# ORDER OF BUSINESS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Minutes</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Regular Meeting of December 1, 2020</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Action Requested: Approval of the Minutes</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Announcements by the President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>President Michael V. Drake is unable to attend</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Announcements by the Chancellor at Riverside</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chancellor Kim A. Wilcox will address the Division</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Announcements by Vice Chancellors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Announcements by the Deans or other Executive Officers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Secretary-Parliamentarian: Election Results</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>Announcements by the Chair</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Special Orders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Consent Calendar*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>i) In Memoriam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Professor Donald Johns, Emeritus</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>b) Professor Eliud Martinez, Emeritus</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>c) Professor John Brian Mudd, Emeritus</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>d) Professor James N. Pitts, Emeritus</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>e) Distinguished Professor Robert Chilton Calfee, Emeritus</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>f) Professor William E. Walton</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>ii) Approval of Curricula Changes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) BCOE – Chemical Engineering Major</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>b) BCOE – Environmental Engineering Major</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>c) BUS – Undergraduate Business Administration Major (BSAD)</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>d) CNAS – BS+MS in Entomology</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>B. Degree reports, received and placed on file†</td>
<td>64</td>
</tr>
</tbody>
</table>

*Action Requested: Approval of the Consent Calendar*

---

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 At the request of any member of the Division, any such item must be withdrawn and considered in its regular order on the agenda [bylaw 4.1.2].

†Reports received and placed on file "are received as presented and require no further action" [bylaw 4.1.3]. Only the reporting committee can change or withdraw these reports; however, at the request of any member of the Division, a report will be moved into its regular order on the agenda (Item 10. Reports of Standing Committees and Faculties) where it may be discussed, and motions relating to the report may be offered.
C. Regular Reports of Standing Committees and Faculties, received and placed on file†
   i) Committee on Courses – Course approvals........................................... 65
   ii) Committee on Courses – Instructor approvals ........................................ 69
   iii) Committee on Courses – Courses not offered for four or more years .............................................................. 70
   iv) Committee on University Extension – Course/Instructor approvals ......... 71
   v) Executive Council – Endorsed Endowed Chair Proposals ....................
       1. Reza Abbaschian Endowed Term Chair in the Bourns College of Engineering ......................................................... 73
       2. Ronald H. Chilcote Endowed Chair in Latino and Latin American Research in the College of Humanities, Arts, and Social Sciences ................................................................. 87

8 Report of the Representative to the Assembly
   A. Assembly Meeting, December 9, 2020......................................................... 98

9 Report of Special Committees
   None

10 Reports of Standing Committees and Faculties
   A. Committee on Committees proposed changes to Charge of the Committee
      on Bylaw 6.4.4.1..................................................................................... 101
   B. Committee on Educational Policy and Graduate Council proposal for
      COVID-19 Response Temporary Modifications to UCR Regulations for
      Spring 2021 and Summer 2021................................................................... 104
   C. Executive Committee of the College of Natural and Agricultural Sciences
      proposal for a Graduate Program Name Change from Geological Sciences
      to Earth & Planetary Sciences..................................................................... 105
   D. Executive Committee of the School of Business Revised Proposal to
      Convert the Business Administration Major (BSAD) from a Two-Year
      Upper-Division Major to a Four-Year Major.............................................. 114

   Action Requested: Individual approval of each proposed change

11 Petitions of Students
   None

12 Unfinished Business
   None

13 University and Faculty Welfare
   A. Presentation by the Committee on Faculty Welfare............................... 325

14 New Business
   None
February 16, 2021

F. Xu, Secretary-Parliamentarian
Riverside Division of the Academic Senate
MEETING
The Riverside Division of the Academic Senate met on Tuesday, December 1, 2020 at 1:01 p.m. via Zoom. Chair J. Stajich presided. The meeting was attended by 66 members of the Riverside Division of the Academic Senate. Chair Stajich outlined Zoom protocol to ensure that attendees could participate during the meeting.

MINUTES
The Minutes of the Regular Meeting of May 26, 2020 were approved as presented.

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

ANNOUNCEMENTS BY THE CHANCELLOR AT RIVERSIDE
Chancellor Kim A. Wilcox addressed the Division.

The Chancellor thanked faculty for their responses to the faculty climate survey and indicated that the administration is developing a response. Thereafter, the Chancellor presented slides on COVID-19 impacts on UCR’s budget. Given the impact of COVID-19, revenues and expenditures have diverged dramatically.

Chancellor Wilcox concluded his presentation by thanking Interim Provost and Executive Vice Chancellor Tom Smith for his strong leadership over the past nearly two years, as well as for his leadership in the Graduate School of Education.

The Chancellor asked for questions from the group. There was significant discussion regarding proposed curtailment plans, including the impacts of curtailment days on faculty. There was also discussion about the difference between curtailment during the winter break closure and the UC Office of the President (UCOP) proposal for curtailment days.

Chancellor Wilcox explained that UCOP has provided guidance on curtailment days, yet each campus is approaching curtailment differently. UCR has not made a final decision regarding curtailment days in 2021. Information regarding any additional curtailment days will be made available in early 2021. Additionally, the Chancellor shared that the UCOP proposal for curtailment days is intended to be progressive, meaning that those with a higher salary would be impacted more than those with a lower salary.

Finally, there was discussion about the funding that UCR receives from the state, as compared to other UC campuses that receive more funding. The Chancellor shared that this issue is an ongoing conversation with UCOP, the Board of Regents, and legislators. UCR continues to communicate to these entities the strong impact the campus makes in regard to educating Californians.

ANNOUNCEMENTS BY THE VICE CHANCELLORS
There were no announcements by the Vice Chancellors.
ANNOUNCEMENTS BY THE DEANS OR OTHER EXECUTIVE OFFICERS
Chair Stajich called upon the Secretary Parliamentarian to provide the report on election results. The Secretary Parliamentarian informed the Division that the results of the 2020-2021 recent elections for the Division, Colleges and Schools could be found on page 9 of the meeting agenda.

There were several positions that had no more nominees than vacancies and there were no nominations received from the floor. The Division authorized the Secretary-Parliamentarian to cast a single ballot for all open positions.

The results of the 2020-21 recent elections are reported on page 9 of the agenda.

ANNOUNCEMENTS BY THE CHAIR
Chair Stajich acknowledged the challenges that the campus community is faced with, in light of COVID-19. He thanked faculty for moving swiftly to remote instruction and also thanked lecturers, teaching assistants, and staff for assisting with this transition.

Chair Stajich shared that the UCR budget is a pressing issue that the Academic Senate will continue to address with the administration. Furthermore, Chair Stajich expressed his desire for the Academic Senate to be an avenue for faculty members to comment and weigh in on the budget situation.

Chair Stajich highlighted different areas where the Senate has worked to address COVID-19 impacts, including extending deadlines for students to drop courses and change courses to S/NC. He also acknowledged the work of Professor Amanda Lucia, Graduate Council Chair, and Professor Stefano Vidussi, Chair of Educational Policy, as well as student advisors, for their hard work and support in this process.

Chair Stajich also highlighted the current the review of General Education and teaching evaluations, respectively, by Senate ad hoc committees.

Chair Stajich addressed the faculty climate survey, which Chancellor Wilcox addressed in his presentation, and discussed the need to make improvements.

There were no questions/comments from the floor.

SPECIAL ORDERS
The Consent calendar was unanimously approved.

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

REPORT OF THE REPRESENTATIVE TO THE ASSEMBLY
Riverside Assembly Representative Professor Isgouhi Kaloshian provided the Division with a written report from the Assembly meeting on June 10, 2020. This report can be found on page 168 of the full agenda. There were no questions from the Division.

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

REPORTS OF STANDING COMMITTEES AND FACULTIES
Senate Chair Stajich introduced and moved for adoption the nomination of Professor John Baez, Department of Mathematics, and Professor Mary Droser, Department of Earth and Planetary Sciences, as the recipients of the 2019-2020 Dissertation Advisor/Mentoring Award. The contributions of Professor Baez and Professor Droser are summarized on page 171 of the full agenda. The motion was approved unanimously.

Senate Chair Stajich introduced and moved for adoption of the Committee on Undergraduate Admissions proposed changes to the Guidelines for Admission by Exception (AxE), found on page 172 of the full agenda. The motion was approved unanimously.

Professor Philip Brisk, Chair of the Faculty Executive Committee of the Bourns College of Engineering, introduced and moved for adoption of the proposal for a Master of Science Degree in Robotics, found on page 183 of the full agenda. The motion was approved unanimously.

Professor Richard Carpiano, Chair of the Faculty Executive Committee of the School of Public Policy, introduced and moved for adoption of the proposal for a combined Public Policy B.A. and M.P.P. five-year program, found on page 238 of the full agenda. The majority of voting members approved the motion with one not in favor.

**PETITIONS OF STUDENTS**
There were no petitions from the students.

**UNFINISHED BUSINESS**
There was no unfinished business.

**UNIVERSITY AND FACULTY WELFARE**
There were no items regarding university and faculty welfare.

**NEW BUSINESS**
There being no further business, the meeting was adjourned at 1:50 p.m.

**ATTEST:**

F. Xu, Secretary-Parliamentarian
Riverside Division of the Academic Senate

Rosana Franco
Recording Secretary
2020-2021 RESULTS FROM THE CALL FOR NOMINATIONS

To be received and placed on file:

1. RIVERSIDE DIVISION

A call for Nominations was issued for the following positions:

Committee on Committees (to complete an unexpired term ending August 31, 2023)

One representative from CNAS
Two valid nominations received:
  - Weixin Yao, Statistics
  - Samantha Ying, Environmental Sciences

An election was held, and the results of the ballot are as follows:
  - Weixin Yao 32 votes
  - Samantha Ying 66 votes

*Assistant Professor Samantha Ying has been elected to serve as a member on the Committee on Committees.

2. SCHOOL OF PUBLIC POLICY

A call for Nominations was issued for the following positions:

Two members, SPP Executive Committee (3-year term)
To be chosen from faculty at large.

Two valid nominations received:
  - David Brady
  - Kevin Esterling

The results from the Call for Nominations and Elections have been posted on the Academic Senate website.
In Memoriam

Donald C. Johns
Professor of Music, Emeritus
UC Riverside
1926-2013

Dr. Donald C. Johns, Professor Emeritus of Music at the University of California, Riverside, passed away Sunday, July 14, 2013, following a cardiac arrest at his home in Riverside. He was 87 years of age. In his 36 years of distinguished teaching Prof. Johns taught thousands of undergraduate and graduate students. He was the third member of the founding UCR Music faculty, joining it in 1957 as an instructor, and called himself “the third man,” after the film of that name. He was appointed Assistant Professor in 1959, Associate Professor in 1965 and full Professor in 1971, a position which he held until his retirement in 1991. He also served as chair of the department. After he retired, he taught for two additional years, at the request of the university. The other UCR Music Department founders were William Reynolds and Edwin J. (Ted) Simon. Dr. Johns contributed enormously to the growth, development and recognition of the UCR Music Department, and to UCR as a whole. The death of Dr. Johns marks the passing of the founding generation of UCR Music faculty.

Dr. Johns was born on June 9, 1926, in Chicago, growing up in its suburbs and attending regional schools. He received his Masters from Northwestern University in Illinois. He continued his musical education in Vienna, Austria, and received his PhD in Music Theory and Composition from Northwestern in 1960. Prof. Johns considered himself a music theorist and composer, and contributed to both fields with numerous articles of musical analysis and a large body of original compositions. He was best known for composing music which was rich with melody, textured with ranging emotion, and deep with an evident mastery of form. He composed numerous pieces for Lutheran church choirs,
many of which became standard repertoire in churches around the country. Recordings of Dr. Johns’ secular works are available on CDs. His motto was “good music does not have to be complicated.”

In 1993, two years after Professor Johns’ formal retirement, KUCR manager Louis Vandenberg offered him a position as a program host at KUCR 88.3fm, UC Riverside’s radio station, to be part of a Tuesday jazz program block he had envisioned. In addition to Dr. Johns, this block included UCR Founding Professor, the late Dr. Francis Carney, former Vice Chancellor of Student Affairs Robert Herschler, acclaimed historian, author and scholar UCR Professor Sterling Stuckey. Over the years, this program block also has included the late legendary jazz musician Oscar Brown, Jr., who was serving as a Regent’s Lecturer and Dr. David Fairris, UCR Professor of Economics, Vice Provost for Undergraduate Education and formerly Associate Dean for Student Academic Affairs in the College of Humanities and Social Sciences. The program also has featured numerous students doing programs as part of their extracurricular experience as undergraduates at KUCR. Jazz expert Lee Farley, long time administrator in the UCR School of Education, joined the lineup 7 years ago. In his weekly program Dr. Johns, who was known on the show as “Dr. J”, revealed and illustrated his encyclopedic knowledge of jazz musicians, musical styles, compositional and arranging techniques, and the connections between the elements that make up the world of jazz, from its beginnings to the present day. On July 2, 2013 Dr. J marked exactly 20 years on the air at KUCR in the 1pm – 3pm Tuesday time slot. A broadcast tribute to him was aired on July 16 of that year.

Louis Vandenberg spoke of Dr. J in his broadcast tribute, “He was obviously in declining health in recent months, and he saw my concern and sadness. ‘Don’t cry for me, Louis,’ he said. ‘I’ve had a great life. I loved being a professor. I loved UCR. It’s a great place, a great school. I loved doing the radio show. I’m dying with no regrets.’ It made me think — all the people and things we love will come to an end, and there is loss and tragedy. But, Don showed me that there’s much more to the story. After being an undergraduate student of Don’s, and then being his friend and colleague at KUCR, the best lesson he taught me was his last. He knew he was close to the end, but he had no fear, no regrets, only joy and gratitude for having lived and experienced it. His passion for music kept him doing his radio show, the last one being less than two weeks before he died. He came to the studio the last time, aided by his son Karl due to his physical condition, and that inspired me. It was an epic personal effort to do one more show, to connect, to say I was here, alive on this planet, and I loved it all, and to say goodbye. That’s just beautiful — the best.”

KUCR Program Director Eduardo Valencia agreed, “I found Dr. J’s spirit in these last few months to be even stronger than in my previous years of knowing him. He was totally aware of what was happening, and it was very touching that he came to KUCR to do that final show. He had to have had very spiritual feelings about his time on this planet. It came through in every way.”
A May 28, 2013 interview with Don in which he talks about his life, his experiences at UCR, KUCR and his love of music can be heard below and on the KUCR Archive page.

Dr. Johns left his wife Jorun, daughter Alessa, sons Karl and Andreas, son-in-law Christopher Reynolds and grandson Gabriel. The passing of an excellent person and great musical mind is mourned by all his listeners and many friends.

This memorial was compiled and adapted by Kenichiro Tsukamoto.

Sources: https://kucr.org/2013/07/18/dr-donald-johns-co-founder-of-the-ucr-music-department-and-longtime-kucr-radio-host-passes/#:~:text=Riverside%2C%20CA%20%E2%80%94%20Donald%20years%20of%20distinguished%20teaching%20Prof.
In Memoriam

Eliud Martinez
Professor of Creative Writing, Emeritus
UC Riverside
1935-2020

Dr. Eliud Martinez, professor emeritus of creative writing at UC Riverside, passed away on December 18, 2020. Dr. Martinez was born in Pflugerville, Texas, on January 31, 1935, the oldest of six children. At four years of age, his family moved to East Austin, Texas, where Eliud, who learned English when he started school, was identified by his teachers as a promising pupil. His parents had had limited educational opportunities themselves, and encouraged Dr. Martinez to excel in school. Dr. Martinez also demonstrated early creative talents, and a photograph of him with one of his drawings was featured in the Austin Statesman when he was only ten years of age.

Dr. Martinez matriculated as an undergraduate student at the University of Texas, Austin, but left after one year to serve in the US Marines from 1953-56. He was stationed primarily in Japan. Upon his return, he received a BFA degree in Studio Art (painting) with a minor in Art History and Criticism from the University of Texas, Austin. His mentor, Dr. Donald L. Weismann, encouraged Dr. Martinez to consider graduate school, and remained an important mentor and friend to Dr. Martinez. After completing his undergraduate degree, Dr. Martinez did graduate work at Universidad Nacional Autónoma de México from 1960-61, studying the history and criticism of Mexican art, as well as the culture of the Nahuatl, one of the indigenous peoples of Mexico. He returned to the United States to continue studying and teaching art history at the University of Illinois, Urbana-Champaign. He found the program too limiting and left school, living what he described as a Bohemian lifestyle in Chicago and then New
York, where he met his future wife, Elisse (née Weintraub). The two were married on December 25, 1965. Dr. Martinez ultimately returned to his studies and received his PhD in English and Comparative Literature from Ohio University in 1972.

Dr. Martinez joined the faculty at UCR in 1972, where he remained until his retirement in 1995. His scholarship and teaching transcended disciplinary boundaries. He taught in the Department of Comparative Literature and Languages, chaired the Chicano Studies program for a number of years in the 1970s, and helped develop UCR’s Department of Creative Writing.


In describing his own writing and thinking, Dr. Martinez wrote that, "In addition to my interest in international arts and letters, I am fascinated by cemeteries and by the quiet, unrecorded lives of ordinary people that are factually circumscribed by dates of birth and death. What sorrows and tragedy did they know in their lives, what joys and satisfaction? I am fascinated by the wisdom of unlettered people like my mother and father. I cherish their marvelous storytelling gifts." Dr. Martinez documented everyday experiences, which helped him develop what he referred to as “autobiographical fiction,” in his journals, as well as in his extensive correspondence with family members and friends, including Dr. Weissman. Some of his papers are part of a collection at UCR’s Tomás Rivera Library.

As a faculty member, Dr. Martinez made significant contributions to the curriculum at UCR. In 1975, he introduced the first multi-ethnic literature course at UC Riverside, “Chicano Literature in Comparative Ethnic Perspective.” A decade later, he designed “Introduction to Race and Ethnicity,” a course that subsequently became central to the undergraduate breadth requirement in ethnic studies. In 1991, his course “Creative Writing and Ancestry” became a required course for majors and minors in Creative Writing. He valued his relationships with students greatly, and was known as an encouraging and thoughtful mentor who was an especially important mentor for Chicano/a students. He was also involved in initiating and planning the Tomás Rivera conferences, which have been held annually at UCR since 1988 to celebrate the contributions of Chicano/as and Latino/as in the worlds of the arts, literature, creative writing, culture, business, medicine, and education. Following his retirement, Dr. Martinez continued to visit campus regularly and engage with campus life, to mentor younger writers, and to participate in Riverside’s writing community.
In addition to his writing, Dr. Martinez was an accomplished and enthusiastic artist throughout his life. His works were included in nine exhibitions, including three solo shows, between 1965 and 1980. His art was also regularly exhibited on the UCR campus. Some of his drawings are included in *Voice Haunted Journey*, and one of his paintings will be on the cover of his forthcoming book. Beyond his interests in art and in writing, Dr. Martinez appreciated language, and spoke Spanish, English, French, and Italian.

His readers, former students, colleagues, friends and loved ones will remember Dr. Martinez as a man with a big smile, “an imagination as big as Texas,” a pioneer in Chicana and Chicano poetry and narrative, and a wonderful family man. He is survived by his wife, Elisse Martinez of Riverside, his daughters Laura and Tanya, and his grandchildren. In his memory, a scholarship has been established at UCR and as well as an annual prize for young writers at the Inlandia Institute.

This memorial was compiled and adapted by Katja M. Guenther from an obituary by Susan Straight and additional biographical information provided by Elisse Martinez, from an entry on Dr. Martinez written by Roberto Cantú in the *Dictionary of Literary Biography*, and found on-line at: https://legacy.lib.utexas.edu/taro/aushc/00185/ahc-00185.html and https://prabook.com/web/eliud.martinez/3753719.
Emeritus Professor J. Brian Mudd, Department of Botany and Plant Sciences UC Riverside, died of complications from kidney disease on November 8, 1998. Born on August 31, 1929 in Darlington, England the son of John Curry and Claire Kennedy (Bell) Mudd he received his early education in the small market town of Darlington in County Durham, followed by a bachelor’s degree in Natural Science from Cambridge University. Brian left the UK to do a Master’s degree in Plant Science at the University of Alberta in Edmonton, Canada (1953) and went on to receive a Doctor of Philosophy degree with R. H. Burris at the University of Wisconsin, Madison (1958) working on peroxidases. He then spent two years (1958-1960) as a post-doctoral fellow with the “father of modern plant lipid biochemistry” Paul K. Stumpf at UC Davis.

In 1961 Brian joined the faculty of the Department of Biochemistry at UC Riverside as an Assistant Professor. At Riverside, over the next 20 years, he moved through the academic ranks of Associate Professor and Professor carrying out research and teaching in the Department of Biochemistry and the Air Pollution Research Center. In 1981 he left UC to become group leader of the Plant Cell Research Institute of a private agricultural biotechnology company of ARCO, Atlantic Richfield Company (1981-86)
and then Vice President of Research at the ARCO Plant Cell Research Institute (1987-1990). In 1990 Brian returned to Riverside to become the Director of the Statewide Air Pollution Research Center and Professor in the Department of Botany and Plant Sciences. In his later years Brian’s health deteriorated; he suffered from chronic kidney disease that required periodic hemodialysis and despite a failed kidney transplant he soldiered on carrying out research and administrative duties until the condition forced his retirement in 1993.

In the early 1940s southern California farmers recognized an unusual type of damage to the leaves of sugar beets and other leafy vegetables that resulted in shriveled, discolored and mottled leaves making them unattractive and unappetizing. They called upon plant scientists at UC Riverside to identify the cause. Local chemical industries were initially suspected to be the culprits. UC Riverside scientists, however, determined that the sick plant syndrome was not caused by industrial pollutants but by “secondary” air pollutants. These resulted from vehicle exhaust reacting with sunlight to form crop destroying and lung searing ozone and PAN (peroxy acetyl nitrate). To unravel the complex effects of photochemical smog on living systems required the expertise of atmospheric chemists as well as biochemists. In that effort Brian engaged in landmark research on the effects of pollutants on plant and animal membrane lipids.

In over one hundred publications, Brian and coworkers carried out research on the effects of ozone on a wide variety of organisms and enzyme systems in order to understand the mechanisms whereby photochemical smog produces its detrimental effects on living tissues. To this end he and coworkers studied the effects of ozone on the metabolic activities of *E. coli*, on red blood cell enzymes, on the metabolic activities of rat hepatocytes, glycophorin, glyceraldehyde 3-phosphate dehydrogenase, the acylation of glyceraldehyde 3-phosphate in mitochondria, on indole compounds, on leaf cell membranes, and on the inhibition of glycolipid synthesis. He and coworkers also explored the effect of PAN on sulfhydryls and glutathione, on photosynthetic reactions and also carried out studies on the synthesis of sulfoquinovosyldiacylglycerol, phosphatidyl glycerol, and linoleate. These were published in the most prestigious journals with the highest peer review standards.

Brian was the co-editor of several books: *The Metabolism, Structure and Function of Plant Lipids* (1987); *Physiological Ecology Responses of Plants to Air Pollution* (1975); *Responses of Plants to Air Pollution* (Physiological Ecology) 1975; *Biosynthesis and Function of Plant Lipids* 1983. Brian trained dozens of students, postdocs and visiting scientists, many of whom went on to become leaders in plant lipid biochemistry. He was generous with his time and expertise in lipid biochemistry and freely shared the use of equipment in his laboratory, notably the newly available and expensive Beckman amino acid analyzer, to advance the research of others.

Brian was an unselfish, humble, confident, thoughtful, considerate, no-nonsense individual whose quiet judgment was valued by those in agreement or in opposition. His reliable analytical and sober approach led to him being involved in many aspects of the governance of the University and involved his service on many administrative committees, most notably the search for the Dean of the College of Natural and
Agricultural Sciences. He did this, as with his bench research, thoroughly and with a “think outside the box” attitude. In doing so he enriched the Riverside campus.

He was a Jane Coffin Childs Fund Fellow (1959-60) on the Board of Directors of Vector Laboratories, a Visiting Professor at Michigan State University 1978-80; member of Sigma Xi, American Chemical Society; American Society of Plant Physiologists. He was a long serving volunteer with the American Lung Association Inland Empire Chapter.

Brian is survived by his wife Monika Ittig and his son Simon, now a Professor in the School of GeoSciences at the University of Edinburgh.

Brian was an enjoyable friend, a highly respected colleague of many, and is profoundly missed. We cherish his memory with affection and respect.

Irwin W. Sherman
W. W. Thomson
Monika Ittig
Dr. James Pitts, a self-described “native Californian within experimental error”, devoted most of his adult life and academic career to the University of California. Born on January 10, 1921 in Salt Lake City, Utah, he came to California when he was six months old. His UC academic career began as a University of California, Los Angeles (UCLA) chemistry undergraduate in 1939 and ended upon his passing on June 19, 2014. Dr. Pitts held the titles of UCR Professor of Chemistry, emeritus, as well as Research Chemist at the University of California, Irvine. In between he had a truly remarkable career as a student, professor, administrator, researcher, teacher, and air quality advocate.

WWII interrupted his undergraduate studies at UCLA when he served both in the U.S. and Pacific Theater as a research scientist in chemical warfare for the National Defense Research Committee (1942-45), and with the U.S. Army in the detection of biological agents (1945-46). After returning to UCLA to complete both his B.S. and Ph.D. (Physical Chemistry, 1949) degrees, he took a brief UC timeout joining the chemistry faculty at Northwestern University. However he enthusiastically returned to UC when, in 1954, he was invited by Divisional Chairman of Physical Sciences Conway Pierce to join the new Riverside campus of the University of California as Associate Professor of Chemistry and founding faculty member in the Division of Physical Sciences.

From 1954 until mid-1960, he and Conway Pierce were the only tenured chemistry faculty in the Physical Sciences division. So with Conway as the Divisional Chairman for all the physical sciences and mathematics, it fell on Dr. Pitts’ shoulders to lead the faculty in the divisional chemistry program that subsequently became the Chemistry Department in a restructured College of Letters and Sciences; this department was the first to offer a Ph.D. degree.
During that 1954-1960 period, the chemistry faculty quickly grew in size from two to nine faculty members of which seven were Assistant Professors. But after 1960, things changed even more quickly and dramatically for the chemistry faculty and the campus. The chemistry program was restructured from being under the divisional structure to departmental status within the reorganized College of Letters and Science. This was accompanied by the hiring of a distinguished senior inorganic chemist as Professor of Chemistry to strengthen the new graduate program.

In recognition of his strong leadership role, in 1961 Dr. Pitts officially became the first department chair, and the size of the chemistry faculty increased from nine to fourteen over the tenure of his chairmanship (1961 to 1963). During that period, the department finalized plans for the construction of a large three-story chemistry building, now known as Pierce Hall. Initial planning and detailed architectural drawings were in active progress and preparation during the latter part of the 1950s, making it another major task of Dr. Pitts’ before he officially became the department chair.

Of course research is a crucial obligation of all UC professors. Dr. Pitts arrived on campus with a strong research program focused on fundamental photochemistry to which he had been introduced as an undergraduate and graduate research student of UCLA Professor F. E. Blacet. In 1966 Dr. Pitts co-authored the scholarly book “Photochemistry” with Jack Calvert that remains a classic in the field. In recognition of his research accomplishments, he was awarded an M.A. degree from Oxford where he spent two sabbatical leaves. He also was selected as a Guggenheim Fellow in 1961 at University College and as a Research Fellow and undergraduate tutor at Merton College in 1965.

During this time period Dr. Pitts became interested in the new field of air pollution that was recognized as being driven by photochemical reactions as yet unknown. In 1961, he was a co-founder of the University of California Statewide Air Pollution Research Center (SAPRC) on the UCR campus, and was its Director from 1970 - 1988. The research at SAPRC largely laid the groundwork for the development of the new field of atmospheric chemistry. It was widely recognized as an independent source of scientific advice, with visits by scientists from all around the world as well as politicians of all persuasions including Ronald Reagan, George McGovern, Ed Muskie and Jerry Brown. These visits and the research accomplishments of SAPRC brought much recognition to Dr. Pitts and to UCR. There are few atmospheric problems today that do not have Dr. Pitts’ early fingerprints on them.

His scientific perception, vision and enthusiasm have inspired many generations of young scientists. One in particular was a freshman chemistry major in his 1963-64 Chemistry 1AB class who earned the opportunity to conduct undergraduate research at SAPRC. That student, Richard Schrock, became the 2005 Nobel Laureate in chemistry, and after retiring from MIT he recently was appointed as the George K. Helmkamp Distinguished Professor of Chemistry at UCR.

The research carried out by Dr. Pitts’ team at SAPRC provided much of the scientific basis of California's forward-looking policies and regulations which have been widely adopted both nationally and internationally. These policies have led to
dramatic improvements in air quality. Always willing to testify to state and federal legislative bodies regarding the science of air pollution, and to provide informal advice to a variety of stakeholders, Dr. Pitts received many commendations and accolades both for his science and for its translation into policy for the public good. He was a member of, or chaired, a number of statewide committees for the California Air Resources Board, including the Acid Deposition Committee and the Scientific Review Panel on Airborne Toxic Chemicals. He had a firm policy of not accepting support from industry that would give the perception of bias in his translation of science into public policy.

His accomplishments and contributions were recognized with many awards, including the 1973 Orange County Section of the American Chemical Society Service Through Chemistry Award, the 1979 California Lung Association Clean Air Award, the 1982 Air Pollution Control Association Frank A. Chambers Award, the 1983 Richard C. Tolman Medal of the Southern California Section of the American Chemical Society, the selection in 1983 as a Fellow of the American Association for the Advancement of Science, the Lifetime Achievement Clean Air Award from the South Air Quality Management District (1992), the 2002 Haagen-Smit Award from the California Air Resources Board for Outstanding Contributions to Air Pollution Science, and the 2007 Carl Moyer Award from the Coalition for Clean Air for Scientific Leadership and Technical Excellence.

Subsequent to his retirement from UCR in 1988, Dr. Pitts devoted himself to a research collaboration on air pollution with his wife Professor Barbara Finlayson-Pitts, first as an Adjunct Professor of Chemistry and Biochemistry at California State University, Fullerton, and subsequently in 1994 as a Research Chemist at UC Irvine where she is now both Professor of Chemistry and Director of AirUCI. At UCI, Jim also played a central role in mentoring students at all levels, and particularly enjoyed interactions with undergraduate and graduate students. All told in his career, he co-authored 380 scientific publications and four books, two of which are on atmospheric chemistry co-authored with his wife, Barbara.

Dr. Pitts’ loss as a colleague and good friend has been deeply felt by all who knew him, but none as greatly as Barbara, his children Linda Lee, Christie Hoffman (deceased, 2016), and Beckie St. George, and his six grandchildren and their families.

In Memoriam

Robert Chilton Calfee
Distinguished Professor of Education & Dean, Emeritus
UC Riverside
1933-2014

Distinguished Professor and Dean Emeritus of Education Dr. Robert Chilton Calfee passed away on October 25, 2014. Dr. Calfee was an Educational Psychologist and recognized as a mentor to students, shared a passion for education, and known as a leading scholar in the areas of research on the practice of teaching, reading and writing processes, and pedagogy.

Robert Chilton Calfee was born on January 26, 1933, in Lexington, Kentucky, and attended college at University of California Los Angeles (UCLA) where he graduated in 1959 with a Bachelor’s degree. He continued on at UCLA where he also completed an M.A. in 1960 and a Ph.D. in 1963. During his college years, he enlisted in the United States Air Force between 1953-1957. Upon completion of his Ph.D., Dr. Calfee served as a Research Associate in the Department of Psychology at Stanford University from 1963-1964. He then began his academic career at the University of Wisconsin, Madison where he served as an Assistant Professor and later earned tenure and was promoted to Associate Professor. Then, in 1969, Dr. Calfee returned to Stanford and began the position of Associate Professor in the School of Education. For the next 30 years at Stanford, Dr. Calfee directed the Center for Education Research at Stanford (CERAS), directed the Stanford Teacher Education Program, served as Associate Director of the Study of Stanford in the Schools, served as the Associate Dean of Research and Development, and promoted to Professor of Education and Psychology where he served
under that title between 1971 and 1998. After retiring, he came to UC Riverside where he served for 5 years as a Distinguished Professor of Education and Dean of the UC Riverside Graduate School of Education. Upon retiring from UC Riverside, he returned as an Emeritus on Recall at the Stanford University School of Education.

Dr. Calfee’s research career centered on issues of reading and writing, building strong schools, and shared a deep commitment to making theory and research impact educational practice. With over 300 publications, Dr. Calfee was known as a scholar committed to practice and impact. He exuded a deep commitment to underserved students and his work proved that over his career. Scholars, leaders, and practitioners alike commented on Dr. Calfee’s commitment to reaching students and teachers in the classroom. His scholarship was largely centered on the science of reading and he published volumes of research.

Later in his career, Dr. Calfee became a key figure in the development of LeapFrog reading technology. Through this effort, he was able to apply his research and knowledge about reading to a widely used learning tool accessible to school-aged children.

Dr. Calfee received many accolades, honors, and awards over the course of his career. In 1972 he received a Guggenheim Fellowship, received honors in 1976 and 1986 from the American Psychological Association, in 1981/1982 named a Fellow for the Center for Advanced Study in Behavioral Sciences, in 1993 named a member of the International Reading Association Hall of Fame, in 1990 elected as a Fellow of the American Association for the Advancement of Science, and in 2003 received the Oscar Causey Award for his Outstanding Contributions to Research by the National Reading Conference (now the Literacy Research Association).

Between 1985-1990, Dr. Calfee served as the editor of the Journal of Educational Psychology and between 1992-1998 served as the editor of Educational Assessment. He also held various notable positions: He was a Trustee for the Palo Alto Unified School District between 1984-1987, served on the Board of Directors for the National Society for the Study of Education between 1995-1998 and served as Chair between 1997-1998, and served on the advisory boards for numerous journals. He served as a consultant for various organizations including Chairman of the Educational Advisory board for LeapFrog, Inc. between 2002-2007, among others.

Dr. Calfee was a member of numerous organizations including the American Association for the Advancement of Science, the American Education Research Association, the American Psychological Society, the International Reading Association, the National Conference of Research in English, and many others.

Previous colleagues, associates, and mentees described Dr. Calfee as a role model, mentor, and a scholar committed to applied research. His esteemed career not only impacted the students and scholars with whom he interacted in higher education, but also students and teachers in our nation’s schools.
Dr. Calfee is survived by his wife, Suzanne Barchers; three children, Adele (Calfee) Woodward, Robert W. Calfee, and Elise Sachs, and four grandchildren. Dr. Calfee also has three surviving sisters, Sara (Calfee) Goodno, Jean (Calfee) Knapp, and Loretta Calfee.

This memorial was completed by faculty of the Graduate School of Education and edited by Darleen DeMason.
In Memoriam

William E. Walton
Professor of Entomology
UC Riverside
1956 - 2020

The Department of Entomology, the University of California, and the field of vector ecology have lost one of their most dedicated, productive, and beloved scientists. Dr. William E. (Bill) Walton passed away at the UC Irvine Medical Center on October 18, 2020 from B Cell Lymphoma. He was 64 years old.

Bill was born on September 1, 1954 in Connecticut to Edward, an administrator at the University of Bridgeport, and Ruth, an elementary school teacher. Bill enjoyed swimming and paddling a canoe on the lake near his home as he was growing up. His father served as a scout and official team historian for the Boston Red Sox, and Bill remained a loyal and lifelong Red Sox fan. Bill graduated with a B.S. in Zoology from the University of Rhode Island (URI) in 1978. A key early mentor was Dr. Nelson Hairston at URI. Bill was a star student in Dr. Hairston’s limnology class and soon participated in collecting trips to local ponds and worked in the Hairston laboratory. This launched Bill into a career as an aquatic ecologist with fascinating studies at URI on cladoceran evolution and diapause. One of Bill’s first studies with Hairston was published in the Proceedings of the National Academy of Sciences, an amazing and certainly auspicious beginning for an undergraduate. Bill also later worked with Hairston at Cornell University on fish vision and prey selection.

Bill obtained his M.S. (1982) and Ph.D. (1986) in Zoology/Aquatic Ecology from the University of Maryland where he worked with the famous aquatic ecologist J. David Allen. This sound foundation in aquatic ecology served Bill well his entire career. He first turned his skills toward medical entomology as a postdoc from 1987 to 1990 working on mosquito ecology with Dr. Mir Mulla at UCR, a towering figure in the field of mosquito control. Bill’s ability and willingness to bring his
superb basic science skills to bear on applied problems in medical entomology were important factors in his being hired on the UCR Entomology faculty in January 1995.

Mosquitoes are critically important vectors of disease agents such as West Nile Virus, and they can be serious biting pests as well. Mosquito control in arid regions, such as southern California, hinges on strategic management of water sources where the immature mosquitoes live. These sites often are man-made, ranging from storm drains and catchment basins to large, managed marshes. The latter provide wildlife habitat, human recreation, and encourage natural microbial degradation of pollutants in wastewater and thus improve water quality. Bill created a specialized niche addressing mosquito production issues as related to water quality and management in these anthropogenic sources. He and a number of graduate students worked with colleagues with different areas of expertise, such as environmental health or engineering, and from different agencies. Bill’s many publications addressing the complex ecology and variable designs of these wastewater management systems as they relate to mosquito control are absolute classics in that field.

His laboratory also produced many publications on interactions between mosquitoes and natural enemies. Some of the more recent work exposed the fascinating fact that mosquitoes both detect and avoid semiochemicals produced by a key predator, the widely used mosquitofish, *Gambusia affinis*. This has obvious potential applications for management. At the operational level, larval mosquitoes are controlled primarily using bacterial larvicides, notably *Bacillus thuringiensis israelensis* (Bti) and *Lysinibacillus sphaericus*. With UCR entomologist Dr. Margaret Wirth (a Staff Research Associate in Bill’s lab) and noted insect pathologist Dr. Brian Federici, a series of papers was produced delving deeply into the modes of action of bacterial larvicides and the evolution of resistance. These are also classics. Recently Bill’s laboratory had been working on surveillance and on autodissemination of growth regulators and fungi for mosquito reduction in hard-to-reach storm drain systems. David Popko, who received his M.S. with Bill, served as a superb technician in Bill’s lab for many years and was first author on some of those studies. This illustrated Bill’s management style: he had patience and great faith in his people and was happy for them to take credit for the tremendous work accomplished as part of his team. No matter how busy he was, he would always make time for his students and lab members who might need to talk with him right away. Bill possessed an impressive ability to multitask and, although extremely busy, he always seemed to prioritize their needs. He readily embraced and steadfastly encouraged and supported interesting and sometimes diverse ideas his students or staff generated, utilizing techniques from fields as wide-ranging as water chemistry, microbiology, botany, or molecular biology. Bill thus was both able and eager to branch out beyond the narrow focus that characterizes research in many laboratories. This itself is the hallmark of a great ecologist.
Bill’s wide-ranging activities resulted in over 130 refereed scientific publications, conference symposia, and review articles, plus a number of comprehensive and influential book chapters and position papers. Bill was known and appreciated for his excellent, sustained collaborative work with mosquito abatement districts, particularly those in southern California. They held him in high esteem and he reciprocated that feeling. He believed in and supported their mission, crossed the line between basic and applied science with natural ease, and thus exemplified the ideal agricultural experiment station scientist.

Bill was a remarkably effective and dedicated teacher and taught several classes, most notably Insect Ecology (ENTM 127), Introductory Ecology and Evolution (BIOL 5C), and Aquatic Insects (ENTM 114). The latter was designed together with Dr. Brad Mullens as the kind of intensive field ecology course that is rarely taught these days. It featured numerous afternoon or weekend field trips, completion of an extensive insect collection, and participation in a group aquatic bioassessment project using the aquatic insect community to assess stream health in upper and lower reaches of the Santa Ana River. The project required the class to function as a research team and each student had to provide a detailed write-up in scientific paper format. Despite its intensity, both the students and instructors loved that class. Bill’s efforts were greatly appreciated by both students and colleagues, and Bill was specifically recognized for his exceptional teaching prowess through several very prestigious teaching awards. These included being a National Academies Education Fellow in the Life Sciences (2013) and receiving the Outstanding Teaching Award on the UCR campus (2017), from USDA-NIFA (2018) and from the Entomological Society of America (2018). The Entomology graduate students awarded him the Faculty Mentor Award in 2010, which he valued greatly. Bill trained many excellent graduate students and postdocs who have gone on to make major contributions themselves to the fields of vector ecology and medical entomology. Several of his students or postdocs are research leaders in the public health agencies and mosquito control districts with which Bill regularly interacted.

Bill’s service to entomology and vector ecology is truly remarkable, and cannot be overstated. The service record is too voluminous to list in its entirety here, but includes serving on an immense variety of university and departmental committees, professional committees, and editorial boards. One consistent theme was his unflagging support for student activities, such as organizing student symposia at meetings. He actively participated in the California Mosquito and Vector Control Association. Bill was very prominent in and served as president of the Society for Vector Ecology (2013) and the American Mosquito Control Association (2018). He received the Outstanding Service Award from the Society for Vector Ecology in 2018. He enjoyed a close personal relationship with a number of national and international colleagues at these meetings, including regular participation in a wine-tasting group “meeting” in the evening after the business was done. Recently, Bill was instrumental in forming and serving as the co-Director of the Pacific Southwest Center of Excellence in Vector-borne Diseases. This center has the goals of coordinating medical entomology training
(and offering training grants) and fostering research efforts between scientists in
the region and many partners in the vector control community. Bill also served
for many years as the UCR Department of Entomology Vice-Chair and as such
helped guide the department’s teaching missions and student funding efforts. He
was a critical part of the glue that held the department together, ensuring the
high research and teaching productivity that resulted in the UCR entomology
department being ranked as one of the best in the world. The void left by his
passing will not be easy to fill.

Bill leaves behind his wife of 28 years, Dr. Peggy Walton, and their son Tyler. He
also is survived by his mother Ruth D. Walton, his sister Susan and her husband
Bud Peck, two nephews and a niece, all of whom are living in Arizona. Bill’s ready
smile and laugh, optimism, and genuinely friendly, helpful demeanor will be long
remembered and sorely missed by so many of his colleagues, students, and
friends.

Prepared by Drs. Bradley A. Mullens and Alec C. Gerry, Professors of
Entomology, University of California, Riverside. Final editing by Dr. Thomas
Perring, Professor of Entomology and Chair of the UCR Memorial Resolutions
Committee.
To be adopted:

Proposed Changes to Chemical Engineering

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Lower-division requirements (76 units)</strong></td>
<td><strong>1. Lower-division requirements (76 units)</strong></td>
</tr>
<tr>
<td>a) BIOL 005A, BIOL 05LA</td>
<td>a) BIOL 005A, BIOL 05LA</td>
</tr>
<tr>
<td>b) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC,</td>
<td>b) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC,</td>
</tr>
<tr>
<td>CHEM 008A, CHEM 008B, CHEM 008C, CHEM 08LA, CHEM 08LB, CHEM 08LC</td>
<td>CHEM 008A, CHEM 008B, CHEM 008C, CHEM 08LA, CHEM 08LB, CHEM 08LC</td>
</tr>
<tr>
<td>c) CS 010A</td>
<td>c) CS009P</td>
</tr>
<tr>
<td>d) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B,</td>
<td>d) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B,</td>
</tr>
<tr>
<td>MATH 046</td>
<td>MATH 046</td>
</tr>
<tr>
<td>e) PHYS 040A, PHYS 040B, PHYS 040C</td>
<td>e) PHYS 040A, PHYS 040B, PHYS 040C</td>
</tr>
<tr>
<td>f) CEE 010</td>
<td>f) CEE 010</td>
</tr>
<tr>
<td><strong>2. Upper-division requirements (63 units)</strong></td>
<td>No Change</td>
</tr>
<tr>
<td>a) CEE 158</td>
<td></td>
</tr>
<tr>
<td>b) CHE 100, CHE 110A, CHE 110B, CHE 114, CHE 116, CHE 117, CHE 118,</td>
<td></td>
</tr>
<tr>
<td>CHE 120, CHE 122, CHE 160B, CHE 160C, CHE 175A, CHE 175B</td>
<td></td>
</tr>
<tr>
<td>c) CHE 130/ENVE 130, CHE 160A/ENVE 160A</td>
<td></td>
</tr>
<tr>
<td>c) ENGR 118</td>
<td></td>
</tr>
<tr>
<td><strong>3. Option requirements: choose one option</strong></td>
<td>No Change</td>
</tr>
<tr>
<td>a) Biochemical Engineering option (18 units)</td>
<td></td>
</tr>
<tr>
<td>(1) BCH110A/BCH 100</td>
<td></td>
</tr>
<tr>
<td>(2) CHE 124, CHE 124L, CHE140</td>
<td></td>
</tr>
<tr>
<td>(3) Four (4) units of technical electives chosen from BIEN 125, BIEN</td>
<td></td>
</tr>
<tr>
<td>140A/CEE 140A, BIEN 159/CEE 159, BIOL 121/MCBL 121, CEE 125, CEE 132,</td>
<td></td>
</tr>
<tr>
<td>CEE 135, CHE 102, CHE 150</td>
<td></td>
</tr>
</tbody>
</table>
b) Chemical Engineering option (16 units)
(1) Sixteen (16) units of technical electives chosen from CEE 125 or CEE 135, CEE 132, CHE 102, CHE 131, CHE 136, CHE 171, ENVE 120, ENVE 133, ENVE 134, ENVE 138

c) Nanotechnology option (19 units)
(1) CHE 105
(2) CHE 161
(3) CEE 135
(4) Eight (8) units of technical electives chosen from CHE 102, CHE 131, ENVE 133, ME 114, MSE 160, MSE 161

**Justification:**
We require CHEN majors to take a one-quarter programming class from the Computer Science department. We have been encouraged by that department to remove our current requirement of CS010a (Introduction to Computer Science for Science, Mathematics, and Engineering I) because it is the first in a three-part series and is intended for students taking all three. They recommend substitution with one of their one-quarter CS009 courses (Introduction to Programming). Within that group of courses, we have selected the course that uses the programming language Python, CS009P, because of the common use that language in Chemical Engineering and related fields.

**Approvals:**
Approved by the faculty of the Department of Chemical and Environmental Engineering: October 20, 2020
Approved by the Executive Committee of the College of Engineering: November 16, 2020
Approved by the Committee on Educational Policy: December 16, 2020
To be adopted:

Proposed Changes to Environmental Engineering

PRESENT:
From catalog listing of Majors:
Environmental Engineering deals with design and construction of processes and equipment intended to lessen the impact of man’s activities on the environment. With the growing importance of environmental quality, the environmental engineer plays a pivotal role in modern industrial activity. Environmental engineers are involved in a wide range of activities including the design of alternative fueled vehicles, the development of renewable energy sources, the design of equipment for solid waste collection and disposal, municipal and industrial wastewater treatment, air pollution control systems, and hazardous waste management. At UCR, the B.S. degree in Environmental Engineering allows students to concentrate on air and/or water quality.

The program’s educational objectives are to produce graduates who attain high levels of technical expertise to enable their achievement in diverse environmental engineering practice and research, or in allied careers, prepare them for graduate level education, and enable them to be successful members of the professional community, for the benefit of our constituents. The Environmental Engineering B.S. degree program at UCR is accredited by the Engineering Accreditation Commission of ABET, abet.org. All undergraduates in the College of Engineering must see an advisor at least annually. Visit student.engr.ucr.edu for details.

From catalog listing of Major Requirements:

Environmental Engineering
Students must choose either an Air Pollution Control Technology or a Water Pollution Control Technology option.

1. Lower-division requirements (76 units)
   a) BIOL 005A, BIOL 05LA

PROPOSED:
From catalog listing of Majors:
Environmental Engineering deals with design and construction of processes and equipment intended to lessen the impact of man’s activities on the environment. With the growing importance of environmental quality, the environmental engineer plays a pivotal role in modern industrial activity. Environmental engineers are involved in a wide range of activities including the design of alternative fueled vehicles, the development of renewable energy sources, the design of equipment for solid waste collection and disposal, municipal and industrial wastewater treatment, air pollution control systems, and hazardous waste management.

The program’s educational objectives are to produce graduates who attain high levels of technical expertise to enable their achievement in diverse environmental engineering practice and research, or in allied careers, prepare them for graduate level education, and enable them to be successful members of the professional community, for the benefit of our constituents. The Environmental Engineering B.S. degree program at UCR is accredited by the Engineering Accreditation Commission of ABET, abet.org. All undergraduates in the College of Engineering must see an advisor at least annually. Visit student.engr.ucr.edu for details.

From catalog listing of Major Requirements:

Environmental Engineering
Students must choose either an Air Pollution Control Technology or a Water Pollution Control Technology option.

1. Lower-division requirements (76 units)
   a) BIOL 005A, BIOL 05LA
2. Upper-division requirements (69 units)
   a) CEE 158
   b) CHE 100, CHE 114, CHE 120
   c) ENGR 118
   d) ENSC 100/SWSC 100
   e) ENVE 120, ENVE 133, ENVE 135, ENVE 142, ENVE 146, ENVE 160B, ENVE 160C, ENVE 171, ENVE 175A, ENVE 175B
   f) ENVE 130/CHE 130, ENVE 160A/CHE 160A

3. Option requirements: choose one option (12 units)
   a) Air Pollution Control Technology Option
      (1) CHE 116
      (2) ENVE 134
      (3) Choose one from CEE 125, CEE 132, CHE 102, ENSC 135/CHEM 135/ENTX 135, ENVE 144/ENSC 144, ENVE 138, ENVE 145
   b) Water Pollution Control Technology option
      (1) CHE 124 OR ENVE 124
      (2) Choose one from CEE 125, CHE 116, ENSC 136, ENSC 163
      (3) Choose one from CEE 132, ENSC 155, ENVE 144/ENSC 144, ENVE 145

2. Upper-division requirements (85 units)
   a) CEE 158
   b) CHE 100, CHE 114, CHE 120
   c) ENGR 118
   d) ENSC 100/SWSC 100
   e) ENVE 120, ENVE 133, ENVE 135, ENVE 142, ENVE 146, ENVE 160B, ENVE 160C, ENVE 171, ENVE 175A, ENVE 175B
   f) ENVE 130/CHE 130, ENVE 160A/CHE 160A
   g) ENVE 121, ENVE 134, ENVE 140
   h) Choose one from CHE 102, CHE 116, CHE 124, CEE 125, CEE 132, CHE 138, ENVE/ENSC 144, ENVE 145, ENSC/ENTX/CHEM 135, ENSC 136, ENSC 163, 4 units of HNPG 199H
**Justification:**

Computer Science course requirement: We require ENEN majors to take a one-quarter programming class from the Computer Science department. We have been encouraged by that department to remove our current requirement of CS010a (*Introduction to Computer Science for Science, Mathematics, and Engineering I*) because it is the first in a three-part series and is intended for students taking all three. They recommend substitution with one of their one-quarter CS009 courses (*Introduction to Programming*). Within that group of courses, we have selected the course that uses the programming language Python, CS009P, because of the common use that language in Environmental Engineering and related fields.

Removal of options: The B.S. in Environmental Engineering currently has two options or tracks – the Air Pollution Control Technology option and the Water Pollution Control Technology option. The options differ only in restrictions placed on a set of three technical “electives”. Students in the Air option must select CHE 116 (*Heat Transfer*) and ENVE 134 (*Technology of Air Pollution Control*), while those in the Water option have restricted groups of courses to select from.

Our department believes that students will benefit from having the breadth of a mixture of air- and water-focused courses. This change will also help those students uncertain of which area they are more interested in at the time they currently have to choose their option during their junior year. The three technical electives will be replaced by a selection of water-focused (ENVE 121 - *Biological Unit Processes* and ENVE 140 – *Aquatic Chemistry*) and air-focused (ENVE 134 – *Technology of Air Pollution Control*) courses that will be required for all Environmental Engineering majors.

**Approvals:**

Approved by the faculty of the Department of Chemical and Environmental Engineering: November 11, 2019 & October 20, 2020

Approved by the Executive Committee of the College of Engineering: November 24, 2020

Approved by the Committee on Educational Policy: December 16, 2020
To be adopted:

Proposed Changes to the Undergraduate Business Administration major (BSAD)

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majors</td>
<td>No change</td>
</tr>
<tr>
<td>The B.S. in Business Administration is a two-year upper-division major offered by the School of Business. Students can enroll in a Pre-Business status and are advised in CHASS during their freshman and sophomore years. The Pre-Business curriculum includes the prerequisites to the major and the college breadth requirements. After admission to the major, students are advised by the School of Business through its Undergraduate Business Programs Office located at 2340 Olmsted Hall. The B.S. degree in Business Administration is conferred by the School of Business.</td>
<td></td>
</tr>
</tbody>
</table>

The program is accredited by the AACSB International - The Association to Advance Collegiate Schools of Business.

Admission

A limited number of students are accepted into the Business Administration major, chosen according to overall GPA. Students must apply for the major when they have completed not fewer than 75 and not more than 100 quarter units of college work. Final acceptance into the major is based on completion of all prerequisites and breadth requirements within a 100-quarter-unit limit, a GPA above 2.50 in major prerequisites, and cumulative GPA of at least 2.70. (Students who have not completed the foreign language breadth requirement may be accepted into the program, but they must complete the requirement before graduation.) Exceptions to the 100-quarter-unit maximum must be requested by petition.

Admission

A limited number of students are accepted into the Business Administration major, chosen according to overall GPA. Students must apply for the major when they have completed not fewer than 75 and not more than 100 quarter units of college work. Final acceptance into the major is based on completion of all prerequisites and breadth requirements within a 100-quarter-unit limit, a GPA of 2.50 or above in major prerequisites, and cumulative GPA of at least 2.70. (Students who have not completed the foreign language breadth requirement may be accepted into the program, but they must complete the requirement before graduation.) Exceptions to the 100-quarter-unit maximum must be requested by petition.

UCR Students (excluding Pre-Business students) interested in changing major to Business Administration will be admissible to the Business Preparatory (BSPR), (which is not a major in...
UCR, but a holding group of transfer students who appear to be qualified for admission into business administration, but have some deficiencies which need to be completed before admission into business administration) status only if they can complete their deficiencies in breadth and/or major prerequisites within one quarter (the first quarter after admission into Business Preparatory).

The same rule will apply to students transferring in from a community college or a four-year school. In the event these students fail to meet this one quarter requirement, they will not be admitted into the BSPR category, and will be advised to find another major at UCR.

Students are encouraged to participate in at least one internship during their junior or senior year. Students interested in international business are encouraged to consider opportunities for study through the Education Abroad Program, which has centers affiliated with more than 150 institutions in 35 countries worldwide. For further details, visit Study Abroad Programs at ea.ucr.edu or call (951) 827-4113.

Outstanding academic achievement is recognized by the awarding of the Delta Sigma Pi Scholarship Key to a graduating senior. Other awards, presented on an annual basis, include the Bank of America Business Leaders Scholarship, Deloitte and Touche Scholarship, Gordon Blunden/Provident Savings Bank Business Scholarship, and the Ernst & Young Scholarship.

Graduating seniors are also eligible for the School of Business Award for Academic and Service Excellence, and also the School of Business Concentration Area Awards, which recognizes the student with the best overall performance in each concentration area.

Each Spring, the top 10% of juniors and seniors in the Business Administration program are invited to join Beta Gamma Sigma, the only international honors society recognized by AACSB International. Membership in Beta Gamma Sigma is the highest recognition a business student anywhere in the world can receive in a business program accredited by AACSB International.
New Members are recognized by an official induction ceremony led by the Dean of the School of Business in the Spring quarter.

**Justification:**
The change addressed in this proposal is clarifying that the minimum GPA requirement in the major prerequisites is a GPA of 2.50 or above, instead of the current description of “above 2.50.”

**Approvals:**
Approved by the School of Business Undergraduate Committee: October 9, 2020
Approved by the School of Business Executive Committee: October 19, 2020
Reviewed by the Committee on Undergraduate Admissions: November 20, 2020
Approved by the Committee on Educational Policy: December 16, 2020
To be adopted:

BS+MS in Entomology Curriculum

Present:

Proposed:
Combined Entomology B.S. + Entomology M.S. Program

The College of Natural and Agricultural Science offers a combined five-year B.S.+M.S. program in Entomology, designed to allow successful UCR Entomology B.S. graduates to complete the Master of Science degree in Entomology in one year (Plan I, Thesis).

Applicants to the Combined Entomology B.S.+M.S. program (including transfer students) should apply by the end of their junior year, providing that the student is a UCR Entomology B.S. student with cumulative GPA at least 3.0 overall and 3.3 GPA in the Entomology major. The application to the Combined B.S.+M.S. program must include a Statement of Interest and Eligibility, at least two recommendation letters from UCR Academic Senate faculty members, one of which should include the prospective thesis advisor and at least one of which must be Entomology faculty. Matriculation into the graduate portion of the combined degree program occurs in the Fall term following senior year, provided: (a) the M.S. application is accepted, (b) throughout senior year, the student is an Entomology B.S. major with cumulative GPA 3.0 or higher, (c) by the end of senior year, the student completes the Entomology B.S. degree requirements.
Incoming freshman students who apply to the Entomology B.S. program may simultaneously apply for preliminary admission into the combined degree program provided their high-school GPA is at least 3.6, they satisfy the Entry-Level Writing requirement prior to matriculation, and they have sufficient math preparation to enroll in MATH 7A (Calculus for the Life Sciences) or 9A (First-Year Calculus Part 1) upon arrival. Preliminary conditional admission status is maintained as long as the student is an Entomology B.S. student in good standing with a cumulative GPA of at least 3.0. Conditionally admitted students still need to apply for full admission by the end of their junior year as described above.

Overall Requirements

A total of 36 units are required to complete the MS portion. 24 units must be 200-level. No more than 12 units may come from 297 or 299 research units. No more than 12 units of ENTM 100-level courses earned prior to matriculation to graduate status can be applied toward the MS degree requirements.

Course Requirements

1. While in the Combined Entomology B.S.+M.S. Program, students must complete a minimum of 24 units of research (a combination of ENTM 190/197/199 and ENTM 297/299) over 6 consecutive quarters. Students receive credit towards this requirement by completing up to 12 units of ENTM 190/197/199/199H as an undergraduate student and a minimum of 12 units of ENTM 297/299 as a graduate student. Only 12 units of ENTM 297/299 will count toward the 36 unit requirement.

2. A minimum of 9 units of graduate courses and graded 2-unit graduate
seminars from this list of courses:
ENTM 201, ENTM 202, ENTM 203,
ENTM 207, ENTM 209, ENTM 210,
ENTM 212, ENTM 219, ENTM 227,
ENTM 229, ENTM 230, ENTM 240,
ENTM 241, ENTM 242, ENTM 249,
ENTM 251, ENTM 252, ENTM 254,
ENTM 255, ENTM 256, ENTM 257,
ENTM 258, ENTM 262, ENTM 267,
ENTM 289, ENTM 290, BPSC 230,
BPSC 234, BPSC 246, BPSC 247,
EEOB 215, EEOB 217, EEOB 230,
EEOB 282, EEOB 283, STAT 231A,
STAT 231B.

3. Up to 6 units of upper division 100
level ENTM courses may be taken
during the M.S. portion of the
program.

4. Enrollment in ENTM 250, is required
during all quarters of M.S. study (3
units total).

5. Thesis and Final Oral Examination:
Following completion of their
research, students submit a written
thesis and conclude their studies with
an oral public defense of the thesis.

Interested students should check with the
Department of Entomology's Undergraduate
Advisors and their Academic Advisor for
additional details.

**Professional Development**

Students in the Entomology B.S.+M.S.
Program must participate in the departmental
seminar (ENTM 250) for the three quarters of
their master's year and present at the Annual
Graduate Student Seminar Day.

<table>
<thead>
<tr>
<th><strong>Justification:</strong></th>
<th>New program approved by UC system wide Academic Senate.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty Approval Date:</strong></td>
<td>June 23, 2017</td>
</tr>
<tr>
<td><strong>Department Chair/Program Advisor:</strong></td>
<td>Dr. Christiane Weirauch</td>
</tr>
</tbody>
</table>
GRADUATE COUNCIL

October 15, 2020

To: Prof. Rick Redak, Chair
    Entomology

From: Amanda Lucia, Chair
       Graduate Council

Re: Entomology BS/MS Catalog Entry

The Graduate Council voted to approve this catalog entry as written. The approved catalog copy is attached for your reference.

cc: Naoki Yamanaka, Graduate Advisor
    Thomas Perring, Graduate Advisor
    Kathy Redd, CNAS Graduate Student Affairs
    Kara Oswood, Graduate Division
    Luis Bravo, Student Affairs, Marketing & Communications
    Ryan Ashburn, Student Affairs, Marketing & Communications
    Cortney Crooms, Student Affairs, Marketing & Communications
    Accreditation Liaison Officer
Existing

Proposed

**Combined Entomology B.S. + Entomology M.S. Program**

The College of Natural and Agricultural Science offers a combined five-year B.S.+M.S. program in Entomology, designed to allow successful UCR Entomology B.S. graduates to complete the Master of Science degree in Entomology in one year (Plan I, Thesis).

Applicants to the Combined Entomology B.S.+M.S. program (including transfer students) should apply by the end of their junior year, providing that the student is a UCR Entomology B.S. student with cumulative GPA at least 3.0 overall and 3.3 GPA in the Entomology major. The application to the Combined B.S.+M.S. program must include a Statement of Interest and Eligibility, at least two recommendation letters from UCR Academic Senate faculty members, one of which should include the prospective thesis advisor and at least one of which must be Entomology faculty. Matriculation into the graduate portion of the combined degree program occurs in the Fall term following senior year, provided: (a) the M.S. application is accepted, (b) throughout senior year, the student is an Entomology B.S. major with cumulative GPA 3.0 or higher, (c) by the end of senior year, the student completes the Entomology B.S. degree requirements.

Incoming freshman students who apply to the Entomology B.S. program may simultaneously apply for preliminary admission into the combined degree program provided their high-school GPA is at least 3.6, their SAT-I combined score is at least 1250, they satisfy the
Entry-Level Writing requirement prior to matriculation, and they have sufficient math preparation to enroll in MATH 7A (Calculus for the Life Sciences) or 9A (First-Year Calculus Part 1) upon arrival. Preliminary conditional admission status is maintained as long as the student is an Entomology B.S. student in good standing with a cumulative GPA of at least 3.0. Conditionally admitted students still need to apply for full admission by the end of their junior year as described above.

Overall Requirements

A total of 36 units are required to complete the MS portion. 24 units must be 200-level. No more than 12 units may come from 297 or 299 research units. No more than 12 units of ENTM 100-level courses earned prior to matriculation to graduate status can be applied toward the MS degree requirements.

Course Requirements

1. While in the Combined Entomology B.S.+M.S. Program, students must complete a minimum of 24 units of research (a combination of ENTM 190/197/199 and ENTM 297/299) over 6 consecutive quarters. Students receive credit towards this requirement by completing up to 12 units of ENTM 190/197/199/199H as an undergraduate student and a minimum of 12 units of ENTM 297/299 as a graduate student. Only 12 units of ENTM 297/299 will count toward the 36 unit requirement.

2. A minimum of 9 units of graduate courses and graded 2-unit
graduate seminars from this list of courses: ENTM 201, ENTM 202, ENTM 203, ENTM 207, ENTM 209, ENTM 210, ENTM 212, ENTM 219, ENTM 227, ENTM 229, ENTM 230, ENTM 240, ENTM 241, ENTM 242, ENTM 249, ENTM 251, ENTM 252, ENTM 254, ENTM 255, ENTM 256, ENTM 257, ENTM 258, ENTM 262, ENTM 267, ENTM 289, ENTM 290, BPSC 230, BPSC 234, BPSC 246, BPSC 247, EEOB 215, EEOB 217, EEOB 230, EEOB 282, EEOB 283, STAT 231A, STAT 231B.

3. Up to 6 units of upper division 100 level ENTM courses may be taken during the M.S. portion of the program.

4. Enrollment in ENTM 250, is required during all quarters of M.S. study (3 units total).

5. Thesis and Final Oral Examination: Following completion of their research, students submit a written thesis and conclude their studies with an oral public defense of the thesis.

Interested students should check with the Department of Entomology's Undergraduate Advisors and their Academic Advisor for additional details.

**Professional Development**

Students in the Entomology B.S.+M.S. Program must participate in the departmental seminar (ENTM 250) for the three quarters of their master's year and present at the Annual Graduate Student Seminar Day.

Justification: New program approved by UC system wide Academic Senate.
<table>
<thead>
<tr>
<th>Faculty Approval Date:</th>
<th>June 23, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair/Program Advisor:</td>
<td>Dr. Christiane Weirauch</td>
</tr>
<tr>
<td>Signature</td>
<td>Christiane Weirauch</td>
</tr>
<tr>
<td>Date</td>
<td>5/9/19 modified 05/22/2019 modified 08/03/2020 modified 08/18/2020</td>
</tr>
</tbody>
</table>
May 23, 2019

PRESIDENT NAPOLITANO

Dear Janet:

I recommend approval of the proposal to establish a combined five-year B.S.-M.S. program in Entomology degree program at UC Riverside.

The B.S.-M.S. program in Entomology would allow successful Entomology B.S. graduates at UC Riverside to complete the Master of Science degree in one year. UC Riverside’s goal for the program is two-fold: (1) to use the program as a recruitment tool, both for incoming freshmen and for current undergraduates who are interested in graduate education, and (2) to produce graduates for careers that require knowledge of entomology. The program addresses demand for masters-level training in entomology in private industry, government and institutional service as many of the positions in these industries do not require the extensive training provided by the Ph.D. The program expects 3 to 6 students to participate each year. These students are expected to specialize in the following areas: arthropod vectors of plant pathogens, behavior, biochemistry and physiology, biological control, chemical control, ecology and evolution, integrated pest management, insect-plant interactions, medical and veterinary entomology, molecular entomology, nematology, neuroscience, pathology, pesticide toxicology, pollination biology, systematics and urban entomology.

I would add that I was heartened to read about the program’s plans for promoting diversity. The program will recruit from UC Riverside’s highly-diverse student body as well as from local community colleges to expand the potential applicant pool. Once enrolled in the program, these students will be integrated into relevant labs and graduate research projects, providing additional opportunities for its students to network with other undergraduate and graduate students in addition to the faculty. The program sees such networking opportunities, along with other strategies, as important to promoting the recruitment and matriculation of students from underrepresented populations.

The proposal has undergone multiple reviews and is supported at the campus by the relevant Academic Senate committees. It is endorsed by UC Riverside’s Chancellor and UC Riverside’s Graduate Council. The systemwide Coordinating Committee on Graduate Affairs (CCGA) has approved this degree program proposal.
Thank you for your consideration of this proposal. Your signature below constitutes formal approval of the degree program.

Sincerely,

Michael T. Brown, Ph.D.
Provost and
Executive Vice President for Academic Affairs

Enclosures (1)

Approved

Date

Jan Napolitano

5-22-19
April 22, 2019

PROVOST MICHAEL BROWN

Dear Provost Brown,

At its April 6 meeting, the Coordinating Committee on Graduate Affairs (CCGA) voted 7-0-1 to approve UC Riverside’s proposal for a Joint Entomology Bachelor of Science (BS) / Entomology Master of Science (MS) Five-Year Combined Degree Program.

The Department of Entomology in the College of Agricultural and Natural Sciences at UCR is proposing this five-year BS + MS program in Entomology as a new program to allow successful UCR Entomology BS graduates to complete the Entomology MS degree in one additional year. The proposed joint program will capitalize on the increasing demand for Entomology students with graduate degrees. It plans to recruit top UCR freshmen and BS students in Entomology into the joint BS + MS program.

The reviewer had some concerns about the proposal, most notably about the timeline, but they were addressed adequately by the proposer.

CCGA recommends approval of the program. As you know, CCGA’s approval is the last stop of the Academic Senate side of the systemwide review and approval process. I submit this for your review and have enclosed the Lead Reviewer’s report and the proposer’s response. Please do not hesitate to contact me if you have further questions regarding the proposal.

Respectfully submitted,

Onyebuchi Arah
CCGA Chair

cc: Robert May, Academic Council Chair
      Kum-Kum Bhavnani Academic Council Vice Chair
      CCGA Members
      Hilary Baxter, Academic Senate Executive Director
      Jocelyn Banaria, Academic Senate Assistant Director
      Chris Procello, Academic Planning and Research Analyst
Shaun Bowler, UCR Graduate Dean
Cherysa Cortez, UCR Academic Senate Executive Director
Sarah Miller, UCR Academic Senate Analyst

Enclosures (1)
Final Report for the UC Riverside (UCR) Proposal to Establish a Joint Entomology BS/Entomology MS Five-Year Combined Degree Program

April 12, 2019

The University of California Riverside’s Department of Entomology, in the College of Natural and Agricultural Sciences, submitted a Proposal for a Joint Entomology BS / Entomology MS Five-Year Combined Degree Program. The proposed program received unanimous endorsement from UC Riverside’s Division of the Academic Senate, is endorsed by UCR Chancellor Kim A. Wilcox.

