To be adopted:

The Executive Council of the Academic Senate, at its meeting held on October 28, 2013, received and reviewed the proposal to establish a Master’s of Public Policy within the School of Public Policy. As per the policy of the University of California, the proposal is being forwarded to the Division for adoption.

Jose Wudka, Chair
Riverside Division

Approvals:

Committee on Library, Information Technology & Scholarly Communication: October 28, 2013 (enclosed)
Committee on Planning and Budget: October 28, 2013 (enclosed)
Graduate Council: October 17, 2013 (enclosed)
October 18, 2013

To: Jose Wudka, Chair
Riverside Division

From: Lynda Bell, Chair
Graduate Council

Re: Proposal to establish a Master’s of Public Policy (MPP) degree program at UCR

At its October 17, 2013 meeting, the Graduate Council unanimously approved the Proposal to establish a Master’s of Public Policy (MPP) degree program at UCR.

Cc: Cindy Palmer, Executive Director, Academic Senate
October 28, 2013

To: J. Wudka, Chair
   Riverside Division

From: J. Morse, Vice Chair
      Committee on Library, Information Technology and Scholarly Communication

Re: Proposal for a Masters in Public Policy

The Committee on Library, Information Technology and Scholarly Communication has reviewed the proposal for the creation of a Masters in Public Policy. The proposed establishment of the degree, as listed in section 6 of the report, does not place any additional strain on existing library resources. As such, the Committee does not have any significant concerns and unanimously approves the proposal.
October 28, 2013

To: Jose Wudka  
Chair, Riverside Division Academic Senate

Fr: Kenneth Barish  
Chair, Committee on Planning and Budget

Re: Review of the Proposal to Establish a Master’s of Public Policy Degree Program at UCR

The Committee on Planning & Budget unanimously approved the Proposal to establish a Master’s of Public Policy (MPP) degree program at UCR.
Attached is a proposal to establish a professional Master’s of Public Policy (MPP) degree program at UCR. The School of Public Policy (SPP) is submitting this proposal for consideration to the UCR Division of the Academic Senate.

Please note that the UCR and system-wide Academic Senates and their various subcommittees had implicitly already reviewed the MPP program in 2007-08. That is because the proposal to establish a School of Public Policy, which was approved in September 2008 by all the key players in the UC system (including the UC Regents), had included a broad description and structure of the MPP program, which was going to be the mainstay of the SPP. The current proposal is a fully fleshed-out proposal of the same program. In light of this, I hope that the current proposal will be given an expedited review by the Senate.

I should also mention that the EVC/P has made available to the SPP six course releases for the purpose of curriculum development. We are using these course releases to have UCR faculty who will be affiliated with the SPP (and who will eventually shift part of their FTE appointments to the School) to develop the required and elective courses that are described in the attached MPP program proposal. These courses are currently under development, and we plan to submit the course proposals to the Committee on Courses shortly. I trust that the Senate can consider and review the MPP program proposal without waiting for submission of the course proposals.

Attached you will find fresh letters of support for the MPP program proposal. However, I have also attached letters of support from the original SPP-establishment proposal in 2007-08. I would encourage the Senate committees to look at both sets of support letters to appreciate the very strong support that the MPP program and the School of Public Policy have received from UCR faculty and administrators, local community leaders, and other public policy programs nationwide.

Thank you once again for considering this request. Please do not hesitate to come back to me with any questions.
A Proposal for a Master’s of Public Policy Degree

Submitted by the School of Public Policy
University of California, Riverside

October 2013
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Section 1: Introduction

1. Aims and Objectives

   **Context.** In September 2008, UCR was approved by the Regents of the University of California to start a new, interdisciplinary School of Public Policy (SPP). However, because of budget uncertainties at that time, the launch of the School was put on temporary hold. The UCR administration finally decided to launch the SPP in Fall 2012. A search for the founding dean ensued, and a dean was appointed on February 1, 2013.

   The proposal to establish the SPP, submitted to the UCR Academic Senate in 2007-08, had included a broad description and structure of the two-year Master’s of Public Policy (MPP) program – a professional fee-based program that would be the centerpiece of the new school. The SPP proposal was vetted by all the key players in the UC system, including the Graduate Council, the Riverside division of the Academic Senate, CCGA, UCOP, California Post-Secondary Commission, and the UC Regents.

   The current document is a fully fleshed-out proposal of the same MPP program contained in the proposal to establish the SPP. *Since all the relevant approval bodies in the UC system had already vetted and approved the proposal for the School, it is hoped that the current proposal will be given an expedited review by the system.*

   **Aims and Objectives.** The objective of the MPP program is to prepare students for careers in government, politics, and public affairs within public, non-profit, or private sectors. This is accomplished by providing students with rigorous analytical tools to use evidence and normative values in formulating, implementing and evaluating public policies.

   Initially, the program will be developed in four main policy areas or “tracks” – environmental and sustainable development policy, health policy, education policy, and social policy (e.g., immigration, crime and justice, and urban renewal). These specialization areas have been selected on the basis of both the considerable faculty strengths and assets UCR already possesses in these areas as well as societal needs. The four areas reflect the main challenges facing communities in Inland Southern California, where UCR is located. It should be noted, however, that the program will not be parochial; it will strive to contextualize the problems facing Inland Southern California within a larger global context.

   The MPP program is being proposed at the same time as the launch of UCR’s new School of Medicine (SOM). There are a number of health policy issues that are of interest to both Schools, especially given the mission of the SOM to improve community health and emphasize preventative medicine. Indeed, the two Schools are discussing plans for a five-year joint MD/MPP program that would be developed and submitted to the Senate for approval during the coming year.
**Distinctiveness.** Four major themes will define the intellectual character of UCR’s MPP program, and will serve to distinguish it from other public policy programs offered elsewhere in the country.

**Intersection of Social Policy and Environmental Policy.** Many public policy programs focus on social policy issues (e.g., health, education, and immigration), and some specialize in environmental policy issues. But, to our knowledge, few programs treat both as part of a holistic and integrated eco-social-political system. Yet it is obvious that many environmental and energy policies can indirectly affect social processes and outcomes, and many social policies can have unintended environmental ramifications. In order to properly evaluate public policies, policy makers need to be sensitive to this interdependence and synergy across the two set of policies. This integrated social-environmental focus will distinguish UCR’s MPP from other MPP programs in the country.

**Importance of Regional Policy-Making.** Most MPP programs specialize in some combination of international, federal, state, and local government policies. However, it is becoming increasingly evident that key societal and environmental problems transcend these traditional jurisdictional boundaries. For example, water and air quality are not well managed within city, county or even state boundaries, nor are issues of immigration, transportation systems, or population growth management. Councils of government such as the Southern California Association of Governments (SCAG) have emerged to provide a transcending framework to deal with these issues. On a larger scale, alliances such as the European Union (EU) and the Asia-Pacific Economic Cooperation (APEC) have been established to deal with economic and social issues that transcend state and national boundaries. “Regional” is the general term applied to these relationships that do not correspond to the traditional structure of jurisdictions based on political or geographic boundaries. Current public policy structures have not generally adapted well to the needs of regional policy-making. UCR’s MPP hopes to be a leader in the field of regional policy formulation and analysis.

**Global-Local Connections.** Even though most academic programs at U.S. universities have become globally-focused during the past two decades, public policy as a discipline has not generally benefited as much from this internationalization. Many public policy programs are overly focused on domestic policy issues and domestic policy structures and organizations. This is to be expected given the history of public policy programs, which developed from the old public administration or public affairs models that were concerned with bureaucratic and administration management and reform.

Like other universities, UCR has a large number of faculty who conduct international research on issues of great significance to Inland Southern California – climate change, water scarcity and contamination, food safety and security, poverty and sustainable development. At the same time, there are a number of UCR faculty who conduct research in Inland Southern California on issues of importance to many other parts of the world – water management, pest control, immigration, and maintaining diversity and quality in higher education. What is often lost is the opportunity to integrate across the two types of research experience. In today’s world, many sustainability, health, and public policy dilemmas
confronting emerging countries are not too dissimilar from those facing rapidly-growing regions within the United States. It is important for policy makers and planners in Inland Southern California communities to learn from the innovative policy solutions being attempted in others parts of the world.

Likewise, the Southern California/Northwestern Mexico region has great significance in terms of its relevance for comprehending emerging issues in other regions of the United States, as well as at the global level, because many of the problems facing inland Southern California – rapid population growth, ex-urban sprawl, and stresses on the natural and social environment – are common to other mega-regions around the world, such as the Arizona Sun Corridor, the Cascadia Mega-Region, the Shanghai-Jiangsu mega-province, and the Hyderabad-Bangalore Corridor. A distinguishing characteristic of UCR’s SPP will be to emphasize the larger linkages that inland Southern California has with the rest of the world, and to compare explicitly this region with other world regions. This “think globally, act locally” mind-set will be a strong element of the proposed MPP program.

Normative Bases of Public Policies. Finally, an important distinctive aspect of UCR’s MPP program will be its focus on normative issues. In recent years, the concept of “evidence-based” policy-making has attracted a great deal of importance, as it should. The concept distinguishes ad hoc public policies, typically made as knee-jerk reactions to events, from policies that are shaped by hard empirical evidence subjected to rigorous analysis. But equally important is the normative basis of public policy. For instance, how should public policy balance the objectives of fairness and social justice against the goals of economic efficiency? What roles should ethics and professionalism play in the conduct of public policy? How is public policy influenced by political theory, including considerations of citizenship, rights, entitlements, public goods, and responsibilities of the state. UCR’s MPP program will put a strong emphasis on these normative aspects of public policy.

In his support letter in 2008 (attached), the then dean of UC Berkeley’s Goldman School of Public Policy made the following observation about the distinctiveness of UCR’s proposed public policy program: “…your emphasis on regional-level policy analysis and policy-making is quite different from normal offerings in state and national issues offered at most institutions. And your proposed connections between environmental and social policy are also refreshing, since most schools treat them as separate sub-fields… Done correctly, these could provide substantial building blocks to create a highly competitive institution.”

Diversity. The UCR School of Public Policy will be located in one of the most diverse regions of the state of California. Riverside and San Bernardino counties (with a total population of 4.4 million persons) are exceptionally diverse, multicultural environments. Riverside County is 38.5% non-Hispanic White, 46.5% Hispanic and Latino, 7% Black and 6.6% Asian. San Bernardino County is 50.5% Hispanic/Latino, 32% non-Hispanic White, 9.6% Black and 7% Asian. In addition, Riverside and San Bernardino counties are home to approximately 12 federally-recognized Native American tribes, representing roughly 2% of the county population. Nearly 40% of the inland population speaks a language other than English in the home (predominantly Spanish).
However, the policy community in the region does not reflect the ethnic and racial diversity of the population. While detailed statistics are not available, it is clear that ethnic minorities are significantly under-represented among policy makers and policy practitioners in the region. A diverse policy community is more likely to recognize, appreciate, and address policy challenges that are associated with a large and growing minority population – challenges such as high rates of poverty, school dropout, infant mortality, childhood obesity, diabetes and heart disease, among others.

UCR has shown itself to be a campus that welcomes and celebrates diversity. Indeed, its student body is one of the most diverse in the nation. Even more impressive is the fact that indicators of student success at UCR, such as four- and six-year graduation rates, do not differ markedly between under-represented minority and other students. In UCR’s undergraduate public policy program, which will provide a pipeline of students to the MPP program, between one-half and two-thirds of the students belong to disadvantaged ethnic and racial groups.

Thus, the School of Public Policy will strive to train future policy leaders who will emphasize cultural competency and sensitivity to the unique and diverse population of Inland Southern California and who will partner with community stakeholders to solve some of the biggest challenges facing the region.

2. Historical Development of the Field

Public policy is the science of using empirical evidence, normative values, and modern analytical tools to examine which – and how – different public interventions can address the major challenges facing societies today – challenges such as climate change, air and water quality, food security and safety, energy and water shortages, poverty and sustainable development, and immigration. Policy analysts play a key role in “translating” the world-class research that takes place in universities into practical solutions that benefit society.

Public policy is a relatively new field. While many universities in the United States began establishing graduate programs in public administration and public affairs in the 1970s, it is really only in the last two decades that public policy has evolved as a separate field. The earlier programs in public administration and public affairs prepared students for careers in government, and focused mainly on public administration and public management. However, the newer programs in public policy are more focused on analytical training and less on administration and management, and prepare students for careers in government, private businesses and nonprofit organizations. The programs provide students with the analytical tools they need to identify the most cost-effective policies for addressing the big challenges facing societies today – sustainability, climate change, health, education, poverty, crime, and immigration, among others.

We have reviewed many of the top public policy programs in the country, and developed a curriculum that draws on “best practices” but, at the same time, is distinctive and innovative. It is a curriculum that is appropriate for the problems facing
Inland Southern California, but one which recognizes that the region’s problems are not unique, and we should therefore be able to learn from the policy lessons that have been tried elsewhere in the world.

**UCR Strengths in Public Policy.** Even though it does not have a separate public policy program, UCR has many existing strengths in public policy throughout the campus. The MPP program has been designed to draw upon these strengths. The program will be highly inter-disciplinary, innovative, and solution-based (viz., solving real-world societal problems). Some of the existing programs on campus that have strong policy dimensions and upon which the MPP program will be leveraged include:

- **Environmental sciences:** Several faculty in the Department of Environmental Sciences are engaged in computer modeling of air, water, and soil quality interactions and their implications for human populations and ecosystems, especially in the Coachella Valley.

- **Water:** There are a large number of faculty working on issues of water scarcity, water contamination and purification, and water policy in the Department of Environmental Sciences (CNAS) and the Department of Environmental and Chemical Engineering (BCOE). The Water Science and Policy Center brings together many of these faculty. In the past year, the campus received a five-year, $3 million NSF IGERT grant to train graduate students across several natural, social and engineering science disciplines in water issues.

