

REGULAR MEETING OF THE RIVERSIDE DIVISION

TUESDAY, DECEMBER 1, 2015
GENOMICS AUDITORIUM, ROOM 1102A
2:10 p.m.

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[†] Reports received and placed on file "are received as presented and require no further action" [bylaw 4.1.3]. Only the reporting committee can change or withdraw these reports; however, at the request of any member of the Division, a report will be moved into its regular order on the agenda (Item 10. Reports of Standing Committees and Faculties) where it may be discussed, and motions relating to the report may be offered.

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November 20, 2015

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

**MINUTES OF THE SPECIAL MEETING
OF THE RIVERSIDE DIVISION**

MEETING:

The Riverside Division of the Academic Senate met on Tuesday, October 27, 2015 at 2:00 p.m. in the Genomics Auditorium Room 1102A. Chair J. Wudka presided. The meeting was attended by 70 members of the Riverside Division of the Academic Senate.

MINUTES:

The Minutes of the Regular and Annual Meeting of May 19, 2015 were approved as presented.

PURPOSE OF THE SPECIAL MEETING:

Chair Wudka reviewed the Statement of Purpose, included in the meeting Agenda.

This special meeting is being called to discuss the Administration's proposed relocation of the Senate offices from its current location at the University Office Building to Hinderaker Hall. The goals of the special meeting are to provide a forum for the discussion of the possible relocation of the Senate offices to Hinderaker Hall, including entertaining motions on this issue and to review and discuss the Senate's draft Memorandum of Understanding, and the Provost & Executive Vice-Chancellor's Memorandum related to this issue.

Chair Wudka then presented a slide show to present the background materials regarding how the proposed move to Hinderaker Hall was initiated. The Senate was approached in early summer by the Provost and Executive Vice Chancellor to consider the possibility of relocating to Hinderaker Hall. Executive Council was consulted and the committee had mixed opinions. Other UC campuses where the Senate is in close proximity to the Administration were consulted. Based on initial feedback, Chair Wudka decided to support the move as long as some practical aspects were addressed. Chair Wudka noted that the office space would be comparable to the current office space. A Memorandum of Understanding was drafted by Chair Wudka and sent to the Administration. The Provost then responded with a Memorandum allocating the Senate's space at Hinderaker Hall. During this exchange with the Administration, Chair Wudka received many emails of concern from faculty.

Some faculty expressed disadvantages of the move: loss of independence; loss of the Senate offices as a secure space for faculty; disruption to Senate staff; pressure on Senate staff and less office space. Other faculty expressed advantages: earlier awareness of administrative actions; increased consultation; increased visibility and closer participation in the development of the campus. An email was received by Chair Wudka asking to hold a special meeting to discuss this issue with the Senate faculty. At that point, Chair Wudka stopped all discussions related to the matter until the Special Division Meeting date. The Special Division meeting date was set and communication with Administration ceased.

Chancellor Wilcox was unable to attend today's Special Division Meeting. Chair Wudka shared a brief video that Chancellor Wilcox provided to address the Division to apologize for not being able to attend due to prior commitments

Chair Wudka informed the Division that the Senate Memorandum of Understanding and memo from the Provost & Executive Vice Chancellor could be found on page 7 of the agenda.

The floor was then opened up for discussion.

Members of the Division shared their viewpoints regarding why they oppose the Senate offices moving to Hinderaker Hall. Their comments were as follows: The close proximity of the Senate offices to the University's Administration has the potential to damage the autonomy of the Senate; the principal of shared governance requires the Senate to operate independently of the Administration; the relationship between the Senate and the Administration is not a space issue and relocating the Senate offices is a poor use of scarce resources; day to day control over the spaces allocated to the Senate will be complicated and has the potential to affect Senate operations and may lead to a negative perception of the Senate's independence from the Administration; does not serve the best interests or needs of UCR faculty; communication and consultation with the Senate can happen across the campus and putting the Senate and Administration in the same space will not improve communication and consultation; the faculty need space to express their inquiries, comments and concerns; pressure on Senate staff is a concern; in past history there was pressure and influence on the Committee on Academic Personnel (CAP) from Administration and there are concerns of CAP meeting six hours a week in the basement; there is good reason to let the Senate and the Administration who both have recognized authority do their business and then come together as needed to accomplish the end; the place of the power should be with the faculty and faculty need the Administration, they are important to the faculty; the Senate's presence in Hinderaker would have the tendency to confuse new people on campus as to exactly what the Academic Senate is, from where its power comes and how it interacts with the Administration.

Members of the Division shared their viewpoints regarding why they approve of the Senate offices moving to Hinderaker Hall. Their comments were as follows: Like the idea of faculty advocates being in close proximity of campus administrators; it will reduce the barriers with consultation and discussion between the Senate and Administration and will improve the lines of communication; shared governance has to involve a proximity where dialogue and conversation occur; we need to work together and dissolve the "us versus them"; working in the same space will increase collaboration; Hinderaker is the location of power on this campus and is fitting of the Senate to be in that building and the Senate deserves to be there; a former member from CAP noted that the meetings CAP has with Administration are scheduled and they never felt pressured or influenced by Administration; the Senate should be a powerhouse and should be reflected as a power place and to be housed in Hinderaker gives that seal.

A motion was moved to reject the proposal to move to Hinderaker Hall. Following comments raised in the assembly's discussions, a motion was moved and seconded to amend the original motion to, "Senate retains its current quarters in their entirety".

A motion was moved to adopt the resolution in its amended state. The motion was seconded and passed overwhelmingly.

A motion to accept the resolution as stated was moved and seconded.

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

ATTEST:

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

Leondra Jacobs
Recording Secretary

**SECRETARY-PARLIAMENTARIAN
REPORT TO THE RIVERSIDE DIVISION
DECEMBER 1, 2015**

2015-2016 RESULTS FROM THE CALL FOR NOMINATIONS

To be received and placed on file:

1. RIVERSIDE DIVISION

A call for Nominations was issued for the following positions:

Committee on Committees (3 year terms)

One representative from BCoE

Two valid nominations received:

- Heejung Jung
- Srikanth Krishnamurthy

An election was held and the results of the ballot are as follows:

- | | |
|--------------------------|----------|
| - Heejung Jung | 6 votes |
| - Srikanth Krishnamurthy | 20 votes |

Professor Srikanth Krishnamurthy was elected to the position of member to the Committee on Committees.

One representative from CNAS

One valid nomination received:

- John Ellison, Department of Physics and Astronomy

2. COLLEGE OF HUMANITIES, ARTS & SOCIAL SCIENCES

A call for Nominations was issued for the following positions:

One Member, CHASS Executive Committee (2 year term)

To be chosen from among degree granting non-department programs

After a second Call for Nominations, one valid nomination received:

- Tiffany Ana Lopez, Global Studies

At the Faculty Meeting of the College of Humanities, Arts & Social Sciences on November 18, 2015, the Secretary Parliamentarian was instructed to cast a single ballot on behalf of the faculty for the nominee listed above.

3. SCHOOL OF BUSINESS ADMINISTRATION

A call for Nominations was issued for the following positions:

One Member, SOBA Executive Committee (2 year term)

Elected from the area of Marketing

One valid nomination received:

- Thomas Kramer

4. **SCHOOL OF PUBLIC POLICY**

A call for Nominations was issued for the following positions:

Chair of the Faculty, SPP Executive Committee (2 year term)

One valid nomination received:

- David Biggs, Department of History

Two Members, SPP Executive Committee (2 year term)

Two valid nominations received:

- Cassie Guarino
- Qingfang Wang

**EXECUTIVE COMMITTEE
BOURNS COLLEGE OF ENGINEERING
REPORT TO THE RIVERSIDE DIVISION
DECEMBER 1, 2015**

Proposed Change to Electrical Engineering Undergraduate Requirements

To be adopted:

PRESENT:

Major Requirements

1. Lower-division requirements (73 units)
 - a. One course in the biological sciences chosen from an approved list
 - b. CHEM 001A, CHEM 01LA
 - c. CS 010, CS 013, CS 061
 - d. EE 001A, EE 01LA, EE 001B, EE 010, EE 020
 - e. MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
 - f. PHYS 040A, PHYS 040B, PHYS 040C
2. Upper-division requirements (82 units)
 - a. EE 100A, EE 100B, EE 105, EE 110A, EE 110B, EE 114, EE 115, EE 116, EE 132, EE 141, EE 175A, EE 175B, ~~EE 175C~~
 - b. CS 120A/EE 120A, CS 120B/EE 120B
 - c. ENGR 180W
 - d. Twenty (20) units of technical electives (chosen with the approval of a faculty advisor) from CS 122A, CS 130, CS 161, CS 168/EE 168; EE 117, EE 123, EE 128, EE 133, EE 134, EE 135, EE 136, EE 137, EE 138, EE 139, EE 140, EE 144, EE 145/ME 145, EE 146, EE 150, EE 151, EE152, EE 153, EE 155, EE 160, EE 162, EE165, ENGR 160

Proposed

Major Requirements

1. (No change)
2. Upper-division requirements (82 units)
 - a. EE 100A, EE 100B, EE 105, EE 110A, EE 110B, EE 114, EE 115, EE 116, EE 132, EE 141, EE 175A, EE 175B
 - b. (No change)
 - c. (No change)
 - d. (No change)

The choice of technical electives must ensure

that the upper division requirements include at least one coherent sequence of at least three (3) electrical engineering courses to ensure depth in one area of electrical engineering. Example course sequences are available through the Student Affairs Office in the College of Engineering or **student.engr.ucr.edu**.

Justification:

ECE is proposing a new approach towards improving technical communication. The new approach places more emphasis on technical communication in EE 175B and allows students to take their technical writing course after senior design.

The ECE department also increased the number of EE 175A to properly by one unit to reflect the amount of work required of students. While EE 175C is no longer a requirement, the number of units required remains the same.

Approvals:

Approved by the faculty of the Department of Electrical and Computer Engineering:

Approved by the Executive Committee of Bourns College of Engineering:

Approved by the Committee on Educational Policy:

April 1, 2015

September 28, 2015

October 21, 2015

**COMMITTEE ON ACADEMIC FREEDOM
ANNUAL REPORT TO THE RIVERSIDE DIVISION
December 1, 2015**

To be received and placed on file:

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

The Committee on Academic Freedom conducted committee activities via email and met two times during the 2014-2015 academic year, undertaking the following actions:

The Committee on Academic Freedom adopted a revised conflict of interest statement which expanded the policy regarding personal affiliations. If a member of the Academic Freedom Committee believes that a conflict of interest exists for him/herself or for another person on the committee including any action or discussion involving their current or former spouse, partner or family member, that member should call the possible conflict to the attention of the chair.