Description of the Program

The proposed five-year BS + MS program in Entomology is designed to allow successful UCR Entomology Bachelor of Science graduates to complete the Master of Science degree in Entomology in one additional year. The proposed joint program is intended to leverage the increasing interest in graduate education and the increasing demand for Entomology students with graduate degrees. The joint BS + MS Program would be open to UCR Entomology undergraduates only. The primary motivation is recruitment - to attract both top UCR freshmen and top UCR BS students in Entomology into the joint BS + MS program.

Historical Development

The program would consist of the regular Entomology BS program, with MS research initiated during the fourth year and completed in year five. Up to twelve units of undergraduate technical-elective coursework can be counted towards the MS elective requirements, so that the MS requirements can be met in a single additional year. This is a complement to the existing two-year MS program in the Department of Entomology, whose applicant pool is almost entirely comprised of students who received their undergraduate degrees elsewhere.

Strengths of the Program Highlighted by Reviewers

The proposed program involves no new courses or requirements. It requires no change in faculty, courses, or resources such as library, computing, equipment or space. With this in mind, the Coordinating Committee on Graduate Affairs (CCGA) agreed that external reviewers would not be required. We solicited one internal reviewer, Lynn S. Kimsey, Professor of Entomology at the Department of Entomology and Nematology, University of California Davis.
Professor Kimsey’s report states “the proposal to develop a combined Entomology BS to MS degree program at UC Riverside is innovative and novel. There is a well-documented need for more trained entomologists nationally. Of all the degrees in the biological sciences entomology has the most employment opportunities for students with BS and MS degrees outside of professional schools.” Kimsey had no reservations about the expertise of faculty to administer the program, and no reservations about the adequacy of facilities or budgets.

Challenges and Weaknesses pointed out by the reviewers

Professor Kimsey expressed helpful critiques about the proposal, focusing on the challenges presented by a reduced timeline. Kimsey queried whether the timeline is realistic, “given that a traditional two year masters often takes longer than two years.” Kimsey had a related concern about how a reduced timeline would affect coursework, asking whether any requirements have been removed or coursework otherwise “thinned.” Kimsey pointed out that the reduced timeline would generate significantly more work for faculty, asking how they would adjust their work strategies with students. Lastly, Kimsey questioned whether the BS + MS in Entomology would be adequately accessible to transfer students.

Response to feedback from Proposal Authors

Current Department of Entomology Chair Professor Richard Redak responded fully to the concerns expressed by Professor Kimsey. Redak observed, “the 4 + 1 timeframe here is typical of other BS/MS programs within the UC system (including UC Davis and UC Riverside) and across other universities,” adding “the proposed program will be highly selective, and we anticipate that many interested students will get an early start on research.” Regarding coursework Redak stated, “we double count up to 12 units for the BS and the MS degree (these will be, in part, the research for credit coursework carried out in the fifth year), as this is a standard utilized in other existing BS to MS degree programs within the University of California and approved by the Academic Senate. He further clarified, “in their fifth year (as MS candidates), students will take 15 credits of graduate Entomology electives coursework, which is in line with our current MS and PhD programs.”

Professor Redak acknowledged the proposed BS + MS Program will require hard work on the part of faculty. Redak noted the joint program has garnered enthusiastic support from both faculty and top BS Entomology students, who currently carry out research in faculty labs as a requirement for the undergraduate degree. The ability to complete the MS with one additional year is a very good fit for the most talented students. Redak notes a number of Entomology faculty “have project ideas that would
fit the scope of this program very well and are enthusiastic to accept students through the program.”

Finally, Redak acknowledged the proposed joint BS + MS Program in Entomology would not be the best fit for transfer students. Redak writes, “accommodating transfer students entering from community colleges is challenging even for the BS degree program...realistically, many transfer students require more than six quarters to complete requirements for life sciences majors. As a small major, UCR’s Entomology department is already working to improve this timeline for the BS program.”

IV. Conclusion

In summary, the CCGA review for UCR’s Proposal for a joint Entomology BS / Entomology MS Five-Year Combined Degree Program consisted of one internal reviewer. The review made clear that the proposed five-year BS + MS program would fill a critical need for more college trained entomologists. The proposal makes a convincing case for this joint degree program’s potential to recruit top students among UCR undergraduates. As lead reviewer for the proposal, I recommend its approval to CCGA members.

Respectfully submitted,

Caroline A. Streeter
CCGA Member, 2018/2019
Associate Professor
Department of English, UCLA
PROPOSAL FOR A JOINT

Entomology BS / Entomology MS
Five-Year Combined-Degree Program

November 2017

Proposed by the Faculty of
the Entomology Department
College of Natural and Agricultural Sciences
University of California, Riverside
Riverside, CA 92521

1 Introduction

The Department of Entomology is proposing a new degree program that allows students to obtain a joint BS/MS degree through an integrated 5-year plan of study. The proposed program is within the framework established by UCR's Committee on Educational Policy and the UCR Graduate Council in 2007. This program prepares students for careers that require knowledge of entomology and for pursuing subsequent medical or doctoral degrees. The Joint BS/MS Program is open to UCR Entomology undergraduates only.

Participation in the joint degree program is initiated through an application for admission prior to the students’ senior year. Students interested in this program should begin identifying potential research labs by the end of their junior year. This would allow students to begin thesis research early in their senior year by applying for entomology research credit (ENTM 197/199). The Graduate Division and the Department of Entomology do not provide financial support for students enrolled in this program.

Motivation: Quoting from the document “Establishment of Combined Programs at UCR”¹ "Combined programs can better attract top high school graduates, transfer students, and returning students, especially those interested in advanced degrees. Thus, UCR departments can expect a higher proportion of good undergraduates. Combined program students will be more inclined to stay at UCR for their Masters studies instead of applying to other institutions. Thus, UCR departments can better retain these students." UC has placed an increased emphasis on attracting transfer students from community colleges and the joint BS+MS program provides a unique opportunity for these students.

In sum, the program should attract top students into both the BS and MS programs.

¹Online at http://senate.ucr.edu/about/policies/establishment_of_combined_programs_at_ucri.pdf.
Method: To make it possible to complete both degrees in five years, the combined programs can allow double-counting of up to twelve credits of coursework done for the undergraduate degree towards the MS degree. The justification is that many UCR MS programs require up to twelve units of preparatory undergraduate coursework that may be necessary for undergraduates from other institutions but redundant for undergraduates coming from an appropriate UCR program. In the case of Entomology, all graduate students are required to take a 15 unit graduate core in lieu of taking the preparatory undergraduate courses. Students in the combined program will receive the requisite background in their undergraduate curriculum.

Relation to existing programs. The program consists of the regular Entomology BS program, with MS research initiated during the fourth year and completed in year five. Up to twelve units of undergraduate technical-elective coursework can be counted towards the MS elective requirements, so that the (Plan I) MS requirements can be met in a single additional year.

As the primary motivation for the program is simply recruitment of top students, the program involves no new courses or requirements.

Interrelation with other UC institutions. The proposed program would be unique among Entomology programs nationally. Consequently, beyond making the respective BS and MS programs more attractive, the program does not directly compete or interrelate with other UCR or UC programs or institutions. It may indirectly recruit top students into the UCR (or other UC) life science PhD programs via the MS program.

Department that will administer the program. The BS and MS portions of the program will be administered by the Department of Entomology in the College of Natural and Agricultural Sciences.

Timetable for development. Based on current levels of participation in the Entomology BS program over the 2012-2017 period, we expect from 3-6 students to participate at the MS level per year.

Historical development of the field. There is a consistent strong demand for individuals with BS and MS degrees in Entomology in private industry, government and institutional service, and in research. Individuals with research experience are highly suited for these positions and are highly sought after for their ability to adapt to rapidly changing work environments. However, many of these positions do not require the extensive training provided by the Ph.D. In a recent survey of entomological non-academic jobs, we found that 65% explicitly required or preferred a Master's degree and 20% did not specify and only 15% required a PhD. Furthermore, a recent USDA report estimates that the only 61% of the expected openings in agriculture, food, renewable natural resources, or the environment will be filled due to a paucity of
students graduating with degrees in these areas (Goecker et al 2015)¹. Students with BS and MS in Entomology would be excellent candidates to fill these positions. Thus, demand for, and awareness of, graduate-level training is increasing, making it a good time to leverage interest in the MS program and to facilitate entry into it.

**Plan for evaluation of the program.** The effectiveness of the program will be evaluated by monitoring the extent to which it increases the quality of students in the BS and MS programs. The metrics of evaluation will include GPA, graduation rates, job placement, and acceptance to advanced degree programs.

2. **Program**

**Admission Criteria.** The proposed 5-year joint BS/MS degree in Entomology will have two timeframes for admission, one of which is for conditional admission: 1) preliminary conditional admission as an incoming lower division student, and 2) admission as a junior meeting admission criteria. The Department of Entomology proposes to offer outstanding freshman the opportunity to apply for preliminary (conditional) admission into the joint BS/MS program in Entomology based on their undergraduate admission qualifications. This can serve as a recruiting tool as well as increase participation in the program. Official admittance would still require meeting the course and GPA criteria and satisfactory progress in the undergraduate major.

**Preliminary Conditional Admission Criteria**
- Intent to enroll in the UCR Entomology Program
- High School GPA > 3.6
- SAT I combined score > 1950

**Official Admission Criteria**
- Enrolled in the UCR Entomology Program
- 3.3 GPA in major (upper division classes only)
- 3.0 GPA overall
- The GRE requirement would be waived for admission to the BS/MS

Prospective BS/MS students are responsible for selecting an eligible faculty member to serve as their thesis advisor. The thesis research should entail at least 24 units of research over 6 consecutive quarters with one advisor. Alternatively, students may petition to work for no more than 2 quarters in another lab to either develop essential methodological skills or work on a related mini-project, followed by the remaining 4-5 consecutive quarters spent in the laboratory of their major advisor. At the time of application, students must provide written confirmation that the selected thesis advisor will not be on sabbatical leave during any quarter of the scheduled BS/MS project.

Eligible faculty mentors include any faculty within the Department of Entomology (Professor Emeritus, Distinguished Professor, Professor, Associate Professor, Assistant Professor, Cooperative Extension Specialist) or faculty with cooperating faculty status in the Entomology Department. If the proposed research member does not fall into one of these categories, the student will need to have a PI from Entomology serve as co-chair. The co-chair’s responsibility is to assess the proposed and ongoing research and ensure that the research is relevant to the field of Entomology.

**Joint BS / MS Degree Requirements.** The BS program course requirements remain as currently outlined in the general catalog. Additional research unit requirements are outlined below and a sample program is provided.

The joint BS/MS requires a total of 36 units. A minimum of 24 research units (a combination of ENTM 197/199/199H and ENTM 297/299) over 6 consecutive quarters is required. Students receive credit towards this requirement by completing ENTM 199/199H as an undergraduate senior and ENTM 297/299 as a graduate student. A maximum of 3 quarters of ENTM 199/199H and a minimum of 3 quarters of ENTM 297/299 can be applied towards the BS/MS program. As is the case for all Entomology graduate programs, the departmental seminar, ENTM 250, is required during all quarters of the MS portion of the program, however it does not count toward the 36-unit requirement. Remaining course requirements can be fulfilled by taking a minimum of 6 units of graduate courses and graded 2-unit graduate seminars in ENTM or relevant departments (e.g. EEOB, STAT). Up to 6 units of upper division 100 level ENTM courses may be taken during the MS portion of the program. No more than 12 units earned prior to matriculation to graduate status (including ENTM 199/199H) can be applied toward the MS degree requirements.

During the MS portion of this program, students must maintain a grade-point average (both overall and in the major) of at least 3.0 for all course work, both cumulatively and for each quarter of enrollment. If the student's GPA falls below 3.0 (for either the overall or major), he/she may be dropped from the program.

Additional requirements include participation in Graduate Student Seminar Day and the completion of a thesis, with an oral presentation to, and approval of, a 3-member MS Thesis Committee. Students must meet with their committee prior to and throughout the master’s year to discuss the project and its progress. The written thesis must be submitted to the MS Thesis Committee by Week 7 of the student’s sixth quarter in the joint BS/MS program. Any deviation from this plan, such as a disruption in enrollment for 1 or more quarters, may cause the student to be dropped from the program.

**Sample BS/MS Degree Program.** The following table outlines a sample program for a student in the proposed joint BS/MS in Entomology. Students would average 15.3 units per quarter in the BS portion of this proposed joint degree program.
## PROPOSED JOINT BS/MS

### Freshman Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIEL 005A, BIEL 051A or BIEL 020; BIEL 005B</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC</td>
<td>4,1</td>
<td>4,1</td>
<td>4,1</td>
</tr>
<tr>
<td>ENGL 001A, ENGL 001B</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 007A or MATH 009A, MATH 007B or MATH 009B</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Humanities/Social Sciences</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Freshman Total Units</strong></td>
<td><strong>17</strong></td>
<td><strong>17</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

### Sophomore Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIEL 005C</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Biology/Entomology Electives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 008A and 008LA, CHEM 008B and 008LB, CHEM 008C and 008LC</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 02A, PHYS 02LA, PHYS 02B, PHYS 02LB, PHYS 02C, PHYS 02LC</td>
<td>4,1</td>
<td>4,1</td>
<td>4,1</td>
</tr>
<tr>
<td>Humanities/Social Sciences, STAT 000A</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Sophomore Total Units</strong></td>
<td><strong>17</strong></td>
<td><strong>17</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

### Junior Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIEL 102</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIEL 07A, ENTM 173/BIEL 173</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ENTM 100/BIEL 100</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENTM 107</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Biology/Entomology Electives⁵</td>
<td></td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>BCH 100, ENTM 19X</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Humanities/Social Sciences</td>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Junior Total Units</strong></td>
<td><strong>16</strong></td>
<td><strong>17</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### Senior Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTM 180</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>ENTM 199/199H⁶</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Biology/Entomology Electives⁵</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Humanities/Social Sciences, ENGL 001C</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Senior Total Units</strong></td>
<td><strong>14</strong></td>
<td><strong>14</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### 5th Yr/MS Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTM 29X*</td>
<td>5</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Entomology Electives (200 level, includes ENTM 2-unit seminars)</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Entomology Electives (100 or 200 level)</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENTM 250</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>5th Yr Total Units</strong></td>
<td><strong>12</strong></td>
<td><strong>12</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

---

*Only 24 total research credits (199/199H + 29X) will count toward the MS degree.

⁵Up to 12 units of 100 level ENTM electives and 199/199H research credits will double count towards the BS and the MS degree requirements. This 12 credit limit is similar to BCOE BS/MS program.
Application Details. Interested students must submit a Statement of Interest and Eligibility (SIE) before the start of their final undergraduate year but are encouraged to apply as early as possible. This SIE would provide documentation of meeting the eligibility criteria, identify the thesis advisor and include a very brief description of the proposed research topic.

Projected Flowchart of Student Applicants. The following flowchart illustrates how ENTM students may move into and out of the joint BS/MS program in ENTM. Students must maintain academic standards (i.e. GPA > 3.3 in major and 3.0 overall) or they will not be permitted to remain in the program.

Catalog entry

Joint Entomology BS + Entomology MS Program. The College of Natural and Agricultural Science offers a combined five-year BS / MS program in Entomology, designed to allow successful UCR Entomology BS graduates to complete the Master of Science degree in Entomology in one year. Applicants to the Entomology Joint BS/ MS program should apply by the end of their junior year, provided that the student was a UCR Entomology BS student with cumulative GPA at least 3.0 overall and 3.3 in the
Entomology major. The application to the Joint BS/MS program must include at least two recommendation letters from UCR Academic Senate faculty members, one of which should include the prospective thesis advisor and at least one of which must be Entomology faculty. Matriculation into the graduate portion of the joint degree program occurs in the Fall term following senior year, provided: (a) the MS application is accepted, (b) throughout senior year, the student is an Entomology BS major with cumulative GPA 3.0 or higher, (c) by the end of senior year, the student completes the Entomology BS degree requirements.

Incoming freshman students who are applying to the Entomology BS program may simultaneously apply for preliminary admission into the joint degree program provided their high-school GPA is at least 3.6, their SAT-I combined score is at least 1950, they satisfy the Entry-Level Writing requirement prior to matriculation, and they have sufficient math preparation to enroll in MATH 7A (Calculus for the Life Sciences) or 9A (First-Year Calculus Part 1) upon arrival. Preliminary conditional admission status is maintained as long as the student is an Entomology BS student in good standing with a cumulative GPA of at least 3.0. Preliminarily admitted students would still need to apply for full admission by the end of their junior year as described above.

Up to 12 units of 100 level coursework taken as a UCR undergraduate to be counted towards the 36-unit requirements of the MS Courses that may be double-counted are only those that are eligible to be counted as ENTM 199/199H research credits or 100 level electives in the BS requirements (e.g. ENTM 106, course between ENTM 109 up to ENTM 162).

3. Projected need, resource requirements, student support

As noted in the introduction, in keeping with the framework established by CEP and Graduate Council, this combined program is primarily a recruitment tool, intended to leverage the increasing interest in graduate education to attract top freshmen into the BS program, and to attract top UC Riverside BS students into the MS program.

In the BS program, the prospect of entering the program at year three and completing both the BS and MS in a total of five years should attract students that are highly motivated and more likely than average to make it through the program. While we do have a number of students who choose to study Entomology as entering freshmen, a larger proportion of our undergraduates discover the field after their first year at UC Riverside. The combined BS/MS program will increase the visibility of the undergraduate major to entering students. It will also raise the visibility of the major to life science students who are already enrolled but might have been unaware of the prospects offered by the discipline. We expect that the opportunity of earning a joint BS/MS in three years will be highly attractive to community college transfer students as well. Enrollment of community college students has recently become an urgent priority for the University of California. Combined with ongoing increases in admissions standards, this should increase both retention and the overall quality of the students.
In the MS program, we anticipate growth in combined-program enrollment initially of only a few students per year. However, a similar program in life sciences at UC San Diego has more than 100 students enrolled. Rapid growth in the proposed program would be welcome and would significantly increase overall enrollment in the Entomology MS program. Although we consistently receive a small number of applicants for our Plan 1 MS program, potential major professors accept a very small number of students because of the lack of support available to them. There would be no expectation of support for the participants in the combined BS/MS program. Major professors could provide support funding in the fifth year if they chose to do so. In addition, if at some point in the future, funding opportunities emerge from campus, college, or Graduate Division sources for MS students, then fifth-year BS/MS students would be eligible. If a student decided to continue on for a Ph.D., then full support packages would be provided. Each student accepted into the combined program is likely to be near the top of the applicant pool and would be welcomed into the laboratories, particularly if there was a likely prospect of timely completion of the degree and continuation through the Ph.D.

In short, the main effect of the program should be to increase the quality of students in the BS and MS programs, and achieve a modest increase in enrollment levels. Similarly, it should increase the employability of students produced by the BS and MS programs, and help meet the increasing demand for Entomology students with graduate degrees.

**Resources.** Note that each student in the combined program is essentially just a regular student (in the BS program, or, in fifth year, in the MS program), and requires the same resources as a regular student at the same level. Also, because of the highly selective nature of the admissions requirements, BS and MS enrollments will be modestly affected, at least initially. Currently, all of the undergraduate entomology majors are required to complete at least four and up to six units of undergraduate research in Entomology. This requires them to become associated with faculty and their laboratories. Thus, the program requires no change in faculty, courses, or resources such as library, computing, equipment, space, etc. Likewise, the program requires no change in levels or mechanisms for student funding.

The program does require minor administrative support. During the BS portion of this program, students will be advised by the CNAS Undergraduate Academic Advising Center as normal for pursuance of a BS in Entomology. The administration of the program at the undergraduate level requires processing applications for preliminary acceptance, tracking preliminarily enrolled students, and identifying and informing students who will be eligible to apply at the end of their junior year. The administrative functions for admission to the Entomology Graduate program are already performed by the department Instruction and Student Affairs Committee; this committee will also be responsible for administering the BS/MS program with continued support from the CNAS Graduate Student Affairs Center, which will have to track which MS students are in the combined program and account for the double-counting allowance.
Finally, only to the extent that existing resources allow, BS students with “preliminary conditional admission” status will be given additional advising appropriate for MS-bound students. The department faculty advisors for undergraduate students and for graduate students are also members of the Instruction and Student Affairs Committee, which will serve to coordinate advising needs.

4. Changes in Senate regulations

No changes in Senate regulations are required.
To: CNAS Executive Committee

From: Kathryn Uhrich
Dean, CNAS

Date: October 2, 2017

RE: Five-year BS/MS degree program in Entomology

The Department of Entomology has proposed a valuable degree program that allows students to obtain a joint BS/MS degree through an integrated 5-year plan of study. The joint degree program will provide an efficient and cost-effective academic path offering a high level of technical proficiency for students interested in careers within a variety of areas involving insects and insect pest control. This program is expected to serve as a potential model for other programs within the college to efficiently provide academic training and preparation for non-academic careers in technical fields. Moreover, the program offers unique opportunities for qualified students from community colleges to transfer into the program, complete the BS/MS degree and efficiently move into their professional careers.

I fully support this proposed BS/MS degree program.
DATE: 25 September 2017

TO: Dr. Kathryn Uhrich, Dean  
    College of Natural and Agricultural Sciences

FROM: Dr. Richard A. Redak, Chair  
    Department of Entomology

SUBJECT: Proposed new BS/MS program in Entomology

The faculty of the Department of Entomology have developed a proposal to offer a joint BS/MS degree program in Entomology. The details are provided in the accompanying attachment. The proposed program would enable students to earn a BS and a research MS (Plan 1) degree in five years. Highly qualified undergraduates would be conditionally admitted as incoming students and formally admitted at their junior year based on formal graduate admissions criteria. In addition, the program would be available to community college transfer students who apply and meet the admissions criteria. We believe, based on surveys of our current undergraduate majors, that the joint degree program will be highly attractive to life science undergraduate students and could be a very important to attracting high quality and motivated community college transfer students.

Although there are only two joint degree programs (both in the Bourns College of Engineering), the appropriate Academic Senate Committees have criteria and processes in place for approval of new proposals. The process for approval of new graduate programs requires a letter of support from the College Dean before the proposal goes to the College Executive Committee and then on to the appropriate Academic Senate Committees. Consequently, we ask that you evaluate the potential benefits of the proposed joint degree and provide a letter of support for our efforts. That letter and the attached document would then be forwarded by your office to the CNAS Executive Committee.

Thank you very much for your support.
Unanimously in favor (20 yes, 0 no, 0 abstain, 9 unavailable [1 Div Dean, 1 Sabbatical, 5 travel, 2 MIA]). Meeting was held June 23, 2017.

Rick Redak
Professor & Chair
Department of Entomology
University of California
Riverside, CA 92521
951-827-7250

On Tue, Oct 3, 2017 at 4:25 PM, Rachel Alvarez <rachel.alvarez@ucr.edu> wrote:

Rick,

Kathryn has completed the letter of support. I’ve been advised that we need something to indicate the department has voted on and recommends this program (“x were present, x voted, x approved”). Once we receive that info, I can forward to CNAS Executive Committee.

Rachel

All please see attached documents.
THE GRADUATE DIVISION AND EXECUTIVE COMMITTEES OF THE COLLEGES
REPORT TO THE DIVISION
FEBRUARY 23, 2021

To be received and placed on file:

Reports of Degrees Awarded – Summer 2020

Bourns College of Engineering
   Bachelor of Science: .........................................................46

College of Humanities, Arts and Social Sciences
   Bachelor of Arts: ..............................................................619
   Bachelor of Science: .........................................................49

College of Natural and Agricultural Sciences
   Bachelor of Arts: ..............................................................17
   Bachelor of Science: .........................................................242

School of Business Administration
   Bachelor of Science: .........................................................89

School of Public Policy
   Bachelor of Arts: ..............................................................25

Report of Degrees Awarded – Fall 2020

Graduate Division
   Master of Arts: ..............................................................12
   Master of Business Administration: ...............................8
   Master of Education: ......................................................25
   Master of Finance: .........................................................15
   Master of Fine Arts: ......................................................14
   Master of Professional Accountancy: ............................22
   Master of Public Policy: ..................................................0
   Master of Science: .........................................................98
   Doctor of Philosophy: ...................................................63

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

F. Xu, Secretary-Parliamentarian
Riverside Division of the Academic Senate
Committee on Courses  
Report to the Riverside Division  
February 23, 2021

To be received and placed on file:
The Committee on Courses has approved the following courses.

<table>
<thead>
<tr>
<th>Action</th>
<th>Course</th>
<th>Cross-listed Course(s)</th>
<th>Title</th>
<th>Units</th>
<th>Course Renumbered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change</td>
<td>ANTH 120</td>
<td>LANGUAGE AND CULTURE</td>
<td>4 Units</td>
<td>ANTH 114</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ANTH 142E</td>
<td>BLACK AND BLACK DIASPORA STUDIES</td>
<td>4 Units</td>
<td>ANTH 116</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ANTH 142F</td>
<td>BLACK AND BLACK DIASPORA STUDIES</td>
<td>4 Units</td>
<td>ANTH 168</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ANTH 142G</td>
<td>ETST 148; LNST 168</td>
<td>BLACK AND BLACK DIASPORA STUDIES</td>
<td>4 Units</td>
<td>ANTH 114</td>
</tr>
<tr>
<td>Change</td>
<td>ANTH 142I</td>
<td>BLACK AND BLACK DIASPORA STUDIES</td>
<td>4 Units</td>
<td>ANTH 174</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ANTH 142J</td>
<td>BLACK AND BLACK DIASPORA STUDIES</td>
<td>4 Units</td>
<td>ANTH 181</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ANTH 144E</td>
<td>MEDICAL ANTHROPOLOGY SPECIALIZATION</td>
<td>4 Units</td>
<td>ANTH 162</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ANTH 144F</td>
<td>GSST 185</td>
<td>MEDICAL ANTHROPOLOGY SPECIALIZATION</td>
<td>4 Units</td>
<td>ANTH 143</td>
</tr>
<tr>
<td>Change</td>
<td>ANTH 144G</td>
<td>GSST 140</td>
<td>MEDICAL ANTHROPOLOGY SPECIALIZATION</td>
<td>4 Units</td>
<td>ANTH 147</td>
</tr>
<tr>
<td>Change</td>
<td>ANTH 144H</td>
<td>MEDICAL ANTHROPOLOGY SPECIALIZATION</td>
<td>4 Units</td>
<td>ANTH 156</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ANTH 144I</td>
<td>MEDICAL ANTHROPOLOGY SPECIALIZATION</td>
<td>4 Units</td>
<td>ANTH 158</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ANTH 144J</td>
<td>MEDICAL ANTHROPOLOGY SPECIALIZATION</td>
<td>4 Units</td>
<td>ANTH 159</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ANTH 144K</td>
<td>MEDICAL ANTHROPOLOGY SPECIALIZATION</td>
<td>4 Units</td>
<td>ANTH 160</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ANTH 144L</td>
<td>MEDICAL ANTHROPOLOGY SPECIALIZATION</td>
<td>4 Units</td>
<td>ANTH 166</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ANTH 144M</td>
<td>MEDICAL ANTHROPOLOGY SPECIALIZATION</td>
<td>4 Units</td>
<td>ANTH 171</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ART 146 (E-Z)</td>
<td>TOPICS IN ADVANCED PHOTOGRAPHY</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BIOL 119</td>
<td>INTRODUCTION TO GENOMICS AND BIOINFORMATICS</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BIOL 171C</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY LABORATORY</td>
<td>1 Unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BUS 125</td>
<td>SIMULATION FOR BUSINESS</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>BUS 146</td>
<td>INTRODUCTION TO ENTREPRENEURSHIP</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CBNS 010</td>
<td>THE HUMAN BRAIN: A USER'S GUIDE</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CHE 160B</td>
<td>CHEMICAL ENGINEERING LABORATORY</td>
<td>3 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CHE 160C</td>
<td>CHEMICAL ENGINEERING LABORATORY</td>
<td>3 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CHFY 007</td>
<td>CHASS FIRST LEARNING COMMUNITY WORKSHOP</td>
<td>1 Unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CRWT 047</td>
<td>CRAFT OF WRITING: SURVEY IN CONTEMPORARY POETRY</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CRWT 047S</td>
<td>CRAFT OF WRITING: SURVEY IN CONTEMPORARY POETRY</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CS 009P</td>
<td>INTRODUCTION TO PROGRAMMING</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CS 010A</td>
<td>INTRODUCTION TO COMPUTER SCIENCE FOR SCIENCE, MATHEMATICS, AND ENGINEERING I</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CS 010B</td>
<td>INTRODUCTION TO COMPUTER SCIENCE FOR SCIENCE, MATHEMATICS, AND ENGINEERING II</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CS 061</td>
<td>MACHINE ORGANIZATION AND ASSEMBLY LANGUAGE PROGRAMMING</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CS 096</td>
<td>MACHINE ORGANIZATION AND ASSEMBLY LANGUAGE PROGRAMMING</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CS 100</td>
<td>SOFTWARE CONSTRUCTION</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CS 105</td>
<td>DATA ANALYSIS METHODS</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CS 120B</td>
<td>EE 120B</td>
<td>INTRODUCTION TO EMBEDDED SYSTEMS</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CS 130</td>
<td>COMPUTER GRAPHICS</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CS 133</td>
<td>COMPUTATIONAL GEOMETRY</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CS 152</td>
<td>COMPILER DESIGN</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CS 153</td>
<td>DESIGN OF OPERATING SYSTEMS</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CS 160</td>
<td>CONCURRENT PROGRAMMING AND PARALLEL SYSTEMS</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CS 164</td>
<td>COMPUTER NETWORKS</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CS 166</td>
<td>DATABASE MANAGEMENT SYSTEMS</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CS 167</td>
<td>INTRODUCTION TO BIG-DATA MANAGEMENT</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CS 177</td>
<td>MODELING AND SIMULATION</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CS 178A</td>
<td>PROJECT SEQUENCE IN COMPUTER SCIENCE AND ENGINEERING</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CS 178B</td>
<td>PROJECT SEQUENCE IN COMPUTER SCIENCE AND ENGINEERING</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CS 180</td>
<td>INTRODUCTION TO SOFTWARE ENGINEERING</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CS 181</td>
<td>PRINCIPLES OF PROGRAMMING LANGUAGES</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>CS 183</td>
<td>UNIX SYSTEM ADMINISTRATION</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ECON 164</td>
<td>BEHAVIORAL ECONOMICS</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EDUC 122</td>
<td>EDUCATION, DIGITAL MEDIA, AND DEMOCRATIC ENGAGEMENT</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EDUC 142</td>
<td>LANGUAGE AND SOCIETY</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EDUC 144</td>
<td>CONSTRUCTING SUCCESS AND FAILURE IN K-12 SCHOOLS</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EDUC 161</td>
<td>SOCIAL DEVELOPMENT IN EDUCATION</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EDUC 181</td>
<td>INTRODUCTION TO APPLIED BEHAVIOR ANALYSIS</td>
<td>4 Units</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

65
To be received and placed on file:
The Committee on Courses has approved the following courses.

<table>
<thead>
<tr>
<th>Action</th>
<th>Course</th>
<th>Course(s):</th>
<th>Title:</th>
<th>Units:</th>
<th>Course</th>
<th>Cross-listed</th>
<th>Renumbered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change</td>
<td>EDUC 183</td>
<td></td>
<td>PSYCHOLOGY IN THE SCHOOLS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>EE 005</td>
<td></td>
<td>CIRCUITS AND ELECTRONICS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ENGL 127A</td>
<td></td>
<td>AMERICAN POETRY: BEFORE 1900</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ENGL 127B</td>
<td></td>
<td>AMERICAN POETRY FROM EARLY TO MID TWENTIETH CENTURY</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ENGL 127C</td>
<td></td>
<td>AMERICAN POETRY: LATER TWENTIETH CENTURY TO THE PRESENT</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ENGL 166A</td>
<td></td>
<td>LITERATURE OF THE ROMANTIC PERIOD</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ENGR 118</td>
<td></td>
<td>ENGINEERING MODELING AND ANALYSIS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ENSC 100</td>
<td></td>
<td>INTRODUCTION TO SOIL SCIENCE</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ENSC 101</td>
<td></td>
<td>WATER RESOURCES</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ENSC 130</td>
<td></td>
<td>WEATHER AND CLIMATE</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ENSC 138 (GEO 138)</td>
<td></td>
<td>PEDOLOGY</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ENVE 144 (ENVE 144)</td>
<td></td>
<td>SOLID WASTE MANAGEMENT</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ENVE 160A (CHE 160A)</td>
<td></td>
<td>CHEMICAL AND ENVIRONMENTAL ENGINEERING LABORATORY</td>
<td>3 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ENVE 160B</td>
<td></td>
<td>ENVIRONMENTAL ENGINEERING LABORATORY</td>
<td>3 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ENVE 160C</td>
<td></td>
<td>ENVIRONMENTAL ENGINEERING LABORATORY</td>
<td>3 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>ETST 170</td>
<td></td>
<td>THIRD WORLD LITERATURE</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>GST 109</td>
<td></td>
<td>WOMEN, POLITICS, AND SOCIAL MOVEMENTS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>HISA 119</td>
<td></td>
<td>MODERN U.S. CONSUMER CULTURE</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>HIST 104</td>
<td></td>
<td>SCIENTIFIC REVOLUTION, 1500-1700</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>HIST 105</td>
<td></td>
<td>HISTORY OF SCIENCE, 1700-1900</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>HIST 106</td>
<td></td>
<td>SCIENCE IN THE 20TH CENTURY</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>HIST 107</td>
<td></td>
<td>DISEASE AND SOCIETY</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>JPN 023 (AST 023; CPLT 023)</td>
<td></td>
<td>MODERN JAPAN AND PERSONAL NARRATIVE</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>JPN 152 (E-Z); AST 152(E-Z)</td>
<td></td>
<td>THEMES IN MODERN JAPANESE LITERATURE</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>LING 121</td>
<td></td>
<td>SYNTAX</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>LING 131</td>
<td></td>
<td>MORPHOLOGY</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>MCS 069 (URST 069)</td>
<td></td>
<td>THE POLITICS OF PUBLIC SPACE</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>MCS 159 (URST 159)</td>
<td></td>
<td>RACE, SPACE, AND IDENTITY</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>MCS 173 (E-Z); CPLT 173(E-Z)</td>
<td></td>
<td>INTERNATIONAL CINEMAS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>PSYC 175</td>
<td></td>
<td>PSYCHOLOGY AND LAW</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>SOC 127 (PBPL 127)</td>
<td></td>
<td>SOCIOLOGICAL DETERMINANTS OF HEALTH</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>SOC 167 (PBPL 167)</td>
<td></td>
<td>MEDICAL SOCIOLOGY</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>STAT 155</td>
<td></td>
<td>PROBABILITY AND STATISTICS FOR SCIENCE AND ENGINEERING</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>STAT 156A</td>
<td></td>
<td>MATHEMATICAL STATISTICS WITH APPLICATIONS FOR DATA SCIENCE I</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>STAT 156B</td>
<td></td>
<td>MATHEMATICAL STATISTICS WITH APPLICATIONS FOR DATA SCIENCE II</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>STAT 197</td>
<td></td>
<td>RESEARCH FOR UNDERGRADUATES</td>
<td>2 to 4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>STAT 198I</td>
<td></td>
<td>INDIVIDUAL INTERNSHIP IN STATISTICS</td>
<td>1 to 12 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>TFPD 109</td>
<td></td>
<td>ACTING: THE PROCESS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ANTH 150</td>
<td></td>
<td>HUMAN MICROEVOLUTION</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ANTH 175</td>
<td></td>
<td>PUBLIC HEALTH, MEDIA, AND RISK MANAGEMENT</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ANTH 187</td>
<td></td>
<td>ANTHROPOLOGY OF RISK</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>HISA 119S</td>
<td></td>
<td>MODERN U.S. CONSUMER CULTURE</td>
<td>5 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>HIST 026</td>
<td></td>
<td>CIVILIZATION BEFORE GREECE AND ROME</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>PBPL 129</td>
<td></td>
<td>UNDERSTANDING SUSTAINABILITY</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>SEAS 177 (AST 177; MCS 167)</td>
<td></td>
<td>TRANSMATIONAL VIETNAMESE CINEMA</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>WRLT 170</td>
<td></td>
<td>THIRD WORLD LITERATURE</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>CLA 010D</td>
<td></td>
<td>ANCIENT CIVILIZATION: ALEXANDER THE GREAT AND THE HELLENISTIC WORLD</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>CS 110</td>
<td></td>
<td>PRINCIPLES OF WEB DEVELOPMENT</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>ECON 150</td>
<td></td>
<td>ROCKONOMICS: TOPICS IN APPLIED MICROECONOMICS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>EE 016</td>
<td></td>
<td>DATA ANALYSIS FOR ENGINEERING APPLICATIONS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>ENGL 127SA</td>
<td></td>
<td>AMERICAN POETRY: BEFORE 1900</td>
<td>5 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>ENGL 127SB</td>
<td></td>
<td>AMERICAN POETRY FROM EARLY TO MID TWENTIETH CENTURY</td>
<td>5 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>ENGL 127SC</td>
<td></td>
<td>AMERICAN POETRY: LATER TWENTIETH CENTURY TO THE PRESENT</td>
<td>5 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>ENGL 166SA</td>
<td></td>
<td>LITERATURE OF THE ROMANTIC PERIOD</td>
<td>5 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>GEO 150</td>
<td></td>
<td>YOUR FUTURE IN THE EARTH AND PLANETARY SCIENCES</td>
<td>1 Unit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>GEO 182</td>
<td></td>
<td>PLANETARY ASTROBIOLOGY FOR SCIENCE MAJORS</td>
<td>4 Units</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To be received and placed on file:

The Committee on Courses has approved the following courses.

<table>
<thead>
<tr>
<th>Action</th>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>HIST 042</td>
<td>MEDICAL RACISM, EUGENICS AND THE TUSKEGEE STUDY OF UNTREATED SYPHILIS</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>MCS 025</td>
<td>INTRODUCTION TO THE BUILT ENVIRONMENT: SUBURBIA</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>MCS 027</td>
<td>INTRODUCTION TO VIDEO GAME STUDIES</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>MCS 121</td>
<td>LIVE-STREAMING AND GAMING ETHNOGRAPHY: ONLINE RESEARCH METHODS</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>MCS 170</td>
<td>SENIOR SEMINAR ON THE ANTHROPOCENE</td>
<td>5 Units</td>
</tr>
<tr>
<td>New</td>
<td>SOC 124</td>
<td>SPORTS, COMPETITION, AND SOCIETY</td>
<td>4 Units</td>
</tr>
<tr>
<td>Restore</td>
<td>RLST 112</td>
<td>ISLAM IN AMERICA</td>
<td>4 Units</td>
</tr>
</tbody>
</table>

**Graduate Courses:**

| Change | CS 226 | BIG-DATA MANAGEMENT | 4 Units |
| Change | CS 235 | DATA MINING TECHNIQUES | 4 Units |
| Change | EDUC 217A | DATABASE MANAGEMENT SYSTEMS | 4 Units |
| Change | EDUC 222B | QUALITATIVE RESEARCH METHODOLOGIES IN EDUCATION | 5 Units |
| Change | EDUC 246 (E-Z) | RESEARCH ON EDUCATION OF EXCEPTIONAL CHILDREN | 4 Units |
| Change | EDUC 269 (E-Z) | TOPICS IN EDUCATION | 2 or 4 Units |
| Change | EDUC 277 | CRITICAL THEORIES OF TEACHING AND TEACHER EDUCATION | 4 Units |
| Change | EDUC 278 | CRITICAL RACE THEORY IN EDUCATION | 4 Units |
| Change | EE 228 | INTRODUCTION TO DEEP LEARNING | 4 Units |
| Change | EE 243 | ADVANCED COMPUTER VISION | 4 Units |
| Change | EE 247 | CURRENT TOPICS IN COMPUTER VISION AND PATTERN RECOGNITION | 4 Units |
| Change | ENSC 227 | GLOBAL CHANGE AND THE EARTH SYSTEM | 4 Units |
| Change | MGT 202 | FINANCIAL MANAGEMENT | 4 Units |
| Change | MGT 207 | OPERATIONS MANAGEMENT FOR COMPETITIVE ADVANTAGE | 4 Units |
| Change | MGT 209 | MARKETING MANAGEMENT | 4 Units |
| Change | MGT 239 | SIMULATION FOR BUSINESS | 4 Units |
| Change | MGT 286 | QUANTUM MAGNETISM | 4 Units |
| Change | PBPL 214 | APPLIED MICROECONOMICS FOR PUBLIC POLICY | 4 Units |
| Change | PBPL 234 | POVERTY IN GLOBAL PERSPECTIVE | 4 Units |
| Discontinue | BPSC 210 | METHODS IN ARABIDOPSIS RESEARCH | 4 Units |
| Discontinue | EE 271 | BIEN 271; GEN 271 | VIDEO BIOINFORMATICS: MULTI-SCALE ANALYSIS OF BIOLOGICAL SYSTEMS | 2 Units |
| Discontinue | RLST 250 | APPROACHES TO ISLAM IN RELIGIOUS STUDIES | 4 Units |
| Discontinue | STAT 216A | TIME SERIES ANALYSIS | 4 Units |
| Discontinue | STAT 216B | TIME SERIES ANALYSIS | 4 Units |
| Discontinue | STAT 230 | SAMPLING THEORY | 4 Units |
| New | BPSC 208 | PRODUCT DESIGN AND ENTREPRENEURSHIP FOR AGRICULTURAL AND BIOLOGICAL APPLICATIONS | 3 Units |
| New | EDUC 217B | RESEARCH METHODS IN APPLIED BEHAVIOR ANALYSIS | 2 Units |
| New | EDUC 248L | HIGHER EDUCATION | 4 Units |
| New | EE 220B | ADVANCED SPINTRONICS AND NANOMAGNETIC DEVICES | 4 Units |
| New | GEO 262 | PRECAMBRIAN GEOLOGY | 5 Units |
| New | GEO 283 | GRADUATE SEMINAR IN ASTROBIOLOGY | 1 Unit |
| New | MATH 213A | NUMERICAL METHODS FOR PARTIAL DIFFERENTIAL EQUATIONS I | 4 Units |
| New | MATH 213B | NUMERICAL METHODS FOR PARTIAL DIFFERENTIAL EQUATIONS II | 4 Units |
| New | MATH 213C | NUMERICAL METHODS FOR STOCHASTIC PARTIAL DIFFERENTIAL EQUATIONS | 4 Units |
| New | MATH 259 | TOPICS IN MATHEMATICS | 4 Units |
| New | MATH 261 | ADVANCED TOPICS IN MATHEMATICS | 4 Units |
| New | ME 225 | DESIGN AND FABRICATION OF ROBOTS | 4 Units |
| New | MGT 286A | CAPSTONE IN BUSINESS ANALYTICS | 4 Units |
| New | MGT 286B | CAPSTONE IN BUSINESS ANALYTICS II | 4 Units |
| New | PBPL 252 | CRIME MAPPING ANALYSIS | 4 Units |
| New | PSYC 214 | LATENT VARIABLE ANALYSIS | 4 Units |
| New | STAT 298 | INDIVIDUAL INTERNSHIP IN STATISTICS | 1 to 12 Units |

**Extension Courses:**

| New | EDUC 334 | COMBINED CREDENTIAL SEMINAR | 2 Units |

**Professional Courses:**

| New | EDUC 334 | COMBINED CREDENTIAL SEMINAR | 2 Units |
To be received and placed on file:

The Committee on Courses has approved the following courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Renumbered</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS XR020</td>
<td>Financial Accounting and Reporting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON XR003</td>
<td>Introduction to Microeconomics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC X89.1</td>
<td>Developing Effective Programs for Dual Language Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL XR12R</td>
<td>Chicana &amp; Chicano Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH XR001</td>
<td>Cultural Anthropology, Cecilia Salvi, M.A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH XR001</td>
<td>Cultural Anthropology, Christian Alan Anderson, Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH XR001</td>
<td>Cultural Anthropology, Shelley Guyton, M.A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH XR001</td>
<td>Cultural Anthropology, Yi Dayton, Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH XR001</td>
<td>Cultural Anthropology, Kayleigh Sharp, Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH XR001</td>
<td>Cultural Anthropology, Emilio Rodriguez-Alvarez, Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH XR001</td>
<td>Cultural Anthropology, Ryan Patrick Classby, Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH XR001</td>
<td>Cultural Anthropology, Jason Palmer, M.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH XR005</td>
<td>Introduction to Archaeology, Cecilia Salvi, M.A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH XR005</td>
<td>Introduction to Archaeology, Catharina Santasilia, Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH XR005</td>
<td>Introduction to Archaeology, Christian Alan Anderson, Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH XR005</td>
<td>Introduction to Archaeology, Kayleigh Sharp, Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH XR005</td>
<td>Introduction to Archaeology, Emilio Rodriguez-Alvarez, Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH XR005</td>
<td>Introduction to Archaeology, Ryan Patrick Classby, Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH XR005</td>
<td>Introduction to Archaeology, Jason Palmer, M.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS XR010</td>
<td>Introduction to Business, Anas Al Fattal, Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS XR010</td>
<td>Introduction to Business, Bryan Ignozzi, Ed.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS XR020</td>
<td>Financial Accounting and Reporting, Anas Al Fattal, Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS XR020</td>
<td>Financial Accounting and Reporting, Richard Salvich, Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS XR020</td>
<td>Financial Accounting and Reporting, Henry Phan, M.B.A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON XR003</td>
<td>Introduction to Microeconomics, Ty Robbins, Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC X81</td>
<td>The Role of Home, School and Community in ECE, Sarah Kammer, M.A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC X87.01</td>
<td>Health, Nutrition and Safety in Early Childhood, Sarah Kammer, M.A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC X88.63</td>
<td>Education and Care of Infants and Toddlers, Laura Gordillo, M.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC X89.1</td>
<td>Developing Effective Programs for Dual Language Learners, Emily Steward, M.Ed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC X89.2</td>
<td>Supporting Dual Language Learners with Language and Literacy, Emily Stewart, M.Ed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS XR037</td>
<td>The Origins, Thomas Mittiga, Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS XR037</td>
<td>The Origins, Ahmed Ali, Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS XR037</td>
<td>The Origins, Leonard Filane, Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS XR050</td>
<td>Introduction to Applied Data Science: A Multi-Disciplinary Approach, Ahmed Ali, Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS XR050</td>
<td>Introduction to Applied Data Science: A Multi-Disciplinary Approach, Leonard Filane, Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS XR050</td>
<td>Introduction to Applied Data Science: A Multi-Disciplinary Approach, Firuz Demir, Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC X2</td>
<td>Introduction to Criminal Justice, Elizabeth Lossing, J.D.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To be received and placed on file:

The Committee on Courses has approved requests to allow the following instructors to teach upper division courses as indicated:

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>DEPARTMENT/SCHOOL</th>
<th>LIMITS OF AUTHORIZATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sadiqbatcha, S.</td>
<td>Electrical and Computer Engineering</td>
<td>EE/CS 120A  W21</td>
</tr>
<tr>
<td>Hubbard, C.</td>
<td>Entomology</td>
<td>ENTM/Biol 127 W21</td>
</tr>
<tr>
<td>Osorio, M.</td>
<td>Political Science</td>
<td>POSC 167  W21</td>
</tr>
</tbody>
</table>
To be received and placed on file:

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

This following lists courses that were deleted and identified in the 2020-2021 Academic Year as part of the courses not offered for four or more year’s process.

HISA 119S  GEN 271  SEAS 177  STAT 216A
STAT 216B
STAT 230

Courses scheduled to be approved for deletion:

HIST 026  GEN 205  PLPA 205
HIST 040W  PLPA 260
HIST 044W
HIST 184S
HIST 207A
HIST 223
HIST 224
HIST 243A
HIST 243B
HIST 261

This following lists courses that were deleted and identified in the 2019-2020 Academic Year as part of the courses not offered for four or more year’s process.

BPSC 210  RLST 250

Courses previously approved for deletion:

BPSC 158  ENSC 001H  ETST 125  RLST 107  RLST 212
BPSC 170  ENSC 002H  ETST 142  RLST 112  RLST 227
BPSC 185  ENSC 003H  ETST 176  RLST 128(E-Z)  RLST 228
ENSC 141  ETST 178  RLST 128E  RLST 229
ENSC 207  ETST 193  RLST 128F  RLST 234
RLST 132  RLST 235
RLST 136  RLST 238
RLST 138  RLST 271
RLST 139  RLST 222
RLST 145  RLST 236
RLST 157  RLST 239
RLST 158  RLST 246
RLST 175
RLST 178
RLST 210

Courses scheduled to be approved for deletion:

ETST 143B  RLST 024
<table>
<thead>
<tr>
<th>DEPT</th>
<th>COURSE</th>
<th>TITLE</th>
<th>INSTRUCTOR FIRST NAME</th>
<th>INSTRUCTOR LAST NAME</th>
<th>INSTRUCTOR DEGREE</th>
<th>TYPE OF APPROVAL</th>
<th>APPROVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC</td>
<td>X2</td>
<td>Introduction to Criminal Justice</td>
<td>Elizabeth</td>
<td>Lossing</td>
<td>J.D.</td>
<td>X</td>
<td>01/20/21</td>
</tr>
<tr>
<td>EDUC</td>
<td>X87.01</td>
<td>Health, Nutrition and Safety in Early Childhood</td>
<td>Sarah</td>
<td>Kammert</td>
<td>M.A.</td>
<td>X</td>
<td>10/14/20</td>
</tr>
<tr>
<td>EDUC</td>
<td>X88.63</td>
<td>Education and Care of Infants and Toddlers</td>
<td>Laura</td>
<td>Gordillo</td>
<td>M.S.</td>
<td>X</td>
<td>10/14/20</td>
</tr>
<tr>
<td>EDUC</td>
<td>X89.1</td>
<td>Developing Effective Programs for Dual Language Learners</td>
<td>Emily</td>
<td>Stewart</td>
<td>M.Ed.</td>
<td>C</td>
<td>10/14/20</td>
</tr>
<tr>
<td>EDUC</td>
<td>X89.2</td>
<td>Supporting Dual Language Learners with Language and Literacy</td>
<td>Emily</td>
<td>Stewart</td>
<td>M.Ed.</td>
<td>C</td>
<td>10/14/20</td>
</tr>
<tr>
<td>EDUC</td>
<td>X81</td>
<td>The Role of Home, School and Community in ECE</td>
<td>Sarah</td>
<td>Kammert</td>
<td>M.A.</td>
<td>X</td>
<td>10/14/20</td>
</tr>
<tr>
<td>ANTH</td>
<td>XR001</td>
<td>Cultural Anthropology</td>
<td>Cecilia</td>
<td>Salvi</td>
<td>M.A.</td>
<td>X</td>
<td>12/09/20</td>
</tr>
<tr>
<td>ANTH</td>
<td>XR001</td>
<td>Cultural Anthropology</td>
<td>Christian Alan</td>
<td>Anderson</td>
<td>Ph.D.</td>
<td>X</td>
<td>12/09/20</td>
</tr>
<tr>
<td>ANTH</td>
<td>XR001</td>
<td>Cultural Anthropology</td>
<td>Shelley</td>
<td>Guyton</td>
<td>M.A.</td>
<td>X</td>
<td>12/09/20</td>
</tr>
<tr>
<td>ANTH</td>
<td>XR001</td>
<td>Cultural Anthropology</td>
<td>Yi</td>
<td>Dayton</td>
<td>Ph.D.</td>
<td>X</td>
<td>12/09/20</td>
</tr>
<tr>
<td>ANTH</td>
<td>XR001</td>
<td>Cultural Anthropology</td>
<td>Kayeleigh</td>
<td>Sharp</td>
<td>Ph.D.</td>
<td>X</td>
<td>12/09/20</td>
</tr>
<tr>
<td>ANTH</td>
<td>XR001</td>
<td>Cultural Anthropology</td>
<td>Emilio</td>
<td>Rodriguez-Alvarez</td>
<td>Ph.D.</td>
<td>X</td>
<td>12/09/20</td>
</tr>
<tr>
<td>ANTH</td>
<td>XR001</td>
<td>Cultural Anthropology</td>
<td>Ryan Patrick</td>
<td>Clasby</td>
<td>Ph.D.</td>
<td>X</td>
<td>12/09/20</td>
</tr>
<tr>
<td>ANTH</td>
<td>XR001</td>
<td>Cultural Anthropology</td>
<td>Jason</td>
<td>Palmer</td>
<td>M.S.</td>
<td>X</td>
<td>12/09/20</td>
</tr>
<tr>
<td>ANTH</td>
<td>XR001</td>
<td>Cultural Anthropology</td>
<td>Flavio</td>
<td>Silva</td>
<td>Ph.D.</td>
<td>X</td>
<td>12/09/20</td>
</tr>
<tr>
<td>ECON</td>
<td>XR003</td>
<td>Introduction to Microeconomics</td>
<td>Ty</td>
<td>Robbins</td>
<td>Ph.D.</td>
<td>X</td>
<td>12/09/20</td>
</tr>
<tr>
<td>ECON</td>
<td>XR003</td>
<td>Introduction to Microeconomics</td>
<td>Cecilia</td>
<td>Salvi</td>
<td>M.A.</td>
<td>X</td>
<td>12/09/20</td>
</tr>
<tr>
<td>ANTH</td>
<td>XR005</td>
<td>Introduction to Archaeology</td>
<td>Catharina</td>
<td>Santasilia</td>
<td>Ph.D.</td>
<td>X</td>
<td>12/09/20</td>
</tr>
<tr>
<td>ANTH</td>
<td>XR005</td>
<td>Introduction to Archaeology</td>
<td>Christian Alan</td>
<td>Anderson</td>
<td>Ph.D.</td>
<td>X</td>
<td>12/09/20</td>
</tr>
<tr>
<td>ANTH</td>
<td>XR005</td>
<td>Introduction to Archaeology</td>
<td>Kayeleigh</td>
<td>Sharp</td>
<td>Ph.D.</td>
<td>X</td>
<td>12/09/20</td>
</tr>
<tr>
<td>ANTH</td>
<td>XR005</td>
<td>Introduction to Archaeology</td>
<td>Emilio</td>
<td>Rodriguez-Alvarez</td>
<td>Ph.D.</td>
<td>X</td>
<td>12/09/20</td>
</tr>
<tr>
<td>ANTH</td>
<td>XR005</td>
<td>Introduction to Archaeology</td>
<td>Ryan Patrick</td>
<td>Clasby</td>
<td>Ph.D.</td>
<td>X</td>
<td>12/09/20</td>
</tr>
<tr>
<td>ANTH</td>
<td>XR005</td>
<td>Introduction to Archaeology</td>
<td>Jason</td>
<td>Palmer</td>
<td>M.S.</td>
<td>X</td>
<td>12/09/20</td>
</tr>
<tr>
<td>ANTH</td>
<td>XR005</td>
<td>Introduction to Archaeology</td>
<td>Flavio</td>
<td>Silva</td>
<td>Ph.D.</td>
<td>X</td>
<td>12/09/20</td>
</tr>
<tr>
<td>BUS</td>
<td>XR010</td>
<td>Introduction to Business</td>
<td>Anas</td>
<td>Al Fattal</td>
<td>Ph.D.</td>
<td>X</td>
<td>01/27/21</td>
</tr>
<tr>
<td>BUS</td>
<td>XR010</td>
<td>Introduction to Business</td>
<td>Charles (Xiao)</td>
<td>Luo</td>
<td>Master of Internation</td>
<td>X</td>
<td>01/27/21</td>
</tr>
<tr>
<td>BUS</td>
<td>XR010</td>
<td>Introduction to Business</td>
<td>Bryan</td>
<td>Ignozzi</td>
<td>Ed.D.</td>
<td>X</td>
<td>01/27/21</td>
</tr>
<tr>
<td>BUS</td>
<td>XR020</td>
<td>Financial Accounting and Reporting</td>
<td>Anas</td>
<td>Al Fattal</td>
<td>Ph.D.</td>
<td>X</td>
<td>01/27/21</td>
</tr>
<tr>
<td>BUS</td>
<td>XR020</td>
<td>Financial Accounting and Reporting</td>
<td>Richard</td>
<td>Salvich</td>
<td>Ph.D.</td>
<td>X</td>
<td>01/27/21</td>
</tr>
<tr>
<td>BUS</td>
<td>XR020</td>
<td>Financial Accounting and Reporting</td>
<td>Henry</td>
<td>Phan</td>
<td>M.B.A.</td>
<td>X</td>
<td>01/27/21</td>
</tr>
<tr>
<td>PHYS</td>
<td>XR037</td>
<td>The Origins</td>
<td>Thomas</td>
<td>Mittiga</td>
<td>Ph.D.</td>
<td>X</td>
<td>01/27/21</td>
</tr>
<tr>
<td>PHYS</td>
<td>XR037</td>
<td>The Origins</td>
<td>Ahmed</td>
<td>Ali</td>
<td>Ph.D.</td>
<td>X</td>
<td>01/27/21</td>
</tr>
<tr>
<td>PHYS</td>
<td>XR037</td>
<td>The Origins</td>
<td>Leonard</td>
<td>Filane</td>
<td>Ph.D.</td>
<td>X</td>
<td>01/27/21</td>
</tr>
<tr>
<td>PHYS</td>
<td>XR037</td>
<td>The Origins</td>
<td>Firuz</td>
<td>Demir</td>
<td>Ph.D.</td>
<td>X</td>
<td>01/27/21</td>
</tr>
<tr>
<td>PHYS</td>
<td>XR050</td>
<td>Introduction to Applied Data Science: A Multi-Disciplinary Approach</td>
<td>Ahmed</td>
<td>Ali</td>
<td>Ph.D.</td>
<td>X</td>
<td>01/27/21</td>
</tr>
<tr>
<td>DEPT</td>
<td>COURSE</td>
<td>TITLE</td>
<td>INSTRUCTOR FIRST NAME</td>
<td>INSTRUCTOR LAST NAME</td>
<td>INSTRUCTOR DEGREE</td>
<td>TYPE OF APPROVAL</td>
<td>APPROVED</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>---------------------</td>
<td>-------------------</td>
<td>-----------------</td>
<td>----------</td>
</tr>
<tr>
<td>PHYS</td>
<td>X050</td>
<td>Introduction to Applied Data Science: A Multi-Disciplinary Approach</td>
<td>Leonard</td>
<td>Filane</td>
<td>Ph.D.</td>
<td>I*</td>
<td>01/27/21</td>
</tr>
<tr>
<td>PHYS</td>
<td>X050</td>
<td>Introduction to Applied Data Science: A Multi-Disciplinary Approach</td>
<td>Firuz</td>
<td>Demir</td>
<td>Ph.D.</td>
<td>I*</td>
<td>01/27/21</td>
</tr>
<tr>
<td>MGT</td>
<td>X404.1</td>
<td>Fundamentals of Office Management</td>
<td>Asia R</td>
<td>Lockett-Morse</td>
<td>Administration</td>
<td>I*</td>
<td>01/20/21</td>
</tr>
<tr>
<td>EDUC</td>
<td>X409.1</td>
<td>Instructional Design for Online Courses</td>
<td>Ann</td>
<td>Kwinn</td>
<td>Ph.D.</td>
<td>I*</td>
<td>01/20/21</td>
</tr>
<tr>
<td>EDUC</td>
<td>X409.2</td>
<td>Effective Assessment in Online Courses</td>
<td>Ann</td>
<td>Kwinn</td>
<td>Ph.D.</td>
<td>I*</td>
<td>01/20/21</td>
</tr>
<tr>
<td>EDUC</td>
<td>X409.3</td>
<td>Tools and Techniques for Online Course Development</td>
<td>Ann</td>
<td>Kwinn</td>
<td>Ph.D.</td>
<td>I*</td>
<td>01/20/21</td>
</tr>
<tr>
<td>EDUC</td>
<td>X409.4</td>
<td>Successful Online Teaching</td>
<td>Ann</td>
<td>Kwinn</td>
<td>Ph.D.</td>
<td>I*</td>
<td>01/20/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>X410</td>
<td>Composition for Beginnings Instructors</td>
<td>Shawna</td>
<td>Lynch</td>
<td>Ed.D.</td>
<td>I*</td>
<td>01/20/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>X410.B</td>
<td>Composition for Advanced Instructors</td>
<td>Katie</td>
<td>Stueart</td>
<td>M.A.</td>
<td>I*</td>
<td>01/20/21</td>
</tr>
<tr>
<td>MGT</td>
<td>X424.3</td>
<td>Documenting Policies and Procedures</td>
<td>Russell</td>
<td>Keenan</td>
<td>B.S.</td>
<td>I</td>
<td>01/20/21</td>
</tr>
<tr>
<td>MGT</td>
<td>X426.1</td>
<td>Cannabis 101: History and Practice Across Industries</td>
<td>Dana</td>
<td>Milstein</td>
<td>Ph.D.</td>
<td></td>
<td>01/20/21</td>
</tr>
<tr>
<td>MGT</td>
<td>X427.63</td>
<td>Introduction to Conservatorships of the Person and Estate</td>
<td>Steven</td>
<td>Lee</td>
<td>M.S.</td>
<td>I</td>
<td>01/20/21</td>
</tr>
<tr>
<td>MGT</td>
<td>X427.71</td>
<td>Decedent's Estate Practices and Procedures</td>
<td>Steven</td>
<td>Lee</td>
<td>M.S.</td>
<td>I</td>
<td>01/20/21</td>
</tr>
<tr>
<td>MGT</td>
<td>X427.72</td>
<td>Trust Administration and Procedure</td>
<td>Steven</td>
<td>Lee</td>
<td>M.S.</td>
<td>I</td>
<td>01/20/21</td>
</tr>
<tr>
<td>MGT</td>
<td>X427.72</td>
<td>Trust Administration and Procedure</td>
<td>Brian</td>
<td>Balduzzi</td>
<td>MBA</td>
<td>I*</td>
<td>01/20/21</td>
</tr>
<tr>
<td>ENGL</td>
<td>X430.1</td>
<td>Academic Writing</td>
<td>Janella</td>
<td>Lee</td>
<td>M.A.</td>
<td>I*</td>
<td>01/20/21</td>
</tr>
<tr>
<td>LAW</td>
<td>X434</td>
<td>Cannabis Law and Policy I: Historical Perspectives and Regional Analysis</td>
<td>Dana</td>
<td>Milstein</td>
<td>Ph.D.</td>
<td></td>
<td>01/20/21</td>
</tr>
<tr>
<td>LAW</td>
<td>X434.1</td>
<td>Cannabis Law &amp; Policy II: Emerging Sectors</td>
<td>Dana</td>
<td>Milstein</td>
<td>Ph.D.</td>
<td></td>
<td>01/20/21</td>
</tr>
<tr>
<td>MATH</td>
<td>X435.01</td>
<td>Content and Methods for Teaching Advanced Placement Calculus AB</td>
<td>Jamil</td>
<td>Siddiqui</td>
<td>Ed.D.</td>
<td></td>
<td>01/20/21</td>
</tr>
<tr>
<td>LAW</td>
<td>X449</td>
<td>Trial Preparation</td>
<td>Rebecca</td>
<td>McKeen</td>
<td>J.D.</td>
<td></td>
<td>01/20/21</td>
</tr>
<tr>
<td>AHS</td>
<td>X450</td>
<td>Content and Methods for Teaching Advanced Placement Art History</td>
<td>Stephen</td>
<td>Secules</td>
<td>M.A.</td>
<td>I*</td>
<td>01/20/21</td>
</tr>
<tr>
<td>ART</td>
<td>X461.37</td>
<td>Building Codes</td>
<td>Margaret Molly McMilan</td>
<td>McMillan</td>
<td>M.S.</td>
<td></td>
<td>01/20/21</td>
</tr>
<tr>
<td>BMSC</td>
<td>X465.10</td>
<td>Forensic Nurse Death Investigation</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td>01/20/21</td>
</tr>
<tr>
<td>MGT</td>
<td>X473.1</td>
<td>Lean Six Sigma Mindset</td>
<td>Russell</td>
<td>Keenan</td>
<td>M.A., PMP</td>
<td></td>
<td>01/20/21</td>
</tr>
<tr>
<td>MGT</td>
<td>X473.2</td>
<td>Lean Six Sigma Capstone</td>
<td>Russell</td>
<td>Keenan</td>
<td>M.A., PMP</td>
<td></td>
<td>01/20/21</td>
</tr>
<tr>
<td>ECON</td>
<td>X475</td>
<td>Content and Methods for Teaching Advanced Placement Macroeconomics</td>
<td>Gary</td>
<td>Petnecky</td>
<td>M.Ed.</td>
<td>I*</td>
<td>01/20/21</td>
</tr>
<tr>
<td>CS</td>
<td>X480.1</td>
<td>Networking (Network+ Certification Training)</td>
<td>Susan</td>
<td>Beckenham</td>
<td>M.S.</td>
<td>I</td>
<td>01/20/21</td>
</tr>
<tr>
<td>CS</td>
<td>X480.20</td>
<td>IT Fundamentals (ITF+ Certification Training)</td>
<td>Susan</td>
<td>Beckenham</td>
<td>M.S.</td>
<td>I</td>
<td>01/20/21</td>
</tr>
<tr>
<td>CS</td>
<td>X480.21</td>
<td>IT Help Desk Operations and Support</td>
<td>Susan</td>
<td>Beckenham</td>
<td>M.S.</td>
<td>I</td>
<td>01/20/21</td>
</tr>
<tr>
<td>MGT</td>
<td>X480.5</td>
<td>Quality Customer Service</td>
<td>George A. Vigil</td>
<td>Ed.D.</td>
<td>I*</td>
<td></td>
<td>01/20/21</td>
</tr>
<tr>
<td>MGT</td>
<td>X480.5</td>
<td>Quality Customer Service</td>
<td>Roy</td>
<td>Virgen Jr.</td>
<td>M.S.</td>
<td>I*</td>
<td>01/20/21</td>
</tr>
<tr>
<td>MGT</td>
<td>X480.5</td>
<td>Quality Customer Service</td>
<td>Amanda</td>
<td>Nichols</td>
<td>M.B.A.</td>
<td>I*</td>
<td>01/20/21</td>
</tr>
<tr>
<td>ENGR</td>
<td>X485</td>
<td>Maintaining and Supporting Computers A+</td>
<td>Susan</td>
<td>Beckenham</td>
<td>M.S.</td>
<td></td>
<td>01/20/21</td>
</tr>
</tbody>
</table>

* Denotes first time approval for Instructor
February 4, 2021

To: Riverside Division of the Academic Senate

From: Jason Stajich, Chair
Riverside Division

RE: Reza Abbaschian Endowed Term Chair

At its December 14, 2020 meeting, Executive Council reviewed the Reza Abbaschian Endowed Term Chair proposal and had no objection.

Attached are the proposal as received from the Provost, as well as Academic Senate committee responses.
To: Jason Stajich, Chair  
Riverside Division Academic Senate

From: Yinsheng Wang, Chair  
Committee on Academic Personnel

Re: [Campus Review] Endowed Chair Proposal: Reza Abbaschian Endowed Term Chair

CAP reviewed the documents supporting the Reza Abbaschian Endowed Term Chair in the Bourns College of Engineering. CAP was enthusiastic about the establishment of this new Term Chair and voted in favor of the proposal (+10-0-0).
December 2, 2020

To: Jason Stajich, Chair
   Riverside Division

From: Katherine Kinney, Chair
       Committee on Planning and Budget

RE: [Campus Review] Endowed Chair Proposal: Reza Abbaschian Endowed Term Chair

The Committee on Planning and Budget discussed the proposal for the Reza Abbaschian Endowed Term Chair and was supportive of the proposal.
REQUEST TO ESTABLISH A NAMED ENDOWED CHAIR
Proposed Name of Chair: Reza Abbaschian Endowed Term Chair

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗ Dean/unit head completes and forwards materials to Development</td>
<td>April 3, 2020</td>
</tr>
<tr>
<td>✗ VC Advancement and AVC Development review and approve</td>
<td>4/27/2020</td>
</tr>
<tr>
<td>✗ Provost/EVC reviews and approves</td>
<td>4/27/2020</td>
</tr>
<tr>
<td>□ [VC Planning &amp; Budget reviews if budgetary impact]</td>
<td></td>
</tr>
<tr>
<td>□ Academic Senate consultation/recommendations</td>
<td></td>
</tr>
<tr>
<td>□ Provost/EVC requests Chancellor’s approval</td>
<td></td>
</tr>
<tr>
<td>□ Chancellor provides final endowed chair approval</td>
<td></td>
</tr>
</tbody>
</table>

FIELDS WILL EXPAND AS YOU TYPE. [TAB] KEY WILL MOVE CURSOR TO NEXT FIELD

REQUEST
College/School/Unit: Marlan and Rosemary Bourns College of Engineering
☑ Check here if location of FTE is within the same unit, otherwise specify:
Unit head name/title: Christopher S. Lynch
Endowment gift type: ☐ Distinguished Professorship
☐ Endowed Chair
☒ Term Chair
☐ Visiting Professorship

Proposed use: The Reza Abbaschian Endowed Term Chair will be used to attract and retain top faculty to the Marlan and Rosemary Bourns College of Engineering.

ACADEMIC INFORMATION

Academic Justification – explain how the endowment fits into the unit’s academic plan:
The Reza Abbaschian Endowed Term Chair will help the College of Engineering to attract and retain top academic talent by providing support to faculty who conduct leading-edge research and profoundly enrich the educational experience of our undergraduate and graduate students. Income from the term chair will be available support both research and teaching expenses including, but not limited to equipment, supplies, student stipends, and conference travel. The term for the term chair shall be no longer than three years and renewable one time for a maximum of six years awarded to any individual faculty member. Should the fund reach $1 million and be re-named the Reza Abbaschian Endowed Chair, the chair term shall be five years and eligible for renewal.

