audiences, individuals, communities, ideological regimes, local practices and the global movement of ideas.

After a positive graduate program review of our masters program by the Academic Senate Graduate Committee this past academic year, reviewers also recommended we increase visibility of our strong interdisciplinary curriculum. We hope that this undergraduate minor would be a stepping-stone for prospective UCR undergraduate applicants to our graduate program.

As an interdisciplinary minor, the proposed curriculum in Southeast Asian Studies draws on existing courses in a variety of academic units across CHASS. More courses may be added as faculty interest, opportunity, and encouragement in this area of studies evolve. There is currently only one other related minor housed in the Department of Comparative Literature and Foreign Languages, a “Southeast Asian literatures and cultures track,” as one of many tracks offered through the Asian Languages and Cultures Program. However, there are heavier language requirements and fewer interdisciplinary course offerings from across CHASS applicable to that minor, possibly making it less attractive to students drawn to our Interdisciplinary Programs. The other Southeast Asian Literatures and Cultures track minor housed in Comparative Literature will remain intact and unaffected by this new Interdisciplinary Minor for those students wanting that more specialized expertise.

APPROVALS:

Effective Date: Fall 2012

Approved by the faculty committee of the Southeast Asian Studies Minor: February 5, 2012
Approved by the Executive Committee of the College of Humanities and Social Sciences:  7 March 2012
Approved by the CHASS Faculty:  28 March 2012
Approved by the Committee on Educational Policy:  April 16, 2012
Southeast Asian Studies Minor
Response to Guidelines Establishing a New Undergraduate Academic Program

1. **Name and Administering Unit:**

   Minor in Southeast Asian Studies, to be administered through the Interdisciplinary Programs Office.

2. **Justification:**

   The SEATRiP Program at the University of California, Riverside—Southeast Asia: Texts, Rituals, Performance—brings together scholars who share an ongoing interest in the arts and humanities and are actively engaged with the languages and expressive cultures of Southeast Asia.

   The scholars associated with the Program address regionally-specific texts, rituals and performances. They seek to develop better understandings of the forms and practices through which ideas and ideologies are creatively expressed, shaped and communicated within and among different societies of Southeast Asia as well as the Southeast Asian diaspora. Their research interest (ranging from traditional disciplinary themes to transgressive and controversial topics are reflected in the issues and subjects they bring to the courses and seminars developed for the programs in Southeast Asian Studies at the University of California, Riverside.

   The SEATRiP Program’s activities are informed by broader critical discussions of culturally specific sensibilities. These are understood to be emerging out of the dialogues involving authors, performers and audiences, individuals, communities, ideological regimes, local practices and the global movement of ideas.

3. **Relationship of the minor to existing programs:**

   As an interdisciplinary minor, the proposed curriculum in Southeast Asian Studies draws on existing courses in a variety of academic units across CHASS. More courses may be added as faculty interest, opportunity, and encouragement in this area of studies evolve. There is currently only one other related minor housed in the Department of Comparative Literature and Foreign Languages, a “Southeast Asian literatures and cultures track,” as one of many tracks offered through the Asian Languages and Cultures Program. However, there are heavier language requirements and fewer interdisciplinary course offerings from across CHASS applicable to that minor, making it less attractive to students drawn to our Interdisciplinary Programs.

4. **Proposed Curriculum:**

   See Attachment A: the curriculum list which provides an overview; the course descriptions which provide detail.

5. **Faculty Involvement:**
Faculty Committee Members:
Mariam Lam, current program director and primary faculty contact for advising and administering, Hendrik Maier, Deborah Wong, Sally Ness, Christina Schwenkel, Rene T. A. Lyslof, David Biggs, Lan Duong, Tamara Ho, Muhamad Ali, Yuhki Tajima, Weishin Gui.

6. Degree of Participation and Roles of Participating Departments

Academic unit participation is evident in the range of courses listed and the support of Chairs. (E-mails and letters of support are enclosed). No new resources are needed to launch this minor. Rather, it will tap into existing resources and offer a wider range of options to students inorder to accommodate their varying schedules.

7. Projected Enrollments

We predict five to twelve of students each year in the first few years of implementation.

8. Name of Degree:

Not applicable.

9. Potential Impact on Existing Program

Please see e-mails and letters from chairs of departments offering courses in the minor.

10. Required Resources

The minor neither requires nor requests new resources.

11. Supporting Letters

The proposed program is a minor, not a major; it requires no new resources and offers no degree. Asking faculty from other institutions to review and to approve the minor curriculum is unduly burdensome.

12. Approvals:

The UCR Southeast Asian Studies Minor Committee has approved this proposal. We will appreciate the approval of the Executive Committee of CHASS, the college faculty, and the Senate Committee on Educational Policy so it may go before the full Senate.

13. Timing

We send this proposal forward, hoping that approvals will be swift and smooth and placed on the agenda before the May Senate Division Meeting. We thank all who participate in this process.

Proposed Curriculum for a Minor in Southeast Asian Studies

1. Lower-division requirements (8 units)

a) Four (4) units from lower lower-division lecture courses on Southeast Asian literature and culture:
AST 049/HIST 046/SEAS 047
b) Four (4) units chosen from above or from one of the Southeast Asian languages (Vietnamese/Indonesian/Tagalog).

2. Upper-division requirements (16 units):

a) Sixteen (16) units in Southeast Asian literature and culture chosen from

ANTH 126/AST 123/ DNCE 123/ MUS 123
ANTH 136
ANTH 140I
ANTH 176/AST 127/DNCE 127/ETST 172/MUS 127
AST 126/HIST 125/SEAS 185
AST 129/HIST 186/SEAS 186
AST 160/HIST 184/SEAS 184/VNM 184
AST 161
AST 162/HIST 167/SEAS 162/VNM 162
AST 163/CPLT 163
AST 164/VNM 164
AST 165 (E-Z)/VNM 165 (E-Z)/WMST 165(E-Z)
AST 166/CPLT 166/VNM 166
AST 167/CPLT 167
AST 168/MUS 168
AST 170/MUS 170
AST 187/MCS 167
AST 189/HIST 189/SEAS 189/VNM 189
CPLT 142V/WMST 142V
CPLT 173V/MCS 173V
DNCE 180J
ENGL 144J/MCS 144J
ETST 133
ETST 137
ETST 143A
ETST 143B
MCS 123/WMST 124
MCS 142/WMST 122
RLST 145/SEAS 145
RLST 149
RLST 150

b) No more than Four (4) units may count from performance ensemble courses.

Appendix A

1. Lower-division requirements (8 units)

a) Four (4) units from lower lower-division lecture courses on Southeast Asian literature and culture:
AST 049. Introduction to Southeast Asian History (4)
Lecture, 3 hours; extra reading, 3 hours. Introduces
major themes and events in Southeast Asian history.
Covers from prehistory to contemporary events in the
region. Develops basic historical approaches to understanding
contemporary trends, such as the spread of
world religions, regional differences and connections,
trading patterns, cultural forms, and historically important
sites. Cross-listed with HIST 046 and SEAS 047.

AST 062. Introduction to Southeast Asian Literature (4)
Lecture, 3 hours; extra reading, 3 hours.
Prerequisite(s): none. An introduction to modern and
contemporary Southeast Asian literature and culture,
with a focus on individual national histories. Explores
the relationship between aesthetics, politics, and academic
scholarship. Readings are in translation; classes
are conducted in English. Cross-listed with CPLT
062.

AST 063. Reading Southeast Asian Stories (4) Lecture,
3 hours; extra reading, 3 hours. Prerequisite(s): none.
An introduction to the modern short story in Southeast
Asia, with a focus on literariness and the act of reading.
Readings are in translation; classes are conducted
in English. Course is repeatable as content
changes to a maximum of 8 units. Cross-listed with
CPLT 063.

AST 064. Introduction to Vietnamese and Diasporic
Film Culture (4) Lecture, 3 hours; screening, 3 hours.
Prerequisite(s): none. Engages students in critical
viewing strategies and analytical visual critique.
Explores the revival of film production in Vietnam following
the Vietnam War, with a focus on the means of
production, state control, and international distribution.
Readings are in translation; classes are conducted
in English. Cross-listed with MCS 049 and VNM
064.

AST 065. Introduction to Southeast Asian Cultures (4)
Lecture, 3 hours; extra reading, 3 hours.
Prerequisite(s): none. An introduction to the world of
Southeast Asia, with an emphasis on aspects of local
cultures.
b) Four (4) units chosen from above or from one of the Southeast Asian languages (Filipino/Indonesian/Vietnamese).

**FIL 001. First-Year Filipino (4)** Lecture, 4 hours.  
Prerequisite(s): Student must take the Filipino placement examination. An introduction to the sound system and grammar of Filipino. Emphasizes reading, writing, understanding, and speaking. Conducted in Filipino whenever possible.

**FIL 002. First-Year Filipino (4)** Lecture, 4 hours.  
Prerequisite(s): FIL 001 with a grade of "C-" or better or equivalent or a sufficiently high test score on the Filipino placement examination as determined by the department faculty. An introduction to the sound system and grammar of Filipino. Emphasizes reading, writing, understanding, and speaking. Conducted in Filipino whenever possible.

**FIL 003. First-Year Filipino (4)** Lecture, 4 hours.  
Prerequisite(s): FIL 002 with a grade of "C-" or better or equivalent or a sufficiently high test score on the Filipino placement examination as determined by the department faculty. An introduction to the sound system and grammar of Filipino. Emphasizes reading, writing, understanding, and speaking. Conducted in Filipino whenever possible.

**FIL 004. Second-Year Filipino (4)** Lecture, 4 hours.  
Prerequisite(s): FIL 003 with a grade of "C-" or better or equivalent or a sufficiently high test score on the Filipino placement examination as determined by department faculty. Emphasizes further development of the four language skills: reading, writing, understanding, and speaking. Conducted primarily in Filipino.

**VNM 001. Elementary Vietnamese (4)** Lecture, 4 hours.  
Prerequisite(s): Student must take the Vietnamese placement examination. An introduction to the sound system and grammar of Vietnamese. Focuses on the development of the four skills: comprehension, speaking, reading, and writing. Classes are conducted in Vietnamese as often as possible. Credit is awarded for only one of the following
sequences: VNM 001, VNM 002, and VNM 003; VNM 020A and VNM 020B.

