ORDER OF BUSINESS

1 Minutes
   Regular Meeting of May 24, 2016 ................................................................. 4
   Action Requested: Approval of the Minutes

2 Announcements by the President
   President Janet Napolitano is unable to attend

3 Announcements by the Chancellor at Riverside
   Chancellor Kim A. Wilcox will address the Division

4 Announcements by Vice Chancellors
   Provost and Executive Vice Chancellor Paul D’Anieri will address the Division

5 Announcements by the Deans or other Executive Officers
   Secretary-Parliamentarian: Election Results .............................................. 7

6 Announcements by the Chair

7 Special Orders
   A. Consent Calendar*
      No items for the consent calendar.
   B. Annual Reports of Standing Committees, received and placed on file†
      i) Committee on Academic Freedom .................................................. 10
      ii) Committee on Academic Personnel .............................................. 14
      iii) Committee on Charges .............................................................. 26
      iv) Committee on Committees ....................................................... 27
      v) Committee on Courses .............................................................. 28
      vi) Committee on Distinguished Campus Service ............................... 31
      vii) Committee on Distinguished Teaching ...................................... 32
      viii) Committee on Diversity and Equal Opportunity ....................... 33
      ix) Committee on Educational Policy ............................................. 44

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 At the request of any member of the Division, any such item must be withdrawn and considered in its regular order on the agenda [bylaw 4.1.2].

† Reports received and placed on file "are received as presented and require no further action" [bylaw 4.1.3]. Only the reporting committee can change or withdraw these reports; however, at the request of any member of the Division, a report will be moved into its regular order on the agenda (Item 10. Reports of Standing Committees and Faculties) where it may be discussed, and motions relating to the report may be offered.
x) Executive Council .......................................................... 50
xi) Committee on Faculty Research Lecturer .......................... 62
xii) Committee on Faculty Welfare ........................................ 63
xiii) Graduate Council ......................................................... 76
xiv) Committee on In Memoriam - n/a
xv) Committee on International Education ............................ 80
xvi) Committee on Library and Information Technology ........... 82
xvii) Committee on Physical Resources Planning .................. 85
xviii) Committee on Planning and Budget – n/a
xix) Committee on Preparatory Education ............................. 86
xx) Committee on Privilege and Tenure ................................. 88
xxi) Committee on Research ................................................ 89
xxii) Committee on Rules and Jurisdiction ......................... 92
xxiii) Committee on Scholarships and Honors ....................... 97
xxiv) Committee on Undergraduate Admissions .................. 98
xxv) Committee on University Extension ............................ 101

C. Annual Reports of the Faculties, received and placed on file†
   i) Executive Committee – Bourns College of Engineering ...... 102
   ii) Executive Committee – College of Humanities, Arts & Social Sciences ......................................................... 105
   iii) Executive Committee – College of Natural & Agricultural Sciences ................................................................. 108
   iv) Executive Committee – Graduate School of Education .... 111
   v) Executive Committee – School of Business Administration .. 114
   vi) Executive Committee – School of Medicine ................ 117
   vii) Executive Committee – School of Public Policy .......... 119

D. Degree reports, received and placed on file† ................................. 120

E. Regular Reports of Standing Committees and Faculties, received and placed on file†
   i) Committee on Courses - Course approvals .................... 122
   ii) Committee on Courses - Instructor approvals ............... 127
   iii) Committee on Courses – Courses not offered for four or more years ................................................................. 129
   iv) Executive Council – Item Approved in Lieu of the Division – Biochemistry Major Program Change ......................... 130
   v) Executive Council – Item Approved in Lieu of the Division – Committee on Courses Guideline Change ................... 135
   vi) Executive Council – Item Approved in Lieu of the Division – Geology Major Program Change ................................ 165
   vii) Executive Council – Item Approved in Lieu of the Division – Graduate Division Regulation Change GR5-GR5.6 .......... 168
   viii) Executive Council – Item Approved in Lieu of the Division – Graduate Division Regulation Update SNC R1 .......... 171
8 Report of the Representative to the Assembly
None

9 Report of Special Committees
None

10 Reports of Standing Committees and Faculties
   A. Committee on Research – proposed changes to Bylaw 8.20.1 ................. 188
      Action Requested: Individual approval of each proposed change

11 Petitions of Students
None

12 Unfinished Business
None

13 University and Faculty Welfare
None

14 New Business
None

APPENDIX
   Academic Senate Committee Attendance Report, 2015-2016 ...................... 191

November 30, 2016

S. See, Secretary-Parliamentarian
Riverside Division of the Academic Senate
MEETING
The Riverside Division of the Academic Senate met on Tuesday, May 24, 2016 at 2:10 p.m. in the Genomics Auditorium Room 1102A. Chair J. Wudka presided. The meeting was attended by 44 members of the Riverside Division of the Academic Senate.

MINUTES
The Minutes of the Regular Meeting of February 23, 2016 were approved as presented.

ANNOUNCEMENTS BY THE PRESIDENT
There were no announcements by the President.

ANNOUNCEMENTS BY THE CHANCELLOR AT RIVERSIDE
Chancellor Kim A. Wilcox addressed the Division and reflected on UCR’s many accomplishments this year, including the following:

- UCR crossed the 100,000 living alumni mark
- UCR crossed $100 million mark in federal research support
- UCR received 50,000 freshmen applicants for next academic year
- Three Scholars won Guggenheim fellowships (Professor Laila Lalami, Professor Fred Moten and Professor David Reznick)
- Professor Adriana Craciun was awarded a Fulbright U.S. Scholar Award
- Two undergraduate students received Fulbright awards
- Professor Laila Lalami was a Pulitzer Prize finalist
- The Women’s basketball team went 16-0 in the conference

The Chancellor noted that the challenge we face today is that of growth which is different than the challenges we have had to face in the past. The Chancellor thanked the Senate and looks forward to the year ahead.

The Chancellor then presented Professor Ludwig Bartels (Chemistry) and Professor Katherine Sweeney (Psychology) with the Chancellor's Award for Excellence in Undergraduate Research and Creative Achievement.

ANNOUNCEMENTS BY THE VICE CHANCELLORS
There were no announcements by the Vice Chancellors.

ANNOUNCEMENTS BY THE DEANS OR OTHER EXECUTIVE OFFICERS
There were no announcements by the Deans.

Chair Wudka called upon the Secretary Parliamentarian to provide the report on election results. The Secretary Parliamentarian informed the Division that the results of the 2016-2017 recent elections for the Division, Colleges and Schools could be found on pages 11 - 14 of the meeting agenda.
There were several positions that had no more nominees than vacancies and there were no nominations received from the floor. The Division authorized the Secretary-Parliamentarian to cast a single ballot for all open positions.

ANNOUNCEMENTS BY THE CHAIR
Chair Wudka advised the Division and noted that addressing the issues of sexual violence and sexual harassment will be a high priority. The President convened a joint committee (Senate and administration) which provided recommendations on this issue. The point was to streamline and optimize our processes to ensure that due process is carried out in a quick, efficient and fair manner. The president received recommendations from the committee but did not think that the recommendations were specific enough for the needs of the system. The Chancellor and the Senate have been instructed to optimize the systems and the Senate will be working with the administration to ensure that the UCR community receives the guarantee of fairness it deserves.

Chair Wudka then read a letter from the newly elected Riverside Division Chair, Dylan Rodriguez, as he was unable to attend today’s Division meeting.

SPECIAL ORDERS
The Consent Calendar was unanimously approved.

The degree reports and regular reports of standing committees and faculties were received and placed on file.

REPORT OF THE REPRESENTATIVE TO THE ASSEMBLY
Riverside Assembly Representatives Professor Ilhem Messaoudi Powers and Professor Jodi Kim provided the Division with a written report from the Assembly meetings on February 10, 2016 and April 13, 2016. These can be found on pages 131-138 of the full agenda. There were no questions from the Division.

REPORTS OF SPECIAL COMMITTEES
There were no reports of Special Committees.

REPORTS OF STANDING COMMITTEES AND FACULTIES
Academic Senate Chair Wudka introduced and moved adoption of the nominations of Professor Akula Venkatram, Department of Mechanical Engineering, and Professor Linda Walling, Department of Botany and Plant Sciences, as the recipients of the Distinguished Campus Service Award. The contributions of both nominees are summarized in the report of the Committee found on page 139 of the full agenda. The motion was approved unanimously and Professor Venkatram and Professor Walling were presented with their awards.

Professor Peter Sadler introduced and moved adoption of the nomination of Professor Katherine Borkovich, Department of Plant Pathology, and Professor Juliet McMullin, Department of Anthropology, as the recipients of the Distinguished Teaching Award. The contributions of Professor Borkovich and Professor McMullin are summarized in the report of the Committee found on pages 140 and 141 of the full agenda. The motion was approved unanimously and Professor Borkovich was presented with the award. Professor McMullin was unable to attend.

Professor David Lo introduced and moved adoption of the nomination of Professor David Pion-Berlin, Department of Political Science, as the recipient of the Graduate Dissertation Advisor/Mentoring Award. The contributions of Professor Pion-Berlin are summarized in the
Professor Harry Green introduced and moved adoption of the nomination of Professor Carl Cranor, Department of Philosophy, as the Faculty Research Lecturer for 2016-2017. The contributions of Professor Cranor are summarized in the report of the Committee found on page 1143 of the full agenda. The motion was approved unanimously by a round of applause. Congratulations were extended to Professor Cranor.

Professor Stephen Wimpenny, Chair of the Committee on Educational Policy, introduced and moved for adoption of the proposed change to Bylaw 8.12.1, found on page 145 of the full agenda. The motion was approved unanimously.

Professor Colleen Macnamara, Chair of the Committee on Preparatory Education, introduced the proposed changes to Bylaw 8.24.1, found on page 146 of the full agenda. The motion was approved unanimously.

Professor Jason Weems, Chair of the CHASS Executive Committee, introduced the proposed change to Bylaw HS4.1, found on page 147 of the full agenda. The motion was approved unanimously.

PETITIONS OF STUDENTS
There were no petitions from the students.

UNFINISHED BUSINESS
There was no unfinished business.

UNIVERSITY AND FACULTY WELFARE
UCR Campus Store Manager Stacy Weidner will address the Division at the Fall Division meeting.

NEW BUSINESS
There was no new business.

There being no further business, the meeting was adjourned at 2:49 p.m.

ATTEST:

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

Leondra Jacobs
Recording Secretary
2016-2017 RESULTS FROM THE CALL FOR NOMINATIONS

To be received and placed on file:

1. **RIVERSIDE DIVISION**

   A call for Nominations was issued for the following positions:

   **Committee on Committees** (3 year terms)

   One representative from CNAS
   One valid nomination received:
   - Shan-Wen Tsai, Department of Physics and Astronomy

   One representative from BCoE
   Two valid nominations received:
   - Ertem Tuncel
   - Jianzhong Wu

   An election was held and the results of the ballot are as follows:
   - Ertem Tuncel 31 votes
   - Jianzhong Wu 27 votes

   Professor Ertem Tuncel was elected to the position of member to the Committee on Committees.

   One representative from School of Medicine or School of Public Policy
   One valid nomination received:
   - Juliette McMullin, School of Medicine

2. **COLLEGE OF HUMANITIES, ARTS & SOCIAL SCIENCES**

   A call for Nominations was issued for the following positions:

   **One Member, CHASS Executive Committee** (2 year term)
   To be chosen from degree granting non-department programs.

   One valid nomination received:
   - Emma Stapely, Lesbian, Gay, Bisexual, Intersexual, and Transgender Studies

   **Two Members, CHASS Executive Committee** (2 year terms)
   To be chosen from among Anthropology, Ethnic Studies, Political Science, Psychology and Sociology

   Three valid nomination received:
   - Jana Grittersova, Department of Political Science
- Katharine Sweeny, Department of Psychology
- Matthew Mahutga, Department of Sociology

An election was held and the results of the ballot are as follows:
- Jana Grittersova 34 votes
- Katharine Sweeny 53 votes
- Matthew Mahutga 29 votes

Professors Jana Grittersova and Katharine Sweeny were elected to the position of member to the CHASS Executive Committee.

3. COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES

A call for nominations was issued for the following positions:

Chair of the Faculty (2 year term)
Two valid nominations were received:
- Ward Beyermann
- Theodore Garland

An election was held and the results of the ballot are as follows:
- Ward Beyermann 77 votes
- Theodore Garland 23 votes

Professor Ward Beyermann was elected to the position of Chair of the Faculty.

One Member, CNAS Executive Committee (3 year term)
Elected from the Department of Botany and Plant Sciences

One valid nomination was received:
- Zhenyu (Arthur) Jia

One Member, CNAS Executive Committee (3 year term)
Elected from the Department of Chemistry

One valid nomination was received:
- Wenwan Zhong

One Member, CNAS Executive Committee (3 year term)
Elected from the Department of Entomology

One valid nomination was received:
- Alec Gerry

4. SCHOOL OF BUSINESS ADMINISTRATION

A call for Nominations was issued for the following positions:

One Member, SOBA Executive Committee (2 year term)
Elected from the Area of Management
One valid nomination received:
   - Boris Maciejovsky

5. **SCHOOL OF MEDICINE**

A call for Nominations was issued for the following positions:

   Chair of the Faculty (3 year term)
   One valid nomination was received.
   - Maurizio Pellecchia

6. **SCHOOL OF PUBLIC POLICY**

A call for Nominations was issued for the following positions:

   Chair of the Faculty (3 year term)
   One valid nomination was received:
   - Kurt Schwabe

The results from the Call for Nominations and Elections have been posted on the Academic Senate website.
To be received and placed on file:

The Committee on Academic Freedom is an important part of faculty governance and collegial responsibility in the University of California system. As a committee of the Riverside Academic Senate, Academic Freedom is appointed by the Senate’s Committee on Committees and consists of five members of the Division, including as ex officio the Chairs of the Committee on Privilege and Tenure and the Committee on Faculty Welfare. The Committee is responsible for reporting to the Division any conditions within or without the University that in the judgement of the committee may affect the freedom of the academic community at large. It is understood that academic freedom includes, but is not necessarily limited to, the free inquiry and exchange of ideas, the right to present controversial material relevant to a course of instruction, and the freedom to publish or disseminate controversial information and perform research in controversial areas. It is also understood that academic freedom is to be conjoined with academic responsibility; it is to be exercised in accordance with standards appropriate to the relevant scholarly disciplines.

The Committee on Academic Freedom continued its active participation on the systemwide University Committee on Academic Freedom (UCAF). The 2015-16 UCAF representative was Ward Beyermann, who updated committee members of the issues under discussion at the statewide level.

The Committee on Academic Freedom conducted committee activities via email and met three times during the 2015-2016 academic year, undertaking the following actions:

In accordance with Division Bylaw 8.2.5, the Academic Senate Committee on Academic Freedom adopted the following conflict-of-interest statement for the 2015-2016 term:

If a member of the Academic Freedom Committee believes that a conflict of interest exists for him/herself or for another person on the committee including any action or discussion involving their current or former spouse, partner or family member, that member should call the possible conflict to the attention of the chair. The chair will convene the committee, except for the individual with the possible conflict, and those present will decide by majority vote if a conflict exists. If the decision is affirmative, the individual with the conflict will leave the room during discussion of the conflicted matter and will not vote on that matter.

If the chair is the individual in question, he/she will appoint an acting chair to consider the matter. The committee may ask the person in question to testify, but the person would not be present at other parts of the discussion or at the vote.

In keeping with its charge to assist in the education of the academic community regarding the rights and responsibilities relating to academic freedom, the Committee conducted a review of its bylaws and communicated a statement of its duties and mission to the general UCR academic community via the Senate email.
In keeping with its charge to evaluate and propose revision as needed to current institutional policies as they might relate to academic freedom, the Committee considered the following Campus and System-wide issues:

**Proposed Revisions to CHASS Bylaw HS4.1**
The Committee on Academic Freedom was asked to comment via email on the proposed revisions to CHASS Bylaw HS4.1 which clarifies that ex officio and student members do not hold voting rights. The Committee found the suggested changes to be reasonable and approved of the proposal without further recommendations.

**Academic Senate Consultation on Professors Assigning Their Own Texts to Students**
The Committee on Academic Freedom was asked to review and opine on UCR’s position regarding the requirement of a text authored by the faculty member teaching the course and measures that should be in place to avoid the conflict of interest or appearance thereof.

The Committee on Academic Freedom discussed the issue brought up in the memo from Ameae Walker, Vice Provost for Academic Personnel, regarding instructors assigning their own textbooks. While the committee understands the concern over a conflict of interest, possibly associated with the financial benefit from royalties, when an instructor assigns their own material, the academic freedom of the instructor to use whatever material deemed appropriate in teaching the course has priority. In some cases, the instructor may be the leading authority in a subject, and it would be a disservice to the students to be denied access to this resource. A monetarily driven motivation to assign one’s own textbook is weak because the fraction of revenue from that class is usually very small for commercially produced resources.

CAF had three recommendations regarding this issue. First, an instructor’s right to assign the textbook or other material thought to be important must not be infringed. Second, when this material is not commercially produced, we recommend the costs charged to the students be limited to covering just the expenditures for production and distribution. Third, we recommend the University explore mechanisms that could prevent or divert royalties associated with commercially produced material sold in an instructor’s own course.

**Cyber-Security and Network Monitoring Initiative**
In response to Senate Chair Wudka’s request for advice on whether or not it is advisable to distribute the letter from VP Rachel Nava to all faculty, the Committee decided to formulate its own statement on the issue from a faculty perspective with background information and concerns that have developed on the Berkeley campus. In addition, the Committee prepared a list of specific questions for UCR’s committee on computing to seek clarification on current and future plans for installing network monitoring equipment on the UCR campus. The Committee focused on two main issues. The first being the lack of the Senate and faculty voice in the decision making process, and second, how does this impact academic freedom, which includes the following questions: In what way is the network being monitored, who has access to this information and how will this information be used? To gain a better understanding of the cybersecurity and network monitoring initiative at UCR, the Committee interviewed Chuck Rowley, Associate Vice Chancellor
Computing & Communications and Ron Coley, Vice Chancellor Business Administrative Services. There seemed to be some consensus on the following points.

1. Some form of network security is necessary for protection against hostile cyber threats and to ensure the privacy of sensitive data for the UC community and external groups that have entrusted the UC system.

2. While a response to the UCLA cyberattack was required, the manner by which it was executed is troubling. The lack of consultation with the faculty and the Senate early on in the process is a violation of the openness and transparency at the foundation of shared governance. Conciliation is particularly important in this case because of the potential for exploitation of this information to restrict academic freedoms even if it is unintentional. This concern far out ways the challenges of conducting a network surveillance program in a transparent fashion.

3. This was a quickly evolving issue, and we are reliant on what the administration tells us regarding the system and how the information collected will be used. The technical complexity makes this even more true. The meeting with Chuck Rowley and Ron Coley was informative. The consequences of network monitoring depend heavily on the principles and philosophy of the people responsible. We have an understanding of what these are with our local administrators, both from their words in the form of policy documents and their actions. Much of this is posted on Computing and Communications website. Both Chuck Rowley and Ron Coley reiterated the importance and sensitivity of this issue in an academic environment. It was also clear that the UCR administration and faculty have little influence on what is done outside of the campus where similar principles may not exist. More participation by UCR in network security at the system-wide level may be something the Division should consider advocating. The other surprising revelation is that some units within UCR are monitoring pieces of the network, largely without the oversight from C&C and possibly the protections that C&C’s policies provide.

**Student Conduct and Academic Integrity’s Policy on Student Classroom and Course-Related Behavior (i.e., disruptive students)**

The Committee reviewed the draft guidelines presented on the student conduct website to see if the document presented any issues of concern on Academic Freedom. A majority of the committee felt that the document provided a simple resource for guidance and supported the contents as presented. CAF sent a statement to Senate Chair Wudka stating its support and asked that the Student Conduct Office finalize the document posted on its website.

**Proposed Changes to iEval**

iEval is a tool used to collect student evaluations of teaching. The submitted report identifies current issues and possible improvements.

The Committee considered the proposal to fall outside its charge and elected not to opine.

**Report from the Joint Committee of Administration and Academic Senate**

President Napolitano established the Joint Committee of the Administration and Academic Senate to review the disciplinary processes for faculty related to sexual violence, sexual assault and sexual
harassment. She tasked the Joint Committee with creating recommendations around the following areas: 1) investigation, adjudication and sanctions processes in cases involving faculty, 2) University policies and procedures, 3) reporting mechanisms for all members of the University and 4) interim measures. The report provides draft recommendations around these areas.

The Committee considered the report to fall outside its charge and elected not to opine.

W. Beyermann, Chair  
E. Aronson  
D. Weber  
J. Hughes, Ex-Officio, CFW  
S. Lonardi, Ex-Officio, CP&T  
F. Khorasani, GSA Representative  
F. Joffrey, ASUCR Representative
The Committee on Academic Personnel (CAP) is an important part of faculty governance and collegial responsibility in the University of California system. As a committee of the Riverside Division of the Academic Senate, CAP is appointed by the Senate’s Committee on Committees and charged with providing advice to the Chancellor on academic personnel matters and representing the Division in all matters relating to appointments and promotions. CAP consists of ten members, who represent a wide variety of academic disciplines from across campus. All members hold the rank of full professor and serve for offset periods of three years (with annual reappointment) so that there is continuity and memory on the committee. CAP reviews all academic personnel files for merit, appraisal, promotion, and appointment and makes recommendations to the Vice Provost for Academic Personnel, the Executive Vice Chancellor and Provost, and the Chancellor. CAP is also asked to provide feedback and recommendations about a variety of Senate matters and administrative directives.

CAP’s goal is to assure that its recommendations are based on rigorous application of the academic personnel procedures in the CALL and the APM, and to assure that decisions are based on a fair and thorough evaluation of evidence in the file.

CAP met on 47 occasions during the 2015-16 academic year. Meetings were approximately 2.5 hours in length. CAP again is appreciative of the efforts of staff and faculty alike for their efforts in the academic personnel review process.

By the final May submission date in the CALL, there were only 4 outstanding files campuswide. CAP attributes this success to strict adherence to the deadlines set forth in the CALL and to the effort by all involved in the personnel review process.

I. Personnel Actions

a. Summary of Reviews
CAP reviewed 320 personnel actions during 2015-16 and sustained an average turn-around time of 16 days from the time a file is received at CAP from the Academic Personnel Office to the time the CAP recommendation is forwarded to the administration. Committee work during this period includes (a) receipt of the file in the Academic Senate Office by the CAP Analyst, who reviews the file to assure that it is complete for CAP review; (b) assigning of primary and secondary readers to each file by the CAP Chair, who serves as the third reader; (c) announcement to all CAP members that the file is available for their review online; (d) thorough review of the file by the assigned readers in preparation for discussion by the full committee at the next CAP meeting; (e) presentation of the file and discussion/vote by the full committee; (f) preparation of the draft CAP recommendation by the primary and secondary readers; (g) review and signature by the CAP Chair, who forwards the CAP report to the CAP Analyst to be finalized and forwarded to the Academic Personnel Office.
The Academic Senate office also maintains data reflecting the processing time (including the percentage of files that are forwarded according to due dates in the CALL) by department and school/college, as well as turn-around time for files reviewed by ad hoc committees. These data are available from the Academic Senate Office.

A decision of the Chancellor's office is defined as an over-rule if it is contrary to the majority recommendation from CAP on rank, step, or the awarding of an off-scale.

- Of the 170 merit actions reviewed by CAP, CAP endorsed 152. The final decision of the Chancellor's office over-ruled CAP’s rank/step recommendation on 11 cases and disagreed on off-scale recommendations in 4 instances.
- Of the 36 accelerated merits proposed, CAP and the administration disagreed in 6 instances.
- Of the 44 promotions to Associate Professor or Professor, CAP supported 40. The Chancellor’s office overruled CAP’s recommendation in 2 cases.
- Of the 13 cases proposed for advancement to Professor Step VI or to Professor Above-Scale, CAP endorsed 12. The Chancellor’s office disagreed with CAP on off-scale recommendations in 2 instances.
- Of the CAP 18 fifth year appraisals proposed, CAP and the administration disagreed in 3 instances.
- CAP and the administration agreed on the 52 proposed new appointments.
- CAP and the administration were in agreement on all reappointments. The two requests received were supported.
- CAP and the administration agreed on 7 of the 8 career reviews processed. Two cases resulted in a one-step merit increase. Two cases resulted in a two-step merit increase. One case resulted in a three-step merit increase. Two cases resulted in a four-step merit increase and one case resulted in a promotion plus an off-scale.
- Of the 12 quinquennials reviewed, the Chancellor’s Office and CAP agreed on all cases.

A detailed table summary of CAP's personnel reviews merits, promotions, advancements, appraisals, appointments, career reviews, and quinquennial reviews, is appended.

b. Follow up to the cases listed as pending in the 14-15 CAP Report
Of the 49 promotions to Associate Professor or Professor submitted for review in the 14-15 AY, three cases were noted as pending a final decision. Two cases resulted in a positive tenure decision and one cases was denied. Of the 27 proposed new appointments, one case was noted as pending. The pending case was finalized and the appointment approved. Of the 5 career review cases submitted, one was noted as pending a final decision. The case was approved and resulted in a four-step merit increase. Of the 11 quinquennials reviewed, one case was noted as pending. The candidate retired and the case was canceled at APO.

c. Ad hoc Committees
The Committee on Academic Personnel continued to act as its own ad hoc for a large majority of promotion to tenure and Advancement to Above-Scale cases, a process which results in early decisions for the majority of these promotion cases. During the 15-16 review year, CAP utilized three ad hoc committees for cases of promotion to full professor and career review. CAP was also asked to recommend an ad hoc slate for a University Professor appointment.
d. Shadow CAP
To avoid conflict of interest, the personnel actions for current CAP members and their spouses/partners are reviewed by Shadow CAP, a 6-person committee appointed by the Committee on Committees from a pool of former CAP members from the previous five years. During 2015-16, Shadow CAP reviewed 5 cases. The 2015-16 Shadow CAP members were the following:

George Haggerty, Chair
Jan Blacher
Walter Clark
Jianying Gan
Sarjeet Gill
Erika Suderburg

e. Assistant Professor Appointments
In January 2008, final decisions for appointments to Assistant Professor Step I-III were delegated to the deans, with the proviso that CAP would conduct a post hoc audit/review of the appointments and submit recommendations about continuing with the delegation. In fall 2013, CAP reviewed 42 appointments made at this level for the 11-12 and 12-13 years. Noting a number of procedure irregularities, CAP rescinded its waiver of review for all appointments for Acting Assistant Professor, Step III and clarified the expectation that all reappointments for Assistant Professor Step I-III will continue to be reviewed by CAP. The Committee recommended that the delegation be continued for appointments to Assistant Professor Step I-III followed by another CAP review in one to two years. The 2016-2017 CAP will conduct a post-appointment audit of all 13-14 and 14-15 dean’s level hires. In the 2015-16 AY CAP was asked to consider waiving its right to review appointment files for Assistant Professor in Residence and Assistant Professor of Clinical X (Step I to III) series which have been delegated to the deans for final decision authority. CAP considered this request and elected to continue reviewing these cases in advance of the final decision.

f. eFile
CAP reviewed 300 of its 320 cases via the eFile system (94%). This compares to the 259 of 283 eFiles reviewed in 2015-16 (92%).

g. Other Personnel Actions (not included in the total number of files reviewed by CAP)
- Dickson Emeritus Professorship: CAP reviewed and endorsed two nominations for the 2015-16 Dickson Emeritus Professorship, sent forward by the Committee on Faculty Welfare.
- Emerita/us titles: CAP reviewed and provided feedback to the administration on the use of Emerita/us titles for one non-Senate faculty.
- Professor of the Graduate Division appointments: CAP reviewed 5 files for appointment/reappointment as Professor of the Graduate Division. All appointments were approved.
- Full Time Equivalent (FTE) Transfer of Appointment: CAP considered and
provided recommendations on three requests to transfer a portion of a filled FTE appointment from one department to another.

II. CAP Discussions with and Policy Recommendations to the Administration
In addition to regular CAP meetings to review personnel cases, CAP met on occasion with the Chancellor, the Executive Vice Chancellor & Provost, the Vice Provost for Academic Personnel, the College/School and Divisional Deans, and with Departmental Chairs. CAP participation in these joint administrative sessions is especially helpful in assuring a shared understanding of the review process and guidelines, and of the expectations at every level of review. CAP is grateful for the spirit of cooperation of the campus administrators. CAP provided advice to and initiated or participated in discussions with the administration on the following issues:

a. Revisions to the CALL
CAP reviewed and provided feedback to the VPAP on change requests received by the campus at large and recommended that the language and grammatical inconsistencies (i.e. would, should, shall, etc.) be realigned for consistency and to avoid misinterpretation in the 16-17 AY CALL.

b. CAP Review of Proposed Department Chair Appointments
CAP reviewed the list of proposed department chair appointments for the 2016-2017 academic year and expressed no concern about the recommendations submitted.

c. Endowed and Presidential Chair Appointments
CAP reviewed and provided recommendations on appointments to the following Endowed and Presidential Chair positions:

**BCOE**
- Marlan & Rosemary Bourns Endowed Presidential Chair

**CNAS**
- Tokuji and Bettie L. Furuta Endowed Chair
- Givaudan Citrus Variety Collection Endowed Chair
- Ernst and Helen Leibacher Endowed Chair in Botany and Plant Sciences
- Wilbur W. Mayhew Endowed Chair in Geo-Ecology
- Cy Mouradick Endowed Chair in Desert Agriculture
- Mir S. Mulla Endowed Term Chair in Entomology
- Donald T. Sawyer Endowed Founder’s Chair in Chemistry

**CHASS**
- Holstein Endowed Chair in Religious Studies
- John Gleason McSweeny Endowed Chair in Rhetoric and Teaching Excellence

**GSOE**
- Ted and Jo Dutton Endowed Presidential Chair

**SoBA**
- Albert O. Steffey Endowed Chair in Marketing

**SOM**
- Danial Hays Endowed Chair
- William R. Johnson and S. Sue Johnson Endowed Chair

d. Administrative Appointments – other Appointment “pre-reads”
As per campus administrative appointment procedures, CAP provided a preliminary professorial assessment on the candidates for the Dean positions in the School of Medicine and the Bourns College of Engineering. CAP also completed a “pre-read” on seventeen Target of Excellence candidates (5 CNAS, 9 CHASS, 3 GSOE) and one rank and step consideration.

e. Additional Local Issues
Administrative review of merit and promotion files, request for advice to be communicated to new deans regarding review periods, and suggested topics for the department chair spring forum.

III. CAP Advice to the Academic Senate
CAP is asked to provide feedback and recommendations about a variety of Senate matters and administrative directives. In addition to reaffirming its policy on Conflict of Interest, the Committee reviewed and provided comments on the following items:

a. CAP Representation at Systemwide Senate and the Executive Council
CAP continued its active participation on the systemwide University Committee on Academic Personnel. The 2015-16 CAP representative was David Lloyd. CAP Chair Warnke represented the committee on the UCR Academic Senate’s Executive Council.

b. CAP Review of Proposed Revisions to the Academic Personnel Manual and other personnel processes

Proposed Revisions to APM Policy Sections 278, 210-6, 279, 112 and New APM – 350
Revisions to the existing policies and the creation of new policy were proposed in response to academic administrator requests to update these policies. Proposed revisions strengthen and refine criteria for appointment and advancement depending on type of academic clinician and differentiate policy language for volunteers (APM - 279) and policy for salaried and without salary faculty (APM - 278 and APM - 210-6). New policy (APM - 350) proposes to repurpose the Clinical Associate title, a non-faculty academic title, to be used for 1) without academic salary and paid staff clinicians with no teaching duties, and 2) without academic salary, volunteer appointees employed by University health system network sites and satellite facilities.

The Committee carefully considered the second round of proposed revisions to APM sections 278 - Health Sciences Clinical Professor Series, 210-6 – Instructions to Review Committees Which Advise on Actions Concerning the Health Sciences Clinical Professor Series, 279 – Volunteer Clinical Professor Series, 112 – Academic Titles and the creation of the new APM section 350 – Clinical Associate. Finding the changes to be reasonable, CAP supported the revisions without further recommendations.

Proposed Revisions to APM - 360, Librarian Series and APM - 210-4, Instructions to Review Committees
Proposed revisions update policy so that the terms and conditions affecting non-represented librarians are consistent with those affecting represented librarians. Policy revisions cover the definition and criteria for appointment, terms of service, merit increases, promotion, advancement to career status, personnel review procedures, and the new point-based salary scale.

The Committee considered the proposed revisions to APM 360- Librarian Series and APM 210-4
Instructions to Review Committees to fall outside its charge and elected not to opine.

**Guiding Principles: Search Waivers for Academic Appointees at the University of California**
The document describes new UC system-wide minimum standards for the consideration of the use of search waivers and allows campuses to set further restrictions as needed.

The Committee considered the Guiding Principles for Search Waivers for Academic Appointees at the University of California and unanimously approved the document. The Committee did not have any substantial comments to add.

**Report from the Joint Committee of Administration and Academic Senate**
President Napolitano established the Joint Committee of the Administration and Academic Senate to review the disciplinary processes for faculty related to sexual violence, sexual assault and sexual harassment. She tasked the Joint Committee with creating recommendations around the following areas: 1) investigation, adjudication and sanctions processes in cases involving faculty, 2) University policies and procedures, 3) reporting mechanisms for all members of the University and 4) interim measures. The report provides draft recommendations around these areas.

The Committee considered the report from the Joint Committee of the Administration and Academic Senate and opined that it is not sure that the document adequately resolves tension between the liability and trusts of the University and protecting all members of the university community.

**UCR’s Five-Year Planning Perspectives for 2016-21**
Perspectives consist of information on proposals to establish new programs, schools and colleges as well as to transfer, consolidate, discontinue or disestablish those already in existence. Given the importance of periodically examining the academic planning pipeline-both in aggregate and via its component parts, the Perspectives process is being continued. Once gathered from all campuses, information reported on the form will provide an updated picture of academic plans and allow for analysis of trends since these were last collected.

The Committee was not certain what it was being asked to consider since the documents the committee received did not contain enough information for it to provide meaningful input. CAP therefore respectfully requested further clarification on the intent of feedback. If CAP was being asked to comment on the reasonableness of the campus plan for the next five years, it would need to know what each item involves in terms of staffing, support and the like as well as its projected impact.

**Campus Proposal to Modify APM 245 – Department Chairs**
The Committee on Diversity and Equal Opportunity reviewed APM 245 regarding the Duties of Department Chairs (or Equivalent Officers) and discussed how well department chairs were keeping diversity issues at the forefront of faculty’s minds in the hiring process. It was determined that some colleges are doing very well while others seem to struggle in diversifying their faculty profile. CoDEO feels that to succeed in these areas there needs to be strong leadership that is willing to promote diversity and create awareness among the rank of faculty as
well as language in the APM that may require chairs to ensure their faculty are receiving information regarding the goals of diversity.

The Committee considered the proposed modification of APM 245 Appendix A regarding duties of department chairs. Finding the changes to be reasonable, CAP supported the revisions without further recommendations.

**Proposed Changes to iEval**

iEval as a Tool to Collect Student Evaluations of Teaching. The submitted report identifies current issues and possible improvements.

The Committee discussed the proposed changes to iEval and opined as follows:

1) The proposal recommends expanding the number of choices on the Likert scale from five to seven. CAP disagrees with this recommendation. A five-point scale mirrors a normal grading rubric and is sufficient to express a student’s evaluation of the course. A seven-point scale is confusing and requires students to try to distinguish between numerical scores with no clear distinctions. A review of appointment files indicates that other institutions use a five-point scale similar to our current one.

2) The proposal suggests rewording the current item about supplemental materials to exclude specifically electronic resources while, at the same time, adding one or two items to address the use of this kind of technology in the classroom. CAP disagrees with this recommendation. It intrudes on issues of pedagogy and insinuates that professors not using electronic media are not good teachers. CAP recommends removing question #18 stating “Supplementary material (e.g. films, slides, videos, demonstrations, guest lectures, iLearn, web pages, etc) were informative”.

3) The proposal suggests removing most or all of the items related to student behavior and attitudes. CAP supports consolidating some of these questions to reduce their number. However, it does not recommend eliminating these questions entirely as they set the framework for a student’s evaluation and may also help identify the student’s initial expectations about the course.

4) The proposal suggests removing some items about instructor behavior and course materials. With regard to question 6, “instructor was prepared and organized,” CAP recommends removing one of the words; either prepared or organized.

5) The proposal suggests removing the five items where the text of the question is not provided. CAP supports this suggestion.

**CNAS Reorganization Proposal**

The Interim Dean of the College of Natural and Agricultural Sciences presented a proposal for the reorganization of the college. The main components of the proposal are (i) the establishment of two new departments “Molecular, Cellular and Structural Biology” (MCSB), and "Evolution, Ecology and Organismal Biology” (EEOB), followed by (ii) the voluntary relocation of the
faculty from the departments of Cell Biology & Neuroscience (CBNS) and Biology to the new
departments; (iii) the disestablishment of the departments of Cell Biology & Neuroscience and
Biology once they are empty; and finally (iv) renaming of the department of Environmental
Sciences to “Environmental and Ecosystem Sciences”.

The Committee considered the proposal for reorganizing the College of Natural and Agricultural
Science and does not support the proposal as presented. Members think that it fails to
demonstrate how the proposed changes will make CNAS a stronger or more highly ranked
college. To the contrary: among other deficiencies, CAP found that the proposal fails to address
the concerns of the physical and mathematical sciences; fails to consider the impact of unknown
numbers of faculty moving from one department to another; fails to account for potential
negative effects on existing established and well-recognized departments; fails to deal with the
inadequacies of the existing infrastructure and fails to address the increase to administrative costs
that the changes will incur.

School of Medicine (SOM) Request for Exception to APM 275-16-f(3)
The Interim Dean of the School of Medicine put forward an exception request to APM 275-16-
f(3), which in essence states that in order to maintain a balance between research and education
and clinical service appointees in the Professor of Clinical X series should not exceed 1/6 of all
local Senate members in all clinical departments on the campus. The request seeks the Academic
Senate’s review of the appropriateness of adding new members to the Professor of Clinical X
series without being unreasonably constrained by the 1/6 ratio rule.

The Committee considered the exception request from the School of Medicine to APM 275-16-
f(3), a 1/6 limitation on appointments to Professor of Clinical X series in conjunction with
potential caveats provided by the Vice Provost for Academic Personnel. The Committee
unanimously supported the initial request from SOM with the two caveats presented by the
VPAP.

Academic Senate Consultation on Professors Assigning Their Own Texts to Students
CAP was asked to review and opine on UCR’s position regarding the requirement of a text
authored by the faculty member teaching the course and measures that should be in place to
avoid the conflict of interest or appearance thereof.

The Committee considered the matter of professors assigning their own texts to students and felt
this should be at the discretion of the individual instructor, but would encourage faculty to place
copies of the text on reserve for copying.

Academic Senate Consultation on Recording “Works in Progress” in the Merit & Promotion
Process
Work in progress is assessed in several personnel actions at UCR such as in reappointment of an
assistant professor, fifth year appraisals, and by crediting book chapters published as journal
articles. CAP was asked to provide its opinion on allowing credit in merit actions for work in
progress that is submitted and under review.

In its assessment, the Committee considered current practices at other UC’s and well as the
concerns expressed in the material received. CAP agrees with the majority of the concerns raised in the memo and thinks the inclusion of works in progress and chapters in yet-to-be published books would overly complicate the personnel process. As outlined in the CALL, that process focuses on research achievements and allows for accelerations once works in progress are published. For this reason, CAP thinks that the current process works effectively and appropriately.

Establishment of Endowed and Presidential Chairs
CAP reviewed the material submitted and enthusiastically supported the establishment of the four Endowed Founder’s Chair proposals in Chemistry: Donald T. Sawyer, Hartland H. Schmidt, Harry W. Johnson Jr., and George K. Helmkamp.

c. Bylaw 55 delegations
CAP continues rely on each department to send its Bylaw-55 delegations and departmental voting procedures to the Senate. Departmental Bylaw-55 designations are collected each year through the end of October.

Finally, CAP thanks all who have contributed to the personnel process. The process works as well as it does only because of the hard work and dedication of all involved.

Respectfully submitted,

Georgia Warnke, Chair
Vyjayanthi Chari
Ann Goldberg
John Heraty
Russ Hille
Yingbo Hua
David Lloyd
Thomas Patterson
Richard Smith
Jory Yarmoff
**TABLE I: SUMMARY OF PROMOTIONS AND ADVANCEMENTS**

**PROMOTIONS TO ASSOCIATE PROFESSOR:**
- Total Proposed: 27
- Total Reviewed by CAP: 27
- Total Reviewed by Chancellor: 26
- Total Approved by Chancellor: 25
- Approval %: 0.962

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<th>Dean</th>
<th>CAP</th>
<th>Chancellor</th>
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<td>25</td>
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**PROMOTIONS TO PROFESSOR:**
- Total Proposed: 17
- Total Reviewed by CAP: 17
- Total Reviewed by Chancellor: 16
- Total Approved by Chancellor: 13
- Approval %: 0.813

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**ADVANCEMENTS TO PROFESSOR VI & ABOVE-SCALE:**
- Total Proposed: 13
- Total Approved by Chancellor: 13
- Approval %: 1.00

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<td>13</td>
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</table>

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

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

<table>
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<tr>
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<td>63</td>
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<td>Associate Professor</td>
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<td>Professor</td>
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<td>within AS</td>
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<tr>
<td>LPSOE/SOE</td>
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<td>2</td>
<td>2</td>
<td>2</td>
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<td>Total Merits</td>
<td>168</td>
<td>148</td>
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*does not include advancement to VI or advancement to A/S

Table III: SUMMARY OF APPOINTMENTS

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<th>Total Proposed:</th>
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<tr>
<td>Total Reviewed by Chancellor</td>
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</tr>
<tr>
<td>Total Approved by Chancellor</td>
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</table>

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<td>Associate Professors</td>
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<td>Professors</td>
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<td>Professors in Residence</td>
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<td>TOTAL APPOINTMENT ACTIONS</td>
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</tbody>
</table>

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

### Appraisals:
- **Total Proposed:** 18

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<th>Decision</th>
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<tr>
<td>EVC/Chancellor</td>
<td>7</td>
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<td>3</td>
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</table>

### Quinquennial Reviews
- **Total Proposed:** 12

<table>
<thead>
<tr>
<th>Decision</th>
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<tr>
<td>CAP</td>
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<td>3</td>
</tr>
<tr>
<td>EVC/Chancellor</td>
<td>9</td>
<td>3</td>
</tr>
</tbody>
</table>

### Career Reviews:
- **Total Proposed:** 8
- 2 Resulted in a merit of 1 step
- 2 Resulted in a merit of 2 steps
- 1 Resulted in a merit of 3 steps
- 2 Resulted in a merit of 4 steps
- 1 Resulted in a promotion plus an off-scale

### Assistant Professor Reappointments:
- **Total Proposed:** 2
- **Total Approved:** 2

### University Professor Appointment:
- **Total Proposed:** 1

### Total personnel actions: 320

### Table V: SUMMARY OF OFF-SCALE SALARIES APPROVED BY CHANCELLOR (OR DESIGNEE)

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

<table>
<thead>
<tr>
<th>College/School</th>
<th>Merit Based</th>
<th>Appointment</th>
<th>A/S Appointment</th>
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</thead>
<tbody>
<tr>
<td>BCOE</td>
<td>4</td>
<td>2</td>
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<tr>
<td>CHASS</td>
<td>7</td>
<td>17</td>
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<td>CNAS</td>
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<td>SoBA</td>
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</tr>
<tr>
<td>Joint CHASS/SPP</td>
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<tr>
<td>SPP</td>
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<tr>
<td>SOM</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>Totals</td>
<td>14</td>
<td>36</td>
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Total o/scales awarded = 51
To be received and placed on file:

The primary function of the Committee on Charges is to receive in writing, through the Chancellor or Chancellor’s designee, unresolved complaints regarding Faculty conduct, as per procedures described in SBL336 and UCR Division Appendix 5. The Committee may also be asked to opine on proposed revisions to Bylaws and Regulations which may be related to the charge of the committee.