Resources – describe the resources that will be necessary to support the proposed chair (e.g., FTE and other funding.) Please refer to the unit’s academic plan as appropriate:
No additional resources are necessary to support the proposed chair. The chair holder will be supported with an existing FTE.

Term Limits
☐ Five Years and Renewable (Standard terms per UCR Policy and Procedures on Endowed Chairs and Professorships)
☒ Other – explain:
The term for the term chair shall be no longer than three years and renewable one time for a maximum of six years awarded to any individual faculty member.

**Gift/Donor Information**

**Total Gift Amount:** $500,000
- [ ] Outright cash gift made on **(date):** 12/31/2019
- [X] Written pledge commencing on **(date):** Feb 20, 2020, to be fulfilled on **(date):** 2/1/2024
  - Initial contribution/pledge payment expected on **(date):** 2-25-2020
- Donor name and UCR affiliation: (multiple donors, see description below) or
  - Will this gift/pledge be anonymous without publicity? [ ] Yes  [X] No

Donor’s background:

This endowment will be established by repurposing two existing endowments with donor consent, and additional fund raising.

- $104,704 from the **Reza Abbaschian Endowed Distinguished Lecture Fund** (established December 15, 2016, donor: Reza Abbaschian, market value as of Nov. 30, 2019)
- $40,716 from the **Dr. Reza Abbaschian Endowed Fund in Engineering** (established June 16, 2016, multiple donors, market value as of Nov. 30, 2019)
- $50,000 from Gordon and Jill Bourns - new 5 year pledge, $10,000 received Feb. 20, 2020
- $26,914 from Reza Abbaschian - cash gift on 12-31-2019, with additional future support anticipated over next five years.

- $277,666 in additional gifts.

Proposed chair name: Reza Abbaschian Endowed Term Chair
- [ ] Check here if naming is honorary

**Unit/UCR/UC Commitment**

Will any **additional** college, campus-wide or system-wide resources be sought/ required (e.g., space, special facilities, equipment, etc.)?
- [X] No
- [ ] Yes. Describe source of additional resources:

- [X] Existing FTE
- [ ] New FTE – please explain how this is provided for in unit academic plan:

**Certifications**

On behalf of the unit, I certify the following:
- The intellectual independence of the chair holder’s scholarly activities is assured.
- If the donation is being made anonymously, I attest to the experience, character, and reputation of the donor.
The faculty member who is appointed to this chair will be notified of the annual reporting requirement as specified in UCR Policy 500-15: Policy and Procedures on Endowed Chairs: Establishment, Administration, and Appointment of Faculty.

- A diversity, equity, and inclusion plan will be created in advance of chair recruitment.
- Use of the chair for recruitment will be dependent on available campus budgetary resources.

I have attached the following documents:

- [X] Letter from the college/school executive committee or department chair(s) on behalf of the affected departments, as defined by consultation between the dean and the chair of the college/school executive committee, endorsing this proposal.

- [ ] If naming is honorific, confirmation is attached that the honoree (if living) or honoree’s family (if honoree is deceased) has agreed to the naming.

DocuSigned by:

Christopher Lynch

4/22/2020

Date

Dean
May 7, 2020

Dr. Dylan Rodriguez
Chair
UCR Academic Senate

Dylan,

We request the review of and recommendation by the appropriate committees of the Academic Senate for the Reza Abbaschian Endowed Term Chair in the Marlan and Rosemary Bourns College of Engineering.

This chair has been recommended by Dr. Christopher Lynch, Dean of the Bourns College of Engineering. It is being funded by multiple donors, and by redirecting the use of the Dr. Reza Abbaschian Endowed Fund in Engineering.

Attached are:
- Request for Approval to Establish Endowed Chair
- Letter from BCOE Executive Committee in support of the chair
- Letter showing engagement with donors to the previous fund
- Fund Agreement with Amendment for showing support of changing use of previous fund

We would appreciate a response with the Academic Senate Executive Council’s recommendation as soon as possible.

Thank you,

Thomas M. Smith
Interim Provost and Executive Vice Chancellor

cc: Cherysa Cortez, Executive Director, Academic Senate
UC Riverside Foundation

Fund Agreement between
the Marlan and Rosemary Bourns College of Engineering,
the UC Riverside Foundation,
and the Regents of the University of California
to establish the Reza Abbaschian Endowed Term Chair Fund

The UC Riverside Marlan and Rosemary Bourns College of Engineering wishes to establish an
endowed fund with the UC Riverside Foundation, a California non-profit corporation, with the
conditions and purposes contained in this document. The name of the fund will be the Reza
Abbaschian Endowed Term Chair Fund ("Fund"). The expendable distribution from this
endowment will provide support for an endowed term chair in the Marlan and Rosemary Bourns
College of Engineering under the direction of the Dean.

The fund is established to honor Dean Abbaschian and recognize his years of service to the
Marlan and Rosemary Bourns College of Engineering during a period of growth and increase in
international prominence for the college.

Background:

Reza Abbaschian is Director of Winston Chung Global Energy Center, Distinguished Professor,
and Winston Chung Endowed Professor in Sustainability at University of California Riverside
(UCR). The Winston Chung Global Energy Center (WCGEC) is a multi-disciplinary research
center to advance solutions for today’s energy demands, while developing advanced energy
storage, generation and distribution research and energy-use strategies for tomorrow’s
applications. WCGEC was established in 2011 by a generous endowment gift of $10M by
Winston Chung.

Professor Abbaschian began his tenure at UCR in September 2005 as Dean of the Bourns
College of Engineering (BCOE), a position which he held until July 2016. He also held the
William R. Johnson, Jr. Family Chair until July 2017. During his tenure as Dean, BCOE steadily
grew in prestige, research productivity, and student success, landing in the top 50 public
engineering schools in the nation. With around 125 faculty, 2,400 undergraduates (100 BS/MS),
750 graduate students (509 PhD and 239 MS), and annual research expenditures of more than
$40 million, BCOE now houses seven departments/programs and offers nine degrees in addition
to a self-supporting Online Master’s Degree Program in Engineering.

Professor Abbaschian received his PhD in Materials Science and Engineering from the
University of California, Berkeley, MS in metallurgical engineering from Michigan Technological University, and BSc in mining and metallurgy from Tehran University. He has published more than 250 scientific articles including eight books on subjects ranging from metal processing to composites and high temperature-high pressure growth of jewelry diamonds. His research has led to the introduction of man-made diamonds to the market by Gemesis Diamond Company. He also holds five patents and eight patent disclosures held by Gemesis Inc.

Professor Abbaschian is a past President of ASM International, the world’s largest association of materials engineers and scientists. He has been elected a Fellow of ASM, TMS and AAAS. His awards include the TMS Educator Award, Structural Material Division’s Distinguished Scientist/Engineer Award, TMS Leadership Award, ASEE Donald E. Marlowe Award, Davis Productivity Award of the State of Florida, and the 2016 Albert Sauveur Achievement Award of ASM. In 2017, he was given the AIME Honorary Membership, an honor bestowed on only 1/10th of 1% of its membership, in recognition of being an "outstanding scientist and researcher in solidification fundamentals and materials processing, educator and leader in advancing the materials profession."

His commitment to the diversity and success of the student body earned the college ABET’s Claire Felbinger Award for Diversity, a prestigious honor recognizing the college’s efforts in recruiting students from diverse and disadvantaged backgrounds, retaining them through the bachelor’s degree, and advancing them to graduate studies and careers in engineering. During Dean Abbaschian’s tenure, BCOE’s enrollment of underrepresented students increased to 34%.

Professor Abbaschian led efforts for BCOE to become a more global university, forging robust partnerships with researchers in many countries including China, Korea, Japan, and Thailand. In 2011, Dean Abbaschian shepherded the largest gift from an individual donor in UCR’s history—a $10 million cash endowment gift from Chinese inventor and entrepreneur Winston Chung. Mr. Chung also gave approximately $5-million-worth of batteries, plus funding for faculty research, resulting in an investment in the Bours College of Engineering of more than $17 million.

I. ESTABLISHMENT OF FUND

This Fund shall be established when:

A. This Memorandum has been reviewed, signed and dated by the appropriate Bours College of Engineering representative and an appropriate UCR Foundation official; and,

B. The principal balances of the Reza Abbaschian Endowed Distinguished Lecture Fund (established December 15, 2016) and the Dr. Reza Abbaschian Endowed Fund in Engineering (established June 16, 2016) are transferred to the Reza Abbaschian Endowed Term Chair Fund; and,

C. The existing endowment funds’ balance transfers, and new gifts to the Reza Abbaschian Endowed Term Chair p. 2
Endowed Term Chair Fund, reach a minimum total of $500,000 and have been received and deposited for the purpose cited herein.

D. The name of the Fund shall change to the Reza Abbaschian Endowed Chair when the principal balance of the endowment reaches $1,000,000.

E. Subject to approval through the appropriate policy and procedures of UCR and the Regents of the University of California, and pending receipt of funds equivalent to the minimum requirement for an endowed term chair, the term chair will be named the Reza Abbaschian Endowed Term Chair.

F. Additions to the Funds can be made at any time.

II. PURPOSE AND USE OF ENDOWMENT

A. General Purpose
The expendable distribution from the Reza Abbaschian Endowed Term Chair Fund will provide support for a term chair in the College of Engineering under the direction of the Dean of the Marlan and Rosemary Bourns College of Engineering, as more fully described below in Section III C, and in accordance with established University policies and procedures.

The Reza Abbaschian Endowed Term Chair will help the College of Engineering to attract and retain top academic talent by providing support to faculty who conduct leading-edge research and profoundly enrich the educational experience of our undergraduate and graduate students. Income from the term chair will be available support both research and teaching expenses including, but not limited to equipment, supplies, student stipends, and conference travel. The term for the term chair shall be no longer than three years and renewable one time for a maximum of six years awarded to any individual faculty member. Should the fund reach $1 million and be re-named the Reza Abbaschian Endowed Chair, the chair term shall be five years and eligible for renewal.

The establishment of the Endowed Term Chair will comply with current policies of the UC Regents, UCR and the UCR Foundation. If, in the judgment of the Chancellor, the designated use of endowment payout is impractical or impossible, then the Chancellor may, in consultation with the Donor(s) when possible, use endowment payout for such other purposes at UCR as s/he determines to be consistent with Donors’ interests and intentions.

III. ADMINISTRATION OF FUND

A. The Fund will be administered in accordance with the UCR Policies and Procedures on Endowed Chairs: Establishment, Administration, and Appointment of Faculty.

B. The expendable distribution from the Fund will be determined periodically under the
terms of the Endowment Expenditure Policy as established by the UCR Foundation.

C. Payout from the Fund will be transferred to the University, to be made available to the chair holder, in support of teaching, research, and service activities under the direction of the Dean of the Marlan and Rosemary Bourns College of Engineering in accordance with University policy.

D. 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 Fund principal. The principal of the Fund may be combined with other Funds for investment purposes.

E. Fiduciary responsibility for governance and investment of this endowment is vested in The UCR Foundation Board of Trustees.

F. In the unlikely event that the Reza Abbaschian Endowed Term Chair does not meet the pledged amount, the Chancellor of UCR is authorized to re-designate the purpose of this Fund, taking into consideration the Donor’s expressed wishes as to the designated purpose described in this document.

G. As is customary with universities and other non-profit organizations across the country, a one-time gift fee is applied to each gift in order to provide essential support to UCR’s advancement program. We understand that the fee is currently 5%. In addition, administrative fees will be charged in accordance with UCR policy.

IV. STEWARDSHIP

An endowed fund is a testament to the value the donors place on intellectual and scientific achievement. During their lifetimes, principal donors will receive periodic stewardship reports from the University on the Fund.

ACCEPTANCES:

Christopher S. Lynen, Dean  
William R. Johnson Jr. Family Chair  
Marlan and Rosemary Bourns College of Engineering

Kimberly McElrave  
UC Riverside Foundation

11/16/19  
Date

11/15/19  
Date
AMENDMENT TO THE GIFT AGREEMENT
executed on December 15, 2016
for the REZA ABBASCHIAN ENDOVED DISTINGUISHED LECTURE FUND
between Reza Abbaschian and the UC Riverside Foundation

The following changes to the gift agreement between DONOR and the UC Riverside
Foundation and the University of California, Riverside executed on December 15, 2016 have
been accepted by all parties.

In Section II of the gift agreement, the purpose and use of the fund shall be re-designated to
help establish a new endowment for the Bourns College of Engineering, the Reza Abbaschian
Endowed Term Chair.

Furthermore, the existing fund balance of the Reza Abbaschian Endowed Distinguished
Lecture Fund shall be transferred to the Reza Abbaschian Endowed Term Chair Fund.

APPROVALS:

Reza Abbaschian, PhD
Donor

Christopher S. Lynch, Dean
William R. Johnson Jr. Family Chair
Bourns College of Engineering

Kimberly McDade, UC Riverside Foundation

November 6, 2019
Date

11/13/19
Date

11/15/19
Date
November 15, 2019

ADDRESS

Dear NAME,

In June 2016, with contributions from many donors, the Marlan and Rosemary Bourns College of Engineering created the Dr. Reza Abbaschian Endowed Fund in Engineering. You made a gift of $XXXX to this fund through the UC Riverside Foundation on DATE.

In keeping with the goals and strategic direction of the college, Reza and I have discussed the future use of the Dr. Reza Abbaschian Endowed Fund in Engineering and we wish to re-designate the fund to create a new endowed term chair. The Reza Abbaschian Endowed Term Chair will help the College of Engineering to attract and retain top academic talent by providing support to faculty who conduct leading-edge research and profoundly enrich the educational experience of our undergraduate and graduate students. Income from the term chair will be available support both research and teaching expenses including, but not limited to equipment, supplies, student stipends, and conference travel. The term for the chair shall be no longer than three years and renewable one time for a maximum of six years awarded to any individual faculty member.

Reza has also generously agreed to make an additional matching gift and re-purpose the Reza Abbaschian Endowed Distinguished Lecture Fund that he established in 2016 toward this effort. By combining these two existing endowed funds and setting a goal of $300,000 in new gifts, the resulting endowment we seek to establish will have a substantial impact on the College. I’m also pleased that it will provide a lasting tribute to Reza’s leadership.

I am writing today to inform you of this proposed re-designation of your donation. Should you have questions or comments, please feel free to contact Jed Schwendiman, Assistant Dean for Development, Bourns College of Engineering at 951-827-4897 or jed.schwendiman@ucr.edu by December 31, 2019.

Thank you for your continuing support!

Sincerely,

Christopher Lynch, Dean
William R. Johnson Jr. Family Chair

cc: Jed Schwendiman, Assistant Dean for Development, BCOE
April 3, 2020

To: Christopher Lynch, Dean of the Bourns College of Engineering

Cc: Jed Schwendiman, Assistant Dean for Development, Bourns College of Engineering

From: Philip Brisk, Chair of the Faculty, Bourns College of Engineering

Dear Dean Lynch,

I write to inform you that on April 2, 2020, the BCOE Executive Committee voted unanimously in favor of the establishment of the Reza Abbaschian Endowed Term Chair.

The BCOE Executive Committee shares your belief that the resulting endowment will have a substantial impact on the College.
February 4, 2021

To: Riverside Division of the Academic Senate

From: Jason Stajich, Chair
Riverside Division

RE: Ronald H. Chilcote Endowed Chair in Latino and Latin American Studies and Research

At its November 9, 2020 meeting, Executive Council reviewed the Ronald H. Chilcote Endowed Chair in Latino and Latin American Studies and Research and had no objection.

Attached are the proposal as received from the Provost, as well as Academic Senate committee responses.
COMMITTEE ON ACADEMIC PERSONNEL

October 1, 2020

To: Jason Stajich, Chair  
Riverside Division Academic Senate

From: Yinsheng Wang, Chair  
Committee on Academic Personnel

Re: Ronald H. Chilcote Endowed Chair in Latino and Latin American Studies and Research - CHASS

At its meeting on September 30, 2020, CAP reviewed the documents supporting the Ronald H. Chilcote Endowed Chair in Latino and Latin American Studies and Research within the College of Humanities, Arts, and Social Sciences. CAP was enthusiastic about the establishment of this new Endowed Chair and voted in favor of the proposal (+10-0-0).
To: Jason Stajich  
Riverside Division Academic Senate

From: Xuan Liu, Chair  
Committee on Diversity, Equity, & Inclusion

Re: [Campus Review] Endowed Chair Proposal: The Ronald H. Chilcote Endowed Chair in Latino and Latin American Studies and Research

The Committee on Diversity, Equity, and Inclusion (CODEI) discussed the Endowed Chair Proposal: The Ronald H. Chilcote Endowed Chair in Latino and Latin American Studies and Research at its October 15th meeting. The Committee unanimously supported the proposal and had no substantial comments to add.
October 20, 2020

To: Jason Stajich, Chair
    Riverside Division

From: Katherine Kinney, Chair
      Committee on Planning and Budget

RE: Endowed Chair Proposal: The Ronald H. Chilcote Endowed Chair in Latino and Latin American Studies and Research

The Committee on Planning and Budget discussed the Ronald H. Chilcote Endowed Chair in Latino and Latin American Studies and Research proposal at their October 20, 2020 meeting. The committee was supportive of the Endowed Chair proposal.
August 12, 2020

To: Dylan Rodriguez, Chair, UCR Academic Senate

From: Thomas M. Smith, Ph.D., Interim Provost and Executive Vice Chancellor

Subject: Ronald H. Chilcote Endowed Chair in Latino and Latin American Studies and Research (CHASS); for review by the UCR Academic Senate

For review by the appropriate committees of the Academic Senate in order to issue their recommendation for the Ronald H. Chilcote Endowed Chair in Latino and Latin American Studies and Research in the College of Humanities, Arts and Social Sciences (CHASS).

This chair has been recommended by Dean Milagros Peña. It is fully funded.

Attached are:
- Request for Approval to Establish Endowed Chair
- Letter from CHASS Executive Committee in support of the endowed chair
- Fund Agreement
- Biographical information about donor Ronald H. Chilcote

We would appreciate a response with the Academic Senate Executive Council’s recommendation as soon as possible.

Thank you.

cc: Cherysa Cortez, Executive Director, Academic Senate
REQUEST TO ESTABLISH A NAMED ENDOWED CHAIR

Proposed Name of Chair:
Ronald H. Chilcote Endowed Chair in Latino and Latin American Studies and Research

Task | Completed Date
--- | ---
[X] Dean/unit head completes and forwards materials to Development | 8/20
[X] VC Advancement and AVC Development review and approve | 8/20
[X] Provost/EVC reviews and approves | 8/20
[ ] [VC Planning & Budget reviews if budgetary impact]
[ ] Academic Senate consultation/recommendations
[ ] Provost/EVC requests Chancellor’s approval
[ ] Chancellor provides final endowed chair approval

FIELDS WILL EXPAND AS YOU TYPE. [TAB] KEY WILL MOVE CURSOR TO NEXT FIELD

REQUEST

College/School/Unit: College of Humanities, Arts and Social Sciences (CHASS)
[X] Check here if location of FTE is within the same unit, otherwise specify:
Unit head name/title: Milagros Peña/Dean
Endowment gift type: ☐ Distinguished Professorship
☐ Endowed Chair
☐ Term Chair
☐ Visiting Professorship

Proposed use: The Chair holder will hold a tenured faculty appointment with professorial rank and will be an established scholar with a wide range of knowledge and research interests in Latino and Latin American studies.

ACADEMIC INFORMATION

Academic Justification – explain how the endowment fits into the unit’s academic plan: The chair will be held by a distinguished scholar recognized for critical and rigorous research and publication that pushes the boundaries of the field, for creative and inspiring teaching, and commitment to building library resources for Latino and Latin American studies and research. The holder would be a Latin Americanist with interest and knowledge of Latin America and Latino America, and would, ideally, have experience within Latin America, Spain, Portugal, and Latino America. The chair will work with the Latin American Studies faculty committee and, if mutually agreeable, collaborate with the Latin American Perspectives (LAP) Editorial Board and facilitating campus visits by visiting LAP Fellows.

Resources – describe the resources that will be necessary to support the proposed chair (e.g., FTE and other funding.) Please refer to the unit’s academic plan as appropriate: Given the inaugural chair holder will be an internal hire, no other additional resources are necessary.

Term Limits
[X] Five Years and Renewable (Standard terms per UCR Policy and Procedures on Endowed Chairs and Professorships)
☐ Other – explain:
**GIFT/DONOR INFORMATION**

Total Gift Amount: $1,000,000

- [x] Outright cash gift made on (date): 6/30/20
- [ ] Written pledge commencing on (date): , to be fulfilled on (date):

  Initial contribution/pledge payment expected on (date):

Donor name and UCR affiliation: Dr. Ronald H. Chilcote, Professor Emeritus

Will this gift/pledge be anonymous without publicity? [ ] Yes  [x] No

**Donor’s background:**

Ronald H. Chilcote has served as the Edward A. Dickson Emeritus Professor of Economics and Political Science at the University of California, Riverside since 1994. Chilcote continues to serve as Managing Editor of the academic journal Latin American Perspectives (LAP), as he has since its founding in 1974. Chilcote taught in the Departments of Economics and Political Science at UCR from 1964 to 1994 where he was honored with a Distinguished Teaching Award. He was a founder of the Latin American Studies major, served as Director of the Program on Latin American Studies for over 15 years, and as Professor Emeritus has continued to serve on the Latin American Studies Steering Committee. In 1993 and 1994 he established and directed the UC Education Abroad Program in Brazil. He established the Ronald H. Chilcote Collection in the UCR Library, donating more than 12,000 books and other research materials. He also coordinated fundraising among UCR and other academics and former graduate students to establish with the Rivera Library the endowed Latin American Perspectives Visiting Scholar Fellowship.

**Proposed chair name:** Ronald H. Chilcote Endowed Chair in Latino and Latin American Studies and Research

[ ] Check here if naming is honorary

**UNIT/UCR/UC COMMITMENT**

Will any additional college, campus-wide or system-wide resources be sought/required (e.g., space, special facilities, equipment, etc.)?

- [x] No
- [ ] Yes. Describe source of additional resources:

- [x] Existing FTE
- [ ] New FTE – please explain how this is provided for in unit academic plan:

**CERTIFICATIONS**

On behalf of the unit, I certify the following:

- The intellectual independence of the chair holder’s scholarly activities is assured.
- If the donation is being made anonymously, I attest to the experience, character, and reputation of the donor.
- The faculty member who is appointed to this chair will be notified of the annual reporting requirement as specified in UCR Policy 500-15: Policy and Procedures on Endowed Chairs: Establishment, Administration, and Appointment of Faculty.
- A diversity, equity, and inclusion plan will be created in advance of chair recruitment.
- Use of the chair for recruitment will be dependent on available campus budgetary resources.

I have attached the following documents:
Letter from the college/school executive committee or department chair(s) on behalf of the affected departments, as defined by consultation between the dean and the chair of the college/school executive committee, endorsing this proposal.

If naming is honorific, confirmation is attached that the honoree (if living) or honoree’s family (if honoree is deceased) has agreed to the naming.

_________________________  07/24/2020
Milagros Peña, Dean  Date
College of Humanities, Arts and Social Sciences
TO: Kim A. Wilcox, Chancellor, University of California, Riverside

I recommend the establishment of this endowed chair at UC Riverside, as detailed in the attached supporting materials.

This proposed chair has been reviewed and approved by the Academic Senate and the Provost/Executive Vice Chancellor.

Thomas M. Smith
Interim Provost and Executive Vice Chancellor, University of California, Riverside

TO: Thomas M. Smith, Interim Provost and Executive Vice Chancellor

I approve the establishment of this endowed chair at UC Riverside.

Kim A. Wilcox
Chancellor, University of California, Riverside
Biographical information on Donor Ronald H. Chilcote

Ronald H. Chilcote has served as the Edward A. Dickson Emeritus Professor of Economics and Political Science at the University of California, Riverside since 1994. Chilcote continues to serve as Managing Editor of the academic journal Latin American Perspectives (LAP), as he has since its founding in 1974. Chilcote taught in the Departments of Economics and Political Science at UCR from 1964 to 1994 where he was honored with a Distinguished Teaching Award. He was a founder of the Latin American Studies major, served as Director of the Program on Latin American Studies for over 15 years, and as Professor Emeritus has continued to serve on the Latin American Studies Steering Committee. In 1993 and 1994 he established and directed the UC Education Abroad Program in Brazil. He established the Ronald H. Chilcote Collection in the UCR Library, donating more than 12,000 books and other research materials. He also coordinated fundraising among UCR and other academics and former graduate students to establish with the Rivera Library the endowed Latin American Perspectives Visiting Scholar Fellowship.
July 31, 2020

TO: Susan Brown  
   Academic Personnel, Director  
   College of Humanities, Arts, and Social Sciences

FROM: Lucille Chia, Chair  
      CHASS Executive Committee

RE: Ronald Chilcote Endowed Chair in Latino and Latin American Studies and Research Fund

The CHASS Executive Committee reviewed and enthusiastically endorses the establishment of the Ronald Chilcote Endowed Chair in Latino and Latin American Studies within CHASS.
Various issues addressed by Chair Gauvain and Vice Chair Horwitz

The Academic Senate Chair Mary Gauvain informed the Assembly about the ongoing systemwide reviews of the Online Undergraduate Degree Task Force; the report and recommendations of the joint Faculty Salary Scales Task Force; and future state recommendations for the Innovative Learning Technology Initiative. They also referred to the ongoing effort to evaluate the viability of a new UC admissions test, following the Regents’ decision to phase-out the SAT/ACT by 2025.

Concerns were voiced on the effect of the pandemic and the working and learning conditions on the morale, productivity, and mental health of faculty, students, and staff. Curtailment was also addressed and the need to have a fair implementation of the process was emphasized. Chair Gauvain responded to questions from the members of the Assembly regarding faculty morale emphasizing the faculty’s role in UC’s continued success during the pandemic.

Vice Chair Robert Horwitz reported on the November Regents’ meeting where it was discussed further the need to enhance the transfer of undergraduate students from community colleges to UC. President Drake informed the Regents about his views on a debt free path to a UC degree and called for campuses to establish tribal advising committees to increase the number of students from Native American communities. They also addressed the need to increase support to students with disabilities and those with food insecurity.

The Assembly was informed about the ongoing UC efforts to address the climate crisis. The Academic Council is following up on the Senate’s 2019 Memorial to the Regents on Divestment from Fossil Fuel Companies. Both Chair Gauvain and Vice Chair Horwitz invited the Assembly to contribute ideas that can help move forward the issues of divestment, carbon neutrality, and environmental sustainability.

Several high-ranking officers have left the UC Department of Human Resources. UCOP is using consultants to interview constituents to learn what they want from the systemwide HR. The assembly was assured that the Senate will be represented in these discussions regarding the future of the University Human Resources.

Reports of Standing Committees

Revisions to Senate Bylaw 160 (Editorial Committee), in which the service period of the Editorial Committee was changed from July 1 - June 30 to September 1 - August 31, were approved by the Assembly. Similarly, revisions to Senate Bylaw 125.B.14 were approved. The approval changes the eligibility requirement for the Senate representative to the Board
Meeting with President Drake, Provost and Executive Vice President Brown and Executive Vice President and CFO Brostrom

In his first meeting with the Assembly, President Drake showed enthusiasm about “returning home” having spent most of his academic career at UC. He stressed that faculty are the core of the University’s teaching, research, and public service missions, and acknowledged the difficulties that students, faculty and staff face under the pandemic conditions and remote teaching and learning. The President stated he believes in shared governance and will look to the Senate for advice on how to address campus budget shortfalls. He indicated he will follow guidance from CDC as to how to deal with the pandemic and the upcoming vaccination efforts. He also referred to the efforts at UC campuses housing students in dorms and the successful measures taken that have lowered the positivity rates among these students compared to those living off campus.

President Drake entertained questions regarding: 1) the requirement of vaccination to be on campus; 2) the prospects for state reinvestment in the University or a new federal stimulus package that supports higher education; 3) the recommendation against increasing enrollment without additional funding; 4) the lack of a systemwide approach to cuts exacerbates inequities, particularly on campuses with limited revenue streams; 5) the request to consider how the University could help graduate students in the current poor job market.

President Drake said UC will follow public health guidelines for vaccination. He declared that UC has many supporters in state government and the knowledge of high return on state investment in higher education. He acknowledged that enrollment growth requires additional funding and UC will not compromise teaching and research excellence in pursuit of growth. He stated that UCOP is working with individual campuses to bridge budget gaps and deficits. He also informed the Assembly that during the April 2021 meeting, the Regents will discuss the situation on campuses with limited revenue streams, such as UCR, to identify solutions and address existing inequities.

CFO Brostrom said that UC has sustained $2.7 billion in lost revenue and costs from the pandemic. However, he stated that the UC financial position is fundamentally strong: 2020-21 enrollment is steady and applications for 2021-22 admission are up 17 percent; UC medical center revenues have recovered although auxiliary revenues have fallen but are expected to recover after campuses open for in-person classes. UC’s 2021-22 state budget request of $518 million includes restoration of the $300 million reduction in UC’s budget in 2020-21, and additional funding for cost increases. He noted the importance for a predictable and stable tuition policy that supports campuses.

The last speaker was Provost Brown who thanked the Senate for its policy responses to COVID. He noted that the pandemic likely will affect research productivity for several years and encouraged faculty to be mindful of this when assessing the productivity of their colleagues. He also encouraged the Senate to remain engaged on issues related to campus climate and racism. Regarding questions about the effect of the pandemic on research, he
said UC will need new investments in faculty, research, and graduate education for its continued excellence. He acknowledged the need for better graduate student support as well as helping hire our own graduate students as faculty.
COMMITTEE ON COMMITTEES

REPORT TO THE RIVERSIDE DIVISION
February 23, 2021

To Be Adopted

Proposed Changes to Charge of the Committee on Bylaw 6.4.4.1

**PRESENT:**

6.4.4.1. *Review Stage 2, College/School Academic Integrity Committees for Cases Involving Undergraduate Students*

An Academic Integrity Committee will be established in each of School or College to:

* hear cases referred by SCAIP that are sufficiently complex to require additional review
* hear serious and repeated violations of academic misconduct upon referral from an instructor or SCAIP
* consider appeals of decisions and/or sanctions imposed by SCAIP

The Academic Senate’s Committee on Committees will appoint four to six faculty members to the undergraduate Academic Integrity Committees for each college and one to three faculty members to the undergraduate Academic Integrity Committees for each school with an undergraduate curriculum to serve one-year terms, effective September 1-August 31. Each committee should include faculty who are available to participate in hearings during the summer months.

In addition, SCAIP will solicit and review applications from interested undergraduate and graduate students and make recommendations to the Associated Students of UCR and Graduate Student Association regarding students to be appointed to serve on each college/school committee for one-year terms, effective September 1-August 31. The final endorsement of student members will rest with the Committee on Committees. Students are not eligible to serve if they have been suspended or are on academic or

**PROPOSED:**

6.4.4.1. *Review Stage 2, College/School Academic Integrity Committees for Cases Involving Undergraduate Students*

An Academic Integrity Committee will be established in each of School or College to:

* hear cases referred by SCAIP that are sufficiently complex to require additional review
* hear serious and repeated violations of academic misconduct upon referral from an instructor or SCAIP
* consider appeals of decisions and/or sanctions imposed by SCAIP

The Academic Senate’s Committee on Committees will appoint four to six faculty members to the undergraduate Academic Integrity Committees for each college and one to three faculty members to the undergraduate Academic Integrity Committees for each school with an undergraduate curriculum to serve three-year terms, effective September 1-August 31. Each committee should include faculty who are available to participate in hearings during the summer months.

In addition, SCAIP will solicit and review applications from interested undergraduate and graduate students and make recommendations to the Associated Students of UCR and Graduate Student Association regarding students to be appointed to serve on each college/school committee for one-year terms, effective September 1-August 31. The final endorsement of student members will rest with the Committee on Committees. Students are not eligible to serve if they have been suspended or are on academic or
disciplinary probation, have been evicted from University Housing for reasons related to conduct, or have a case pending before SCAIP.

In all cases an effort will be made to appoint members who represent the disciplinary diversity within each college/school, whenever possible. Staff support to the committees will be provided by the office of the Vice Provost for Administrative Resolution, the office of the AVC/Dean of Students, and SCAIP.

**Statement of Purpose and Effect:** A 3-year term makes Committee on Committees’ (CoC) staffing of the committee more practical and feasible. It will also be in agreement with the three-year term for the graduate level Academic Integrity Committee.

Approved by the Committee on: **November 19, 2020**

**Section below is for Senate use only**

(if applicable) Approved by the Committee on___________(leave blank)

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: 12/10/2020

Received by Executive Council: 1/11/2021
COMMITTEE ON RULES AND JURISDICTION

December 10, 2020

To: Jason Stajich, Chair
   Riverside Division

From: Nael Abu-Ghazaleh
       Chair, Committee on Rules and Jurisdiction

Re: Proposed Change to Bylaw 6.4.4.1

The Committee on Rules and Jurisdiction reviewed the request regarding proposed changes to charge of the Committee on Bylaw 6.4.4.1 and finds the language consistent with the code of the Academic Senate.

For future reference, the right-hand column should show the language with the change, not the entire page of text. The lengthy text makes it difficult to notice where the changes are and can lead committee members to compare every single word on both sides before getting to the actual proposed change.
<table>
<thead>
<tr>
<th>Proposed regulation, with COVID-19 emergency modification in red</th>
<th>Notes</th>
<th>Current regulation, with COVID-19 emergency modification in red</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1.1.4 A student may drop a course without prior approval no later than the end of the second full week of instruction. From the third through the sixth full week of instruction, a course may be dropped with the approval of the advisor. For Fall 2020 and Winter 2021, a student may also drop a course through the eighth full week of instruction with the approval of the advisor. Any course drop which would reduce the undergraduate student's academic load to less than 12 units must be approved by the Dean. (En 5 May 77)(Am 26 May 88)(Am 21 Nov 02) (COVID-19 Temp. Modification 31 Mar 2020)(COVID-19 Temp. Modification 6 April) (COVID-19 Temp. Modification 13 Apr 2020)(COVID-19 Temp Modification 3 June 2020- extended 8 June 2020)(COVID-19 Temp. Modification Sept 30 2020)</td>
<td>Adjustment to Spring and Summer 2021</td>
<td>R1.1.4 A student may drop a course without prior approval no later than the end of the second full week of instruction. From the third through the sixth full week of instruction, a course may be dropped with the approval of the advisor. For Spring 2021 and Summer 2021, a student may also drop a course through the eighth full week of instruction with the approval of the advisor. Any course drop which would reduce the undergraduate student's academic load to less than 12 units must be approved by the Dean.</td>
</tr>
<tr>
<td>R1.1.6 The final date to petition for conversion from letter grade to S/NC or vice versa will be the end of the eight week of instruction. (En 5 May 77; Am 25 May 89)(COVID-19 Temp Modification Sept 30 2020)</td>
<td>No change</td>
<td>R1.1.6 The final date to petition for conversion from letter grade to S/NC or vice versa will be the end of the eighth week of instruction.</td>
</tr>
<tr>
<td>R1.2.2 Students enrolled in any undergraduate degree program may receive credit for courses undertaken and graded S on the Riverside campus to a limit of one-third of the total units undertaken and passed on the Riverside campus at the time the degree is awarded. Courses undertaken and graded S during the Fall 2020 and Winter 2021 will not count towards this limit. Units completed on another campus of the University by a Riverside undergraduate student enrolled as an intercampus visitor are considered Riverside work for the purposes of this regulation. (COVID-19 Temp. Modification 12 Mar 2020)(COVID-19 Temp. Modification 31 Mar 2020 - extended 8 June 2020)(COVID-19 Temp. Modification 31 Mar 2020 - extended 8 June 2020). Editorial change July 14, 2020.) (COVID-19 Temp. Modification Sept 30 2020)</td>
<td>Adjustment to Spring and Summer 2021</td>
<td>R1.2.2 Students enrolled in any undergraduate degree program may receive credit for courses undertaken and graded S on the Riverside campus to a limit of one-third of the total units undertaken and passed on the Riverside campus at the time the degree is awarded. Courses undertaken and graded S during the Spring and Summer 2021 will not count towards this limit. Units completed on another campus of the University by a Riverside undergraduate student enrolled as an intercampus visitor are considered Riverside work for the purposes of this regulation.</td>
</tr>
<tr>
<td>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. (COVID-19 Temp. Modification 12 Mar 2020 - extended 8 June 2020)</td>
<td>No changes: omits description of location of final exam</td>
<td>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. (COVID-19 Temp. Modification 12 Mar 2020 - extended 8 June 2020)</td>
</tr>
</tbody>
</table>
To: Senate  
Date: Sept. 17, 2020  
From: M. A. McKibben, Chair, EPS  
Re: Graduate program name change

Beginning with the award of a $7M NASA Astrobiology Center grant to Distinguished Biogeochemistry Prof. Tim Lyons in 2015[1], the then-named Dept. of Earth Sciences began to extend its established research expertise on the origin of life on Earth to the search for life on other planets. We hired established exoplanet detector[2] Dr. Stephen Kane as Associate Professor of Planetary Physics to our faculty in 2017. In 2020 we hired Dr. Edward Schwieterman as Assistant Professor of Astrobiology to our faculty; his expertise is in computer modelling of planetary atmospheres with the goal of identifying signature chemical compounds for spacecraft and observatories to detect in the search for habitable planets[3]. As a consequence of building this core faculty group in Planetary Science, the Department changed its name to Earth and Planetary Sciences in 2019.

Now that this core group has recruited a viable population of graduate students and post-docs, we propose to expand the name of our graduate program from “Geological Sciences” to “Earth and Planetary Sciences”. This reflects the fact that not only are new Ph.D. and M.Sc. students graduating with specialties in Planetary Sciences, those graduating with specialties in Geological Sciences now have more options for picking up ancillary expertise in Planetary Sciences as well via graduate coursework and research collaborations. We also believe that the name change on the degrees awarded will make our graduates more competitive in the job market by more accurately describing their broader expertise.

The EPS faculty voted for the graduate program name change in November of 2019.

[1] https://ucrtoday.ucr.edu/25063

https://www.scientificamerican.com/article/how-visiting-venus-will-help-us-find-life-on-distant-planets/

<table>
<thead>
<tr>
<th><strong>Current</strong></th>
<th><strong>Proposed</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Programs</strong></td>
<td><strong>Graduate Programs</strong></td>
</tr>
<tr>
<td>Graduate education in the Geological Sciences emphasizes general geology combined with specialization in fields such as evolutionary paleobiology, invertebrate and vertebrate paleontology, Quaternary geology, neotectonics, applied geophysics, geotectonics, crustal processes, geochemistry, groundwater, mineral deposits, stratigraphy, sedimentology, sedimentary geochemistry, basin analysis, landscape ecology, fire ecology, and natural resource conservation. Integrated field and laboratory studies are encouraged.</td>
<td>Graduate education in the Earth and Planetary Sciences emphasizes all aspects of geology, geophysics and biogeochemistry as applied to understanding the Earth and other planetary bodies. Areas of research include the origin and evolution of life through geological time; astrobiology and the detection and modeling of exoplanets and their atmospheres; the theory, mechanisms and impacts of earthquakes and faulting; observing and modeling current and past climate change; modeling past and future global carbon and other biogeochemical cycles; and geophysical, geochemical and petrological studies of the structure and internal processes of planetary interiors. Integrated field, laboratory and numerical studies are encouraged.</td>
</tr>
<tr>
<td><strong>Admission</strong> An undergraduate degree in geology or geophysics is the normal preparation for graduate work; however, a degree from a related field of science or engineering is often appropriate. Applicants to graduate status must supply GRE General Test (verbal, quantitative, analytical) scores before admission.</td>
<td><strong>Admission</strong> An undergraduate degree in geology, geochemistry, geophysics or earth/planetary science is the normal preparation for graduate work; however, a degree from a related field of science or engineering or even select non-science disciplines may be appropriate. Applicants to graduate status must supply any standardized test scores required by the Graduate Division before admission.</td>
</tr>
<tr>
<td><strong>Master’s Degree</strong> In addition to the general requirements listed under the Graduate Studies section of this</td>
<td><strong>Master’s Degree</strong> In addition to the general requirements listed under the Graduate Studies section of this</td>
</tr>
</tbody>
</table>
catalog, the requirements for the M.S. degree in Geological Sciences, under the Plan 1 (Thesis), are as follows.

**Admission** Students must make up any deficiency in preparation. The background required is course preparation equivalent to the bachelor’s degree in Geology or Geophysics at UCR. Courses taken to remedy background deficiencies are not applicable to the graduate degree. Such courses are designated in the letter of admission to the program sent by the dean of the Graduate Division to the student.

**Biannual Reviews** All students must undergo biannual reviews by the departmental Graduate Progress Committee. A student’s progress is assessed in these reviews, and the committee may recommend changes in a student’s plans after these reviews.

**Course Work** All students must enroll each quarter in the Graduate Seminar in Geosciences (GEO 250). Students must attend the weekly Hewett Club lecture series. Students must complete a minimum of 36 units of course work in the major and related subjects and obtain advance approval of a coherent plan of study from the graduate advisor. A maximum of 12 upper-division units beyond the requirements for the bachelor’s degree may be applied to the 36-unit requirement.

Students must complete a minimum of 12 units of graduate courses, which must include at least four graduate-level instructional courses taught by four different faculty members as approved by the graduate advisor.

catalog, the requirements for the M.S. degree in Earth and Planetary Sciences, under the Plan 1 (Thesis), are as follows.

**Admission** Students must make up any deficiency in undergraduate preparation required for their area of study. The background required is determined by the graduate advisor in consultation with their faculty advisor. Courses taken to remedy background deficiencies are not applicable to the graduate degree. Such courses are typically designated in the letter of admission to the program sent by the dean of the Graduate Division to the student.

**Biannual Reviews** All students must undergo biannual reviews by the departmental Graduate Progress Committee. A student’s progress is assessed in these reviews, and the committee may recommend changes in a student’s plans after these reviews.

**Course Work** All students must enroll each quarter in the Graduate Seminar in Geosciences (GEO 250). Students must attend the weekly Hewett Club lecture series. Students must complete a minimum of 36 units of course work in the major and related subjects and obtain advance approval of a coherent plan of study from the graduate advisor. A maximum of 12 upper-division units beyond the requirements for the bachelor’s degree may be applied to the 36-unit requirement.

Students must complete a minimum of 12 units of graduate courses, which must include at least four graduate-level instructional courses taught by four different faculty members as approved by the graduate advisor.
Subject to the approval of the graduate advisor, a limited number of upper-division courses in the major and related sciences, if not required for the bachelor’s degree and not taken previously, may be accepted for graduate credit.

**Thesis and Final Oral Examination** Before the end of the third quarter of study and before embarking on research, the student must submit a written thesis proposal to the graduate progress committee. After approval of the proposal, the student must submit a thesis based on original work for approval by a thesis committee. A maximum of 12 units of thesis research may be counted toward the 36-unit minimum.

Students present an open research seminar as a final oral examination, which is advertised to all the students and faculty in the Earth Sciences Department.

**Normative Time to Degree** 7 quarters

**Global Climate and Environmental Change (GCEC)** The GCEC MS track is a field and laboratory based multidisciplinary program focused on the evidence for and controls of past and present climate change. Candidates must complete the following:

**Course Work** Students must complete a minimum of 36 quarter units of graduate and upper-division undergraduate courses, and research credit from 1 and 2 (below). Other faculty members as approved by the graduate advisor.

All graduate students must complete professional development training by the end of their 9th quarter. This is fulfilled by taking GEO 201 A and GEO 201B before taking their Ph.D. Oral Exam.

Subject to the approval of the graduate advisor, a limited number of upper-division courses in the major and related sciences, if not required for the bachelor’s degree and not taken previously, may be accepted for graduate credit.

**Thesis and Final Oral Examination** Before the end of the third quarter of study and before embarking on research, the student must submit a written thesis proposal to the graduate progress committee. After approval of the proposal, the student must submit a thesis based on original work for approval by a thesis committee. A maximum of 12 units of thesis research may be counted toward the 36-unit minimum.

Students present an open research seminar as a final oral examination, which is advertised to all the students and faculty in the Earth and Planetary Sciences Department.

**Normative Time to Degree** 7 quarters

**Global Climate and Environmental Change (GCEC)** The GCEC MS track is a field and laboratory based multidisciplinary program focused on the evidence for and controls of past and present climate change. Candidates must complete the following:

**Course Work** Students must complete a minimum of 36 quarter units of graduate and upper-division undergraduate courses, and research credit from 1 and 2 (below). Other
upper-division undergraduate and graduate classes outside may be substituted with consent of the Graduate Advisor. 24 of 36 credits must be graduate level.

1) Required Core courses: GEO 224 upon entry into the program, GEO 260 and BIOL 212/ENTM 212/GEO 212.

2) At least two additional disciplinary courses: GEO 221, GEO 239, GEO 249, GEO 251, GEO 255, GEO 264, GEO 265, GEO 268, GEO 301, OR ENSC 200, ENSC 218, ENSC 224, ENSC 225, ENSC 232.

Thesis Work Before the end of the third quarter students must nominate a faculty advisor and identify a thesis topic. Before embarking on research the student must submit a thesis proposal based on original work for approval by a thesis committee. A maximum of 8 units of research credit can be counted toward the 36 unit minimum. Students present an open research seminar as a final oral examination.

Doctoral Degree

The Department of Earth Sciences offers the Ph.D. in Geosciences. In addition to the general university requirements of the Graduate Division as found in the Graduate Studies section of this catalog, the Ph.D. in Geosciences normally requires the following.

Biannual Reviews All students meet with the Graduate Progress Committee during their first week at UCR to discuss general interests, goals, and plans. The committee recommends courses designed to prepare a student for research and to correct deficiencies in background. This committee also reviews a
student’s progress biannually and may recommend transfer to the master’s program if normal progress is not maintained.

**Course Work** Students must complete at least four graduate-level instructional courses taught by four different faculty members as approved by the graduate advisor. Course work used in satisfaction of the M.S. degree may be accepted with the graduate advisor’s approval. All students must enroll each quarter in the Graduate Seminar in Geosciences (GEO 250). Students are also required to attend the weekly Hewett Club lecture series.

**Written and Oral Qualifying Examinations** Students must write two research proposals. The proposal topics must be approved by an examination committee to ensure breadth. The committee reviews the proposals and, if acceptable, recommends proceeding to the oral qualifying examination. An oral examination committee appointed by the dean of the Graduate Division examines the adequacy of the student’s preparation to conduct the proposed research. Advancement to candidacy in the Ph.D. program follows successful completion of the oral examination. All Ph.D. candidates must satisfy the course requirements and have passed their written and oral qualifying exams within two years of entering the program, otherwise they will not be eligible to continue in the Ph.D. track. Exceptions can only be granted by the Graduate Advisor or by the Chair.

**Dissertation and Final Oral Examination**
A dissertation normally evolves from one of the research proposals. The dissertation must present original scholarly work and be approved by a dissertation committee before the student may take the final oral and may recommend transfer to the master’s program if normal progress is not maintained.

**Course Work** Students must complete at least four graduate-level instructional courses taught by four different faculty members as approved by the graduate advisor. Course work used in satisfaction of the M.S. degree may be accepted with the graduate advisor’s approval. All students must enroll each quarter in the Graduate Seminar in Geosciences (GEO 250). Students are also required to attend the weekly Hewett Club lecture series.

**Written and Oral Qualifying Examinations** Students must write two research proposals. The proposal topics must be approved by an examination committee to ensure breadth. The committee reviews the proposals and, if acceptable, recommends proceeding to the oral qualifying examination. An oral examination committee appointed by the dean of the Graduate Division examines the adequacy of the student’s preparation to conduct the proposed research. Advancement to candidacy in the Ph.D. program follows successful completion of the oral examination. All Ph.D. candidates must satisfy the course requirements and have passed their written and oral qualifying exams within two years of entering the program, otherwise they will not be eligible to continue in the Ph.D. track. Exceptions can only be granted by the Graduate Advisor or by the Chair.

**Dissertation and Final Oral Examination**
A dissertation normally evolves from one of the research proposals. The dissertation must present original scholarly work and be approved by a dissertation committee before the student may take the final oral examination. Students must have satisfactory
Faculty approval Date: Nov. 20, 2019

Justification: The Department was recently renamed Earth and Planetary Sciences to more accurately reflect the diversity of research topics pursued by all of our faculty. Accordingly, the name of our M.Sc. and Ph.D. degrees is no longer accurate and should be changed from “Geological Sciences” to “Earth and Planetary Sciences” to more accurately span the range and diversity of research conducted by our graduate students. We have also updated the description of the research areas in the graduate program to more accurately represent the current faculty composition.

Department Chair Dr. Michael McKibben
Date: Dec. 4, 2019

Signature __ _______________________________

Normative Time to Degree from the B.S.
17 quarters

Normative Time to Degree from the B.S.
17 quarters
October 22, 2020

To: Jason Stajich, Chair
Riverside Division

From: Theodore Garland, Jr., Chair, Executive Committee
College of Natural and Agricultural Science

Re: Campus Review: Graduate Program Name Change: From Geological Sciences to Earth & Planetary Sciences

The Executive Committee supports the name change as a reflection of the department’s research and teaching portfolio, and as a means to better attract qualified graduate candidates who can more easily recognize their area of study in the new title compared to the old.
November 20, 2020

To: Jason Stajich, Chair
Riverside Division

From: Amanda Lucia, Chair
Graduate Council

Re: [Campus Review] Graduate Program Name Change: From Geological Sciences to Earth & Planetary Sciences

The Graduate Council discussed Geological Sciences’ proposed name change to Earth & Planetary Sciences at their November 19, 2020 meeting. The Council was supportive of the graduate program name change.
August 28, 2020

To: The Senate

From: School of Business Executive Committee

Re: School of Business Revised Proposal to Convert the Business Administration Major (BSAD) from a Two-Year Upper-Division Major to a Four-Year Major

Dear Dylan,

Thank you very much for sharing the memos of Senate standing committees and a summary of the conversation in the Executive Council pertaining to the second-round review of the proposal to convert the undergraduate Business Administration Major (BSAD) from a 2-year upper division major to a 4-year major. We are pleased to see from the documents that except for the CHASS ad hoc committee, all other committees that examined our proposal (Graduate Council, Planning & Budget, Committee on Academic Personnel, and Committee on Educational Policy) supported the proposal. Thank you also for talking with me about ideas to bring the review process to a successful conclusion expeditiously. In the attached response document, you will find our responses to your feedback consisting of the following:

1. Response to Comments from Executive Council members (as detailed in your letter).
2. Response to the Comments from the Committee on Educational Policy
3. Response to the comments from CHASS

Following your advice, I also contacted the Chair of CHASS EC in June 2020 to set up a meeting with them as a way of more effectively updating them on the proposal and addressing their concerns. I heard back from her initially but I am yet to hear from her about a date early in the Fall quarter when such a meeting could take place. In the meantime, I thought that I would send along the responses to the feedback that we received. As the responses were primarily of a clarifying nature, no revision of the proposal was necessary to address the comments. As such, I have attached the proposal and Executive Summary from our submission in the previous round. The revised response and proposal documents were approved by the School of Business EC by a vote of 7 Yes, 0 No, 0 Abstain on December 16, 2019.
I realize that your term as the Chair of the Academic Senate is soon coming to an end. I thank you very much for your valuable feedback and hope you will pass along any insights on the BSAD proposal to the incoming Chair of the Academic Senate. In deciding the way forward, it is also helpful to retrace the history of this proposal. We submitted the proposal to the Senate’s consideration on February 19, 2017. Since then, we have revised the proposal multiple times to accommodate feedback from various Senate committees including a Special Review Committee appointed by the Committee on Committees to examine our proposal. We look forward to an expeditious conclusion to the approval process for our proposal by the next meeting of the Riverside Division.

Sincerely,

Subramanian “Bala” Balachander
Chair, School of Business Executive Committee
Response to Comments from Executive Council Members

We thank the Executive Council members for their comments on the revised proposal to convert the Business Administration Major (BSAD) from a two-year upper-division major to a four-year major. Below please find our response to member comments (with their comments shown in italics).

“Aside from reviewing and reiterating comments from both the CHASS and Business FEC’s response memos, Council discussed whether, per the CHASS response, the transfer would result in a significant amount of the teaching burden for the major still being the responsibility of CHASS faculty.”

Please note that the proposed program requirements and the curriculum will remain the same once the 4-year major is offered by the School of Business. CHASS will continue to contribute to the teaching of the University Requirements and the College Requirements. That is, students in the 4-year major will continue to need to fulfill all breadth requirements of CHASS (or the Intersegmental General Education Transfer Curriculum if transferred to UCR). Therefore, there will be no change in the amount of teaching for CHASS.

“We would like to distinguish between the decision to approve the BSAD 4-year major on its merits and the decision on the starting date for accepting students into the BSAD 4-year major. On the first decision, we would like to respectfully submit that the COVID-19 situation is unlikely to change the future competitive environment or student preference for the 4-year major versus the status quo. To the contrary, post-pandemic, students are likely to benefit from having graduated from a strong program such as the proposed 4-year major, as employment prospects in the aftermath of the pandemic are likely to be challenging for a long time - most economists expect the economic recovery from the pandemic to be slow resembling a Nike ‘swoosh’ rather than a sharp V-shaped recovery. Therefore, we believe that the COVID-19 situation reinforces rather than detracts from the merit of the proposal, and thus does not justify postponing approval of the proposal. With respect to the second decision about the appropriate start date for the 4-year BSAD major, like all University decisions now, the School will continuously evaluate the situation resulting from Covid-19 and make decisions accordingly. As for the move to remote instruction, this has presented an unforeseen challenge to all UCR faculty, staff, and students. Indeed, one of the major challenges facing students who have now been separated from their fellow UCR students is the experience of a lack of community and support – however, the enhancement of business student community and support was a crucial impetus to propose the transition to a 4-year major. Thus, the current situation has further strengthened the importance of making this transition. Furthermore, the School of Business faculty has made the change to online teaching as successfully as faculty from other schools and colleges on campus. Indeed, both
CHASS and BUS faculty had to master the spring quarter and have continued online teaching during the summer quarter. Crucially, because the curriculum will not change, the experience that is necessary to teach remote courses in the program remains identical between the 2-year and the 4-year major.

“The Business FEC chair shared that the proposers feel that the document addresses CHASS’ concerns and that the proposed transfer will be helpful to students by facilitating their access to paid or credited internships. The argument was made that the CHASS responsibility for teaching parts of the curriculum is a virtue of the proposal as the program will be tapping into the best talent to teach the program’s courses.

Other members of Executive Council asserted that only one of 87 campuses that have undergraduate Business degree is a UC campus, indicating that it may be beneficial to put a cap on the number of students to keep the program manageable in its initial stages.”

The concern of members of the Executive Council that it might be beneficial to put a cap on the number of admitted students in the initial stages of the program is very well taken, and the School of Business had similar concerns. Indeed, we had communicated our intention to put a cap on the number of students in our revised proposal (page 11), dated 12/13/2019, in which we proposed to admit a cohort of about 460 students, which would be smaller than that of 2019. Importantly, given that UCR’s School of Business represents not only the largest UC campus offering an undergraduate business degree, but only one of two UC campuses that will offer a 4-year major, we will be able to attract high-caliber applicants for this smaller cohort, further boosting UCR’s reputation.

“Finally, as the University is facing an unparalleled crisis and financial uncertainty it was urged by a member to exercise caution and delay moving forward with such a transfer.”

Once again, we would like to distinguish between the decision to approve the proposal for the 4-year BSAD major on its merits and the decision concerning the start date for the major. The merits of the 4-year BSAD major depend on greater student interest in such a major, a competitive environment that has rapidly moved towards a 4-year major model, and the opportunity to provide a well-rounded and coordinated undergraduate experience in business studies to admitted students from Day 1. These merits of the proposal as such depend on long-term trends which transcend the financial and other uncertainties presented by the current situation. Indeed, as noted above, the economic situation resulting from the Covid-19 pandemic appear to emphasize rather than detract from the merits of the proposal. However, the current financial situation would certainly affect the decision on when to start admitting students into a new 4-year BSAD major and we would take that into full consideration in discussion with the campus when determining the new start date for the 4-year BSAD major. Thus, we respectfully submit that the current financial uncertainty should not stand in the way of the Senate approving the proposal.
Another member stated that students cannot afford to study abroad and many would have to quit jobs in order to participate in a study abroad program. This prompted discussion that data needs to be gathered regarding students who work and that the program could offer other means (remote) for student exposure to global business.

Our proposal emphasizes that participating in a study abroad program will facilitate our students’ acquiring important skills and a global awareness, which are valued by employers. Compared to the UC system-wide average of 15%, only 2% of UCR students study abroad. To raise those numbers for this high impact practice, the campus wants to significantly expand the program and our proposal will positively contribute toward this goal. Fortunately, for students who choose to study abroad and participate in UCR’s EAP, expenses are similar (or even less) to those from studying on campus (see “Paying for Your Education Abroad Experience” at https://international.ucr.edu/abroad/financial). In addition, undergraduate business students who want to be exposed to global business, acquire a global perspective, and develop cross-cultural sensitivities are also able to do so without leaving the campus. For example, the liberal arts foundational coursework and the many business courses in the curriculum devoted to global issues would continue to expose students to issues related to diversity and globalization. We are also fortunate to have an internationally diverse, MBA student body, whose graduate students often interact with our undergrads, participating jointly in extracurricular activities, such as the strategic plan competition, the entrepreneurship bootcamp, and shared coffee chats with executives. We also offer a Master of Business Preparation Program, in which upper division students from other countries take coursework at UCR and enroll in our undergraduate business courses, thereby contributing to our students’ global understanding.
Response to the Comments from the Committee on Educational Policy

Thank you for your comments on the revised proposal to convert the Business Administration Major (BSAD) from a two-year upper-division major to a four-year major. Below please find our response to your comments (with your comments shown in italics).

“The Committee was concerned with the School’s statement that students will be encouraged to participate in study abroad and internships as they potentially could be financially burdensome to students.”

Regarding internships, please note that many internships help students to earn money that may actually help to reduce the financial burden to students. Please also note that following labor laws, the School of Business requires that students either take part in paid internships, and that if they take part in unpaid internships, they receive course credit. In this way, students are always compensated for their time and the internship is a win-win opportunity for students and employers.

Regarding study abroad, please note that for students who choose to study abroad and participate in UCR’s EAP, expenses are similar to (or even less than) to those for students studying on campus (see “Paying for Your Education Abroad Experience” at https://international.ucr.edu/abroad/financial). Currently, business students’ participation rate in study abroad programs is already above that of UCR students in other majors. Given our expectation that transitioning to a 4-year major will allow us to attract more motivated and more highly qualified students (for example, please see p. 4 of our proposal about the recent experience of Ohio State University in attracting higher quality students by transitioning to a four-year program), we expect these students to be even more motivated to pursue study abroad programs. To this end, both the Advising and the Dean’s office are prepared to make robust efforts (including financial efforts) to support the participation of these students in study abroad programs.

Please also note that the Executive Summary from the last round makes the following observation on p.2: “As noted above, the liberal arts foundational coursework would continue to expose students to issues related to diversity and globalization.” This observation refers to the fact that the curriculum in the first two years (the liberal arts foundation) does not change under the proposal, so students would continue to get a similar exposure to issues relating to diversity and globalization from the curriculum in the first two years. The Executive Summary further noted internships and study abroad as being additional ways in which students can gain exposure to issues related to diversity and globalization, particularly because the additional student engagement that will be engendered by the four-year major is expected to increase student interest in these activities.

“The Committee also remains concerned that the burden for lower division course work will remain with CHASS.”
Please note that as referenced above, the curriculum for the BSAD major would retain the liberal arts foundation offered under the current curriculum for the 2-year upper-division major consistent with our research findings. Specifically, in our Fall 2018 curriculum review of pre-requisites and breadth requirements at top ten undergraduate business programs, our undergraduate program committee learned that one of our program strengths is the interdisciplinary nature of our curriculum (see Tables 3-4). Further, a majority of the top ten programs specifically noted the benefits of a liberal arts foundation to the business major (see page 7 of the revised proposal). By continuing the current breadth requirements, our students have and will continue to have a strong interdisciplinary background. Indeed, having CHASS continuing to contribute to providing the liberal arts foundation of the BSAD major should be considered as a positive aspect of the proposal as it draws upon expertise available elsewhere in the campus to provide foundational courses in economics and other areas apart from general education courses, rather than reinventing the wheel. This helps the major to be an integral part of the university.
Response to the comments from CHASS

Thank you for your comments on the revised proposal to convert the Business Administration Major (BSAD) from a two-year upper-division major to a four-year major. Below please find our response to your comments (with your comments shown in italics).

1. The last available external review of the existing structure did not actually recommend a 4-year program; the report simply described options. As is, there is no third-party recommendation supporting the change. Nor is there a third-party arguing against the change. Given the scope of the change, a third-party recommendation would assist the Senate when deliberating on whether to go forward with the change.

Please note that following the external review (conducted by the Association to Advance Collegiate Schools of Business; AACSB) that recommended restructuring the admissions model, the School of Business brought in outside consultants (Simpson Scarborough and one other consultant), reviewed academic and pedagogical research, and conducted an in depth benchmarking nationally and regionally. The end result is that a wealth of benchmarking, survey and other data as well as input from outside consultants have informed us during the decision-making process. A detailed discussion of this decision making process is provided on pages 16-20 of the revised proposal. The data and analysis makes a compelling argument for the School to pursue a 4-year BSAD major in order to improve student experience, keep up with the competition and to not lose our standing among nationally ranked undergraduate business programs. We should also point out that the revised proposal has benefited through the approval process from the vetting and inputs of the various university committees that are external to the business school, including a Special Review Committee appointed by the Committee on Committees that included both CHASS and BUSINESS representatives.

2. Concern about students who are not academically successful in the Business Major and need to transfer to another major. The advantages the School of Business cites seek to add-value to students who begin as first-year Business students and remain during their time at UCR as Business Administration students. That is laudable. However, many students do not remain in the major. That is often for academic reasons. That is, the students do not make satisfactory progress in the required lower-division core courses in the major are then required to change to a different major within UCR to remain at UCR. The existing structure with a two-year Pre-Business program in CHASS is designed to help those students transition to another major within CHASS. That, in fact, is a part of the bread and butter of the CHASS College Academic Advising office, as students regularly transition from Pre-Business to a CHASS major. The School of Business, on the other hand, has little to no experience working with first and second year students who do not meet academic requirements in their initial chosen major, or in advising students to discover new majors. Removing a large number of students, quarter after quarter, would be an entirely new experience. Transitioning them out of their College into another College would be a new experience.

So suppose the change occurs. There will then still be a high number of students that School of Business will discontinue. These students will then be sent to CHASS for advising on finding a new major. In the higher-education literature, this is referred to as “dumping” students who fail out of one college on a campus onto another college on the campus. Students who do not know CHASS advisors but only School of Business advisors, and have spent two years “identifying” as School of Business major (instead of two-year as a CHASS major), will face challenges in successfully navigating this change.

The School of Business argues that by making the change, students who remain in the School of Business will have a better experience, for they will have had four years in the School of Business, with four years of School of Business advising, extra-curricular programming, and so on. In short, they aim to “add-value” to the more committed, academically more successful students.
CHASS’s concern is that this change will make things worse for the less committed or less academically successful students. This would threaten overall lower retention and graduation rates. We fear this change, though it may make things better in various ways for the academically more successful student who would remain in the School of Business, will not add-value for the less academically successful student, but might make things worse.

Please note that your concerns reflected in the above comment are addressed by two aspects of the proposed program design: the admissions criteria for students, and the proposed advising infrastructure. First, with regard to admissions, a slightly smaller cohort of students would initially be admitted to ensure that the vast majority of students would meet our Minimum Progress Criteria and will remain in the major (see page 11 of the revised proposal). Currently, AIS scores that determine admission to the pre-business program (PRBS) are set by CHASS, given that PRBS is a CHASS program, but if admission decisions were to be made for a four-year BSAD program, the standards would be more restrictive in order to ensure the successful progress in the BSAD major (see page 11 of revised proposal for more details). In particular, direct admission standards for the four-year major have been carefully considered and discussed with both Institutional Research and the Office of Admissions to determine criteria (e.g., AIS scores and other high school preparations) that would make it likely that students succeed in the business program.

Second, with regard to advising, there are multiple suggested changes that aim to improve student success in the business major, including milestones and benchmarks (see Appendix A of revised proposal for more details), proactive advising that use new technology to predict and aid student persistence through careful student monitoring. From this, advisors will also provide a number of new workshops (see Appendix C of revised proposal for more details). We will also increase the number of advisors in the UG Business Program to maintain National Academic Advising Association (NACADA) standards (see Appendix F of revised proposal for more details).

Third, the proposal envisions CHASS and School of Business Academic Advisors will continue to work closely together to ensure that students who do not wish to remain in the BSAD major or who are not making satisfactory progress to remain in the major. For example, in an effort initiated by both Business and CHASS academic advisors, early discussions have been held to outline how Business and CHASS advisors will work together to support students who are not successful in business, or who simply decide to change majors (see Appendix D of revised proposal for more details).

We should also note that under the four-year structure, the opportunities for major change remain the same, given that students will complete the same coursework in their first two years, and will therefore still be familiar with available alternatives if their plans were to change. Moreover, they would not have taken unusable credits, because many of the business lower division requirements also serve to fulfill breadth requirements (that also mirror the breadth requirements of CHASS; see Appendix E). As such, students who are in good academic standing (GPA above 2.0) will continue to have the same ability to transfer into alternative majors. To facilitate such transfers, our advisors would be trained to know possible alternative options, and begin discussion on alternative majors and plans.
As a final point, we subscribe to the philosophy that students changing majors after their arrival should be expected and even welcomed if it will lead to a better outcome for the student. Changing one’s major is part of a student discovering for herself or himself what she would like to do to contribute to society and earn a living. This is an essential part of the promise that a university such as UCR offers students. We believe that all advisors in any school, not just CHASS, should be ready to advise students who wish to change into a different major regardless of this or some other proposal. Thus, we would like to respectfully submit that the possibility of some students switching out of a major that was their choice as a freshman should not be used as a criterion for making a decision with respect to this proposal.

3. CHASS is concerned about the possible professionalization of lower-division education, e.g. creating “Business Math,” “Business English,” and so on, taught by Business faculty and lecturers, as the School of Business has created “Business Ethics” (as an alternative to Business Ethics taught by Philosophy) in the past. We understand that the proposal from the School of Business includes no intentions to change the curriculum, add courses, and so on, but rather intends to add extra-curricular programming and advising. CHASS is also concerned about the possible drive to eliminate Administrative Studies as a joint major within CHASS (e.g. Art/History Administrative Studies).

Please note that any lower-division courses that the School of Business chooses to offer are dictated by student concerns about relevance, and the recommendation of our key external accrediting agency for business schools, the AACSB. “Business English” (or Business Writing) actually was forced on us some years back by CHASS / UCR, and we would be glad to revert it back to CHASS if CHASS so wishes. On the other hand, we had to offer “Business Ethics” as required by our external accreditation agency, the AACSB. Typically, the issue that we face in having courses such as “Business Ethics” taught by faculty outside of the business school is primarily about whether such faculty have an interest in tailoring courses to a business student audience and to meet AACSB guidelines – it is not always the case that faculty outside the business school have an interest in doing so. It is definitely not our intention to offer lower-division courses that are not within the core areas of expertise of our faculty, nor will it benefit the School of Business, financially or otherwise, to do so.

We also have absolutely no intention or drive to eliminate “Administrative Studies” or any other majors outside Business. We actually would love to see and support more related programs on UCR campus, because the demand for business related majors is high and growing.

4. CHASS also wonders whether one of the arguments for the change should persuade. The School of Business argues that all of the local California State University campuses have four-year Business majors. As a recruiting argument, this might be persuasive with considerable, and not just anecdotal, evidence. As far as we know, there is no such evidence. Furthermore, as a part of an argument for the change based on aspirations towards excellence, the argument does not convince, for some of the very best undergraduate programs at highly ranked universities, including UC Berkeley, are two-year programs, with strong extra-curricular programming, programming provided, we would imagine, by Colleges, Schools and campus offices in collaboration.
Please note that the evidence that most other schools offer four-year Business majors is more than anecdotal. In particular, Table 1 of the revised proposal shows that only 14 out of 87 similar or higher-ranked programs that offer an undergraduate business program offer a 2-year major. Further, to your point, Table 2 details that all of the local Cal State campuses offer four-year business majors. Thus, this proposal is driven by both competitive considerations and student interest (see Figure 1) guided by carefully collected data, not just anecdotal evidence. As for a highly ranked program like UC Berkeley offering a two-year program, please note that it is a well-established finding in economics and business that firms with strong customer demand have less incentive to innovate. History is replete with examples where strong firms failed to innovate and lost their erstwhile strong position. For example, it was Apple rather than then leader in computing, IBM, that innovated and successfully launched personal computers, that IBM then followed. Likewise, there are many other examples of once-dominant firms failing to innovate and falling by the wayside (Xerox, Kodak, Motorola, etc.). Thus, the slowness of UC Berkeley to adopt a model that most other schools have adopted is not inconsistent with behavior by other dominant firms. Given the halo provided by the overall brand name of UC Berkeley, student applicants are more willing to overlook deficiencies in delivery of particular programs. Thus, it is difficult to draw any causal conclusions from what UC Berkeley is doing vis-à-vis its choice of two-year versus four-year programs, nor can UCR, with its weaker brand name be expected to perform just as well by imitating UC Berkeley’s strategy.

