

**SPECIAL MEETING OF THE RIVERSIDE
DIVISION MONDAY, NOVEMBER 4, 2013
GENOMICS 1102A
4:45 p.m.**

ORDER OF BUSINESS

1. The minutes of the May 28, 2013 Division Meeting2
2. Approval of the Proposed Master's of Public Policy
 - a. The Statement of Purpose for calling the Special Meeting 6
 - b. Proposal to establish a Master's of Public Policy 7
 - c. Letters of Support 90
3. Any other business authorized by unanimous consent of the voting members present

October 30, 2013

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

**Vol. LXXXIII
UNIVERSITY OF CALIFORNIA
ACADEMIC SENATE**

**MINUTES OF THE REGULAR AND ANNUAL MEETING OF THE RIVERSIDE
DIVISION**

MEETING: The Riverside Division of the Academic Senate met on Tuesday, May 28 at 2:10 p.m. in the Genomics Auditorium Room 1102A. Chair J. Wudka presided. The meeting was attended by 60 members of the Riverside Division of the Academic Senate.

MINUTES: The Minutes of the February 19, 2013 meeting were approved as distributed.

ANNOUNCEMENTS BY THE CHANCELLOR: Interim Chancellor Jane Conoley opened her remarks by announcing that UCR has much to be proud of and celebrate over the next year as UCR has received positive rankings and recognition by numerous national sources.

Interim Chancellor Conoley addressed concerns regarding Campus safety and informed the Division that she has convened a safety taskforce to address the issue. The taskforce hosted an open house to discuss proposals for increased Campus safety and received much feedback from the community. The group is now drafting a final report and is working with Administrators, Deans and Vice Chancellors to implement as many of the submitted proposals as possible. Interim Chancellor Conoley shared that the Campus has already implemented some of the proposals including a shuttle bus service for transporting students off campus, increased street patrols and the addition of more security cameras.

Interim Chancellor Conoley next addressed the budget of both the System and Division. Of the \$125 million of funding awarded from the State, UCOP plans to use \$67 million to fund the employer contribution to UCRP, which increases next year to 12.6%. Another \$10 million of the funding has been allotted for the development of online education. The California State Senate and Assembly Bills calling for \$15 million to fund the UCR School of Medicine remain in the legislative budget. The Interim Chancellor shared that the UC System has been involved in a process called Funding Streams and Rebenching, which is an assessment that calculates the amount each campus will pay for the services of the Office of the President and how much each campus will receive for funding of students. UCR's assessment is likely to be \$10 million a year starting in the 2014-2015 Academic Year. The current rebenching process will cover a span of 6 years over which the end result will be that all campuses receive the same amount of state funding for Undergraduate, Ph.D., and health science students. UCR is projected to be a winner with this initiative. The money saved by rebenching will be used to cover fixed costs such as faculty merits and promotions, negotiated retention salaries, and new faculty lines. However, Interim Chancellor Conoley stated that it is important for UCR to find additional funding sources and hopes the Campus will do so through philanthropy appeals, increased corporate and alumni partnerships, endowments, and graduate school enrollment. The Interim Chancellor stated her appreciation of the faculty's support of campus funding efforts.

The Interim Chancellor then spoke to faculty concerns and stated that UCR has faculty talent but the campus lacks fully developed processes, space, equipment and support to develop the talent to reach its full potential. The Interim Chancellor shared that the next research development target is the implementation of more faculty friendly technology processes and the development of shared

equipment centers to enable groups to work together in productive ways. Chancellor Conoley also addressed the need to increase the number of ladder rank faculty at UCR to keep pace with the student population. She informed the Division that Riverside holds the most unfilled faculty FTE in the system and due to the new rebenching models and other funding diversification, the campus can now focus its budget on hiring faculty. Specifically, the campus hopes to add 40 new faculty lines this year in addition to filling vacancies. Chancellor Conoley ended her remarks by stating that our campus needs to focus on hiring, developing, and supporting our faculty.

Interim Chancellor Conoley closed by presenting Assistant Professor Richard Hooley of the Department of Chemistry and Professor Jeanie Lau of the Department of Physics and Astronomy with the Chancellors' Awards for Fostering Excellence in Undergraduate Research and Creative Achievement.

ANNOUNCEMENTS BY THE EXECUTIVE VICE CHANCELLOR AND PROVOST: There were no announcements by the Executive Vice Chancellor and Provost.

ANNOUNCEMENT BY THE SECRETARY-PARLIAMENTARIAN: Professor P. Gorecki, Secretary- Parliamentarian, announced that the election report was found on page 8 of the full agenda.

For the position of Vice Chair of the Riverside Division, a single nomination was received for Professor Jennifer Hughes to serve a one-year term beginning September 1, 2013 through August 31, 2014. The Secretary Parliamentarian was instructed to cast a single ballot for the nominee.

For the position of Representative to the Assembly, the report shows that Professor Ilhem Messaoudi Powers was elected to serve a two-year term beginning September 1, 2013 through August 31, 2015.

ANNOUNCEMENTS BY THE CHAIR: Chair J. Wudka reported on the status of online education at UCR and the two California State Senate Bills that affect the initiative at UCR and all California State institutions of higher education. J. Wudka summarized the Bills and shared that California Senate Bill 547 aims to require all segments of education in California to create online courses that can be transferrable to any State University; and that California Senate Bill 520 requires partnerships with for-profit corporations to create online courses. J. Wudka informed the Division that all campuses of the UC System oppose California Senate Bill 520 and that faculty will soon be receiving an email, which will allow them to voice their position in respect to the Bill. J. Wudka further informed the Division that the UC System launched the Innovative Learning Technology Initiative (ILTI), which is an incentive program to support increased online course development and teaching with the State funded \$10 million dedicated to online education. The ILTI announced a request for proposals to develop online or hybrid courses earlier in the year and another request will be announced in the near future. J. Wudka shared that Senate members and all of the Divisions have voiced serious concern in regards to intellectual property with previous agreements associated with online education courses at the UC System. In response to this issue, the Provost has reassured faculty that all concerns will be heard. J. Wudka shared that if UCR faculty have concerns or do not understand a portion of the agreements they should seek consultation with Campus Counsel, who can provide an explanation of the section in question.

SPECIAL ORDERS: There were no items on the Consent Calendar and the Reports of Standing Committees were received and placed on file.

REPORT OF THE REPRESENTATIVE TO THE ASSEMBLY: Chair J. Wudka announced that the report of the April 10, 2013 meeting of the Assembly of the Academic Senate could be found on page 151 of the full agenda.

REPORTS OF STANDING COMMITTEES AND FACULTIES

- I. Professor Giles Waines, Chair of the Committee on Distinguished Campus Service, presented and moved adoption of the nominations of Professor Eugene Nothnagel, Department of Botany and Plant Sciences, and Professor Ameae Walker, Department of Biomedical Sciences as the recipients of the Distinguished Campus Service Award. The extensive contributions of these dedicated campus citizens are summarized in the report of the Committee found on page 152 of the full agenda. The motion was unanimously adopted by a round of applause. Congratulations were extended to Professors Nothnagel and Walker.
- II. Professor Jodie Holt, Chair of the Committee on Distinguished Teaching, presented and moved adoption of the nomination of Associate Professor Gabriela Canalizo, Department of Physics and Astronomy as the recipient of this year's Distinguished Teaching Award. The Committee's report can be found on page 152 of the full agenda. The motion was unanimously approved by a round of applause. Congratulations were extended to Professor Canalizo.
- III. Professor Brian Federici, Chair of the Faculty Research Lecturer Committee, presented and moved adoption of the nomination of Distinguished Professor Alexander Raikhel, Department of Entomology as the recipient of the Faculty Research Lecturer Award for 2013-2014. The Committee's report can be found on page 155 of the full agenda. The motion was unanimously approved by a round of applause. Congratulations were extended to Professor Raikhel.
- IV. Professor Edith Allen, member of the Committee on Courses, presented and moved adoption of the proposed changes to R8 and R8.1 of the Riverside Division Regulation on Fulfillment of Prerequisites and Course Overlap for Honors Courses and Corresponding Non-honors Courses found on page 158 of the full agenda. The motion was unanimously adopted.
- V. Professor Ward Beyermann, Chair of the Committee on Educational Policy, presented and moved adoption of the proposed change to Appendix 6.4.4 to the Bylaws and Regulations of the Riverside Division – Academic Integrity Committees found on page 160 of the full agenda. The motion was unanimously adopted.
- VI. As Professor Mindy Marks, Chair of the Committee on Undergraduate Admissions was unable to attend the meeting, J. Wudka presented and moved adoption of the proposed changes to Bylaw 8.23.1 – Membership of the Committee found on page 162 of the full agenda. The motion was unanimously adopted.
- VII. Professor Ameae Walker, Chair of the Executive Committee of the School of Medicine, presented and moved adoption of the petition by the School of Medicine (SoM) to use a Pass Fail Grading for SoM medical classes found on page 163 of the full agenda. The

motion was unanimously adopted.

New Business

J. Wudka asked Connie Nugent, Chair of Graduate Council to announce the recipients of the Dissertation Advisor and Mentoring Award to this year's recipients, Distinguished Professor David Funder, Department of Psychology and Professor Eamonn Keogh, Professor of Computer Science and Engineering. The recipients were presented with the award and congratulations were extended to Professors Funder and Keogh.

There being no further business, the meeting adjourned at 2:59 p.m.

ATTEST:

P. Gorecki, Secretary-Parliamentarian
Riverside Division of the Academic Senate

Beth Beatty
Recording Secretary

**STATEMENT OF PURPOSE
SPECIAL MEETING OF THE RIVERSIDE
DIVISION OF THE ACADEMIC SENATE**

November 4, 2013

The special meeting is being called to consider the proposal for a new Master's of Public Policy (MPP) within our newly-established School of Public Policy (SPP). The MPP will not only be the first program offered by the SPP but also its flagship program. Now that the School has been launched, there is an urgency to get the MPP program off the ground as well, so the campus can begin recruiting its inaugural class of MPP students as expeditiously as possible.

EXECUTIVE COUNCIL
REPORT TO THE RIVERSIDE DIVISION
November 4, 2013

To be adopted:

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

Jose Wudka, Chair
Riverside Division

Approvals:

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



October 18, 2013

To: Jose Wudka, Chair
Riverside Division

From: Lynda Bell, Chair
Graduate Council

A handwritten signature in black ink that reads "Lynda B. Bell".

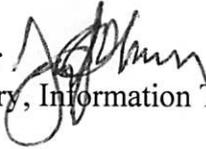
Re: **Proposal to establish a Master's of Public Policy (MPP) degree program at UCR**

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

Cc: Cindy Palmer, Executive Director, Academic Senate

October 28, 2013

To: J. Wudka, Chair
Riverside Division

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

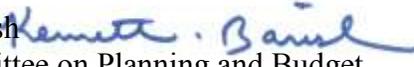
Re: Proposal for a Masters in Public Policy

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

UC RIVERSIDE UNIVERSITY OF CALIFORNIA | **Academic Senate**
Committee on Planning & Budget

October 28, 2013

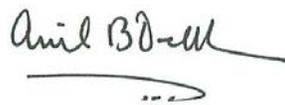
To: Jose Wudka
Chair, Riverside Division Academic Senate

Fr: Kenneth Barish 
Chair, Committee on Planning and Budget

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

The Committee on Planning & Budget unanimously approved the Proposal to establish a Master's of Public Policy (MPP) degree program at UCR.

TO: Professor Jose Wudka, Chair of the UCR Division of the Academic Senate

FROM: Anil B. Deolalikar, Dean 

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

DATE: October 14, 2013

Attached is a proposal to establish a professional Master's of Public Policy (MPP) degree program at UCR. The School of Public Policy (SPP) is submitting this proposal for consideration to the UCR Division of the Academic Senate.

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

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

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

Thank you once again for considering this request. Please do not hesitate to come back to me with any questions.

A Proposal for a Master's of Public Policy Degree

Submitted by the School of Public Policy

University of California, Riverside

October 2013

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Section 1: Introduction

1. Aims and Objectives

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

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

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

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

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

The MPP program is being proposed at the same time as the launch of UCR's new School of Medicine (SOM). There are a number of health policy issues that are of interest to both Schools, especially given the mission of the SOM to improve community health and emphasize preventative medicine. Indeed, the two Schools are discussing plans for a five-year joint MD/MPP program that would be developed and submitted to the Senate for approval during the coming year.

Distinctiveness. Four major themes will define the intellectual character of UCR's MPP program, and will serve to distinguish it from other public policy programs offered elsewhere in the country.

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

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

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

Like other universities, UCR has a large number of faculty who conduct international research on issues of great significance to Inland Southern California – climate change, water scarcity and contamination, food safety and security, poverty and sustainable development. At the same time, there are a number of UCR faculty who conduct research in Inland Southern California on issues of importance to many other parts of the world – water management, pest control, immigration, and maintaining diversity and quality in higher education. What is often lost is the opportunity to integrate across the two types of research experience. In today's world, many sustainability, health, and public policy dilemmas

confronting emerging countries are not too dissimilar from those facing rapidly-growing regions within the United States. It is important for policy makers and planners in Inland Southern California communities to learn from the innovative policy solutions being attempted in others parts of the world.

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

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

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

Diversity. The UCR School of Public Policy will be located in one of the most diverse regions of the state of California. Riverside and San Bernardino counties (with a total population of 4.4 million persons) are exceptionally diverse, multicultural environments. Riverside County is 38.5% non-Hispanic White, 46.5% Hispanic and Latino, 7% Black and 6.6% Asian. San Bernardino County is 50.5% Hispanic/Latino, 32% non-Hispanic White, 9.6% Black and 7% Asian. In addition, Riverside and San Bernardino counties are home to approximately 12 federally-recognized Native American tribes, representing roughly 2% of the county population. Nearly 40% of the inland population speaks a language other than English in the home (predominantly Spanish).

However, the policy community in the region does not reflect the ethnic and racial diversity of the population. While detailed statistics are not available, it is clear that ethnic minorities are significantly under-represented among policy makers and policy practitioners in the region. A diverse policy community is more likely to recognize, appreciate, and address policy challenges that are associated with a large and growing minority population – challenges such as high rates of poverty, school drop-out, infant mortality, childhood obesity, diabetes and heart disease, among others.

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

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

2. Historical Development of the Field

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

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

We have reviewed many of the top public policy programs in the country, and developed a curriculum that draws on “best practices” but, at the same time, is distinctive and innovative. It is a curriculum that is appropriate for the problems facing

Inland Southern California, but one which recognizes that the region's problems are not unique, and we should therefore be able to learn from the policy lessons that have been tried elsewhere in the world.

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

- Environmental sciences: Several faculty in the Department of Environmental Sciences are engaged in computer modeling of air, water, and soil quality interactions and their implications for human populations and ecosystems, especially in the Coachella Valley.
- Water: There are a large number of faculty working on issues of water scarcity, water contamination and purification, and water policy in the Department of Environmental Sciences (CNAS) and the Department of Environmental and Chemical Engineering (BCOE). The Water Science and Policy Center brings together many of these faculty. In the past year, the campus received a five-year, \$3 million NSF IGERT grant to train graduate students across several natural, social and engineering science disciplines in water issues.
- Sustainable suburban development: The Center for Sustainable Suburban Development conducts and disseminates research on issues of suburban growth and the impact of this growth on social, environmental, and transport systems.
- Biodiversity and species conservation: The Center for Conservation Biology conducts research on the conservation and restoration of species and ecosystems that form the natural heritage of Southern California.
- Energy and transportation: The College of Engineering Center for Environmental Research and Technology (CE-CERT) conducts research on transportation and energy that seeks to improve the technical basis for environmental regulations and policy.
- Poverty and economic development: Several faculty in the Departments of Economics, Political Science, Sociology and Anthropology are engaged in research on poverty – both global and regional – and public policies to alleviate poverty.
- Agriculture and biotechnology: There are a number of faculty on campus who work on agricultural policy issues, including food safety, regulation of genetically-modified foods, and impact of biotechnology on food production, hunger and malnutrition.

- Health: CHASS, CNAS and SOM have a number of faculty that are engaged in population health research. The newly-launched School of Medicine has a strong community medicine and primary care orientation, and, as such, is committed to health policy issues that will improve access and improve community health. UCR is home to one of three Centers of Expertise in the UC Global Health Institute – the One Health Center: Water, Animals, Food and Society.
- Immigration: There is an interdisciplinary Immigration Research Group that is composed of 18 faculty members, and several graduate students, from at least half a dozen different departments. Faculty at UCR have also taken a leadership role in building a national consortium of research on the politics of race, immigration, and ethnicity.
- Crime and justice studies: The Presley Center for Crime and Justice Studies works with the criminal justice system in the region on the many challenges of youth violence prevention and incarceration.
- Education: The Graduate School of Education has established the Community College Collaborative, whose mission is to analyze policy issues surrounding California’s extensive network of community colleges. In addition, the School also houses the SEARCH Family Autism and Research Center, which conducts research on treatments for autism and appropriate education for children and adolescents with Asperger syndrome.
- Media and cultural studies: UCR has a thriving Department of Media and Cultural Studies that aims to understand the role of film and other media in raising awareness of important policy challenges as well as the history of government regulation of media.

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

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

3. Timetable

The MPP degree will be launched immediately upon approval of this proposal. Assuming the proposal is approved during AY 2013-14, the Program will begin recruiting students in Fall 2014, with the first class, targeted at 20 students, enrolling in Fall 2015. Within five years, we anticipate enrolling 60 students per class, resulting

in a total of 120 MPP students in residence. (If system approvals come early in Winter 2014, we may begin recruiting the first class as early as Spring 2014 for enrollment in Fall 2014. However, we realize this is a low-probability prospect.)

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

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

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

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

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

There is also a separate degree proposal currently under preparation (and to be submitted shortly) by the University of California Global Health Institute and the UCR School of Public Policy to offer a Master's of Science in Global Health. There

will be substantial synergies between the two programs, including the opportunity for students in the MPP program to take courses from the MS program and *vice versa*.

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

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

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

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

6. Program Governance

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

7. Plan for Evaluation of the MPP Program

Graduate programs at UC Riverside are formally evaluated in year three initially and then every seven years thereafter. This includes both an external review by a panel of nationally-recognized scholars and an internal review by a subcommittee of the UCR Graduate Council. Since the School of Public Policy is a new graduate school, none of

its programs has been evaluated yet. The proposed MPP degree will be evaluated as part of a normal 10-year review process for graduate degrees.

