AGENDA
GRADUATE COUNCIL MEETING
FRIDAY, FEBRUARY 18, 2011
1:30 PM - 3:30 PM
ACADEMIC SENATE CONFERENCE ROOM
ROOM 220 UNIVERSITY OFFICE BUILDING

1. Approval of Minutes of January 14, 2011  Pages 2-6

2. Announcements
   a. Chair of the Graduate Council
   b. CCGA Representative
   c. Graduate Student Council Representative
   d. Dean of the Graduate Division

3. Courses and Programs Subcommittee
   a. Courses
      BIEN 264, CS217, DNCE280, EE217, MGT 278C, MGT295F, MGT295G
      MSE221, MSE222L, MSE223L, MSE251
   b. Creative Writing Program Change  7-13
   c. Bylaws for Microbiology  14-19
   d. Proposal for a Designated Emphasis in "Middle East and Islamic Studies"  20-22
   e. Proposal for a Designated Emphasis in Book, Archive and Manuscript Studies  23-25
   f. Philosophy Request to accept Fall only admissions  26
   g. Proposed change in admission test requirements for admission to SoBA graduate programs  27-29

4. Graduate Program Review Subcommittee
   a. Status Report  30-32
   b. Sociology Review

5. Fellowship Subcommittee Report

6. Old Business

7. New Business
   Amrik Singh Poonian Endowed Term Chair in Computer Science  33-41
   Request to change length of final exams to 2 hours  42-47
   Request to change iEval [trivial, it is to add the word 'demonstrations' to Q18]  48-52
Present:

M. Maduro, Chair
K. Barish
G. Gonzalez-Rivera
I. Ethell
P.E. Green
A. Jaworska
N.V. Myung
C. Nugent
M. Vanderwood
S. Xu
J. W. Childers, ex officio
Arash Arami (Graduate Student Representative)
Jennifer Wright (Graduate Student Representative)

Absent:
M. El Hafsi
Y. Hua
J.N. Medearis
D. Wong

Approval of Minutes
The minutes of the meeting of the December 16, 2010 were approved with minor corrections.

Announcements:
Chair of the Graduate Council:
The following announcements were made by the Chair of Council:

1. Sue Stracener, staff support for Graduate Council was out on medical leave. Executive Director Sellyna Ehlers will step in until further notice.
2. Dr. Janet Arey resigned due to medical reasons. Dr. Ken Barish agreed to take over as Secretary for Graduate Council.

3. The External Review of the Economics Department will be taking place on January 24 and 25, 2011.

4. The data from the 2010 Graduate Student Support survey indicates that our offers have deteriorated relative to offers from other places, however, Davis, Merced and UCR saw a slight improvement in competitiveness. Overall, UC offers were not competitive in Engineering, Computer Science and social sciences but we are competitive in Fine Arts, Life Sciences and Physical Sciences. It was noted that the survey was not done very well and the questions were not clear to students.

Council also discussed the budget and how it will impact the graduate education at UCR, especially with the proposed cut in TAs (about 30% for CNAS). After further discussion, Council agreed that they will write a letter to the Chancellor and forward it to the Executive Council of the Senate.

**CCGA Representative**

Chair Maduro had nothing to report as the CCGA meeting for January was cancelled. However, CCGA members had been requested to review the response to the request for the review of the 1996 Policy on Self-supporting Part-Time Graduate Professional Degree Programs and its Implementation Guidelines. Chair Maduro indicated that there was concern that these programs pose a threat to existing programs in terms of faculty time. There needs to be a mechanism in place to ensure that faculty are not pulled away from regular programs.

**Graduate Student Council Representative**

There were no announcements by the Graduate Student Representatives. Regarding the Systemwide GSHIPS, the GSA representatives wanted to know if there was any update since it was going to more costly.
Dean of the Graduate Division

Dean Childers indicated that he has been asked to present an implementation plan by the end of March. He would like to involve the Council as much as possible and part of what he will present is a plan for professional science masters. Dean Childers would like a plan to create more of these programs which would appeal to students, with a nominal professional fee which stays with the programs offered and this will be a way for programs to generate funds. He indicated the cost would be around $5,000. He would like to put out a Call for these programs through the auspices of Council.

Dissertation Year Fellowship issues – an issue came up about funding NRT for dissertation fellows who had gone beyond 9 quarters. Dean Childers indicated that he will set a dollar amount and students can use that to pay a part of their NRT or all of it if they want.

With regards to UCAP, Dean Childers indicated that the proposed new funding model will impact the amount of funding we will get. With this new model, we will be getting approximately $2 million less for money earmarked for graduate students.

Finally, Dean Childers indicated that application for graduate students was up.

Courses and Programs Subcommittee:

Chair Gloria Gonzalez-Rivera mentioned that 17 courses were approved by the Graduate Council. These were:

- BPSC 246 – (new)
- CMDB 257 –Change
- CMDB 258 –Change
- EE238 – Change
- EE239 – Change
- EE247 – Change
- ENTM 201 – Change
- ENTM 202 – Change
- ENTM 203 – Change
- ETST 243 (E-Z) - New
- MATH 202 - New
- MATH 207A - New
- MATH 207B - New
- MATH 207C - New
- MCBL 202 – New
- PHYS 203 - New
- PHYS 204 - New
Psychology Qualifying Exam Proposal was unanimously approved.
The proposed Changes to Computer Science Graduate Program were unanimously approved.
Proposed revisions to EEOB Graduate Program Requirements were approved with 1 member abstaining.

**Graduate Program Review Subcommittee:**

The Status Report was reviewed – nothing had changed since the last meeting. Neuroscience review might be pushed to 2012.

Psychology Graduate Program Review – The Council voted to approve the closing out of the review of the Psychology Graduate Program.

Sociology Graduate Program Review – Due to the seriousness of this review, Subcommittee A members indicated that they would like an opportunity to review the Sociology bylaws referenced in their memo dated November 29, 2010 from Dr. Hanneman, Chair of Sociology.

**Fellowship Subcommittee Report:**

There was nothing to report.

**Old Business:**

**Proposed Guidelines for a Designated Emphasis (DE)**

The Courses and Programs Subcommittee members felt that there should be a discussion on (1) whether the guidelines should require a minimum GPA in order to receive the DE or whether this should be left up to the department to determine passing criteria, and (2) a description of what substantive research project means.

Council voted unanimously to amend the guidelines to include the fact that the GPA required to earn the DE cannot be below 3.0 and with regard to substantive research, satisfaction of this requirement is subject to approval by the DE Program Committee.

**New Business:**

Council discussed the proposal from systemwide to change the way funds are allocated across the campuses. Council members felt that the proposal cuts down the power of 10
and is very individualistic. Under the new model, cross-campus support for graduate USAP will be eliminated. This will not help smaller campuses.

Meeting adjourned at 3:25 PM.

Ken Barish, Secretary
Combined changes to the catalog text for the Main Campus and Palm Desert MFA Programs.

<table>
<thead>
<tr>
<th>Present: Creative Writing and Writing for the Performing Arts</th>
<th>Proposed: Creative Writing and Writing for the Performing Arts</th>
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<tbody>
<tr>
<td><strong>Subject Abbreviation:</strong> CWPA, CWLR</td>
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<tr>
<td><strong>College of Humanities, Arts, and Social Sciences</strong></td>
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</tr>
<tr>
<td>Robin Russin, Ph.D., M.F.A., Director</td>
<td><strong>Main Campus Traditional M.F.A</strong></td>
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<tr>
<td>Charles Evered, M.F.A., Advisor (Theatre)</td>
<td>Robin Russin, Ph.D., M.F.A., Director</td>
</tr>
<tr>
<td>Andrew Winer, Ph.D., Advisor (Creative Writing)</td>
<td>Charles Evered, M.F.A., Advisor (Theatre)</td>
</tr>
<tr>
<td>Program Office, INTS 4145</td>
<td>Andrew Winer, M.F.A., Advisor (Creative Writing)</td>
</tr>
<tr>
<td>(951) 827-5568</td>
<td>Program Office, INTN 3014</td>
</tr>
<tr>
<td>creativewriting.ucr.edu/graduate</td>
<td>(951) 827-5568</td>
</tr>
<tr>
<td><strong>Professors</strong></td>
<td><strong>writingmfa.ucr.edu</strong></td>
</tr>
<tr>
<td>Christopher Abani, Ph.D. (Creative Writing)</td>
<td><strong>Main Campus M.F.A. Faculty</strong></td>
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<tr>
<td>D. Eric Barr, M.F.A. (Theatre)</td>
<td><strong>Professors</strong></td>
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<tr>
<td>Christopher Buckley, M.F.A. (Creative Writing)</td>
<td>Christopher Abani, Ph.D. (Creative Writing)</td>
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<td>Mike Davis, C. Phil. (Creative Writing)</td>
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<td>Tom Lutz, Ph.D. (Creative Writing)</td>
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<td>Maurya Simon, M.F.A. (Creative Writing)</td>
<td>Stuart Krieger, B.A. (Theatre)</td>
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<td>Susan C. Straight, M.F.A. (Creative Writing)</td>
<td>Tom Lutz, Ph.D. (Creative Writing)</td>
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<td><strong>Associate Professor</strong></td>
<td><strong>Associate Professor</strong></td>
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<td>Reza Aslan, Ph.D. (Creative Writing)</td>
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<td>Rickerby Hinds, M.F.A. (Theatre)</td>
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<td>Erith Jaffe-Berg, Ph.D. (Theatre)</td>
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<td>Michael Jayme, M.F.A. (Creative Writing)</td>
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<td>Laila Lalami, Ph.D. (Creative Writing)</td>
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<td>Robin Russin, M.F.A. (Theatre)</td>
<td><strong>Tiffany Lopez, Ph.D. (Theatre)</strong></td>
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<tr>
<td>Haiibo Yu, Ph.D. (Theatre)</td>
<td>Robin Russin, M.F.A. (Theatre)</td>
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<tr>
<td><strong>Assistant Professors</strong></td>
<td>Haiibo Yu, Ph.D. (Theatre)</td>
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<tr>
<td>Claire Hoffman, M.A. M.S.J. (Creative Writing)</td>
<td><strong>Ph.D.</strong></td>
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The Master of Fine Arts (M.F.A.) degree in Creative Writing and Writing for the Performing Arts (CWPA) offers writers the ability to move fluidly within various arenas of creative writing, including the genres of poetry, fiction, nonfiction, playwriting, and screenwriting, as well as in multimedia studies. The program integrates scholarly studies of narrative, style, voice, structure, and history of these writing disciplines with traditional workshop formats, forming writers who can actively direct the literature of the 21st century.