In light of these concerns, the CHASS Executive Committee, through the Academic Senate, requests the following:

1. The Office of the Vice Provost of Undergraduate Education, in collaboration with the Office of Institutional Research, for comprehensive evidence on the likely impact on retention and graduation rates for students who would be discontinued under the proposed change. Given the amount of information on the performance of students in various majors in various GPA bands after admission, we believe it should be possible for the campus to provide objective and probative information on the likely impact of the change.

Please note that mentioned above, direct admission standards for the four-year major have been carefully considered and have already been discussed with both Institutional Research and the Office of Admissions to determine criteria (e.g., AIS scores and other high school preparations) that would make it likely that students succeed in the business program. Please see Appendix B of the proposal for additional details.

2. As it stands, there are two proposals on the table. The first is the status quo. The second is the change to a four-year program in the School of Business Administration. A third option would keep the two-year Pre-Business major in CHASS, but would significantly improve cooperative extra-curricular programming between CHASS and the School of Business. But we are not aware of what kinds of cooperative programs are possible. We thereby request for the Vice Provost of Undergraduate Education to research and provide information regarding the existence of undergraduate business programs that involve extensive cross-college cooperation in various ways, including curriculum, advising, recruitment, enrichment
activities, etc. The Senate should have further information, from a third-party source, on the costs and benefits of (a) keeping the status quo, (b) changing to the School of Business proposal, or (c) adding value through enhanced programming and cooperation between the School of Business, CHASS, and possibly also the Office of Undergraduate Education.

Please note that as Table 1 in our proposal shows, the two-year upper division business major is increasingly out of favor among our competing schools – only 14 out of 87 similar or higher-ranked programs that offer an undergraduate business program offer a 2-year major. As noted in p. 4 of the Executive Summary, 68% of the respondents from the Winter 2019 survey of over 800 current undergraduate business students in the School of Business reported that a four-year major would enhance their undergraduate experience (7% disagreed and 25% were neutral). Further, recent research findings on undergraduate business education suggest that the ability to connect to the business school is an important factor governing freshmen students’ satisfaction with an undergraduate business major (see page 8 of the proposal). Based on information such as the above and through our extensive analysis detailed in our proposal, it can be seen that the 2-year business major is an archaic, Rube-Goldberg model that involves a complicated transfer of advising responsibilities from one school to another between the first and the last two years of a student’s undergraduate business studies, making it difficult to provide a well-coordinated undergraduate experience to business students. Here is a recent example of difficulties of coordination arising from the current 2-year business major model. For AY 20–21, new international students currently residing abroad are not permitted to come to the US and take only online courses. In response, the School of Business will offer a hybrid independent study course (BUS190 for the undergraduates) that will allow these students - all transfers - to come to the US. However, CHASS was not going to offer such a hybrid course for incoming international freshmen currently residing abroad. This group of freshmen that would thereby be precluded from coming to the US includes the pre-business majors who will eventually become our students. However, in response to requests by International Affairs, the School of Business was willing to accommodate several international students residing abroad, including some who are not pre-business students, who were admitted to CHASS by allowing them to enroll in our BUS190 course. Not until Friday, 8/28/2020, did CHASS arrange for a 190 course for these students. This example highlights the difficulty in coordinating actions across different school units, actions that would enhance the undergraduate student’s experience with the business major.

As for a listing of benefits from moving to a four-year BSAD major, this is provided in Section IV of the proposal. On the cost side, please note that in a memo dated 6/22/2018 from Provost and Executive Vice Chancellor Larive to Deans Pena and Wang formally communicated the fiscal arrangements if the 4-year business major is approved. In this memo, she notes: “Such a decision (transfer of the undergraduate business major from CHASS to The School of Business) should be driven by firm academic principles that are built upon the foundation of what is in the best interest of the academic program involved and the students we serve, not based on any budgetary implications. Therefore, in the budget, the transfer of the major will be revenue neutral.” Thus, the 4-year BSAD major is required to be revenue-neutral for CHASS. For more details, the memo is attached for your reference.

In sum, there is already a wealth of benchmarking, survey and other data (included in the proposal) as well as input from outside consultants that have supported the recommendation for converting the undergraduate business major to a 4-year major. In addition, a Special Review
Committee appointed by the Committee on Committees has vetted our proposal resulting in a report dated 6/7/2018. The committee included both CHASS and BUSINESS representatives. The report of the Special Review Committee led to a concomitant revision of the proposal, strengthening it in many aspects. Finally, the proposal has been vetted through the approval process by various university committees that are external to the business school. Thus, we would like to respectfully submit that additional analysis to study this issue at this stage is not warranted.

3. Relatedly, the CHASS Executive Committee is not fully aware of what further programming could be made available by CHASS. We thereby request for the CHASS Dean’s Office to make a comprehensive proposal for additional “value-added” programming that would facilitate the kinds of programming that the School of Business sees as valuable, but could be created through a more cooperative program between the two colleges.

In sum, given the opportunities to add-value to students who persist in Business Administration, but the potential costs to students who do not persist if the proposed change is made, we believe the Senate, in its deliberations, should not simply choose between the proposal and the status quo, but should be provided more information about the likely effects, and should also have a third-option under review.

Please see our response to your request #2 above.

Finally, we wish to note two late additional points, related to closure of the campus due to the current Covid-19 pandemic. First, since all classes are currently being taught “remotely,” it would be useful and important to get detailed information on the courses taught that are offered for both the BSAD major and the Administrative Studies program (even though they had not been previously taught online, as noted in the “2020-2025 Five Year Plan”, bottom of p. 4).

Second, we propose that consideration for the proposal of a four-year BSAD major be postponed during this period when the campus is closed and we are engaged in remote teaching and student advising, and since new hires of instructor and academic advisors are presumably on hold (this being an important part of the proposal). This year and possibly next year is not the time to decide on whether or not to launch a new program that demands substantial new instructional and administrative personnel.

We would like to distinguish between the decision to approve the BSAD 4-year major on its merits and the decision on the starting date for accepting students into the BSAD 4-year major. On the first decision, we would like to respectfully submit that the COVID-19 situation is unlikely to change the future competitive environment or student preference for the 4-year major versus the status quo. To the contrary, post-pandemic, students are likely to benefit from having graduated from a strong program such as the proposed 4-year major, as employment prospects in the aftermath of the pandemic are likely to be challenging for a long time - most economists expect the economic recovery from the pandemic to be slow resembling a Nike ‘swoosh’ rather than a sharp V-shaped recovery. Therefore, we believe that the COVID-19 situation reinforces rather than detracts from the merit of the proposal,
and thus does not justify postponing approval of the proposal. With respect to the second
decision about the appropriate start date for the 4-year BSAD major, like all University
decisions now, the School will continuously evaluate the situation resulting from Covid-19
and make decisions accordingly. As for the move to remote instruction, this has presented an
unforeseen challenge to all UCR faculty, staff, and students. Indeed, one of the major
challenges facing students who have now been separated from their fellow UCR students is
the experience of a lack of community and support – however, the enhancement of business
student community and support was a crucial impetus to propose the transition to a 4-year
major. Thus, the current situation has further strengthened the importance of making this
transition. Furthermore, the School of Business faculty has made the change to online
teaching as successfully as faculty from other schools. Indeed, both CHASS and BUS faculty
had to master the spring quarter and have continued online teaching during the summer
quarter. Crucially, because the curriculum will not change, the experience that is necessary to
teach remote courses in the program remains identical between the 2-year and the 4-year
major. Further, there would be no need for new instructional personnel, given that the
program requirements and curriculum remain the same, while the move would produce a
significant positive impact on student experience given an enhanced sense of community and
support, in addition to enhancing UCR’s stature.
June 22, 2018

Dean Milagros Peña
College of Humanities, Arts, and Social Sciences

Dean Yunzeng Wang
School of Business

Dear Milly and Yunzeng,

I am writing to formally communicate the fiscal impact of moving an existing major between schools and colleges in our campus incentive based budget model. While this is germane to the current discussions underway surrounding the move of the undergraduate pre-business major in from the College of Humanities, Arts, and Social Sciences (CHASS) to the School of Business (SoBA), the mechanisms set-forth in this letter are applicable to any shift in undergraduate major.

Such a decision should be driven by firm academic principles, that are built upon the foundation of what is in the best interest of the academic program involved and the students we serve, not based on any budgetary implications. Therefore, in the budget the transfer of the major will be revenue neutral (hold harmless). Technically, the unit losing majors would have its tuition allocation reduced by the number of majors moved and its subvention funding permanently increased by a corresponding amount thus making it revenue neutral on an on-going basis. Similarly, the unit gaining majors would have its tuition allocation increased and its subvention decreased permanently by an equal amount.

The current plan, pending Academic Senate approval, is to begin admitting freshmen into the undergraduate business major beginning Fall of 2019 with a target enrollment of 460 majors per year, based on the current Pre-Business admits number and the assumption of a 75% retention rate to the 3rd year. The plan also includes phasing-out the Pre-Business Major in CHASS at the conclusion of the academic year 19-20. Students currently in Pre-Business would be able to continue in that major and transition to Business Administration as normal. No students would be able to change majors into Pre-Business beginning Fall of 2019. These admission changes will require permanent hold-harmless adjustments in subvention and tuition funding between CHASS and SoBA over at least a two-year period (FY 19-20 and FY 20-21), and if there are material changes in the retention rate, we may need to make additional permanent adjustments in FY 21-22 and FY 22-23. My office and the Planning and Budget team with work with both of you over this period to ensure we are all in agreement with respect to the final number of majors that are moved.

To help SoBA provide appropriate levels of academic advising and other support services, I am approving the following allocations and transfers:
3rd Round. BUS Reply to 2nd Round BSAD Transfer Proposal Review Documents

1) FY 19-20 – New Permanent Funding
   The allocation of campus student success funding in the amount of $90,000 ($58,000 salary, benefits @46.5%, and non-salary support of $5,000) to support the hire of a 1.00 FTE Academic Advisor III effective July 1, 2019.

2) FY 20-21 – One-time Funding
   The allocation of campus student success funding in the amount of $90,000 to support the hire of an additional 1.00 FTE Academic Advisor III effective July 1, 2020. The need to renew this allocation for FY 21-22 will be evaluated during Winter quarter of 2021.

3) FY 20-21 – Permanent Transfer from CHASS
   The transfer of $90,000 from CHASS to support the hire of another permanent 1.00 FTE Academic Advisor III effective July 1, 2020.

These amounts will be cost adjusted annually to reflect changes in salary and benefits costs.

After this initial budget adjustment period, any incremental changes in the number of majors in either CHASS or SoBA would be subject to the allocation mechanism in the incentive based budget model.

Please contact Vice Chancellor Bomotti should you have any additional questions on how this transfer would be implemented from a budgetary perspective.

Sincerely,

Cynthia K. Larive
Provost and Executive Vice Chancellor

Cc:  Chancellor Wilcox  
     Chair Rodriguez  
     Vice Chancellor Bomotti  
     Associate Vice Chancellor Hull  
     Assistant Dean and CFAQ Williams
December 17, 2019

To:  The Senate

From:  School of Business Executive Committee

Re:   School of Business Revised Proposal to Convert the Business Administration Major (BSAD) from a Two-Year Upper-Division Major to a Four-Year Major

Please find attached the revised BSAD 4-year Major proposal along with an Executive Summary containing the responses to concerns raised by Senate Committees. The attached revised proposal and Executive Summary were approved by the School of Business Executive Committee by a vote of 7 Yes, 0 No, 0 Abstain on December 16, 2019.
Executive Summary
School of Business Revised Proposal to Convert the Business Administration Major (BSAD) from a Two-Year Upper-Division Major to a Four-Year Major
December 13, 2019

The School of Business (Business) has proposed a four-year business major, which will allow students to apply for direct admission into the business major as freshmen. Business received feedback from the Committee on Academic Personnel (CAP), the Committee on Educational Policy (CEP), and an ad hoc committee appointed by the CHASS Executive Committee. We have addressed these committees’ concerns in the revised proposal and summarize the changes below, and organize our responses based on common and then specific concerns of the committees.

Common Concern 1: Both CAP and CEP expressed concerns about faculty and staff sufficiency.

As the curriculum and coursework for the first two-years of the proposed four-year major would remain the same, there would be no need for growth in faculty. However, we have been growing our faculty in an effort to move to more ladder-rank faculty over lecturers, particularly in the undergraduate business program. Additionally, our professional masters programs have been successful and more faculty are needed to support the growth and demand for these programs. Our faculty currently consists of 42 full-time faculty members (see page 14). With regard to the academic advising staff, we will aim to maintain National Academic Advising Association (NACADA) standards. As presented in our proposal, we will have six academic advisors, which would support the approximate 2400 student major at a ratio of 1:400 (see page 12).

Common Concern 2: Both CEP and the CHASS ad hoc committee were concerned about how the four-year major would impact other majors such as Economics and Administrative Studies and the general transition of students who may not be successful in the Business Administration major.

First, a smaller cohort would be initially admitted into the four-year business major to ensure that the vast majority of students would meet our Minimum Progress Criteria and will remain in the major (see page 11). Direct admission standards for the four-year major have been carefully considered and discussed with both Institutional Research and the Office of Admissions to determine criteria (e.g., AIS scores and other high school preparations) that would make it likely that students succeed in the business program. Thus, as the most common alternative majors to business are economics and administrative studies, by admitting a smaller cohort of students in business, the economics department may see their numbers increase.

Second, the School of Business advising team is developing strategies to maintain graduation rates and increase retention rates by establishing milestones or benchmarks that will provide guidance for both students and advisors, promoting more proactive rather than reactive advising strategies, and having a course enrollment coordinator communicate with other colleges offering pre-requisite courses about enrollment needs (see pages 4-6, 12-14, Appendix A).

Third, recognizing research finding that ease and quality of advising is key to student satisfaction with their undergraduate programs, in an effort initiated by both Business and CHASS academic advisors, early discussions have been held to outline how Business and CHASS advisors will work together to support students who are not successful in business. As part of these preliminary discussions, there will be increased coordination between the Undergraduate Business Program Office and the transition advisor in CHASS (page 13; see also Appendix D). As the business major curriculum (including breadth courses) will not change, students will have the same alternative major options that currently exist for students who do not transition to the business major, with the most popular alternative majors being economics and administrative studies and media and cultural studies. Moreover, they will not have taken unusable credits, since many of the business lower division requirements also serve to fulfill breadth requirements (that also mirror the breadth requirements of CHASS).
Specific Concern 1: CAP highlighted the complexity of the transition to the four-year business major and suggested reconsideration of the launch date.

The conversion of the BSAD major from a two- to four-year degree is a complicated undertaking and the School of Business has engaged in careful consideration of this change. The School of Business has also consulted with key stakeholders, ranging from external reviewers, peer and aspiring institutions, CHASS constituents, the Office of the Registrar, the Office of Admissions, Deans and to the Provost to ensure that each stakeholder’s needs are clearly addressed (see Appendix D). Through consultation with these stakeholders we have provided a more detailed implementation plan (see pages 11-15). Moreover, as the original desired implementation date has passed, we have proposed a new desired implementation date. The desired date for the implementation of the four-year BSAD major is the 2020/21 academic year. As such, the last cohort of PRBS would be admitted to CHASS in the 2019/20 academic year and this cohort will transition to the BSAD major based on the current policy and procedure (page 1).

Specific Concern 2: CEP expressed concerns over the four-year BSAD major curriculum and course offerings; specifically, CEP is concerned that the four-year major would not have any change in the first two years of course curriculum, may impact learning outcomes on diversity and globalization and that other business courses should be offered instead of continuing with a mostly CHASS curriculum.

CEP noted that we did not propose any curriculum changes to the first two years of the proposed four-year major. Indeed, the proposal intentionally maintains the same breadth requirements and foundational coursework. The foundational coursework needed for success in the business major includes psychology, sociology, economics, philosophy, math, statistics and computer science amongst other fields. In our Fall 2018 curriculum review of pre-requisites and breadth requirements at top ten undergraduate business programs, our undergraduate program committee learned that one of our program strengths is the interdisciplinary nature of our curriculum (see Tables 3-4). Further, a majority of the top ten programs specifically noted the benefits of a liberal arts foundation to the business major (see page 7). By continuing the current breadth requirements, our students have and will continue to have a strong interdisciplinary background. For instance, other comparison schools do not require a full year of foreign language, which our students must complete. Having this background in our global marketplace may advantage our students over our competitors’ graduates.

CEP also voiced concern over how the four-year business major might impact the learning outcome of diversity and globalization. As noted above, the liberal arts foundational coursework would continue to expose students to issues related to diversity and globalization. One of the other ways in which students can meet this learning outcome is through internships as internships expose them to people and positions that vary in perspectives and experiences (see pages 6, 9-11). Through the four-year business major, students will be exposed to the importance of internships as soon as their freshman and sophomore years and will be encouraged to engage in undergraduate business programs that support their professional development. Additionally, a recent change in the undergraduate business program is that students are now being advised to complete their intended concentration course by the end of their sophomore year (i.e., termed floating core since the specific quarter in which they take this “floats” and the core is dependent on their intended concentration). For example, students who are interested in marketing should take the core marketing course by the end of their sophomore year. This change will allow them to have necessary foundational knowledge needed for internships earlier in their academic careers.

A second way in which students can meet this learning outcome is by studying abroad (see page 6). Currently, most students study abroad in their junior or beginning of their senior year. Although Business already has a high participation rate in study abroad, one obstacle to even higher numbers is that when students enter the major, they often find themselves in a rush to take the core concentration courses. Now that we are promoting completing one of these before the end of their sophomore year, they will have more flexibility in their schedule, which could better support study abroad. A four-year major can also help this objective by having long-term advisors who work with the students from day one. In this case, students interested in studying abroad can work with their advisors early on to plan for study abroad.
A third CEP concern with the curriculum is that perhaps business should offer more courses in the first two years rather than following CHASS. We appreciate this point and indeed it is one that our undergraduate program committee has considered. Again, in our Fall 2018 curriculum review of pre-requisites and breadth requirements at top ten undergraduate business programs, our undergraduate program committee learned that one of our program strengths is the interdisciplinary nature of our curriculum. Additionally, with the change to a floating core, business majors will be taking more business courses earlier in their academic career.

Specific Concern 3: The CHASS ad hoc committee was concerned about the professionalization of lower division courses and potential overlap of the Business Minor with other majors.

Related to the issue of curriculum, the CHASS ad hoc committee expressed concern about potential professionalization of breadth requirements. We have now clarified in the proposal that we will continue to follow CHASS breadth requirements and have our students educated by our colleagues in CHASS, CNAS and BCOE in these important foundational courses; there will be no professionalization of breadth requirements. Again, we will maintain the current breadth requirements given that in our Fall 2018 curriculum review of pre-requisites and breadth requirements at top ten undergraduate business programs, our undergraduate program committee learned that one of our program strengths is the interdisciplinary nature of our curriculum (see Tables 3-4).

Lastly, CHASS expressed concern over the business minor. The business minor was revised in 2018 in response to department chairs across campus who requested that the School of Business create tracks or functional minors for their majors. This request was because their students found the general minor was difficult to achieve (given the high unit requirement) and less interesting because the students desired a business specialization to complement their majors. Thus, after our undergraduate program committee examined top tier business programs’ minors, we decreased the number of courses for the minor and offered functional minors that mirror the seven business concentrations in the BSAD major. Our minors should not compete with other majors since the departments requesting changes to the business minor have students with high-unit majors (e.g., biochemistry, physics) seeking minors to compliment their major. Indeed, the reduction in unit requirements has made the business minor more like a minor than a major, making it less likely to be perceived as a substitute for a related major.

Specific Concern 4: The CHASS ad hoc committee was not convinced that a four-year major would best serve business students and that other options suggested by the external review committee should be considered, particularly Options 2 and 4.

We now provide a thorough discussion of the external review committees’ options on pages 16-18. In brief:

Option 2 suggests that the current structure is maintained, while Business takes over the advising of students in the pre-business program that is housed in CHASS. We do not believe that this option is in the best interest of students because students are best served when advisors are all housed in the same college that owns and manages the program. More to the point, having Business instructors advising pre-business students would not contribute to achieving the stated goals of the proposal, such as increasing students’ interaction with experienced business faculty from day one, giving students a clear home that develops their identification with the program, and fostering a sense of community that enhances overall learning experiences. Further, recent research findings on undergraduate business education suggest that the ability to connect to the business school is an important factor governing freshmen students’ satisfaction with an undergraduate business major (see page 8). Additionally, the current structure of advising at UCR requires that advising be done by the college in which the major is housed. Even if this could be changed, it would give rise to issues in the personnel management process (e.g., reporting relationships).

Option 4 suggests pursuing a hybrid approach in which honor or top students would be directly admitted into a four-year business major, whereas other students will remain in the current structure (i.e., pre-business in...
CHASS and applying to the business major by the end of the sophomore year). We are concerned that implementing this dual stream into the business major might promote a sense of elitism among students who were admitted for four years and a sense of inequality and inadequacy among those who were admitted for only two years. Practically, such a structure could benefit those students who are directly admitted into the major, but wouldn’t address our stated goals described above for the remaining students (e.g., building a sense of community).

Option 3 suggests converting the business major (currently an upper division two-year major) into a four-year major with direct admission, and was selected because it is in the best interest of all students who wish to major in business. A four-year major will improve the overall students’ experience in critical areas such as admission, advising, curriculum, and professional development. In particular, as we explain in the proposal, we maintain that offering a four-year business major would enhance the program quality, foster a greater sense of community, enable us to better recruit, engage, mentor, and provide leadership opportunities for business major students, and enhance the professional services we can offer to students, employers, and alumni. In support of this claim, recent research examining students’ perceptions of their business school program in relation to satisfaction with their program found that while both freshmen and seniors (the sample in this study) thought the ability to connect to the business school as a freshman was important, it was significantly more important to freshmen than seniors. Moreover, freshmen had a stronger desire to get involved with business school organizations and clubs more so than seniors (see page 8).

Beyond the theoretical arguments and research we provide, we also provide survey data showing that we can improve students’ understanding of the importance of internships (Figure 6). These changes, in turn, would increase the internal retention rate and on-time graduation. Also, the proposal is in line with the current industry norms in business education. Lastly, the proposal is supported by student survey data reflecting that 68% of the respondents from the Winter 2019 survey of over 800 current undergraduate business students in the School of Business reported that a four-year major would enhance their undergraduate experience (7% disagreed and 25% were neutral).

Summary

Since 2009, the School of Business has conferred the undergraduate degrees in business administration. This proposal aims to complete the process started in 2009 by bringing the entire BSAD major under the School of Business.

In converting the BSAD major to a four-year degree, in which students begin their college experience as School of Business students, we will improve the student experience in key areas including recruitment and admission, academic advising, studentship, and career preparation. In so doing, the program will be able to grow in number and in reputation.

The conversion of the BSAD major from a two- to four-year degree is a complicated undertaking and the School of Business has engaged in careful consideration of this change. The School of Business has also consulted with key stakeholders, ranging from external reviewers, peer and aspiring institutions, CHASS constituents, the Office of the Registrar, the Office of Admissions, Deans and to the Provost to ensure that each stakeholder’s needs are clearly addressed. We hope that the responses and revisions to the proposal clarify and address stakeholders’ concerns.
I. Introduction

This is a proposal to convert the Business Administration major (BSAD) from a two-year upper-division major to a four-year major by allowing applicants to UCR to apply directly to the BSAD major as freshmen. Specifically, the School of Business proposes to 1) gradually phase out the Pre-Business (PRBS) program, which is housed in the College of Humanities and Social Sciences (CHASS) and serves as the primary entry to the BSAD major, and 2) allow students to apply from high school and be directly admitted into the BSAD major as freshmen. UCR students who wish to transfer to the BSAD major from a different department and transfer students (from outside UCR) will be handled in the same manner as they are currently.

The desired date for the implementation of the four-year BSAD major is the 2020/21 academic year. As such, the last cohort of PRBS would be admitted to CHASS in the 2019/20 academic year and this cohort will transition to the BSAD major based on the current policy and procedure.

II. History

The undergraduate business program began in CHASS in the late 1980s, with upper division courses taught by faculty in the Anderson Graduate School of Management (AGSM). In Winter 2009, the School of Business was established as a result of the formal request by the Executive Committee of AGSM to the Academic Senate of the UC Riverside Division.

Although the BSAD major was conferred by CHASS prior to 2009, the scheduling of courses for third- and fourth-year students was handled by AGSM, and the application of the pre-business students (PRBS) to the BSAD major was internally processed within AGSM. The most significant change in 2009 was that the students’ diploma reflected that the degree was conferred by the School of Business (as opposed to CHASS).

Since 2009, the School of Business has conferred degrees in business administration with concentrations in seven functional fields: accounting, business analytics, finance, management, marketing, operations and information systems. The BSAD major at UCR has grown to become
the largest undergraduate business program in the UC System with approximately 1400 BSAD majors as of Fall 2019. Only two other UCs have undergraduate business programs: UC Irvine\(^1\) and UC Berkeley.\(^2\)

This proposal aims to complete the process started in 2009 by bringing the entire BSAD major under the School of Business, allowing the program to grow in number and in reputation.

**III. Current Administration of the BSAD major**

Students who enter UCR as freshmen and wish to major in business administration are currently admitted into the pre-business program during their freshman and sophomore years and receive advising through CHASS. As of Fall 2019, there are currently 1000 PRBS students. The PRBS curriculum includes the general University requirements, the college’s breadth requirements and the pre-requisites for the BSAD major.

As of Winter 2019, pre-requisites for business core courses were modified in order to allow students to take upper division core courses in business earlier in their academic career (e.g., sophomore year), whereas previously BSAD students were unable to take courses in their core and concentration courses until later in their academic career (e.g., junior and senior years). This delay in taking core courses negatively affected not only students’ depth of knowledge in their concentration as core courses need to be taken before elective courses, but also their ability to obtain internships. Thus, this change to the pre-requisites to core business courses was made, and PRBS students are now encouraged to enroll in the BSAD “floating core” earlier in their academic careers. The phrase floating core refers to the fact that students can take the core class related to their area of concentration in whichever course is most appropriate for them (it floats, depending on the interest and schedule of the student). With the introduction of the floating core, students can change the order of their business classes so that they first take classes in the area of business that they are most likely to pursue and delay courses in the other areas of business. For example, a student intending to concentrate in marketing would ideally take the introduction to marketing course as their first core business class.

PRBS students apply to the BSAD major during the quarter in which the college breadth and lower division BSAD prerequisites are being completed. Students may apply to the BSAD major once they have completed at least 75, but not more than 100 units. In some cases, when students have met all other eligibility requirements, and the only exception is that they have more than 100 units they are admitted upon submission of a petition.

There are two routes by which students are admitted into the BSAD major. One is for current UCR students to be admitted into the BSAD major, and the other is to transfer into the major from outside the university (e.g., from a community college). For current UCR students to be admitted, they must have a minimum cumulative GPA of 2.7 with at least a 2.5 GPA in their General Business Prerequisites and lower division Business requirements. For students wishing to transfer into UCR as a BSAD major, the admission requirements include: completion of their


\(^2\) [http://www.haas.berkeley.edu/Undergrad/admissions.html](http://www.haas.berkeley.edu/Undergrad/admissions.html)
general education requirements with an Intersegmental General Education Transfer Curriculum (IGETC), completion of the lower division prerequisite courses (mandatory to complete calculus prior to transfer), and at least a 2.7 GPA in their community college courses.

Regardless of the route of admission into BSAD (either internally from UCR or externally as a transfer student), upon acceptance as a BSAD major, students are then advised by the School of Business academic advisors. Before acceptance into the program, PRBS students are advised alongside undeclared students through the Student Academic Affairs Office of CHASS. PRBS students’ advising is coordinated by a PRBS advisor who collaborates with the Undergraduate Business Program Office in the School of Business to ensure that there is a smooth transition of students from CHASS to the School of Business. In contrast, other students in CHASS receive academic advising through their major department as soon as they begin their studies at UCR.

IV. Benefits of the Proposal

The main benefit of converting the BSAD major from a two-year upper-division major to a four-year major is to allow applicants to UCR to apply directly to the BSAD major and join the program as freshmen. Doing so offers advantages in recruitment and admission, advising, post-graduation employment, and the overall student experience. We detail these benefits below.

Recruitment and Admission. First, with regard to recruitment and admission, high school students interested in business want to be directly admitted into the BSAD program or receive some strong assurances that they will be in the BSAD program two years after they apply to UCR (i.e., assured admit).

Other business schools around the country recognize this preference and are moving to a four-year program to help the recruitment process:

“… a growing number of business schools have developed “direct admit” or “assured admit” programs that essentially guarantee that students will have a space in the business college from the very first day they step on campus. The programs allow admissions officers at the schools to better market their business programs to prospective high school seniors, give parents reassurance that their child won’t get locked out of their major of choice and allow students to get early access to resources on campus usually reserved for upperclassmen.” (Why ’Assured Admit’ Programs To B-School Have Growing Appeal - Poets & Quants for Undergrads. October 31, 2014)

Nationally, the four-year major structure is more common than a two-year upper division program. It is also more common among UCR peers and aspirant schools. According to the 2020 U.S. News and World Report ranking of undergraduate business programs, the School of Business’s program is ranked #90. Seventy-three of the 89 undergraduate business programs ranked above UCR were four-year “direct admit” programs in which students immediately join the business school, or “assured admit” programs that guarantee that students will have a space in the business major from the very first day they step on campus (Table 1). Twenty-one other undergraduate business programs were tied with UCR for the #90 ranking, and all but one of these programs were four-year business programs.

3 http://poetsandquantsforundergrads.com/2014/10/31/why-assured-admit-programs-to-b-school-have-growing-appeal/
The four-year major is more common in the Southern California market as well. An examination of Southern California schools in 2018 (Table 2) revealed that primary competitors to our BSAD program are all direct admit, four-year programs. Aspirant schools that have traditionally had two-year programs are making similar transitions to a four-year major. Specifically, of the UC and Cal State system schools (Table 2) that offer a business degree, the vast majority, including UC Irvine and Cal State LA, Cal State Fullerton, Cal State Long Beach, Cal State San Bernardino, and San Diego State, are direct-admit programs. One exception is UC Berkeley, which offers direct admission into two specialty four-year programs and a standard two-year program for continuing UC Berkeley students. In sum, direct-admit programs are the norm among not only similar quality business schools throughout the U.S., but also most local UC and Cal State campuses. A four-year degree program will make UCR more attractive to students who are currently considering attending other local UC and Cal State programs.

Evidence that a four-year program helps attract applicants is available from Ohio State, which recently made the transition to a four-year program. Ohio State has reported an increase in the quality of their incoming business major class with ACT scores rising from 27.7 in 2011 to 29 in 2017 as a result of the change. Ohio State also experienced an improvement in their internal retention rate by 10% in year 2 and 19% in year 3, as a result of attracting better high school students who are more successful in handling college material.

Additionally, recruitment of freshmen directly by the School of Business will strengthen the connection between Business and our potential students when visit their high schools. Specifically, freshmen are often confused and unhappy that we collaborate with central admissions on recruiting trips to high school but then they are not directly connected to the School of Business until two years later. This disconnect does not occur with transfer students who are advised by School of Business advisors and start their business curriculum right away. Two surveys support our conclusion that a four-year program will help during the admission process. The surveys were completed in 2015/16 and included a qualitative survey (i.e., focus groups) and a quantitative study (i.e., phone and online questionnaires). The surveys showed that an important reason for declining a UCR offer of admission is BSAD’s two-year structure. The analysis involved current BSAD majors, PRBS students, business students at competitor schools, students who were admitted to the PRBS program but did not enroll, and prospective high school students. Of the 163 prospective students who were surveyed, the main reason they gave for not attending UCR as a BSAD major was the perception that UCR is a lower-tier UC School (47%). The second most commonly given reason (26%) was that students could not apply directly to the business major.

In sum, joining a department at the start will attract more high-quality students, which, in turn, will positively influence perceptions of the quality of the BSAD major and UCR.

**Academic Advising.** PRBS students are often confused when they matriculate to UCR because they are advised by CHASS academic advisors, rather than academic advisors who work in the School of Business. Although the advisors in CHASS provide information about the sequence of courses that students are required to take in order to gain admittance to the School of Business,
they do not provide information about the courses that are most appropriate for the specific careers that the students wish to pursue. Given that UCR has a large fraction of students who are the first in their families to attend college, the average business student is uninformed about the various careers that one might pursue with a business degree, let alone the careers that relate to the seven concentrations in the BSAD program. The business concentrations differ greatly in the type of skills required to succeed, with finance and operations courses requiring far more math than management and marketing classes, for example. Now that students are encouraged to take the floating core before their junior year, students are best served by advisors who can inform students on these career and upper division course sequencing issues.

Furthermore, there is currently a discontinuity in advising after the transition to the BSAD major. A four-year major would allow students to interact with the same advisors and visit the same location for the duration of their study at UCR. In so doing, students will have the same advisors from the start of their college experience which allows the School of Business advisors to build personal relationships with the students from the very beginning. Advisors can guide students very early on career potential and which concentrations would be the most suitable given individual student’s career goals. Thus, a four-year major will ease and smooth the advising process, which research has found to be key to student satisfaction with the major.⁴

Students’ understanding of the relationship between courses and careers has a significant impact on student retention. Students who have taken the appropriate courses for their personal goals are more likely to continue with their plan of study and graduate on time. Our analysis suggests that transition to a four-year major would result in significant improvement in the internal retention rate (i.e., between years two and three). Combined with better advising and improved admissions, as well as revisions to the GPA for continuation in the major (see Appendix A, but see also Appendix B), we estimate a retention rate from 50% to 75% under the new program structure. In part, this will occur though longer-term academic advising, in which students will work with their advisors over a period of four years. The School of Business advising team is also developing strategies to maintain graduation and retention rates by establishing milestones or benchmarks that will provide guidance for both students and advisors, promoting more proactive rather than reactive advising strategies, and having a course enrollment coordinator communicate with other colleges offering pre-requisite courses about enrollment needs.

Ultimately, by streamlining processes and engaging in more proactive and holistic advising, we will be able to achieve higher retention rates than what might be expected under other structures.

Although the School of Business will not implement any curriculum changes to the BSAD major, the move to a four-year major will make it easier to advise students on the order in which they take the required classes.⁵ Moreover, if the BSAD major were a four-year program, School of Business advisors could give this advice to the students as early as their freshman year, rather

---


⁵ A complete curriculum discussion can be found in the “Studentship” section (pages 6-7).
than risk providing the information after the students are admitted to the BSAD major and are already past their sophomore year.

**Studentship: Enriching the student experience in the Undergraduate Business Program.**

Studentship refers to “activities that ‘transform’ the student both intellectually and personally, and to engage ‘citizen scholars,’” and thus is comprised of three elements including academic programming, student life, and civic engagement. We discuss the benefits of the four-year major within these three elements below.

Beyond technical coursework, employers seek permanent employees who have soft skills, work experience and diversity of perspectives, both of which can be acquired through internship experience as well as studying abroad. Through the four-year business major, students will be exposed to the importance of internships as soon as their freshman and sophomore years and will be encouraged to engage in undergraduate business programs that support their professional development. Moreover, this focus on internships at earlier stages in their academic and professional careers is supported by the floating core. By taking their floating core by the end of the sophomore year, students are able to gain the necessary foundational knowledge needed for internships earlier in their academic careers.

A second way in which students can meet this learning outcome is by studying abroad. Currently, most students study abroad in their junior year or beginning of their senior year. Although business students’ participation rate in study abroad programs is already above that of UCR students in other majors, a chief obstacle to participation is the difficulty of completing required cores in the major while studying abroad in the junior year. If the BSAD major were a four-year program, academic advisors could advise students who plan to study abroad to complete the floating core before the end of their sophomore year, so that they have more flexibility in their schedule. A four-year major can also help this objective by having long-term advisors who work with the students from day one. In this case, students interested in studying abroad can work with their advisors early on to plan for study abroad.

We note that while the current strategy in the School of Business is to advise students to focus on their concentration courses earlier in their careers, the proposal does not involve any changes to the required courses in the major. In Fall 2018, the School of Business Undergraduate Program Committee conducted a curriculum review of pre-requisites and breadth requirements at top ten undergraduate business programs. The foundational coursework needed for success in the business major includes psychology, sociology, economics, philosophy, math, statistics and computer science amongst other fields. Table 3 provides information regarding breadth requirements at the U.S. News and World Report top ten ranked undergraduate business programs. Given the commonality of top business programs in requiring arts and humanities, science (i.e., life science, physical science and natural science), social and behavioral science, writing, quantitative reasoning and cultural studies breadths, our committee learned that one of

---

our program strengths is the interdisciplinary nature of our curriculum. Beyond the examination of specific breadth requirements, a majority of the top ten programs specifically noted the benefits of a liberal arts foundation to the business major. UC Berkeley notes, “At UC Berkeley, students obtain a liberal arts education. To that end, our 7-course breadth requirement specifies that students take courses in several different departments or fields.” Similarly, University of Virginia writes, “A liberal arts education is critical to students’ success at McIntire and in their long-term professional development. The School strongly desires that students complete a minimum of two academic years before enrollment, spending this time combining liberal arts and business prerequisite courses.” Lastly, New York University’s Stern School of Business recognizes that “[t]he Liberal Arts Core, the cornerstone of the NYU Stern curriculum, is a solid grounding in the liberal arts and sciences. For students in the Business program, the Liberal Arts Core includes five courses designed to hone critical quantitative skills, promote creative and logical thinking, and build reading and writing skills.”

In sum, through the business undergraduate program committee’s 2018 breadth and core benchmarking (see also Table 4), we believe that by continuing the current breadth requirements, our students have and will continue to have a strong interdisciplinary background. For instance, we are the only program in our benchmark review to require a full year of foreign language study, which we believe will make our students more competitive in the increasingly global marketplace.

College cultivates individuals who can communicate effectively, are globally aware, know how to use data to solve problems, and can manage change and behave ethically—skills which are all developed through student involvement. In order to gauge our success along this dimension, in Winter 2018, undergraduate business students enrolled in the upper-division core business classes were surveyed on their student engagement. The results from 911 respondents indicated that only 54% of students had participated in a School of Business event and only 43% of students had participated in a School of Business business student organization event within the past year. Students who did participate in these activities did so to increase their professional and educational development, to meet others in their major, and to obtain extra credit (see Figures 1 and 2, respectively). Importantly, surveyed students indicated feeling only moderately connected to, and supported by, the School (Figure 3). Although students, on the whole, are proud to be business administration majors, they often do not join business student organizations that would help them to build their social and professional networks. One reason why is that they are unaware of the clubs and their purpose, which reflects the fact that they do not take classes early enough to understand which concentrations match up with the various clubs. Furthermore, they have little sense of community related to their concentrations because

---

7 https://haas.berkeley.edu/undergrad/academics/courses/breadth-courses/
8 https://www.commerce.virginia.edu/undergrad/prerequisites
9 https://www.stern.nyu.edu/programs-admissions/undergraduate/academics/bs-degree-business/curriculum-overview
they do not take classes with other students who have the same interest until they are juniors. These data suggest much room for improvement, and one important step toward improving the student experience will be to make contact with business majors right from the start when students are freshmen.

In support of this claim, recent research examining students’ perceptions of their business school program in relation to satisfaction with their program found that while both freshmen and seniors (the sample in this study) thought the ability to connect to the business school as a freshman was important, it was significantly more important to freshmen than seniors. Moreover, freshmen had a stronger desire to get involved with business school organizations and clubs more so than seniors. Lastly, freshmen placed higher importance than seniors in working with faculty on research and consulting, which the researchers concluded “that freshmen anticipate future opportunities to go beyond classroom work with faculty.”11 Thus, from our own survey of undergraduate business students as well as literature on business school program satisfaction, it is clear that if we engage students earlier, they will be able to identify earlier on with the school, take part in school events, and reach a new level of excellence that aligns with our vision.

Thus, from an individual-level perspective, becoming a “business school student” immediately upon arriving to campus will lead to greater psychological identification with the school and major. As decades of psychological research has shown, strong identification leads to a sense of pride, engagement with the group, and a desire to work to make the group stronger. We expect that this individual-level factor will translate into significant benefits for the community of the School as a whole. For example, it will promote stronger student organizations, create more leadership opportunities for students (which will help career outcomes at graduation), and lead to better alumni support after graduation. Earlier exposure (such as having a mandatory freshman orientation) will improve student engagement and will allow for better student organization participation (e.g., speakers prefer to speak to larger groups of students) and student leader succession (e.g., many student organizations become defunct when students are only a business major for a couple of years and there is inadequate time to build the leadership pipeline). In short, another important advantage of converting to a four-year major is to foster a stronger sense of community among business students.

Below is a sampling of opportunities designed to engage BSAD students that would be available to students starting from their freshmen year. For the most part, many of these value-added activities will contribute to developing “soft skills” that are in much demand by employers but are hard to teach in regular academic courses.

- Annual Kick-Off and Year-End Recognition events
- Involvement in one of the School of Business learning communities
- Mentor Engagement with the Alumni Mentor Program or the Working Professional MBA Mentee in the Peer Mentorship Program (w/ upper-division student)

---

• Involvement with ongoing the School of Business initiatives and attendance at special the School of Business events (e.g., Dean Speaker series, Economics Forecasting Conference, Professional workshops, Coffee Chat with employers, etc.)
• Access to the Executive Fellows Program
• Resume and mock interview workshops
• Job shadowing
• Voluntary and community service projects
• Leadership & Professional Development
• Career Management Professional Development Series
• Study Abroad/International Experience (the School of Business Global Program)
• Internship Opportunity
• Research Opportunity
• Case Competition(s)
• Dine with the Dean
• Professional Development Milestones Program (to be fashioned along the lines of the program at the Bourns College of Engineering)
• Encouraged participation and leadership in at least one of the School of Business’s student organizations:

**Career Preparation.** Although career preparation is considered one of the last stages in the student lifecycle, career development must be interwoven with studentship. In the School of Business, we have a 95% graduation rate once students enter the major. However, we must seriously consider other markers of success, such as job placement after graduation. The 2017 First Destination Survey measurement of graduation status indicates that at six months post-graduation, only 48% of UCR business student graduates are in fully employed while 32% are still seeking employment (Figure 4). This reflects the fact that only 36% of current business students report participate in an internship before graduation (Fall 2017 School of Business Survey of students in core courses, n = 956). A growing body of research indicates that beyond coursework, college reputation and GPA, the most important factors influencing hiring decisions involve the application of course concepts through work experience (Figure 5).\(^\text{12}\) Put otherwise,

Internship experience is a key predictor of expected employment and employment success\textsuperscript{13} and thus, internships are central to likelihood of holding a permanent position at graduation and in turn, student degree satisfaction.\textsuperscript{14} Thus, a four-year major would benefit our students in the following ways:

First, employers want to directly recruit from the School of Business. A four-year program provides employers more direct access to students as early as their freshman and sophomore years. As such, a four-year major may help to attract a larger pool of employers, who are interested in established partnerships with our School and the UCR Career Center.

Second, a four-year major would allow earlier communication with students about the importance of taking part in an internship. In a Winter 2019 survey of over 800 current business majors, they note that although they have received adequate guidance on pre-business coursework from their pre-business academic advisors, they are not learning about the importance of internships from their pre-business academic advisors (Figure 6). This is a source of concern given that students should take part in internships during the summer of their sophomore and junior year and again between their junior and senior year. As internships are frequently identified and arranged during fall of the sophomore year while students are still in the PRBS program, the PRBS student may fail to learn the importance of internships early on, leaving them at a disadvantage later on as BSAD majors when they seek permanent positions. A majority of companies use their internship pools to identify potential permanent employees. In the same survey, current business majors also recognize that with a four-year major they would be exposed earlier on to internships, establish vital connections with industry professionals, and receive improved advising that comes with getting to know one’s students (Figure 7). Unfortunately, many of these current majors learned the importance of internships too late to seek them out before joining BSAD. Further, professors are in a better position to recommend students for internships when they are very familiar with their strengths but the current two-year major limits the ability of the faculty to connect with business students.

Third, a four-year program would allow the School of Business to offer long-term career programming. In particular, a four-year program would allow the School of Business to provide greater depth of student experience and would systematically focus each year on enhanced employability via the following themes and activities:

- Year 1: Building interest in research, internships, study abroad and experiential learning through mandatory orientations, business student organization fairs, and holding workshops on resumes, internships, and exposure to the business concentrations.
- Year 2: Discovering mentors by connecting students with alumni, offering shadow days, peer-to-peer mentoring, and having students take part in a business symposium in which they demonstrate the ability to apply course concepts to business cases. Mentors

will help students identify interests in studying abroad, internships, and research.

- **Year 3:** Participating in internships by aiding students through the recruitment season, having more students take part in the existing internship course (BUS 198i) or encouraging studying abroad.
- **Year 4:** Planning for one’s own as well as other students’ future by engaging in coaching workshops, networking events, and becoming a mentor to more junior business administration cohorts.

Although we are not proposing any changes to the curriculum, the inclusion of these students in the School of Business from the very beginning will enable us to focus on providing students with value-added activities and programs that will make them more competitive upon graduation. Students agree with our perspective, as 68% of the respondents from the Winter 2019 survey of over 800 current undergraduate business students in the School of Business reported that a four-year major would enhance their undergraduate experience (7% disagreed and 25% were neutral).

**V. Implementation**

In the sections that follow, we discuss how the four-year major would be implemented and impact admissions, curriculum and course scheduling, advising, faculty, and the overall School’s investment in the Undergraduate Business Program. To ensure a smooth transition, the School of Business will work with CHASS, Office of Admissions, and Institutional Research.

**Admission.** Admission will be determined, as with other UCR programs, based on Academic Index Scores (AIS). Initially, the AIS would be set at 4100 for the first tier, 3900 for the second tier and 3700 as the waitlist cutoff. These cutoffs are consistent with current PRBS AIS scores, which are chosen to ensure a high probability of transition from PRBS to BSAD by the winter of the third year (Figure 8). Although the scores can vary each year, initially they will be set to admit a cohort of 460 students, which is slightly smaller than the 2019 cohort. Currently, AIS scores are set by CHASS, given that PRBS is a CHASS program, but if admission decisions were for a four-year BSAD program, the standards would be more restrictive in order to ensure the successful progress in the BSAD major. In particular, to be successful in business, students need to have strong quantitative training. Thus, we have met with admissions to discuss the possibility of reviewing Math SAT or AP scores as an admission requirement. Such requirements are used in CNAS and BCOE, where student success depends critically on the ability to understand complex quantitative concepts. By being more holistic in the admission process, as well as attracting students who have a clearer sense of their academic goals, we are more likely to attract higher quality students and retain a higher percentage of students.

**Curriculum.** Our objective is to preserve the current liberal studies-oriented business degree by maintaining the strong affiliation with CHASS. The first two years of the four-year curriculum will include the general University requirements, the college’s breadth requirements and what are now defined as prerequisites for Business Administration major (BUS 010; BUS 020; ECON 002; ECON 003; CS 008; STAT 048; MATH 022 and ECON 102 or ECON 103). In other
words, we will continue to follow CHASS breadth requirements and have our students educated by our colleagues in CHASS, CNAS and BCOE in these important foundational courses.\(^\text{15}\)

At the upper division level, because there is no change to the curriculum, the implementation of course offerings will not differ much from its current slate. In 2018-2019 the School of Business adjusted the pre-requisites on the floating core, which allowed freshmen and sophomores to take these courses too, whereas previously “junior standing” was a pre-requisite of the courses. Thus, students are already taking core business courses before being admitted to the BSAD major, which means there is no transition year in which both sophomores and juniors are clamoring to get into the same classes.

**Advising.** Key to students’ academic success in college is proactive advising. With the arrival of a new director last year, the undergraduate business program office has already increased advising contact, better tracked student advising needs, and developed a number of workshops in response to these needs. The data in Figure 9 show the significant increase in number of students advised, which reflects the office’s ability to manage an increased advising load. The School of Business will hire additional advisors once the four-year program is approved so that advisors are ready to take on freshmen as soon as they arrive on campus and in order to maintain National Academic Advising Association (NACADA) standards. As presented in the organizational chart (Appendix F), we will have six academic advisors, which would support the approximate 2400 student major at a ratio of 1:400.

Beyond these carefully crafted workshops, the School of Business advising team is developing strategies to maintain graduation and retention rates by establishing milestones (e.g., minimum progress criteria) that will provide guidance for both students and advisors, promoting more proactive rather than reactive advising strategies. This will also allow a course enrollment coordinator to easily communicate with other colleges about enrollment needs. We detail these initial policies below:

1. **Milestones and benchmarks:** As shown in Appendix A, the four-year business major would include specific milestones and benchmarks for years 1 and 2 to ensure that pre-requisite courses for the major are completed on time.
2. **Proactive advising:** With the power of technological advances that allow us to better study and understand student persistence, academic advising has shifted to more proactive rather than reactive advising. This involves training advisors on how to approach students’ goals holistically. When working with our students it is important to not only focus on building a schedule of courses here at UCR, but also to understand the students’ academic goals and responsibilities beyond the classroom that can affect their academic success, such as extra-curricular activities, familial responsibilities, and work responsibilities. Beyond this more holistic advising, we will also engage in proactive student monitoring and support through various workshops. We provide detailed plans for School of Business workshops in Appendix C. These plans emphasize the first two years as this is the set of students who would be new to advising from the School of Business.

\(^{15}\) A complete curriculum discussion can be found in the “Studentship” section, pages 6-7 as well as Tables 3 and 4.
Through proactive and holistic advising, as well as changes to the admission procedures, Business expects to have a higher retention of freshman students to their third year. Specifically, retention is expected to increase to 75% from its current level of 50%.

Third, the School of Business will maintain the close ties between CHASS and School of Business advising teams. In particular, the CHASS/School of Business Academic Advisors’ Council will continue to function and strengthen. In this Council, advisors in both colleges come together to share their experiences, help students’ development in both colleges and develop professionally as advisors and professionals. This spirit of cooperation has always existed between the advising staff of both colleges and will continue to remain strong in the years to come. For example, in an effort initiated by both Business and CHASS academic advisors, early discussions have been held to outline how Business and CHASS advisors will work together to support students who are not successful in business, or who simply decide to change majors (see Appendix D). Research has found that across large institutions nationwide, nearly 50% of recent graduates have changed their major at least one time. Currently, most PRBS who do not make it into the major transition to CHASS majors, with the majority going to economics, media and cultural studies, and political science. Under the four-year structure, the opportunities for major change remain the same, given students will complete the same coursework in their first two years, and will therefore still be familiar with available alternatives if their plans were to change. Moreover, they will not have taken unusable credits, because many of the business lower division requirements also serve to fulfill breadth requirements (that also mirror the breadth requirements of CHASS; see Appendix E). As such, students who are in good academic standing (GPA above 2.0) will continue to have the same ability to transfer into alternative majors. Thus, our advisors would be trained to know possible alternative options, and begin discussion on alternative majors and plans. As part of these preliminary discussions, there will be increased coordination between the Undergraduate Business Program Office and the transition advisor in CHASS.

Advising will undergo some structural changes and growth, once the four-year BSAD major is approved. The current Office of Undergraduate Business Programs is composed of:

- Associate Dean, Undergraduate Business Programs
- Director, Undergraduate Business Programs
- Assistant Director, Professional Academic Advisor
- Professional Academic Advisor (X3)
- Undergraduate Programs Assistant

To accommodate the need to serve and advise more students (mainly in years 1 and 2), the School of Business Undergraduate Business Programs Office will be expanded to include three more staff members at the Professional Academic Advisor II level to bring the total number of

---

Have focused on the role of advisors in guiding student success, but academic advisors handle a range of tasks including:

- Admission/Recruitment
- Learning Communities
- Enrollment Management
- Internship/Careers
- International Programs
- Signature Programs
- Transition

These tasks will evolve under a four-year major. For example, part of the advising effort will also focus on working with students to ensure that they have information about internships. Currently, our Undergraduate Office maintains a database of companies—in both the private and public sectors—that have provided internships to our students. Under the four-year major, one of the advisors that we will hire will be designated as the “Internship Coordinator.” Finally, one of the new advisors will have a primary role of “Transition Advisor” much like one that exists in BCOE, CNAS and CHASS. The new organizational chart of the Office of Undergraduate Business Programs is presented in Appendix F.

Additionally, like CHASS, Business will offer students a Business First Year experience. Because the expertise lies with CHASS, we will work closely with CHASS to transfer this expertise to our faculty and staff. We will establish BUFY (BUSINESS F1rst Year) and will work with housing to create a Business learning community that not only learns together but also lives on the “business theme floor.” The learning community will facilitate the co-curricular activities such as speakers from the business community and hosting accounting firms that have always expressed an interest in getting to know the students from their freshman year.

**Faculty.** The School of Business currently has 42 full-time faculty, with more than sufficient continuing lecturers, LPSOE, and research faculty to offer the current undergraduate business curriculum. As the curriculum and coursework for the first two-years of the proposed four-year major would remain the same (i.e., same lower division requirements), there are no concerns over faculty sufficiency for the four-year major. That said, the faculty continues to grow in an effort to move to more ladder-rank faculty over lecturers, particularly in the undergraduate business program as well as due to the success of our full-time, professional and variety of one-
year Master’s Programs. By bringing in more faculty, undergraduate students will have increased opportunities to connect and develop their networks.

**Investment.** This proposal has described the additional significant investment the School of Business has made and will continue to make in faculty and staff. In terms of activities, the School of Business will invest in recruiting undergraduate students, initiate extra curriculum activities targeted to years 1 and 2. The long-term goal (5-7 years) is to build a new building that will house the School of Business including both undergraduate and graduate programs and expand the capacity of our Career Development Center to include serving the undergraduate population.

**Summary of Implementation.** Ultimately, our goal is to admit applicants directly to the BSAD major such that the upper division size would increase in proportion to the that of UCR. Specifically, the University is expected to see increasing numbers of student enrollment (e.g., enrollment growth may yield a student enrollment of approximately 35,000 by 2035\(^\text{17}\)); we expect the School of Business to grow in relation to the student growth at the University level. Following current policy, student enrollment targets will be closely discussed amongst the leadership teams and the admissions office. For the initial transition, leadership has discussed admitting a slightly smaller cohort of approximately 460 students (approximately 20% smaller cohort size than current PRBS admissions) to ensure the successful transition of these students. We estimate that about 75% of the cohort will continue to the 3rd year, a rate that is higher than the current conversion rate to the BSAD major (about 50%). Thus, the increase in the upper division size will be accomplished by setting Minimum Progress Criteria for year 1 and 2 that would assist more students to complete the major preparation courses by the end of the second year.

The overall implications on the size of the major would be affected by the following factors (compared to the status quo):

- Given that students with low AIS scores would not be admitted to BSAD a higher percentage of the student in the BSAD major (compared to PRBS) would advance to the upper-division status within the major
- Quality at the major will be maintained by implementing Minimum progress criteria as described below
- The percentage of high achievers that currently transfer to other universities will be reduced because we will build personal relationships with these students, provide them with attractive leadership opportunities and instill a sense of loyalty to the school
- We expect the same number of students to transfer to the BSAD major in the 3rd year from outside UCR and from other majors in UCR

\(^{17}\) UCR Long Range Planning Meetings, Spring 2019
VI. External Reviews of the BSAD

The BSAD program was recently reviewed by two external groups: (1) the school’s accreditation agency (AACSB) and (2) professors from UC Berkeley, Arizona and Oregon, who visited the School of Business as part of the UCR Senate review of the program in 2013/14. The AACSB panel recognized the School of Business’s undergraduate program as “an untapped opportunity to build the School’s and University’s reputation.” The Senate report included the opinion of the external panel members that: “Overall, we believe that UCR School of Business (SoBA) has many strengths that can be leveraged to make the undergraduate program even better. These include dedicated faculty and staff; highly motivated first generation students; and a location within a highly respected research university on a beautiful campus.”

Among the reviewers’ recommendations are the following:

Consider restructuring the admissions model. The overall model for admission to the business major was discussed frequently. The reviewers identified four options to consider:

1. **Maintain the status quo.**

2. **Take over advising of PRBS with the benefit of providing value added opportunities to students earlier.** Competitive business schools are encouraging their lower-division students to participate in shadow days, case competitions, internships, leadership programs, and other activities. As a result, a student will have received a lot of training and information by the summer after his or her sophomore year. Advising PRBS students helps the business school begin setting expectations earlier and provides more consistency for the students themselves.

3. **Directly admit freshmen into the business school.** Admission would be done based on specific criteria. This approach has the advantage of developing a stronger cohort and sense of program among the business students. In addition, the PRBS courses can be “right sized” for the cohort that is selected, instead of offering twice the number of seats knowing that there will be significant attrition. The approach would likely create greater identification with the school among business students and could result in stronger student organizations, more leadership opportunities for students, stronger career outcomes at graduation, and better alumni support.

4. **Pursue a hybrid approach.** Under this approach you would allow your honors students or top students to be directly admitted to SoBA. These students could have a separate one-unit honors/leadership course. Or they could be in a uniquely named honors program (i.e., SoBA Honors Fellows). Ideally these leaders and honors students would be the beacons for excellence and would lead your professional organizations, become preceptors, and assume other prominent positions.

---

18 Team Visit Report, AACSB Maintenance of Accreditation Review – 2/5/13
19 Italics added to illustrate that these are the suggestions of the review team.
We carefully considered all options before submitting our initial four-year major proposal and concluded that the external review committee’s recommendation that we directly admit freshmen into the School of Business would provide the best learning environment for our students. Here, we briefly summarize our logic for why we did not consider Options 1, 2 and 4 to be sufficient, and then discuss how Option 3 will enhance students’ educational welfare.

Regarding Option 1, we believe that maintaining the status quo is not desirable as explained by the review committee’s previous points. Option 2 was to maintain the current structure of the program, but for the School of Business to take over advising of students in the pre-business program that is housed in CHASS. Although this option could indeed improve some student outcomes, particularly in terms of helping students to navigate their degree from the outset, having Business advisors advising pre-business students would not contribute to achieving the stated goals of the proposal, such as increasing students’ interaction with experienced business faculty from day one, giving students a clear home that develops their identification with the program, and fostering a sense of community that enhances overall learning experiences. Further, recent research findings on undergraduate business education suggest that the ability to connect to the business school is an important factor governing freshmen students’ satisfaction with an undergraduate business major (see p. 8). These fundamental issues are in addition to logistical concerns, such as whether and how it would be possible for advisors from one college to advise students housed in a different college, because current UCR policy is that advising must be done by the college in which the major is housed. Even if this policy could be changed, personnel management would be complex; for instance, to whom would these advisors report and how would their evaluations be conducted? In short, tailoring advising for our students is a necessary, but not sufficient, step in improving student outcomes, and thus Option 2 falls short in achieving the goals of the current undergraduate business program.

The external review committee also offered a hybrid approach, in which honor or top students would be admitted directly into a four-year honors business major, whereas other students will remain in the current structure (i.e., pre-business in CHASS and applying to the business major by their junior year, Option 4). We considered this possibility to be an inferior option for both philosophical and practical reasons. Philosophically, we are concerned that adopting such a structure would run counter to our values of inclusivity and community. Creating one group of students who are connected with the school since matriculation and a second group that joins them midway through the program is antithetical to our mission and could foster the unintended consequence of elitism among students who were admitted for four years and a sense of inequality and inadequacy among those who were admitted for only two years. Practically, such a structure could benefit those students who are directly admitted into the major, but wouldn’t address our stated goals described above for the remaining students (e.g., building a sense of community).

In contrast to the options discussed above, converting the business major (currently an upper division 2-year major) into a 4-year major with direct admission comprehensively addresses the issues created by the current program structure, and is in the best interests of business students for multiple reasons, including those related to student success such as admission, curriculum, and professional development. We have discussed these points when detailing the benefits of the program, but briefly reiterate them below.
Option 3 suggests converting the business major (currently an upper division two-year major) into a four-year major with direct admission, and was selected because it is in the best interest of all students who wish to major in business. A four-year major will improve the overall students’ experience in critical areas such as admission, advising, curriculum, and professional development. In particular, as we explained in the proposal, we maintain that offering a four-year business major would enhance the program quality, foster a greater sense of community, enable us to better recruit, engage, mentor, and provide leadership opportunities for business major students, and enhance the professional services we can offer to students, employers, and alumni.

As discussed earlier in this proposal, in support of this claim, research by Marks and colleagues (2016) examined students’ perceptions of their business school program in relation to satisfaction with their program found that while both freshmen and seniors (the sample in this study) thought the ability to connect to the business school as a freshman was important, it was significantly more important to freshmen than seniors. Moreover, freshmen had a stronger desire to get involved with business school organizations and clubs more so than seniors.

Beyond the theoretical arguments and research we provide, we also provide survey data showing that we can improve students’ understanding of the importance of internships (Figure 6). These changes, in turn, would increase the internal retention rate and on-time graduation. Also, the proposal is in line with the current industry norms in business education. Lastly, the proposal is supported by student survey data reflecting that 68% of the respondents from the Winter 2019 survey of over 800 current undergraduate business students in the School of Business reported that a four-year major would enhance their undergraduate experience (7% disagreed and 25% were neutral).

VII. Closing

Since 2009, the School of Business has conferred the undergraduate degrees in business administration. This proposal aims to complete the process started in 2009 by bringing the entire BSAD major under the School of Business.

In converting the BSAD major to a four-year degree, in which students begin their college experience as School of Business students, we will improve the student experience in key areas including recruitment and admission, academic advising, studentship, and career preparation. In so doing, the program will be able to grow in number and in reputation.