The Committee on Charges completed its review of two cases and forwarded its decision to the Chancellor.

In addition to review of faculty conduct cases, the Committee on Charges is also asked on occasion to comment on System-wide and Campus Policies. To that end, the 15-16 Committee on Charges commented on the Joint Committee Report and the Presidential Policy on Sexual Violence and Sexual Harassment.

E. Anderson  
M. Bockrath  
P. Chung  
A. Smith  
M. Pirrung  
I. Wheeldon  
B. Liu, Chair
To be received and placed on file:
The Committee on Committees reports the following 15-16 appointments made since the last report of December 1, 2015:

- Provided a slate of 13 nominees to the Chair of the Riverside Division for faculty to serve on the search committee for the Associate Vice Chancellor of Diversity Excellence and Equity

- Provided a slate of 4 nominees to the Chair of the Riverside Division for service as a faculty representative for the Pierce Hall Lab renovations

- Provided a slate of 12 nominees to the Chair of the Riverside Division for faculty to serve on the search committee for the Dean of the Bourns College of Engineering

- Provided a slate of 10 nominees to the Chair of the Riverside Division for faculty to serve on the search committee for the Vice Provost of Administrative Resolutions

- Provided a slate of 10 nominees to the Chair of the Riverside Division for faculty to serve on the search committee for the Vice Provost of Undergraduate Education

- In accordance with Bylaw 2.3, the Committee on Committees appointed Piotr Gorecki as Vice-Chair of the Riverside Division, serving as a replacement for the remaining term of Professor Mariam Lam.

In addition to appointments, the Committee on Committees considered proposed changes to the charges of Preparatory Education and Educational Policy committees regarding membership.

Respectfully Submitted,

Jeffrey Sacks, Comparative Language & Literature, Chair
Timothy Close, Botany & Plant Sciences
Ilya Dumer, Electrical Engineering
Mohsen El Hafsi, Area of Operations and Supply Chain Management
Amalia Cabezas, Ethnic Studies
Derek Roff, Biology
Sherryl Vint, English
Laosheng Wu, Environmental Sciences
Srikanth Krishnamurthy, Computer Science
Christina Schwenkel, Anthropology
COMMITTEE ON COURSES
ANNUAL REPORT TO THE RIVERSIDE DIVISION
DECEMBER 6, 2016

To be received and placed on file:

In the 2015-2016 academic year the Riverside Division of the Academic Senate Committee on Courses approved a total of 131 new courses (81 undergraduate, 48 graduate, and 2 professional). The Committee approved changes to 374 Courses (277 undergraduate and 97 graduate); the deletion of 123 courses (79 undergraduate and 44 graduate); the restoration of 5 courses (3 undergraduate and 2 graduate); 3 University Extension X1-199 course proposals; and 30 University Extension instructor proposals for the instruction of X1-199 courses. The Committee reviewed and approved 106 Associate-In requests.

The Committee notified the departments of Anthropology, Bioengineering, Computer Science, Dance, Economics, Electrical Engineering, Materials Science and Engineering, and Microbiology of courses in their departments that have not been instructed for 4 or more years. The Committee asked the departments to either delete the courses or submit a justification for their retention. Of the 110 courses identified, the departments submitted justification for the retention of 51 courses and identified 59 courses to be deleted.

The Committee notified the departments of Cell Biology and Neuroscience and Economics of several courses that had priority enrollment expiring and requested notification as to if the department intends to submit a request to extend the priority enrollment. Of the 6 courses identified, only 2 requested priority enrollment extensions.

The Committee discussed the issue of faculty who provide and assign students graded assignments outside of the academic term. The Committee advised the Registrar to work with the department chairs to avoid instances of faculty assigning students graded assignments outside of the academic term as the practice has the potential to negatively affect student’s registration and graduation.

The Committee approved the request to review paper proposals for the CHEM 112A-C series of honors courses as the current CRAMS system does not allow for the use of 5 number spaces that the proposed courses would require. The new student information Banner system will allow for 5 number spaces when implemented next academic year and the paper proposals will be entered into the system at that point.

The Committee reviewed the recommendations from the Change Management Workgroup for Banner implementation and discussed several of the recommendations with the Registrar. The Committee was supportive of the recommendations for the 16 unit repeated unit maximum, terminology, individual and group activities, all or none pre-requisite checking, and running of academic standing after the summer term. The Committee noted concern with the recommendation to change the deadlines and timing of the add/drop period, lapse for non-payment, and start of “W” grading for withdrawals and questioned how changing the deadline to the second week would solve the problem of issuing withdrawals. In addition, the Committee opined that they were not sure how the recommendation would affect financial aid for the students. The Committee was supportive of the other elements of the recommendation.

The Committee reviewed a request from the Earth Sciences Department to offer a 9 unit summer field courses series GEO 102A-C in Spring Quarter with an “in progress” grade assigned until the courses are completed in Summer Session in an effort to reduce students’ fees and allow faculty to get credit for the instruction of the course in Spring Quarter. The Committee opined that offering the course in this manner could be problematic if students enroll in all 9 units in the Spring as there is no measure to tie students to
completing the course. The Committee recommended to the department that they require students to enroll in GEO 102A for 8 units in the Spring and enroll in GEO 102B for 1 unit in the summer. The Committee instructed the department to submit course change proposals for both courses to make the unit changes and update the syllabi so that they clearly state that field work for the courses will be completed in the summer. The Committee also instructed the department to delete GEO 102C.

The Committee received a presentation from the Registrar’s Office and Computing and Communications demonstrating the new CRAMS system being developed with Banner and was asked to provide feedback on the proposed new system. The Committee requested that they retain the right to view Graduate Council’s comments on courses proposals in the chat room section and that course proposals requesting priority enrollment and extensions of priority enrollment be filtered to all subcommittees.

The Chair attended the December 7, 2015 Executive Council meeting to present the Committee’s proposal that was approved last academic year to remove the V designation from all online courses and to make online courses equivalent to their on campus counterparts. The proposal was approved by Executive Council and then by the Division on February 23, 2016. The Committee distributed a memo to all departments that offer online courses with instructions on how to remove the V designation and merge the course. A separate memo was sent to all online courses offered for the Online Masters in Engineering program with instructions on how to remove the V designation and input a restriction to prohibit students from outside of the program from enrolling in the online versions of the course.

The Committee examined and discussed the issue of remote proctoring for online courses. The Committee developed a set of questions to be sent to instructors who have instructed online courses in an effort to gather data on proctoring services used for courses exams and best practices. The Committee learned of BCoE’s agreement with the remote proctoring service Examity and reviewed the services offered by the Company. The Committee decided to inform instructors of approved online courses of the proctoring services offered through Examity with a memo next academic year.

The Committee requested data to review the correlation between student success and online courses. The data included the pass/fail rate for courses with an online and on campus version and the GPA of students who took the courses. The data documented that students who took online courses had a slightly lower GPA than those who took the courses on campus.

The Committee reviewed the issue of Special (S) courses that had been approved by the Committee in past years without the additional workload activity and credit that is required in the Committee on Courses General Rules and Policies Governing Courses of Instruction. The Committee opined that the policy should remain the same for S courses. The Committee recommended that when the S courses that were approved without the additional workload activity and credit are returned for changes the Committee will notify the department of the policy for S courses and request that they be revised so that they meet the guidelines.

The Committee reviewed the proposal to modify UCR Regulation 7.4.2 to allow a maximum of 19 repeat units from the current 16 and voted to support the proposed change.

The Committee reviewed the proposal to provide teaching credit for internship courses and voted to support the proposal.

The Committee reviewed the UCR Campus Five Year Planning Perspectives for 2016-2021 and did not identify any concerns with the draft.

The Committee reviewed a request that was made to the Registrar from Sociology to offer two standalone
graduate seminar courses with no content overlap at the same time. The Committee recommended to the department that course change proposals be completed to merge the content and create an additional section for one of the courses going forward.

The Committee reviewed a request from Anthropology to reuse course numbers ANTH 104, ANTH 116, ANTH 161, ANTH 164, and ANTH 165, which had been deleted in CRAMS less than 3 years ago. The Committee voted to approve the request as the courses had not been offered for some time.

The Committee approved a change to the General Rules and Policies Governing Courses of Instruction to the Courses Including Distance Learning Technologies section to make corrections to reflect the approved policy change to remove the V designation from online courses and to consider online courses as equivalent to their on campus counterparts.

The Committee invited Representatives from the Registrar's Office (Bracken Dailey, Registrar, and Melinda Miller, Courses Specialist) to attend meetings and wishes to express appreciation for the information and assistance they provided.

Christopher Chase-Dunn, Chair
Juliann Allison
Michelle Bloom
Cathleen Geraghty
Ivalina Kalcheva
David Kisailus
Paul Eric Lyons
Kristoffer Neville
ALN Rao
Kirill Shtengel
Tiffany Moxham, Library Representative
Miriam Fadel, ASUCR Representative
Shawn Ragan, GSA Representative
To be received and placed on file:

The Committee on Distinguished Campus Service met on April 4, 2016 to discuss the candidates for the Distinguished Campus Service award. Professor Akula Venkatram from the Department of Mechanical Engineering and Professor Linda Walling from the Department of Botany and Plant Sciences were selected as the recipients for 2015-2016.

Prior to the April 4 meeting the committee members unanimously agreed to amend the COI policy to state:

“, the applicable Committee member will be automatically recused from participating in any motions or votes in regard to the business under consideration and from all deliberation related to the allocation of funds. “

The nominations were approved at the May 24, 2016 meeting of the Riverside Division of the Academic Senate, at which time Professors Venkatram and Walling were presented with their awards.

A. Norman, Chair
M. Allen
M. Gauvain
C. Lovatt
U. Mohideen
To be received and placed on file:

The Committee on Distinguished Teaching met on April 7, 2016 to discuss the candidates for the Distinguished Teaching award. Professor Juliet McMullin from the School of Medicine and Katherine Borkovich from the Department of Plant Pathology were selected as the recipients for 2015-2016. The nominations were approved at the May 24, 2016 meeting of the Riverside Division of the Academic Senate, at which time Professor McMullin and Professor Borkovich were presented with the awards.

Members discussed the dwindling value of the small financial bonus attached to the Academic Senate’s Distinguished Teaching Award in the context of a growing number of campus teaching awards and rewards. Rather than increasing the one-time income bonus to recipients, members imagined more prestigious and practical possibilities. One option that found general favor would provide a larger monetary sum, but apply it in support of the awardee’s courses, perhaps as extra Teaching Assistant funds, to enable development of new course components. Members recognize that this change will require further discussion by the Academic Senate and campus leadership.

P. Sadler, Chair
G. Canalizo
M. Maduro
S. Straight
C. Rudolph
C. Borja (ASUCR representative)
D. Gmuer-Johnson (GSA representative)
The Committee on Diversity and Equal Opportunity (CoDEO) is an important part of faculty governance and collegial responsibility in the University of California system. As a committee of the Riverside Division of the Academic Senate, CoDEO is appointed by the Senate’s Committee on Committees and consists of seven members. This Committee is charged with representing the Division on all matters of affirmative action and diversity in the employment of women and ethnic minorities at UCR. It further represents the Division on all matters concerned with student affirmative action and diversity including efforts to monitor and to increase the number of students from underrepresented groups who enter undergraduate, graduate and professional programs. At its discretion, CoDEO may make recommendations for improvement in specific practices and general policy.

In addition to reaffirming its Conflict of Interest Statement, the Committee conducted a review of its current bylaws to put forward an organizational change and consider formal recommendations towards a regular implementation process to carry out each duty listed in the committee charge. The Committee is continuing progress towards developing a formal proposal. The Committee on Diversity and Equal Opportunity met eight times during the 2015-2016 academic year and undertook the following actions.

a. Discussions with and Policy Recommendations to the Administration

Diversity in Faculty Hiring

During the Fall Senate Division meeting the Chancellor presented data indicating that UCR had not improved in diversity with its last 150 faculty hires. This raised a red flag with CoDEO in which the Committee requested the statistics and inquired as to why there was no change. The Committee was informed that it should reach out to VPAP Walker. In turn, VPAP Walker attended a CoDEO meeting and indicated that this was not under her purview but Associate Provost Baerenklau’s. The Committee further interviewed Associate Provost Baerenklau who indicated that his office did not have any data to indicate what happened with the 150 hires. Administration has information reported to title IX and affirmative action, but the process of the outcomes are nonexistent.

A major issue at UCR is that it does not have a database that supplies information on who was admitted and rejected. The affirmative action officer of search committees are given the information of the division of diversity in every department, but are not supplied with the information of who the campus gave hires to and who rejected the offers. UCR has the information of the demographics of each department that is available from APO. However, UCR needs diversity demographics on the campus as a dashboard for faculty. The EVC delegated the responsibility of increasing diversity to the deans. As such, CoDEO conducted interviews with the deans of CHASS, GSOE, SoBA, SPP, BCOE, CNAS, SOM and the Graduate Division to find out what strategies they are planning to use to improve diversity.
Each dean supplied a different strategy that is helpful for their college/school; however, CoDEO noted that there does not seem to be a campuswide strategy.

**Comments from the Dean of CNAS, Kathryn Uhrich**

Dean Uhrich had been on campus for only 4 months when she interviewed with CoDEO, therefore, she spoke most about her philosophy about increasing diversity and what she had done at Rutgers University where she came from. She made several points:

1. The Rutgers experience forces people to get outside their network.

2. Commitment to diverse hiring starts with the choice of the committee. It is important that the chairs and the committee members know what it means to be unbiased and open minded. At Rutgers she had people come in to conduct a play to explain and provide awareness. Interactive training is the most effective method to make people aware of unplaced bias

3. Mandatory Training – train the trainer

4. UCR needs diversity demographics on campus – a dashboard for faculty would be very useful.

5. Philosophically, diversity means more than simply race and gender. It includes a list from diverse universities, background and location etc.

6. The Dean will not approve the shortlist until the pool is diverse and inclusive, although she thinks that by this stage it is too late in the process. However, through authority it gets the message across – a painful exercise.

7. Currently Dean Uhrich only conducts “college hires” for CNAS. However, there now will be a new process under her in which she will be responsible for all search committees in the college and their composition. She does not care what people think. She will do what is best for the university in her view.

8. When asked if there were any incentives or rewards for hiring with diversity the Dean said that she will hire the best faculty that reflect the student and society population which is best for the university.

9. When asked about her views on what can the university do to promote diversity, she noted that a good start would be to provide data on the faculty we currently have in place so that we can get a sense of where we do not have diversity. We should know what we currently have before we determine where we need to go. How are departments doing and how does it compare to graduate and undergraduate population.

Besides the dashboard for faculty, it appears that this Dean does not think that she needs any other help for diversification of the faculty.

**Comments from the Former Dean of BCOE, Reza Abbachian**
The former Dean of the Bourns College of Engineering, Prof. Reza Abbaschian, presented his strategies for diverse hiring. His main strategy as identification of promising underrepresented minority (URM) candidates towards the end of their degree programs, and to secure them before they entered the wider job market, and in some cases, allowing them to pursue post-doctoral opportunities before returning. This strategy seeks to proactively mine the URM student pipeline, which represents only a small fraction of the total Engineering Ph.D. candidates (of 11,000, only 182 are African American, 690 are Women and 260 Hispanic). The strategies to identify such students were largely through conferences and faculty recommendations, and a need to improve the pipeline was identified. The Target of Excellence (ToE) mechanisms was discussed, but Abbaschian expressed concerns of the difficulty created by ToEs only becoming available if a faculty separates from the college, and the diversity candidate having to meet strategic needs to fill such a position. The former Dean also expressed concerns based on reallocation of funding under the new budget model which disincentivizes pursuit of domestic faculty candidates. Lastly, he requested CoDEO to help in ways that allow the deans to have the freedom to be innovative in recruitment and hiring strategies. CoDEO believes the strategy to proactively target URM students in the engineering pipeline is a good one, but it must be more developed and targeted than occasional faculty suggestions or conference interactions. Further, strategies to explore ToE-like hiring without a faculty separation must be explored and considered.

**Comments from the Dean of CHASS, Milagros Pena**

Milagros Pena, CHASS Dean, shared with CoDEO that she has been invited to serve on the Presidential Council on Diversity. As a newcomer to UCR, her approach to diversifying CHASS is to encourage chairs to increase diversity by replacing faculty who leave using the following five guidelines.

1. Broadening research areas to include a more ethnically diverse population of scholars.

2. Paying close attention to how job announcements are written.

3. Taking into consideration the breadth of the whole department, not just a singular field, to determine what opportunities are available in terms of ethnic, gender and race categories.

4. Faculty being proactive in recruiting candidates, specifically by actively looking for diverse candidates.

5. Ensuring that those to be interviewed reflect the best attributes of all the applicants that applied.

When asked how CoDEO can help CHASS, Dean Pena said that this can be accomplished by the means of creating a broad conversation that invites people into a process about which they can be excited. Furthermore, she believes, through advocacy, we can be proactive in achieving diversity.

**Comments from the Dean of GSOE, Thomas Smith**

Dean Smith of GSOE first announced that this year GSOE had successfully recruited six new faculty and five of them are of color. Their success is partly due to the following strategies they use:
(1) Get diversity in topical areas, chairs of searches, writing advertisements.

(2) Encourage chairs to expand the shortlist to include some underrepresented persons. The Dean provides the resources to bring these extra people to campus to give a talk.

(3) Be open to hiring high quality graduate students that are their own in low diverse fields.

**Comments from the Dean of SoBA, Yunzeng Wang**

Dean Wang emphasized that despite goodwill among its faculty and staff SoBA faces two major problems in attracting minority faculty: first, there are relatively few minority Ph.D.s available in the national job market and second, those few Ph.D.s tend to go into business or industry.

Under Dean Wang’s leadership SoBA has developed a number of innovative strategies to increase faculty diversity both in the short and long term (by encouraging undergraduate and graduate students to think about careers in academia):

1) Contact Ph.D. candidates or their faculty advisors nationwide before they complete their degrees to interest them in exploring a potential faculty position at UCR.

2) Cultivate current UCR Ph.D. students with minority backgrounds to develop interest in academia.

3) Encourage qualified undergraduate students—both regionally and nationally—to pursue Ph.D. studies with a possible future in academia.

4) Participate in a four-week summer program with the other five UC business schools. The program (which rotates yearly from campus to campus) attracts about fifty African American and Hispanic students nationwide, is funded through donations from the business community, and provides SoBA with excellent opportunities to attract prospective graduate students to UCR.

5) Outreach to the minority communities in SoCAL to disseminate awareness about SoBA’s programs and the need for building a new generation of minority faculty in the field.

**Comments from the Interim Dean of SoM, Neil Schiller**

The former interim dean from the School of Medicine, Professor Schiller, provided data and information which suggest that the School of Medicine may be one of the more successful schools within UCR at recruiting diverse faculty and students. The CoDEO members suggested advising other schools to implement some of the SoM strategies to improve diversity. Among these are:

(i) Investment in diversity by the leadership: Dean Deas encourages institutional commitment to start from top down

(ii) Pipeline programs: funds undergraduates and medical students from disadvantaged backgrounds.
(iii) Funding: the school of medicine receives funds from Kaiser, Howard Hughes, private donors and the NIH, which allows for the student pipeline programs. The school also internally monitors its own data on diversity in faculty, staff and students. This data is important when applying for or maintaining grants.

The CoDEO members recognize that the funding obtained by the school of medicine may not necessarily be available for other schools, however, they recommend that the leadership from the other schools prioritize improving diversity at all levels, and search for available funding to support this.

**Comments from the Dean of SPP, Anil Deolalikar**

Dean Anil Deolalikar discussed the School of Public Policy’s (SPP) undergraduate, graduate and faculty diversity. He noted that, since the undergraduate students are quite diverse, they are trying identify strong undergraduates to feed into the master’s program. He also noted that while the School did not do as well as hoped in its recent hires in terms of diversity, the Chair is focused on pushing diversity hires. This focus on diversity is also held by faculty. SPP is involved in a cluster hire with a diverse pool of junior hires; any of these hires will bring diversity to the School. The primary recommendation Dean Deolalikar had for the administration was to create specific incentives for diverse candidate pools and the hiring of diverse candidates (e.g., financial) as well as increase faculty awareness of these incentives.

**Comments from the Former Dean of the Graduate Division, Joseph Childers**

Under Dean Childers’ leadership UCR’s Graduate Division has greatly improved the diversity of its graduate students by increasing the percentage for underrepresented minority (URM) from 12-16% to 35% for the incoming class in fall 2016. Dean Childers emphasized repeatedly that diversifying the graduate student body is the best way to increase faculty diversity in the long run.

To attract and retain qualified minority students Dean Childers has developed a number of successful strategies:

1) Reach out to students in Southern California and the South West, particularly through CalState faculty with “with fairly robust research programs.” Such faculty has been invited to give seminars at UCR and bring their best undergraduates with them.

2) Team up with the Society for the Advancement of Chicanos and Native Americans in Science. Dean Childers has committed the UCR campus to host the Society’s next national conference; this will be a unique opportunity to acquaint qualified minority students with UCR’s academic programs and resources.

3) Provide funding earmarked for diversity based on socio-economic challenges (as allowed by Prop 209) to allocate “a certain amount of money on top of the packages that we offer from the Graduate Division.”

4) Mentor students to bring down attrition rates, particularly in the STEM fields. The Graduate Student Mentorship (GSM) program has been remarkably successful: when Dean Childers took
his position a few years ago the attrition rate was 47% but it has since decreased significantly and 90% of the students enrolled in GSM actually completed their degrees.

5) Secure sufficient funding for the Graduate Division to support outreach to minority students, bring them to campus, and support them through GSM and other related programs (e.g. Grad Success). Such funding is now jeopardized by a new budget process that prohibits allocating funds through the Student Service Fee Committee (which in the past has generously supported Grad Division).

Proposed change to APM 245 – Department Chairs
The Committee on Diversity and Equal Opportunity reviewed APM 245 regarding the Duties of Department Chairs (or Equivalent Officers) and discussed how well department chairs were keeping diversity issues at the forefront of faculty’s minds in the hiring process. It was determined that some colleges are doing very well while others seem to struggle in diversifying their faculty profile. The Committee felt that to succeed in these areas there needs to be strong leadership that is willing to promote diversity and create awareness among the rank of faculty as well as language in the APM that may require chairs to ensure their faculty are receiving information regarding the goals of diversity.

Point 2 of APM 245 under the section “As leader of the department, the chair has the following duties” currently reads:

The appointee is responsible for maintaining a departmental affirmative action program for faculty and staff personnel, consistent with University affirmative action goals.

The Committee on Diversity and Equal Opportunity proposed the following modification to this sentence stating the following:

The appointee is responsible for informing faculty and staff personnel about the departmental affirmative action program and maintaining the program consistent with the University affirmative action goals.

Request for Campus-wide In Person Diversity Training
The Committee on Diversity and Equal Opportunity considered the need for in person diversity training. The Committee recognized that the University has annual sexual harassment training programs for faculty and staff. Currently faculty and staff are required to undergo sexual harassment training every year which includes one or two questions on diversity. The Committee believes that protecting faculty, staff and student rights regarding religious exercise and ethnic heritage is important. The Committee supports efforts to identify resource and personnel gaps that may exist in the University regarding diversity. The Committee believes that specific in person diversity training programs are necessary to raise awareness amongst faculty, staff and students and therefore proposes that the all be required to attend an in person session on an annual basis. Provided below is a link with products for consideration.

Cultural Sensitivity Training for Faculty, Staff, and Students
Middle East and Islamic Studies Program/resources/diversity/harassment
The Senate Committee of Diversity and Equal Opportunity urged the campus administration to seriously consider expanding the faculty resources of the Middle East and Islamic Studies Program. The program has currently only four full-time faculty members and lacks faculty in essential fields such as Political Science, Languages, and History. The principal reason for the urgent request is to provide more faculty mentors for our students of Middle Eastern and Islamic heritage. In recent months these students have experienced unprecedented harassment and discrimination (as revealed, for example, during a campus-wide symposium on Islamophobia on April 11, 2016 that was attended by more than 100 students and faculty); students also continue to experience anxiety because of the recent terror attacks in San Bernardino and a political climate that has encouraged anti-Muslim rhetoric; they are looking for faculty leaders who understand their concerns and can give them feedback. As the number of students of Middle Eastern and Islamic heritage is increasing (as is the number of foreign students from Middle Eastern and other Islamic countries) this is an important issue that will only become more pressing in the future. We also believe that hiring more faculty covering the vast and diverse regions of the Muslim world (ranging from North Africa to South Asia) has the potential of greatly contributing to the faculty diversity of this campus.

b. Advice to the Academic Senate
In keeping with its charge to make recommendations for improvement in specific practices and general policy, the Committee considered the following Campus and Systemwide reviews.

UCR’s Five-Year Planning Perspectives for 2016-21
Perspectives consist of information on proposals to establish new programs, schools and colleges as well as to transfer, consolidate, discontinue or disestablish those already in existence. Given the importance of periodically examining the academic planning pipeline—both in aggregate and via its component parts, the Perspectives process is being continued. Once gathered from all campuses, information reported on the form will provide an updated picture of academic plans and allow for analysis of trends since these were last collected.

The Committee of Diversity and Equal Opportunity considered the documents received and reiterated the need to seriously consider expanding the faculty resources of the Middle East and Islamic Studies Program.

Concern About Conflicts of Interest and Outside Letter Writers
The Provost voiced concern that outside letters for promotion files are being solicited from individuals who serve as a candidate’s major professor for their PhD or who have been co-authors on publications or who were colleagues at a former institution. UCR’s solicitation letter does not ask specific individuals to declare themselves ineligible on the basis of a potential conflict of interest. The Senate was asked to consider if additional guidelines should be established for letter writers recuse themselves as well as establish guidelines for letter writers suggested by the candidate.
The Committee on Diversity and Equal Opportunity considered the three proposed restrictions in addition to the current guidelines outlined in the CALL and felt that for several disciplines it is useful to include a letter from a major advisor in a tenure file. Faculty are aware of the bias that may exist in this type of letter, but are knowledgeable of how to interpret the information. The Committee agreed with the suggestion to restrict letters from reviewers who have been a co-author/co-producer with the candidate on/for a publication/creative activity in the last four years. The Committee also supports the idea of restricting letters from reviewers who may have a conflict of interest with the candidate. However, the Committee felt the proposed language was ambiguous and recommends removing the words “perceived” and “potential”.

**CNAS Reorganization Proposal**
The Interim Dean of the College of Natural and Agricultural Sciences presented a proposal for the reorganization of the college. The main components of the proposal are (i) the establishment of two new departments “Molecular, Cellular and Structural Biology” (MCSB), and “Evolution, Ecology and Organismal Biology” (EEOB), followed by (ii) the voluntary relocation of the faculty from the departments of Cell Biology & Neuroscience (CBNS) and Biology to the new departments; (iii) the disestablishment of the departments of Cell Biology & Neuroscience and Biology once they are empty; and finally (iv) renaming of the department of Environmental Sciences to “Environmental and Ecosystem Sciences”.

The Committee considered the CNAS reorganization proposal and elected not to opine.

**Proposal for a Master of Supply Chain & Logistics Management**
The Committee on Diversity and Equal Opportunity discussed SoBA’s proposal for a Master of Supply Chain & Logistics Management given the self-supporting program’s claims regarding diversity. Specific aspects of diversity highlighted within the proposal included an objective to help bring greater socioeconomic diversity to the profession and to meet an untapped demand for under-represented minority graduates. The Committee wholeheartedly supports the proposal’s intent and applauds the program for taking on this initiative. In addition, the Committee encourages departments that are contemplating their programs to consider incorporating this same initiative into their proposals.

**Proposal: modify R.7.4.2 to allow a maximum of 19 repeat units from the current 16**
The Committee on Diversity and Equal Opportunity considered the proposed change to Regulation 7.4.2 and unanimously supported the recommendation to allow a maximum of 19 repeat units from the current 16 units. The Committee believes the suggested change will benefit our diverse students.

**Guiding Principles: Search Waivers for Academic Appointees at the University of California**
The document describes new UC system-wide minimum standards for the consideration of the use of search waivers and allows campuses to set further restrictions as needed.

The Committee unanimously supported the guiding principles and found the criteria proposed as minimum standards to be appropriate.
Proposed Revisions to Senate Bylaw 140 – University Committee on Affirmative Action and Diversity

In the past several years, the scope of UCAAD has broadened, reflecting the increasing spectrum and expression of diversity throughout the state. Rights, protections, and concerns for undocumented students, transgender individuals, and victims of sexual violence have been discussed at the division and systemwide levels, as have micro-aggressions and unperceived bias. In response, UCAAD felt that its mission would be better expressed through the inclusion of the word “equity” in its name and bylaws. This addition is meant to underscore the attention UCAAD intends to focus on issues of equal treatment as well as its historical roles tied to affirmative action and diversity issues.

The Committee on Diversity and Equal Opportunity felt the revision of the committee name to include “equity” was appropriate and unanimously supported the change.

Proposed Revisions to Presidential Policy on Sexual Violence and Sexual Harassment

The proposal revises the current Interim Policy on Sexual Harassment and Sexual Violence to comply with policy requirements mandated by the Violence Against Women Reauthorization Act (VAWA 2013) and federal guidelines addressing domestic violence, sexual violence, and sexual harassment. The UC Policy on Sexual Violence and Sexual Harassment is a systemwide Presidential policy that applies to all University employees, which includes all faculty and other academic appointees, students, and staff.

The Committee on Diversity and Equal Opportunity discussed the proposed revisions to the Presidential Policy on Sexual Violence and Sexual Harassment and felt the revisions to the policy provided a more thorough and well organized document. The Committee approved the policy as written with a minor change to section b. Relationship Violence under subcategories i. Dating Violence and ii. Domestic Violence to include the word “injury” where it seems to have been inadvertently omitted from the concluding sentences.

Report from the Joint Committee of Administration and Academic Senate

President Napolitano established the Joint Committee of the Administration and Academic Senate to review the disciplinary processes for faculty related to sexual violence, sexual assault and sexual harassment. She tasked the Joint Committee with creating recommendations around the following areas: 1) investigation, adjudication and sanctions processes in cases involving faculty, 2) University policies and procedures, 3) reporting mechanisms for all members of the University and 4) interim measures. The report provides draft recommendations around these areas.

The Committee on Diversity and Equal Opportunity considered the report from the Joint Committee of the Administration and Academic Senate and provided the following comments:

The Joint Committee of the Administration and Academic Senate, charged with examining University disciplinary proceedings in cases of sexual violence, assault and harassment, has concluded that “the systemwide and campus policies are clearly written and reasonable” (p. 1). The Committee’s recommendations for adjustments relating to language, procedure (e.g., on the place of Title IX investigations), educational outreach, faculty rights, etc. are very reasonable and entirely acceptable. However, the report only touches upon an important question that in CoDEO’s
opinion is not sufficiently addressed. How will the University deal with the two most common concerns raised by complainants, that is, the length and confidentiality of the disciplinary process which has given rise to “a perception that both fosters a culture of impunity and discourages reporting” (p. 5)? What will be done in the future to avoid “discouraging complainants from reporting” (p. 5)? A 1995 report by the Disciplinary Procedures Task Force made the recommendation “that the disciplinary process be expedited….” and called for “increased participation by the complainant in faculty disciplinary actions” (p. 33). Considering the findings of the 2013 Climate Study, which indicates that 3% of respondents (and a higher percentage of students) “believed they have experienced unwanted sexual contact while at a UC campus/location” (p. 33), it would seem very important to look more deeply into how common concerns raised by complainants can best be addressed. The proposed appointment of “a single individual in the Chancellor’s Office …to provide complainants with updates” (p. 9) would be a welcome first step. But what other efforts will be made in the future “to protect and assist complainants” (p. 10)?

Proposed Revisions to APM Policy Sections 278, 210-6, 279, 112 and New APM – 350
Revisions to the existing policies and the creation of new policy were proposed in response to academic administrator requests to update these policies. Proposed revisions strengthen and refine criteria for appointment and advancement depending on type of academic clinician and differentiate policy language for volunteers (APM - 279) and policy for salaried and without salary faculty (APM - 278 and APM - 210-6). New policy (APM - 350) proposes to repurpose the Clinical Associate title, a non-faculty academic title, to be used for 1) without academic salary and paid staff clinicians with no teaching duties, and 2) without academic salary, volunteer appointees employed by University health system network sites and satellite facilities.

The Committee on Diversity and Equal Opportunity met to discuss the proposed revisions to APM sections 278 – Health Sciences Clinical Professor Series, 210-6 – Instructions to Review Committees Which Advise on Actions Concerning the Health Sciences Clinical Professor Series, 279 – Volunteer Clinical Professor Series, 112 – Academic Titles and the creation of the new APM section 350 – Clinical Associate. Upon its review the Committee did not find any language in these APM sections that call attention to diversity. CoDEO recommended that each APM section be revised to include language similar to that found in APM 210-1d regarding contributions to diversity particularly in sections pertaining to the recruitment process.

Proposed Revisions to APM - 360, Librarian Series and APM - 210-4, Instructions to Review Committees
Proposed revisions update policy so that the terms and conditions affecting non-represented librarians are consistent with those affecting represented librarians. Policy revisions cover the definition and criteria for appointment, terms of service, merit increases, promotion, advancement to career status, personnel review procedures, and the new point-based salary scale.

The Committee on Diversity and Equal Opportunity met to discuss the proposed revisions to APM 360 – Librarian Series and APM 210-4 – Instructions to Review Committees. Upon its review the Committee did not find any language in these APM sections that call attention to diversity. CoDEO recommended that each APM section be revised to include language similar to that found in APM
210-1d regarding contributions to diversity particularly in sections pertaining to the recruitment process.

c. **Representation at Systemwide Senate and the Executive Council**
CoDEO continued its active participation on the systemwide University Committee on Affirmative Action, Diversity, and Equity (UCAADE). The 2015-16 CoDEO representative was Manuela Martins-Green, who updated committee members of the issues under discussion at the statewide level. Chair Martins-Green also represented the committee on the UCR Academic Senate’s Executive Council.

Respectfully submitted,

Manuela Martins-Green, Chair
Jun Li
Suveen Mathaudhu
Georg Michels
Carolyn Murray
Meera Nair
Elaine Wong
GSA Rep
ASUCR Rep
To be received and placed on file:

The Committee on Educational Policy (CEP) held 9 meetings this academic year. Committee members and the Chair also attended several meetings associated with undergraduate program reviews. Much of the Committee’s work, such as the careful study of long and complex documents, is completed outside of these meetings and through e-mail if needed in between meetings. The Chair attended meetings of Executive Council and provided updates to the Committee at each meeting from issues discussed at the local level. The Chair, at the request of the administration or Chair of the Division, attended additional meetings and served on ad hoc committees including the Assessment Advisory Committee and the Summer Session Administration and Academic Oversight Committees. At the request of the Chair of the Division, CEP Member Walter Clark served as the Chair of the Senate Ad Hoc Committee to review the student proposal for a Gender Studies breadth requirement.

This year, the Division was well represented on the University Committee on Educational Policy (UCEP) by Tom Stahovich, who kept CEP and the Division informed about various items and System-wide developments of interest to the Committee.

A primary responsibility of CEP is undergraduate program reviews. During the academic year, two CEP subcommittees were established to conduct the external undergraduate program reviews of Dance and Economics, and two subcommittees were established to conduct the internal reviews of Electrical Engineering and Materials Science and Engineering utilizing the ABET accreditation report in place of an external review team. The external review for Dance took place on February 4 and 5, 2016 while the external review for Economics was held on March 28 and 29, 2016. The Chair of CEP organized and attended Action Implementation meetings with the Vice Provost for Undergraduate Education (VPUE), College Deans and Associate Deans, and the Department Chairs for the reviews conducted in previous academic years for Anthropology, Bioengineering, and Philosophy. As a result of these meetings, action implementation plans with a timeline based on CEP’s Findings and Recommendations were developed for each program except for Bioengineering as CEP was satisfied with their response to the Final Findings and Recommendations report in the Action Implementation meeting and voted to close the review. CEP received a satisfactory compliance report to the action implementation plan from Philosophy and voted to close the review. A compliance report was received from Anthropology and the Committee voted to request an additional follow-up report from the program to address their ongoing approach to issues identified in the action implementation plan.

The Committee discussed the review schedule for next academic year and in an effort to comply with WASC’s recommendation that each undergraduate program be reviewed every 7 to 10 years, the Committee will review 5 undergraduate programs in the 2016-2017 Academic Year. To accommodate the increased workload for members that is necessary to complete the additional reviews the Committee proposed a change to the membership bylaws to increase the number of members from 12 to 15.

The Committee will conduct an external review of Art History, Ethnic Studies, Microbiology, and Religious Studies and an internal review of Bioengineering next academic year. A retreat was held for the programs scheduled for an external review on April 1, 2016 to help the programs prepare for their upcoming reviews.

The Committee updated the Procedures for Undergraduate Program Reviews to include additional requirements for the self study. The Committee adopted a recommendation from the VPUE’s Office to include the University of California Undergraduate Experience Survey (UCUES) results for majors as a
supplemental document to the student satisfaction surveys in the student information section of the program review self-study. The requirements for the assessment section of the program review self-study were also updated to require programs to address the 5 WASC core competencies.

The following is a list of open undergraduate program reviews that CEP is working to close:

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<tr>
<th>AY Review was Conducted:</th>
<th>Program Reviewed:</th>
<th>Current step:</th>
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<tbody>
<tr>
<td>2014-2015</td>
<td>Anthropology</td>
<td>CEP to review follow up response to the Action</td>
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<td></td>
<td>Implementation Plan at October 7, 2016 meeting.</td>
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<tr>
<td>2015-2016</td>
<td>Dance</td>
<td>CEP to approve Final Findings and Recommendations</td>
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<td>Report at October 7, 2016 meeting.</td>
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<td>2015-2016</td>
<td>Economics</td>
<td>CEP to approve Final Findings and Recommendations</td>
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<td>Report at October 7, 2016 meeting.</td>
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<td>2015-2016</td>
<td>Electrical Engineering</td>
<td>CEP to approve Final Findings and Recommendations</td>
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<tr>
<td>2015-2016</td>
<td>Materials Science &amp; Engineering</td>
<td>CEP to approve Final Findings and Recommendations</td>
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<td>Report at October 7, 2016 meeting.</td>
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Another important function of CEP is to review and comment on all issues relevant to undergraduate education and occasionally on issues with a more general nature. When warranted, these discussions result in new regulations and policies. Topics discussed and/or acted upon by the committee in consultation with other Senate committees and/or the Administration throughout the year have included:

- The Committee reviewed the proposed changes to Senate Regulation 417 and 621 that were recommended by Board of Admissions and Relations with Schools (BOARS). The proposed changes to SR 417 strikes the word “community” so that all college/university units are treated the same and the proposed changes to SR 621 allow for a fuller suite of standardized examinations for which the University awards unit credit. The Committee voted to support the changes but also commented that the last sentence of SR 417 is ambiguous recommended that the sentence be clarified.

- The Committee reviewed a request form the VPUE’s Office to consider changing the student evaluation of teaching forms. The Committee opined that before a recommendation could be made from the Committee, more information was needed to document the evidence for issues that necessitate the revision of the teaching evaluations and the problems that will be solved by revising them. The proposal was update and the Committee met with the VPUE and Director of Evaluation and Assessment to discuss their reasons for change the evaluations. The Committee opined that the proposed changes did not adequately address the issues with the current system of teaching evaluations and was not supportive of the proposed changes. The Committee recommended that the proposals be withdrawn pending the submission of a more substantive proposal that attempts to address some of the limitation of the current system and its effectiveness. The Committee recommended that a Senate Ad Hoc Committee be convened to conduct a thorough review of the student evaluations to determine what is considered a good evaluation and to review the current evaluation process.

- The Committee continued discussions from last academic year on the proposed Student Classroom and Course Related Behavior policy to address Executive Council’s concerns with the policy. The
The Committee made the recommended changes and also updated the policy to revise several
ambiguous sentences.

- The Committee proposed a revision to UCR Regulation 6 for campus graduation requirements to
formalize the Writing Across the Curriculum (WAC) program after the successful review of the
program last academic year. The Committee recommended in the proposed changes that the WAC
program be reviewed by CEP ever 5 years to ensure that it remains an effective alternative to ENGL
1C.

- The Committee reviewed the Change Management Workgroup’s recommendations for Banner and
met with the Registrar and the Dean of Graduate Division who served as Chair of the workgroup
to discuss their concerns with the recommendations. The Committee was supportive of the
recommendations for 16 unit repeated unit maximum, individual and group activities, all or none
pre-requisite checking, and running of the academic standing after the summer term. The
Committee was not supportive of the recommendation for the consistent use of the term
concentration in an effort to standardize terminology paths within a major as it could be potentially
confusing for departments. The Committee recommended that the Workgroup ensure that
Department Chairs are notified of the definitions and consequences of using the terms
concentration, emphasis, or track. The Committee was not supportive of the recommendation to
change the deadlines and timing of the add/drop period, lapse for non-payment, and start of the
“W” grading for withdrawals due to the potential negative effect on students. The Committee
recommended that the Workgroup ensure that students’ time to graduation and academic progress
is not hindered by the proposed changes. Further, the Committee recommended that students be
notified at least a week in advance if there is a threat that they will be dropped from a course due
to nonpayment so that they are aware of the consequences and if possible can pay the fees that are
outstanding.

- The Committee reviewed the proposed Endowed Chemistry Founder’s Chairs in the Department
of Chemistry and voted to support the proposal. The Committee did not anticipate any negative
impacts on undergraduate education as a result of the proposal.

- The Committee reviewed a proposal for the reorganization of CNAS and had significant concerns
with how the continuity of undergraduate instruction will be maintained following the proposed re-
organization. Particularly, the Committee was concerned with how the programs will continue to
operate and how faculty will be assigned to instruct undergraduate courses. The Committee
recommended that the proposal be expanded to explicitly address these issues pertaining to
undergraduate education.

- The Committee reviewed the Committee on Courses proposed questionnaire for online course
instructors that will be utilized to gather data on remote proctoring practices. The Committee
supported the survey, but also recommended that the introduction paragraph be revised so that it
clearly states that the Committee on Courses intends to use the survey to request information on
examination practices.