- **Sustainable suburban development:** The Center for Sustainable Suburban Development conducts and disseminates research on issues of suburban growth and the impact of this growth on social, environmental, and transport systems.

- **Biodiversity and species conservation:** The Center for Conservation Biology conducts research on the conservation and restoration of species and ecosystems that form the natural heritage of Southern California.

- **Energy and transportation:** The College of Engineering Center for Environmental Research and Technology (CE-CERT) conducts research on transportation and energy that seeks to improve the technical basis for environmental regulations and policy.

- **Poverty and economic development:** Several faculty in the Departments of Economics, Political Science, Sociology and Anthropology are engaged in research on poverty – both global and regional – and public policies to alleviate poverty.

- **Agriculture and biotechnology:** There are a number of faculty on campus who work on agricultural policy issues, including food safety, regulation of genetically-modified foods, and impact of biotechnology on food production, hunger and malnutrition.
• **Health**: CHASS, CNAS and SOM have a number of faculty that are engaged in population health research. The newly-launched School of Medicine has a strong community medicine and primary care orientation, and, as such, is committed to health policy issues that will improve access and improve community health. UCR is home to one of three Centers of Expertise in the UC Global Health Institute – the One Health Center: Water, Animals, Food and Society.

• **Immigration**: There is an interdisciplinary Immigration Research Group that is composed of 18 faculty members, and several graduate students, from at least half a dozen different departments. Faculty at UCR have also taken a leadership role in building a national consortium of research on the politics of race, immigration, and ethnicity.

• **Crime and justice studies**: The Presley Center for Crime and Justice Studies works with the criminal justice system in the region on the many challenges of youth violence prevention and incarceration.

• **Education**: The Graduate School of Education has established the Community College Collaborative, whose mission is to analyze policy issues surrounding California’s extensive network of community colleges. In addition, the School also houses the SEARCH Family Autism and Research Center, which conducts research on treatments for autism and appropriate education for children and adolescents with Asperger syndrome.

• **Media and cultural studies**: UCR has a thriving Department of Media and Cultural Studies that aims to understand the role of film and other media in raising awareness of important policy challenges as well as the history of government regulation of media.

All of these centers, institutes, and research groups will provide teaching and internship support to the MPP program. They will enable the MPP program to offer a rich variety of coursework and field experience to students in many different areas of public policy.

In addition, UCR has offered an undergraduate major and minor in public policy since 2008. The program, housed in the College of Humanities, Arts and Social Sciences (CHASS), has proven to be extremely popular; the number of majors has increased from a mere 2 in 2008-09 to 132 in 2013-14. The undergraduate program will provide a useful pipeline of students to the graduate MPP program.

3. **Timetable**

The MPP degree will be launched immediately upon approval of this proposal. Assuming the proposal is approved during AY 2013-14, the Program will begin recruiting students in Fall 2014, with the first class, targeted at 20 students, enrolling in Fall 2015. Within five years, we anticipate enrolling 60 students per class, resulting
in a total of 120 MPP students in residence. (If system approvals come early in Winter 2014, we may begin recruiting the first class as early as Spring 2014 for enrollment in Fall 2014. However, we realize this is a low-probability prospect.)

**Relation to Campus Priorities and Enrollment Plan:** Increasing the number of graduate students in professional degree programs is a very high priority for the UCR campus, as the campus has one of the lowest ratios of graduate/professional students to undergraduates in the UC system. UCR’s 2020 Strategic Plan clearly outlines this goal (of increasing the number of graduate students) as one of the campus’ top goals.

4. **Relation to Existing Programs on Campus and to the Campus Academic Plan**

The proposed program relates well to a number of existing programs on campus and allows for complementary educational opportunities with these programs. The Program offers courses that complement programs across a wide range of departments (e.g., Anthropology, Economics, Environmental Sciences, Political Science, Women’s Studies, and Sociology). A joint degree program with the MD program of the newly-launched School of Medicine is also being actively pursued. In addition, joint programs with other existing degree programs on campus, including the MBA and the MEd, will be explored. All of these joint programs will present exciting new opportunities to bolster graduate student enrollment at the master’s level across programs and schools on campus. The creation of joint or concurrent degree programs should, in part, improve UCR’s graduate to undergraduate student ratio and make it more comparable to that of other UC campuses and the top 50 research universities in the nation. In addition, the MPP program has the potential to involve many of the research centers on campus (noted in Section 2 above) with opportunities to cross-fertilize programs related to these centers.

The Campus Academic Plan (“UCR 2020”) clearly states the establishment of the School of Public Policy – and the launch of its graduate professional programs – has one of the highest priorities of the UCR campus. UCR administration has also indicated its full support for the MPP program by launching the School of Public Policy and appointing a Founding Dean to head the School in February 2013. It has begun supporting the School with the necessary start-up budgetary and staff resources that are needed to successfully launch the MPP program.

The School of Public Policy is a newly-launched School, and has no undergraduate or graduate programs yet. However, UCR does have an undergraduate major in public policy that is offered by the College of Humanities, Arts and Social Sciences (CHASS). There should be no impact of the proposed MPP program on the undergraduate program. Indeed, the existence of the undergraduate program in public policy will provide a pipeline of potential applicants to the MPP program.

There is also a separate degree proposal currently under preparation (and to be submitted shortly) by the University of California Global Health Institute and the UCR School of Public Policy to offer a Master’s of Science in Global Health. There
will be substantial synergies between the two programs, including the opportunity for students in the MPP program to take courses from the MS program and vice versa.

5. **Interrelationship of the Program with Programs at other UC Campuses**

UC Berkeley and UCLA both offer MPP degrees. In addition, since 2011, the Schools of Social Ecology and of Social Sciences at UC Irvine have begun offering an MPP degree as well. Data on student demand show that only about half of the applicants to MPP programs can be accommodated by current programs both in the UC system and beyond (see student demand data in Section 3 below). UCR’s program is designed to complement the existing programs in the system by providing a new and different focus. In particular, as described earlier, the program is unique in its emphasis on the intersection between environmental and social policies, on regional policy-making, on the normative bases of public policies, and on global-local policy linkages. While the program will by no means be parochial, it will highlight Inland Southern California as a living laboratory to study many of the environmental, social and economic policy challenges facing communities throughout the United States and the world.

Because UCR’s MPP will have a different focus from the programs at UCLA, Berkeley and UC Irvine, we do not anticipate an adverse effect on applications or enrollments at the other UC programs. We also expect that, in line with other public policy schools in the nation, roughly a quarter to a third of the applicants for UCR’s MPP program will be drawn from within the region (Inland Southern California). These applicants will be individuals who are currently employed in public-sector jobs in the region and who would like to advance their careers with an MPP degree available within close proximity of where they live and work. Finally, we expect UCR’s new and very popular undergraduate program in public policy to provide an additional pipeline of potential applicants to the MPP program.

In developing our proposal, we have consulted with several other schools in Southern California that offer the MPP degree. Attached to this proposal are the review letters from the deans and directors at these other programs.

6. **Program Governance**

The MPP program will be housed in the new School of Public Policy, which was approved by the UC Regents in September 2008 and launched by the campus in 2012. UCR has already appointed a Founding Dean for the new School effective February 1, 2013.

7. **Plan for Evaluation of the MPP Program**

Graduate programs at UC Riverside are formally evaluated in year three initially and then every seven years thereafter. This includes both an external review by a panel of nationally-recognized scholars and an internal review by a subcommittee of the UCR Graduate Council. Since the School of Public Policy is a new graduate school, none of
its programs has been evaluated yet. The proposed MPP degree will be evaluated as part of a normal 10-year review process for graduate degrees.

In addition, the School of Public Policy will develop a learning outcomes and assessment plan to evaluate student learning on a continuous basis.
Section 2: Program

1. Admission Requirements and Undergraduate Preparation

All applicants to this program must have completed a Bachelor’s degree or its approved equivalent from an accredited institution and to have attained undergraduate record that satisfies the standards established by the Graduate Division and University Graduate Council. Applicants should have successfully taken courses in microeconomics, statistics, and an introduction to politics and government or their equivalent during their undergraduate study. Applicants who fail to meet this criterion may sometimes be admitted with course deficiencies (with no more than three course deficiencies being permitted).

A student who is deficient in any of these competency areas may be asked to complete the corresponding UCR course with a letter grade of at least B+, or to pass a challenge examination based on that course’s final exam with a grade of at least B+. All such remedial work should be completed with the first year of graduate study, and in all cases the deficiency(s) must be corrected BEFORE a student can enroll in any graduate course from the same specialty area.

All applicants must submit scores from the Graduate Record Exam, General Test (GRE). Applicants whose first language is not English are required to submit acceptable scores from the TEST of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) unless they have a degree from an institution where English is the exclusive language of instruction. Additionally, each applicant must submit three letters of recommendation, at least two of which must be academic references. All other application requirements are specified in the graduate application.

2. Foreign language requirement: Not required.

3. Program of Study

Students need to take a minimum of three four-unit courses per quarter for a total of 72 units of graduate courses, including 10 core courses (40 units), six elective or concentration courses (24 units), and a two-quarter capstone project (8 units). A field internship is also required, generally between the first and second years. The core courses are meant to provide training in the fundamental concepts and research methods of the discipline of public policy. These courses will emphasize practical applications of analytical skills and encourage students to “learn by doing” through numerous exercises and projects conducted in teams and individually. Fieldwork activities will also be a part of the core curriculum, involving real clients, written reports, and oral presentations of the reports. In addition, the School of Public Policy has an active campus-wide biweekly seminar series that brings in policy makers and policy researchers to talk about important and timely policy issues and policy interventions. MPP students will need to attend at least three of the five seminars offered in this series each quarter. No credits will be offered for the seminar, however.
The core courses will include:

_The Policy Process (3 courses)_
- Policy institutions and processes
- Regional policy-making across administrative jurisdictions
- State governments as laboratories of change

_Institutional Context (3 courses)_
- Environmental and social policies: interactions, synergies, and unintended consequences
- Ethics, professionalism, and the normative bases of public policies
- Global-local policy connections: Case studies in poverty, water, and sustainable development

_Policy Methods (4 courses)_
- Quantitative methods for public policy analysis
- Qualitative social science methods
- Applied microeconomics for public policy
- Public management and leadership

a. **Specific fields of emphasis:** In addition to the 10 core courses listed above, students will take six elective courses. Students can choose to align their elective coursework with their interests and career goals. While not required, students may choose to focus some of their elective coursework in a substantive policy concentration, such as environmental or health policy. Elective courses may also be taken in analytical methods, such as GIS techniques, benefit-cost analysis, and environmental impact assessment. Given the breadth of faculty expertise available at UCR, MPP students will have a total of eleven substantive concentration areas available, which are optional. A minimum of two courses focusing on a related substantive area are required for a concentration. The concentrations available are:

  - Environmental policy (including air and water quality)
  - Energy, water and food security
  - Transportation
  - Sustainable development and poverty
  - Public health and nutrition
  - Education
  - Immigration, race and ethnicity
  - Crime and youth violence prevention and justice
  - Housing and urban/suburban development
  - Agriculture
  - Arts, culture and media
b. **Plan:** Master’s II

c. **Unit requirements:** The program of study consists of 72 units of graduate courses, plus one summer of practical experience in a degree-relevant internship.

d. **Required and recommended courses:** The curriculum consists of 10 required core courses, a required summer internship, a required capstone research project spanning two quarters, required attendance in the public policy seminar series each quarter, and six concentration or elective courses. Specific courses offered by the School of Public Policy as well as other departments at UCR will be approved as electives. Courses outside of the approved courses may fulfill the requirement only with the approval of the program director.

e. **Licensing or certification agency requirements:** There is no formal accreditation of an MPP degree. The MPP would be recognized through membership in organizations such as the Association of Public Policy Analysis and Management (APPAM) and National Association of Schools of Public Affairs and Administration (NASPAA).

4. **Field examinations:** None

5. **Qualifying examinations:** None

6. **Thesis and/or dissertation:** None

7. **Final examination:** Students must complete a capstone research project in the second year of the program, which will substitute for the final examination.

8. **Explaination of special requirements over and above Graduate Division minimum requirements:** None

9. **Relationship of master’s and doctoral programs:** The MPP will be a professional degree distinct from any Ph.D. program UCR offers. Students in this program may take their elective courses from courses offered in other Master’s or Ph.D. programs on campus.