The conversion of the BSAD major from a two- to four-year degree is a complicated undertaking and the School of Business has engaged in careful consideration of this change. The School of Business has also consulted with key stakeholders, ranging from external reviewers, peer and aspiring institutions, CHASS constituents, the Office of the Registrar, the Office of Admissions, Deans and to the Provost to ensure that each stakeholder’s needs are clearly addressed. Thus, the School of Business is confident that it can bring about a smooth transition and implementation of the four-year BSAD degree and that new synergies with these stakeholders can be achieved.
### Table 1: Four-Year Programs in Above- and Similarly-Ranked Undergraduate Business Programs

<table>
<thead>
<tr>
<th>Rank</th>
<th>University (Undergraduate Business Program)</th>
<th>Two or Four Year Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Pennsylvania</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Massachusetts Institute of Technology</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>University of California–Berkeley</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>University of Michigan–Ann Arbor</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Carnegie Mellon University</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>New York University</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>University of Texas–Austin</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>University of North Carolina–Chapel Hill</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>University of Virginia</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>Cornell University</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>Indiana University–Bloomington</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>University of Notre Dame</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>University of Southern California</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>Washington University in St. Louis</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>Emory University</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>Georgetown University</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>Ohio State University–Columbus</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>University of Wisconsin–Madison</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td>University of Illinois–Urbana-Champaign</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td>University of Minnesota–Twin Cities</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td>University of Washington</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>Boston College</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>Georgia Institute of Technology</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>Michigan State University</td>
<td>2</td>
</tr>
<tr>
<td>22</td>
<td>Pennsylvania State University–University Park</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>Purdue University–West Lafayette</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>Texas A&amp;M University–College Station</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>University of Florida</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>University of Georgia</td>
<td>2</td>
</tr>
<tr>
<td>22</td>
<td>University of Maryland–College Park</td>
<td>4</td>
</tr>
<tr>
<td>31</td>
<td>Arizona State University–Tempe</td>
<td>4</td>
</tr>
<tr>
<td>31</td>
<td>Babson College</td>
<td>4</td>
</tr>
<tr>
<td>31</td>
<td>Johns Hopkins University</td>
<td>4</td>
</tr>
<tr>
<td>31</td>
<td>University of Arizona</td>
<td>4</td>
</tr>
<tr>
<td>31</td>
<td>University of Colorado–Boulder</td>
<td>4</td>
</tr>
<tr>
<td>31</td>
<td>University of Iowa</td>
<td>4</td>
</tr>
<tr>
<td>31</td>
<td>University of Pittsburgh</td>
<td>4</td>
</tr>
<tr>
<td>38</td>
<td>Brigham Young University–Provo</td>
<td>4</td>
</tr>
<tr>
<td>38</td>
<td>Case Western Reserve University</td>
<td>4</td>
</tr>
<tr>
<td>38</td>
<td>University of California–Irvine</td>
<td>4</td>
</tr>
<tr>
<td>38</td>
<td>University of South Carolina</td>
<td>4</td>
</tr>
<tr>
<td>38</td>
<td>Wake Forest University</td>
<td>2</td>
</tr>
<tr>
<td>43</td>
<td>Boston University</td>
<td>4</td>
</tr>
<tr>
<td>43</td>
<td>George Washington University</td>
<td>4</td>
</tr>
<tr>
<td>43</td>
<td>Tulane University</td>
<td>4</td>
</tr>
<tr>
<td>43</td>
<td>University of Alabama</td>
<td>4</td>
</tr>
<tr>
<td>43</td>
<td>University of Arkansas</td>
<td>4</td>
</tr>
<tr>
<td>43</td>
<td>University of Utah</td>
<td>2</td>
</tr>
<tr>
<td>43</td>
<td>Virginia Tech</td>
<td>4</td>
</tr>
<tr>
<td>50</td>
<td>Bentley University</td>
<td>4</td>
</tr>
<tr>
<td>50</td>
<td>College of William and Mary</td>
<td>2</td>
</tr>
<tr>
<td>50</td>
<td>Florida State University</td>
<td>3</td>
</tr>
<tr>
<td>50</td>
<td>Georgia State University</td>
<td>4</td>
</tr>
<tr>
<td>50</td>
<td>Northeastern University</td>
<td>4</td>
</tr>
<tr>
<td>50</td>
<td>Pepperdine University</td>
<td>4</td>
</tr>
<tr>
<td>50</td>
<td>Southern Methodist University</td>
<td>4</td>
</tr>
<tr>
<td>50</td>
<td>Syracuse University</td>
<td>4</td>
</tr>
<tr>
<td>50</td>
<td>University of California–San Diego</td>
<td>4</td>
</tr>
<tr>
<td>50</td>
<td>University of Connecticut</td>
<td>4</td>
</tr>
<tr>
<td>50</td>
<td>University of Massachusetts–Amherst</td>
<td>4</td>
</tr>
<tr>
<td>50</td>
<td>University of Nebraska–Lincoln</td>
<td>4</td>
</tr>
<tr>
<td>50</td>
<td>University of Oklahoma</td>
<td>4</td>
</tr>
<tr>
<td>50</td>
<td>University of Oregon</td>
<td>2</td>
</tr>
<tr>
<td>50</td>
<td>University of Tennessee</td>
<td>4</td>
</tr>
<tr>
<td>50</td>
<td>Villanova University</td>
<td>4</td>
</tr>
<tr>
<td>66</td>
<td>Auburn University</td>
<td>4</td>
</tr>
<tr>
<td>66</td>
<td>Baylor University</td>
<td>4</td>
</tr>
<tr>
<td>66</td>
<td>Clemson University</td>
<td>4</td>
</tr>
<tr>
<td>66</td>
<td>Fordham University</td>
<td>4</td>
</tr>
<tr>
<td>66</td>
<td>Miami University–Oxford</td>
<td>4</td>
</tr>
<tr>
<td>66</td>
<td>Rochester Institute of Technology</td>
<td>4</td>
</tr>
<tr>
<td>66</td>
<td>Rutgers University–New Brunswick</td>
<td>4</td>
</tr>
<tr>
<td>66</td>
<td>Santa Clara University</td>
<td>4</td>
</tr>
<tr>
<td>66</td>
<td>United States Air Force Academy</td>
<td>4</td>
</tr>
<tr>
<td>66</td>
<td>University of Kansas</td>
<td>4</td>
</tr>
<tr>
<td>66</td>
<td>University of Kentucky</td>
<td>4</td>
</tr>
<tr>
<td>66</td>
<td>University of Miami</td>
<td>4</td>
</tr>
<tr>
<td>66</td>
<td>University of Texas–Dallas</td>
<td>4</td>
</tr>
<tr>
<td>79</td>
<td>CUNY–Baruch College</td>
<td>4</td>
</tr>
<tr>
<td>79</td>
<td>George Mason University</td>
<td>4</td>
</tr>
<tr>
<td>79</td>
<td>Iowa State University</td>
<td>4</td>
</tr>
<tr>
<td>79</td>
<td>Loyola University Chicago</td>
<td>4</td>
</tr>
<tr>
<td>79</td>
<td>Oklahoma State University</td>
<td>4</td>
</tr>
<tr>
<td>79</td>
<td>Rensselaer Polytechnic Institute</td>
<td>4</td>
</tr>
<tr>
<td>79</td>
<td>San Diego State University</td>
<td>4</td>
</tr>
<tr>
<td>79</td>
<td>Temple University</td>
<td>4</td>
</tr>
<tr>
<td>79</td>
<td>University at Buffalo–SUNY</td>
<td>4</td>
</tr>
<tr>
<td>79</td>
<td>University of Missouri</td>
<td>2</td>
</tr>
<tr>
<td>79</td>
<td>Washington State University</td>
<td>2</td>
</tr>
<tr>
<td>79</td>
<td>University of Missouri</td>
<td>4</td>
</tr>
<tr>
<td>90</td>
<td>American University</td>
<td>4</td>
</tr>
<tr>
<td>90</td>
<td>Brandeis University</td>
<td>2</td>
</tr>
<tr>
<td>90</td>
<td>Colorado State University</td>
<td>4</td>
</tr>
<tr>
<td>90</td>
<td>Creighton University</td>
<td>4</td>
</tr>
<tr>
<td>90</td>
<td>DePaul University</td>
<td>4</td>
</tr>
<tr>
<td>90</td>
<td>Drexel University</td>
<td>4</td>
</tr>
<tr>
<td>90</td>
<td>Lehigh University</td>
<td>4</td>
</tr>
<tr>
<td>90</td>
<td>Louisiana State University–Baton Rouge</td>
<td>4</td>
</tr>
<tr>
<td>90</td>
<td>Loyola Marymount University</td>
<td>4</td>
</tr>
<tr>
<td>90</td>
<td>Marquette University</td>
<td>4</td>
</tr>
<tr>
<td>90</td>
<td>North Carolina State University–Raleigh</td>
<td>4</td>
</tr>
<tr>
<td>90</td>
<td>Saint Louis University</td>
<td>4</td>
</tr>
<tr>
<td>90</td>
<td>Texas Christian University</td>
<td>4</td>
</tr>
<tr>
<td>90</td>
<td>Texas Tech University</td>
<td>4</td>
</tr>
<tr>
<td>90</td>
<td>University of California–Riverside</td>
<td>2</td>
</tr>
<tr>
<td>90</td>
<td>University of Cincinnati</td>
<td>4</td>
</tr>
<tr>
<td>90</td>
<td>University of Delaware</td>
<td>4</td>
</tr>
<tr>
<td>90</td>
<td>University of Denver</td>
<td>4</td>
</tr>
<tr>
<td>90</td>
<td>University of Houston</td>
<td>4</td>
</tr>
<tr>
<td>90</td>
<td>University of Illinois–Chicago</td>
<td>4</td>
</tr>
<tr>
<td>90</td>
<td>University of Richmond</td>
<td>4</td>
</tr>
<tr>
<td>90</td>
<td>University of San Diego</td>
<td>4</td>
</tr>
</tbody>
</table>

Rankings from 2020 U.S. News and World Report of Undergraduate Business Programs. Data from 2020 were used because these were the rankings available at the time of the proposal revision.
Table 2: Benchmark comparison to UCs and local Cal States

<table>
<thead>
<tr>
<th></th>
<th>2-year</th>
<th>4-year</th>
<th>2018 ranking</th>
<th>Program Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC Riverside</td>
<td>X</td>
<td></td>
<td>78</td>
<td>1027</td>
</tr>
<tr>
<td>UC Irvine</td>
<td></td>
<td>X</td>
<td>31</td>
<td>1059</td>
</tr>
<tr>
<td>UC Berkeley</td>
<td></td>
<td>X</td>
<td>3</td>
<td>700</td>
</tr>
<tr>
<td>San Diego State University</td>
<td></td>
<td>X</td>
<td>107</td>
<td>5055</td>
</tr>
<tr>
<td>Cal State San Bernardino</td>
<td></td>
<td>X</td>
<td>297</td>
<td>3971</td>
</tr>
<tr>
<td>Cal State Long Beach</td>
<td></td>
<td>X</td>
<td>222</td>
<td>4202</td>
</tr>
<tr>
<td>Cal State Fullerton</td>
<td></td>
<td>X</td>
<td>158</td>
<td>8422</td>
</tr>
<tr>
<td>Cal State Los Angeles</td>
<td></td>
<td>X</td>
<td>137</td>
<td>4636</td>
</tr>
<tr>
<td>Cal State Northridge</td>
<td></td>
<td>X</td>
<td>223</td>
<td>7078</td>
</tr>
<tr>
<td>Cal Poly Pomona</td>
<td></td>
<td>X</td>
<td>157</td>
<td>4888</td>
</tr>
<tr>
<td>Cal State San Marcos</td>
<td></td>
<td>X</td>
<td>unranked</td>
<td>2432</td>
</tr>
<tr>
<td>Cal State Dominquez Hills</td>
<td></td>
<td>X</td>
<td>unranked</td>
<td>2165</td>
</tr>
</tbody>
</table>

Rankings from 2018 U.S. News and World Report of Undergraduate Business Programs. Data from 2018 were used because these were the rankings available at the time of the Special Review Committee request.
Table 3: Breadth Requirements at 2019 Top Ten and UC Undergraduate Business Programs

<table>
<thead>
<tr>
<th>Rank</th>
<th>School</th>
<th>Arts and Humanities</th>
<th>Sciences (life sciences, physical sciences, natural sciences)</th>
<th>Social and Behavioral Science</th>
<th>Writing</th>
<th>Quantitative reasoning</th>
<th>Cultural Studies</th>
<th>History</th>
<th>International Studies</th>
<th>Philosophy</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Pennsylvania (Wharton)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Massachusetts Institute of Technology (Sloan)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>University of California--Berkeley (Haas)*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>New York University (Stern)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>University of Michigan--Ann Arbor (Ross)*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Carnegie Mellon University (Tepper) (PA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>University of Texas- Austin (McCombs)*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>U. of North Carolina--Chapel Hill (Kenan-Flagler)*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>University of Virginia (McIntire)*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Cornell University (Dyson)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Indiana University--Bloomington (Kelley)*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>University of Notre Dame (Mendoza)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>University of Southern California</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>University of California--Irvine (Merage)*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>University of California--Riverside*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*public institution

**breadth categories listed for only requirements that occur at more than one school

Rankings from the 2019 U.S. News and World Report of Undergraduate Business Rankings, which was released in Fall 2018. Data from 2018 were the most recent information available to the School of Business Undergraduate Program Committee when they conducted their benchmark review in Fall 2018.
### Table 4: Business Major Requirements at 2019 Top Ten and UC Undergraduate Business Programs

<table>
<thead>
<tr>
<th>Rank</th>
<th>School</th>
<th>Business Computing/Information Technology</th>
<th>Business &amp; Society, Ethics</th>
<th>Introduction to Business</th>
<th>Calculus</th>
<th>Introduction to Economics (Micro and/or Macro)</th>
<th>Intermediate Economics (Micro/Macro)</th>
<th>Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Pennsylvania (Wharton)**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Massachusetts Institute of Technology (Sloan)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>University of California--Berkeley (Haas)*</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>New York University (Stern)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>University of Michigan--Ann Arbor (Ross)*</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Carnegie Mellon University (Tepper) (PA)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>University of Texas-Austin (McCombs)*</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>U. of North Carolina--Chapel Hill (Kenan-Flagler)*</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>University of Virginia (McIntire)*</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Cornell University (Dyson)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Indiana University--Bloomington (Kelley)*</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>University of Notre Dame (Mendoza)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>University of Southern California</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>University of California--Irvine (Merage)*</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>87</td>
<td>University of California--Riverside*</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

*public institution

** has a flexible curriculum consisting of 20 business courses

Rankings from the 2019 U.S. News and World Report of Undergraduate Business Rankings, which was released in Fall 2018. Data from 2018 were the most recent information available to the School of Business Undergraduate Program Committee when they conducted their benchmark review in Fall 2018.
Table 4 Continued: Business Major Requirements at 2019 Top Ten and UC Undergraduate Business Programs

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Pennsylvania (Wharton)**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Massachusetts Institute of Technology (Sloan)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>University of California--Berkeley (Haas)*</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>New York University (Stern)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>University of Michigan--Ann Arbor (Ross)*</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Carnegie Mellon University (Tepper) (PA)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>University of Texas--Austin (McCombs)*</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>U. of North Carolina--Chapel Hill (Kenan-Flagler)*</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>University of Virginia (McIntire)*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Cornell University (Dyson)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Indiana University--Bloomington (Kelley)*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>University of Notre Dame (Mendoza)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>University of Southern California</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>University of California--Irvine (Mergage)*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>87</td>
<td>University of California--Riverside*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*public institution
** has a flexible curriculum consisting of 20 business courses
Rankings from the 2019 U.S. News and World Report of Undergraduate Business Rankings, which was released in Fall 2018. Data from 2018 were the most recent information available to the School of Business Undergraduate Program Committee when they conducted their benchmark review in Fall 2018.
Figure 1: Winter 2018 Student Engagement Survey, Reasons for Attending School of Business Events

*Students were allowed to check as many options as they desired.*
Figure 2: Winter 2018 Student Engagement Survey, Reasons for Attending School of Business Student Organization Planned Events

*Students were allowed to check as many options as they desired.*
### Figure 3: Winter 2018 Undergraduate Business Student Identification

<table>
<thead>
<tr>
<th></th>
<th>1=strongly disagree</th>
<th>2= disagree</th>
<th>3= neutral</th>
<th>4=agree</th>
<th>5=strongly agree</th>
<th>Total</th>
<th>Weighted average</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel connected to the School of Business.</td>
<td>46</td>
<td>137</td>
<td>392</td>
<td>249</td>
<td>49</td>
<td>873</td>
<td>3.13</td>
</tr>
<tr>
<td></td>
<td>5.04%</td>
<td>15.01%</td>
<td>42.94%</td>
<td>27.27%</td>
<td>5.37%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel proud to tell others that I am a business administration major/pre-business major.</td>
<td>20</td>
<td>17</td>
<td>237</td>
<td>360</td>
<td>241</td>
<td>875</td>
<td>3.89</td>
</tr>
<tr>
<td></td>
<td>2.19%</td>
<td>1.86%</td>
<td>25.96%</td>
<td>39.43%</td>
<td>26.40%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel supported by my peers in the business administration/pre-business major.</td>
<td>21</td>
<td>41</td>
<td>269</td>
<td>385</td>
<td>159</td>
<td>875</td>
<td>3.71</td>
</tr>
<tr>
<td></td>
<td>2.30%</td>
<td>4.49%</td>
<td>29.46%</td>
<td>42.17%</td>
<td>17.42%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel supported by the School of Business in the business administration/pre-business major.</td>
<td>35</td>
<td>71</td>
<td>288</td>
<td>362</td>
<td>114</td>
<td>870</td>
<td>3.52</td>
</tr>
<tr>
<td></td>
<td>3.83%</td>
<td>7.78%</td>
<td>31.54%</td>
<td>39.65%</td>
<td>12.49%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My School of Business staff and professors take an interest in me.</td>
<td>37</td>
<td>90</td>
<td>352</td>
<td>300</td>
<td>94</td>
<td>873</td>
<td>3.37</td>
</tr>
<tr>
<td></td>
<td>4.05%</td>
<td>9.86%</td>
<td>38.55%</td>
<td>32.86%</td>
<td>10.30%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Figure 4: 2017 First Destination Survey of Post-Graduate Status

*numbers indicate percentages; category of other includes: preparing for graduate school, not seeking employment or continuing education at the time, and participating in a volunteer or service program.
Figure 5. Employer Perceptions of Key Attributes for Hiring College Graduates

Figure 6. Winter 2019 Survey of Students on Pre-Business Advising

Students in the business core courses were asked to rate the extent to which they agreed with the statement regarding pre-business advising:

- Preparation for the BSAD major: “My pre-business advisor provided correct guidance on coursework needed to prepare me for the business administration major.”
- Discussion on the importance of internships: “My pre-business advisor conveyed the importance of an internship for the business administration major,” using the options stated below.

*numbers indicate percentages; n=822
Students in the business core courses were asked to rate the extent to which they agreed with the statement pertaining to the benefit of the four-year major to the following areas:

- Networking: “A four-year BSAD major would allow me to develop stronger networks through earlier exposure to my peers and industry professionals.”
- Internships: “A four-year BSAD major would allow me to take part in internships earlier in my academic career.”
- Academic Advising: “A four-year BSAD major would allow for better undergraduate advising.”

*numbers indicate percentages; n=825*
Through subsequent discussions with Institutional Research and the Office of Admissions, Business is likely to use not only AIS scores, but also scores from quantitative courses (e.g., Math SAT or AP scores) to assess admission, just as other colleges at UCR have incorporated them into their admissions procedures. Using this more holistic process will allow us to admit students who are more likely to be successful in the major and will increase the retention rate above that of 50% that is currently reflected with AIS current targets.
Figure 9: Number of Students Advised Comparison between 2018-2019 (under revised advising procedures)
Appendix A
Milestones and benchmarks (revised and submitted as an addendum)

ADDENDUM TO
Proposal to convert the Business Administration major (BSAD) from a 2-year upper-division major to a 4-year major

UNIVERSITY OF CALIFORNIA, RIVERSIDE
November 13, 2018

In the Proposal to Convert the Business Administration Major (BSAD) from a 2-year Upper-division Major to a 4-year Major (2/17/17), it was proposed that as part of the minimum progress criteria in year 1 and year 2 that students maintain a 2.5 GPA in the major preparation courses. Although this is in line with current Business Administration Major admissions requirements of a 2.5 Major GPA, this proposed minimum progress criteria is not in line with UCR policy, which states that students need to maintain a 2.0 in their major to graduate (Course Catalog 2018, page 59).

In this addendum to the 2/17/17 document, we revise the minimum progress criteria in year 1 and year 2. In revising these criteria, we consulted with the Associate Deans and Directors of Advising from each of UCR’s Schools and Colleges. We also heavily relied on templates set forth by psychology, because, similar to the current business administration major, it is not only one of the largest majors on campus, but also a selecting major. We have included relevant templates for continuation requirements in the Appendix of this document, with highlighted portions illustrating the areas that influenced our revised minimum progress criteria.

Revised Minimum Progress Criteria for Years 1 and 2

We have added the following paragraph to precede the list of major preparation for business, and we have removed the Major GPA and Cumulative GPA criteria as indicated by the strike outs below.

The major preparation requirements listed below must be completed by the end of the sophomore year, with an average grade of “C” or better, with no grade below “C-.” In addition, a student who receives a grade of “D+” or lower in any of the major preparation requirements will have the opportunity to repeat up to two of the courses, and must earn a grade no lower than a C- on the second attempt. If a student’s second attempt grade is a D+ or lower in the repeated course, they will be discontinued. All courses must be taken for a letter grade. Students entering from other majors must complete the major preparation requirements by 90 units. Transfer students entering the major must complete all outstanding major preparation courses within two quarters of their admit term (example: fall admits must complete all course(s) by the end of winter quarter). Students who do not complete the major preparation requirements in this timely fashion and with the minimum grade average of “C” (2.0) or better will not be permitted to continue in the Business Administration major. Students may be discontinued earlier from the
major if they consistently fall below the minimum grade average of “C.” Students must check course descriptions for prerequisite requirements.

- **Major preparation by the end of Year 1**
  - ARC 35 (Only required if tested into less than Math 4)
  - MATH 4 (Prerequisite for MATH 22)
  - MATH 22 (Prerequisite for ECON 103)
  - ECON 2 (Prerequisite for ECON 103) or ECON 3 (Prerequisite for ECON 102)
  - Major GPA of 2.5 or above

- **Major Preparation by the end of Year 2**
  - BUS 10
  - BUS 20
  - ECON 2 (Prerequisite for ECON 103)
  - ECON 3 (Prerequisite for ECON 102)
  - ECON 102 or ECON 103
  - STAT 48
  - CS 8
  - Major GPA of 2.5 or above
  - Cumulative GPA of 2.7 or above
Appendix B

Student Success Analysis for the Undergraduate Business Administration Major

Analysis performed by
Allison M. Cantwell, Assistant Vice Chancellor
Sarah Yoshikawa, Institutional Research Analyst

Institutional Research
University of California, Riverside
February 2017

The following criteria for the four-year BSAD major are suggested by SoBA:

- Minimum AIS of 3700
- Major preparation by the end of Year 1:
  - ARC 35 (Only required if tested into less than Math 4)
  - MATH 4 (Prerequisite for MATH 22)
  - MATH 22 (Prerequisite for ECON 103)
  - BUS 10
  - ECON 2 (Prerequisite for ECON 103)
  - ECON 3 (Prerequisite for ECON 102)
  - Major GPA of 2.5 or above
  - Cumulative GPA of 2.7 or above

- Major Preparation by the end of Year 2:
  - BUS 20
  - ECON 102 or ECON 103
  - STAT 48
  - CS 8
  - Complete college breadth and foreign language requirements
    - English 001C to be satisfied with BUS 100W once transitioned to BSAD
  - Major GPA of 2.5 or above
  - Cumulative GPA of 2.7 or above

The analyses below show the cohort-level trends for each of the milestones above, with the exception of breadth and foreign language requirements. Due to the variety of coursework that can satisfy breadth requirements, we have elected to focus on the key courses required for the major.

Table 1 shows student progress metrics for students starting PRBS with an AIS of 3700 or above.
Table 1. First-Time Full-Time PRBS Freshmen with AIS of 3700+ Who Met Alternative Admissions and Progress Criteria

<table>
<thead>
<tr>
<th>Entry Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Size</td>
<td>360</td>
<td>426</td>
<td>469</td>
<td>610</td>
<td>646</td>
<td>537</td>
</tr>
<tr>
<td>Alternative Year 1 Progress Metrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Prep Complete</td>
<td>56.4%</td>
<td>59.4%</td>
<td>61.2%</td>
<td>61.6%</td>
<td>61.5%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Met Maj. Prep GPA (2.5+)</td>
<td>70.8%</td>
<td>63.8%</td>
<td>66.7%</td>
<td>69.8%</td>
<td>73.8%</td>
<td>83.1%</td>
</tr>
<tr>
<td>Met Yr. 1 Crs. and Maj. Prep GPA Req.</td>
<td>46.9%</td>
<td>47.4%</td>
<td>47.5%</td>
<td>52.0%</td>
<td>54.5%</td>
<td>62.2%</td>
</tr>
<tr>
<td>1st Year Retention (PRBS or BSAD)</td>
<td>61.7%</td>
<td>77.5%</td>
<td>68.4%</td>
<td>68.5%</td>
<td>71.7%</td>
<td>78.8%</td>
</tr>
<tr>
<td>Year 2 Progress Metrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Prep Complete</td>
<td>44.2%</td>
<td>46.7%</td>
<td>42.4%</td>
<td>37.7%</td>
<td>43.8%</td>
<td></td>
</tr>
<tr>
<td>Met Maj. Prep GPA (2.5+)</td>
<td>68.3%</td>
<td>67.1%</td>
<td>72.7%</td>
<td>72.8%</td>
<td>75.9%</td>
<td></td>
</tr>
<tr>
<td>Met Cum GPA (2.7+)</td>
<td>67.8%</td>
<td>63.8%</td>
<td>68.4%</td>
<td>69.7%</td>
<td>74.5%</td>
<td></td>
</tr>
<tr>
<td>Met Crs. and GPA Req. before Yr. 3</td>
<td>35.8%</td>
<td>38.0%</td>
<td>37.5%</td>
<td>35.4%</td>
<td>39.2%</td>
<td></td>
</tr>
<tr>
<td>2nd Year Retention (PRBS or BSAD)</td>
<td>53.9%</td>
<td>51.4%</td>
<td>53.1%</td>
<td>59.0%</td>
<td>61.5%</td>
<td></td>
</tr>
<tr>
<td>BSAD Major before Year 3</td>
<td>43.6%</td>
<td>38.3%</td>
<td>38.0%</td>
<td>43.0%</td>
<td>41.0%</td>
<td></td>
</tr>
<tr>
<td>Met AIS, Crs., and Maj. Prep GPA before Year 4</td>
<td>41.7%</td>
<td>45.1%</td>
<td>43.5%</td>
<td>41.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSAD Major or Grad before Year 4</td>
<td>50.8%</td>
<td>51.6%</td>
<td>49.3%</td>
<td>53.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-Year Graduation</td>
<td>43.3%</td>
<td>47.4%</td>
<td>45.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
1. Year 1 Major Prep Complete includes only courses required by the end of year one (ARC 35, MATH 4, MATH 22, and ECON 2 or 3).
2. Year 2 Major Prep Complete includes all major prep course requirements (ARC 35, MATH 4, MATH 22, BUS10, ECON 2, ECON 3, BUS20, ECON 102 or 103, Stat 48, and CS 8).
3. Year 1 and Year 2 Major Prep GPA calculations are based on any major prep courses taken prior to the fall terms of the 2nd and 3rd years respectively. For repeated courses, only the latest grade counts toward the GPA.
4. Year 2 Cum GPA value is based on the most recent cumulative GPA earned prior to the fall term of the 3rd year.
5. Met AIS, Crs., and Maj. Prep GPA before Year 4 examines whether a student fulfilled the course requirements for the BSAD major regardless of timing and earned a major GPA of 2.5

In 2015, 62.2% of first year PRBS would have met the new first year Progress Criteria, and 39.2% of the 2014 cohort would have met the Year 2 Progress Metrics criteria. Still, we believe that these percentages will increase significantly after we will take over the advising of years 1 and 2 in the 4-year major. This statement is based on the following analysis.

Tables 2 and 3 show the reasons students did not meet the year 1 and year 2 course requirements, respectively.
Table 2. Reasons Why First-Time Full-Time PRBS Freshmen Did Not Meet Proposed Year 1 Course Requirement

<table>
<thead>
<tr>
<th>Entry Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Size</td>
<td>459</td>
<td>498</td>
<td>543</td>
<td>645</td>
<td>656</td>
<td>552</td>
</tr>
<tr>
<td>Year 1 Major Prep Not Compete (%)</td>
<td>49.2%</td>
<td>43.4%</td>
<td>41.6%</td>
<td>40.3%</td>
<td>39.3%</td>
<td>34.8%</td>
</tr>
<tr>
<td>Year 1 Major Prep Not Compete (N)</td>
<td>226</td>
<td>216</td>
<td>226</td>
<td>260</td>
<td>258</td>
<td>192</td>
</tr>
<tr>
<td>Failed Major Prep, Attempted all Courses</td>
<td>1.3%</td>
<td>1.9%</td>
<td>1.3%</td>
<td>1.5%</td>
<td>5.4%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Major Prep Not Taken</td>
<td>84.1%</td>
<td>85.2%</td>
<td>87.2%</td>
<td>87.3%</td>
<td>84.9%</td>
<td>88.5%</td>
</tr>
<tr>
<td>Failed Major Prep, Major Prep Not Taken</td>
<td>14.6%</td>
<td>13.0%</td>
<td>11.5%</td>
<td>11.2%</td>
<td>9.7%</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

Notes:
1. Percentages refer to the share of students who did not complete Year 1 Major Prep Courses and categories are mutually exclusive.
2. A major prep course is counted as failed if the student attempted but never passed the course before year 2. A failed course completed after repeated attempt is counted as completed.
3. Courses resulting in a grade of I, W, S/NC are counted as not attempted.
4. Year 1 Major Prep Not Complete captures students that have not completed at least one of the following major prep course requirements (ARC 35, MATH 4, MATH 22, and ECON 2 or 3).

Table 3. Reasons Why First-Time Full-Time PRBS Freshmen Did Not Meet Proposed Year 2 Course Requirement

<table>
<thead>
<tr>
<th>Entry Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Size</td>
<td>459</td>
<td>498</td>
<td>543</td>
<td>645</td>
<td>656</td>
</tr>
<tr>
<td>Year 2 Major Prep Not Compete (%)</td>
<td>59.7%</td>
<td>56.0%</td>
<td>58.9%</td>
<td>63.6%</td>
<td>56.7%</td>
</tr>
<tr>
<td>Year 2 Major Prep Not Compete (N)</td>
<td>274</td>
<td>279</td>
<td>320</td>
<td>410</td>
<td>372</td>
</tr>
<tr>
<td>Failed Major Prep, Attempted all Courses</td>
<td>0.4%</td>
<td>2.5%</td>
<td>0.9%</td>
<td>0.2%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Major Prep Not Taken</td>
<td>85.4%</td>
<td>83.5%</td>
<td>87.5%</td>
<td>88.5%</td>
<td>91.4%</td>
</tr>
<tr>
<td>Failed Major Prep, Major Prep Not Taken</td>
<td>14.2%</td>
<td>14.0%</td>
<td>11.6%</td>
<td>11.2%</td>
<td>7.8%</td>
</tr>
</tbody>
</table>

Notes: see Table 2

Tables 2 and 3 show that missing course requirements in years 1 and 2 was mostly due to not attempting some of the coursework rather than failing the coursework. Very few students are not fulfilling the coursework requirements due to failing any of these courses. We expect that with the close monitoring and advising of students and the requirement to submit a course plan that will be approved by the advisors will ensure that students are on track.
Appendix C

Current Advising Workshops

Business Major or Minor Interest Workshop (Part I). This was created to support all undergraduates who are considering and exploring the School of Business as a major or minor. The workshop is not intended for Pre-business or BSPR, who receive direct advisement by CHASS or Business. This workshop helps students understand the admission requirements for majors/minors within Business. It also reviews the process to declare and other university policies that must be considered when declaring a new major or additional degree objectives.

School of Business Application Workshop (Part II). This was created to support all undergraduates who have met the major/minor requirements and are ready to declare. The workshop is not intended for Pre-business or BSPR, who receive direct advisement by CHASS or Business. This workshop steps them through the application process, while working with advisors to verify all admission requirements are satisfied. Students also review the BSAD major/Minor requirements and review Degree Works. This is the first orientation to the major/minor for students.

Graduation Check Workshop. This workshop is intended for all BSAD majors nearing graduation, 2-3 quarters away from graduation. This workshop will review all BSAD requirements needed for graduation, how to apply for graduation, and hopefully help students identify prior to filing for graduation if there are any unresolved issues within their student account (Degree Works). In addition, our goal is to have students create and prepare for their last few quarters with a solid academic plan.

Probation Workshops. Currently we are piloting two sessions this fall. The goal is to require all students who are identified on academic probation in subsequent quarters to attend this workshop first, prior to meeting with an advisor. This workshop will focus on understanding university policies such as: academic probation, dismissal, withdraw, repeat, grade variance, etc. The workshop will also discuss common pitfalls leading to academic probation and resources that can assist. The second goal of the workshops is to cover common information, so that when students meet with their advisors, the session can focus on holistic advising to support the success of the student and not just on informing them of academic policy.

Sampling of School of Business Advising Workshops in a Four-Year Program

Freshman Mandatory Workshops: required attendance during the fall and winter quarters.

- **Fall:** The Fall workshops will focus on teaching students how to understand degree requirements and advising resources: Degree works, breadth requirements, prerequisites for admission to major, begin understanding of the BSAD degree including introduction to concentrations. The goal of the workshops will be for students to have a solid understanding of the BSAD degree requirements and create an academic plan for the upcoming winter and spring quarters.
- **Winter or spring** (still working out which quarters will be mandatory): The Winter workshops will begin with a re-cap of the BSAD degree requirements (breadth and major
pre-requisites, and floating core). Identifying progress/struggles from the fall quarter. Identify remaining breadth and pre-requisite admission requirements for the upcoming semester. The workshop will identify campus learning resources including faculty and reminders about campus policies (withdrawal, probation, etc). This workshop will also introduce them to balancing their academic schedules with campus involvement, family responsibilities, and work responsibilities. The final goal will be to help students to determine a yearlong academic plan for admission to the major.

**Sophomore Mandatory Workshops** (required attendance once within their sophomore year): This would be a marvelous joint advising session with the CHASS transition advisor. As our student progress with their degrees, the sophomore slump, is an area that advisors must focus on to support retention with the School of Business and the University as a whole. The goal of this workshop is to help our students to identify their current progress toward their intended degree and re-align to other majors, if not on track with BSAD. If they will be continuing to pursue the BSAD degree, what are the remaining admission requirements, beginning to identify their intended concentrations and identifying the important floating core. Ultimately, helping them understand how to create an academic plan for the remaining 3 years. The conclusion of the workshops will be a discussion on the importance of internships and involvement.

**Probation and Subject to Disqualification Workshops** (held every quarter): These will be held for students who have been identified on academic probation or subject to disqualification. The goal will be to explain the university policies, identify grades needed to bring GPA’s up. Identify the “why” students often struggle academically, and the support that is available to assist when facing academic struggles.

**Transfer Mandatory Workshops**

- **Fall and Winter** (offered each quarter in which we except transfers): Transfer Mandatory Workshops will focus on helping our transfers have a smooth transition from their previous institution. The workshops will focus on establishing their 2 year plan for the Business Administration Degree and advising resources. In addition, it will cover key policies such as withdrawal, repetition of courses and academic probation, while these policies exist at other institutions the implementation can be different. The last component of the workshops will focus on how to develop the professional aspect of their resumes from internships, to professional development opportunities, and involvement with Business Organization.
Appendix D

Transition Work Group Report

Transition Work Group Members:

Jose Beruvides, Director of Academic Advising, CHASS
Allison Cantwell, Associate Vice Chancellor of Institutional Research
Nelly Cruz, Assistant Director of CHASS F1rst.
Bracken Dailey, Registrar
Emily Engelschall, Director of Undergraduate Admissions
Kathrine Fruge, Financial and Administrative Manager, School of Business
Brianne Gomez, Professional Academic Advisor, School of Business
Leonardo Gonzalez, Director of Human Resources, School of Business
Jean Helwege, Professor of Finance, School of Business
Wendy Hernandez, Academic Advisor, CHASS
Jennifer Osborne, Director of the Undergraduate Business Program
Lata Patel, Assistant Director of the Undergraduate Business Program and Professional Academic Advisor
Elizabeth Tisdale, Professional Academic Advisor, School of Business
Yunzeng Wang, Dean, School of Business
Elaine Wong, Work Group Chair, Associate Dean of the Undergraduate Business Program
Rami Zwick, Professor of Marketing, School of Business
Executive Summary

The School of Business is pursuing converting the current 2-year Business Administration major (BSAD) into a 4-year Business Administration major. This report considers the impact of this conversion on policies and procedures for the Undergraduate Business Program Office, Office of Admissions, and Office of the Registrar with particular attention to key issues and suggested recommendations.

Key issues:

- Undergraduate Program Office
  - Admission criteria for several student populations needs to be carefully considered and written policy created.
    - Initial transition: admission criteria for the last pre-business cohort into the BSAD major needs to be determined so that it aligns with admission policy for freshman and transfer admits.
    - Admission for freshmen: students struggle with the quantitative nature of the BSAD major. Thus, coursework that will best predict their success (e.g., Math SAT scores) and more workshops to support their success should be considered.
    - Admission for transfers: the Business Preparation (BSPR) major needs to be re-evaluated as students are more likely to be successful when enter with pre-requisites already completed.
  - Graduation and retention rates: Establishing milestones (benchmarks) will be needed to provide guidance for both students and advisors.
  - Advising: Due to the increase in student population, the UG Business Program Office will need to rethink advising strategies to be more proactive than reactive.
  - Course enrollment: A course enrollment coordinator will be needed to track and communicate BSAD needs with other colleges offering pre-requisite courses for the major.
  - Student engagement and professional development: students will need dedicated career advisors to meet their internship and job search needs.

- Office of Admissions
  - Recruitment: Target audiences will change, as the School of Business will partner with the Admissions Office on their recruitment visits to not only community colleges, but also high schools.
  - Admission: Given the quantitative nature of the BSAD major, it was suggested that beyond AIS scores, Business could consider requesting scores on statistics, economics, and SAT Math scores for freshmen.

- Office of the Registrar
  - Course Scheduling: A key aspect of lower division course scheduling is the learning communities. Communication about the course enrollment for designated learning community courses is needed. Additionally, the structure of the learning community workshops may be reconsidered to best support student needs.
  - Records: BSAD will need to update to its college code due to the name change of the School. PRBS will be phased out, so no action is needed. However, nothing has been done to determine the fate of BSPR (which currently sits in CHASS).
  - Regulations: Although the School of Business follows the CHASS student regulations, no regulations are listed on the Senate page, thus it may appear to some that we do not even have an undergraduate degree.
  - Course catalog and marketing: Once the major is approved the content on pp. 87-88 should be updated. This material includes references to pre-business being in CHASS and freshman and sophomore advising.
The School of Business is pursuing converting the current 2-year Business Administration major (BSAD) into a 4-year Business Administration major. This report considers the impact of this conversion on policies and procedures for the Undergraduate Business Program Office, Office of Admissions, and Office of the Registrar with particular attention to key issues and suggested recommendations.

**Undergraduate Business Program Office**

**Current Policies/Procedures**

**Admission into the BSAD major.** Students who enter UCR as freshmen with an intent to declare a major in Business Administration are accepted into the pre-business program (PRBS) or Undeclared for their freshman and sophomore years and are housed in the College of Humanities, Arts and Social Sciences. During this time, the PRBS and Undeclared students receive advising and support through CHASS while they complete the general University requirements, the School’s breadth requirements and the prerequisites for the Business Administration (BSAD) major.

The PRBS students must officially apply to the BSAD major. This process requires attendance at a Pre-Business Major Change Workshop and submission of the Business Administration Application the quarter in which the School breadth and Business Administration prerequisites are being completed. Students must apply and declare the BSAD major by the time 90-110 units are completed, exceptions can be made for students to be admitted after 120 units through a petition process (acceptance is not guaranteed).

**Course Plans.** All students in PRBS receive advising and develop their program plan with CHASS college advisors. The program plan includes completing courses, when possible, in a sequence such as BUS 10, ECON 2, and a Math course (based on placement), and a breadth course in the first quarter. PRBS students are enrolled in a learning community in their first year. In their second year, advisors in CHASS continue to support the students with advising, and the students are focused on registering for the remaining breadth and major prerequisites needed for admission. CHASS currently has a GPA benchmark of 2.5 in the first year for continuation within PRBS and a 2.7 GPA in the second year to apply to the business administration major.

**Issues for Consideration**

- Admission into the Major
  - Initial transition
    - Last cohort admitted into CHASS PRBS. What will the criteria, in particular, that of GPA, be for these students? Should these students strategically stay undeclared so that financial agreements between the Deans can be maintained, or should some other arrangement be made? The committee acknowledged that this group of students would be small, but some committee members noted that this gives rise to the larger question of major change criteria for the
This decision regarding the last cohort admitted into PRBS not only impacts enrollment, but also the currently agreed upon financial agreement between the Deans of Business and CHASS.

- Major change criteria for students from CHASS. If the GPA for continuation in the BSAD major drops to a 2.0 for future students, how do we handle the population of current students who are in CHASS PRBS and are required to maintain a 2.7 GPA in required coursework? Do we adjust requirements for current CHASS PRBS students so they maintain a minimum of a 2.0 in their overall and major GPA into the major, as long as all business major pre-requisite courses are completed? This would mean that BSAD would see a larger spike in enrollment. (Per CHASS, fall 2016 cohort had 94 students below the 2.7, but above the 2.0. The fall 2017 cohort had 87 students below the 2.7, but above 2.0).

- Business Preparation Major (BSPR). This major is housed in CHASS and needs to be re-evaluated for transfer decisions. Specifically, the concept of admitting transfers who are missing pre-requisite courses for the Business Major should be reviewed, and discontinued. Transfers are much more likely to be successful in the major, if they come with all pre-requisites completed. These students start their time at UCR already playing catch up by needing to complete business major pre-requisites. Further, many are adjusting to the quarter system. This transfer shock often affects GPA, and if BSPR students’ GPAs drop below GPA requirements for the major change into Business, they will need to find a new major. This affects their time to degree.

- Freshman admits are admitted on the basis of AIS scores, which can be set by the Business leadership team each year. However, since many students struggle with the quantitative nature of the BSAD curriculum, the committee suggested consideration of 1) additional programming developed to support students depending on their math placement scores and/or 2) admitting students who meet certain math placement/math SAT scores. This latter suggestion would require Senate approval.

- Graduation and retention rates
  - Accepting freshman directly into the major and lowering GPA requirements for transfers will create a larger population of students potentially on academic probation or at-risk of not continuing with the degree. While the admission process identifies these students as strong due to their high AIS score, they have not completed the lower level business curriculum. Many students struggle with the quantitative nature of the BSAD curriculum. The current BSAD admission process, as a selecting major, requires all students to complete the lower division courses prior to admission into BSAD, thus the students have proven academic success and are likely to be retained. The UG Business Program Office will need to monitor and track the degree progress and establish milestones (benchmarks) for students to remain with the BSAD major. This will require more proactive advising and increase the number of student contacts for the UG Business Program Advisors. The goal will be to retain and provide support for all students, especially those not meeting the milestones (benchmarks) and redirect students to other majors early in their academic careers to ensure retention within UCR. Additionally, the UG Business Program Office will need to offer more student support programming. This too will require more staff support.
- Establishing milestones (benchmarks) will be needed to provide guidance for both students and advisors, and ultimately a written policy for students to ensure clear understanding of expected benchmarks will need to be prepared. This will help students understand their progression through the major as well as aid advisors in decision making. Students who are not meeting expected benchmarks will need to be transitioned out of the major. Early discussions have been made between CHASS advising and Business advising as to how advisors will work together to support students who are not successful in business. As part of these preliminary discussions, there will be increased coordination between the UG Business Program Office and the transition advisor in CHASS.

- Impact of student headcount on advising
  - Advising opportunities for the students in the BSAD major will need to increase dramatically. Individual appointments, drop-ins, and mandatory advising (individual/workshops) will need to take place to provide guidance and ensure academic success. Due to the increase in population, the UG Business Program Office will need to rethink advising strategies to be more proactive than reactive. There will be a need to increase student contacts with advisors, thus leading to a need for level II advisors whose primary responsibility will be advising the freshman and sophomore BSAD students.

- Impact of student headcount on course enrollment
  - The UG Business Program Office will need to communicate with CNAS and CHASS counterparts regarding course enrollment needs for BSAD pre-requisite courses taught through other colleges. It is suggested to have a dedicated enrollment management team to stay on track with enrollment (Team suggestion: Associate Dean, Director UG Programs, and Assistant Director UG Programs, possibly someone from the Budget/financial side). [NOTE: CHASS, CNAS, and BCOE have dedicated Enrollment Management positions- and/or Centers devoted 100% of the time to Enrollment management].
  - Orientation events will need to be developed or adjusted to accommodate both freshman and transfers, with a larger number of attendees.

- Impact student headcount on student engagement
  - Engagement with the students through advising, events, programs, and student organizations will need to increase to accommodate a larger student population. Current engagement opportunities need to be re-evaluated to determine how the UG Business Program can connect with a larger portion of the BSAD population.
  - Internships and Professional Development opportunities can begin earlier with the freshmen and sophomores. However, it will be important to develop relationships with industry and the Career Development Center to ensure students have access to internships and opportunities. This effort will need to remain an aspect of the UG Programs office, teaching students how to begin the process of searching for an internship or referring them to the Career Development Center. The most impactful change would be to have an Undergraduate Career Advisor representing the Undergraduate Business population within the AGSM Career Development Center, or the UCR Career Development Center, or the creation of a Professional Development
office to support our undergraduate’s professional development and internships needed as we are a professional school.

- The use of the Dean’s Advisory council could help us leverage local industries to support engagement. In addition, increased involvement with Advisory Boards and local industry support would distinguish the School of Business, as a top program for recruitment.

**Office of Admissions**

**Current Policies and Procedures**

- **Recruitment.** The focus of recruitment for the School of Business by the University is currently on transfer students. We host special receptions to welcome admitted transfer students.

  - **Issues for consideration:** The focus of recruitment for the School of Business by the University will change both in terms of messaging and target audiences. With regard to messaging, the Admissions Office will share that students can apply to the School of Business directly from high school. This is perceived by the Office to be a selling point and is expected to increase the number of students into the major. Additionally, viewbooks and college tear sheets will be updated by mid-June in preparation for fall recruitment. Target audiences will also change, as the School of Business will partner with the Admissions Office on their recruitment visits to not only community colleges, but also high schools. For example, Business will provide Admissions with talking points that highlight each concentration, and School of Business can also participate in counselor conferences attended by high school counselors.

- **Admissions.** Enrollment targets are discussed amongst the Associate Deans and the Admissions office. With the help of Institutional Research, the AIS scores are determined. Presently, the Associate Dean of CHASS determines the AIS cutoffs for pre-business.

  - **Issues for consideration:** Enrollment targets will continue to be discussed amongst the Associate Deans and the Admissions office. The committee discussed concerns about the use of only AIS score for admissions given that some students struggle with the quantitative nature of our major. Admissions shared that BCOE and CNAS received Senate approval to examine not only AIS, but also statistics, economics, and SAT Math scores for freshmen. School of Business could consider requesting this as well. Any request to add this to admissions reviews would require Senate approval. Admissions also noted that by 2021 more holistic reviews of students will be conducted on students who are borderline for admission. Additionally, School of Business could help high schoolers better prepare for entrance into the major by having a module on the School website that targets high school students on how to get into the business major (e.g., list classes to take).
Office of the Registrar

Current Policies and Procedures

- **Course Scheduling.** Currently course scheduling for the BSAD courses is handled through the UG Business Program Office; however, the Office does not schedule the non-business learning community courses, such as ECON 2 and ECON 3. The UG Business Program works with CHASS to reserve seats in BUS 10 for the PRBS Learning Community students in the fall quarter. CHASS works with other colleges to reserve seats for students in the learning community such as Math. Each supplemental quarter, course plans are created; however the UG Business Program Office does not reserve any other seats in the lower level business courses. The Learning Community is currently only for PRBS students’ first year.
  
  **Issues for Consideration:** The learning community will move to business. We are currently unaware of evaluations on the effectiveness of the learning communities. The structure of the learning communities may be reconsidered—should this program be more than one year? How will the cohorts be constructed?
  
  **Recommendation:** A student survey to assess perceived effectiveness should be conducted to examine current learning community. The Director of the UG Program and Associate Dean should meet with Learning Community directors to learn of different learning community structures. The committee identified that all the colleges have a dedicated staff member (advisor) for the coordination and facilitation of the Learning Community, this should be considered for the School of Business.

- **Records.** There are three major codes associated with Business: BSAD (already in the School of Business), PRBS (currently in CHASS), and BSPR (currently in CHASS).
  
  **Issues for consideration:** There are three major codes associated with Business: BSAD (already in the School of Business), PRBS (currently in CHASS), and BSPR (currently in CHASS). BSAD will need to have an update to its college code due to the name change of the School. PRBS will be phased out, so no action is needed. However, nothing has been done to determine the fate of BSPR. If we intend to bring those students over to the School of Business, which would make the most sense, then a proposal must be submitted to Senate so that this major code can also be moved over to the School of Business, or removed (phased out).

- **Student regulations.** The School of Business follows the CHASS student regulations. These regulations are regularly used by the Office of the Registrar.
  
  **Issues for consideration:** The School of Business follows the CHASS student regulations. These regulations are regularly used by the Office of the Registrar. Although the School of Business follows the CHASS student regulations, no regulations are listed on the Senate page, thus it may appear to some that we do not even have an undergraduate degree. Under the previous Associate Dean for Programs, it was suggested that we move to have our own student regulations, but the executive committee did not support this recommendation. Last year, the faculty chair for the Business School also brought up this issue, but no movement was made.
• Student Affairs Marketing and Communication
  o Course Catalog. Related to the point on student regulations, the course catalog is key to students’ guidelines for the major progress. The timeline for updating the course catalog is such that the Senate must approve most of the course catalog changes; by early spring, these changes are moving into review mode; the catalog is published in the fall of the academic year.

  • Issues for consideration: Although there are many items that the Senate must approve, some of the most relevant aspects of the business major course catalog description currently listed on pp. 87-88 (2018-2019 course catalog) can be done without their approval. Once the major is approved the content on pp. 87-88 should be updated. This material includes references to pre-business being in CHASS and freshman and sophomore advising.
Appendix E

Breadth Requirements for the Business Major*

*Breadth requirements will stay the same under the proposed four-year business major

BREADTH REQUIREMENTS FOR THE BUSINESS MAJOR

Requires 180-quarter units minimum to graduate. No more than 6 units of PE activity work for unit requirement. A course is defined to be a block of instruction, which carries 4 or more quarter units of credit (3 semester units X 1.5 = 4.5 quarter units). Breadth may be satisfied for transfer students with IGETC certification from a California Community College.

English Composition:

(To be completed with no grade lower than ‘C’)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl 1A</td>
<td>4.5 Q</td>
</tr>
<tr>
<td>Engl 1B</td>
<td>4.5 Q</td>
</tr>
<tr>
<td>Engl 1C</td>
<td>4.5 Q</td>
</tr>
</tbody>
</table>

Foreign Language: Level 3 or 12 quarter units (Minimum grade of ‘C’)

<table>
<thead>
<tr>
<th>Language to be used</th>
<th>Placement Exam</th>
<th>H.S. Language/Yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ethnic: (May also be used to satisfy a course requirement in the Humanities or Social Sciences; *Humanities=ETST 1/3/4/5/7/8/12/14/61)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Humanities:

5 courses (20 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Social Sciences:

4 courses (16 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Natural Sciences and Mathematics: 5 courses (20 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
One course from: Biological Science
(Biology, Biochem, Entomology, Plant Sciences)

One course from: Physical Science
(Chemistry, Geoscience/Astronomy/Oceanography-not GEO 6, Physics)

Two additional courses from areas listed above or in physical and/or biological science courses offered in the Department of Soil and Environmental Sciences

*Please refer to back of page to verify which business prerequisite can be used towards breadth.
Which business pre-reqs can be used towards breadth?

- The following economics courses can be used towards the Social Sciences breadth section (except Anthropology/Psychology/Sociology categories):
  
  Econ 2  
  Econ 3  
  Econ 102  
  Econ 103  

- The following courses can be used towards the Natural Sciences and Math breadth section (except Biological Sciences and Physical Science categories):
  
  CS8  
  Math 22  
  Stats 48  

- The following Ethnic Studies classes will also double count as a humanities breadth:
  
  ETST 1  
  ETST 3  
  ETST 4  
  ETST 5  
  ETST 7  
  ETST 8  
  ETST 12  
  ETST 14  
  ETST 61
### NATURAL SCIENCE/MATH AREA
- CS 10: INTRO TO COMPUTER SCIENCE (1 course)
- MATH 4A*: INTRO COLLEGE MATH FOR BUS & SOC (1 course)
- MATH 5*: PRECALCULUS (1 course)
- MATH 1A/1AB*: INTRO COLLEGE MATH FOR SCIENCE (1 course)
- MATH 9A/9B/9C*: FIRST YEAR CALCULUS (1 course)
- MATH 10: CALCULUS FOR BUSINESS (1 course)
- STAT 40*: STATISTICS FOR BUSINESS (1 course)

### BIOLOGICAL SCIENCE
- BIO 10: INTRO TO NUTRITION (1 course)
- BIO 2: CELLULAR BASIS OF LIFE (1 course)
- BIO 16 (GE/CS): HEALTH IN THE CONTEXT OF LIFE (Satisfies Only One Breadth) (1 course)
- BIO 30: HUMAN REPRODUCTIVE BEHAVIOR (1 course)
- IPN 21: CALIFORNIA’S CORSINICA (1 course)
- IPN 31: SPRING WILDFLOWERS (1 course)
- ENTM 10: NATURAL HISTORY OF INSECTS (1 course)
- ENTM 20: REEFS AND REEFSKIN (1 course)

### PHYSICAL SCIENCE
- GEO/BIOL 10: HELDINS IN THE CONTEXT OF LIFE (Satisfies Only One Breadth) (1 course)
- GEO 4: NATURAL HAZARDS AND DISASTERS (online course) (1 course)
- GEO 7: MINERALS AND HUMAN HEALTH (1 course)
- GEO 9: OCEANOGRAPHY (1 course)
- GEO 11: GLOBAL CLIMATE CHANGE (1 course)
- PHYS 5: HISTORY OF THE UNIVERSE (1 course)
- PHYS 6: THE VIOLENT UNIVERSE (1 course)

### SOCIAL SCIENCES
- ECON 2: INTRO TO MICROECONOMICS (1 course)
- ECON 3: INTRO TO MACROECONOMICS (1 course)
- ECON 103: INTERMEDIATE MACROECONOMICS (1 course)

### ANTHROPOLOGY OR PSYCHOLOGY OR SOCIOLOGY
- ANTH 1: CULTURAL ANTHROPOLOGY (1 course)
- ANTH 2: BIOLOGICAL ANTHROPOLOGY (1 course)
- ANTH 5: INTRODUCTION TO ARCHAEOLOGY (1 course)
- PSYC 1: INTRODUCTION TO PSYCHOLOGY (1 course)
- SOC 4: METHODS OF SOCIAL INQUIRY (1 course)
- SOC 5: STATISTICAL ANALYSIS (1 course)

### WRITING ACROSS THE CURRICULUM COURSE
- BUS 100W* (satisfies only one Humanities and ENGL course)

### ETHNIC STUDIES
- ETHS 1 (HSS): INTRO TO THE STUDY OF RACE AND ETHNICITY (1 course)
- ETHS 3 (HSS): INTRO TO AFRICAN AMERICAN STUDIES: COMP PERSPECTIVE (1 course)
- ETHS 5 (HSS): ASIAN AMERICAN STUDIES INTRO (1 course)
- ETHS/BST 12 (HSS): RELIGIOUS MYTHS AND RITUALS (1 course)
- ETHS/MUS 14 (HSS): POPULAR MUSIC OF THE WORLD (1 course)

### HUMANITIES 20 UNITS (5 COURSES)

#### WORLD HISTORY
- HIST 16: WORLD HISTORY: PREHISTORY TO 1500 (1 course)
- HIST 17: WORLD HISTORY: 1500 TO 1800 (1 course)
- HIST 18: WORLD HISTORY: TWENTIETH CENTURY (1 course)

#### FINE ARTS, LITERATURE, PHILOSOPHY, RELIGIOUS STUDIES
- ARTS 1: ARTS AND ARCHITECTURE OF THE ISLAMIC WORLD (1 course)
- ARTS 15: ARTS OF ASIA (1 course)
- ARTS 17: HISTORY OF WESTERN ART: BAROQUE TO MODERN (1 course)
- ARTS 18: BEG DRAW & DESIGN (1 course)
- ARTS 20: BEGINNING PAINTING & DESIGN (1 course)
- ARTS 30: INTRO TO PHOTOGRAPHIC PROCESSES (1 course)
- ARTS 35: BEGINNERS SCULPTURE AND 3D DESIGN (1 course)
- ARTS 36: INTRO TO VARIOUS ARTS OF ASIA (1 course)
- ARTS 37: INTRO TO VARIOUS ARTS OF ASIA (1 course)
- ARTS 40: INTRO TO DIGITAL PAINTING & DRAWING (1 course)
- ARTS 50: SCIENTIFIC ARTS FROM ANGLO-AND GREEK ROOTS (1 course)
- ANTH 50: MYTHS, LEGENDS, & RELIGION IN ANCIENT NATIONS (1 course)
- ANTH 51: ORAL TRADITIONS IN ANCIENT NATIONS (1 course)
- ANTH 52: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 53: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 54: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 55: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 56: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 57: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 58: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 59: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 60: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 61: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 62: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 63: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 64: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 65: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 66: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 67: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 68: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 69: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 70: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 71: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 72: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 73: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 74: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 75: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 76: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 77: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 78: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 79: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 80: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 81: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 82: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 83: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 84: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 85: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 86: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 87: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 88: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 89: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 90: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 91: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 92: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 93: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 94: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 95: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 96: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 97: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 98: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)
- ANTH 99: RELIGIOUS ARTS IN ANCIENT NATIONS (1 course)

#### WRITING ACROSS THE CURRICULUM COURSE

### MUSIC STUDIES
- MUS 100: INTRO TO MUSIC (1 course)

#### SURVIVING ARTS, LITERATURE, PHILOSOPHY, RELIGIOUS STUDIES

### THEATRE
- THEAT 101: INTRO TO THEATRE (1 course)

### BUSINESS STUDENTS

#### English 1
- ENGL 1A: INTRO TO BUSINESS (1 course)
- ENGL 1B: INTRO TO BUSINESS (1 course)

#### Writing Across the Curriculum
- BUS 100W (satisfies only one Humanities and ENGL course)

### Note:
Lower division Business prerequisites are also used to complete the Social Science and the Natural Sciences/Math areas.

*Prerequisite required for...

---

185
Appendix F
Organization Chart of the Proposed New Undergraduate Business Programs Office

[Diagram of organization chart with positions and advisors]
COMMITTEE ON ACADEMIC PERSONNEL

December 11, 2018

To: Dylan Rodriguez  
Riverside Division Academic Senate

From: Rajiv Gupta, Chair  
Committee on Academic Personnel

Re: Appendix 7 Transfer of Program: UPDATED PROPOSAL - Transfer of the Bachelor of Science Degree in Business Administration to the School of Business

The Committee on Academic Personnel considered the updated proposal to transfer the Bachelor of Science Degree in Business Administration from the College of Humanities, Arts, and Social Sciences to the School of Business. CAP does not have any further comments to provide beyond those expressed in its original response dated October 29, 2018.
February 11, 2019

To: Dylan Rodríguez, Chair
    Riverside Division

From: Paul Lyons, Chair
    Committee on Educational Policy

Re: Proposal to Transfer the Pre-Business Program from CHASS to the School of Business

The Committee on Educational Policy (CEP) reviewed the proposal to transfer the Pre-Business program from the College of Humanities, Arts and Social Sciences (CHASS) to the School of Business (BUSINESS) to establish a 4-year undergraduate major in the School at their January 11, 2019 meeting. The Committee voted to support that the proposal has merit with 4 members voting to support the motion, 3 voting against the motion and 2 members abstaining from the vote. However, the Committee did have a robust conversation noting both concerns and strengths of the proposal.

Members noted that the proposal will allow students to have contact with BUSINESS advisors for all 4 years and will also allow for students to attend a BUSINESS led orientation, which will benefit students. Another benefit to students noted by members was that they would be able to directly apply to the 4-year program at the time admissions, which provides assurance for students. Members recognized that the proposal was well articulated and provided much detail for the expansion of BUSINESS’ infrastructure to accommodate a 4-year major.

Members did note concern for the department of Economics as they will lose students. Members also expressed doubt that BUSINESS has sufficient faculty to instruct the projected increased number of students in the program. Members discussed the program’s curriculum and noted concern that the proposal did not include any changes to the curriculum for the first two years of the program. Concern was also noted that the proposed change could impact students’ learning outcomes under the context of diversity and globalization, if the students lose the opportunity to learn the courses under the current curriculum. Although, members recommended that BUSINESS consider offering more courses during the first two years of the program instead of continuing with a mostly CHASS curriculum. Members also noted concern that existing infrastructure in BUSINESS would be able to serve the 4-year program with advising and course offerings.
February 11, 2019

TO: Dylan Rodriguez, Chair
    Academic Senate

FROM: Ad Hoc Committee appointed by the CHASS Executive Committee
    John Briggs
    Kim Yi Dionne
    Shawn Ragan
    Andrews Reath
    Lucille Chia, Chair

RE: Review of the Proposal by SoBA to Convert the Business Administration Major (BSAD) from a Two-Year Upper-Division Major to a Four-Year Major (Document of February 17, 2017; Addendum 1 of May 8, 2018; Addendum 2 of November 13, 2018)

After long and serious discussion of SoBA’s proposal for a four-year undergraduate major in Business Administration, the ad hoc committee appointed by the CHASS Executive Committee wishes to emphasize the paramount importance of the educational welfare of all students at UCR, regardless of college or major. The following points reflect that concern.

The Proposal

Many of the arguments and aspirations in SoBA’s proposal for a four-year BSAD undergraduate major are laudable. SoBA argues that a four-year program would foster a greater sense of community among business students, and that advisors in a four-year Business major would be able to direct first- and second-year students to activities and programs in SoBA (Business learning communities, peer mentoring, mock interview workshops, job shadowing, etc.), to help them find internships earlier in the program, and encourage students to plan study abroad sooner. However, we have serious concerns about the proposal. First, it is not clear that moving to a four-year Business major housed in SoBA is the only or the best way to achieve these goals. Second, we see serious drawbacks for many students who would be in the program.
Options Listed by the External Review

First, we note that the SoBA proposal of February 17, 2017 cites the External Review of SoBA from 2014, which identified four possible models for restructuring the undergraduate program going forward: 1) maintain the status quo; 2) take over the advising of Pre-Business students during their first two years; 3) directly admit freshmen into the Business School; and 4) pursue a hybrid approach that, e.g., could admit the best students into a SoBA Honors program. We find it notable that the External Review does not take a position on which of the four options is best. We agree that option 1 is not desirable, but as far as we can see, options 2 and 4 could achieve the same aims as option 3. For example, dedicated Pre-Business advisors in CHASS coordinating with BSAD advisors could give first- and second-year Pre-Business students the same advising and steer them to all the opportunities that are described in the SoBA proposal. In fact, many such benefits are already available to the Pre-Business students in CHASS, where the pre-existing organizational infrastructure for instruction, advising, learning communities, and connections with other campus resources can be more easily and more economically modified and expanded than for SoBA to expend valuable resources to develop its own program anew. Furthermore, a hybrid model would better use the established strengths of the university by ensuring that Pre-Business students receive the most qualified skills of advising in CHASS and SoBA and helping the latter to develop a premier undergraduate BSAD program.

Academic Principles and the Welfare of UCR Students

Second, we are concerned about the likely impact of option 3 on the liberal arts education of a large number of UCR undergraduates. Under the current system, there are approximately 1200 UCR students in Pre-Business, and approximately 50% are accepted as Business majors. In this respect, the current Pre-Business program serves as a de facto filter for the major. The SoBA proposal projects that its proposed major would raise the percentage who advance from second to third year slightly, to 55%. The new major would therefore not do away with the fact that hundreds of students who initially aspire to become Business majors would need to find a new course of study every year. Almost half of the students in the first two years of the proposed four-year Business major, even if they were more selectively admitted as freshmen, would still leave the major and therefore need advising to move to a workable alternative.

In the proposed four-year Business major, what would happen to the first- and second-year students who did not advance to the third year and had to find a new major? What would be the effect on their progress toward graduation, and UCR’s much-lauded progress in raising graduation rates? Redirecting a student who originally is highly invested in the BSAD major adds time and ultimately requires more resources to graduate the student and may result in lowering graduation rates. There are currently over a thousand lower-division students in CHASS whose Pre-Business program gives them full access to the breadth of options should they change their major. Pre-Business students housed in CHASS are in contact with CHASS advisors who are knowledgeable about the range of studies they might undertake. Entering students are keen to enter the BSAD major as juniors, but while they are lower-division students they have the opportunity to become familiar with available alternatives if their plans were to change.
The proposed four-year BSAD major would create a concentrated professional major in which freshmen and sophomores were advised throughout by advisors dedicated to that professional track, even though close to half those students leave the major. Those advisors would not provide comparable guidance and encouragement to the population of students who we know is likely to change majors – a population in fact likely to become CHASS majors. Just as important, the students who did not advance to the third year of the major would be forced to enter a new College without any substantial contact with CHASS advisors or the knowledge of alternative majors such contact would give them. How many of these students would not be in a position to transfer to any major (e.g., because they had not satisfied that major’s lower division requirements) and would be forced to withdraw from UCR? And a student who is dismissed or discontinued from SoBA (or any other UCR school) must get into good standing through UCR Extension or a UC Summer Session before being readmitted into CHASS. This could mean at least a year of concurrent coursework and causes quite a disruption to the student financially and delays time toward graduation. Even a more highly qualified student in the proposed four-year major would be likely to encounter registration barriers and other challenges upon leaving Business as an advanced freshman or sophomore. Without guidance about actively maintaining options for alternative majors, their prospects at UCR would be diminished. What burdens would be imposed on CHASS advisors and resources by the large number of students leaving SoBA? Would a reduction of the number of CHASS advisors, a likely result of the Business proposal, serve those students? A buildup in SoBA advising would reduce CHASS staffing for advising, where the student-to-advisor ratio is already much too low.

The Provost has made it clear that program changes “should be driven by firm academic principles, that are built upon the foundation of what is in the best interest of the academic program involved and the students we serve…” (Letter of June 22, 2018). Here is a way to look at the current issue. Under both the current configuration (a two-year Pre-Business plus third- and fourth-year Business major) and the proposed four-year Business major, the first two years are likely to serve as a de facto filter. Under which system are the students best served? In our judgment, it is not by the proposed four-year Business major.

1 Figures for 2014 (the latest available giving four-year retention and graduation rates) show that out of a freshman cohort of 658 Pre-Business students, 381 (58%) successfully transitioned to the BSAD major. Of the remaining 277 students (42%), 104 graduated by the summer of their fourth year, which gives a graduation rate of 37.5%, far lower than the overall CHASS fourth-year graduation rate of 86.4% for 2014. We suggest that for a four-year BSAD program, those students who do not advance beyond the second year will be even less prepared to switch to a new major and quite possibly be even less likely to be retained or to graduate in four years (source: Institutional Research office).

2 The CHASS student:advisor ratio is currently about 431:1; the National Academic Advising Association (NACADA) recommends a ratio of about 296:1. https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisor-Load.aspx
Indeed, timely guidance provided by CHASS advisors in the current arrangement increases the likelihood of higher retention at the university, whether they are accepted into the BSAD major or end up in another major. It also contributes to students’ satisfaction with their experience on campus, their success after graduation and, in the long run impacts alumni support.

The Questionable Professionalization of Lower-Division Education

Although SoBA’s proposal indicates that breadth requirements will not change with the four-year plan, we note that in Fall 2018, SoBA created nine minors for its BSAD program (“Majors with Administrative Studies Components” in the UCR General Catalog, p. 156). These minors mirror many of the nine tracks of Administrative Studies, thereby creating some redundancy. Does this mean that in a future program review SoBA will recommend phasing out Administrative Studies, which is housed in CHASS? Does this suggest that in the future SoBA will propose that its students’ breadth requirements be satisfied by taking courses offered mainly by SoBA? A professionalization of breadth offerings would run counter to the liberal arts tradition that informs UCR’s lower-division breadth requirements.

An ambitious expansion of SoBA’s undergraduate program should not be viewed as a zero-sum game. The June 22, 2018 letter from Provost Larive to Deans Peña and Wang states that program changes would be revenue neutral and that CHASS would be “held harmless.” However, the Provost also says in that letter, as we have noted, that any such change “should be driven by firm academic principles.” We are skeptical that the expansion would take place without creating inefficient and questionable duplication of courses (e.g. Business versions of basic Economics offerings) and an ever-stronger tendency to professionalize undergraduate education.

As a case in point, we are concerned about the idea put forward in a recent memo from the SoBA Executive Committee: that the Administrative Studies Program (ASP) in CHASS be transferred to SoBA. Given that Administrative Studies is an interdepartmental program in CHASS involving Art History, Economics, History, Political Science, and Sociology, and that it currently enrolls approximately five hundred students who are majors in those departments, it is difficult to understand SoBA’s suggestion that the AS program would be more appropriately housed in Business. The largest population of AS is in Economics, where the program includes very few Business courses. Similarly, the Art History/Administrative Studies major

3 Historical perspective: When Business Administration was housed in CHASS, the descriptions of Administrative Studies and Business Administration programs were located in the same part of the catalog. When Business Administration split from CHASS and became part of SoBA, the catalog did not reflect this change. Instead, Administrative Studies remained under the Business Administration heading. It should have been removed from that location and moved into its own location in the catalog. Presently, the CHASS Executive Committee is trying to clarify the catalog copy by making it stand alone under its own subject code (ADST) in the catalog.
requires that art history courses be taken every year of a student’s career, while business
courses only appear in years 2 and 4. While that department forcefully acknowledges
that the business-aspect of the major to be a significant added value, the foundation of
the degree is strongly and specifically situated in Art History. A recent memo from the
co-chairs of Sociology strenuously objects to the notion that its ASP students would be
better served in Business. A similar response is likely from other ASP departments.
Senate deliberations about any such changes would be likely to elicit additional
opposition. How would UCR’s undergraduates, whatever their majors, be served by
such a change?4

The SoBA Ranking in Comparison with Local and National Schools
Finally, we strongly suggest that SoBA’s aspirations to elevate the standing of its
undergraduate program would be better served if it looks beyond other schools in
Southern California, most of which are ranked far lower than UCR’s undergraduate
BSAD program. The highest ranked programs in the country (see
https://www.usnews.com/best-colleges/rankings/business-overall ) such as Wharton
School at the University of Pennsylvania, MIT’s Sloan School of Management, and UC
Berkeley’s Haas School of Business, all emphasize interdisciplinary, interdepartmental
pathways for their undergraduate business students, rather than a program that narrowly
focuses on courses and activities offered by the business school itself. Perhaps SoBA’s
undergraduate program should consider this approach? A number of recent publications
in the business press recommend it.5

Conclusion:
Several committees, departments, and faculty groups have voiced serious
concerns about the BSAD proposal. We strongly recommend that SoBA address these
concerns before submitting it for the full Senate’s consideration.

4 Based on the Fall 2018 enrollment figures, if all the students in Pre-Business (1,234),
Business Preparatory (79, for transfer students) and Administrative Studies (488) were
transferred to SoBA, this would mean that CHASS enrollment would lose 17.1% of its
students (source: Institutional Research).
5 Bennat Berger, “How Humanities Degrees Cultivate Marketable Business Skills,”
Entrepreneur, July 11, 2016.
Tracy Carlson, "Humanities and business go hand in hand," The Boston Globe (op-
ed), April 24, 2016.
Ken Makovsky, "The Difference Humanities Makes In Business," Forbes, July 3,
2013.
Jon Marcus, "How the Humanities Can Train Entrepreneurs," The Atlantic,
Gianpiero Petriglieri, "Business Does Not Need the Humanities — But Humans
Oliver Staley, "If you majored in the humanities, you really should apply to Harvard
TO: Dylan Rodriguez, Chair  
Riverside Division

FR: Jason Stajich, Chair  
Graduate Council

RE: Transfer of the Bachelor of Science Degree in Business Administration to the School of Business – revised proposal, May 2018

The Graduate Council reviewed and discussed the revised proposal to transfer the BS degree in Business Administration to the School of Business at their December 13, 2018 meeting. The Council did not feel the proposal had any effect on graduate students and therefore was supportive.
PLANNING & BUDGET

January 22, 2019

To: Dylan Rodriguez, Chair
   Riverside Division

From: Katherine Kinney, Chair
       Committee on Planning and Budget

RE: UPDATED - Transfer of the Bachelor of Science Degree in Business Administration to the School of Business

Planning & Budget (P&B) reviewed and discussed the revised proposal to transfer the BS in Business Administration from CHASS to the School of Business at their January 22, 2019 meeting. P&B was supportive of the proposal.
UNIVERSITY OF CALIFORNIA, RIVERSIDE

Proposal to convert the Business Administration major (BSAD) from a 2-year upper-division major to a 4-year major

February 17, 2017

Brief History

In the winter of 2009, the School of Business Administration (SoBA) was established as a result of the formal request by the Executive Committee of the Anderson Graduate School of Management (AGSM) to the Academic Senate of the UC Riverside Division. Prior to the winter quarter of 2009, the Bachelor of Science Degree in Business Administration (BSAD) was offered through the auspices of the College of Humanities, Arts, and Social Sciences (CHASS). Even before 2009, the scheduling of courses for the third and fourth year was handled inside AGSM, and the application of the PRBS (PRBS) student after the first two years was internally processed within AGSM. The most significant change in 2009 was that the student’s diploma now reflected that the degree was conferred by SoBA (as opposed to CHASS).

The current proposal proposes to complete the process started in 2009 by bringing the entire BSAD major under SoBA’s wing.

Current Status

SoBA offers an upper-division major in Business Administration intended for students who seek a professional education in the functional fields of management. Students who enter UCR as freshmen and wish to major in business administration have to be admitted into the prebusiness (PRBS) program during their freshman and sophomore years and receive advising through CHASS. The PRBS curriculum includes the general University requirements, the college’s breadth requirements and the prerequisites for Business Administration major.

PRBS students must attend a Business Administration Workshop in order to submit the Business Administration Application the quarter in which the College breadth and lower division Business Administration prerequisites are being completed. Students must apply to the BSAD major by
the time 90 units are completed. In some cases, when students have met all other eligibility requirements, and the only exception is that they have more than 90 units they are admitted upon submission of a petition.

At CHASS, students with declared majors receive academic advising through their major department. Undeclared and PRBS students are advised through the Student Academic Affairs Office of CHASS. PRBS students advising is coordinated by a PRBS advisor who collaborates with the Undergraduate Business Programs Office in SoBA to ensure that there is a smooth transition of students from CHASS to SoBA.

To be admitted into the BSAD major, a minimum cumulative GPA of 2.7 is required with a minimum 2.5 GPA in the combined GPA of the General Business Prerequisites and lower division Business requirements. Transfer students, if admissible to UCR, have completed their general education requirements with an Intersegmental General Education Transfer Curriculum (IGETC), completed the lower division prerequisite courses (mandatory to complete calculus prior to transfer), and have a 3.0 transfer GPA, can be admitted into the BSAD major. Upon acceptance, students become BSAD majors and are then advised by SoBA. The B.S. degree in Business Administration (BSAD) is awarded by SoBA.