- The Committee reviewed and supported a proposal to modify UCR Regulation 7.4.2 to allow a
maximum of 19 repeat units instead of the currently allowed 16.

- The Committee reviewed the proposal for teaching credit for faculty-led internship courses at UCR
and recommended that the issue of granting teaching credit to faculty who instruct internship
courses be decided at the College level. The Committee commented that the College would be the
best source to determine if a faculty member’s workload is appropriate to count for academic credit and that it would be difficult for the decision to be regulated at the campus level without knowing the specifics of the internship course and/or program.

- The Committee reviewed and voted to support the proposed change to the Committee on Preparatory Education’s membership bylaw to remove the Vice Chancellor of Student Affairs as an ex officio member of the Committee.

- The Committee reviewed the issue of faculty assigning their own texts to students for the courses they instruct and opined that the issue is not a problem at UCR but rather a perception issue. The Committee recommended that it is not advisable to implement a policy to address the issue as in some cases a faculty member’s text is the best in their field or the only text that covers the curriculum for a course.

- The Committee reviewed the proposed changes to the major requirements in CNAS described in Bylaw NR 2.4.5. The Committee commented that the brief justification provided for the change documenting Banner not being able to code the 24 unique units is not sufficient to justify the proposed change. The Committee recommended that the CNAS Executive Committee provide a more thorough justification that documents the impact of the proposed changes on the course requirements for the major programs.

- The Committee reviewed the proposed changes to the academic minors in CNAS described in Bylaw NR 3.4.3. The Committee noted that the justification is not accurate as it has the same justification for the proposed changes to CNAS Bylaw NR 2.4.5 and recommended that a justification be provided for the changes to NR 3.4.3., including a thorough justification for that documents the impact of the proposed changes on the course requirements for major and minor programs.

- The Committee considered the request to review the proposed changes to Graduate Division bylaws to backdate policy and add transfer course work policies and responded that the proposal was outside of the purview of CEP for review as it did not include impact on the area of undergraduate education.

- The Committee reviewed and supported the Committee on Diversity and Equal Opportunity’s proposed change to APM 245 regarding the duties of Department Chairs to require Department Chairs to ensure their faculty are receiving information regarding the goals of diversity.

- The Committee reviewed and supported the proposed changes to APM 112, 210, 278, 279 and 350.

- The Committee reviewed and supported the draft Campus Five Year Planning Perspectives for 2016-2021 with the exception of the listing of the proposal for the reorganization of CNAS. The proposal was identified as being withdrawn, however the requests to rename the Departments of Biology, Environmental Sciences, and Cell Biology and Neuroscience, which were included in the reorganization proposal, are listed as in progress. The Committee requested that clarification be included on the planning perspectives to document which part of the CNAS reorganization proposal was withdrawn.

CEP also took up a number of matters related to majors, minors and other programs. The Committee reviewed a request from the Registrar to review proposed changes to undergraduate curriculum. The
Committee voted to support that the Registrar be allowed to review proposed changes to undergraduate curriculum after CEP has approved them, but not be part of the decision process for approving changes to undergraduate curriculum.

The following proposal and proposed changes to curriculum were discussed, approved and reported to the Division:

**Approved Curriculum Changes from BCoE:**
- BS in Business Informatics
- BS in Chemical Engineering
- BS in Computer Engineering
- BS in Computer Science
- BS in Electrical Engineering

**Approved Curriculum Changes from CHASS:**
- BA in Business Economics
- BA in Economics
- BA in Economics/Administrative Studies
- BA in History
- BA in Media and Cultural Studies
- BA in Middle East and Islamic Studies
- BA in Psychology
- BA in Theatre, Film and Digital Production
- Minor in Economics
- Minor in Media and Cultural Studies
- Minor in Middle East and Islamic Studies
- Minor in Theatre, Film and Digital Production

**Approved Curriculum Changes from CNAS:**
- BA in Chemistry
- BS in Chemistry: Environmental Chemistry Option
- BS in Chemistry: Chemical Physics Option
- BS in Geology
- BA & BS in Biochemistry
- BA & BS in Biology
- BA & BS in Cell, Molecular, and Developmental Biology
- BA & BS in Environmental Sciences
- BA & BS in Entomology
- BA & BS in Mathematics
- BA & BS in Microbiology
- BA & BS in Neuroscience
- BA & BS in Physics
- BA & BS in Plant Biology
- BA & BS in Statistics
- Minor in Entomology
- Minor in Math

**Approved Curriculum Changes from SoBA:**
- BA in Business Administration

The Committee’s members are to be commended for their close attention to a broad spectrum of matters concerning educational policy and undergraduate education and their genuine concern for student welfare.
Stephen Wimpenny, Chair
Katie DeFea, Vice Chair
Tom Stahovich, Representative to UCEP
Walter Clark
Pingyun Feng
Denver Graninger
Michael Haselhuhn
Timothy Paine
Greg Palardy
Judith Rodenbeck
Kirill Shtengel, Committee on Courses Representative
Neal Young
Tran Tran, ASUCR Representative
Tiffany Viggiano, GSA Representative
EXECUTIVE COUNCIL
REPORT TO THE RIVERSIDE DIVISION
December 6, 2016

To be received and placed on file:

This Executive Council report lists items reviewed and actions taken in meetings held from October 2015 to July 2016.

Each Executive Council meeting included a report from Chair Jose Wudka on issues reviewed at Academic Council meetings, the Chancellor’s meetings, and other critical issues raised by the faculty or the administration. Chair Wudka also gave regular updates on the various subcommittees on which he serves in his capacity as the Chair of the Senate.

At its first meeting of the year, Executive Council approved its Conflict of Interest statement and noted as “Received” the Conflict of Interest Statements from Senate Standing Committees at remaining meetings as they were submitted.

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

Bylaw/Regulation Submissions

The Executive Council received the following Legislative requests:

COMMITTEE BYLAW CHANGE
CIE bylaws now includes the Vice Provost of International Affairs as an ex-officio non-voting members. The change was unanimously approved by Executive Council.

COMMITTEE BYLAW CHANGE
The Chair introduced Planning and Budget Chair who provided an overview of the change to Planning and Budget bylaw. Council received the bylaw change and it will be voted on at the Winter Division Meeting.

COMMITTEE BYLAW CHANGE: COMMITTEE ON LIBRARY, INFORMATION TECHNOLOGY, AND SCHOLARLY COMMUNICATIONS (LITSC)
LITSC proposed to drop “Scholarly Communications” from their name in an effort to make the acronym and name simpler. Chair Wudka provided background to Executive Council members regarding the proposed change. Council was reminded by Vice Chair Lam that the committee and name are the result of the merge of two committees into a single one. LTISC Chair Nunney provided additional background and then Council had significant discussion regarding the name change. When polled by Chair Wudka, Council endorsed the name change (+13, - 2, Abstain 2). The endorsed change will be included in the agenda for the February 24, 2016 meeting of the Division.
DIVISION REGULATION CHANGE – PROPOSED CHANGES TO REGULATION 6 CAMPUS GRADUATION REQUIREMENTS (R6.1): Chair Wudka provided an overview of the item and opened the floor for discussion; after which, Council unanimously endorsed the regulation change.

PROPOSAL TO MODIFY R.7.4.2 TO ALLOW a MAXIMUM 19 REPEAT UNITS FROM THE CURRENT 16: Council engaged in significant discussion regarding the item and discussed the limits of the Banner system and concerns regarding the limitations of a system determining the number of units on campus. It was agreed that technology should not drive scholarly standards. In addition, there was discussion that it should be possible to modify Banner (or any other system) to restore the existing flexibility. Absent R&J’s response, as well as existing Systemwide Senate regulations, it is not apparent what the next steps should be if the Division were to move forward with this proposed modification. Council members were curious about how many students this change would affect, and if the Banner vendor could affordably make system changes. Chair Wudka mentioned the administrative limitations of Banner and the course tracking benefits for students. The issue was tabled in anticipation of additional committee responses. Council instructed the chair to discuss with the Registrar the possibility of getting an independent assessment of the costs of modifying Banner to meet the academic needs of the Campus, instead of accepting the software provider’s assurances that such modifications are not cost effective.

Executive Council reviewed the proposals to modify CNAS regulations 2.4.5 and 3.4.3. Council does not support the changes proposed as they are motivated solely by the limitations of the recently adopted Banner system. Furthermore, it is Council's position that any future proposals that follow from the Banner adoption should be accompanied by evidence that a technical solution was considered, and with a critical evaluation by Computing & Communications of the feasibility of such a technical solution. An evaluation of the impact on students and programs should also be provided.

Executive Council discussed on May 9 the need to address the issue of repeat units for students receiving a D or F in a course. Council considered 3 options:
1. To allow students to repeat at most 16 units; any course that would put a student above this number would not be allowed into the set of those that can be repeated without affecting the GPA.
2. To allow one course that may put the students above the 16 units.
3. To revise regulation 7.4.2 to allow 19 repeat units as proposed by the Banner Implementation Committee.

After some discussion, Council supported by a majority, option number one (1), which will be the current interpretation of regulation 7.4.2.

As an example: under this interpretation a student who has repeated 3 courses with 5 units, cannot repeat any course with more than 1 unit without his/her GPA being affected. If this student then gets a D in a 4-unit course, all 4 units will count towards his/her GPA.

Student advisors should be notified at the earliest possible time in order for students to become aware of this change, and make the necessary adjustments.

The Senate will be monitoring this issue and may revise its decision in the future.
PROPOSED MEMBERSHIP BYLAW CHANGE: COMMITTEE ON EDUCATIONAL POLICY: Chair Wudka provided background regarding the item and invited discussion. After discussion, Council supported the change.

PROPOSED CHANGE/ADDITION TO GRADUATE DIVISION REGULATIONS (GR5-GR5.7): Chair Wudka yielded to Graduate Council Chair to present the issue to the body. Council engaged in discussion about the issue and recommended that Graduate Council take the proposal back to make revisions and clarification and then resubmit for Senate review. Graduate Council chair agreed to do so and subsequently Council supported the regulation change.

PROPOSED CNAS REGULATION CHANGES NR 2.4.5 AND NR 3.4.3: Chair Wudka provided background of the issue and opened the floor for discussion. Council discussed the issue at length and opined that curriculum changes should not be made to fit software/technology, but rather software/technology should be adjusted and tailored to suit curriculum. It is inappropriate for Banner’s limitations to drive curricular changes.

CHASS PROPOSED CHANGE TO BYLAW HS4.1: Chair Wudka yielded the floor to the CHASS Chair to introduce the issue to Council. After discussion regarding the issue, Council endorsed the change and the item will be included on the Spring Division Meeting agenda. As a result of the discussion, Council will produce a proposal to modify the Division bylaws regarding the votes of ex-officio members for future consideration.

PROPOSAL FROM THE COMMITTEE ON DIVERSITY AND EQUAL OPPORTUNITY TO CHANGE APM 245 REGARDING DEPARTMENT CHAIRS: Chair Wudka presented this issue and Council discussed it; and Council supported the proposed changes. Proposal will have to go to UCOP/Academic Personnel and route through the normal systemwide Senate reviews. Chair Wudka will route his memo to Council before finalizing it.

PROPOSED COMMITTEE ON PREPARATORY EDUCATION MEMBERSHIP BYLAW CHANGE: Chair Wudka introduced the proposal and opened the floor for discussion. Council members had no additional comments and the body received and supported the change. The item will be on the Spring 2016 Division Meeting agenda.

DIVISION REGULATION CHANGE TO R1.3.2 IN R1 GRADING SYSTEM FOR FALL 2016 IMPLEMENTATION: Chair Wudka presented the item and opened the floor for discussion. The Committee on Rules and Jurisdiction (R&J) had not yet commented on the item. However, Council engaged in significant discussion regarding the proposed change and whether it would discourage students from broadening their education. Council will resume discussion once the comments from R&J are received; will then send comments and suggestions to Graduate Council for consideration. The issue of Council’s role in bylaw and regulation change was briefly mentioned and discussed.

PROPOSED PROGRAM CHANGES TO CHEM112AC COURSE SERIES AND MATH 008B FOR 2016-2017 CATALOG (BCH and Neuroscience Program Changes): Chair Wudka shared that this item would be coming to Executive Council after it is reviewed by the Committee on Educational Policy; Council would then review and, if satisfied, approve in lieu of the Division. He then summarized the item and received agreement from Council members that the proposed changes could be discussed and voted
on via email, granted CEP’s review is noncontroversial, noting that as it was then the final meeting of the year and there are no more scheduled Division meetings for 2015-16, Council would act for the Division. In an Email vote Council subsequently approved both items in lieu of the Division (June 20, 2016).

PROPOSED CHANGES TO COMMITTEE ON COURSES GUIDELINES: Chair Wudka summarized the revisions and opened the floor for comments and discussion. Council engaged in a brief discussion and a motion was made and seconded to take a vote. Vote outcome was unanimously in favor of the changes. Approved. In Lieu of the Division.

GRADUATE DIVISION REGULATION CHANGE TO GR5-GR5.6: PROPOSED CHANGES TO BACKDATING POLICY AND ADDING TRANSFER COURSEWORK POLICIES: Chair Wudka asked Graduate Council Chair to present and summarize the issue to Council. Members engaged in significant discussion regarding the item and concern regarding re-granting of credit to undergraduates from a graduate course was discussed. A motion was made and seconded to vote. Vote outcome was unanimously in favor of the changes. Approved. In Lieu of the Division.

GRADUATE DIVISION REGULATION UPDATE – SNC GRADING R1.3 IN R1 GRADING SYSTEM: Chair Wudka summarized the item and opened the floor for discussion. After discussion Council agreed that a grammatical typo is to be corrected and granted the correction, a motion was made and seconded to vote. Typo corrections:

From: R1.3.2 Graduate students may not use undergraduate or graduate courses taken on an S/NC basis to complete their master’s or PhD degree requirements, unless the course is only offered on an S/NC basis. Exceptions must be approved by the Dean of the Graduate Division.

To: From: R1.3.2 Graduate students may not use undergraduate or graduate courses taken on an S/NC basis to complete their master’s or PhD degree requirements, unless the course only is offered on an S/NC basis. Exceptions must be approved by the Dean of the Graduate Division.

And

From: … Graduate students may not use undergraduate or graduate courses taken on an S/NC basis to complete their master’s or PhD degree requirements, unless the course is only offered on an S/NC basis. Exceptions must be approved by the Dean of the Graduate Division.

To: … Graduate students may not use undergraduate or graduate courses taken on an S/NC basis to complete their master’s or PhD degree requirements, unless the course only is offered on an S/NC basis. Exceptions must be approved by the Dean of the Graduate Division.

Approved. In Lieu of the Division.

Systemwide Review Submissions
In each case below, Executive Council reviewed the responses from applicable Senate committees tasked with reviewing the proposal and providing input. Executive Council discussion is intended to assist the Division Chair in drafting responses on behalf of the Riverside Division.

SYSTEMWIDE FINAL REVIEW OF PRESIDENT’S REVISED POLICY ON SEXUAL VIOLENCE AND SEXUAL HARASSMENT
Comments were received from Charges, Privilege and Tenure, International Education, Faculty Welfare, and CODEO. There was discussion regarding the policy, its revised language, as well as, the committee responses received. There was discussion that faculty are required to do annual Sexual Harassment policy training probably as a result of the Violence Against Women Act (VAWA).
SYSTEMWIDE REVIEW OF PROPOSED REVISION TO SR417 AND SR621
Comments were received from Educational Policy, Preparatory Education, Undergraduate Admissions. There was discussion regarding the revisions and the committee responses received.

SYSTEMWIDE REVIEW OF SB140 UCAADE
Comments were received from CODEO and Faculty welfare. There was discussion regarding the change to UCAADE: University Committee Affirmative Action Diversity and Equity. Chair Wudka mentioned that CAP would be given the opportunity opine.

SYSTEMWIDE REVIEW ITEM: GUIDING PRINCIPLES - SEARCH WAIVERS FOR ACADEMIC APPOINTEES AT THE UNIVERSITY OF CALIFORNIA: Chair Wudka provided an overview of the issue; this was followed by discussion by the body; during which Faculty Welfare Chair addressed requests for clarification regarding retention pertaining to non-Senate faculty. Council engaged in significant discussion regarding the issue and spoke to individual committee responses in preparation for UCR’s response to Systemwide.

SYSTEMWIDE REVIEW ITEM: REPORT FROM THE JOINT COMMITTEE OF THE ADMINISTRATION AND ACADEMIC SENATE
Chair Wudka provided an overview of the issue and introduced the P&T Chair. Council engaged in significant discussion regarding the issue and spoke to individual committee responses in preparation for UCR’s response to Systemwide.

SYSTEMWIDE REVIEW ITEM – SECOND SYSTEMWIDE REVIEW: PROPOSED REVISION TO APM 360, LIBRARIAN SERIES AND APM 210-4, INSTRUCTIONS TO REVIEW COMMITTEES: Chair Wudka provided an overview of the item and of the proposed changes, then opened the floor for discussion. Council had no additional comments.

SYSTEMWIDE REVIEW ITEM – APM POLICY SECTIONS 278, 210-6, 279, 112 AND NEW APM 350: Chair Wudka presented the issued and opened the floor for Council discussion. Chair Wudka mentioned noticing the deletion of Affirmative Action search and Senate involvement in APM 278.16.b-Change of series of appointees to other titles. Council agreed this is perhaps an error, but that it should be included in the division’s response to Systemwide. SOM Chair spoke about a committee of various UC medical school faculty who reviewed APM 278; this committee, as well as the SOM Executive Committee felt that clarifications should be made to these proposed revised sections of the APM. These are detailed in the SOM response that will be attached to the division response. R&J member mentioned that additional clarification is also needed regarding hiring and the evaluation of Clinical Associates. Council continued significant discussion of the item and Chair Wudka will summarize and provide responses to systemwide by the deadline.

Campus Level & Miscellaneous Review Items

ESTABLISHMENT OF ENDOWED CHAIRS: Executive Council supported the establishment of four Endowed Founder’s Chairs in Chemistry to honor George K. Helmkamp, Harry W. Johnson, Jr., Donald T. Sawyer, and Hartland H. Schmidt.
DISCUSSION OF THE OCTOBER 27 SPECIAL DIVISION MEETING REGARDING THE SENATE MOVE TO HINDERAKER HALL: Council discussed and exchanged perspectives on the move and how the discussion at the Special Division Meeting should be organized. Chair Wudka offered to list and provide to Executive Council prior to the Special Division Meeting a summary list of the sentiments shared with him via email and letter.

DISCUSSION REGARDING CLUSTER HIRES: Council discussed the Cluster Hire process and the commission of a survey regarding cluster hires was proposed. Council appointed a subcommittee to draft and manage the survey. The survey was circulated to Senate faculty in early 2016.

DISCUSSION REGARDING STUDENT RELIGIOUS ACTIVITIES: MESSAGE TO ALL SENATE FACULTY: Currently there is not policy that requires that faculty accommodate student absences; though there is a statement from Senate Chair and PEVC that encourages accommodation in consideration of external circumstances that are important to a student’s overall educational experience and are consistent with the University’s mission to serve students. The Council reviewed the language of this statement and consensus was voiced that the current statement is sufficient and that the same consideration and notice should be afforded to faculty. Chair Wudka mentioned that the Committee on Faculty Welfare would be asked to look at a statement regarding absences of faculty for religious and other accommodations.

REVIEW OF REQUEST FOR COMMENT REGARDING FEDERAL TRADE COMMISION RULING The Committee on Research was asked for comment regarding an FTC ruling against a UCR faculty member, but did not opine as they indicated they needed additional information in order to opine fully. The Executive Council discussed the need for the University to be as involved with faculty after an issue regarding regulation arises as it is prior to and when the idea or work of a faculty member is receiving good press. The Executive Council agreed to move forward with requesting Faculty Welfare review the issue, request documents, and request relevant testimony in order to get closer to a comment or opinion for consideration by Executive Council in order to provide it to Systemwide and to develop and infrastructure so that a faculty member is not exposed to fines, etc. without support and backing of the University.

There was also discussion regarding UCR-RED providing clarification as this issue presents research and conflict of interest issues, as well as, ownership and business equity. Also discussed was the possibility of broadening the charge and purview of the Committee on Research in consideration of this issue. In connection with this Council re-emphasized that faculty should be made aware that the Campus Counsel and all University attorneys represent the interest of the University.

SENATE SURVEY REGARDING CLUSTER HIRES
Profs. Venkatram and Gauvain provided an update regarding the progress of the Cluster Hire survey. The Senate declined the Provost’s request to contribute questions to the survey. The Executive Council agreed to run survey by campus IRB experts as a matter of due diligence. Executive Council reviewed the survey before it was sent out.

REVIEW OF DISRUPTIVE STUDENT POLICY
Educational Policy revised this policy per the request of the Executive Council under previous reviews and iterations and this revision is being provided as a recommendation to Undergraduate Education only.
as the policy belongs to the Administration. Executive Council had no further comments or concerns and charged Chair Wudka with sending it forward.

ABC: ACTIVITY BASED COSTING DISCUSSION: Council robustly discussed concerns and perspective regarding ABC and were reminded that ABC is a required exercise under the BFI: Budget Framework Implementation (budget agreement between UC and the State).

CHANGES TO iEVAL (COURSE EVALUATION SYSTEM AT UCR): Chair Wudka shared that Graduate Council and the Committee on Educational Policy reviewed a request from VPUE Brint regarding changing the current iEval system, included replacing the 5-point scale with a 7-point sale. The chair also noted that no formal proposal had been received. Chair Wudka then opened the floor for Council member comments that may be of help to VPUE in considering changes to the system. These included:
- Research indicates that a 7-point scale is unreliable.
- Consider the review and overhaul of the evaluation system/mechanism across the board.

CAMPUS REVIEW ITEM - REGISTRAR’S ROLE ON THE COMMITTEE FOR EDUCATIONAL POLICY: CEP chair expressed the committee’s response to this item. There were no questions or comments.

CHANCELLOR KIM WILCOX AND PROVOST AND EXECUTIVE VICE CHANCELLOR PAUL D’ANIERI: Council hosted the Chancellor and Provost for a free form Q&A regarding campus hiring, space, infrastructure, and staffing level issues.

CAMPUS REVIEW ITEM: BANNER CHANGE MANAGEMENT
CEP and Courses were consulted on this issue and responses from both committees were discussed by Council. There was also discussion regarding concerns about different departments having various names for major concentrations, as well as concerns whether the changes reflect the way courses are weighted. Chair Wudka is to draft a cover memo for the CEP and Courses response that will also include Council’s comments and forward all memoranda to the Office of Undergraduate Education.

CAMPUS REVIEW ITEM: ENDOWED CHAIR POLICY
Chair Wudka provided background regarding the policy and previous versions, as well as, Senate concerns regarding the policy. Council discussed the received responses; GSOE’s response was pending. There was discussion regarding the possibility of endowed chairships becoming corporatized should companies fund them; this was discussed as an issue of faculty welfare. Chairs of the consulted committees further discussed the policy and provided information for Chair Wudka to include in his memo to the Vice Chancellor of Advancement Hayashida. At the same time, Chair Wudka will recirculate the current version and the old version of the policy for Council comments.

CNAS REORGANIZATION
Chair Wudka provided background regarding the proposed reorganization of CNAS. Council discussed possible ways to conduct a review in order to complete reorganization under the charge of a special committee provided by PEVC D’Anieri. There was significant discussion regarding this issue and Council reviewed different ways the review could be completed. Council then voted to move forward by obtaining approval from PEVC to revise the special review committee’s charge to be in line with policy and then proceed with requesting appropriate Senate committee review. Senate committees will be asked to opine
simultaneously on the establishment and disestablishment of the departments as described in the proposal; if disestablishment is not approved then there would be no requirement to opine on any related subsequent establishment. Committee on Committees was to be tasked to convene the special review committee to address the CNAS reorganization.

CAMPUS REVIEW ITEM: V-COURSE DESIGNATION
Courses Chair was the guest of Council and discussed the elimination of the V prefix for online courses. Council had significant discussion regarding online courses and the probability of an increase in online courses and exams as UC grows by 10,000 new students. Council moved and voted +16 -1 to remove the V designation from online courses. Courses will present to Council in the future as the issue of managing online teaching evolves. This issue will be discussed and voted on at the Winter Division Meeting.

CAMPUS REVIEW ITEM: PROPOSAL FOR MS OF SUPPLY CHAIN AND LOGISTICS MANAGEMENT IN SOBA
Chair Wudka provided an overview of the proposal, as well as, the responses of the consulted committees. After significant discussion it was decided that the proposal be sent back to SoBA including the feedback provided by the reviewing committees, and suggest that it be subsequently revised and resubmitted. SoBA Executive Committee Chair Chung agreed to share comments with SoBA colleagues. Additionally, on behalf of Executive Council, Chair Wudka will provide a memo to SoBA with comments.

SENATE CLUSTER HIRE SURVEY
As the survey responses were received and reviewed by Executive Council, the body considered next steps. Council discussed the responses at length and then agreed that in the interest of transparency and timeliness, the responses and accompanying graphs should be posted to the Senate website (password protected for access by Senate members only) post haste. In addition, via email, Chair Wudka will send the response documents to Administration with a cover memo indicating that the Executive Council will follow up with recommendations in the near future. The Cluster Hire council subcommittee will draft the recommendation document which be finalized by Council. Executive Council will invite PEVC D’Anieri and Associate Provost Baerenklau to a future Council meeting to discuss faculty hiring.

SEITZ/FCC ISSUE and RESPONSE FROM the COMMITTEE ON FACULTY WELFARE
Chair Wudka provided background regarding the issue and that Faculty Welfare had been asked to review and respond. FW Chair Hughes presented the committee’s response and then the body engaged in significant discussion. Executive Council agreed that in consideration of this issue, VCRED Pazzani and Campus Counsel Bergquist should come speak to the body regarding UC Ventures and other entrepreneurial endeavors that faculty may consider.

RETIREMENT OPTIONS TASK FORCE REPORT: The Council had significant discussion regarding the retirement options and the window of time provided to review and respond regarding such a critical issue that seriously affects future faculty and staff, as well as, the overall future of the University. Council’s comments will be communicated to Systemwide via a memo as the UCR response.

CLUSTER HIRE SURVEY RECOMMENDATION DOCUMENT: Council discussed the key messages derived from the Cluster Hire Survey responses and began compiling a list of recommendations, to be
collected by the same 3-member group Council tasked with drafting the survey, and then reviewed and approved by Executive Council. The final document to be shared with campus Administration.

CNAS REORGANIZATION PROPOSAL: Chair Wudka gave an overview and background of the reorganization proposal and listed the committees that were consulted. He also shared that in the near future a Special Review Committee (SRC) would be convened to review the proposal overall and for possible conflicts of interest.

CLUSTER HIRE SURVEY RECOMMENDATIONS DOCUMENT: Council reviewed and discussed the draft document and finalized the comments to be sent to Administration, also to be posted to the Senate site.

PROPOSED CHANGES TO iEVAL: Council engaged in significant discussion regarding the proposed changes; especially regarding changing from a 5 to a 7-point scale, the importance of evaluations in the merit and promotion process, and ensuring the best and most helpful information is obtained via the evaluations. Chair Wudka clarified that the iEval form and questions belong to the Academic Senate.

KEN BAERENKLAU, ASSOCIATE PROVOST: AP Baerenklau and Council engaged in significant discussion with him regarding staffing levels, faculty hiring, Administration leadership style.

CAMPUS REVIEW ITEM – SENATE CONSULT TO VICE PROVOST FOR ACADEMIC PERSONNEL: INPUT ABOUT EXCEPTION REQUESTS – APM 275-16-F (3) CLINICAL X: Chair Wudka provided background regarding the item and invited SOM Executive Committee Chair to further present the issue to Council. SOM Chair provided and discussed the SOM handbook chart of professorial titles to help Council understand the titles and compensation in the medical school. She shared that Clinical faculty are often not interested in tenure to avoid being restricted by the UC salary scale caps. Council engaged in significant discussion. Council supports this exception be granted, and that it be reviewed annually for appropriateness and applicability.

CAMPUS REVIEW ITEM – SENATE CONSULT TO VICE PROVOST FOR ACADEMIC PERSONNEL: INPUT ABOUT THE PROVOST AND EXECUTIVE VICE CHANCELLOR’S CONCERN REGARDING CONFLICT OF INTEREST AND OUTSIDE LETTER WRITERS: Chair Wudka provided an overview of the request from the VPAP and then opened the floor to the chairs of the committees that provided responses. Council engaged in significant discussion and opined that the current system and perspective of outside letters and letter writers is effective and appropriate. The status quo allows for diversity of opinions and this is a benchmark of the current process.

CAMPUS REVIEW ITEM: PROPOSAL FROM OFFICE OF UNDERGRADUATE EDUCATION REGARDING PROVIDING TEACHING CREDITS FOR INTERNSHIPS COURSES: Chair Wudka gave background on the issue, summarized the committee responses received, and then opened the floor to the body. Council engaged in significant discussion and ultimately agreed to table this and invite Vice Provost for Undergraduate Steve Brint to discuss the proposal at a near future Council meeting to answer their questions.

CAMPUS REVIEW ITEM – UCR’S FIVE-YEAR PLANNING PERSPECTIVES FOR 2016-2021: Chair Wudka presented the issued and opened the floor for Council discussion. Council began discussion,
but postponed the remainder of it as Guest PEVC D’Anieri had arrived for his scheduled time on the agenda. When Council reconvened on the topic, Council engaged in discussion and agreed that Chair Wudka should prepare a cover memo to campus administration to accompany the Senate committee responses.

PROVOST AND EXECUTIVE VICE CHANCELLOR PAUL D’ANIERI: PEVC was invited to discuss cluster hires and hiring plans. Chair Wudka introduced the PEVC and then Council members, in turn, introduced themselves to the PEVC. Chair Wudka then opened the floor questions for the PEVC and related discussions.

CAMPUS REVIEW ITEM – REQUEST FOR SENATE INPUT FROM VPAP AMEAE REGARDING LENGTH OF CANDIDATES’ RESPONSES TO THE DEPARTMENT LETTER: Chair Wudka introduced that issue and Council discussed it. Council’s opinion was that the proposed changes were unnecessary. Chair Wudka is to summarize and provide Senate committee responses to the VPAP Walker.

CAMPUS REVIEW ITEM – REQUEST FOR SENATE INPUT FROM VPAP REGARDING PROFESSORS ASSIGNING THEIR OWN TEXTS TO STUDENTS: Chair Wudka introduced that issue and Council discussed it. The consensus of Council was to leave things as they are – professor may assign their own texts to students. Chair Wudka is to summarize and provide Senate committee responses to the VPAP Walker.

CAMPUS REVIEW ITEM – REVISED REPORT FROM THE COMMITTEE ON RESEARCH REGARDING PREPARATIONS FOR FACULTY GROWTH: Chair Wudka introduced the issue and then gave the floor to CoR Chair to present the key messages of the report. These included the need to address space, lack of adequate staffing levels, administrative issues, shared space/facilities, BAS and PEVC are aware of space issues. Council supported the report; chair Wudka will forward it to the Chancellor and PEVC with a cover memo.

Council then discussed faculty growth and the new policy (effective July 2016) regarding allocation of indirect costs, wherein 5% goes to the PI for research funding. Chair Wudka indicated that he will provide a link to this new policy to Council members and will draft a cover member to the PEVC from Council.

REPORT TO COUNCIL FROM THE COMMITTEE ON UNDERGRADUATE ADMISSIONS: THE DECLINE OF UCR AFRICAN AMERICAN AND AMERICAN INDIAN STUDENTS, 2013-2015: Committee on Undergraduate Admissions Chair framed the issue and goal of the report and shared its contents with Council. The key messages highlighted were: for African American and Native American students, applications increases, but enrollment declined; Native Americans are under-studied; more information is to be learned about these groups’ college choice practices. In addition, UC messaging seems to indicate (even if inadvertently) that these groups are not welcomed or embraced. Council member the Undergraduate Admissions Chair discussed the report’s recommendations with Council. Council agreed to support these recommendations to be presented to the administration.

CHANGE IN THE MAXIMUM NUMBER OF ALLOWED REPEAT UNITS IN RESPONSE TO THE CAMPUS ADOPTION OF BANNER: Chair Wudka provided an overview of the item as a reminder to Council. He then presented three options for Council’s endorsement consideration:
1. To follow the majority of the other UC campuses and stop when a course would put the student over the 16-unit limit.
2. To allow one course to go over, which would in effect allow students to repeat up to 20 units
3. To change regulation 7.4.2 to allow up to 19 repeat units as was proposed by the Banner implementation team.

After significant discussion and the mention of a preference to be in a position to make their choice based on a data instead of Banner’s limitations, Council’s consensus is to proceed with the first option: to follow the majority of the other UC campuses and stop when a course would put the student over the 16-unit limit.

AD HOC COMMITTEE REPORT – PROPOSAL REGARDING GENDER STUDIES BREADTH REQUIREMENT: Chair Wudka presented the item and opened it for discussion. Council engaged in significant discussion regarding this item. A motion was made and seconded to accept the proposal as written; this motion carried.

FTE Transfer Requests:
- Amalia Cabezas from Media and Cultural Studies to Gender and Sexuality Studies
- Juliet McMullin from Anthropology to SOM, but will be a CFM in Anthropology.

The following guests were received by Executive Council:
- Ron Coley, Vice Chancellor of Business and Administrative Services
- Maria Anguiano, Vice Chancellor of Planning and Budget
- Kim Wilcox, Chancellor
- Paul D’Anieri, Provost and Executive Vice Chancellor
- Chris Chase-Dunn, Chair, Committee on Courses
- Milagros Pena, CHASS Dean
- Jim Sandoval, Vice Chancellor of Student Affairs
- Mike Pazzani, Vice Chancellor of Research
- Stefano Lonardi, Chair, Committee on Privilege and Tenure
- Ken Baerenklau, Associate Provost
- Joe Childers, Dean, Graduate Division
- Kelechi Kalu, Vice Provost of International Affairs

Respectfully submitted by,

Jose Wudka (Physics and Astronomy), Chair
- Piotr Gorecki (History), Vice Chair
- Maria Sarita See (Media and Cultural Studies), Secretary/Parliamentarian
- Mary Gauvain (Psychology), Assembly Representative
- Jodi Kim (Ethnic Studies), Assembly Representative
- Richard Arnott, Research (COR)
- Ken Barish (Physics & Astronomy), Planning and Budget (P&B)
- David Biggs (History), SPP Executive Committee
- Jan Blacher (Graduate School of Education), GSOE Executive Committee
- Eddie Comeaux (Graduate School of Education), Undergraduate Admissions (UAC)
Peter Chung (School of Business Administration), SOBA Executive Committee
Iryna Ethell (School of Medicine), SOM Executive Committee
Sarjeet Gill (Cell Biology & Neuroscience), CNAS Executive Committee
William Grover (Bioengineering) Physical Resources Planning (PRP)
Jennifer Hughes (History), Faculty Welfare (FW)
David Lo (Biomedical Sciences), Graduate Council (GC)
Coleen Macnamara (Philosophy), Preparatory Education (Prep Ed)
Manuela Martins-Green (Cell Biology & Neuroscience), Diversity & Equal Opportunity (CODEO)
Leonard Nunney (Biology), Library, Information Tech & Scholarly Communication
Jeffrey Sacks (Comparative Literature & Foreign Languages), Committees (COC)
Akula Venkatram (Mechanical Engineering), BCOE Executive Committee
Georgia Warnke (Political Science), Academic Personnel (CAP)
Jason Weems (History of Art), CHASS Executive Committee
Cherysa Cortez, Executive Director
To be received and placed on file:

The Faculty Research Lecturer Committee met on February 29, 2016 to discuss the candidates for the Faculty Research Lecturer award. Distinguished Professor Carl Cranor from the Department of Philosophy was selected for the 2016-2017 Faculty Research Lecturer award. This nomination was approved at the May 24, 2016 meeting of the Riverside Division of the Academic Senate.

Distinguished Professor Xuemei Chen from the Department of Botany and Plant Sciences delivered the 2015-2016 Faculty Research Lecture on Friday, June 3, 2016. The lecture was titled “Small RNAs-Small but Powerful.”

J. Fischer, Chair
X. Chen
H. Friedman
H. Green
A. Raikhel
To be received and placed on file:

The Committee on Faculty Welfare is an important part of faculty governance and collegial responsibility in the University of California system. As a committee of the Riverside Division of the Academic Senate, Faculty Welfare is appointed by the Senate’s Committee on Committees and consists of at least seven members, two of whom are emeriti/a professors. It is the duty of this Committee to report to the Division on any and all matters of faculty welfare. In addition, the Committee is responsible for the award process of the Dickson Emeritus/a Professorship.

In addition to reaffirming its Conflict of Interest Statement, the Committee conducted a review of its current bylaws to put forward an organizational change and to consider further articulating the committee’s purpose reflective to that of other UC campuses. The Committee also considered expanding its charge to include language that makes oversight over senate review of administrative processes for responding to grievances of discrimination, harassment, and lack of equity. The Committee is continuing progress towards developing a formal proposal. Faculty Welfare considered various inquiries regarding campus policy received from faculty, informally provided feedback on UCR’s Early Childhood Services Shared Governance policy, provided comments on a working proposal for a faculty tuition waiver at the University of California, and discussed the possibility of crediting completed chapters of a book in progress in the merit and promotion process. The Committee on Faculty Welfare met ten times during the 2015-2016 academic year and undertook the following actions:

a. Edward A. Dickson Emeritus/a Professorship

The Edward A. Dickson Emeritus/a Professorship Award is presented yearly to an emeritus/a professor on the basis of a compelling project in teaching, research, or public service activities. Awardee(s) shall be known as the Edward A. Dickson Emeritus/a Professor for the duration of the award (one year) and receive up to $6,000 monetary award and up to $3000 research support, subject to all policies and requirements of the University of California and the Riverside Campus.

Edward A. Dickson served as a regent of the University of California from 1913-1946, the longest tenure of any Regent. His vision is credited with helping to make the Los Angeles campus a reality. In 1955 Mr. Dickson presented the University with an endowment to provide for annual special professorships for retired faculty.

In 2003 the funds for the Dickson award were separated into ten endowments, one dedicated to each campus. The responsibility for making the awards was delegated to the Executive Vice Chancellor or chief academic officer at each of the ten campuses. On the UCR campus, award oversight and evaluation is performed by the UCR Academic Senate Committee on Faculty Welfare.
The Committee on Faculty Welfare discussed the candidates for the Edward A. Dickson Emeritus/a Professorship and selected two recipients. Professor Emeritus Lawrence H. Harper in the Department of Mathematics and Professor Emeritus Susan B. Carter in the Department of Economics have been named a 2016-17 Edward A. Dickson Emeritus Professor on the Riverside campus. They will hold the title “Edward A. Dickson Emeritus Professor” from July 1, 2016 through June 30, 2017.

b. Discussions with and Policy Recommendations to the Administration

Inconsistencies between UCR’s CALL and the APM

In the spring of 2015, Faculty Welfare sent communication to the VPAP expressing the opinion that UCR is inconsistent with the system wide personnel manual with respect to the assessment of research publications that are works in progress. Lower salaries at UCR may be associated with the harsher standard for merit increases to which UCR faculty are improperly subject.

In particular, the committee indicated that the language in the APM specifies that works in progress should be assessed whenever possible in merit and promotions while the UCR CALL notes that departments are rigorously forbidden from mentioning much less assessing work in progress and even work that is complete and submitted can only be mentioned briefly. Further, according to UCR’s CALL, items that are in preparation or in progress should not be included in the bibliography or difference list. Faculty Welfare strongly recommended revising the CALL to be in compliance with the APM

Early Childhood Services (ECS) Reorganization

The Committee on Faculty Welfare wrote to administration in regards to the proposed reorganization of Early Childhood Services (formerly the Child Development Program), something of central importance to the faculty, staff, and students of UCR. It noted that realignment plans were worked upon “for the past year” according to the report sent January 22, 2016, by Andy Plumley, Assistant Vice Chancellor, Auxiliary Services, to Ron T. Coley, Vice Chancellor, Business and Administrative Services. However, the Faculty Welfare Committee was advised of the proposed reorganization only on June 13th, only 24 hours before the general campus announcement, and without adequate time or adequate financial details to make recommendations. Yet this announcement came seemingly eighteen months after discussions at the level of administration had commenced. That is, in all this time the faculty have had no opportunity to provide meaningful input. This is a violation of the principle of shared governance. Shared governance is the foundation of the University of California and it is precisely the structure that ensures the excellence and success of our mission and operations.

Therefore, the Committee requested that the planned reorganization be postponed for six months to allow active participation by both the Faculty Welfare Committee and affected parents. Toward this end, the Faculty Welfare Committee required adequate financial and operational details to make its own comprehensive recommendations and specific proposals. Additionally, it noted that the Childcare Center at UCR has had a history of active parental involvement through participation in a parental advisory group that consulted monthly with the center director precisely
on substantive issues of budget, tuition, enrollment policies, planning, etc. Unfortunately, that group has not been functional for the past several years. The Committee suggested that a parental advisory group be revived (or a new Parent Advisory Council be convened) as a stable body of members, and charged with playing a major role in the reorganization process. The absence of faculty and parent consultation and involvement has led to the current distress to and upheaval in the campus community that could have been easily avoided.

In the interim, the Committee made the following points, which are elaborated briefly below: (1) It is appropriate for UCR to subsidize to a certain extent childcare for faculty, staff and students, and the proposed $300 thousand subsidy is inadequate; (2) Early Childhood Services (ECS) should not be charged for infrastructure or the accumulated debt; (3) by cutting back on its support for ECS, UCR will be moving against the growing concerns systemwide about the need to improve childcare services and moving against UC’s family-friendly tradition.

The Committee noted that there are certain basic services on our campus that we do not expect to be self-funding; we do not expect the UCR Police Department to make a profit, for example, nor to raise revenues equal to its cost to the campus. Since faculty and staff wages have lagged behind those at competitor institutions, and since the California state legislature is unwilling to fund competitive salaries for UC, the childcare costs for younger faculty and staff especially have proved increasingly burdensome. At the most recent systemwide Faculty Welfare committee (UCFW) meeting, the rising costs of childcare relative to stagnant salaries, especially in the humanities and social sciences, was raised. One member commented, “If you don’t come from a family with a fair amount of wealth, you can’t be a faculty member with children in the Humanities at UCB or UCLA.” The UCFW members also agreed that every UC campus should provide for a childcare center in its campus plans.

The Committee recognizes that the financial stability of Early Childhood Services is a serious concern and will continue to push for collaboration in resolving these issues.

c. Advice to the Academic Senate

In keeping with its charge to opine on matters pertaining to faculty welfare, the Committee considered the following items received for Campus and Systemwide review:

Retirement Options Task Force (ROTF) Report

1. Background

In the post-World War II period, defined benefit (DB) retirement plans were widely used by major corporations and certain institutions such as universities. These plans were a means of attracting and retaining employees. Many public bodies such as K-12 schools and government also used such plans. Over time, these plans fell into disfavor with both corporations and state and local governments for different reasons. For corporations, DB plans meant that the companies were assuming the pension risk. Since company and industry competitiveness may diminish over time, companies increasingly preferred to switch to defined contribution (DC) retirement plans; these shifted the pension risk to individuals. Companies and their employees typically both made
contributions to their retirement plans. The resulting funds were invested and provided the employees with income on their retirement. How much they would receive depended on the success of the investments; the risk was shifted entirely to the employees.