Financial assistance includes teaching assistantships and fellowships, as well as fellowships for community projects.

Present:
Writing)
Goldberry Long, M.A. (Creative Writing)

Proposed:
Assistant Professors
Claire Hoffman, M.A. M.S.J.(Creative Writing)
Goldberry Long, M.A. (Creative Writing)
Keun Pyo “Root” Park, M.F.A., (Theatre)
Andrew Winer, M.F.A. (Creative Writing)

Palm Desert Low Residency M.F.A.
Tod Goldberg, M.F.A. Administrative Director (760) 834-0928
Michelle Harding, Program Manager (760) 834-0926
www.palmdesertmfa.ucr.edu

Low Residency M.F.A. Core Faculty
Tod Goldberg, M.F.A. (Creative Writing)
Mark Haskell Smith, M.F.A (Creative Writing)
Joshua Malkin, M.F.A (Theatre)
Mary Otis. (Creative Writing)
William Rabkin, M.F.A. (Theatre)
Deanne Stillman. (Creative Writing)
David Ulin, B.A. (Creative Writing)
Mary Yukari Waters, M.F.A. (Creative Writing)
Matthew Zapruder, M.F.A (Creative Writing)

Graduate Program

Master of Fine Arts
The Master of Fine Arts (M.F.A.) degree in Creative Writing and Writing for the Performing Arts offers writers the ability to move fluidly within various arenas of creative writing, including the genres of poetry, fiction, nonfiction, playwriting, and screenwriting, as well as in multimedia studies. The program integrates scholarly studies of narrative, style, voice, structure, and history of these writing disciplines with traditional workshop formats, forming writers who can actively direct the literature of the 21st century.

For students in the Main Campus

Proposed:
through the Gluck Fellows Program of the Arts, and positions with the student-run literary magazine *Mosaic*.

### UCR Palm Desert Center (PDGC)

An M.F.A. in Creative Writing and Writing for the Performing Arts is offered at UCR’s Palm Desert Graduate Center in Traditional and Low Residency programs.

#### PDGC Traditional Program

Students enroll each quarter for a per unit fee. All requirements are the same as the full-time program at Riverside. Cross-enrollment between programs is not allowed.

#### PDGC Low Residency Program

All requirements are the same as the full-time program at Riverside, but courses are modified to fit residency requirements. Low Residency MFA students come to the Graduate Center for two ten day sessions in the Fall and Spring quarters that include lectures, seminars, and readings (please refer to website [http://www.palmdesertmfa.ucr.edu](http://www.palmdesertmfa.ucr.edu) for specific dates). During the rest of the academic year, students participate in online workshops and seminars and work individually with a mentor. Cross-enrollment between programs is not allowed. Students enroll for 28 units each year and pay a per unit fee.

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**Deleted:**

### Present:

**Deleted:**

#### Traditional M.F.A. program

Financial assistance may include teaching assistantships and fellowships, as well as fellowships for community projects through the Gluck Fellows Program of the Arts, and positions with the *Los Angeles Review of Books* and the student-run literary magazine *Mosaic*.

#### UCR Palm Desert Graduate Center (PDGC)

An M.F.A. in Creative Writing and Writing for the Performing Arts is offered at UCR’s Palm Desert Graduate Center in the Low Residency program. Students in the Low Residency program can receive limited financial assistance through editorial positions on *The Coachella Review*, the student run literary journal of the program.

#### PDGC Low Residency Program

Students enroll in a prescribed number of units each term. Requirements are similar to the full-time program at Riverside, but courses are modified to fit low residency requirements. Low Residency MFA students come to Palm Springs, California for two ten day sessions in the Fall and Spring quarters that include lectures, seminars, workshops, and readings (please refer to website [http://www.palmdesertmfa.ucr.edu](http://www.palmdesertmfa.ucr.edu) for specific dates). Students also attend a short 2 day residency their last quarter to file and present their Graduate Lectures. During the rest of the academic year, students participate in online workshops and seminars and work individually with a faculty mentor. Cross-enrollment between programs is not allowed. Students enroll for 8 units each term for 7 terms and pay a per unit fee.

**Admission**

Applicants to either program should demonstrate significant professional skill by submitting in manuscript form one
**Admission** Applicants to the program should demonstrate significant professional skill by submitting in manuscript form one of the following: 10-15 pages of poetry, a maximum of 25 pages of fiction or nonfiction, or the first act or a maximum of 25 pages of a screen play or play. Applicants must have a B.A. or B.S. degree from an accredited institution and submit 3 letters of recommendation, a self-statement, and original transcripts. Applications for the Main Campus Traditional Program are accepted for Fall quarter only; applications for the Palm Desert Low Residency program are accepted for Fall and Spring quarters.

**Plan I (Thesis)** Both MFA programs (Main Campus and PDGC Low Residence) require completion of a thesis.

- Consists of workshops in chosen genres, culminating in a final project (the master’s thesis) that showcases the writer’s cultivated talents, in the form of a poetry collection, novel, memoir, screenplay, or full-length play. The M.F.A. requires students to major in one genre but encourages them to explore the other genres as well, allowing for creative movement within disciplines. Structure and focus in screenwriting and playwriting can also be applied to fiction and nonfiction, and lyricism and metaphor in poetry can also enhance description and dialogue in the other genres, for example. Students also engage in course work in varied areas of directing and acting, in film history and literature, in literary criticism, and translation, with supplemental courses selected from departments such as Comparative Literature and Foreign Languages, English, Hispanic Studies, and Media and Cultural Studies. Students can gain practical aspects of filmmaking from courses in Studio Art and Theatre.

**Main Campus and PDGC Traditional Program**

Consists of workshops in chosen genres, culminating in a final project (the master’s thesis) which showcases the writer’s cultivated talents, in the form of a poetry collection, novel, memoir, screenplay, or full-length play. The M.F.A. requires students to write in two genres, allowing for creative movement within disciplines. Structure and focus in screenwriting and playwriting can also be applied to fiction and nonfiction, and lyricism and metaphor in poetry can also enhance description and dialogue in the other genres, for example. Students also engage in course work in varied areas of directing and acting, in film history and literature, in literary criticism, and translation, with supplemental courses selected from departments such as Comparative Literature and Foreign Languages, English, Hispanic Studies, and Media and Cultural Studies. Students can gain practical aspects of filmmaking from courses in Studio Art and Theatre.

**Course Requirements** minimum requirements consist of 56 units of course work (12 courses) and 8 units of master’s
Selected from the departments of Comparative Literature and Foreign Languages, English, Hispanic Studies, and Media and Cultural Studies. Students can gain practical aspects of filmmaking from courses in Studio Art and Theatre.

Present:

**Course Requirements**

Minimum requirements consist of 40 units of course work (10 courses) and 8 units of master’s thesis project (for a total of 48 units). The core curriculum includes the following:

1. A minimum of 4 workshop courses (16 units total) in the student’s chosen genre.
2. Two additional workshops in the student’s chosen genre, or two elective cross-genre workshops (8 units total), with instructor approval. If a student is unable to obtain instructor approval for enrollment in a graduate-level cross-genre workshop, the requirement also can be met with an upper-division cross-genre workshop taken concurrently with a 292 course with program director approval.
3. Two graduate level seminars (8 units total) from departments other than Theatre and Creative Writing. Seminar subject matter should be relevant to student’s thesis project. This requirement can be met with upper-division courses, with instructor approval, as an appropriate 292 course.
4. Two graduate level seminars (8 units total) from Creative Writing and Writing for the Performing Arts.
5. At least 8 units of Thesis project. The final written project is a full-length play of two or three acts, or screenplay or teleplay. In the areas of poetry, fiction, and non-fiction, the final written project is a poetry collection, novel, short story collection, Novella, memoir, essay collection or other book-length non-fiction project. Each student is paired with one or two faculty advisors.