The Committee on Academic Freedom conducted a review of its current bylaws to facilitate an organizational change and consider whether or not the bylaws should specify the frequency of the person to person meetings. The Committee formulated suggested revisions and put forth a proposal for Senate review.

In keeping with its charge to assist in the education of the academic community regarding the rights and responsibilities relating to academic freedom, the Committee communicated a statement of its duties and mission to the general UCR academic community via the Senate email.

In keeping with its charge to evaluate and propose revision as needed to current institutional policies (APM) as they might relate to academic freedom, the Committee considered the following System-wide reviews:

Proposed New UC Policy on Open Access

This new policy on Open Access is intended for UC authors who are not members of the Academic Senate. (All Academic Senate members are already covered by an Open Access Policy approved on July 24, 2013.) The proposed new policy extends open access rights and responsibilities to all non-Senate members of the UC community who are authors of scholarly articles, including faculty, other academic personnel, students, administrators, and staff. The

policy allows non-Senate authors of scholarly articles to maintain legal control over their research articles while making their work freely available to the public. In addition, the proposed policy outlines procedures for implementing the policy for all UC authors, both Senate and non-Senate. Although the policy assumes all authors will make their scholarly articles available to the public, there is a procedure, which must undertake proactively, to opt out of the open access process.

The Committee on Academic Freedom discussed the proposed policy on Open Access for non-Senate authors and approved the revisions without further recommendations. The Committee supports the idea of extending open access rights and responsibilities to all non-Senate members of the UC community who are authors of scholarly articles.

Draft Guidelines for Pilot Program to Accept Equity for Access to University Facilities or Services

The members of the Committee on Academic Freedom were asked to comment via e-mail on a proposed pilot that would allow the University to accept equity in exchange for access to university facilities and services. When a stakeholder has a financial incentive, the potential for abuse of academic freedoms is higher. This is certainly a concern with proprietary research. In response, the proposed pilot does address potential conflicts of interest, primarily in Section IV.C. The beginning of this section states “University acceptance of Equity for AFS shall be based upon the educational, research, and public service missions of the University over financial or individual personal gain.” Overall, the committee does not object to running this program as a pilot. However, unrelated to the charge of this committee, there is some concern that the proposal is unclear about how program success will be evaluated and under what criteria performance will be judged. Apparently, the Office of the President will be responsible for this determination and will decide whether or not to continue the program after the pilot. We recommend including the Senate in that decision.

Proposed Revisions to Senate Bylaw 128.D.2

A proposed revision to Senate Bylaw 128.D.2 put forward by the University Committee on Committees would specify that Vice Chairs for all standing System-wide committees whose membership is governed by SBL 128 be at-large members. This change would affect UCAF, UCIE, UCOLASC, UCOPE, UCP&T, and UCACC; all six of these committees currently have Vice Chairs appointed from among Divisional representatives. UCR&J has reviewed the proposal and found it consistent with the Code of the Academic Senate.

The members of the Committee on Academic Freedom were asked to comment via email on the proposed revisions to Senate Bylaw 128.D.2. The Committee found the suggested changes to be reasonable and approved the proposal without further recommendations.

In keeping with its charge to consider issues of academic freedom brought before the committee by individuals or other UC Committees and to report findings and recommendations to the Division or to other committees for further action, the Committee considered the following items:

R-Course Entitled “Palestinian Voices”

In the spring quarter of 2015, a one-unit R-Course entitled *Palestinian Voices* was taught by the facilitator, Tina Matar, under the supervision of Professor David Lloyd. The controversial nature

of the course's content resulted in allegations of misconduct, mostly from external groups, directed toward the course, UCR's Administration and UCR's Division of the Academic Senate. In keeping with our charge, the Committee on Academic Freedom (CAF) of UCR's Division of the Academic Senate decided to opine on this matter.

A number of issues were raised regarding the course review process and whether it conformed to University policy, the educational merits of the course and finally academic freedom. The committee invited Professor Ken Baerenklau, chair of the Committee on Educational Policy and a member on the R'Courses Governing Board, to discuss the course's review and approval process. Our response focused on the last concern.

Fundamental to university scholarship and the dissemination of that scholarship through the University's educational mission are freedom of expression and the professional autonomy of the professoriate as embodied in academic freedom. This principle and its relationship to discourse on controversial issues is reflected in the statement posted on CAF's web site, which was adopted by Academic Council on April 1, 2015 and endorsed by this committee on May 11, 2015. The importance of Academic Freedom is acknowledged at the highest levels by Regent's Standing Order 105.2 and Regents Policy 2301. Policy 2301 is specific to course content, and relevant to this situation, it states that political indoctrination constitutes a misuse of the classroom. However, this statement should not be misconstrued as a mandate to exclude the instructor's viewpoint from the curriculum. In fact many courses in the University reflect the perspective of the instructor even when that perspective is controversial; yet these courses still play a vital role in the educational process of the University because they comply with relevant professional standards of scholarship and teaching. To quote Robert Post¹, "There is no academic norm that prohibits scholarship from communicating definite viewpoints about important and controversial questions, like democracy, human rights or the welfare state."

One can ask the question, at what point does instruction with a perspective cross the line to become political indoctrination in violation of Regents policy 2301? An important distinction here is whether there are clear inaccuracies in factual information that are intentionally used to project a distorted message. This issue and the overall educational merit of the course are decided by a review process authorized by the Academic Senate in accordance with the Regents Orders, UC policies and UC bylaws. For the course entitled *Palestinian Voices*, the educational merits were vetted and judged compliant with academic standards by the faculty member serving as the course advisor, the Chair of the English Department, several other faculty in the Department of Middle Eastern and Ethnic Studies and finally by the Governing Board for the R-Courses program. This review process, which was authorized by the Senate, includes Senate representation at every level. CAF found no reason to doubt the proficiency of this process. For the University administration to interfere in this course simply on the grounds of the inflammatory nature of its content is a clear violation of the academic freedoms of the facilitator and faculty advisor. The fact that the facilitator in this course is an undergraduate student has no bearing on her academic freedoms because these rights extend to the whole campus community. Separate from this issue is her ability to conduct the class in a manner consistent with UC's educational standards, and again to insure these standards are met, a mechanism is in place to train the facilitator and to monitor her engagement in the course.

As with the facilitator, the students enrolled in the course are entitled to these same freedoms. They have the right to think freely and to have their work evaluated on its merits without

discrimination. At this point in time, CAF has seen no evidence that the free expression of the students enrolled in *Palestinian Voices* is subjugated.

May 26, 2015

1. Post, Robert. "Academic Freedom and the Intifada Curriculum." *Academe* 89 (2003): 16-20.

Request for UC System-wide and local Senate to put forth an Academic Freedom Statement

Special interest groups continued to intervene in campus matters across the state and the nation with the potential of chilling freedom of expression. Often, their claims are made in the name of protecting specific sensitivities of students. Any claim that individuals in the university community have the right to be sheltered from what may be considered uncomfortable criticism or views contrary to those they hold, is profoundly threatening to the fundamental tenets of university life and the intellectual community. While both federal and state law as well as university policy protect members of the university community from discrimination or antagonism based on specific characteristics or identities, these laws and policies are not intended to stymie the free exchange of ideas that may challenge certain political, religious or cultural beliefs, so long as such discourse is conducted in a non-coercive and non-violent manner.

Such targeting has become a nation-wide pattern, and does demand a forthright push-back from Senate and Administration alike. The California State University Academic Senate issued a resolution in support of academic freedom, and several UC faculty and students expressed a desire that the UC System-wide Senate would follow suit.

UCAF decided to develop its own statement, which was eventually forwarded to Academic Council. UCR's Committee on Academic Freedom discussed the issue and request for a resolution, and it decided it would be best to wait for UCAF's statement. Endorsing their statement would provide solidarity, and if the Committee is dissatisfied with the UCAF statement, then it could develop its own version.

In conjunction with the request for a resolution, the Committee also discussed issues of free speech in relevance to the Chancellors' welcoming letters on civility. This issue emerged when Chancellor Dirk sent a letter to the UC Berkeley community that concerned many of its faculty. In response, the issue was also placed on the agenda for the December 4 meeting of the UCAF where a thorough discussion was pursued.

On April 1, 2015 the Academic Council endorsed a Statement on Academic Freedom and Civility drafted by the University Committee on Academic Freedom (UCAF). The statement emphasizes the preeminent value of academic freedom in campus speech, in the context of recent efforts to encourage civil discourse on campuses, and concerns that such appeals have the potential to chill free speech. UCR's Committee on Academic Freedom considered the statement and decided to adopt the language and post it on the Senate's Academic Freedom Committee webpage.

UC Academic Council Position on Academic Freedom and Civility
Proposed by the University Committee on Academic Freedom
Endorsed by the Academic Council April 1, 2015
Adopted by the Riverside Div. Committee on Academic Freedom May 11, 2015

The Academic Senate expresses its support for the tenet that UC campuses should aspire to civil discourse, so long as this tenet is not allowed to operate in practice as a restraint on academic freedom. While the Academic Senate urges that discourse in any context, in or outside the classroom, be respectful of individuals whose viewpoints one may not agree with, the Senate strongly endorses the preeminence of the value of academic freedom.

Academic freedom includes the right of members of the university community to express their views, even in passionate terms, on matters of public importance. That right is a necessary part of what the U.S. Supreme Court has called our "profound national commitment to the principle that debate on public issues should be uninhibited, robust, and wide-open."

Request from ASUCR Senate – Proposed changes to Academic Senate Appendix 6.4.2

I - Faculty Actions

Recently the ASUCR Senate unanimously passed Senate Resolution 14, a Resolution in Support of Promoting Awareness and Education on Mental Health Services (SR-14). The main proponents and authors of this legislation were members of the Syllabus Initiative Committee and Active Minds, a student organization which is committed to increasing mental health awareness, by mandating that mental health service information be placed on all class syllabi.

SR-14 demands that the ASUCR Senate meet with appropriate administration to establish a mandate that the counseling centers and student affairs case manager's information be placed on all course syllabi. SR-14 also calls for faculty to be educated on the current mental health services available at UCR. The ASUCR Senate and Syllabus Initiative Committee under Active Minds will help support, promote awareness, and educate faculty and students on the current mental health services available at the University of California, Riverside.