Private firms were subject to the risks of the business cycle and long-term shifts in their competitiveness and the competitiveness of their industry. Thus the automobile and the steel industries, for example, found themselves subject to intense competition from overseas suppliers, with many driven into bankruptcy by obligations they could no longer afford, including pension obligations. This was not the problem of state and local governments. Rather, they increased over time their pension obligations without funding them properly. In addition they facilitated retirement at early ages and established systems subject to manipulation. Many employees could increase their final salaries by working overtime in their final year and not taking sick days that were due them, thereby spiking their pensions. The failings of state and local governments have begun to come due in recent years, with cities like Vallejo and San Bernardino in California, unable to pay their obligations, forced into bankruptcy. Moreover, even for cities remaining solvent, pension obligations have begun to account for a substantial share of their budgets, reducing or eliminating funds for other important public services.

In this context, the California state legislature and governor have become extremely hostile to defined benefit programs. Without a full understanding of the intense competitiveness that exists among leading universities, they have sought to limit pension benefits to University of California faculty. In 2015, When UC President Napolitano sought to restore some of the cuts the state had made during the financial crisis that began in 2008, she and the governor formed a 2-person committee to negotiate critical portions of the UC budget. The governor made some modest additional resources available to UC in return for President Napolitano’s agreement to make a few concessions, most notably on limiting the traditional defined benefit pension received by UC faculty. To live up to this agreement, President Napolitano appointed the Retirement Options Task Force to prepare options for a new UC retirement plan with the same defined benefit cap as that of state employees, whose cap (the PEPRA cap) is currently $117,020 and increases only with inflation. The ROTF gave her its plan on December 15, 2015, and she made it public on January 15, 2016 with a request for feedback by February 15. She will decide on the details of the plan later in February, in time to present it to the Board of Regents in time for its March meeting and implementation for new UC hires on or after July 1, 2016.

2. Core elements of the new UC pension plan

According to the ROTF plan there are 2 options. The precise consequences of either option depend on a series of assumptions, but both plans would result in a dramatic reduction in faculty compensation. The following descriptions of the 2 plans is taken from a blog by Michael Meranze, Prof. of History at UCLA:

1) The first (Plan A) is a hybrid plan. In it, an employee would participate in the Defined Benefit Plan offered by UCRP (with benefits calculated on income up to the PEPRA cap) with a Supplemental Defined contribution Plan (with University contributions) on income between the PEPRA cap and the Federal Cap (now about $265,000). Employees who choose Plan A would continue to vest after 5 years (as is the case now) and would continue to contribute the same amount annually to their pension as do employees hired before July 1, 2016. Once in Plan A you would be committed to
Plan A. Plan A is proposed as the default choice. It is important to note that the Defined Benefit portion of this proposal would operate under the conditions imposed on the 2013 tier—who already had a later retirement age than earlier hires.

2) The Second Plan (Plan B) is a Defined Contribution Plan with both the employee and University contributing up to the Federal Cap. Again, the amount that the employee would contribute would be the same as Plan A. Employees who chose Plan B at hiring would be allowed to switch to Plan A after 5 years of employment (this would be a one-time opportunity).

Accompanying the ROTF report received by members of the Academic Senate was “A guide to reviewing the recommendations of the Retirement Options Task Force” written by the two UC faculty members who were members of the Task Force, Dan Hare and Jim Chalfant, Chair and Vice Chair of the (systemwide) Academic Senate. In their report, they note that “the Task Force was limited to working within a small universe of options bounded by a ~8-10% employer contribution, a ~4-6% employer-paid UAAL surcharge (to reduce the underfunding of UCRP), and a 7% employee-paid contribution. All of the proposed plans would allow limited variations around this small range of parameters. The more generous the plan, the less feasible it is from a budgetary perspective; the cheaper the plan, on the other hand, the less competitive UC will be for recruitments and retentions of faculty necessary to maintain the University’s excellence. Moreover, the combined contributions from employees and the University for cheaper plans will fall short of the amount required to achieve retirement readiness.”

Consequences of the new retirement plan

The UCR Faculty Welfare committee believes that the Plan was forced on President Napolitano by a governor who fails to appreciate the importance of the University to the culture and economy of California. The committee takes into account the following considerations in reaching its position on the Plan:

1. Negotiated in secret by the President of UC and the Governor, the plan marks a definitive break with the principle of shared governance. The faculty is being asked for its views on implementation of a basic policy decision that was made without its participation. A decision of this magnitude must have extensive faculty input. We are being consulted only about the implementation of an unwise policy whereas we must have input on the policy itself if shared governance is to be meaningful.

2. We are now at a critical turning point in the future of UC. UC now lags its comparison 8 universities by about 12% in total compensation. We note that much more than earlier generations, new UC faculty members face extremely high housing costs and many arrive burdened by student debt. We should be doing everything possible to eliminate the gap with the comparison 8. The new retirement plan widens the gap to disastrous dimensions. Consider the following example: Two years ago a UCLA humanities professor was recruited by Princeton. The Princeton salary offer was 50% higher than his UCLA salary; that is a measure of the underpayment of UC faculty members. In addition, when he pointed out to Princeton the UC defined benefit pension, it offered to compensate by paying him an additional $20,000 yearly salary for the next 10 years, providing him additional cash he could put into a retirement fund. He
ultimately decided to stay at UCLA (even with a salary offer $9,000 below that of Princeton), but is much more likely to have opted for Princeton without the existing defined benefit plan. Some of his faculty colleagues with similar outside offers were similarly swayed by the existing DB plan.

3. At present the average UC faculty member retires in his/her mid to late 60s. With the new plan reducing retirement benefits, it is likely that average retirement will be pushed back considerably, perhaps by about 10 years. And many faculty members will find themselves unable to afford retirement. Faculty renewal is an important factor in maintaining UC’s excellence and the new system will surely undermine it.

4. The logic underlying the shift away from DB plans in the private sector and in state and local governments does not hold for UC. With some police and firemen able to retire in their 40s and clerical workers at 55, and strategies to spike their pensions in the final year of work, and often lacking funded pension plans, public employees’ retirements often put a great burden on local government budgets. These conditions do not prevail in the case of UC, and the competitive conditions facing private firms are quite different from those facing UC.

5. The change in the pension plan means that UC will institutionalize unequal pay for equal work. Two professors step 3, for example, presumably with equal professional qualifications, will receive different total compensation if one was hired before July 1, 2016 and one after that. If UC is successful in increasing the representation of women and minorities in its faculty, moreover, then their compensation would be lower on average than that of their male/white counterparts.

6. The presumed savings to the state are unlikely to materialize since UC will be absolutely uncompetitive without materially higher salaries and retention offers. Alternatively, the quality of UC will diminish sharply along with the compensation of its faculty. We note as well that operating multiple kinds of pension plans simultaneously will increase their administrative cost, further diluting or even eliminating any possible savings from the new plan.

7. California will suffer. UC makes great contributions to the state in fields like agriculture, industry, technology, the environment and health care. Moreover, it is attractive to individuals concerned with affordable college education for their children and with firms seeking to attract well-educated employees with the same concerns.

8. Shifting the burden and risk to UC employees of managing their retirement money has no legitimate justification. In general, firms have done so to increase their profitability and to minimize their risks by shifting them to their employees. There is no principled reason for the state to do the same.

9. From the standpoint of UC, there is a small and temporary benefit in increased funds from the state that the governor (but not the legislature) has promised, but a permanent diminution in its faculty compensation and competitiveness vis-à-vis other educational institutions. As Prof. Meranze notes “The three year state contribution (to UCRP) addresses only a very small amount of the unfunded liability. And according to the Task Force, establishment of the new (retirement) tier will speed up the elimination of the unfunded liability minimally if at all. In fact, under certain scenarios the elimination of the unfunded liability might be faster under the 2013 tier (with borrowing) than under most of the 2016 options.”
10. UC has been trying to move away from above-scale compensation and back to the formal salary scale as much as it can. There is much to be said for this as a matter of “equal pay for equal work” and equal qualifications. The new pension plan, unfortunately, promises to shred these efforts. Since deans and provosts will be unable to offer improved pension plans, they will have to resort to ever-larger salary offers to attract and retain faculty.

In view of these considerations, we believe that the Academic Senate should firmly oppose the secretly negotiated pension plan as incredibly harmful to the future of the University of California.

**Follow-up to Task Force Recommendations**

In February of 2015, the Senate Task Force on Climate, Equity and Discrimination submitted its report to the Senate Executive Council. The Senate then forwarded this report to the Chancellor.

The Committee on Faculty Welfare wrote to the Senate Chair to follow up, in particular in light of the recent substantiated charges of sexual harassment against a faculty member at UC Berkeley and President Napolitano’s subsequent communication to the chancellors on 10/15/2015.

The Committee recognized that UCR’s new senior administration has taken steps to improve campus climate and campus responsiveness to grievances and complaints. In the interim, the administration has also implemented an Organizational Redesign for Safety, Diversity, Risk, and Compliance that includes consolidation of investigative roles under a new Chief Compliance Officer.

At the same time, many of the recommendations articulated in the Task Force Report have yet to be implemented or addressed. Among these is the position of Campus Climate Equity Officer. The Task Force regarded this position as analogous to recent positions created at UCLA that have been effective in advocating for faculty complainants in particular. This new position could be charged to work toward implementation of some of the Task Force recommendations. Faculty Welfare would like to see this position advertised and filled as soon as possible. In any event, we would like to know where these responsibilities will be housed.

**Potential Changes to UC Healthcare**

At the request of Senate Chair Wudka, the Committee on Faculty Welfare discussed the possible changes to the UC healthcare system and the concerns raised by University Committee on Faculty Welfare. UCR’s Committee on Faculty Welfare did not have any substantial points to add, but agreed with UCFW’s memo wholeheartedly noting the lack of Senate and faculty oversight in the process. Of particular concern was the potential conflict between UC’s business interests and the interests of UC employees built into UC Care as well as administrations focus on saving money rather than the concern of the faculty.

**UCR’s Five-Year Planning Perspectives for 2016-21**

Perspectives consist of information on proposals to establish new programs, schools and colleges as well as to transfer, consolidate, discontinue or disestablish those already in existence. Given the
importance of periodically examining the academic planning pipeline—both in aggregate and via its component parts, the Perspectives process is being continued. Once gathered from all campuses, information reported on the form will provide an updated picture of academic plans and allow for analysis of trends since these were last collected.

The Committee on Faculty Welfare met to discuss the campus five-year planning perspectives and found the list of proposed programs for establishment, transfer, consolidation, discontinuance and disestablishment to be reasonable. However, the Committee felt the intent of the suggested item listed as “Renaming or establishing Cell Biology and Neuroscience” was not clear as the Cell Biology and Neuroscience department has already been established and is a functioning department. The Committee on Faculty Welfare approved of the proposed document with a recommendation to revise or clarify this item.

**Proposed Changes to iEval**

iEval is a Tool used to Collect Student Evaluations of Teaching. The submitted report identifies current issues and possible improvements.

The Committee on Faculty Welfare met to discuss the proposed changes to iEval and did not support the recommendations. The Committee noted that the proposal does not address who is requesting the proposed changes nor does the proposal contain any evidence to demonstrate that the system is broken. It is unclear what problems have been identified and how the proposed recommendations are designated to solve each issue. The Committee felt that tinkering with a fundamentally flawed and ineffective system does nothing to address the real issues of bias as the current method of student evaluations do not demonstrate a true reflection of the instructor. The Committee considered the five recommendations listed within the proposal and had particular reluctance about removing items listed in recommendations 3 and 4.

**CNAS Reorganization Proposal**

The Interim Dean of the College of Natural and Agricultural Sciences presented a proposal for the reorganization of the college. The main components of the proposal are (i) the establishment of two new departments “Molecular, Cellular and Structural Biology” (MCSB), and “Evolution, Ecology and Organismal Biology” (EEOB), followed by (ii) the voluntary relocation of the faculty from the departments of Cell Biology & Neuroscience (CBNS) and Biology to the new departments; (iii) the disestablishment of the departments of Cell Biology & Neuroscience and Biology once they are empty; and finally (iv) renaming of the department of Environmental Sciences to “Environmental and Ecosystem Sciences”.

The Committee on Faculty Welfare met to discuss the material received for the CNAS reorganization proposal. The Committee understands the proposals intent is to resolve long enduring problems within the college and was received in the Senate in advance of the new CNAS dean’s effective start date. Faculty Welfare noted the proposal does not include official communication about how this proposal was received by the effected departments, CNAS faculty as a whole, the CNAS Executive Committee, nor comments from the new Dean. In the absence of
this important material, the Committee on Faculty Welfare could not make a sufficient judgement regarding the proposal. In addition, Faculty Welfare is aware of the historical problems and concerns of the physical sciences; however, the Committee felt that the current proposal was not persuasive in solving nor addressing any of these preexisting issues. It is unclear how graduate programs would be effected by the proposed changes and how this proposal or any life science reorganization would enhance the interdisciplinarity of existing faculty. Faculty Welfare advised that none of the proposed actions take place until the appropriate people are consulted and a complete proposal with sufficient context is received for Senate review.

**Campus Proposal to Modify APM 245 – Department Chairs**

The Committee on Diversity and Equal Opportunity reviewed APM 245 regarding the Duties of Department Chairs (or Equivalent Officers) and discussed how well department chairs were keeping diversity issues at the forefront of faculty’s minds in the hiring process. It was determined that some colleges are doing very well while others seem to struggle in diversifying their faculty profile. CoDEO feels that to succeed in these areas there needs to be strong leadership that is willing to promote diversity and create awareness among the rank of faculty as well as language in the APM that may require chairs to ensure their faculty are receiving information regarding the goals of diversity.

The Committee on Faculty Welfare met to consider the Proposal to Modify APM 245 Appendix A: Duties of Department Chairs. The Committee appreciated the opportunity to opine on the proposed APM change; however, Faculty Welfare respectfully requested additional information before moving forward with its recommendation. Specifically, Faculty Welfare requested a sample campus and departmental affirmative action program for faculty and staff personnel.

**Concern about Conflicts of Interest and Outside Letter Writers**

The Provost voiced concern that outside letters for promotion files are being solicited from individuals who serve as a candidate’s major professor for their PhD or who have been co-authors on publications or who were colleagues at a former institution. UCR’s solicitation letter does not ask specific individuals to declare themselves ineligible on the basis of a potential conflict of interest. The Senate was asked to consider if additional guidelines should be established for letter writers recuse themselves as well as establish guidelines for letter writers suggested by the candidate.

The Committee on Faculty Welfare met to discuss the concern about conflicts of interest and outside letter writers for promotion files. The Committee considered the three proposed restrictions in addition to the current guidelines outlined in the CALL and felt that asking letter writers to recuse themselves provides an undue burden on the solicitation process. Rather, as not to deter qualified extramural reviewers from writing letters, the Committee suggests that department chairs receive thorough training on how to effectively vet suggestions from the department and the candidate at the beginning of the solicitation process. If the campus begins to arbitrarily exclude letter writers that should not be excluded, then departments will be forced to solicit writers that have nothing to do with the candidate’s field of research.
School of Medicine (SOM) Request for Exception to APM 275-16-f(3)

The Interim Dean of the School of Medicine put forward an exception request to APM 275-16-f(3), which in essence states that in order to maintain a balance between research and education and clinical service appointees in the Professor of Clinical X series should not exceed 1/6 of all local Senate members in all clinical departments on the campus. The request seeks the Academic Senate’s review of the appropriateness of adding new members to the Professor of Clinical X series without being unreasonably constrained by the 1/6 ratio rule.

The Committee on Faculty Welfare met to consider the exception request from the School of Medicine to APM 275-16-f(3), a 1/6 limitation on appointments to Professor of Clinical X series. The Committee appreciated the opportunity to opine on the proposed exception for the School of Medicine; however, there are a few items in which Faculty Welfare respectfully requested clarification before moving forward with its recommendation. Specifically, Faculty Welfare sought clarification on how many current faculty represent the 1/6 ratio. Faculty Welfare would also like clarification on how many Professor of Clinical X faculty the school plans on increasing its number to within a single year.

Academic Senate Consultation on Professors Assigning Their Own Texts to Students

CAP was asked to review and opine on UCR’s position regarding the requirement of a text authored by the faculty member teaching the course and measures that should be in place to avoid the conflict of interest or appearance thereof.

The Committee on Faculty Welfare met to discuss the issue of requiring a text authored by the faculty member teaching the course. The University’s Academic Personnel Manual states the important principle that University researchers must be free to pursue knowledge and that this freedom, which is essential to the research process, must not lightly be abridged. The Committee strongly affirmed the right of our faculty to assign their own work in their classes. We recognize that our faculty are field experts and have in many cases written definitive and important texts from which the students may benefit. Reading a faculty member’s work is one of the benefits of studying at a research university. We also recognize that this may need to be explained or articulated to our undergraduate students who may be encountering the practice for the first time. Steps should be taken to educate students and thus to avoid future confusion. We suggest the development of a published policy that can be referenced in syllabi and course websites.

The Committee also recognizes that a conflict of interest or the appearance of such conflict may emerge. The Committee on Faculty Welfare does not agree with the exploitation of textbooks in the classroom for personal financial gain. When a researcher has a financial interest similar in nature to those required to be reported under the University Conflict of Interest Code requiring disclosure, his or her judgment may appear to be affected by potential financial gain rather than by the pursuit of knowledge. Therefore we suggest that campus policy urges faculty assigning their own texts to also consider making these texts available in no-cost form when possible (by placing copies on library reserve or making available password protected pdfs).
The Committee recommends that a statement be formulated to guide faculty and educate students. This statement should include links to relevant policy such as APM 028-10 and be placed on appropriate venues like the registration webpage.

**Proposed Revisions to Presidential Policy on Sexual Violence and Sexual Harassment**

The proposal revises the current Interim Policy on Sexual Harassment and Sexual Violence to comply with policy requirements mandated by the Violence Against Women Reauthorization Act (VAWA 2013) and federal guidelines addressing domestic violence, sexual violence, and sexual harassment. The UC Policy on Sexual Violence and Sexual Harassment is a systemwide Presidential policy that applies to all University employees, which includes all faculty and other academic appointees, students, and staff.

The Committee on Faculty Welfare discussed the proposed revisions to the Presidential Policy on Sexual Violence and Sexual Harassment and felt the revisions provide a sharper document. The Committee unanimously supported the changes; however, in light of the recent harassment issues apparent at UC Berkeley, the Committee noted the ongoing need for clear and subsequent guidance on procedures to follow at the campus level for cases of noncompliance.

**Report from the Joint Committee of Administration and Academic Senate**

President Napolitano established the Joint Committee of the Administration and Academic Senate to review the disciplinary processes for faculty related to sexual violence, sexual assault and sexual harassment. She tasked the Joint Committee with creating recommendations around the following areas: 1) investigation, adjudication and sanctions processes in cases involving faculty, 2) University policies and procedures, 3) reporting mechanisms for all members of the University and 4) interim measures. The report provides draft recommendations around these areas.

In general the Committee supported the intention and recommendations of the report and affirmed that many of the recommendations will improve the climate for faculty and students on our campus.

**Proposed Revisions to APM Policy Sections 278, 210-6, 279, 112 and New APM – 350**

Revisions to the existing policies and the creation of new policy were proposed in response to academic administrator requests to update these policies. Proposed revisions strengthen and refine criteria for appointment and advancement depending on type of academic clinician and differentiate policy language for volunteers (APM - 279) and policy for salaried and without salary faculty (APM - 278 and APM - 210-6). New policy (APM - 350) proposes to repurpose the Clinical Associate title, a non-faculty academic title, to be used for 1) without academic salary and paid staff clinicians with no teaching duties, and 2) without academic salary, volunteer appointees employed by University health system network sites and satellite facilities.

The Committee on Faculty Welfare met to discuss the proposed revisions to APM sections 278 - Health Sciences Clinical Professor Series, 210-6 – Instructions to Review Committees Which
Advise on Actions Concerning the Health Sciences Clinical Professor Series, 279 – Volunteer Clinical Professor Series, 112 – Academic Titles and the creation of the new APM section 350 – Clinical Associate. The Committee found the revisions to be reasonable and supported the suggested modifications without further recommendations.

**Guiding Principles: Search Waivers for Academic Appointees at the University of California**
The document describes new UC system-wide minimum standards for the consideration of the use of search waivers and allows campuses to set further restrictions as needed.

The Committee on Faculty Welfare discussed the Guiding Principles for Search Waivers for Academic Appointees at the University of California. The Committee noted that section B is intended to address non-senate faculty and other academics; however, the spousal/partner hire category under this section specifically addresses criteria for the successful recruitment or retention of a senate faculty member. The Committee feels that additional language should be provided to clarify if the intent of this category is to retain senate faculty or non-senate faculty. Overall the Committee agrees with the proposed guidelines as a minimum criteria, but feels that an additional search waiver category should be included to address the retention of CE Specialists and spousal hires which are non-senate faculty.

**Proposed Revisions to APM - 360, Librarian Series and APM - 210-4, Instructions to Review Committees**
Proposed revisions update policy so that the terms and conditions affecting non-represented librarians are consistent with those affecting represented librarians. Policy revisions cover the definition and criteria for appointment, terms of service, merit increases, promotion, advancement to career status, personnel review procedures, and the new point-based salary scale.

The Committee on Faculty Welfare met to discuss the proposed revisions to APM 360 - Librarian Series and APM 210-4 - Instructions to Review Committees. The Committee agreed that updates to the Librarian Series were needed and found the proposed revisions to be reasonable. The Committee supported the suggested modifications without further recommendation.

**Proposed Revisions to Senate Bylaw 140 – University Committee on Affirmative Action and Diversity**
In the past several years, the scope of UCAAD has broadened, reflecting the increasing spectrum and expression of diversity throughout the state. Rights, protections, and concerns for undocumented students, transgender individuals, and victims of sexual violence have been discussed at the division and systemwide levels, as have micro-aggressions and unperceived bias. In response, UCAAD felt that its mission would be better expressed through the inclusion of the word “equity” in its name and bylaws. This addition is meant to underscore the attention UCAAD intends to focus on issues of equal treatment as well as its historical roles tied to affirmative action and diversity issues.
The Committee on Faculty Welfare discussed the proposed revisions to Senate Bylaw 140 – University Committee on Affirmative Action and Diversity and felt the inclusion of the word “equity” in the University Committee title would allow the committee to open up the category to deal with more broad cases of difference beyond women and minorities. The Committee strongly endorsed the revision and motivation behind the change.

d. Representation at Systemwide Senate and the Executive Council

The Committee on Faculty Welfare continued its active participation on the systemwide University Committee on Faculty Welfare (UCFW). The 2015-16 UCFW representative was Victor Lippit, who updated committee members of the issues under discussion at the statewide level. Chair Jennifer Hughes represented the committee on the UCR Academic Senate’s Executive Council.

Respectfully submitted,

Jennifer Hughes, Chair
Erica Edwards
John Ellison
Liz Kotz
Victor Lippit
Julia Lyubovitsky
Al Page
Rick Redak
Jacob McClinton – GSA Representative
Giselle Ozuna – ASUCR Representative
To be received and placed on file:

The Graduate Council met ten times during the period of September, 2015 through June, 2016. Complete records of Council activity are on file in the Office of the Academic Senate.

TheCourses and Programs Subcommittee made recommendations and the Council acted on 153 Courses; 50 new courses, 80 changes to existing courses, 21 deletions, and 2 restored courses.

The following requests for changes in requirements for graduate programs were reviewed and approved:

- Statistics – Change to exam requirements – M.S. & Ph.D.
- Southeast Asian Studies – change to courses & language requirements
- Environmental Toxicology – change to graduate program admissions requirements
- Environmental Sciences – change to place a moratorium on graduate student recruitment into the Environmental and Natural Resource Economics and Policy field area and the Environmental Sciences and Management field area.
- Online M.S. in Engineering – Update to specializations
- Environmental Toxicology – Change to program prerequisites (Math)
- Statistics – change to admission requirements – M.S.
- School of Public Policy – adding elective courses to specializations
- Economics – deletion of Economics courses from requirements and removal from catalog
- Visual Arts (Masters) – change in requirements for the Master’s degree
- Science Fiction and Technoculture Studies Designated Emphasis – change in course options – deleting ECON 268
- GSOE – modification to M.Ed., General Education Teaching Emphasis
- GSOE – modification to M.Ed., Special Education Emphasis
- Computer Engineering – catalog updates
- Computer Science – change in quarterly unit cap for CS grad students
- Computer Science – catalog updates, adding CS/EE 217
- Statistics – changes to the M.S. & Ph.D.
- GSOE – changes to M.Ed. TESOL emphasis
- Creative Writing & Writing for the Performing Arts – change in language of graduate requirement from “thesis” to “manuscript”
- Electrical Engineering – changes to catalog
- Online M.S. in Engineering – specialization electives added to MSOL graduate program requirement
- School of Public Policy – new Public Policy Designated Emphasis
- MFA in Creative Writing & Writing for the Performing Arts – curricular change to MFA
- Science Fiction and Technoculture Studies Designated Emphasis – changes to DE
- GSOE – change to M.Ed. Higher Education Administration & Policy Emphasis
- GSOE – M.A. & Ph.D. program revision
- Computer Engineering – catalog updates
- Biochemistry & Molecular Biology – change to exam requirements
• Environmental Toxicology – change to program prerequisites

Special Requests and Exceptions:
• Online M.S. in Engineering – Part-time and full-time student status

The Graduate Council Fellowship Subcommittee met three times to evaluate the following:

1) Dissertation/Master’s Thesis Research grant applications. The subcommittee reviewed 22 Dissertation and Master’s Thesis Research Grants and awarded 18 amounting to $12,982. The funding rate is 82% of the applications and 67% of the requested funds. Three applicants who were not given DRG awards instead received awards ($4000 in total) made from a separate funding source, leaving them eligible for Dissertation Research Grants in the future.

2) Earle C. Anthony Travel award applications. The subcommittee awarded 19 Travel awards amounting to $15,000. The funding rate is 83% of the eligible applications and 43% of the requested funds.

3) In March, 2016 the subcommittee reviewed a total of 174 applications and provided rankings to the Graduate Division Dean for the following:
   a) Graduate Division Graduate Research Mentorship Program (GRMP) – 62 applications
   b) Dissertation-Year Programs (DYP) Fellowship Program – 112 applications

4) In May, 2016 the subcommittee reviewed 6 nominees for the 2016 Doctoral Dissertation Advisor/Mentoring Award and selected one recipient, Professor of Political Science, David Pion-Berlin.

The Graduate Council concluded its regularly scheduled review of the graduate programs in: Bioengineering, Computer Science, Materials Science & Engineering (internal review), and Microbiology.

Graduate Council discussed the program responses, corresponded with, and voted to close out the reviews for the following four graduate programs: Bioengineering, Computer Science, Materials Science & Engineering (internal review), and Microbiology, all reviewed in 2015/16.

Graduate Council hosted a Graduate Program Review Retreat in the Spring. The purpose of the Retreat is to prepare the programs scheduled for review in 2016/17 for the review process. Retreats will be held each Spring for programs being reviewed the following academic year.

Additionally, the following actions were taken by the Graduate Council during 2015/16:
• At its first meeting of the academic year, the Council adopted a statement regarding possible conflicts of interest by its members. (Sept. 2015).
• Updated and approved the Graduate Council Handbook for 2015-16.
• Graduate Council Bylaw Revisions
  • Modified the Council’s policy on graduate program catalog entry which specifies items each graduate program must have listed in the catalog. Language regarding the requirement of including specific course numbers was added to the policy.
  • Approved changes to Graduate Division Regulations pertaining to the backdating policy and adding transfer course work policies to bylaws.
  • Reviewed and changed current bylaws, catalog copy, and practices regarding S/NC grading for graduate students.
  • Revision to Graduate Council’s Attendance and Participation Policy.
  • Request for inclusion of non-UCR faculty on graduate exams.
  • Request for retroactive withdrawal due to special circumstances.

Graduate Council discussed and responded to the following requests for review and input received by Academic Senate Chair Jose Wudka:

• Official Request to Review and Consider Changing Teaching Evaluations/iEval
• Proposal for a Master of Science of Supply Chain and Logistics Management (SSP) – Proposal was returned by GC for missing information (financial plan).
• CNAS Reorganization Proposal and Process
• Proposal - modify R.7.4.2 to allow a maximum of 19 repeat units from the current 16
• Teaching Credit for Faculty-Led Internship Courses
• VPAP Request for Senate Consult: Professors Assigning Their Own Texts to Students
• School of Medicine Request for Exception to APM 275-16-f(3)
• Proposed Change to APM 245 – Department Chairs (from CODEO)
• Campus Five-Year Planning Perspectives
• Systemwide Review: Revised APM Policy Sections 278, 210-6, 279, 112 & New APM-350
Respectfully Submitted,

David Lo, School of Medicine, Chair
Thomas Payne, Computer Science, Vice Chair
Wendy Ashmore, Anthropology, Chair of Courses & Programs Subcommittee
Malcolm Baker, Art History
David Biggs, History
Michael Coffey, Plant Pathology & Microbiology, CCGA Representative
Theodore Garland, Jr., Biology
Venu Gonehal, Botany & Plant Sciences
Ryan Julian, Chemistry, Chair of Fellowships Subcommittee
Chris Laursen, Political Science, Secretary
Molly McGarry, History
Robert Ream, GSOE
Amit Roy Chowdhury, Electrical & Computer Engineering
Jorge Silva-Risso, SoBA
Christiane Weirauch, Entomology
Joe Childers, Graduate Dean (ex-officio)
Lewis Luartz, Graduate Student Representative (guest)
Nichole Ginnan, Graduate Student Representative (guest)
To be received and placed on file:

The International Education Committee of the Academic Senate met three times during the 2015-2016 academic year.

The Riverside Division of the International Education Committee was represented on the Universitywide Committee on International Education by Kurt Anderson who is the Chair of the Riverside Committee. The Committee was updated by the Chair at each meeting as to the issues being discussed at the Systemwide level. The Chair served as an ex officio member of the Special Review Committee and attended meetings when international students’ cases for admissions by exception were presented. The Chair also served as a member of the Council on Strategic Internationalization.

The Committee reviewed via email the proposed revisions to the Presidential Policy on Sexual Violence and Sexual Harassment and was supportive of the proposed revisions.

The Committee reviewed the request for proposals for the University of California Education Abroad Program (UCEAP) Departmental Grants for Academic Integration of Study Abroad and discussed the application and awarding processes of the grants with Assistant Vice Provost for Undergraduate Education and Interim Director of Study Abroad Christine Victorino and Study Abroad Assistant Director LaSharon Perez at their October 28, 2015 meeting. The Committee recommended to the Office of Study Abroad that the call for proposals be better communicated on campus. In response to this recommendation, the Office of Study Abroad worked with Department Chairs to inform them of the call for proposals and the Chair sent an email on behalf of the Committee to all Senate faculty announcing the opportunity. In addition, the call for proposals was posted to the Committee’s webpage. The Committee was updated throughout the year by the Chair about the award process and recipients of the grant. The Committee invited UCR recipients of the grant Professor Jingsong Zhang from the Chemistry Department and Professor Amanda Lucia from the Religious Studies Department to the March 30, 2016 meeting to discuss with the Committee their experiences with the grant process and how they were utilizing the funding received in their departments.

The Committee also discussed with the Office of Study Abroad enrollment of UCR students in the UCEAP and the challenges faced by UCR students in participating in Study Abroad opportunities at the October 28, 2015 meeting. The Office of Study Abroad shared with the Committee the initiatives they are pursuing to grow study abroad programs at UCR and how to make them more accessible to students.

The Committee reviewed the UC Regents Intolerance workgroup report that addresses the ongoing issue of tolerance on UC campuses and the balance of the issue with academic freedom. The report presented a defined statement against intolerance for the UC System. The Committee also reviewed the Academic Senate’s response to the report and supported the request for revisions.

Ex officio member and Vice Provost for International Affairs Kelechi Kalu presented to the Committee an update on the Office of International Affairs and the initiatives that the Office is engaged in at UCR at the January 13, 2016 meeting.

Kurt Anderson, Chair & UCIE Representative
Huiwang Ai
Phillip Christopher
Covadonga Lamar-Prieto
Jade Sasser
Sharon Duffy, Ex Officio
Kimberly Gentile, Ex Officio
Bronwyn Jenkins-Deas, Ex Officio
Kelechi Kalu, Ex Officio
Amin Watad, ASUCR Representative
Sook (Jaymee) Goh, GSA Representative
The Committee on Library and Information Technology (LIT) met eight times during the 2015-2016 academic year. Following is a summary of Committee activities from September 1, 2015 to August 31, 2016.

The Committee reviewed eFile and iGrade and made several suggestions to Computing and Communications to improve the software systems. Israel Fletes, Director of Educational and Computing Services, evaluated the lists and gave the committee a categorized list that included an estimation of their complexity, timelines, and whether additional specifications are needed. The following items have been completed in iGrade: 1) the number of units has been added so that the student workload is easily visible and 2) the letter grades have been placed in descending order (ex: A+, A, A-, etc.).

Cybersecurity was discussed extensively throughout the year. Associate Vice Chancellor/Chief Information Officer, Chuck Rowley, gave an update on the cybersecurity and network monitoring. He provided a recap on what had happened in response to the UCLA data breach in the summer of 2015. President Napolitano had previously required each campus to install equipment that would route all network traffic through Fidelis Cybersecurity and they would do threat assessment, integrating information across all campuses. UCR and other UC campuses were not involved in vendor negotiation and discussions of privacy/confidentiality. The initial implementation was problematic. The vendor’s products do not integrate with UCR’s suite of cybersecurity controls and thus resulted in an additive workload for C&C. The solution did not significantly enhance UCR’s security posture but may have provided some UC benefits. The monitoring was suspended for many months but has been reactivated. UCR’s C&C has proposed that UCR implement FireEye Cybersecurity, a package that integrates more effectively with existing software. UCR has suspended its FireEye negotiations pending an in-progress system-wide agreement with FireEye. AVC Rowley has spoken with the Provost and the Vice Chancellor for Business and Administrative Services and noted that UCR would like to establish a pilot program replacing Fidelis with FireEye as soon as possible. UCR C&C would like to involve the Senate (via the Committee on Library and Information Technology) and others here on campus in the details of the cybersecurity measures so that the faculty could review and comment on them.

Vice Chair Takeshita presented the Affordable Course Material Initiative proposal and would like LIT to consider sponsoring the initiative. It is linked to the statewide movement encouraging open access texts - the California Open Educational Resources Council is a group established by SB 1052. Students spend about $1,168 per year on books and supplies, but many do not purchase a required text book due to cost. The Associate Vice Chancellor of Computing and Communications is funding the pilot program at UCR for courses to adopt OER (Open Education Resource) Textbooks - 2 courses this quarter, and 3 more next quarter, with faculty receiving a $3,000 award to do this. Feedback will be obtained from both the Faculty and students.

The UCR Publication Management System launched on January 19, 2016, joining with the other UC campuses to identify and deposit faculty journal articles published since the Open Access policy was passed in July 2013. The University Librarian, Steven Mandeville-Gamble, passed out a handout detailing the launch. As of February 8th, there have been 244 faculty that have claimed
at least one publication, 7,020 claimed publications, 4,145 rejected publications and 55 users who have deposited at least one publication. The harvester email was emailed to faculty on January 19, 2016 with the subject line “Your recent University of California publications are ready for verification and uploading”.

Associate Librarian Ann Frenkel gave an update on the proposed loan policies for UCR Academic user categories which took effect December 31, 2015. This new policy is already in effect with staff, undergrad and grad students and community users. Graduate students have a 90 day rolling due date and receive up to 7 renewals (each for a 90 day period), which works out close to 2 years.

The proposal includes the following:
- 365-day rolling due dates, instead of fixed dates. Items will be due 365 days from checkout.
- Seven online renewals may be requested by faculty for up to eight years total loan period. This is an increase from two renewals.
- The recall turn-around will be increased from 7 days to 14 days. The 7-day recall will remain for items needed for reserves.
- Periodicals may be checked out for the 365-day period, the same as monographs.

The benefits of these new policies will be:
1. Faculty no longer need to return (or renew) their material at the same time each year.
2. The checkout periods remain the same no matter when a book is checked out.
3. The additional renewal periods will make it easier to manage a large number of items checked out from the library.

Most of the other UC campuses have recently moved to these rolling due dates, and many are also extending their renewal periods as UCR is proposing. The new policy was advertised via scot mail, library website and a flyer given to users during checkout.

Dr. Alison Scott, Associate University Librarian for Collections and Scholarly Communication, reviewed the Collection Review and Space Management Task Forces Report from April 2015 with the committee. The library recommendation is: in collaboration with the faculty identify ways to review UCR’s collection in order to manage its physical footprint in better alliance with the high value of campus space and UCR’s highest value physical library collections. The library is proposing that they embark on a process that involves library faculty liaisons, library liaisons and the collection development staff that reviews areas of the collection that are impacted in terms of space where there is overflow shelving or the fire marshal has said shelving needs to be taken down. They need to identify volumes in the collection that have not circulated for more than 15 years and identify alternate ways to manage those little used volumes in alignment with UCR’s partnerships with other UC libraries at the Regional library facilities. The goal is to review all of the library’s physical collections within 3 years. It was noted that all departments are on record for having library liaisons.

Chair Nunney addressed concerns received regarding poster printing. Currently, poster printing costs upward of $80.00 on campus. The high costs make it hard to encourage undergraduate students to present at conferences. It was noted that if you have a map on your poster, the costs are minimal. University Librarian Mandeville-Gamble has agreed to print these in the library. A business model will be worked out over the summer. There are two plotted printers available and the goal is to make one of those printers available to students for a nominal fee.
The Committee reviewed and provided feedback on the following:

- Proposal for a Master Supply Chain & Logistics Management – the committee sees no significant increase in library acquisitions will be needed for the program and did not have any concerns with the proposal.

- Proposed changes to the Committee’s Bylaw 8.9 – the committee took the suggestion from Executive Council and removed the word “all” before “matters”. Bylaw 8.9.1 now reads:

  Purpose: The Committee on Library and Information Technology advises the Division, Chancellor and President in accordance with the Standing Orders of the Regents on all matters relating to academic computing and information technology; administration of the library; and matters concerning scholarly communications. (Am 9 Feb 89) (Am 5 Feb 98) (Am 30 May 06) (Am 14 Oct 13)

- Proposal for the reorganization of the College of Natural and Agricultural Sciences. The Committee noted: the impacts to Undergraduate Education, in particular to the Biology major, were not defined. There is not enough information to determine how these undefined changes will affect Library and Information Technology resources. The Committee would like these issues to be addressed in the proposal.

- Campus Review: UCR’s Five-Year Planning Perspectives for 2016-2021 - The committee chose not to opine on this review item as it is outside the purview of the committee.

- Second Systemwide Senate review of proposed revisions to APM-360, Librarian Series and APM-210-4, Instructions to Review Committees – the committee had no comment except to concur with the changes.

Committee Chair, Len Nunney, attended meetings of the University Committee on Library and Scholarly Communication and Vice Chair, Chikako Takeshita, attended meetings of the University Committee on Libraries and Scholarly Communication. Both provided regular reports back to the Committee.

Respectfully submitted,
Len Nunney, Chair
Chikako Takeshita, Vice Chair
Evangelos Christidis
John Baez
Katherine Sweeney
Laura Harris
Lucille Chia
Marlo Raveendran
Matthew Mahutga
Owen Long
Steven Mandeville-Gamble, University Librarian (ex officio)
Charles Rowley, Vice Chancellor Computing and Communications (ex officio)
Heran Bhakta, GSA Student Representative
To be received and placed on file:

The Committee on Physical Resources Planning met three times during the 2015-2016 academic year.

The committee met with Andy Plumley, Assistant Vice Chancellor of Auxiliary Services, to discuss the Barn expansion and the Faculty/Staff Dining Room. The plans include a 75 seat meeting room which will be available for rent, private lunches, dinners, symposiums, etc. and two courtyards for outdoor seating to accommodate 300-400 people and more restrooms. The plans also include a Faculty/Staff Dining room which will include a full service buffet and bar. The committee offered suggestions pertaining to the layout and size of the room. AVC Plumley noted that the goal is to close the Barn in winter 2017 for approximately 12-18 months to complete the renovation. During that time they may bring in food trucks and are also looking into partnering with Tapingo, an online and mobile food delivery.

The committee met with Maria Anguiano, Vice Chancellor for Planning and Budget, to discuss the Physical Master Plan. The drivers for the Physical Master Plan study include the following: Academic Expansion (300 new faculty, increase enrollment to 25,000 students by 2020 and consider growing to 30,000 by 2025), Campus Setting (focus new growth on East Campus to create vibrant 24/7 spaces, strengthen campus identity and manage West Campus as a long-term land asset), and Environmental Priorities (UC goal of carbon neutrality in operations by 2025, new state mandated storm water regulations – no net increases in runoff).

VC Anguiano noted that the Physical Master Plan also includes pedestrian and traffic control, shared bike paths, walking paths with shade, re-envisioning the loop road, solar/renewable energy, storm water treatment, drought tolerant strategies and other environmental strategies.

VC Anguiano noted that there are several renovations taking place on campus and include the following: Batchelor Hall Interior (to be completed by early 2019), Pierce Hall Classrooms (to be completed by Summer 2019 – will gain two large classrooms seating 150+ students), Boyce Vivarium (to be completed by early 2017), School of Medicine Research BSL-3 (to be completed by Fall 2016), School of Medicine Research Bldg. (1st floor – to be completed by Fall 2017), and Bourns Hall.
To be received and placed on file:

The Committee on Preparatory Education met twice during the 2015-2016 academic year.

The Riverside Division of the Committee on Preparatory Education was represented on the Universitywide Committee on Preparatory Education (UCOPE) by Bill Gary. The Committee was updated by Professor Gary at each meeting as to the issues being discussed at the Systemwide level.

The Committee undertook its regular review of the Entry Level Writing Requirement (ELWR) program. The Director of the University Writing Program and ex officio member of the Committee, John Briggs, provided the Committee with an overview of the program and presented a report documenting the outcomes of the program for the 2014-2015 academic year. The reported documented that 62% of entering freshmen at UCR had satisfied the ELWR before registering as full time students. It was reported that the biggest factor in this improvement over previous years had to do with a 5% increase in the state-wide AWPE pass rate. The remaining 38% of entering freshmen placed in entry-level writing courses and the great majority made good progress once they arrived at UCR. The Committee voted to approve the report and it was reported on the December 1, 2015 Division meeting agenda.

The Committee reviewed the proposed changes to Academic Senate Regulations (SR) 417 and 621 that were recommended by the Systemwide Board of Admissions and Relations with Schools. The proposed changes to SR 417 strikes the word “community” so that all college/university units are treated the same and the proposed changes to SR 621 allow for a fuller suite of standardized examinations for which the University awards unit credit. The Committee had no concerns with the proposed changes and voted to support the changes.