**VNM 002. Elementary Vietnamese (4) Lecture, 4 hours.** Prerequisite(s): VNM 001 with a grade of "C-" or better or equivalent or a sufficiently high test score on the Vietnamese placement examination as determined by the department faculty. An introduction to the sound system and grammar of Vietnamese. Focuses on the development of the four skills: comprehension, speaking, reading, and writing. Classes are conducted in Vietnamese as often as possible. Credit is awarded for only one of the following sequences: VNM 001, VNM 002, and VNM 003; VNM 020A and VNM 020B.

**VNM 003. Elementary Vietnamese (4) Lecture, 4 hours.** Prerequisite(s): VNM 002 with a grade of "C-" or better or equivalent or a sufficiently high test score on the Vietnamese placement examination as determined by the department faculty. An introduction to the sound system and grammar of Vietnamese. Focuses on the development of the four skills: comprehension, speaking, reading, and writing. Classes are conducted in Vietnamese as often as possible. Credit is awarded for only one of the following sequences: VNM 001, VNM 002, and VNM 003; VNM 020A and VNM 020B.

**VNM 004. Intermediate Vietnamese (4) Lecture, 4 hours.** Prerequisite(s): VNM 003 with a grade of "C-" or better or VNM 020B with a grade of "C-" or better or equivalent or a sufficiently high test score on the Vietnamese placement examination as determined by the department faculty. Emphasizes further development of vocabulary, reading, writing, comprehension, and speaking skills. Provides foundation for recognizing, formulating, and articulating complex ideas.

**VNM 005. Intermediate Vietnamese (4) Lecture, 4 hours.** Prerequisite(s): VNM 004 or equivalent or a sufficiently high test score on the Vietnamese placement examination as determined by the department faculty. Emphasizes further development of vocabulary, reading, writing, comprehension, and speaking skills. Provides foundation for recognizing, formulating,
and articulating complex ideas.

**VNM 020A. Beginning Vietnamese for Advanced Heritage Learners (4)** Lecture, 4 hours.
Prerequisite(s): Student must take the Vietnamese placement examination. Structured for the heritage student at the beginning level who has advanced comprehension and some speaking skills. Focuses on developing language skills and improving existing reading and writing skills. Credit is awarded for only one of the following sequences: VNM 001, VNM 002, and VNM 003; VNM 020A and VNM 020B.

**VNM 020B. Beginning Vietnamese for Advanced Heritage Learners (4)** Lecture, 4 hours.
Prerequisite(s): VNM 020A with a grade of "C-" or better or equivalent or a sufficiently high test score on the Vietnamese placement examination as determined by the department faculty. Builds upon course work covered in VNM 020A. Includes integrating situational lessons with vocabulary, sentence patterns, grammar, and socio-linguistics used in daily life. Credit is awarded for only one of the following sequences: VNM 001, VNM 002, and VNM 003; VNM 020A and VNM 020B.

2. Upper-division requirements (16 units):

a) Sixteen (16) units in Southeast Asian literature and culture chosen from

**ANTH 126. Southeast Asian Performance (4)** Lecture, 3 hours; screening, 2 hours; extra reading, 1 hour.
Prerequisite(s): upper-division standing or consent of instructor. Introduction to the roles and genres of expressive culture in Southeast Asia, including dance, music, theater, film, and digital culture. Performance is discussed both as a time-honored and as a contemporary medium for cultural production, from the courts to everyday experience. Material will be drawn from the Philippines, Malaysia, Indonesia, Thailand, Laos, Cambodia, Vietnam, Burma, Singapore, and the Southeast Asian diaspora. Cross-listed with AST 123, DNCE 123, and MUS 123.

**ANTH 136. Anthropological Perspectives on Gender in Southeast Asia (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): upper-division standing or
consent of instructor. Examines the intersections of
gender, power and sexuality in post-colonial Southeast
Asia. Revisits early ethnographic claims of gender equality.
Addresses current anthropological literature on the effects of
colonialism, capitalism and globalization on gender roles and
gender relations within national and transnational contexts.

ANTH 140-I. Cultures of Southeast Asia (4) Lecture, 3
hours; consultation, 1 hour. Prerequisite(s): ANTH
001 or ANTH 001H or equivalent. Anthropological
interpretations of culture and society in southeast
Asia, including Indonesia; topics include prehistory,
ethnic groups, social organization and structure,
human ecology, folk and high culture, etc.

ANTH 176. Music Cultures of Southeast Asia (4)
Lecture, 3 hours; extra reading, 3 hours.
Prerequisite(s): upper-division standing or consent of
instructor. A survey of music, dance, theatre, and ritual
in the Philippines, Indonesia, Malaysia, Thailand,
Myanmar (Burma), Laos, Cambodia, and Vietnam.
Designed for the student interested in the performing
arts and cultures of mainland and insular Southeast
Asia. No Western music background is required.
Cross-listed with AST 127, DNCE 127, ETST 172, and
MUS 127.

AST 126. Southeast Asia, Prehistory to 1800 (4)
Lecture, 3 hours; extra reading, 3 hours.
Prerequisite(s): upper-division standing or consent of
instructor. Covers the major Southeast Asian historical
periods and cultures. Includes prehistory, classical kingdoms,
and early modern trading states. Considers the role
of ancient stories, religious systems, technologies, and art
forms in forming traditional Southeast Asian identities, as
well as the influences on these identities from outside the
region. Cross-listed with HIST 185 and SEAS 185.

AST 129. Modern Southeast Asia, 1800 to Present (4)
Lecture, 3 hours; extra reading, 3 hours.
Prerequisite(s): upper-division standing or consent of
instructor. Explores the formation of modern Southeast
Asian nations and cultures since 1800. Compares
colonial and postcolonial experiences in the region.
Studies the formation of nationalist movements and
the relationship of nationalist history with traditional
and local histories. Considers the role of the individual, modern media, and global trade in the near-present. Cross-listed with HIST 186 and SEAS 186.

**AST 160. The Vietnam Wars (4)** Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. An introduction to Vietnamese history in the twentieth century. Covers the three Indochina wars (1945-1986) from different Vietnamese perspectives. Topics include experiences during French colonial rule; the anticolonial movements; periods of French and American military involvement up to 1975; the postwar society; and the post-doi moi society. Cross-listed with HIST 184, SEAS 184, and VNM 184.

**AST 161. Translating Modern Southeast Asian Texts (4)** Lecture, 3 hours; term paper, 1.5 hours; written work, 1.5 hours. Prerequisite(s): upper-division standing; knowledge of one Southeast Asian language is recommended. An introduction to translating modern Southeast Asian texts into English. Presents translations of texts from Vietnam, Indonesia, and the Philippines in a context of theory. Materials are in English. Course is repeatable as content changes.

**AST 162. Vietnamese Literary History (4)** Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing. A historical analysis of Vietnamese literature from its oral tradition to contemporary fiction. Follows the formation of the nation-state and the subsequent struggles with the Chinese, French, Japanese, and Americans. No knowledge of Vietnamese required. Readings are in translation or bilingual editions. Classes are conducted in English. Cross-listed with HIST 187, SEAS 162, and VNM 162.

**AST 163. Nationalism and the Novel (4)** Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upperdivision standing or consent of instructor. An introduction to the novel and its role within nationalism as a representative summary or mirror of the nation. Crosslisted with CPLT 163.

**AST 164. Vietnamese American Culture (4)** Lecture, 3 hours; written work, 3 hours. Prerequisite(s): upperdivision
standing or consent of instructor. A study of the pervasive aspects of Vietnamese American culture, including shared histories, acculturation patterns, class diversity, identity struggles, communitybuilding literary and cultural production, youth issues, and cultural survival. Introduces foundational literature, visual culture, and scholarship in the field. Cross-listed with VNM 164.

AST 165 (E-Z). Themes in Vietnamese Literature (4)
Lecture, 3 hours; extra reading, 3 hours.
Prerequisite(s): upper-division standing or consent of instructor. An exploration of Vietnamese literature in translation, as seen through the lens of a particular theme or issue. Segments pay particular attention to the implications of gender and sexuality on nation formation. All materials are read or viewed in English. E. Women and War. Cross-listed with VNM 165 (E-Z) and WMST 165 (E-Z).

AST 166. Vietnam and the Philippines (4)
Lecture, 3 hours; written work, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Introduction to the comparative national histories of Vietnam and the Philippines by way of great literary works in various genres: poetry, short fiction, and novels. All materials are read in English. Cross-listed with CPLT 166 and VNM 166.

AST 167. Postcolonial Literature and Criticism in Southeast Asia and South Asia (4)
Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores how the theoretical concepts of postcolonial criticism inform and challenge the literature of Southeast Asia and South Asia, as the literature itself pushes the limits of the criticism. Addresses themes of nation, identity, space, gender, home, diaspora, alterity, history, sexuality, transnationalism, neocolonialism, tourism, and education. Cross-listed with CPLT 167.

AST 168. Javanese Gamelan Ensemble: Beginning (2)
Prerequisite(s): upper-division standing and consent of instructor. Study and performance of the Central Javanese gamelan, consisting mainly of gongs and gong-chime instruments. Readings and discussions focus on Javanese culture. Normally graded
Satisfactory (S) or No Credit (NC), but students may petition the instructor for a letter grade on the basis of assigned extra work or examination. Course is repeatable. Cross-listed with MUS 168.

**AST 170. Rondalla Ensemble (1-2)** Studio, 2-4 hours. Prerequisite(s): upper-division standing or consent of instructor. Study and performance of the Filipino rondalla, an ensemble consisting of various sizes of lurelike and guitar-like instruments. Discussions focus on Filipino culture. Normally graded Satisfactory (S) or No Credit (NC), but students may petition the instructor for a letter grade on the basis of assigned extra work or examination. Course is repeatable. Cross-listed with MUS 170.

**AST 187. Vietnamese and Overseas Vietnamese Cinema (4)** Lecture, 3 hours; screening, 3 hours. Prerequisite(s): MCS 020 or upper-division standing or consent of instructor. Explores how Vietnamese people and the Vietnamese diaspora seek to imagine a sense of community in the postwar era through contemporary film and video. Examines the thematics of return, longing, and exile. Reviews some of the texts’ bold expressions of gender, sexuality, and identity. Cross-listed with MCS 167.

**AST 189. Encountering Vietnam (5)** Lecture, 6 hours; tutorial, 6 hours; project, 6 hours. Prerequisite(s): upper-division standing or consent of instructor. Focuses on literary and historical accounts of Vietnam. Utilizes translated travel writings from different genres and eras. Proficiency in Vietnamese not required. Taught in Vietnam and offered only in summer. Cross-listed with HIST 189, SEAS 189, and VNM 189.