At the UC system, the B.S. degree in Business Administration is only offered at UC Riverside, UC Irvine (http://merage.uci.edu/Undergrad/Content/BA-in-Business-Administration-Admission/247, and UC Berkeley (http://www.haas.berkeley.edu/Undergrad/admissions.html).

Proposal

We propose to convert the BSAD major from a 2-year upper-division major to a 4-year major and allow applicants to UCR to apply directly to the BSAD major as freshmen. UCR students who wish to transfer to the BSAD major and transfer students (from outside UCR) will be handled in the same manner as they are currently.

Our objective is to preserve the current liberal studies-oriented business degree by maintaining the strong affiliation with CHASS. The first 2 years of the 4-year curriculum will include the general University requirements, the college’s breadth requirements and what is now defined as prerequisites for Business Administration major (BUS 010; BUS 020; ECON 002; ECON 003; CS 008; STAT 048; MATH 022 and ECON 102 or ECON 103).

Rationale

This proposal strengthens the BSAD major in several ways. It clarifies accountability and responsibility for program development and management in a single college, while maintaining the strong collaborative ties with CHASS and other colleges. It assures that stable permanent resources will be devoted to the program and increasing student interaction with experienced business faculty. It gives the students a clear home, which can enhance their identification with the program. It also fosters a sense of community from the very beginning, enhancing the overall learning experience.
“… a growing number of business schools have developed “direct admit” or “assured admit” programs that essentially guarantee that students will have a space in the business college from the very first day they step on campus. The programs allow admissions officers at the schools to better market their business programs to prospective high school seniors, give parents reassurance that their child won’t get locked out of their major of choice and allow students to get early access to resources on campus usually reserved for upperclassmen.” (Why 'Assured Admit' Programs To B-School Have Growing Appeal - Poets & Quants for Undergrads. October 31, 2014: - See more at: http://poetsandquantsforundergrads.com/2014/10/31/why-assured-admit-programs-to-b-school-have-growing-appeal/

Program Reviews

A recent report by our accreditation agency (AACSB) recognized SoBA’s undergraduate program as “an untapped opportunity to build the School’s and University’s reputation” (Team Visit Report, AACSB Maintenance of Accreditation Review – 2/5/13). Further, in the 13/14 AY the UC Riverside Academic Senate conducted a review of the BSAD major. The senate relied on the advice of an External Review Panel (professors from Berkeley, University of Arizona and University of Oregon) that visited our school on April 10-11, 2014. The following is a quote from the external report: “Overall, we believe that UCR School of Business (SoBA) has many strengths that can be leveraged to make the undergraduate program even better. These include dedicated faculty and staff, highly motivated first generation students, and a location within a highly respected research university on a beautiful campus.”

Among the reviewers’ recommendations are the following:

Consider restructuring the admissions model. The overall model for admission to the business major was discussed frequently. The reviewers identified four options to consider:

1. **Maintain the status quo.**

2. **Take over advising of PRBS with the benefit of providing value added opportunities to students earlier.** Competitive business schools are encouraging their lower-division students to participate in shadow days, case competitions, internships, leadership programs, and other activities. As a result, a student will have received a lot of training and information by the summer after his or her sophomore year. Advising PRBS students helps the business school begin setting expectations earlier and provides more consistency for the students themselves.

3. **Directly admit freshmen into the business school.** Admission would be done based on specific criteria. This approach has the advantage of developing a stronger cohort and sense of program among the business students. In addition, the PRBS courses can be “right sized” for the cohort that is selected, instead of offering twice the number of seats knowing that there will be significant attrition. The approach would likely create greater identification with the school among business students and could result in stronger student
organizations, more leadership opportunities for students, stronger career outcomes at graduation, and better alumni support.

4. **Pursue a hybrid approach.** Under this approach you would allow your honors students or top students to be directly admitted to SoBA. These students could have a separate one-unit honors/leadership course. Or they could be in a uniquely named honors program (*i.e.*, SoBA Honors Fellows). Ideally these leaders and honors students would be the beacons for excellence and would lead your professional organizations, become preceptors, and assume other prominent positions.

We believe that maintaining the status quo is not desirable as explained by the previous points. We propose to implement option 3 above. We maintain that offering a 4-year BSAD Major would enhance the program quality and foster a greater sense of community. SoBA will be able to better recruit, engage, mentor, provide leadership opportunities for business major students, and enhance the professional services we can offer to students, employers, and alumni. This, in turn, would increase internal retention rate and on time graduation. Other Business School that made the same transition (*e.g.*, FisherDirect at Ohio State) report increase in internal retention rate by 10% in year 2 and by 19% in year 3 and an increase in the quality of their incoming business major class (from an average ACT of 27.7 in 2011 to 29 this fall).

We have also considered options 2 and 4 identified by the external reviewing team. However, the detailed rational below explain why we believe that retaining the PRBS status (under SoBA advising) or adopting a hybrid approach would not be as desirable as option 3 above.

The following is a more detailed rational.

**Competition**

- A four-year program is the key to attracting students who currently attend many of the regional schools such as California State University, Chapman University, UCI, USC and Loyola Marymount University. A large majority of these students would be eligible for UCR, but because they are aware that their admission into the business major is not assured some of them choose other schools that guarantee admission.

In 2015/16, SoBA conducted a large-scale brand assessment project (managed by SimpsonScarborough and MindPower). Both qualitative (*e.g.*, focus groups) and quantitative data (online and phone surveys) were conducted. Among the groups that were surveyed were SoBA current BSAD majors, PRBS students, business students at competitive schools and students who were admitted to the *PRBS program but did not enroll and prospective high school students*. Overall, 163 prospective students and 136 current students were surveyed. Prospective students were asked (among other questions) why they would not consider UCR SoBA for their business major. The survey found that the top reason was that UCR is perceived as lower-tier UC School (47%). The second reason was that students could not apply directly to the business major they are interested in (36%). These findings indicate that allowing direct admit to the BSAD major would encourage more high school students to apply to the BSAD major at UCR.
SoBA’s BSAD major is currently (2016) ranked 80 by US News and World Report [http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/business-overall](http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/business-overall). 66 of the 79 schools that are ranked higher than we are offer a “direct admit” or “assured admit” programs that essentially guarantee that students will have a space in the business major from the very first day they step on campus. Clearly, this is the norm in the business education field.

One may ask if the norm is necessarily better. We have no direct evidence to answer this question. However, the arguments we developed below list the advantages of the 4-year vs. the 2-year major. Further, all the cases we are familiar with are transition from 2-year to 4-year major and not the other way around, hence we conclude that no one else argued that 2-year is better than 4-year. Finally, the evidence provided by Ohio State (reported above) point out the improvement in internal retention rate and an increase in the quality of their incoming business major class as a results of transition to a 4-year major.

**Recruiting**

- A four-year program will enable SoBA to recruit high-end students from high schools and collaborate with the University Honors Program to recruit students who currently choose schools in the region since these other schools admit students directly to the business major. The 2014 graduation rate task force report recognized that many PRBS students are strongly committed to transfer to SoBA and for this reason better recruitment is likely to be a more effective tool than transition advising in promoting PRBS student success. [https://chancellor.ucr.edu/docs/Graduation%20Rate%20Task%20Force%20Report%20January%202014.pdf](https://chancellor.ucr.edu/docs/Graduation%20Rate%20Task%20Force%20Report%20January%202014.pdf)

We are aware of the fact that the information concerning PRBS in the 2014 graduation task force report was called into question by a Nov. 2015 Counter report from CHASS Student Academic Affairs. However, we cannot see how the counter report question the conclusion that better recruitment is likely to promote PRBS student success.

- Currently, we collaborate with central admissions on recruiting trips. While we connect immediately with transfer students because they start their business curriculum right away, freshmen are often confused since they do not get to see the person who recruited them from SoBA until two years later.

**Community**

- A 4-year major has the advantage of developing a stronger cohort and sense of community among the business students. The approach would likely create greater identification with the school among business students and could result in stronger student organizations, more leadership opportunities for students, stronger career outcomes at graduation, and better alumni support.
Identification. It is easier to build a psychological identification with the Business School if students seem themselves as Business School majors over the whole four years. In a two-year business program, the experience is a mad dash, and students may be left with only a vague attachment to the Business School, as opposed to the larger university. Student clubs have a harder time organizing and building an experienced leadership team when every student is "a business major" for only a couple of years.

Preparation, Ownership and Logistics

- Delivering the full career benefits of a business degree program is more difficult over the course of 2 years. It takes time to sell the notion of building a vita, taking internships, developing interview skills, networking, and having a professional demeanor. Embracing students from the beginning of their college program offers more time to drive home these messages within an environment of peer support.

- A two-year major means that all business courses must fall on top of each other, and any hiccup along the way is likely to produce major delays. It is harder to build a system of prerequisites when, realistically, everything must happen at once. This is even more of a problem when you have a population of working students, who must make college fit in with these other obligations.

- Owning the student experience from the very beginning would make the Business School more proactive in addressing shortcomings in the early years of that experience, rather than thinking they are someone else's problem (CHASS).

Advising

- Students are often confused when they matriculate to UCR in the PRBS program because they are advised by CHASS student affairs office. While the advisors in CHASS are doing an excellent job and advise the students about the current sequence of course work that they are required to take in order to successfully transition to SoBA, there is a discontinuity in advising after the transition to the BSAD major. A 4-year major would allow students to interact with the same advisors and visit the same location for the duration of their study at UCR.

- Admitting students from the freshman year will enable SoBA’s advisors to build personal relationships with the students from the very beginning. Advisors can guide students very early on career potential and which concentrations would be the most suitable given individual student’s career goals.

Enriching Students’ Experiences

- In the context of a four-year program, the students would be encouraged to go on a study-abroad program early on. Within the current structure, students are focused on completing the PRBS requirements and once they get into SoBA they realize that they have no time to enrich their experiences by taking a semester/quarter abroad. In a four-year program, our advisors would advise students from the freshman year to find the best quarter for them to go overseas, which is usually during the first two years without having to stay longer to graduate.
Students will have access to special opportunities that are currently available in the junior and senior years (e.g., internship opportunities, participation in case competitions, access to Dean’s Speaker Series, etc).

Internships do not necessarily take time away from campus. Typically, an internship during the term would consist of about 12-15 hours at the place of internship. This experience assists students in understanding their own interests, strengths and weaknesses and facilitate the selection of concentration (in year 3 and 4) that match their goals and abilities. For example, we found out that students who intern in a supply chain company are much more likely to select supply chain management as their concentration. Without the firsthand experience, most students are not naturally attracted to this area. Currently, internships in year 3 or 4 are often too late for the students to realize their interests in various areas of business. Providing the opportunities for internships in years 1 and 2 (contingent on solid academic standing) would allow students to experience various areas of business (i.e., accounting, finance, marketing, management, supply chain) and would make the decision on area of concentration more informed.

Employers increasingly want to see work experience when hiring new college graduates. A staggering 95 percent of employers said candidate experience is a factor in hiring decisions according to an annual survey of the National Association of Colleges and Employers (NACE). (http://www.naceweb.org/intern-co-op-survey/)

While we are not proposing any changes to the curriculum (students will still be expected to take the first two years of courses offered mostly by CHASS and CNAS), the inclusion of these students in SoBA from the very beginning will enable us to focus on providing students with value added activities that would make them more competitive upon graduation.

**Opportunities designed to engage BSAD students that would be available to freshmen and sophomore**

- Annual Kick-Off and Year-End Recognition events
- Involvement in one of SoBA’s learning communities
- Mentor Engagement with the Alumni Mentor Program or the Working Professional MBA Mentee in the Peer Mentorship Program (w/ upper-division student)
- Involvement with ongoing SoBA initiatives and attendance at special SoBA events (e.g., Dean Speaker series, Economics Forecasting Conference, Professional workshops, Coffee Chat with employers, etc.)
- Access to the Executive Fellows Program
- Resume and mock interview workshops
- Job shadowing
- Voluntary and community service projects
- Leadership & Professional Development
- Career Management Professional Development Series
- Study Abroad/International Experience (SoBA Global Program)
Internship Opportunity
Research Opportunity
Case Competition(s)
Dine with the Dean
Professional Development Milestones Program (to be fashion along the program at the Bourns College of Engineering)
Encouraged participation and leadership in at least one of SoBA’s student organization:
  - Accounting Society, American Marketing Association, Alpha Kappa Psi, Beta Alpha Psi, Delta Sigma Pi, Entrepreneurial and Business Management Society, Future Business Leaders of America - Phi Beta Lambda, Global Brigades, Highlander Technology Business Association, Highlander Ventures Group, Latino Business Student Association, School of Business Administration Student Leadership Council (SoBA Student Leadership Council), Undergraduate Business Association, Women in Business at UC Riverside.

For the most part, many of these value-added activities will contribute to developing “soft skills” that are in much demand by employers but are hard to “teach” in regular academic courses.

Implementation

The goal is to convert the BSAD major to a 4-year by the 17/18 AY. The last cohort of PRBS has been admitted to CHASS in the 16/17 AY and will be transition to the BSAD major based on the current policy and procedure.

In recent years (2013-2015), the incoming PRBS cohort size range from 656 to 552. Based on the data from 2010-2013, about 45% of the PRBS cohort transition to BSAD by the winter of the third year. This number increase to about 50% if later transitions is counted. Those that transition from PRBS to BSAD in their third year remain on campus for the next year at a very high rate, and the vast majority (91%) graduate within four years.

About 26% of the PRBS cohort transition to the Humanities Undeclared (HSUN) (mainly because they do not meet the BSAD criteria) or transition directly to another major (these students tend to have higher GPAs).

About 29% of the PRBS cohort do not graduate from UCR. Of those, about 10% fail out and 10-15% transfer to other universities.

In addition to those that successfully transition from PRBS to the BSAD major, about 120 students per year transferred to the BSAD major from outside UCR (mainly community colleges) and another smaller group of students transfer to BSAD from other majors (or undeclared) at UCR. Therefore, the current size of the BSAD major (upper-division) is about 1,000 students.

Figure 1 presents the probability of transition from PRBS to BSAD by the winter of the third year as a function of the applicants’ AIS score and Figure 2 presents the distribution of AIS
Scores among students who made PRBS to BSAD transition by winter of third year (2010-2013 Cohorts).
Figure 1

PRBS to BSAD Transitions By Winter of Third Year
PRBS Entering Freshmen (Fall 2010 - Fall 2013 Cohorts)

Figure 2

Predicted Probability of PRBS to BSAD Transition
By Winter of Third Year

Note: Among all PRBS entering freshmen, not just those who were still enrolled by winter of third year
Institutional Research & FEB 2016
Our goal is to admit applicants directly to the BSAD major such that the upper division size would increase moderately (by about 10%) compared to the current BSAD size. The increase in the upper division size will be accomplished by setting Minimum Progress Criteria for year 1 and 2 that would assist more students to complete the major preparation courses by the end of the second year.

The overall implications on the size of the major would be affected by the following factors (compared to the status quo):

- Given that students with low AIS scores would not be admitted to BSAD a higher percentage of the student in the BSAD major (compared to PRBS) would advance to the upper-division status within the major
- Quality at the major will be maintain by implementing Minimum progress criteria as described below
- The percentage of high achievers that currently transfer to other universities will be reduced because we will build personal relationships with these students, provide them with attractive leadership opportunities and instill sense of loyalty to the school
- We expect the same number of students to transfer to the BSAD major in the 3rd year from outside UCR and from other majors in UCR

**Minimum progress criteria**

Similar to other majors on campus, to maintain the quality of the major, we propose to implement a Minimum Progress Criteria that students in the BSAD major must meet within the indicated timeframe in order to remain eligible to continue in the major. Failure to do so may result in discontinuation from the major.

**Business Administration Major**

**Minimum Progress Criteria**

- Minimum AIS of 3700 (Tier 1: 4100; Tier 2: 3900; Waitlist Cut: 3700)

- **Major preparation by the end of Year 1**
  - ARC 35 (Only required if tested into less than Math 4)
  - MATH 4 (Prerequisite for MATH 22)
  - MATH 22 (Prerequisite for ECON 103)
  - ECON 2 (Prerequisite for ECON 103) or ECON 3 (Prerequisite for ECON 102)
  - Major GPA of 2.5 or above

- **Major Preparation by the end of Year 2**
  - BUS 10
  - BUS 20
  - ECON 2 (Prerequisite for ECON 103)
  - ECON 3 (Prerequisite for ECON 102)
  - ECON 102 or ECON 103
★ STAT 48
★ CS 8
★ Major GPA of 2.5 or above
★ Cumulative GPA of 2.7 or above

- **Third year**
  - All breadth requirements complete, except ENGL 1C (will complete with BUS 100W) and foreign language (strongly recommend that this is completed or at least started by third year)
  - BUS 21 (accounting concentrations only – fall term)

- **Fourth year**
  - Students with senior standing (135 or more earned units) with an upper division GPA of 1.7 or lower, or -10 variance or higher, are subject to discontinuation from the major or dismissal from the university/SoBA.

Justifications and consequences of the above minimum progress requirements are presented in Appendix 1.

We plan on an entry class of about 600. We estimate that about 55% of the cohort will continue to the 3rd year, a rate that is higher than the current conversion rate to the BSAD major (about 50%).

**Advising**

We will maintain the close ties between CHASS and SoBA advising teams. In particular, the CHASS/SoBA Academic Advisors’ Council will continue to function and strengthen. In this Council, advisors in both colleges come together to share their experiences, help students’ development in both colleges and develop professionally as advisors and professionals. This spirit of cooperation has always existed between the advising staff of both colleges and will continue to remain strong in the years to come.

Our current Office of Undergraduate Business Programs is composed of:

- Assistant Dean, Undergraduate Business Programs
- Assistant Director, Professional Academic Advisor
- Professional Academic Advisor (X3)
- Undergraduate Programs Assistant

To accommodate the need to serve and advise more students (mainly in years 1 and 2), SoBA’s Undergraduate Business Programs Office will be expanded to include three more staff members at the Professional Academic Advisor II level to bring the total number of advisors to 7 from the current 4. These advisors will all be cross-trained to include major advising which will begin from the first year. We are suggesting a satisfactory academic progress schedule (see above). All
students will be required to submit a course plan that will be approved by the advisors to ensure that students are on track. Those students that display an interest in a major outside of SoBA will be “transitioned” to an advisor in the appropriate college. The SoBA team intends to work very closely with CHASS advisors on ensuring that no student falls through the cracks.

Advisors will be assigned and trained to handling the following tasks:

- Admission/Recruitment
- Learning Communities
- Enrollment Management
- Internship/Careers
- International Programs
- Signature Programs
- Transition

Part of the advising effort will also focus on working with students to ensure that they have information about internships. Currently, our Undergraduate Office maintains a database of companies—in both the private and public sectors—that have provided internships to our students. One of the advisors that we will hire will be designated as the “Internship Coordinator.”

Finally, one of the new advisors will have a primary role of “Transition Advisor” much like one that exists, in BCoE, CNAS and CHASS.

The new organizational chart of the Office of Undergraduate Business Programs is presented in Appendix 2.

**Learning Community and CHFY.** Since the expertise lies with CHASS, we will work closely with CHASS to transfer this expertise to our faculty and staff. We will establish BUFY (BUSINESS F1rst Year) and will work with housing to create a Business learning community that not only learns together but also lives on the “business theme floor.” The learning community will facilitate the co-curricular activities such as speakers from the business community and hosting accounting firms that have always expressed an interest in getting to the students from their freshman year.

The primary area of collaboration with CHASS advisors will focus on transitioning students to CHASS (both those who want to select a major in CHASS of their own accord, and those that fail to meet the satisfactory academic progress guideline for SoBA).

**Faculty**

SoBA is in the midst of significant expansion in terms of faculty. Currently we have 32 full time faculty. We are in the process of hiring 8 more faculty (mainly through the cluster hiring initiative) and 6 more L(P)SOEs. The goal is to reach a faculty size of about 50 full-time faculty that would allow us to reduce the reliance on lecturers and reduce class size. Faculty expansion would provide sufficient capacity to accommodate the anticipated increase in the number of BSAD major.
**Investment**

The document above describe the additional significant investment SoBA will make in faculty and staff. In terms of activities, SoBA will invest in recruiting undergraduate students, initiate extra curriculum activities targeted to years 1 and 2.

The long-term goal (5-7 years) is to build a new building that will house the Business School including both undergraduate and graduate programs and expand the capacity of our Career Development Center to include serving the undergraduate population.
APPENDIX 1

Student Success Analysis for the Undergraduate Business Administration Major

Analysis performed by
Allison M. Cantwell, Assistant Vice Chancellor
Sarah Yoshikawa, Institutional Research Analyst

Institutional Research
University of California, Riverside
February 2017

The following criteria for the four-year BSAD major are suggested by SoBA:

- Minimum AIS of 3700
- Major preparation by the end of Year 1:
  - ARC 35 (Only required if tested into less than Math 4)
  - MATH 4 (Prerequisite for MATH 22)
  - MATH 22 (Prerequisite for ECON 103)
  - BUS 10
  - ECON 2 (Prerequisite for ECON 103)
  - ECON 3 (Prerequisite for ECON 102)
  - Major GPA of 2.5 or above
  - Cumulative GPA of 2.7 or above
- Major Preparation by the end of Year 2:
  - BUS 20
  - ECON 102 or ECON 103
  - STAT 48
  - CS 8
  - Complete college breadth and foreign language requirements
    - English 001C to be satisfied with BUS 100W once transitioned to BSAD
  - Major GPA of 2.5 or above
  - Cumulative GPA of 2.7 or above

The analyses below show the cohort-level trends for each of the milestones above, with the exception of breadth and foreign language requirements. Due to the variety of coursework that can satisfy breadth requirements, we have elected to focus on the key courses required for the major.

Table 1 shows student progress metrics for students starting PRBS with an AIS of 3700 or above.
Table 1. First-Time Full-Time PRBS Freshmen with AIS of 3700+ Who Met Alternative Admissions and Progress Criteria

<table>
<thead>
<tr>
<th>Entry Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Size</td>
<td>360</td>
<td>426</td>
<td>469</td>
<td>610</td>
<td>646</td>
<td>537</td>
</tr>
<tr>
<td>Alternative Year 1 Progress Metrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Prep Complete</td>
<td>56.4%</td>
<td>59.4%</td>
<td>61.2%</td>
<td>61.6%</td>
<td>61.5%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Met Maj. Prep GPA (2.5+)</td>
<td>70.8%</td>
<td>63.8%</td>
<td>66.7%</td>
<td>69.8%</td>
<td>73.8%</td>
<td>83.1%</td>
</tr>
<tr>
<td>Met Yr. 1 Crs. and Maj. Prep GPA Req.</td>
<td>46.9%</td>
<td>47.4%</td>
<td>47.5%</td>
<td>52.0%</td>
<td>54.5%</td>
<td>62.2%</td>
</tr>
<tr>
<td>1st Year Retention (PRBS or BSAD)</td>
<td>61.7%</td>
<td>77.5%</td>
<td>68.4%</td>
<td>68.5%</td>
<td>71.7%</td>
<td>78.8%</td>
</tr>
<tr>
<td>Year 2 Progress Metrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Prep Complete</td>
<td>44.2%</td>
<td>46.7%</td>
<td>42.4%</td>
<td>37.7%</td>
<td>43.8%</td>
<td></td>
</tr>
<tr>
<td>Met Maj. Prep GPA (2.5+)</td>
<td>68.3%</td>
<td>67.1%</td>
<td>72.7%</td>
<td>72.8%</td>
<td>75.9%</td>
<td></td>
</tr>
<tr>
<td>Met Cum GPA (2.7+)</td>
<td>67.8%</td>
<td>63.8%</td>
<td>68.4%</td>
<td>69.7%</td>
<td>74.5%</td>
<td></td>
</tr>
<tr>
<td>Met Crs. and GPA Req. before Yr. 3</td>
<td>35.8%</td>
<td>38.0%</td>
<td>37.5%</td>
<td>35.4%</td>
<td>39.2%</td>
<td></td>
</tr>
<tr>
<td>2nd Year Retention (PRBS or BSAD)</td>
<td>53.9%</td>
<td>51.4%</td>
<td>53.1%</td>
<td>59.0%</td>
<td>61.5%</td>
<td></td>
</tr>
<tr>
<td>BSAD Major before Year 3</td>
<td>43.6%</td>
<td>38.3%</td>
<td>38.0%</td>
<td>43.0%</td>
<td>41.0%</td>
<td></td>
</tr>
<tr>
<td>Met AIS, Crs., and Maj. Prep GPA before Year 4</td>
<td>41.7%</td>
<td>45.1%</td>
<td>43.5%</td>
<td>41.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSAD Major or Grad before Year 4</td>
<td>50.8%</td>
<td>51.6%</td>
<td>49.3%</td>
<td>53.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-Year Graduation</td>
<td>43.3%</td>
<td>47.4%</td>
<td>45.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
1. Year 1 Major Prep Complete includes only courses required by the end of year one (ARC 35, MATH 4, MATH 22, and ECON 2 or 3).
2. Year 2 Major Prep Complete includes all major prep course requirements (ARC 35, MATH 4, MATH 22, BUS10, ECON 2, ECON 3, BUS20, ECON 102 or 103, Stat 48, and CS 8).
3. Year 1 and Year 2 Major Prep GPA calculations are based on any major prep courses taken prior to the fall terms of the 2nd and 3rd years respectively. For repeated courses, only the latest grade counts toward the GPA.
4. Year 2 Cum GPA value is based on the most recent cumulative GPA earned prior to the fall term of the 3rd year.
5. Met AIS, Crs., and Maj. Prep GPA before Year 4 examines whether a student fulfilled the course requirements for the BSAD major regardless of timing and earned a major GPA of 2.5

In 2015, 62.2% of first year PRBS would have met the new first year Progress Criteria, and 39.2% of the 2014 cohort would have met the Year 2 Progress Metrics criteria. Still, we believe that these percentages will increase significantly after we will take over the advising of years 1 and 2 in the 4-year major. This statement is based on the following analysis.

Tables 2 and 3 show the reasons students did not meet the year 1 and year 2 course requirements, respectively.
Table 2. Reasons Why First-Time Full-Time PRBS Freshmen Did Not Meet Proposed Year 1 Course Requirement

<table>
<thead>
<tr>
<th>Entry Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Size</td>
<td>459</td>
<td>498</td>
<td>543</td>
<td>645</td>
<td>656</td>
<td>552</td>
</tr>
<tr>
<td>Year 1 Major Prep Not Compete (%)</td>
<td>49.2%</td>
<td>43.4%</td>
<td>41.6%</td>
<td>40.3%</td>
<td>39.3%</td>
<td>34.8%</td>
</tr>
<tr>
<td>Year 1 Major Prep Not Compete (N)</td>
<td>226</td>
<td>216</td>
<td>226</td>
<td>260</td>
<td>258</td>
<td>192</td>
</tr>
<tr>
<td>Failed Major Prep, Attempted all Courses</td>
<td>1.3%</td>
<td>1.9%</td>
<td>1.3%</td>
<td>1.5%</td>
<td>5.4%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Major Prep Not Taken</td>
<td>84.1%</td>
<td>85.2%</td>
<td>87.2%</td>
<td>87.3%</td>
<td>84.9%</td>
<td>88.5%</td>
</tr>
<tr>
<td>Failed Major Prep, Major Prep Not Taken</td>
<td>14.6%</td>
<td>13.0%</td>
<td>11.5%</td>
<td>11.2%</td>
<td>9.7%</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

Notes:
1. Percentages refer to the share of students who did not complete Year 1 Major Prep Courses and categories are mutually exclusive.
2. A major prep course is counted as failed if the student attempted but never passed the course before year 2. A failed course completed after repeated attempt is counted as completed.
3. Courses resulting in a grade of I, W, S/NC are counted as not attempted.
4. Year 1 Major Prep Not Complete captures students that have not completed at least one of the following major prep course requirements (ARC 35, MATH 4, MATH 22, and ECON 2 or 3).

Table 3. Reasons Why First-Time Full-Time PRBS Freshmen Did Not Meet Proposed Year 2 Course Requirement

<table>
<thead>
<tr>
<th>Entry Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Size</td>
<td>459</td>
<td>498</td>
<td>543</td>
<td>645</td>
<td>656</td>
</tr>
<tr>
<td>Year 2 Major Prep Not Compete (%)</td>
<td>59.7%</td>
<td>56.0%</td>
<td>58.9%</td>
<td>63.6%</td>
<td>56.7%</td>
</tr>
<tr>
<td>Year 2 Major Prep Not Compete (N)</td>
<td>274</td>
<td>279</td>
<td>320</td>
<td>410</td>
<td>372</td>
</tr>
<tr>
<td>Failed Major Prep, Attempted all Courses</td>
<td>0.4%</td>
<td>2.5%</td>
<td>0.9%</td>
<td>0.2%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Major Prep Not Taken</td>
<td>85.4%</td>
<td>83.5%</td>
<td>87.5%</td>
<td>88.5%</td>
<td>91.4%</td>
</tr>
<tr>
<td>Failed Major Prep, Major Prep Not Taken</td>
<td>14.2%</td>
<td>14.0%</td>
<td>11.6%</td>
<td>11.2%</td>
<td>7.8%</td>
</tr>
</tbody>
</table>

Notes: see Table 2

Tables 2 and 3 show that missing course requirements in years 1 and 2 was mostly due to not attempting some of the coursework rather than failing the coursework. Very few students are not fulfilling the coursework requirements due to failing any of these courses. We expect that with the close monitoring and advising of students and the requirement to submit a course plan that will be approved by the advisors will ensure that students are on track.
Appendix 2
Organization Chart of the Proposed New Undergraduate Business Programs Office
November 29, 2017

To: Dylan Rodriguez, Chair
    Riverside Division

From: Subir Ghosh, Chair
    Special Review Committee on BSAD Major Proposal

RE: Requesting Additional Information

The Special Review Committee on Bachelor of Science Degree in Business Administration (BSAD) Major Proposal met on November 28, 2017. The committee is requesting some additional information to determine the viability of the proposal in terms of justification, fitness, and budgetary implications.

The committee would like to meet with the Associate Deans from SoBA and CHASS to clarify the budget implication issues. Our primary goal is to figure out the budgetary gain and loss for both colleges and how the UCR administration could intervene in case there are needs to help them within the budgetary system.

As the proposal is currently written, we are unable to assess completely the justification and fitness in terms of the bigger vision of SoBA. The committee would like to see a 5-year vision plan to be added to the proposal to demonstrate how the 4-year BSAD proposal would bring in additional features that are unavailable in the existing (2-year CHASS + 2-year) BSAD program by providing a benchmark comparison with the local competitors in the UC and Cal State systems.
ADDENDUM TO
Proposal to convert the Business Administration major (BSAD) from a 2-year upper-division major to a 4-year major

UNIVERSITY OF CALIFORNIA, RIVERSIDE
May 8, 2018
The School of Business has been working towards a four-year business major over the last several years. A formal proposal was submitted to the Academic Senate on February 17, 2017. We propose to convert the Business Administration major (BSAD) from a 2-year upper-division major to a 4-year major. Specifically, it is proposed that Pre-Business, which is currently a 2-year program in CHASS that serves as the primary entry to the Business Administration major be eliminated and students be able to apply and be directly admitted into the Business Administration major as freshmen. In May 2017, the Provost and EVC sent the Chair of the UCR Academic Senate a request for the Senate to establish a Special Review Committee charged to evaluate the proposal.

The main impetus for the proposal is to enhance students’ educational experiences. The original proposal outlined the benefits of the 4-year major in terms of enriching students’ experiences; recruiting directly and attracting good students, providing effective continuous advising, increasing student interaction with experienced business faculty, offering a clear home and enhancing students’ sense of community. Further, the proposal emphasized that housing the 4-year major at the School of Business clarifies accountability and responsibility for program development and management and assures that stable permanent resources are devoted to the program.

In this addendum to the February 2017 document, we address the concerns raised by members of the Special Review Committee (SRC) in a memo dated November 29, 2017. In particular, the SRC asked us to elaborate on the justification for the proposal, the fitness of the proposal with the School’s strategic plan (5-year vision) and budgetary implications. Regarding the budgetary implications, the committee sought to better understand the budgetary gain and loss for both colleges and how the UCR administration would intervene if need be. Additionally, the committee requested a benchmark comparison with the local competition in the UC and Cal State systems.

In the following sections, we elaborate on the issues raised by members of the SRC.

I. Justification and fitness with the School of Business strategic plan (5-year vision)

Our proposal for a four-year major fits well with our strategic plan (2017-2022; see Appendix). The main theme throughout our strategic plan is that we strive “to be an internationally recognized leader in business education and research.” Although we are satisfied with the curriculum offered to our students (from both CHASS and BUSINESS), surveys of undergraduate business students indicate that a lack of engagement with, and connection to, the School detracts from their experience as business administration majors. It also hinders our efforts to demonstrate our strengths to both the professional and academic communities. We expand upon these survey results below.

Work and internship experience. In the School of Business, we have a 95% graduation rate once students enter the major. However, beyond graduation rates, an important metric of success for a professional school is placement rates. The 2017 First Destination Survey measurement of graduation status indicates that at six months post-graduation, only 48% of UCR business student graduates are in full-time employment and 32% are still seeking employment (Figure 1). We
surveyed undergraduate students enrolled in the upper division core business courses (n= 955) on their work experiences to understand the nature of this low employment rate. We found that 66% of students are currently employed (or were employed in the past six months), and 92% of those employed were in paid positions. However, students expressed the opinion that the work in which they were employed primarily helped to fund their living expenses and tuition, and only moderately helped them develop experience in their desired career path (Figure 2).

Given that financial considerations frequently limit our students’ ability to selectively choose work that aligns with their career goals, it is imperative that UCR work with our students to find internships that will give them the experience needed to find full-time work after graduation. Unfortunately, only 36% of students in our survey completed one or more internships during their time at UCR. Most commonly, business students reported identifying the internship opportunity on their own, but explicitly stated a desire for assistance in securing internships both on- and off-campus. They also believe that the internship should become a requirement so that students will be better prepared for the job market.

One difficulty facing students in obtaining internships is that they aren’t always aware of their specific interests and strengths within the various areas of business. Until they have spent some time taking upper-division business courses they may not know if they prefer marketing to operations or accounting. Thus, it is difficult to identify congruent internship opportunities before the end of the third year, at the earliest, and it may take even longer. This leaves little time for students to participate in an internship that aligns with their interests and goals. Providing the opportunities for internships in years 1 and 2 (contingent on solid academic standing) would allow students to gain practical experience early on in the program. This will help to provide context for their coursework and will increase the utility of internships later in the program.

Further, professors are in a better position to recommend students for internships when they are very familiar with their strengths but the current two-year major limits the ability of the faculty to connect with business students early on.

**Student engagement.** College cultivates individuals who can communicate effectively, are globally aware, know how to use data to solve problems, and can manage change and behave ethically—skills which are all developed through student involvement (Webber et al., 2013). In order to gauge our success along this dimension, in Winter 2018, undergraduate business students enrolled in the upper-division core business classes were surveyed on their student engagement. The results from 911 respondents indicated that only 54% of students had participated in at least one School of Business event and only 42% of students had participated in at least one School of Business student organization event within the past year. Students who did participate in these activities did so to increase their professional and educational development, to meet others in their major, and to obtain extra credit (see Figures 3 and 4, respectively). Importantly, surveyed students indicated feeling only moderately connected to and supported by the School (Figure 5, Question 1). Although students, on the whole, are proud to be business administration majors, the typical course schedule at UCR often prevents them from engaging as much as they would like. For example, by the time that they are officially in the major, they do not have time to join important business student organizations that would
help them to build their social and professional networks. These data suggest much room for improvement, and one important step toward improving the student experience will be to make contact with business majors right from the start. If we engage students earlier, they will be able to identify earlier on with the school, take part in school events, and reach a new level of excellence that aligns with our vision.

Beyond the survey data, we wanted to learn about how students think we can improve their employability and engagement with the School. Thus, we tasked students in the BUS 107: Introduction to Organizational Behavior (enrollment = 264 students) and BUS 109: Competitive and Strategic Analysis (enrollment = 96 students) courses with a case study in which we provided the above data from the work experience survey and asked them to design a program that would enhance student employability and engagement through research, internships, study abroad and experiential learning. Without any prompting on our end, 25% of the student groups proposed programs that spanned four-years, indicating student belief that a four-year major would enhance their experience as business administration majors. The UG Committee is already in discussion about how to implement such a program in a more condensed format for the two-year major. One key additional feature that a four-year program would allow the School of Business to initiate for depth of student experience and enhanced employability would be a systematic focus each year on the following themes and activities:

- **Year 1:** Building interest in research, internships, study abroad and experiential learning through mandatory orientations, business student organization fairs, and holding workshops on resumes, internships, and exposure to the business concentrations.
- **Year 2:** Discovering mentors by connecting students with alumni, offering shadow days, peer-to-peer mentoring, and having students take part in a business symposium in which they demonstrate the ability to apply course concepts to business cases. Mentors will help students identify interests in studying abroad, internships, and research.
- **Year 3:** Participating in internships by aiding students through the recruitment season, having more students take part in the existing internship course (BUS 198i) or encouraging studying abroad.
- **Year 4:** Planning for one’s own as well as other students’ future by engaging in coaching workshops, networking events, and becoming a mentor to more junior business administration cohorts.

An important advantage of converting to a four-year major is to foster a stronger sense of community among business students. From an individual-level perspective, becoming a “business school student” immediately upon arriving to campus will lead to greater psychological identification with the school and major. As decades of psychological research has shown, strong identification leads to a sense of pride, engagement with the group, and a desire to work to make the group stronger. We expect that this individual-level factor will translate into significant benefits for the community of the School as a whole. For example, it will promote stronger student organizations, create more leadership opportunities for students (which will help career outcomes at graduation), and lead to better alumni support after
graduation. Earlier exposure (such as having a mandatory freshman orientation) will improve student engagement and will allow for better student organization participation (e.g., speakers prefer to speak to larger groups of students) and student leader succession (e.g., many student organizations become defunct when students are only a business major for a couple of years and there is inadequate time to build the leadership pipeline).

**Summary.** In this addendum we have expanded upon the justifications for converting the BSAD major to a four-year program through the focus on the impact such a move would have on student work experiences and internships and student engagement. Directly admitting students into the School of Business will allow us to forge immediate ties with our students and enhance our business school environment. Greater engagement of students, faculty and the business community and a clearer sense of the nature of the degree will raise its value and the reputation of UCR. When students become more involved in the School, they build their network, and develop their business acumen which, in turn, helps direct their internship searches, and ultimately their employability. When student employment rates increase, more students will be attracted to our program, more business members will want to partner with us and our rankings will rise. This, in turn, will help draw top researchers to our School. In short, converting the major will be key to successful performance on key indicators of our vision (Strategic Plan, 2017-2022, p. 9), including the rankings of our undergraduate program, employment outcomes for our students, school size and diversity, industry partnerships and student involvement in co-curricular and professional development activities.

To be clear, shifting to a 4-year major does not reflect an intention to change the pedagogical characteristics of the program; the curriculum will remain interdisciplinary with a strong focus on liberal arts and students will continue to enroll in many lower- and upper-division classes offered by CHASS. Overall, the goal is to enhance students’ educational experience as business administration students by taking full ownership of the program.

**II. Benchmark comparison with local competition in the UC and Cal State Systems**

The second item in the SRC letter is a request to benchmark the business major against other state-run business schools in Southern California. Given that most UC schools do not offer a business major, we examined the programs of state schools outside of California as well. Our analysis reveals that the structure of the current UCR undergraduate business program differs from those of most of our local and national peers. The undergraduate business program is currently ranked #78 in the U.S. News and World Report survey while in February 2017 (at the time of the proposal submission), our program was ranked #80. Of the 79 schools ranked higher than UCR in the survey, 66 offered “direct admit” or “assured admit” programs that guarantee students space in the business major from the beginning of their college career. Of the UC and Cal State system schools (Table 1) that offer a business degree, the vast majority, including UC Irvine and Cal State LA, Cal State Fullerton, Cal State Long Beach, Cal State San Bernardino, and San Diego State, are direct-admit programs. The primary exception is UC Berkeley, which also offers a two-year upper division major. In short, direct-admit programs are not only the norm among similar quality business schools throughout the U.S., but also among most local UC and Cal State campuses.
III. Budgetary Implications

The Deans of the School of Business and CHASS have been working with campus leadership to ensure a financial arrangement that is amenable to affected parties and we are confident that CHASS will not suffer financially from the transfer of the program. Although we are sensitive to financial concerns, we wish to be explicit that our motivation to convert the Business Administration major from a 2-year upper-division major to a 4-year major is solely focused on improving the student experience and the stature of UCR as a whole. To highlight the commitment of the university to student education, campus leadership has emphasized that, in any transfer of an undergraduate major, “Such a decision should be driven by firm academic principles that are built upon the foundation of what is in the best interest of the academic program involved and the students we serve, not based on any budgetary implications” (Document 1).
Figure 1: 2017 First Destination Survey Graduation Status

*numbers indicate percentages; category of other includes: preparing for graduate school, not seeking employment or continuing education at the time, and participating in a volunteer or service program.
Figure 2: Fall 2017 Work Experience Survey, Employment Reasons

*Students were allowed to check as many options as they desired.
Figure 3: Fall 2018 Student Engagement Survey, Reasons for Attending School of Business Events

*Students were allowed to check as many options as they desired.
Figure 4: Fall 2018 Student Engagement Survey, Reasons for Attending School of Business
Student Organization Planned Events

*Students were allowed to check as many options as they desired.*
### Figure 5: Undergraduate Business Student Identification

<table>
<thead>
<tr>
<th></th>
<th>1= strongly disagree</th>
<th>2= disagree</th>
<th>3= neutral</th>
<th>4= agree</th>
<th>5= strongly agree</th>
<th>Total</th>
<th>Weighted average</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel connected to the School of Business.</td>
<td>46</td>
<td>137</td>
<td>392</td>
<td>249</td>
<td>49</td>
<td>873</td>
<td>3.13</td>
</tr>
<tr>
<td></td>
<td>5.04%</td>
<td>15.01%</td>
<td>42.94%</td>
<td>27.27%</td>
<td>5.37%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel proud to tell others that I am a business administration major/pre-business major.</td>
<td>20</td>
<td>17</td>
<td>237</td>
<td>360</td>
<td>241</td>
<td>875</td>
<td>3.89</td>
</tr>
<tr>
<td></td>
<td>2.19%</td>
<td>1.86%</td>
<td>25.96%</td>
<td>39.43%</td>
<td>26.40%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel supported by my peers in the business administration/pre-business major.</td>
<td>21</td>
<td>41</td>
<td>269</td>
<td>385</td>
<td>159</td>
<td>875</td>
<td>3.71</td>
</tr>
<tr>
<td></td>
<td>2.30%</td>
<td>4.49%</td>
<td>29.46%</td>
<td>42.17%</td>
<td>17.42%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel supported by the School of Business in the business administration/pre-business major.</td>
<td>35</td>
<td>71</td>
<td>288</td>
<td>362</td>
<td>114</td>
<td>870</td>
<td>3.52</td>
</tr>
<tr>
<td></td>
<td>3.83%</td>
<td>7.78%</td>
<td>31.54%</td>
<td>39.65%</td>
<td>12.49%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My School of Business staff and professors take an interest in me.</td>
<td>37</td>
<td>90</td>
<td>352</td>
<td>300</td>
<td>94</td>
<td>873</td>
<td>3.37</td>
</tr>
<tr>
<td></td>
<td>4.05%</td>
<td>9.86%</td>
<td>38.55%</td>
<td>32.86%</td>
<td>10.30%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 1: Benchmark comparison to UCs and local Cal States

<table>
<thead>
<tr>
<th></th>
<th>2-year</th>
<th>4-year</th>
<th>2018 ranking</th>
<th>Program Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC Riverside</td>
<td>X</td>
<td></td>
<td>78</td>
<td>1027</td>
</tr>
<tr>
<td>UC Irvine</td>
<td></td>
<td>X</td>
<td>31</td>
<td>2975</td>
</tr>
<tr>
<td>UC Berkeley</td>
<td></td>
<td>X</td>
<td>3</td>
<td>700</td>
</tr>
<tr>
<td>San Diego State University</td>
<td></td>
<td>X</td>
<td>107</td>
<td>5055</td>
</tr>
<tr>
<td>Cal State San Bernardino</td>
<td></td>
<td>X</td>
<td>297</td>
<td>3971</td>
</tr>
<tr>
<td>Cal State Long Beach</td>
<td></td>
<td>X</td>
<td>222</td>
<td>4756</td>
</tr>
<tr>
<td>Cal State Fullerton</td>
<td></td>
<td>X</td>
<td>158</td>
<td>8422</td>
</tr>
<tr>
<td>Cal State Los Angeles</td>
<td></td>
<td>X</td>
<td>137</td>
<td>4636</td>
</tr>
<tr>
<td>Cal State Northridge</td>
<td></td>
<td>X</td>
<td>223</td>
<td>7078</td>
</tr>
<tr>
<td>Cal Poly Pomona</td>
<td></td>
<td>X</td>
<td>157</td>
<td>4888</td>
</tr>
<tr>
<td>Cal State San Marcos</td>
<td></td>
<td>X</td>
<td>unranked</td>
<td>2432</td>
</tr>
<tr>
<td>Cal State Dominguez Hills</td>
<td></td>
<td>X</td>
<td>unranked</td>
<td>2165</td>
</tr>
</tbody>
</table>
March 3, 2017

Dean Anil Deodhar
School of Public Policy

Dean Milagros Peña
College of Humanities, arts, and Social Sciences

Dear Anil and Milly,

I am writing to formally communicate the fiscal impact of moving an existing major between schools and colleges in the new incentive based budget model. While this is germane to the current discussions underway surrounding the move of the undergraduate major in public policy from the College of Humanities, Arts, and Social Sciences to the School of Public Policy, the mechanisms set-forth in this letter are applicable to any shift in undergraduate major.

Such a decision should be driven by firm academic principles that are built upon the foundation of what is in the best interest of the academic program involved and the students we serve, not based on any budgetary implications. Therefore, in the budget, the transfer of the major will be revenue neutral. Technically, the unit losing majors would have its tuition allocation reduced by the number of majors moved and its subvention funding permanently increased by a corresponding amount, thus making it revenue neutral on an on-going basis. Similarly, the unit gaining majors would have its tuition allocation increased and its subvention decreased permanently by a similar amount (please see attached illustrative sample). After this budget adjustment, any incremental changes in the number of majors in either CHASS or SPP would be subject to the allocation mechanism in the new incentive based budget model.

Please contact Vice Chancellor Anguiano should you have any additional questions on how this transfer would be implemented from a budgetary perspective.

Sincerely,

Cynthia K. Larive
Interim Provost and Executive Vice Chancellor

Attachment

xc: Chancellor Wilcox
Chair Rodriguez
Vice Chancellor Anguiano
Associate Vice Chancellor Hull
Assistant Dean and CFAO Williams
Assistant Dean and CFAO Ruiz
Appendix- Strategic Plan
2017-2022 STRATEGIC PLAN
THE PURSUIT OF EXCELLENCE
UNIVERSITY OF CALIFORNIA RIVERSIDE SCHOOL OF BUSINESS
THE PURSUIT OF EXCELLENCE

The School of Business at the University of California Riverside, home of the A. Gary Anderson Graduate School of Management (AGSM) is situated in an international hub of commerce and trade, and one of the world’s fastest changing regions. Inland Southern California (SoCal) is also rich with cultural diversity, making Inland SoCal the ideal location for a next generation business school. As UCR and the region continue on this change and growth trajectory, the UCR School of Business articulates the vision, mission, values, and goals of our school. This 2017-2022 Strategic Plan documents to our various stakeholders and communities we serve, our commitment to our vision, mission, and strategy to pursue excellence in all we do.

The University of California Riverside is a leader among public institutions in diversity and accessibility and the School of Business reflects that mission in the makeup of our student body. We embrace our differences, as we understand we learn best from them. — Yunzeng Wang, Dean

Our undergraduate and graduate educational programs develop leaders, entrepreneurs and scholars who are as diverse as the challenges they face, the workforces they lead, and the enterprises they grow. Every business school aspires to produce future leaders but few can boast of educating a student body that is diverse in every sense. 55% of the University’s undergraduate students are the first in their family to attend college, making the UCR School of Business a vehicle for upward mobility. 80% of the students in the undergraduate business program are ethnic minorities, reflecting the changing workforce and consumer base. 58% of the MBA students are from foreign countries, connecting us directly with the world economy. And with over 70% of its alumni staying in Southern California upon graduation, UCR School of Business is developing the human capital that drives the region’s economic growth and vitality.

Our basic and applied research explores and informs the creation, development, and management of growth around the world. As part of the University of California, we harness the powerful resources of a leading research institution to study and develop information, business practices and innovations that are felt worldwide. Because UCR’s multidisciplinary campus is located at the nexus of global markets and international enterprise, even our local engagement is interconnected with the global economy. Nearly half of America’s imported goods come through Southern California, and at the center of that intricate web are many distribution centers located in Inland SoCal. Furthermore, California retains an entrepreneurial culture, with a reputation for innovation in business, leadership in economic growth, and an independent spirit.

UCR School of Business is an entity that is growing and in so doing, positioned to reach new levels of excellence. We create knowledge through impactful research, unlock potential through exceptional educational experiences, and foster success in an innovative and collaborative environment. We are committed to increasing our ability to extend the excellence of our academic programs and research, to deepen the engagement that fuels our achievement and connects us with our stakeholders, and strengthening our environment, allowing our students, faculty and staff to thrive.

UCR School of Business is poised to become the next great UC business school. UCR School of Business is the flagship business school of Inland Southern California and we are building upon that reputation to become an internationally recognized center of business education and research.

This plan is not the end but the beginning of a journey we will make together.
**OUR VISION**

We pursue excellence in all that we do, as our vision is...

*To be an internationally recognized leader in business education and research.*

**OUR MISSION**

*We create knowledge through impactful research, unlock potential through exceptional educational experiences, and foster success in an innovative and collaborative environment.*

**OUR STRATEGY**

We pursue excellence in all we do by cultivating our environment, engaging our community, and empowering our stakeholders. Our drive for excellence is bolstered by these pillars of Environment, Engagement and Empowerment. Our ongoing focus on scholarship in discovery, practice, and integration drives us to reach for the highest levels.

*We pursue Excellence by building our Environment, maximizing Engagement, and motivating Empowerment in all we do.*
CORE VALUES

We accomplish our mission by adhering to our School’s core values.

**Inclusion**: We celebrate the diversity of our institution and the Inland Southern California region, and embrace our differences as a source of strength and wisdom.

**Integrity**: We adhere to strong ethical and moral standards, as they are consistent with the values that are core to our identity.

**Innovation**: We empower our stakeholders to imagine, develop, and implement new ideas and solutions that address challenges facing individuals and businesses in the global economy.

**Collaboration**: We are committed to a working environment based on respect, trust, and mutual support, and we use our knowledge and abilities to contribute to humanity.

KEY PERFORMANCE INDICATORS

This strategic plan details the means by which we will accomplish our goals and, in doing so, would ensure fulfillment of our mission. The following overall measures will serve as the principal gauges of our success:

- Rankings of our graduate and undergraduate academic programs
- Ranking of our academic research and impact
- Employment outcomes for our students after graduation and salary levels
- Average number of years to graduation (BSAD major)
- Philanthropy, particularly in alumni donations and endowment growth
- School size in terms of students’ enrollment, faculty size, and programs offered
- Tangible progress toward building new School of Business facilities
- Industry partnerships and collaboration that leverage our School’s strengths
- Student engagement in co-curricular and professional development activities
STRATEGIC GOALS

Through daily cultivation of an inspirational working environment, we enhance engagement and empower our stakeholders. It is a mutually beneficial relationship. Our research and teaching activities contribute knowledge and key insights to our stakeholders and society, and in return, our stakeholders enrich our experiences and relevancy and contribute to the financial stability of the School.

ENVIRONMENT

Even as we embark on the construction of a new multi-million dollar state-of-the-art LEED Platinum School of Business building complex, we understand that a world-class environment permeates far beyond the walls of a physical structure. Each day we work together to create an inviting, respectful, and inspiring environment empowered by the relationships we form.

STRATEGIC GOALS - ENVIRONMENT:

> Design, fund, and build a signature space for UCR School of Business to live and thrive that represents UCR and the community on the international stage, impact the students’ experiences, and inspire all current and future stakeholders
  - Designing a business school building that fosters organic interaction (e.g. central food and drink venue, break out rooms), training and development — a space where everyone is invited to join in a professional dialogue;

> Nurture a productive environment by:
  - Providing adequate levels of support staff to increase faculty productivity;
  - Providing funding for distinguished visiting speakers and for hosting conferences and brown bag seminars; and by
  - Facilitating the exchange of research ideas across campus by cross-listing seminars, making courtesy joint appointments wherever possible, and coordinating interdisciplinary funding proposals.

> Encourage and embrace open dialogue and debate through formal and informal channels by:
  - Promoting ongoing and transparent communication with stakeholders;
  - Encouraging and promoting involvement in student and professional organizations both internal and external to the school.

> Foster a work environment of shared governance, responsibility, communication, and empowerment

> Foster continuous improvement in policies and procedures

> Provide excellent customer service in the most effective and efficient manner

> Develop an open, collegial culture that fosters and nurtures students, faculty and staff to take risks, seek challenges and empower others by:
  - Holding supportive workshops (e.g., grant writing and publication, professional development);
• Offering small grants to support teaching, research, and professional needs; and by
• Actively engaging the school community (e.g., mentoring networks among faculty, staff and students, student organizations, faculty and staff associations).

> Increase focus on diversity in recruiting students, staff and faculty
  • Increase domestic student enrollment in graduate programs
  • Increase out-of-state and international enrollment in undergraduate programs
  • Seek to diversify the faculty profile

ENGAGEMENT

Through daily cultivation of an inspirational working environment, we facilitate greater engagement with each other, our stakeholders, and the world around us. Increased engagement brings greater opportunities for students, faculty, alumni, and new levels of excellence.

The School of Business provides a collaborative learning environment for students and faculty to engage in forward-thinking professional education, leading to applied skills and lifelong learning. To expand this learning and our impact we excite worldwide stakeholders through meaningful engagement with our fresh and growing business school. To deepen further engagement with our near and far stakeholders, we will:

STRATEGIC GOALS - ENGAGEMENT:

> Enhance and sustain engagement between employers, alumni, donors and the school by:
  • Improving website content, news & social media to engage alumni, employers and donors;
  • Offering professional and personal support to national and international alumni;
  • Expanding community outreach and grassroots work including projects & initiatives the school can do with the local community, including small businesses.

> Establish a strong alumni culture of lifelong connectedness and giving back by:
  • Facilitating alumni networking and engagement;
  • Including influential alumni on key advisory boards;
  • Creating an Alumni Magazine with stories of alumni achievements, donors, and corporate partnerships; and by
  • Creating a new staff position to focus on cultivating alumni engagement and annual giving.

> Build a distinctive brand identity by:
  • Rebranding “SoBA” to the “UCR School of Business”
  • Raising the level of prestige and quality of key school events from event management through cross-platform marketing;
  • Building a new UCR School of Business website that is responsive and engaging;
  • Creating a highly competitive cross-channel marketing collateral inventory base;
  • Improving our social media presence (e.g., Twitter, Facebook, LinkedIn, Instagram); and by
  • Creating a custom contact database solution for alumni, students, prospective students, employers, faculty, staff, key stakeholders, key influencers, etc., and by
  • Celebrating School accomplishments (e.g., school-wide events).
Increased engagement brings greater opportunities for all stakeholders, and in the process, improves our environment.
EMPOWERMENT

We are committed to a culture that empowers our students, faculty, staff, and alumni to achieve excellence and better engagement.
> Reinforce a supportive community, one that helps members deepen professional investigation and achievement, by:
  • Recruiting and retaining distinguished individuals (e.g., differing in cultural, scholastic, and professional backgrounds);
  • Increasing the inclusivity of search committees to broadly represent the School culture; and by
  • Actively reaching out to new school community members to ensure they seamlessly integrate into our community.

STUDENTS:

> Undergraduate Programs:
  • Convert the current upper-division Business Administration major to a 4-year major with direct admit
  • Explore new program opportunities (i.e. business analytics and entrepreneurship) and combine Programs (CP) for Bachelor/Master degrees (i.e. 4+1 and 4+2)
  • Reduce class sizes in key courses where needed

> Graduate Programs:
  • Explore new potential one-year master programs to increase competitiveness in the market (i.e. Master of Business Analytics, Master of Management, Post-Masters MBA, MD/MBA, etc.)
  • Revise programs:
    - Dual MPAc tracks (with and without accounting prerequisites)
    - Offer evening/weekends classes, and technology-enhanced courses for improved teaching and learning
    - Establish Master of Business Preparation Program (MBPP) with other countries in addition to China (e.g., India)
    - Offer PhD degree in all the School’s academic areas
    - Attract high quality students through competitive financial aid

> Research/Teaching

> Make breakthrough research and resources accessible by:
  • Creating and expanding Centers of Excellence to include the Center for Economic Forecasting and Development and the Center for Supply Chain and Logistics;
  • Creating an Entrepreneurship Incubator (in collaboration with the UCR’s Entrepreneurial Center) for students and faculty to collaborate with other departments, schools, the community and businesses; and by
  • Exchanging knowledge and building thought leadership by hosting and participating in conferences and forums with other universities and institutions in areas aligned with our expertise.

> Offer incentives that promote high quality research and teaching excellence in hiring, merit, retention and promotion by:
  • Providing teaching reduction, as appropriate, to research active faculty;
  • Rewarding productive involvement with doctoral student research, master’s and
undergraduate student research; and by
• Conducting periodic external reviews of scholarship by faculty in peer and aspirational schools.

**FACULTY:**
> Increase the number of ladder-rank and full time non-ladder-rank (L(P)SOE) faculty to around 50 to maintain the AACSB benchmarks for faculty sufficiency and reducing class sizes
> Fill the unoccupied chair positions
> Promote faculty engagement in the daily life of the School by adhering to current policies on presence on campus

**CENTERS:**
> Create an Integrated Career Center to serve both undergraduate and graduate students
> Achieve solvency with the Center for Economic Forecasting and Development
> Leverage our Inland SoCal location at the nexus of commerce to establish a Center for Supply Chain & Logistics

**EMPOWERMENT**

We are an engaged community of courageous and ethical leaders committed to a culture that advances thoughtful dialogue, leading-edge scholarship, innovation, and application of business knowledge, and empowers our students and staff to achieve excellence in all they do.

To support this community, we deliver the highest level of service through collegial, transparent, and efficient internal operations that support the School mission in the context of shared governance. To empower our community and deliver the highest levels of service we will:

> Empower, recognize and promote individuals who distinguish themselves through their leading-edge scholarship, teaching and service by:
  • Providing clear communication for promotion that is consistent with the School's mission;
  • Acknowledging and rewarding innovative research, teaching and service;
  • Acknowledging and rewarding professionalism, customer service and improved efficiency;
  • Identifying and rewarding fruitful collaborations.

> Foster a work environment that empowers individuals to excel and advance by
  • Providing professional development opportunities to encourage innovation, collaboration, and teamwork;
  • Maintaining transparent, candid, and inclusive communications;
  • Establishing effective feedback mechanisms in addition to annual performance evaluations;
  • Enabling employees to manage their responsibilities and to maximize their skills and abilities to provide excellent customer service.

> Empower continuous improvement in policies and procedures by:
  • Continuously examining the organizational structure for obstacles to efficient internal operations
• Maintaining, and when needed, establishing policies and procedures that are publically available to empower anyone in the organization to propose improvements; and by
• Ensuring compliance with laws, regulations and university governance.

> Provide excellent customer service in the most effective and efficient manner to empower anyone in and out of the organization to carry out their task in the most efficient way by:
• Obtaining and maximizing technology when necessary to increase efficiency;
• Creating and/or updating job descriptions that allow flexibility, cross-training and defined back-up responsibilities;
• Leveraging campus resources; and by
• Ensuring understanding of internal operations by providing faculty and staff training.

IMPLEMENTATION

This strategic plan commits the School of Business at the University of California Riverside to multiple goals that are designed to achieve excellence in all we do. Our excellence is based on an environmental foundation that fosters engagement and empowerment. The implementation of the plan will rely on our existing governance structure and policies and in collaboration with the University administration. In addition, we will form a strategic planning committee that will be tasked with reviewing and refining the Strategic Plan on an annual basis.

A school-wide yearly retreat will take place where the Strategic Planning Committee will report to the community on progress and hinders to the execution of the plan, and suggest modification if needed.

The immediate need is clear, as we will focus on implementing several important priorities within the first few years of the plan:

• Continue to expand and strengthen our tenure track faculty
• Continue to expand and strengthen our support staff and facilities
• Work to progress the design, funding, and construction of a new School of Business building complex
• Evaluate and revise our graduate programs
• Pursue a direct course to establish a 4-year undergraduate business program
• Dramatically increase our current level of philanthropic activity for the building fund, annual giving, and achieve $15M for the Living The Promise campaign by 2020
• Strengthen and achieve solvency with our new Center of Economic Forecasting and Development
• Rebrand the UCR School of Business with the aim of increasing awareness, perception, and recruitment
STRATEGIC PLANNING PROCESS

This document is the result of work from many individuals over the course of more than a year. In early 2016, UCR School of Business selected Academic Leadership Associates (www.academicla.net) to facilitate the development of the School's strategic plan. A Strategic Planning Committee was established consisting of administrators, faculty, students, staff and external stakeholders.

Areas of focus in this planning effort included:

- Analysis of the environment and marketplace served
- Review of stakeholder needs and competitor initiatives
- Analysis of current strengths and vulnerabilities
- Articulation of key elements of the mission: purposes, values and measures, and
- Identification of potential new fields of focus and evaluation of the foci that may no longer be relevant in today's marketplace.

This process followed by the identification of distinctive capabilities and measures of success. For this step and the remainder of the planning process, the committee was subdivided into smaller task forces to work on the following aspects of the plan:

- External Relations
- Internal Operations
- People
- Scholarship
- Educational Programs

Following the assessment of the School's distinctive competencies, the committee developed key strategic directions.

The committee as a whole met on four occasions in 2016 (April 28-29, May 20, June 6 and October 14), concluding on a fifth session on March 10, 2017 where the final draft plan was approved by the committee.

We would like to thank the members of the Strategic Planning Committee (listed below) and the guidance of Michael Diamond and Mark Power Robison from the Academic Leadership Associates.
## COMMITTEE MEMBERSHIP

<table>
<thead>
<tr>
<th>Task Force</th>
<th>Co-Chairs</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dan Chatham</td>
<td></td>
</tr>
<tr>
<td>People</td>
<td>Elaine Wong</td>
<td>Barry Mishra, Paul Beehler, Shayne Bradshaw-Foster, Ruiqing He</td>
</tr>
<tr>
<td></td>
<td>Leo Gonzalez</td>
<td></td>
</tr>
<tr>
<td>Scholarship</td>
<td>Subramanian Balachander</td>
<td>Kevin Li, Boris Maciejovsky, Sherryl Berg-Ridenour, Amanda Ishak, Ken Baerenklau, Mike Pazzani</td>
</tr>
<tr>
<td></td>
<td>Mohsen El Hafsi</td>
<td></td>
</tr>
<tr>
<td>Education Program</td>
<td>John Halebian</td>
<td>Dick Savich, Lata Patel, Nadeesha Hapuarachchi, Raghav Tamhankar, Joseph Childers, James Sandoval</td>
</tr>
<tr>
<td></td>
<td>Kazi Mamun</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arkadiusz Mironko</td>
<td></td>
</tr>
<tr>
<td>External Relationship</td>
<td>Keiko McNally</td>
<td>Sheriff Hana, Asish Satpathy, LaRae Lundgren, Mark Estrada, Steve Chen, Jeff Kaatz, Brian Hawley, Tim DeBolt</td>
</tr>
<tr>
<td></td>
<td>Sean Jasso</td>
<td></td>
</tr>
<tr>
<td>Internal Operation</td>
<td>Thomas Kramer</td>
<td>Peter Chung, Rami Zwick, John Mattson, Maria Anguiano</td>
</tr>
<tr>
<td></td>
<td>Laurie Gustafson</td>
<td></td>
</tr>
</tbody>
</table>
June 7, 2018

To: Dylan Rodriguez, Chair
    Riverside Division

From: Chinya Ravishankar  
      Gloria Gonzalez-Rivera  
      Gregory J. Palardy  
      Long Gao  
      Subir Ghosh, Chair

RE: Proposal to convert the Business Administration major (BSAD) from a 2-year upper-
    division major to a 4-year major

The committee met first on November 28, 2017 and requested additional information on
    November 29, 2017. An addendum to the original proposal dated May 8, 2018 was
    received. The committee met on June 1, 2018 for a presentation of Elaine Wong,
    Associate Dean for the Undergraduate Program, SB. The presentation and discussions
    were valuable. A correction to addendum to the original proposal was received on June
    6, 2018 correcting a few pertinent numbers in Table 1. Below find the committee’s
    report.

1. Evaluation on the rational and justification for the proposed changes

1. The impetus for building a strong program.

   (a). “SoBa’s BSAD major is currently (2016) ranked 80 by US News and
        World Report…” (p.5).

The UCR SoBA rank changed from 80 in 2016 to 78 in 2018 (Addendum: p. 12). Two
    UC campuses: Berkeley and Riverside, in the benchmark comparison to UC and local Cal
    State campuses, Table 1 (Addendum: p. 12), share the system of a 2-year upper-division
    BSAD major. The other regional campuses maintain a 4-year BSAD major. The
    proposed change of the current 2-year upper division BSAD to a 4-year major has a
    competitive advantage to improve the ranking of the program.

   (b). “A four-year program is the key to attracting students who currently
        attend many of the regional schools....” (p.4).

The proposal provided convincing arguments in favor of the strong preference of high
    school applicants for a four-year program opening the possibility of redirecting the
prospective applicants to UCR. The chance of getting the higher quality applicants will thereby increase.

(c). “A four year program will enable SoBA to recruit higher-end students from high schools and collaborate with the University Honors program to recruit students who currently choose schools in the region since these other schools admit students directly to the business major.” (p.5).

The proposed 4-year BSAD major will definitely enhance prestige for the UCR SoBA.

(d). “A 4-year major has the advantage of developing a stronger cohort and sense of community among the business students. The approach would likely create greater identification with the school among business students and could result in stronger student organizations, more leadership opportunities for students, stronger career outcomes at graduation, and better alumni support.” (p.5).

The argument of “a stronger cohort and sense of community among business students” is a valid point in favor of the proposed 4-year BSAD major.

(e). “At the UC system, the B.S. degree in Business Administrations is only offered at UC Riverside, UC Irvine, and UC Berkeley.” (p.2).

Only UC Irvine out of three UC campuses has a 4-year BSAD program having the 2018 ranking 31 and the program size 1,059. The ranking of UC Riverside is 78 having the program size 1027. UC Berkeley has the ranking 3 and the program size 700 (Table 1, p.12: Addendum: Corrected on June 6, 2018). UC Irvine turns out to be a local role model for UC Riverside by preserving its own identity, strength, and uniqueness.

II. The plan for building a strong student engagement.

Yearly themes and activities listed in the proposed 4-year BSAD major (p.4: Addendum) are outstanding ideas to build a solid student preparedness program for the real world by focusing on student work experiences and internships and student engagement.

III. Efficient advising.

The proposed advising plan (p.6) includes:

(a). Students meeting the same advisor at the same location,

(b). Building personal relationship, advising career potential, guiding them to choose the right concentration.
IV. Better learning environment.

The better environment is proposed to be achieved by creating freshman Business learning community for working and living together on the “business theme floor”(p.6).

V. SoBA Honors Fellows.

The proposed “SoBA Honors Fellows” program is an outstanding idea to go for excellence and train the future leaders.

VI. Teaching the pertinent topics early on.

Students will get the opportunity to learn early on a new computer program or to use a new software that will make them better prepared for learning and performing more effectively.

2. Adequacy of SoBA’s infrastructure to accommodate the proposal changes

The proposed changes will bring in new challenges to SoBA.

(a) Faculty size.

To meet the challenges, the goal of SoBA is to increase the current size of 32 full time faculty to a perceived size of 50 full time faculty.

(b) Increase in class sizes.

To reduce the class sizes, more sections could be created by increasing the faculty size.

(c) Advising.

To deal with the increase load of advising students, more trained advisors have to be recruited. Although the initial support could be obtained from CHASS advisors, SoBA will have to be self-sufficient to run a 4-year BSAD program.

(d) Transition Preparedness.

The transition preparedness will require the additional staff members. The space issue will also come up.
(e) Attrition Rate and Graduation Time.

Special planning is needed to keep the attrition rate in the proposed 4-year BSAD program low and targeting the 4-year graduation rate high.

3. Effect of the proposal (if approved) on other units.

The proposal will have possible effects on CHASS, CNAS and BCOE. Some departments in these colleges will realize more effects than the others. The Deans of these colleges should work together to identify them in advance regarding their preparedness for a smooth transition.