The Committee on Academic Freedom considered the proposed changes to Senate Appendix 6.4.2 I – Faculty Actions and expressed two main concerns. First, the inclusion of these resources for mental health are not appropriate for the syllabus and would set a precedence for other important items to be required that are not relevant to the course such as sexual harassment, financial aid, etc. Allowing the syllabus to include unrelated material could lead to an unwieldy document on general information as opposed to being about the actual course. This could discourage students using the document. Second, there were concerns expressed about the effectiveness of this proposal. It seems unlikely that the syllabus is really where students with these needs would go to find help, especially students in serious trouble who exhibit signs of disengaging from the academic community.

The Committee believes the ASUCR Senate has a viable cause and that this is an important issue; however, the syllabus is not the place to promote these resources. The Committee suggests that the ASUCR Senate get the University to set up a one-stop general portal that contains resources for many types of problem that students face, whether they are financial, academic, or

psychological. Once a one-stop general portal is created, the University can actively promote the site.

In order to assist in meeting the requirements of the ASUCR Senate Resolution 14, the Committee considered the possibility of requiring the single web link to the one-stop portal being included in syllabus rather than singling out counseling and mental health services. However, the Committee reaffirmed that simply adding a link to a syllabus is not the most effective means to promoting these resources to students who may be in trouble.

Instructor Autonomy and the Contractual Nature of the Syllabus

The Committee on Academic Freedom considered the question concerning how much flexibility does the instructor have to deviate from a syllabus, and under what circumstances is this allowed? The perception of many faculty is that the instructor must follow the syllabus that was posted at the beginning of the term, at least to the best of their ability. Interestingly, there is virtually nothing written about the syllabus in the APM. For some things, this is not a big deal. Few would care if an instructor changed their office hour's half-way through the quarter because of a new conflict; however, changing the grading criterion or the class workload is more serious. As far as we can tell, nothing prohibits an instructor from specifying one set of criteria for determining the final grade in the syllabus at the beginning of class, and changing it completely just before the final exam. This issue deals with a delicate balance between the academic freedom of the instructor and due-process for the students.

Another issue brought to the committee deals with the authority of the instructor. Many faculty believe that the instructor has almost complete control over the course, as long as the content is similar to that approved by Courses and University policies are adhered to. However, it appears this authority is actually delegated by the program chair. So in principle, the program chair can withdraw that authority and dictate elements of the instruction that many faculty would feel uncomfortable with. In principle, this could apply to all aspects of the course, including the grading criterion, course content, and the mode of delivery.

Campus Counsel investigated these two issues and consulted with UCOP Counsel regarding legal president at other institutions.

The Committee on Academic Freedom discussed these two issues and decided not to pursue them further because they rarely occurred and creating policy on issues with complex and unanticipated circumstances is difficult, especially when academic freedom is concerned.

W. Beyermann, Chair
C. Nugent
F. Schiwy
D. Weber
J. Hughes, Ex-Officio, CFW
S. Lonardi, Ex-Officio, CP&T
D. Gmuer-Johnson, GSA Representative

**COMMITTEE ON ACADEMIC PERSONNEL
ANNUAL REPORT TO THE RIVERSIDE DIVISION
December 1, 2015**

To be received and placed on file:

The Committee on Academic Personnel (CAP) is an important part of faculty governance and collegial responsibility in the University of California system. As a committee of the Riverside Division of the Academic Senate, CAP is appointed by the Senate's Committee on Committees and charged with providing advice to the Chancellor on academic personnel matters and representing the Division in all matters relating to appointments and promotions. CAP consists of ten members, who represent a wide variety of academic disciplines from across campus. All members hold the rank of full professor and serve for offset periods of three years (with annual reappointment) so that there is continuity and memory on the committee. CAP reviews all academic personnel files for merit, appraisal, promotion, and appointment and makes recommendations to the Vice Provost for Academic Personnel, the Executive Vice Chancellor and Provost, and the Chancellor. CAP is also asked to provide feedback and recommendations about a variety of Senate matters and administrative directives.

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

CAP met on 57 occasions during the 2014-15 academic year. Meetings were approximately 3 hours in length. CAP again is appreciative of the efforts of staff and faculty alike for their efforts in the academic personnel review process.

By the final May submission date in the CALL, there were only 6 outstanding files campuswide. CAP attributes this success to strict adherence to the deadlines set forth in the CALL and to the effort by all involved in the personnel review process.

I. Personnel Actions

a. Summary of Reviews

CAP reviewed 283 personnel actions during 2014-15 and sustained an average turn-around time of 31 days from the time a file is received at CAP from the Academic Personnel Office to the time the CAP recommendation is forwarded to the administration. Committee work during this period includes (a) receipt of the file in the Academic Senate Office by the CAP Analyst, who reviews the file to assure that it is complete for CAP review; (b) assigning of primary and secondary readers to each file by the CAP Chair, who serves as the third reader; (c) announcement to all CAP members that the file is available for their review online; (d) thorough review of the file by the assigned readers in preparation for discussion by the full committee at the next CAP meeting; (e) presentation of the file and discussion/vote by the full committee; (f) preparation of the draft CAP recommendation by the primary and secondary readers; (g) review and signature by the CAP Chair, who forwards the CAP report to the CAP Analyst to be finalized and forwarded to the Academic Personnel Office.

The Academic Senate office also maintains data reflecting the processing time (including the percentage of files that are forwarded according to due dates in the CALL) by department and school/college, as well as turn-around time for files reviewed by ad hoc committees. These data are available from the Academic Senate Office.

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

- Of the 167 merit actions reviewed by CAP, CAP endorsed 150. The final decision of the Chancellor's office over-ruled CAP's rank/step recommendation on 10 cases and disagreed on off-scale recommendations in 7 instances.
- Of the 38 accelerated merits proposed, CAP and the administration disagreed in 5 instances.
- Of the 49 promotions to Associate Professor or Professor, CAP supported 46. The Chancellor's office overruled CAP's recommendation in 2 cases and disagreed on an off-scale recommendation in 1 instance.
- Of the 16 cases proposed for advancement to Professor Step VI or to Professor Above-Scale, CAP endorsed 15. The Chancellor's office over-ruled CAP's recommendation in 3 instances.
- CAP and the administration agreed on the 6 appraisals proposed.
- The administration approved 24 of the 27 proposed new appointments. The Chancellor's office and CAP disagreed on the step recommendation for two cases. One appointment file is pending a final decision, and two files were withdrawn.
- CAP and the administration were in agreement on all reappointments. The two requests received were supported.
- CAP and the administration agreed on 4 of the 5 career reviews processed. One case resulted in a two-step merit increase plus an off-scale. Two cases resulted in a two-step merit increase. One case resulted in a promotion plus an off-scale. One case is pending a final decision.
- Out of the 11 quinquennials reviewed, the Chancellor's Office and CAP disagreed on 4 cases. CAP declined to participate on 1 file and 1 file is pending a final decision.

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

b. Follow up to the cases listed as pending in the 13-14 CAP Report

Of the 29 proposed new appointments, one case was resubmitted for review in the 14-15 AY and one case was noted as pending. The pending case was finalized and the appointment approved.

c. Ad hoc Committees

The Committee on Academic Personnel continued to act as its own ad hoc for a large majority of promotion to tenure and Advancement to Above-Scale cases, a process which results in early decisions for the majority of these promotion cases. During the 14-15 review year, CAP utilized two ad hoc committees for cases of promotion to tenure.

d. Shadow CAP

To avoid conflict of interest, the personnel actions for current CAP members and their

spouses/partners are reviewed by Shadow CAP, a 5 or 6-person committee appointed by the Committee on Committees from a pool of former CAP members from the previous five years. During 2014-15, Shadow CAP reviewed 4 cases. The 2014-15 Shadow CAP members were the following:

Julia Bailey-Serres, Chair
Jan Blacher
Walter Clark
Jianying Gan
Sarjeet Gill
Erika Suderburg

e. Assistant Professor Appointments

In January 2008, final decisions for appointments to Assistant Professor Step I-III were delegated to the deans, with the proviso that CAP would conduct a *post hoc* audit/review of the appointments and submit recommendations about continuing with the delegation. In fall 2013, CAP reviewed 42 appointments made at this level for the 2011-2012 and 2012-2013 years. Noting a number of procedure irregularities, CAP rescinded its waiver of review for all appointments for Acting Assistant Professor, Step III and clarified the expectation that all reappointments for Assistant Professor Step I-III will continue to be reviewed by CAP. The Committee recommended that the delegation be continued for appointments to Assistant Professor Step I-III followed by another CAP review in one to two years. The 2014-2015 CAP did not conduct a post audit for appointments made in 2014-2015 AY. In addition, the Committee was asked to consider waiving its right to review appointment files for Assistant Professor in Residence and Assistant Professor of Clinical X (Step I to III) series. CAP agreed to further consider this request in the 2015-2016 academic year.

f. eFile

CAP reviewed 259 of its 283 cases via the eFile system (92%). This compares to the 260 of 301 eFiles reviewed in 2013-14 (86%).

g. Other Personnel Actions (not included in the total number of files reviewed by CAP)

- Dickson Emeritus Professorship: CAP reviewed and endorsed three nominations for the 2014-15 Dickson Emeritus Professorship, sent forward by the Committee on Faculty Welfare.
- Emerita/us titles: CAP reviewed and provided feedback to the administration on the use of Emerita/us titles for one non-Senate faculty.
- Professor of the Graduate Division appointments: CAP reviewed 7 files for appointment as Professor of the Graduate Division. All appointments were approved.
- Full Time Equivalent (FTE) Increase to Appointment: CAP considered and provided recommendations on one request to increase a filled FTE appointment by 50%.

II. CAP Discussions with and Policy Recommendations to the Administration

In addition to regular CAP meetings to review personnel cases, CAP met on occasion with the

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

a. Revisions to the CALL

CAP reviewed and provided feedback to the VPAP on change requests received by the campus at large and recommended the following three new revisions for consideration to the 15-16 AY CALL.