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

Section 2: Program

1. Admission Requirements and Undergraduate Preparation

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

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

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

2. **Foreign language requirement:** Not required.

3. Program of Study

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

The core courses will include:

The Policy Process (3 courses)

- Policy institutions and processes
- Regional policy-making across administrative jurisdictions
- State governments as laboratories of change

Institutional Context (3 courses)

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

Policy Methods (4 courses)

- Quantitative methods for public policy analysis
- Qualitative social science methods
- Applied microeconomics for public policy
- Public management and leadership

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

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

- b. Plan: Master's II
- c. Unit requirements: The program of study consists of 72 units of graduate courses, plus one summer of practical experience in a degree-relevant internship.
- d. Required and recommended courses: The curriculum consists of 10 required core courses, a required summer internship, a required capstone research project spanning two quarters, required attendance in the public policy seminar series each quarter, and six concentration or elective courses. Specific courses offered by the School of Public Policy as well as other departments at UCR will be approved as electives. Courses outside of the approved courses may fulfill the requirement only with the approval of the program director.
- e. Licensing or certification agency requirements: There is no formal accreditation of an MPP degree. The MPP would be recognized through membership in organizations such as the Association of Public Policy Analysis and Management (APPAM) and National Association of Schools of Public Affairs and Administration (NASPAA).
- 4. Field examinations:** None
- 5. Qualifying examinations:** None
- 6. Thesis and/or dissertation:** None
- 7. Final examination:** Students must complete a capstone research project in the second year of the program, which will substitute for the final examination.
- 8. Explanation of special requirements over and above Graduate Division minimum requirements:** None
- 9. Relationship of master's and doctoral programs:** The MPP will be a professional degree distinct from any Ph.D. program UCR offers. Students in this program may take their elective courses from courses offered in other Master's or Ph.D. programs on campus.
- 10. Special preparation for careers in teaching:** Not applicable

11. Sample Program

Sample Coursework for the Master's Program In Public Policy		
First Year		
<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Policy institutions and processes (4 units)	Applied microeconomics for public policy (4 units)	Qualitative social science methods (4 units)
Quantitative methods for public policy analysis (4 units)	Environmental and social policies: interactions, synergies, and unintended consequences (4 units)	<i>Concentration or elective course</i> (4 units)
Ethics, professionalism, and the normative bases of public policies (4 units)	<i>Concentration or elective course</i> (4 units)	State governments as laboratories of change (4 units)
Summer Policy Internship		
Second Year		
Regional policy-making across administrative jurisdictions (4 units)	Public leadership and management (4 units)	<i>Concentration or elective course</i> (4 units)
Global-local policy connections: Case studies in poverty, water, and sustainable development (4 units)	<i>Concentration or elective course</i> (4 units)	<i>Concentration or elective course</i> (4 units)
<i>Concentration or elective course</i> (4 units)	Capstone research project (8 units)	

12. Normative time from matriculation to degree: Two years

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

Section 3: Projected Need

1. Student demand for the program

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

Admissions and enrollment data in MPP/MPA programs in the United States, 2001-11					
	2001 (28 Programs)	2003 (31 Programs)	2005 (34 Programs)	2010 (68 Programs)	2011 (61 Programs)
Total # of applications	5,686	9,928	10,692	17,442	17,498
# of admission offers	3,326 (58% of app's)	5,152 (52% of app's)	6,179 (58% of app's)	10,796 (62% of app's)	10,146 (58% of app's)
# enrolled (total)	1,563 (47% of admits)	2,258 (44% of admits)	2,586 (42% of admits)	5,766 (53% of Admits)	4,442 (44% of Admits)
# enrolled (women)	921 (60% of enrolls)	1,320 (58% of enrolls)	1,442 (56% of enrolls)	3,147 (55% of Enrolls)	2,377 (54% of Enrolls)
# enrolled (international students)	243 (16% of enrolls)	379 (17% Of enrolls)	417 (16% of enrolls)	589 (10% Of enrolls)	754 (17% of enrolls)

Note: Because of overlapping applicants among the participating institutions, the information in this summary table must be interpreted with care.

Source: Association for Public Policy Analysis and Management (APPAM)

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

Public Administration. RAND's Pardee Graduate School only offers a Ph.D. program in public policy.

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

<u>Admission statistics for UCLA's MPP Program, 2001-11</u>						
	<u>2001</u>	<u>2004</u>	<u>2005</u>	<u>2007</u>	<u>2009</u>	<u>2011</u>
Applications	200	319	272	283	368	430
Admission Offers	115	156	157	144	211	161
<i>% of Apps.</i>	58%	49%	58%	49%	57%	37%
New Enrollments	34	48	39	49	46	48
<i>% of Admits</i>	30%	31%	25%	33%	22%	30%
# women	22	24	21	30	29	27
<i>% of Enrolled</i>	65%	50%	54%	53%	63%	56%
# foreign	6	4	4	4	8	12
<i>% of Enrolled</i>	18%	8%	10%	13%	17%	26%

Source: UCLA Luskin School of Public Affairs

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

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

¹ The program offered by the College of Business and Public Administration at Cal State San Bernardino is more focused on public administration than on public policy.

2. Opportunities for placement of graduates

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

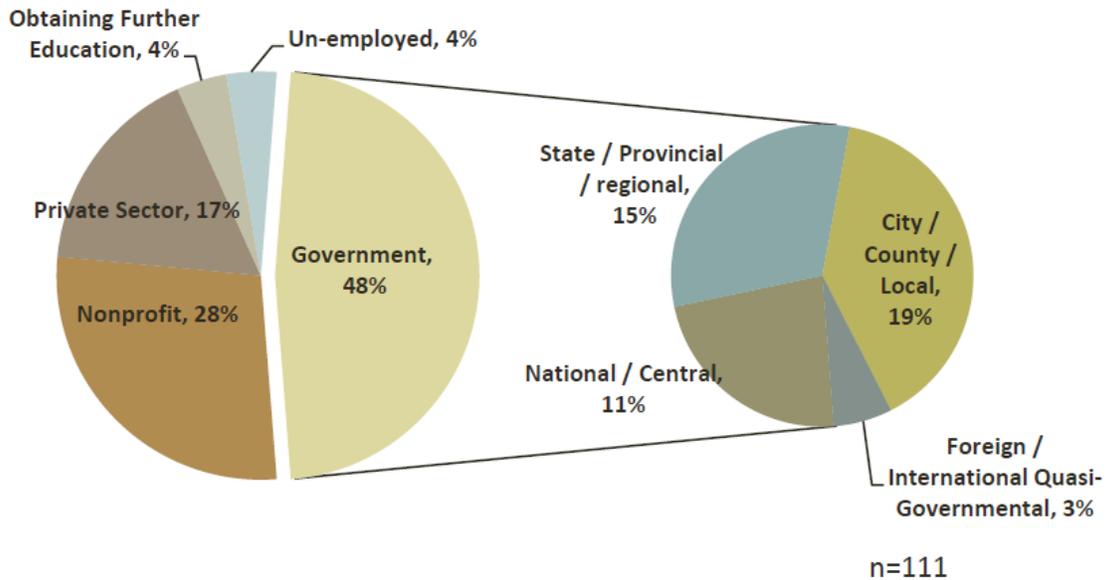
- Policy analyst for state or local governments and the federal government, including specialized agencies of these governments (e.g., Department of Health, EPA, FDA, Forestry Service, GAO, Insurance Commission, and USDA), as well as policy analyst in an international development agency (e.g., World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

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

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

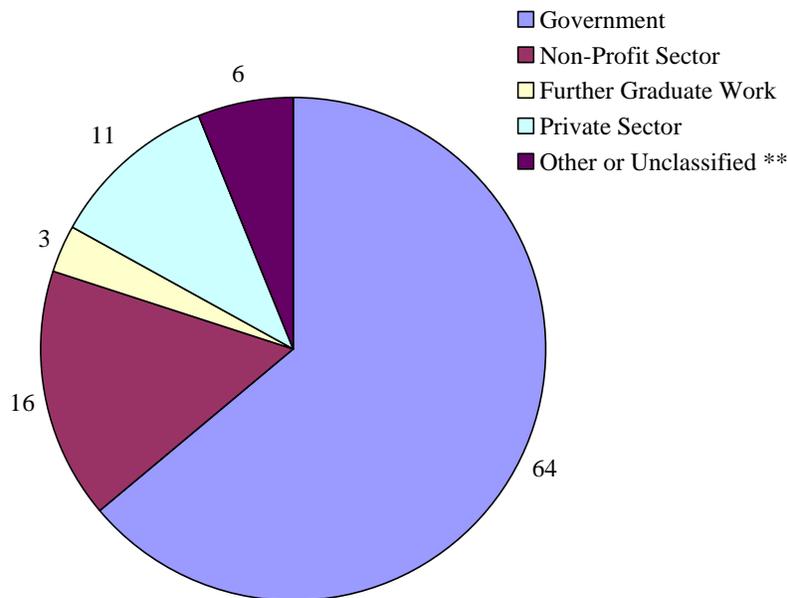
The demand for MPP/MPA graduates is projected to remain strong into the future, particularly as one-half of all current federal employees will be eligible to retire in the next five years, according to the U.S. Office of Personnel Management.

Employment of recent graduates of MPP/MPA programs, 2011



Source: NASPAA

Employment of MPA/MPP graduates, 2000



Source: NASPAA

At the same time, there is increasing demand for individuals trained in rigorous policy analysis in local governments; in 2007, there were a total of 89,476 local governments in the country, with most of them lacking professionals trained in public policy. Riverside is already the fourth most populous county in the state and is projected to be the fastest-growing county over the next 20 years. This will likely drive the demand

for public policy graduates in the region. As noted earlier, the region faces major environmental and social challenges in managing its rapid growth. As an example, consider that the Affordable Care Act of 2010 will add half a million or more newly-insured people over the next few years. Given that the region is already the most medically under-served region in the state, there will be a need for new models of delivering public and private health services if the region is to maintain access and quality. There will be a need for policy analysts to work with health providers and public health professionals in developing these new delivery models.

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

3. Importance to the discipline

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

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

Public policy schools and programs often are the most community-engaged parts of a university. One reason for this is the profound impact that public policy has on all dimensions of people's lives and on society in general. The number of areas that are touched by public policy is almost limitless – economic growth and sustainable development, jobs and employment, poverty and the distribution of income and opportunities, health and education, crime and violence, marriage and family stability, immigration, social safety nets and old-age security, energy security, air and water quality, traffic congestion and suburban sprawl, and climate change, to name a few. Communities in Inland Southern California will face some of the biggest challenges

to their growth and sustainability in the coming decades; informed public policies, grounded in evidence and based on concepts of fairness, social justice and efficiency, can make all the difference to California's future as a state. UCR's MPP program hopes to train the next generation of leaders who can navigate the state through its coming policy challenges.

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

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

6. Program differentiation

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

Section 4: Core Faculty and Affiliated Faculty

Core Faculty

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

Affiliated Faculty

Edith Allen (Botany & Plant Sciences)
Michael Allen (Botany & Plant Sciences)
Juliann Allison (Political Science)
Richard Arnott (Economics)
Peter Atkinson (Entomology)
Julia Bailey-Serres (Botany & Plant Sciences)
Mathew Barth (Electrical Engineering)
Jan Blacher (Graduate School of Education)
Shaun Bowler (Political Science)
Christopher Chase-Dunn (Sociology)
Marcelle Chauvet (Economics)
Carl Cranor (Philosophy)
Stephen Cullenberg (Economics)
Luciana Dar (Graduate School of Education)
Elizabeth Davis (Psychology)
Robin DiMatteo (Psychology)
Sharon A. Duffy (UCR Extension)
Gary Dymski (Economics)
David Eastmond (Cell Biology & Neuroscience)
Exequiel Ezcurra (Botany & Plant Sciences)
Norman Ellstrand (Botany & Plant Sciences)

David H. Fairris (Economics)
John M. Fischer (Philosophy)
Howard Friedman (Psychology)
Robert Hanneman (Sociology)
T. S. Harvey (Anthropology)
Steven Helfand (Economics)
Martin Johnson (Political Science)
Ruhi Khan (Media and Cultural Studies)
Sang-Hee Lee (Anthropology)
Bronwyn Leebaw (Political Science)
John S. Levin (Graduate School of Education)
David Lo (Biomedical Sciences)
Perry Link (Comparative Literature & Foreign Languages)
Manuela Martins-Green (Cell Biology & Neuroscience)
Mark R. Matsumoto (Chemical & Environmental Engineering)
Misaki Natsuaki (Psychology)
Robin Nelson (Anthropology)
Rollanda O'Connor (Graduate School of Education)
G Richard Olds (School of Medicine)
Susan Ossman (Anthropology)
Robert N. Parker (Sociology)
Karen Pyke (Sociology)
Robert Ream (School of Education)
Ellen Reese (Sociology)
Chandra Reynolds (Psychology)
Todd Sorensen (Economics)
Marguerite R. Waller (Women's Studies)
Georgia Warnke (Political Science)
Marylynn Yates (Environmental Sciences)
Tuppett Yates (Psychology)
Fariba Zarinebaf (History)

Affiliated Staff

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

Section 5: Courses

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

Summer Internship

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

Potential instructors: Various faculty (on rotating basis)

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

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

Core Courses: The 10 core courses are listed below.

PBPL2XX: *Policy institutions and processes*

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

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

PBPL2XX: *Quantitative methods for public policy analysis*

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

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

PBPL2XX: *Qualitative social science methods*

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

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

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

Potential instructors: Steven Brint, Toby Miller, Georgia Warnke

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

PBPL2XX: *Applied microeconomics for public policy*

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

This course shows students how economic analysis bears on public-policy issues. Students learn to identify the relevant economic analyses to address various public-policy problems, and to comprehend and assess what professional economists can contribute to the shaping, implementation and evaluation of public policies. The course covers microeconomic theory with particular emphasis on determining price and output under perfect competition and other forms of market structure; general equilibrium and welfare theory; and the concept of market failure, including public goods, externalities, and imperfect market structure. The course will emphasize the importance of incentives for explaining economic agents’ behavior; when designing public policy, it is imperative to consider how consumers and producers are likely to

respond to it – neglecting to do so may undermine policy effectiveness. The applicability of the framework will be illustrated with examples from past and current policy, in fields such as the health care, poverty, the environment, transportation, and so forth. The class aims to provide students with an intuitive understanding of the microeconomic approach, and to familiarize them with concepts used in applied public policy analysis.

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

Potential instructors: Richard Arnott, Ken Baerenklau, Ariel Dinar

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

PBPL2XX: *State governments as laboratories of change*

Potential instructors: Martin Johnson and Karthick Ramakrishnan

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

PBPL2XX: *Regional policy-making across administrative jurisdictions*

Potential instructors: John Cioffi, Ronald Loveridge

Most policy is formulated at the level of traditional jurisdictions, such as local, state, or federal level. However, many societal and environmental problems, such as water and air quality, traffic congestion, immigration and financial crises, transcend these traditional jurisdictional boundaries. This course discusses the problems of policy making and implementation in such contexts. The course will study how councils of governments, such as the Southern California Association of Governments (SCAG), have

emerged to provide a transcending framework to deal with policy issues across cities and counties in Southern California. The course will also study alliances, such as the European Union (EU) and the Asia-Pacific Economic Cooperation (APEC), that have been formed to deal with economic and social issues that transcend state and national boundaries. The course will highlight the current economic problems facing many southern European countries (e.g., Greece, Spain, Italy) as an example of what happens when policy-making ignores cross-border effects and externalities.

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

Potential instructors: Ariel Dinar, David Biggs, Steven Helfand

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

PBPL2XX: *Public leadership and management*

Potential instructors: Steven Brint, Ronald Loveridge, Juliann Allison

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

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

Potential instructors: Various faculty (on rotating basis)

The program concludes with a two-quarter-long capstone research project to be undertaken under the supervision of a participating faculty member. Students will undertake a thorough analysis of a major policy question facing a “real-world” policy maker or policy agency, applying the interdisciplinary methods, approaches, and perspectives studied in the core curriculum. At the conclusion of the project, students

will have to prepare a policy brief, highlighting the policy problem they studied and a discussion of the proposed solution, which they will present to a public forum of faculty, students, policymakers, and other interested parties. The capstone project emphasizes practical applications of analytical skills and encourages students to “learn by doing” through numerous exercises and projects. Fieldwork activities will be an integral part of the capstone project, involving real clients, a written report, and oral briefings on the report.

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

Proposed New Elective Courses:

PBPL2XX: *Environmental Policy and Politics*

Potential instructors: Ariel Dinar, Ken Baerenklau, Kurt Schwabe

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

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

Potential instructors: Matthew Barth

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

PBPL2XX: *Comparative and International Water Policy*

Potential instructors: Ariel Dinar, Ken Baerenklau, Kurt Schwabe

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

PBPL2XX: *Local Government and Opportunity for Activism*

Potential instructors: Ronald Loveridge

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

PBPL2XX: *The Global City: Role of Policy*

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

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

PBPL2XX: *Introduction to Health Policy*

Potential instructors: Mindy Marks, Nathaniel Jones (lecturer)

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

PBPL2XX: *Introduction to Global Health Policy*

Potential instructors: Michael Reich (lecturer)

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

PBPL2XX: *The Political Economy of Global Health Policy*

Potential instructors: Michael Reich (lecturer)

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

PBPL2XX: *Issues in Educational Policy*

Potential instructors: Doug Mitchell, Luciana Dar

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

PBPL2XX: *Social and Cultural Context of Policy*

Potential instructors: Toby Miller, Juliet McMullin, Ruhi Khan

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

PBPL2XX: *Media Policy and Regulation*

Potential instructors: Toby Miller, Ruhi Khan

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

PBPL2XX: *Contemporary Criminology Policy Issues*

Potential instructors: Robert N. Parker, Steven Clark

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

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

Potential instructors: Alan McHughen, Julia Bailey-Serres

This course discusses how U.S. agricultural policy – in the form of the Farm Bill which provides large subsidies to commodity crops, such as soy, corn and wheat – directly promotes the cheap and voluminous production – and consumption – of foods high in processed carbohydrates and fats, which in turn results in high rates of obesity, diabetes and other chronic illnesses in the population. The course will also discuss the

indirect costs of such agricultural policies (e.g., discouraging the farming of fruits, vegetables and other fresh foods that promote health). Finally, the course will also look at other food policies, including the establishment of nutritional requirements for school lunch programs, the banning of sodas in school-based vending machines, and the SNAP (food stamp) program, and the effect of these policies on health and obesity, especially among children.