10. **Special preparation for careers in teaching:** Not applicable
## 11. Sample Program

### Sample Coursework for the Master’s Program in Public Policy

<table>
<thead>
<tr>
<th>First Year</th>
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<tr>
<td><strong>Fall</strong></td>
<td><strong>Winter</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>Policy institutions and processes (4 units)</td>
<td>Applied microeconomics for public policy (4 units)</td>
<td>Qualitative social science methods (4 units)</td>
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<tr>
<td>Quantitative methods for public policy analysis (4 units)</td>
<td>Environmental and social policies: interactions, synergies, and unintended consequences (4 units)</td>
<td>Concentration or elective course (4 units)</td>
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<tr>
<td>Ethics, professionalism, and the normative bases of public policies (4 units)</td>
<td>Concentration or elective course (4 units)</td>
<td>State governments as laboratories of change (4 units)</td>
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### Second Year

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<tbody>
<tr>
<td>Regional policy-making across administrative jurisdictions (4 units)</td>
<td>Public leadership and management (4 units)</td>
<td>Concentration or elective course (4 units)</td>
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<tr>
<td>Global-local policy connections: Case studies in poverty, water, and sustainable development (4 units)</td>
<td>Concentration or elective course (4 units)</td>
<td>Concentration or elective course (4 units)</td>
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<tr>
<td>Concentration or elective course (4 units)</td>
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<td>Capstone research project (8 units)</td>
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12. **Normative time from matriculation to degree:** Two years

13. **Professional Fee:** Students in this program will pay a professional fee of $1,984 per quarter in addition to other fees.
Section 3: Projected Need

1. Student demand for the program

Nationwide, there is vigorous and growing student demand for policy programs at the Master’s level. Indeed, the MPP/MPA has been one of the fastest growing degree programs in the United States in the last ten years. The table below shows 2001-11 data on applications, admissions, and enrollments in MPP/MPA programs in the country. Between 2001 and 2011, the total number of applications has almost tripled. Even after controlling for the number of graduate programs reporting enrollment statistics to the Association for Public Policy Analysis and Management (APPAM), applications have increased by 40 percent.

| Admissions and enrollment data in MPP/MPA programs in the United States, 2001-11 |
|----------------|----------------|----------------|----------------|----------------|----------------|
|                | 2001 (28 Programs) | 2003 (31 Programs) | 2005 (34 Programs) | 2010 (68 Programs) | 2011 (61 Programs) |
| Total # of applications | 5,686 | 9,928 | 10,692 | 17,442 | 17,498 |
| # of admission offers (58% of apps) | 3,326 | 5,152 | 6,179 | 10,796 | 10,146 |
| # enrolled (total) (47% of admits) | 1,563 | 2,258 | 2,586 | 5,766 | 4,442 |
| # enrolled (women) (60% of enrolls) | 921 | 1,320 | 1,442 | 3,147 | 2,377 |
| # enrolled (international students) of enrollment | 243 (16%) Of enrolls | 379 (17%) Of enrolls | 417 (16%) Of enrolls | 589 (10%) Of enrolls | 754 (17%) Of enrolls |

Note: Because of overlapping applicants among the participating institutions, the information in this summary table must be interpreted with care.
Source: Association for Public Policy Analysis and Management (APPAM)

Despite being the largest state in the country, there are only a few institutions in California that offer graduate programs in public policy or public administration. These include six public universities (UC Berkeley, UC Los Angeles, UC Irvine, California State University at Sacramento and at San Bernardino, and California Polytechnic State University at San Luis Obispo), two private universities (Pepperdine and University of Southern California), and one non-university entity (RAND). Of these, only four have separate Schools of Public Policy or Affairs – UC Berkeley, UCLA, USC, and Pepperdine. UC Irvine offers an MPP degree jointly through the School of Social Sciences and the School of Social Ecology. Cal State Sacramento and Cal Poly San Luis Obispo offer graduate programs in public administration through the Department of Public Policy and Administration and the Department of Political Science, respectively. Cal State San Bernardino offers an MPA program through its College of Business and
Public Administration. RAND’s Pardee Graduate School only offers a Ph.D. program in public policy.

The table below shows application and admission statistics for UCLA’s MPP program over the last 10 years. During this time, applications have increased nearly two-and-half fold, while annual enrollments have increased by only a third. This suggests excess demand for the program. More than 250 applicants to the program are rejected each year by UCLA. Approximately similar numbers of applicants do not get admission in USC’s MPP program, which is almost as large as UCLA’s. UC Irvine, which began offering a MPP program only two years back, received 61 applications in 2011-12 and 89 applications in 2012-13. The program admitted 36 and 41 students, respectively, for a yield of 21 students in each of the two years.

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<tbody>
<tr>
<td>Applications</td>
<td>200</td>
<td>319</td>
<td>272</td>
<td>283</td>
<td>368</td>
<td>430</td>
</tr>
<tr>
<td>Admission Offers</td>
<td>115</td>
<td>156</td>
<td>157</td>
<td>144</td>
<td>211</td>
<td>161</td>
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<tr>
<td>% of Apps.</td>
<td>58%</td>
<td>49%</td>
<td>58%</td>
<td>49%</td>
<td>57%</td>
<td>37%</td>
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<tr>
<td>New Enrollments</td>
<td>34</td>
<td>48</td>
<td>39</td>
<td>49</td>
<td>46</td>
<td>48</td>
</tr>
<tr>
<td>% of Admits</td>
<td>30%</td>
<td>31%</td>
<td>25%</td>
<td>33%</td>
<td>22%</td>
<td>30%</td>
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<tr>
<td># women</td>
<td>22</td>
<td>24</td>
<td>21</td>
<td>30</td>
<td>29</td>
<td>27</td>
</tr>
<tr>
<td>% of Enrolled</td>
<td>65%</td>
<td>50%</td>
<td>54%</td>
<td>53%</td>
<td>63%</td>
<td>56%</td>
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<tr>
<td># foreign</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>12</td>
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<tr>
<td>% of Enrolled</td>
<td>18%</td>
<td>8%</td>
<td>10%</td>
<td>13%</td>
<td>17%</td>
<td>26%</td>
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Source: UCLA Luskin School of Public Affairs

More importantly, there is not a single graduate program in public policy in the Inland Southern California region – one of the fastest growing regions in the United States.\(^1\) This region faces major environmental and social challenges in managing its rapid growth, and represents a natural laboratory for studying the effect of population growth and movement on the natural and human ecosystem. The absence of a rigorous policy program in this important region is thus a major lacuna in the professional education system. We anticipate strong demand for UCR’s MPP.

Because MPP graduates are competitive for positions in government, business and the nonprofit sector, and are also well-positioned to continue advanced doctoral study, we believe demand will continue to be strong. We anticipate that a significant number of applications to UCR’s MPP program will come from Inland Southern California. Given the focus of our program on global-local policy connections, we will also make a strong effort to recruit international students to the MPP program.

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\(^1\) The program offered by the College of Business and Public Administration at Cal State San Bernardino is more focused on public administration than on public policy.
2. Opportunities for placement of graduates

One of the main reasons for strong student demand for public policy training is a robust labor market for MPP/MPA graduates. MPP/MPA graduates are used to perform a number of functions and services throughout the policy-making process – from feasibility studies, to budget analysis, to implementation, and finally to evaluation. The MPP degree provides a student with a set of research, analytical, and management skills that are transferable across sectors and across issue areas. According to the *U.S. News & World Report on Colleges and Universities*, students find MPP programs particularly attractive for this reason – the generality of the degree allows professionals to more easily transfer between different positions and careers. According to *Newsweek* magazine, the MPP is a true “generalist degree.” It provides students with public policy analysis and management tools that help to navigate them into and out of different careers and job opportunities. Among some of the job positions that MPP graduates typically occupy are:

- Policy analyst for state or local governments and the federal government, including specialized agencies of these governments (e.g., Department of Health, EPA, FDA, Forestry Service, GAO, Insurance Commission, and USDA), as well as policy analyst in an international development agency (e.g., World Bank and the United Nations Development Program)
- Advocates for policy interests in the state legislature and in city and county governments
- Governmental (or public) relations officers for private-sector firms
- Local government administrators, including city/county management and budget and personnel analysts
- Program administrators in state and local governments and community-based organizations.

The figures below show the distributions of MPP/MPA graduates by the type of jobs they held in 2011 and 2000. In 2011, government absorbed nearly half of all MPP/MPA graduates. Within government jobs, the largest share of MPP/MPA graduates worked for city, county and local governments (40%), followed by state governments (31%) and federal government (23%). The nonprofit sector has sharply increased its recruitment of policy graduates in recent years, and now accounts for 28% of all MPP/MPA graduates. The private sector accounts for 17% of all MPP/MPA graduates.

The major change in the job market for MPP/MPAs during the past decade is that the share of graduates going into government positions has come down sharply – from 64% in 2000 to 48% in 2011. Meanwhile, both the private and the nonprofit sector have increased their shares – from 11% to 17% in the case of the private sector and from 16% to 28% in the case of the nonprofit sector.

The demand for MPP/MPA graduates is projected to remain strong into the future, particularly as one-half of all current federal employees will be eligible to retire in the next five years, according to the U.S. Office of Personnel Management.
At the same time, there is increasing demand for individuals trained in rigorous policy analysis in local governments; in 2007, there were a total of 89,476 local governments in the country, with most of them lacking professionals trained in public policy. Riverside is already the fourth most populous county in the state and is projected to be the fastest-growing county over the next 20 years. This will likely drive the demand...
for public policy graduates in the region. As noted earlier, the region faces major environmental and social challenges in managing its rapid growth. As an example, consider that the Affordable Care Act of 2010 will add half a million or more newly-insured people over the next few years. Given that the region is already the most medically under-served region in the state, there will be a need for new models of delivering public and private health services if the region is to maintain access and quality. There will be a need for policy analysts to work with health providers and public health professionals in developing these new delivery models.

We thus expect California – and Inland Southern California in particular – to provide a large number of opportunities for the students who will be trained in our MPP program, and we would expect many of them to find jobs locally and in the state. In addition, given the global/local focus of our program, we anticipate strong demand for our graduates in emerging countries and in international development agencies, such as the World Bank.

3. **Importance to the discipline**

UCR’s MPP degree will provide a new and different focus from other public policy programs, thus addressing several gaps in current public policy graduate education. First, it will be unique in its emphasis on the intersection – and synergies – between environmental and social policies. Second, it will train students in “regional” policy-making – viz., policy-making that transcends traditional jurisdictional and administrative boundaries (such as the city, county, state and country). Third, it will highlight similarities between the policy challenges facing local communities in the United States (such as communities in Inland Southern California) and policy problems confronting emerging countries (such as Mexico, Brazil, China, and India). It will train students in the skills of applying policy lessons learnt globally to the policy challenges facing local communities in the United States. Fourth and finally, the MPP program will highlight the normative bases of policy-making – viz., how should issues like fairness and social justice factor into public policies? What standards of ethics and professionalism should public policy makers and practitioners hold themselves to? These four distinguishing characteristics of UCR’s MPP program will position it to be a national leader in public policy thought, education, and scholarship.

4. **Ways in which the program will meet the needs of society**

Public policy schools and programs often are the most community-engaged parts of a university. One reason for this is the profound impact that public policy has on all dimensions of people’s lives and on society in general. The number of areas that are touched by public policy is almost limitless – economic growth and sustainable development, jobs and employment, poverty and the distribution of income and opportunities, health and education, crime and violence, marriage and family stability, immigration, social safety nets and old-age security, energy security, air and water quality, traffic congestion and suburban sprawl, and climate change, to name a few. Communities in Inland Southern California will face some of the biggest challenges...
to their growth and sustainability in the coming decades; informed public policies, grounded in evidence and based on concepts of fairness, social justice and efficiency, can make all the difference to California’s future as a state. UCR’s MPP program hopes to train the next generation of leaders who can navigate the state through its coming policy challenges.

5. **Relationship of the program to research and/or professional interests of the faculty**

The MPP program will serve as an intellectual home for all UCR faculty with policy interests. There are several faculty members across the campus who have research interests in public policy and whose research can inform public policy; these faculty will benefit from the increased profile for their policy-related teaching and research that the MPP program will bring. Indeed, many large federal research grant solicitations these days require multi-disciplinary research teams that bring their expertise to bear on addressing a major policy problem. Many of the core and ancillary faculty members who will be attached to the School of Public Policy are listed in Section 4 of this proposal. Appendix B lists the research interests of the core faculty. The MPP program will also provide a vehicle for UCR to engage with the vibrant policy community in Inland Southern California. It will serve as a platform for organizing symposia on timely public policy topics, lectures by prominent policy makers, large multidisciplinary grants focused on policy challenges, and multidisciplinary research across the UCR campus. Many of the core faculty of the SPP are already engaged in public outreach, and this would increase and improve that reach, while at the same time providing students with the knowledge and experience of informing current policy debates through research.

6. **Program differentiation**

The proposed program will complement the existing MPP programs at UCLA, Berkeley and UC Irvine. All three programs turn away several hundred applicants each year. We believe many of these candidates are well qualified and could be easily served by another UC campus. In addition, as noted earlier, by their very nature, public policy schools attract a number of local residents – individuals already working in policy positions locally who wish to upgrade their skills and bring more analytical rigor to what they do in their jobs, thereby making themselves eligible for promotion to a more challenging position. Finally, an additional MPP program in the UC system will facilitate cross-campus research and collaborations in the area of public policy. UCR will participate in a conference of Deans of Public Policy Programs in California, which includes deans from UCLA, UCSD, UC Berkeley, USC, Pepperdine, RAND, CS Sacramento, CS Fullerton, CS Dominguez Hills, CS East Bay, University of San Francisco and California Polytechnic State University. The group meets on a regular basis and, among other things, plans collaborative public policy events across these campuses. There are several existing university-wide and non-university resources that we could draw upon for this purpose, such as the California Policy Research Program and its constituent project initiatives as well as the Public Policy Institute for California (PPIC).
Section 4: Core Faculty and Affiliated Faculty

Core Faculty

Ken Baerenklau (Environmental Sciences)
David Biggs (History)
Steven Brint (Sociology)
John Cioffi (Political Science)
Steven Clark (Psychology)
Anil B. Deolalikar (Economics)
Ariel Dinar (Environmental Sciences)
Mary L. Droser (Earth Sciences)
Kevin Esterling (Political Science)
Mary Gauvain (Psychology)
Ronald Loveridge (Political Science)
Mindy Marks (Economics)
Alan McHughen (Botany & Plant Sciences)
Juliet McMullin (Anthropology)
Toby Miller (Media & Cultural Studies)
Doug Mitchell (Graduate School of Education)
Karthick Ramakrishnan (Political Science)
Kurt Schwabe (Environmental Sciences)
Sharon Walker (Chemical & Environmental Engineering)