- Reappointment of Assistant Professors - The proposed language reinforces the timing and criteria for a initiating a reappointment. Specifically, the changes indicate that the reappointment process should be based on “severe deficiencies typically observed over several review cycles” and that “the file should reflect an evident lack of engagement and unacceptable level of performance”. The proposed language also seeks to clarify that one outcome of a denied merit is consideration of a one-year reappointment or, alternatively, non-reappointment.
- Attempt to Clarify Presentation Categories - CAP compiled a document regarding presentations classifications that are presently used in eFile and asked administration to re-evaluate the eFile classifications or provide guidance for faculty.
- Career Reviews: CAP suggested new language regarding Career Reviews to the 2014-15 CALL, which reads as:

“In order to place the candidate at an appropriate rank and step, the department and dean are encouraged to provide a comparison of the candidate’s accomplishments with the standards of the proposed rank and step in the discipline, department and college.”

The recommendation was made with the desire to provide a deeper understanding of the candidate’s current rank and proposed new rank in the context of current UCR faculty and faculty in the candidate’s discipline. This recommendation was made to assure that faculty are being treated equivalently.

However, several concerns and comments have been raised recently regarding this well-intentioned recommendation. CAP has discussed this issue and believes that this recommendation will be difficult for the department and college to implement. First, CAP acknowledges that is it time-consuming and cumbersome for deans and departments to extract the quantitative information about the research accomplishments of faculty at a similar rank and step as the candidate. Second, there is no adequate mechanism for the department and deans to relay this information in the candidate’s file and all reviewing bodies must only evaluate the content of the candidate’s file.

Therefore, CAP recommends that departments and deans provide a strong justification for the rank and step proposed in the Career Review by placing candidate’s accomplishments in the context of the candidate’s discipline.

CAP thanks departments and deans for their patience and calling out the difficulties in implementation of this change to the CALL. CAP will revisit the Career Review language and provide recommendations for 2015-16 academic year.

b. CAP Review of Proposed Department Chair Appointments

CAP reviewed the list of proposed department chair appointments for the 2014-2015 academic year and expressed no concern about the recommendations submitted.

c. Endowed and Presidential Chair Appointments

CAP reviewed and provided recommendations on appointments to the Maimonides Chair in Jewish Studies and the Neil A. and Rochelle A. Campbell Presidential Chair for Innovation in Science Education.

d. Administrative Appointments – other Appointment “pre-reads”

As per campus administrative appointment procedures, CAP provided a “pre-read” on the professorial files for the position of Dean of College of Humanities, Art, and Social Sciences. CAP completed a preliminary evaluation for eight Target of Excellence candidates and a spousal hire. CAP also reviewed and commented on one preemptive retention effort and three rank and step considerations.

III. CAP Advice to the Academic Senate

a. CAP Representation at Systemwide Senate and the Executive Council

CAP continued its active participation on the systemwide University Committee on Academic Personnel. The 2014-15 CAP representative was Jang-Ting Guo. CAP Chair Walling represented the committee on the UCR Academic Senate’s Executive Council.

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

Proposed Revisions to APM 080 - Medical Separation

The intent of APM - 080 remains a non-disciplinary method to medically separate a faculty member or other academic appointee who has exhausted eligible leave and who remains unable to perform the essential functions of his/her position or another vacant position for which the appointee is qualified, due to a disability or medical condition. Proposed revisions are intended to 1) bring APM - 080 into conformance with Regents Standing Order 101.1(b), Employment Status, 2) clarify authority to medically separate faculty with and without tenure or security of employment and appointees who are not members of the Academic Senate, and 3) revise language so that it is congruent with Americans with Disabilities Act (ADA) requirements. Additionally, the proposal is responsive to campus administrator and faculty requests to clarify the medical separation review process and to delineate the required consultation with the Disability Management Office, the written notice of intent to separate, the written notice of medical separation, and the appropriate approval authority.

The Committee carefully considered the proposed revisions and felt they were straightforward and helped clarify the process. CAP supported the changes without further recommendations.

Proposed Revisions to APM 330 – Specialist Series

APM - 330 defines responsibilities and requirements for appointment in the Specialist series, one of several academic title series used for appointees who are engaged in research and who do not have teaching responsibilities. Proposed revisions respond to campus requests to update the policy, recognizing the need to distinguish the Specialist title from the Staff Research Associate (SRA) title and other academic research titles.

CAP reviewed the proposed changes to APM 330- Specialist Series. The changes significantly clarify the nature of the appointments to the Specialist Series and the research and professional service expectations of this series.

CAP recommended clarifying statements for each of the ranks in the Special Series (APM-330-11). For example, qualifications for a Specialist (APM-330-11-d) is stated such as a “terminal degree” or “ten or more years of experience demonstrating expertise in the relevant specialization”. Terminal degree seems ambiguous; both the MS and PhD are terminal degrees for some fields of study. This expectation as well as the kind of experience that will qualify for “expertise in the relevant specialization” is not clear. In addition, a conflict exists in the timing of promotion for Specialists that are hired at a low level without a terminal degree.

Specialists with highly distinguished accomplishments can advance to Above-Scale. However, this is not indicated in the Specialist Series section APM 330-20 (Term of Employment). CAP recommended that the 4-year terms in Above Scale be included.

Proposed Revision to APM Section – 210-1-d

Revisions of Language on Evaluating Contributions to Diversity

The University Committee on Academic Personnel (UCAP) and the University Committee on Affirmative Action and Diversity (UCAAD) worked together on a proposal to modify APM 210-1-d to clarify its language regarding evaluation of contributions to diversity in merit and promotion reviews. The proposed changes are intended to precisely state the University’s commitment to faculty diversity while also avoiding the misperception that research in some fields will be valued more highly than research in others without regard to is academic quality.

The Committee discussed the proposed revisions to APM 210-1-d and endorsed the modified language without further recommendations.

In addition to reaffirming its Conflict of Interest Statement, CAP considered and approved 5 FTE transfer requests and opined on the following Campus review items:

Target of Excellence (TOE) Program

The Target of Excellence (TOE) program is intended to provide an “opportunistic” mechanism for appointing outstanding scholars, including those adding to campus diversity, who would contribute substantially to the excellence of research and instruction. A TOE approval carries with it the waiver of normal search procedures; i.e., the department is authorized to target a specific individual for the recruitment.

The Committee discussed the revised guidelines for the Target of Excellence (TOE) program and did not support the current round of modifications.

The committee had some reservations about the ambiguous language in step 2 of the approval process concerning the anticipated source of funding for salary and start-up. The committee thinks the source of funding for TOE appointments needs to be transparent and clearly state whether the source of funding for these appointments comes from the current college/department budget or if the funds are now with the Provost and Executive Vice Chancellor.

CAP found the sentence structure in step 3 of the approval process to be confusing and suggested the following language:

Materials are reviewed by the Vice Provost for Academic Personnel, and rapid, informal consultation takes place with the Committee on Academic Personnel (CAP), the PEVC and Chancellor.

In light of a recent TOE file that came forward this year, the committee felt the revised guidelines should also address the procedure for spousal hires that are connected to TOE appointments. Specifically, a request for a search waiver should be required for the spouse.

Establishment of Endowed and Presidential Chairs

CAP reviewed the material submitted and enthusiastically supported the establishment of the Endowed and Presidential Chair proposals for the *Ted and Jo Dutton Endowed Presidential Chair for Education Policy and Politics in the Graduate School of Education*, the *Marian & Rosemary Bourns Presidential Chair in Engineering*, the *A. Gary Anderson Family Foundation Presidential Chairs in Business Administration*, the *Givaudan Citrus Variety Collection Endowed Chair*, and the *Urban Entomology Endowed Presidential Chair*.

Wilbur W. Mayhew Endowed Chair in Geo-Ecology

CAP was particularly pleased to see that the Endowed Chair has received such robust support from the anonymous donor and the naming of the Chair honors a founding faculty member who was instrumental in helping found the UC Natural Reserve System. CAP understands that the emerging Institute for Environmental Dynamics and Geo-Ecology is on a strong trajectory at the present time and that the Dean proposes this Chair be associated with this Institute. However, CAP recommends a statement be added to the proposal regarding the delegation of the Endowed Chair to the CNAS Deans Office, in the event that this Institute wanes in the future.

Maimonides Endowed Chair in Jewish Studies

CAP was particularly pleased to see that the Endowed Chair has received a broad based support and the naming of the Chair for a prominent philosopher. In its review, CAP noted a unique opportunity for CHASS to garner additional funds through the establishment of a Presidential Chair and recommends the College pursue matching funds from the UC System. CAP also recommended under Section II of the Initial Request for Approval to Name/Establish an Endowed Chair, a statement regarding the intellectual independence of the Chair's scholarly activities be assured.

Logistics Team Presidential Chair in Supply Chain Management

CAP reviewed the documents supporting the Logistics Team Presidential Chair in Supply Chain

Management and was unable to make a recommendation on the proposal. CAP felt the submission of the request to establish the Logistics Team Presidential Chair in Supply Chain Management was premature and suggested the proposal be put on hold until funds are secured (2018). There was some concern that the Endowed Chair's research activities may have a limited scope. The guidelines for the Establishment, Administration and Appointment of Faculty as Endowed Chairs explicitly states that "the endowed chair definition should be broad enough to allow new research directions and ensure as broad a candidate pool as possible". CAP suggested the breadth of the research area that will be supported by the Endowed Chair be included in the proposal. There was general concern that since Logistics Team is providing the generous funding for this endowment that there will be a focus on the economic interests of this firm. CAP suggested the agreement explicitly state that the intellectual autonomy and scholarship contribution of the Chair be independent of the business interests of the donor and of Logistics Team.

The Neil A. and Rochelle A. Campbell Presidential Chair for Innovation in Science Education

CAP was enthusiastic about the establishment of this endowed Chair and voted in favor of the proposal. CAP was particularly pleased to see that the Endowed Chair has received such robust support from Rochelle Campbell.

Endowed Deans Chair in the UCR School of Medicine

CAP reviewed the documents supporting the Endowed Dean's Chair in the UCR School of Medicine (SOM) and was unable to make a clear recommendation on the proposal. It was unclear when the land sale will occur or if sufficient funding will be recovered to meet the requests of the two donors (Mark Ruben and Jack Sweeney). CAP believed the submission of the request to establish this Endowed Chair for SOM was premature and should be put on hold until funds are secured.

Straw Vote on New College – Proposal for the Realignment of Academic Units at UCR

The Provost/EVC had put forth the idea of merging the two largest colleges in the campus and generated a summary that contains a rough description of the proposed new college, together with the rationale for embarking on the process. The document, though lacking in detail, does provide a rough description of the realignment. Senate Chair Wudka requested an expedited response in order to collect opinion on simply whether the campus should embark in the formal process that would lead to this merger or not. The question before the committee was whether the campus should pursue the idea, with the understanding that the final proposed college structure might differ from the one outlined in the proposal supplied for review. In the event the campus decides to move forward with the college merger, there would be opportunity to propose revisions. The final proposal requires approval by the Divisional Senate as the process described in section IV.C of the Compendium.

