Agenda
Graduate Council
Thursday, January 15, 2015
9:10 - 11:00 am
Academic Senate Conference Room
Room 210 University Office Building

Action
9:10 – 9:15  1. Approve Minutes of the December 11, 2014 meeting  p. 2-4

Information/ 2. Announcements
Discussion
9:15 – 9:25   A. Chair of the Graduate Council
9:25 – 9:35   B. CCGA Representative
9:35 – 9:45   C. Graduate Student Council Representative
9:45 – 9:55   D. Dean of the Graduate Division

Discussion/ 3. Courses and Programs Subcommittee
Action
9:55 – 10:00  A. Approval of Program Changes:
              1. Biomedical Sciences DE’s  p. 5-19

10:00 – 10:15 4. Online MS in Engineering – new specializations in the catalog
              Action: Review and vote to approve.  p. 20-22

10:15 – 10:20 5. Graduate Council Policy on Graduate Program Catalog Entry - draft
              Action: Review and vote to approve or modify.  p. 23

10:20 – 10:30 6. Graduate Program Reviews
              A. Management Ph.D. internal review F&R
              Action: Vote to approve to send program for a response.  p. 24-26

10:30 – 10:45 7. Prof. Vafai attending to discuss Online MS in Engineering admission
               assessment (GRE requirement)

Discussion
10:45 – 11:00 8. Campus Review of Proposal to Merge Campus Colleges  p. 27-32

Information
The following courses were approved by the Courses & Programs Subcommittee and should be
approved electronically by the full Graduate Council prior to the full GC meeting:

1. BPSC 200A (CHANGE) - Plant Biology Core
2. EDUC 275 (NEW) - Race and K-12 Educational Inequality
3. EDUC 303A (DELETE) - Level II Induction: Mild/Moderate Specialist
4. EDUC 303B (DELETE) - Level II Summative Evaluation: Mild/Moderate Specialist
5. EDUC 304A (DELETE) - Level II Induction: Moderate/Severe Specialist
6. EDUC 304B (DELETE) - Level II Summative Evaluation: Moderate/Severe Specialist
7. EDUC 336C (CHANGE) - Supervised Teaching in the Elementary School
8. EDUC 376C (CHANGE) - Supervised Teaching in the Secondary School
9. ENGR 296V (NEW) - Professional Project Design
10. PLPA 200 (CHANGE) - Fungal Diseases of Plants
Graduate Council  
Meeting Minutes  
December 11, 2014  
Senate Conference Room  
220 University Office Building

Present:
David Lo, Chair, School of Medicine  
Tom Payne, Vice Chair, Computer Science & Engineering  
Alicia Arrizon, Gender & Sexuality Studies  
Michael Coffey, Plant Pathology & Microbiology  
Ted Garland, Jr., Biology  
Ryan Julian, Chemistry  
John Kim, CCGA Rep., Comparative Literature & Foreign Languages  
Chris Laursen, Political Science  
Rene Lysloff, C&P Chair, Music  
Rollanda O’Connor, GSOE  
Rick Redak, Fellowships Chair, Entomology  
Jorge Silva-Risso, SoBA  
Joe Childers, Graduate Dean (ex-officio)  
Preston Williams, GSA Student Representative

Absent:
Wendy Ashmore, Secretary, Anthropology  
Malcolm Baker, Art History  
Amit Roy Chowdhury, Electrical Engineering

Guests:
Linda Scott, Graduate Division

Approval of Minutes
The minutes from the November 20, 2014 meeting were unanimously approved as written.

Chair’s Announcements
Chair Lo mentioned the discussions from the last Executive Council meeting. One item of discussion had to do with revising the tenure clock. Additional wording is being discussed that pertains to remarrying and having children that are very different ages – is this burdensome enough to change the language of the policy?

Another item discussed extensively at the Executive Council meeting was UC San Diego bringing up diversity as a recognized component in the evaluation of merits and promotions.

Other Announcements
**CCGA Representative, John Kim** – Professor Kim indicated that CCGA continued their discussion on Self-Supporting Programs (SSPs). Last year, CCGA determined that conversions from Professional Degree Supplemental Tuition (PDST’s) to SSP’s should have a compelling reason. The problem is defining “compelling”. One proposal was to ensure that programs wanting to convert assist in our core mission, but do not replace our core mission. There should
also be measures taken to guarantee these programs are available to the general public (not just the wealthy), and that the programs include diversity.

**GSA Student Representative, Preston Williams** – GSA funded two conferences – one was run by the Art History department and the other the Southern Eukaryotic Pathogen Symposium. GSA’s Community Outreach fund is going live in January. GSA has not taken an official union position yet and will be accessing whether or not they want to.

**Graduate Dean Joe Childers** – Dean Childers indicated that the doctoral student support report the Council responded to will not go forward to the Regents in January. The Regents were not satisfied with the report and want campuses to make specific requests for funding. Graduate Deans met in Washington and believe there is an easy way out – maintaining relationships between UCs and CSUs.

Provost Aimee Dorr offered $30 million per year to make UC competitive; while that will help, it will not make UC competitive. Graduate Deans are suggesting $100-150 million per year.

The Graduate Deans revisited the issue of multi-year offers. Graduate Divisions on other campuses are a financial conduit. UC Berkeley and UCR are more involved in funding and creating multi-year offers.

Graduate Division is moving forward with their Responsible Conduct of Research (RCR) hire. A Ph.D. scientist is preferred for this position as they will be training faculty on the responsible conduct of research. The job has been posted; Dean Childers will forward the posting to the committee.

Last week Dean Childers attended the Council of Graduate Schools in Washington. President Napolitano gave a great opening speech and credited a UCR graduate student.

G’Ship costs will definitely increase. Graduate Division is trying to ensure costs are controlled.