PBPL2XX: *Biotechnology and Genetics Policy*

Potential instructors: Alan McHughen, Norm Ellstrand, Carl Cranor

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

PBPL2XX: *Immigration Policy*

Potential instructors: Karthick Ramakrishnan, Todd Sorensen

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

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

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

This course will discuss the tools involved in brokering knowledge across scientists, practitioners, and users, bringing in technology, ecology, and public engagement expertise. Students will first be introduced to relevant scholarship from the field of science studies on cross-disciplinary collaboration, highlighting in particular the challenges and advantages of boundary work. Emphasis will be placed on the policy making process and on different models in which science is (or is not) taken up in the policy process or “lost in translation.” Examples will be based on a range of environmental issues (i.e. water and air quality), with particular importance being placed

on conveying how policymakers understand projections, models, risk and uncertainty. Means of communicating science to the public, and the potential of including civil society and citizen groups in knowledge production, will also be addressed. The course will make use of role plays to help students in building practical skills in these areas.

PBPL2XX: *Environmental impact assessment*

Potential instructors: Kurt Schwabe, Ken Baerenklau

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

PBPL2XX: *Introduction to geographical information science*

Potential instructors: Kurt Schwabe, Ken Baerenklau

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

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

Potential instructors: Kurt Schwabe, Ken Baerenklau

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

Existing Elective Courses:

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

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

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

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

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

GEO 260. Global Climate Change. Explores global climate change in historic and geologic time scales. Topics include ocean-atmosphere feedbacks, El Niño, Pacific decadal oscillation, anthropogenic CO₂, volcanism, cosmic rays, polar ozone depletion, global climate modeling, stable isotopes, “ice house” Pleistocene climates, “greenhouse” climates of the Mesozoic and Tertiary, plate tectonics, and the “snowball” Earth.

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

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

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

coordination, the role of finance in economic development, and international financial crises.

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

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

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

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

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

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

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

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

ECON 265. Agricultural and Rural Development. This course is concerned with the economics of agricultural and rural development in developing countries. Topics examined include technical change, sharecropping and interlinked factor markets, migration, poverty and famine, land reform, environmental aspects of rural development, and structural adjustment within agriculture.

ECON 268. Economics of Biotechnology. Covers the economic causes and consequences of revolutions in biotechnology. Topics may include the agricultural revolution, the Columbian exchange, and biotechnological advances in mechanization, brewing, and plant and animal breeding. Focuses on the implications of adopting genetically modified crops such as *Bacillus thuringiensis* corn and herbicide-resistant crops.

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

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

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

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

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

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

EDUC 206B. Advanced Seminar on Federal and State Policy. Examines state and federal roles in education policy in K-12 education. Focuses on the role of federal and state policy in defining governance and teaching and learning in schools.

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

EDUC 208. Legislative Action and Educational Policy. Examination of the legal processes governing educational policy, including significant laws, legal principles, recent litigation, controlling relationships of schools to student and teacher rights and

duties, administrative behavior, etc. Focuses on connections between legislative and judicial action and the social, political and economic forces affecting education.

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

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

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

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

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

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

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

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

EDUC 281. History of Educational Policy and Reform. Introduces a historical context for understanding education policy and reform in the United States. Topics include the

ideological forces that shaped the institutional context and character of American education at different periods in the nation's history and how ideas shaped the educational system by institutionalizing certain norms and values.

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

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

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

ENSC 210 (E-Z). Topics in Environmental Economics. An in-depth study in selected areas of environmental and natural resource economics. E. Transportation and Environmental Quality. F. Political Economy of Environmental Policy.

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

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

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

ETST 247. Policy and Politics: Grass Roots versus Coercive State. Provides a current examination of the status of Chicana(o)/ Latina(o) politics from both a grass roots and coercive state perspective. Examines divergent theoretical approaches within the contexts of liberal capitalism, pluralist versus elite theory, and identity politics.

PHIL 237. Philosophy of Science. Topics discussed include understanding scientific objectivity in the light of the history and sociology of science; realism and antirealism about scientific theories; scientific methodology and its logic; and the nature of scientific explanation.

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

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

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

PHIL 264. Justice. A philosophical analysis of the concept of justice.

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

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

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

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

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

POSC 252. Public Policy Seminar. Explores approaches to public policy analysis, emphasizing interaction between substance and process in policy development. Covers

both theories and concrete case studies; special attention given to the administrative stage of policy development.

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

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

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

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

SOC 258. Current Research in the Sociology of Families and Loving Relationships. Reviews current theory and research in the sociological study of families, marriage, and loving relationships. Focuses on issues of gender, race, class, and sexual inequalities.

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

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

SOC 282. International Migration. A hands-on research course in the concepts, theories, and techniques used in the analysis of international migration. Covers the nature and origins of and patterns and trends in global migration from colonial times to the twenty-first century. Provides an overview of migration theories, migration policies, and current research on immigration.

SOC 284. Sociology of the Family. Covers major theoretical frameworks and empirical research on the sociology of the family. Reviews research on courtship, marriage, parenthood, divorce, child socialization, and intergenerational family relations from a comparative perspective.

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

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

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

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

GH2XX: Political Economy of Transnational Migration. Analysis of worldwide migration patterns, and social scientific theories of international and transnational migration. The social, economic, political, health, and environmental dimensions of transnational migration are considered, with special attention to growing numbers of environmental refugees and trafficking victims.

GH2XX: Introduction to One Health. Introduces incoming students to principles of one health and the health professional's role in promoting public and animal population health.

Section 6: Resource Requirements

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

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

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

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

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

Year 1: Program director, starting at 50% fall quarter, increasing to 100% winter quarter and beyond.

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

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

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

Operating budget of MPP program, 2013-14 to 2018-19						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Program director	\$52,000	\$52,000	\$52,000	\$52,000	\$52,000	\$52,000
Student services assistant			\$36,500	\$36,500	\$36,500	\$36,500
Faculty incentives for course design	\$48,000					
Course buy-out funds for teaching courses		\$128,000	\$144,000	\$96,000	\$64,000	\$40,000
Student recruitment costs (publicity, advertising, information workshops, etc.)	\$25,000	\$25,000	\$25,000	\$20,000	\$20,000	\$15,000
Public policy seminar series	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Faculty equipment, computers, furniture	\$25,000	\$15,000	\$15,000	\$15,000	\$10,000	\$10,000
Total	\$165,000	\$235,000	\$287,500	\$234,500	\$197,500	\$168,500

Notes: In the first two years (2014-15 and 2015-16), most teaching will be done by faculty from other units on a course buy-out basis. As the School of Public Policy begins recruiting faculty, the need for course buy-out will diminish. The costs of SPP faculty, as well as of the SPP Dean, are not included here, as they are part of the central campus' long-term campus strategic plan.

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

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

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

As enrollment grows and faculty FTEs are hired, additional office space will be needed. Class rooms will be scheduled through the Registrar's office in general campus classroom space.

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

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

Section 7: Graduate Student Support

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

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

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

Section 8: Revenues

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

Number of MPP students, by cohort, 2014-15 to 2024-25											
Cohort	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
1		20	20								
2			25	25							
3				30	30						
4					35	35					
5						40	40				
6							45	45			
7								50	50		
8									55	55	
9										60	60
10											60
Total # of students		20	45	55	65	75	85	95	105	115	120

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

MPP Students and Program Revenue, 2013-14 to 2018-19 (in constant 2013 \$)						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Professional fees	0	69,667	156,750	191,583	226,416	261,250
Tuition revenue (including NRT)	0	179,804	447,348	552,352	617,084	732,156
Total revenue	0	259,164	625,908	770,592	875,004	1,029,756

Note: Professional fees are calculated at \$5,952 gross (\$3,968 net of financial aid). Tuition revenues are calculated at a gross tuition rate of \$11,220 for resident students and \$26,322 for non-resident students, and under the assumptions that (i) one-third of tuition revenue is set aside for financial aid, and (ii) 85% of the first two student cohorts (2015-16 and 2016-17) will be residents, with this ratio declining to 80% for the next two student cohorts and to 75% for the student cohort starting in 2019-20.

Section 9: Changes in Senate Regulations

No changes are anticipated.

APPENDIX A: Public Policy Program Bye-Laws

Article 1: Purpose

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

Article II: Membership

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

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

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

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

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

Article III: Program Director and Committees

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

The Director will meet with the Dean once per quarter. He/she will convene meetings of the faculty and of the executive committee, will appoint committees (other than the

executive committee, e.g., curriculum, hiring, merit and promotion) with the advice of the executive committee. The Director will oversee program staff.

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

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

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

Article IV: Committee meetings

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

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

Article V: Amendments

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

APPENDIX B: Core Faculty Research Profiles

Ken Baerenklau

Environmental Sciences

Ken Baerenklau's research interests are in nonpoint source pollution control, conservation technology adoption, non-market valuation, water resource economics and land use and habitat conservation. His recent articles include: Baerenklau, K.A. 2010. "A Latent Class Approach to Modeling Endogenous Spatial Sorting in Zonal Recreation Demand Models." *Land Economics* 86(4): 800-816; and Baerenklau, K.A., A. González-Cabán, C. Paez, and E. Chavez, 2010. "Spatial Allocation of Forest Recreation Value." *Journal of Forest Economics* 16: 113-126.

David Biggs

History

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

Steven Brint

Sociology

Stephen Brint is a Professor of Sociology and Vice Provost of Undergraduate Education. His research interests are in Sociology of Education, Sociology of Professions, Political Sociology, and Sociological Theory. He also serves as director of the Colleges & Universities 2000 Project, which has been funded by NSF and two philanthropies for the last 12 years. He is a co-director of the SERU Consortium, which conducts surveys on the student experience and serves as a policy forum for 24 mainly public AAU research universities and another 12 leading international universities. Recent publications include: "The Market Model and the Rise and Fall of Academic Fields, 1980-2000" (with K. Proctor, S.P. Murphy, and R.A. Hanneman). In press. *Sociological Forum* 27; "Disciplinary Categories, Majors, and Undergraduate Academic Experiences: Rethinking Bok's 'Under-achieving Colleges' Thesis." (with A.M. Cantwell and P. Saxena). 2012. *Research in Higher Education* 53: 1-25; "Reference Sets, Identities, and Aspirations in a Complex Organizational Field: The Case of American Four-Year Colleges and Universities." (with M. Riddle and R. A. Hanneman). 2006. *Sociology of Education* 79: 126-140; and *Schools and Societies, 2nd ed.* 2006. Stanford: Stanford University Press.

John Cioffi

Political Science

John W. Cioffi is an Associate Professor of Political Science. His research interests include: law and political economy (American and comparative); comparative corporate governance; comparative public law and regulation; comparative political economy; and legal and regulatory reform. His dissertation is entitled, *Public Law and Private Power: The Political Economy of Corporate Governance in the United States and Germany*. He has taught American constitutional law (federal structure and powers, civil liberties, and criminal procedure), regulation and regulatory politics (American and comparative), comparative political economy, and law and policy in the digital economy. Professor Cioffi has received numerous grants in support of his research including a National Science Foundation Dissertation Grant. His research has appeared in the *Law & Policy*, the *Journal of Law and Society*, and the *American Journal of Comparative Law*. Among his significant publications are: "Expansive Retrenchment: The Regulatory Politics of Corporate Governance Reform and the Foundations of Finance Capitalism in the United States and Germany," in Jonah Levy, ed., *The State After Statism: New State Activities in the Age of Globalization and Liberalization* (under contract, Harvard University Press); "Governing Globalization? The State, Law, and Structural Change in Corporate Governance," in Thomas Clarke, ed., *Corporate Governance: Critical Perspectives on Business and Management, Volume V: Contemporary Corporate Governance* (London and New York: Routledge, 2004); "The State of the Corporation: State Power, Politics, Policymaking and Corporate Governance in the United States, Germany, and France," in Martin Shapiro and Martin Levin, eds., *Transatlantic Policymaking in an Age of Austerity* (Washington, DC: Georgetown University Press, 2004); and "Restructuring 'Germany, Inc.': The Corporate Governance Debate and the Politics of Company Law Reform," *Law & Policy*, vol. 24(4), pp. 355-402 (October 2002).

Steven Clark

Psychology

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

Anil B. Deolalikar

Economics

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

developing countries; economics of child health and nutrition; social-sector policy reform in developing countries; and economics of education. His recent publications include Deolalikar and Nandi, "Does a Legal Ban on Sex-Selective Abortions Improve Child Sex Ratios? Evidence from a Policy Change in India," *Journal of Development Economics*, 2013; *Handbook on Food: Demand, Supply, Sustainability and Security* (co-edited with Gaiha and Jha), Edward Elgar Publishing Ltd., forthcoming; "Hunger and Malnutrition: Alternative Perspectives," in Bjorn Lomborg, ed., *Global Crises, Global Solutions*, Cambridge University Press, 2013; "Human Development in India: The Contradictions of Progressive Policy," *East Asia Forum Quarterly*, Vol. 4, No. 1, January-March 2012; "Financing Health Improvements in India" (with Jamison, Jha, and Laxminarayan), *Health Affairs* 27(4), June 2008; "Tobacco Initiation, Cessation and Change: Evidence from Vietnam" (with Laxminarayan), *Health Economics* 13(12), 2004; "Health Insurance and Treatment-Seeking Behaviour: Evidence from a Low-Income Country" (with Jowett and Martinsson), *Health Economics* 13, 2004: 845-857; and "Economies of Scale and Scope in Vietnamese Hospitals" (with Weaver), *Social Science and Medicine* 59, 2004: 199-208.

Ariel Dinar

Environmental Sciences

Ariel Dinar is a Professor of Environmental Sciences and Director of the Water Science and Policy Center. His research focuses on water policy, water and the environment, economic incentives, transboundary water management, water institutions, water and strategic behavior; climate change and water resource management. Recent articles include: Mendelsohn, R. and A. Dinar, *Climate Change and Agriculture: An Economic Analysis of Global Impacts, Adaptation, and Distributional Effects*. Cheltenham: Edward Elgar 2009; Garrido, A. and A. Dinar (Eds.), *Mountains, Valleys and Flood Plains: Managing Water Resources in a Time of Global Change*. London: Routledge 2009; Dinar, A. and J. Albiac (Eds.), *Policy and Strategic Behaviour in Water Resource Management*. *EarthScan* 2009; and Wang, J., R. Mendelsohn, A. Dinar, J. Huang, S. Rozelle, and L. Zhang, *The Impact of Climate Change on China's Agriculture*, *Agricultural Economics* 40(3), 2009.

Mary L. Droser

Earth Sciences

Mary L. Droser's research interests are evolutionary paleoecology, ichnology, the Pre-Cambrian-Cambrian Ordovician radiations, Phanerozoic trends in ecospace utilization, Cambrian and Ordovician of the Great Basin. In 2010 Droser received a NASA grant to develop innovative approaches for communicating climate change science to undergraduates and high school students in Southern California. Recent publications include Droser, M. L., R. A. Fortey and X. Li. 1996. The Ordovician Radiation. *American Scientist* 84:122-132; Jensen, S., G. G. Gehling and M. L. Droser. 1998. Ediacara-type fossils in Cambrian sediments. *Nature* 393:567-569; Droser, M.L., J. G. Gehling, and S. Jensen. 1999. When the worm turned: Concordance of Early Cambrian ichnofabric and trace-fossil record in siliciclastic rocks of South Australia. *Geology*, 27 (7): 625-628; Li, X. and M. L. Droser. 1999. Lower and Middle Ordovician Shell Beds

from the Basin and Range Province of the Western United States (California, Nevada, and Utah). *PALAIOS*, 14: 215-233.

Kevin Esterling

Political Science

Kevin Esterling's research interest focuses on deliberative democracy in American national politics. His current work identifies the conditions that lead citizens to engage constructively in public discourse. He is the author of *The Political Economy of Expertise: Information and Efficiency in American National Politics* (University of Michigan Press, 2004). Recent publications include: "Connecting to Constituents: The Delusion of Representation Practices among Congressional Websites" (with David Lazer and Michael Neblo), *Political Research Quarterly*, forthcoming; "The Multiple Institutional Logics of Innovation" (with David Lazer, Michael Neblo, Curtis Ziniel, and Ines Mergel), *International Public Management Journal*, forthcoming; "Representative Communication: Website Interactivity & 'Distributional Path Dependence' in the U.S. Congress" (with David Lazer and Michael Neblo), *Political Communication*, forthcoming; "Estimating Treatment Effects in the Presence of Selection on Unobservables: The Generalized Endogenous Treatment Model" (with David Lazer and Michael Neblo), *Political Analysis* 19 (Spring): 205-226, 2011.

Mary Gauvain

Psychology

Mary Gauvain's research focuses on how social and cultural processes contribute to children's acquisition, organization, and use of cognitive skills. A fundamental question about human cognition that underlies her research is: How do children grow up to be competent members of the community in which they live? Recent publications include: Gauvain, M., & Perez, S. M. (2008). Mother-child planning and child compliance. *Child Development*, 79, 761-775; Gauvain, M., & Perez, S. M. (2007). The socialization of cognition. In J. Grusec & P. Hastings (Eds.), *Handbook of socialization: Theory and research* (pp. 588-613). New York: Guilford; Pan, Y., Gauvain, M., Liu, Z., & Cheng, L. (2006). American and Chinese parental involvement in young children's mathematics learning. *Cognitive Development*, 21, 17-35; Gauvain, M., & Perez, S. M. (2005). Parent-child participation in planning children's activities outside of school in European American and Latino families. *Child Development*, 76, 371-383.

Ronald Loveridge

Political Science

Ronald Loveridge is a Professor of Political Science and Director of the Center for Sustainable Suburban Development. His research interests are in urban politics, California politics, leadership and public policy. He recently stepped down as Mayor of the City of Riverside from 1994 to 2012. He previously served as a Riverside Councilmember from 1979 to 1994. He is a highly regarded regional, state and national leader. At the national level, he was involved on the Executive Committee and Board of the National League of Cities, and also served as President of the National League of Cities in 2010. He is a member of the National Academy of Public Policy. His

statewide and regional service has included Board roles on an array of organizations: the California Air Resources Board, California Forward Action Fund, California Competes, South Coast Air Quality Management District, Southern California Association of Governments, Western Riverside Council of Governments, and Inland Empire Economic Partnership.