**CPLT 142V. Women’s Writing in Modern Asia and Asian America: Vietnamese and Vietnamese American Writing (4)** Seminar, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Covers comparative histories of feminist literary movements, gender and immigration, autobiography, translation, and subjectivity. Asian literature will be circulated in the original language to students with reading ability (not required).
Cross-listed with WMST 142V.

**CPLT 173V. International Cinemas: Global Perspectives on the Vietnam War (4)** Lecture, 3 hours; screening, 3 hours. Prerequisite(s): MCS 020 or upper-division standing or consent of instructor. Considers non-Hollywood cinemas in the national, historical, political, and cultural contexts which produced them. Cross-listed with MCS 173V.

**DNCE 180J. Dance Practicum, South Asian/Asian American Culture Shows (4)** Studio, 8 hours. Prerequisite(s): upper-division courses in choreography or consent of instructor in unusual situations. An investigation of dance production theories and practices. Each practicum is directed experience in a limited topic, announced in advance of the quarter given, with the name of the guest instructor if it is not taught by the staff.

**ENGL 144J. Race, Ethnicity, and Visual Culture, Film, Race, and Ideology: The Case of the Vietnam War (4)** Lecture, 3 hours; screening, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Intensive formal, historical, and theoretical analysis of race and ethnicity in film, television, and visual culture. Weekly screenings and readings; K. Decolonizing the Screen. Cross-listed with MCS 144J.

**ETST 133. Asian Diaspora: Historical, Contemporary, and Comparative Perspectives (4)** Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. A survey of the dispersal, transplantation, and transformation of Asian populations in selected regions of the world—the Americas, Europe, the Middle East, and Asia Pacific—as viewed from the historical and contemporary experiences of the Chinese, Japanese, Filipinos, Koreans, Vietnamese, and other Asian groups in the contexts of colonization, cultural and political domination, and an emerging global economy. Fulfills either the Humanities or Social Sciences requirement for the College of Humanities, Arts, and Social Sciences, but ETST 137. The Vietnamese Americans: The Refugee and Immigrant Experience (4) Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. This course will focus on the Vietnamese American experience in contemporary
society. Special emphasis will be placed on the relationship of Vietnamese Americans to the larger society and on intergenerational strains and conflicts. Among the topics addressed are: 1) socioeconomic and educational problems; 2) the family; 3) religion; and 4) the relationship between Vietnamese Americans and other racial ethnic groups (African Americans, Native Americans, Anglos, and Chicanos).

Fulfills either the Humanities or Social Sciences requirement for the College of Humanities, Arts, and Social Sciences, but not both.

ETST 143A. Critical Filipino(a) Studies: Histories and Legacies of U.S. Conquest, Colonialism, and Empire (4) Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Critically examines and theorizes the historical impact and legacies of U.S. conquest and colonialism in the Philippines. Analyzes the origins of Filipino American civic existence and its links to histories of U.S. racial formation, racialized industrialization, and racialized frontier warfare. Fulfills the Humanities requirement for the College of Humanities, Arts, and Social Sciences.

ETST 143B. Critical Filipino(a) Studies: Interrogating the Filipino American Present (4) Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): ETST 143A; upper-division standing or consent of instructor. Critically analyzes the emergence of Filipino American community and identity discourses in relation to the U.S. emancipation of the Philippines and the complex restructuring of a neocolonial and imperial relation. Examines the theoretical and conceptual premises of Filipino Americanism through counterhegemonic social movements, cultural production, and identity formation. Fulfills the Humanities requirement for the College of Humanities, Arts, and Social Sciences.

MCS 123. Asian American Women: Writing the Self in Literature and Film (4) Lecture, 3 hours; screening, 1 hour; written work, 1 hour; extra reading, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Analyzes Asian American autobiographies and films written and directed by women. Explores why the genre of autobiography is enabling and contentious.
within Asian American women’s writings. Examines films to see how such women filmmakers contend with memory, gender, and identity. Cross-listed with WMST 124. Fulfills the Humanities requirement for the College of Humanities, Arts, and Social Sciences.

MCS 142. Gender in Southeast Asian Diasporic Literature and Film (5) Lecture, 3 hours; screening, 3 hours; written work, 1 hour; extra reading, 2 hours. Prerequisite(s): upper-division standing or consent of instructor. Looks at former Indochinese refugees who are producing literature and films in the United States and France. Examines how “Indochina” has been constructed, and in particular, has been gendered female in the colonial imaginary. Explores how Southeast Asian immigrants are returning to the Western gaze. Cross-listed with WMST 122. Fulfills either the Humanities or Social Sciences requirement for the College of Humanities, Arts, and Social Sciences, but not both.

RLST 145. Buddhism in Southeast Asia (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): RLST 106 or consent of instructor. Explores various texts, magical practices, forms of meditation, rituals, and beliefs of ancient and modern Buddhism, focusing on the ways in which they are transformed by nuns, monks, and the laity in Burma, Cambodia, Laos, Thailand, and California. Cross-listed with SEAS 145.

RLST 149. Southeast Asian Religions (4) Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): one Religious Studies course or upper-division standing or consent of instructor. Introduces aspects of religion in various Southeast Asian countries, including Indonesia, Malaysia, Thailand, Cambodia, Vietnam, and the Philippines, through contextualized readings featuring historical, anthropological, literary, and other disciplinary perspectives on this diverse region.

RLST 150. Islam in Southeast Asia (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Introduces the religious, intellectual, and cultural history of Muslim Southeast Asia, including Indonesia,
Malaysia, Brunei, as well as minority communities in Singapore, Thailand, Cambodia, and the southern Philippines. Examines a series of contextualized readings in translated primary sources. Approaches texts from historical, anthropological, literary, and other disciplinary perspectives.

**SEAS 190. Special Studies (1-5)** Individual study, 3-15 hours. Prerequisite(s): consent of instructor and department chair. To be taken to meet special curricular problems. Course is repeatable to a maximum of 16 units.

**SEAS 197. Research for Undergraduates (1-2)** individual research, 3-6 hours. Prerequisite(s): upper-division standing or consent of instructor. Directed individual research. Normally graded Satisfactory (S) or No Credit (NC), but students may petition the instructor for a letter grade on the basis of assigned extra work or examination. Course is repeatable to a maximum of 4 units.

**SEAS 198-I. Individual Internship (1-6)** Internship, 2-12 hours; reading and writing, 1-6 hours. Prerequisite(s): upper-division standing or consent of instructor; consent of department chair. An individually designed, academically grounded internship that provides an opportunity for advanced majors to apply their knowledge of religion to businesses and organizations outside the university. Prior approval of the instructor and supervisor is required for units, fieldwork, and academic content. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 6 units.

[Underlined courses are in the process of approval.]
RE: Faculty Committee for the Undergraduate Minor in Southeast Asian Studies

Mariam Lam, Ph.D., Director
Program Office, 3111 Interdisciplinary Building South
(951) 660-3365
http://seatrip.ucr.edu

Committee in Charge
- Muhamad Ali (Religious Studies)
- David Biggs (History)
- Lan Duong (Media and Cultural Studies)
- Weihsin Gui (English)
- Tamara Ho (Women’s Studies)
- Mariam Lam (Comparative Literature)
- Rene Lysloff (Music)
- Hendrik Maier (Comparative Literature)
- Sally Ness (Anthropology)
- Christina Schwenkel (Anthropology)
- Yuhki Tajima (Political Science)
- Deborah Wong (Music)

Affiliated Faculty
- Charmaine Craig (Creative Writing)
- Dylan Rodriguez (Ethnic Studies)
- Wendy Rogers (Dance)
- Kurt Schwabe (Environmental Science)

ADMINISTRATION
- Diane Shaw, FAO
- Kris King, Financial Analyst
- Mike Atienza, Academic Advisor
- Victoria Cross, Administrative Assistant
- Multidisciplinary Administration
Mariam Lam, Associate Professor
Comparative Literature and Southeast Asian Studies

February 8, 2012

Dear Mariam,

I am happy to support the creation of a new minor in Southeast Asian Studies. Given the strong tradition of research in this area at UCR it is only natural that there should be an undergraduate component to the SEATRIP program. The proposal you have made is coherent, draws on existing courses in a wide range of departments and can thus be put into effect immediately at little or no added cost.

I look forward to continuing to work with you on this as director of interdisciplinary programs. In my role of chair of global studies I also welcome the addition of this minor: our students with a regional focus in Southeast Asia will be eager to have the chance to have the chance to complete a structured minor in this area.

Sincerely Yours,

Susan Ossman
Professor of Anthropology
Chair of Global Studies
Director of Interdisciplinary Programs

CC: Gabrielle Brewer
Dear Mariam

Thank you for your note re the proposed Southeast Asian Studies undergraduate minor in Interdisciplinary Programs. This seems an excellent idea and I am entirely in support of it.

Regards

Toby Miller
Chair
5 February 2012
14 February 2012

To: Prof. Mariam Lam, Director
Southeast Asian Studies Research Program

From: Thomas Cogswell, Chair
Department of History

I write to lend my Department’s enthusiastic endorsement of the proposed Minor in Southeast Asian Studies. Given the growing—and entirely laudable—student interest and our existing faculty strength in this area, the new minor is a particularly wonderful idea, which will doubtless thrive.
Professor Mariam Lam, Director  
Southeast Asian Studies  
Department of Comparative Literature  
University of California, Riverside  
Riverside, CA 92521

Dear Mariam,

I am writing to support the formation of a new minor program in Southeast Asian Studies to be housed in Interdisciplinary Programs. SEATRIP (Southeast Asia: Text, Ritual, and Performance) was created a number of years ago with initial funding from a Luce Foundation grant. It quickly developed into as a very cohesive and strong MA graduate program in CHASS. I am happy to see that the committee is now creating an undergraduate minor in Southeast Asian studies. It will be a significant addition and an important one to the undergraduate curriculum. I endorse the proposal and wish you the best of luck in future endeavors.

Sincerely,

Thomas C. Patterson  
Distinguished Professor and Chair
February 15, 2012,

To: Mariam B. Lam, Ph.D.
Associate Professor of Comparative Literature
Director, Southeast Asian Studies Research Program (SEATRiP-UCR)

From: Alicia Arrizón
Chair and Professor of Women’s Studies

Re: Southeast Asian Studies undergraduate minor in Interdisciplinary Programs

Dear Mariam,

With great enthusiasm I write in support of the proposed Southeast Asian Studies undergraduate minor in Interdisciplinary Programs. This is an excellent idea and I am entirely in support of it. I think that the foundation of the minor in Southeast Asian Studies will complement other interdisciplinary minors in CHASS, in addition, to the graduate program in Southeast Asian Studies. I am confident that the minor will increase visibility of our interdisciplinary undergraduate curriculum.