**Courses and Programs**
Graduate Council voted to approve/return the following courses as indicated:

1. ENGR 296V (NEW) - Professional Project Design – *the Council voted to return this course for a description of the minimal expectations and general responsibilities of the faculty and students in the course. The Council is trying to protect the students and faculty.*
2. GSST 290 (CHANGE) - Directed Studies – *approved.*
3. GSST 292 (CHANGE) - Concurrent Analytical Studies in Gender and Sexuality Studies - *approved.*
4. ME274V (NEW) - Plasma-aided Manufacturing and Materials Processing - *approved.*
5. PBPL 212 (NEW) - Qualitative Social Science Methods - *approved.*

The following courses were approved by the Courses & Programs Subcommittee and approved electronically by the full Graduate Council prior to the meeting:

1. DNCE 239 (NEW)* - Introduction to Graduate Study of Dance
2. GSST 302 (CHANGE) - Teaching Practicum
3. ME 210 (CHANGE) - Sustainable Product Design
4. ME 210V (NEW) - Sustainable Product Design
5. ME 240A (CHANGE) - Fundamentals of Fluid Mechanics
6. ME 249V (NEW) - Fundamentals of Fluid Mechanics
7. ME 274 (CHANGE) - Plasma-aided Manufacturing and Materials Processing
8. PBPL 202 (NEW) - Policy Institutions and Processes
9. PBPL 204 (NEW) - Regional Policy-Making Across Administrative Jurisdictions
10. PBPL 206 (NEW) - State Governments as Laboratories of Change
11. PBPL 222 (NEW) - Ethics, Professionalism, and the Normative Bases of Public Policies

*Courses are related to a program change on the agenda

Graduate Council voted to approve/return the following program changes as indicated:

1. Dance - Addition to course requirements - new course DNCE 239 – approved.
2. Computer Engineering - Degree Options Change - approved.

Online MS in Engineering – Addition of Specializations with request not to add in catalog
The Graduate Council did not approve the proposed new specializations not being listed in the catalog. The Council agreed the use of web links in the catalog is not an appropriate mechanism to display consistent, regulated information. Programs should feel free to include the material on websites as an additional source of information; however, the site cannot replace traditional catalog copy. The Council agreed to work on a policy for graduate program catalog entry. Sarah will draft the policy for the Council’s review and input.

Online MS in Engineering – Admissions Assessment
Chair Lo and other committee members examined the admissions data and various websites from comparable graduate programs provided by program Director Kambiz Vafai. While the completion of the GRE was not a Graduate Division requirement for admission into these programs, a Bachelor’s degree in a related field (Math, Engineering, Physics, etc.) was a requirement. Therefore, the Council did not approve this proposal, and will request that the program comply with Graduate Division admission requirements, a bachelor’s degree and completion of an exam measuring technical competence (GRE or FE).

Open Access
Prof. Kim indicated that CCGA took the position that open access should be an opt-in process rather than an opt-out. There was a lot of concern about graduate students being required to publish their dissertations. Graduate Council agreed to recommend that such work be entered under a default category for embargo for a period specifically set by each scholar when material is deposited.

Systemwide review of proposed amendments to SR 682
Graduate Council approved the proposed amendments to SR 682.

Proposed CNAS Teaching Load Policy
The Graduate Council agreed that the proposed teaching load policy does not explain the rationale for the proposal. It was not clear to the committee how this policy would help the teaching load issue; the policy does not reduce the burden of already overworked faculty. The committee found that the proposed policy puts pressure on Life Science OR faculty, creates a two-tier system, and rewards faculty who do not teach much.
To: Dr. David Lo, Chair of Graduate Council

Dear David Lo,

We would like to submit three proposals for Designated Emphasis, including Designated Emphasis in Cell, Molecular and Behavioral Neuroscience (CMBN), Designated Emphasis in Inflammation and Infectious Disease (IID) and Designated Emphasis in Gene Expression and Regulation (GERS) to Graduate Council for approval.

PhD program in Biomedical Sciences emphasizes training in pathophysiology of human diseases. Students who select to pursue biomedical research in the field of neuroscience, infectious disease or genetics would benefit from an additional training in those areas by enrolling in the courses offered by other departments/programs that are not offered through the required coursework in our program. There is a considerable interest among our students to enroll in such programs that would emphasize their research interests in those areas.

Please find attached electronic copies of the DE proposals that were developed by Biomed Graduate program Advisory Committee and approved by Biomed Graduate faculty on December 8th.

Let me know if you need additional information.

Thank you,
Iryna

Iryna Ethell, PhD
Professor of Biomedical Sciences
Director, PhD Program in Biomedical Sciences
Coversheet for Request for Approval
To Modify Graduate Program Degree Requirements

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<td>Yes ☑ No ☐</td>
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<td>Neuroscience, Psychology</td>
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<td>School of Medicine</td>
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<td>Date</td>
<td>December 16th, 2014</td>
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<td>Proposed Effective Date</td>
<td>March 1st, 2014</td>
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Faculty Contact: Iryna Ethell  
Email: iryna.ethell@ucr.edu  
Phone: 9518272186

Prepared by: Iryna Ethell  
Email: iryna.ethell@ucr.edu  
Phone: 9518272186

Proposed Modification(s) (please check all that apply)

- Admission requirements
- Unit requirements
- Professional Development Plan
- Examination requirements
- Time-to-degree
- Designated Emphasis
- Course requirements — course changes/new courses MUST be submitted in CRAMS simultaneously with program change/new program submission.
- Specializations
- Other (please describe):

Does this program change affect any other programs? If yes, check the box.

1. If the program change involves changes to any existing courses (deleting courses, changing existing courses, or adding new courses), the course changes MUST be submitted in CRAMS simultaneously with the program change submission so that Graduate Council can review all affected courses with the proposed program change.

2. Proposal must include a cover letter from the Dean, Associate Dean, Chair, Director or Program Advisor as appropriate, taking care to briefly describe the proposed modifications and justification for the request.