Mindy Marks

Economics

Mindy Marks' research focuses on labor economics, health economics and applied microeconomics. Recent publications include: [Occupational Licensing and Minorities: A Reply to Klein, Powell, and Vorotnikov](#) *Econ Journal Watch*, (with [Marc Law](#)), 2012; [Do Course Evaluations Truly Reflect Student Learning? Evidence from an Objectively Graded Post-Test](#) *Economics of Education Review*, 31(5):709-719 (with [David Fairris](#) and [Trinidad Beleche](#)), 2011; [Motherhood and Female Labor Supply in the Developing World: Evidence from Infertility Shocks](#) *Journal of Human Resources*, 46(4):800-826 (with [Jorge Agüero](#)), 2011; [Minimum Wages, Employer-Provided Health Insurance and the Nondiscrimination Law](#) *Industrial Relations*, 50(2):241-262, 2011; [The Falling Time Cost of College: Evidence from Half a Century of Time Use Data](#) *The Review of Economics and Statistics*, 93(2):468-478 (with [Philip Babcock](#)), 2009; [Effects of Occupational Licensing Laws on Minorities: Evidence from the Progressive Era](#) in *The Journal of Law and Economics*, 52(2):351-366 (with [Marc Law](#)), 2008; [Motherhood and Female Labor Force Participation: Evidence from Infertility Shocks](#) in *American Economic Review*, 98(2):500-504 (with [Jorge Agüero](#)).

Alan McHughen

Botany & Plant Sciences

Alan McHughen's research interests are in biotechnology for sustainable agriculture, policy development and public education. Recent or forthcoming articles include: Hanson, B., Fischer, A., McHughen, A., Jasieniuk, M., Shrestha, A., Jhala, A. 2013. Herbicide resistant weeds and crops. *Principles of Weed Science*, 4th Edition. Editors: S Fennimore & C Bell. California Weed Science Society. (Book Chapter, Invited) (In press); McHughen, A. 2013. No sustainable human future without biotechnology. In: *Oxford Handbook of Food, Politics, and Society*. Editor: R. Herring. Oxford University Press; Ryan, C., McHughen, A. 2013. Withdrawn Products: Potatoes, Tomatoes and Flax. *Handbook on Agriculture, Biotechnology and Development*. Editors: Smyth, S., D. Castle and P. Phillips, Edward Elgar.

Juliet McMullin

Anthropology

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

the UC Global Health Initiative, a board member for the Society for Medical Anthropology, and co-organizer for the Center for Ideas and Society Medical Narratives workgroup. Her current research examines the field of graphic medicine, the social and material role of graphic novels in narrative medicine and health inequalities. Recent articles include: McMullin J., Bone, M., Pang, K., Pang, V., McEligot, A.J. [Native Hawaiian Voices: Enhancing the Role of Cultural Values in Community Based Participatory Research](#). *California Journal of Health Promotion*. 2010; 8(SI):52-62; McMullin JM, [The Call to Life: Revitalizing a Healthy Hawaiian Identity](#). *Social Science and Medicine*. 2005; 61:809-820; and Chavez LR, McMullin JM, Mishra SI, Hubbell FA. [Beliefs Matter: Cultural Beliefs and the Use of Cervical Cancer Screening Tests](#). *American Anthropologist* 2001; 103:1-16.

Toby Miller

Media and Cultural Studies

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

Doug Mitchell

Graduate School of Education

Doug Mitchell's research focuses on state legislative decision-making, labor relations, teacher incentive systems, public support for public schools, desegregation, class size and school board elections. Publications include: Mitchell, D. E. (ed.) (2006). *New Foundations for Knowledge in Educational Administration, Policy and Politics: Science and Sensationalism*. Matawan, NJ: Laurence Erlbaum Associates; Mitchell, Douglas E., Gary Roysdon, Frederick M. Wirt and Catherine Marshall. "The Structure of State Education Policy," in Paul Thurston and Linda Lotto (Eds.), *Advances in Educational Administration*. NY: JAI Press, 1990; Mitchell, Douglas E. "Authority, Power, and the Legitimation of Social Control." *Educational Administration Quarterly*, Winter, 1983. (with William G. Spady); Mitchell, Douglas E., Flora Ida Ortiz and Tedi K. Mitchell. *Work Orientation and Job Performance: The Cultural Basis of Teaching Rewards and Incentives*. Foreword by Lee Shulman, Stanford University. Albany, NY: SUNY Press, 1987; and Kerchner, Charles T. and Douglas E. Mitchell. *The Changing Idea of a Teacher Union*. Philadelphia: Taylor & Francis, 1988.

Karthick Ramakrishnan

Political Science

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

Review, Perspectives on Politics, Urban Affairs Review, Social Science Quarterly, Journal of Social Inquiry, Arizona State Law Journal, and The DuBois Review. His books include *Democracy in Immigrant America* (2005), *Asian American Political Participation: Emerging Constituents and Their Political Identities* (2011, with Janelle Wong, Taeku Lee, and Jane Junn), and two edited volumes on immigrant politics and civic engagement: *Transforming Politics, Transforming America* (2006, with Taeku Lee and Ricardo Ramirez) and *Civic Roots and Political Realities: Immigrants, Community Organizations, and Political Engagement* (2008, with Irene Bloemraad).

Kurt Schwabe

Environmental Sciences

Kurt Schwabe's research interests are in alternative strategies for pollution control, environmental and natural resource valuation, and economics of water. His policy interests focus on the human aspects of environmental problems, and he has researched and taught as well in the traditional areas of environmental and natural resource economics. Some of his research has also focused on land use in poor countries. Among some of his significant publications are: Connor, J., Schwabe, K., K. King, and K. Knapp, "Irrigated Agriculture and Climate Change: The Influence of Water Supply Variability and Salinity on Adaptation," *Ecological Economics*, in press; Qureshi, E., Schwabe, K., Connor, J., and M. Kirby, "Environmental Water Incentive Policy and Return Flows," *Water Resources Research*, 46: 1-12, 2010; Connor, J., Schwabe, K., Kirby, M., Kaczan, D., and D. King, "Impacts of Climate Change on Lower Murray Irrigation," *Australian Journal of Agricultural and Resource Economics*, 53(3): 437-456, 2009; and Knapp, K.C. and K.A. Schwabe, "Spatial Dynamics of Water and Nitrogen Management in Irrigated Agriculture," *American Journal of Agricultural Economics*, 90(2): 524-539, 2008.

Sharon Walker

Chemical & Environmental Engineering

Sharon Walker's research interest lies at the intersection of physical, chemical, and biological processes in natural and engineered aquatic systems. The overall goal of her work is to optimize effective water treatment and distribution, wastewater reclamation, and to understand mechanisms controlling microbial transport in aquatic environments. Recent and forthcoming articles include: Bolster, C.H., Haznedaroglu, B., and Walker, S. L. "Diversity in cell properties and transport behavior among 12 environmental *Escherichia coli* isolates" *Journal of Environmental Quality* (in press); Tazehkand, S.S., Torkzaban, S., Walker, S.L., and Bradford. S.A. 2008 "Cell preparation methods influence *E.coli* D21g surface chemistry and transport in saturated porous media" *Journal of Environmental Quality* (in press); Torkzaban, S., S. S. Tazehkand, S. L. Walker, and S. A. Bradford 2008, Transport and fate of bacteria in porous media: Coupled effects of chemical conditions and pore space geometry, *Water Resour. Res.*, 44, W04403, doi:10.1029/2007WR006541; Torkzaban, S., Bradford. S.A., and Walker, S.L., 2008, "Colloid transport in unsaturated porous media: The role of water content and ionic strength on particle straining" *Journal of Contaminant Hydrology* 96:113-127; Haznedaroglu, B., Bolster, C.H., and Walker, S. L. , 2008, "The role of starvation on

bacterial adhesion and transport in saturated porous media” Water Research 42:1547-1554.

**EXPRESSIONS OF INTEREST FROM
CORE AFFILIATED FACULTY, 2013**

-----Original Message-----

From: John W. Cioffi
Sent: Sunday, September 29, 2013 11:33 PM
To: Anil B. Deolalikar
Subject: Participation in the School of Public Policy

Dear Anil,

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

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

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

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

Best wishes,
John
John W. Cioffi

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

-----Original Message-----

From: Karthick Ramakrishnan
Sent: Sunday, September 29, 2013 11:40 AM
To: Anil B. Deolalikar
Subject: Re: Expression of interest

Dear Anil,

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

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

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

Best regards,
Karthick

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

From: [Ronald O Loveridge](#)
Sent: Saturday, September 28, 2013 8:12 PM
To: [Anil Deolalikar](#)
Subject: Expression Of Interest--ROL

Anil:

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

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

Ronald O. Loveridge
Associate Professor
Political Science Department
UCR

From: [Mary Gauvain](#)
Sent: Saturday, September 28, 2013 10:30 AM
To: [Anil B. Deolalikar](#)
Subject: SPP statement of interest

Dear Anil,

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

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

With my best regards,

Mary

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

From: [Juliet M McMullin](#)
Sent: Saturday, September 28, 2013 10:16 AM
To: [Anil Deolalikar](#)
Subject: Expression of interest in the MPP

Dear Anil:

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

Best, Juliet

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

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

[UCR faculty website](#)
[The Healthy Ancestor: Embodied Inequality and the Revitalization of Native Hawaiian Health](#)
[Confronting Cancer: Metaphors, Advocacy, and Anthropology](#)

From: [Ken Baerenklau](#)
Sent: Friday, September 27, 2013 12:50 PM
To: '[Anil B. Deolalikar](#)'
Subject: RE: Expression of interest

Dear Anil,

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

Best Regards,

Ken Baerenklau
Associate Professor of Environmental Economics & Policy
Department of Environmental Sciences

From: [Toby Miller](#)

Sent: Friday, September 27, 2013 12:13 PM

To: [Anil B. Deolalikar](#)

Subject: Re: Expression of interest

Dear Anil

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

Regards

Toby

From: [Mindy Marks](#)
Sent: Friday, September 27, 2013 11:46 AM
To: [Anil B. Deolalikar](#)
Subject: Support for the MPP program

Dear Anil,

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

Best,
Mindy

From: [Kevin M Esterling](#)
Sent: Friday, September 27, 2013 10:47 AM
To: [Anil Deolalikar](#)
Subject: MPP endorsement

Dear Anil,

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

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

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

Kevin M. Esterling

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

From: [Sharon Walker](#)
Sent: Friday, September 27, 2013 10:43 AM
To: [Anil B. Deolalikar](#)
Subject: RE: Expression of interest

Dear Anil,

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

Best wishes,
Sharon

Sharon Walker

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

From: [Alan McHughen](#)
Sent: Friday, September 27, 2013 9:37 AM
To: [Anil Deolalikar](#)
Subject: RE: Expression of interest

Dear Anil,

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

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

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

Cheers,
Alan

From: [Mary Droser](#)
Sent: Friday, September 27, 2013 7:53 AM
To: [Anil B. Deolalikar](#)
Subject: interest statement

Dear Anil,

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

Sincerely yours,

Mary

From: [Ariel Dinar](#)
Sent: Friday, September 27, 2013 7:47 AM
To: [Anil Deolalikar](#)
Subject: RE: Expression of interest

Dear Anil,

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

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

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

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

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

Good luck,
Ariel Dinar

Ariel Dinar
Professor of Environmental Economics and Policy (951-827-4526)
Director, Water Science and Policy Center (951-827-5116/2875)
Department of Environmental Sciences
University of California, Riverside

Visit <http://www.SBEjournal.com> Visit <http://www.wspc.ucr.edu/>

-----Original Message-----

From: Steven Clark

Sent: Thursday, September 26, 2013 9:01 PM

To: Anil B. Deolalikar

Subject: Masters in Public Policy

Dear Anil,

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

steve

Steven E. Clark

Director, Presley Center for Crime and Justice Studies

Professor, Department of Psychology

University of California, Riverside

Riverside, CA 92521

951-827-5541

From: [Steven G Brint](#)
Sent: Thursday, September 26, 2013 6:59 PM
To: [Anil Deolalikar](#)
Subject: RE: Expression of interest -- URGENT REQUEST

Dear Anil,

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

Best wishes,
Steve

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



DEPARTMENT OF HISTORY
RIVERSIDE, CALIFORNIA 92521-0204

OFFICE: (951) 827-5401
FAX: (951) 827-5299

Monday, September 30, 2013

Re: School of Public Policy - Statement of Interest

Dear Chancellor:

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

Sincerely,

A handwritten signature in black ink, appearing to read "D. Biggs".

David A. Biggs

September 30, 2013

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

Dear Anil:

900 University Avenue
Riverside, CA 92521
Tel 951.827.5802
Fax 951.827.3942
douglas.mitchell@ucr.edu
www.ucr.edu

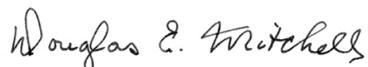
I write to confirm the numerous conversations about the development of an MPP program within the School of Public Policy in which I expressed strong support for the concept and for the details outlined in your MPP proposal. I have read and responded positively to your draft MPP program proposal.

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

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

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

Sincerely,



Douglas E. Mitchell
Interim Dean & Professor

September 29, 2013

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

Subject: MPP program of the School of Public Policy

Dear Dean Deolalikar:

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

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

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

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

Sincerely



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

**LETTERS OF SUPPORT
FROM EVC/PROVOST,
DEANS, AND
RELEVANT DEPARTMENT CHAIRS**

Date: September 27, 2013

To: Professor Jose Wudka, Chair of the UCR Division of the Academic Senate

From: Dallas Rabenstein, Executive Vice Chancellor & Provost 

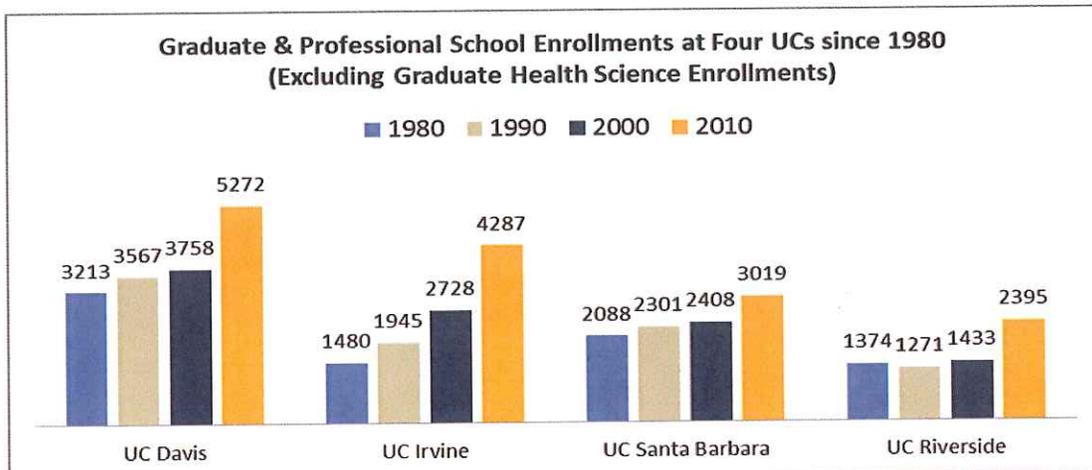
CC: Chancellor Wilcox, Dean Deolalikar, Dean Childers

Re: Support for the UCR Master's of Public Policy Degree Proposal

Dear Jose:

As Graduate Council, and then CCGA and other stakeholders review the School of Public Policy's proposal for a Master's of Public Policy (MPP), I want to add the voice of the UCR administration to the chorus of voices in strong support of this proposal. The proposal itself and other support letters from content experts provide thoughtful analyses of curricular, pedagogical, and other important considerations behind this degree proposal. From the vantage point of the UCR administration, Chancellor Wilcox and I enthusiastically support this MPP degree proposal because it is critically important to advance our campus strategic plan, *UCR 2020*.¹

As you are aware, growing our graduate student population is essential to our goals of academic excellence and attaining the profile of an AAU university. For example, if we compare UCR with the three UC campuses that most recently attained AAU membership, it is evident that those three campuses were generally more successful over the decades than we have been in growing their ranks of graduate students (in this area we look to continue and accelerate UCR's progress of the last decade). Moreover, the relatively rapid rise in our undergraduate student body has come at the cost of precipitating further imbalance in UCR's graduate-to-undergraduate ratio of students. The School of Public Policy's proposal for a MPP degree will make an important contribution to academic balance and academic excellence at UCR.



Chancellor Wilcox and I place a high priority on the success of the MPP program because it is the centerpiece of the newly launched School of Public Policy and this Master's degree proposal (along with the Ph.D. degree program) will help fulfill several of the campus goals articulated in the *UCR 2020* strategic plan. Accordingly, the administration has committed itself to providing 12 FTE faculty to the School. Approximately half of these FTEs will be utilized as joint appointments with faculty already on campus in other units. The remaining FTEs will be new recruitments from outside the campus. All of these faculty FTE at the School of Public Policy will be available to teach in the MPP program. The administration is also committed to providing necessary budgetary resources to ensure that the MPP program gets up and running.

When the UC Regents approved the School of Public Policy in 2008 the Regents stated, "Nationwide, student demand for policy programs at the Master's level is vigorous and growing. Indeed, this has been the fastest-growing degree program in the U.S. in the past 10 years."² This conclusion has even more force today than it did several years ago: As noted in Section 3 of the MPP proposal, nationally student applications for MPP/MPA programs have increased considerably even when controlling for the increased number of graduate programs in this area. This will be the only MPP program in Inland Southern California, and both the UC Regents and the California Postsecondary Education Commission (before sunseting) supported UCR's MPP program out of recognition of the important contributions the program will make to address the many profound social policy challenges facing our local region and California.

After delays stemming from the California budget crisis, UCR's School of Public Policy was finally launched late last year. The campus' commitment to the School of Public Policy and the MPP program is evident in the appointment of a founding dean as well as the provision of office space for the School. The MPP program will be the mainstay of the School, and at full build-out, it will add over one hundred professional graduate students to UCR. In addition, for FY 2013-14, the administration has provided a budget to the School to cover the costs of staff support, curriculum development, office furniture, a seminar series, advancement/development activities, and student recruitment. Similar support will continue to be provided in subsequent years until the School develops its own regular student revenue base.

On the UCR campus we are eager to move forward with the MPP degree program as soon as possible, and thus the administration likewise concurs with the request for expedited review of this proposal. Thank you for your consideration.

¹ UCR 2020: The Path to Preeminence (2010), available at <http://strategicplan.ucr.edu/documents/UCR%202020%20-%20Final.pdf>. See also UCR Strategic Planning Working Paper, Emerging Professional Schools at UCR (2010) (see recommendation #2.2.2), available at <http://strategicplan.ucr.edu/UCR%202020%20Emerging%20Professional%20Schools.pdf>.