4. Budgetary Implications

This complicated issue has been discussed on p6: Addendum. The recent changes in the campus budget planning may take care of the most of the challenges if not all. The College Deans should work together with the Campus Administration to resolve any anticipated challenges in advance for their preparedness for this new proposed program.
June 22, 2018

Dean Milagros Peña
College of Humanities, Arts, and Social Sciences

Dean Yunzeng Wang
School of Business

Dear Milly and Yunzeng,

I am writing to formally communicate the fiscal impact of moving an existing major between schools and colleges in our campus incentive based budget model. While this is germane to the current discussions underway surrounding the move of the undergraduate pre-business major in from the College of Humanities, Arts, and Social Sciences (CHASS) to the School of Business (SoBA), the mechanisms set-forth in this letter are applicable to any shift in undergraduate major.

Such a decision should be driven by firm academic principles, that are built upon the foundation of what is in the best interest of the academic program involved and the students we serve, not based on any budgetary implications. Therefore, in the budget the transfer of the major will be revenue neutral (hold harmless). Technically, the unit losing majors would have its tuition allocation reduced by the number of majors moved and its subvention funding permanently increased by a corresponding amount thus making it revenue neutral on an on-going basis. Similarly, the unit gaining majors would have its tuition allocation increased and its subvention decreased permanently by an equal amount.

The current plan, pending Academic Senate approval, is to begin admitting freshmen into the undergraduate business major beginning Fall of 2019 with a target enrollment of 460 majors per year, based on the current Pre-Business admits number and the assumption of a 75% retention rate to the 3rd year. The plan also includes phasing-out the Pre-Business Major in CHASS at the conclusion of the academic year 19-20. Students currently in Pre-Business would be able to continue in that major and transition to Business Administration as normal. No students would be able to change majors into Pre-Business beginning Fall of 2019. These admission changes will require permanent hold-harmless adjustments in subvention and tuition funding between CHASS and SoBA over at least a two-year period (FY 19-20 and FY 20-21), and if there are material changes in the retention rate, we many need to make additional permanent adjustments in FY 21-22 and FY 22-23. My office and the Planning and Budget team with work with both of you over this period to ensure we are all in agreement with respect to the final number of majors that are moved.

To help SoBA provide appropriate levels of academic advising and other support services, I am approving the following allocations and transfers:
1) FY 19-20 – New Permanent Funding
   The allocation of campus student success funding in the amount of $90,000 ($58,000 salary, benefits @46.5%, and non-salary support of $5,000) to support the hire of a 1.00 FTE Academic Advisor III effective July 1, 2019.

2) FY 20-21 – One-time Funding
   The allocation of campus student success funding in the amount of $90,000 to support the hire of an additional 1.00 FTE Academic Advisor III effective July 1, 2020. The need to renew this allocation for FY 21-22 will be evaluated during Winter quarter of 2021.

3) FY 20-21 – Permanent Transfer from CHASS
   The transfer of $90,000 from CHASS to support the hire of another permanent 1.00 FTE Academic Advisor III effective July 1, 2020.

These amounts will be cost adjusted annually to reflect changes in salary and benefits costs.

After this initial budget adjustment period, any incremental changes in the number of majors in either CHASS or SoBA would be subject to the allocation mechanism in the incentive based budget model.

Please contact Vice Chancellor Bomotti should you have any additional questions on how this transfer would be implemented from a budgetary perspective.

Sincerely,

Cynthia K. Larive
Provost and Executive Vice Chancellor

Cc: Chancellor Wilcox
Chair Rodriguez
Vice Chancellor Bomotti
Associate Vice Chancellor Hull
Assistant Dean and CFO Williams
ADDENDUM TO
Proposal to convert the Business Administration major (BSAD) from a 2-year upper-division major to a 4-year major

UNIVERSITY OF CALIFORNIA, RIVERSIDE
November 13, 2018
In the Proposal to Convert the Business Administration Major (BSAD) from a 2-year Upper-division Major to a 4-year Major (2/17/17), it was proposed that as part of the minimum progress criteria in year 1 and year 2 that students maintain a 2.5 GPA in the major preparation courses. While this is in line with current Business Administration Major admissions requirements of a 2.5 Major GPA, this proposed minimum progress criteria is not in line with UCR policy, which states that students need to maintain a 2.0 in their major to graduate (Course Catalog 2018, page 59).

In this addendum to the 2/17/17 document, we revise the minimum progress criteria in year 1 and year 2. In revising these criteria, we consulted with the Associate Deans and Directors of Advising from each of UCR’s Schools and Colleges. We also heavily relied on templates set forth by psychology, since, similar to the current business administration major, it is not only one of the largest majors on campus, but also a selecting major. We have included relevant templates for continuation requirements in the Appendix of this document, with highlighted portions illustrating the areas that influenced our revised minimum progress criteria.

Revised Minimum Progress Criteria for Years 1 and 2

We have added the following paragraph to precede the list of major preparation for business, and we have removed the Major GPA and Cumulative GPA criteria as indicated by the strike outs below.

The major preparation requirements listed below must be completed by the end of the sophomore year, with an average grade of “C” or better, with no grade below “C-.” In addition, a student who receives a grade of “D+” or lower in any of the major preparation requirements will have the opportunity to repeat up to two of the courses, and must earn a grade no lower than a C- on the second attempt. If a student’s second attempt grade is a D+ or lower in the repeated course, they will be discontinued. All courses must be taken for a letter grade. Students entering from other majors must complete the major preparation requirements by 90 units. Transfer students entering the major must complete all outstanding major preparation courses within two quarters of their admit term (example: fall admits must complete all course(s) by the end of winter quarter). Students who do not complete the major preparation requirements in this timely fashion and with the minimum grade average of “C” (2.0) or better will not be permitted to continue in the Business Administration major. Students may be discontinued earlier from the major if they consistently fall below the minimum grade average of “C.” Students must check course descriptions for prerequisite requirements.

- Major preparation by the end of Year 1
  - ARC 35 (Only required if tested into less than Math 4)
  - MATH 4 (Prerequisite for MATH 22)
  - MATH 22 (Prerequisite for ECON 103)
  - ECON 2 (Prerequisite for ECON 103) or ECON 3 (Prerequisite for ECON 102)
  - Major GPA of 2.5 or above

- Major Preparation by the end of Year 2
○ BUS 10
○ BUS 20
○ ECON 2 (Prerequisite for ECON 103)
○ ECON 3 (Prerequisite for ECON 102)
○ ECON 102 or ECON 103
○ STAT 48
○ CS 8
  ○ Major GPA of 2.5 or above
  ○ Cumulative GPA of 2.7 or above
Appendix
REQUIREMENTS FOR THE B.A. DEGREE IN PSYCHOLOGY
(effective Fall 2013)

Please refer to the UCR General Catalog for a complete explanation of the following requirements, including course prerequisites and descriptions. Each course chosen must be worth 4 or more units. For further explanation, please contact the Office of Undergraduate Advising for the Department of Psychology.

COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES BREADTH

English Composition (one year with grade of C or better in each course)
ENGL 1A (or AP 3-5) _______________ ENGL 1B (or AP 4-5) _______________ ENGL 1C _______________

Foreign Language (4th qrtr proficiency) _______________

Ethnicity _______________ (check catalog - then also use as Humanities or Social Science course)

Humanities (5 courses)
World History (HIST 10, 15, or 20) _______________
Fine Arts (one course) _______________ One Humanities Elective _______________
LIT, PHIL, or RLST (two) _______________

Social Sciences (4 courses)
ECON or POSC (one course) _______________ ANTH or SOC (one course) _______________
Social Science Electives (two) _______________

(Courses from Psychology may NOT be used for Social Science breadth.)

LOWER DIVISION REQUIREMENTS FOR THE PSYCHOLOGY MAJOR

The lower division requirements listed below must be completed by the end of the sophomore year, with an average grade of "C" or better, with no grade below "C-", and before upper division Psychology courses are taken. All courses must be taken for a letter grade. Transfer students and others entering the major after achieving sophomore standing must complete the requirements within one year by enrolling in applicable courses every quarter until the requirements are met. Students who do not complete the lower division requirements in this timely fashion and with the minimum grade average will not be permitted to continue in the Psychology major. Students must check course descriptions for prerequisite requirements.

A. One course selected from MATH 4, MATH 5, or MATH 6A or MATH 9A _______________

B. Biological Science: One course from any BCH, BIOL, BPSC, ENTM, NEM, OR PLPA _______________

C. Physical Science: One course from any CHEM, PHYS, EARTH SCIENCE _______________
with the exception of cultural geography.

D. Two additional courses selected from the CHASS Natural Science and Mathematics breadth requirements _______________
(Note: please check the catalog for duplications of credit)

E. Psychology lower division
PSYC 1 _______________ PSYC 2 _______________
PSYC 11 _______________ PSYC 12 _______________

UPPER DIVISION REQUIREMENTS FOR THE PSYCHOLOGY MAJOR

Required Courses: Four 4-unit upper division PSYC electives:

1. PSYC 110 or CBNS 106 _______________ 6. PSYC _______________
2. PSYC 132 or 134 _______________ 7. PSYC _______________
3. PSYC 140 _______________ 8. PSYC _______________
4. PSYC 150 _______________ 9. PSYC _______________
5. PSYC 160 or 161 _______________ (one 4-unit block of PSYC 198G or PSYC 198I can be used; NO other 190 series courses can be used.)
or 162 or 163

NOTE: You must have a 2.0 major GPA as well as a 2.0 cumulative GPA and a minimum of 180 completed units to graduate.
Continuation in the major requires that the student maintains cumulative and upper division/science GPAs of 2.00 or higher, a GPA of 2.00 or higher in each academic quarter, and makes adequate progress in the major with no more than 16 units of repeated courses.

Adequate progress in the major is defined as

(A) earning no grade lower than a "C-" in any required lower division mathematics or science course, as well as STAT 100A, CHEM 8A & 8LA, CHEM 8B & 8LB, CHEM 8C & 8LC, or any upper division BCH course,

AND

(B) completing MATH 7B, CHEM 1A, and 1LA by the end of the Fall Quarter of the second year of residence, and BCH 110A and BCH 110B, by the end of the third year of residence.

- Freshmen must also complete BCH 95* or equivalent with a letter grade of "S" during their first year of residence.

- Freshmen in the Medical Science Emphasis must also complete BCH 96* with a letter grade of "S" during their first year of residence.

- A student who does not meet these adequate progress standards will be discontinued from the major.

- In addition, a student who receives a grade of "D+" or lower in any two of the courses in (A) above on the first attempt, or in any one of these courses in each of two attempts, will be discontinued from the major.

Note: Students who receive a grade lower than "B-" in BIOL 5A & 5LA or CHEM 8A & 8LA are strongly encouraged to complete BCH 100 during their second year of residence to better prepare themselves for BCH 110A, BCH 110B, and BCH 110C.

* BCH 95 only offered Fall Quarter
** BCH 96 only offered Spring Quarter
Biology
Change of Major Criteria

Student must be in good academic standing (major, quarter, and cumulative GPAs)
Grades in all attempted Life Sciences Core courses must be C- or higher
AP and IB units are excluded in the determination of the appropriate cumulative units range
Change of major petitions are reviewed during weeks 2, 3, 4, and 10 of the quarter via appointment or workshop

2nd and 3rd Quarter Freshman

Completion of any 2 courses from the following with no grade lower than a C- and a 2.0 or higher GPA in core courses.
AP credit is not acceptable.

- BIOL 5A and 5LA
- CHEM 1A and 1LA, CHEM 1B and 1LB
- MATH 9A/7A, MATH 9B/7B

4th Quarter Freshman and Sophomore (up to 89.9 cumulative units)

Completion of the following courses with no grade lower than a C- and a 2.0 or higher GPA in core courses after repeats:

- BIOL 5A and 5LA, BIOL 5B, BIOL 5C
- CHEM 1A and 1LA, CHEM 1B and 1LB, CHEM 1C and 1LC
- MATH 9A/7A, MATH 9B/7B

Junior (90 - 134.9 cumulative units)

1. Completion of the following courses with no grade lower than a C-:
   - BIOL 5A and 5LA, BIOL 5B, BIOL 5C
   - CHEM 1A and 1LA, CHEM 1B and 1LB, CHEM 1C and 1LC
   - MATH 9A/7A, MATH 9B/7B

2. Completion of at least one of the following sequences with no grade lower than a C-:
   
   Note: Organic Chemistry is the preferred sequence.
   - CHEM 008A and 008LA, CHEM 008B and 008LB, CHEM 008C and 008LC
   - PHYS 2A and 2LA, PHYS 2B and 2LB, PHYS 2C and 2LC

3. A 2.0 or higher GPA in all core courses after repeats.

4. A 2.0 or higher GPA in all attempted upper division courses applicable to the major.

Senior (135+ cumulative units)

1. Completion of the following courses with no grade lower than a C- and a 2.0 or higher GPA in core courses after repeats:
   - BIOL 5A and 5LA, BIOL 5B, BIOL 5C
   - CHEM 1A and 1LA, CHEM 1B and 1LB, CHEM 1C and 1LC
   - CHEM 008A and 008LA, CHEM 008B and 008LB, CHEM 008C and 008LC
   - MATH 9A/7A, MATH 9B/7B
   - PHYS 2A and 2LA, PHYS 2B and 2LB, PHYS 2C and 2LC
   - BCH 100 or BCH 110A
   - STAT 100A/100B

2. Completion of at least one upper division course applicable to the major, excluding BCH 100 and BCH 110A,
with a 2.0 or higher GPA in all attempted upper division courses.

*Students with credit for STAT048 must take STAT100B to fulfill the upper division statistics requirement.
Committee responses before Addendum was added.
October 29, 2018

To: Dylan Rodriguez
Riverside Division Academic Senate

From: Rajiv Gupta, Chair
Committee on Academic Personnel

Re: Appendix 7 Transfer of Program: Transfer of the Bachelor of Science Degree in Business Administration to the School of Business

The Committee on Academic Personnel considered the proposal to transfer the Bachelor of Science Degree in Business Administration from the College of Humanities, Arts, and Social Sciences to the School of Business.

Overall CAP found the rationale for establishing a 4-year major in the School of Business to be compelling. It is clear the School of Business will need additional resources to implement the 4-year program. It is stated that the School of Business intends to grow from 32 full-time faculty to 50 full-time faculty to teach the required courses. The advising staff will also grow to deal with the increased load.

However, the proposal does not provide sufficient details to assess the readiness of the School of Business to launch the program. It is not clear if there is a plan to gradually grow the size of the program as more full-time faculty are recruited or whether there is a transition period during which the School of Business will continue to rely on CHASS and others to offer the required courses. While the committee is supportive of the end goals of the proposal, it suggests that the launch date for this program be carefully considered to ensure a smooth transition for the initial cohort of students joining this program.
The Graduate Council reviewed and discussed the proposal to transfer the BS degree in Business Administration to the School of Business at their October 18, 2018 meeting. The Council did not feel the proposal had any effect on graduate students and therefore was supportive.
PLANNING & BUDGET

October 25, 2018

To: Dylan Rodriguez, Chair
Riverside Division

From: Katherine Kinney, Chair
Committee on Planning and Budget

RE: [Campus Review] Appendix 7 Transfer of Program: Transfer of the Bachelor of Science Degree in Business Administration to the School of Business

Planning & Budget (P&B) reviewed and discussed the proposal to transfer the BS in Business Administration from CHASS to the School of Business at their October 23, 2018 meeting. The School of Business five-year plan and the steps taken to mitigate budgetary impacts on CHASS promise an effective transition.
Committee responses after Addendum was added.
December 11, 2018

To: Dylan Rodriguez  
Riverside Division Academic Senate

From: Rajiv Gupta, Chair  
Committee on Academic Personnel

Re: Appendix 7 Transfer of Program: UPDATED PROPOSAL - Transfer of the Bachelor of Science Degree in Business Administration to the School of Business

The Committee on Academic Personnel considered the updated proposal to transfer the Bachelor of Science Degree in Business Administration from the College of Humanities, Arts, and Social Sciences to the School of Business. CAP does not have any further comments to provide beyond those expressed in its original response dated October 29, 2018.
October 29, 2018

To: Dylan Rodriguez  
Riverside Division Academic Senate

From: Rajiv Gupta, Chair  
Committee on Academic Personnel

Re: Appendix 7 Transfer of Program: Transfer of the Bachelor of Science Degree in Business Administration to the School of Business

The Committee on Academic Personnel considered the proposal to transfer the Bachelor of Science Degree in Business Administration from the College of Humanities, Arts, and Social Sciences to the School of Business.

Overall CAP found the rationale for establishing a 4-year major in the School of Business to be compelling. It is clear the School of Business will need additional resources to implement the 4-year program. It is stated that the School of Business intends to grow from 32 full-time faculty to 50 full-time faculty to teach the required courses. The advising staff will also grow to deal with the increased load.

However, the proposal does not provide sufficient details to assess the readiness of the School of Business to launch the program. It is not clear if there is a plan to gradually grow the size of the program as more full-time faculty are recruited or whether there is a transition period during which the School of Business will continue to rely on CHASS and others to offer the required courses. While the committee is supportive of the end goals of the proposal, it suggests that the launch date for this program be carefully considered to ensure a smooth transition for the initial cohort of students joining this program.
February 11, 2019

To: Dylan Rodríguez, Chair  
Riverside Division

From: Paul Lyons, Chair  
Committee on Educational Policy

Re: Proposal to Transfer the Pre-Business Program from CHASS to the School of Business

The Committee on Educational Policy (CEP) reviewed the proposal to transfer the Pre-Business program from the College of Humanities, Arts and Social Sciences (CHASS) to the School of Business (BUSINESS) to establish a 4-year undergraduate major in the School at their January 11, 2019 meeting. The Committee voted to support that the proposal has merit with 4 members voting to support the motion, 3 voting against the motion and 2 members abstaining from the vote. However, the Committee did have a robust conversation noting both concerns and strengths of the proposal.

Members noted that the proposal will allow students to have contact with BUSINESS advisors for all 4 years and will also allow for students to attend a BUSINESS led orientation, which will benefit students. Another benefit to students noted by members was that they would be able to directly apply to the 4-year program at the time admissions, which provides assurance for students. Members recognized that the proposal was well articulated and provided much detail for the expansion of BUSINESS’ infrastructure to accommodate a 4-year major.

Members did note concern for the department of Economics as they will lose students. Members also expressed doubt that BUSINESS has sufficient faculty to instruct the projected increased number of students in the program. Members discussed the program’s curriculum and noted concern that the proposal did not include any changes to the curriculum for the first two years of the program. Concern was also noted that the proposed change could impact students’ learning outcomes under the context of diversity and globalization, if the students lose the opportunity to learn the courses under the current curriculum. Although, members recommended that BUSINESS consider offering more courses during the first two years of the program instead of continuing with a mostly CHASS curriculum. Members also noted concern that existing infrastructure in BUSINESS would be able to serve the 4-year program with advising and course offerings.
February 11, 2019

TO: Dylan Rodriguez, Chair
    Academic Senate

FROM: Ad Hoc Committee appointed by the CHASS Executive Committee
      John Briggs
      Kim Yi Dionne
      Shawn Ragan
      Andrews Reath
      Lucille Chia, Chair

RE: Review of the Proposal by SoBA to Convert the Business Administration Major (BSAD) from a Two-Year Upper-Division Major to a Four-Year Major (Document of February 17, 2017; Addendum 1 of May 8, 2018; Addendum 2 of November 13, 2018)

After long and serious discussion of SoBA’s proposal for a four-year undergraduate major in Business Administration, the ad hoc committee appointed by the CHASS Executive Committee wishes to emphasize the paramount importance of the educational welfare of all students at UCR, regardless of college or major. The following points reflect that concern.

The Proposal

Many of the arguments and aspirations in SoBA’s proposal for a four-year BSAD undergraduate major are laudable. SoBA argues that a four-year program would foster a greater sense of community among business students, and that advisors in a four-year Business major would be able to direct first- and second-year students to activities and programs in SoBA (Business learning communities, peer mentoring, mock interview workshops, job shadowing, etc.), to help them find internships earlier in the program, and encourage students to plan study abroad sooner. However, we have serious concerns about the proposal. First, it is not clear that moving to a four-year Business major housed in SoBA is the only or the best way to achieve these goals. Second, we see serious drawbacks for many students who would be in the program.
Options Listed by the External Review
First, we note that the SoBA proposal of February 17, 2017 cites the External Review of SoBA from 2014, which identified four possible models for restructuring the undergraduate program going forward: 1) maintain the status quo; 2) take over the advising of Pre-Business students during their first two years; 3) directly admit freshmen into the Business School; and 4) pursue a hybrid approach that, e.g., could admit the best students into a SoBA Honors program. We find it notable that the External Review does not take a position on which of the four options is best. We agree that option 1 is not desirable, but as far as we can see, options 2 and 4 could achieve the same aims as option 3. For example, dedicated Pre-Business advisors in CHASS coordinating with BSAD advisors could give first- and second-year Pre-Business students the same advising and steer them to all the opportunities that are described in the SoBA proposal. In fact, many such benefits are already available to the Pre-Business students in CHASS, where the pre-existing organizational infrastructure for instruction, advising, learning communities, and connections with other campus resources can be more easily and more economically modified and expanded than for SoBA to expend valuable resources to develop its own program anew. Furthermore, a hybrid model would better use the established strengths of the university by ensuring that Pre-Business students receive the most qualified skills of advising in CHASS and SoBA and helping the latter to develop a premier undergraduate BSAD program.

Academic Principles and the Welfare of UCR Students
Second, we are concerned about the likely impact of option 3 on the liberal arts education of a large number of UCR undergraduates. Under the current system, there are approximately 1200 UCR students in Pre-Business, and approximately 50% are accepted as Business majors. In this respect, the current Pre-Business program serves as a de facto filter for the major. The SoBA proposal projects that its proposed major would raise the percentage who advance from second to third year slightly, to 55%. The new major would therefore not do away with the fact that hundreds of students who initially aspire to become Business majors would need to find a new course of study every year. Almost half of the students in the first two years of the proposed four-year Business major, even if they were more selectively admitted as freshmen, would still leave the major and therefore need advising to move to a workable alternative.

In the proposed four-year Business major, what would happen to the first- and second-year students who did not advance to the third year and had to find a new major? What would be the effect on their progress toward graduation, and UCR’s much-lauded progress in raising graduation rates? Redirecting a student who originally is highly invested in the BSAD major adds time and ultimately requires more resources to graduate the student and may result in lowering graduation rates. There are currently over a thousand lower-division students in CHASS whose Pre-Business program gives them full access to the breadth of options should they change their major. Pre-Business students housed in CHASS are in contact with CHASS advisors who are knowledgeable about the range of studies they might undertake. Entering students are keen to enter the BSAD major as juniors, but while they are lower-division students they have the opportunity to become familiar with available alternatives if their plans were to change.
The proposed four-year BSAD major would create a concentrated professional major in which freshmen and sophomores were advised throughout by advisors dedicated to that professional track, even though close to half those students leave the major. Those advisors would not provide comparable guidance and encouragement to the population of students who we know is likely to change majors – a population in fact likely to become CHASS majors. Just as important, the students who did not advance to the third year of the major would be forced to enter a new College without any substantial contact with CHASS advisors or the knowledge of alternative majors such contact would give them. How many of these students would not be in a position to transfer to any major (e.g., because they had not satisfied that major’s lower division requirements) and would be forced to withdraw from UCR? And a student who is dismissed or discontinued from SoBA (or any other UCR school) must get into good standing through UCR Extension or a UC Summer Session before being readmitted into CHASS. This could mean at least a year of concurrent coursework and causes quite a disruption to the student financially and delays time toward graduation. Even a more highly qualified student in the proposed four-year major would be likely to encounter registration barriers and other challenges upon leaving Business as an advanced freshman or sophomore. Without guidance about actively maintaining options for alternative majors, their prospects at UCR would be diminished. What burdens would be imposed on CHASS advisors and resources by the large number of students leaving SoBA? Would a reduction of the number of CHASS advisors, a likely result of the Business proposal, serve those students? A buildup in SoBA advising would reduce CHASS staffing for advising, where the student-to-advisor ratio is already much too low.

The Provost has made it clear that program changes “should be driven by firm academic principles, that are built upon the foundation of what is in the best interest of the academic program involved and the students we serve…” (Letter of June 22, 2018). Here is a way to look at the current issue. Under both the current configuration (a two-year Pre-Business plus third- and fourth-year Business major) and the proposed four-year Business major, the first two years are likely to serve as a de facto filter. Under which system are the students best served? In our judgment, it is not by the proposed four-year Business major.

1 Figures for 2014 (the latest available giving four-year retention and graduation rates) show that out of a freshman cohort of 658 Pre-Business students, 381 (58%) successfully transitioned to the BSAD major. Of the remaining 277 students (42%), 104 graduated by the summer of their fourth year, which gives a graduation rate of 37.5%, far lower than the overall CHASS fourth-year graduation rate of 86.4% for 2014. We suggest that for a four-year BSAD program, those students who do not advance beyond the second year will be even less prepared to switch to a new major and quite possibly be even less likely to be retained or to graduate in four years (source: Institutional Research office).

2 The CHASS student:advisor ratio is currently about 431:1; the National Academic Advising Association (NACADA) recommends a ratio of about 296:1. https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisor-Load.aspx
Indeed, timely guidance provided by CHASS advisors in the current arrangement increases the likelihood of higher retention at the university, whether they are accepted into the BSAD major or end up in another major. It also contributes to students’ satisfaction with their experience on campus, their success after graduation and, in the long run impacts alumni support.

The Questionable Professionalization of Lower-Division Education

Although SoBA’s proposal indicates that breadth requirements will not change with the four-year plan, we note that in Fall 2018, SoBA created nine minors for its BSAD program (“Majors with Administrative Studies Components” in the UCR General Catalog, p. 156). These minors mirror many of the nine tracks of Administrative Studies, thereby creating some redundancy. Does this mean that in a future program review SoBA will recommend phasing out Administrative Studies, which is housed in CHASS? Does this suggest that in the future SoBA will propose that its students’ breadth requirements be satisfied by taking courses offered mainly by SoBA? A professionalization of breadth offerings would run counter to the liberal arts tradition that informs UCR’s lower-division breadth requirements.

An ambitious expansion of SoBA’s undergraduate program should not be viewed as a zero-sum game. The June 22, 2018 letter from Provost Larive to Deans Peña and Wang states that program changes would be revenue neutral and that CHASS would be “held harmless.” However, the Provost also says in that letter, as we have noted, that any such change “should be driven by firm academic principles.” We are skeptical that the expansion would take place without creating inefficient and questionable duplication of courses (e.g. Business versions of basic Economics offerings) and an ever-stronger tendency to professionalize undergraduate education.

As a case in point, we are concerned about the idea put forward in a recent memo from the SoBA Executive Committee: that the Administrative Studies Program (ASP) in CHASS be transferred to SoBA. Given that Administrative Studies is an interdepartmental program in CHASS involving Art History, Economics, History, Political Science, and Sociology, and that it currently enrolls approximately five hundred students who are majors in those departments, it is difficult to understand SoBA’s suggestion that the AS program would be more appropriately housed in Business. The largest population of AS is in Economics, where the program includes very few Business courses. Similarly, the Art History/Administrative Studies major

3 Historical perspective: When Business Administration was housed in CHASS, the descriptions of Administrative Studies and Business Administration programs were located in the same part of the catalog. When Business Administration split from CHASS and became part of SoBA, the catalog did not reflect this change. Instead, Administrative Studies remained under the Business Administration heading. It should have been removed from that location and moved into its own location in the catalog. Presently, the CHASS Executive Committee is trying to clarify the catalog copy by making it stand alone under its own subject code (ADST) in the catalog.
requires that art history courses be taken every year of a student’s career, while business courses only appear in years 2 and 4. While that department forcefully acknowledges that the business-aspect of the major to be a significant added value, the foundation of the degree is strongly and specifically situated in Art History. A recent memo from the co-chairs of Sociology strenuously objects to the notion that its ASP students would be better served in Business. A similar response is likely from other ASP departments. Senate deliberations about any such changes would be likely to elicit additional opposition. How would UCR’s undergraduates, whatever their majors, be served by such a change?4

The SoBA Ranking in Comparison with Local and National Schools

Finally, we strongly suggest that SoBA’s aspirations to elevate the standing of its undergraduate program would be better served if it looks beyond other schools in Southern California, most of which are ranked far lower than UCR’s undergraduate BSAD program. The highest ranked programs in the country (see https://www.usnews.com/best-colleges/rankings/business-overall ) such as Wharton School at the University of Pennsylvania, MIT’s Sloan School of Management, and UC Berkeley’s Haas School of Business, all emphasize interdisciplinary, interdepartmental pathways for their undergraduate business students, rather than a program that narrowly focuses on courses and activities offered by the business school itself. Perhaps SoBA’s undergraduate program should consider this approach? A number of recent publications in the business press recommend it.5

Conclusion:

Several committees, departments, and faculty groups have voiced serious concerns about the BSAD proposal. We strongly recommend that SoBA address these concerns before submitting it for the full Senate’s consideration.

4 Based on the Fall 2018 enrollment figures, if all the students in Pre-Business (1,234), Business Preparatory (79, for transfer students) and Administrative Studies (488) were transferred to SoBA, this would mean that CHASS enrollment would lose 17.1% of its students (source: Institutional Research).


Oliver Staley, "If you majored in the humanities, you really should apply to Harvard Business School," Quartz, March 9, 2016.
The Graduate Council reviewed and discussed the revised proposal to transfer the BS degree in Business Administration to the School of Business at their December 13, 2018 meeting. The Council did not feel the proposal had any effect on graduate students and therefore was supportive.
To: Dylan Rodriguez, Chair  
Riverside Division

From: Katherine Kinney, Chair  
Committee on Planning and Budget

RE: UPDATED - Transfer of the Bachelor of Science Degree in Business Administration to the School of Business

Planning & Budget (P&B) reviewed and discussed the revised proposal to transfer the BS in Business Administration from CHASS to the School of Business at their January 22, 2019 meeting. P&B was supportive of the proposal.
Proposer’s responses to committees.
Dear Chair Rodriguez:

We have received the response from the Committee on Academic Personnel (CAP) regarding the School of Business’s proposal for a four-year business major. Overall CAP is supportive of the four-year business major, and noted two points for further consideration. In this response, we address CAP’s comments. Their two primary concerns are the need for increased faculty and staff support for a four-year business major and the implementation of the four-year business major. In the pages that follow, we have briefly summarized our understanding CAP’s comments (in bold), followed by the actual CAP comment (in italics), and subsequently, and our response (in regular font).

Best regards,

Elaine Wong
Associate Dean of the Undergraduate Business Program
Associate Professor of Management
School of Business
School of Business Response to Committee on Academic Personnel Comments
March 13, 2019

We appreciate the Committee on Academic Personnel’s (CAP) support for the four-year business major as well as the committee members’ thoughtful points for consideration. In this response, we address CAP’s comments. Their two primary comments are the need for increased faculty and staff support for a four-year business major and the implementation of the four-year business major. Below we have briefly summarized our understanding CAP’s comments (in bold), followed by the actual CAP comment (in italics), and subsequently, our response (in regular font).

The Committee on Academic Personnel considered the proposal to transfer the Bachelor of Science Degree in Business Administration from the College of Humanities, Arts, and Social Sciences to the School of Business.

Concern 1: School of Business resources needed to support a four-year business major. CAP expressed the need for increased faculty and academic advising support.

Overall CAP found the rationale for establishing a 4-year major in the School of Business to be compelling. It is clear the School of Business will need additional resources to implement the 4-year program. It is stated that the School of Business intends to grow from 32 full-time faculty to 50 full-time faculty to teach the required courses. The advising staff will also grow to deal with the increased load.

Response: We thank the committee for this observation and support of the need for the School of Business growth. As the curriculum and coursework for the first two-years of the proposed four-year major would remain the same, there would be no need for growth in faculty. However, we have been growing our faculty in an effort to move to more ladder-rank faculty over lecturers, particularly in the undergraduate business program. Additionally, our professional masters programs have been successful and more faculty are needed to support the growth and demand for these programs. Our faculty currently consists of 41 full-time faculty members. With regard to the academic advising staff, we will aim to maintain National Academic Advising Association (NACADA) standards. As presented in our proposal, we would aim to have six academic advisors, which would support the approximate 2400 student major at a ratio of 1:400.

Concern 2: Implementation of the four-year business major proposal. CAP highlighted the complexity of the transition to the four-year business major and suggested consideration of the launch date.

However, the proposal does not provide sufficient details to assess the readiness of the School of Business to launch the program. It is not clear if there is a plan to gradually grow the size of the program as more full-time faculty are recruited or whether there is a transition period during which the School of Business will continue to rely on CHASS and others to offer the required courses. While the committee is supportive of the end goals of the proposal, it suggests that the launch date for this program be carefully considered to ensure a smooth transition for the initial cohort of students joining this program.
Response: We appreciate the detailed questions regarding the transition to the four-year major. The University is expected to see increasing numbers of student enrollment; we expect the School of Business to grow in relation to the student growth at the University level. Following current policy, student enrollment targets will be closely discussed amongst the leadership teams and the admissions office. For the initial transition, leadership has discussed admitting a slightly smaller cohort of approximately 460 students to ensure the successful transition of these students. Although coursework will not be different, other practices will be, such as the advising of these students, which would now be through School of Business rather than CHASS. The School of Business advising team is developing strategies to maintain graduation and retention rates by establishing milestones or benchmarks that will provide guidance for both students and advisors, promoting more proactive rather than reactive advising strategies, and having a course enrollment coordinator communicate with other colleges offering pre-requisite courses about enrollment needs.

Although we expect these processes to increase retention rate of students in the business major, we recognize that some students will need to transition from one school to another. Currently, most pre-business students who do not make it into the major transition to CHASS majors (e.g., economics and administrative studies). Under the four-year structure, the opportunities for major change remain the same, given students will complete the same coursework in their first two years, and will therefore still be familiar with available alternatives if their plans were to change. Further, early discussions have been made between CHASS advising and Business advising as to how advisors will work together to support students who are not successful in business. As part of these preliminary discussions, there will be increased coordination between the UG Business Program Office and the transition advisor in CHASS.

Lastly, we appreciate that the launch date should be made with careful consideration of the transition process. If the proposal is approved, School of Business leadership will establish a four-year business major transition work group involving members from the Business, CHASS, Office of Admissions, and Institutional Research to oversee the smooth transition. One of the tasks of this group will be to work with leadership to determine the revised launch date of the program since the original implementation date stated in the proposal has since passed.

We thank the Committee on Academic Personnel for their support of the end goals of the four-year business major proposal. We appreciate the opportunity to further detail faculty and staff support for the four-year major as well as the four-year business program implementation.
Dear Chair Rodriguez:

We have received the response from the Committee on Educational Policy (CEP) regarding the School of Business’s proposal for a four-year business major. CEP is supportive of the four-year business major, but noted several points for further consideration. In this response, we address CEP’s comments. Their comments primarily concern the potential loss of students in Economics, faculty sufficiency, and curriculum. In the pages that follow, we have briefly summarized our understanding CEP’s comments (in bold), followed by the actual CEP comment (in italics), and subsequently, our response (in regular font).

Best regards,

Elaine Wong
Associate Dean of the Undergraduate Business Program
Associate Professor of Management
School of Business
School of Business Response to Committee on Educational Policy Comments
March 13, 2019

We appreciate the Committee on Educational Policy’s (CEP) support for the four-year business major as well as the committee members’ thoughtful points for consideration. In this response, we address CEP’s comments. CEP’s comments primarily concern the potential loss of students in Economics, faculty sufficiency, and curriculum. Below we have briefly summarized our understanding CEP’s concerns (in bold), followed by the actual CEP concern (in italics), and subsequently, our response (in regular font).

The Committee on Educational Policy (CEP) reviewed the proposal to transfer the Pre-Business program from the College of Humanities, Arts and Social Sciences (CHASS) to the School of Business (BUSINESS) to establish a 4-year undergraduate major in the School at their January 11, 2019 meeting. The Committee voted to support that the proposal has merit with 4 members voting to support the motion, 3 voting against the motion and 2 members abstaining from the vote. However, the Committee did have a robust conversation noting both concerns and strengths of the proposal.

Members noted that the proposal will allow students to have contact with BUSINESS advisors for all 4 years and will also allow for students to attend a BUSINESS led orientation, which will benefit students. Another benefit to students noted by members was that they would be able to directly apply to the 4-year program at the time admissions, which provides assurance for students. Members recognized that the proposal was well articulated and provided much detail for the expansion of BUSINESS’ infrastructure to accommodate a 4-year major.

Concern 1: CEP expressed concerns that Economics may lose students with the four-year business major.

Members did note concern for the department of Economics as they will lose students.

Response: The University is expected to see increasing numbers of student enrollment; we expect the School of Business to grow in relation to the student growth at the University level. Following current policy, student enrollment targets will be closely discussed amongst the leadership teams and the admissions office. For the initial transition, leadership has discussed admitting a slightly smaller cohort of approximately 460 students to ensure the successful transition of these students. Thus, as the most common alternative major to business is economics and administrative studies, by admitting a smaller cohort of students in business, the economics department may see their numbers increase.

Concern 2: CEP is concerned about faculty sufficiency.

Members also expressed doubt that BUSINESS has sufficient faculty to instruct the projected increased number of students in the program.

Response: We thank the committee for this observation and their support of the need for the School of Business growth. As the curriculum and coursework for the first two-years of the
proposed four-year major would remain the same, there would be no need for growth in faculty. However, we have been growing our faculty in an effort to move to more ladder-rank faculty over lecturers, particularly in the undergraduate business program. Additionally, our professional masters programs have been successful and more faculty are needed to support the growth and demand for these programs. Our faculty currently consists of 41 full-time faculty members.

**Concern 3:** CEP is concerned that the four-year major would not have any change in the first two years of course curriculum, may impact learning outcomes on diversity and globalization and that other business courses should be offered instead of continuing with a mostly CHASS curriculum.

*Members discussed the program’s curriculum and noted concern that the proposal did not include any changes to the curriculum for the first two years of the program. Concern was also noted that the proposed change could impact students’ learning outcomes under the context of diversity and globalization, if the students lose the opportunity to learn the courses under the current curriculum. Although, members recommended that BUSINESS consider offering more courses during the first two years of the program instead of continuing with a mostly CHASS curriculum. Members also noted concern that existing infrastructure in BUSINESS would be able to serve the 4-year program with advising and course offerings.*

**Response:** The committee noted that we did not propose any curriculum changes to the first two years of the proposed four-year major. Business currently follows the same breadth requirements as CHASS and the proposal maintains the same breadth requirements and foundational coursework. The foundational coursework needed for success in the business major includes psychology, sociology, economics, philosophy, math, statistics and computer science amongst other fields. In our Fall 2018 curriculum review of pre-requisites and breadth requirements at top ten undergraduate business programs, our undergraduate program committee learned that one of our program strengths is the interdisciplinary nature of our curriculum. By following CHASS breadth requirements, our students have and will continue to have a strong interdisciplinary background. For instance, other comparison schools do not require a full year of foreign language, which our students must complete. Having this background in our global marketplace may advantage our students over our competitors’ graduates.

The committee also voiced concern over how the four-year business major might impact the learning outcome of diversity and globalization. One of the ways in which students can meet this learning outcome is through internships. Through the four-year business major, students will be exposed to the importance of internships as soon as their freshman and sophomore years and will be encouraged to engage in undergraduate business programs that support their professional development. Additionally, a recent change in the undergraduate business program is that students are now being advised to complete their intended concentration course by the end of their sophomore year (i.e., termed floating core since the specific quarter in which they take this “floats” and the core is dependent on their intended concentration). For example, students who are interested in marketing should take the core marketing course by the end of their sophomore year. This change will allow them to have necessary foundational knowledge needed for internships earlier in their academic careers.
A second way in which students can meet this learning outcome is by studying abroad. Currently, most students study abroad in their junior or beginning of their senior year. Although Business already has a high participation rate in study abroad, one obstacle to even higher numbers is that when students enter the major, they often find themselves in a rush to take the core concentration courses. Now that we are promoting completing one of these before the end of their sophomore year, they will have more flexibility in their schedule, which could better support study abroad. A four-year major can also help this objective by having long-term advisors who work with the students from day one. In this case, students interested in studying abroad can work with their advisors early on to plan for study abroad.

A third CEP concern with the curriculum is that perhaps business should offer more courses in the first two years rather than following CHASS. We appreciate this point and indeed it is one that our undergraduate program committee has considered. Again, in our Fall 2018 curriculum review of pre-requisites and breadth requirements at top ten undergraduate business programs, our undergraduate program committee learned that one of our program strengths is the interdisciplinary nature of our curriculum. Additionally, with the change to a floating core, business majors will be taking more business courses earlier in their academic career.

Lastly, CEP expressed concern over the School of Business’s need to support the larger program both in terms of advising and course offerings. With regard to the academic advising staff, we will aim to maintain National Academic Advising Association (NACADA) standards. As presented in our proposal, we would aim to have six academic advisors, which would support the approximate 2400 student major at a ratio of 1:400. For course offerings, we utilize software as well as survey students yearly in order to predict course interest and course enrollment in our core and concentration courses, so if more sections of courses are needed, we will work to meet student needs. For instance, for the upcoming academic year, we used this data and determined the need to offer more core business courses.

We thank the Committee on Educational Policy for their support of the four-year business major proposal. We appreciate the opportunity to further detail faculty and staff support for the four-year major as well as the four-year business program curriculum.
TO: Dylan Rodriguez, Chair  
Riverside Division

FR: Elaine Wong, Associate Dean of the Undergraduate Business Program  
School of Business

RE: Response to CHASS Executive Committee’s ad hoc committee regarding concerns with the School of Business four-year business major proposal

Date: March 13, 2019

______________________________________________________________________________

Dear Chair Rodriguez:

We have received the report generated by the ad hoc committee appointed by the CHASS Executive Committee (EC) regarding the School of Business’s proposal for a four-year business major. In this response, we address the CHASS EC ad hoc committee’s concerns. Their two primary concerns are the re-structure of the business major and potential drawbacks for students in a four-year business major program. These concerns are very thoughtfully detailed, so we have further broken them down into a total of eight issues. On the pages that follow, we first provide an executive summary (pages 2-4), and second, our full response (pages 5-30).

Best regards,

Elaine Wong  
Associate Dean of the Undergraduate Business Program  
Associate Professor of Management  
School of Business
Executive Summary
School of Business Response to CHASS ad hoc committee Concerns
March 13, 2019

The School of Business (Business) has proposed a four-year business major, which will allow students to apply for direct admission into the business major as freshmen. Business received feedback from an ad hoc committee appointed by the CHASS Executive Committee (EC) and we are grateful for the opportunity to provide a response. Below we have briefly summarized our understanding of the CHASS ad hoc committee’s concerns (in bold) and our response (in regular font). The full response to the CHASS ad hoc committee follows this summary (pages 5-30).

The CHASS ad hoc committee’s comments and our response should be read within the context of issues with the current program structure and our goal of improving students’ success and experience. As currently structured, students wishing to major in business complete their pre-requisites and breadth requirements as Pre-Business (PRBS) students in CHASS typically in their freshman and sophomore years, and apply to the Business Administration Major (BSAD) typically by their junior year. Although this structure succeeds in some aspects, for example, by providing students with a broad liberal arts education, it also creates significant challenges. Surveys of current business students report a lack of support and community, and half of PRBS students fail to successfully become eligible for the business major. Additionally, current business students assert that a four-year business major would aid their experience with academic advising, exposure and access to internships, industry and peer network development, and ultimately improve their undergraduate experience. Thus, the goals of the proposal are to maintain the educational strengths of the current program, while also increasing students’ interaction with experienced business faculty from day 1, giving students a clear home that develops their identification with the program, fostering a sense of community that enhances overall learning experiences, and clarifying accountability and responsibility for the program’s development and management.

Concern 1: Method of restructuring the Undergraduate Business Program. An external review team recommended restructuring the business major. CHASS suggests that the four-year business major may not be the best option among the suggested alternatives. Other options listed by the external review should be considered, in particular, Options 2 and 4.

- Option 2 suggests that the current structure is maintained, while Business takes over the advising of students in the pre-business program that is housed in CHASS. We do not believe that this option is in the best interest of students because students are best served when advisors are all housed in the same college that owns and manages the program. More to the point, having Business advisors advising pre-business students would not contribute to achieving the stated goals of the proposal, such as increasing students’ interaction with experienced business faculty from day 1, giving students a clear home that develops their identification with the program, and fostering a sense of community that enhances overall learning experiences. Additionally, the current structure of advising at UCR requires that advising be done by the college in which the major is housed. Even if this could be changed, it would give rise to issues in the personnel management process (e.g., reporting relationships).

- Option 4 suggests pursuing a hybrid approach in which honor or top students would be directly admitted into a four-year business major, whereas other students will remain in the current structure (i.e., pre-business in CHASS and applying to the business major by the end of the sophomore year). We do appreciate the recognition by the CHASS ad hoc committee that a four-year business major would be good for some students; we argue that it would be good for all students who wish to major in business. We are also concerned that implementing this dual stream into the business major might promote a sense of elitism among students who were admitted for four years and a sense of inequality
and inadequacy among those who were admitted for only two years. Practically, such a structure could benefit those students who are directly admitted into the major, but wouldn’t address our stated goals described above for the remaining students (e.g., building a sense of community).

• Option 3 suggests converting the business major (currently an upper division two-year major) into a four-year major with direct admission, and was selected because it is in the best interest of all students who wish to major in business. A four-year major will improve the overall students’ experience in critical areas such as admission, curriculum, and professional development. In particular, as we explained in the proposal, we maintain that offering a four-year business major would enhance the program quality, foster a greater sense of community, enable us to better recruit, engage, mentor, and provide leadership opportunities for business major students, and enhance the professional services we can offer to students, employers, and alumni. This, in turn, would increase the internal retention rate and on-time graduation. Also, the proposal is in line with the current industry norms in business education.

Concern 2: Liberal arts education of a large number of UCR undergraduates. Given that currently approximately 50% of Pre-Business students do not become eligible to be admitted into the business major, CHASS is concerned about how, in a four-year major, we would handle students who are struggling in the major.

• First, a smaller cohort would be initially admitted into the four-year business major to ensure that the vast majority of students would meet our Minimum Progress Criteria and will remain in the major. Direct admission standards for the four-year major have been carefully considered and discussed with both Institutional Research and the Office of Admissions to determine criteria (e.g., AIS scores and other high school preparations) that would make it likely that students succeed in the business program.

• Second, the School of Business advising team is developing strategies to maintain graduation rates and increase retention rates by establishing milestones or benchmarks that will provide guidance for both students and advisors, promote more proactive rather than reactive advising strategies, and have a course enrollment coordinator communicate with other colleges offering pre-requisite courses about enrollment needs.

• Third, in an effort initiated by both Business and CHASS academic advisors, early discussions have been held to outline how Business and CHASS advisors will work together to support students who are not successful in business. As part of these preliminary discussions, there will be increased coordination between the Undergraduate Business Program Office and the transition advisor in CHASS.

Concern 3: Alternative majors for students who are not successful in the business major. CHASS is concerned about the advising and coursework for transition if a student were to be unsuccessful in the business major.

• As the business major curriculum (including breadth courses) will not change, students will have the same alternative major options that currently exist for students who do not transition to the business major, with the most popular alternative majors being economics and administrative studies and media and cultural studies. Moreover, they will not have taken unusable credits, since many of the business lower division requirements also serve to fulfill breadth requirements (that also mirror the breadth requirements of CHASS).

Concern 4: CHASS is concerned that students are not best served with a four-year business major structure.

• As articulated in our response to Concern 1, option 3, a four-year business major is in the best interests of business students for multiple reasons, including those related to student success such as admission, curriculum, and professional development (see original proposal, and pages 7-9 of the full
response). Additionally, in our Winter 2019 survey, current business majors (n=825) noted a four-year major would expose them earlier on to internships, help establish vital connections with industry professionals and faculty in their discipline, and provide improved advising that comes with getting to know one’s students (Figure 4 in the full response). In total, 68% of respondents reported that four-year major would enhance their undergraduate experience (7% disagreed and 25% were neutral).

Concern 5: Professionalization of lower-division education. CHASS expressed concern over potential overlap of the Business Minor with other majors and the possibility of professionalizing breadth requirements.

- The Business Minor was revised in 2018 in response to department chairs across campus who requested that Business create tracks or functional minors for their majors. This request was because their students found the general minor was difficult to achieve (given the high unit requirement) and less interesting because the students desired a business specialization to complement their majors. To this end, after examination by our undergraduate program committee of top tier business programs’ minors, we decreased the number of courses for the minor and offered functional minors that mirror the seven business areas of concentration in the business major.

- The CHASS ad hoc committee also expressed concern about potential professionalization of breadth requirements. As previously noted, the proposal is clear that we will continue to follow CHASS breadth requirements and have our students educated by our colleagues in CHASS, CNAS and Bourns in these important foundational courses.

Concern 6: Professionalization of undergraduate education. CHASS is concerned that with the growth of the business program, there would be duplication of courses and increased professionalization of undergraduate education.

- We are unclear as to why this perception that Business would want to duplicate other departments’ coursework has arisen. To the contrary, Business has worked with other departments, such as Economics, to ensure that no duplication occurs.

Concern 7: Administrative Studies Program. CHASS is concerned that the School of Business wants to house this major.

- Business does not wish to house the Administrative Studies Program, and supports the movement of the Administrative Studies Program catalog description to CHASS. We further note that these majors would be a good alternative for those who decide to transfer to CHASS or who do not make it into the four-year program after their first two years.

Concern 8: Business should focus on national comparisons. CHASS is concerned that Business should study higher-ranked programs and recognize the interdisciplinary nature of these undergraduate business programs.

- We have benchmarked our program at both the national (see original proposal as well as Table 1 in the full response) and local levels (see response to Special Review Committee report as well as Table 2 in the full response). As both Tables indicate, at both the national and local levels, four-year business programs are the norm. We have also conducted curriculum reviews, benchmarking against top-ranked undergraduate business programs, and found that we compare favorably especially along the dimension of providing a strong interdisciplinary foundation, which is why we will seek no curriculum changes to our degree and continue to follow the CHASS breadth requirements.

We thank the CHASS ad hoc committee for their time and thoughtful detailing of their concerns. CHASS and the School of Business share the common goal of ensuring student success. In this response, we have clarified and illustrated how a four-year business program is in the best interest of students interested in pursuing business.
School of Business Response to CHASS ad hoc committee Concerns  
March 13, 2019

In this response, we address the CHASS EC ad hoc committee’s concerns. Their two primary concerns are the re-structure of the business major and potential drawbacks for students in a four-year business major program. These concerns are very thoughtfully detailed, so we have further broken them down into a total of eight issues. We structure the response such that we summarize our understanding of the CHASS EC ad hoc committee concerns (in bold), followed by the actual CHASS EC ad hoc committee concern (in italics), and subsequently, our response (in regular font).

The CHASS ad hoc committee’s comments and our response should be read within the context of issues with the current program structure and goal to improve students’ success and experience. As currently structured, students wishing to major in business complete their pre-requisites and breadth requirements as Pre-Business (PRBS) students in CHASS typically in their freshman and sophomore years and apply to the Business Administration Major (BSAD) typically by their junior year. Although this structure succeeds in some aspects, for example, by providing students with a broad liberal arts education, it also creates significant challenges. Surveys of current business students report a lack of support and community, and half of PRBS students fail to successfully become eligible for the business major. Additionally, current business students assert that a four-year business major would aid their experience with academic advising, exposure and access to internships, industry and peer network development, and ultimately improve their undergraduate experience. Thus, the goals of the proposal are to maintain the educational strengths of the current program, while also increasing students’ interaction with experienced business faculty from day 1, giving students a clear home that develops their identification with the program, fostering a sense of community that enhances overall learning experiences, and clarifying accountability and responsibility for the program’s development and management. As the ad hoc committee’s comments made clear, CHASS and the School of Business share the common goal of ensuring student success. In this response, we hope to clarify some misconceptions and illustrate that a four-year business program is in the best interest of students interested in pursuing business.

After long and serious discussion of SoBA’s proposal for a four-year undergraduate major in Business Administration, the ad hoc committee appointed by the CHASS Executive Committee wishes to emphasize the paramount importance of the educational welfare of all students at UCR, regardless of college or major. The following points reflect that concern.

The Proposal
Many of the arguments and aspirations in SoBA’s proposal for a four-year BSAD undergraduate major are laudable. SoBA argues that a four-year program would foster a greater sense of community among business students, and that advisors in a four-year Business major would be able to direct first- and second-year students to activities and programs in SoBA (Business learning communities, peer mentoring, mock interview workshops, job shadowing, etc.), to help them find internships earlier in the program, and encourage students to plan study abroad sooner. However, we have serious concerns
about the proposal. First, it is not clear that moving to a four-year Business major housed in SoBA is the only or the best way to achieve these goals. Second, we see serious drawbacks for many students who would be in the program.

Concern 1: Method of restructuring the Undergraduate Business Program. An external review team recommended restructuring the business major. CHASS suggests that the four-year business major may not be the best option among the suggested alternatives. Other options listed by the external review should be considered, in particular, Options 2 and 4.

Options Listed by the External Review
First, we note that the SoBA proposal of February 17, 2017 cites the External Review of SoBA from 2014, which identified four possible models for restructuring the undergraduate program going forward: 1) maintain the status quo; 2) take over the advising of Pre-Business students during their first two years; 3) directly admit freshmen into the Business School; and 4) pursue a hybrid approach that, e.g., could admit the best students into a SoBA Honors program. We find it notable that the External Review does not take a position on which of the four options is best. We agree that option 1 is not desirable, but as far as we can see, options 2 and 4 could achieve the same aims as option 3. For example, dedicated Pre-Business advisors in CHASS coordinating with BSAD advisors could give first- and second-year Pre-Business students the same advising and steer them to all the opportunities that are described in the SoBA proposal. In fact, many such benefits are already available to the Pre-Business students in CHASS, where the pre-existing organizational infrastructure for instruction, advising, learning communities, and connections with other campus resources can be more easily and more economically modified and expanded than for SoBA to expend valuable resources to develop its own program anew. Furthermore, a hybrid model would better use the established strengths of the university by ensuring that Pre-Business students receive the most qualified skills of advising in CHASS and SoBA and helping the latter to develop a premier undergraduate BSAD program.

Response: We appreciate this reference to the external review. We carefully considered all options before submitting our initial proposal and concluded that the external review committee’s recommendation that we directly admit freshmen into the School of Business would provide the best learning environment for our students. Here, we briefly summarize our logic for why we did not consider Options 2 and 4 to be sufficient, and then discuss how Option 3 will enhance students’ educational welfare.

One suggestion by the external review team was to maintain the current structure of the program, but for the School of Business to take over advising of students in the pre-business program that is housed in CHASS (Option 2). Although this option could indeed improve some student outcomes, particularly in terms of helping students to navigate their degree from the outset, having Business advisors advising pre-business students would not contribute to achieving the stated goals of the proposal, such as increasing students’ interaction with experienced business faculty from day 1, giving students a clear home that develops their identification with the program, and fostering a sense of community that enhances overall learning experiences. These
fundamental issues are in addition to logistical concerns, such as whether and how it would be possible for advisors from one college to advise students housed in a different college, because current UCR policy is that advising must be done by the college in which the major is housed. Even if this policy could be changed, personnel management would be complex; for instance, to whom would these advisors report and how would their evaluations be conducted? In short, tailoring advising for our students is a necessary, but not sufficient, step in improving student outcomes, and thus Option 2 falls short in achieving the goals of the current undergraduate business program.

The external review committee also offered a hybrid approach, in which honor or top students would be admitted directly into a four-year honors business major, whereas other students will remain in the current structure (i.e., pre-business in CHASS and applying to the business major by their junior year, Option 4). We considered this possibility to be an inferior option for both philosophical and practical reasons. Philosophically, we are concerned that adopting such a structure would run counter to our values of inclusivity and community. Creating one group of students who are connected with the school since matriculation and a second group that joins them midway through the program is antithetical to our mission and could foster the unintended consequence of elitism among students who were admitted for four years and a sense of inequality and inadequacy among those who were admitted for only two years. Practically, such a structure could benefit those students who are directly admitted into the major, but wouldn’t address our stated goals described above for the remaining students (e.g., building a sense of community).

In contrast to the options discussed above, converting the business major (currently an upper division 2-year major) into a 4-year major with direct admission comprehensively addresses the issues created by the current program structure, and is in the best interests of business students for multiple reasons, including those related to student success such as admission, curriculum, and professional development.

First, with regard to admission, students interested in business want to be directly admitted or receive some assurance that they will be in the School of Business. We arrive at this conclusion based on a large-scale brand assessment project (managed by SimpsonScarborough and MindPower) conducted by the School of Business in 2015/16. Both qualitative (e.g., focus groups) and quantitative data (online and phone surveys) were collected. Among the groups that were surveyed were School of Business current business administration (BSAD) majors, pre-business (PRBS) students, business students at competitive schools, students who were admitted to the PRBS program but did not enroll, and prospective high school students. Overall, 163 prospective students and 136 current students were surveyed. Prospective students were asked (among other questions) why they would not consider UCR School of Business for their business major. The survey found that the top reason was that UCR is perceived as lower-tier UC School (47%). The second reason was that students could not apply directly to the business major they are interested in (36%). These findings indicate that allowing direct admission to the business major would encourage more high school students to apply to the business major at UCR. Joining a department at the start will attract more high-quality students, which in turn will positively influence students’ engagement in business student organizations, and ultimately
develop students’ sense of community and belonging as well as their networks early in their academic career at UCR.

Second, in our curriculum and programming we are inspired by our peer and top-ranked institutions. At the time the proposal was written the UCR School of Business undergraduate business program was ranked #80 (in 2016). Sixty-three of the 79 undergraduate business programs ranked above were “direct admit” or “assured admit” programs that essentially guarantee that students will have a space in the business major from the very first day they step on campus (Table 1). Twelve other undergraduate business programs were also ranked #80 and all were four-year business programs. A more recent examination of the local market in 2018 (Table 2) revealed that primary competitors to our four-year program are all direct admit, four-year programs, and aspirant schools that have traditionally had two-year programs are making similar transitions to a four-year major. For example, Ohio State recently made this transition and has reported improvement in their internal retention rate by 10% in year 2 and 19% in year 3, and an increase in the quality of their incoming business major class ACT scores from 27.7 in 2011 to 29 in 2017 as a result. In short, a four-year program is the norm for students pursuing an undergraduate business degree.

Our data analysis also suggests that transition to a four-year major would result in significant improvement in the internal retention rate. Although our initial proposal estimated an increase from 50% to 55%, revisions to the GPA for continuation in the major (see Appendix A for this Addendum) and developments in admissions and advising have resulted in more recent estimates of 75% retention under the new program structure. In part, this will occur though longer-term academic advising, in which students will work with their advisors over a period of four years. The School of Business advising team is developing strategies to maintain graduation and retention rates by establishing milestones or benchmarks that will provide guidance for both students and advisors, promoting more proactive rather than reactive advising strategies, and having a course enrollment coordinator communicate with other colleges offering pre-requisite courses about enrollment needs (for more details, see response to Concern 2 below). Ultimately, by streamlining processes and engaging in more proactive and holistic advising, we will be able to achieve higher retention rates than what might be expected under other structures.

Lastly, we seek the four-year major in order to promote the success of our students once they graduate from UCR. We are proud of our School’s 95% graduation rate. However, we must seriously consider other markers of success, which for our students, who seek professional degrees, is job placement after graduation. The 2017 First Destination Survey measurement of graduation status indicates that at six months post-graduation, only 48% of UCR business student graduates are in full-time employment and 32% are still seeking employment (Figure 1). This is not surprising given that only 36% of current business students report participating in an internship (Fall 2017 School of Business Survey of students in core courses, n=911). A growing body of research indicates that beyond coursework, college reputation and GPA, the most important factors influencing hiring decisions involve the application of course concepts through internships and paid and unpaid jobs (Figure 2).1 Thus, a four-year major would benefit our

---

students in the following ways. First, employers want to directly recruit from business. A four-year program provides employers more direct accessibility to students as early as their freshman and sophomore years. As such, a four-year major may help to attract a larger pool of employers, who are interested in established partnerships with our School and the UCR Career Center. Second, a four-year major would allow earlier communication with students about the importance of taking part in an internship. In a Winter 2019 survey of over 800 current business majors, they note that although they have received adequate guidance on pre-business coursework from their pre-business academic advisors, they are not learning about the importance of internships from their pre-business academic advisors (Figure 3). This is concerning as students should take part in internships during the summer of their sophomore and junior year and again between their junior and senior year. As internships are frequently identified and arranged during fall of the sophomore year while students are still pre-business, by not learning the importance of internships early on, our Business students are at a disadvantage for obtaining permanent positions by graduation. Industry practice is that a majority of companies use their internship pools to identify potential permanent employees. Thus, in the same survey, current business majors also recognize that with a four-year major they would be exposed earlier on to internships, establish vital connections with industry professionals, and receive improved advising that comes with getting to know one’s students (Figure 4). In total, 68% of respondents reported that four-year major would enhance their undergraduate experience (7% disagreed and 25% were neutral).

**Concern 2: Liberal arts education of a large number of UCR undergraduates.** Given that currently approximately 50% of Pre-Business students do not become eligible to be admitted into the business major, CHASS is concerned about how, in a four-year major, we would handle students who are struggling in the major.

**Academic Principles and the Welfare of UCR Students**

Second, we are concerned about the likely impact of option 3 on the liberal arts education of a large number of UCR undergraduates. Under the current system, there are approximately 1200 UCR students in Pre-Business, and approximately 50% are accepted as Business majors. In this respect, the current Pre-Business program serves as a de facto filter for the major. The SoBA proposal projects that its proposed major would raise the percentage who advance from second to third year slightly, to 55%. The new major would therefore not do away with the fact that hundreds of students who initially aspire to become Business majors would need to find a new course of study every year. Almost half of the students in the first two years of the proposed four-year Business major, even if they were more selectively admitted as freshmen, would still leave the major and therefore need advising to move to a workable alternative.

In the proposed four-year Business major, what would happen to the first- and second-year students who did not advance to the third year and had to find a new major? What would be the effect on their progress toward graduation, and UCR’s much-lauded progress in raising graduation rates? Redirecting a student who originally is highly invested in the BSAD major adds time and ultimately requires more resources to
graduate the student and may result in lowering graduation rates. There are currently over a thousand lower-division students in CHASS whose Pre-Business program gives them full access to the breadth of options should they change their major. Pre-Business students housed in CHASS are in contact with CHASS advisors who are knowledgeable about the range of studies they might undertake. Entering students are keen to enter the BSAD major as juniors, but while they are lower-division students they have the opportunity to become familiar with available alternatives if their plans were to change.

Response: We agree with the CHASS ad hoc committee that the current ineligibility of approximately 50% of PRBS students is concerning. As such, one of our key areas of focus in designing a four-year major is decreasing this number. We argued in the proposal that a four-year program is the best way to do this because we can control admissions, provide long-term advising, and most importantly, ensure that course demands are clearly communicated among providing departments. Again, transitioning from a two- to four-year program has benefited other business programs, such as Ohio State, which reports improvement in their internal retention rate by 10% in year 2 and 19% in year 3, and an increase in the quality of their incoming business major class ACT scores from 27.7 in 2011 to 29 in 2017 as a result.

With regard to admission, for the initial transition, leadership has discussed admitting a slightly smaller cohort of approximately 460 students per year, to ensure the successful transition of these students. Additionally, each year Academic Index Scores are set and the first tier for business would be at 4100, the second tier would be 3900 and the waitlist cutoff would be 3700. These cutoffs are consistent with current Pre-Business AIS scores as currently set by CHASS (e.g., 2018- Pre-Business first tier AIS was 4100; 2019- Pre-Business first tier AIS was 4200). As shown in the proposal, these target AIS scores are based off past data that show higher probability of transition from PRBS to BSAD by the winter of the third year once AIS scores are above 3700 (Figure 5). Moreover, to be successful in business, students need to have strong quantitative backgrounds, thus we have met with admissions to discuss the possibility of reviewing Math SAT or AP scores as an admission requirement, as other departments/colleges do at UCR. By being more holistic in the admission process, as well as attracting students who have a clearer sense of their academic goals, we are more likely to attract higher quality students and retain a higher percentage of students.

Key to students’ academic success in college is proactive advising. As such, the School of Business advising team is developing strategies to maintain graduation and retention rates by establishing milestones or benchmarks that will provide guidance for both students and advisors, promoting more proactive rather than reactive advising strategies, and having a course enrollment coordinator communicate with other colleges offering pre-requisite courses about enrollment needs. We detail these initial policies below:

1. Milestones and benchmarks: In the four-year business major proposal, we detailed specific milestones and benchmarks for year 1 and year 2 (Appendix A). These pertain to the completion of pre-requisite courses for the major.
2. Proactive advising: With the power of technological advances that allow us to better study and understand student persistence, academic advising has shifted to more proactive rather than reactive advising. First, we will train advisors on how to advise
students holistically. When working with our students it is important to not only focus on building a schedule of courses here at UCR, but also to understand the students’ academic goals and responsibilities beyond the classroom that can affect their academic success such as extra-curricular activities, familial responsibilities, and work responsibilities, etc. Beyond this more holistic advising, we will also engage in proactive student monitoring and support through various workshops. We detail anticipated School of Business workshops for all students in the appendix, with an emphasis on the first two years as this is the set of students that would be new to advising from the School of Business (See Appendix B for a sample of advising workshops).

Despite these efforts, there will inevitably be some students who need to transition from one school to another. Currently, most PRBS who do not make it into the major transition to CHASS majors, with the majority going to economics, media and cultural studies, and political science. Under the four-year structure, the opportunities for major change remain the same, given students will complete the same coursework in their first two years, and will therefore still be familiar with available alternatives if their plans were to change. Further, early discussions have been made between CHASS advising and Business advising as to how advisors will work together to support students who are not successful in business. As part of these preliminary discussions, there will be increased coordination between the Undergraduate Business Program Office and the transition advisor in CHASS.

**Concern 3: Alternative majors for students who are not successful in the business major.**

CHASS is concerned about the advising and coursework for transition if a student were to be unsuccessful in the business major.

The proposed four-year BSAD major would create a concentrated professional major in which freshmen and sophomores were advised throughout by advisors dedicated to that professional track, even though close to half those students leave the major. Those advisors would not provide comparable guidance and encouragement to the population of students who we know is likely to change majors – a population in fact likely to become CHASS majors. Just as important, the students who did not advance to the third year of the major would be forced to enter a new College without any substantial contact with CHASS advisors or the knowledge of alternative majors such contact would give them. How many of these students would not be in a position to transfer to any major (e.g., because they had not satisfied that major’s lower division requirements) and would be forced to withdraw from UCR? And a student who is dismissed or discontinued from SoBA (or any other UCR school) must get into good standing through UCR Extension or a UC Summer Session before being readmitted into CHASS. This could mean at least a year of concurrent coursework and causes quite a disruption to the student financially and delays time toward graduation. Even a more highly qualified student in the proposed four-year major would be likely to encounter registration barriers and other challenges upon leaving Business as an advanced freshman or sophomore. Without guidance about actively maintaining options for alternative majors, their prospects at UCR would be diminished. What burdens would be imposed on CHASS advisors and resources by the large number of students leaving SoBA? Would a reduction of the number of CHASS advisors, a likely result of the
Business proposal, serve those students? A buildup in SoBA advising would reduce CHASS staffing for advising, where the student-to-advisor ratio is already much too low.2

Response: Through proactive and holistic advising, as well as changes to the admission procedures, Business expects to have a higher retention of freshman students to their third year (75% based on communication amongst leadership). However, research has found that across large institutions nationwide, nearly 50% of recent graduates have changed their major at least one time.2 Thus, our advisors would be trained to know possible alternative options, and begin discussion on alternative majors and plans.

Regarding the concern about transitions to other majors, as the CHASS ad hoc committee notes, most students who do not transition to the business administration major currently tend to enter CHASS majors, with the most popular majors being economics and the administrative studies and media and cultural studies majors. As our curriculum will not change, students will have the same alternative major options that currently exist for students who do not transition to the business major. Moreover, they will not have taken unusable credits, because many of the business lower division requirements also serve to fulfill breadth requirements (that also mirror the breadth requirements of CHASS; see Appendix C). As such, students who are in good academic standing (GPA above 2.0) will continue to have the same ability to transfer into alternative majors. The concerns that the CHASS ad hoc committee notes about disqualification only occur if the GPA is below 2.0, and in that case, the student would need to get back into good academic standing regardless of their major (business or otherwise) in order to be readmitted to UCR. As the CHASS ad hoc committee notes, working with disqualified students is an issue for every college and school at UCR.

Lastly, the CHASS ad hoc committee expressed concerns about potential burdens placed on advising if business administration were to become a four-year major. CHASS is correct that if pre-business were to move to the School of Business, the School of Business (not Central Campus) would increase their advising support as we seek to maintain National Academic Advising Association (NACADA) standards. The current burden of advising pre-business majors would be reduced, allowing an improvement in the student-to-advisor ratio in CHASS.

Concern 4: CHASS is concerned that students are not best served with a four-year business major structure.

The Provost has made it clear that program changes “should be driven by firm academic principles, that are built upon the foundation of what is in the best interest of the academic program involved and the students we serve...” (Letter of June 22, 2018). Here is a way to look at the current issue. Under both the current configuration (a two-year Pre-Business plus third- and fourth-year Business major) and the proposed four-year Business major, the first two years are likely to serve as a de facto filter. Under

which system are the students best served? In our judgment, it is not by the proposed four-year Business major.