3. Attached proposal must include the proposed modifications as formatted in the example below. The existing requirements must be on the left column, and the proposed revisions on the right. Proposed additions must be underlined and deletions must be stricken.

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Justification: The Justification should include examples such as impact on time to degree, expected impact on employment prospects, expected impact on recruitment. Please address whether current students will be permitted to switch to take advantage of the revisions. If so what will the approval process be?

Faculty Approval Date: Indicate the date of the faculty vote

Department Chair / Program Director: Please type name(s) as appropriate  
Signature: Please include signature(s) as appropriate  
Date: Date signed

Checklist of Required Attachments/Appendices (please check to verify inclusion):

- Dean/Associate Dean/Chair or Program Advisor Cover Letter.
- Completed Coversheet for Request for Approval To Modify Graduate Program Degree Requirements.
- Revised Catalogue/Website Copy in proper table format including Justification as indicated above. Must be signed and dated.
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<td>Iryna Ethell (Biomedical Sciences), Co-Director</td>
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<tr>
<td>Khaleel Razak (Psychology), Co-Director</td>
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Designated Emphasis Requirements

The Designate Emphasis is an interdisciplinary graduate program of study to enhance student training in the field through a focused coursework across at least two departments. The program is optional and the courses used for the DE may not be counted toward MS or PhD requirements.

1. Three (3) courses (12 units) with a focus in basic principles of cell, molecular and behavioral neuroscience will be selected from:
   - NRSC 200A Fundamentals in Neuroscience, Molecular and Cellular Mechanisms
   - NRSC 200B Fundamentals in Neuroscience, Neural and Hormonal Systems
   - NRSC 200C Fundamentals in Neuroscience, Neural Control of Behavior
   - NRSC 201 Graduate Neuroscience Lab
   - PSYC 203A Overview of Cognitive Science and Perception
   - PSYC 203B Attention and Memory
   - PSYC 207C Processes of Cognitive Development
   - PSYC 208 Research Methods in Development
   - PSYC 233 Research Methods in Cognitive Science
   - CBMS 106 Introduction to Neuroscience
   - CBNS 108 Introduction to Developmental Biology
   - CBNS 116 Cellular Neuroscience: Structure-Function Relationship
   - CBNS 120 Cellular Neuroscience: Membrane and synaptic Phenomena
| CBNS 121 Developmental Neuroscience |
| CBNS 124 Systems Neuroscience |
| CBNS 125 Neuropharmacology |
| CBNS 126 Neuroscience of Learning and Memory |
| CBNS 127 Behavioral Control Systems |
| CBNS 129 Human Neuropsychology |
| PSYC 112 Neural Mechanisms of Animal Behavior |
| PSYC 117 Cognitive Neuroscience of Memory and Consciousness |

Students must select courses with relevant content in consultation with the Designated Emphasis Advisory Committee comprising of three participating faculty including student’s major professor. Students must select courses from at least two different departments. Undergraduate course taken to fulfill the requirement must be accompanied by a 292 course taken in the same quarter with extra work agreed upon by professor and student.

2. BMSC 222 (2 units): Special Topics in Biomedical Sciences with emphasis in neurologic diseases. The course will address the research pertaining to the student’s interest and prepare trainees in applying the knowledge of basic principles in neuroscience to the pathophysiology of neurologic disease. Graded Satisfactory (S) or No Credit (NC)

3. Research Project: students will write a review article on a selected neuroscience topic. The review will be evaluated by the Designated Emphasis Advisory Committee. It is the committee’s expectation that student will fulfill this component by submitting the review article for the journal publication. Successful completion of this review is required for the Designated Emphasis
All requirements for the Designated Emphasis must be satisfied no later than one calendar year from the quarter in which candidate advances to candidacy in their PhD field; a minimum GPA of 3.0 is required for the Designated Emphasis completion.

**Justification:** PhD program in Biomedical Sciences emphasizes training in pathophysiology of human diseases. Students who select to pursue biomedical research in the field of cell, molecular or behavioral neuroscience would benefit from the additional training in the basic principles of neuroscience that is not offered through the required coursework. There is a considerable interest among our students to enroll in such program in their second or third year that would emphasize their research interests in clinical neuroscience.

**Faculty Approval Date:** December 8th, 2014

**Director of PhD program in Biomedical Sciences:** Iryna Ethell

**Signature:**

**Date:** December 15th
Coversheet for Request for Approval  
To Modify Graduate Program Degree Requirements

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Faculty Contact: Iryna Ethell  
Email: iryna.ethell@ucr.edu  
Phone: 9518272186  
Prepared by: Emma Wilson  
Email: emma.wilson@ucr.edu  
Phone: 9518274328

Proposed Modification(s) (please check all that apply)

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- Unit requirements
- Professional Development Plan
- Examination requirements
- Time-to-degree
- Designated Emphasis

☐ Does this program change affect any other programs? If yes, check the box.

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Department Chair / Program Director: Please type name(s) as appropriate  
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<td>Huinan Liu (Microbiology)</td>
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**Designated Emphasis Requirements**
The Designate Emphasis is an interdisciplinary graduate program of study to enhance student training in the field through a focused coursework across at least two departments. The program is optional and the courses used for the DE may not be counted toward MS or PhD requirements.

1. Three (3) courses (12-14 units) with a focus in the basic principles of immunology and infectious disease will be selected from:
   - MCBL 124 Pathogenic Microbiology
   - BMSC 236 Foundations of Medicine II *
   - MCBL 202 Microbial Pathogenesis
   - MCBL 221 Microbial Genetics
   - BMSC 223E Inflammation, Autoimmunity and Pathogen Defense

* If taking BMSC 236 (10 units) only two courses are required for completion.

Students must select courses with relevant content as approved by the Designated Emphasis Advisory Committee comprising of three participating faculty including the student’s major professor. Students must select courses from at least two different departments. Undergraduate course taken to fulfill the requirement must be accompanied by a 292 course taken in the same quarter with extra work agreed upon by the professor and student.