² UC Regents Action Item E3, September 17, 2008 available at <http://regents.universityofcalifornia.edu/regmeet/sept08/e3.pdf>.

September 25, 2013

Anil B. Deolalikar
Dean, School of Public Policy

900 University Avenue
3413 HMNSS Building
Riverside, CA 92521
Tel 951.827.2762
Fax 951.827.4537
www.chass.ucr.edu

Dear Anil:

I am writing to enthusiastically support the establishment of a Master's of Public Policy program by the School of Public Policy at UCR.

The proposed MPP program will generate an exciting synergy with core research and instructional programs in CHASS – Anthropology, Economics, Media and Cultural Studies, Political Science, and Sociology, to name just a few. With the highly popular undergraduate major and minor in Public Policy that was established six years ago in CHASS, the connections to the College are clear. And, more importantly, the undergraduate public policy program will also serve to provide a pipeline of students into the MPP program.

I can see several CHASS faculty potentially teaching in the MPP program, depending on what mutual arrangements we can come up with. There is also the potential for joint hires of outstanding faculty between CHASS and SPP who could teach in the MPP program.

Let me say that an MPP program offered by the School of Public Policy is of crucial importance to UCR graduates and undergraduates. Critical policy issues face our region, our state, our nation, and our world, and there is a lot of student interest in rising up to these challenges. The MPP program will provide a venue for students interested in public service to help address these policy challenges by becoming the leaders of tomorrow in our communities.

We currently have very few Master's programs in our college and on our campus. An MPP program will add valuable professional (and graduate) students to our campus – one of the key objectives of UCR's strategic plan for 2020.

The proposal you have prepared for the MPP program is rigorous, innovative and well-connected to UCR's research strengths. I believe we have the opportunity to create a truly outstanding graduate program in public policy, of which not only UCR, but UC and the State of California, can be exceedingly proud.

Sincerely,

A handwritten signature in black ink, appearing to read "S. Cullenberg", written in a cursive style.

Stephen Cullenberg
Dean



September 24, 2013

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

Dear Anil:

I am writing in strong support of the Master's of Public Policy program that has been proposed by the School of Public Policy at UCR. There are a number of areas in the College that would benefit from collaborations with such a program. Several of our CNAS faculty have already expressed interest in teaching in the MPP program in ways that create synergies with their research, teaching and outreach efforts. These faculty are based in departments such as Environmental Sciences, Entomology, and Botany and Plant Sciences, among others, and in research centers like the Center for Conservation Biology and the Water Science and Policy Center.

We are already working with the College of Engineering and the School of Medicine on new technological initiatives to develop innovative and practical solutions to some of the biggest challenges facing societies today – challenges such as climate change, food and water security, and disease. Implementation of these technologies will increasingly require attention to public policy issues.

There are many other current and future areas of science within CNAS that I am sure could benefit from the presence of an MPP program on campus. It is a natural for UCR as a land-grant university with an obligation for public engagement.

The MPP program you have proposed is innovative and rigorous, and takes advantage of the strong faculty resources we have at UCR. It is also suited well to the needs of our region. We at CNAS look forward to working collaboratively with the SPP, not only on the MPP program, but also on many other initiatives.

Sincerely,



Marylynn V. Yates
Dean, College of Natural and Agricultural Sciences

September 30, 2013

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

Dear Anil:

900 University Avenue
Riverside, CA 92521
Tel 951.827.5802
Fax 951.827.3942
douglas.mitchell@ucr.edu
www.ucr.edu

The Graduate School of Education (GSOE) strongly supports the Master's of Public Policy (MPP) program being proposed by the School of Public Policy (SPP).

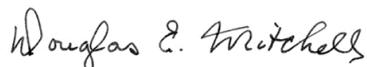
The GSOE already has a long history of graduate programs (MA & PhD) in leadership and policy, offering courses and research opportunities in areas related to education policy, including the politics of education, educational law, educational finance, and educational policy. MPP students. Several of our faculty members will be interested in teaching in the MPP program.

In addition, GSOE's California Community College Collaborative (C4), a joint system-wide effort between the University of California and the California Community College Chancellor's Office whose mission is to improve the quality of student learning in California's community colleges through research, should also provide MPP students from the School of Public Policy with faculty and research resources for engaging in higher education policy studies.

The Graduate School of Education is open to the establishment of cooperating and even joint faculty appointments with the School of Public Policy. Indeed, as you are aware, we have already been authorized by the UCR administration to make a joint senior faculty hire who could serve as the founding director of the proposed GSOE-SPP Center for Child Well-Being. MPP students interested in child-friendly policies may also be able to do their required summer internships in the proposed Center.

In closing, let me again emphasize the GSOE's enthusiastic and strong support for the MPP program being proposed by the SPP.

Sincerely,



Douglas E. Mitchell
Interim Dean

September 25, 2013

Anil B. Deolalikar
Dean, School of Public Policy
University of California, Riverside
Via: anild@ucr.edu

Dear Anil:

I am writing to enthusiastically support the Master's of Public Policy (MPP) program being proposed by the School of Public Policy (SPP).

As we have previously discussed, I see enormous opportunities for collaboration between the School of Medicine (SOM) and the SPP, especially given our School's focus on community medicine and preventative health and given the emphasis of the School of Public Policy on health policy. Indeed, our two Schools have already discussed and decided to collaborate on a joint MD/MPP programs in the near future.

I am sure that some of our faculty interested in public health, community medicine, and health policy would be interested in teaching in the MPP program. Likewise, there could be opportunities for the SPP and SOM to do some joint faculty hires.

The MPP program being proposed by the SPP is rigorous and innovative. Not only does it draw upon the disciplinary strengths present on our campus, but it also relates well to the needs of the region.

I look forward to a strong collaboration between the SOM and the School of Public Policy on the MPP program as well as on other synergistic initiatives.

Sincerely,



G. Richard Olds
Dean, School of Medicine
Vice Chancellor, Health Affairs
University of California, Riverside

GRO:csp

September 24, 2013

Anil B. Deolalikar
Dean, School of Public Policy

Dear Anil:

I would like to convey my enthusiastic support for the Masters of Public Policy program being proposed by the School of Public Policy. I believe the establishment of the MPP degree program will enhance the reputation of UCR, particularly since its focus is on professional graduate education and training. The program will also benefit the Bourns College of Engineering because of its focus on integrated social-environmental issues. In particular, I see important synergies between the MPP program and our Center for Environmental Research and Technology (CE-CERT). As you know, a main emphasis of CE-CERT has been to develop partnerships among industry, government, and academia in basis for regulations and policy, a creative source of new technology, and a contributor to a better understanding of the environment. In other words, CE-CERT conducts research that seeks to improve the technical basis for environmental regulations and policy.

The MPP program's focus on water security and water policy is also of interest to faculty at the BCOE. As you know, we now have four faculty members working directly on water issues, with several others working on sensor and purification technologies. For example, although the details will need to be worked out, I can imagine some of our faculty, such as Matt Barth and Sharon Walker, teaching specialized course on energy or water policy in the MPP program. MPP students may also be able to do their policy internships at CE-CERT. Again, all of the logistics will need to be worked out, but there are interesting opportunities ahead for collaboration between the SPP and BCOE.

Best regards,



Reza Abbaschian
Dean



900 University Avenue, Anderson Hall, Riverside, CA, 92521

Tel: 951.827.4237 Fax: 951.827.3970 e-mail: yunzeng.wang@ucr.edu web-site: <http://soba.ucr.edu>

September 23, 2013

Anil B. Deolalikar
Dean, School of Public Policy

Dear Dean Deolalikar,

I am writing to express my strong and enthusiastic support for the establishment of a Master's of Public Policy (MPP) program at UCR.

As you can imagine, there are strong synergies between public policy and management. Many business schools, including ours, offer courses on public management and management of non-profit organizations. Indeed, our own School of Business Administration (SoBA) started out at UCR some three decades ago as a School of Public and Business Administration.

I see the opportunity for a few interested faculty from SoBA to teach specialized courses in the proposed MPP curriculum – in such areas as public management, organizational theory, application of operations research and decision-making theory to policy-making, government budgeting and accounting, and risk management in public agencies. The details of such arrangements will need to be worked out, of course. But, in principle, SoBA would be interested in collaborating with the SPP on the MPP program. At a later date, we might even explore a joint MBA/MPP program if there is student demand for such a program.

In closing, I strongly endorse the proposal to establish an MPP program at UCR. There will be significant benefits to SoBA from having such a professional degree at UCR. Likewise, the presence of SoBA will facilitate the development of a first-rate MPP program at UCR.

Sincerely,

A handwritten signature in black ink, appearing to read 'yunzeng'.

Yunzeng Wang
Interim Dean

September 27, 2013

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

Dear Anil,

The Department of Political Science expressed its strong support for the School of Public Policy (SPP) in 2007 when UC Riverside proposed the School.

I understand that the School is now submitting a proposal to establish a Master's of Public Policy (MPP) program.

I would like to reaffirm our department's strong support for the MPP program proposal. I understand you have already spoken to some of our faculty about teaching in the MPP program, and, at a later date and under mutually-acceptable arrangements, seeking a part-time or adjunct appointment in the new School.

Some of our faculty could also potentially direct and supervise independent study and internship projects of MPP students. The details of these arrangements will need to be worked out, of course, but I do believe there will be many synergistic opportunities for collaboration between our own graduate program and the proposed MPP degree program. We look forward to working with you on this.

Good luck in establishing the MPP program!

Sincerely,



Martin Johnson
Professor & Chair
Department of Political Science

September 25, 2013

Professor Anil B. Deolalikar
Dean, School of Public Policy

Dear Anil:

The Department of Economics had indicated its strong support for the School of Public Policy (SPP) in 2007 when UCR was proposing to establish that School.

I understand that the School is now submitting a proposal to establish a Master's of Public Policy (MPP) program.

I am happy to reaffirm our department's enthusiastic support for the MPP program proposal. I understand you have already spoken to some of our faculty about teaching in the MPP program and even seeking a courtesy or part-time appointment in the new School. Some of our faculty might even be interested in supervising independent study and internship projects of MPP students. All the details will need to be carefully worked out, of course, but there is a lot of potential for collaboration.

I feel that there will be a good deal of synergy between our own doctoral program in Economics and the proposed MPP degree program.

I wish you the best of luck in getting the MPP program off the ground.

Sincerely,



Aman Ullah
Chair

900 University Avenue
4128 Sproul Hall
Riverside, CA 92521
Tel 951.827.3266
Fax 951.827.5685
www.economics.ucr.edu

September 27, 2013

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

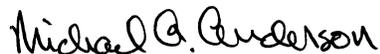
Dear Anil:

The Department of Environmental Sciences had previously affirmed its support for the establishment of the School of Public Policy (SPP) back in 2007. I understand that the School is now submitting a proposal to establish a Master's of Public Policy (MPP) program.

I would like to reaffirm our department's strong support for the MPP program proposal. I understand you have already spoken to some of our faculty about teaching in the MPP program and, at a later date, perhaps even seeking a formal or courtesy appointment in the new School. These faculty could also potentially direct and supervise independent study and internship projects of MPP students. The details of such arrangements will need to be worked out, of course, but I do believe there will be many synergistic opportunities for collaboration between our own graduate program and the proposed MPP degree program.

I wish you the best of luck in establishing the MPP program.

Sincerely,



Michael A. Anderson, Chair
Dept. of Environmental Sciences

September 25, 2013

Anil B. Deolalikar
Dean, School of Public Policy

Dear Anil:

In 2007, when UCR was proposing to establish the School of Public Policy (SPP), the Department of Sociology had affirmed its strong support for the School. I understand that the School is now submitting a proposal to establish a Master's of Public Policy (MPP) program.

I would like to reaffirm our department's strong support for the MPP program proposal. I understand you have already spoken to some of our faculty about participating in the MPP program in the form of teaching some MPP courses or by supervising independent study and internship projects of MPP students.

I am confident that there will be synergy between our own graduate program and the proposed MPP degree program.

Sincerely,



Raymond L. Russell III
Chair

From: [Sang-Hee Lee](#)

Sent: Thursday, September 26, 2013 3:47 PM

To: [Anil B. Deolalikar](#)

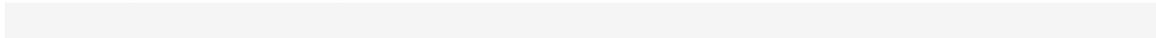
Subject: Re: Letters of support for the MPP program proposal

Dear Anil,

On behalf of the Anthropology Department, I state that my department's statement from 2007 is still valid, and we continue to enthusiastically support the establishment of the proposed MPP program.

Sincerely,
Sang-Hee

Sang-Hee Lee
Associate Professor and Chair
Department of Anthropology
University of California, Riverside
Riverside, CA 92521-0418, USA



From: [B Glenn Stanley](#)

Sent: Thursday, September 26, 2013 9:24 AM

To: [Anil Deolalikar](#)

Subject: RE: Letters of support for the MPP program proposal

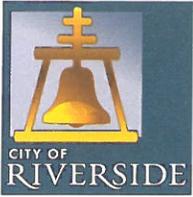
Dear Anil,

I am writing to reiterate that the Department of Psychology remains enthusiastically supportive of the School of Public Policy and of the proposed Masters of Public Policy program. A number of the faculty of the Department have been and are actively involved with the School of Public Policy and I am sure that involvement will continue and grow.

Regards,
Glenn Stanley

Glenn Stanley, Professor and Chair
Department of Psychology
Professor, Department of Cell Biology & Neuroscience
University of California, Riverside
Riverside, CA 92521
Chair's Office (951) 827-5244
Confidential fax (951) 827-2214

**LETTERS OF SUPPORT
FROM MAYOR OF RIVERSIDE AND
OTHER PUBLIC POLICY PROGRAMS
IN SOUTHERN CALIFORNIA, 2013**



Office of the Mayor
Diverse • Inclusive • Committed

City of Arts & Innovation

September 30, 2013

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

Dear Anil:

I am writing to support the UCR School of Public Policy's (SPP) proposal to launch a Master's of Public Policy (MPP) program.

As Mayor of Riverside, I see a pressing need for a graduate public policy program in the Inland Southern California region. This is one of the fastest growing regions in the United States, and one that faces many diverse social, economic, ecological, and land-use planning challenges. Yet, the region continues to be vastly underserved in terms of rigorous, evidence-based policy analysis and planning that is so vital to planned and sustainable growth.

Based on my involvement in local and regional policy initiatives, I have no doubt that there will be a strong and growing student demand for the MPP program you plan to offer. Those of us in local and regional government face a severe shortage of decision makers skilled and trained in the science of policy analysis, especially in areas such as program design, performance measurement, program monitoring and evaluation, and crisis management and emergency preparedness. In addition, many city, county and state agencies in this region are looking to refresh and professionalize their analytical skills, and would be interested in attending a program that takes best policy planning practices from around the world and applies them rigorously to address the policy challenges that face our region.

As an MPP graduate myself, I know the value of a solid graduate education in public policy. The MPP program you are proposing is rigorous, creative and is geared toward the most pressing problems facing our region. It has my strongest support.

Sincerely,

Rusty Bailey
Mayor

September 23, 2013

Anil B. Deolalikar
Dean, School of Public Policy
University of California, Riverside
Sproul Hall 4120
Riverside CA 92521

Dear Dean Deolalikar:

It is with pleasure that I write to endorse, without any reservations, the proposal for the Master's of Public Policy program at the University of California, Riverside. After reviewing the proposal you sent me, I am of the opinion that UCR's MPP program will add unique strength to the spectrum of MPP programs currently offered within the UC system. The Riverside program will have a strong emphasis on regional-level policy that will differentiate the new program from the existing programs at U.C. Berkeley, U.C.L.A., and the recently-approved public policy program at U.C. Irvine.

The design for UCR's MPP program responds to the major environmental and social challenges that the Inland Empire will face as it copes with dramatic growth in its population and the consequent changes in its employment base in the impact on the environment. The program's focus on the interactions between environmental and social policy in a regional context creates added value by building on and enhancing the strengths of existing programs at Riverside in environmental sciences (especially air and water quality and conservation biology) and biotechnology. The program can also draw on Riverside's strengths in health sciences (with its newly-established School of Medicine), social sciences (particularly in economics and political science), and in education.

The structure of the MPP program consists of required core policy skills courses, policy electives, a policy internship, and a capstone research project. This plan is well-thought out and

will provide a rigorous training for MPP students, developing their policy analytics, quantitative skills, ethics sensibilities, as well as regional and global policy perspectives.

The demand for public policy programs appears to be strong in Southern California and the proposal presents a convincing argument that this is particularly the case for the Inland Empire. As an example, the UCLA MPP program received nearly 450 applications this year for roughly 60 spots.

In closing, I would like to reiterate my strong support for the MPP program proposal at UCR. I am confident that such a creative and well-thought out program will attract highly qualified graduate students who will contribute to the sustainable growth of the Inland Empire. I wish you every success in this endeavor. I look forward to working with you and your colleagues in the near future.

Sincerely,



Michael A. Stoll
Professor and Chair



DONALD BREN SCHOOL OF ENVIRONMENTAL SCIENCE AND MANAGEMENT
STEVEN D. GAINES, DEAN

SANTA BARBARA, CA 93106
<http://www.bren.ucsb.edu/>

September 27, 2013

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

Dear Anil:

I am pleased to enthusiastically support the plan for offering a Master's of Public Policy program at the new School of Public Policy at UCR and wish you all success in pursuing this plan.

The proposed plan makes a compelling case for the demand for a new MPP program, especially in inland Southern California. As you rightly point out, MPP/MPA education has been the fastest growing degree program in the USA recently.

I am especially fascinated by your intention to offer an option for students to explore the intersection of social policy with environmental policy. I believe this nexus is extremely important, yet it is largely ignored by programs that focus on social or environmental policy separately. The strong presence at UCR of environmental sciences (Department of Environmental Sciences, Air Pollution Research Center, Water Science & Policy Center, Center for Environmental Research and Technology - CERT, and the Blakely Center for Sustainable Suburban Development) will allow you to make a particularly strong contribution in this area.

I also endorse the inclusion of a strong international dimension in the proposed MPP program. Most environmental problems are either global in scope or recurring across nations. Public policy research and education would benefit greatly from an expanded global focus, and your proposal makes a strong case for UCR being a leader in this area.

We at the Bren School look forward to working collaborating with your new School and its faculty in the future. I believe there will be great synergies between our programs.