CAP considered the request and did not support moving forward with the formal process to consider the merger of CHASS and CNAS.

Review of CNAS Teaching Policy

The College of Natural and Agricultural Sciences had proposed a teaching policy that caused concern in certain parts of the College. Though the Senate had not been asked to opine Chair Wudka believed the Senate would be remiss in its charge if it ignored the development. In

addition, the fact that the policy had not been finalized provided the opportunity to affect the final outcome. Chair Wudka therefore requested that relevant Senate committees review the policy and provide an opinion to Executive Council. Council would then discuss the issue and provide a document to the administration. The intent of the review was to provide a constructive evaluation for the draft policy, listing pitfalls and, whenever possible, provide remedies or alternatives.

At the request of the Senate Chair, CAP reviewed the draft teaching policy for CNAS as well as the accompanying material. CAP thought that Senate evaluation of the proposed policy was premature as the draft was circulated to CNAS departments for comments and the College had not had the opportunity to respond to departmental concerns and adapt the policy accordingly. Never-the-less, CAP provided constructive feedback on the material that was presented.

Review of Climate, Equity, and Discrimination Task Force Report

One of the issues currently facing UCR is the need to ensure that our processes for dealing with matters related to climate, equity, discrimination and harassment are fair and effective. To this end the Senate convened a Task Force to examine these concerns and provided a report to the Executive Council. Executive Council in turn asked that this report be reviewed by relevant Senate committees for comment before it is forwarded to the Chancellor.

CAP commended the Task Force for a thoughtful document with clear recommendations for assuring that transparent, prompt and fair methods are developed to address faculty complaints and grievances that relate to discrimination, inequity or harassment are developed.

As a Committee that provides an assessment of faculty scholarly, teaching and service accomplishments, CAP obviously does not have direct responsibility for implementing the recommendations of the Senate Task Force. CAP's task is to evaluate the evidence of research, teaching and service in a faculty member's file. Any commentary on issues of poor climate, inequity or discrimination that have influenced a faculty member has always been removed from files prior to the file arriving for CAP's evaluation. CAP believes that this policy should be continued. CAP should remain as a neutral body for a fair and unbiased evaluation of faculty accomplishments and is not in a position to adjudicate properly charges of this nature.

However, CAP acknowledges that discrimination can negatively impact faculty research productivity or creative activities, as well as influencing the quality of teaching and/or service. Public health and social science research has documented that discrimination can negatively impact both the mental and physical health of the party who has experienced discrimination. Therefore, UCR should find a mechanism to address whether these experiences have negatively impacted scholarly productivity, teaching or service in a manner that might jeopardize any promotion to tenure decision. CAP does not think this material should be viewed by CAP members. Instead, CAP would recommend that the administration and the Senate remedy the "chilly climate" created by discrimination immediately. In some cases, finding a safe space for the faculty member will be needed (eg., alternate department). Moreover, after consultation with Deans, the Provost and Chancellor, the Vice-Provost for Academic Personnel might make a recommendation for a stop-the-clock action providing the impacted faculty member the "lost time" to enable a return to previous productivity. Clearly, discrimination could also delay

advancements or promotions; how this could be adjudicated is less evident but should be thoroughly discussed.

In response to the Task Force document, CAP provided several additional comments below.

- (1) Overall, CAP was concerned about the lack of detail regarding implementation of the proposed changes. Timelines and reporting structures are not clear at the present time. However, this probably exceeded the Task Force's charge.
- (2) The addition of a Campus Climate Equity Officer to the campus is a solid idea. However, the reporting structure for the Campus Climate Equity Officer was not clear. In discussing this position, CAP wondered whether this is a position for the faculty (a Senate position) or administration. It is also not clear how a regular performance review by the faculty could be carried out.
- (3) It was not clear who was to be responsible for initiating and maintaining the "One-stop Shop" for climate, equity and discrimination grievances.
- (4) CAP agrees that the relevant offices need to report the status of climate, equity and discrimination grievance cases. While the numbers of cases and time to process complaints are reasonable to report, CAP is concerned about reporting the "nature of the outcomes". CAP is concerned that if the disciplinary actions, sanctions and restorative actions are reported, the identities of the parties involved will be inadvertently revealed. CAP supports the concept of transparency in these processes at all levels, but is concerned about individual privacy rights.

Finally, during the discussions of the Task Force Report, CAP digressed and discussed salary inequities. There are known instances of gender inequity in salaries on the UC Riverside campus. These inequities can be due to a number of factors, but CAP hopes that this discrimination can be promptly addressed by our campus. Apart from the self-evident structural discrimination they suggest, such inequities may contribute to a climate in which some colleagues are perceived to be less valued and more therefore vulnerable to discriminatory conduct. CAP recommends that the Equity Office and Vice-Provost for Academic Personnel evaluate hiring practices, appointment off-scale decisions, merit and promotions off-scale decisions, and salary rewards to assure that there are no inequities due to gender, race, ethnicity, sexuality, disability or creed. The Chancellor and Provost should prioritize rectifying these inequities. CAP understands that this issue has been discussed by the upper administration, but it is not aware of strategies that are currently being proposed to resolve this issue.

UCR Revised School of Medicine Health Sciences Compensation Plan Implementing Procedures

The School of Medicine is required to revise its UCR School of Medicine Implementing Procedures for Health Sciences Compensation Plan Participants to comply with the new APM 671 policy. The new policy requires the deletion of references to APM 025 and APM 670, Appendix B, Guidelines on Outside Professional Activities and the inclusion of language that refers to the new APM 671. New APM 671 allows *one* method for managing income from outside professional activities, which combines elements of the two previous options – the University-wide Standard Requirement and the Alternative Option.

CAP considered the revised School of Medicine Implementation Procedures for the Health Sciences Compensation Plan and found the suggested revisions to comply with APM 671.

Material Science and Engineering (MSE) Personnel Review Process

The Bourns College of Engineering put forth a request to implement a special personnel review process for faculty hired to teach in the Material Science Engineering Program. The UCR Committee on Education Policy approved the establishment of a campus-wide degree-granting interdisciplinary Materials Science and Engineering Degree Program at UCR in 2008. The program grants accredited undergraduate degrees in engineering, as well as campus-wide M.S. and Ph.D. degrees. Bourns College of Engineering (BCOE) is the administrative home for the program. The Materials Science and Engineering Program is made up of about 30 participating faculty members in departments in BCOE and another 30 participating faculty members in departments at CNAS and other academic units who conduct materials research. In the early phase of the MSE Program, the faculty were being drawn from existing faculty in BCOE and CNAS with the approval of the Deans and the Chairs of the respective departments. Additional Materials faculty members were later hired in BCOE specifically for the MSE Program (MSE Faculty) in order to teach jointly for MSE and a home department. The teaching duties of these joint faculty members will be redistributed in such a way that MSE Faculty carry the formal lecturing and instructions needed for the program (as assigned by the MSE program Chair) as well as teaching in their home department (as assigned by their home department chair). It is expected that these faculty will have their teaching load approximately evenly split (50/50) between their host department and the MSE Program. MSE Faculty are also expected to contribute in research, supervision of graduate students and laboratory training similar to any other faculty members in the college. The MSE faculty members are also expected to contribute in service to both their home department and MSE, again similar to other faculty members. The purpose of the proposal is to provide a consistent and fair mechanism for including MSE Program faculty input in the advancement files of MSE faculty.

The Committee considered the material but did not support the BCOE College Policy proposal for Material Science and Engineering (MSE) Ladder Rank Faculty Appointment and Advancement.

CAP offered that the CALL (Section III. Documents O. Letters from other Departments/ Programs/ Institutes/ Centers) explicitly states the mechanism for evaluation of teaching in programs outside of the home department. It is unclear why this is not a sufficient mechanism for the evaluation of teaching and research from the MSE perspective. All other graduate interdepartmental or intercollege programs at UCR use this mechanism.

Several issues raised in the discussion are reflected below:

- The MSE proposal provides departmental authority to a subset of MSE faculty for viewing and commenting on the candidate's file (research, teaching, and service). CAP believes the MSE proposal sets a precedent which could impact numerous interdepartmental and intercollege graduate programs across the campus. It is clear this was not BCOE's intent, however long-ranging ramifications may be felt from this proposal.

- It is not completely clear if MSE faculty from other colleges will have the ability to participate in the evaluation of a BCOE faculty member's file.
- The following statement that appears in the text and in the flow chart is unclear: "The MSE review committee will be made of a subset of MSE Participating Faculty with the exception that all MSE faculties will be included".
- The proposal provides some departmental structure, but does not include others. For example, the proposal states that the MSE Review Committee will vote according to Bylaw 55, which only applies to departments. However, it is not clear if the MSE Chair letter will conform to the procedures in the CALL such as allowing MSE faculty to submit a minority report as well as offering the candidate an opportunity to respond to the letter and minority report if applicable.