Present: Proposed:
members who serve as the thesis advisor(s). Two faculty readers, in addition to the advisor(s), evaluate the thesis work.

The length of the final project breaks down as follows: Poetry 50-100 pages, Fiction 100-150 pages, Creative Non-fiction 100-150 pages, screenplay, teleplay or play 90-130 pages.

**Normative Time to Degree**
Main campus: 6 quarters.

**PDGC Low Residency Program**
Consists of workshops in chosen genres and course work culminating in a final project (the master’s thesis) which showcases the writer’s cultivated talents, in the form of a poetry collection, novel, memoir, screenplay, or full-length play. The M.F.A. requires students to write in two genres, allowing for creative movement within disciplines. Structure and focus in screenwriting and playwriting can also be applied to fiction and nonfiction, and lyricism and metaphor in poetry can also enhance description and dialogue in the other genres, for example. Students engage in course work in varied areas of directing and acting, in film history and literature, in literary criticism and translation. Requirements consist of 56 units of course work.

The core curriculum includes the following:
1. Six low-residency genre workshop courses.
2. Six low-residency literature, poetry, and film seminars.
4. Thesis. In the areas of playwriting and

**Course Requirements**
1. Six low-residency genre workshop courses.
2. Six low-residency literature, poetry, and film seminars.
3. Six low-residency cross genre

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**Deleted:** The core curriculum includes the following:

1. The areas of poetry, fiction, and nonfiction, the final written project is a poetry collection, novel, short story collection, or essay collection. Each student is paired with one or two faculty members who serve as the thesis advisor(s). Two faculty readers, in addition to the advisor(s), evaluate the thesis work.

The length of the final project breaks down as follows: Poetry 50-100 pages, Fiction 100-150 pages, Creative Non-fiction 100-150 pages, screenplay, teleplay or play 90-130 pages.

**Normative Time to Degree**
Main campus: 6 quarters.

**PDGC Low Residency Program**
Consists of workshops in chosen genres and course work culminating in a final project (the master’s thesis) which showcases the writer’s cultivated talents, in the form of a poetry collection, novel, short story collection, essay collection, memoir, full-length work of nonfiction, screenplay, or full-length play. The M.F.A. requires students to write in two genres, allowing for creative movement within disciplines. Structure and focus in screenwriting and playwriting can also be applied to fiction and nonfiction, and lyricism and metaphor in poetry can also enhance description and dialogue in the other genres, for example. Students engage in course work in varied areas of directing and acting, in film history and literature, in literary criticism and translation. Requirements consist of 56 units of course work.

**Course Requirements**
1. Six low-residency genre workshop courses.
2. Six low-residency literature, poetry, and film seminars.
3. Six low-residency cross genre
In the areas of playwriting and screenwriting, the final written project is a full-length play of two or three acts (90–120 pages) or screenplay or teleplay (approximately 120 pages). In the areas of poetry, fiction, and nonfiction, the final written project is a poetry collection, novel, short story collection, or essay collection. Each student is paired with one or two faculty members who serve as the thesis advisor(s). Two faculty readers, in addition to the advisor(s), evaluate the thesis work.

| Normative Time to Degree | 4 quarters |

### Proposed:
Poetry, fiction, and nonfiction, the final written project is a poetry collection (approximately 60 pages), novel, short story collection, essay collection, memoir or full-length nonfiction work (between 100-200 pages). Each student is paired with three faculty members who serve as the thesis advisor(s).
GRADUATE PROGRAM IN MICROBIOLOGY
UNIVERSITY OF CALIFORNIA, RIVERSIDE

BYLAWS

Revised 01/20/2011
I. OBJECTIVE

The Microbiology Graduate Program was formed to encourage cross-disciplinary study of Microbiology and communication between microbiologists within different departments on the University of California, Riverside campus. The program was formally established in 1995, placed in moratorium in 2005 and then reinstated in 2010. The program offers Ph.D. and M.S. degrees in Microbiology.

The interdepartmental Microbiology Graduate program includes 27 faculty from the departments of Biology, Cell Biology and Neuroscience, Chemical and Environmental Engineering, Chemistry, Entomology, Environmental Sciences, Plant Pathology, and the Division of Biomedical Sciences. The program is designed to prepare students for teaching and research careers in colleges and universities, as well as basic and applied research in private, industrial and government laboratories. Faculty research interests are concentrated in four major disciplines in the areas of basic and applied microbiology: 1) Microbial Pathogenesis, 2) Environmental Microbiology and Ecology; 3) Evolution, Genomics and Metagenomics, and 4) Cellular and Molecular Microbiology. Since the Microbiology Graduate Program is diverse, graduate students have the opportunity to incorporate a wide range of disciplines into their training experience. Programs of study are tailored to the interests and goals of individual students.

II. MEMBERSHIP

1) Membership Criteria: The Microbiology faculty recognize that participation in a graduate program can take many forms. Criteria for membership can include 1) maintenance of an active research program in the Microbiology program; 2) continued participation in Microbiology program activities by emeritus faculty, and 3) support of Microbiology research endeavors by non-academic senate members. Approval of new members to the Microbiology program is vested in the Executive Committee. Faculty requesting membership in the Microbiology program should send a Curriculum Vitae to the Graduate Program Director, who will forward the document to the Executive Committee for consideration.

2) Membership Retention: The membership status of Microbiology faculty will be reviewed every three years by the Executive Committee. Criteria used to evaluate members can include serving as a major professor or as a member of advisory, candidacy exam or supervisory committees for Microbiology students; service on Microbiology program committees; attendance at the yearly seminar series; participation in recruitment activities and other Microbiology program functions. Faculty whose membership is to be evaluated will be notified in Fall of the academic year.
and may be asked to supply a brief summary of their Microbiology-related activities to the Executive Committee by the end of the Fall quarter. The Executive Committee will complete its evaluations by the end of Winter quarter of the same academic year.

3) Termination of Membership: A Microbiology program faculty member who no longer wishes to participate in the program may request termination of their membership at any time by sending a memo to the Program Director. Program members whose participation is deemed below that sufficient for good standing will be interviewed to determine the source of any problems and to recommend solutions. Members will be given a year to improve their participation in the Microbiology program before facing termination.

III. ORGANIZATION AND ADMINISTRATION

The administration of the program and its activities will be vested in an Executive Committee consisting of four program members, including the Microbiology Program Director who will serve as chair. Each of the three non-Program Director members of the committee will be elected by members of the Microbiology Program for a three-year term.

A. Graduate Program Director

The Graduate Program Director is responsible for the overall direction and organization of the Microbiology Program and is the chair of the Executive Committee.

The appointment of the Program Director will be in keeping with the regulations of Graduate Council. The four non-Program Director members of the Executive Committee (see below) will solicit nominees from the program faculty and then forward all names back to the faculty for comments. Faculty input on the nominees will proceed via confidential correspondence with the four non-Program Director members of the Executive Committee. This four-member committee will then forward the names of no more than two qualified faculty to the Graduate Dean, along with a supporting statement for each nominee. The Graduate Dean will then forward his/her final nominee to the Chancellor, who will make the actual appointment of the new Program Director.

The Microbiology Program Director will be the Microbiology representative at CNAS chair’s meetings and other meetings on campus requiring representation of the program. The Microbiology Program Director will send nominations of faculty to serve as Graduate Advisor for Enrolled Students to the Dean of the Graduate Division. The Microbiology Program Director will appoint standing committees and members. The Program Director will also serve the function of
Graduate Advisor for Recruitment and Admissions. In this capacity, the Program Director will serve as chair of the Recruitment and Admissions Committee (see below), write all fellowship memos and submit student applications to Graduate Division for consideration.

**B. Graduate Advisor for Enrolled Students**
The Microbiology Graduate Advisor for Enrolled Students is responsible for the overall academic advising of students in the Microbiology program. The Graduate Advisor revises the Graduate Student Handbook each year and facilitates setting up faculty rotation schedules for first-year graduate students. The Graduate Advisor advises students regarding formation of Guidance Committees, Qualifying Examination Committees, and Dissertation Committees. The Graduate Division Dean gives final approval of the Qualifying Examination and Dissertation Committees. The Graduate Advisor chairs the Microbiology Curriculum Committee and serves on the Executive Committee. The Graduate Advisor will be nominated by the Microbiology Program Director, with final approval given by the Graduate Division Dean.