I thank you for your time and effort and for your commitment to the process of elevating our interdisciplinary undergraduate curriculum.

Alicia Arrizón
Professor and Chair
Department of Women's Studies
INTN (Interdisciplinary Bldg-North)
University of California, Riverside
Riverside, CA 92521
Phone (951) 827-4359
Fax: (951) 827-6386
February 17, 2012

Prof. Mariam Beevi Lam
Director, Program in Southeast Asian Studies

Dear Mariam,

Thank you for your note about the proposed Southeast Asian Studies undergraduate minor in Interdisciplinary Programs. The faculty in the Department of Music have expressed their strong support for it.

Sincerely,

[Signature]

Deborah Wong
Chair and Professor of Music
Office: 951-827-3726
Email: deborah.wong@ucr.edu
TO: Mariam Lam, Director
Southeast Asian Studies

FR: Thomas Scanlon, Chair
Department of Comparative Literature and Foreign Languages

RE: Written support of new IDST undergraduate minor in Southeast Asian Studies

February 21, 2012

The CL&FL faculty were consulted on this proposed minor and we are essentially in support for it as vehicle for the SEATrIP program to have more undergraduate presence in the curriculum, to unify the SEATrIP faculty around an undergraduate curriculum and to establish a concentration for already related courses readily available to undergraduates at UCR.

The only issue for our department concerns overlap of this new minor with the current Southeast Asian Minor in our department. As you mention in your cover letter, the main difference is that the ALC minor has a heavier language requirement, first year (3 quarters) proficiency in Vietnamese, Filipino or Indonesian, while the IDST minor requires only 4 units from one of those languages.

This difference is not a huge one, but it is the main one. In addition, the IDST minor as proposed has one further lower-division course option (AST 49/HIST46/SEAS47) and twenty-two additional upper-division courses not listed in the ALC minor. The CL&FL faculty does plan to add all of these additional SEA Minor courses also to the ALC minor. If we did this, the additional 8-unit language requirement would be the only distinction.

One option we discussed would be to fold one minor into the other, making both identical by adjusting the language requirements one way or the other, and have only one minor. The department nevertheless favors supporting the new minor and keeping our ALC minor mainly to serve two different groups of students, the IDST minor being attractive to those wanting or needing less language study, e.g. students majoring in History, or even sciences, while the ALC minor students would typically be those already taking one of our languages and wanting to build that into a minor by taking more culture courses. We anticipate and hope for future growth in our offerings of Southeast Asian languages, especially Vietnamese, Indonesian, and Filipino, at which point the ALC minor could add still more language and literature requirements, making the two minors even more distinct.

Our faculty therefore does support this SEA Minor, and simultaneously supports continuing our ALC minor, since it could eventually be a step to a major in SEA language and literature within ALC, and it validates keeping the name ALC, rather than EALC (East Asian Literatures and Cultures). We also support our adding to the ALC minor all the new options for upper- and lower-division courses given in the IDST minor.
February 23, 2012

Professor Mariam Lam
Comparative Literatures and Foreign Languages
SEATRiP

Dear Professor Lam,

In consultation with my department, I am pleased to offer enthusiastic support for the creation of a new minor in Southeast Asian Studies. With a significant number of campus faculty actively engaged in research on Southeast Asia (including Professor Muhamad Ali from RLST), and a number of faculty with relevant teaching competencies (including Professors Huffer, Singh, and myself from RLST), it seems more than reasonable to enable undergraduates to add this clearly defined interest to their academic portfolio.

We in Religious Studies would be pleased to welcome Southeast Asian Studies students into our courses and, if reasonable, to develop cross-listings that would provide greater visibility for this new minor. Please keep us in mind for co-sponsorship and hosting of relevant events; we would be more than glad to assist in the launch of this minor in any way possible.

Sincerely,

Vivian-Lee Nyitray
Associate Professor & Chair
To be adopted:

Proposed New Major Middle East and Islamic Studies

Present:

Proposed:

The major requirements for the B.A. in Middle East and Islamic Studies are as follows: – (60 units of required courses):

1. Language requirement: 6 courses (24 units)

Students are required to fulfill the language requirement by taking 6 classes in a language in MEIS (Arabic, Persian, Turkish, Hebrew, Urdu) or pass the proficiency requirement by taking a test administered by the department. Currently UCR offers only Arabic but students can take language classes either abroad (i.e. AUC in Cairo, Boğaziçi University in Istanbul) or in other UC campuses (UCLA, Irvine) upon the approval of MEIS director.

2. MEIS Senior Seminar, One (4 units) taught by MEIS faculty preceded by a gateway or upper division course on the same topic.

3. Required courses: 3 courses (12 units) (at least one should be taken from area I and one from area II)

I. Survey courses
ARLC 001, RLST 111, RLST 113, HIST 121, HIST 124

II. Specialized courses
POSC 156, WMST 168, GBST/ANTH 169

4. Select five from the elective courses – (20 units of elective courses)

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, ARLC 158/CPLT 158/MEIS 158/RLST 158

Anthropology
ANTH 136, ANTH 140I
Asian Studies
AST 167/CPLT 167

Comparative Ancient Civilizations
CPAC 121/CLA 121/POSC 121

Creative Writing
CWPA 256

Economics
ECON 170E

Global Studies
GBST 191

History
HIST 030, HIST 111, HIST 125, HIST 126

Middle East and Islamic Studies
MEIS 199

Media and Cultural Studies
MCS 172

Political Science
POSC 107, POSC 120, POSC 133, POSC 152

Religious Studies
RLST 116, RLST 121, RLST 130

Women’s Studies
WMST 151, WMST 109/ANTH 109, WMST/RLST 162

JUSTIFICATION:
The growing importance of events in the Middle East and N. Africa as well as the central role played by the U.S. in the Islamic world makes the study of the region even more pertinent and relevant today than ever. The state of California is home to a large number of people from the Middle East. The largest Iranian diaspora community in the world resides in southern California. UC-Riverside has been in the forefront of academic institutions in California in hiring more than eight faculty members across disciplines in the humanities and social sciences who offer a broad range of courses from Middle Eastern literatures and languages to history, religion, politics, gender studies, anthropology, media studies, and theatre across the Islamic world and the Middle East.
In recent years, there has been an increase in the number of programs, departments, and research centers that have been developed to disseminate knowledge, provide educational and informational resources, and facilitate academic partnerships in the Middle East and Islamic world. Various courses in our Anthropology, Comparative Literature, Creative Writing, Hispanic Studies, History, Religious Studies, Theatre, Political Science, and Women’s Studies departments deliberate and address historical, political and cultural themes of the Middle East and countries influenced by Islamic culture. It is important and appropriate that faculty present students with an opportunity to select a major in Middle East and Islamic studies.
In a random survey conducted among 150 students, 50 students (33%) responded positively to a major in MEIS and 89 (60%) stated the need for more programming in MEIS.
One student stated: “I have an extreme interest in Middle Eastern Studies here at UCR. There are a lot of students who want to learn about this largely uncovered topic and simply (there are) not enough to satisfy our demand for knowledge.”

Another stated: “The Middle East and North Africa are areas of growing interest and additional focus should be paid to these regions, past & present.”

The Middle East and Islamic Studies major is designed to provide undergraduate students with a broad understanding of the history, politics and culture of the Middle East and Islamic traditions. We offer an interdisciplinary approach to the study of the Middle East and Islamic traditions with focuses on gender, history, literature, popular discourses and politics, which canvass from North Africa to Southeast Asia. The multidisciplinary nature of the program prepares students for a critical understanding of current issues and further study in a number of academic fields at the graduate level. The major is useful to students planning careers in politics and government, business, education, international organizations, journalism, and the art, as well as for those who simply desire a better understanding of the Middle East, Islam and Islamic cultures.

Further, the major in Middle East and Islamic Studies brings together diverse faculty at UCR to foster collective interests and activities in research and teaching. It aims to open an academic space, which facilitates active engagement with the Middle East and Islam in diverse, multilingual, and global contexts, while bringing that engagement into conversation with existing areas of research and teaching at UCR and other programs in Middle East and Islamic studies in California and elsewhere.

All courses have been verified active. Those not active have been proposed for removal by Victoria D. Cross, Multidisciplinary Unit. 01/03/2012

<table>
<thead>
<tr>
<th>Deleted Courses</th>
<th>Last Effective Qtr.</th>
<th>Action Taken:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARLC 001</td>
<td>Summer 2010</td>
<td>removed</td>
</tr>
</tbody>
</table>

**APPROVALS:**

Effective: Winter 2013
Approved by the faculty Committee of Middle East and Islamic Studies: 8 January 2012
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 7 March 2012
Approved by the Faculty, College of Humanities, Arts, and Social Sciences: 7 March 2012
Approved by the Committee on Educational Policy: April 30, 2012
1. Name and Administering Unit:

Major in Middle East and Islamic Studies, to be administered through the Interdisciplinary Studies Office.

2. Justification:

The growing importance of events in the Middle East and N. Africa as well as the central role played by the U.S. in the Islamic world makes the study of the region even more pertinent and relevant today than ever. The state of California is home to a large number of people from the Middle East. The largest Iranian diaspora community in the world resides in southern California. UC-Riverside has been in the forefront of academic institutions in California in hiring more than eight faculty members across disciplines in the humanities and social sciences who offer a broad range of courses from Middle Eastern literatures and languages to history, religion, politics, gender studies, anthropology, media studies, and theatre across the Islamic world and the Middle East.

In a random survey conducted among 150 students, 50 students (33%) responded positively to a major in MEIS and 89 (60%) stated the need for more programming in MEIS.

One student stated: “I have an extreme interest in Middle Eastern Studies here at UCR. There are a lot of students who want to learn about this largely uncovered topic and simply (there are) not enough to satisfy our demand for knowledge.”

Another stated: “The Middle East and North Africa are areas of growing interest and additional focus should be paid to these regions, past & present.”