Sincerely,

A handwritten signature in black ink that reads "Steven D. Gaines". The signature is written in a cursive style and is enclosed in a thin black rectangular box.

Steven D. Gaines, Dean
Bren School of Environmental Science and Management
University of California, Santa Barbara



Master of Public Policy
300 C, Social Ecology I
Irvine, CA 92697-7075
(949) 824-4052
(949) 824-8566 Fax

September 30, 2013

Anil B. Deolalikar
Dean, School of Public Policy
University of California, Riverside
Sproul Hall 4120
Riverside, CA. 92521

Dear Dean Deolalikar:

I am happy to endorse the Master's in Public Policy program proposed by UC Riverside's School of Public Policy. The program is oriented to policy analysis and will serve to provide students with valuable tools for engaging in the public policy issues relevant to inland Southern California, in California and in the United States. The curriculum proposed is rigorous and innovative. In reading the proposal that you shared with me, I think it is safe to say that there are important differences in the areas of focus and the approaches to policy analysis that make each of our programs unique. Thus, two programs should be highly complementary.

I also agree that demand for an MPP program appears to be strong in Southern California. For example, UCI's MPP program, which is now only in its third year, received nearly a hundred applications this past year for roughly 20 places. We anticipate another 25% increase in the total number of applications for the upcoming year.

I wish you luck with this program and look forward to seeing it become a reality. I hope that we can work together in bringing together our faculty and students for joint policy symposia in the future.

Most Sincerely,

A handwritten signature in blue ink, appearing to read "George E. Tita".

George E. Tita
Director, Master of Public Policy Program
Professor of Criminology, Law & Society and Planning, Policy & Design

PEPPERDINE UNIVERSITY

School of Public Policy

OFFICE OF THE DEAN

September 30, 2013

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

Dear Dean Deolalikar:

I am writing to encourage your committee and university to approve the Master's of Public Policy program that your new School of Public Policy is proposing at the University of California, Riverside. Your campus has already developed significant expertise in areas such as the health sciences, environmental sciences, education, and economics, all of which are the basic disciplines needed for a strong graduate public policy program.

The Southern California Inland Empire is one of the most robust areas in the nation today, and there should be such a program housed and nurtured there to meet the growing and complex needs of such a vibrant region.

I feel strongly that there is a need for programs that focus not only on mere analysis, but also on developing skills and talent pools of leaders who understand local and regional issues which are increasingly important as we deal with complex challenges of the environment, regional economic development, urban planning, and related issues. Your proposed program strikes me as belonging to this category; it is rigorous, innovative and relevant to the big policy challenges facing the Inland Empire.

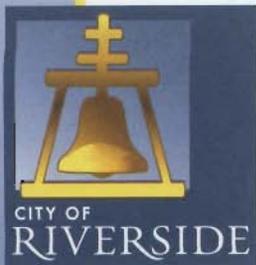
Your MPP program proposal has my vote of confidence, and I am pleased to offer my support as you implement your new program.

Sincerely,



James R. Wilburn

**LETTERS OF SUPPORT
FOR THE ORIGINAL 2007 PROPOSAL
TO ESTABLISH A
SCHOOL OF PUBLIC POLICY
AT UC RIVERSIDE**



Office of the Mayor
Diverse • Inclusive • Committed

April 20, 2007

Anil B. Deolalikar
Interim Dean A. Gary Anderson Graduate School of Management
University of California, Riverside
900 University Ave
Riverside, CA 92521

Dear Dean Deolalikar:

Writing as Mayor (1994-) and UCR Political Science Professor (1965-), I support the proposed UCR School of Public Policy. I find the arguments for the School to be compelling and persuasive.

There is an extraordinary disconnect between university research and local public policy. The School of Public Policy offers one important step to lessen this disconnect for Riverside, and the Inland Empire.

Somehow the best of research from the University of California needs to help frame and understand the policy choices before local governments. I especially applaud the focus on the intersection of social and environmental policy. Sustainability will increasingly become a primary focus of local government. (Riverside recently committed itself to becoming a Clean & Green City.)

Also, the 21st Century will be the century of regions. Our economic success and quality of life cannot be separated from the dynamics and problems of the region. There is no major focus/study of public policy anywhere in the Inland Empire. It is time for such a School.

Kudos to all those at UCR who will make this happen. It will help define the campus, and the region. Research, dialogue, and students are needed, and soon!

Sincerely,

Ronald O. Loveridge
Mayor

OFFICE OF RECOVERY MANAGEMENT
CITY OF NEW ORLEANS

C. RAY NAGIN
MAYOR

DR. EDWARD J. BLAKELY
EXECUTIVE DIRECTOR

22nd February 2007

Anil B. Deolalikar
Director, Public Policy Initiative
Co-Chair of Task Force on Establishment of a School of Public Policy
University of California, Riverside
Riverside, CA 92521

BY FAX: 714 649 5260

Dear Anil:

Re: Proposed School of Public Policy at UC Riverside

I am delighted to see the excellent proposal for a new School of Public Policy at the University of California, Riverside. This new school for me is a dream come true. As you and many others know, I have been a champion of public policy schools focusing on regional issues and regional policy for more than two decades. My background in urban policy internationally and my long service as a Dean and Department Chair provide me with an unusual perspective on the potential for this new school. So, it is exciting to see this approach in the proposal for a new school at UCR. The proposed school will fill not just a local but an international void for a school of this scope. No place in the nation could be better for such a School of Public Policy than Riverside because of the fast growing urban environment of the region.

The Public Policy School will have a very strong base as well with the very fine work that is going on in environmental affairs on the campus as well as with the Blakely Center. These strong building blocks combined with the social science programs already on campus mean the School of Public Policy fits very well into the campus and the future of the region. You can be sure I will do everything I can to insure its success.

Yours sincerely



Edward J. Blakely
Executive Director, Office of Recovery Management

1300 PERDIDO STREET | SUITE 8W03 | NEW ORLEANS, LOUISIANA | 70112
PHONE 504.658.8400 | FAX 504.658.8425



**Letter of Support from Norm King, Executive Director, San Bernardino
County Transportation Commission, San Bernardino, CA**

David H. Warren
The Public Policy Initiative
University of California, Riverside

Dear David:

I am delighted to have the opportunity to express my support for the proposed School of Public Policy for UCR.

My perspective on public policy is from the view of a 35 year career of public management in the Inland Empire, as a city manager in three communities and director of a county-wide transportation commission.

Over the years I have counseled many students and younger employees about career advancement. Often missing in their own academic background was a broad understanding about how the relationships among various aspects of economics, politics, demography, and environmental factors play out at the local and regional level. Too many times I have had to recommend that they look to universities outside the Inland Empire for programs which in my opinion begin to meet this need.

In addition increasingly there is a need for local elected officials and local appointed officials to better understand the same relations mentioned above. Having a School of Public Policy at UCR would enhance the ability of the University to have an impact on those most involved in dealing with the cross-cutting influences and issues which we face.

Finally, having occasionally taught public policy courses I believe the UC Riverside proposal focuses on the right objectives and purposes to maximize the investment in this endeavor.

I am most hopeful that the School will soon be established.

Sincerely yours,

Norman R. King
Director, Leonard University Transportation Center
California State University, San Bernardino

Letter of Support from Ms. Jane Block, President, Riverside Land Conservancy; Director (Riverside County), Endangered Habitats League; and Member, Riverside County Multiple Species Habitat Plan Advisory Committee

February 16, 2007

To: David Warren and Anil Deolalikar

From: Jane Block

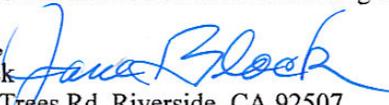
Re: Proposed UCR School of Public Policy

This letter is to express my support for the proposal to create a School of Public Policy at UCR. As a community activist/citizen volunteer; board member, president and/or founder of non-profit organizations; and appointed member of public boards, commissions and committees at the city, county, state, and UCR and statewide University of California levels, I have long been involved with a wide range of public policy issues. These include environmental issues and issues involving women and children. In these various activities, I have become acquainted with the need for academic expertise and research on a number of topics, some of which are especially relevant to the Inland Empire.

For example, consider the problem of preservation of habitat for rare species in rapidly developing areas such as western Riverside County. The issue involved ad hoc efforts to preserve particular species at the cost of frequent sudden disruption of normal development whenever such a species was declared endangered or threatened, versus a coordinated effort to preserve large swathes of land that is habitat for a range of species. I served on Riverside County's Multiple Species Habitat Plan Advisory Committee, which assisted in the crafting of the Western Riverside County Multiple Species Habitat Conservation Plan. The Committee's work involved a number of competing interests, including those of the building industry, agriculture, environmentalists, and private landowners. This work was benefited greatly by the contacts I was able to establish with UCR academics in environmental disciplines. Since the establishment of UCR's Center for Conservation Biology, the use and exchange of information from such experts has been greatly facilitated.

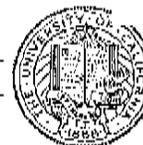
The availability of academic expertise in the public policy arena, together with the use of public policy graduate student interns, will enable elected officials and advisory bodies to arrive at better-informed decisions.

I strongly support the establishment of the School of Public Policy, and look forward to the positive effects this will have on civic life in our region.

Sincerely,
Jane Block 
424 Two Trees Rd, Riverside, CA 92507
(951) 683-0304, jblock29@charter.net

UNIVERSITY OF CALIFORNIA, BERKELEY

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SANTA BARBARA • SANTA CRUZ

RICHARD & RHODA GOLDMAN SCHOOL OF PUBLIC POLICY

2607 HEARST AVENUE
BERKELEY, CALIFORNIA 94720-7320
TEL: (510) 642-4670
FAX: (510) 643-9657

April 27, 2007

Professor Anil B. Deolalikar
Director, Public Policy Initiative
Interim Dean, Anderson Graduate School of Management
Professor of Economics
University of California, Riverside
Sproul Hall 4120
Riverside, CA 92521

Dear Professor Deolalikar:

I am pleased to offer this letter of support for the UC Riverside proposed school of public policy.

I have reviewed the proposal and believe you make a compelling case that a school of public policy could flourish at Riverside and tap many resources that are currently untapped or under-utilized.

My view is that your location in Inland Southern California, which is marked by rapid growth and ethnic diversity, presents important economic, environmental and social policy challenges that would be a natural market for students of public policy.

Your proposal makes clear that the proposed School would build on existing UCR strengths in environmental sciences, biotechnology, higher education, the health sciences and social sciences. Done correctly, these could provide substantial building blocks to create a highly competitive institution.

The educational programs you propose are fully consistent with the curricula developed and deployed at major public policy schools across the nation: the tools of policy analysis; quantitative methods, ethics and law, and regional and global policy issues.

Moreover, you propose distinctive areas of specialization. Your emphasis on regional-level policy analysis and policy-making is quite different from normal offerings in state and national issues offered at most institutions. And your proposed connections between environmental and social policy are also refreshing, since most schools treat them as separate sub-fields.

Recently, UCLA Dean Barbara Nelson took the lead to convene a meeting of all public policy programs in California—within the UC system, the Cal state system, and among private institutions (e.g., USC, Pepperdine). This was a highly instructive session that permitted us to compare and contrast our similarities and differences and to identify areas of future cooperation.

I look forward to attending subsequent meetings in which UC Riverside is fully represented.

Sincerely yours and best wishes,



Michael Nacht
Aaron Wildavsky Dean and
Professor of Public Policy

Public Policy Social Welfare Urban Planning

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April 18, 2007

Professor Anil B. Deolalikar
Director, Public Policy initiative
University of California, Riverside
Sproul Hall 4120
Riverside CA 92521

Dear Prof. Deolalikar:

It is with pleasure that I write to endorse, without any reservations whatsoever, the proposal to establish a School of Public Policy at The University of California, Riverside. I have reviewed the proposal that you sent me and I strongly believe that the School of Public Policy will add unique strength to the spectrum of Schools of Public Policy within the University of California system. The Riverside program will have a strong emphasis on regional-level policy that will differentiate the new program from the existing programs at U.C. Berkeley, U.C.L.A. and U.C. San Diego, and the recently-approved public policy program at U.C. Irvine.

The design for the Riverside program responds to the major environmental and social challenges that the Inland Empire will face as it copes with dramatic growth in its population and the consequent changes in its employment base in the impact on the environment. The program's focus on the interactions between environmental and social policy in a regional context creates added value by building on and enhancing the strengths of existing programs at Riverside in environmental sciences (especially air and water quality and conservation biology) and biotechnology. The program can also draw on Riverside's strengths in health sciences, social sciences (particularly in economics and political science) and in education.

The plan to build on existing strengths at U.C. Riverside is wise and feasible. The UCLA Public Policy Department was created relatively recently (the first students were admitted in the fall of 1996) using a strategy similar to that proposed at Riverside. A task force of existing faculty from various fields, all of whom had policy interests, came together to form the new Department. At UCLA, this approach has had the benefit of forging ongoing linkages between Public Policy and other departments and Schools on campus (e.g., Anderson School of Management, Department of Political Science, UCLA Law School), and has also fostered interdisciplinary collaborations. The UCLA experience convinces me that the approach you propose to develop the School of Public Policy at Riverside is likely to be highly successful.

The proposal outlines several different degree programs that the School of Public Policy will offer: a Masters in Public Policy (MPP), a Ph.D. in Public Policy and a Ph.D. Minor in Public Policy as well as an Executive MPP Program and Certificate courses.

The structure of the MPP program consists of required core policy skills courses, policy electives, a required thesis and a policy internship, which will be completed between the first and second year of the program. This plan is well-thought out and will provide a rigorous training for MPP students, although students may wish for more than three electives over the course of two years. For example, students interested in education policy might enhance their education-specific credentials if they could substitute courses in the School of Education for courses on population growth, technology and the environment. It is important to build into the budget for this new program sufficient funding to support the services required to support professional masters students. Our experience at UCLA indicates that these students require dedicated career counselors to obtain the types of jobs and internships that they seek. Faculty are not well positioned to provide these services, as they would be for doctoral students. Thus, I see the request for a support staff of seven FTE as well justified.

The plan for coursework for doctoral students also appears very rigorous. The Ph.D. minor in Public Policy is a very creative idea, which should enhance the value of the disciplinary doctorates and further increase linkages between Public Policy faculty and faculty in disciplinary departments. The Executive MPP and Certificate courses are excellent ways to increase the influence of the Public Policy program in the region. However, it may be risky to count on these programs as sources of net revenue to the School, especially in the near term, because these programs will require additional resources to serve these differently scheduled programs.

The demand for public policy programs appears to be strong in Southern California and the proposal presents a convincing argument that this is particularly the case for the Inland Empire. As an example, the UCLA Public Policy program received over 300 applications this year for 50 places. Many of our MPP graduates would like to enroll in a Ph.D. program in Public Policy, but there are only two choices within the L.A. area (RAND, USC). Therefore, the doctoral program at University of California Riverside will be a most welcome development.

In closing, I would like to reiterate my strong support for the proposal to develop a School of Public Policy at U.C. Riverside. The proposal reflects an understanding of what is needed to create a rigorous Public Policy program, offering both MPP and PhD degrees. Adding new faculty with policy expertise to the current strengths of faculty in existing departments at Riverside will result in a strong and unique program. These linkages will not only provide a strong support for the Public Policy program, but will also enrich the offerings of existing departments. The emphasis on regional policy and the interactions between environmental and social policy are clear strengths. The proposed curriculum is rigorous and will develop students' policy analytics, quantitative skills, ethics sensibilities, as well as regional and global policy perspectives.

I am confident that such a creative and well-thought out program will attract highly qualified graduate students who will contribute to the sustainable growth of the Inland Empire. I wish you every success in this endeavor. I look forward to working with you and your colleagues in the near future.

Sincerely,

A handwritten signature in black ink, appearing to read "Arleen A. Leibowitz". The signature is fluid and cursive, with a large initial "A" and a long, sweeping underline.

Arleen A. Leibowitz
Professor and Chair



UNIVERSITY of
WASHINGTON
Daniel J. Evans
School of Public Affairs

Box 353055, Parrington Hall
Seattle, Washington 98195-3055

Robert Plotnick, Professor
(206) 685-2055

April 19, 2007

Professor Anil Deolalikar
University of California - Riverside
The Public Policy Initiative
Sproul Hall 4120
Riverside, CA 92521

Dear Professor Deolalikar,

I am pleased to offer strong support for the proposed School of Public Policy at the University of California - Riverside. The Task Force has developed an excellent proposal that is academically rigorous, has characteristics that distinguish it from most other public policy programs, and complements important strengths of the University. Its courses and degree programs would expand educational and career opportunities for UC-R students. Equally important, the School would provide major benefits to the region that the University serves and to California more broadly.

The Master's in Public Policy (MPP) curriculum is well thought out. The core courses are typical of those in the cores of high quality MPP programs. By providing students a strong foundation in policy methods, policy analysis and process, and the institutional context of American public policy, the core will provide the broad range of skills graduates need to effectively design and implement public policies. Specializations in substantive policy areas are standard in MPP programs. The four to be offered – in environmental, health, higher education, and social policy – make sense and capitalize on strengths at UC-R. The internships and thesis requirement are also standard in good programs. Requiring students to attend colloquia is not standard, but adds a worthwhile element to the curriculum.

The two other required first year courses (Interactions among population..., and Integrated policy-making...at the regional level) particularly distinguish this program from others. Education that fosters understanding of the complex interrelationships among population change, the environment, social problems, and social policy will be cutting-edge. Training in regional analysis is usually provided in urban planning programs. Making regional analysis and policy-making central to an MPP program is innovative. Moreover, the MPP core will give students interested in regional issues stronger skills and a broader perspective

than they would typically receive in an urban planning master's program. These 2 courses and the centrality of their issues to the School's intellectual character will give the School a nationally competitive niche that will attract students from the region, the state, other parts of the US, and potentially other countries.

The Executive MPP will likely be very attractive to senior professionals in both public and non-profit agencies. I would suggest holding off on the EMPP for a few years until the MPP curriculum is implemented and revised and the faculty gets experience teaching policy students, who tend to have different expectations and goals than both undergraduates and doctoral students, and offer unique teaching challenges.

Like the MPP, the Ph.D. component of the proposal is well crafted. The curriculum of the doctoral program in public policy is rigorous. In bridging analytic and institutional intellectual traditions, it is much like the PhD curriculum we recently implemented at the University of Washington. Here, too, the training on regional analysis offers a competitive niche.

I predict that the Ph.D. minor will be very popular. It is intellectually sound and will provide a significant competitive advantage for students earnings doctorates in UC-R's social and environmental science departments.