2. BMSC 222 (2 units): Special Topics in Biomedical Sciences with emphasis in infectious diseases. The course will address the research pertaining to the student’s interest and prepare trainees in applying the knowledge of basic principles of immunology to the pathophysiology of infectious disease. Graded Satisfactory (S) or No Credit (NC)
3. Research Project: students will write a review article on a selected inflammation or infectious disease topic. The review will be evaluated by the Designated Emphasis Advisory Committee. It is the committee’s expectation that the student will fulfill this component by submitting the review article as a journal publication. Successful completion of this review is required for the Designated Emphasis completion.

All requirements for the Designated Emphasis must be satisfied no later than one calendar year from the quarter in which candidate advances to candidacy in their PhD field; a minimum GPA of 3.0 is required for the Designated Emphasis completion.

**Justification:** PhD program in Biomedical Sciences emphasizes training in pathophysiology of human diseases. Students who select to pursue biomedical research in the field of inflammation or infectious disease would benefit from the additional training in the basic principles of immunology and infectious disease that are not offered through the required coursework. There is a considerable interest among our students to enroll in such program in their second or third year that would emphasize their research interests in immunology and infection.

**Faculty Approval Date:** December 8th, 2014

**Director of PhD program in Biomedical Sciences:** Iryna Ethell

**Signature:**

**Date:** December 15th
Coversheet for Request for Approval
To Modify Graduate Program Degree Requirements

<table>
<thead>
<tr>
<th>Program</th>
<th>Biomedical Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this an interdepartmental program?</td>
<td>Yes ☑ No ☐</td>
</tr>
<tr>
<td>If an interdepartmental program, list other involved programs</td>
<td>CMDB, Microbiology, GGB</td>
</tr>
<tr>
<td>Department/Academic Unit/School</td>
<td>School of Medicine</td>
</tr>
<tr>
<td>Date</td>
<td>December 16th, 2014</td>
</tr>
<tr>
<td>Proposed Effective Date</td>
<td>March 1st, 2014</td>
</tr>
</tbody>
</table>

Faculty Contact: Iryna Ethell  
Email: iryna.ethell@ucr.edu  
Phone: 9518272186

Prepared by: Ilhem Messaoudi  
Email: ilhem.messaoudi@ucr.edu  
Phone: 9518277774

Proposed Modification(s) (please check all that apply)

- Admission requirements
- Course requirements — course changes/new courses MUST be submitted in CRAMS simultaneously with program change/new program submission.
- Unit requirements
- Professional Development Plan
- Examination requirements
- Specializations
- Time-to-degree
- Other (please describe):
- Designated Emphasis

Does this program change affect any other programs? If yes, check the box.

1. If the program change involves changes to any existing courses (deleting courses, changing existing courses, or adding new courses), the course changes MUST be submitted in CRAMS simultaneously with the program change submission so that Graduate Council can review all affected courses with the proposed program change.

2. Proposal must include a cover letter from the Dean, Associate Dean, Chair, Director or Program Advisor as appropriate, taking care to briefly describe the proposed modifications and justification for the request.

3. Attached proposal must include the proposed modifications as formatted in the example below. The existing requirements must be on the left column, and the proposed revisions on the right. Proposed additions must be underlined and deletions must be stricken.

<table>
<thead>
<tr>
<th>Existing</th>
<th>Proposed</th>
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<tbody>
<tr>
<td>Insert existing program requirements on this side of the table and strike the deletions.</td>
<td>Insert proposed requirements on this side of the table. Underline the additions</td>
</tr>
</tbody>
</table>

Justification: The Justification should include examples such as impact on time to degree, expected impact on employment prospects, expected impact on recruitment. Please address whether current students will be permitted to switch to take advantage of the revisions. If so what will the approval process be?

Faculty Approval Date: Indicate the date of the faculty vote

Department Chair / Program Director: Please type name(s) as appropriate
Signature: Please include signature(s) as appropriate
Date: Date signed

Checklist of Required Attachments/Appendices (please check to verify inclusion):
- ☑ Dean/Associate Dean/Chair or Program Advisor Cover Letter.
- ☑ Completed Coversheet for Request for Approval To Modify Graduate Program Degree Requirements.
- ☑ Revised Catalogue/Website Copy in proper table format including Justification as indicated above. Must be signed and dated.
<table>
<thead>
<tr>
<th>Existing</th>
<th>Proposed</th>
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</thead>
<tbody>
<tr>
<td><strong>Mechanisms of Gene Expression and Regulation Studies</strong>&lt;br&gt;<strong>Designated Emphasis</strong>&lt;br&gt;&lt;br&gt;<strong>Subject abbreviation: GERS</strong>&lt;br&gt;<strong>School of Medicine</strong>&lt;br&gt;&lt;br&gt;Ilhem Messaoudi (Biomedical Sciences), Co-Director&lt;br&gt;<a href="mailto:iryna.ethell@ucr.edu">iryna.ethell@ucr.edu</a>&lt;br&gt;&lt;br&gt;Thomas Girke (Institute for Integrative Genome Biology), Co-Director&lt;br&gt;<a href="mailto:thomas.girke@ucr.edu">thomas.girke@ucr.edu</a>&lt;br&gt;&lt;br&gt;<strong>Advisory Committee &amp; Participating Faculty</strong>&lt;br&gt;Devin Binder (Biomedical Sciences)&lt;br&gt;Monica Carson (Biomedical Sciences)&lt;br&gt;Djurdjica Coss (Biomedical Sciences)&lt;br&gt;Iryna Ethell (Biomedical Sciences)&lt;br&gt;Ilhem Messaoudi Power (Biomedical Sciences)&lt;br&gt;Emma Wilson (Biomedical Sciences)&lt;br&gt;Meera Nair (Biomedical Sciences)&lt;br&gt;Declan McCole (Biomedical Sciences)&lt;br&gt;David Lo (Biomedical Sciences)&lt;br&gt;Christian Lytle (Biomedical Sciences)&lt;br&gt;Nicholas DiPatrizio (Biomedical Sciences)&lt;br&gt;Seema Tiwari-Woodruff (Biomedical Sciences)&lt;br&gt;Sika Zheng (Biomedical Sciences)&lt;br&gt;Karine LeRoch (Cell Biology and Neuroscience)&lt;br&gt;Frances Sladek (Cell Biology and Neuroscience)&lt;br&gt;Ted Karginov (Cell Biology and Neuroscience)&lt;br&gt;Yinsheng Wang (Chemistry)&lt;br&gt;Thomas Girke (Institute for Integrative Genome Biology)&lt;br&gt;Xinping Cui (Statistics)&lt;br&gt;Katherine Borkovich (Microbiology)</td>
<td></td>
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</tbody>
</table>
James Borneman (Microbiology)  
Jason Stajich (Microbiology)  
Shou-Wei Ding (Microbiology)  