In recent years, there has been an increase in the number of programs, departments, and research centers that have been developed to disseminate knowledge, provide educational and informational resources, and facilitate academic partnerships in the Middle East and Islamic world. Various courses in our Anthropology, Comparative Literature, Creative Writing, Hispanic Studies, History, Religious Studies, Theatre, Political Science, and Women’s Studies departments deliberate and address historical, political and cultural themes of the Middle East and countries influenced by Islamic culture.

It is important and appropriate that faculty present students with an opportunity to select a major in Middle East and Islamic studies since it will help them seek good careers and become competitive for graduate school. We offer a variety of these courses some of which are under-utilized.

In addition, the major in Middle East and Islamic Studies will elevate the status of UCR and will attract good students since few UC campuses offer such a major.

The Middle East and Islamic Studies major is designed to provide undergraduate students with a broad understanding of the history, politics and culture of the Middle East and Islamic traditions. We offer an interdisciplinary approach to the study of the Middle East and Islamic traditions with focuses on gender, history, literature, popular discourses and politics, which canvass from North Africa to Southeast Asia.

The multidisciplinary nature of the program prepares students for a critical understanding of current issues and further study in a number of academic fields at the graduate level. The major is useful to students planning careers in politics and government, business, education, international organizations, journalism, and the art, as well as for those who simply desire a better understanding of the Middle East, Islam and Islamic cultures.

Further, the major in Middle East and Islamic Studies brings together diverse faculty at UCR to foster collective interests and activities in research and teaching. It aims to open an academic space, which facilitates active engagement with the Middle East and Islam in diverse, multilingual, and global contexts, while bringing that engagement into conversation with existing areas of research and teaching at UCR and other programs in Middle East and Islamic studies in California and elsewhere.

Some of the faculty in MEIS have important research and academic connection in the region that stretches from Tunisia to Iran, Egypt, Turkey and Indonesia.

3. Relationship of the minor to existing programs:

431
The minor is interdisciplinary and brings courses and faculty together from history, comparative literature and languages, political science, women’s studies and religion and creative writing together with a focus on Islamic and Middle Eastern studies.

4. **Proposed Curriculum:**

Please see Attachment A

5. **Faculty Involvement:**

*Faculty Committee Members:*
Fariba Zarinebaf (Chair)
Muhammad Ali, Religious Studies
Reza Aslan, Creative Writing
Ebru Erdem-Akcay, Political Science
Sherine Hafez, Women’s Studies
Erith Jaffe-Berg, Theater
Ruhi Khan, Media and Cultural Studies
Laila Lalami, Creative Writing
Benjamin Liu, Hispanic Studies
Susan Ossman, Anthropology
Jeff Sacks, Comparative Literature

*Teaching Faculty:*
Muhammad Ali
Fariba Zarinebaf
Jeff sacks
Sherine Hafez
Ebru. Erdem
Susan Ossman
Benjamin Liu
Reza Aslan
Ruhi Khan
Erith Jaffe-Berg
Laila Lalami

6. **Degree of Participation and Roles of Participating Departments**

The departments of History, Comparative literature and languages as well as Religion and Global studies have expressed strong support. The bulk of courses are offered in these departments.

7. **Projected Enrollments**

Our courses vary in size from several hundred to seventy and thirty five. So, we offer big surveys, medium size general courses and smaller seminar type courses.

8. **Name of Degree:**

Middle Eastern and Islamic studies

9. **Potential Impact on Existing Program**

It will enhance the existing program since we only offer a minor.

10. **Required Resources**

The MEIS is already located in Interdisciplinary programs. We will not need additional staff until the financial situation at UCR improves.
UCR offers students access to faculty, language training, and library collections in other UC campuses. We will collaborate with Middle East Centers in southern California and in UC campuses (UCLA). Our library holds a rich collection in English titles on the Middle East. We hope in the future as our financial situation improves, we can expand our library collection, offer more language training in additional languages. But currently, students can receive additional language training abroad (summer programs), in intensive summer language programs all over the country and in other UC campuses.

Our study abroad program in more than five countries (Turkey, Egypt, Jordan, Morocco, Israel, etc.) will provide students with cultural immersion, language training, additional coursework and exposure to the diverse and rich cultures of this vast region. In addition, students can take courses from other UC campuses and gain credit. This summer, we have sent one undergraduate to Turkey’s best University (Boğazici University) for language training and coursework.

11. Supporting Letters

See attached five letters.

12. Approvals:

See attached letters. We have a strong endorsement from Professor Fred Donner, the director of Middle Eastern studies program at the University of Chicago, one of the top five programs in the nation.

13. Timing

We send this proposal forward, hoping that approvals will be swift and smooth and placed on the agenda of the May Senate Division Meeting. We thank all who participate in this process.

Proposed Curriculum for a Major in Middle East and Islamic Studies

Requirement: 15 courses (60 units)

1. Language requirement: 6 courses (24 units)

   Students are required to fulfill the language requirement by taking 6 classes in a language in MEIS (Arabic, Persian, Turkish, Hebrew, Urdu) or pass the proficiency requirement by taking a test administered by the department. Currently UCR offers only Arabic but students can take language classes either abroad (i.e. AUC in Cairo, Boğazici University in Istanbul) or in other UC campuses (UCLA, Irvine) upon the approval of MEIS director.

2. One MEIS senior seminar (4 units) taught by MEIS faculty preceded by a gateway or upper division course on the same topic

3. Required courses: 3 courses (12 units) (at least one should be taken from area I and one from area II)

   I. Survey courses
      ARLC 001 Introduction to Arabic Literature and Cultures
      RLST 111 Islam
      RLST 113 Topics in Modern Islam
      HIST 121 Survey of Middle Eastern History, 1200-1800
      HIST 124 Islam and Gender in Middle Eastern History

   II. Specialized courses
      POSC 156 Political systems Across Muslim Societies
      WMST 168 Gender and Power in Muslim Societies
      GBST/ANTH 169 From the Maghreb to the Middle East

4. Elective courses: 5 courses (20 units)

   a. Arabic Literature and Cultures
      ARLC 120 Classical Arabic Literary prose
      ARLC /CPLT 151 Palestine/Algeria
      ARLC /CPLT 152 Modern Arabic Poetry in Multilingual Frame
ARLC /CPLT 154  Phil 128  Introduction to Arabic Philosophy
ARLC /CPLT 156  Jews and Arabs
ARLC /CPLT/MEIS 158 Islam and Psychoanalysis

b.  Anthropology
   ANTH 136 Anthropological perspectives of Gender in Southeast Asia
   ANTH 140 Ethnographic Interpretations in Southeast Asia and South Asia

c.  Asian Studies
   AST/CPLT 167 Postcolonial Literature and Criticism in Southeast Asia and South Asia

d.  Comparative Ancient Civilizations
   CPAC 121 Monarchy

e.  Creative Writing
   CWPA 256: Contemporary Literature from the Modern Middle East

f.  Economics
   ECON 170 Economic Development in India

g.  Global Studies
   GBST 191 Seminar in Global Studies

h.  History
   HIST 30 History and African Biography (KEA)
   HIST 111 Public History and Community Voices
   HIST 125 Islam and revolution in Iran
   HIST 126 Istanbul in History and Fiction

i.  Middle East and Islamic Studies
   199 Independent Study

j.  Media and Cultural Studies
   MCS 172 Topics in Film and Media Genres

k.  Political Science
   POSC 107 Non-Western Thought
   POSC 120 The Politics of India and Pakistan
   POSC 133 Politics of Central Asia in Comparative Perspective
   POSC 152 Politics of the Middle East

l.  Religious Studies
   RLST 116 Religion and Violence
   RLST 121 Hebrew Bible/Old Testament
   RLST 130 BIBLE/New Testament

m.  Women’s Studies
   WMST 151 Women, Islam, and the State
   WMST 109 Women, Politics and Social Movements
January 19, 2012

FARIBA ZARINEBAF
Director of Middle Eastern and Islamic Studies Program

RE: Proposal for a New Major in Middle Eastern and Islamic Studies

I support the proposed new major in Middle Eastern and Islamic Studies. This has been an important area of strategic investment in the College over the last five years, a priority reflected in new faculty positions across a range of departments, including Political Science, Religious Studies, Comparative Literature, Creative Writing, Women’s Studies, and Media and Cultural Studies. An MEIS major will make this important area of knowledge and scholarship fully available to undergraduates. The advising and administrative structure to support the major is already in place; a Minor in Middle Eastern and Islamic Studies is currently administrated through the office of Interdisciplinary Programs and a strong faculty committee has been established with an appointed director. The major draws on currently active courses taught by ladder faculty. Chairs of the relevant departments have pledged their strong support for the major. With the curriculum and administrative structure already in place, there should not be any budget impact in the foreseeable future. The proposal offers study abroad as a logical supplement to Arabic as the only Middle Eastern language taught on campus. Increasing library resources in this field is desirable beyond the needs of the proposed major.

Offering a major in Middle Eastern and Islamic Studies is an important, forward looking curricular innovation that will benefit both students and the intellectual mission of CHASS.

Stephen Cullenberg, Dean
College of Humanities, Arts, and Social Sciences
Dear Professor Zarinebaf:

I have examined your proposal for a Middle East and Islamic Studies major at UC-Riverside. It seems to me to be very well thought-out, and I hope you have success in persuading the University administration to approve this new program.

It seems to me that the key components for a successful program—for which, as your proposal makes clear, there is ample student demand—are already in place at UCR. Most important is a large and diverse group of faculty, situated in a variety of departments and representing different disciplines, who have a strong professional interest in the academic study of the Middle East and Islamic world. Between them, you have quite ample coverage of the history, literature, politics, societies, and cultures of the Middle East, or at least of large parts of it.

It is also very important that UCR already has staff to teach Arabic language. I believe that a strong language component is a vital part of any quality program in Middle Eastern and Islamic studies—as is the case at Chicago, as you know. Arabic, above all, is the linguistic core of Islamic and, by extension, most Middle Eastern cultures. Of course, a full-fledged program needs to offer instruction also in Persian, Turkish, and modern Hebrew, but as your students can avail themselves of instruction in these languages at other universities in your area, or through summer programs in the U.S. or abroad, the absence of these languages in your present curriculum is not a fatal weakness and should not be seen as an obstacle to establishing your program. It does, however, provide a clear objective for future growth!

In any case, it is exciting to see a group of you who are sufficiently dedicated to advancing the study of the Middle East and Islam that you are willing to put in the effort to establish a new major in these subjects. As I have said, you seem to have all the pieces...
in place to create a strong and vibrant program, and I with you success in realizing this proposal.