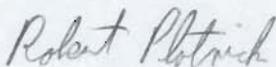
In addition to the quality of its curricula, the regional context and the School's synergies with current strengths of UC-R bode well for the School's success. First, given the absence of similar programs in the Inland Empire region and its rising population, demand for the School's programs is almost certain to be strong and sustainable. The region's policy challenges will provide a terrific "laboratory" for research, internships and field education, and offer excellent opportunities for strengthening ties between the University and local communities.

Second, the focus on population-environment-social policy interactions and regional policy analysis draws on many existing areas of strength at UC-R. Such synergies will improve the quality of the School's programs and help attract strong scholars and students interested in the intersection of public policy and those areas (e.g. biotechnology, education, environmental and conservation science, water resources). Thus, the School will enhance other University departments and programs as well as drawing strength from them.

In sum, I highly support the proposal to establish a school of public policy. The proposed degree programs are soundly conceived, fill clear educational and public service needs for the region and state, and will be competitive locally, in California, and nationally.

I congratulate the Task Force for its excellent proposal. Best wishes as you move forward to implement it.

Sincerely,



Robert Plotnick



GEORGETOWN UNIVERSITY

Georgetown Public Policy Institute

April 21, 2007

To: Professor Anil Deolalikar, Director, Public Policy Initiative

From: Vijaya Ramachandran, Assistant Professor and
Chair, International Policy and Development Track,
Georgetown Public Policy Institute

Re: School of Public Policy at UC Riverside

I am writing to express my strong support for the proposal to create a School of Public Policy at UC-Riverside. The proposal written by the task force is excellent and highlights several very important points:

1. There is undoubtedly a large and under-served market for public policy education in the Inland Southern California area. This part of the country faces some very important challenges, including the environmental and resource-use problems created by rapid growth.
2. The proposal emphasizes cross-disciplinary research and study rather than the usual set of courses on policy-making and policy analysis. This approach is both innovative and extremely useful. It will equip the students in the program with a set of skills that are drawn from a variety of disciplines. This will in turn give them a unique advantage in tackling key policy problems in Southern California and beyond. It is rarely the case that the solution to a policy problem is found in the application of a single discipline. In particular, the requirements for the first year of study in the MPP are very innovative and will equip students very well to understand the complex interactions of the environment, the social structure, and the process of economic development. The PhD program is also well thought-out and distinguishes itself from other available PhD programs in public policy with its emphasis on cross-disciplinary thinking.

Mailing Address:

The Car Barn

3520 Prospect Street, NW Suite 400 Washington, D.C. 20007

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3. It is clear from the proposal that the public policy school will draw on several existing resources at UC-Riverside. This is important in that the program will quickly become a very strong one, rather than relying heavily on a process of external faculty recruitment which can be time consuming. The availability of strong faculty and existing research programs in environmental sciences, biotechnology, higher education, health sciences and social sciences is a huge advantage to giving the policy school a strong start.
4. The school's proposed specializations—in regional-level policy-making and in the interaction between environmental and social policy—is very different than most public policy schools. It distinguishes this program from other programs and will serve a very important role in creating a new generation of policy analysts who are equipped to serve the region as best as they can.
5. In sum, I believe that the school and its programs will rapidly become very competitive, both regionally and nationally. Curricula focusing on regional development are relatively rare in public policy schools and my sense is that this will become very popular with students in California and beyond. The task force has done an excellent job putting together this proposal and I wish them all success.



DONALD BREN SCHOOL OF ENVIRONMENTAL SCIENCE & MANAGEMENT
ERNST ULRICH VON WEIZSÄCKER, DEAN

SANTA BARBARA, CA 93106
<http://www.bren.ucsb.edu/>

April 24, 2007

Anil B. Deolalikar
Interim Dean, Anderson Graduate School of Management
Director, The Public Policy Initiative
Professor of Economics
University of California, Riverside
Riverside, CA 92521, USA

School of Public Policy at UC Riverside

Dear Dr. Deolalikar,

Professor John Melack, Associate Dean of our School felt it was appropriate for me to respond to your e-mail.

I am pleased to express fullest support to the plan of creating a School of Public Policy at UCR and wish you all success in pursuing this plan.

The outline of your plan provides strong evidence for the demand a school of public policy can count with. As you rightly say, MPP/MPA education has been the fastest growing degree program in the USA in recent year. I also support the interpretation that there is a strong demand for "generalist degrees".

Obviously, I am fascinated by your intention to offer as one important option for students an intersection with environmental policy. The strong presence at the Riverside campus of environmental sciences (Department of Environmental Sciences, Air Pollution Research Center, UC Center for Water Resources, Center for Environmental Research and Technology - CERT, and the Blakely Center for Sustainable Suburban Development) make this combination both suggestive and attractive. Let me emphasize that most environmental problems are closely linked with the whole range of public policy questions.

In your plan, I see a convincing intention for high academic excellence, allowing also the creation of an ambitious PhD program.

The only little comment on possible improvements relates to the contents of the intended core curriculum. In the "Institutional Context", I suggest to offer at least some exposure to the international dimension. At a time at which global warming has moved to the top of environmental concerns, public policy is in need of international cooperation.

With my best wishes and regards also from John Melack

Sincerely 

UNIVERSITY OF CALIFORNIA, IRVINE

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SANTA BARBARA • SANTA CRUZ

School of Social Ecology
202 Social Ecology I
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(949) 824-8566 Fax

April 23, 2007

Professor Anil B. Deolalikar
Director, Public Policy initiative
University of California, Riverside
Sproul Hall 4120
Riverside CA 92521

Dear Prof. Deolalikar:

I am happy to endorse the program in Public Policy proposed for UC Riverside. The program is oriented to policy analysis and will serve to provide students with valuable tools for engaging in the public policy issues in the Inland Empire, in California and in the United States. The program is different enough from the public policy program proposed at UCI that the two programs should be highly complementary.

I wish you luck with this program and look forward to seeing it become a reality.

Sincerely,

A handwritten signature in black ink, appearing to read "Martha S. Feldman".

Martha S. Feldman

Johnson Chair for Civic Governance and Public Management

PEPPERDINE UNIVERSITY

School of Public Policy

OFFICE OF THE DEAN
April 27, 2007

Anil B. Deolalikar
Director, Public Policy Initiative
Interim Dean, Anderson Graduate School of Management
University of California, Riverside
Riverside, CA 92521, USA

Dear Dr. Deolalikar:

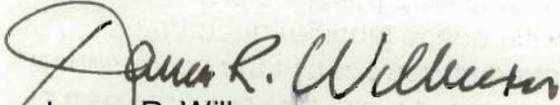
I am honored to write to encourage your committee and university to seriously pursue the design and implementation of a new School of Public Policy at the University of California at Riverside. It would seem that the university has already developed significant strength and experience in areas such as the health sciences, environmental sciences, education, and economics, the latter of which has been the basic discipline for existing schools of public policy.

Clearly the Inland Empire is one of the most robust areas in the nation today and there should be such a program housed and nurtured there to meet the growing and complex needs of such a vibrant region.

I feel strongly that there is a need for programs that move beyond mere analysis to develop skills and talent pools of leaders who understand local and regional issues which are increasingly important as we deal with complex challenges of the environment, regional economic development, urban planning, and related issues. (I have enclosed a copy of my recent comments to the deans of public policy programs from throughout California which emphasizes related concerns, in case my comments might be of interest as you design your program, taking advantage of the experience of other programs.)

Be assured of my best wishes in your plans. If I or my faculty and staff can assist in any way I assure you we would be prepared to encourage your new program.

Sincerely,



James R. Wilburn
Dean

Enclosure

Memorandum

19 April 2007

TO: Chair Cogswell

FR: Executive Vice Chancellor and Provost Wartella



RE: Administration Support of School of Public Policy Proposal

The UCR administration enthusiastically supports the creation and establishment of a School of Public Policy at UCR. The Public Policy Initiative is a truly bottom-up initiative; it arose as a result of faculty across campus proposing a venue for discussing and disseminating their policy-related research. The Public Policy Initiative has had an active interdisciplinary seminar series during the past two years. The Initiative has resulted in the creation of an undergraduate major and minor in public policy in CHASS. To support these activities, the Chancellor and I appointed a campus-wide task force in 2005-06, chaired by Anil Deolalikar and David Warren, to explore the establishment of a School of Public Policy at UCR. The task force has prepared a strong and innovative proposal that the administration strongly supports. In fact, the administration is committed to provide 12 new faculty FTEs to launch the School. In addition, I am confident that several colleges and schools on campus will be forthcoming with additional joint or shared faculty appointments with the proposed School in the coming years.

The Chancellor and I believe that the School will help fulfill several of the key Chancellorial goals set for UCR. The establishment of this School is one of the highest priorities of the administration.



Office of the Dean
Graduate School of Education
RIVERSIDE, CA 92521-0128
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steven.bossert@ucr.edu

June 16, 2006

To: Profs. Anil Deolalikar and David Warren

Fr: Steven T. Bossert, Dean and Professor

Re: Support for the School of Public Policy

The Graduate School of Education (GSOE) strongly supports the establishment of a School of Public Policy.

The GSOE already has an outstanding graduate program (MA and PhD) in Institutional Leadership and Policy Studies that offers courses and research opportunities in areas related to education policy, including the politics of education, educational law, educational finance, and educational policy. Students in the School of Public Policy will be able to enroll in these courses. Faculty members will contribute to the training of graduate students and serve on doctoral committees.

Moreover, the GSOE has just launched the California Community College Collaborative (C4), a joint system-wide effort between the University of California and the California Community College Chancellor's Office. C4's mission is to improve the quality of student learning in California's community colleges by providing influential data-driven policy research that addresses the growing diversity of students and complexity of mission. C4's policy research and professional development agenda will help prepare faculty and administrators to be leaders in transforming their own institutions and higher education in our State. This program will provide students from the School of Public Policy with faculty and research resources for engaging in higher education policy studies.

The GSOE is also considering creating an undergraduate minor in Education (separate from the track that leads towards a teaching credential) that emphasizes current social and philosophical issues concerning education in today's world. This academic minor could easily include undergraduate courses from the School of Public Policy and provide students with core knowledge in education policy that would prepare them for the graduate programs in the new School of Public Policy.

The Graduate School of Education is open to the establishment of cooperating appointments and, if the possibility arises, to joint appointments between the School of Public Policy and our Graduate School of Education.

If further elaboration is needed, please let me know.

Dean Reza Abbaschian, Bourns College of Engineering

Dear Anil and David,

I would like to convey my support for the proposed School of Public Policy. I believe the establishment of the SPP will enhance the reputation of UCR, particularly since its focus is on graduate education and training. The school will also benefit Bourns College of Engineering because of its focus on integrated social-environmental issues. In particular, it will help our Center for Environmental Research and Technology (CE-CERT). As you know, a main emphasis of CE-CERT has been to develop partnerships among industry, government, and academia in basis for regulations and policy, a creative source of new technology, and a contributor to a better understanding of the environment. In other words, CE-CERT conducts research that seeks to improve the technical basis for environmental regulations and policy.

I wish you and your colleagues the best, and look forward to collaborating with you.

Best regards,

Reza Abbaschian
Dean, Bourns College of Engineering
University of California
Riverside, CA 92521

June 26, 2006

CHANCELLOR FRANCE CORDOVA

Re: Proposal for a School of Public Policy at UC Riverside

I am writing to communicate my support for a School of Public Policy at UCR. This proposed school is consistent with the academic plan for the College of Humanities, Arts, and Social Sciences – and has been for several years. A school of public policy will build on existing strengths and contribute to our achieving new distinction in the future.

A School of Public Policy would generate an exciting synergy with core research and instructional programs in CHASS – Political Science, Sociology, Economics, Film & Visual Culture, Global Studies, to name just a few. With the planned major and minor in Public Policy, the connections to the College are clear. The potential for joint hires of outstanding faculty would be an exciting benefit of the School.

The creation of the School of Public Policy will also support the ongoing work of several CHASS research centers, such as the Presley Center for Crime and Justice Studies and the Blakely Center for Sustainable Suburban Development. Pulling together expertise from across the campus will make the School an exciting and innovative addition to the University.

A UCR School of Public Policy is also of crucial importance to UCR graduates and undergraduates. Critical policy issues face our region, our state, our nation, and our world, and a Public Policy School could help us address them. Having a public policy school at UCR would provide an opportunity for students to engage in real-life issues with immediate and apparent impact, making UCR an exciting place for students.

In short, a UCR School of Public Policy seems to me to be an appropriate step in UCR's development. It is consistent with the direction of the campus and will serve both student and faculty interests. I believe that with the energy and vision of our leadership, the commitment to and achievement of diversity, and the strength of our distinguished faculty, we are fully capable of creating a truly outstanding school of public policy, one which not only UCR, but UC and the State of California, can be exceedingly proud. I pledge my very strong support to the effort.

Sincerely,



Joel W. Martin
Interim Dean
Professor of Religious
Studies

April 26, 2007

CHANCELLOR FRANCE CORDOVA

Re: Proposal for a School of Public Policy at UC Riverside

I am writing to communicate my strong support for a School of Public Policy at UCR. This proposed school is consistent with the academic plan for the College of Humanities, Arts, and Social Sciences – and has been for several years. A school of public policy will build on existing strengths and contribute to our achieving new distinction in the future.

A School of Public Policy would generate an exciting synergy with core research and instructional programs in CHASS – Political Science, Sociology, Economics, Film & Visual Culture, Global Studies, to name just a few. With the new major and minor in Public Policy that has begun just this year, the connections to the College are clear. The potential for joint hires of outstanding faculty would be an exciting benefit of the School.

The creation of the School of Public Policy will also support the ongoing work of several CHASS research centers, such as the Presley Center for Crime and Justice Studies and the Blakely Center for Sustainable Suburban Development. Indeed, this year as we have been searching for three positions related to the research interest of the Blakely Center, a number of excellent candidates who do fit neatly into an existing department would be perfect candidates for the proposed school of Public Policy, which will be multi-disciplinary by design. Pulling together expertise from across the campus will make the School an exciting and innovative addition to the University.

A UCR School of Public Policy is also of crucial importance to UCR graduates and undergraduates. Critical policy issues face our region, our state, our nation, and our world, and a Public Policy School could help us address them. Having a public policy school at UCR would provide an opportunity for students to engage in real-life issues with immediate and apparent impact, making UCR an exciting place for students.

In short, a UCR School of Public Policy seems to me to be an appropriate step in UCR's development. It is consistent with the direction of the campus and will serve both student and faculty interests. I believe that with the energy and vision of our leadership, the commitment to and achievement of diversity, and the strength of our distinguished faculty, we are fully capable of creating a truly outstanding school of public policy, on which not only UCR, but UC and the State of California, can be exceedingly proud.

Sincerely,



Stephen Cullenberg
Dean

900 University Avenue
3413 HMNSS Building
Riverside, CA 92521
Tel 951.827.2762
Fax 951.827.4537
www.ucr.edu

April 20, 2007

Anil B. Deolalikar
Department of Economics

Dear Anil:

I strongly support the proposed School of Public Policy at UCR. There are a number of areas in the natural and agricultural sciences of our College that would benefit from collaborations with such a school. Several of our faculty have already expressed interest in interacting with the school in areas that impact their research, outreach, and educational programs. These include our five natural resource economists in the Department of Environmental Sciences, Mike Allen and others in the Center for Conservation Biology, and Norm Ellstrand, Director of the Biotechnology Impacts Center. We have also been working with the College of Engineering on a new initiative to develop solutions to the impacts of climate change on agricultural sustainability through genomics and other technologies. Implementation of these and other agricultural technologies will increasingly require attention to public policy issues.

There are many other current and future areas of science within CNAS that I am sure could benefit from the presence of a School for Public Policy. It is a natural for UCR as a land-grant university with an obligation for public engagement.

Sincerely,



Donald A. Cooksey
Interim Dean
Professor, Plant Pathology

Office of the Dean
Anderson Hall 122
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anilagsm@ucr.edu

September 29, 2006

To: Chancellor France Cordova
From: Anil B. Deolalikar, Interim Dean 
Re: Support for a UCR School of Public Policy

I am writing to express my strong support for the establishment of a School of Public Policy (SPP) at UCR.

As you can imagine, there are strong synergies between public policy and management. Many business schools, including ours, offer courses on management of non-profit organizations, including government agencies. Indeed, if I am not mistaken, AGSM started out at UCR some thirty years ago as a school of public and business administration!

AGSM is currently in the midst of creating several new programs, such as a self-supporting executive MBA program, a Ph.D. in marketing, and MA programs in financial management and accounting. In addition, the highly-popular undergraduate major in business administration will soon be shifted from CHASS to AGSM. I see the opportunity for AGSM to partner with the SPP in many of these activities. For instance, our faculty could help co-teach specialized courses in the proposed SPP in such areas as management and organization of public entities, application of operations research and decision-making theory to policy-making, government budgeting and accounting, and risk management in public agencies. Our proposed executive MBA program would complement the executive MPP program being proposed by the SPP. Finally, some of the courses required for the undergraduate major in business administration could be shared with those required for the newly-developed public policy major.

AGSM is open to the establishment of cooperating faculty appointments and, if needed, even joint appointments with the SPP.

In closing, I strongly endorse the proposal to establish a School of Public Policy at UCR. There will be significant benefits to AGSM from having such a professional school at UCR. Likewise, the presence of AGSM will facilitate the development of a first-rate public policy program at UCR.



Department of Political Science
RIVERSIDE, CA 92521
(951) 827-5595 FAX: (951) 827-3933
shaun.bowler@ucr.edu

May 22, 2007

To: Tom Cogswell, Chair, Academic Senate
Robert Russell, Chair, Graduate Council

From: Shaun Bowler, Professor and Interim Chair

Re: Support for the School of Public Policy

A handwritten signature in black ink, appearing to read 'Shaun Bowler'.

Faculty of the Department of Political Science met on May 21st to discuss the proposal for a School of Public Policy (SPP). This meeting followed a series of earlier meetings and discussion on the establishment of the SPP in which department faculty took part.

Department faculty fully support the establishment of the new school and wish it every success. The department looks forward to co-operating with the SPP in undergraduate and graduate teaching, graduate student supervision, and joint research on a range of policy issues. We believe that the new school will create new, synergistic opportunities for our department faculty.

Department faculty anticipate being closely involved in the development of SPP and would like to be consulted as the School moves forward in designing coursework and curriculum and in helping maintain and sustain the quality of the programme. Political Science, as a department, is also supportive of the idea of arranging cooperative and even joint appointments between the department and SPP.