Indeed, timely guidance provided by CHASS advisors in the current arrangement increases the likelihood of higher retention at the university, whether they are accepted into the BSAD major or end up in another major. It also contributes to students’ satisfaction with their experience on campus, their success after graduation and, in the long run impacts alumni support.

Response: We respectfully disagree with the CHASS ad hoc committee opinion that students are not best served by the four-year major structure. As articulated in our response to Concern 1, option 3, a four-year business major is in the best interests of business students for multiple reasons, including those related to student success such as admission, curriculum, and professional development (see original proposal and detailed response in Concern 1, option 3). Further, in our Winter 2019 survey, current business majors (n=822) shared that they are satisfied with CHASS advising, but are not receiving the professional support and contact that they need (Figure 3). Specifically, beyond graduation rates (95%), given that our students earn a professional degree, we are also concerned with their job placement. Currently only about 48% of students have permanent positions within six months of graduation (Figure 1); only 36% have taken part in an internship and students need not just one but two internships to have a permanent job at graduation. Students note that in pre-business they are not learning about the importance of internships from their advisors; they also recognize that with a four-year major they would be exposed earlier on to internships, vital connections to industry professionals, faculty in their discipline, and improved advising that comes with getting to know one’s students (Figure 4). In total, 68% of respondents reported that four-year major would enhance their undergraduate experience (7% disagreed and 25% were neutral, n= 825).

Concern 5: Professionalization of lower-division education. CHASS expressed concern over potential overlap with other majors and the possibility of professionalizing breadth requirements.

The Questionable Professionalization of Lower-Division Education
Although SoBA’s proposal indicates that breadth requirements will not change with the four-year plan, we note that in Fall 2018, SoBA created nine minors for its BSAD program (“Majors with Administrative Studies Components” in the UCR General Catalog, p. 156). These minors mirror many of the nine tracks of Administrative Studies, thereby creating some redundancy. Does this mean that in a future program review SoBA will recommend phasing out Administrative Studies, which is housed in CHASS? Does this suggest that in the future SoBA will propose that its students’ breadth requirements be satisfied by taking courses offered mainly by SoBA? A professionalization of breadth offerings would run counter to the liberal arts tradition that informs UCR’s lower-division breadth requirements.

Response: The Business Minor was revised in 2018 in response to department chairs across campus who requested that Business create tracks or functional minors for their majors. This request was because their students found the general minor was difficult to achieve (given the
high unit requirement) and less interesting because the students desired a business specialization to complement their majors. This converged with our faculty members’ observations of students staying past graduation to complete the minor. When talking with these students we learned that many wanted to supplement their major with demonstrable business skills. For example, one faculty member shared that she had multiple biology majors in her summer session class and these students shared that they were finishing up their minors so that they could move into pharmaceutical sales. In this case, a marketing minor would have suited them better than the general business minor. To this end, after examination by our undergraduate program committee of top-tier undergraduate business programs’ minors, we decreased the number of courses for the minor and offered functional minors that mirror the seven business areas of concentration in the business major.

Regarding Administrative Studies, Business recognizes that this set of majors is attractive to a set of CHASS students and, contrary to the CHASS ad hoc committee’s concerns, has no intention of recommending phasing out Administrative Studies. Moreover, the changes to the business minors were not an attempt to duplicate any of the administrative studies majors, which are grounded in other disciplines (e.g., anthropology, political science, sociology, history, and economics) and require a fewer and more specific upper division business courses.

The CHASS ad hoc committee also expressed concern about potential professionalization of breadth requirements. As previously noted, the proposal is clear that we do not propose any curriculum changes. Business currently follows the same breadth requirements as CHASS and the proposal maintains the same breadth requirements. The foundational coursework needed for success in the business major includes psychology, sociology, economics, philosophy, math, statistics and computer science amongst other fields, and Business faculty are not experts in these areas. We will continue to have our students educated by our colleagues across campus in these important foundational courses.

Concern 6: Professionalization of undergraduate education. CHASS is concerned that with the growth of the business program, that there would be duplication of courses and increased professionalization of undergraduate education.

An ambitious expansion of SoBA’s undergraduate program should not be viewed as a zero-sum game. The June 22, 2018 letter from Provost Larive to Deans Peña and Wang states that program changes would be revenue neutral and that CHASS would be “held harmless.” However, the Provost also says in that letter, as we have noted, that any such change “should be driven by firm academic principles.” We are skeptical that the expansion would take place without creating inefficient and questionable duplication of courses (e.g. Business versions of basic Economics offerings) and an ever-stronger tendency to professionalize undergraduate education.

Response: We are unclear as to why this perception that Business would want to duplicate other departments’ coursework has arisen. To the contrary, Business has worked with other departments to ensure no duplication occurs. For example, ECON 102 (intermediate microeconomics) was deleted by the economics faculty in 2016 because an external review showed that some economics students were confused as to which intermediate microeconomics
course they should take (i.e., ECON 102 or ECON 104A) and because economics did not have enough resources to support this course, which is mainly taken by business students. Unfortunately, this course deletion has a negative impact on Business students because microeconomics is preferable to macroeconomics (ECON 103). But even with ECON 103, economics cannot offer enough seats to business students. We recently met with the chair of the economics department to discuss the impact of this course deletion and work to achieve a solution that works for both the economics department and the undergraduate business students. Our partnership on this matter reflects our interest in working with other departments.

Concern 7: Administrative Studies Program. CHASS is concerned that the School of Business wants to house this major.

As a case in point, we are concerned about the idea put forward in a recent memo from the SoBA Executive Committee: that the Administrative Studies Program (ASP) in CHASS be transferred to SoBA. Given that Administrative Studies is an interdepartmental program in CHASS involving Art History, Economics, History, Political Science, and Sociology, and that it currently enrolls approximately five hundred students who are majors in those departments, it is difficult to understand SoBA’s suggestion that the AS program would be more appropriately housed in Business. The largest population of AS is in Economics, where the program includes very few Business courses. Similarly, the Art History/Administrative Studies major

Response: The School of Business recently reviewed a memo in which the CHASS EC proposed to move the Administrative Studies Program description to the CHASS section of the course catalog. The School of Business EC did not suggest that this program be housed in Business, but rather that, given the elements of business, CHASS and Business could work together to make a truly interdisciplinary program. However, in light of a subsequent response from the CHASS EC, we recognize that it is difficult to have an interdisciplinary program especially when the division of resources is a concern. Now that we understand the CHASS EC’s perspective on the Administrative Studies Program, Business supports the movement of the Administrative Studies Program description to the CHASS section of the course catalog as these majors would be a good alternative for those who decide to transfer to CHASS and will not delay time to graduation. Our understanding is that the Deans have worked together to make sure that neither CHASS or Business is financially disadvantaged if the business major were to become a four-year program and that the academic considerations can remain the primary focus.

Concern 8: Business should focus on national comparisons. CHASS is concerned that Business should study higher-ranked programs and recognize the interdisciplinary nature of these undergraduate business programs.

The SoBA Ranking in Comparison with Local and National Schools
Finally, we strongly suggest that SoBA’s aspirations to elevate the standing of its undergraduate program would be better served if it looks beyond other schools in Southern California, most of which are ranked far lower than UCR’s undergraduate BSAD program. The highest ranked programs in the country (see https://www.usnews.com/best-colleges/rankings/business-overall ) such as Wharton
School at the University of Pennsylvania, MIT’s Sloan School of Management, and UC Berkeley’s Haas School of Business, all emphasize interdisciplinary, interdepartmental pathways for their undergraduate business students, rather than a program that narrowly focuses on courses and activities offered by the business school itself. Perhaps SoBA’s undergraduate program should consider this approach? A number of recent publications in the business press recommend it.

Response: We appreciate the CHASS ad hoc committee’s suggestion that we consider how aspirant programs structure their undergraduate majors. In fact, as presented in our original proposal, we indeed conducted comparisons to national and local undergraduate business programs. Nationally, the four-year major structure is predominant among top undergraduate business programs. At the time the proposal was written, the UCR School of Business undergraduate business program was ranked #80 (in 2016). Sixty-three of the 79 undergraduate business programs ranked above were “direct admit” or “assured admit” programs that essentially guarantee that students will have a space in the business major from the very first day they step on campus (Table 1). The 12 other undergraduate business programs that were also ranked #80 were all four-year programs.

A more recent examination of the local market in 2018, revealed that primary competitors to our four-year program are all direct admit, four-year programs (Table 2). The local comparison was done at the request of the Special Review Committee, an ad hoc committee appointed by the Academic Senate, in its review of the School of Business four-year business major proposal.

Although we are proposing that the structure of the program be changed from two to four years, no change in curriculum will occur, so our students will continue to have a broad liberal arts foundation. In our Fall 2018 curriculum review of pre-requisites and breadth requirements at top ten undergraduate business programs, our undergraduate program committee learned that one of our program strengths is the interdisciplinary nature of our curriculum. For instance, other comparison schools do not require a full year of foreign language, which our students must complete. By following CHASS breadth requirements, our students have and will continue to have a strong interdisciplinary background.

Conclusion:
Several committees, departments, and faculty groups have voiced serious concerns about the BSAD proposal. We strongly recommend that SoBA address these concerns before submitting it for the full Senate’s consideration.

We thank the CHASS ad hoc committee for their time and thoughtful detailing of their concerns. CHASS and the School of Business share the common goal of ensuring student success. In this response, we have clarified and illustrated how a four-year business program is in the best interest of students interested in pursuing business.
Table 1
Four-Year Programs in Above-Ranked Undergraduate Business Programs

<table>
<thead>
<tr>
<th>Rank</th>
<th>University/Undergraduate Business Program</th>
<th>2 or 4 Year Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Pennsylvania</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Massachusetts Institute of Technology</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>University of California—Berkeley</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>University of Michigan—Ann Arbor</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>New York University</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>University of Virginia</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Carnegie Mellon University</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>University of North Carolina—Chapel Hill</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>University of Texas—Austin</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>Cornell University</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>Indiana University—Bloomington</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>University of Notre Dame</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>University of Southern California</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>Washington University in St. Louis</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>Emory University</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>Georgetown University</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>University of Illinois—Urbana-Champaign</td>
<td>4</td>
</tr>
<tr>
<td>18</td>
<td>University of Minnesota— Minneapolis</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td>Virginia Commonwealth University</td>
<td>4</td>
</tr>
<tr>
<td>20</td>
<td>Ohio State University—Columbus</td>
<td>4</td>
</tr>
<tr>
<td>21</td>
<td>Boston College</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>Michigan State University</td>
<td>4</td>
</tr>
<tr>
<td>23</td>
<td>Pennsylvania State University—University Park</td>
<td>4</td>
</tr>
<tr>
<td>24</td>
<td>Purdue University—West Lafayette</td>
<td>4</td>
</tr>
<tr>
<td>25</td>
<td>University of Arizona</td>
<td>4</td>
</tr>
<tr>
<td>26</td>
<td>University of Maryland—College Park</td>
<td>4</td>
</tr>
<tr>
<td>27</td>
<td>University of Washington</td>
<td>4</td>
</tr>
<tr>
<td>28</td>
<td>Arizona State University—Tempe</td>
<td>4</td>
</tr>
<tr>
<td>29</td>
<td>Rensselaer Polytechnic Institute</td>
<td>4</td>
</tr>
<tr>
<td>30</td>
<td>University of Kansas</td>
<td>4</td>
</tr>
<tr>
<td>31</td>
<td>University of Maryland</td>
<td>4</td>
</tr>
<tr>
<td>32</td>
<td>University of Virginia</td>
<td>4</td>
</tr>
<tr>
<td>33</td>
<td>University of Florida</td>
<td>4</td>
</tr>
<tr>
<td>34</td>
<td>University of Georgia</td>
<td>4</td>
</tr>
<tr>
<td>35</td>
<td>Georgia Institute of Technology</td>
<td>4</td>
</tr>
<tr>
<td>36</td>
<td>Brigham Young University—Provo</td>
<td>4</td>
</tr>
<tr>
<td>37</td>
<td>University of California—Irvine</td>
<td>4</td>
</tr>
<tr>
<td>38</td>
<td>University of Colorado—Boulder</td>
<td>4</td>
</tr>
<tr>
<td>39</td>
<td>University of Iowa</td>
<td>4</td>
</tr>
<tr>
<td>40</td>
<td>Wake Forest University</td>
<td>4</td>
</tr>
<tr>
<td>41</td>
<td>Boston University</td>
<td>4</td>
</tr>
<tr>
<td>42</td>
<td>Case Western Reserve University</td>
<td>4</td>
</tr>
<tr>
<td>43</td>
<td>College of William and Mary</td>
<td>4</td>
</tr>
<tr>
<td>44</td>
<td>University of Pittsburgh</td>
<td>4</td>
</tr>
<tr>
<td>45</td>
<td>George Washington University</td>
<td>4</td>
</tr>
<tr>
<td>46</td>
<td>Southern Methodist University</td>
<td>4</td>
</tr>
<tr>
<td>47</td>
<td>Syracuse University</td>
<td>4</td>
</tr>
<tr>
<td>48</td>
<td>Tulane University</td>
<td>4</td>
</tr>
<tr>
<td>49</td>
<td>University of Arkansas</td>
<td>4</td>
</tr>
<tr>
<td>50</td>
<td>University of South Carolina</td>
<td>4</td>
</tr>
<tr>
<td>51</td>
<td>Virginia Tech</td>
<td>4</td>
</tr>
</tbody>
</table>

Rankings from the 2016 U.S. News and World Report of Undergraduate Business Programs. Data from 2016 was used because these were the rankings available at the time the proposal was written.
Table 2: Benchmark comparison to UCs and local Cal States

<table>
<thead>
<tr>
<th>Institution</th>
<th>2-year</th>
<th>4-year</th>
<th>2018 ranking</th>
<th>Program Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC Riverside</td>
<td>X</td>
<td></td>
<td>78</td>
<td>1027</td>
</tr>
<tr>
<td>UC Irvine</td>
<td></td>
<td>X</td>
<td>31</td>
<td>1059</td>
</tr>
<tr>
<td>UC Berkeley</td>
<td></td>
<td>X</td>
<td>3</td>
<td>700</td>
</tr>
<tr>
<td>San Diego State University</td>
<td>X</td>
<td></td>
<td>107</td>
<td>5055</td>
</tr>
<tr>
<td>Cal State San Bernardino</td>
<td>X</td>
<td></td>
<td>297</td>
<td>3971</td>
</tr>
<tr>
<td>Cal State Long Beach</td>
<td>X</td>
<td></td>
<td>222</td>
<td>4202</td>
</tr>
<tr>
<td>Cal State Fullerton</td>
<td>X</td>
<td></td>
<td>158</td>
<td>8422</td>
</tr>
<tr>
<td>Cal State Los Angeles</td>
<td>X</td>
<td></td>
<td>137</td>
<td>4636</td>
</tr>
<tr>
<td>Cal State Northridge</td>
<td>X</td>
<td></td>
<td>223</td>
<td>7078</td>
</tr>
<tr>
<td>Cal Poly Pomona</td>
<td>X</td>
<td></td>
<td>157</td>
<td>4888</td>
</tr>
<tr>
<td>Cal State San Marcos</td>
<td></td>
<td>X</td>
<td>unranked</td>
<td>2432</td>
</tr>
<tr>
<td>Cal State Dominquez Hills</td>
<td></td>
<td>X</td>
<td>unranked</td>
<td>2165</td>
</tr>
</tbody>
</table>

Rankings from 2018 U.S. News and World Report of Undergraduate Business Programs. Data from 2018 was used because these were the rankings available at the time of the Special Review Committee request for this comparison.
*numbers indicate percentages; category of other includes: preparing for graduate school, not seeking employment or continuing education at the time, and participating in a volunteer or service program.
Figure 2. Employer Perceptions of Key Attributes for Hiring College Graduates

Figure 3. Winter 2019 Survey of Students on Pre-Business Advising

Students in the business core courses were asked to rate the extent to which they agreed with the statement regarding pre-business advising:

- Preparation for the BSAD major: “My pre-business advisor provided correct guidance on coursework needed to prepare me for the business administration major.”
- Discussion on the importance of internships: “My pre-business advisor conveyed the importance of an internship for the business administration major,” using the options stated below.”

*numbers indicate percentages; n=822*
Students in the business core courses were asked to rate the extent to which they agreed with the statement pertaining to the benefit of the four-year major to the following areas:

- Networking: “A four-year BSAD major would allow me to develop stronger networks through earlier exposure to my peers and industry professionals.”
- Internships: “A four-year BSAD major would allow me to take part in internships earlier in my academic career.”
- Academic Advising: “A four-year BSAD major would allow for better undergraduate advising.”

*numbers indicate percentages; n=825*
*Through subsequent discussions with Institutional Research and the Office of Admissions, Business is likely to use not only AIS scores, but also scores from quantitative courses (e.g., Math SAT or AP scores) to also assess admission, as other colleges at UCR have incorporated into their admissions procedures. Using this more holistic process will allow us to admit students who are more likely to be successful in the major and will increase the retention rate, above that of 50% that is currently reflected with AIS current targets.
In the Proposal to Convert the Business Administration Major (BSAD) from a 2-year Upper-division Major to a 4-year Major (2/17/17), it was proposed that as part of the minimum progress criteria in year 1 and year 2 that students maintain a 2.5 GPA in the major preparation courses. While this is in line with current Business Administration Major admissions requirements of a 2.5 Major GPA, this proposed minimum progress criteria is not in line with UCR policy, which states that students need to maintain a 2.0 in their major to graduate (Course Catalog 2018, page 59).

In this addendum to the 2/17/17 document, we revise the minimum progress criteria in year 1 and year 2. In revising these criteria, we consulted with the Associate Deans and Directors of Advising from each of UCR’s Schools and Colleges. We also heavily relied on templates set forth by psychology, since, similar to the current business administration major, it is not only one of the largest majors on campus, but also a selecting major. We have included relevant templates for continuation requirements in the Appendix of this document, with highlighted portions illustrating the areas that influenced our revised minimum progress criteria.

### Revised Minimum Progress Criteria for Years 1 and 2

We have added the following paragraph to precede the list of major preparation for business, and we have removed the Major GPA and Cumulative GPA criteria as indicated by the strike outs below.

The major preparation requirements listed below must be completed by the end of the sophomore year, with an average grade of “C” or better, with no grade below “C-.” In addition, a student who receives a grade of “D+” or lower in any of the major preparation requirements will have the opportunity to repeat up to two of the courses, and must earn a grade no lower than a C- on the second attempt. If a student’s second attempt grade is a D+ or lower in the repeated course, they will be discontinued. All courses must be taken for a letter grade. Students entering from other majors must complete the major preparation requirements by 90 units. Transfer students entering the major must complete all outstanding major preparation courses within two quarters of their admit term (example: fall admits must complete all course(s) by the end of winter quarter). **Students who do not complete the major preparation requirements in this timely fashion and with the minimum grade average of “C” (2.0) or better will not be permitted to continue in the Business Administration major.** Students may be discontinued earlier from the
major if they consistently fall below the minimum grade average of “C.” Students must check course descriptions for prerequisite requirements.

- **Major preparation by the end of Year 1**
  - ARC 35 (Only required if tested into less than Math 4)
  - MATH 4 (Prerequisite for MATH 22)
  - MATH 22 (Prerequisite for ECON 103)
  - ECON 2 (Prerequisite for ECON 103) or ECON 3 (Prerequisite for ECON 102)
  - Major GPA of 2.5 or above

- **Major Preparation by the end of Year 2**
  - BUS 10
  - BUS 20
  - ECON 2 (Prerequisite for ECON 103)
  - ECON 3 (Prerequisite for ECON 102)
  - ECON 102 or ECON 103
  - STAT 48
  - CS 8
  - Major GPA of 2.5 or above
  - Cumulative GPA of 2.7 or above
Appendix B
Sampling of School of Business Advising Workshops in a Four-Year Program

**Freshman Mandatory Workshops**: required attendance during the fall and winter quarters.

- **Fall**: The Fall workshops will focus on teaching students how to understand degree requirements and advising resources: Degree works, breadth requirements, prerequisites for admission to major, begin understanding of the BSAD degree including introduction to concentrations. The goal of the workshops will for students to have a solid understanding of the BSAD degree requirements and create an academic plan for the upcoming winter and spring quarters.

- **Winter or spring** (still working out which quarters will be mandatory): The Winter workshops will begin with a re-cap of the BSAD degree requirements (breadth and major pre-requisites, and floating core). Identifying progress/struggles from the fall quarter. Identify remaining breadth and pre-requisite admission requirements for the upcoming semester. The workshop will identify campus learning resources including faculty and reminders about campus policies (withdrawal, probation, etc). This workshop will also introduce them to balancing their academic schedules with campus involvement, family responsibilities, and work responsibilities. The final goal will be to help students to determine a yearlong academic plan for admission to the major.

**Sophomore Mandatory Workshops** (required attendance once within their sophomore year):
This would be a marvelous joint advising session with the CHASS transition advisor. As our student progress with their degrees, the sophomore slump, is an area that advisors must focus on to support retention with the School of Business and the University as a whole. The goal of this workshop is to help our students to identify their current progress toward their intended degree and re-align to other majors, if not on track with BSAD. if they will be continuing to pursue the BSAD degree, what are the remaining admission requirements, beginning to identify their intended concentrations and identifying the important floating core. Ultimately, helping them understand how to create an academic plan for the remaining 3 years. The conclusion of the workshops will be a discussion on the importance of internships and involvement.

**Probation and Subject to Disqualification Workshops** (held every quarter): These will be held for students who have been identified on academic probation or subject to disqualification. The goal will be to explain the university policies, identify grades needed to bring GPA’s up. Identify the “why” students often struggle academically, and the support that is available to assist when facing academic struggles.

**Transfer Mandatory Workshops**

- **Fall and Winter** (offered each quarter in which we except transfers): Transfer Mandatory Workshops will focus on helping our transfers have a smooth transition from their previous institution. The workshops will focus on establishing their 2 year plan for the Business Administration Degree and advising resources. In addition, it will cover key policies such as withdrawal, repetition of courses and academic probation, while these policies exist at other institutions the implementation can be different. The last component of the workshops will focus on how to develop the professional aspect of their resumes from internships, to professional development opportunities, and involvement with Business Organization.
## Appendix C

**Breadth Requirements for the Business Major**

*Breadth requirements will stay the same under the proposed four-year business major*

### BREADTH REQUIREMENTS FOR THE BUSINESS MAJOR

Requires 180-quarter units minimum to graduate. No more than 6 units of PE activity work for unit requirement. A course is defined to be a block of instruction, which carries 4 or more quarter units of credit (3 semester units $\times 1.5 = 4.5$ quarter units). 

**Breadth may be satisfied for transfer students with IGETC certification from a California Community College.**

<table>
<thead>
<tr>
<th>Category</th>
<th>Minimum Units</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Composition:</strong></td>
<td>12</td>
<td>(To be completed with no grade lower than ‘C’)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Engl 1A  Engl 1B  Engl 1C</td>
</tr>
<tr>
<td><strong>Foreign Language:</strong></td>
<td>12</td>
<td>Level 3 or 12 quarter units (Minimum grade of ‘C’)</td>
</tr>
<tr>
<td>Language to be used</td>
<td>2</td>
<td>Placement Exam  H.S. Language/Yrs</td>
</tr>
<tr>
<td><strong>Ethnic:</strong></td>
<td>2</td>
<td>(May also be used to satisfy a course requirement in the Humanities or Social Sciences; <strong>Humanities=ETST 1/3/4/5/7/8/12/14/61)</strong></td>
</tr>
<tr>
<td><strong>Humanities:</strong></td>
<td>5</td>
<td>5 courses (20 units)</td>
</tr>
<tr>
<td>One course in World History (10,</td>
<td>2</td>
<td>World History</td>
</tr>
<tr>
<td>15 or 20);</td>
<td></td>
<td>Fine Arts/Lit/Phil/Rlst</td>
</tr>
<tr>
<td>One course in one of the following:</td>
<td></td>
<td>HASS Interdisciplinary, Ethnic Studies, Foreign Languages (above level 3), Latin American Studies, Linguistics, Women’s Studies (not WS 1).</td>
</tr>
<tr>
<td>Fine Arts (Art, Art Hist, Dance,</td>
<td>1</td>
<td>World History</td>
</tr>
<tr>
<td>FVC, Music, Theatre or Creative Wrtng),</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature (in any language), Philosophy or Religious Studies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three additional courses from areas listed above or History,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HASS Interdisciplinary, Ethnic Studies,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Languages (above level 3), Latin American Studies, Linguistics,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women’s Studies (not WS 1).</td>
<td>3</td>
<td>World History</td>
</tr>
<tr>
<td><strong>Social Sciences:</strong></td>
<td>4</td>
<td>4 courses (16 units)</td>
</tr>
<tr>
<td>One course from: Economics or Political Science</td>
<td>1</td>
<td>Econ/Posc</td>
</tr>
<tr>
<td>One course from: Anthropology, Psychology or Sociology</td>
<td>1</td>
<td>Anth/Psyc/Soc</td>
</tr>
<tr>
<td>(Includes Biol Anth and Physical Anthropology)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two additional courses from areas listed above or Human Development,</td>
<td>2</td>
<td>Cultural Geography, Ethnic Studies, Environmental Sciences, HASS Interdisciplinary, Women’s Studies (not WS 10).</td>
</tr>
<tr>
<td><strong>Natural Sciences and Mathematics:</strong></td>
<td>5</td>
<td>5 courses (20 units)</td>
</tr>
<tr>
<td>One course from: Math/Stat/Computer Science</td>
<td>2</td>
<td>Math/Stat/CS</td>
</tr>
<tr>
<td>One course from: Biological Science</td>
<td>3</td>
<td>Biological Science</td>
</tr>
</tbody>
</table>
One course from: Physical Science  
(Chemistry, Geoscience/Astronomy/Oceanography- not GEO 6, Physics)

Two additional courses from areas listed above or in physical and/or biological science courses offered in the Department of Soil and Environmental Sciences

*Please refer to the back of page to verify which business prerequisite can be used towards breadth.
Which business pre-reqs can be used towards breadth?

- The following economics courses can be used towards the Social Sciences breadth section (except Anthropology/Psychology/Sociology categories):
  
  Econ 2
  Econ 3
  Econ102
  Econ 103

- The following courses can be used towards the Natural Sciences and Math breadth section (except Biological Sciences and Physical Science categories):
  
  CS8
  Math 22
  Stats 48

- The following Ethnic Studies classes will also double count as a humanities breadth:
  
  ETST 1
  ETST 3
  ETST 4
  ETST 5
  ETST 7
  ETST 8
  ETST 12
  ETST 14
  ETST 61
**SPRING 2019 list of CHASS Breadth Course Offerings for PRE-BUSINESS STUDENTS**

For a B.S. degree in Business Administration. For open classes check: [http://www.classes.ucr.edu](http://www.classes.ucr.edu)

This list is available: [www.chassstudentaffairs.ucr.edu under Pre-Business](http://www.chassstudentaffairs.ucr.edu)

### NATURAL SCIENCE/MATH AREA (5 courses/20 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 8</td>
<td>INTRO TO COMPUTING</td>
</tr>
<tr>
<td>MATH 4*</td>
<td>INTRO COLL MATH FOR BUS &amp; SOC</td>
</tr>
<tr>
<td>MATH 5*</td>
<td>PRECALCULUS</td>
</tr>
<tr>
<td>MATH 6A/B*</td>
<td>INTRO TO COLL MATH FOR SCIENCE</td>
</tr>
<tr>
<td>MATH 9A/9B/9C*</td>
<td>FIRST YEAR CALCULUS</td>
</tr>
<tr>
<td>MATH 22*</td>
<td>CALCULUS FOR BUSINESS</td>
</tr>
<tr>
<td>STAT 48*</td>
<td>STATISTICS FOR BUSINESS</td>
</tr>
</tbody>
</table>

### BIOLOGICAL SCIENCE (1 course)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCH 10</td>
<td>INTRO TO NUTRITION</td>
</tr>
<tr>
<td>BIOL 2</td>
<td>CELLULAR BASIS OF LIFE</td>
</tr>
<tr>
<td>BIOL 10/GEO3</td>
<td>RIDENS IN THE HIST OF LIFE (Satisfies Only One Breadth)</td>
</tr>
<tr>
<td>BIO 30</td>
<td>HUMAN REPRODUCTIVE BEHAVIOR</td>
</tr>
<tr>
<td>BPS 21</td>
<td>CALIFORNIA'S CORNOCOPIA</td>
</tr>
<tr>
<td>BPS 31</td>
<td>SPRING WILDFLOWERS</td>
</tr>
<tr>
<td>ENTM 10</td>
<td>NATURAL HISTORY OF INSECTS</td>
</tr>
<tr>
<td>ENTM 20</td>
<td>BEES AND BEEKEEPING</td>
</tr>
</tbody>
</table>

### PHYSICAL SCIENCE (1 course)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO/Biol. 10</td>
<td>RIDENS IN THE HIST OF LIFE (Satisfies Only One Breadth)</td>
</tr>
<tr>
<td>GEO 4</td>
<td>NATURAL DISASTERS AND DISasters (online course)</td>
</tr>
<tr>
<td>GEO 7</td>
<td>MINERALS AND HUMAN HEALTH</td>
</tr>
<tr>
<td>GEO 9</td>
<td>OCEANOGRAPHY</td>
</tr>
<tr>
<td>GEO 11</td>
<td>GLOBAL CLIMATE CHANGE</td>
</tr>
<tr>
<td>PHYS 5</td>
<td>HISTORY OF THE UNIVERSE</td>
</tr>
<tr>
<td>PHYS 6</td>
<td>THE VIOLENT UNIVERSE</td>
</tr>
</tbody>
</table>

### SOCIAL SCIENCES (4 courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 2</td>
<td>INTRO TO MACROECONOMICS</td>
</tr>
<tr>
<td>ECON 3</td>
<td>INTRO TO MICROECONOMICS</td>
</tr>
<tr>
<td>ECON 103</td>
<td>INTERMEDIATE MACROECONOMICS</td>
</tr>
</tbody>
</table>

### ANTHROPOLOGY OR PSYCHOLOGY OR SOCIOLOGY (1 course)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1</td>
<td>CULTURAL ANTHROPOLOGY</td>
</tr>
<tr>
<td>ANTH 2</td>
<td>BIOLOGICAL ANTHROPOLOGY</td>
</tr>
<tr>
<td>ANTH 5</td>
<td>INTRODUCTION TO ANTHROPOLOGY</td>
</tr>
<tr>
<td>PSYC 1</td>
<td>INTRODUCTION TO PSYCHOLOGY</td>
</tr>
<tr>
<td>SOC 1</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
</tr>
<tr>
<td>SOC 2M*</td>
<td>INTRODUCTION TO CRIMINOLOGY</td>
</tr>
<tr>
<td>SOC 3*</td>
<td>THEORETICAL PERSPECTIVES IN SOC</td>
</tr>
<tr>
<td>SOC 4*</td>
<td>METHODS OF SOCIOLOGICAL INQUIRY</td>
</tr>
<tr>
<td>SOC 5*</td>
<td>STATISTICAL ASYLUMS</td>
</tr>
<tr>
<td>SOC 30</td>
<td>IDENTITY AND SOCIETY</td>
</tr>
</tbody>
</table>

### WRITING ACROSS THE CURRICULUM Core Course—

Bus 100W* is the only substitution for ENGL 1C for Pre-Business students.

### ETHNIC STUDIES (1 Course) Fulfills one Humanities and ETST course.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETST 1 (SS)</td>
<td>INTRO TO THE STUDY OF RACE AND ETHNICITY</td>
</tr>
<tr>
<td>ETST 3 (SS)</td>
<td>INTRO TO AFRICAN AMER STUDIES COMP PERSPECTIVE</td>
</tr>
<tr>
<td>ETST 5 (SS)</td>
<td>ASIAN AMER STUDIES: INTRO</td>
</tr>
<tr>
<td>ETST/12/12SS</td>
<td>RELIGIOUS MYTHS &amp; RITUALS</td>
</tr>
<tr>
<td>ETST/MUS 14 (II)</td>
<td>POPULAR MUSIC OF THE WORLD</td>
</tr>
</tbody>
</table>

**NOTE:** Lower division Business prerequisites are also used to complete the Social Science and the Natural Sciences/Math areas.

*Prerequisite required

### HUMANITIES 20 UNITS (5 Courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 10</td>
<td>WORLD HISTORY: PREHISTORY TO 1500</td>
</tr>
<tr>
<td>HIST 15</td>
<td>WORLD HISTORY: 1500 TO 1900</td>
</tr>
<tr>
<td>HIST 20</td>
<td>WORLD HISTORY: TWENTIETH CENTURY</td>
</tr>
</tbody>
</table>

### FINE ARTS, LITERATURE, PHILOSOPHY, RELIGIOUS STUDIES (1 course)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS 18S</td>
<td>TOPICS IN ART AND ARCHITECTURAL HIST</td>
</tr>
<tr>
<td>AHS 19</td>
<td>ARTS AND ARCHITECTURE OF THE ISLAMIC WORLD</td>
</tr>
<tr>
<td>AHS 19S</td>
<td>ARTS OF ASIA</td>
</tr>
<tr>
<td>AHS 17C</td>
<td>HISTORY OF WESTERN ART: BAR. TO MODERN</td>
</tr>
<tr>
<td>ART 1</td>
<td>BEG DRAW &amp; DESIGN</td>
</tr>
<tr>
<td>ART 2</td>
<td>BEGINNING PAINTING &amp; DESIGN</td>
</tr>
<tr>
<td>ART 3</td>
<td>INTRO TO PHOTOGRAPHIC PROCESSES</td>
</tr>
<tr>
<td>ART 5</td>
<td>BEGINNIN SCULPTURE &amp; 3D DESIGN</td>
</tr>
<tr>
<td>ART 9</td>
<td>INTRO WEBBD ART: SITE CRNT 3N</td>
</tr>
<tr>
<td>ART 16</td>
<td>INTRO VIDEO &amp; TIME-BASED EXPERIMENTATION</td>
</tr>
<tr>
<td>ART 65</td>
<td>INTRO DIGITAL PAINTING &amp; DRAWING</td>
</tr>
<tr>
<td>CLAS 30</td>
<td>SCIENTIFIC WORD POWER FROM LATIN &amp; GREEK ROOTS</td>
</tr>
<tr>
<td>CLAS 50</td>
<td>FOLKTALES, MONSTERS &amp; MAGIC IN ANCIENT GREECE</td>
</tr>
<tr>
<td>CPT 1</td>
<td>INTRO TO CLOSE READING</td>
</tr>
<tr>
<td>CPT 17B</td>
<td>MASTERWORKS OF WORLD LITERATURE</td>
</tr>
<tr>
<td>CPT 22B</td>
<td>INTRODUCTION TO WORLD LITERATURE BY WOMEN</td>
</tr>
<tr>
<td>CPT 27/MCS 36</td>
<td>FOOD IN FILM (Satisfies Only One Breadth)</td>
</tr>
<tr>
<td>CPT 37</td>
<td>INTRODUCTION TO AFRICAN LITERATURE</td>
</tr>
<tr>
<td>CRWT 56</td>
<td>INTRO TO CREATIVE WRITING</td>
</tr>
<tr>
<td>CRWT 57B*</td>
<td>INTRODUCTION TO POETRY</td>
</tr>
<tr>
<td>CRWT 57C*</td>
<td>INTRO TO CREATIVE NONFICTION</td>
</tr>
<tr>
<td>DNCE 5</td>
<td>INTRO TO DANCE</td>
</tr>
<tr>
<td>DNCE 7</td>
<td>DANCE: CULTURES AND CONTEXTS</td>
</tr>
<tr>
<td>DNCE 19</td>
<td>INTRODUCTION TO DANCE STUDIES</td>
</tr>
<tr>
<td>DNCE 81</td>
<td>DANCE CULTURES, CULTURE IN DANCE</td>
</tr>
<tr>
<td>ENGL 12A</td>
<td>INTRODUCTION TO POETRY</td>
</tr>
<tr>
<td>ENGL 20C</td>
<td>INTRO ALT CRIT PERSPECTIVE ON LIT AND CULTURE</td>
</tr>
<tr>
<td>EUR 42ITAL 42</td>
<td>ITALIAN AMERICANS: VOICES AND VISIONS</td>
</tr>
<tr>
<td>EUR 47</td>
<td>INTRODUCTION TO RUSSIAN CULTURE</td>
</tr>
<tr>
<td>MCS 1</td>
<td>INTRO MEDIA &amp; CULTURAL STUDIES</td>
</tr>
<tr>
<td>MCS 5</td>
<td>INTRODUCTION TO MEDIA STUDIES</td>
</tr>
<tr>
<td>MCS 19</td>
<td>INTRODUCTION TO CULTURAL STUDIES</td>
</tr>
<tr>
<td>MCS 29</td>
<td>INTRODUCTION TO FILM STUDIES</td>
</tr>
<tr>
<td>MCS 35/35L</td>
<td>FOOD IN FILM (Satisfies Only One Breadth)</td>
</tr>
<tr>
<td>MUS 1</td>
<td>BASICS MUSICAL CONCEPTS</td>
</tr>
<tr>
<td>MUS 10A</td>
<td>ADVANCED FUNDAMENTALS</td>
</tr>
<tr>
<td>MUS 14</td>
<td>POPULAR MUSIC OF THE WORLD</td>
</tr>
<tr>
<td>MUS 18</td>
<td>MUSIC OF SPAIN</td>
</tr>
<tr>
<td>MUS 20</td>
<td>MUSIC OF SCOTLAND</td>
</tr>
<tr>
<td>MUS 30C*</td>
<td>HARMONY</td>
</tr>
<tr>
<td>MUS 31C*</td>
<td>MUSIC THEORY &amp; MUSICIANSHIP</td>
</tr>
<tr>
<td>PHIL 1</td>
<td>INTRODUCTION TO PHILOSOPHY</td>
</tr>
<tr>
<td>PHIL 2</td>
<td>CONTEMPORARY MORAL ISSUES</td>
</tr>
<tr>
<td>PHIL 7</td>
<td>CRITICAL THINKING</td>
</tr>
<tr>
<td>PHIL 8</td>
<td>INTRODUCTION TO LOGIC</td>
</tr>
<tr>
<td>RIST 12/ETST</td>
<td>RELIGIOUS MYTHS &amp; RITUALS</td>
</tr>
<tr>
<td>RIST 15</td>
<td>DEATH</td>
</tr>
<tr>
<td>TDOP 10</td>
<td>INTRO TO ACTING</td>
</tr>
<tr>
<td>TDOP 505</td>
<td>PUBLIC SPE. PAINTING &amp; CULTURAL STUDIES</td>
</tr>
<tr>
<td>TDOP/CRTW/MCS 66</td>
<td>SCREENWRITING: HOW MOVIES WORK</td>
</tr>
</tbody>
</table>

**TWO ADDITIONAL HUMANITIES MAY BE SELECTED FROM ANY COURSE ABOVE OR FROM THE FOLLOWING:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 17B</td>
<td>INTRO TO UNITED STATES HIST</td>
</tr>
<tr>
<td>HIST 30 sec 1</td>
<td>WEB DEBOS &amp; AFRICA</td>
</tr>
<tr>
<td>HIST 30 sec 2</td>
<td>THE GLOBAL ENVIRONMENT</td>
</tr>
<tr>
<td>HIST 30 sec 3</td>
<td>JIM CROW AMERICA</td>
</tr>
<tr>
<td>HIST 75 (online)</td>
<td>INTRODUCTION TO LATAMERICA</td>
</tr>
<tr>
<td>LING 20</td>
<td>LANGUAGE AND LINGUISTICS</td>
</tr>
</tbody>
</table>
CHASS Reply to Proposer’s response to review.
April 15, 2019

TO: Dylan Rodriguez, Chair
    Academic Senate

FROM: Ad Hoc Committee appointed by the CHASS Executive Committee
      John Briggs
      Kim Yi Dionne
      Shawn Ragan
      Andrews Reath
      Lucille Chia, Chair

RE: Response to the Feedback Regarding the Proposal by the School of Business to Convert
    the Business Administration Major from a Two-Year Upper Division Major to a Four-Year Major

First, we thank Associate Dean Elaine Wong for her thoughtful and detailed response of March 13, 2019
to the CHASS Executive Committee’s ad hoc committee report. We believe that this exchange is helpful
in elucidating important issues that affect the welfare of students interested in pursuing an undergraduate
major or minor in Business Administration. Some of Dean Wong’s points merit succinct replies for
clarification and to help both schools to plan for possible future options.

p. 2, Concern 1, Option 2
...We do not believe that this option is in the best interest of students because students are best served
when advisors are all housed in the same college that owns and manages the program.

...Additionally, the current structure of advising at UCR requires that advising be done by the
college in which the major is housed. Even if this could be changed, it would give rise to issues in the
personnel management process (e.g., reporting relationships).

This is a sound argument if and when SoBA has an adequate advising staff, which may take some time
to attain should the four-year program be implemented. Meanwhile, there are good reasons for retaining
much of the current advising structure, since past experience and a solid track record strongly indicate
that CHASS advisors have great success in two areas. First, they greatly help to identify and guide
qualified students in the Pre-Business track who would be admitted into the current two-year Business
Administration (BSAD). Thus, CHASS advisers have contributed to the high retention and graduation rates of students in the current two-year BSAD program. Second, the CHASS advisors also counsel students who do not qualify for (or ultimately do not choose) the BSAD program toward majors in CHASS more suitable for them. These advisors have a great deal of experience and deep understanding of how to guide the academic development of first and second-year students who need such help.

p. 3, top, Concern 1

...Practically, such a structure could benefit those students who are directly admitted into the major, but wouldn’t address our stated goals described above for the remaining students (e.g., building a sense of community).

Ideally, a four-year program would help foster a sense of community among the students, but there is no guarantee of such a result. In fact, there may be the creation of distance due to the present student to advisor ratios in the School of Business. A sense of community can be built whether or not a student is in a particular school or program. For instance, the Honors program has fostered a strong sense of community even though the students are coming from a variety of majors. This program has put a great deal of emphasis in programming, which could be easily achieved in a two-year program vs. a four-year program.

p. 3, Concern 2

...First, a smaller cohort would be initially admitted into the four-year business major to ensure that the vast majority of students would meet our Minimum Progress Criteria and will remain in the major. Direct admission standards for the four-year major have been carefully considered and discussed with both Institutional Research and the Office of Admissions to determine criteria (e.g., AIS scores and other high school preparations) that would make it likely that students succeed in the business program.

We certainly all would look forward to SoBA admitting a smaller but well-prepared cohort into a four-year BSAD program, and that the retention rate for these students will be high—hopefully as high as the retention rate of students currently in the two-year program, who have been vetted by the CHASS advising staff. What happens, however, to the students who do not meet the minimum standards of the program? Those who continue at UCR will nearly all transfer to CHASS. How do we deal with their transition? Only very preliminary discussions about these issues have taken place between CHASS and SoBA, with no concrete plans for such scenarios. Furthermore, what about the students who do not meet the admissions criteria applying as freshmen but want to get into the BSAD program? These may be students already in CHASS or transfer students, whose numbers are increasing. How will SoBA deal with these students? How will these students affect CHASS?

...Moreover, they will not have taken unusable credits, since many of the business lower division requirements also serve to fulfill breadth requirements (that also mirror the breadth requirements of CHASS).

Actually, lower-division Business courses (BUS10 and BUS20) do not meet breadth. The general business prerequisites do meet breadth with careful guidance.

Concern 4: p. 4, 13, and Fig. 4

...Additionally, in our Winter 2019 survey, current business majors (n=825) noted a four-year major would expose them earlier on to internships, help establish vital connections with industry professionals and faculty in their discipline. . .
We like to note that the CHASS advisors do promote internships and activities that enhance students’ experience in their selected areas of interest. Moreover, we should keep in mind that students in Pre-Business (or the first two years of the proposed four-year BSAD program) would be working on their general education during this time. They barely touch on business courses with only taking BUS10 and BUS20 sometime in their freshman and sophomore years. Otherwise, students are working on breadth courses.

**Concern 5 and Concern 7: p. 4, 13-15**

...The Business Minor was revised in 2018

At this point, the revised business minor does affect the CHASS Administrative Studies major. As the ad hoc committee report points out (p. 4), “in Fall 2018, SoBA created nine minors for its BSAD program (“Majors with Administrative Studies Components” in the UCR General Catalog, p. 156).” The CHASS Executive Committee, however, is glad that the confusion concerning Administrative Studies has been resolved.

**Concern 6: p. 4, 12-13**

We are unclear as to why this perception that Business would want to duplicate other departments’ coursework has arisen.

For instance, when Business Administration separated from CHASS and became a two-year school, PHIL116 (Business Ethics) was listed as an option in the core upper division requirements. Within a few years, this course was pulled and replaced with only one upper division business course, BUS 102 (Ethics and Law in Business and Society). This was the case for other core upper division in the business major.

**p. 4, pp. 8-9, Tables 1-2: Concern 8**

Our concern that SoBA may be comparing its undergraduate program to schools mainly in the southern California region and all (excepting UC Irvine) ranking below UCR (Table 2) remains. Surely SoBA’s goal should not be simply attracting students from these competing programs. We are glad to be reminded of the data in Table 1 showing the preponderance of four-year undergraduate programs in the top-ranked schools. Our own research into these schools’ programs suggests a prevalent tendency to encourage students to pursue interdisciplinary studies. For instance, the top-ranked Wharton School of the University of Pennsylvania actually awards a BS in economics (not business administration) and shows 30% of graduates with dual degrees based on their studies in established programs (e.g., partnering with the School of Engineering & Applied Science; partnering with the College of Arts & Sciences and focusing on life sciences, or international studies; partnering with the School of Nursing; or an individually designed program). We applaud the expressed desire of the SoBA to collaborate with other schools at UCR and at CHASS we look forward to working together to improve the educational experience of students interested in Business Administration studies.
COMMITTEE ON EDUCATIONAL POLICY
November 6, 2020

To: Jason Stajich, Chair
Riverside Division

From: Stefano Vidussi, Chair
Committee on Educational Policy

RE: Revised Proposal to Transfer the Pre-Business Program from CHASS to BUSINESS

The Committee reviewed the revised proposal to transfer the Pre-Business program from CHASS to BUSINESS at their November 6, 2020 meeting and was appreciative of the School’s revisions to the proposal. The Committee remains concerned with the challenge, for those students that have concurrently to hold a paying job, with the requirements of unpaid internships. With that in mind, the Committee recommends that unpaid internships have a similar workload to the course(s) they will receive credit for, to ensure that they are not providing work for free. The Committee applauds the Dean’s office idea to support financially study abroad participation, and invites the Dean to pursue a similar strategy for unpaid internships, such as providing funding for student’s out of pocket expenses related to the internship.
January 4, 2021

TO: Jason Stajich  
Chair, Riverside Division of the Senate

FROM: Lucille Chia, Chair  
CHASS Executive Committee

RE: Response to the School of Business Revised Proposal to Convert the Business Administration Major (BSAD) from a Two-Year Upper-Division Major to a Four-Year Major (Third round)

The School of Business (BUSINESS) has provided a number of reasons for eliminating the undergraduate Pre-Business (PRBS) program within CHASS, to be replaced by a four-year Business Administration major. The CHASS Executive Committee held extensive and detailed discussions and received substantive comments from faculty members of CHASS whose departments would be most affected if this proposal is enacted, as well as from the CHASS Dean’s office. This memo summarizes the main points of these discussions.

1. We strongly feel that at a time when UCR is awaiting a new Provost/EVC to assume office, and when challenges brought on by the Covid-19 pandemic result in financial, pedagogical, and administrative uncertainties, a decision about such an important program should be postponed.

   It is difficult to predict how quickly UCR can recover from the financial difficulties it is facing due to the Covid-19 pandemic. BUSINESS argues that “the COVID-19 situation is unlikely to change the future competitive environment or student preference for the 4-year major versus the status quo.” And that “post-pandemic, students are likely to benefit from having graduated from a strong program such as the proposed 4-year major” The challenge is, of course, whether BUSINESS is able to offer such a strong program given the UCR budget constraints—can BUSINESS hire the necessary instructors and academic advisors needed for this increased student population? And like all other units on campus, BUSINESS had to redesign quickly its courses so that they were taught remotely starting in the Spring quarter of 2020. But as a vast majority of instructors realized, their remote teaching experience has helped them uncover many challenges in teaching well online—a process that cannot be perfected in a few quarters.

   Equally important is that there is no substantive value added in the academic curriculum of the pre-business students as the current academic structure of courses will remain in place, with most of the courses taken in CHASS. Thus, BUSINESS’s proposal for such an important program change is difficult to justify under current circumstances.

   Moreover, we believe that the office of the Vice Provost and Dean for Undergraduate Education (VP/DUE) should play a major role in evaluating the pro’s and con’s of this proposal and then present its findings to the Senate for its deliberation. So far, the VP/DUE has not
weighed in on the proposal nor offered its advice or recommendations. We believe a third option (neither the status quo of a two-year BSAD major nor the School of Business’s proposal) should be on the table, produced in part through collaboration with the office of the VP/DUE.

2. We are concerned that the proposed changes would harm lower-achieving students and could lower retention rates for UCR overall, not just for CHASS.

Here is our argument:

a. Assume that the following pattern of retention and graduation is roughly correct (based on a review of graduation and retention patterns from 2005 to 2009) for illustration:

Of 1000 incoming PRBS majors, assume a 6-year graduation rate of 70%:

- 425 graduate with a Business degree from BUSINESS
- 250 leave UCR (235 drop out; 15 transfer [most have high GPA, the rest low])
- 025 graduate with a degree from CNAS or BCOE or SPP or GSOE
- 250 graduate with a degree in CHASS.

Of the students who graduate from CHASS, 185 have a rather low GPA (just over 2.0, and 65 have a higher GPA.

b. BUSINESS argues that the change (a four-year Business major) would lead students to “identify” earlier as BUSINESS students. That might help BUSINESS retain students who would otherwise transfer out. These are some of the higher achieving students who can transfer to Berkeley or UCLA (for example), and some who transfer to CSUs or other institutions (these numbers are very small).

c. However, we see that the “identification” argument runs the other way as well. Currently, students who are PRBS students initially aspire to be BUSINESS students (they have to earn admission to transfer from CHASS to BUSINESS), but since they are CHASS students, they are in a position to “identify” with CHASS, at least provisionally.

d. If the BUSINESS proposal is approved, that means, of the 250 students who do not remain in PRBS but graduate with a CHASS major, especially the 185 or so with lower GPAs, will no longer “identify” with CHASS during their first two years. This means that if they are disqualified from BUSINESS (the usual cause comes from grades below a C- in the required math courses), their major option for remaining at UCR is to change to a CHASS major. They will then be forced with a choice: choose a major in a college that you do not “identify” with or leave. We fear students who have “identified” with BUSINESS and not CHASS under the proposed change will choose to leave UCR at slightly higher rates. And so, we fear the proposed change could lower campus graduation rates.

3. As for revenue streams, we respectfully disagree with the BUSINESS about the clarity of the memo of June 22, 2018 from the EVC Cynthia Larive, addressed to the Deans of CHASS and
BUSINESS. Moreover, the dates given for various allocations and transfer of funds related to the proposed program have passed, and we feel that it would be best to consult with the incoming EVC about these issues.

In particular, the term “revenue neutrality” has been used to suggest that CHASS would not lose revenues because, as BUSINESS argues, “there will be no change in the amount of teaching for CHASS” even if the four-year BSAD program is established, but this only applies to the revenues resulting from courses in which BUSINESS students take. CHASS would definitely lose revenue because approximately 10% of its undergraduate population would be transferred to the BUSINESS.

In summary, we believe that such an important program, involving about 1,000 students or more, should be carefully deliberated by: CHASS and BUSINESS with the incoming EVC, relevant Senate committees (again, but justified given the changed circumstances described), and CHASS and BUSINESS in collaboration with the VP/DUE, on adding value to the existing structure where PRBS remains a CHASS program.
January 13, 2021

To: The Senate

From: School of Business Executive Committee

Re: School of Business Revised Proposal to Convert the Business Administration Major (BSAD) from a Two-Year Upper-Division Major to a Four-Year Major

Dear Jason,

Thank you very much for providing me the opportunity to discuss and respond to the latest round of comments from Senate standing committees at the Executive Council meeting on January 11, 2021. Attached please find a written version of the responses that I had delivered orally at the meeting. Please let me know if you have any questions.

Sincerely,

Subramanian “Bala” Balachander
Chair, School of Business Executive Committee
Response to the Comments from the Committee on Educational Policy

Thank you for your comments included in the latest round of Senate consultations on the proposal to convert the Business Administration Major (BSAD) from a two-year upper-division major to a four-year major. Below please find our response to your comments (with your comments shown in italics).

“The Committee remains concerned with the challenge, for those students that have concurrently to hold a paying job, with the requirements of unpaid internships. With that in mind, the Committee recommends that unpaid internships have a similar workload to the course(s) they will receive credit for, to ensure that they are not providing work for free. The Committee applauds the Dean’s office idea to support financially study abroad participation, and invites the Dean to pursue a similar strategy for unpaid internships, such as providing funding for student’s out of pocket expenses related to the internship.”

Thank you for the comment. Please note that an internship is not a requirement for graduation but would be strongly encouraged in advising and other interactions with students. Further, students who concurrently hold a paying job may be able to use their work at the job to get internship course credit provided the job offers experience related to business management. The School of Business will also work to ensure that unpaid internships arranged though the school’s career center have a workload similar to a course that they will receive credit for and will not impose undue demands on out-of-pocket expenses for students. Provision of out of pocket expenses for internships may be an illegal use of state funds. Moreover, implementing the suggested recommendations for internships not arranged by the School of Business may run the risk of infringing on the student’s liberty in some cases. For example, a student may work a considerable amount of time in his or her parents’ (or friend’s) business and may use a part of it for getting credit towards an “unpaid internship,” which actually benefits his or her family. The School would not want to be in the position of limiting the number of hours the student chooses to work in the parents’ business or in general, in a business or organization that a student has a personal interest in.
Response to the comments from CHASS

Thank you for your comments included in the latest round of Senate consultations on the proposal to convert the Business Administration Major (BSAD) from a two-year upper-division major to a four-year major. Below please find our response to your comments (with your comments shown in italics).

1. *We strongly feel that at a time when UCR is awaiting a new Provost/EVC to assume office, and when challenges brought on by the Covid-19 pandemic result in financial, pedagogical, and administrative uncertainties, a decision about such an important program should be postponed.*

Please note that as we submitted in our response to the last round of comments, it is optimal for us to proceed with the decision on a transition to a 4-year BSAD major now and defer the decision on the date of implementation of this transfer based on the situation on the ground. It is important to approve the proposal now and have the program ready to launch as the Covid-19 pandemic recedes, because post-pandemic, students are likely to benefit from having graduated from a strong program such as the proposed 4-year major, as employment prospects in the aftermath of the pandemic are likely to be challenging for a long time - most economists expect the economic recovery from the pandemic to be slow resembling a Nike ‘swoosh’ rather than a sharp V-shaped recovery.

1 (continued). *It is difficult to predict how quickly UCR can recover from the financial difficulties it is facing due to the Covid-19 pandemic... The challenge is, of course, whether BUSINESS is able to offer such a strong program given the UCR budget constraints—can BUSINESS hire the necessary instructors and academic advisors needed for this increased student population?*

Please note that as specified in our proposal (p. 13), there is only a need for three additional staff members in Advising as the business content in the curriculum is not affected by this transfer. Thus, the resource demands placed by this transfer are not beyond the means of the School of Business, considering that this change will lead to a superior undergraduate experience, stronger job placement, and a more competitive program. Moreover, as noted in the our response to the comments in the last round, the timing of the launch of the 4-year major can be adjusted based on the budget situation. It is also worth noting that UCR budget constraints would also affect equally the Pre-Business Major and so should not be a basis of choosing the program that would deliver the better undergraduate experience for the dollars spent on the program.

1 (continued). *Equally important is that there is no substantive value added in the academic curriculum of the pre-business students as the current academic structure of courses will remain in place, with most of the courses taken in CHASS.*

Please note that as described in the comments in the last round, the proposal to move to a 4-year major is prompted by student interest and feedback, and competitive offerings which show that only 14 out of 87 similar or higher-ranked programs that offer an undergraduate business
program offer a 2-year major. Thus, this move is designed to offer a superior undergraduate experience with the business major, as improvements in the academic curriculum have already been instituted to a significant extent in the past several years through addition of more electives, and by providing the option of taking one or more core business courses in the first two years. We might also note that a preliminary report of an external advising review team comprising of administrators from NACADA, UCLA and UCSC has recommended that advising of Business students start from year one, which would effectively mean a 4-year major, as the advising in the pre-business structure was not found to be effective by this external team.

1 (continued). Moreover, we believe that the office of the Vice Provost and Dean for Undergraduate Education (VP/DUE) should play a major role in evaluating the pro's and con's of this proposal and then present its findings to the Senate for its deliberation.

As noted in the comments in the last round, there is already a wealth of benchmarking, survey and other data (included in the proposal) as well as input from outside consultants that have supported the recommendation for converting the undergraduate business major to a 4-year major. In addition, a Special Review Committee appointed by the Committee on Committees has vetted our proposal resulting in a report dated 6/7/2018. The committee included both CHASS and BUSINESS representatives. The report of the Special Review Committee led to a concomitant revision of the proposal, strengthening it in many aspects. Finally, the proposal has been vetted through the approval process by various university committees that are external to the business school. Moreover, as noted above, the preliminary report of an external advising review team has recommended an advising protocol such as would be available with a 4-year major. Thus, we would like to respectfully submit that additional opinions sought at this stage is essentially going to reinforce the view that the proposal is sound but would needlessly delay a superior undergraduate experience to business undergraduates.

2. We are concerned that the proposed changes would harm lower-achieving students and could lower retention rates for UCR overall, not just for CHASS... Of 1000 incoming PRBS majors, assume a 6-year graduation rate of 70%... 425 graduate with a Business degree from BUSINESS... If the BUSINESS proposal is approved, that means, of the 250 students who do not remain in PRBS but graduate with a CHASS major, especially the 185 or so with lower GPAs, will no longer “identify” with CHASS during their first two years. This means that if they are disqualified from BUSINESS (the usual cause comes from grades below a C- in the required math courses), their major option for remaining at UCR is to change to a CHASS major. They will then be forced with a choice: choose a major in a college that you do not “identify” with or leave. We fear students who have “identified” with BUSINESS and not CHASS under the proposed change will choose to leave UCR at slightly higher rates. And so, we fear the proposed change could lower campus graduation rates.

As noted on p. 11 of our latest version of the proposal dated 12/13/2019, we propose to admit a cohort of about 460 students, which would be approximately the number of students that
graduate with an undergraduate business degree as you cite below. In other words, the AIS scores that determine admission to the current 1000 pre-business program (PRBS) students are set by CHASS, given that PRBS is a CHASS program, but if admission decisions were to be made for a four-year BSAD program, the standards would be more restrictive in order to ensure the successful progress in the BSAD major (see page 11 of revised proposal for more details). Moreover, these direct admission standards for the four-year major have been carefully considered and have already been discussed with both Institutional Research and the Office of Admissions to determine criteria (e.g., AIS scores and other high school preparations) that would make it likely that students succeed in the business program. Please see Appendix B of the proposal for additional details. Thus, the 250 students that remain in PRBS but graduate with a CHASS major that the above comment is concerned with would never have been admitted into the new 4-year major, making the point raised by this comment moot. Of course, even when we have a 4-year business major, the School of Business will always be open to students admitted to CHASS (or to any other school in UCR) who wish to transfer to a BUSINESS major, provided they meet the requisite GPA and business-related prerequisite requirements. Further, it is possible that over time, we might find that new four-year structure is making even the more marginal students successful, which may prompt us to loosen the admission criteria to admit students who might not have graduated with a business degree under the current structure.

3. As for revenue streams, we respectfully disagree with the BUSINESS about the clarity of the memo of June 22, 2018 from the EVC Cynthia Larive, addressed to the Deans of CHASS and BUSINESS. Moreover, the dates given for various allocations and transfer of funds related to the proposed program have passed, and we feel that it would be best to consult with the incoming EVC about these issues. In particular, the term “revenue neutrality” has been used to suggest that CHASS would not lose revenues because, as BUSINESS argues, “there will be no change in the amount of teaching for CHASS” even if the four-year BSAD program is established, but this only applies to the revenues resulting from courses in which BUSINESS students take. CHASS would definitely lose revenue because approximately 10% of its undergraduate population would be transferred to the BUSINESS. … Moreover, the dates given for various allocations and transfer of funds related to the proposed program have passed, and we feel that it would be best to consult with the incoming EVC about these issues.

Please note that in the letter from the EVC Cynthia Larive, she notes: “Such a decision (major transfer) should be driven by firm academic principles, that are built upon the foundation of what is in the best interest of the academic program involved and students we serve, not based on any budgetary implications. Therefore, in the budget the transfer of the major will be revenue neutral (hold harmless).” We believe that the language here is crystal clear that there will be no difference in dollars to CHASS, no ifs and or buts. (This means that any revenue lost to CHASS through the transfer of majors will be compensated for through a permanent subsidy to CHASS). Selected members from the School of Business who were involved in drafting the 4-year major proposal met with the CHASS EC in November 2020. The Deans from BUSINESS and CHASS also attended the meeting. In that meeting the Dean of the School of Business made it crystal clear that the 4-year major proposal is motivated by the need to provide a better undergraduate student experience and that there is no expectation or intention that CHASS will lose revenue...
from this move. He has also affirmed the promise in the letter from the former EVC Cynthia Larive with the current Interim Provost. Given the sound principles enunciated in the letter from EVC Cynthia Larive that any transfer will be driven by firm academic principles and will be revenue neutral, it is unlikely that the incoming EVC will find reasons to depart from these principles.

*In summary, we believe that such an important program, involving about 1,000 students or more, should be carefully deliberated by: CHASS and BUSINESS with the incoming EVC, relevant Senate committees (again, but justified given the changed circumstances described), and CHASS and BUSINESS in collaboration with the VP/DUE, on adding value to the existing structure where PRBS remains a CHASS program.*

As noted above, the change to a 4-year business major is driven by student interest in a better business undergraduate experience and by competitive benchmarking. As such, there is already a wealth of benchmarking, survey and other data (included in the proposal) as well as input from outside consultants that have supported the recommendation for converting the undergraduate business major to a 4-year major. In addition, a Special Review Committee appointed by the Committee on Committees has vetted our proposal resulting in a report dated 6/7/2018. The committee included both CHASS and BUSINESS representatives. The report of the Special Review Committee led to a concomitant revision of the proposal, strengthening it in many aspects. Finally, the proposal has been vetted through the approval process by various university committees that are external to the business school. Thus, we would like to respectfully submit that additional deliberation of this issue at this stage is not warranted and that the proposal be presented at the upcoming Winter 2021 divisional meeting.
OVERVIEW

1. **Recent actions**
   - Curtailment
   - Challenges to career advancement stemming from Covid-19

2. **On-going work**
   - Challenges to career advancement stemming from Covid-19
   - Transparency about UC investments in fossil fuels
   - System discrimination

3. **Some concerns**
   - Financial crisis resulting from Covid-19
   - Non-discrimination in healthcare at UC
   - Mental health benefits – including equity in provider access

4. **Long Term**
   - Salary scales
   - Equity in non-compensation benefits
     - Student loan debt
     - Housing assistance
     - Childcare
   - Reimagining UC
     - Fossil fuels/carbonization
1. CURTAILMENT

- **Issue:** multiple concerns regarding the implementation of the proposed curtailment plan
- **Action:** UCFW, TFIR, and UCPB held a joint meeting in October 2020 in consultation with members of the UCOP Chief Financial Office to ask detailed questions and voice concerns
- UCPB & UCFW issued a joint letter to Council advocating a rejection of the curtailment plan as proposed, due to concerns over equity and effectiveness
1. CURTAILMENT

- **Issue:** Proposed salary actions by UCOP stemming from the Covid-19-related budget crises would *differentially reduce* benefits of 2016-tier employees who had selected the defined contribution plan; sets a concerning precedent for any future salary actions.

- **Action:** UCFW (upon recommendation of TFIR) submitted a letter to Council asking their endorsement of a request that UCOP equally protect the retirement benefits of employees in the 2016 tier.
2. MITIGATING NEGATIVE CAREER IMPACTS OF THE COVID-19 ERA

- **Issue:** The pandemic is affecting nearly every faculty member, with many losing access to research opportunities. However, it is also affecting disproportionately those with dependent care duties, especially impacting women, single parents, and faculty of color. Potential for enduring impacts to career success.

- **Action:** UCFW/UCAADE asked the Academic Council to recommend several specific actions be taken to address these concerns. Our letter has been forwarded to President Drake; a copy is available on the Senate website.
2. MITIGATING NEGATIVE CAREER IMPACTS OF THE COVID-19 ERA

- UCFW/UCAADE letter

- UC must act to address both the *acute* and the *long-lasting* impacts on faculty career advancement & success

- UC should use the lessons from this era to *strengthen the values* of the UC in order to build and maintain an excellent, diverse, and successfully faculty
2. MITIGATING NEGATIVE CAREER IMPACTS OF THE COVID-19 ERA

- **Recommendations:** Immediate actions

- 1. Each campus should establish a Covid-era **Faculty Career Support Committee**, with members from both Senate and Administration (e.g., Academic Personnel) to oversee implementation of policies and communications
  - Clear, timely communication is essential!

- 2. Provide **accommodations to teaching** & service for highly impacted faculty, such as those struggling with dependent care responsibilities; **fiscal resources** should be earmarked for providing teaching relief as needed

- 3. Provide financial support as much as possible to faculty with caregiving responsibilities...e.g., repurpose travel funds toward childcare assistance
2. MITIGATING NEGATIVE CAREER IMPACTS OF THE COVID-19 ERA

4. Adjustments to expectations for promotions & merit advances: develop system-wide and campus-level guidelines for reviewing candidates fairly based on Achievement Relative to Opportunity (ARO) principles

5. Encourage “Covid Impact Statements” in promotion files, but avoid requiring that faculty divulge personal details within; instead, provide guidelines for quantifying/describing impacts in the professional domain

6. Use “stop-the-clock” mechanisms sparingly... only when ARO standards are inadequate to accommodate Covid-era impacts; ensure equity in tenure & advancement; preserve salary increases

7. Be proactive in promoting equity & mitigating implicit bias; e.g., require anti-bias training for all members of promotion committees
8. Recognize that the Covid-era has curtailed access to the networking opportunities that are a cornerstone of scholarly exchange....impacts to solicitation of letters used for promotion files; apply funding toward promoting networking opportunities

9. Extend campus “bridge-funding” and start-up funds; assist with graduate student & postdoc support

10. Avoid erosion of leadership opportunities, especially for highly-impacted groups (women, BIPOC)
2. MITIGATING NEGATIVE CAREER IMPACTS OF THE COVID-19 ERA

**Recommendations:** Long-term; big picture

- 1. Childcare: establish guidelines & minimum standards for childcare facilities on or adjacent to campus; support emergency childcare
- 2. Strengthen family-friendly policies
- 3. Provide housing assistance more widely & transparently, including down payment assistance
- 4. Update how career “excellence” is defined
- 5. Recognize and Evaluate our fellow faculty members as “whole persons”
2. **TRANSPARENCY IN UC INVESTMENTS**

- **Issue:** In a 2019 Memorial, the Senate petitioned the Regents to divest the UC’s endowment portfolio of all investments in the 200 publicly traded fossil fuel companies with the largest carbon reserves. In a September 2019 Op-Ed published in the LA Times, CIO Bachher and Regent Sherman were quoted as saying that UC was divesting from fossil fuel firms. However, in a 2019-20 Academic Council meeting CIO Bachher clearly indicated that he had not been instructed to follow the Memorial. Instead, he is “de-risking” UC investments, which implies no long-term commitment.

- **Action:** UCFW+UCPB+UCOR+UCEP asked the Academic Council to request transparency in UC investments (all of them) so we can monitor whether UC avoids reinvesting in fossil fuels. Letter endorsed by Council.
2. SYSTEMIC DISCRIMINATION

- **Issue:** During UCFW meetings in Spring 2020, we heard anecdotal reports about a lack of information about optional benefit measures being not offered to many faculty, and potentially withheld disproportionately from minority faculty. One example is the provision of down payment assistance to some faculty but not others in very expensive housing markets. We also heard anecdotal evidence that prominent scholars from underrepresented groups were not getting competitive retention offers.

- **Action:** UCFW wrote a letter to Council & gave a presentation to highlight the concerns about housing assistance; further action pending
3. SOME CONCERNS

- Financial crisis resulting from Covid-19
- Non-discrimination in health care (comprehensive access)
- Mental health benefits – including adequate provider access; access to providers with diverse cultural competency
- Health Care Task Force (HCTF) established a working group to make recommendations
4. LONG TERM

- Salary scales (task force report in circulation)
- Equity in non-compensation benefits
  - Student loan debt (TFIR is working on this)
  - Housing assistance
  - Childcare
- Reimagining UC: it is more important than ever
THANK YOU!

Suggestions?