With all good wishes,

[Signature]

Director, CMES
Professor of Near Eastern History
Department of Near Eastern Languages & Civilizations and The Oriental Institute
The University of Chicago
June 29, 2011

Prof. Fariba Zarinebaf  
Director, Middle Eastern and Islamic Studies Program  
University of California, Riverside  
CAMPUS

Dear Fariba,

I am pleased to hear that a proposal for an undergraduate major in Middle Eastern and Islamic Studies is moving forward. The creation of an interdisciplinary studies major in this field will bring together the pedagogical efforts of a distinguished group of faculty, and enrich the campus as a whole and the related majors.

History will be an important dimension of the MEIS major, and we look forward to serving majors in the program and double majors. Given the importance of the Middle East and the greater Islamic tradition to the current world, and the rich historical, literary and cultural resources of the region’s culture, a comprehensive and broadly-based major will help UCR stand out for the richness and breadth of its offerings to majors.

with best regards,

[Signature]

Randolph C Head  
Professor and Chair
Dear Fariba,

My department is supportive of your proposal of a MEIS major. The proposal is well written and addresses a real need on our campus.

We are must happy that the proposal includes a 24 unit language requirement, which would be effectively 2 years of basic and intermediate language in one of the ME languages, Arabic being the one currently offered at UCR.

Best wishes,

Tom Scanlon
Dear Steve,

I am writing to indicate my support for the new proposed major in Middle East and Islamic Studies. As you know, I have followed the development of this proposal closely as an instructor, as a participant in the MEIS faculty group, as the director of interdisciplinary programs and as the chair of the global studies program. In my view the proposal developed by the MEIS faculty is coherent. It draws on existing courses in a wide range of departments and can thus be put into effect immediately at no added cost. In addition to enabling undergraduates to specialize in MEIS it will further consolidate the identity of the MEIS program on our campus.

Students are clearly interested in courses in MEIS; classes in this area are always rapidly filled. Public lectures and conferences organized by MEIS over the last few years in collaboration with academic departments, Global Studies and the Center for ideas and Society have attracted large, enthusiastic student audiences. Although the number of majors will be initially small, having a major will insure that MEIS courses are proposed regularly and that new courses are conceived in collaboration with instructors home departments. Having a dedicated major will add to the momentum of the program which gained impetus a few years ago thanks to your successful efforts to hire of a cluster of high profile faculty. At this point we need to assure increase visibility for our teaching, research and outreach and a major is the next logical step in a process that will include developing a more concerted approach to seeking funding, attracting top graduate students, and developing MA programs. The development of the MEIS major is important to our students: it is also a key element in promoting awareness of the strength of our MEIS faculty and graduate student’s research both internally, to other UC campuses and more broadly.
Looking around at the top programs in MEIS both at the University of California and nationally it is apparent that many of the most vibrant programs will soon see a changing of the guard. With its young faculty engaged in cutting edge research in a number of domains, Riverside is well positioned to take a leading role in developing what MEIS will be for the future. The development of a major is crucial to this longer term plan.

Sincerely Yours, Susan

Ossman
Professor of Anthropology
Chair of Global Studies
Director of Interdisciplinary Programs

CC: Gabrielle Brewer
March 5, 2011

TO: GRETCHEN BOLAR
VICE CHANCELLOR, FINANCE AND BUSINESS OPERATIONS

FM: MARY GAUVAIN, CHAIR
RIVERSIDE DIVISION

RE: PROPOSED CAMPUS NAMING

The Executive Council, at their meeting held on February 27, 2012 unanimously approved the following:

- **INNOVATION ECONOMY CORPORATION**: Proposed name for the Nano Electrochemical System Laboratory (NESL) located on the floor of the Bourns College of Engineering

- **UC RIVERSIDE TRACK FACILITY**: Proposed naming for the newly renovated track facility

These names will be added to the May 29, 2012 Division agenda for information.

CC Dean R. Abbaschian
January 6, 2012

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.

- *Innovation Economy Corporation NESL* is the proposed name for the Nano Electrochemical System Laboratory (NESL) located on the third floor of the Bourns College of Engineering Building. This naming opportunity has been recommended by the Dean, Bourns College of Engineering, Reza Abbaschian.

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 Monday, January 16, 2012.

Sincerely,

[Signature]

Gretchen S. Bolar
Vice Chancellor
Finance & Business Operations

Attachments

To: Vice Chancellor Hayashida
Dean Abbaschian
Executive Director Ehlers
Assistant Dean Parker
Campus Space Manager Murdock


SUMMARY INFORMATION

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

Proposed Name: Innovation Economy Corporation NESL
In the Bourns College of Engineering

Building and Room Background:
- Official Building Name: MARLAN & ROSEMARY BOURNS HALL
- Building Name (12-byte): BOURNS
- Capital Asset Account Number: P5261
- Building Basic Gross Square Feet: 157,188 gsf
- Location: UCR Core Campus
- Room Number: B0350
- Room Assignable Square Footage: 1,003 asf

Description: Innovation Economy Corporation has agreed to a gift of $100,000 for the current support of the Nano Electrochemical System Laboratory (NESL) in Bourns Hall. In recognition of the gift, the space will be named the Innovation Economy Corporation NESL.

See attached Background Information.

Gift Amount: $100,000


Floor Plan:
Date: December 14, 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
Linda Parker, Assistant Dean of Development, Bourns College of Engineering

From: Zachary A. Smith, Assistant Vice Chancellor of Development

Subject: Innovation Economy Corporation Lab Naming Approval

Dear Gretchen,

In accordance with approved UCR policy, I am forwarding the Innovation Economy Corporation Lab Naming Packet for your review.

This packet includes:

- Initial Request for Approval to Name/Establish a Property, Program or Facility for the Innovation Economy Corporation Lab (or IE Corp. NESL)
- Draft gift agreement between Innovation Economy and the UC Riverside Foundation

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 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 $100,000 gift will provide current support for research in the Nano Electrochemical System Laboratory (NESL) located in Bourns B #350 at the Bourns College of Engineering.
   C. Proposed name (if any, involving gift): The Innovation Economy Corporation Lab, or IE Corp. NESL
   D. Honorific naming (no gift involved):
   E. Proposed use(s): To advance research and 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 the Nano Electrochemical System Laboratory (NESL) as the IE Corp. NESL.

   BCOE’s vision is to become a nationally recognized leader in engineering research and education with the profile of a top-25 engineering school. Funding associated with naming this lab will benefit research and help the College achieve greater prominence and stature within the nation and the world, thus moving closer to realizing its vision.

   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. NESL is an existing laboratory and this gift will support its research.
III. Contribution Information

A. Total amount of private funds expected to be committed (or being discussed): $100,000

B. Form of private contribution(s):
   - [ ] Outright Gift
   - [x] Written Pledge
   
   Expected beginning date: March 31, 2012
   Fulfillment Date: June 30, 2012

C. Initial contribution/pledge payment expected: $50,000 by March 31, 2012.

D. Source(s) of private contribution(s):

   Donor(s)                        Amount(s)
   Innovation Economy Corporation  $100,000

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. NESL is an existing laboratory and this gift will support its research.

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:

[Signature]
Reza Abbaschian, Dean, Bourns College of Engineering

Dec. 12, 2011
Date

[Signature]
Joel Munson, Associate Vice Chancellor, Development

Dec. 13, 2011
Date

[Signature]
Peter Hayashida, Vice Chancellor, University Advancement

Date
GIFT AGREEMENT

Between
Innovation Economy Corporation
and the Regents of the University of California

I. INTRODUCTION
Innovation Economy Corporation (Donor) wishes to establish a current restricted fund to benefit the University of California, Riverside (UCR) campus and is pleased to pledge irrevocably $100,000 to the Regents of the University of California on behalf of UCR. The fund shall be known as the Innovation Economy Corporation Fund ("Fund") and will provide current support for research in the Nano Electrochemical System Laboratory (NESL).

II. BACKGROUND
The Innovation Economy Corporation, founded by entrepreneur Amro Albanna and based in Riverside, helps start-ups and growing companies by providing business management resources and assets, corporate education, venture capital, and regional, national, and global connections, to assist in commercializing and distributing products and services.

III. ESTABLISHMENT OF FUND
This naming shall be established when:

A. This memo has been reviewed, signed and dated by the Donor and appropriate university officials and has been fully funded.

B. This irrevocable pledge is to be paid over a one year period with the initial payment of $50,000 to be paid during the first quarter of calendar year 2012. An additional payment of $50,000 will be made during the fourth quarter of calendar year 2012. The entire unpaid amount may be paid in full at any time. Donor understands that the University will send reminder notices in accordance with its 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.

Additions to the Fund can be made at any time and it is Donor's intent to make additional gifts to support research in the Innovation Economy Corporation NESL.

D. The Innovation Economy Corporation NESL: Subject to approval through the UCR Policy for Naming Campus Properties, Academic and Non-academic Programs, and Facilities and the Regents of the University of California, the NESL (currently located in Bours Hall #350) will be named the Innovation Economy Corporation NESL. In accordance with UCOP policy, the name will be effective for the useful
life of the laboratory. If the lab is moved to a different location, the plaque will also be moved.

IV. PURPOSE AND USE OF CURRENT RESTRICTED FUND
The Innovation Economy Corporation Fund will provide support for the Nano Electrochemical System Laboratory, under the direction of the Dean of the Bourns College of Engineering and the Chair of the Department of Chemical and Environmental Engineering.

V. GIFT FEE
As is customary with universities and other non-profit organizations across the country, a one-time gift fee is applied to each pledge payment in order to provide essential support to UCR's advancement program. Donor understands that the fee is currently 5%.

VI. RECOGNITION
The name Innovation Economy Corporation NBSL will be inscribed on a plaque that will be located next to the door of the laboratory. The new name will also be included on the lab’s website, in printed material and in all references to the lab.

Donor agrees that this Fund and Innovation Economy Corporation may be used in University press releases and communications.

ACCEPTANCES:

______________________________  
Amro Albanna, Chairman and CEO  
Innovation Economy Corporation  
Date

______________________________  
Reza Abbaschian, Dean  
Bourns College of Engineering  
Date

______________________________  
Joel B. Munson, Assistant Vice Chancellor  
UC Riverside Foundation  
Date
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 Abbashian
      Title, College/Unit: Dean, Bourns College of Engineering
   B. Type of Gift and Comments:
      This $100,000 gift will provide current support for research in the Nano Electrochemical System Laboratory (NESL) located in Bourns B #350 at the Bourns College of Engineering.
   C. Proposed name (if any, involving gift): The Innovation Economy Corporation Lab, or IE Corp. NESL
   D. Honorary naming (no gift involved):
   E. Proposed use(s): To advance research and 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 the Nano Electrochemical System Laboratory (NESL) as the IE Corp. NESL.