**Designated Emphasis Requirements**

The Designate Emphasis is an interdisciplinary graduate program of study to enhance student training in the field through a focused coursework across at least two departments. The program is optional and the courses used for the DE may not be counted toward MS or PhD requirements.

1. Three (3) courses (12 units) with a focus in basic principles of genetics, gene regulation (epigenetics, non coding RNA) and bioinformatics will be selected from:
   - MCBL 221 - Microbial Genetics
   - CMDB 201 - Molecular Biology
   - CMBD 203 - Advanced Genetics
   - GEN 203 - Advanced Genetic Analysis of Model Organisms
   - GEN 241 - Advances in Genomics
   - GEN 242 - Data Analysis in Genome Biology
   - GEN 206 - Gene Silencing
   - GEN 220 - Computational Analysis of High Throughput Biological Data
   - BPSC/BIOL 148 - Quantitative Genetics
   - EEOB 214 - Evolutionary Genetics
   - EEOB 216 - Theory of Evolution
   - ENTX 204 - Genome Maintenance and Stability
   - STAT 100A Introduction to Statistics
   - BPSC 234 – Statistical Genomics
   - STAT 110 - Biostatistical Methods in Life Sciences
   - CS234: Computational Methods for Biomolecular Data
   - CS238: Algorithmic Techniques in Computational Biology

Students must select courses with
relevant content in consultation with the Designated Emphasis Advisory Committee comprising of three participating faculty including student's major professor. Students must select courses from at least two different departments. Undergraduate course taken to fulfill the requirement must be accompanied by a 292 course taken in the same quarter with extra work agreed upon by professor and student.

2. BMSC 222 (2 units): Special Topics in Biomedical Sciences with emphasis in Gene expression and regulation. The course will address the research pertaining to the student's interest and prepare trainees in applying the knowledge of basic principles in regulation of gene expression and bioinformatics data analysis of next generation sequencing approaches. Graded Satisfactory (S) or No Credit (NC)

3. Research Project: students will write a review article on a selected genetics/bioinformatics/regulation of gene expression topic. The review will be evaluated by the Designated Emphasis Advisory Committee. It is the committee's expectation that student will fulfill this component by submitting the review article for publication in a pubmed indexed journal. Successful completion of this review is required for the Designated Emphasis completion.

All requirements for the Designated Emphasis must be satisfied no later than one calendar year from the quarter in which candidate advances to candidacy in their PhD field; a minimum GPA of 3.0 is required for the Designated Emphasis completion.
**Justification:** The PhD program in Biomedical Sciences emphasizes training in pathophysiology of human diseases. Students who select to pursue biomedical research in the field of control and regulation of gene expression would benefit from the additional training in the basic principles of epigenetics/non coding RNA/bioinformatics that is not offered through the required coursework. There is a considerable interest among our students to enroll in such program in their second or third year that would emphasize their research interests in this area.

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<thead>
<tr>
<th>Faculty Approval Date:</th>
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<tbody>
<tr>
<td>Director of PhD program in Biomedical Sciences:</td>
<td>Iryna Ethell</td>
</tr>
<tr>
<td>Signature:</td>
<td>![Signature]</td>
</tr>
<tr>
<td>Date:</td>
<td>December 15th</td>
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</tbody>
</table>
To be adopted: Please note that what is on the catalogue stays as is. There is no need to change anything in the catalogue. The changes are in reflected in the MSOL web site as displayed here.

Proposed specialization additions to MSOL graduate program requirement for MS students.

<table>
<thead>
<tr>
<th>Present Version on the MSOL web site</th>
<th>Proposed Version on the MSOL web site</th>
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<tbody>
<tr>
<td>Course Requirements Students must complete 36 units (9 courses), six of which must be at the 200 level, including:</td>
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<tr>
<td>1. Four college-wide core courses from the professional engineering series.</td>
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<tr>
<td>2. Four specialization courses in an engineering concentration area.</td>
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<tr>
<td>3. Project Design Course</td>
<td>3. Project Design Course</td>
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</table>

**MSOL Specializations**

**Bioengineering:** This specialization emphasizes principles and application of bioengineering based on a solid fundamental foundation in biological science and engineering to equip students with diverse communications skills and training in the most quantitative bioengineering research so that they can become leaders in their respective fields.

- BIEN 223: Engineering Analysis of Physiological Systems
- BIEN 224: Cellular and Molecular Engineering
- BIEN 249: Integration of Computational and Experimental Biology
- BIEN 264: Dynamics of Biological Systems

**Environmental Engineering Systems (Water):** Through a series of professional development and technical courses, this specialization will

**Electrical Engineering:** This specialization emphasizes the principles and common research trends in electric power systems analysis and operation and smart grid applications.