Affiliated Faculty

Edith Allen (Botany & Plant Sciences)
Michael Allen (Botany & Plant Sciences)
Juliann Allison (Political Science)
Richard Arnott (Economics)
Peter Atkinson (Entomology)
Julia Bailey-Serres (Botany & Plant Sciences)
Mathew Barth (Electrical Engineering)
Jan Blacher (Graduate School of Education)
Shaun Bowler (Political Science)
Christopher Chase-Dunn (Sociology)
Marcelle Chauvet (Economics)
Carl Cranor (Philosophy)
Stephen Cullenberg (Economics)
Luciana Dar (Graduate School of Education)
Elizabeth Davis (Psychology)
Robin DiMatteo (Psychology)
Sharon A. Duffy (UCR Extension)
Gary Dymski (Economics)
David Eastmond (Cell Biology & Neuroscience)
Exequiel Ezcurra (Botany & Plant Sciences)
Norman Ellstrand (Botany & Plant Sciences)
David H. Fairris (Economics)
John M. Fischer (Philosophy)
Howard Friedman (Psychology)
Robert Hanneman (Sociology)
T. S. Harvey (Anthropology)
Steven Helfand (Economics)
Martin Johnson (Political Science)
Ruhi Khan (Media and Cultural Studies)
Sang-Hee Lee (Anthropology)
Bronwyn Leebaw (Political Science)
John S. Levin (Graduate School of Education)
David Lo (Biomedical Sciences)
Perry Link (Comparative Literature & Foreign Languages)
Manuela Martins-Green (Cell Biology & Neuroscience)
Mark R. Matsumoto (Chemical & Environmental Engineering)
Misaki Natsuaki (Psychology)
Robin Nelson (Anthropology)
Rollanda O’Connor (Graduate School of Education)
G Richard Olds (School of Medicine)
Susan Ossman (Anthropology)
Robert N. Parker (Sociology)
Karen Pyke (Sociology)
Robert Ream (School of Education)
Ellen Reese (Sociology)
Chandra Reynolds (Psychology)
Todd Sorensen (Economics)
Marguerite R. Waller (Women’s Studies)
Georgia Warnke (Political Science)
Marylynn Yates (Environmental Sciences)
Tuppett Yates (Psychology)
Fariba Zarinebaf (History)

Affiliated Staff

Rick Burnham (Center for Sustainable Suburban Development)
John Cook (Director, Office of Sustainability)
Nathaniel Jones (CFAO, CHASS)
Paul Lyons (Associate Dean, SOM)
Michael Nduati (Associate Dean, SOM)
Section 5: Courses

The Master of Public Policy degree will require 72 units of graduate courses, taken over two years. In the first year, students will take seven core (28 units) and two elective (8 units) courses. Over the summer, students will do a policy internship with a public, private or non-government agency. In the second year, students will take three core (12 units) and four elective (16 units) courses, and participate in a two-quarter-long capstone project (8 units). In addition, students will be expected to participate in the biweekly campus-wide seminar series of the School of Public Policy, which brings in leading policy makers and policy researchers to discuss important and timely policy issues and policy interventions. (MPP students will need to attend at least three of the five seminars offered in this series each quarter.) The capstone project will provide an opportunity to integrate the knowledge and skills that the student has acquired throughout the program. The core requirements of the program are listed below.

Summer Internship

PBPL298i: Summer policy internship (Summer Quarter after Year One)

Potential instructors: Various faculty (on rotating basis)

Students are required to complete a policy internship during the summer between the first and second year of study. Students will choose positions as apprentices to policy makers and practitioners in international, federal, state, or local government agencies; non-profit organizations; or private sector corporations and consulting firms; in the United States and abroad. The internship experience will provide students with an opportunity to apply their knowledge and training to the policy world and to develop professional contacts that could help them in obtaining jobs after graduation.

Interested students could also fulfill the internship requirement by interning as editorial assistants and writers at Policy Matters, a peer-reviewed quarterly publication featuring timely and policy-relevant work by core and affiliated faculty of the School of Public Policy. Building on prior experience, the series will draw on faculty to serve as editors, contributors, and reviewers. The publication will feature an external advisory board of policy leaders, and reports will be sent to relevant legislators, policy analysts, and academic institutions. It will be written in a format that is accessible to lay audiences, and will be presented at public forums with policy-relevant communities. MPP students could fulfill their policy internship requirement by participating in the journal’s editorial and outreach activities, as this work will provide them opportunities to deepen their understanding of policy analysis, and to network with scholars and policy leaders on various topics that are relevant locally, nationally, and globally.
Core Courses: The 10 core courses are listed below.

**PBPL2XX: Policy institutions and processes**

Potential instructors: Kevin Esterling, Martin Johnson, Mindy Marks, Karthick Ramakrishnan

This course explores the various institutions in a country that shape, formulate, implement and enforce policy as well as the manner in which these institutions make or influence policy. These institutions include: governmental structures that legislate, adjudicate and execute laws; the judiciary that interprets and applies laws; executive institutions that enforce laws; private companies and multinational corporations; lobbying groups; trade associations (including labor unions); nongovernmental organizations; and international institutions (e.g., World Bank, WTO, etc.), all of which can have a strong influence on the nature of the policy process as well as on eventual policy outcomes. The course will examine the concepts and mechanisms of policy governance through specific case studies drawn from around the world, such as the role of the U.S. judiciary in shaping policies on abortion, the role of the NRA in shaping policies on gun control in the United States, the role of the California legislature and Governor in raising auto emission standards; the influence of caste-based political alliances on shaping affirmative action policies in India, and the impact of the WTO on China’s trade and domestic market expansion policies.

**PBPL2XX: Quantitative methods for public policy analysis**

Potential instructors: Kevin Esterling, Robert Hanneman, Mindy Marks, Todd Sorensen

This course will provide students with the ability both to understand and evaluate policy information obtained through quantitative research methods and to employ these methods in their own research. The course covers material about the way in which data are collected (experiments versus observational studies), analyzed, and interpreted. It examines the sources of information including data originating from surveys, think tanks, policy analysis, and science, and how and where in the governing process information generated by various sources is received and used. Statistical methods to be discussed in class include estimation and testing for two sample comparative studies, simple and multiple linear regression and correlation, analysis of variance, categorical data techniques, and more. The focus will be on application of the techniques and interpretation of the results. The importance of checking the adequacy of assumptions for each technique is also emphasized. The course will explore the strengths and limitations of each of these methods as well as some of the debates pertaining to the use of each. It will also examine the bases for choosing one method over another.
### PBPL2XX: Qualitative social science methods

Potential instructors: Juliet McMullin, T.S. Harvey, Karthick Ramakrishnan

This course will introduce students to qualitative methods widely used in the social sciences and to their use in analyzing policy formulation, policy implementation, and policy effects. Among the methods to be investigated are the case study; ethnography, including participant observation; interviews, including structured and semi-structured interviews and focus groups; and discourse and image analysis. Strengths and limitations of each method will be discussed, as will the epistemological bases for choosing among alternative methods.

### PBPL2XX: Ethics, professionalism, and the normative bases of public policies

Potential instructors: Steven Brint, Toby Miller, Georgia Warnke

This course examines the normative bases of public policies – viz., the extent to which issues of fairness, social justice, and “morality” should factor into the choice of public policies. Some of the issues to be discussed include: the trade-off between social justice and efficiency, the actors whose value perspectives often reflect public policy, the ethical standards to which policy makers and practitioners should be held, the meaning of “professionalism” in public service, and the manner in which such professionalism can be engendered and maintained among public officials. Specific topics, such as corruption and nepotism; the revolving door between public officials in charge of oversight and private companies being regulated; ethics of exit, loyalty and dissent in hierarchically-structured organizations; freedom of speech; personal boundaries; and civil liberties will be discussed. Students will examine actual incidents that arise in personal interactions, as well as between individuals and organizations. They will learn methods of issue analysis and will practice solving dilemmas by understanding the values and ethical issues surrounding the dilemmas. The course will include theoretical and case readings that emphasize the United States but also consider the global arena.

### PBPL2XX: Applied microeconomics for public policy

Potential instructors: Mindy Marks, David Fairris, Mindy Marks, Todd Sorensen

This course shows students how economic analysis bears on public-policy issues. Students learn to identify the relevant economic analyses to address various public-policy problems, and to comprehend and assess what professional economists can contribute to the shaping, implementation and evaluation of public policies. The course covers microeconomic theory with particular emphasis on determining price and output under perfect competition and other forms of market structure; general equilibrium and welfare theory; and the concept of market failure, including public goods, externalities, and imperfect market structure. The course will emphasize the importance of incentives for explaining economic agents’ behavior; when designing public policy, it is imperative to consider how consumers and producers are likely to
respond to it – neglecting to do so may undermine policy effectiveness. The applicability of the framework will be illustrated with examples from past and current policy, in fields such as the health care, poverty, the environment, transportation, and so forth. The class aims to provide students with an intuitive understanding of the microeconomic approach, and to familiarize them with concepts used in applied public policy analysis.

**PBPL2XX: Environmental and social policies: interactions, synergies, and unintended consequences**

Potential instructors: Richard Arnott, Ken Baerenklau, Ariel Dinar

This course explores the interactions between environment and society and the consequent implications for policy. For instance, how does rapid immigration into a region affect land use patterns, loss of biodiversity, traffic congestion, and air and water quality in that and neighboring regions? How does environmental stress (particularly, degradation in air and water quality) affect health outcomes (e.g., childhood asthma, cancer, gastrointestinal disease) and the utilization of health services? How do land use patterns (e.g., suburban sprawl) affect physical exercise and, in turn, childhood obesity? How can environmental and social policies take into account these “externalities”?

**PBPL2XX: State governments as laboratories of change**

Potential instructors: Martin Johnson and Karthick Ramakrishnan

While state governments have always been important in the formulation and implementation of public policies in the United States, their role has increased considerably during the past 20-25 years. Some observers have called this trend a “resurgence in the states,” as state governments have become entrepreneurial actors and experimental laboratories in realms as diverse as health care, education, corrections, economic development and land use planning, environmental protection, and welfare. As subnational governments have taken on more programmatic and policy responsibilities, they have also taken over much of the fiscal responsibility for their innovations. This course examines the politics, institutions, and policy processes of state governments, and assesses how (or if) variation in state political institutions shapes the politics and policies in different states.

**PBPL2XX: Regional policy-making across administrative jurisdictions**

Potential instructors: John Cioffi, Ronald Loveridge

Most policy is formulated at the level of traditional jurisdictions, such as local, state, or federal level. However, many societal and environmental problems, such as water and air quality, traffic congestion, immigration and financial crises, transcend these traditional jurisdictional boundaries. This course discusses the problems of policy making and implementation in such contexts. The course will study how councils of governments, such as the Southern California Association of Governments (SCAG), have
emerged to provide a transcending framework to deal with policy issues across cities and counties in Southern California. The course will also study alliances, such as the European Union (EU) and the Asia-Pacific Economic Cooperation (APEC), that have been formed to deal with economic and social issues that transcend state and national boundaries. The course will highlight the current economic problems facing many southern European countries (e.g., Greece, Spain, Italy) as an example of what happens when policy-making ignores cross-border effects and externalities.

**PBPL2XX: Global-local policy connections: Case studies in poverty, water, and agriculture**

Potential instructors: Ariel Dinar, David Biggs, Steven Helfand

This course will discuss commonalities of public policies across the world, and show how different communities – especially those in Inland Southern California – can learn from the successful policy experiences of other regions and countries. Global experiences in three policy areas – poverty, water, and agriculture – will be explored. For instance, a number of developing countries (e.g., Mexico, South Africa, and Bangladesh) have successfully reduced poverty and effected social change through the use of conditional cash transfer programs – programs that incentivize poor families to change their behavior. The course will discuss the opportunities and challenges in implementing such programs in the communities of Inland Southern California. The course will try to instill the value of “thinking globally, acting locally” among students.

**PBPL2XX: Public leadership and management**

Potential instructors: Steven Brint, Ronald Loveridge, Juliann Allison

This course is an introduction to the basic principles and practices of leadership. The course defines the elements of good leadership in the public and the non-profit sector, including individual ‘change agents’ and advocacy groups (e.g. identified needs and priorities, managing partnerships, motivating employees in a public organization, creating incentives for individual performance, etc.). It also addresses the goals of leadership, such as improving the delivery of essential public services, formulating new policies to improve individual and family well-being, and empowering those sections of society who have little voice and influence in the public debate. The course will help students develop their own capabilities to be public leaders.

**PBPL2XX: Capstone Research Project (Winter and Spring Quarter, Year Two)**

Potential instructors: Various faculty (on rotating basis)

The program concludes with a two-quarter-long capstone research project to be undertaken under the supervision of a participating faculty member. Students will undertake a thorough analysis of a major policy question facing a “real-world” policy maker or policy agency, applying the interdisciplinary methods, approaches, and perspectives studied in the core curriculum. At the conclusion of the project, students
will have to prepare a policy brief, highlighting the policy problem they studied and a
discussion of the proposed solution, which they will present to a public forum of
faculty, students, policymakers, and other interested parties. The capstone project
emphasizes practical applications of analytical skills and encourages students to “learn
by doing” through numerous exercises and projects. Fieldwork activities will be an
integral part of the capstone project, involving real clients, a written report, and oral
briefings on the report.

**Elective Courses:** The following is a list of currently-offered courses that would
be appropriate elective courses for the MPP program.

**Proposed New Elective Courses:**

**PBPL2XX: Environmental Policy and Politics**

Potential instructors: Ariel Dinar, Ken Baerenklau, Kurt Schwabe

The course begins with a discussion of the economic and regulatory instruments
used to address pollution control and natural resource protection on local and
international scales, investigating the role of public and private incentives for single and
multiple polluters in reducing pollution and conserving exhaustible and renewable
resources. The course will also address the development and evolution of environmental
policy in the United States, focusing on the role of key policy actors in environmental
policy formation and implementation. It will also address the increasing globalization of
environmental politics. A number of environmental policy issues will be covered,
including air and water pollution, waste management, environmental justice, gender and
environment, energy, and population growth. Emphasis will be placed on analyzing
domestic and international case studies in environmental justice.