   BCOE’s vision is to become a nationally recognized leader in engineering research and education with the profile of a top-25 engineering school. Funding associated with naming this lab will benefit research and help the College achieve greater prominence and stature within the nation and the world, thus moving closer to realizing its vision.

   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. NESL is an existing laboratory and this gift will support its research.
March 5, 2011

TO: GRETCHEN BOLAR
VICE CHANCELLOR, FINANCE AND BUSINESS OPERATIONS

FM: MARY GAUVAIN, CHAIR
RIVERSIDE DIVISION

RE: PROPOSED CAMPUS NAMING

The Executive Council, at their meeting held on February 27, 2012 unanimously approved the following:

- **INNOVATION ECONOMY CORPORATION**: Proposed name for the Nano Electrochemical System Laboratory (NESL) located on the floor of the Bourns College of Engineering

- **UC RIVERSIDE TRACK FACILITY**: Proposed naming for the newly renovated track facility

These names will be added to the May 29, 2012 Division agenda for information.

CC Dean R. Abbaschian
February 16, 2012

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 this naming opportunity.

- **UC Riverside Track Facility** is the proposed name for the newly renovated track facility. This naming opportunity has been recommended by the Director of Athletics, Brian Wickstrom.

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 Monday, March 12, 2012.

Sincerely,

Gretchen S. Bolar
Vice Chancellor
Finance and Business Operations

Attachments

xc: Executive Director Ehlers
Campus Space Manager Murdock
Director Wickstrom
SUMMARY INFORMATION

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

Proposed Names: *UC Riverside Track Facility*

Building Background:
- Project Name: Track Facility
- Location: UCR Core Campus

Description: The Department of Athletics is requesting a formal naming of the newly renovated track facility as part of a branding campaign to increase name recognition of UC Riverside Athletics.

See attached Background Information.

Site Map:
January 5, 2012
Gretchen Bolar, Vice Chancellor
Finance and Business Operations
Chair, Campus Naming Committee
University of California, Riverside
Hindersen Hall 4118
Riverside, CA 92521

Dear Vice Chancellor Bolar,

The purpose of this communication is to solicit the support of the Campus Naming Committee in finalizing the name of the new Track Facility on the University of California, Riverside campus. Could you and the committee please consider approval of the name: UC Riverside Track Facility?

As you know the Department of Athletics has kicked off a branding campaign. The purpose of this campaign is to increase name recognition of UC Riverside Athletics, both locally and nationally. By increasing the identity of the Athletics program and all facilities on the UC Riverside Campus identified with the Athletics program, this will make it easier to get "outsiders" engaged in our programs and allow people on and off campus to identify with UC Riverside. Even three blocks from our campus, the letters UCR get confused with Riverside Community College. So this will help with clearly identifying our facilities with our campus.

The recently completed track facility on our campus will allow UC Riverside Athletics to host college, high school and Junior Olympic track meets. If we have the opportunity to bring all of these participants to our campus, we should try and build that brand identity each time someone comes to campus, drives by the facility or reads about an event happening on our campus.

Since there are very few publications that have the name of the track facility listed in them, there should be minimal expense associated with this new name. Most of the changes will take place online and any future publications could be updated before they are printed.

Thank you for your consideration. Please let me know if you have any questions.

Sincerely,

Brian Wickstrom
Director of Athletics

UNIVERSITY OF CALIFORNIA, RIVERSIDE · 900 UNIVERSITY AVENUE · RIVERSIDE, CALIFORNIA 92521
www.gohighlanders.com
April 25, 2012

Neal E Young
Computer Science and Engineering

RE: Proposal for a new Five-year BS+MS program in Computer Engineering and Computer Science

At its meeting of April 19 2012, the Graduate Council considered and approved the proposal for a new Five year BS + MS in Computer Engineering and Computer Science. The proposal will be submitted to the Division for divisional vote on May 29, 2012 before being submitted to CCGA.

Kenneth Barish, Chair
Graduate Council

KB/se

Cc: Laxmi Bhuyan
Graduate Division
March 7, 2012

TO: Dr. Kenneth Barish  
Chair, Graduate Council

FR: Dr. Laxmi Bhuyan  
Chair, Computer Science & Engineering (CSE)


Dear Dr. Barish:

The CSE department would like to propose a new five-year BS+MS program, with a BS in Computer Engineering (CE) and an MS in Computer Science (CS).

Currently no CE BS + CS MS (CE+CS) program exists at UCR. The only current five-year program with a CS MS is the CS BS + CS MS (CS+CS).

The remainder of this letter includes the full text of the proposed CE+CS program document. This CE+CS program document is based directly on the (separately) proposed revision of the CS+CS program document, so we request that you please consider this CE+CS proposal just after considering the CS+CS proposal. Since the two program documents are essentially the same, we are assuming that any questions that arise about one proposal will also apply to the other. Thus, we hope that the documentation provided for the CS+CS proposed revision will suffice to answer any questions about this CE+CS proposal.

The only textual differences between the CE+CS and CS+CS program documents are appropriate program name changes and course substitutions. To make the differences clear, in the CE+CS document presented here, parts that differ from the proposed CS+CS revision are underlined like this and marked in the margin with an arrow (as shown to the right). Of course the underlining and arrows are not part of the program document per se.

Note that the core undergraduate CS courses are required by the CE BS; these courses are sufficient preparation for entry into the CS MS.

The proposal was approved by the department (CSE) in October 12, 2011.

It was approved by the Engineering College Executive Committee on November 18, 2011.

Our undergraduate advisor, Dr. Neal Young (neal.young@ucr.edu, x8-2147), would be happy to attend any meeting or answer any questions concerning this proposal.

Thank you.
PROPOSAL FOR A

Computer-Engineering BS + Computer-Science MS
Five-Year Combined-Degree Program

October 2011

Proposed by the Faculty of
the Department of Computer Science and Engineering
Marlan and Rosemary Bourns College of Engineering
University of California, Riverside
Riverside, CA 92521

1 Introduction

Aims and objectives. This proposal describes a combined BS+MS program, leading to a Computer-Engineering BS and a Computer-Science MS in five years.

The proposed program is within the framework established by UCR’s Committee on Educational Policy and the UCR Graduate Council in 2007. The motivation and means for the program are as established in pages 2-3 of the framework document.1

motivation: Quoting from the document: “Combined programs can better attract top high school graduates, transfer students, and returning students, especially those interested in advanced degrees. Thus, UCR departments can expect a higher proportion of good undergraduates.

Combined program students will be more inclined to stay at UCR for their Masters studies instead of applying to other institutions. Thus, UCR departments can better retain these students.”

In sum, the program should attract top students into both the BS and MS programs.

method: To make it possible to complete both degrees in five years, the programs can allow double-counting of up to twelve credits of coursework done for the undergraduate degree towards the MS degree. The justification is that many UCR MS programs, including the Computer-Science (CS) MS, require up to twelve units of preparatory undergraduate coursework that may be necessary for undergraduates from other institutions but redundant for undergraduates coming from an appropriate UCR program.

Relation to existing programs. The program consists of the regular Computer-Engineering BS program, followed by the regular Computer-Science MS program, with minor modifications to the MS degree requirements, allowing up to twelve units of undergraduate technical-elective coursework to be counted towards the MS elective requirements, so that the (Plan II) MS requirements can be met in a single year.

As the primary motivation for the program is simply recruitment of top students, the program involves no new courses or requirements.

1Online at http://senate.ucr.edu/about/policies/establishment_of_combined_programs_at_ucr.pdf
Interrelation with other UC institutions. Beyond making the respective BS and MS programs more attractive, the program does not compete or inter-relate with other UCR or UC programs or institutions. It may indirectly recruit top students into the UCR (or other UC) CS PhD programs, via the MS program.

Department that will administer the program. The BS portion of the program will be administered as part of the undergraduate Computer-Engineering program. The MS portion will be administered by the Computer Science and Engineering Department. Some administrative tasks will be done by the Engineering Student Academic Affairs Office. Some admissions tasks will be done by the Undergraduate Admissions and Graduate Admissions Offices.

Timetable for development. Based on current levels of participation in the CS BS + CS MS program, over the 2012-2015 period, we expect from 3-6 students to participate at the MS level per year.

Historical development of the field. Over the past two decades, Computer Science and Engineering has expanded from a discipline with a few core areas to a broad field with many application domains. Meanwhile, commercial applications of Computer Science and Engineering are becoming increasingly sophisticated. Graduate-level training of students has become more applied, and students with graduate-level training (MS or PhD) are better prepared than those without such training to work on sophisticated applications. Thus, demand for, and awareness of, graduate-level training is increasing, making it a good time to leverage interest in the MS program and to facilitate entry into it.

Plan for evaluation of the program. The effectiveness of the program will be evaluated by monitoring the extent to which it increases the quality of students in the BS and MS programs.

2 Program

Broadly, the program consists of the BS program, followed by the MS program. A student in the combined program must meet the program requirements of both programs, in that order, with minor modifications to the requirements of the MS program. Once the student meets the BS program requirements, s/he is granted the BS degree. Subsequently, once the student meets the (modified) MS program requirements, s/he is granted the MS degree.

The normative time to complete the BS portion is four years; the normative time for the MS portion (with double-counting of twelve credits) is one additional year, provided the student chooses the Plan II (project) option.

The modifications to the MS portion are as follows:

- The MS requirements are modified, allowing up to twelve-units of technical elective coursework may be double-counted. This making it possible to complete the MS portion in a single year.
- The GRE requirement for the MS application is waived. Acceptance of the MS application is pro-forma, provided the program criteria below are met (and subject to some restrictions).
- In the first (and normatively only) year of the MS, the fee-differential (if positive) between undergraduate and graduate student fees is paid by the BCOE.
These minor modifications allow the program to be viewed as a single, 5-year, BS+MS program, making the program even more attractive to incoming students.

2.1 Program requirements and process

1. *Performance in junior year.* By the end of junior year (specifically, at the end of the last junior-year term during which the student is enrolled), the student must be enrolled in the UCR Computer-Engineering BS program, with a cumulative GPA of at least 3.4, and must have completed the following four courses with no grade less than a B-, and average grade at least 3.2: CS 100, 120A, 120B, 161.