**C. COMMITTEES**

1. **Executive**

The administration of the program and its activities will be vested in an Executive Committee consisting of five program members, including the Graduate Advisor for Enrolled Students and the Microbiology Program Director, who will serve as chair. Each of the three non-Program Director/Graduate Advisor members of the committee will be elected to a three-year term. The elections will be staggered, such that only one member is elected/year. Every effort will be made to ensure that the slate of candidates represents the diversity of the Microbiology Program. Voting will be held by email ballot and the candidate with the most votes will be elected. The Executive Committee will act in an advisory capacity to the Program Director for any issues that arise concerning the Microbiology Program and will be responsible for review and approval of new faculty to the Microbiology program and for final decisions on termination of membership. The three non-Program Director/Graduate Advisor members of the Executive Committee will also facilitate the process used to nominate new Program Directors (see above). The Executive Committee will meet at least once/year, or as needed.

2. **Recruitment and Admissions**

The Recruitment and Admissions Committee will be responsible for review of applications of students who wish to enter the Microbiology Program. This committee will send files of qualified applicants, along with supporting
documentation, to the Graduate Division Dean, who makes the final decision regarding admission and Graduate Division fellowship support. The Recruitment and Admissions Committee will also coordinate the recruitment visits of admitted students to UCR. This committee will oversee the maintenance of the program website and production of advertising/recruitment materials for the program. The Recruitment and Admissions Committee will consist of four faculty members, with the Microbiology Program Director serving both as Chair and as the Graduate Advisor for Recruitment and Admissions. The other three faculty members will be selected by the Program Director to represent the diversity of the Microbiology Program.

The Recruitment/Admissions Committee will meet as necessary to review files and plan recruitment activities. The term of membership on the Recruitment and Admissions Committee is three years.

3. Curriculum

The Microbiology Curriculum Committee will be responsible for assessment and changes to the curriculum of the Microbiology program. The Curriculum Committee will consist of four members of the program faculty, including the Graduate Advisor for Enrolled Students who will serve as Chair. The three non-Graduate Advisor members will be selected by the Program Director. This committee will make recommendations for changes to the curriculum to the Microbiology faculty during a faculty meeting. A subsequent email vote will be held of the Microbiology faculty to approve or disapprove the changes. In order to be considered approved, at least 50% of the program faculty must vote in favor of the changes to the program curriculum.

The Curriculum Committee will meet at least once/year. The term of membership on the Curriculum Committee is three years.

4. Seminar

The Microbiology Seminar Committee will select and host speakers for the annual seminar series and plan program retreats or research symposia. The Seminar Committee will consist of three faculty members chosen by the Microbiology Program Director. The term of membership on the Seminar Committee is one year.

D. MAJOR PROFESSORS

Major professors of students enrolled in the program are expected to participate in the annual review of graduate student progress. Major professors are also
expected to attend annual faculty meetings and to participate in recruiting events for new students and in program symposia.

E. MEETINGS

Faculty meetings will be held at least once per year. The Program Director may call a special meeting of the program as deemed necessary or desirable by the Executive Committee or upon the request of the Admissions or Curriculum committees. A group of five or more program members may also petition the Program Director to call a special meeting to discuss program issues.

F. QUORUM

For all issues that require a vote, a quorum is achieved when votes are received from 50+% of the eligible members. Passage of issues requires the support of a simple majority. Voting may be done by E-mail ballot.

G. AMENDMENTS

All amendments and revisions must be submitted to Graduate Council for review and approval. Passage of amendments to bylaws must satisfy the quorum rules indicated above.
Proposal for a Designated Emphasis in “Middle East and Islamic Studies”

Committee in Charge

Fariba Zarinebaf, History (Chair)
Muhammad Ali, Religious Studies
Reza Aslan, Creative Writing
Feryal Cherif, Political Science
Ebru Erdem-Akcay, Political Science
Sherine Hafez, Women’s Studies
Erith Jaffe-Berg, Theater
Ruhi Khan, Media and Cultural Studies
Laila Lalami, Creative Writing
Benjamin Liu, Hispanic Studies
Susan Ossman, Anthropology
Jeff Sacks, Comparative Literature

The Designated Emphasis (DE) in Middle East and Islamic Studies offers students the opportunity to study aspects of the Middle East and Islam through their history, politics, law, society, culture, and literature. It trains students to be attentive to enduring historical legacies of colonialism and idioms of cultural inheritance in Europe, from medieval polemics to the Renaissance and Enlightenment, which continue to impact the terms for reflection on and writing about the Middle East and Islam.

The DE in Middle East and Islamic Studies is open to Ph.D. candidates in any field of study. Courses counting toward the Ph.D. may not also count toward the DE. Students who take an upper division course to fulfill the DE requirement must register for a 292 and complete additional reading and research. Students pursuing the DE in Middle East and Islamic Studies must complete its requirements before advancing to candidacy in their Ph.D. field.

A minimum GPA of 3.00 is required for the completion of DE.

REQUIREMENTS

The DE in Middle East and Islamic Studies offers two tracks, one with a requirement for proficiency in a relevant language (Arabic, Persian, Turkish, Hebrew, Urdu or another language, with the approval of the chair of the DE), and/or a placement test and a second track without a language requirement.

TRACK ONE 12 units plus language proficiency (4-6 quarters)

Four (3) courses (12 units) selected from the list below, at least one of which must be outside of the student’s Ph.D. department, plus the completion of four (4-6) quarters of language study, as described above.

TRACK TWO 16 units

Three (4) courses (16 units) selected from the list below, at least one of which must be outside of the student’s Ph.D. department.
In both tracks, the student is required to take a 2 quarter graduate seminar with the prior approval of faculty member in the relevant discipline. It is understood that the second quarter would be devoted to substantial research and writing.

GRADUATE SEMINARS CURRENTLY ON THE BOOKS

CWPA 256 Contemporary Literature of the Middle East
CWPA 257 The Sufis
HIST 277 Approaches to the Early Modern World: The Ottoman Empire and Europe
RLST 249 Public Religious Discourses in Modern Islam
RLST 250 Approaches to Islam in Religious Studies

GRADUATE SEMINARS BEING PROPOSED

Staging the Middle East (Erith Jaffe-Berg)
Religion and Politics (Ebru Erdem-Akcay)
Islam in America (Muhammad Ali)

PETITIONABLE GRADUATE SEMINARS

CPLT 215B Issues in Contemporary Theory
CPLT 284 Literature, Colonialism, Religion
RLST 200A Religion, Politics, and Public Discourse
SPN 251 Seminar in the Literature of the Middle Ages and Early Renaissance
SPN 279 Studies in Spanish Literature and Culture

UPPER DIVISION UNDERGRADUATE COURSES ON THE BOOKS

ANTH 136/SEAS 136 Anthropological Perspectives on Gender in Southeast Asia
ANTH 169/GBST 169 From the Maghreb to the Middle East

ARLC 120 Classical Arabic Literary Prose
ARLC 151/CPLT 151 Palestine/Algeria
ARLC 152/CPLT 152 Modern Arabic Poetry in a Multilingual Frame
ARLC 154/CPLT 154/PHIL154 Introduction to Arabic Philosophy
ARLC 155/RLST 157 Introduction to Arabic Literature
ARLC 156/CPLT 156/RLST 156 Jews and Arabs
ARLC 158/CPLT 158/RLST 158 Islam and Psychoanalysis

HIST 121 Survey of Middle Eastern History, 1200-1800
HIST 124 Women in Middle Eastern-Islamic History;
HIST 125 Islam & Revolution in Iran
HIST 126 Istanbul in History and Fiction

POSC 133 Politics of Central Asia in Comparative Perspective
POSC 152 Politics of the Middle East
POSC 156 Political Systems across Muslim Societies
RLST 111 Islam
RLST 113 Topics in Modern Islam
RLST 116 Religion and Violence
RLST 149 Southeast Asian Religions
RLST 150 Islam in Southeast Asia
RLST 151 Reading the Qur’an
RLST 155/PHIL 155 Peace in the Middle East

WMST 151 Islam, Women, and the State
WMST 162 Women’s Issues in Modern Muslim Thought
WMST 168 Gender and Power in Muslim Societies

THEA 191J Staging the Middle East

UPPER DIVISION UNDERGRADUATE COURSES BEING PROPOSED

Politics of Representation: Focus on Islam (Ruhi Khan)

Revised Jan 31, 2011
Sent to Senate
Revised Proposal for a Designated Emphasis in “Book, Archive, and Manuscript Studies”
2 February 2011

Committee in Charge
Heidi Brayman Hackel, Department of English (Chair)
Malcolm Baker, Department of the History of Art
Melissa Conway, Head, Special Collections, University Library
Adriana Craciun, Department of English
Randolph Head, Department of History
Toby Miller, Department of Media and Cultural Studies
Thomas Scanlon, Department of Comparative Literature
Deborah Willis, Department of English

Purpose and Scope
The Designated Emphasis (DE) in Book, Archive and Manuscript Studies explores the past, present, and future of the forms in which knowledge has been, is, and will be transmitted. It studies the history of these forms from manuscripts to e-books and beyond, and it combines practical instruction on book making with research into print culture, textual production and circulation, archival management, and the political economy of publishing.