**PBPL2XX: Alternative Fuels: Science, Technology, Climate Change, and Policy**

Potential instructors: Matthew Barth

This course will examine the significant proposed alternatives to conventional
fuels and discuss the economic and environmental factors associated with the
production, distribution, and use of these alternative fuels. Students will learn the
technical and systemic barriers to the adoption of alternative fuels. Students will also
learn that coal, natural gas, and nuclear technologies provide the majority of existing
electric power and will be an important part of future energy mix. Adjusting these
technologies to reduce their climate impact is a challenge. The course will cover the
possible future technologies related to these sources as well as the technological, policy,
and economic barriers to making the necessary changes in conventional power
generation. The role of carbon capture and sequestration from coal, as well as the
potential of integrated gasification combined cycle, will be covered. In addition, the
environmental challenges from increased nuclear power generation will be addressed.
PBPL2XX: Comparative and International Water Policy

Potential instructors: Ariel Dinar, Ken Baerenklau, Kurt Schwabe

This course examines major issues in comparative and international water policy, including water markets, privatization of water supply, dams and river basin management, environmental flows, social water equity (both within and across nations), and water governance. The course is interdisciplinary and builds on law, geography, political economy, and institutional economics.

PBPL2XX: Local Government and Opportunity for Activism

Potential instructors: Ronald Loveridge

City and local governments, much more so than state or federal governments, touch upon the lives of most people. This course goes beyond the theory of municipal government to explore how things really happen at the local level. The course analyzes the underlying dynamics of the city/suburb conflict, sprawl vs. density, and how these issues influence local economies and state legislatures. There will be a focus on the interaction of citizen activists and elected officials in bringing about change. Topics will include running for office, environmental and affordable housing campaigns, and activist-generated ballot initiatives. Guest speakers will include elected officials and activists from past and present campaigns for social and environmental change.

PBPL2XX: The Global City: Role of Policy

Potential instructors: Ronald Loveridge, Stephen Glenn Harding (Lecturer)

Why do cities persist? The last decade has seen a resurgence in the economies of some major cities – especially the global cities of this course’s title – while other post-industrial cities continue a long decline. Cities are now being transformed by the information revolution much as cities were transformed by the industrial revolution two centuries ago. In this course, students will develop an understanding of urbanization, including how city form differs depending on when a city experiences its greatest growth, and how globalization produces increasing disparity (in many ways) between rich and poor. The course will cover concepts in economic geography, transportation, environment, governance, development, poverty and inequality, and limits to growth, with a special emphasis on how government policies can influence the rise and fall of cities.
**PBPL2XX: Introduction to Health Policy**

Potential instructors: Mindy Marks, Nathaniel Jones (lecturer)

Focuses on four substantive areas in health policy: (1) economics and financing, (2) need and demand, (3) politics/ethics/law, and (4) quality/effectiveness. Illustrates these issues using specific policy areas, including injury, medical care, and public health preparedness. Topics will include universal versus employment-based health insurance; challenges surrounding access, cost and quality of health care; medical malpractice; priority setting; and the use of comparative effectiveness research.

**PBPL2XX: Introduction to Global Health Policy**

Potential instructors: Michael Reich (lecturer)

This course explores the reasons for health and disease disparities in the world. The course begins with an introduction to the language of global health: the burden of disease, epidemiology, cost-effectiveness, and health systems. It then analyzes the rationale for and modes of intervention to improve global health by exploring a number of high-profile topics, including the HIV/AIDS epidemic, access to pharmaceuticals, human resources for health, and maternal and child health. The course analyzes perspectives from several academic disciplines (e.g., public health, economics, politics, management, sociology, etc).

**PBPL2XX: The Political Economy of Global Health Policy**

Potential instructors: Michael Reich (lecturer)

This course examines the political economy constraints on national and global health initiatives, the role of international agencies, the impact of non-governmental organizations, and the role of the state. The course covers the relationship between global health and economic development, the strengths and limitations of the different actors involved in global health policy, and the connections between global health policy and health outcomes.

**PBPL2XX: Issues in Educational Policy**

Potential instructors: Doug Mitchell, Luciana Dar

This course examines the ways in which educational policies influence the organization, form, and content of teaching and learning in elementary and secondary schools. It relates social and educational thought about the goals, purposes, and methods of schooling to federal, state, and local policy initiatives, and it explores how politics, social conditions, educational philosophies, and research frame these initiatives. Students will analyze policies and their implementation, as well as the theories about education, teaching, learning, and human behavior that underlie different policy paradigms.
**PBPL2XX: Social and Cultural Context of Policy**

Potential instructors: Toby Miller, Juliet McMullin, Ruhi Khan

Policy making takes place within greatly varying settings. These settings affect how a policy problem is identified and prioritized, the process of its resolution, and the actual policies and programs that result. This course will review the manner and extent to which socio-cultural processes can shape the policies that are formulated in a country. Examples will be taken from different policy spheres, such as reproductive health policies, policies relating to women’s education, and media and cultural policies. For example, gender dynamics vary considerably around the world, and these affect policy prescriptions related to girls’ education or access to reproductive health services.

**PBPL2XX: Media Policy and Regulation**

Potential instructors: Toby Miller, Ruhi Khan

This course introduces students to key media policy debates, and covers how the media system in the United States – ranging from the Internet and telecommunications to mainstream news and entertainment media – is governed. How does media policy get made in Washington and in state capitals, and how do these policies structure the kinds of media and media coverage people obtain. The course will survey the history of media policy; explore the politics underlying basic problems and questions in designing media policy; discuss how media policy relates to democratic theory and ethical concerns; and describe what an “ideal” media system would look like.

**PBPL2XX: Contemporary Criminology Policy Issues**

Potential instructors: Robert N. Parker, Steven Clark

This course provides an introduction to current debates and key perspectives within contemporary criminology, including the administration of criminal justice in democratic societies. Topics will include: family and delinquency, youth violence prevention strategies, socio-legal policy alternatives with regard to deviance, impact of three-strikes laws, California prison realignment, and the impact of globalization on crime.

**PBPL2XX: Agricultural and Food Policy in the United States**

Potential instructors: Alan McHughen, Julia Bailey-Serres

This course discusses how U.S. agricultural policy – in the form of the Farm Bill which provides large subsidies to commodity crops, such as soy, corn and wheat – directly promotes the cheap and voluminous production – and consumption – of foods high in processed carbohydrates and fats, which in turn results in high rates of obesity, diabetes and other chronic illnesses in the population. The course will also discuss the
indirect costs of such agricultural policies (e.g., discouraging the farming of fruits, vegetables and other fresh foods that promote health). Finally, the course will also look at other food policies, including the establishment of nutritional requirements for school lunch programs, the banning of sodas in school-based vending machines, and the SNAP (food stamp) program, and the effect of these policies on health and obesity, especially among children.

**PBPL2XX: Biotechnology and Genetics Policy**

Potential instructors: Alan McHughen, Norm Ellstrand, Carl Cranor

This course will deal with issues of governance in controversial genetics and biotechnology. Topics to be covered include regulation of genetic testing, commodification of genes, seeds, and living organisms through patents; international development and genetically-modified organisms; the politics of race and pharmacogenetics; creation of national DNA databanks; and genetics and biotechnology policy in comparative and international perspective. The course will identify the major stakeholders in the politics of genetics and biotechnology in the United States and elsewhere and review the laws and regulatory frameworks that have been developed to deal with emerging science and technologies.

**PBPL2XX: Immigration Policy**

Potential instructors: Karthick Ramakrishnan, Todd Sorensen

The United States is in the middle of a national debate over immigration policy. This course will review the historical underpinnings of U.S. immigration law, and will break down current U.S. immigration law and policy into key elements: border control and visa security; legal immigration; documentation and verification; interior immigration enforcement; and refugees and other humanitarian populations. Looking forward, the course will also examine the global trends that will create the context for immigration in the future and the domestic political forces that will shape future immigration policy.

**PBPL2XX: Science In the Public Interest and Science Policy**

Potential instructors: Sharon Walker, Susan Hackwood (lecturer), Matthew Barth

This course will discuss the tools involved in brokering knowledge across scientists, practitioners, and users, bringing in technology, ecology, and public engagement expertise. Students will first be introduced to relevant scholarship from the field of science studies on cross-disciplinary collaboration, highlighting in particular the challenges and advantages of boundary work. Emphasis will be placed on the policy making process and on different models in which science is (or is not) taken up in the policy process or “lost in translation.” Examples will be based on a range of environmental issues (i.e. water and air quality), with particular importance being placed
on conveying how policymakers understand projections, models, risk and uncertainty. Means of communicating science to the public, and the potential of including civil society and citizen groups in knowledge production, will also be addressed. The course will make use of role plays to help students in building practical skills in these areas.

**PBPL2XX: Environmental impact assessment**

Potential instructors: Kurt Schwabe, Ken Baerenklau

This course covers the principles and theories of analyzing environmental interactions. Critical analysis of methodologies for assessing the physical, biological and social impacts on the environment by human activities. Synthesis of the subject matter is provided through preparation of an environmental impact report with particular attention to the National Environmental Policy Act (NEPA) and the California Environmental Quality Act (CEQA).

**PBPL2XX: Introduction to geographical information science**

Potential instructors: Kurt Schwabe, Ken Baerenklau

Introduces the fundamental theory and application of geographical information science. Topics include geographic information systems, data structures, databases, and spatial data models. Explores various spatial data, including their coordinate systems, data acquisition, and associated errors. Introduces data analysis methods within geographical information systems.

**PBPL2XX: Benefit-cost analysis: theory and practice**

Potential instructors: Kurt Schwabe, Ken Baerenklau

The goal of this course is for students to be able to conceptualize the costs and benefits of public policy decisions and to effectively critique professional cost-benefit analyses. The course covers key concepts and tools that are essential for the evaluation of public policy decisions using benefit-cost analysis, with particular attention to the issues of discounting, dealing with uncertainty, valuing health and human life and the environment, comparisons with cost-effectiveness analysis, and regional multiplier models. The course will conclude with a series of case studies where students will be asked to evaluate a cost benefit analysis that played a role in a policy decision.
Existing Elective Courses:

ANTH 262. Seminar in Medical Anthropology. Surveys major topics in medical anthropology. Examines the theoretical and methodological underpinnings of medical anthropology, including the cultural construction of health and disease, the nature of the therapeutic process, and how social structures contribute to inequality and suffering.

ANTH 265. Seminar on Anthropology of Visual Culture. Presents a historical and ethnographic overview of the role of visual culture in the production and transmission of scientific and cultural knowledge. Focuses on the politics of representation and the ways in which images have maintained or challenged racial, gender, and global hierarchies and inequalities.

ANTH 280. Seminar in Anthropology of Tourism. An anthropological study of travel and tourism. Topics include cultural implications for travelers, local people, environment, and economy; historical and social construction of tourist sites; material objects; the culture and performance of tourism; the photographic eye; the tourist encounter; cultural mediation; politics of cultural representation; and commoditization of culture.

CMDB 208. Bioethics. Introduces bioethics, with an emphasis on the medical and social implications of stem cell biology.

CEE 241. Water Quality. Topics include assessment of surface water and groundwater quality for beneficial uses, fate and transport of waterborne pollutants, and water quality modeling in natural and engineered systems.


ECON 207. Environmental Economics. Covers the theory and methods of environmental economics. Topics include externality theory, bargaining solutions, property rights, and resource allocation mechanisms. Also covers environmental policy under uncertainty and asymmetric information, as well as dynamic and general equilibrium models of environmental quality.

ECON 208. Natural Resource Economics. Covers dynamic models of nonrenewable resources. Topics include uncertainty, game theory, and the measurement of resource scarcity. Examines empirical models of nonrenewable and renewable resources.

ECON 236. Political Economy of International Finance. Conducts a broad theoretical and historical survey of the politics and economics of international money and finance. Topics include monetary and exchange rate regimes, foreign direct investment, capital flows, sovereign debt, financial regulation and international macroeconomic
coordination, the role of finance in economic development, and international financial crises.

ECON 241. Labor Institutions and Macro Labor Outcomes. A historical perspective on industrial structure, personnel management systems, labor unions, and government, and their relation to macro labor outcomes such as income distribution, productivity growth, and unemployment.

ECON 243. Topics in Labor. In-depth study in selected areas of labor economics. Topics include, but are not limited to, economic demography and race and gender issues.

ECON 244. Empirical Research Methods. Introduction to empirical techniques used in modern applied economics, with a focus on identification strategies. Topics include natural experiments, instrumental variables, regression discontinuity, and panel data. Emphasis is on practical application of techniques and solutions to problems empirical researchers encounter.

ECON 246. Introduction to Public Economics. An introduction to public economic theory and its applications: Topics include the theory of economic justice, welfare economics, the theory of market failure, the positive theory of taxation, and cost-benefit analysis.

ECON 247. Recent Advances in Public Economics. Focuses on the use of controlled and natural experiments, analysis of panel data, and the cross-country study of the role of social, cultural, and economic institutions in economic growth. Also covers theory of the second best; auction theory; theory of government contracting, procurement, and regulation; fiscal federalism theory; and the political economy of public finance.

ECON 261. Contemporary Development Strategies. A review of the performance of the major strategies of development implemented in the recent past or currently under implementation.

ECON 262. Project Evaluation in Developing Countries. The rationale for social benefit-cost analysis of projects in developing countries. Estimation of shadow prices to replace the distorted market prices in evaluating project profitability. The role of income distribution, externality, and uncertainty in project evaluation.

ECON 264. Topics in Economic Development. Selected themes for advanced study in economic development.

ECON 265. Agricultural and Rural Development. This course is concerned with the economics of agricultural and rural development in developing countries. Topics examined include technical change, sharecropping and interlinked factor markets, migration, poverty and famine, land reform, environmental aspects of rural development, and structural adjustment within agriculture.
ECON 268. Economics of Biotechnology. Covers the economic causes and consequences of revolutions in biotechnology. Topics may include the agricultural revolution, the Columbian exchange, and biotechnological advances in mechanization, brewing, and plant and animal breeding. Focuses on the implications of adopting genetically modified crops such as Bacillus thuringiensis corn and herbicide-resistant crops.