CAP suggested that BCOE consider a revision to Section III. Documents O. Letters from other Departments/ Programs/ Institutes/ Centers of the CALL to state "At the request of the candidate, *department chair, or dean*, the department will solicit letter(s) from the Chair(s) or Director(s) of programs with which the candidate has a significant relationship". In addition, BCOE could ask faculty of MSE to provide a peer review of the teaching quality in the MSE program classes. This should be acceptable in the file and seems like a fair mechanism for the evaluation of teaching quality and quantity.

c. Bylaw 55 delegations

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

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

Respectfully submitted,

Linda Walling, Chair
 Christine Chiarello
 Ann Goldberg
 Jang-Ting Guo
 John Heraty
 Russell Hille
 Yingbo Hua
 David Lloyd
 Thomas Patterson
 Jory Yarmoff

TABLE I: SUMMARY OF PROMOTIONS AND ADVANCEMENTS

PROMOTIONS TO ASSOCIATE PROFESSOR:

Total Proposed: 34
 Total Reviewed by CAP: 34
 Total Reviewed by Chancellor: 30 1 file canceled at APO, 3 files pending final decision
 Total Approved by Chancellor: 28 Approval %: 93%

By Campus

Department			Ad Hoc			Dean			CAP							Chancellor									
Yes	No	Other	Yes	No	Other	Yes	No	Other	Yes	No	Split	AHS	HOS	AOS	NOS	ALS	LOS	Yes	No	AHS	HOS	AOS	NOS	ALS	LOS
32	2	0	1	1	0	28	4	2	26	2	1	2	0	0	0	2	1	24	2	0	0	0	0	3	1

By College/School

Department			Ad Hoc			BCOE - Dean			CAP							Chancellor									
Yes	No	Other	Yes	No	Other	Yes	No	Other	Yes	No	Split	AHS	HOS	AOS	NOS	ALS	LOS	Yes	No	AHS	HOS	AOS	NOS	ALS	LOS
6	1	0	0	1	0	6	1	0	6	0	0	0	0	0	0	0	1	5	0	0	0	0	0	0	1

1 file pending final decision

Department			Ad Hoc			CHASS - Dean			CAP							Chancellor									
Yes	No	Other	Yes	No	Other	Yes	No	Other	Yes	No	Split	AHS	HOS	AOS	NOS	ALS	LOS	Yes	No	AHS	HOS	AOS	NOS	ALS	LOS
13	0	0	0	0	0	9	3	1	8	2	1	1	0	0	0	1	0	7	2	0	0	0	0	1	0

1 file canceled, 2 files pending final decision

Department			Ad Hoc			CNAS - Dean			CAP							Chancellor									
Yes	No	Other	Yes	No	Other	Yes	No	Other	Yes	No	Split	AHS	HOS	AOS	NOS	ALS	LOS	Yes	No	AHS	HOS	AOS	NOS	ALS	LOS
7	1	0	0	0	0	7	0	1	6	0	0	1	0	0	0	0	1	2	0	0	0	0	0	0	0

Department			Ad Hoc			GSOE - Dean			CAP							Chancellor									
Yes	No	Other	Yes	No	Other	Yes	No	Other	Yes	No	Split	AHS	HOS	AOS	NOS	ALS	LOS	Yes	No	AHS	HOS	AOS	NOS	ALS	LOS
2	0	0	1	0	0	2	0	0	2	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0

Department			Ad Hoc			SoBA - Dean			CAP							Chancellor									
Yes	No	Other	Yes	No	Other	Yes	No	Other	Yes	No	Split	AHS	HOS	AOS	NOS	ALS	LOS	Yes	No	AHS	HOS	AOS	NOS	ALS	LOS
2	0	0	1	0	0	2	0	0	2	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0

Department			Ad Hoc			SOM - Dean			CAP							Chancellor									
Yes	No	Other	Yes	No	Other	Yes	No	Other	Yes	No	Split	AHS	HOS	AOS	NOS	ALS	LOS	Yes	No	AHS	HOS	AOS	NOS	ALS	LOS
2	0	0	0	0	0	2	0	0	2	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0

Key to Abbreviations:

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

PROMOTIONS TO PROFESSOR:

Total Proposed: 15
 Total Reviewed by CAP: 15
 Total Reviewed by Chancellor: 15
 Total Approved by Chancellor: 14 Approval %: 93%

By Campus

Department			Ad Hoc			Dean - Dean			CAP							Chancellor									
Yes	No	Other	Yes	No	Other	Yes	No	Other	Yes	No	Split	AHS	HOS	AOS	NOS	ALS	LOS	Yes	No	AHS	HOS	AOS	NOS	ALS	LOS
14	1	0	0	0	0	10	2	3	8	1	0	0	0	0	1	3	2	8	1	0	0	0	0	3	3

By College/School

Department			Ad Hoc			BCOE - Dean			CAP							Chancellor									
Yes	No	Other	Yes	No	Other	Yes	No	Other	Yes	No	Split	AHS	HOS	AOS	NOS	ALS	LOS	Yes	No	AHS	HOS	AOS	NOS	ALS	LOS
1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Department			Ad Hoc			CHASS - Dean			CAP							Chancellor									
Yes	No	Other	Yes	No	Other	Yes	No	Other	Yes	No	Split	AHS	HOS	AOS	NOS	ALS	LOS	Yes	No	AHS	HOS	AOS	NOS	ALS	LOS
4	0	0	0	0	0	3	0	1	3	0	0	0	0	0	0	1	0	2	0	0	0	0	0	1	1

Department			Ad Hoc			CNAS - Dean			CAP							Chancellor									
Yes	No	Other	Yes	No	Other	Yes	No	Other	Yes	No	Split	AHS	HOS	AOS	NOS	ALS	LOS	Yes	No	AHS	HOS	AOS	NOS	ALS	LOS
8	1	0	0	0	0	5	2	2	5	1	0	0	0	0	1	2	0	6	1	0	0	0	0	2	0

Department			Ad Hoc			SPP - Dean			CAP							Chancellor									
Yes	No	Other	Yes	No	Other	Yes	No	Other	Yes	No	Split	AHS	HOS	AOS	NOS	ALS	LOS	Yes	No	AHS	HOS	AOS	NOS	ALS	LOS
1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1

ADVANCEMENTS TO PROFESSOR VI & ABOVE-SCALE:

Total Proposed: 16
 Total Reviewed by CAP: 16
 Total Reviewed by Chancellor: 16
 Total Approved by Chancellor: 14 Approval %: 88%

By Campus

Department			Ad Hoc			Dean			CAP							Chancellor									
Yes	No	Other	Yes	No	Other	Yes	No	Other	Yes	No	Split	AHS	HOS	AOS	NOS	ALS	LOS	Yes	No	AHS	HOS	AOS	NOS	ALS	LOS
6	0	0	0	0	0	11	3	2	13	1	0	0	0	0	0	1	1	10	2	0	0	0	0	2	2

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

By College/School

Department			Ad Hoc			BCOE - Dean			CAP							Chancellor									
Yes	No	Other	Yes	No	Other	Yes	No	Other	Yes	No	Split	AHS	HOS	AOS	NOS	ALS	LOS	Yes	No	AHS	HOS	AOS	NOS	ALS	LOS
2	0	0	0	0	0	2	2	2	2	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0

Department			Ad Hoc			CHASS - Dean			CAP							Chancellor									
Yes	No	Other	Yes	No	Other	Yes	No	Other	Yes	No	Split	AHS	HOS	AOS	NOS	ALS	LOS	Yes	No	AHS	HOS	AOS	NOS	ALS	LOS
4	0	0	0	0	0	4	0	0	3	0	0	0	0	0	0	1	3	0	0	0	0	0	0	1	

Department			Ad Hoc			CNAS - Dean			CAP							Chancellor									
Yes	No	Other	Yes	No	Other	Yes	No	Other	Yes	No	Split	AHS	HOS	AOS	NOS	ALS	LOS	Yes	No	AHS	HOS	AOS	NOS	ALS	LOS
10	0	0	0	0	0	5	3	2	8	1	0	0	0	0	0	1	0	5	2	0	0	0	0	2	1

Key to Abbreviations:

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

Table II: SUMMARY OF MERIT ACTIONS*

Total Proposed: 167
 Total Reviewed by CAP: 167
 Total Reviewed by Chancellor: 167
 Total Approved by Chancellor: 144 Approval %: 86%

By Campus

Rank	Department			Dean			CAP								Chancellor									
	Yes	No	Other	Yes	No	Other	Yes	No	Split	AHS	HOS	AOS	NOS	ALS	LOS	Yes	No	AHS	HOS	AOS	NOS	ALS	LOS	
Assistant Professor	52	1		48	3	2	50	1					1		1	50	2					1		
Associate Professor	37	1		26	5	7	28	3	1			2	3	1		26	5				2	4	1	
Professor	64	2		38	18	10	37	12	2	1	1	3	3	5	2	40	14		1	4	2	5		
within AS	10			7	3		9	1								8	2							
Total Merits	163	4		119	29	19	124	17	3	1	1	5	7	6	3	124	23	0	1	6	7	6	0	

*does not include advancement to VI or advancement to A/S

By College/School

Rank	Department			BCOE - Dean			CAP								Chancellor									
	Yes	No	Other	Yes	No	Other	Yes	No	Split	AHS	HOS	AOS	NOS	ALS	LOS	Yes	No	AHS	HOS	AOS	NOS	ALS	LOS	
Assistant Professor	12			12			12									12								
Associate Professor	1			1			1									1								
Professor	18			15		3	11		1	1		1	2	2	14	1				2	1			
within AS																								
Total Merits	31	0	0	28	0	3	24	0	1	1		1	2	2	27	1	0	0	0	2	1	0	0	

Rank	Department			CHASS - Dean			CAP								Chancellor									
	Yes	No	Other	Yes	No	Other	Yes	No	Split	AHS	HOS	AOS	NOS	ALS	LOS	Yes	No	AHS	HOS	AOS	NOS	ALS	LOS	
Assistant Professor	15			13	1	1	13						1		1	13	1					1		
Associate Professor	23			16	2	5	18	2				2	1			14	4			2	3			
Professor	19	1		13	4	3	11	4	1		1		1	2	12	5		1					2	
within AS	7			5	2		6	1							5	2								
Total Merits	64	1	0	47	9	9	48	7	1	0	1	2	3	2	1	44	12	0	1	2	4	2	0	

Rank	Department			CNAS - Dean			CAP								Chancellor									
	Yes	No	Other	Yes	No	Other	Yes	No	Split	AHS	HOS	AOS	NOS	ALS	LOS	Yes	No	AHS	HOS	AOS	NOS	ALS	LOS	
Assistant Professor	18			17	1		17	1								17	1							
Associate Professor	8	1		5	3	1	7	1					1			8	1							
Professor	26	1		9	14	4	14	8				2		3	13	8				2	1	3		
within AS	2			1	1		2								2									
Total Merits	54	2	0	32	19	5	40	10	0	0	0	2	1	3	0	40	10	0	0	2	1	3	0	

Rank	Department			GSOE - Dean			CAP								Chancellor									
	Yes	No	Other	Yes	No	Other	Yes	No	Split	AHS	HOS	AOS	NOS	ALS	LOS	Yes	No	AHS	HOS	AOS	NOS	ALS	LOS	
Assistant Professor	2	1		1	1	1	3									3								
Associate Professor	2			1		1	1							1		1							1	
Professor	1			1			1									1								
within AS																								
Total Merits	5	1	0	3	1	2	5	0	0	0	0	0	0	1	0	5	0	0	0	0	0	0	1	0