By exploring the media through which knowledge is communicated, students can significantly enrich their understanding of that knowledge. To what extent does form shape content? What skills are necessary for the circulation of knowledge in printed form? What is the history of storing knowledge in archives? How does a post-print culture differ from a print culture? These are only some of the questions students explore in Book, Archive and Manuscript Studies.

The DE in Book, Archive and Manuscript Studies is open to Ph.D. candidates in any field of study. Courses counting toward the MA/MS or Ph.D. may not also count toward the DE. Students pursuing the DE in Book, Archive and Manuscript Studies must complete its requirements before they advance to candidacy in their Ph.D. field, and they must have a minimum GPA of 3.0 in order to be awarded the DE.

Requirements: 14 units

I. Three (3) courses (12 units) selected from the following list. Students must select courses from at least two different departments or programs, one of which may be their home department. Undergraduate courses taken to fulfill these requirements must be accompanied by a 292 course taken in the student’s department with extra work mutually agreed upon by professor and student. In cases in which a petition is required (e.g. ENG 273), the core faculty committee will review the petition.

AHS 274: Print Culture. Prints – images that are produced as multiples and have no “original” – have long been one of the most prevalent kinds of imagery, and also one of
the most problematic. For centuries, they were the medium through which most people encountered pictures, and for this reason it is not surprising both that they have remained on the margins of the arts, and that they have often attracted broadly social interpretations. But even though they have never been considered central to the arts (or the study of art history), they are also an ideal point of entry for many of the central themes that form the way we think about the arts. We will take a broad view, focusing more on these themes and issues than on individual masters or works, though along the way we will become well-acquainted with many of the printmakers working from about 1500 to about 1750.

**CRWR 186a. Beginning Book Arts.** Introduction to the history of the book, printing, illustration and bookbinding with instruction in basic handpress printing. The end result is the production of a broadside, illustrated by linoleum cut. *(With concomitant 292 in student’s department)*

**CRWR 186b. Intermediate Book Arts.** Students produce 15 high-quality copies of a chapbook of their own design, which must be at least 10 pages in length. *(With concomitant 292 in student’s department)*

**ENGL 246: Seminar in Digital Media and Technoculture Studies.** Explores the history, theories, and practices of technoculture. Includes studies of computational or combinatorial texts and media. Brings together issues and contexts related to technological innovation, including the industrial production, refraction in aesthetic practices or popular cultural texts and sociopolitical deployment. Course is repeatable as content changes.

**ENGL 273: Seminar in Cultural Studies.** Intensive formal, historical, and theoretical research into the history and theory of culture in the broadest sense: popular literature, the mass media, and the interplay between peasant and elite or “low” and “high” cultural forms. Course is repeatable as content changes. *(by petition, depending on course content.)*

**ENGL 282: Seminar in Bibliography and Textual Criticism.** Advanced research in the history of the book and textual production, including such topics as analytical bibliography, editorial theory and practice, and the economics of textual dissemination. Course is repeatable as content changes.

**HIST 240 (E-Z). Documentary Source Study.** Introduction to the scholarly dealings of texts, whether ancient or modern, including inscriptions, manuscripts, and archival documents. Instruction in the methodologies, tools, sources, and the editing and use of texts in history. Analysis of archival structure and organization and of questions of document authorship, provenance, paleography, language and syntax, internal structure, and variant texts.

**HIST 262. Museum Research and Interpretation.** Principles and methods of historical research in material culture; museum interpretation of artifacts; general orientation to the
role of the historical curator.

**HIST 263. Archival Management.** Theory and practice of archival management; history of archives; professional ethics.

**HISE 113. Comparative Ancient Historical Writing.** A survey of the literary aspects of historical writing in ancient cultures, with some comparison of the ancient contribution to later authors of the genre. Cross-listed with CLA 113 and CPAC 112. *(With concomitant 292 in student’s department)*

**HISE 114. Ancient Writing and Literacy.** Uses cross-cultural comparison to survey writing and literacy in ancient civilizations and how they are related in the origin and development of selected ancient cultures. Cross-listed with CPAC 133. *(With concomitant 292 in student’s department)*

**II. MCS 280 (2 Units): Independent study culminating in a paper or project.**

**III. Significant Research Product:** The DE requires that 4 credits reflect a “significant research product.” It is the committee’s expectation that students will fulfill this component in at least one of the required courses, typically by writing a research paper appropriate to that discipline’s journal publication or conference presentation conventions. In rare cases in which the research component has not otherwise been met, a student may undertake MCS 280 for 4 units in order to produce a research paper of approximately 25 pages.
MEMO

TO: Graduate Council
FROM: Mark Wrathall, Graduate Advisor, Philosophy Department
DATE: 1/14/2011
RE: CHANGING OUR PROGRAM TO ONLY ALLOW FALL ADMISSIONS

We have a relatively small graduate program – we admit about 5 or 6 Ph.D. students a year. We do not have a terminal masters program. As is the norm in our discipline, all admissions are made for the Fall Term. In practice, we never admit students for Winter or Spring Terms; our program is not designed to handle such admissions.

At the present time, however, applications are accepted for Winter or Spring Terms. This is terribly misleading to potential applicants, and unfair to anyone who actually applies for Winter or Spring admissions. Thus, we would like to formally change our program so that we only accept applications for Fall Terms.

Please contact me if you have any questions. I can be reached by email at: mark.wrathall@ucr.edu and phone at (801) 734-0821
MEMORANDUM

Date: January 25, 2011

To: Graduate Council

Via: Joe Childers, Dean of the Graduate Division

From: Richard Smith on Behalf of the Faculty of the School of Business Administration

Subject: Substitution of GRE Scores for GMAT Scores

Proposal

The School of Business Administration currently accepts GMAT scores from students seeking admission to its full-time MBA program and accepts GRE scores in lieu of the GMAT on an exception basis. It accepts either GMAT or GRE scores for admission to its new Ph.D. program. The School proposes to adopt a common standard of accepting either GMAT or GRE scores for admission consideration to any graduate program of the School that requires a standardized test score as a component of the application.

(Adopted by the SoBA Executive Committee, 01/25/2011)

Rationale

The evolving demand for the MBA degree or other professional masters degrees in business, the changing competitive landscape for MBA and other graduate business students, and the acceptance of alternative admission criteria have produced significant changes in the way in which prospective students are evaluated for admission to full time MBA programs and other graduate business programs. In response to these changes the Faculty of the School of Business Administration and the A. Gary Anderson Graduate School of Management wish to accept scores on either the Graduate Record Examination (GRE) or scores on the Graduate Management Admissions Test (GMAT) when admitting students to the full-time MBA program and other graduate programs offered by the School that require a standardized test score (the School currently accepts either the GRE or GMAT for admission to its new Ph.D. program).

While the Graduate Management Admissions Test (GMAT) has historically been the standardized test of choice among business schools that admit students into a full time MBA program, there is a growing trend among business schools to also accept the Graduate Record Examination. More than 250 business schools, including Harvard Business School, the Stanford Graduate School of Business, MIT’s Sloan School, Virginia’s Darden School, UCLA’s Anderson School, the University of Texas’ McCombs School and the University of Pennsylvania’s Wharton School accept either GRE or GMAT scores from applicants. Conversion formulas are widely available for translating the scores on the GRE to comparable scores on the GMAT.
One reason for this change is that business schools are seeing an increasing number of applications from individuals who have taken the GRE instead of the GMAT. Most business schools will accept the GRE as either a routine substitute for the GMAT or on an exception basis. UCR’s Anderson School has experienced a similar increase in applications from individuals who have taken the GRE. We now process these applications on an exception basis. However, processing such applications on an exception basis requires a specific request and justification for each exception, which is labor intensive and inefficient.

In addition to labor savings there are other reasons for accepting either the GRE or GMAT. The GRE traditionally attracts a younger group of test-takers than the GMAT. With a price tag about $100 less than the GMAT's cost and testing available in more geographic regions, the GRE is more accessible. By accepting the GRE we will make a graduate business degree a real possibility for a larger group of people. Many undergraduates take the GRE fresh out of college just in case they decide to apply to a master's program or because they're unsure of what to do with the rest of their lives. ETS, which administers the GRE, is actively promoting the GRE as a hedge. In a new media campaign, it urges undergraduates to take the test as a backup — for when “the ‘I’m going to backpack around the world’ thing is covered.” And in a tight job market, graduate school can become an important option. GRE test-takers who are younger than 23 also score better than older test-takers, particularly on the quantitative section. A fact also promoted by ETS to encourage early test taking.

The test scores are good for five years, which makes it possible to use the scores after a few years of work experience, which is when many people apply to MBA programs (the typical applicant to a full time MBA program has less than five years of post-baccalaureate work experience). For business schools, the GRE offers a chance to increase their applicant pool by tapping into some of the more than 600,000 people who take it annually.

Another reason that business schools are attracted to this demographic is because it helps diversify the applicant pool and reach younger female applicants, many of whom opt to forgo B-school and start families in their mid to late 20s, when most people apply to business programs, as well as under-represented minorities who are more likely to work a few years after completing the undergraduate degree in order to pay off loans and establish greater financial security.