- BIEN 223: Engineering Analysis of Physiological Systems
- BIEN 224: Cellular and Molecular Engineering
- BIEN 249: Integration of Computational and Experimental Biology
- BIEN 264: Dynamics of Biological Systems
equip students with knowledge and insights that are needed for leadership in a water-related environmental engineering career at a consulting firm, water/wastewater agency, federal/state regulatory agency, or a large company.

**CEE 241: Water Chemistry in Natural and Engineered Systems**

**CEE 225: Physical and Chemical Separation Processes**

**CEE 226: Biological Treatment Processes**

**CEE 227: Advanced Treatment Systems**

**Materials at the Nanoscale:** In addition to course work on engineering management, systems, innovation and strategy, and working in a global environment, this program will focus on a broad range of nanoscale processes and applications through courses from UCR’s interdisciplinary Materials Science and Engineering program.

**MSE 210: Crystal Structure and Bonding**

**MSE 248: Nanoscale Science and Engineering**

**MSE 218: Imperfections in Solids**

**MSE 238: Introduction to Microelectromechanical Systems**

**EE155: Power Systems Analysis**

**EE123: Power Electronics; (or EE153: Electric Drives)**

**EE232: Introduction to Smart Grid**

**EE233: Power System Steady State and Market Analysis**

The students for EE specialization will also need to take ENGR160 (Introduction to Engineering Optimization Techniques) in addition to the four EE specializations. That is the core professional courses for EE specialization will be ENGR160 plus three of the four regular core professional courses which are ENGR 200: Engineering in the Global Environment; ENGR 201: Technology Innovation and Strategy for Engineers; ENGR 202: Introduction to Systems Engineering and ENGR 203: Principles of Engineering Management.

**Environmental Engineering Systems (Water):** Through a series of professional development and technical courses, this specialization will equip students with knowledge and insights that are needed for leadership in a water-related environmental engineering career at a consulting firm, water/wastewater agency, federal/state regulatory agency, or a large company.

**CEE 241: Water Chemistry in Natural and Engineered Systems**

**CEE 225: Physical and Chemical Separation Processes**

**CEE 226: Biological Treatment Processes**

**CEE 227: Advanced Treatment Systems**

**Materials at the Nanoscale:** In addition to course work on engineering management, systems, innovation and strategy, and working in a global environment, this program will focus on a broad
range of nanoscale processes and applications through courses from UCR’s interdisciplinary Materials Science and Engineering program.

MSE 210: Crystal Structure and Bonding

MSE 248: Nanoscale Science and Engineering

MSE 218: Imperfections in Solids

MSE 238: Introduction to Microelectromechanical Systems

**Mechanical Engineering**: In addition to course work on engineering management, systems, innovation and strategy, and working in a global environment, this program will focus on a broad range of courses in Sustainable Product Design, Fluid Systems, Secure and Reliable Control Systems and Manufacturing and Materials Processing

ME 210: Sustainable Product Design

ME223: Secure and Reliable Control Systems Instructor

ME240A Fundamentals of Fluid Mechanics

ME 274: Plasma-aided Manufacturing and Materials Processing

Specialization courses are offered by the participating departments, whereas core courses are offered at the college level to all students. Specialization courses are taught by BCOE faculty as traditional classes to on-campus M.S. and Ph.D. students while also being delivered to online students. Online students are expected to satisfy the same requirements as on-campus students.

For areas of specialization and further information, see http://www.msol.ucr.edu.
Graduate Council Policy on Graduate Program Catalog Entry

Graduate Council requires graduate programs state and detail the following in the General Catalog:

- Admission Requirements
- Unit, Course, and Examination Requirements
- Specializations, concentrations, fields of study
- Professional Development Plan
- Average Time-to-Degree
- Designated Emphasis

Please note that web links are not permitted in place of traditional catalog copy. However, web links may be included as an additional source of information provided the site contains details duplicative of the information displayed in the catalog.
PhD Program in Management Internal Review
Findings and Recommendations

On December 11, 2014, a subcommittee of the Graduate Council consisting of Ryan Julian, Rollanda O’Connor, Thomas Payne (chair), and Rick Redak conducted an internal review of UCR’s Interdepartmental Graduate Program in Management (IGPM), which is administered by its Program Director, Amnon Rapoport, and the Associate Dean of SOBA and Graduate Advisor, Rami Zwick. In addition to Professors Rapoport and Zwick, the review committee also met with Yunzeng Wang, the Dean of UCR’s School of Business Administration (SoBA) and with Joseph Childers, the Dean of UCR’s Graduate Division.

The Ph.D. program in the IGPM was approved in late 2009. Being interdepartmental among faculty from two colleges (SoBA and CHASS), it did not report directly to either of the respective college Deans. Faculty membership in the program is “by invitation”; thus not all faculty in SoBA participate. However, currently, most faculty members within SoBA have agreed to participate in the program, but participation from faculty in CHASS has dwindled since program initiation. The program has two major field areas, one in marketing and the other in strategic management and organizations (SMO). The remaining traditional areas of study within US business schools (accounting and information systems, finance, and operations/supply chain management) currently do not support Ph.D. training at UCR.

The Program admitted its first cohort of students (five in management and one in marketing) in September 2011. Two of these students have left the program and the rest are in their fourth year; so far, none have graduated. Due to the departure of several key faculty members, no students were admitted during the following two years (2012, 2013). In 2014, following some rebuilding of the faculty, a second cohort of five students was admitted, all of them in SMO. Of the currently enrolled nine students, five responded to the survey. The results of the survey indicate that all of these students are pleased with the program.

By contrast, we received responses from 12 faculty; although the survey was distributed to all 25 SoBA faculty. On average they rate the program quite low with a score of 2.9 out of 5.0. In the written responses there were a few complaints about lack of transparency and/or consultation, lack of facilities, lack of faculty size, and lack of programs in the other three areas of business. Also, some concerns were expressed about the capacity and/or willingness of some faculty to participate in the PhD program and to grant appropriate teaching credit to others for their participation. These concerns raise issues of perceived fairness for faculty loads between those who do and do not participate in the Ph.D. program, and whether research expectations are consistent between these groups. These issues appear to be a result of a clash of cultures within SoBA: those that support a Ph.D. program, and those that do not.