Rank	Department			SoBA - Dean			CAP								Chancellor									
	Yes	No	Other	Yes	No	Other	Yes	No	Split	AHS	HOS	AOS	NOS	ALS	LOS	Yes	No	AHS	HOS	AOS	NOS	ALS	LOS	
Assistant Professor	4			4			4									4								
Associate Professor																								
Professor																								
within AS	1			1			1									1								
Total Merits	5	0	0	5	0	0	5	0	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0

Rank	Department			SOM - Dean			CAP								Chancellor									
	Yes	No	Other	Yes	No	Other	Yes	No	Split	AHS	HOS	AOS	NOS	ALS	LOS	Yes	No	AHS	HOS	AOS	NOS	ALS	LOS	
Assistant Professor	1			1			1									1								
Associate Professor	2			2			1		1							2								
Professor																								
within AS																								
Total Merits	3	0	0	3	0	0	2	0	1	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0

Rank	Department			SPP - Dean			CAP								Chancellor									
	Yes	No	Other	Yes	No	Other	Yes	No	Split	AHS	HOS	AOS	NOS	ALS	LOS	Yes	No	AHS	HOS	AOS	NOS	ALS	LOS	
Assistant Professor																								
Associate Professor	1			1									1									1		
Professor																								
within AS																								
Total Merits	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0

TABLE III: SUMMARY OF APPOINTMENTS

Total Proposed: 27
 Total Reviewed by CAP: 27
 Total Reviewed by Chancellor: 24
 Total Approved by Chancellor: 24 Approval %: 100%

By Campus

Rank	14-15 Actions
Assistant Professors	8
Associate Professors	2
Professors	10
Professor Above Scale	5
LPSOE/LSOE/SOE	1
Professors in Residence	1
TOTAL APPOINTMENT ACTIONS	27

1 candidate withdrew
 1 candidate withdrew, 1 file pending

By College/School

Rank	BCOE	CHASS	CNAS	GSOE	SoBA	SOM	SPP
Assistant Professors		1	7				
Associate Professors					1	1	
Professors	1	4	1	2	1		1
Professor Above Scale		2	2				1
LPSOE/LSOE/SOE			1				
Professors in Residence						1	
TOTAL APPOINTMENT ACTIONS	1	7	11	2	2	2	2

TABLE IV: MISCELLANEOUS ACTIONS

Appraisals:

Total Proposed: 6

By Campus

	Decision			
	Positive	Qualified	Negative	Split
CAP	3	2	0	1
EVC/Chancellor	3	3	0	0

By College/School

	Decision			
	Positive	Qualified	Negative	Split
EVC/Chancellor	2	0	0	0
CAP	2	0	0	0
BCOE - Dean	2	0	0	0
Department	2	0	0	0

	Decision			
	Positive	Qualified	Negative	Split
EVC/Chancellor	0	1	0	0
CAP	0	1	0	0
CHASS - Dean	0	1	0	0
Department	0	1	0	0

	Decision			
	Positive	Qualified	Negative	Split
EVC/Chancellor	1	1	0	0
CAP	1	1	0	0
CNAS - Dean	0	1	1	0
Department	2	0	0	0

	Decision			
	Positive	Qualified	Negative	Split
EVC/Chancellor	0	1	0	0
CAP	0	0	0	1
GSOE - Dean	0	1	0	0
Department	0	1	0	0

Career Reviews:

Total Proposed: 5

- 1 Resulted in a merit of 2 steps plus an off-scale
- 2 Resulted in a merit of 2 steps
- 1 Resulted in a promotion plus an off-scale
- 1 files is pending a final decision

Assistant Professor and Acting Assistant Professor In Residence Reappointments:

Total Proposed: 2
 Total Approved: 2

Quinquennial Reviews

Total Proposed: 11

By Campus

Decision			
	Satisfactory	Satisfactory w/ Qual	Negative
CAP	6	4	0
EVC/Chancellor	8	0	2

CAP declined to participate on 1 file
 1 file pending final decision

By College/School

Decision			
	Satisfactory	Satisfactory w/ Qual	Negative
EVC/Chancellor	2	0	0
CAP	2	0	0
BCOE - Dean	2	0	0
Department	2	0	0

Decision			
	Satisfactory	Satisfactory w/ Qual	Negative
EVC/Chancellor	2	0	1
CAP	2	2	0
CHASS - Dean	2	0	2
Department	2	1	1

1 file pending final decision
 CAP declined to participate on 1 file

Decision			
	Satisfactory	Satisfactory w/ Qual	Negative
EVC/Chancellor	3	0	1
CAP	2	2	0
CNAS - Dean	2	2	0
Department	3	1	0

Decision			
	Satisfactory	Satisfactory w/ Qual	Negative
EVC/Chancellor	1	0	0
CAP	0	1	0
SoBA - Dean	0	1	0
Department	1	0	0

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

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

College/School	Merit Based	off-scale awarded in lieu of merit	Appointment	A/S Appointment
BCOE	13	0	1	0
CHASS	11	2	3	2
CNAS	4	1	6	2
GSOE	0	0	2	0
SoBA	0	0	2	0
SoM	0	0	0	0
SPP	1	0	1	1
Totals	29	3	15	5

Total o/scales awarded = 52

COMMITTEE ON CHARGES
ANNUAL REPORT TO THE RIVERSIDE DIVISION
December 1, 2015

To be received and placed on file:

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

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

In addition to review of faculty conduct cases, the Committee on Charges is also asked on occasion to comment on System-wide and Campus Policies. To that end, the 14-15 Committee on Charges commented on the Presidential Policy on Sexual Harassment and Sexual Violence.

E. Anderson
P. Chung
A. Kposowa
B. Liu
H. Reagan
B. White
K. Vafai, Chair

**COMMITTEE ON COMMITTEES
ANNUAL REPORT TO THE RIVERSIDE DIVISION
DECEMBER 1, 2015**

To be received and placed on file:

The Committee on Committees reports the following 14-15 appointments made since the last report of December 2, 2014:

- Provided a slate of 26 names to the Chair of the Riverside Division for faculty to serve on the search committee for the Dean of the School of Medicine.
- Provided a slate of 12 nominees to the Chair of the Riverside Division for faculty to serve on the search committee for the Dean of the College of Natural and Agricultural Sciences.
- Provided a slate of 13 nominees to the Chair of the Riverside Division for faculty to serve on the search committee for the Dean of the College of Humanities, Arts and Social Sciences.
- Provided a slate of 9 nominees to the Chair of the Riverside Division for service on the Faculty Hiring Panel to be convened by Vice Chancellor Pazzani.
- Provided a list of 5 appointees (and 5 alternates) to the Chair of the Riverside Division for faculty participation as Senate liaisons on the Assessment Advisory Committee. Mariam Lam, Professor of Comparative Literature & Foreign Languages and Vice Chair of the Riverside Division, agreed to co-chair the Advisory Committee.
- Provide a list of faculty to be study participants in workgroups proposed by Vice Chancellor Maria Anguiano:
 - Steering Committee: Jose Wudka, Chair of the Riverside Division
 - Infrastructure: Charles Wyman, Chemical & Environmental Engineering
 - Sustainability and Grounds: Mike Anderson, Environmental Sciences
 - Technology: James Tobias, English
 - City & Community: Susan Straight, Creative Writing
- Provided a response to the Chair of the Riverside Division on the proposal for the Realignment of Academic Units at the University of California, Riverside submitted by the Provost/EVC Paul D'Anieri, with no one being in favor of the proposal in its current form.

In addition to appointments, the Committee on Committees considered a proposed change to the charge of the Committee (Bylaw 8.8.2.1) regarding the committee membership.

Respectfully Submitted,

Robert Clare, Physics & Astronomy, Chair

Timothy Close, Botany & Plant Sciences

Ilya Dumer, Electrical Engineering

Mohsen El Hafsi, Area of Operations and Supply Chain Management

Gloria Gonzalez-Rivera, Economics

Jodi Kim, Ethnic Studies
Derek Roff, Biology
Jeffrey Sacks, Comparative Literature & Foreign Language
Sherryl Vint, English
Laosheng Wu, Environmental Sciences

**COMMITTEE ON COURSES
ANNUAL REPORT TO THE RIVERSIDE DIVISION
DECEMBER 1, 2015**

To be received and placed on file:

In the 2014-2015 academic year the Riverside Division of the Academic Senate Committee on Courses approved a total of 101 new courses (57 undergraduate, 43 graduate, and 1 professional). The Committee approved changes to 348 Courses (308 undergraduate, 37 graduate, and 3 professional); the deletion of 35 courses (23 undergraduate, 8 graduate, and 4 professional); 5 University Extension X1-199 course proposals; and 20 University Extension instructor proposals. The Committee has reviewed and approved 157 Associate-In requests.

The Committee reviewed the University Committee on Educational Policy's (UCEP) Guidelines for Systemwide courses and unanimously voted to support the guidelines and post them to their webpage.

This academic year the Committee continued the process to propose the elimination of the V designation for courses offered online and to make courses offered online equivalent to courses with same course number on campus. The Committee on Educational Policy (CEP) reviewed the proposed changes to the Remote Learning Guidelines as they are shared document between CEP and the Committee on Courses. The Committee approved CEP's proposed modification to the proposal that called for the removal of the mode of delivery distinction in the student's transcripts and submitted the proposal to the Senate Chair. The Senate Chair submitted a response to the Committee after his initial review of the proposal. The Committee reviewed the response and the Chair's concern that the proposal did not include a policy for a department updating a current standard course to be offered online. The Committee discussed this issue with the Registrar who informed the Committee that the Registrar's office would serve as gatekeepers and would alert the Committee any time a standard course is updated to an online course and route the proposal to the Committee for review. The Committee updated the proposal to reflect this information and resubmitted it to the Senate Chair.

The Committee discussed the issue of remote proctoring for online courses and the use of the company ProctorU. The Committee recommended that clear guidelines should be set for the use of remote proctoring in online courses and that the Committee should conduct additional research on courses taught online in past quarters to determine what methods of proctoring were most effective. The Chair worked to compile data on online courses approved by the Committee and the proctoring language approved for the courses along with the frequency that the courses were offered to research this issue.

The Committee provided the Registrar with guidance on what areas of the Course Request and Maintenance System (CRAMS) can be improved to make the system more efficient to assist with upcoming transition to the new operating system Banner. The Committee recommended that fields for the syllabus be included in the proposal section instead of departments uploading documents so that all of the required information in the syllabus is provided. Other recommendations from the Committee were the inclusion of one course proposal for all cross listed courses, inclusion of the Committees course review Subcommittees in CRAMS, and the organization of the chat room comments so that they are organized by committee.