There are few differences in the two tests. Both assess verbal and quantitative reasoning, critical thinking and writing. Contrary to what some people might think, there are no business or finance aspects of the GMAT that make it specialized for potential graduate business students.

ETS is also raising the stakes in the competition with the GMAT by adding a non-cognitive component: a mentor can fill out a questionnaire on creativity, ethics, communication and other qualities, resulting in a score on something called the Personal Potential Index.
Finally, by accepting the GRE as a substitute for the GMAT we will be more likely to attract students interested in joint degrees. While there are few such degrees programs that involve the business school at the present time, it is likely that more will emerge over time. Allowing students to apply using a single test score instead of two will increase the competitiveness of UCR.

We anticipate that the GMAT will remain the dominant test for management admissions for the foreseeable future. Nevertheless, the trend toward greater acceptance of the GRE is unmistakable and there are significant advantages to accepting it as a substitute for the GMAT on a routine basis when standardized tests are required for admission rather than on an individual exception basis.
### UCR Graduate Council - Order of Reviews for Graduate Programs

#### Status Report

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* Internal Review
January 12, 2011

Chair Gauvain
Academic Senate

RE: Campus Naming Committee – Endowed Term Chair Naming Opportunity

Dear Mary:

As Chair Designee of the UCR Committee on Naming Campus Properties, Programs and Facilities, I am requesting the review and approval by the Academic Senate Executive Council for this naming opportunity.

- *Amrik Singh Poonian Endowed Term Chair* in Computer Science has been recommended by the Dean, Bourns College of Engineering, Reza Abbaschian.

Please review the attached request and gift agreement. This proposed name needs approval by the Academic Senate before it is endorsed by the Campus Naming Committee. Please respond with your recommendation by Friday January 28, 2011.

Sincerely,

[Signature]

Gretchen Bolar
Vice Chancellor

Attachments

xc: Vice Chancellor Hayashida
    Dean Abbaschian
    Assistant Vice Chancellor Smith
    Executive Director Ehlers
    Assistant Dean Parker
    Campus Space Manager Pippert
Date: December 20, 2010

To: Gretchen Bolar, Vice Chancellor of Financial & Business Operations

Cc: Peter Hayashida, Vice Chancellor of University Advancement  
   Reza Abbaschian, Dean, Bourns College of Engineering (BCOE)  
   Linda Parker, Assistant Dean of Development, BCOE

From: Zachary A. Smith, Assistant Vice Chancellor of Development

Subject: Amrik Singh Poonian Naming for Endowed Term Chair in Computer Science; for review by the UCR Academic Senate

Dear Gretchen,

In accordance with the approved UCR Policy for Naming Campus Properties, Academic and Non-academic Programs, and Facilities, I am forwarding the Amrik Singh Poonian Endowed Term Chair in Computer Science naming packet for your review.

This packet includes:

- Initial Request for Approval to Name/Establish an Endowed Term Chair
- Executed Gift Agreement signed by the donor (Duane Roberts and his business, Entrepreneurial Investment Corporations), Pamela Hillman, Vice Chancellor of Development, and David Warren, Executive Vice Chancellor
- Letter from Chancellor White to Duane Roberts confirming his agreement to use the endowed funds for a term chair in computer science
- Background information on the Amrik Singh Poonian Endowed Term Chair

Please copy me on any memos and/or or responses regarding this request. Should you have any questions or need any additional information, feel free to contact me at extension 26302.

Sincerely,

Zachary A. Smith, Ph.D.  
Assistant Vice Chancellor of Development

Attachment
INITIAL REQUEST FOR APPROVAL TO NAME/ESTABLISH AN ENDOWED CHAIR

This form is to help review gifts for compliance with academic plans and priorities, and to facilitate campus review procedures for namings.

Upon completion of this request form, the Dean/Unit Head forwards it for signature to the Associate Vice Chancellor, Development and Vice Chancellor, University Advancement. The Associate Vice Chancellor, Development or designee will submit the request, with draft gift agreement and supporting documentation to the Executive Vice Chancellor and Provost and Vice Chancellor for Academic Planning & Budget for campus review. If approved for recommendation, the EVC&P’s Office follows the appropriate procedure for Endowed Chairs.

I. Background Information:
   A. Submitted by:
      Name: Reza Abbaschian
      Title, College/Unit: Dean, Bourns College of Engineering
   B. Type of Gift and Comments:
      ➢ Endowed Chair/Distinguished Professorship: Endowed Term Chair
      ➢ Location of FTE: Bourns College of Engineering
   C. Proposed name (if any, involving gift): Amrik Singh Poonian Endowed Term Chair in Computer Science
      Honorific naming (no gift involved):
   D. Proposed use(s): To advance the mission of the Department of Computer Science & Engineering

II. Academic Information: (please attach explanation)
   A. Academic Justification: Explain how the proposed gift or endowment fits into the College/Unit’s Academic Plan.

      The Bourns College of Engineering, in accordance with UCR policy, will establish the Poonian Endowed Term Chair to further instruction in computer science.

      The Computer Science & Engineering Department breaks boundaries through cross-disciplinary research and integrated, interdisciplinary educational programs. An Endowed Term Chair connected to this department will enhance the college’s national visibility and stature, and be invaluable in recruiting and retaining faculty of distinction. For maximum academic flexibility, the Poonian Endowed Term Chair may be filled by a tenure track appointment, tenured appointment, temporary appointment for a specific period of time, or a series of temporary appointments.

   B. Resources: Describe the resources that will be necessary to support the proposed Chair (e.g., FTE and other funding.) Please refer to the College/Unit Academic Plan as appropriate.
No additional resources are needed. This is existing FTE in the college. Distribution from the endowed fund will be available to the chair holder in support of his/her teaching, research, and service activities according to a budget recommended annually and approved by the dean. The chair endowment will be administered in accordance with the UCR Policy and Procedures on Endowed Chairs: Establishment, Administration, and Appointment of Faculty. The total return earned by the endowment in excess of the amount approved annually for spending will be returned to the Fund’s principal to help it grow. Unused distribution from a previous year may be combined with that of the current year for spending purposes, or added to the Fund’s principal.

III. Contribution Information:

A. Total amount of private funds expected to be committed (or being discussed):
   As of 06/30/10, the current market value of the funds received from Entrepreneurial Investment Corporation for the Poonian Chair was approximately $396,000.00

B. Form of private contribution(s):
   X Outright Gifts:
   The following funds were received from Duane R. Roberts and Entrepreneurial Investment Corporation:
   $109,875 12/22/98
   $  68,250 12/20/00
   $    62.50 10/29/03
   $  71,875 10/29/03
   $250,062.50

   Written Pledge (Expected beginning date/ Fulfillment Date):

C. Initial contribution/pledge payment expected

D. Source(s) of private contribution(s):
   Donor(s)                                      Amount(s)
   Duane R. Roberts and                           $250,062.50
   Entrepreneurial Investment Corporation

E. Will this gift/pledge be anonymous, without publicity? □ Yes  X No
IV. College/UCR/UC Commitment:
A. Will any additional college, campus-wide or system-wide resources be sought/required (e.g., space, special facilities, equipment, etc.)? How will they be funded? No additional resources will be required.
B. If Endowed Chair or Professorship, is this a New FTE X Existing FTE?
   If new, please give reference to your Academic Plan: ____________________

V. College/Unit/Faculty/Academic Senate Consultation
This naming has been reviewed by and received approval from the Executive Vice Chancellor & Provost affected by the named chair.

Submitted by:

[Signatures]

December 9, 2010
Date

Peter Hayashida, Vice Chancellor, University Advancement

12/14/10
Date

Joel Munson, Associate Vice Chancellor, Development

12/14/10
Date

Jan Wildman, Assistant Vice Chancellor, Advancement Administration

12/9/10
Date
GIFT AGREEMENT
BETWEEN
Duane R. Roberts and Entrepreneurial Investment Corporation
AND THE UC RIVERSIDE FOUNDATION

Duane R. Roberts and Entrepreneurial Investment Corporation (Donors) pledge irrevocably to
give the UC Riverside Foundation, a California non profit corporation, with the conditions and
purposes contained in this document, $250,000 as a lead gift to help the Bourns College of
Engineering establish the Amrik Singh Poonian Chair in Computer Science. An initial
contribution in the amount of approximately $112,000 was made on December 18, 1998. The
balance is to be paid by Donors in approximately two equal installments in 2000 and 2001.

1.0 ESTABLISHMENT OF FUNDS

1.1 Subject to approval through the appropriate policy and procedure of the University of
California, Riverside, and the Regents of the University of California, the Chair will be
named the Amrik Singh Poonian Endowed Chair in Computer Science. The Chair will be
supported by an endowment of $1,000,000, $250,000 from the Donors with the
additional balance of $750,000 to be raised by the University.

1.2 The unpaid balance of the total amount of the pledge, if any, which has not been satisfied
at Donors’ death shall be binding on Donors’ estate.