The program is now undergoing extensive restructuring:
• Administration and support of the program in now under the authority of the Dean of SoBA.
• Both the directors of the program and the SoBA Dean would like to ultimately see the Ph.D. program expand to include all five of the areas of business research; however, the responsibility chain (bottom up, as with the current Ph.D. program or top down) for establishing new Ph.D. emphases is unclear.
• The current program is being expanded to include all 25 of SoBA's tenure-track faculty. Additionally, the Dean would like to increase the size of participating faculty to 50 within the next few years.
• The goal of the program is to have a Ph.D. student to faculty ratio of 1:1.

The Program's Director noted that the student funding packages provide by UCR are not competitive with those offered by other business schools. Since SoBA has very few PhD students and sufficient funding from TAships and self-supporting programs, that problem should get resolved. Caution should be taken here as overreliance on TAships can interfere with the research emphasis of Ph.D. programs.

Strengths:
• Quality of Ph.D. program participating faculty and the strong research and publication focus of newly hired faculty.
• Strong academic record (GRE scores) of students in the program.
• Self-supporting programs within SoBA, which have the potential for generating funds for additional faculty and student support packages.

Weaknesses:
• The reputation of the program is not yet established, because it has no graduates.
• Funding packages for Ph.D. students are smaller than those of competing business programs.
• Too few faculty are actively engaged in mentoring and training doctoral students.
• Imbalance of foreign to domestic students.

Recommendations:
1. To foster a sense of collegiality, institute a policy of annual SoBA retreats.
2. Incorporate the planned restructuring into a formal proposal.
3. Appoint an external advisory committee to assist in the restructuring of the program.
4. Make SoBA's support packages for incoming PhD students competitive with those of other UC campuses.
5. Tie SoBA's faculty recruitment efforts to the staffing needs of this restructured PhD program and make that clear to the candidates.
6. Faculty should be incentivized to participate in the PhD program with financial and teaching load incentives for active research mentoring of doctoral students. Incentives should include traditional awarding of summer support.

7. Explore opportunities for synergistic interaction (including cooperating-faculty appointments) with School of Public Policy as well as the departments of Economics, Psychology, Sociology, and Statistics.

8. Finally, the cultural rift within SoBA must be addressed. All faculty should be actively engaged in research and graduate training.

9. Reconsider the appropriateness of the term “Interdepartmental” in the name of the program, given that SoBA no longer has departments and there is very little participation from departments outside of SoBA.
January 14, 2015

To: Michael Allen, Chair
   Committee on Research

   Ken Baerenklau, Chair
   Committee on Educational Policy

   Ken Barish, Chair
   Committee on Planning & Budget

   Bob Clare, Chair
   Committee on Committees

   Jennifer Hughes, Chair
   Committee on Faculty Welfare

   David Lo, Chair
   Graduate Council

   Linda Walling, Chair
   Committee on Academic Personnel

   College Executive Committee Chairs
   Executive Council Members

From: Jose Wudka, Chair
   Riverside Division

Re: New College Proposal

As you are probably aware, the Provost/EVC has put forth the idea of merging the two largest colleges in the campus. He has now generated the attached summary that contains a rough description of the proposed new college, together with the rationale for embarking on this process. The document, though lacking in detail, does provide a rough description of the realignment.

I am requesting an expedited response in order to collect opinions on simply whether the campus should embark in the formal process that will lead to this merger or not. The question before you is whether the campus should pursue this idea, with the understanding that the final proposed college structure might differ from the one outlined in the attached document.

Should the campus decide to move forward with the college merger, there will be opportunity to propose revisions, and the final proposal requires approval by the Divisional Senate. This process is described in section IV.C of the Compendium and is summarized in one of the attachments to this message.

Please send your response by January 25
In order to achieve the ambitious goals of the “UCR 2020” strategic plan, UCR proposes to realign its existing academic units. Doing so will facilitate devolving more financial authority and accountability to colleges and schools as we dramatically expand the faculty, and will help improve the undergraduate experience.

Currently, departments in the areas of arts, humanities, and social sciences are included in the College of Humanities, Arts, and Social Sciences (CHASS), and departments in the natural and agricultural sciences, along with the Agricultural Research Station and Cooperative Extension, are housed in the College of Natural and Agricultural Sciences (CNAS).

We propose to regroup these units in one of two ways:

**Option A:**
- **College of Arts and Sciences**, to include arts, humanities, social sciences, natural sciences.
- **School of Agriculture**, to include agricultural sciences (the departments of Botany & Plant Science, Entomology, Environmental Sciences, Nematology and Plant Pathology and Microbiology) and the Agricultural Research Station and Cooperative Extension.

**Option B:**
- **College of Arts and Sciences**, to include all of the academic departments currently in CHASS and CNAS.
- **UCR Agriculture Institute**: to include the Agricultural Research Station and Cooperative Extension.
In either case the process would not affect the departmental internal structure, so the effect graduate students or program curricula will be minimal.

Under either option the organizational chart for the deans office will the following general form:\footnote{This organizational chart is included as an illustration of the intended structure for the new college; details such as the set of departments/programs under each disciplinary associate dean will be fleshed out in the full proposal.}

![Organizational Chart](chart.png)

Overall budgetary authority would reside at the dean level, and from the university perspective, the college, rather than the divisions, would be the primary administrative and budget unit. The dean would have the discretion to delegate decision-making to the Associate Deans.

The proposed realignment will be integrated with the current reorganization process and will conform to the goals of transparency and accountability.

The motivation for the proposed action and the benefits expected to be derived form it are listed in the following paragraphs. The realignment is not the only way for achieving these benefits, but it does provide a coherent process under which all can be addressed. It is the intention for the realignment to ensure consistency and eliminate redundancy when addressing these issues.