The Committee continued discussions on the recommendation from the Senate Chair to remove the Committee’s ex officio member’s voting privileges as the ex officio members of the Committee currently outnumber the appointed faculty members. The Committee recommended that ex officio member and Vice Chancellor for Student Affairs Jim Sandoval be removed as an ex officio and instead be invited to attend meetings as a guest when consultation is needed. The Committee discussed potential conflicts of interest that ex officio members might have as members of the administration and the possibility that they may be able to sway appointed members to voting in favor of issues that are beneficial to the administration. The Committee opined that ex officios should be asked before voting on issues if they have a conflict of interest and if they do, members should be asked to recuse themselves from the review of the issue and voting. Additionally, the Committee contended that if there is an important issue to be discussed and ex officio members outnumber appointed faculty members, then the discussion should be tabled until a meeting can be held that has a least equal representation of appointed faculty members and ex officio members. The Committee voted to retain the voting privilege for ex officio members and remove the Vice Chancellor for Student Affairs as an ex officio member on the Committee. The Committee sent a memo to the Senate Chair documenting the rationale for the decision to retain ex officio member’s voting privilege.

Coleen Macnamara, Chair
Kim Devlin
Jacob Greenstein
Tao Jiang
John Briggs, Ex Officio
Eddie Comeaux, Ex Officio
Peter Graham, Ex Officio
Michael McKibben, Ex Officio
James Sandoval, Ex Officio
Sharon Walker, Ex Officio
Mariela Delgado, ASUCR Rep.
The primary function of the Committee on Privilege and Tenure is to consider grievances brought by members of the Academic Senate and disciplinary charges brought by the administration against members of the Academic Senate. Details of all grievances, charges, and cases are confidential. The Committee may also be asked to opine on proposed revisions to Bylaws and Regulations which may be related to the charge of the committee.

Following is a summary of Committee activities during the 2015-16 academic year:

- P&T received five grievance cases and completed the adjudication process on all.

- P&T had three cases carry over from the 2014-15 year, one of which was a disciplinary case. For both cases, the Committee appointed Hearing Committees and conducted formal hearings. The Hearing Committees in both cases completed and delivered its findings and recommendations to all parties.

- Policy Recommendations considered by P&T include the following System-wide Reviews:
  - System-wide review of the Presidential Policy on Sexual Harassment and Sexual Violence
  - System-wide review of the Joint Committee Report.

Respectfully submitted,

J. Bailey-Serres
K. Harris
J. Levin
X. Liu
S. Oselin
J. Sachs
S. Tiwari-Woodruff
S. Lonardi, Chair
During the 2015-2016 academic year, the Committee on Research (CoR) met on seven occasions.

The Committee reviewed and readopted the prior year’s Conflict of Interest Statement.

Additionally, the committee reviewed their bylaws and throughout the year made efforts to expand the scope of the committee in order to fully evaluate and advise on the research mission of UCR.

**Issue Review Items:**

*Evaluation of FTC Decision regarding Aaron Sietz:*
CoR was asked to review a Federal Trade Commission (FTC) ruling involving Professor Aaron Sietz. The committee found the information provided to be incomplete and potentially one-sided, and therefore decided not to make a formal comment on the case.

*Resource Assessment request from Chair Wudka:*
CoR was given a resource assessment request from Chair Wudka regarding the administration’s faculty growth plan and its impact on research activities at UCR. The main questions presented were whether or not the campus is making appropriate preparations for these changes and, if we are not, where the deficiencies lie. The committee responded by listing areas of concern and how they can potentially negatively impact the health of research activities on campus. The issue of space will have the biggest impact on research activities due to the lack of available laboratory and office space for both new and current faculty.

*CNAS Reorganization Proposal:*
CoR was asked to review the CNAS reorganization proposal. The committee discussed the proposal and responded with their concerns about the reorganization. The first concern was how the proposal could negatively impact CNAS’s current areas of strength and how it contradicted campus planning documents regarding the importance of maintaining and/or building on current areas of strength. Additionally, the reorganization could have an impact on already established department programs and their long-term development plans. Another important consideration is how the reorganization could create more interdepartmental competition over scarce resources and the reallocation of related space. Lastly, the proposal did not address the logistics of the reorganization. The committee ultimately recommended that the CNAS reorganization not go forward as described in the proposal.

*Revised APM Policy Sections 278, 210-6, 279, 112 & New APM – 350:*
CoR was asked to review the revised APM Policy Sections 278, 210-6, 279, 112 & New APM – 350. The Committee felt that clinical appointments should not come with a research component.

*Campus Five-Year Planning Perspectives:*
CoR was asked to review the Campus Five-Year planning perspective and did not wish to opine on it.
Grants:
CoR’s primary activity was to administer intramural grant competitions. CoR worked to clarify the wording of the Call for the intramural research grants and to make the online application process clearer and less onerous.

Applications Statistics 2016-2017:
Total Applications: 456
Total Funded Applications: 354

College Breakdown: (Total Funded / Total Received)
- CHASS = 174/218 (80% funded)
- BCoE = 39/53 (74% funded)
- CNAS = 101/134 (75% funded)
- SoBA = 19/26 (73% funded)
- GSoE = 13/17 (76% funded)
- SoM = 2/2 (100%)
- SPP = 6/6 (100%)

Grant Type + Scoring Breakdown: (Total Funded / Total Received)
- Omnibus (237/365) (65% funded)
  o Travel Only = (217/237) (92% funded)
  o Research and Travel = (94/128) (73% funded)
    ▪ Score 3 awarded $1,800 (34)
    ▪ Score 2.5 awarded $1,500 (44)
    ▪ Score 2 awarded $1,200 (16)
- CoR (28/49) (57% funded)
  o Score 5 awarded $9,000 (8)
  o Score 4.5 awarded $6,500 (10)
  o Score 4 awarded $5,000 (10)
- Regents Faculty Fellowship (3/20) (15% funded)
  o Score 4.5 awarded $5,000 (3)
- Regents Faculty Development (11/22) (50% funded)
  o Score 5 awarded $7,500 (3)
  o Score 4.5 awarded $5,000 (8)

Total Research funds awarded for 2016-17 was $646,154. Following several years of declining funding, three years ago CoR was allocated an increase of 20% of available funds as compared to previous years. The committee thanks former Senate Chair Wudka for making the increase to research funds a priority in the overall Senate budget.

Respectfully Submitted,

Richard Arnott, Chair
Luciana Dar
Kaustab Ghosh
Yawen Jiao
Tae-Hwy Lee
Jocelyn Millar
Patricia A. Morton
Gordon Love
To be received and placed on file:

The Committee on Rules and Jurisdiction conducted its work via email. Following is a summary of Committee activities from September 1, 2015 to August 31, 2016.

In keeping with the charge to review legislation submitted for adoption, the Committee considered the Regulations, Bylaws, and Policies below and found the wording to be consistent with the code of the Academic Senate.

Proposed changes to Bylaw 8.15.1 (Membership Charge) - Committee on International Education

The proposed change would remove the Vice Provost for Undergraduate Education as an ex officio member from the committee and be replaced with the Vice Provost for International Affairs. The committee also proposed that the UCR faculty liaison to the University of California Education Abroad Program be added as an ex officio to the Committee to provide valuable consultation to the Committee on study abroad activities at both the System and campus level. The Committee reviewed the proposal and found it consistent with all applicable University and Division bylaws and regulations.

Proposed changes to Bylaw 8.14 – Committee on Graduate Council

The proposed changes would remove the voting rights of the Graduate Dean as the Committee feels that this position is to facilitate communication and cooperation between the Senate and the Graduate Division rather than acting as a voting member. The Bylaws have also been updated to clarify the purpose, membership and duties of the committee. The Committee reviewed the proposal and found it consistent with all applicable University and Division bylaws and regulations.

Proposed changes to Bylaw 8.18 – Committee on Planning and Budget

The proposed changes would add a Vice Chair position, which can aid in the organization of the committee and serve as a fill in for the Chair when he/she is unavailable. The proposed changes would also allow the committee to appoint a member, who may be the Chair, to serve on the Service Level Agreement Governance Committee. The Committee reviewed the proposal and found it consistent with all applicable University and Division bylaws and regulations.

Proposed changes to Bylaw 8.6 – Committee on Diversity and Equal Opportunity

The proposed changes would remove “continuous surveillance” and replace it with “evaluation of data” for evidence of discrimination in employment practices on this campus. Although the Committee is in favor of removing the charge/duty of “continuous surveillance,” as this may seem an impossible goal for any committee, the phrase “Reviewing information on the status of affirmative action, campus climate, and diversity” is so neutral that it fails to convey that the committee’s charge is to monitor these areas for any evidence of wrongdoing.

Proposed changes to Bylaw 8.20 – Committee on Research

The proposed changes clarify and broaden the scope of the committee charge so that it is more in line with the committee bylaws from other campuses as well as the Systemwide committee on Research Policy bylaws. These revisions will enable the committee to more effectively advise on the full scope of research activities at UCR.
The Committee on Rules and Jurisdiction reviewed the proposed bylaw changes and although these changes do not violate the code of the Academic Senate, the committee had the following suggestions:

1) The Committee suggests that the language currently present in bylaw 8.20.1 should remain with only a slight modification to read “The committee considers matters pertaining to the research mission of the UC Riverside Campus.” The Committee feels the role of the advisor potentially diminishes the power of the committee and, in turn, the independence of the faculty especially in relation to the administrative units. The Committee is also troubled by the inclusion of administrators in what is essentially an educational and research function. The inclusion of administrative units could be read either as an expansion of the committee’s potential powers or the subjugation of the committee to a reporting mechanism within the administration. Rules and Jurisdiction suggests the Committee on Research revise the language to be more specific, in order to preserve the integrity of the faculty’s role in the university.

2) The Committee on Research noted that the purpose of the proposed bylaw change is to broaden the scope of its charge. However, Rules and Jurisdiction feels that the omission of the language “general policies” would restrict the committee from specifically commenting on matters of policy. Therefore, the Committee recommends this language remain in the bylaw.

Proposed changes to Regulation 6.1 Campus Graduation Requirements – Committee on Educational Policy

The proposed changes suggest that the Writing Across the Curriculum pilot program continue as a permanent alternative to English 1C. The Committee on Educational Policy will review the program every 5 years to ensure that it remains an effective alternate to English 1C. The Committee reviewed the proposal and found it consistent with all applicable University and Division bylaws and regulations.

Proposed changes Regulation 7.4.2

The proposed changes would allow students to repeat a maximum of 19 units from the current 16. Under the new BANNER system, splitting will no longer be possible, and should the Academic Senate desire to retain the current policy, students who wish to repeat a course that would put them over the current 16 unit limit would get no new GPA credit for that repeated course. For example, a student who had repeated 13 units for GPA improvement would be precluded from repeating a four or five-unit course for new GPA credits, since it would put the student above the 16 unit threshold. The Committee reviewed the proposal and found it consistent with all applicable University and Division bylaws and regulations.

Proposed changes to Bylaw NR 2.4.5 Major Requirements – College of Natural and Agricultural Sciences

The proposed changes would allow up to 12 units in courses acceptable for each major to be counted towards the upper-division units required for each major. Although the Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate, the committee also finds that this proposed change is properly submitted to the Committee on Educational Policy for purposes of determining the effects of the changes, if any, on academic quality and rigor.

Proposed changes to Bylaw NR 3.4.3 Minor Requirements – College of Natural and Agricultural Sciences

The proposed changes would allow up to 8 units in courses acceptable for the major and minor to be counted towards the upper-division units required for each major. Although the Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate, the committee also finds that this proposed change is properly submitted to the Committee on
Educational Policy for purposes of determining the effects of the changes, if any, on academic quality and rigor. The Committee also expressed concern that the proposed change may relax academic requirements. Such a change would help improve graduation rates, but could also reduce educational breadth and rigor, and ultimately devalue the degree the students are receiving. However, review of the proposed changes with respect to its potential or likely effects on educational standards and quality belongs, in the first instance, to the Committee on Educational Policy (CEP) under Bylaw 8.12.2 and 8.12.3.

Proposed changes to Bylaw 8.24.1 Membership Charge – Committee on Preparatory Education
The proposed changes would remove the Vice chancellor for Student Affairs as an ex officio member of the Committee as consultation from the position is no longer needed at every meeting. If issues arise that need the Vice Chancellor for Student Affairs' consultation, the committee will invite him/her to attend the meeting as a guest. The Committee reviewed the proposal and found it consistent with all applicable University and Division bylaws and regulations.

Proposed changes to Bylaw GR5-GR5.6 – Graduate Division Regulations
The proposed changes request official bylaws be added to reflect current practices with regards to transfer course work policies for graduate students and backdating. The proposed wording allows any 200-level course, relevant to the graduate degree program, to be applied to the graduate degree if it was not used to complete any unit or degree requirements for the bachelor's degree and was not calculated in the undergraduate GPA. The department Graduate Advisor has the option to approve units/grades be used for the graduate program, or simply waive requirements based on these courses and require the student to complete all unit requirements while in the graduate program. The Committee reviewed the proposal and found it consistent with all applicable University and Division bylaws and regulations.

Proposed revisions to APM 360, Librarian Series and APM 210-4, Instructions to Review Committees
The Proposed revisions update the definition of librarian, criteria for appointment, terms of service, merit increases, promotion, advancement to career status, personnel review procedures, and the new point-based salary scale. The Committee on Rules and Jurisdiction finds nothing objectionable in the proposed revisions and therefore approves their further consideration and/or adoption at the system-wide level.

Proposed changes to Bylaw HS4.1 – College of Humanities, Arts, and Social Sciences
The proposed changes clarify that voting rights on the committee are limited to those members elected by the College’s Senate-level faculty. The revisions formalize the longstanding practice that ex officio and student members do not hold voting rights. The Committee feels that their membership is to facilitate communication and cooperation, but that voting rights derive from election by the faculty.

Proposed changes to APM 245 Appendix A: Duties of Department Chairs
The Committee on Diversity & Equal Opportunity has proposed the following change: Point 2 of APM 245 under the section “As leader of the department, the chair has the following duties” currently reads: “The appointee is responsible for maintaining a departmental affirmative action program for faculty and staff personnel, consistent with University affirmative action goals.” The Committee on Diversity and Equal Opportunity proposes the following modification to this sentence stating the following: “The appointee is responsible for informing faculty and staff personnel about the departmental affirmative action program and maintaining the program
consistent with the University affirmative action goals.” The Committee reviewed the proposal and found it consistent with all applicable University and Division bylaws and regulations.

Proposed changes to Bylaw 8.12.1 Membership Charge – Committee on Educational Policy
The proposed changes would add three additional members to the Committee’s membership to accommodate the increase of workload that is necessary to complete more undergraduate program reviews each year to comply with WASC’s recommendations that each undergraduate program be reviewed every 7 to 10 years. The Committee reviewed the proposal and found it consistent with all applicable University and Division bylaws and regulations.

Proposed changes to Bylaw R1.3.2 in R1 Grading System – Committee on Graduate Council
The proposed changes clarify that Graduate students may not use undergraduate or graduate courses taken on an S/NC basis to complete their master’s or PhD degree requirements, unless the course is only offered on an S/NC basis. And exceptions must be approved by the Dean of the Graduate Division. The Committee on Rules and Jurisdiction advises Graduate Council to propose an amendment to the bylaws that explicitly grant it the authority to oversee and set general policies governing graduate coursework requirements. The Committee reviewed the proposal and found it consistent with all applicable University and Division bylaws and regulations.

The Committee on Rules and Jurisdiction considered the following Regulations, Bylaws, and Policies and found the wording not to be consistent with the code of the Academic Senate and provided advice and/or suggestions for further revisions.

Bylaw 55 concerning voting rights for Non participating faculty
The Committee on Rules and Jurisdiction received an inquiry as to whether or not a department must include individuals who refuse to participate in faculty meetings in the denominator when calculating the 2/3 vote required to extend voting privileges within the department and in determining whether a quorum of voting members is present when faculty personnel files are considered at upcoming faculty meetings.

The Committee on Rules and Jurisdiction considered the inquiry and advised that all eligible voting faculty are to be included in the denominator when calculating the required 2/3 majority vote to extend bylaw 55 voting privileges within the department and in determining whether a quorum of voting members is present when faculty personnel files are considered at faculty meetings. Excluding such members is a violation of Bylaw 55 which states “No department shall be organized in a way that would deny to any of its non-emeritae/i faculty who are voting members of the Academic Senate, as specified in Standing Order 105.I (a), the right to vote on substantial departmental questions, excepting only certain personnel actions as detailed in Article B of this Bylaw”. The standard process for situations in which a faculty member refuses to participate in departmental business or attend meetings is to include him/her in the total number of faculty eligible to vote and then record the individual as “unavailable”.

Proposed changes to APM Policy Sections 278, 210-6, 279, 112 and New APM-350
The proposed changes are overall appropriate and reflect a real need to address the formal designation and status of clinicians in UC and UC-affiliated medical facilities. The proposed revisions also properly distinguish between Senate faculty and non-Senate teaching and clinical personnel. However, we also have identified some gaps and areas of ambiguity in the proposed revisions. Such textual wrinkles are perhaps inevitable in a complex and multifaceted revision,
but they should be addressed to the degree possible prior to adoption. First, there is the issue of
when a clinician would have to be reclassified—and what the consequences would be. The
proposal states at pg. 6: Clinical Associates are 1) paid staff clinicians and 2) clinicians who are
employed by satellite facilities, health system networks, and other affiliated clinical entities and
engaged 100% time in patient care, with no UC salary, and no teaching, research/creative
activity, or University and/or public service responsibilities. To be paid by UC and/or engage in
teaching, research/creative activity, or University and/or public service, the individual must be
placed in an appropriate title following a competitive search. It is not clear to us what happens
under APM 278(c) and 350-20.c if a Clinical Associate, who is hired and classified as such,
takes on some research on occasion, as clinicians sometimes do. (Taking on clinical teaching
presumably would be addressed by classifying the person as a Volunteer Clinical Professor.)
Would that person have to be re-classified as faculty, as I interpret APM 279-0 to require?
Would the person have to re-apply for the position as part of a “competitive search”? We find a
similar ambiguity in the proposed APM-279-20a. The proposed revisions not clearly set out the
required procedure or the options and the means of selecting among them when transferring the
appointment of a Volunteer Clinical Professor. Second, while we agree that the review criteria
for these various classifications need to be flexible, we think there needs to be more clarity and
precision in describing the review process. The flexibility of substantive criteria is necessary in
order to tailor them to different professional functions (teaching, research, clinical practice).
However, the following portion of the proposal leaves too much unspecified: “Clinical Associates
are appointed and reviewed by their peers at their place of employment based on achieving
acceptable quality standards for clinical care based on the employer’s review.” The proposal
should specify who is to perform the evaluation and the standards and procedures to be
employed. Who are these “peers”? How are they defined and who makes the determination of
who is a “peer”? Do all “peers” participate in the evaluation or only a committee of them? If the
latter, who appoints the committee? What substantive and procedural rules or standards govern
this peer review? If the rules and procedures of an affiliated facility govern the review and
evaluation of one of its employees, who is also a Clinical Associate, the text of the APM should
state this explicitly.

J. Cioffi, Chair
L. Lalami
S. See, Secretary Parliamentarian
To be received and placed on file:

The Committee on Scholarships and Honors met on March 31, 2016 to discuss the candidates for the Chancellor’s Awards for Excellence in Undergraduate Research and Creative Achievement. Four valid faculty nominations were received and seven student nominations were received. The committee submitted to the Division the nominations of Professor Ludwig Bartels, from the Department of Chemistry, and Professor Katherine Sweeny, from the Department of Psychology for the 2015-2016 faculty Chancellor’s award. The committee also selected Carlos Rodriguez, from the Department of Chemical and Environmental Engineering, and Brandon Tran, from the department of Psychology, as the student recipients of the 2015-2016 Chancellor’s award. The nominations were approved at the May 24, 2016 meeting of the Riverside Division of the Academic Senate at which time Professors Bartels and Professor Sweeny were presented with their awards.

D. Morikis, Chair
T. Higham
Y. Li
A. Moradifam
R. Russin
D. Simmons
S. Ying
Y. Ye
J. Aguilar, Director of Student Financial Aid (ex-officio)
J. Sandoval, Vice Chancellor, Student Affairs (ex-officio)
P. Cardenas, ASUCR Student Representative
The Committee on Undergraduate Admissions (UAC) met 11 times during the 2015-2016 academic year.

The Riverside Division of the Undergraduate Admissions Committee was represented on the Systemwide Board of Admissions and Relations with Schools (BOARS) by Eddie Comeaux, Chair of the Undergraduate Admissions Committee. BOARS held 10 meetings during the 2015-2016 academic year. Chair Comeaux updated the Committee members at each meeting as to the issues discussed at the Systemwide level. In addition, Chair Comeaux represented the Committee on Executive Council and served as an ex officio member of the Committee on Preparatory Education.

Actions undertaken by the Committee during the academic year were the following:

- The Committee reviewed the proposed changes to Academic Senate Regulations (SR) 417 and 621 that were recommended by BOARS. The proposed changes to SR 417 strikes the word “community” so that all college/university units are treated the same and the proposed changes to SR 621 allow for a fuller suite of standardized examinations for which the University awards unit credit. The Committee had no concerns with the proposed changes and voted to support the changes.

- The Committee reviewed data submitted by the Office of Undergraduate Admissions to document the Academic Index Score (AIS) cut offs for colleges and majors for 2015. The Committee reviewed the requested data and noted concern with the data for BCoE as students who did not have a high enough AIS score to be admitted to the college, but did make the AIS cut off for admission to other majors’ colleges were declined admission to UCR. Additionally, the Committee commented that BCoE students who do not include a second choice major and do not make the AIS score for their primary major are declined admission to UCR when they could be admitted to another college. The Committee requested that the College Associate Deans for Student Affairs consider allowing students who do not make the AIS requirement for their primary major, be admitted to their second choice major and wait listed for their primary major. The Committee also recommended that students be notified of the average GPA and SAT scores needed for their primary major so that they can prepare as much as possible to meet the requirement.

- The Committee reviewed the data from the review of 500 applications of students with low AIS scores from the Fall 2014 cohort to assess the activities section to determine if there is a correlation between non cognitive activities and success at UCR. The Committee had tasked the Office of Admissions with conducting this review the previous academic year as part of their ongoing review of the issue. After reviewing the data the Committee opined that the applications should be examined further to determine the value of the scores and activities to determine which activities have a higher value and that the rubric
should be revised to develop a more specific set of scoring. The Committee reviewed the scoring rubric from UC Santa Barbara for non-cognitive activities and reviewed a sample set of applications in consideration for how the revised rubric should be structured for UCR. The Committee approved a rubric that awards 0 value for no reported activity, a value of 1 for awards and honors received from the school attended, a value of 2 for awards and honors received at the district or local level, and a value of 3 for awards and honors received at the state, national, and international level and asked the Office of Undergraduate Admissions to reassess the set of sample applications with the new rubric. The Committee reviewed the results of the assessment of applications with the new rubric and clarified several concerns from the Office of Admissions so that the rubric was more defined. The Committee reviewed a preliminary analysis of the data from the review of applications and will continue to review the data next academic year.

• The Committee reviewed the issue of the scoring system for the SAT and discussed how the AIS will need to be adjusted to account for the new scoring system. The Committee requested data to measure student’s readiness and success to help make the determination of what the new AIS scores should be set at. The Committee reviewed concordance tables for SAT and ACT scores and recommended that for the next year the scores should be concorded for the AIS until the results of the new SAT scoring system can be reviewed in more detail.

• Members reviewed a sample set of admissions applications to familiarize themselves with the application process and to consider if there are other ways to review applications to assess students and their potential for success at UCR more effectively.

• The Committee was tasked by Executive Council with reviewing the diversity and enrollment of African American and Indian American students at UCR and submitting a report to document how the declining enrollment of the groups is being addressed. The Committee reviewed data from the Office of Admissions that show historical admission and enrollment numbers for students with African American and Indian American ethnicities. In addition, they consulted with ex officio member and Vice Chancellor for Student Affairs and the Director of Undergraduate Admissions on the issue. The Committee submitted a report to Executive Council that included recommendations to increase contact and use of African American and Indian American students, faculty and alumni in recruiting, begin discussions about a fundraising campaign from private sources to improve recruitment and yield for undergraduate students of both ethnicities, and to conduct ongoing quantitative and qualitative studies to understand and explain the admissions outcomes for African American and Indian American students across the Academic Index Score. Executive Council requested additional data documenting admissions for African American students by gender. The Committee requested and reviewed this data set before submitting it to Executive Council for review. The Committee will continue to seriously monitor the enrollment patterns of African American and Indian American students at UCR.

• The Committee reviewed the proposed changes to the undergraduate Economics major’s transfer requirements that proposed the requirement that students transferring to any
Economics program complete a calculus course equivalent to UCR’s MATH 009A. The Committee voted to support the proposed change with the comment that the proposal should explicitly state that the requirement is for transferring Juniors and that it should not be implemented until the Fall 2018 admissions cycle to allow students to prepare for the new admissions requirements.

- The Committee reviewed the proposal to modify APM 245 regarding the duties of department chairs and voted to support the proposed modification.

- The Committee reviewed the proposed change to the transfer admission requirements for the Psychology undergraduate program and proposal to make the requirement for transfer students to complete MATH 004 more explicit. The Committee did not support the proposal and instead made the recommendation that MATH 004 be replaced with MATH 005 as MATH 004 is not articulated with the California Community Colleges and transfer students are evaluated for admission to UCR to ensure they have completed MATH 005 or higher.

- The Committee reviewed data documenting the 2 year graduation rate and GPA for transfer students who did not take MATH 005, students who took MATH 005, and students who took a higher Math course than MATH 005 to determine success rates and if the current requirements are set too low.

- The Committee submitted a report to BOARS documenting that UCR had met the compare favorably guidelines and concluded that nonresident students’ performance compared favorably to resident students. This report is submitted annually to BOARS to document that UCR does not admit nonresident students that perform at a lower level than California resident students as a justification to accept nonresidents over residents to the UC System.

- The Committee reviewed the Five Year Planning Perspectives for UCR and did not identify any concerns with the draft.

- The Committee reviewed the Office of Undergraduate Admissions targeted plan for funding underrepresented student recruitment at UCR.

Eddie Comeaux, Chair & BOARDS Representative
Khaleel Abdulrazak
Juliette Levy
Mindy Marks
Bahram Mobasher
Marko Princevac
Jingsong Zhang
Jim Sandoval, Ex Officio
Alan Alcantara, ASUCR Representative
COMMITTEE ON UNIVERSITY EXTENSION
ANNUAL REPORT TO THE RIVERSIDE DIVISION
DECEMBER 6, 2016

To be received and placed on file:

The Committee on University Extension met twice this Academic Year and conducted a virtual meeting through iLearn and email in February and July. In the 2015-2016 academic year the Committee examined and approved 528 course and instructor proposals in the X300-400 series and 26 course and instructor proposals in the X1-200 series. The Committee also approved 12 programs for extension certificates and diplomas.

The Committee reviewed the process for the review of Fall term UNEX proposals that is conducted virtually over the summer and recommended that a written summary of the actions and deliberations of the virtual review be recorded and included on the Fall Committee meeting agenda for review and approval. This action will allow for a standing record of the Committee’s deliberations.

The Committee would like to commend University Extension for their continuing efforts to expand offerings in new directions, and for the high quality of all programs. University Extension has developed a number of very innovative programs this year, and the quality of instructors continues to be excellent. The Committee would like to thank the Dean of University Extension, Sharon Duffy, and University Extension Academic Services Coordinator Linda Coco for an excellent job in presenting the best candidates for review and approval by the Academic Senate Committee on University Extension and for promptly providing additional information for proposals as requested by the Committee. Finally, the Committee would like to thank Beth Beatty for all her excellent work that has ensured that the Committee has been able to fulfill its tasks in an efficient manner.

Indridi Indridason, Chair
Ian Dickie
Isgouhi Kaloshian
Suk-Won (Thomas) Kim
Michel Lapidus
Wenwan Zhong
Giselle Ozuna, ASUCR Representative
Edgar Tellez Foster, GSA Representative
To be received and placed on file:
The Executive Committee of the College of Engineering met 8 times during the 2015-16 academic year.

1. Course proposals
   New - 7 Changes - 39 Restore - 0 Deletions - 16

2. Programs
   - The Executive Committee received:
     o Proposed change to the Electrical Engineering Undergraduate Program
     o Proposed change to the Business Informatics undergraduate requirements & Name of Major change
     o Proposed change to the Chemical & Environmental Engineering Undergraduate Program
     o Proposed change to the Computer Engineering Undergraduate Program

3. Reviewed/Submitted Items
   - Standard Reports
     o 2014-15 Annual Report of BCOE Executive Committee Activities
     o Fall 2014 Conferred Report
     o Winter 2015 Conferred Report
     o Spring 2015 Conferred Report
     o Summer 2015 Conferred Report
   - System-wide Items
     o Proposed Changes to SR 417 and SR 621
     o Proposed Revisions to Presidential Policy on Sexual Violence and Sexual Harassment
     o Search Waivers for Academic Appointees at the University of California
     o Academic Internship Senate Proposal
     o Professors Assigning their Own Texts/Books to Students
     o APM 275-16-f(3) Limitation on Appointments to Professor of Clinical X series
     o APM 360 Librarian Series & APM 210-4
   - Campus Items
     o Campus Endowed Chairs Policy
     o CNAS Reorganization
     o CNAS Request on Academic Minors
     o CNAS Request on Academic Majors
     o Graduate Division By-law Change
     o CHASS By-law Change
     o Committee on Educational Policy Membership Change
     o UCRs 5-Year Planning Perspectives

4. Student Petitions
   - None were received

5. Degrees awarded
   - Fall 2015: 51 B.S. 49 B.S. 465 B.S.
   - Winter 2016: 52 B.S. 50 B.S. 102 B.S.
   - Spring 2016: 53 B.S. 48 B.S. 101 B.S.

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### 2015-16 Executive Committee:
Akula Venkatram, Chair  
Srikanth Krishnamurthy, Vice Chair  
Hyle Park (BIEN)  
Alex Balandin (Member @ Large)  
Lorenzo Mangolini (ME)  
Amit Roy-Chowdhury (EE)  
Xin Gee (CEE)  

Faiz Mihrza, Student Representative  
Reza Abbaschian, Dean, *Ex officio*  
Sharon Walker, Associate Dean, *Ex officio*  
Chinya Ravishankar, Associate Dean, *Ex officio*  
Rod Smith, Manager, Student Affairs  
Eilene Montoya, Staff

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<td></td>
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<td>BIEN159</td>
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<td>ME176</td>
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<td>VENKATRAM</td>
<td>KRISHNAMURTHY</td>
<td>PARK</td>
<td>BALANDIN</td>
</tr>
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<td>---------------</td>
<td>---------------</td>
<td>----------</td>
</tr>
<tr>
<td>09/28/15</td>
<td>X</td>
<td>X</td>
<td>A (V.RODGERS)</td>
</tr>
<tr>
<td>10/12/15</td>
<td>X</td>
<td>X</td>
<td>A (V.RODGERS)</td>
</tr>
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<td>11/16/15</td>
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<tr>
<td>12/14/15</td>
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<td>01/12/16</td>
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</tr>
<tr>
<td>02/26/16</td>
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</tr>
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<td>03/08/16</td>
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<tr>
<td>04/13/16</td>
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<td>A</td>
<td>X</td>
</tr>
</tbody>
</table>

X = present  
A = Absent (WHO ATTENDED INSTEAD)
To be received and placed on file:

The Executive Committee of the College of Humanities, Arts, and Social Sciences met 7 times during the 2015-16 academic year.

1. **Course Proposals**

<table>
<thead>
<tr>
<th>New courses</th>
<th>44</th>
<th>Courses changed</th>
<th>124</th>
</tr>
</thead>
<tbody>
<tr>
<td>New E-Z segments</td>
<td>1</td>
<td>Courses deleted</td>
<td>61</td>
</tr>
<tr>
<td>Professional courses</td>
<td>0</td>
<td>Courses restored</td>
<td>3</td>
</tr>
</tbody>
</table>

2. **Majors**

The Faculty approved the following new majors: NONE

The Executive Committee approved changes in the following majors: Asian Studies; Business Economics; Economics; Economics/Administrative Studies; Economics/Law & Society; History; Media and Cultural Studies; Middle East and Islamic Studies; Psychology; Theatre, Film & Digital Production.

The Executive Committee approved Major-Change Criteria: Psychology

The Executive Committee approved Transfer Student Criteria: Economics, Psychology

3. **Minors**

The Faculty approved the following new minors: NONE

The Executive Committee approved changes in the following minors: Economics; Media and Cultural Studies; Middle East and Islamic Studies; Theatre, Film & Digital Production.

The Executive Committee approved a program minor name change: NONE

4. **Program Reviews:**

Review of Business Administration Proposal—4 Year Proposal

5. **Regulations and Bylaws**

   **College**

   The committee approved the following new College regulation: NONE

   The committee approved the following new College bylaw: NONE

   The committee approved the following College regulation changes: NONE

   The committee approved the following College bylaw changes: HS4.1

   **Campus**

   The committee approved the following new Campus regulation: NONE

   The committee approved the following new Campus bylaw: NONE

   The committee approved the following Campus regulation changes: Proposed Revision to Senate Regulations 417 and 621.
The committee approved the following Campus bylaw changes: Membership Change of the Committee on Educational Policy Bylaw 8.12.1.
The committee approved the following Campus bylaw changes: Membership Change of the Committee on Preparatory Education—Bylaw 8.24.1.

6. Executive Committee Business and Review
The committee reviewed Proposed Changes to Backdating Policy and Adding Transfer Course Work Policies to Bylaws GR5—GR5.6 to Graduate Division Regulations Section.
The committee reviewed the Request to Allow Philosophy 008 to Meet a Math Breadth Requirement.
The committee reviewed the Campus Five-Year Planning Perspectives for 2016 to 2021.
The committee reviewed the VPAP Memo CAP—Length of Statements/Responses.
The committee reviewed the School of Medicine (SOM), Request for Exception to APM 275-16-f (3).
The committee reviewed the Proposed Change to APM245-Department Chairs.
The committee reviewed the Systemwide Review of Proposed Revised Academic Personnel Manual (APM) Section 360, Librarian Series; and Section 210-4, Instructions to Review Committees which Advise on the Appointment, Merit Increase, Promotion, Career Status Actions for Members of the Librarian Series.
The committee reviewed the Academic Senate Consultation on Professors Assigning Their Own Texts to Students.
The committee reviewed the Report from the Joint Committee of the Administration and Academic Senate.
The committee reviewed the Review of Academic Internship Senate Proposal 2.2—Teaching Credit.
The committee reviewed the Guiding Principles: Search Waivers for Academic Appointees at the University of California.
The committee reviewed the College of Natural and Agricultural Sciences Reorganization Process.
The committee reviewed the Changes to iEval.
The committee reviewed the 2015-16 Campus Review of the New Endowed Chair Policy.
The committee reviewed the Systemwide Review of the Proposed Revised Presidential Policy on Sexual Violence and Sexual Harassment.

7. Student Petitions
NONE

8. Scholarship Decisions

Degrees Awarded

<table>
<thead>
<tr>
<th>Degree</th>
<th>B.A. end of Summer Session 2015</th>
<th>B.S. end of Summer Session 2015</th>
<th>B.A. end of Fall Quarter 2015</th>
<th>B.S. end of Fall Quarter 2015</th>
<th>B.A. end of Winter Quarter 2016</th>
<th>B.S. end of Winter Quarter 2016</th>
<th>B.A. end of Spring Quarter 2016</th>
<th>B.S. end of Spring Quarter 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>477</td>
<td>33</td>
<td>223</td>
<td>21</td>
<td>250</td>
<td>19</td>
<td>1320</td>
<td>130</td>
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</tbody>
</table>

9. Students/Academic Action

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 2015</th>
<th>Winter 2016</th>
<th>Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restored to good standing</td>
<td>588</td>
<td>499</td>
<td>365</td>
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<tr>
<td>Subject to dismissal</td>
<td>729</td>
<td>706</td>
<td>684</td>
</tr>
<tr>
<td>Dismissed</td>
<td>93</td>
<td>55</td>
<td>114</td>
</tr>
<tr>
<td>Reinstated/readmitted</td>
<td>214</td>
<td>89</td>
<td>127</td>
</tr>
<tr>
<td>Probation</td>
<td>480</td>
<td>467</td>
<td>424</td>
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</table>

10. Honors at Graduation

<table>
<thead>
<tr>
<th>Session</th>
<th>Cum Laude</th>
<th>Magna Cum Laude</th>
<th>Summa Cum Laude</th>
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</thead>
<tbody>
<tr>
<td>Summer Session 2015</td>
<td>18</td>
<td>9</td>
<td>0</td>
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<tr>
<td>Fall Quarter 2015</td>
<td>15</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Winter Quarter 2016</td>
<td>22</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Spring Quarter 2016</td>
<td>144</td>
<td>58</td>
<td>29</td>
</tr>
</tbody>
</table>
2015-16 Executive Committee:
Jason Weems, History of Art, Chair
Erica Edwards, English
Alessandro Fornazzari, Comp. Lit & For. Lang.
Christine Ward Gailey, Anthropology
Aleca Le Blanc, Latin American Studies
Tiffany Lopez, Global Studies
Amanda Lucia, Religious Studies
David Arthur Malueg, Economics
Jennifer Najera, Ethnic Studies
Jonathan Ritter, Music

Ex Officio:
Erin Gould, Graduate Student ex-officio
Javier Hertado, Graduate Student ex-officio
José Beruvides, Student Academic Affairs ex-officio
Peter Graham, Associate Dean ex-officio
Shaun Bowler, Associate Dean ex-officio
Katherine Kinney, Associate Dean ex-officio
Milagros Peña, Dean ex-officio
EXECUTIVE COMMITTEE  
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES  
ANNUAL REPORT TO THE RIVERSIDE DIVISION  
December 6, 2016

To be received and placed on file:

The Executive Committee of the College of Natural and Agricultural Sciences met 11 times during the 2015-2016 academic year.

1. Course Proposals

<table>
<thead>
<tr>
<th>Category</th>
<th>Quantity</th>
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</thead>
<tbody>
<tr>
<td>New Courses</td>
<td>20</td>
</tr>
<tr>
<td>Course Revisions</td>
<td>117</td>
</tr>
<tr>
<td>Course Deletions</td>
<td>6</td>
</tr>
<tr>
<td>Course Restored</td>
<td>0</td>
</tr>
<tr>
<td>New E-Z Segments</td>
<td>0</td>
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<tr>
<td>Professional/Grad courses</td>
<td>88</td>
</tr>
<tr>
<td>Cross-listings</td>
<td>2</td>
</tr>
</tbody>
</table>

2. Majors

- New departmental majors approved: NONE
- New interdepartmental majors approved: NONE
- Moratorium of majors approved: NONE

3. Minors

- New minors approved: NONE
- Changes to existing minor requirements approved: NONE

4. Regulations and Bylaws

**College**

- The Committee approved the following new College regulation: NONE
- The Committee approved the following new College bylaw: NONE
- The Committee approved the following College regulation changes: 2
  - CNAS Double Major/Minor Regulation NR2.4.5 and NR 3.4.3
- The Committee approved the following College bylaw changes: NONE
Campus

The Committee approved the following divisional regulation changes:

- R.7.4.2
- APM 275-16-f (3) (SOM)
- GR5-GR5.7
- APM-360
- APM-210-4
- APM 245 Appendix A
- R.1.3.2
- GR5-GR5.6

The Committee approved the following divisional bylaw changes:

- 8.12.1
- 8.24.1

The Committee did not approve the following divisional regulation changes: NONE

The Committee did not approve the following divisional regulation change: NONE

5. Other

6. Scholarship Decisions

A. Degrees Awarded

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Winter 2016</th>
<th>Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. degrees</td>
<td>14</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>B.S. degrees</td>
<td>108</td>
<td>77</td>
<td>91</td>
</tr>
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</table>

B. Students on Probation and Subject to Dismissal

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Winter 2016</th>
<th>Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probation &amp; Continued Probation</td>
<td>279</td>
<td>270</td>
<td>277</td>
</tr>
<tr>
<td>Subject to Dismissal</td>
<td>167</td>
<td>169</td>
<td>171</td>
</tr>
<tr>
<td>Cont'd Subject to Dismissal</td>
<td>279</td>
<td>106</td>
<td>132</td>
</tr>
<tr>
<td>Dismissed</td>
<td>12</td>
<td>0</td>
<td>42</td>
</tr>
</tbody>
</table>
2015-2016 Executive Committee Members:
Sarjeet Gill, Chair
Theodore Garland, Biology
Patricia Springer, Botany and Plant Science
Jingsong Zhang, Chemistry
Garreth Fanning, Earth Science
John Heraty, Entomology
Bun Wong, Mathematics
Isgouhi Kaloshian, Nematology
Karine Le Roch, Cell Biology and Neuro
Richard Seto, Physics and Astronomy
Howard Judelson, Plant Pathology and Microbiology
Roya Bahreini, Environmental Science
James Flegal, Statistics
Cindy Larive, Dean of the College: Ex Officio
Michael McKibben, Divisional Dean of the College, ex officio
Peter Atkinson, Divisional Dean of the College, ex officio
Michael Anderson, Divisional Dean of the College, ex officio
To be received and placed on file:

The Executive Committee of the Graduate School of Education met formally eight times during 2015-2016 Academic Year (AY).

2015-2016 Degrees and Credentials awarded:

<table>
<thead>
<tr>
<th>Credential Name:</th>
<th>Subject/Emphasis:</th>
<th>Interns:</th>
<th>Student Teachers:</th>
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<tr>
<td>Educ. Specialist</td>
<td>Mild/Moderate</td>
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<td></td>
<td>Moderate/Severe</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Mild/Moderate &amp;</td>
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<td>3</td>
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<tr>
<td></td>
<td>Moderate/Severe</td>
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<tr>
<td>Multiple Subject</td>
<td>BCLAD Spanish</td>
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<tr>
<td>Single Subject</td>
<td>Biological Science</td>
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<td>Chemistry</td>
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<td>2</td>
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<tr>
<td></td>
<td>English</td>
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<td>Foundational Math</td>
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<td>General Science</td>
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<td>GeoScience</td>
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<td>Physics</td>
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<td>World Languages</td>
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M.Ed General Education, plus Teaching Credential 89
Teaching Credential Only 20

The top numbers reflect all candidates within our program who completed a credential in 2014-2015. A total of 86 student teachers plus 2 interns completed the program. The bottom numbers break it down; 70 out of the 88 students completed their M.Ed. program and 18 students were non-degree credential completers.