2.0 PURPOSE AND USE OF ENDOWMENT

2.1 The expendable distribution from this endowment will provide support for an endowed
chair in Computer Science under the direction of the Dean, Bourns College of
Engineering. Payout from the chair endowment will be transferred to The Regents and be
made available to the chair holder in support of teaching and research, in accordance with
University policy.

2.2 If, in the judgement of the Chancellor, the designated use of endowment payout is
impractical or impossible, then the Chancellor will review alternative uses of the
endowed fund with the Donors if possible. Any change in the designation of this gift
must be consistent with Donors’ interests and intentions.

2.3 Until the minimum funding level of $1,000,000 is reached, the expendable distribution
can be used by the Dean, Bourns College of Engineering, to support faculty in Computer
Science.
3.0 ADMINISTRATION OF FUNDS

3.1 The chair endowment will be administered in accordance with the UC Policy on Endowed Chairs and Professorships and the Administrative Guidelines and Procedures: Endowed Chairs and Professorships.

3.2 The Fund's expendable distribution will be determined from time-to-time under the terms of the Endowment Expenditure Policy established by the Foundation.

Total return earned by the Fund in excess of the amount approved for distribution shall be retained in the Fund principal to protect the Fund from the effects of inflation and to allow for growth. Any unexpended distribution from the previous year may be combined with that of the current year for spending purposes or added to the Chair Fund principal. The principal of the Fund may be combined with other Funds for investment purposes.

3.3 Fiduciary responsibility for governance and investment of this endowment is vested in the UC Riverside Foundation Board of Trustees.

3.4 Administrative and gift fees shall be assessed in accordance with University of California, Riverside policy.

Donor: Duane R. Roberts
Date: 9-15-00

Donor: Entrepreneurial Investment Corporation
Duane R. Roberts, Chairman & CEO
Date: 9-15-00

Pamela Hillman
Vice Chancellor for Development
Date: 9-7-00

David H. Warren
Executive Vice Chancellor
Date: 9/7/00
September 22, 2010

Mr. Duane Roberts
1 Camel Point Dr
Laguna Beach CA 92651-6988

Dear Duane:

As always, it was a pleasure speaking with you last week and I truly enjoyed hearing positive business news from one of our own.

Thank you for making time to discuss the Amarik Singh Poonian Chair in Computer Science. I am pleased that you are in full agreement with our plan of using this endowment as a term chair in Computer Science. It will allow us put your precious resources to work in support of our research, teaching, and service mission.

As we discussed, the Dean of the Bourns College of Engineering Reza Abbaschian will appoint an accomplished member of his Computer Science faculty to hold this prestigious endowed term chair. Furthermore, we will ensure that you are fully briefed on the faculty member’s research and its implications regularly and in a timely manner.

Duane, your generosity and leadership have been so crucial to the success of our community. The legacy of accomplishments and contributions you continue to make in Riverside is an inspiring testament to the power of savvy business sense, hard work, and an entrepreneurial spirit.

I also spoke with Vice Chancellor Sandoval, to whom campus dining reports, about the notion of having Casey’s Cupcakes prepared and delivered here, and sold in various venues around campus. He will be in contact with your general manager, Jim McCullough, to get us moving on this.

Your UCR family is grateful for your and Kelly’s commitment to our campus.

Warmest regards,

[Signature]

Timothy P. White
Chancellor

cc: Dean Reza Abbaschian
    Jim Sandoval
Background Information on the Amrik Singh Poonian Endowed Term Chair

On December 22, 1998, Duane R. Roberts, Chairman and CEO of Entrepreneurial Investment Corporation and owner of Riverside's Historic Mission Inn, pledged $250,000 to establish the Amrik Singh Poonian Endowed Chair in Computer Science at UCR in honor of his late friend and business associate. Mr. Poonian, a native of India, moved to Southern California in 1984 and worked for American Diversified Savings and then for Digital Equipment Corporation before beginning his own company. In 1986, Mr. Poonian founded Telecom Solution, Inc., now iBASEt, located in Lake Forest, California. He directed the company's expansion into one of the fastest growing technology firms in Southern California before his sudden death in November 1998 at the age of 50.

Today, iBASEt is a leading provider of high-tech software solutions and services. The company has two divisions: Solumina and Federal Systems Division (FSD). FSD has a distinguished record supporting requirements for NAVAIR, SPAWAR, NSWC, Air Force, Marines, NASA, CENTCOM, and other agencies. iBASEt's Solumina Division pioneered the first image-based work instruction delivery and data capture system in the complex assembly, aerospace and defense markets. iBASEt's Solumina Operations Process Management solution is targeted at Manufacturing Engineering, Process Planning, Plant Floor Execution and Quality Management and provides a paperless connection between product engineering, ERP and the plant floor. Users report Solumina has significantly improved productivity, throughput, and provided millions of dollars in annual cost savings. Solumina customers include industry leaders like General Dynamics, BWX Technologies, Lockheed Martin, Northrop Grumman, and United Technologies.

Duane Roberts is a well-respected entrepreneur and community philanthropist. Originally from Riverside, California, Duane entered the business world following the example of his parents, Harry E. and Mary S. Roberts. Their hard work and the ethical treatment of business associates and customers impressed their son and they instilled in him the importance of contributing to the welfare of others, patriotism and civic consciousness. Mr. Robert's wife, Kelly Roberts, has enjoyed a significant level of success as well, and together, the husband and wife team make for a formidable partnership.
January 26, 2011

TO: JOSE WUDKA, CHAIR
   EDUCATIONAL POLICY

   MORRIS MADURO, CHAIR
   GRADUATE COUNCIL

FM: MARY GAUVAIN, CHAIR
    RIVERSIDE DIVISION

RE: UC Final Exams

Attached for your review, please find the memo from Registrar’s office regarding UCR Final exams. Please have your committee deliberate on this issue and formulate a policy that would allow a 2 hour final exam format.

Please send your response to me by **March 14, 2011**.

Thank you.
Mary,

Please find attached two documents regarding consideration for a 2 hour final exam structure 1) UC Final Exam Excel and 2) 2 Hours Final Exam Grid-11F-SAMPLE Excel. Our review provides the following conclusions and feedback for your review and consideration:

1. In a review of other UC campuses, 3 out of the other 8 campuses currently offer 2 hour final exams. (For this review, UC San Francisco was not included).

2. The current UC Regulations discussing final exams is the following

770.
No student shall be excused from assigned final examinations, except as provided in SR 772(D).

772.
A. Final examinations are required in all undergraduate courses, except as provided elsewhere in this Regulation. Whenever practicable each such examination shall be written and must be completed by all participants within a previously announced time limit. Examinations in non-laboratory courses may not exceed three hours’ duration.

B. Examinations are normally not required in laboratory courses or their equivalent, as individually determined by the appropriate Committee on Courses. At its option, the department concerned may require a final examination in any laboratory course, subject to prior announcement in the schedule of classes for the term in question.

C. With the approval of the appropriate Committee on Courses and upon recommendation of the department concerned, the final examination may be omitted in any undergraduate course or sets of courses either once or for a longer period.

D. At the end of the term in which a student is expected to be graduated, the student's major department may examine the student in the field of the major, may excuse the student from final examinations in courses offered by the department during that term, and, with the approval of the appropriate Committee on Courses, may assign a credit value to such general examination.

3. The current UCR Regulation discussing final exams is the following

R1.8.1 The instructor in charge of an undergraduate course shall be responsible for assigning the final grade in the course. The final grade shall reflect the student's achievement in the course and shall be based upon adequate evaluation of that achievement. The instructor's methods of evaluation must be clearly announced during the progress of the course. Evaluation methods must be of reasonable duration and difficulty and must be in accord with applicable departmental policies. The methods may include a final written examination, a term paper, a final oral examination, a take-home examination, or other evaluation device. If a final written examination is given, it shall not exceed three hours’ duration and shall be given only at the times and places announced in the Schedule and Directory.
4. Both UC and UCR Regulations stipulate a maximum time frame for exams at 3 hours, but does not stipulate a minimum time frame requirement.

5. In the sample Fall 2011 final exam grid, the time slots were shifted to 2 hours with a 30 minute break between time slots. We utilized our standard procedures in developing this template and feel that we are able to minimize potential exam overlap for students while also eliminating the use of Saturday exams.

6. Spring quarter will still be impacted with Commencement. We will be unable to use the last two time slots on Friday. Even with that, we feel having the additional time slot on the other days will allow us to effectively schedule finals Monday through Friday.

From the Registrar’s Office perspective, we do not see any regulation that would prohibit the consideration of 2 hour finals. In addition, it is our assessment that the movement to 2 hour finals would allow us to effectively schedule final exams minimizing overlap for students while also eliminating the use of the Saturday immediately after instruction.

Once a formal decision is made by the Senate, if the decision is to convert to this new format, the Registrar’s Office will need some lead time to implement. This change does require some technical updates to SIS and reporting, but nothing extreme.

If you have any questions regarding this review, please do not hesitate to contact me.