ECON 272B. Political Economy: Efficiency, Justice, and Power. Covers the various notions of efficiency used in political economic analysis, as well as their application in historical and comparative institutional contexts. Theories of justice in the distribution of rewards and the extent to which efficiency is separable from justice. Different notions of how power influences economic outcomes.

ECON 272C. Political Economy: Comparative Political Economy. Explores economic institutions and various methodological approaches to economics from a comparative perspective. Topics include types of capitalism (market-oriented, welfare-state, and the East Asian model), transitional economies, and market socialism. Institutional, socioeconomic, and radical political economy approaches to economic analysis are also discussed.

EDUC 200. Human Differences. Covers dimensions of individual differences, varieties of group differences, and factors producing differences in development.

EDUC 202. Theories of Education. An analysis of the principal contemporary theories affecting the development of educational policy.

EDUC 204. The School as a Social System. A study of intra-school relationships; administration, professional bureaucracy, faculty and student relations. The classroom itself will be examined as a social-psychological system.

EDUC 206A. Politics of Education: Local School District. Examination of political power, representation, influence, decision-making and intergovernmental relations in the public schools.


EDUC 207. Educational Policy. Examines twentieth century American educational policy covering major issues underlying school reform and the social, political, and economic forces that shape these issues. Also examines state and local strategies to enhance school performance.

EDUC 208. Legislative Action and Educational Policy. Examination of the legal processes governing educational policy, including significant laws, legal principles, recent litigation, controlling relationships of schools to student and teacher rights and
duties, administrative behavior, etc. Focuses on connections between legislative and judicial action and the social, political and economic forces affecting education.

EDUC 209A. Education Policy Analysis. Theoretical and methodological foundations for education policy analysis. Focuses on theory building—utilizing frameworks from political science, sociology, social psychology, and history.

EDUC 209B. Education Policy Analysis. Theoretical and methodological foundations for education policy analysis. Examines conceptualization of variables and the formulation and testing of hypotheses regarding policy formation and effects.

EDUC 225. School Finance. Explores methods of financing public education. Identifies budgeting and accounting techniques used by school districts in support of the instructional process and considers legal requirements and public reactions to the financing of education.

EDUC 248E. Demographics and Diversity in Higher Education. An introduction to theoretical perspectives of diversity in U.S. higher education. Explores the implications of demographic shifts on U.S. postsecondary educational practice and policy. Reviews the research literature on the impact of diversity on educational outcomes for college students, faculty, and administrators.

EDUC 248F. Financing Higher Education. Provides an overview of finance and economics of higher education in the United States. Examines economic theories as they apply to higher education finance and the distributive implications of various financing strategies. Covers main trends and current debates and how to identify political-economic rationales behind financing policy choices in higher education.

EDUC 248G. Higher Education Governance. Introduces students to the organization and governance of higher education. Covers diverse forms of organization and governance in contemporary public and private higher education in the United States. Also addresses alternative theoretical frames through which to view postsecondary governance structures (both internal and external to institutions).

EDUC 248J. Higher Education Policy Seminar. Introduces a range of contemporary higher education policy issues and the conceptual and theoretical frameworks used to understand these issues. Develops fluency in using public policy language in the higher education setting. Addresses critical understanding of policy analysis, economics, and political science papers in higher education.

EDUC 280P. The Politics of Educational Decision Making. Analyzes how the political climate affects American schools. Topics include influences on educational policy, programs, and practice.

EDUC 281. History of Educational Policy and Reform. Introduces a historical context for understanding education policy and reform in the United States. Topics include the
ideological forces that shaped the institutional context and character of American education at different periods in the nation’s history and how ideas shaped the educational system by institutionalizing certain norms and values.

ENSC 206. Environmental Policy and Law. An introduction to the process and politics of environmental regulation in the United States and the negotiation and implementation of international environmental accords. Uses social scientific methods of analysis to investigate specific issues such as air quality, energy, and biodiversity.

ENSC 209. Nonmarket Valuation and Environmental Policy. A study of economic valuation of natural resources and the environment. Includes environmental demand theory, travel cost models, random utility models, discrete choice models, the contingent valuation technique, and hedonic wage and pricing models. Also covers theory, empirical methods, and applications.

ENSC 227. Global Change and the Earth System. Examines the fundamental principles of earth system science in the context of global change. Emphasizes contemporary research on the relationship between humans and the Earth’s environment. Topics include the earth system prior to human influence; the Anthropocene era (1850 to present); the responses of the Earth’s support machinery to human activities; consequences of global change for human well-being; and pathways towards global sustainability.


ENSC 211. Environmental Economics. Covers the theory and methods of environmental economics. Topics include externality theory, bargaining solutions, property rights, and resource allocation mechanisms. Also covers environmental policy under uncertainty and asymmetric information, as well as dynamic and general equilibrium models of environmental quality.

ETST 221. Race, Gender, Law, and Equal Protection. Examines the interrelationships among law, race, gender, equal protection doctrine, and the state. Addresses contemporary theoretical challenges to concepts such as critical legal studies, critical race theory, “LatCrit,” and feminist jurisprudence.

ETST 228. Race, Law, and Educational Policy. Explores how law and race shape educational policies, as well as how educational policies and practices shape race and law. Examines how decisions made at the federal, state, and local levels influence public education opportunities and access.

ETST 247. Policy and Politics: Grass Roots versus Coercive State. Provides a current examination of the status of Chicana(o)/Latina(o) politics from both a grass roots and coercive state perspective. Examines divergent theoretical approaches within the contexts of liberal capitalism, pluralist versus elite theory, and identity politics.
PHIL 237. Philosophy of Science. Topics discussed include understanding scientific objectivity in the light of the history and sociology of science; realism and antirealism about scientific theories; scientific methodology and its logic; and the nature of scientific explanation.

PHIL 238. Philosophy of Agency. An investigation of problems that arise in attempts to understand human agency, such as the nature and explanation of action, intention, free will and moral responsibility, and weakness of will.

PHIL 261. Ethics. A study of the major classical moral philosophers in the Western tradition and of some selected problems of metaethics.

PHIL 263. Political Philosophy. An inquiry into some of the main philosophic issues arising from political life, such as the nature and justification of authority, democracy, natural rights, justice, equality, and civil disobedience.


PHIL 265. Philosophy of Law. An inquiry into the nature of criminal law, the relation between law and morality, the nature of legal responsibility, and the obligation to obey the law.

PHIL 266. Philosophy of Feminism. An analysis of current concepts and debates in feminist philosophy including gender equality, gender difference, and the relation of sex and gender. Situates various approaches to these topics in the history of philosophy.

POSC 206. Environmental Policy and Law. An introduction to the process and politics of environmental regulation in the United States and the negotiation and implementation of international environmental accords. Uses social scientific methods of analysis to investigate specific issues such as air quality, energy, and biodiversity.

POSC 215. Political Economy of International Finance. Conducts a broad theoretical and historical survey of the politics and economics of international money and finance. Topics include monetary and exchange rate regimes, foreign direct investment, capital flows, sovereign debt, financial regulation and international macroeconomic coordination, the role of finance in economic development, and international financial crises.

POSC 220. Politics of Race, Immigration, and Ethnicity. Examines the politics of race, immigration, and ethnicity in the United States, including comparisons to ethnic politics in other regions of the world. Emphasizes the role of political institutions and processes in making race, immigration, and ethnicity more or less salient in elections, legislation, social movements, and interpersonal and intergroup relations.

POSC 252. Public Policy Seminar. Explores approaches to public policy analysis, emphasizing interaction between substance and process in policy development. Covers
both theories and concrete case studies; special attention given to the administrative stage of policy development.

POSC 249. American Politics. Surveys major theoretical approaches to the study of American politics and enduring research questions in the field. Topics vary and could include the politics of race and ethnicity, the historical development of government institutions, political parties, voting behavior, federalism, and the policy-making process in the United States.

POSC 261. American Political Institutions. Surveys the principal theoretical and empirical issues involved in the study of American political institutions. Covers the major U.S. national political institutions, including Congress, the presidency, the judiciary, the bureaucracy, interest groups, and political parties.

POSC 268. Human Rights. Surveys the primary theoretical and empirical issues in the study of human rights. Explores major themes and contemporary topics, including, but not limited to, cultural relativism, the evolution of the human rights regime, and the impact of globalization, domestic, and international institutions.

POSC 282. Political Theory and Policy Analysis. Provides an overview of the literature focusing on the analysis of individual behavior within various types of institutional arrangements. Introduces a diversity of work oriented in rational choice theory, broadly defined. Emphasis is placed on applying institutional analysis to legislative, bureaucratic, and so-called informal institutions.


SOC 278. Punishment and Correction: Evaluating Theories and Policies. Takes a critical and evaluative approach to the punishment and correctional systems, assessing what “works and doesn’t work” in efforts to reduce crime and delinquency. Examines prisons, probation, and other crime control measures from a perspective emphasizing the need for systematic evaluation research.

SOC 279. Analysis of the Criminal Justice Process. This course examines in depth the penal social control agencies of the police, the courts, and the correctional system both from ideological and operational points of view. The effects on the individual and society of these mechanisms as well as alternative approaches to formal control mechanisms are examined.

SOC 282. International Migration. A hands-on research course in the concepts, theories, and techniques used in the analysis of international migration. Covers the nature and origins of and patterns and trends in global migration from colonial times to the twenty-first century. Provides an overview of migration theories, migration policies, and current research on immigration.
SOC 284. Sociology of the Family. Covers major theoretical frameworks and empirical research on the sociology of the family. Reviews research on courtship, marriage, parenthood, divorce, child socialization, and intergenerational family relations from a comparative perspective.

In addition, a number of new Master’s level courses will be offered under the Master’s of Science in Global Health degree program, which is being concurrently proposed through the School of Public Policy. Students will be able to take a number of courses offered under that program as additional electives. Some of the proposed courses in that program are listed below.

GH2XX: Fundamentals of Global Health. This course will describe the foundations of global health practice and provide the essential background for the other core courses. The course will compare and contrast health systems internationally and assess the health workforce crisis in developing countries. Students will study both macro and disease-specific major global health challenges, strategies for responding to them, key institutions, and international legal frameworks. A recurring theme will emphasize the evolving structural landscape of multi-sectoral global health institutions ranging from governments, bilateral and multilateral organizations, NGOs, civil society, and the private sector. Throughout the course students will be informed of the debates and ethical issues that underlie global health activities.

GH2XX: Health Equity and Social Justice. Examines issues of social justice and health, with an emphasis on how social structures (e.g., gender-based oppression, socioeconomic and political inequalities, conflict, migration) create inequalities that directly contribute to major global public health crises (e.g., maternal and child mortality, inadequate family planning, HIV, rape and other forms of gender-based violence, human trafficking). Via case-based learning, explores complexities in translation of global human rights frameworks to local legal and public health practice, cultural relativism, the role of public health research in rights advocacy, and design and evaluation structural interventions to reduce inequalities and improve health.

GH2XX: Economic and Policy Issues in Global Health. Examines economic and policy issues in global health, including the relationship between economic growth, poverty and health outcomes; the demand for primary and boutique health care services; health-care delivery and provider quality; health-care financing and health insurance expansions; and the cost-effectiveness of health policy interventions that target infant mortality, childhood malnutrition, diarrhea, worms, AIDS, and malaria.

GH2XX: Political Economy of Transnational Migration. Analysis of worldwide migration patterns, and social scientific theories of international and transnational migration. The social, economic, political, health, and environmental dimensions of transnational migration are considered, with special attention to growing numbers of environmental refugees and trafficking victims.
GH2XX: Introduction to One Health. Introduces incoming students to principles of one health and the health professional’s role in promoting public and animal population health.
Section 6: Resource Requirements

**FTE Faculty:** The university administration has already set aside 12 faculty FTE for the School of Public Policy. Of these, roughly one-half will be used in the form of joint or split appointments with other departments on campus. Most of these are envisaged to be 50% faculty appointments shared with departments such as Political Science, Economics, and Environmental Sciences. (Joint appointments are very common in public policy schools nationwide.) The remaining FTE will be full-time in the School. Obviously, the MPP program will not have exclusive use of these faculty FTE, since the School of Public Policy plans to offer a doctoral program and concurrent degree programs with other units on campus (including the School of Medicine) at a later time.

Faculty recruitment will begin in AY 2013-14 and will be phased in over time, so that the 12 faculty FTE will be fully deployed by 2016-17. (Two open-rank faculty searches are already underway; one of these positions is joint with the Graduate School of Education and the other with the College of Humanities, Arts and Social Sciences.)

The MPP program will not adversely affect course offerings available to graduate students in other departments on campus for three reasons. First, because the campus has already sequestered 12 faculty FTEs for the School of Public Policy, other departments will be appropriately compensated for courses that their faculty will teach in the School of Public Policy in the form of additional faculty lines (e.g., a department losing half of a faculty FTE to the School of Public Policy will receive an additional 0.5 FTE from central administration). Second, many of the graduate course offerings of contributing departments, such as Economics, Environmental Sciences, Political Science and Sociology, will count as electives toward the MPP degree. Thus, graduate courses in other departments will be more fully utilized as a result of the MPP program. Third, new MPP courses offered by faculty in other units (who partially shift their FTE to the School of Public Policy) will actually increase the selection of courses available to graduate students in other departments. Many faculty members and graduate students in the primary contributing departments have research and teaching interests in public policy.

A founding dean has already been appointed for the School of Public Policy as of February 1, 2013. This is an important indication of the commitment of the UCR campus leadership to the School of Public Policy and the MPP degree program.

**Other Operating Costs:** The program will require administrative support and student services support. Students in MPP degree programs need to be aggressively recruited, and expect considerable support during their two-year program, especially in the area of job placement. The program director would provide support in the first year for advertising the program and recruiting students and faculty. Over time, the program director would continue with these duties assisted by a student services assistant who could also serve as a writing tutor. These positions could be filled in the following increments:
Year 1: Program director, starting at 50% fall quarter, increasing to 100% winter quarter and beyond.