“Junior year” refers to the classification by academic requirements completed (not by number of years in the program). “Senior year” refers to the first academic year following Junior year and during which the student is enrolled.

2. *Application to combined program in senior year.* Before the deadline for MS applications during the senior year (typically early January), the student applies to the combined program. To apply, the student submits a regular application to the MS program. The student’s MS application must include at least two recommendation letters from UCR Academic Senate faculty members. At least one letter, and preferably both, must be from UCR CSE department faculty. All letters must give positive recommendations. The GRE requirement for the application is waived, but it is recommended that the GRE be taken nonetheless, to keep open the option of receiving financial aid if the student later pursues a PhD.

The MS application is normally accepted by the department and graduate school in Winter or Spring of senior year. The application is subject to approval by the relevant graduate program admission committee and (after recommendation by the committee to the Dean) to approval by the Dean of the Graduate Division. Approval is expected to be pro-forma provided the student meets the requirements above, except that, in the unlikely event that the number of qualifying applicants exceeds the number of MS slots available, applicants will be ranked and offers will be made according to the normal MS-applicant evaluation process. (It is expected that students meeting the other requirements will be among the top in the MS applicant pool.)

For combined-program applicants, any acceptance of the MS application is conditional: to be accepted the student must subsequently meet this senior-year performance requirement:

3. *Performance in senior year.* At the end of each senior-year term, the student’s cumulative GPA must be at least 3.4. By the end of senior year, all BS program requirements must be met (at which point the BS degree is granted as usual).

4. *Acceptance into the combined program.* The student is accepted into the combined program if and when the student’s MS application has been accepted by the department and graduate school and the student has met all requirements above.

If the student does not meet the senior-year performance requirement, the student is not accepted into the combined program or the MS portion of the program. (The student may apply to the MS via the regular application process.)

5. *Completion of the combined program; modified MS requirements.* Once the student is accepted into the combined program, to complete the program and receive the MS, the student must complete

4
all degree requirements for the MS, with the following modification (in keeping with the established five-year program framework).

Normally, courses taken as an undergraduate at UCR cannot be used to satisfy the MS requirements. For students in the combined program, this constraint is relaxed as follows: up to 12 credits of coursework that the student took as an undergraduate at UCR may be counted towards the 32-unit elective requirement of the MS. The courses that can be double-counted towards the MS elective requirement are those that are eligible to be counted as a technical elective for the BS requirements.

This modification makes it possible for a student to complete the MS requirements in a single year by taking three courses in each of the Fall, Winter, and Spring terms. (See the sample program below.) However, the student is not required to complete the MS requirements in a single year.

Upon completion of the modified MS requirements, the student receives the MS degree.

2.2 Preliminary admission of incoming freshmen

When a freshman applicant applies for admission to the UCR Computer-Engineering BS program (typically after high school), if s/he meets the criteria below, s/he may also apply for preliminary admission to the combined program:

1. high-school GPA ≥ 3.6,
2. SAT-I combined score ≥ 1950,
3. satisfaction of the Entry-Level Writing Requirement before matriculation,
4. ready for MATH 9A or higher.

Preliminary admission status will be granted provided the student meets these requirements and is accepted into the UCR Computer-Engineering BS program. To maintain preliminary admission status, the student must remain an undergraduate Computer-Engineering or Computer-Science BS student in good standing with a UCR cumulative GPA of at least 3.4; otherwise the student loses preliminary admission status.

A non-freshman student can apply (or reapply) for preliminary admission status, which will be granted if, throughout the student’s three most recent active terms, the student was an undergraduate Computer-Engineering or Computer-Science BS student in good standing with a cumulative GPA of at least 3.4.

Preliminary admission is intended solely to help identify, recruit, and advise UCR BS students who are interested in the five-year program. Students apply for full admission to the combined program in junior year, as previously described, whether or not they have preliminary admission status. Preliminary admission status does not alter the requirements for full admission to the combined program.

2.3 Sample program

A combined Computer-Engineering BS + Computer-Science MS student could satisfy all course requirements by taking courses as follows: in the first four years, take any set of courses that meets the BS degree requirements (e.g. the default course plan at http://student.engr.ucr.edu/majors/CompE_courseplans.html); in year five, complete the MS Plan II (Project option) requirements. The MS (Project option) requires 48 units (meeting some specific constraints about area coverage), up to twelve of which can be graduate or undergraduate technical electives. The latter twelve units can be satisfied by double-counting three
CS tech electives that were taken in the first four years (and happened to be used for the tech elective requirement for the BS). So, in year five, the remaining 48-12=36 units can be satisfied by taking three appropriate 4-credit graduate courses each quarter. For example:

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<tr>
<td></td>
<td>CS 213 (4),</td>
<td>Parallel Processing Architectures</td>
</tr>
</tbody>
</table>

MS students are also required to take the 1-credit colloquium seminar, CS 287, each quarter they are in residence. MS (Project option) students are further required to complete a project and pass an oral examination.

2.4 Catalog entry

**Combined B.S. + M.S. Five-Year Program** The college offers a combined five-year B.S. + M.S. program, designed to allow successful UCR Computer-Engineering B.S. graduates to complete the Master of Science degree in Computer Science in one year, by allowing up to 12 credits of coursework taken as a UCR undergraduate to be counted towards the 32-unit elective requirements of the M.S. (The courses that can be double-counted are those that are eligible to be counted as technical electives in the B.S. requirements.)

A student may apply at the start of their senior year by submitting an application to the Computer-Science M.S. program, provided that at the end of junior year, the student was a UCR Computer-Engineering B.S. student with cumulative GPA at least 3.4 and had completed the following courses with no grade less than a B- and average grade at least 3.2: CS 100, 120A, 120B, 161. The application to the M.S. program must include at least two recommendation letters from UCR Academic Senate faculty members (at least one, and preferably both, CSE faculty). Submission of GRE scores with the application is recommended but not required. Matriculation into the combined program occurs in the Fall term following senior year, provided: (a) the M.S. application is accepted, (b) throughout senior year, the student is a Computer-Engineering B.S. major with cumulative GPA 3.4 or higher, (c) by the end of senior year, the student completes the Computer-Engineering B.S. degree requirements.

Incoming students who are applying to the Computer-Engineering B.S. program may simultaneously apply for preliminary admission into the combined program provided their high-school GPA is at least 3.6, their SAT-I combined score is at least 1950, they satisfy the Entry-Level Writing requirement before matriculation, and they have sufficient math preparation to enroll in calculus upon arrival. Preliminary admission status is maintained as long as the student is a Computer-Engineering or Computer-Science B.S. student in good standing with a cumulative GPA of at least 3.4. Preliminarily admitted students still need to apply for full admission in their senior year as described above.
3 Projected need, resource requirements, student support

As noted in the introduction, in keeping with the framework established by CEP and Graduate Council, this combined program is primarily a recruitment tool, intended to leverage the increasing interest in graduate education to attract top freshmen into the BS program, and to attract top UCR BS students into the MS program.

In the BS program, it should attract students that are more likely than average to make it through the program. Combined with ongoing increases in admissions standards, this should increase both retention and the overall quality of the students.

In the MS program, we anticipate growth in combined-program enrollment of only a few students per year. But more rapid growth would be welcome and would not significantly increase overall enrollment in the MS: each student accepted into the MS program via the combined program is likely to be near the top of the applicant pool, and thus to simply displace a less-qualified student from admission into the MS. (In the unlikely event that the number of students applying through the combined program exceeds the number of MS students that the school wants to accept, recall that the department can cap the number of students accepted at the MS level.)

In short, the main effect of the program should be to increase the quality of students in the BS and MS programs, without significantly affecting enrollment levels.\(^2\) Similarly, it should increase the employability of students produced by the BS and MS programs, and help meet the increasing demand for CS students with graduate degrees.

Resources. Note that each student in the combined program is essentially just a regular student (in the BS program, or, in fifth year, in the MS program), and requires the same resources as a regular student at the same level. Also, BS and MS enrollments will not be significantly affected. Thus, the program requires no change in faculty, courses, or resources such as library, computing, equipment, space, etc. Likewise, the program requires no change in levels or mechanisms for student funding.

The program does require minor administrative support. The administration of the program at the undergraduate level requires processing applications for preliminary acceptance, tracking preliminarily enrolled students, and identifying and informing juniors who will be eligible to apply in senior year. These administrative tasks are already being performed for other five-year programs by the Admissions Office and the Engineering Student Academic Affairs Office. At the MS level, the college and program will have to track which MS students are in the combined program and account for the double-counting allowance. Appropriate infrastructure for this is already in place.

Finally, only to the extent that existing resources allow, B.S. students with “preliminary admit” status will be given additional advising appropriate for MS-bound students. This is already being done for existing five-year programs during regular advising activities by the department and by the Engineering Student Academic Affairs Office.

4 Changes in Senate regulations

No changes in Senate regulations are required.

\(^2\)Unless the school chooses to use it increase enrollment levels.
# ATTENDANCE RECORD
## COMMITTEES OF THE ACADEMIC SENATE
### MAY 1, 2011 THROUGH APRIL 30, 2012

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44 meetings held

# attended:
# ATTENDANCE RECORD

## COMMITTEES OF THE ACADEMIC SENATE

**MAY 1, 2011 THROUGH APRIL 30, 2012**

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### COMMITTEES


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## ATTENDANCE RECORD
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#### MAY 1, 2011 THROUGH APRIL 30, 2012

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## ATTENDANCE RECORD
### COMMITTEES OF THE ACADEMIC SENATE
#### MAY 1, 2011 THROUGH APRIL 30, 2012

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**Note:** This does not include the subcommittee obligations of each member (approx 6-8 additional meetings per undergrad program review subcommittee)

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*This does not include the subcommittee obligations of ea. member (approx 6-8 additional meetings per undergrad program review subcommittee)*
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# ATTENDANCE RECORD
**COMMITTEES OF THE ACADEMIC SENATE**
**MAY 1, 2011 THROUGH APRIL 30, 2012**

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## Courses and Programs Sub-Committee

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## ATTENDANCE RECORD
### COMMITTEES OF THE ACADEMIC SENATE
#### MAY 1, 2011 THROUGH APRIL 30, 2012

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### ATTENDANCE RECORD

#### COMMITTEES OF THE ACADEMIC SENATE

#### MAY 1, 2011 THROUGH APRIL 30, 2012

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