<table>
<thead>
<tr>
<th>Subtotals</th>
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<tbody>
<tr>
<td>M.Ed. 2015 - 2016</td>
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<tr>
<td>MA 2015 - 2016</td>
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<tr>
<td>Ph.D. 2015 - 2016</td>
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</table>

<table>
<thead>
<tr>
<th>Subtotals</th>
<th>29</th>
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</thead>
<tbody>
<tr>
<td>Total</td>
<td>138</td>
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</table>
2015-2016
GSOE Selected
Highlights:

- Professor Jan Blacher accepted appointment as Chair of the Faculty
- An Interim Director of Teacher Education, JerMara Davis-Welch, to replace Maritza Rodriguez.
- The 2015-2016 Academic Year began with a Faculty Retreat, the first with Dean Thomas Max Smith.
- Faculty developed the Undergraduate Education Minor, and began discussions about an Undergraduate Education Major (by a different name).
- A new standing committee of the GSOE was established, the Undergraduate Education Committee, with changes in Bylaws to codify this.
- Additional, minor changes in Bylaws to be made in fall, 2016.
- The Learning & Behavioral Sciences cluster group was established within the GSOE, consisting of faculty from Special Education, Educational Psychology and School Psychology.
- Uniform course-load guidelines were established and approved by the Executive Committee
- GSOE had considerable representation at the 2014 American Educational Research Association (AERA) Annual Meeting, the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, the Council for Exceptional Children (CEC), the American Psychological Association (APA), and the International Association of the Scientific Study of Intellectual and Developmental Disabilities (IASSIDD)
- The development of new GSOE marketing materials was approved.
- GSOE moved to offer multi-year packages for incoming doctoral students.
- Successful recruitment of 10 new Faculty: Professors William Erchul, Joseph Kahne, Leigh Patel; Associate Professors Scott Brooks, Louis Rodriguez; Assistant Professors Cati del los Rios, Soojin Park, Celeste Pilegard, Raquel Rall, Michael Solis. Professors Patel, Park, and Pilegard were part of the cluster hiring process.

Submitted on behalf of Executive Committee Members, 2015-2016:

Jan Blacher, Chair
Randi O’Connor
Luciana Dar
Margaret Nash
Marsha Ing
Cat Geraghty

Thomas Max Smith, Dean, *ex officio*
Maritza Rodriguez, Director, Teacher Education, *ex officio*

NEW Executive Committee Members, 2016-2017:

Jan Blacher, Chair
Randi O’Connor
Luciana Dar
Margaret Nash
Greg Palardy
Cat Geraghty

Thomas Max Smith, Dean, *ex officio*
Maritza Rodriguez, Director, Teacher Education, *ex officio*
The Executive Committee of the School of Business Administration met three times during the 2015-2016 academic year and conducted electronic meeting on numerous occasions.

1. Scholarship Decisions
   A. Degrees Awarded
      Master of Business Administration
         Spring Quarter 2016  86

      Master of Business Administration, Flex MBA
         Spring Quarter 2016  25

      Master of Professional Accountancy
         Spring Quarter 2016  47

      Master of Finance
         Fall Quarter 2015  2
         Spring Quarter 2016  31

      Master of Arts, Management
         Spring Quarter 2016  47

      Bachelor of Science in Business Administration
         Summer Session 2015  77
         Fall Quarter 2015  40
         Winter Quarter 2016  73
         Spring Quarter 2016  364
         Total 554

   B. Students on Probation, 2015-2016
      Master of Business Administration
         Subject to dismissal 16 (includes those actually dismissed)
         Dismissed 4

      Master of Business Administration, Flex MBA
         Subject to dismissal 29 (includes those actually dismissed)
         Dismissed 2
Master of Professional Accountancy
- Subject to dismissal: 0
- Dismissed: 0

Master of Finance
- Subject to dismissal: 10
- Dismissed: 1

PhD in Management
- Subject to dismissal: 0

Bachelor of Science in Business Administration
- Subject to dismissal: 15F - 6, 16W - 4, 16S - 9
- Dismissed: 15F - 2, 16W - 1, 16S - 5

2. Courses and Curriculum

A. Courses: Management
   i. New courses: 8
      1. Management:
         a. MGT 271 Quantitative Decision Making and Analysis
         b. MGT 275 Transportation and Logistics Management
         c. MGT 255 Procurement and Strategic Sourcing
         d. MGT 402 Professional development course
         e. MGT 295 I Asset Pricing Theory
         f. MGT 295 J Empirical Methods in Finance Research
         g. MGT 295 K Corporate Finance Research
         h. MGT 295 M Research Seminar in Finance

   2. Business Administration: 0

   ii. Course revisions
      1. Management: 0

      2. Business Administration: 2
         a. BUS 106 Introduction to Finance Management
         b. BUS 172 Information Economics

   iii. Course deletions
      1. Management: 0
2. Business Administration

2015-16 Executive Committee

Elected Members:

Peter Chung (Chair) 2015-2017
Barry Mishra (ACCT) 2015-2017
John Halebian (MGT) 2015-2017
Richard Smith (FIN) 2015-2017
Mohsen El Hafsi (OSCM) 2014-2016
Thomas Kramer (MKT) 2015-2017
Yunzeng Wang (Dean - ex-officio member)
Rami Zwick (Associate Dean – non-voting ex-officio member)

\[Signature\]

Peter Chung, for the Executive Committee
To be received and placed on file:

The School of Medicine FEC conducted 8 formal meetings during the 2015-2016 academic year. Additional business was conducted via email. The following items were considered (some on multiple occasions):

**General FEC business**

1) Collected conflict of interest statements from committees reporting to FEC
2) Reaffirmed conflict of interest statement of FEC and forwarded to Senate
3) Dr. Ken Ballou’s appointment on Volunteer Clinical Faculty Committee
4) Dr. Emma Simmons’s appointment on Health Sciences Appointments Committee
5) Appointments of Drs. Kathryn DeFea and Andrew Alexander as MEC Co-Chairs for a 2 year term
6) Appointments of Drs. Maurizio Pellecchia and Ed Struss to the Progress and Promotions Committee
7) Appointments of Drs. Ansel Hsiao, Ed Korzus and Hyle Park to Graduate Advisory committee
8) Approval of Dr. Djurdjica Coss’s appointment as Graduate Advisor for Admissions and Dr. Emma Wilson’s appointment as Graduate Advisor for Enrolled students for 2016-2017
9) Approved to delegate to the Medical School Admissions Committee authority to make the final decision for admission of medical students to the UCR School of Medicine.
10) Approved new COI policy on decisions concerning student progress and promotion

**Education and curriculum**

11) Discussed and approved to adopt new AAMC Physician competencies
12) Discussed duties and responsibilities of MEC Chair, coordinators of pre-clinical and clinical clerkships
13) Discussed summer opportunities for med students (research/clinical)
14) Reviewed and commented on proposed revisions to APM Sections 278 (Health Sciences Clinical Professor Series), 210-6 (Instructions to Review Committees), 279 (Volunteer Clinical Professor Series), 112 (Academic Titles, Clinical Associate) and New APM – 350 (Clinical Associate).

**Division requests**

15) Reviewed and commented on revised draft of the Policy on Sexual Harassment and Sexual Violence
16) Reviewed and commented on modifications proposed by BOARS’s (Board of Admissions & Relations with Schools) to two Senate regulations —SR 417 and SR 621
17) Reviewed and commented on new Endowed Chair Policy
18) Reviewed and commented on VPUE Brint regarding changing UCR iEval system from 5-point scale to a 7-point scale
19) Reviewed and commented on the CNAS Reorganization
20) Review and comment on a proposal from the Committee on Change Management, Banner Implementation Chair regarding UCR Regulation 7.4.2
21) Reviewed and commented on the proposal from Undergraduate Education regarding providing teaching credit for internship courses
22) Reviewed and commented on the Retirement Options Task Force Report to UC President
23) Reviewed and commented on the first report on the ABC (Activity Based Costing) trial program
24) Reviewed and commented on the report prepared by the Joint Committee of the Administration and Academic Senate on the disciplinary processes for faculty related to sexual violence, sexual assault and sexual harassment
25) Reviewed and commented on the proposed Change/Addition to Graduate Division Regulations (GR5 – GR5.7)
26) Reviewed and commented on Proposed Changes to CNAS Regulation re Major and Minor Requirements
27) Reviewed a draft of UCR’s Five-Year Planning Perspectives for 2016-21, along with UC Provost Aimee Dorr’s letter that originally accompanied the request from UCOP

Other SOM business
28) Voted on Volunteer Clinical faculty appointments
29) Voted on student progress and promotion decisions
30) Reviewed reports of SOM standing committees
31) Discussed the process for the nomination of MEC Chair and Co-Chair
32) Approved to rename Student Award committee to Medical Scholar Award committee
33) Discussed documents required for LCME visit
34) Approved revised SOM bylaws based on the recommendations proposed by bylaw taskforce committee (Neal Schiller, Paul Lyons, Scott Allen, Iryna Ethell, Declan McCole and Juliet McMullen) and in consultation with SOM Faculty

Iryna Ethell, Chair 9/1/2015 to 8/31/2016
Paul Lyons, Vice Chair
Devin Binder
Greer Sullivan
Scott Allen
Christian Lytle
Emma Wilson
Declan McCole
Kathryn DeFea
Hamilton Chen (Non-senate clinical)
Maegen Dupper (Non-senate clinical)
The Executive Committee of the School of Public Policy (SPP) met three times during the 2015-2016 academic year and conducted electronic meetings on numerous occasions.

1. **Courses Proposals**

   A. New Courses:
      i. PBPL 224: Global-local policy connections: Case studies in poverty, water, and sustainable development
      ii. PBPL 231: Labor Economics and Labor Policies
      iii. PBPL 232: Sustainability Policy
      iv. PBPL 233: Environmental Economics
      v. PBPL 234: Poverty in Global Perspective
      vi. PBPL 240: Global Environmental Policy
      vii. PBPL 241: Climate Change Policy
      viii. PBPL 242: Applied Environmental History
      ix. PBPL 245: Comparative Water Policy
      x. PBPL 260: Education Policy Analysis
      xi. PBPL 270: Immigration Policy
      xii. PBPL 271: Racial Inequality in Politics and Policy
      xiii. PBPL 272: Policy and Politics in California
      xiv. PBPL 273: Geographic Information Systems (GIS) for Public Policy
      xv. PBPL 280: Special Topics Courses
      xvi. PBPL 290: Directed Studies
      xvii. PBPL 297: Directed Research

   B. Course Revision:
      i. PBPL 220: Policy Evaluation: Theory and Practice

2015-16 Executive Committee:
David Biggs, History and School of Public Policy (Chair)
Juliann Allison, Gender & Sexuality Studies and School of Public Policy
Ariel Dinar, School of Public Policy
Cassandra Guarino, Graduate School of Education and School of Public Policy
Qingfang Wang, School of Public Policy
THE GRADUATE DIVISION AND EXECUTIVE COMMITTEES OF THE COLLEGES
REPORT TO THE DIVISION
DECEMBER 6, 2016

To be received and placed on file:

Reports of Degrees Awarded - Winter 2016

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Graduate Division
Master of Arts: .................................................................6
Master of Education: ......................................................83
Master of Fine Arts: .........................................................8
Master of Science: ..........................................................21
Doctor of Philosophy: .......................................................74

The names of the candidates are filed in the official records of the Office of the Registrar.

S. See Secretary-Parliamentarian
Riverside Division of the Academic Senate
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122
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### Professional Courses:
- **NEW** CHEM 402 Chemical Laboratory Safety (1)

### Graduate Courses:
- **RESTORE** CHEM 217 Polymers: Synthesis and Characterization (3)
- **NEW** CHEM 296 Special Topics Seminar (2)
- **NEW** EDUC 205 Economics of Education (4)
- **NEW** EDUC 210 Sociology of Education (4)
- **NEW** EDUC 245 J Review of Research Literature in Education (4) School Effects
- **NEW** EDUC 273 Theories of Critical Pedagogy (4)
- **NEW** EDUC 278 Critical Race Theory In Education (4)
- **NEW** EE 252 Data Center Architecture (4)
- **NEW** MSE 298 I Individual Internship in Materials Science & Engineering (1-12)
- **NEW** PBPL 231 Labor Economics and Labor Policies (4)
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**Extension Courses:**

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<td>Health, Nutrition and Safety in Early Childhood, Bertha Barajas, M.A.</td>
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126
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To be received and placed on file:

The Committee on Courses has approved the following course proposals for deletion, which have been listed in the General Catalog, but for at least four years, have not been offered, been offered with zero enrollment, or have been offered but canceled for deletion with the concurrence of the departments involved.

This following lists courses that were deleted and identified in the 2014-2015 Academic Year as part of the courses not offered for four or more year’s process.

MUS 187

Course previously approved for deletion:
MUS 116   MUS 146   POSC 151   PLPA 201   SWSC 262
MUS 128   MUS 171   POSC 251   PLPA 215
MUS 139   MUS 173   PLPA 220

This following lists courses that were deleted and identified in the 2015-2016 Academic Year as part of the courses not offered for four or more year’s process.

Courses previously approved for deletion:
ANTH 108   DNCE 068   CS 049 (E-Z)   ECON 002H   EE 002   MCBL 188
ANTH 133   CS 049E   ECON 004   EE 160
ANTH 134   CS 049M   ECON 005   EE 207
ANTH 135   CS 049Y   ECON 001   EE 228
ANTH 137   CS 133   ECON 111   EE 242
ANTH 138   CS 151   ECON 116   EE 248
ANTH 141   ECON 118   EE 251
ANTH 142   ECON 122 (E-Z)
ANTH 144   ECON 122E
ANTH 155   ECON 122F
ANTH 156   ECON 152
ANTH 170   ECON 159
ANTH 171   ECON 170F
ANTH 174   ECON 175
ANTH 250A   ECON 180
ANTH 250B   ECON 202B
ANTH 250C   ECON 262
          ECON 266
          ECON 268
          ECON 271
          ECON 272C
          ECON 279

Courses scheduled to be approved for deletion
ECON 060   EE 140
To be adopted:

Proposed changes to the undergraduate major requirements in Biochemistry.

**PRESENT:**

**Major Requirements**

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

Continuation in the major requires that the student maintains cumulative and upper division/science GPAs of 2.00 or higher, a GPA of 2.00 or higher in each academic quarter, and makes adequate progress in the major with no more than 16 units of repeated courses. Adequate progress in the major is defined as (a) earning no grade lower than a “C-” in any required lower division mathematics or science course, STAT 100A, CHEM 112A, CHEM 112B, CHEM 112C, or any upper division BCH course, and (b) completing MATH 9B and CHEM 1A by the end of the Fall Quarter of the second year of residence and BCH 110A, BCH 110B, and BCH 110C by the end of the third year of residence. Freshmen must also complete BCH 95 with a grade of “S” during their first year of residence. Freshmen in the Medical Science Emphasis must also complete BCH 96 with a grade of “S” during their first year of residence. A student who does not meet these adequate progress standards will be discontinued from the major. In addition, a student who receives a grade lower than “D+” in BIOL 5A or CHEM 12A are strongly encouraged to complete BCH 100 during their second year of residence to better prepare themselves for BCH 110A, BCH 110B, and BCH 110C.

**PROPOSED:**

**Major Requirements**

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

Continuation in the major requires that the student maintains cumulative and upper division/science GPAs of 2.00 or higher, a GPA of 2.00 or higher in each academic quarter, and makes adequate progress in the major with no more than 16 units of repeated courses. Adequate progress in the major is defined as (a) earning no grade lower than a “C-” in any required lower division mathematics or science course, STAT 100A, CHEM 12A, CHEM 12B, CHEM 12C, or any upper division BCH course, and (b) completing MATH 9B and CHEM 1A by the end of the Fall Quarter of the second year of residence and BCH 110A, BCH 110B, and BCH 110C by the end of the third year of residence. Freshmen must also complete BCH 95 with a grade of “S” during their first year of residence. Freshmen in the Medical Science Emphasis must also complete BCH 96 with a grade of “S” during their first year of residence. A student who does not meet these adequate progress standards will be discontinued from the major. In addition, a student who receives a grade lower than “D+” in any two of the courses in (A) on the first attempt, or in any one of these courses in each of two attempts, will be discontinued from the major. Students who receive a grade lower than “B-” in BIOL 5A or CHEM 12A are strongly encouraged to complete BCH 100 during their second year of residence to better prepare themselves for BCH 110A, BCH 110B, and BCH 110C.
Biology Emphasis

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

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

3. Upper-division requirements (59–65 units)
   a) BCH 101, BCH 110A, BCH 110B, BCH 110C, BCH 162, BCH 184
   b) At least 7 units from BCH 111, BCH 120, BCH 153/Biol 153/BPSC 153, BCH 180 (E–Z), BCH 183/BPSC 183, BCH 186, BCH 187, BCH 210, BCH 211, BCH 212
   c) BIOL 102
   d) CHEM 109 or CHEM 110A, CHEM 112A, CHEM 112B, CHEM 112C
   e) Choose three biological science courses from the following:
      (1) BCH 111, BCH 120, BCH 153/Biol 153/BPSC 153, BCH 180 (E–Z), BCH 183/BPSC 183, BCH 186, BCH 187, BCH 210, BCH 211, BCH 212
      (2) BIOL 105, BIOL 108, BIOL 114, BIOL 117, BIOL 121/MCBL 121, BIOL 121L/MCBL 121L, BIOL 123/MCBL 123/PLPA 123, BIOL 124/MCBL 124, BIOL 128/CBNS 128, BIOL 151, BIOL 155/BPSC 155, BIOL 157, BIOL 159/NEM

Biology Emphasis

1. Lower-division requirements (68 units)
   a) BCH 095 or equivalent
   b) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C
   c) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC, CHEM 12A, CHEM 12B, CHEM 12C
   d) MATH 009A, MATH 009B, MATH 046
   e) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 02LA, PHYS 02LB, PHYS 02LC

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

3. Upper-division requirements (47–53 units)
   a) BCH 101, BCH 110A, BCH 110B, BCH 110C, BCH 162, BCH 184
   b) At least 7 units from BCH 111, BCH 120, BCH 153/Biol 153/BPSC 153, BCH 180 (E–Z), BCH 183/BPSC 183, BCH 186, BCH 187, BCH 210, BCH 211, BCH 212
   c) BIOL 102
   d) CHEM 109 or CHEM 110A
   e) Choose three biological science courses from the following:
      (1) BCH 111, BCH 120, BCH 153/Biol 153/BPSC 153, BCH 180 (E–Z), BCH 183/BPSC 183, BCH 186, BCH 187, BCH 210, BCH 211, BCH 212
      (2) BIOL 105, BIOL 108, BIOL 114, BIOL 117, BIOL 121/MCBL 121, BIOL 121L/MCBL 121L, BIOL 123/MCBL 123/PLPA 123, BIOL 124/MCBL 124, BIOL 128/CBNS 128, BIOL 151, BIOL 155/BPSC 155, BIOL 157, BIOL 159/NEM
159, BIOL 160, BIOL 161A, BIOL 161B, BIOL 171, BIOL 171L, BIOL 173/ENTM 173, BIOL 175

(3) BIOL 104/BPSC 104, BIOL 132/BPSC 132, BIOL 143/BPSC 143, BIOL 148/BPSC 148, BIOL 155/BPSC 155, BPSC 135

(4) BIOL 100/ENTM 100, BIOL 173/ENTM 173, ENTM 128

(5) CBNS 101, CBNS 106, CBNS 116, CBNS 120/PSYC 120, CBNS 120L/PSYC 120L, CBNS 124/PSYC 124, CBNS 125/PSYC 125, CBNS 150/ENTX 150, CBNS 169

(6) ENSC 100

(7) ENTX 101, CBNS 150/ENTX 150

4. BCH 190 or BCH 197 are available as elective courses. Enrollment requires upper division standing and written permission of the supervising faculty member. No more than 9 units of courses numbered 190-199 may be counted towards the major.

Chemistry Emphasis

1. Lower-division requirements (61-62 units)
   a) BCH 095 or equivalent
   b) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C
   c) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC, CHEM 005
   d) MATH 008B or MATH 009A, MATH 009B, MATH 046
   e) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 02LA, PHYS 02LB, PHYS 02LC

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

Chemistry Emphasis

1. Lower-division requirements (73 units)
   a) BCH 095 or equivalent
   b) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C
   c) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC, CHEM 005, CHEM 112A, CHEM 112B, CHEM 112C
   d) MATH 009A, MATH 009B, MATH 046
   e) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 02LA, PHYS 02LB, PHYS 02LC

2. Statistics requirement (5 units): STAT 100A
3. Upper-division requirements (58–59 units)
   a) BCH 101, BCH 110A, BCH 110B, BCH 110C, BCH 162, BCH 184
   b) At least 7 units from BCH 111, BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 180 (E-Z), BCH 183/BPSC 183, BCH 186, BCH 187, BCH 210, BCH 211, BCH 212
   c) BIOL 102
   d) CHEM 109 or CHEM 110A, CHEM 112A, CHEM 112B, CHEM 112C
   e) Two courses from CHEM 110B, CHEM 113, CHEM 125, CHEM 150A, CHEM 150B, CHEM 166 (Other graduate courses may be substituted by students with a GPA of 3.00 or better with permission of the instructor and the faculty advisor.)

4. BCH 190 or BCH 197 are available as elective courses. Enrollment requires written permission of the supervising faculty member. No more than 9 units of courses numbered 190-199 may be counted towards the major.

Medical Sciences Emphasis

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

3. Upper-division requirements (46–47 units)
   a) BCH 101, BCH 110A, BCH 110B, BCH 110C, BCH 162, BCH 184
   b) At least 7 units from BCH 111, BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 180 (E-Z), BCH 183/BPSC 183, BCH 186, BCH 187, BCH 210, BCH 211, BCH 212
   c) BIOL 102
   d) CHEM 109 or CHEM 110A
   e) Two courses from CHEM 110B, CHEM 113, CHEM 125, CHEM 150A, CHEM 150B, CHEM 166 (Other graduate courses may be substituted by students with a GPA of 3.00 or better with permission of the instructor and the faculty advisor.)

4. BCH 190 or BCH 197 are available as elective courses. Enrollment requires written permission of the supervising faculty member. No more than 9 units of courses numbered 190-199 may be counted towards the major.

Medical Sciences Emphasis

1. Lower-division requirements (66 units)
   a) BCH 095 or equivalent
   b) BCH 096, BCH 098-I
   c) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C
   d) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC
   e) MATH 009A, MATH 009B
   f) PHYS 002A, PHYS 002B, PHYS 002C, PHYS 02LA, PHYS 02LB, PHYS 02LC
2. Statistics requirement (5 units): STAT 100A

3. Upper-division requirements (59 units)
   a) BCH 101, BCH 110A, BCH 110B, BCH 110C, BCH 120, BCH 162, BCH 184
   b) BIOL 102
   c) CHEM 109 or CHEM 110A; CHEM 112A, CHEM 112B, CHEM 112C
   d) CBNS 101
   e) At least 8 units from BCH 183/BPSC 183, BIOL 121, BIOL 161A, BIOL 161B, BIOL 171, CBNS 106, CBNS 150/ENTX 150.

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

Justification:
The Mathematics Department has proposed, and the CNAS Executive Committee has approved, a proposal for the creation of a new pre-calculus sequence consisting of MATH 006A and MATH 006B. This is an effort to improve the success rate of students who test into MATH 008A and go on to Calculus. MATH 008A and 008B is a sequence intended to serve the under-prepared student to get into Freshman Calculus MATH 009B quickly.

The Department of Chemistry has renumbered our regular organic chemistry courses from an Upper Division to a Lower Division series.

NEW Numbering System: Organic Chemistry CHEM 12A, CHEM 12B, CHEM 12C.

*Also correcting unit error from existing catalog: the catalog upper division requirements for the Medical Sciences Emphasis of this major originally adds-up to 60 units (not 59). Therefore, the change to remove the CHEM ABC series within that emphasis should be 48 and not 47.

Approvals:
Approved by the faculty of the Department of Biochemistry: May 18, 2016
Approved by the Executive Committee College of Natural and Agricultural Sciences: May 19, 2016
Approved by the Committee on Educational Policy: June 10, 2016
Approved by Executive Council in lieu of the Division: June 20, 2016
The Committee on Courses is established by Bylaw 8.10.1 of the Riverside Division of the Academic Senate. The Committee consists of at least six members selected by the Committee on Committees. Normally at least one member of the Courses Committee represents each of the areas of humanities, social sciences, biological sciences, physical sciences, and each of the colleges/schools. One representative from the UCR libraries and two student members serve as non-voting members, one of the students being nominated by the Graduate Student Council and the other by the Student Senate. One member of the Committee on Courses is also a member of the Committee on Educational Policy. Representatives from the Registrar’s Office serve as consultants to the Committee.

Bylaw 8.10.2 states: “Subject to the provision of 8.10.3, the Committee has authority for final approval of all courses of the Riverside Division, except those courses in University Extension above the 200 series, giving due consideration to the findings of the Graduate Council, the Committee on University Extension, executive committees of the colleges and schools, and officers at Riverside. The committee will report its actions at the next regular meeting of the Division.”

All courses of instruction that are offered for credit, including University Extension, must be approved by the Committee on Courses. Any new course, change in existing course, deletion of course, restoration of a course previously offered, or other action must first be designed and approved by the faculty of the proposing department, committee, or program, and approved by its chair/director. The courses must then be submitted to the Committee via the Course Request and Maintenance System (CRAMS). Once the course proposal is correctly submitted via CRAMS to the Course Specialist, it will be automatically routed to the next review or approval level; upon review or approval, it is again forwarded to the next step until it reaches the Committee on Courses. The routing schedule is listed below:

For Undergraduate Courses
1. Department/Committee/Program Faculty approves
2. Department/Committee/Program Chair approves*
   - BMSC, BSAD/BUS and EDUC courses to route to the Appropriate Executive Committee prior to routing to the Registrar’s Office
3. Registrar’s Office reviews
4. College (or School) Executive Committee approves (except BMSC, BSAD/BUS and EDUC)
5. Committee on Courses

For Undergraduate Honors Courses
Campus-wide Honors Courses
1. Honors faculty approves
2. Honors Chair approves

Department-based Honors Courses
1. Department faculty approves
2. Department Chair approves

All Honors Courses
1. UHP Executive Committee approves**
   - If applicable, BMSC, BSAD/BUS and EDUC courses to route to the appropriate Executive Committee prior to routing to the Registrar’s Office
2. Registrar’s Office reviews
3. College Executive Committee(s) approve, if applicable
4. Committee on Courses approves

For Graduate Courses
1. Department/Committee/Program Faculty approve
2. Department/Committee/Program Chair approves*
   - BMSC, EDUC, and MGT courses to route to the appropriate Dean prior to routing to the Registrar’s Office
3. Registrar’s Office reviews
4. Dean of the College (or Division) for review
5. Graduate Council approves
6. Committee on Courses approves

For Professional Courses
1. Department/Committee/Program Faculty approve
2. Department/Committee/Program Chair approves
   - If applicable, BMSC, EDUC, and MGT courses to route to the appropriate Executive Committee prior to routing to the Registrar’s Office
3. Registrar’s Office reviews
4. College (or Division) Executive Committee approves
5. Graduate Council approves
6. Committee on Courses approves

For Extension Courses
1. Dean of University Extension approves
2. Chair of the academic department approves
3. Committee on University Extension approves
4. Committee on Courses approves

Submission deadlines for proposals for courses numbered 001-299 are posted at [http://senate.ucr.edu/Committees/courses/default.htm](http://senate.ucr.edu/Committees/courses/default.htm) under the link “Course Submission Deadline Schedule.” Submission deadlines for courses numbered 300-499 may be obtained from the Course Specialist (X2-2459).
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classification and Number of Courses</td>
<td>5</td>
</tr>
<tr>
<td>Classification: Classification</td>
<td>5</td>
</tr>
<tr>
<td>Lower division courses</td>
<td>5</td>
</tr>
<tr>
<td>Upper division courses</td>
<td>5</td>
</tr>
<tr>
<td>Graduate courses</td>
<td>5</td>
</tr>
<tr>
<td>Professional courses for teachers</td>
<td>5</td>
</tr>
<tr>
<td>Other professional courses</td>
<td>5</td>
</tr>
<tr>
<td>Individual study or research graduate courses</td>
<td>5</td>
</tr>
<tr>
<td>Undergraduate Courses</td>
<td>5</td>
</tr>
<tr>
<td>Graduate Courses</td>
<td>6</td>
</tr>
<tr>
<td>Professional Courses</td>
<td>6</td>
</tr>
<tr>
<td>Numbering</td>
<td>6</td>
</tr>
<tr>
<td>A, B, C, D</td>
<td>6</td>
</tr>
<tr>
<td>E-Z</td>
<td>6</td>
</tr>
<tr>
<td>H</td>
<td>6</td>
</tr>
<tr>
<td>L</td>
<td>6</td>
</tr>
<tr>
<td>S</td>
<td>7</td>
</tr>
<tr>
<td>W, X, Y, Z</td>
<td>7</td>
</tr>
<tr>
<td>Reusing a Course Number</td>
<td>7</td>
</tr>
<tr>
<td>Renumbering of Existing Courses</td>
<td>7</td>
</tr>
<tr>
<td>Preparation of Course Proposals</td>
<td>7</td>
</tr>
<tr>
<td>Special Instructions for Completing Sections within the Box on the</td>
<td>7</td>
</tr>
<tr>
<td>Course Proposal</td>
<td>7</td>
</tr>
<tr>
<td>Course Title and Subtitle</td>
<td>7</td>
</tr>
<tr>
<td>Units</td>
<td>7</td>
</tr>
<tr>
<td>Number of Hours</td>
<td>7</td>
</tr>
<tr>
<td>Lecture, seminar, discussion, workshop, colloquium, or consultation</td>
<td>7</td>
</tr>
<tr>
<td>Studio</td>
<td>8</td>
</tr>
<tr>
<td>Laboratory, practicum, field work, screening, internship,</td>
<td>8</td>
</tr>
<tr>
<td>Clinic, thesis, tutorial, and similar assigned problems</td>
<td>8</td>
</tr>
<tr>
<td>Outside reading, individual study, research, extra reading,</td>
<td>8</td>
</tr>
<tr>
<td>Term paper, etc.</td>
<td>8</td>
</tr>
<tr>
<td>Internships</td>
<td>8</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>8</td>
</tr>
<tr>
<td>Course Description</td>
<td>10</td>
</tr>
<tr>
<td>Grading and Repeatability</td>
<td>10</td>
</tr>
<tr>
<td>Cross-listed Courses</td>
<td>10</td>
</tr>
<tr>
<td>Duplicate or Overlapping Courses</td>
<td>10</td>
</tr>
<tr>
<td>Instructors</td>
<td>10</td>
</tr>
<tr>
<td>Justifications</td>
<td>11</td>
</tr>
<tr>
<td>Syllabus</td>
<td>11</td>
</tr>
<tr>
<td>Courses including Distance Learning Technologies</td>
<td>11</td>
</tr>
<tr>
<td>Course and Program Searches</td>
<td>11</td>
</tr>
<tr>
<td>Requests for Exception to Due Dates for Course Proposals</td>
<td>12</td>
</tr>
<tr>
<td>General Policies</td>
<td>12</td>
</tr>
<tr>
<td>Level and Emphasis of Courses</td>
<td>12</td>
</tr>
<tr>
<td>Scope and Organization of Courses</td>
<td>12</td>
</tr>
<tr>
<td>Course Duplication or Overlap</td>
<td>12</td>
</tr>
</tbody>
</table>
In submitting a course proposal form, the following items must be given consideration:

I. **Classification and Number of Courses:**

A. **Classification:** Classification of courses is contained in Senate Regulations (SR) 739, 740, and 742.¹

SR 740 classifies courses as--

1. **Lower division courses** are open to freshmen and sophomores and are numbered 1-99 or are designated by a letter, especially if the subject is usually taught in high school. In no department is a lower division course acceptable for upper division credit.

2. **Upper division courses** are numbered 100-199 and are ordinarily open only to students who have completed at least one lower division course in the given subject, or six quarters (or four semesters) of college work. Special study courses for undergraduates are numbered 199.²

3. **Graduate courses** are numbered 200-299, and are ordinarily open only to students who have completed at least 18 (or 12 semester) upper division units basic to the subject matter of the course. Graduate courses must be approved by the Graduate Council and by the Committee on Courses.

4. **Professional courses for teachers** numbered 300-399, are offered in (the Graduate School of) Education, and in other departments and are specially designed for teachers or prospective teachers.

5. **Other professional courses** are numbered 400-499.

6. **Individual study or research graduate courses** are numbered 500-599 if they may be used to satisfy minimum higher degree requirements, otherwise they are numbered 600-699.³

The Committee on Courses will apply the following standardization to all courses: **UNDERGRADUATE COURSES**

| 1 – 99 | Lower Division Courses |
| 100 - 199 | Upper Division Courses |

**Titles and Numbers for Special Undergraduate Courses**

| 90 | Special Studies (1-5) |
| 190 | Special Studies (1-5) |
| 191 | Seminar in ________ |
| 192 | Junior Seminar (1-4) |
| 192H | Junior Honors Seminar (1-4) |
| 193 | Senior Seminar (1-4) |
| 193H | Senior Honors Seminar (1-4) |
| 194 | Independent Reading (1-2, with a maximum of 4 units) |
| 195 or 195H | Senior Thesis (4-4-4 or less, maximum 12) |
| 196 or 196H | Senior Research Paper (1-4, not repeatable) |
| 197 | Research for Undergraduates (1-4) |
| 198G | Internship, Group (1-12, repeatable to 16) |
| 198H | Junior Honors Research (1-4) |
| 198I | Internship, Individual (1-12, repeatable to 16) |
| 199 | Senior Research (1-4) |
| 199H | Senior Honors Research (1-5) |

¹ Universitywide Manual of the Academic Senate.
² Riverside uses a slight variation from SR 740 in those courses assigned numbers 190-199.
³ 500-699 courses are not in common use in Riverside.
GRADUATE COURSES

200-299

Titles and Numbers for Special Graduate Courses

287 Interdisciplinary Seminar
290 Directed Studies (1-6)
291 Individual Study in Coordinated Areas
292 Concurrent Studies in [Department/Program] (1-4, repeatable for credit; concurrent enrollment by graduate student in undergraduate course, with credit for additional graduate level participation)
297 Directed Research (1-6)
298G Internship, Group (1-12, repeatable to 16)
298I Internship, Individual (1-12, repeatable to 16)
299 Research for the Thesis or Dissertation (1-12)

PROFESSIONAL COURSES

300 - 399 Professional Courses for Teachers
301 "Teaching of ________ at the College Level" or "Directed Studies in the Teaching of ________" (To be graded S/NC. Units must accurately reflect hours of training.)
302 "Apprentice Teaching" or "Teaching Practicum", variable (1-4) units. Open to all appropriate Academic Student Employees (ASE's) with units assigned to reflect teaching activity during the applicable quarter. To be graded S/NC.
398G Internship, Group (1-12, repeatable to 16)
398I Internship, Individual (1-12, repeatable to 16)
400 - 499 Other Professional Courses

B. Numbering:

1. A, B, C, D: These letters are used in sequential course titles to indicate the affinity of topics covered in the several quarters (i.e. CHEM 001A, CHEM 001B). Students are generally required to complete the whole series or a substantial portion of it. A, B, C, D, courses do not necessarily indicate sequential presentation of the courses. Each quarter’s offering is considered a separate course, and new courses must be proposed separately, indicating as specifically as possible the content of each quarter’s course.

In a new sequence, the letters A, B, C, ... must be used beginning with “A,” in order. If a course in a sequence is eliminated, any courses with subsequent letters must be changed to restore the proper sequence. For example, if the “A” course in an A-B-C sequence is deleted, courses “B” and “C” must be changed to “A” and “B” respectively.

Note: (E-Z) courses do not follow this rule, but rather function as independent courses. Letter suffixes for these courses may be used in any order.

2. E-Z: The letter designations "(E-Z)" immediately following a course number (e.g., HIST 191 (E-Z), Seminar in History) indicate that different segments or topics within the sequence may be taken for credit. These segments are relatively free standing and students are generally not expected to take the whole series or a substantial portion of it. A student may not receive credit for the same lettered segment unless otherwise indicated in the course description. The letters "E" through "Z" do not indicate an order or prerequisites.

3. H: The letter "H" immediately following a course number usually designates an honors course.

4. L: The letter "L" immediately following a course number in the sciences usually designates a laboratory course.

4 See footnote 3 on page 5.
5 For additional information on E-Z courses see pp. 10-16.
5. **S**: The letter “S” is used to designate a “special course” which means there is a parallel course that has additional workload and credit as well as an additional activity as the non-S course. An “S” course will also affect the other’s course credit statement. However, not all courses with an “S” suffix are special courses; E-Z courses may have “S” segments.

6. **W, X, Y, Z**: The letter W, X, Y, or Z following a course number usually designates a Writing Across the Curriculum (WAC) course which satisfies, or partially satisfies, the ENGL 001C requirement.
   
   a. Letter W indicates a standard WAC course
   b. Letter X indicates either a lower or upper division course that is both a WAC and Honors course.
   c. Letter Y indicates a standard WAC course for half (1/2) credit.
   d. Letter Z indicates either lower or upper division courses that are both half WAC and Honors.

7. **Reusing a Course Number**: In order to avoid duplication of credit problems in General Catalog copy and on student records within the normal period to degree completion, a minimum of three years must elapse before a number is reused to designate a different course. Any variance to this rule must be approved by the Committee.

8. **Renumbering of Existing Courses**:
   
   a. Renumbering of existing undergraduate course within undergraduate listing; renumbering an existing graduate course within graduate listing:
      
      Proposal is submitted as "Change existing course" to reflect the number change.
   
   b. Renumbering existing undergraduate course as a graduate course, or vice versa:
      
      Two course proposals are required: one for the “new” course and one for “deletion of course.”

---

II. **Preparation of Course Proposals**.

Course proposals are prepared and may be viewed via the Course Request and Maintenance System (CRAMS). Instructions for obtaining access to and using CRAMS are located at [http://crams.registrar.ucr.edu](http://crams.registrar.ucr.edu).

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

1. **Course Title and Subtitle**: Titles and subtitles should be in English and provide a precise description of content and emphasis. As titles and subtitles that are more than 32 spaces in length will be abbreviated in the Schedule of Classes and on transcripts, care should be taken to ensure brevity and clarity of content.

2. **Units**: SR 760 states: "The value of a course in units shall be reckoned at the rate of one unit for three hours' work per week per term on the part of the student, or the equivalent."

   The academic unit submitting the course must substantiate conformity to SR 760.

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

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

It is understood that a minimum of two hours of outside reading or other preparation is expected each week for each hour of lecture, seminar, consultation or discussion. Appendix 1 (parts A and B) contains further information about requirements for faculty contact and non-contact hours in relation to units.

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

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

d. **One unit for three hours of outside reading or other preparation each week is expected for individual study, research, extra reading, term paper, etc.** These categories imply that the reading or research effort exceeds the standard preparation to support lecture, discussion, etc. (as described in “a” above). The content of these educational activities and the method of evaluation must be described in the syllabus.

e. **Internships:** Internships (courses numbered 198I, 198G, 298I, 298G, 398I and 398G) have additional activity and hour requirements. See section VII in these guidelines.

The Committee on Courses may require academic units to submit course proposals in order to substantiate conformity to these guidelines.

For the actions listed below, the syllabus should conform to whatever activities are listed, and should show how completion of the activities by the student will be evaluated.

- New course
- Restoration of course
- Change of “faculty contact” hours of an existing course
- Addition of “faculty contact” hours to an existing course

For the actions listed below, the syllabus should describe activities that do not involve faculty contact and should show how completion of these activities by the student will be evaluated.

- New course
- Restoration of a course
- Change of the “noncontact” hours of an existing course
- Addition of “noncontact” hours to an existing course

4. **Prerequisites:** Prerequisites for courses are established by the department, committee, or program, and require the approval of the Committee on Courses. Prerequisites for upper-division and graduate courses should ordinarily meet the requirements of SR 740. The Committee interprets SR 740 to mean that the minimum prerequisite(s) for courses numbered 100-199 (inclusive) is/are "upper-division standing or consent of instructor” and/or successful completion of one or more introductory course(s) in the discipline. The minimum prerequisite for courses numbered 200 and above is possession of a bachelor's degree or other evidence of academic maturity. Prerequisites less restrictive than these will be permitted only for extraordinary reasons and will require strong justification. Normally, prerequisites should be limited to the courses necessary for students to comprehend the material presented in the proposed course. More extensive prerequisites must be justified.

A specific prior Grade Point Average may not be listed as a prerequisite for a course, with the exception of honors courses. (A minimum grade, typically C-, in one or a very few specific prerequisite courses may be listed among the prerequisite.

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6 Note: Academic maturity is presently attested to for undergraduates by a GPA in excess of 3.0, consent of the instructor, and evidence of successful completion of upper-division work in the same discipline.
prerequisites for a course.) Redundancy in lists of prerequisite courses should be avoided. For example, lower-
division courses that are already subsumed under upper-division requirements should not be included in the list. For purposes of fulfilling prerequisites for other courses and for issues of overlap with other courses, Honors courses and corresponding non-Honors courses are equivalent on fulfillment of prerequisites and course overlap.

Should a department wish to restrict enrollment in a course because pedagogically the course requires students to be in a certain major or class level, this restriction must be added to the course prerequisite statement. A restriction allows all seats within a course to be held for students who meet a specific criterion; students who do not meet a course restriction will be prevented from enrolling. Course restrictions may be based on a student’s class, college, career level, or major. Some restriction examples include but are not limited to: courses restricted to freshmen or sophomore students only; courses that are restricted to a specific major, such as, Ethnic Studies or Computer Science majors only. Any restriction request requires strong justification, including the following:

a. A report which describes whether any other major or minor programs at UCR, outside the requesting department, requires this course, either as a specific requirement or on a list of options, in order to satisfy a requirement in the student’s major or minor program. In order to generate this report, the preparer should request a program search (see below, II. 4, G). If the search indicates that extra departmental major and/or minor programs will be affected by the restriction, consultation must take place with the affected departments/programs as to how to minimize adverse effects of the change on all students concerned.

b. Taking into consideration the findings in item a, the department should consider carefully what is the most appropriate form of enrollment restriction which will achieve access for its students while not unduly limiting access to other students with appropriate prior knowledge and demonstrated need to take the course.