Year 2: Program director at 100%, add 50% student services assistant starting winter quarter.

Year 3: Program director at 100%, student services assistant 100%.

An operating budget for the first six years is shown below.

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<td>Faculty incentives for course design</td>
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<td>Course buy-out funds for teaching courses</td>
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<td>Student recruitment costs (publicity, advertising, information workshops, etc.)</td>
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Notes: In the first two years (2014-15 and 2015-16), most teaching will be done by faculty from other units on a course buy-out basis. As the School of Public Policy begins recruiting faculty, the need for course buy-out will diminish. The costs of SPP faculty, as well as of the SPP Dean, are not included here, as they are part of the central campus’ long-term campus strategic plan.

Library Acquisitions: UCR library staff were consulted while drafting the proposal to establish the School of Public Policy. No major library acquisitions will be needed for the MPP program, as most journals (printed and electronic) and books in the area of public policy are already available in the UCR and the UC library system.

Space and other capital facilities: This program will require the following space to begin operation:

- administrative office space, with furniture, computers, etc.
- office for the Dean
- office space for two administrative support personnel
- group work space for student projects

As enrollment grows and faculty FTEs are hired, additional office space will be needed. Class rooms will be scheduled through the Registrar’s office in general campus classroom space.
Limited office space has already been secured by the School of Public Policy on loan from the College of Humanities, Arts and Social Sciences (CHASS) in the Interdisciplinary Building. More space will be made available, as needed, in the same building by CHASS. In the longer run, the School of Public Policy will need a new building. The campus’ Long Range Development Plan calls for a new building housing both the School of Public Policy and the Graduate School of Education to be constructed on the West Campus. Raising funds for a new building will be a top priority of the School of Public Policy’s development efforts.

The above costs will be funded in part from the income from professional fees, as described in Section 8 below, as well as from UCR campus resources. As noted earlier, the School of Public Policy is an important element of UCR’s 2020 strategic plan to grow professional student enrollment.
Section 7: Graduate Student Support

Students enrolled in the MPP program will pay a professional fee of $1,984 per quarter ($5,952 for the academic year) in addition to all the other graduate student fees (resident or non-resident).\(^2\) At UCR, resident graduate fees are expected to be $15,397 for the 2013-14 academic year; non-residents pay an additional $15,102. Students enrolling in the summer quarter will pay additional tuition and professional fees. UC practice is to set aside one-third of the fees for financial aid; the remainder of the professional fee at UCR is usually returned to the program.

There will, however, be a need for increased graduate student support – over and beyond the one-third of the fees set aside for student for financial aid – at least until the MPP degree program at UCR becomes more established. Therefore, one of the top priorities of the MPP program will be to raise funds for MPP student scholarships from external donors. Such scholarships will be essential in recruiting strong students. Recent major gifts to public policy schools nationwide (e.g., $50 million gift of the Luskin family to UCLA’s School of Public Affairs and a $100 million gift from Frank McCourt to establish the Georgetown School of Public Policy) have highlighted the draw of public policy programs to prospective donors.

\(^2\) This professional fee is similar to that currently being charged by UC Irvine’s MPP program, which is most similar to the UCR program in terms of student market conditions. The MPP programs at UCLA and UC Berkeley charge somewhat higher professional fees - $7,288 and $8,020, respectively.
Section 8: Revenues

The table below show the number of students that will be taken in the MPP program over the next decade. Full build-out (at an enrollment of 120 students) will occur in 2024-25.

<table>
<thead>
<tr>
<th>Number of MPP students, by cohort, 2014-15 to 2024-25</th>
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<td>10</td>
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<td>Total of students</td>
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The proposed MPP is a professional program in which enrolled students will pay a professional fee of $1,984 per quarter in addition to other (standard) fees payable by all graduate students at UCR. The table below shows the revenues – professional fee revenue plus tuition revenue – that will be generated by the MPP program in the first five years. In the first year of the program (2015-16), total revenues will be $259,164, rising to $1,029,756 by 2018-19. (All figures are net of one-third of professional fee and tuition revenue that will be set aside for financial aid.)

<table>
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<th>MPP Students and Program Revenue, 2013-14 to 2018-19 (in constant 2013 $)</th>
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<tr>
<td>Professional fees</td>
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<td>Tuition revenue (including NRT)</td>
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<td>Total revenue</td>
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Note: Professional fees are calculated at $5,952 gross ($3,968 net of financial aid). Tuition revenues are calculated at a gross tuition rate of $11,220 for resident students and $26,322 for non-resident students, and under the assumptions that (i) one-third of tuition revenue is set aside for financial aid, and (ii) 85% of the first two student cohorts (2015-16 and 2016-17) will be residents, with this ratio declining to 80% for the next two student cohorts and to 75% for the student cohort starting in 2019-20.
Section 9: Changes in Senate Regulations

No changes are anticipated.
APPENDIX A: Public Policy Program Bye-Laws

Article 1: Purpose

The primary purpose of this program is to administer graduate instruction and research leading to the Masters in Public Policy (MPP) in accordance with the rules of the Graduate Council of the Academic Senate of the University of California, Riverside. The program director will report to the Dean of the School of Public Policy and will be housed in the same School. This program will serve to facilitate interdisciplinary interaction, collaboration, research and teaching.

Article II: Membership

Membership in this program consists of core and affiliated faculty members. Membership is open to faculty members who conduct research and teach in the field of public policy.

Core faculty consists of faculty who normally teach in the core curriculum at least once every three years. In addition to teaching in the core curriculum, core faculty advise and mentor students, have full voting rights and are available for committee work. The executive committee for the program is drawn from the core faculty. Core faculty will meet once or twice a quarter, or as deemed appropriate by the executive committee and the Dean, to review the program and assess future direction.

Affiliated faculty will normally provide at least one course on the list of electives every three years. Affiliates may also serve on committees as appropriate.

Anyone desiring to become a member of the program may submit an application to the Dean, listing her/his qualifications and stating the reason for wishing to become a member. These applicants will be evaluated in terms of their current research interests and teaching commitments and their potential contribution to the Program’s course offerings. The application will be acted upon by the executive committee.

Membership in the program will be reviewed annually by the executive committee. The executive committee will appoint new Core and Affiliated members and remove Core and Affiliated members. Affiliated or Core members who do not participate in administration, teaching and advising will be subject to removal.

Article III: Program Director and Committees

The Program Director will be appointed by the Dean with the advice of the executive committee for a term of three years, renewable. The director will report to the Dean. Financial oversight will be provided by the office of the Dean and the Division of Graduate Studies.

The Director will meet with the Dean once per quarter. He/she will convene meetings of the faculty and of the executive committee, will appoint committees (other than the
executive committee, e.g., curriculum, hiring, merit and promotion) with the advice of the executive committee. The Director will oversee program staff.

The executive committee will include representatives of the School of Public Policy as well as some faculty members from other colleges and schools at UCR. The executive committee will be composed of a minimum of five members (including the Program Director) and a maximum of six members (including the Director). The Director will have full voting rights in the executive committee. This group will set academic policy, make recommendations on curriculum, and advise the Director on the constitution of committees (e.g., hiring, merit and promotion, admissions) to be made up of Core and Affiliated members.

Executive committee members will be initially drawn from the Core faculty members and appointed by the Dean.

There will be graduate student representation on all committees except those dealing with personnel issues.

**Article IV: Committee meetings**

Meetings achieving a quorum (50% of the committee membership) will be empowered to take any action appropriate to that committee. Decisions will be made on the basis of a majority of the committee membership, with proxy votes accepted by consensus of the meeting attendees.

The executive committee will meet once every teaching quarter, with additional meetings if and when necessary. Additional meetings may be called by the Director in consideration of requests of faculty, staff or students. Meetings shall be conducted according to an agenda, which will include a director’s report, unfinished business and new business. Minutes will be kept and provided to executive committee members at the beginning of the next meeting and by request to any Core or Affiliated faculty or to the Dean.

**Article V: Amendments**

Changes in these by-laws shall be proposed by the executive committee and approved by a majority of the Core faculty. The change must be discussed with the Dean and provided in writing to the Core faculty at least one week prior to the date of voting.
APPENDIX B: Core Faculty Research Profiles

Ken Baerenklau
Environmental Sciences

David Biggs
History
David Bigg’s research interests are in Southeast Asia, Vietnamese, and environmental history. His current project, “Military Wastelands,” considers the long-term social and environmental impacts of military base construction and operation. Focusing on the large, highly destructive base operations of the U.S. military in the 1960s and 70s, this historical project considers the spread of military wastelands as a long-term, global problem in the twentieth century. He is a collaborator on two related projects, one using historical GIS to study land cover change in former battlefields and the other a diplomatic and environmental history of five counterinsurgency sites in Vietnam. Recent articles include: “Problematic Progress: Reading Environmental and Social Change on the Vinh Te Canal in the Western Mekong Delta,” in Journal of Southeast Asian Studies, Vol. 34, No. 1, pp. 77-96; and “Canals in the Mekong Delta: A Historical Overview from 200 CE to the Present,” in Jay H. Lehr, ed., The Encyclopedia of Water (New York: John Wiley & Sons).

Steven Brint
Sociology
John Cioffi
Political Science

Steven Clark
Psychology
Steven Clark is a Professor of Psychology and Director of the Robert Presley Center for Crime and Justice Studies. His research interests are most broadly directed at questions about human memory: How do we store information in memory?; How is that information represented?; How is that information retrieved?; How do we make decisions based on the imperfect information that we are able to retrieve from memory?; and how do we collaborate with other people in memory tasks? Much of his research has been funded by the National Science Foundation. He has published in Law and Human Behavior, Psychonomic Bulletin and Review, Perspectives on Psychological Science, Applied Cognitive Psychology and the Journal of Experimental Psychology.

Anil B. Deolalikar
Economics
Anil Deolalikar is a Professor of Economics and Founding Dean of the School of Public Policy. His research focuses primarily on poverty and human development in

Ariel Dinar
Environmental Sciences

Mary L. Droser
Earth Sciences
from the Basin and Range Province of the Western United States (California, Nevada, and Utah). PALAIOS, 14: 215-233.

**Kevin Esterling**  
Political Science  

**Mary Gauvain**  
Psychology  

**Ronald Loveridge**  
Political Science  
Ronald Loveridge is a Professor of Political Science and Director of the Center for Sustainable Suburban Development. His research interests are in urban politics, California politics, leadership and public policy. He recently stepped down as Mayor of the City of Riverside from 1994 to 2012. He previously served as a Riverside Councilmember from 1979 to 1994. He is a highly regarded regional, state and national leader. At the national level, he was involved on the Executive Committee and Board of the National League of Cities, and also served as President of the National League of Cities in 2010. He is a member of the National Academy of Public Policy. His
statewide and regional service has included Board roles on an array of organizations: the California Air Resources Board, California Forward Action Fund, California Competes, South Coast Air Quality Management District, Southern California Association of Governments, Western Riverside Council of Governments, and Inland Empire Economic Partnership.

**Mindy Marks**  
Economics  

**Alan McHughen**  
Botany & Plant Sciences  

**Juliet McMullin**  
Anthropology  
Juliet McMullin specializes in Cultural and Medical Anthropology. She is the author of *The Healthy Ancestor: Embodied Inequality and the Revitalization of Native Hawaiian Health*, and co-editor of the School of Advanced Research volume *Confronting Cancer: Metaphors, Advocacy, and Anthropology*. She has had an enduring interest in the production of health knowledge and inequalities, and a passion for translating that interest to her work with local communities and students. She is an active member of

**Toby Miller**  
Media and Cultural Studies  
Toby Miller’s research cover the media, sports, labor, gender, race, citizenship, politics, and cultural policy, as well as the success of Hollywood overseas and the adverse effects of electronic waste. He is the author and editor of over 30 books, has published essays in more than 100 journals and edited collections, and is a frequent guest commentator on television and radio programs. Recent books and monographs include: *Makeover Nation: The United States of Reinvention* (2008); *Cultural Citizenship* (2007); *Cultural Citizenship: How Conservatives and Neoliberals Captured the Cultural Politics of Television and How We Can Take it Back* (Temple University Press); and *Cultural Policy* (with George Yudice; London, Thousand Oaks, and New Delhi: Sage, 2004).

**Doug Mitchell**  
Graduate School of Education  

**Karthick Ramakrishnan**  
Political Science  
Karthick Ramakrishnan’s research interests are in immigration and race/ethnicity, civic engagement and public policy. His articles have appeared in *International Migration*

Kurt Schwabe
Environmental Sciences

Sharon Walker
Chemical & Environmental Engineering
bacterial adhesion and transport in saturated porous media” Water Research 42:1547-1554.
EXPRESSIONS OF INTEREST FROM

CORE AFFILIATED FACULTY, 2013
Dear Anil,

Thank you for the invitation to join the core affiliated faculty MPP program at the School of Public Policy at UCR. As you know, I strongly support the development of the School of Public Policy. I would very much like to be involved in teaching and supervising students in the MPP program.

I believe that my research and teaching specialities would be of benefit to the MPP program and expand its pedagogical coverage in important ways. My general areas of expertise is the study of public law, regulatory reform, and comparative political economy, with a special focus on corporate governance policy pertaining to corporate law, financial regulation, and labor relations law. In addition, my professional background as an attorney, first as a federal law clerk and then as a litigation associate with a premier New York law firm, gave me valuable practical experience in the practical aspects of policy implementation and the operation of complex institutions so central to public policy processes.

I would happy to discuss the possibility of my shifting part or all of my faculty line to the School of Public Policy once the terms of such a shift become clearer.

I look forward to the successful launch of the MPP. Please keep me informed of developments.