Department faculty look forward to helping build and support a high-quality and high-profile public policy school at UCR. Faculty believe the school offers many exciting opportunities for research and teaching that conform well to their interests: faculty are persuaded that the policy school offers an opportunity for a rewarding academic partnership.

May 22, 2007

TO: THOMAS COGSWELL
CHAIR, ACADEMIC SENATE

and

ROBERT R. RUSSELL
CHAIR, GRADUATE COUNCIL

FROM: GLORIA GONZÁLEZ-RIVERA
CHAIR, DEPARTMENT OF ECONOMICS



RE: **PROPOSAL FOR A SCHOOL OF PUBLIC POLICY AT UCR**

The faculty of the department of Economics met on May 18th to discuss the latest proposal for a School of Public Policy (SPP) at UCR. I am happy to report that the department supports the establishment of the new school. We welcome the opportunities that should arise from serving as program faculty, teaching and supervising graduate students, and collaborating in interdisciplinary research projects within the prospective programs. The research and teaching interests of the Economics faculty when aligned with those of SPP will create a rich environment for academic interactions, which will enhance further the reputation of UCR.

To maintain the quality of the prospective courses in Economics within SPP and to ensure the success of our prospective graduate students interested in a minor in public policy, the faculty of the department of Economics expects to be fully involved in the planning and development of the SPP curriculum, especially the programs that relate to Economics. We welcome the establishment of cooperating appointments for the current Economics faculty, and we expect that, if there is a mutually-felt need for joint faculty appointments between Economics and SPP, the search and the appointment process for these appointments will conform to the standard recruitment procedures of the Department of Economics.

In summary, we support the development of a school with rigorous public policy programs, which in turn will contribute to the enrichment of our existing programs.

We look forward to an exciting collaboration.

September 18, 2007

TO: THOMAS COGSWELL
CHAIR, ACADEMIC SENATE

and

ROBERT R. RUSSELL
CHAIR, GRADUATE COUNCIL

FROM: ADALBERTO AGUIRRE, JR.
CHAIR, DEPARTMENT OF SOCIOLOGY



SUBJ: PROPOSAL FOR A SCHOOL OF PUBLIC POLICY

Earlier today, on May 22nd, the Department of Sociology met to discuss the proposal for a School of Public Policy at UCR. We had distributed the proposal to all faculty members last week, so that they could come to the meeting with any questions, concerns or objections. In addition to concerned faculty in the department, Dean Stephen Cullenberg and Anil Deolalikar were also present at the meeting.

There was strong endorsement of the proposal at the faculty meeting. It was noted that several faculty in the department were engaged in policy-related research and that the proposed School would add significant value to this research. Faculty also expressed interest in the possibility of the department offering a minor in Sociology to doctoral students in the School of Public Policy and the proposed School offering a minor in Public Policy to graduate students in Sociology. Finally, the faculty supported the idea of cooperating and/or joint faculty appointments with the proposed School on a case-by-case basis.

In closing, the faculty of the Department of Sociology enthusiastically support the proposal to establish a School of Public Policy at UCR.

DATE: May 18, 2007

TO: Thomas Cogswell, Chair, Academic Senate
Robert R. Russell, Chair, Graduate Council

FROM: 
Marylynn V. Yates, Chair

RE: Proposal for a School of Public Policy at UCR

At 8 a.m. on Friday, May 18, the faculty in the Department of Environmental Sciences had a meeting to discuss the proposal for a School of Public Policy. In addition to the department faculty, Tom Cogswell, Scott Coltrane and Anil Deolalikar were present to answer any substantive or procedural questions related to the proposal.

The faculty were very supportive of the proposed School, and felt that the addition of this School would help to strengthen our own graduate program. We informed Drs. Cogswell, Coltrane, and Deolalikar that we have proposed substantive changes to the graduate program in Environmental Sciences that will facilitate the pursuit of a Ph.D. in Environmental Sciences with a minor in public policy (as discussed in the Appendix of the proposal).

Some faculty pointed out that the joint program was a niche program that would initially appeal only to the few students in environmental sciences, especially those with an interest in the natural sciences aspects of environmental sciences, who wish to pursue careers in public agencies (*e.g.*, the EPA) and who therefore wish to acquire the tools and the language of policy analysts and researchers. Others indicated that as awareness of the program grew, so would interest and enrollment.

There was also a great deal of discussion about how a policy program that truly offered an integration of environmental and social policy issues could quickly establish a niche and a name for UCR's School of Public Policy. As pointed out by one of our faculty, there are very few policy programs that offer such integration. At the same time, many timely policy issues, such as global warming, water and air quality, and conservation of species, lend themselves well to (and indeed require) an integrated economic-social-science approach. However, some faculty felt that to achieve true integration, it would be important for the School to offer courses on cross-disciplinary policy themes jointly taught by environmental science and social science faculty.

There was also some discussion in the faculty meeting about joint appointments between the School and other Colleges and Schools on campus. There was general agreement that joint appointments should be limited to senior faculty. In addition, it was felt that joint appointments could apply not only to new faculty being recruited but also to existing faculty on campus who wished to move part of their appointment to the SPP.

In summary, there was general agreement among the faculty present that the establishment of a School of Public Policy at UCR would benefit the campus and the Department of Environmental Sciences in many ways and that the department should lend its unqualified support to this proposal.

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SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF ANTHROPOLOGY
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RIVERSIDE, CA 92521-0418
thomas.patterson@ucr.edu

April 17, 2007

Professor Anil Deolalikar
Director, Public Policy Initiative
University of California, Riverside
Riverside, CA 92521

Dear Anil:

The Department of Anthropology enthusiastically supports the creation and establishment of a School of Public Policy at UCR. We have read the excellent proposal that the campus-wide task force on public policy has put together, and we wish to lend our strong support to the initiative.

The proposed School will provide instruction in areas that are not duplicated in other departments at UCR, although there is the kind of overlapping of interests that will allow fruitful collaborative training and research with faculty and students in other departments. Anthropology has several faculty members whose research – whether in globalization, health inequalities, or social and gender stratification – has important bearings on and implications for public policy. There is also a good deal of interest in public policy issues among our graduate students. This is why our department worked with your task force in suggesting a doctoral program in anthropology with a minor in public policy. I am glad that this proposed program is presented in Appendix A of the proposal.

The School you propose establishing is a highly-focused one that will strive to do a few things very well rather than everything in not so thorough a manner. The niche areas that the proposed School will focus on – environment, health, and higher education – are not only significant policy problems facing the Inland Empire region but also represent the faculty strengths at UCR. This is appropriate for a growing school with a small and distinguished faculty. It is a sound decision that will help the School to achieve national prominence quickly.

In addition to joint programs (such as the minor in public policy for our doctoral students), the Department of Anthropology is open to the idea of cooperating or shared faculty appointments with the School of Public Policy. We can discuss the specifics of these appointments at a later date.

In closing, let me reiterate the Department of Anthropology's enthusiastic support for the proposed School of Public Policy. Please let me know if we can be of assistance in other ways.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom Patterson".

Thomas C. Patterson
Distinguished Professor and Chair



DEPARTMENT OF PHILOSOPHY

RIVERSIDE, CALIFORNIA 92521

reath@citrus.ucr.edu
951-827-4795

April 19, 2007

Professor Anil Deolalikar
Director, Public Policy Initiative
University of California, Riverside
Riverside, CA 92521

Dear Anil:

The Department of Philosophy would like to express its strong support for the proposed School of Public Policy at UCR.

We have read the proposal prepared by the campus task force on public policy, and wholeheartedly endorse its recommendations. A distinctive feature of the proposed curriculum for public policy is its attention to normative issues. While many public-policy professionals simply assume the adequacy of a utilitarian ethical approach, the proposed program for the School of Public Policy understands the need to attach questions of public policy to broader moral and ethical reflection.

The gain for the campus from the establishment of the proposed School will be cross-disciplinary research not only between Public Policy and the Social Sciences but also between Public Policy and the Humanities. Philosophers and cultural critics will have the opportunity to discuss real-world issues in environmental, health care, and social policy, while students in the School of Public Policy will be able to take advantage of on-going research in moral and political philosophy (focusing on questions about right conduct, moral psychology, social justice, and the nature of the good human life).

The Department of Philosophy has several faculty members whose research has a public policy dimension. These faculty members would be able to serve on dissertation committees of graduate students in the policy school. Some of our department courses could be offered as electives to students undertaking a master's program in public policy. In addition, if the need arose, the Department would be happy to discuss the possibility of cooperating or shared faculty appointments with the School of Public Policy.

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DEPARTMENT OF PHILOSOPHY

RIVERSIDE, CALIFORNIA 92521

Let me close by reiterating the Department of Philosophy's keen support for the proposed School of Public Policy at UCR. Please do not hesitate to contact me should you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Andrews Reath".

Andrews Reath
Professor and Chair

Department of Management and Marketing
donna.hoffman@ucr.edu

April 17, 2007

Professor Anil Deolalikar
Director, Public Policy Initiative
UC Riverside
Riverside, CA 92521

Dear Anil:

The faculty of the Department of Management and Marketing lend their unqualified support to the creation of a School of Public Policy at UCR. We believe that the proposed School will have significant synergies with the research and teaching of several of our faculty.

Obviously, the principles of management apply as much to the public and non-government sector as to private enterprises. In addition, management subfields such as strategy, corporate governance, entrepreneurship, and e-commerce – in which our departmental faculty specialize – all have important public policy dimensions. For instance, one of most important challenges facing policy-makers today is how to respond to the growing commercialization of the Internet – a niche area of research in our department.

I see many potential opportunities for collaboration between the proposed School of Public Policy and the Department of Management and Marketing in AGSM. There are a range of topics on which our faculty could conduct joint research with faculty in the proposed School. Students in the MPP program could cross-register for MBA courses that AGSM offers in organizational theory; business, government and society; human resource management; and management science. Faculty from both Schools could serve as committee members on doctoral dissertations of students in either School. Further down the road, our department would be interested in exploring cooperating or even joint faculty appointments with the School of Public Policy.

Please accept our department's strong endorsement of the proposal for a School of Public Policy at UCR, and let me know what I can do to help plan for its positive review by the campus and by the UC Office of the President.

Sincerely,



Donna L. Hoffman
Chancellor's Chair, Professor of Marketing, and Department Chair

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SANTA

David C. Funder, Ph.D., Professor and Chair
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funder@citrus.ucr.edu

June 6, 2006

Professor David Warren
Director, Edward J. Blakely Center for Sustainable Suburban Development
B110 Highlander Hall
University of California, Riverside
Riverside, CA 92521

Dear Dr. Warren:

I am pleased to offer my support and the support of the Department of Psychology for the planned UCR School of Public Policy. Such a School could be an important asset to each of many academic departments as well as the campus as a whole, through useful collaborations between researchers interested in basic issues and experts on the implications of those issues for public policy. The Department of Psychology can participate through its research interests in areas such as aging, child development, and cultural influences on thinking, learning, and behavior. The plan for the School presents a clear and compelling vision and I look forward to seeing its fruition.

Sincerely,

A handwritten signature in black ink, appearing to read "DA Funder".

David C. Funder
Professor and Chair



CENTER FOR CONSERVATION BIOLOGY
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TEL: 951-827-5494; FAX: 951-827-2620

COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES
CITRUS RESEARCH CENTER AND AGRICULTURAL EXPERIMENT STATION

June 13, 2006

Anil B. Deolalikar
University of California, Riverside

Dear Professor Deolalikar:

The Center for Conservation Biology strongly supports the proposal to establish a School of Public Policy for the University of California, Riverside. Since its inception in 1998, the Center for Conservation Biology has been involved in the several activities related to threatened and endangered species in the region. These include mitigation efforts for many governmental and private organizations. Our largest outreach program involves the review of the Riverside County Multiple Species Habitat Conservation Plan (MSHCP) and developing monitoring protocols for the MSHCP and the Coachella Valley MSHCP, which encompasses hundreds of thousands of acres, almost two hundred species, and billions of dollars.

I initially was interested in this idea as a part of our outreach program here at the CCB. We have intentionally avoided taking a public stand on issues, or addressing the specifics of policy decisions. Our goals here at the Center are to provide the science only, and allow the policies to develop as they may. Nevertheless, the biggest problem with this approach is that the staff at all level of government, from local to federal, is comprised of individuals with degrees in planning (spatial structure of roads, suburbs, sewers, etc.), economics, or other social-policy- oriented disciplines. All of these levels of staffing are almost completely unprepared for the enormous conservation and environmental implications to their decisions. Even with a few "scientists" on staff (generally MA-level folks- such as Fish and Game, or Forest Service)- they are rarely really part of the real decision process. In addition, there are many NGOs, think-tanks, and other groups advising on policy. Again, they have expertise on either social science, or on science, but without any training on integrating the two.

From an outreach perspective for the CCB, when we present the needs to the planners, generally they have no idea if or how to proceed, because they have little or no understanding of even the basic issues. I don't believe that having the CCB comment directly is a good idea, but having an entity like the proposed school would make a good linkage.

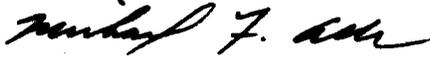
The focal areas are appropriate for our programs, both topically and regionally. Every development between the San Gabriel Mountains and La Paz Mexico will run into an endangered species issue. At the CCB, we have expertise in the topic and the region. We are expanding our research program into the Baja California Peninsula in collaboration with research stations in the States comprising Baja California. Our collaborations with the San Diego Zoological Society (managers of the Wild Animal park- and CRES- the Center for Research on Endangered Species) expand our local research and outreach program, also within the region identified for concentration.

I do believe that we could develop courses appropriate for The School of Public Policy in environmental and conservation issues. I especially also support the idea of a minor in policy for CNAS students, from the School, upon taking a couple of courses in policy and economics focused toward our students. This could well strengthen their vitae as they apply for the highly competitive positions in teaching and research institutions.

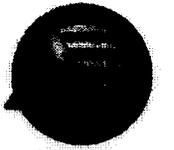
Finally, I strongly believe that there is a large open opportunity to train students who would work in areas from governmental to NGOs. We desperately need people who can synthesize these topics. It may well be a good opportunity for an IGERT, or even provide foundation support to our college as well as the School.

I hope this helps, and do not hesitate to contact me for further information.

Sincerely yours,



Michael F. Allen
Professor, Departments of Plant Pathology and Biology
Director, Center for Conservation Biology
Chair, Department of Plant Pathology



College of Engineering
Center for Environmental
Research and Technology

DATE: June 15, 2006

TO: David Warren

FROM: Matthew Barth, Director
College of Engineering-Center for Environmental Research and Technology

RE: Establishment of a School of Public Policy

Dear Dave:

The Bourns College of Engineering-Center for Environmental Research and Technology (CE-CERT) strongly supports the establishment of a School of Public Policy at UC Riverside. There have been many instances in the past where having such a School would benefit our activities here at CE-CERT. As you know, we carryout a variety of transportation, air quality, and energy projects, many of which have a direct public policy implication.

The contribution of our Center to the Public Policy School is twofold:

- 1) **Teaching:** we can help support teaching in the Public Policy curriculum. Many of the courses our faculty teach could potentially be cross-listed in the proposed Master's and Ph.D. programs. In addition, we will also be able to direct dissertation work and to contribute to the advanced training of graduate students.
- 2) **Research:** there are clear synergies between the research agendas of many of our faculty and the socio-economic-environmental issues that are in the domain of a Public Policy School. Indeed, most faculty at our Center will be able to contribute to the development of the research mission of the Public Policy School.

We are open to the establishment of cooperating appointments and, if the need arises, to joint appointments between the SPP and our Center.

If you need further elaboration, please let me know. With best wishes,

Matthew Barth
Professor, Electrical Engineering



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June 5, 2006

Chancellor France Cordova
University of California, Riverside

Dear Chancellor Cordova:

This is to express my support for the establishment of a School of Public Policy at the University of California, Riverside. I have read the UCR proposal and find it quite convincing as regards the need for a top-flight public policy school in the Inland Empire, and the comparative advantages for the region and the state that would accrue from establishing this new professional school in Riverside. The Inland Empire has experienced extraordinary population and economic growth in the last decade. A Public Policy School at UCR would also be of great benefit to my own research on global governance, regional and global environmental issues and the formation of institutions of world citizenship. Environmental policy scholars will be valuable colleagues and I very much want to collaborate with them in academic programs and research projects.

The environmental, international and regional aspects of the Public Policy School proposal are uniquely fitted to benefit from existing UCR strengths, and would greatly enhance the educational and research goals of the University by attracting talented students and faculty. The commitment and support that have already been demonstrated for a UCR Public Policy School are impressive, and the plans for generating additional resources are sound. I appreciate the massive effort that leaders on the UCR faculty have invested in this initiative.

Sincerely,

Christopher Chase-Dunn
Distinguished Professor of Sociology and

Director of the Institute for Research on World-Systems



ROBERT PRESLEY CENTER FOR CRIME AND JUSTICE STUDIES
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
(909) 787-4604

RIVERSIDE, CALIFORNIA 92521-0221

June 8, 2006

David H. Warren, Director
Edward J. Blakely Center for Sustainable Suburban Development
University of California, Riverside
Riverside, CA 92521

Dear David:

I am writing in support of the proposal to create a School of Public Policy at The University of California, Riverside. This School would clearly be in alignment with the Presley Center for Crime and Justice Studies. One of the primary objectives of the Center since its inception has been informing legal policy and criminal justice practice in California by new developments in criminological research. This component of the Presley Center mission surely falls squarely in the public policy arena, meaning a connection between the Center and the School of Public Policy could be a natural fit.

Moreover, as a member of the Criminology and Socio-Legal Studies specialization committee in the Department of Sociology, I know that many of the graduate students in this specialization work in the Presley Center or the CDC funded Academic Center of Excellence in Youth Violence Prevention, which is a partner with the Presley Center and the Department of Psychology. I can easily envision graduate students in the School of Public Policy having an emphasis in crime and criminal justice and thus taking courses in this specialization. We could entertain the possibility of creating a special course focusing on criminal justice policy and perhaps explore ways of providing internships, independent study or research assistantships if available for graduate students in Public Policy through the Presley Center.

In short, a relationship between the Presley Center and the School of Public Policy could be mutually advantageous and possibly generate synergies for criminal justice policy relevant scholarship that otherwise would not be possible.

Best wishes in your effort.

Sincerely,

Robert Nash Parker
Professor of Sociology and Director