Departments that wish to enforce priority enrollment, that is, holding seats for a select student population for enrollment management purposes, must include a priority enrollment statement to the course proposal. Priority enrollment is approved for a three-year limited duration and will require a new course proposal submission subject to review and approval to continue beyond the three-year period further details of review below). Additions of prerequisites are strongly discouraged unless there is an academic reason for adding the prerequisite. Therefore, a justification for a prerequisite should not simply state that it is for enrollment management purposes or to create priority for students within the major. Any priority enrollment request requires strong justification, including the following:

a. A report which describes whether any other major or minor programs at UCR, outside the requesting department’s, require this course, either as a specific requirement or on a list of options, in order to satisfy a requirement in the student’s major or minor program. In order to generate this report, the preparer should request a program search (see below, II. 4, G.) If the search indicates that extra-departmental major and/or minor programs will be affected by the priority enrollment, these additional majors and/or minors must be added to the priority enrollment request. If a course is cross-listed it is expected that all departments within the cross-listing will have access to the course within the priority enrollment request. Requests to deviate from this must be strongly justified to include demonstrating how students who have the course in their degree requirements will be impacted.

b. Taking into consideration the findings in item a, the department should consider carefully what is the most appropriate form of priority enrollment that will provide access for its students while not unduly limiting access to other students with demonstrated need to take the course. This justification needs to include data (i.e. enrollment history in the course to include majors/class level of students; projections for future need of the course for students requiring course to graduate, or other department factors) that substantiates the need to implement priority enrollment and how the department feels priority enrollment will positively impact the circumstance it is intended to mitigate.

c. When implementing approved priority enrollment in the Student Information System, quota controls/reserved seating should be utilized in consultation with the Registrar’s Office for assistance. General population students (students who do not meet priority enrollment criteria) should be given access to a portion of seats when at all possible.

d. Approval for continuation after the three-year period will be based on a comprehensive review of data and narrative submitted by the department with the course proposal. The objective during this review is for the department to 1) demonstrate the positive impact the priority enrollment had on the major students,
therefore, meeting the goals of instituting priority enrollment, 2) document the continued need for the priority enrollment with key illustration that the issue still persists and 3) how the department has served the general population during the three year period of the priority enrollment.

Needs for data to support this process can be requested at http://www.data-request.ucr.edu/ and will be supplied by the Registrar’s Office.

5. **Course Description:** The description appears in the catalog and should convey the material, the nature, and the scope of the course in a manner that provides guidance to students as they select courses. Descriptions should comply with campus style guidelines and be 50 words or less, with the word count standard determined by the Registrar’s Office.

6. **Grading and Repeatability:** Indicate the grading basis for the course. If the course has special grading or is repeatable, include this information in the appropriate section(s).

   **Grading:** Since Senate regulation 1.2.2 offers students broad latitude to take courses not counting toward their major requirements on a S/NC basis, an undergraduate course may not be restricted as “Letter Grade Only” unless it is an honors course that must be Letter Grade only or enrollment is restricted to majors only.

   The default grading types for undergraduate courses are:

   **Undergraduate Courses (001-199)**
   The default grading type is Letter Grade or petition for Satisfactory/No Credit (S/NC), except for Honors courses that must be Letter Grade Only.

   **Graduate and Professional Courses (200-499)**
   The default grading type is Letter Grade only.

   **Appendix 2** presents these and other grading types and standard grading statements available on CRAMS.

   **Repeatability:** Normally, undergraduate courses, except for independent study, internship, courses, and the like, are not repeatable for credit. If a department wishes to propose that a course be repeatable as topics change, there must be strong justification demonstrating that a given content will not be repeated frequently, and explaining how the course will be monitored to prevent students from receiving credit for duplication of work.

   The repeatability of a course within a single quarter will only rarely be granted. Such a request will need especially strong justification, as will requests to permit students to repeat a course several times.

   Where a course with varying topics under a general theme is desired, an (E-Z) umbrella course should be created; then individual courses can be approved under different letter designations, thereby precluding duplication of credit.

   **Note:** (E-Z) courses should not generally be marked repeatable because each segment functions as a separate course. Thus two or more (E-Z) segments may be offered and taken by students within a single quarter without being marked as repeatable.

7. **Cross-listed Courses:** List any cross-listed (identical) courses in the appropriate section.

8. **Duplicate or Overlapping Courses:** If the course content overlaps with the content of other courses to the extent that credit is awarded for only one of the courses (e.g., HNPG 010A, HMSS 001, and HMSS 002), state so in the Credit Statement section. Credit overlap caused by duplication of content results in a punitive effect to students, as credit may be denied post-facto and this may delay graduation, cost excess staff and student time, etc.

8. **Instructor:** SR 750 states: “(A) Only regularly appointed officers of instruction holding appropriate instructional titles may have substantial responsibility for the content and conduct of courses which are approved by the Academic Senate. (B) Professors, professors in residence and adjunct instructors, and lecturers may give courses of any grade. Persons holding other instructional titles may teach lower division courses only, unless individually authorized to teach courses of higher grade by the appropriate Committee on Courses or Graduate Council. If a course is given in sections by several instructors, each instructor shall hold the required instructional title. (C) Announcements of special study courses in which individual students work under the direction of various members of the department may state that presentation is by the
staff, but a member of the department shall be designated as the instructor in charge. (D) Only persons approved by the appropriate administrative officer [Dean of the College from which the proposal originates], with the concurrence of the Committee on Courses concerned, may assist in instruction in courses authorized by the Academic Senate. (E) No student may serve as a reader or assistant in a course in which he is enrolled.”

All new courses should state the name of the intended instructor(s) or of the Department chair. Changes in existing course(s) should state the name of the instructor(s) who will be teaching the course(s), the name of the instructor in charge, or that of the Department chair [SR750.c.].

C. Justifications: For a new course or restoration, describe how the course will strengthen the offerings of the academic unit. For a revision, state the reason for each action proposed. For a deletion, explain why the course is no longer necessary or why it can no longer be taught.

Include descriptions of new E-Z segments that are not described in the catalog description.

D. Syllabus: For a new course, restored course, or a course with a substantive change, include a substantive current or proposed syllabus that outlines the course by week, date, or topic and includes weighted grading criteria. To indicate the amount of required reading, provide a reading list that is linked to a week, date, or topic.

An up-to-date syllabus must be provided. The syllabus must reflect the activities proposed to "earn" the units, accounting both for activities during faculty contact hours and outside individual work. If a discussion (or lab, or workshop, studio, etc.) is included in the course, the syllabus must acknowledge at least briefly what will take place during this activity and show how students' accomplishment in this activity will be counted in the evaluation of their achievement. Please remember the rules governing awarding of academic credit stated under II.A.2 above.

When a substantial change is being proposed, the syllabus should be updated by the department to reflect this change. Likewise, syllabi that refer to prior versions of the course at UCR or at other institutions will not be considered and the course proposal will be returned for amendment.

E. Courses Including Distance Learning Technologies: Courses or course sections instructed entirely or partially through distance learning must be submitted through the regular procedure for approval. Even when such a course closely imitates an already approved course that does not include on-line components, a separate course syllabus or proposal must be prepared. The activities, unit justification, and evaluation methods will necessarily may be different for such a course; moreover, different regulations apply to the parameters of a distance-learning course, concerning, for example, students’ eligibility for financial aid. For additional information on proposals of courses or sections involving online delivery, refer to the appendix, “Guidelines for Remote Learning Courses.”

F. Course and Program Searches: Completion of a course search and/or a program search is essential when one of the actions listed below is desired. The purpose of such a search is to identify additional courses as well as major and minor programs that will be affected by the proposed change, so that necessary adjustments may be made at the same time as the requested change. For example, the prerequisites or credit statements for a variety of courses may need to be changed in order to include or exclude the target course as a prerequisite to other courses, or to prevent students from receiving duplicate credit for identical or overlapping course content.

A program search or a course search should be requested as follows:

<table>
<thead>
<tr>
<th>If You Are:</th>
<th>Order a Program Search From:</th>
<th>Order a Course Search From:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deleting the course</td>
<td>Academic Senate Office</td>
<td>Registrar's Office</td>
</tr>
<tr>
<td>Renumbering the course</td>
<td>Academic Senate Office</td>
<td>Registrar's Office</td>
</tr>
<tr>
<td>Changing the Title</td>
<td>Academic Senate Office</td>
<td></td>
</tr>
<tr>
<td>Changing the Units</td>
<td>Academic Senate Office</td>
<td></td>
</tr>
<tr>
<td>Changing the Cross-listing</td>
<td>Academic Senate Office</td>
<td>Registrar's Office</td>
</tr>
<tr>
<td>Changing the Credit Statement</td>
<td>Academic Senate Office</td>
<td>Registrar's Office</td>
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</tbody>
</table>
Allow 5 working days for receipt of search reports.

Reviewing the reports: The Program Search report lists programs, majors, and minors in which the proposed course appears. Review these programs to determine if they will be affected by your course proposal. Course numbers, titles, prerequisites, credit statements, etc. may be affected. Use the information from this report to help you answer questions in CRAMS. If requesting an enrollment restriction to majors and/or minors, use the program search to determine which extra departmental major/minor programs may be affected, and consult with the affected departments, reporting on this in the justification in your request. The Course Search report lists courses that are affected by courses, either in their prerequisite or description. List all courses in this section that are determined to be affected. For Honors courses and Non-honors courses a course search is necessary, but submittal of affected courses are not necessary (Honor and Non-Honors courses are considered equivalent on fulfillment of prerequisites and course overlap).

G. Requests for Exception to Due Dates for Course Proposals: The deadlines for proposing new courses and for proposing changes to approved courses with reference to a future effective date (the academic term when the new course can first be offered, or when changes will take effect) are firm, and exceptions are approved infrequently. However, it sometimes becomes necessary for a department/program to request a brief exception to the deadline for reasons that could not have been anticipated. When this occurs, the department should complete the Request for Extension of Course Proposal Submission Deadline Form, which is available on the Committee’s web site (http://senate.ucr.edu/committee/8/request_for_extension_of_course_request_submission_deadline_form.html). If the request is approved, a copy of the approved form, and of any other relevant correspondence, must be pasted into the Faculty Correspondence field on CRAMS before the late course proposal is submitted. Appendix 3 contains a sample copy of the Request for Extension form.

GENERAL POLICIES

In approving, disapproving, or recommending changes in course proposals, the Committee will be guided by the rules given above and by the following general policies:

I. Level and Emphasis of Courses:

The primary emphasis in the course should be academic and not vocational, stressing the acquiring of a body of knowledge and the understanding of principles and theories rather than the development of skills and techniques for immediate practical application in a vocational sense. The skills and techniques should be taught as means to learning, analyzing, and criticizing theories and principles, not for vocational ends themselves.

II. Scope and Organization of Courses:

Although the Committee does not decide general educational policy nor does it intend to infringe upon departmental judgment as to course content, it will use the following criteria for evaluating a course proposal:

The course should have a clear and essential place in the overall offering of the department, division, or school; either filling a gap in the existing course structure, or strengthening that structure without duplication or excessive overlapping.

Basic courses should not constitute proliferation, i.e., the splitting up of a body of knowledge or a field of study into parts too small to warrant separate treatment in themselves. Seminars offer such a specialized approach.

Courses should be organized realistically with respect to quality of understanding versus quantity of material a student is expected to master in the time allotted. The catalog description should make clear the special nature of a particular course.

III. Course Duplication or Overlap:
The Committee on Courses is watchful of duplication or overlap of courses offered by other academic units. **It is the responsibility of the department/program to ensure that any new course it proposes does not duplicate nor overlap existing courses offered by other units on campus.** It is imperative that the originating unit provide adequate explanation and/or written concurrence from department(s) where duplication or overlap would exist. (Please see the discussion of duplication of credit under II.A.8 on page 10 above.)

**NOTE:** It is in the department's own interest to provide such an explanation and consent. If the Committee on Courses has any questions concerning potential duplication or overlap of a proposed new course, the proposal will be returned to the originating department/program for evidence that consultation has taken place.

IV. Guidelines for Cross-Listing of Courses:

The use of and need for CROSS-LISTING of courses varies widely from program to program.

A. Policy Statement:
   1. Cross-listed courses are jointly owned and require the agreement of **ALL** the departments/programs, for which they have been approved, on all aspects of the course including changes subsequent to initial approval.
   2. A proposal for cross-listing with an existing course must be accompanied by concurrent course proposals from **ALL** of the departments and/or programs with whom the course is to be cross-listed. A syllabus is not required for new courses being cross-listed with an existing course.
   3. The proposal for a new course, when submitted for cross-listing, must be accompanied by proposal forms from **ALL** departments and/or programs involved. The information within the "box" on the course proposal form (e.g., title, description, units, etc.), must be the same on the forms submitted by **ALL** participating departments or programs with the exception of the department name and course number. It is recommended that cross-listed courses have the same number but it is not required.
   4. Any and all changes in the description, title, units, etc., of an existing cross-listed course require concurrent agreement and submission of course proposal forms by **ALL** departments and/or programs involved.

   The cross-listing of courses is an established practice which is to be continued. Extreme examples of multiple cross-listing exist, indicating the need for guidelines to be used in the consideration of cross-listing proposals. The guidelines enumerated have been prepared with consideration to the "Recommendations" of the Committee on Educational Policy (3/17/80). The needs and views of the Colleges of Natural and Agricultural Sciences and of Humanities, Arts, and Social Sciences have been solicited and considered.

B. Guidelines for Approval of Cross-Listed Courses:

   1. Courses created jointly by faculty from more than one department/program will normally be considered for cross-listing.
   2. Courses in which instruction is shared by faculty from more than one department/program will be considered for cross-listing. Sharing is interpreted as co-equal responsibility for content, presentation, and the evaluation of student performance. For the purpose of these guidelines, "Guest" lecturers invited from other departments/programs will not be interpreted as adequate justification of cross-listing proposals.
   3. New courses prepared for a department or program by a faculty member (or members) from other departments/programs can be considered for cross-listing.
   4. Approval of the course's instructor(s) by all departments/programs is required at the time cross-listing of a course is proposed.
   5. Recognizing the potential occurrence of “COMPELLING” administrative or educational reasons for proposing cross-listing, such proposals can be considered. Such proposals must be strongly justified by those making the proposal. Cross-listing proposals in this category are interpreted as occurring in response to truly exceptional circumstances.
Cross-listing for the purpose of cross-disciplinary student "advising" will not be considered.

6. If two or more departments/programs deem the content of a course appropriate for inclusion in their respective curricula, the course will be considered for cross listing. If more than three departments propose cross-listing of a single course, the Committee requests strong justification.

7. When deleting multiple cross-listed A,B,C series, all deletions shall have the “Last Effective” term date of the first affected course to avoid any possible confusion in catalog printing.

V. E-Z Courses

The E-Z course format provides a mechanism whereby many subtopics may be presented under one broad, umbrella topic. The course title covers the broad topic, with the subtitles of lettered segments (E through Z) identifying more specific subject areas. E-Z umbrella courses may be developed within the undergraduate, graduate, and professional school curricula. These offerings may be used to take advantage of the expertise of visiting professors ("one-time only" offerings) and/or to test acceptance of a course topic with an eye to possible formalization of the more popular segments into regularly scheduled courses. Lettered segments within the E-Z umbrella course may be offered at regular or irregular intervals, based upon student and curricular needs. Generally, the letters H and L are not used for segments to alleviate any confusion with Honors courses or Laboratory courses. In addition, W. X. Y. and Z are usually used for Writing Across the Curriculum (WAC) courses which offer full or partial credit for satisfaction of the ENGL 001C requirement. When creating an E-Z course, select the most appropriate of the three formats described below. Course descriptions will appear in the General Catalog as shown in the examples.

E-Z Umbrella Course with Segment Subtitles Listed in Its Description

This format is recommended when the majority of the segments are frequently offered, segments have a similar design, and segment descriptions are not needed to provide guidance to students as they select courses. [See example.]

Example:

MUS 080 (E-Z). Private Instruction: Voice, Keyboard, and Strings (1-2) Studio, 5-1 hour; individual practice, 5-10 hours. Prerequisite(s): MUS 001 or equivalent; consent of instructor. Students take a half- or one-hour lesson and practice 5 to 10 hours each week (see the note regarding fees under the Major Requirements section). Offered as demand indicates. E. Voice; F. Classical Piano; G. Jazz Piano; I. Harpsichord; J. Carillon; K. Jazz Guitar; L. Electronic Bass Guitar; M. Lute; N. Classical Guitar; O. Viola da gamba; P. Piano Proficiency; Q. Organ; R. Violin; S. Viola; T. Violoncello; U. Double Bass Viol. Normally graded Satisfactory (S) or No Credit (NC), but students may petition for a letter grade on the basis of performance before a jury or at a recital. Segments are repeatable.

E-Z Umbrella Course without Segment Subtitles Listed

This format is recommended when the majority of the segments are infrequently offered.

Example:

ENGL 142 (E-Z). Cultural Studies (4) Lecture, 3 hours; reading (extra), 3 hours. Prerequisite(s): upper-division standing or consent of instructor. The formal, historical, and theoretical analysis of culture in its broadest sense, including popular literature, the mass media, and/or the interplay between "low" and "high" or peasant and elite cultural forms. Topics may be drawn from any historical field.

E-Z Umbrella Course with Segment Subtitles Listed Separately

This format is recommended when the majority of the segments are frequently offered and segment descriptions are needed to provide guidance to students as they select courses.

Example:

RLST 128 (E-Z). Topics in the Bible (4) For hours and prerequisites, see segment descriptions. Academic examination of issues relating to the Bible. RLST 128E. Contemporary Views of Jesus (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. An examination of contemporary ways in which Jesus has been understood by academically oriented scholarship. Particular attention is given to the question of sources and of the methods used to
identify those parts of the preserved tradition that are attributed to Jesus himself.

RLST 128F. Biblical Fictions (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): RLST 010; upper-division standing or consent of instructor. Examines artistic rewritings of biblical narratives from antiquity to the present (ancient Jewish and Christian novels, medieval plays and stories, modern films and novels) to explore the intersections of religion, culture, and society.
A. **Procedure for Approval of an E-Z Umbrella Course.**

Submission of an E-Z umbrella course proposal must follow the same routing as for any permanent course. The Committee on Courses recommends that the segment subtopics to be offered under an E-Z series be identified at the time of submission of the E-Z umbrella course proposal. Segments are regular courses of instruction. Descriptions and course outlines for new segments must be provided.

B. **Procedure for Approval of an E-Z Umbrella Course with Segment Subtitles Listed in Its Description.**

1. An E-Z umbrella course with segment subtitles in its description must follow the same routing as for any permanent course. The course proposal should be for the E-Z umbrella number [i.e., FREN 177 (E-Z)]. The “Catalog Description” should consist of the umbrella description followed by the segment letters and subtitles [in alphabetical order]. The “Justification” for the umbrella should contain the segment descriptions. An outline or syllabus for each segment must be included in the course proposal. The “Closing Notes” section of the course proposal should indicate which segments are being added.

2. New segment letters and subtitles may be added to an existing E-Z series by submission of a course proposal for the umbrella and number. The “Catalog Description” should consist of the umbrella description followed by the existing and proposed segment letters and subtitles. A description of each new segment should be included in the “Justification” and a course outline for each new segment must be included in the course proposal.

**Exception:** If the segment is to be offered “one time only” it should be submitted on a separate course proposal. That is, a proposal should be submitted for the E-Z umbrella number with the segment letter (i.e., HIST 111E).

3. A stronger prerequisite than what is stated in the umbrella may be required for a new segment. The specific prerequisite(s) and the segment letter it applies to should be added to the prerequisite(s) for the umbrella.

4. If an academic unit wishes to change or delete a segment letter and subtitle, a course proposal for the umbrella number must be submitted. The “Catalog Description” should consist of the umbrella description followed by the existing segment letters and subtitles [in alphabetical order]. Proposed changes in segment letter(s) and subtitle(s) should be included. Segment letters and subtitles to be deleted should be removed. The “Closing Notes” section of the course proposal should indicate which segments are being changed and/or which segments are being deleted. An explanation for the changes/deletions should be provided in the “Justification.” If the segment change affects the segment description, a new description should be included in the “Justification” and a course outline must be included in the course proposal.

C. **Procedure for Approval of an E-Z Umbrella Course without Segment Subtitles Listed in Its Description**

1. An E-Z umbrella course without segment subtitles in its description must follow the same routing as for any permanent course. The course proposal should be for the E-Z umbrella number and title [i.e., FREN 177 (E-Z)]. The “Catalog Description” should consist of the umbrella description.

2. **Procedure for Approval of an Individual Segment Whose Subtitle Is Not Listed in the Description of Its Umbrella.**

   a. Academic units may choose to establish a segment whose subtitle is not listed in the description of its umbrella course. The complete description of such a segment may or may not be listed in the General Catalog at the unit’s option. However, if the description of one segment of an umbrella is listed in the General Catalog, the descriptions of all other segments of that umbrella must also be listed. "One-time only" segments will be considered as "not for catalog listing."
b. Academic units may establish segments of this type by submitting a course proposal for the E-Z umbrella number with the segment letter (i.e., HIST 111E). These course proposals must follow the same routing as for any permanent course. The "Catalog Description" would be the segment description and a course outline must be included in the course proposal.

c. Unit requirements are approved at the time the E-Z umbrella is approved. When a segment with unit specifications differing from the umbrella is submitted for approval, a change in the existing umbrella should be submitted at the same time to show the variable units.

d. Existing segments not listed in the catalog can be scheduled for presentation in any quarter.

e. When an academic unit chooses to change or to delete an existing segment, a course proposal for the E-Z Umbrella with the segment letter (i.e., HIST 111E) should be submitted. The proposal must follow the same routing as for any permanent undergraduate or graduate course being changed or deleted.

f. A course proposal for a segment must include the applicable restrictions, special grading, and cross-listing notations from its umbrella course proposal. If restrictions, special grading or cross-listing notations are added, deleted or changed on the umbrella course proposal, course proposals reflecting these changes must be submitted concurrently for the umbrella’s segment.

D. Segment Lettering and Titles.

It is important that letters and subtitles for E-Z segments be assigned carefully and consistently. A student may not receive credit for the same segment unless otherwise indicated in the course description. A student may receive credit for repeating the umbrella course if the segment letter and subtitle is different. Duplication of content by different segments within a series is to be avoided. If an activity within an E-Z umbrella course necessitates reuse of alphabet letters, a minimum of three years should elapse before a letter is reused to designate a different segment subtopic.

VI Special Studies (90-190) and Directed Studies (290) Courses:

A. Special Studies Courses (90 and 190).

The sole purpose of undergraduate Special Studies courses (90 and 190) is to provide students with a means for meeting special curricular requirements or problems on an individual basis and for variable units.

Registration in all special studies courses must be approved by the chair of the department/program concerned, based upon a written proposal submitted to the chair. (SR 546)

B. Directed Studies Courses (290).

The sole purpose of graduate Directed Studies courses (290) is to provide students with a means of conducting individual, supervised research or for studying special topics on an individual basis and for variable units.

Registration in all directed studies courses must be approved, in the form of a written petition, by the instructor and the department chair or graduate advisor. The petition must be filed with the office of the Dean of the Graduate Division. (GR 1.5.10)

VII. Internships:

The internship experience has become an increasingly important component in the academic training of our students. Internships differ from Special Studies (90 and 190) by the involvement of a non-departmental sponsor (generally off campus) in addition to the faculty member/student relationship.
Riverside Division Regulation R1.9 adopted in December 1976 states: “A maximum of 16 units of credit may be obtained through internship courses, with a maximum of 12 units of internship scheduled in a single quarter. Internship course credit is given for academic work related to the experience of the internship, not for the work experience alone.”

Guidelines: The following internship guidelines were also adopted:

1. An academic internship is defined as an educational experience in which the student works under the direct supervision of someone other than a faculty member, normally in an agency/firm/institution outside the campus, with a faculty supervisor ultimately responsible for assigning and evaluating academic work done for course credit in relationship to the experience. Under no circumstances will credit be given for the internship experience alone.

2. Each department wishing to sponsor internships will have a designated ladder faculty member or lecturer who is responsible for seeing that a common standard is applied to all internships and that these guidelines are adhered to in all instances.

3. The course number 198 is required for internships: 198I is suggested for individual internships and 198G for group internships. The course number 298 is required for those internships considered by the department to be “graduate”: 298I is suggested for individual internships and 298G for group internships. These graduate internships will normally carry credit toward a graduate degree. The course number 398 will be required for those internships considered by the department to be “professional”: 398I is suggested for individual internships and 398G for group internships. These professional internships will carry academic credit but will not count toward a degree.

4. For individual and group internships, the student and designated faculty member will submit on an appropriate form a clear-written statement of purpose, field experience content, and academic content of the proposed internship. The proposal must be approved by the chair of the department or program in which the internship is offered.

5. The essential criterion for one unit credit is one hour of academic work plus two or more hours of internship per week. Internship courses should normally be listed as 1-12 units, repeatable to a maximum of 16. The normal expectation is that each local internship will not count for more than 4 or 5 units in a single quarter, larger numbers of units being reserved for quarter-away types of situations.

VIII. X-100 and X-200 Courses in University Extension:

In order to facilitate its review of course proposals in University Extension in the X-100 (undergraduate) and X-200 (graduate) series, the Committee on Courses requires from the chairs of departments and programs a brief statement, accompanying the proposal form, vouching for the validity of the course proposal and its acceptability for majors in their respective departments.

IX. Summer Session Courses:

Any course listed in the General Catalog may be offered in Summer Session. No additional approval is required for these courses to be offered in Summer Session. New or experimental courses, modifications of catalog courses, and any other instruction not previously approved, which is proposed by a department/program for presentation in Summer Session must follow the normal Academic Senate procedures for course approval. If a course will be offered in Summer Session only, add the following statement to the end of the course description: Offered in summer only.

X. Continuity of Course Offerings:

Unless otherwise specified, a course that has been approved by the Committee on Courses may be offered in any quarter.
However, if any course has not been offered by a department for four consecutive years the Committee on Courses may request that it be deleted. (See Riverside Division Bylaw 8.10.4.) This policy is intended to ensure that the General Catalog will accurately reflect the departments' regular course offerings and to encourage departments to examine carefully the justification for retaining infrequently offered courses on the basis of the departments' curricular objectives and resources. Courses offered only on an intermittent basis should be considered for inclusion in an appropriate E-Z series.

XI. **Policy Statement for Courses that Have Not Been Offered for Four Consecutive Years:**

Periodically, the Committee on Courses will send lists of courses that have not been offered during the previous four years and eight years to departments. For courses that have not been offered in four years, the departments should either prepare deletion proposals or advise the Committee on Courses that they intend to offer the course(s) during the upcoming year. For courses that have not been offered in eight or more years, the departments should prepare deletion proposals. A course can be reinstated after deletion by submission of a course proposal for restoration.

XII. **“One-Time Only” Courses**

Special courses to be taught by visiting instructors or courses that are planned as a single offering should be submitted as “one-time only.” Check the “To be offered once only:” box and fill in the Quarter and year it will be offered. These courses then will be automatically deleted upon completion without additional paperwork.

XIII. **Use of Films in Academic Courses:**

Courses centering on films should include regular lectures and discussion comprising at least half of the course content. Substantial reading lists, term papers, etc., should be required in addition to screening films. Suggestions on information to be included with the course form can be found in the memo of June 20, 1984, from the Committee on Courses to Department/Program Chairs.

XIV. **Courses Containing Experiments Using Recombinant DNA:**

Undergraduate and graduate course proposals which contain experiments using recombinant DNA technology must have the experiments approved and certified by the UCR Institutional Biosafety Committee (IBC). The Committee on Courses will not approve such course proposals if the use of recombinant DNA has not been certified.

It is the instructor’s responsibility to complete and forward the “Biological Use Authorization (BUA)” form to the Compliance Officer of the IBC, Office of Research. A copy of the approved registration form should be attached to the course proposal form when it is submitted to the Committee on Courses. If the course changes and the use of DNA is substantially changed, the instructor should submit a written notification to the Compliance Officer of the IBC, Office of Research. A copy of the approved notification should be attached to the change in course proposal form when it is submitted.

XV. **Requests For Approval Of Associate Instructors (Associates-In) and of Teaching Fellows**

Normally an Associate-in will conduct the entire instruction of a lower division course or for a subgroup of students in a lower division course. An Associate-in may not give an upper division or graduate course or course section except with the approval of the campus Committee on Courses of Instruction. (SR 750)

Academic Personnel Manual 410-20b. states “Subject to the general supervision of a faculty member . . . , a Teaching Fellow should be competent to provide the entire instruction of a lower division course to a group of students, and normally should be given such assignments. Assignment to conduct instruction in an upper division or graduate course or section may not be made except with the approval of the Committee on Courses of Instruction (Regulation of the Academic Senate, 750).”
A request for approval of an Associate-in or teaching fellow to teach an upper division course or graduate course (Teaching Fellow only) should be sent to the Committee on Courses through the college/school dean (who endorses the request) in accordance with published deadlines. The Committee on Courses is under no obligation to consider requests for approval beyond published deadlines.

The request should contain:

- A justification for the necessity of hiring an Associate-In to teach the particular course in question.
- The candidate's complete curriculum vitae (CV); the standard University Biography Form for Academic Personnel (U1501) may be submitted, but departments are urged to work with the candidate to develop a professional CV for submission.
- A summary statement of the individual's qualifications regarding both knowledge of the field and preparation for classroom presentations.
- Copies of teaching evaluations for all lower or upper division course(s) the candidate has recently taught.
- The candidate's graduate transcript, including the current GPA.
- Name(s) of faculty who will monitor course presentation quality. For first time appointments, departments are urged to ensure that monitoring is close and direct.

In cases where the Associate-in is to teach a cross-listed course, a memo of agreement from the relevant department(s) should accompany the request.

XVI. APPENDICES
SR 760 states: "The value of a course in units shall be reckoned at the rate of one unit for three hours' work per week per term on the part of the student, or the equivalent."

The General Rules and Policies Governing Courses of Instruction state that hours per week per unit of credit may not be less than, but may exceed, those listed in the following guidelines:

One unit for each hour per week of lecture, seminar, discussion, workshop, colloquium, or consultation.

One unit for each three hours per week of laboratory, practicum, field work, screening, internship, clinic, thesis, tutorial . . . . One unit for three hours of outside reading or other preparation each week is expected for individual study, research, extra reading, term paper, etc.

The hours referenced in this box are shaded in the examples below. These hours are listed on the course proposal.

### EXAMPLE 1

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<th>Activity</th>
<th>Units</th>
<th>Total Required Hours 3 hours per unit or 3 x units</th>
<th>Distribution of Required Hours</th>
<th>Group Hours* contact with instructor or TA</th>
<th>Individual Hours no contact with instructor or TA</th>
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<tr>
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### EXAMPLE 2

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<th>Distribution of Required Hours</th>
<th>Group Hours* contact with instructor or TA</th>
<th>Individual Hours no contact with instructor or TA</th>
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<td></td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Discussion</td>
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<td></td>
<td>1</td>
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### EXAMPLE 3

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<th>Distribution of Required Hours</th>
<th>Group Hours* contact with instructor or TA</th>
<th>Individual Hours no contact with instructor or TA</th>
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<td>3</td>
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</tbody>
</table>

*Usually a class or a consultation.
APPENDIX 1B

June 6, 1997

TO:  DEPARTMENT/PROGRAM CHAIRS
FR: COMMITTEE ON COURSES
RE: UNIT DISTRIBUTION AND COURSE APPROVAL FORMS

PLEASE DISTRIBUTE TO ALL FACULTY

Recent course forms filed with the Committee on Courses have been unclear about unit distribution. Recently, a number of the proposed courses presented for consideration by the Committee on Courses have not established the academic rigor associated with 4 unit courses. To ensure that academic quality is maintained on our campus, it is critical that course credits accurately reflect the anticipated student work load. This memorandum is designed to explain these requirements. It is sometimes repetitive in its efforts to clear up any ambiguities; please be patient with it.

Lecture, Seminar, Consultation, and Discussion

In general, 1 hour of lecture, seminar, consultation, or discussion is equivalent to one unit of credit. It is understood that a minimum of 2 hours of outside reading or other work is expected for each hour of lecture, seminar, consultation, or discussion. We are well aware that it is often hard to tell exactly how long reading that supports lecture materials will take, and that some students will work faster than others. However, faculty should have a realistic estimate of the time commitment associated with assigned readings and the readings assigned for lectures should be in alignment with course credit expectations.

The attachment of a current course syllabus is critical for the Committee on Courses to fairly evaluate lecture, seminar, consultation, discussion, and other hours. If consultation hours are proposed, the mechanism for implementing and monitoring this educational activity must be explicitly stated and justified.

Laboratory

Three hours of laboratory work is equivalent to one unit of credit. It is understood that students may need to spend significant additional time in preparation for laboratory or to report laboratory findings.

Outside Reading, Extra Reading, Outside Research, Individual Study, Reading, and “Other hours”

One credit is given for 3 hours per week of outside research, extra reading, etc. These categories indicate that reading materials or research efforts exceed the reading required to support lectures ( 2 hrs./1 hr. lecture). The use of these educational activities must be clearly justified to the Committee on Courses.
Typical 4-unit course outlines include:

(a) 3 hr. lecture (including approximately 6 hours of reading) and 3 hr. laboratory per week = 4 units
(b) 3 hr. lecture (including approximately 6 hours of reading) and 3 hr. extra reading per week = 4 units

NOTE THAT THIS DOES NOT MEAN FOUR CREDITS FOR THREE HOURS OF LECTURE AND THREE HOURS OF READING, ETC., FOR A TOTAL OF \((3 + 3 = 6)\) SIX HOURS OF WORK PER WEEK.

IT MEANS FOUR CREDITS FOR THREE HOURS OF LECTURE OR SEMINAR PLUS TWO HOURS OF OUTSIDE PREPARATION FOR EACH OF THOSE HOURS, PLUS THREE HOURS OF EXTRA OR ADDITIONAL READING OR OTHER WORK, FOR A TOTAL OF \((3 + 6 + 3 = 12)\) TWELVE HOURS OF WORK PER WEEK.

OFTEN, NEITHER COURSE PROPOSAL NOR THE COURSE SYLLABUS MAKES IT CLEAR HOW THE WORK DONE FOR UNITS ASSIGNED AS "EXTRA READING", "TERM PAPER", OR "OUTSIDE RESEARCH" REPRESENT WORK THAT IS OVER AND ABOVE THE READING OR WORK THAT IS NORMALLY EXPECTED TO BE DONE OUTSIDE OF CLASS.

IN ORDER TO OBTAIN COURSES COMMITTEE APPROVAL AT FOUR UNITS, SOME INDICATION OF THE DIFFERENCE BETWEEN THE SIX HOURS OF READING OR OTHER WORK ORDINARILY ASSOCIATED WITH THE THREE HOURS OF LECTURE, AND THE THREE HOURS OF EXTRA READING, ETC. MUST APPEAR ON THE SYLLABUS OR IN A WRITTEN EXPLANATION ABOUT THE COURSE. It must be indicated that those extra hours are evaluated in some way distinct from the 'regular' six hours expected in connection with the lecture hours.

WE RECOGNIZE THAT COURSE SYLLABI ARE WRITTEN TO COMMUNICATE INFORMATION ABOUT THE CLASS TO STUDENTS AND ARE NOT SPECIFICALLY INTENDED TO PROVIDE ANSWERS TO THE ABOVE QUESTIONS FOR THE COMMITTEE ON COURSES. THEREFORE, ADDITIONAL INFORMATION IS WELCOME, EITHER IN THE FORM OF A MEMO, OR IN THE JUSTIFICATION SECTION OF THE COURSE FORM, TO ASSIST US IN THE EVALUATION OF UNIT DISTRIBUTION.

THE BASIC INFORMATION IS SUMMARIZED BELOW:

*** THE NORM FOR LECTURE, SEMINAR, CONSULTATION, AND DISCUSSION HOURS IS THAT ONE UNIT OF CREDIT IS ASSIGNED FOR EACH HOUR OF INSTRUCTION.

EXAMPLE: THREE UNITS ARE ASSIGNED TO A CLASS THAT MEETS 2 HOURS PER WEEK FOR LECTURE AND ONE HOUR OF DISCUSSION.

*** APPROXIMATELY TWO HOURS OF OUTSIDE READING OR OTHER WORK IS EXPECTED FOR EACH HOUR THE CLASS MEETS PER WEEK.

EXAMPLE: A CLASS THAT MEETS 2 HOURS PER WEEK FOR LECTURE AND ONE HOUR OF DISCUSSION REQUIRES 6 HOURS OF OUTSIDE WORK PER WEEK.
*** OTHER WORK, SUCH AS LABORATORY WORK, FIELD WORK, OUTSIDE READING, INDEPENDENT STUDY, TERM PAPER, OR RESEARCH, IS USUALLY COUNTED AT THE RATE OF ONE CREDIT FOR THREE HOURS OF SUCH WORK.

EXAMPLE: A TERM PAPER ASSIGNED IN ADDITION TO THE TWO HOURS PER UNIT WORK NORMALLY EXPECTED SHOULD REQUIRE 3 HOURS PER WEEK THROUGHOUT THE QUARTER TO COMPLETE THE ASSIGNMENT.

We are well aware that it is often hard to tell exactly how long assignments will take, and that some people will work faster than others. Our point here is that THE WORK REQUIRED OF STUDENTS FOR A 4 UNIT COURSE SHOULD REFLECT THE CAMPUS EXPECTATION FOR 4 UNITS OF CREDIT, I.E., THERE SHOULD BE DIFFERENCES BETWEEN WHAT IS ASSIGNED IN 3 AND 4 UNIT COURSES.

****** FOR THE REASONS NOTED ABOVE, A COURSE SYLLABUS SHOULD ACCOMPANY ALL PROPOSALS FOR NEW COURSES AS WELL AS CHANGE FORMS FOR COURSES THAT INVOLVE A REALLOCATION OF UNITS, MAJOR CHANGES TO CONTENT OR NEW INSTRUCTORS.

The Committee on Courses encourages all faculty with questions about the Course Forms and course requirements to clarify all issues prior to submission of a course form. This will ensure a rapid approval of the proposed course through the Committee on Courses and other campus committees.

Faculty and staff should start with the Committee on Courses’ “Course Guidelines”.

Cc: Registrar/Assistant Registrar/Catalog Editor/Courses Coordinator
Deans, Colleges/Schools/Graduate Division
Chairs, Executive Committees
Chairs, Committee on Educational Policy/Graduate Council
Administrative Assistants & Graduate/Undergraduate Secretaries
APPENDIX 2

GRADING

DEFAULT GRADING TYPES

Undergraduate Courses (001-199)
The default grading type is Letter Grade or petition for Satisfactory/No Credit (S/NC).

Graduate and Professional Courses (200-499)
The default grading type is Letter Grade only.

When the grading type is the default, do not add a grading statement in CRAMS except to indicate that the course is graded In Progress (IP). Example:

Graded In Progress (IP) until HIST 100A and HIST 100B are completed, at which time a final grade is assigned.

When the grading type is not the default, add a grading statement in CRAMS.

Enter grading types in the Grading Type field. Enter grading statements in the Standard Grading Statement field, or if you need to create your own grading statement, in the Other Grading Statement field. Note: Grading statements are added automatically by CRAMS at the end of the course description in the General Catalog.

GRADING TYPES (shaded below) and their STANDARD GRADING STATEMENTS (in italics below)

Letter Grade or petition for Satisfactory/No Credit (S/NC)
This is the default grading type for undergraduate courses, so no statement is needed.

Graduate Courses
May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor

Letter Grade or Satisfactory/No Credit (S/NC); no petition required
Students who submit a term paper receive a letter grade; other students receive a Satisfactory (S) or No Credit (NC) grade.

Students who present a seminar receive a letter grade; other students receive a Satisfactory (S) or No Credit (NC) grade.

Students who present a seminar or submit a term paper receive a letter grade; other students receive a Satisfactory (S) or No Credit (NC) grade.

May be taken Satisfactory (S) or No Credit (NC) by students advanced to candidacy for the Ph.D.

Normally graded Satisfactory (S) or No Credit (NC), but students may petition the instructor for a letter grade on the basis of assigned extra work or examination

Letter Grade only

Undergraduate Courses
Satisfactory (S) or No Credit (NC) grading is not available.

Graduate and Professional Courses
This is the default grading type for graduate and professional courses, so no statement is needed.

Satisfactory/No Credit (S/NC) only
Graded Satisfactory (S) or No Credit (NC).

Other
This grading type is no longer used.
APPENDIX 3

Request for Extension of Course Proposal Submission Deadline

Course Number:
Course Title:
Effective Quarter and Year:

Course Action (check all that apply):

___ New
___ Change
___ Deletion
___ Course Number
___ Title
___ Cross-listing
___ Restoration

_____ Credit Statement (e.g., Credit is awarded for only one of BIOL 003 or BIOL 005A)

_____ Other

If the course is being deleted or its Course Number, Title, Units, Cross-listing, or Credit Statement is being changed, or you are adding a priority enrollment statement; please request reports from your course proposal preparer before completing the fields in this box.

List other courses affected by course proposal:

List programs (e.g., degrees, minors) affected by course proposal:

Course proposal needs approval before the following:

___ Schedule of Classes is published
___ Summer Sessions Catalog is published
___ First day of enrollment
___ First day of instruction
___ Agenda deadline for the next Riverside Division Academic Senate meeting
___ General Catalog is published

Request extension of deadline to (date):

Reason regular deadline was (or will be) missed:

Chair of Department/Program: Date:
Submitted By: Date:
Reviewed by Courses Specialist: Date:
Comments:

___ Approved (___ with conditions in Comments field above) ___ Denied

Committee on Courses Chair: Date:

Instructions: Complete the form and save as a Word Document. Submit this request as an attachment to an e-mail addressed to mmiller@ucr.edu and beth.beatty@ucr.edu

1/31/12
APPENDIX 4

GUIDELINES FOR REMOTE LEARNING COURSES
(Updated February 23, 2016)

Preamble

It is the Committee on Educational Policy’s interest to insure that courses with a significant remote learning (RL) component are reviewed fairly and consistently by the Senate; accordingly the Committee on Educational Policy (CEP) developed the guidelines below in collaboration with the Committee on Courses and Graduate Council. Either CEP or the Committee on Courses may modify or eliminate some of these guidelines as familiarity with remote learning (RL) courses develops and as best practices in the structure and delivery of RL courses are determined and generally adopted; it is to be expected that such modifications will be adopted after a consultation between these two committees in order to insure consistency. These guidelines are not offered as possible changes in the regulations or committee charges.

In considering RL courses the CEP has assumed that once the Senate through the Committee on Courses has approved a course, it has passed the necessary scrutiny to insure that the expected quality of instruction will be delivered. For the same reason, any instructor approved to give such a course is assumed to have the necessary expertise and should be given all the freedom to modify his/her methods of instruction. Based on this the CEP believes that RL courses should not be associated with a particular instructor, nor with particular choices of software or hardware. In addition, the Committee considers that the repeat policy should apply to courses with equivalent syllabi independently of their being traditional or RL.

This document does not deal with some thorny issues surrounding RL courses, such as revenue sharing and intellectual property. This is not done with the intention to minimize these important concerns, but because they lie well outside the scope of both the Committee on Courses and the CEP.
Guidelines for the approval of Remote Learning courses

Definition

A course shall be labeled remote-learning (RL) if face-to-face contact with an instructor represents less than 1/3 of the total hours of required work per week\(^1\).

Though this will be the general definition of RL courses, both CEP and the Committee on Courses recognize that there may be cases where this will be inappropriate; the ultimate determination of whether a course is to be considered RL will be made by the Committee on Courses, and may be at variance with the above definition.

SR 760 associates one unit for 3 hours of work per week per term. It is understood, however, that a minimum of two hours of outside reading or other preparation is expected each week for each hour of lecture, seminar, consultation, or discussion. The general definition implies that a course with N units will be an RL course if it has fewer than N face-to-face contact hours/week. For example, a 4-unit course for which the total amount of face-to-face lecture plus discussion plus seminar plus workshop plus laboratory time is less than 4 hours/week, would be an RL course. It is presumed (and verified in the course proposal during the Committee on Courses review) that all additional required contacts between students and instructor(s) occur remotely. The guidelines below are intended, in part, to insure that this type of contacts will allow students to interact with the instructors.