Best wishes,
John
John W. Cioffi

Associate Professor
Department of Political Science
University of California
2216 Watkins Hall
Riverside, CA 92521
john.cioffi@ucr.edu
Dear Anil,

I am thrilled at your invitation, for me to join a select group of core faculty at UC Riverside's School of Public Policy. I am indeed interested in being involved with the School in this capacity. My interest and engagement with policy-relevant research and outreach is long-standing (since even before I came to UCR, when I worked at the Public Policy Institute of California), and I hope to deepen that level of involvement in the coming years.

In particular, I would be interesting in teaching in the MPP program, and to supervise MPP students in independent study projects, including perhaps giving them experience in research through publications such as Policy Matters and in outreach activities with relevant policy leaders and organizations. My topical interests are in immigration, demographic change, mixed-method research in policy, and introductory courses in the policy process.

Related to these activities, I am interested, in principle, to shift part of my faculty appointment to the School of Public Policy, at a level that makes most sense to the School. If there are opportunities to engage in institution-building efforts, I would be thrilled to help as well. I can easily contemplate shifting at least 50 percent of my appointment to the School. I would be happy to discuss specifics at a later date. The MPP program proposal has my strong and enthusiastic support.

Best regards,
Karthick

Karthick Ramakrishnan
Department of Political Science
University of California
Riverside, CA 92521
~ http://www.karthick.com/
Director, National Asian American Survey (NAAS)
~ http://www.naasurvey.com/
Director, Immigration Research Group (IRG)
~ http://immigration.ucr.edu/
Anil:

Returning to teaching after 18 years as Mayor of Riverside (and 14 years on the City Council), I am deeply interested in participating as a half time faculty member in the MMP program as well as continuing to teach half time in the Political Science Department. As Mayor, I was at first puzzled and then dismayed by the lack of connection between university research and the policy problems facing cities in the United States. The MMP program will help make the research-policy connection. It is also time for UC faculty to see the importance of place. UCR has an obligation to take seriously its regional responsibilities for the sustainability--economy, environment, and equity.

After nearly 50 years at UCR in teaching, research, and service in local governance and politics, I look forward to supervising as well as teaching MPP students. In particular, I will do my best to develop a first rate intern program for SPP, centered on academic as well as experiential objectives.

Ronald O. Loveridge
Associate Professor
Political Science Department
UCR
Dear Anil,

Thank you very much for your invitation to be a core affiliated faculty member with the School of Public Policy at UC Riverside. I am very excited about the School and I believe it is an important addition to the campus and the community beyond. I am especially happy that SPP will integrate a local and global focus in its work, which reflects the research and teaching interests on the campus well.

Thank you again for this invitation and I look forward to participating in the development and activities of SPP. In my capacity as a core affiliated faculty member I anticipate working with and mentoring master’s students in SPP as well as teaching in the program.

With my best regards,

Mary

Mary Gauvain, Ph.D.
Professor of Psychology
University of California
2111F Psychology Bldg
Riverside, CA 92521
951-827-4690
http://cogdevlab.ucr.edu
Dear Anil:

I am writing to express my interest in being involved as a core affiliated faculty in the Master’s of Public Policy (MPP) program. My research interests in health and inequality fit well with the goals of the MPP program and School of Public Policy. Depending on the program’s needs, I would welcome the opportunity to teach and supervise MPP students in their capstone projects. In principle, I am interested in shifting at least part of my existing faculty appointment to the School. I would be happy to discuss the specifics at a later date. The MPP program in the School of Public Policy has my strongest support. I look forward to future collaborations with the school and its students.

Best, Juliet

********************************************************************************

Juliet McMullin, PhD
Associate Professor
Graduate Advisor
Department of Anthropology
University of California
900 University Ave.
Riverside, CA 92521

phone: 951-777-5437
fax: 951-827-5409

UCR faculty website
The Healthy Ancestor: Embodied Inequality and the Revitalization of Native Hawaiian Health
Confronting Cancer: Metaphors, Advocacy, and Anthropology
Dear Anil,

I’m writing to express my strong support for the MPP program in the School of Public Policy. I’m also very interested in being involved as a core affiliated faculty in the MPP program. I would welcome the opportunity to teach in the MPP program and also supervise MPP students in independent studies. Given that one of the main emphases of the school is environmental policy, my teaching and research interests in the economic aspects of environmental issues is a natural fit. In principle, I am interested in shifting at least part of my existing faculty appointment to the School. Please let me know when you would like to discuss additional details.

Best Regards,

Ken Baerenklau
Associate Professor of Environmental Economics & Policy
Department of Environmental Sciences
Dear Anil,

Thank you for your invitation to be involved with the School of Public Policy as a core affiliated faculty member. I am indeed interested in being involved with the School in this capacity. I would be interested in teaching in the MPP program and directing MPP students in independent studies they might pursue in the program. I have published on media and cultural policy as well as their intersection with environmental issues. I will continue to be working in these areas for the foreseeable future. In addition, I am interested, in principle, in shifting part of my faculty appointment to the School of Public Policy. I can easily contemplate shifting at least 50 percent of my appointment to the School. I would be happy to discuss specifics at a later date. The MPP program proposal has my strong support.

Regards

Toby
Dear Anil,

Thank you for your invitation to be involved with the School of Public Policy (SPP) Master's of Public Policy Program as a core affiliated faculty member. I am interested in being involved with the School in this capacity. I joined UCR as a public policy hire and have been active in the development of the school. I am currently teaching the required Intro the Public Policy class for the public policy majors. I teach upper division electives in health economics and women’s labor and the economy which have strong policy components. These classes could easily be adapted into courses for the MPP program. I also teach an empirical research methods class which would fit well into the public policy curriculum. I have published on U.S. labor and health policy and I will continue to be working in these and related areas. As such, I am interested, in principle, in shifting part of my faculty appointment to the School of Public Policy. I would be happy to discuss specifics at a later date. The MPP program will meet a need for our students and our community. The MPP program proposal has my strong support.

Best,

Mindy
Dear Anil,

I write to express my strong support for the MPP program. I conduct research on health care policy and fiscal policy development, and in particular deliberative approaches to policymaking at both the mass and elite levels. I would be very interested in being involved as a core faculty of the new program. I would be glad if I had the opportunity to shifting 50 percent of my faculty appointment to the SPP. In political science, I currently teach graduate classes on statistical methods, causal inference, public policy analysis, and American political institutions, and I also have taught advanced undergraduate classes on the politics of public health policy and on digital government. I would like to have the chance to teach any of these subjects in the SPP.

Please let me know if I can lend any further support for the effort to establish the MPP program.

My office number is 951-827-3833 and my email is kevin.esterling@ucr.edu.

Kevin M. Esterling
Professor of Political Science
Associate Dean for Graduate Academic Affairs
UC Riverside
900 University Ave.
Riverside, CA 92521
951-827-3833
http://www.politicalscience.ucr.edu/people/faculty/esterling/
Dear Anil,

I would very much like to be involved as part of the core affiliated faculty in MPP. I am developing a class as part of our IGERT that would fit very well in the MPP curriculum and I would be happy to teach it. I am excited about the MPP program and what the School of Public Policy will bring to our campus. I think your MPP program proposal is outstanding and it has my full support!

Best wishes,
Sharon

Sharon Walker

Associate Professor and the John Babbage Chair in Environmental Engineering
Department of Chemical and Environmental Engineering
University of California, Riverside
Dear Anil,

I am so pleased to see the UCR School of Public Policy moving forward.

I am interested in serving the School in the core faculty for the MPP program. I can see myself helping by teaching and student supervision, especially on issues related to science policy, with details to be worked out later. I am also interested in discussing a shift of my existing appointment to the School, again with details to be worked out later.

As always, the UCR School and the MPP program have my full and strong support, and I look forward to helping as much as I can.

Cheers,

Alan
Dear Anil,

Thank you for your invitation to be involved with the School of Public Policy as a core affiliated faculty member. This program is extremely timely and exciting. I am interested in being involved with the School in the capacity as an affiliated faculty member. My area of interest is climate change science, climate change science education and the public perception of climate change. I have had grants in this area of research. Additionally, I am keenly interested in government policy on climate change. I would be interested in teaching in the MPP program and directing MPP students in independent studies they might pursue in the program. In addition, I am interested, in principle, in shifting part of my faculty appointment to the School of Public Policy which we can discuss at a later date. The MPP program proposal has my very strong support.

Sincerely yours,

Mary
Dear Anil,

While I was not present at UCR in 2007, when the first wave of expression of interest has been generated, I have been a full supporter of the idea of the MPP as part of the SPP, once shared with me in 2009. Thank you for including me as a core faculty in the MPP program of the SPP.

As a core faculty I would be able to shape the direction of the various activities, teach courses I already teach that have a strong public policy nature (that have been offered to students from different colleges), and develop new ones for MPP students. Needless to say, I look forward to directing/supervising MPP students in various activities of independent research and policy work.

I look forward to hear about the possible transfer of part of my FTE to the SPP in the future.

Additionally, I would like to bring to your attention the Water Science and Policy Center (WSPC) that I founded and am presently directing. The WSPC, now under CNAS, could be also be considered for affiliation with the SPP, either fully or partially. This is a more serious matter and probably will need closer attention on the part of the deans of CNAS and SPP.

I am also glad to see that my suggested amendments to the MPP program have been implemented. As such I fully support the proposal for the MPP.

Good luck,
Ariel Dinar
 -----Original Message-----
From: Steven Clark
Sent: Thursday, September 26, 2013 9:01 PM
To: Anil B. Deolalikar
Subject: Masters in Public Policy

Dear Anil,

Thank you for inviting me to be involved with the School of Public Policy as a core member of the faculty. I have substantive research interests in psychology, public policy, and law, and broad interests in the role of social science in shaping public policy. I am very interested in interacting and collaborating with faculty in the School of Public Policy, and teaching and advising graduate students in the Masters of Public Policy program. I would also be interested in shifting part of my faculty appointment to the School of Public Policy. The Masters in Public Policy has my strongest support.

steve

Steven E. Clark

Director, Presley Center for Crime and Justice Studies
Professor, Department of Psychology
University of California, Riverside
Riverside, CA 92521
951-827-5541
Dear Anil,

Thank you for your invitation to be involved with the School of Public Policy as a core affiliated faculty member. I am indeed interested in being involved with the School in this capacity. I would be interested in teaching in the MPP program and directing MPP students in independent studies they might pursue in the program. I have published on U.S. educational policy and, more recently, on U.S. higher education policy. I will continue to be working in these areas for the foreseeable future. In addition, I am interested, in principle, in shifting part of my faculty appointment to the School of Public Policy. I can easily contemplate shifting at least 50 percent of my appointment to the School. I would be happy to discuss specifics at a later date. The MPP program proposal has my strong support.

Best wishes,

Steve

Steven Brint  
Vice Provost, Undergraduate Education  
Director, Colleges & Universities 2000 Project  
Professor, Department of Sociology  
University of California  
Riverside, CA 92521  
(951) 827-7750 (voice); (951) 827-7745 (fax); steven.brint (skype)  
www.ue.ucr.edu  
www.higher-ed2000.ucr.edu
Monday, September 30, 2013

Re: School of Public Policy - Statement of Interest

Dear Chancellor:

I am writing to express my support and interests in regards to the School of Public Policy at UC Riverside. As an environmental historian who addresses problems of technology, development and ecology in my work, I think there are great opportunities at UCR to develop an area concentration in science, technology and environmental studies with an administrative home in the School of Public Policy. By drawing from faculty strengths in CNAS, BCOE and CHASS, we can quickly develop an area of policy expertise on such issues as environmental remediation, species conservation and sustainable agriculture. The promise of building such a concentration in a School of Public Policy is that it can balance disciplinary and practical differences between the other colleges while opening up an exciting space for conversations and research.

Sincerely,

David A. Biggs
September 30, 2013

Anil Deolalikar, Dean  
School of Public Policy  
University of California, Riverside  
900 University Avenue  
Riverside, CA 92521

Dear Anil:

I write to confirm the numerous conversations about the development of an MPP program within the School of Public Policy in which I expressed strong support for the concept and for the details outlined in your MPP proposal. I have read and responded positively to your draft MPP program proposal.

As we have discussed, I will be delighted to serve as part of the core affiliated faculty for this program and to help in the development of an education policy emphasis within the program.

I have taught education policy courses in the GSOE for several years and would be happy to see them either moved to SPP or cross-listed so that students in both our schools would be able to count them for degree credit.

I look forward to making an FTE time commitment to the MPP program, though the amount and structure of that commitment needs to be worked out as I leave the deanship at GSOE and plan for my future retirement and recall.

Sincerely,

Douglas E. Mitchell  
Interim Dean & Professor
September 29, 2013

Dean Anil Deolalikar  
School of Public Policy  
University of California  
Riverside, CA 92521

Subject: MPP program of the School of Public Policy

Dear Dean Deolalikar:  

I am writing this letter, first and foremost, to indicate my full support for the School of Public Policy’s MPP program proposal and to inform you that I would be excited about the opportunity to be involved as a core affiliated faculty in this program. I believe my research related to economics and both water and environmental policy, at the local, state, and global level, would fit within your program and be attractive to your students. Second, I would very much like to be considered for possible teaching opportunities in the MPP program as well as opportunities to direct or supervise MPP students with the precise details, of course, worked out with current teaching and advising obligations in mind.

Third, if there are opportunities to shift some part of my existing faculty appointment to the School of Public Policy, I would be interested in discussing those details. There is obvious overlap between a few of the core focal areas of the School of Public Policy’s MPP program and my own teaching and research interests (e.g., environmental policy).

Again, though, your MPP program proposal has my full support. It looks as if such a program will fit a vital, unique, and necessary niche in the area of public policy both locally and nationally with research and pedagogy that will have a global reach.

Please do not hesitate to contact me should I be able to provide assistance in any way. I can be reached via Email at kurt.schwabe@ucr.edu and by phone at 951/827-2361.

Sincerely

Kurt A. Schwabe  
Associate Professor of Environmental Economics and Policy  
Associate Director, Water Science and Policy Center  
Department of Environmental Sciences  
University of California-Riverside