Problems to be addressed by the change.

1. Because the core of the university is divided into two colleges, many important matters (including the distribution of money, space, and faculty lines) have to be decided at the Provost/EVC level. This undermines the perceived efficacy of deans and department chairs, with negative consequences budget transparency and accountability. As the faculty expands, the concentration of decision-making authority in the provost’s office will become more problematical. As it is, the roles of the Provost and deans overlap far more than is beneficial.
2. The proposed realignment will facilitate joint appointments among departments currently in different colleges. More broadly the new structure would facilitate and foster interdisciplinary interactions among faculty. For example, faculty could be jointly appointed across a greater range of departments without the involvement of more than one dean. Team teaching would be similarly facilitated.
3. Provision of the core elements of undergraduate education is shared across two colleges, creating significant coordination problems with negative impacts on undergraduates.
structure forces key decisions in funding and staffing, and instructional infrastructure to be made at the Provost/EVC level.

4. Students switching majors between CNAS and CHASS report getting lost in the transition, increasing attrition and time to degree.

5. It is not clear that CNAS is sustainable as currently structured. Physical and Mathematical Science departments believe themselves to be undervalued in CNAS, and have voted to secede from CNAS.

Positive effects of realignment.

1. Putting the core arts and sciences disciplines in a single college will allow more decisions to be made at the dean level, which has three positive effects.
   a. First, it will allow decisions to be made closer to the “ground,” by people (deans and associate deans) who have much deeper knowledge of specific programs, and to whom department chairs have much greater access.
   b. Second, colleges could be given more control over their budgets, providing them greater incentives to cut costs and to find ways to increase revenues.
   c. Third, removing many micro-level decisions from the Provost/EVC, would allow the Provost/EVC to focus more on longer-range strategy and on those issues that truly require campus-wide policy making.

2. The college structure will be designed to ensure various standard access points to the dean by departments (e.g. through the disciplinary associate dean, the associate dean of undergraduate affairs, associate dean of P&B, associate dean of advancement, etc.). In the current structure departments have a single access point through the disciplinary associate dean

3. Putting the core elements of the undergraduate curriculum in a single unit would clarify responsibility for that mission. This would serve students not only in that college (A&S) but also those in Engineering and Business Administration, who rely heavily on courses outside their home colleges. Putting that mission in a single college would also allow the relevant resource decisions to be made at the dean level, rather than the provost level, better aligning responsibility and accountability.

4. The proposed structure would facilitate curriculum changes and promote coordination of the general-education component of the curriculum

5. A single advising center stretching across the arts, humanities, social sciences and natural sciences would benefit students by allowing seamless transitions across those majors. It would benefit advisors by creation of a larger, more differentiated advising enterprise that could offer more opportunity for career advancement. Students could still receive personalized service from disciplinary specialists, but would encounter much less difficulty moving across departments/program, either to dual major or to change majors.

6. Inclusion of natural sciences (and potentially agricultural sciences) in a larger college would render irrelevant the balance-of-power issues that currently have the physical and mathematical science seeking to secede from CNAS. In a larger College of Arts and Sciences, rather than the perception of a dominant and subordinate group, there would very clearly be no majority or dominant department or division.
**Issues in implementing change.**

Implementing a change such as this would encounter at least three kinds of challenges. First would be moving forward with official approval of the change. This would require in depth work via the Academic Senate and the Office of the President. Second would be organizational changes. We would need to merge existing elements of the CHASS and CNAS deans’ offices and advising operations. If a separate School of Agriculture is formed, we would need to form a Dean’s office there. If we form a UCR Agricultural Institute, we would need to establish leadership and its reporting line to senior administration. Either transition would entail some disruption and cost. A third issue would involve faculty rights, in particular if we form a School of Agriculture [While this plan envisions entire departments being realigned, it might be possible to give individual faculty members some degree of voice in which college/school they would be in. It would also be possible, following current practice, for faculty to be appointed in more than one college/school.

It might be of concern that an immediate effect of this realignment will be the creation of a new layer of bureaucracy in the campus, resulting in more complicated procedures, a dilution of responsibility, and further decrease in transparency and accountability. That this is not the case will result form the responsibilities that will be delegated to the dean of the new college so that most regular actions will not require approval by the campus central administration. This cannot be achieved by expanding the P-EVC’s office.

**Next Steps:**

If the Senate Executive Committee expresses non-binding support for this realignment, the next step would be to refine the plan particularly in regard to the disposition of agriculture in a realignment. Once this is worked out, we would begin the approval process, recognizing that finalizing a realignment would be contingent on that process.
The list below is a summary of the steps UCR would have to follow in order to merge the colleges of Natural and Agricultural Sciences and Humanities, Arts and Social Sciences.

- **Pre proposal**
  - Chancellor sends a 1-2 page pre-proposal to the Division Chair, Council Chair and Provost.
  - Systemwide Senate: simultaneous review by CCGA, UCEP, UCPB + any other committee chosen by the Chair
  - Opinions sent to the Council Chair to the Provost.
  - Council Chair + Provost decide whether further investigation is required. After these are addressed they provide formal comments

- **Proposal**
  - Campus writes a full proposal & sends it to the campus administration and Divisional Senate.
  - If approved: Chancellor sends the proposal to the Council Chair and Provost for formal review
    - Systemwide Senate: simultaneous review by CCGA, UCEP, UCPB + any other committee chosen by the Chair. CCGA forms a subcommittee with representation of the others for expedited review
      - If the merger affects graduate programs CCGA will send the proposal to the GC, the Graduate Dean & the Council Chair (presumably if this is not addressed in the previous comments)
    - UCOP: review by staff as decided by the Provost
    - Proposal may also be sent to the State Government
  - Comments from the Senate and UCOP to the Provost for a recommendation to the President
  - The President then makes a recommendation to the Regents
  - The Regents approve