Catalog Description

Courses with standard and RL offerings are considered equivalent. Courses proposals with RL as a possibly delivery mode should include a sample course syllabus for RL delivery in lieu of or in addition to a syllabus for traditional delivery and should include the appropriate requests for repeatability. Courses, such as many lab courses, where physical interaction is an important aspect of the course, are presumptively not equivalent if offered in a RL format. Departments wishing treat RL and traditional delivery courses as non-equivalent are advised to number the courses uniquely and to use the overlap statement to prevent credit being given for both delivery formats

All RL catalog course entries should include

- A broad description of the blend of traditional and online activities for the course
- Whenever pertinent, a note indicating that some specialized hardware and/or software might be required, referring the students to the course syllabus for specific descriptions

Approval

All RL courses require separate approval of the RL syllabus by the Committee on Courses even if there is an approved traditional course with the same course content.

In considering approval of RL course proposals, the Committee on Courses shall be primarily focused on whether or not the RL course will provide quality of education at the level required by UC. The Committee shall be mindful that the goal of such courses is to provide access to more qualified students; neither possible reduction of graduation time, nor revenue advantages, shall be of relevance in the approval process.

\(^1\) This definition parallels the one used at UC Berkeley.
Given the absence of generally-accepted best practices for remote instruction, the Committee on Courses may opt to initially approve a course or syllabus with the RL format only for a defined period of time, with a favorable review required before granting unrestricted approval. The Committee on Courses may require RL course proposals to provide details not required of traditional courses.

Any substantial modification in the delivery or evaluation methods in an RL course should require separate approval by the Committee on Courses even if the content matter is left unaltered.

When RL courses are proposed in degree programs that are subject to accreditation by external agencies (such as the ABET accreditation for Engineering programs), it is the responsibility of the department/program to insure that the external agency will accept the RL courses in the accreditation process.

**Evaluation**

In consultation with the college executive committees, the CEP and Committee on Courses will modify the course evaluation form to include items specific to RL courses. These committees will review and update this form every 5 years or earlier if needed.

No RL course is to be associated with a specific instructor. Nor will they be associated with particular software and hardware needed for their implementation; instructors should be free to replace one type of software/hardware with another form offering to offering as they see fit. Any substantial revision of the evaluation method, however, will require a separate approval by the Committee on Courses.

**Suggested Guidelines to the Committee on Courses**

The following provide a list of points that the Committee on Courses may want to consider when evaluating RL course proposals. Not all points are relevant in all cases and additional ones might be raised for specific instances.

All RL course proposals should

- Conform to the standard schedules of 10-week offerings during the academic year, or 10/5/3/ week for the Summer session; the Committee on Courses can consider alternative scenarios under exceptional circumstances on a case-by-case basis. Any proposal to allow students to take evaluations at different times during the term must also include workable plans to maintain the integrity of the evaluations (see also next bullet).
- Provide a clear description of the evaluation methods including the measures aimed at preventing student dishonesty (especially if online examinations are proposed). In addition, electronic assessment tools must be designed/chosen to insure sufficient variation in the evaluation instruments from offering-to-offering so that the availability of tests from previous offering does not compromise future evaluations.
- Guarantee student access to the instructor in charge of the course. Access to the instructor cannot be delegated to any sort of assistant. The course description should include the frequency, duration and manner of such contact hours. Similarly the number and manner of TA contact hours should be included in the course description.
- Make all reasonable accommodations to insure course access for students with disabilities.
- Rely on generally available hardware since requiring cutting-edge technology will disadvantage some students.
• Insure that all relevant material available to students residing at or near UCR is also available to all RL students; this includes library material available electronically.
• Insure that all software issues (availability, licensing, etc.) should be resolved prior to the beginning of the term.
• Specify all software and hardware requirements, and the manner in which course-specific items can be obtained. This information should be included in the syllabus.
• Describe the technical support available to students on and off campus. This should include the option of dial-in support and not be restricted to online support (so as not to disadvantage students whose computer is non functional). This information should be included in the syllabus.
• Insure that all TAs are trained in the software and hardware to be used in the course.
• Have a built-in mechanism for assessing learning outcomes. Assessment should measure the effectiveness of learning in a course, should be used to guide improvement in the course, and, when a comparable regular course is taught in parallel, may enable comparison of the relative effectiveness of the RL and the regular course.

In addition:

Courses with a laboratory component require special attention. If the laboratory requires physical components, the simplest solution is to decouple the laboratory into a separate course that is taught on-site. Budget constraints, however, might force a choice between an on-line laboratory and no laboratory at all; such situations must be treated on a case-by-case basis weighing the advantages and problems of the proposal.

Teaching assistants should not be limited to RL courses but should also gain experience by serving in regular courses. A TA must alternate serving in an RL course with serving in two regular offerings except in cases where the TA requests to be assigned to RL courses more frequently.
Executive Committee
College of Natural and Agricultural Science

Report to Riverside Division

To be adopted:

Proposed changes to the undergraduate major requirements in Earth Sciences.

PRESENT:
General Geology, Geobiology, Geophysics, and Global Climate Change Options

Core Requirements (72-74 units)
1. Lower-division requirements (58-59 units)
   a) GEO 001, GEO 002, GEO 003/BIOL 010
   b) BIOL 002 or both BIOL 005A and BIOL 05LA
   c) Either CHEM 001A and CHEM 01LA or CHEM 01HA and CHEM 1HLA, either CHEM 001B and CHEM 01LB or CHEM 01HB and CHEM 01HLB, either CHEM 001C and CHEM 01LC or CHEM 01HC and CHEM 1HLC
   d) MATH 009B or MATH 009A, MATH 009B, MATH 009C
   e) PHYS 040A, PHYS 040B, PHYS 040C

2. Upper-division requirements (19-20 units)
   a) GEO 101, GEO 115, GEO 122
   b) STAT 100A or STAT 155

Global Climate Change Option (59 units)
1. Lower-division requirements (20 units)
   a) BIOL 005B, BIOL 005C
   b) GEO 009, GEO 010 and GEO 011

2. Upper-division requirements (39 units)
   a) GEO 118, GEO 136 or GEO 137, GEO 152 or GEO 153, GEO 157, GEO 160, GEO 169
   b) Fourteen (14) units of related upper-division course approved by the undergraduate advisor

PROPOSED:
General Geology, Geobiology, Geophysics, and Global Climate Change Options

Core Requirements (72-74 units)
1. Lower-division requirements (58-59 units)
   a) GEO 001, GEO 002, GEO 003/BIOL 010
   b) BIOL 002 or both BIOL 005A and BIOL 05LA
   c) Either CHEM 001A and CHEM 01LA or CHEM 01HA and CHEM 1HLA, either CHEM 001B and CHEM 01LB or CHEM 01HB and CHEM 01HLB, either CHEM 001C and CHEM 01LC or CHEM 01HC and CHEM 1HLC
   d) MATH 009A, MATH 009B, MATH 009C
   e) PHYS 040A, PHYS 040B, PHYS 040C or PHYS 002A, PHYS 002B, PHYS 002C and PHYS 002LA, PHYS 002LB, PHYS 002LC

2. Upper-division requirements (19-20 units)
   a) GEO 101, GEO 115, GEO 122
   b) STAT 100A or STAT 155

Global Climate Change Option (59 units)
1. Lower-division requirements (20 units)
   a) BIOL 005B, BIOL 005C
   b) GEO 009, GEO 010 and GEO 011

2. Upper-division requirements (39 units)
   a) GEO 118, GEO 136 or GEO 137, GEO 152 or GEO 153, GEO 157, GEO 160, GEO 169
   b) Fourteen (14) units of related upper-division course approved by the undergraduate advisor
**General Geology Option** (53 units)
1. GEO 100, GEO 116, GEO 118
2. GEO 102A (8 units in one quarter), and GEO 102B (1 unit summer field camp).
3. One course from GEO 157, GEO 160, GEO 161, GEO 162, GEO 169
4. One course from GEO 124, GEO 132, GEO 136, GEO 137
5. One course from GEO 140, GEO 144, GEO 145, GEO 147.
6. GEO 151 or GEO 152/BIOL 152
7. Eight (8) additional units of related upper-division courses approved by the undergraduate advisor

**Geobiology Option** (53 units)
1. BIOL 005B, BIOL 005C
2. GEO 100, GEO 116, GEO 118
3. GEO 102A (8 units in one quarter) and GEO 102B (1 unit in summer field camp)
4. Three courses from GEO 151, GEO 152/BIOL 152, GEO 160, GEO 169
5. Four (4) additional units of related upper-division courses approved by the undergraduate advisor

**Geophysics Option** (55 units)
1. MATH 046
2. CS 10 and MATH 031
3. GEO 116, GEO 118, GEO 132, GEO 140, GEO 144, and GEO 145 or GEO 147
4. Two additional 4-unit upper-division courses in Geosciences
5. Two upper-division physical science courses approved by the undergraduate advisor

**General Geology Option** (53 units)
1. GEO 100, GEO 116, GEO 118
2. GEO 102A (8 units in one quarter), and GEO 102B (1 unit summer field camp).
3. One course from GEO 157, GEO 160, GEO 161, GEO 162, GEO 169
4. One course from GEO 124, GEO 132, GEO 136, GEO 137
5. One course from GEO 140, GEO 144, GEO 145, GEO 147.
6. GEO 151 or GEO 152/BIOL 152
7. Eight (8) additional units of related upper-division courses approved by the undergraduate advisor

**Geobiology Option** (53 units)
1. BIOL 005B, BIOL 005C
2. GEO 100, GEO 116, GEO 118
3. GEO 102A (8 units in one quarter) and GEO 102B (1 unit in summer field camp)
4. Three courses from GEO 151, GEO 152/BIOL 152, GEO 160, GEO 169
5. Four (4) additional units of related upper-division courses approved by the undergraduate advisor

**Geophysics Option** (55 units)
1. MATH 046
2. CS 10 and MATH 031
3. GEO 116, GEO 118, GEO 132, GEO 140, GEO 144, and GEO 145 or GEO 147
4. Two additional 4-unit upper-division courses in Geosciences
5. Two upper-division physical science courses approved by the undergraduate advisor
Justification:
This change was proposed in 2011 and been in practice via undergraduate advising since without the catalog being updated; it was updated in the Transfer Selection Criteria of this major but the Core requirements section was missed.

The secondary change to remove Math 008B was approved by the department faculty and Executive Committee in July 2016 and is now being added to this request. It was originally not included as it was past the submission deadline and was to be requested for the F17 catalog, but is now being incorporated into the 2011 change request for CEP approval.

Original justification:

• The catalog descriptions indicate that PHYS 002, “General Physics,” is for biological sciences students and PHYS 040, also “General Physics,” is designed for engineering and physical sciences students. The geology major includes geophysical and geobiological options. Our core physics requirements should match that range.

• The two courses have comparable rigor. Credit is awarded for only one of PHYS 002 and PHYS 040. With grades of B in either series, students meet prerequisites for courses in the PHYS 041 course, intended for physics majors. The calculus prerequisites do differ. The calculus prerequisites to complete the PHYS 020 A-C series are MATH 009A and B; to complete PHYS 040A-C series MATH 009A, B and C are required. Geology majors will all complete three quarters of first-year.

• Geology majors will all complete three quarters of first-year calculus, regardless of their physics series.

• The geology major recruits students from several sources, including the biological sciences and engineering. Our core physics requirements should accommodate transfer from these majors. We must already accept PHYS 002 for students who change major after completing a life sciences core curriculum. The same option should be available to all geology majors. Current practice causes needless tensions.

• We seek greater scheduling flexibility. The current physics component of our core curriculum has caused severe scheduling difficulties when the Physics and Astronomy department cancels a section of PHYS 040 in which our students have registered. By accepting PHYS 002 or PHYS 040, we open more scheduling options to our students without placing additional stress on the ability of the Department of Physics and Astronomy to deliver its part of the CNAS curriculum. PHYS 002 brings two other scheduling advantages: the separable lab course and the possibility of completing MATH 009C and PHYS 002C concurrently.

• Most geology majors complete the General Geology track, even though their goals may favor geobiology or geophysics. We must also reckon with geology majors who change tracks before graduation. For these reasons we propose to accept PHYS 002 or PHYS 040 in the core curriculum of all options in the geology major, rather than differentiate the physics requirement by option.

Approvals:
Approved by the faculty of the Department of Environmental Sciences: November 2, 2011
Approved by the Executive Committee College of Natural and Agricultural Sciences: July 26, 2016
Approved by the Committee on Educational Policy: August 3, 2016
Approved by Executive Council in lieu of the Division: August 10, 2016
To be adopted:

Proposed changes to backdating policy and adding transfer course work policies to bylaws.
Add bylaws GR5 – GR5.6 to GRADUATE DIVISION REGULATIONS section.

PRESENT:

PROPOSED:

1. GR5. Transfer of Units and Backdating

   Petitions for transferring credit will be considered only when the work is necessary to fulfill degree requirements. Units cannot be transferred from a program from which the student received a degree. All potential transfer work must have been completed with a minimum grade of B.

2. GR5.1 Transfer of Units

   Petitions for transferring credit will be considered only when the work is necessary to fulfill degree requirements. Units cannot be transferred from a program from which the student received a degree. All potential transfer work must have been completed with a minimum grade of B.

3. GR5.2 Transfer from another UC

   All potential transfer work must have been completed in graduate standing. Transfer units from another UC may be counted for up to one-half of the total units required for the UCR master's degree. Students receive both units and grade points at UCR for transfer work from another UC.

4. GR5.3 Transfer from an Outside Institution

   All potential transfer work must have been completed in graduate standing. A maximum of 8-quarter units from institutions outside of UC may be counted toward the master's degree at UCR. These units may not be used to reduce the minimum number of graduate level units required (24 units for thesis plan and 18 units for comprehensive exam plan are required) Unit credit only is posted on the UCR transcript, no grades.

5. GR5.4 Transfer from UCR Extension

   Students may transfer up to 8-units of UCR Extension concurrent enrollment credit. Students must have taken these units before their enrollment as a graduate student. Matriculated graduate students (including
students on Leave of Absence) may not enroll in course work through UCR Extension without the Graduate Dean's approval. Graduate students who withdraw before completing their program objectives may then take courses through UCR Extension, but are required to wait one year before applying those courses to their degrees. Grades from UCR Extension will be recorded on UCR transcripts. If a student transfers 8-units from UCR Extension, they are eligible to transfer an additional 8-units from an outside institution.

6. GR5.5 Summer Session Units
Students may apply summer session course work from another UC campus toward their graduate degree requirements if they have prior approval of their department and the Graduate Dean.

7. UCR undergraduates who have no more than two courses or 8 units of course work remaining in their bachelor's programs and who have been admitted to graduate status may begin course work for their advanced degrees at the beginning of the final quarter of undergraduate study. Backdating requires that students inform their college offices before beginning course work and that they petition the Graduate Division for credit once they are enrolled as graduate students.

7. GR5.6 Backdating Units from Undergraduate
UCR graduate students may use, with the approval of their Graduate Advisor, any relevant 200-level course(s) taken during a UCR bachelor's program toward a graduate degree at UCR, excluding any 200-level course(s) approved to count for bachelor's degree, unit, or GPA requirements. Alternatively, the Graduate Advisor may approve waiving degree requirements based on 200-level courses taken as a UCR undergraduate and require the student to complete minimum unit requirements while enrolled in a graduate program.

Justification:

1-6. Listed as PROPOSED are current transfer course work polices for graduate students. Requesting official bylaws be added to reflect current practices.

7. The PRESENT wording above is from the 15/16 general catalog, no bylaw for backdating currently exists. The catalog copy accurately reflects current practice, which is that a student can backdate up to 8 200-level units taken during their undergraduate program, but not used for undergraduate degree requirements. Students must have been admitted to a graduate program at UCR and have no more than 12 units to complete in the UG program.

With the introduction of BS/MS programs several years ago, and in the general graduate student population, it is clear that our current practice has unnecessary complexity and
is very difficult to manage administratively between the Undergraduate Advising, Graduate Advising and Graduate Academic Affairs offices.

It’s worth noting that backdating is rare, only 13 of approx. 2800 graduate students used the option during the 14/15 year. A unique set of circumstances must align before backdating becomes a viable option. For those students that do use backdating, it is a great opportunity to begin their graduate course work early. The 200-level courses they enroll in are the same courses they would take as a graduate student.

Students using backdated courses must still complete all requirements for the master’s or PhD degree including the 3-quarter residency requirement for master’s degrees and 6-quarter residency for PhD degrees. No exceptions to residency requirements will be granted.

The PROPOSED wording allows any 200-level course, relevant to the graduate degree program, to be applied to the graduate degree if it was not used to complete any unit or degree requirements for the bachelor’s degree and was not calculated in the undergraduate GPA. The department Graduate Advisor has the option to approve units/grades be used for the graduate program, or simply waive requirements based on these courses and require the student to complete all unit requirements while in the graduate program.

**Approvals:**

Approved by the Graduate Dean: April 18, 2016
Approved by the Graduate Council: May 2, 2016
Committee on Rules & Jurisdiction finds the wording to be consistent with the code of the Academic Senate: May 23, 2016
Approved by Executive Council in lieu of the Division: June 6, 2016
To be adopted:

Proposed changes to grading policy as it related to S/NC grading bylaws for Fall 2016 implementation. Adjust bylaw R1.3.2 in R1 GRADING SYSTEM.

PRESENT:

1. R1.2.1 Subject to the approval of the Graduate Council, each department may set conditions regulating the taking of courses by graduate students on an S/NC basis. Except as provided in R1.3.1, each department may decide that some graduate courses be taken on an A, B, C, D, F basis only. It may require that some graduate courses be taken on an S/NC basis only (provided it proves this to be educationally necessary and gains approval through the channels stated in R1.3). The department may also allow a third (residual) category in which a graduate student may elect to take any course on an S/NC basis, provided that the student's advisor consents.

2. R1.3 Departments may designate graduate or undergraduate courses to be graded only on an S/NC basis, provided that they have the approval of the Executive Committee of the college (and the Graduate Council for graduate courses) and the Committee on Courses and the Division, except as provided in

3. R1.3.1 Courses in the 290 series (290-299) shall be graded S/NC unless approved for A, B, C, D, F grading by the Graduate Council on the recommendation of the department.

PROPOSED:

1. No change (included for reference)

2. No change (included for reference)

3. No change (included for reference)
4. **R1.3.2** Graduate students may not take undergraduate courses in their major fields on an S/NC basis. Exceptions must be approved by the Dean of the Graduate Division. (En 24 Jan 74)

15/16 CATALOG COPY:
Satisfactory/No Credit (S/NC) Grading -
Graduate students may take course work on an S/NC basis only when the course description indicates that this is an option. Students who wish to enroll in undergraduate courses on an S/NC basis may petition the Dean. The Graduate Advisor must certify that these courses are not in the student’s major or program of study and this course work cannot be used for graduation. A grade of S is equivalent to a grade of B (3.0) or better but does not count towards the student’s grade point average. No credit is given for a course in which a grade of NC is assigned.

16/17 CATALOG COPY:
Satisfactory/No Credit (S/NC) Grading -
Graduate students may take course work on an S/NC basis only when the course description indicates that this is an option. Graduate students may not use undergraduate or graduate courses taken on an S/NC basis to complete their master’s or PhD degree requirements, unless the course is only offered on an S/NC basis. Exceptions must be approved by the Dean of the Graduate Division. A grade of S is equivalent to a grade of B (3.0) or better but does not count towards the student’s grade point average. No credit is given for a course in which a grade of NC is assigned.

Justification:
Traditionally, 200-level graduate courses were offered for a letter grade only. More recently, 200-level courses have been proposed with the option of Letter Grade or S/NC. This has led to confusion regarding if courses used for degree requirements can be graded on an S/NC basis.

As a result, the bylaw has been clarified to encompass graduate level courses, as well as undergraduate. Past Graduate Council rulings are clear that the expectation is 200-level courses used for degree requirements be taken for a letter grade.

**Approvals:**

Approved by the Graduate Dean: March 22, 2016
Approved by the Graduate Council: April 21, 2016
Committee on Rules & Jurisdiction finds the wording to be consistent with the code of the Academic Senate: May 12, 2016
Received by Executive Council: June 6, 2016
To be adopted:

Proposed changes to the undergraduate major requirements in Neuroscience.

PRESENT:  
Change of Major Criteria

Students must be in good academic standing at the time the Change of Major Petition is filed. Students must successfully repeat any outstanding Life Science Core course prior to acceptance into the major.

2nd and 3rd Quarter Freshmen
The following math and science courses must be completed with a grade of C– or better: CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, MATH 008B or MATH 009A

4th Quarter Freshman and Sophomore (up to 89 earned units)
The following math and science courses must be completed with a grade of C– or better: CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 01LC, BIOL 005A, BIOL 05LA, BIOL 005B, MATH 008B or MATH 009A, MATH 009B

Junior (90 - 134 earned units)
The following math and science courses must be completed with a grade of C– or better. Grades of D– or higher are acceptable for courses marked with an asterisk (*): CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 01LC BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C*, MATH 008B or MATH 009A, MATH 009B and completion of at least one of the following sequences with no grade lower than a C–: CHEM 112A, CHEM 112B, CHEM 112C*, PHYS 002A, PHYS 02LA, PHYS 002B, PHYS 02LB, PHYS 002C*, PHYS 02LC*

Senior (135 + units)
The following math and science courses must be completed with grade of C– or better. Grades of

PROPOSED:  
Change of Major Criteria

Students must be in good academic standing at the time the Change of Major Petition is filed. Students must successfully repeat any outstanding Life Science Core course prior to acceptance into the major.

2nd and 3rd Quarter Freshmen
The following math and science courses must be completed with a grade of C– or better: CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, MATH 006B or MATH 009A

4th Quarter Freshman and Sophomore (up to 89 earned units)
The following math and science courses must be completed with a grade of C– or better: CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 01LC, BIOL 005A, BIOL 05LA, BIOL 005B, MATH 006B or MATH 009A, MATH 009B

Junior (90 - 134 earned units)
The following math and science courses must be completed with a grade of C– or better. Grades of D– or higher are acceptable for courses marked with an asterisk (*): CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 01LC BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C*, MATH 006B or MATH 009A, MATH 009B and completion of at least one of the following sequences with no grade lower than a C–: CHEM 12A, CHEM 12B, CHEM 12C*, PHYS 002A, PHYS 02LA, PHYS 002B, PHYS 02LB, PHYS 002C*, PHYS 02LC*
D– or higher are acceptable for courses marked with an asterisk (*): CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 01LC, BIOL 055A, BIOL 055LA, BIOL 005B, BIOL 005C*, MATH 009A, MATH 009B, MATH 009C*, MATH 112A, MATH 112B, MATH 112C*, PHYS 002A, PHYS 02LA, PHYS 002B, PHYS 02LB, PHYS 002C*, PHYS 02LC*, PSYC 011* or STAT 040* or STAT 100A* BCH 100* or BCH 110A* CBNS 106

GPA in upper division courses applied to the Neuroscience Major (Tier 1, 2, and 3) must be 2.00 or higher.

Transfer Students

Transfer applicants must have a minimum GPA of 2.70 (currently 2.70, but can be adjusted upward for selectivity by the college of Majors). Transfer applicants must further meet two of the curricular preparation requirements below.

1. Math 9A and 9B or equivalent.
2. Two semesters of a single lab-based science discipline (e.g. Chemistry or Biology or Physics).
3. The equivalent of Math 9C plus one semester of Vector Calculus or Linear Algebra.

Individual Majors can (and do) set their particular curricular requirements to be more rigorous.

University Requirements

See Undergraduate Studies section.

College Requirements

College breadth requirements vary depending on which college is chosen to award the degree. For details on breadth requirements, see the Colleges and Programs section of this catalog. Students are urged to consult their advisor regarding requirements. The following restrictions and additions apply to college breadth requirements for the Neuroscience major.

University Requirements

(No changes.)

College Requirements

(No Changes.)
For the College of Humanities, Arts, and Social Sciences

**Humanities**
Foreign language at level 4 or above for the B.A. may be used to fulfill up to 8 units of the Humanities breadth requirement.

**Social Sciences**
Psychology courses may not be used as part of the Social Sciences breadth requirement if a Biology course is used to meet any part of the Natural Sciences and Mathematics breadth requirement.

**Foreign Language**
In fulfilling the Foreign Language breadth requirement for both the B.A. and B.S. degrees, a modern language such as Spanish, Russian, Chinese, German, or French must be used.

**Natural Sciences and Mathematics**
The Neuroscience Core in the Neuroscience major satisfies the Natural Sciences and Mathematics breadth requirement.

For the College of Natural and Agricultural Sciences

**Humanities**
For the B.S. degree, 16 units instead of 12 units are required to fulfill the Humanities breadth requirement. PHIL 134 and PHIL 137 are recommended.

**Social Sciences**
For the B.S. degree, 16 units instead of 12 units are required to fulfill the Social Sciences breadth requirement. Psychology courses not required or approved for the Neuroscience major may be used in meeting the Social Sciences breadth requirement.

**Foreign Language**
In fulfilling the Foreign Language breadth requirement for the B.A. degree, a modern language such as Spanish, Russian, Chinese, German, or French must be used. Further, fourth-
quarter level proficiency in one foreign language (not level 2 in two languages) is required.

Natural Sciences and Mathematics
The Neuroscience Core in the Neuroscience major satisfies the Natural Sciences and Mathematics breadth requirement.

Major Requirements

1. Neuroscience Core (66-72 units; satisfies the Life Sciences Core required for some majors in the College of Natural and Agricultural Sciences). Up to 12 units of upper-division life sciences courses (for this major, courses from the departments of Biochemistry, Biology, Cell Biology and Neuroscience, and Entomology) not being used to satisfy the core may be taken prior to completion of the core; permission from the program chair or the program chair’s designate is required to take upper-division units in excess of these 12 units.

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

a) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C (BIOL 002 and BIOL 003 may be substituted for BIOL 005A, BIOL 05LA, and BIOL 005B with advisor’s approval.)

b) PSYC 011 or STAT 040 or STAT 100A

c) MATH 008B or MATH 009A or MATH 09HA; and MATH 009B or MATH 09HB

d) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC (or CHEM 01HA and CHEM 1HLA, CHEM 01HB and CHEM 1HLB, CHEM 01HC and CHEM 1HLC); CHEM 112A, CHEM 112B, CHEM 112C

Major Requirements

1. Neuroscience Core (66-72 units; satisfies the Life Sciences Core required for some majors in the College of Natural and Agricultural Sciences). Up to 12 units of upper-division life sciences courses (for this major, courses from the departments of Biochemistry, Biology, Cell Biology and Neuroscience, and Entomology) not being used to satisfy the core may be taken prior to completion of the core; permission from the program chair or the program chair’s designate is required to take upper-division units in excess of these 12 units.

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

a) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C (BIOL 002 and BIOL 003 may be substituted for BIOL 005A, BIOL 05LA, and BIOL 005B with advisor’s approval.)

b) PSYC 011 or STAT 040 or STAT 100A

c) MATH 006B or MATH 009A or MATH 09HA; and MATH 009B or MATH 09HB

d) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC (or CHEM 01HA and CHEM 1HLA, CHEM 01HB and CHEM 1HLB, CHEM 01HC and CHEM 1HLC); CHEM 12A, CHEM 12B, CHEM 12C
2. Upper-division requirements

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

a) First Tier (14 units)

(1) CBNS 106 with a grade of C- or better
(2) CBNS 120/PSYC 120
(3) CBNS 120L/PSYC 120L or CBNS 130L
(4) CBNS 124/PSYC 124

b) Second Tier (at least 12 units for the B.A. or at least 20 units for the B.S.)

BIOL 178; CBNS 101, CBNS 116, CBNS 121/PSYC 121, CBNS 125/PSYC 125, CBNS 126/PSYC 126, CBNS 127/PSYC 127; CBNS 129, PSYC 112, PSYC 117, PSYC 129

c) Third Tier (additional units to reach a total of 36 units for the B.A. or 52 units for the B.S.)

Select from upper-division courses listed under Neuroscience Core, Second Tier above not used to satisfy those requirements, and the additional courses listed below. The combined number of units taken under First Tier, Second Tier, and Third Tier must total either 36 if the B.A. is sought or 52 if the B.S. is sought.

BCH 102, BCH 110B, BCH 110C, BCH 120; BIOL 100/ENTM 100, BIOL 102, BIOL 105, BIOL 107A, BIOL 108, BIOL 109, BIOL 110, BIOL 151, BIOL 160, BIOL 161A, BIOL 161B; BIOL 162/ENTM 162; BIOL 171, BIOL 171L, BIOL 173/ENTM 173, BIOL 175, BIOL 185P; CBNS 108, CBNS 150/ENTX 150, CBNS 165;
CBNS 169; up to 9 units from CBNS 194, CBNS 197 and/or CBNS 199; CS 170; PHYS 139L; PSYC 115, PSYC 130, PSYC 132, PSYC 134, PSYC 135, ANTH 146/PSYC 146, ENTM 173, BIOL 175, BIOL 185P; CBNS 108, CBNS 150/ENTX 150, CBNS 165, CBNS 169; up to 9 units from CBNS 194, CBNS 197 and/or CBNS 199; CS 170; PHYS 139L; PSYC 115, PSYC 130, PSYC 132, PSYC 134, PSYC 135, ANTH 146/PSYC 146

Note No courses other than those listed may be used in the major unless specifically approved by the program chair or the program chair’s designate.

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**Total Units**

13 17 17
Electives  4  8  8  Electives  4  8  8
Total Units  16  16  16  Total Units  16  16  16

**Justification:**
The Mathematics Department has proposed, and the CNAS Executive Committee has approved, a proposal for the creation of a new pre-calculus sequence consisting of MATH 006A and MATH 006B. This is an effort to improve the success rate of students who test into MATH 008A and go on to Calculus. MATH 008A and 008B is a sequence intended to serve the under-prepared student to get into Freshman Calculus MATH 009B quickly.

The Department of Chemistry has renumbered our regular organic chemistry courses from a Upper Division to a Lower Division series.

NEW Numbering System: Organic Chemistry CHEM 12A, CHEM 12B, CHEM 12C.

**Approvals:**
Approved by the faculty of the Department of Neuroscience:  May 18, 2016
Approved by the Executive Committee College of Natural and Agricultural Sciences:  May 19, 2016
Approved by the Committee on Educational Policy:  June 10, 2016
Approved by Executive Council in lieu of the Division:  June 20, 2016
To be received and placed on file:


In the fall of 2015, 61% of UCR’s entering freshmen had satisfied the Entry-Level Writing Requirement before registering as full-time students. A larger number of freshmen (32% in Fall 2015) came to UCR with AP credits that place them in English 1B or 1C.

The remaining 39% placed in Entry-Level Writing courses. The great majority made good progress once they arrived at UCR.

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The “not satisfied” numbers do not tell the whole story about these students’ first year on campus. Of the 1074 students who placed into English Writing 4 in the fall, only six were required to leave UCR at the end of the year solely for failure to satisfy the requirement. Of the 68 students initially placed in English 4 who did not satisfy the ELWR by the spring 2016 quarter, 33 were academically dismissed or left the university due to impending dismissal because of their overall academic records. Eleven students withdrew voluntarily from the university. Fourteen students satisfied the ELWR during the summer 2016 quarter. Four students have time remaining in the ELWR time-limit due to withdrawing from UCR for one or more quarters.

The overall record of the ESL group is also much better than the “not satisfied” numbers indicate. A total of 272 entering freshmen initially placed in ESL classes. Since they were “off the clock” for up to their first three quarters of residence, no students among those placed in ESL classes in the fall of 2015 were required to leave UCR solely for failure to satisfy the ELWR. 176 students satisfied the ELWR during their first year of residence. Of the remaining 96 ESL students, 77 continue to make progress in satisfying the ELWR. Fifteen students have been academically dismissed or have left the university due to impending dismissal because of their overall academic records. Four students have withdrawn voluntarily from the university.

Update on Fall 2014 Basic Writing 1 and 3 Students

We have a more complete picture of BW 1 and BW3 students’ progress when we look at the two-year records of students who placed in an ESL course when they entered UCR in the fall of 2014. Of the 348 entering freshmen who were placed in ESL classes that year, 213 students satisfied the ELWR during their first year of residence. 76 students satisfied the ELWR during their second year of residence. Of the remaining 59 ESL students, 36 students were academically dismissed or left the university due to impending dismissal on the basis of their
overall records. Nine students withdrew from the university. **Eleven students in the ESL group that started in Fall 2014 were eventually required to leave UCR solely for failure to satisfy the ELWR.** Three students have time remaining in the ELWR time-limit due to withdrawing from UCR for one or more quarters.

![](chart.png)
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COMMITTEE ON RESEARCH
REPORT TO THE RIVERSIDE DIVISION
December 6, 2016

To be adopted:

Present:

8.20 Research

8.20.1 The committee consists of at least ten members, one of whom serves as representative to the University Committee on Research Policy; and the Vice Chancellor for Research who will serve as a non-voting ex officio member. Five members shall be appointed from the College of Humanities, Arts, and Social Sciences; the Graduate School of Education; and/or the School of Business Administration. Five members shall be appointed from the College of Natural and Agricultural Sciences; the School of Medicine; and/or the Bourns College of Engineering. The committee considers matters pertaining to research policy on the UC Riverside campus. (Am 5 Feb 87) (Am 25 May 2010) (Am 19 February 2013)

8.20.2 In addition to this general charge, it also has the following specific duties: (Am 25 May 2010)

8.20.2.1 Advise the Academic Senate on general policies and budgetary needs concerning research activities that are supported by the funds at the disposal of this committee. (Am 25 May 2010)

8.20.2.2 Cooperate with the Office of Research to advise on the pre-selection of campus nominees or applicants for research contracts/grants from foundations and other granting agencies that restrict the number of proposals submitted from the campus. (Am 25 May 2010)

Proposed:

8.20 Research

8.20.1 The committee consists of at least ten members, one of whom serves as representative to the University Committee on Research Policy; and the Vice Chancellor for Research who will serve as a non-voting ex officio member. Five members shall be appointed from the College of Humanities, Arts, and Social Sciences; the Graduate School of Education; and/or the School of Business Administration. Five members shall be appointed from the College of Natural and Agricultural Sciences; the School of Medicine; and/or the Bourns College of Engineering. The committee considers and reviews matters pertaining to the research mission of the UC Riverside campus, and advises the UC Riverside Division of the Academic Senate, the Chancellor, Provost, and Vice Chancellor for Research and Economic Development regarding policies, practices, and budgetary needs pertaining to the research mission of the UC Riverside Division. (Am 5 Feb 87) (Am 25 May 2010) (Am 19 February 2013)

8.20.2 In addition to this general charge, it also has the following specific duties: (Am 25 May 2010)

8.20.2.1 Advise the Academic Senate on budgetary needs concerning research activities that are supported by the funds at the disposal of this committee. (Am 25 May 2010)

8.20.2.2 Cooperate with the Office of Research to advise on the pre-selection of campus nominees or applicants for research contracts/grants from foundations and other granting agencies that restrict the number of proposals submitted from the campus. (Am 25 May 2010)
8.20.2.3 Review and evaluate faculty applications for support from intramural research funds, research travel funds, or other research funds for which the committee may be made responsible, and to recommend allocation of these funds within the limits of University policy governing the grants. (Am 9 Oct 69) (Am 25 May 2010)

Statement of Purpose and Effect:
In keeping with its charge in the Senate Bylaws, the Committee on Research has traditionally restricted its activities to allocating Senate research funds on a competitive basis and occasionally advising the Vice Chancellor for Research and Economic Development on the selection of grant proposals to put forward when an external grant competition accepts only a specified number of applications from UCR.

At other UC's, the Committee on Research has been playing a broader and more active role in addressing the many issues that arise related to the research mission of the university.

The aim of the proposed changes in wording is to provide a basis in the Committee’s Bylaws for the UCR Committee on Research to expand the scope of its activities to cover all "issues regarding policies, practices, and budgetary needs pertaining to the research mission of the UC Riverside Division."
An earlier draft of the Bylaw revision was returned to the Committee on Research by the Committee on Rules and Jurisdiction in the fall of 2015. A draft was prepared jointly in the spring of 2016 by Richard Arnott, then (and now) Chairman of the Committee on Research) and John Cioffi, then Chairman of the Committee on Rules and Jurisdiction, which was subsequently slightly modified by the Committee on Research.

Effective: upon approval

Approved by the Committee on Research: October 4, 2016
The Committee on Rules and Jurisdiction finds the wording consistent with the code of the Academic Senate: October 25, 2016
Received by Executive Council: November 14, 2016
Committee Attendance for Academic Year 2015-2016 (September 1, 2015 - August 31, 2016)

### Academic Freedom

- Ward Beyermann, Chair: P P P
- Emma Aronson: P F A
- Deva Weber: P F P
- Stefano Leonardi, P&T Chair: P F A
- Jennifer Hughes, Faculty Welfare Chair: A F P
- Faud Khonsari - GSA Rep.: A A A
- Fizza Jeffrey - ASUCR Rep.: A A A

**ACADEMIC PERSONNEL**

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### Academic Personnel

- **Georgia Warnke, Chair:** 47
- **Thomas Patterson, Vice Chair:** 42
- **Russ Hille:** 38
- **Ann Goldberg:** 45
- **John Heraty:** 41
- **David Lloyd:** 40
- **Jerry Tarnoff:** 40
- **Yung-Hao Hsu:** 40
- **Vijayanthi Charu:** 34
- **Richard Smith:** 40

### Charges

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### Committees

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**DISTINGUISHED CAMPUS SERVICE**

| Anthony Brennan, Chair | P |
| Mike Allen | P |
| Carol Lavott | P |
| Mary Constan | P |
| Vasu Mathur | P |

**DISTINGUISHED TEACHING**

| Peter Sadler, Chair | P |
| Gabriela Canilao | P |
| Morris Maduino | P |
| Susan Straight | P |
| Conrad Rednapp | P |
| Cristina Borja, ASUCR Student Rep | A |
| Donor Gynn-Johnson, GSA Student Rep | P |

**DIVERSITY AND EQUAL OPPORTUNITY**

| Manuela Martin-Green, Chair | P | P | P | P | F | F | P | A |
| Elaine Wong | P | F | P | P | A | P | A | A |
| Masters Noor | P | P | P | Leave | Leave | Leave | P | F |
| Carolyn Murray | P | P | P | F | F | A | A | P |
| Jan Li | P | P | P | F | A | P | F |
| Severna Nigel-Mathiau | P | P | A | A | P | A | P | A |
| Georg Michel | P | P | P | P | F | F | P |
| Melanie Abrahamian, GSA Rep | N/A | F | P | A | A | A | A | A |
| Benchah Karnataka, ASUCR Rep | N/A | F | A | A | P | A | A | A |

**EDUCATIONAL POLICY**

| Stephen Wimpenney, Chair | P | P | P | P | F | F | P | P |
| Katie DeFau, Vice Chair | P | F | P | P | A | P | F | P |
| Tom Stashewicz, ULEF Rep | P | A | F | P | F | P | A | A |
| Walter Clark | P | P | P | F | A | P | A | P |
| Pingran Feng | P | F | A | A | P | F | P |
| Debra Groshong | P | F | P | A | F | F | A |
| Michael Haselman | A | F | P | P | F | P | F |
| Timothy Paine | P | F | P | P | F | P | A |
| Texas Pablo | P | F | P | F | F | A | F |
| Judd Rodebeck | P | A | P | P | A | P | F |
| Kamil Shumayev, Committee on Courses Rep (on leave F'15) | LEAVE | LEAVE | LEAVE | A | P | A | A | A |
| Neal Yeong | P | F | P | P | F | P | A | F |
| Tom Tran, ASUCR Student Rep | A | A | A | A | A | A | A | A |

**EXECUTIVE COUNCIL**

| Aimee Wrakas - Division Chair | A |
| Akela Venkatram - IGCC Exec Cmte | P | P | P | F | P | A* | A* | A* |
| Colleen Meany/Stephens - Prep Ed | A | A | A | A | A | P | F | P |
| David Lee - Grad Council | F | P | P | A* | A* | F | P | P |
| Eddie Comeaux - Undergrad Admissions | A | P | A | A | F | P | P |
| Georgia Winkelm - CAP | P | P | P | F | F | F | P | A |
| Brian Ethier - SMESC Exec Cmte | P | F | A* | A | P | A | P | F |
| Jan Blacher - CSOD Exec Cmte | P | F | P | A | A | P | F | A |
| Jason Weems - CHASS Exec Cmte | P | F | P | P | F | F | P | A |

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### COURSES AND PROGRAMS SUBCOMMITTEE

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### GRIEVANCE CONSULTATION PANEL

This Committee did not meet during the 2015-2016 academic year.

- Victor Lapit
- Margaret Nazli
- Helin Henry
- David Malicky
- Eugene Anderson

### INTERNATIONAL EDUCATION

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### LIBRARY AND INFORMATION TECHNOLOGY

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### INTERNATIONAL EDUCATION

- Kurt Anderson, Chair & UCIE Rep.
- Hsiung Ai
- Phillip Christopher
- Cuvadonga Lamar-Prieto
- Inde Souther
- Sharon Duffy, Ex-Officio, Dean of UNEX
- Bronwyn Jenkins-Deans, Ex-Officio, Director, UNEX International Educ. Programs
- Karen McDonald, Ex-Officio, Director, IRSC (Resigned 3/8/16)
- Kimberly Gentile, Ex-Officio, Interim Director, IRSC (Appointed 3/8/16)
- Kelechi Kae, Ex-Officio, Vice Provost for International Affairs
- TBD, Ex-Officio, UCEAP Faculty Rep.
- Amin Watad, ASUCR Student Rep.
- Sook "Jaymee" Goh, GSA Student Rep.

### CANCELED

- Leonard Nunney, Chair
- Chikako Takeshita, Vice Chair (UCCC)
- John Ruedi
- Lucille Chia
- Evangelos Christidis
- Estih Jaffe-Berg
- Dewi Ling
- Laura Harris
- Matt Muniz
- Mark Rovere
- Katherine Swenny
- Steve Mandeville-Gamble, Ex-Officio
- Charles Bowley, Ex-Officio
- Deven Bhatia, GSA Student Representative

### LIBRARY AND INFORMATION TECHNOLOGY

- Lewis Luartz, GSA President, GSA Student Rep.
- Nichole Ginnan, GSA Rep.

- Amin Watad, ASUCR Student Rep.
- Sook "Jaymee" Goh, GSA Student Rep.

- Karen McDonald, Ex-Officio, Director, IRSC (Resigned 3/8/16)
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- Amin Watad, ASUCR Student Rep.
- Sook "Jaymee" Goh, GSA Student Rep.
### MEMORIAL RESOLUTIONS

This Committee did not meet during the 2015-2016 academic year.

- Woody Liao, Chair
- Tony Norman
- Keith Wilmam
- Nefelino Volonzi
- Marguerite Walter
- Albert Wong
- Howard Wettstein

### PHYSICAL RESOURCES PLANNING

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**UNIVERSITY EXTENSION**

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