Thank you.

Bracken Dailey
Registrar
University of California, Riverside
2249 Student Services Building
Riverside, CA 92521
(p) 951-827-3427
(f) 951-827-7368
bracken.dailey@ucr.edu
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<td><strong>Thur. December 8</strong></td>
<td>MWF 10:40 - 11:30 AM MWF 10:40 AM - 12:00 PM MWF 11:10 AM - 12:00 PM MW 11:10 AM - 12:30 PM</td>
<td>TR 1:40 - 3:00 PM TR 2:10 - 3:30 PM TR 2:40 - 4:00 PM R 2:10 - 5:00 PM</td>
<td>MW 1:40 - 2:30 PM MW 1:40 - 3:00 PM MW 2:10 - 3:00 PM MW 2:10 - 3:30 PM M 2:10 - 5:00 PM</td>
<td>MW 4:10 - 5:00 PM MW 4:10 - 5:30 PM W 2:10 - 5:00 PM W 3:10 - 6:00 PM W 4:10 - 7:00 PM</td>
</tr>
<tr>
<td><strong>Fri. December 9</strong></td>
<td>TR 10:40 AM - 12:00 PM TR 11:10 AM - 12:30 PM</td>
<td>TR 12:10 - 1:30 PM TR 12:40 - 2:00 PM TR 1:10 - 4:00 PM</td>
<td>MW 8:40 - 9:30 AM MW 9:10 - 10:00 AM MW 9:10AM - 12:00 PM</td>
<td>MW 7:10 - 8:00 PM MW 8:10 - 9:00 PM W 7:10 - 10:00 PM</td>
</tr>
</tbody>
</table>

*Exam time periods in **BOLD ITALIC** are **V I L L A G E** class times.*
# Fall 2011 Final Exam Chart (for two-hour finals)

<table>
<thead>
<tr>
<th>Time</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00 PM - 8:00 PM</td>
<td>MW 5:10 - 6:30 PM, MW 5:40 - 7:00 PM, MW 6:10 - 7:30 PM, M 4:10 - 7:00 PM, M 6:10 - 9:00 PM</td>
</tr>
<tr>
<td></td>
<td>TR 7:10 - 9:00 AM, <strong>TR 7:40 - 9:00 AM</strong>, TR 8:10 - 9:30 AM</td>
</tr>
<tr>
<td></td>
<td>MWF 5:10 - 6:00 PM, MWF 6:10 - 7:00 PM, W 5:10 - 8:00 PM</td>
</tr>
<tr>
<td></td>
<td>TR 6:40 - 8:00 PM, TR 7:10 - 8:30 PM, TR 7:40 - 9:00 PM, R 6:40 - 9:30 PM</td>
</tr>
<tr>
<td></td>
<td><strong>TR 8:10 - 9:30 PM</strong></td>
</tr>
</tbody>
</table>

*University of California, Riverside Office of the Registrar - Academic Scheduling*

DRAFT VERSION - LR MS
Updated on 2/11/2011 at 3:43 PM
# UC Final Exam Procedures

<table>
<thead>
<tr>
<th>Campus</th>
<th>Response/Notes/Policy</th>
<th>Length of exams</th>
</tr>
</thead>
</table>
| Davis          | Saturday Exams - Yes  
Both depending on how the calendar falls each term. this term they begin on Saturday before finals week, last term we had them on the Saturday after finals. Sometimes we do have a "dead day" which is a study day but again this is determined by the schedule each term.                                                                                     | 2 hours         |
| Irvine         | Saturday Exams - We have recently begun a pilot project for S10 for common finals for two big math classes. If it is successful, and I expect it will be, we will discuss with the campus rolling out a few more.  
It is the Saturday before. We did not feel UC policy would allow us to schedule exams after the quarter has ended and we weren't going to change the length of the quarter for one exam.  
No scheduled study days -- Our math class has restructured the last day or two of instruction to be purely review (although I'm not sure how different that truly is from their prior process). We are scheduling this exam at 2:00 Saturday, to give the students as much time possible to study. | 2 hours         |
| Santa Barbara  | Saturday Exams - Yes  
Have done it both the Saturday before and after  
No study day when Saturday before is used for Finals                                                                                                                                                                                                                                      | 3 hours         |
| Los Angeles    | (per review of website) - yes they do utilize Saturday Exams and they have exams on Sunday                                                                                                                                                                                                                                                              | 3 hours         |
| Santa Cruz     | Saturday Exams - Had it in the past, but no longer schedule exams on Saturday.                                                                                                                                                                                                                                                                               | 3 hours         |
| Berkeley       | Saturday Exams - No - we just stopped for the first time in years (they previously used both the Saturday before and the Saturday after). -- they moved from 3 exams a day to 4 exams a day to eliminate Saturday.                                                                                                                                              | 3 hours         |
| Merced         | Saturday Exams - Yes  
Saturday before  
Usually try to schedule one study day but it is not always possible.                                                                                                                                                                                                                               | 3 hours         |
| San Diego      | (per review of website) - no they don't use Saturday exams                                                                                                                                                                                                                                                                                              | 2 hours         |
| San Francisco  |                                                                                                                                                                                                                                                                                                                                                           |                 |
| Riverside      |                                                                                                                                                                                                                                                                                                                                                           |                 |
January 26, 2011

TO: JOSE WUDKA, CHAIR
   EDUCATIONAL POLICY

   MORRIS MADURO, CHAIR
   GRADUATE COUNCIL

FM: MARY GAUVAIN, CHAIR
    RIVERSIDE DIVISION

RE: Proposed Change to iEval Teaching Evaluation Form

Attached for your review, please find the memo from the CNAS Executive Committee regarding the iEval Form. Please have your committees review this and formulate a response for onward transmission to the Vice Provost for Undergraduate Education.

Please forward your response by February 21, 2011.

Thank you.
Faculty Instruction Evaluation Form

Course: BIOL 002 001  
Title: CELLULAR BASIS OF LIFE  
Instructor: Catherine Thaler

PLEASE READ THE FOLLOWING BEFORE FILING OUT THIS FORM: Per campus policy only students who complete a course evaluation will have access to the course grade as soon as the instructor submits it, for team taught courses all instructors must be evaluated in order to get access to the grade. Grades for courses not evaluated will be released on the Official University grade posting date.

All completed forms will be sent directly to the Undergraduate Education. Your participation in this process will remain anonymous. After grades have been posted a computerized summary of the responses to Section I and II along with the typed comments will be sent to the instructor and to the chairman of the instructor’s department. These materials will be used by faculty to enhance future teaching of the course, and by the merit and promotion review committees as part of the evaluation of the instructor’s contribution to the teaching function of the University. Course evaluation data may be used for approved analysis and research and will require that the identity of the participants be protected. University Extension students and Auditors should NOT participate in this evaluation process.

SECTION I:

A. Student Profile

1: I had a strong desire to take this course

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral / Not Sure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

2: I attended class regularly

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral / Not Sure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

3: I put considerable effort into this course

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral / Not Sure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

4: I gained a good understanding of the course content

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral / Not Sure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

3: I normally spent at least two hours preparing for each hour of class

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral / Not Sure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>
B. Instructor Appraisal

<table>
<thead>
<tr>
<th></th>
<th>6: Instructor was prepared and organized</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral / Not Sure</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td>7: Instructor used class time effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral / Not Sure</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td>8: Instructor was clear and understandable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral / Not Sure</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td>9: Instructor exhibited enthusiasm for subject and teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral / Not Sure</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td>10: Instructor respected students; sensitive to and concerned with their progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral / Not Sure</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td>11: Instructor was available and helpful</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral / Not Sure</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td>12: Instructor was fair in evaluating students</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral / Not Sure</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td>13: Instructor was effective as a teacher overall</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral / Not Sure</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>
C. Course Appraisal

<table>
<thead>
<tr>
<th>14: The syllabus clearly explained the structure of the courses</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral / Not Sure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>15: The examinations reflected the materials covered during the course</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral / Not Sure</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>16: The required readings contributed to my learning</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral / Not Sure</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>17: The assignments contributed to my learning</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral / Not Sure</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>18: Supplementary materials (e.g. films, slides, videos, guest lectures, iLearn, web pages, etc) were informative</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral / Not Sure</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>19: The course overall as a learning experience was excellent</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral / Not Sure</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>
D. Department-Specific Issues

This section should only be completed if your instructor has provided you with course specific questions for this evaluation. The instructor may provide the questions in class, on iLEARN, or in an email. If you did not receive any questions from the instructor please skip to Section II.

<table>
<thead>
<tr>
<th></th>
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</tr>
</tbody>
</table>

SECTION II:

25: Please comment on how the instructor's teaching helped your learning of the material in this course. Please give serious thought to your comments. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used in changing future offerings of the course. In addition, these comments are placed in the instructor's file and maybe used for purposes of evaluating the instructor's teaching. The information collected will remain anonymous.

Current Count: 0 | Limit: 4000

Submit