The Committee reviewed the process for deleting courses that the Registrar's office identified that have not been instructed for 4 or more years (NOFY) as this year several departments with selected courses chose not to delete any courses despite that fact that they have limited course numbers available for any new courses they might choose to propose. The Committee recommended that a report of each

department's actions be submitted to CEP and Graduate Council for inclusion in the undergraduate and graduate program review reports in an effort to induce the deletion of courses.

The Committee discussed the growing issues of priority enrollment at UCR and opined that a more detailed policy should be set. The Chair worked with CEP to discuss the issue.

The Committee worked with 14 departments to notify them of priority enrollment clauses that would be expiring in Fall 2015. The Committee requested that the departments renew the requests in accordance with the Committee's guidelines. All requests for the extension of priority enrollment for the identified courses were reviewed and discussed by the entire Committee in meetings this academic year.

The Registrar informed the Committee of the issue of 45 course proposals in CRAMS that are missing course descriptions. The Committee opined that the Registrar's office should request the missing descriptions as they are required in the Committee's guidelines.

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

Philip Brisk, Chair
Edith Allen
Michelle Bloom
Amitav Chakravarti
Christopher Chase-Dunn
Cathleen Geraghty
Paul Eric Lyons
Kristoffer Neville
Kirill Shtengel
Jiri Simunek
Carla Arbagey, Library Representative
Katherina Zecca, ASUCR Representative
Melania Abrahamian, GSA Representative

**COMMITTEE ON DISTINGUISHED CAMPUS SERVICE
ANNUAL REPORT TO THE DIVISION
DECEMBER 1, 2015**

To be received and placed on file:

The Committee on Distinguished Campus Service met on February 26, 2015 to discuss the candidates for the Distinguished Campus Service award. Distinguished Professor John Fischer from the Department of Philosophy and Professor Michael Allen from the Department of Plant Pathology and Microbiology were selected as the recipients for 2014-2015.

The nominations were approved at the May 19, 2015 meeting of the Riverside Division of the Academic Senate, at which time Professors Fischer and Allen were presented with their awards.

C. Cranor, Chair
M. Martins-Green
A. Norman
G. Waines

**COMMITTEE ON DISTINGUISHED TEACHING
ANNUAL REPORT TO THE DIVISION
DECEMBER 1, 2015**

To be received and placed on file:

The Committee on Distinguished Teaching met on April 6, 2015 to discuss the candidates for the Distinguished Teaching award. Distinguished Professor Carl Cranor from the Department of Philosophy was selected as the recipient for 2014-2015. The nomination was approved at the May 19, 2015 meeting of the Riverside Division of the Academic Senate, at which time Professor Cranor was presented with the award.

Prior to the April 6 meeting the committee realized that the Conflict-of-Interest (COI) policy would reduce voting members from 5 to only 2, due to so many candidates being from Committee Members' own departments. A comparable predicament had arisen the prior year. After brief discussion on April 6, members unanimously agreed to amend the COI policy to state:

"Committee members will not advocate for candidates in their own department but will not be excluded from voting."

and

"In the event that the Committee Chair is deemed to have a Conflict of Interest, deliberations will be chaired by a member without a conflict."

P. Sadler, Chair
G. Canalizo
N. Schiller
S. Straight
L. Wright
D. Koenig (ASUCR representative)
L. Jimenez (GSA representative)

Committee on Diversity and Equal Opportunity
Annual Report to Riverside Division
December 1, 2015

To be received and placed on file:

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

The Committee on Diversity and Equal Opportunity met four times during the 2014-2015 academic year and undertook the following actions:

The Committee on Diversity and Equal Opportunity adopted a revised Conflict of Interest Statement which expanded the statement regarding personal affiliations of committee members that could be interpreted as a source of bias in committee deliberations including any action or discussion involving their current spouse, partner, or family member.

The Committee conducted a review of its current bylaws to put forward an organizational change and consider formal recommendations towards a regular implementation process to carry out each duty listed in the committee charge. The Committee is continuing progress towards developing a formal proposal.

In keeping with its charge to make recommendations for improvement in specific practices and general policy, the Committee considered the following Systemwide reviews:

Proposed Revisions to APM 080 - Medical Separation

The intent of APM - 080 remains a non-disciplinary method to medically separate a faculty member or other academic appointee who has exhausted eligible leave and who remains unable to perform the essential functions of his/her position or another vacant position for which the appointee is qualified, due to a disability or medical condition. Proposed revisions are intended to 1) bring APM - 080 into conformance with Regents Standing Order 101.1(b), Employment Status, 2) clarify authority to medically separate faculty with and without tenure or security of employment and appointees who are not members of the Academic Senate, and 3) revise language so that it is congruent with Americans with Disabilities Act (ADA) requirements. Additionally, the proposal is responsive to campus administrator and faculty requests to clarify the medical separation review process and to delineate the required consultation with the Disability Management Office, the written notice of intent to separate, the written notice of medical separation, and the appropriate approval authority.

The Committee on Diversity and Equal Opportunity considered the proposed revisions to APM 080 – Medical Separation and unanimously supported the changes.

Proposed Revision to APM Sections – 133, 210, 220, and 760

Revisions of Language on Evaluating Contributions to Diversity

The University Committee on Academic Personnel (UCAP) and the University Committee on Affirmative Action and Diversity (UCAAD) worked together on a proposal to modify APM 210-1-d to clarify its language regarding evaluation of contributions to diversity in merit and promotion reviews. The proposed changes are intended to precisely state the University’s commitment to faculty diversity while also avoiding the misperception that research in some fields will be valued more highly than research in others without regard to its academic quality.

The Committee on Diversity and Equal Opportunity reviewed and discussed the proposed changes to the APM – 210-1-d, Review and Appraisal Committees and voted in favor of the revisions. The Committee noted that the policy will encourage diversity awareness that can be evaluated in teaching, research, and service throughout all academic disciplines. The Committee further considered the key issues undertaken by the working group. Specifically, the Committee examined if the new wording adheres to the original intention of the APM section ensuring that faculty efforts in promoting equal opportunity and diversity receive their proper credit in the academic review process. The Committee feels that the proposed wording strengthens this purpose and is broad enough that it can be opened to many interpretations across all fields of research, but still specific enough to change the way in which the diversity issue is approached.

The Committee considered if the proposed language removed the implication that diversity contributions are to be considered as a forth criteria in the merit and promotion process and the implication that these contributions would be given more credit than other contributions. The Committee agreed the proposed language does not change the current evaluation process nor impair a faculty member’s ability to attain a fair and equitable review based on the three required criteria of teaching, research, and service. The inclusion of the language “due recognition” emphasizes diversity without requiring it to be a forth criteria in the review process and provides an opportunity for the recognition of diversity as a plus, but does not put a malice on faculty who do not have this element present in their file.

It is the Committees view that the APM is intended to provide guidance and is intentionally written in a manner that is open to interpretation. In this spirit, the Committee suggests that upon the implementation of APM 210-1-d into campus procedures, the Senate be acutely involved in the process.

Revisions of Language on Extending the Eight-Year Limitation on Service

The University Committee on Faculty Welfare (UCFW) recommended that APM 133-17-h, Stopping the Clock for the Care of a Child or Children, be amended to expand the permissible reasons to “stop” the eight-year service limitation “clock” due to exceptional personal circumstances beyond the faculty member’s control which may impede timely progress. The draft language under consideration proposed that, in addition to childbearing and child care, a faculty member may request to stop the clock for a serious personal health condition, for illness of or for bereavement of a family member, or other significant circumstance or event.

While current policy provides for an automatic exclusion from service limitations when leave is related to childbearing or childrearing (APM 133-17-g-3 and APM 760-25-30), the proposed revisions specify that campus Academic Personnel procedures will establish how a faculty member may apply for the extension of the eight-year rule when the request is related to a serious personal health condition, for illness of or for bereavement of a family member, or other significant circumstance or event, or how the request will be evaluated.

In addition to amending APM 133-17-g-j, related revisions were proposed to APM sections 210-1-c-4, 220-18-b, and 760-30-a. Language in sections 210-1-c-4 and 220-18-b added reference to stopping the clock due to personal reasons in addition to family accommodations as defined in APM 760. Also, language was added to confirm that all evidence produced during the probationary period, including the period of extension, counts in the evaluation of the candidate's review file. Language removes from APM 760-30-a the child's five-year age limit for an academic appointee to qualify for an extension of the eight-year rule.

The Committee on Diversity and Equal Opportunity considered and approved the revisions to APM 133-17-g-j, Limitation on Total Period of Service with Certain Academic Titles and noted that the expansion of permissible reasons to "stop" the eight-year service limitation "clock" due to exceptional personal circumstances beyond a faculty members control is relevant and is of great importance. The Committee further considered and approved of the proposed editorial changes found in APM 210-1-c, Review and Appraisal Committees, APM – 220-18-b, Professor Series, and APM – 760-30-a, Family Accommodations for Childbearing and Childrearing.

Proposed Revisions to Presidential Policy on Sexual Harassment and Sexual Violence

The University of California issued a revised Policy on Sexual Harassment and Sexual Violence that updated the University's policy on preventing and responding to allegations of sexual misconduct on its campuses. The proposed revisions are intended to update the policy in accordance with Final Regulations implementing the requirements of the Violence Against Women Act (VAWA) that was reauthorized by President Obama in 2013. These Final Regulations were issued by the U.S. Department of Education on October 20, 2014 and become effective July 1, 2015. Additionally, proposed revisions address outstanding issues with the efforts of the President's Task Force on Preventing and Responding to Sexual Violence and Sexual Assault, and improve clarity as requested by faculty, students, and staff.

The Committee on Diversity and Equal Opportunity considered the proposed changes to the Presidential Policy on Sexual Harassment and Sexual Violence and expressed no concern with the proposed revisions.

Doctoral Student Support Review

At the November 2013 Regents meeting, Provost Aimée Dorr and then Academic Council Chair Bill Jacob reported on the challenges facing UC's academic doctoral education in an increasingly competitive environment. The Regents asked for specifics about what to do and how they could be helpful. Subsequently an All-UC Doctoral Student Support Conference was held at UC Irvine in April 2014 to develop a number of proposals in the areas of non-resident supplemental tuition

(NRST), competitiveness in net stipends, professional development and partnerships, and competitiveness in diversity and student recruitment. Through a process that involved faculty collaboration and a number of break-out groups, the conference produced multiple proposals in these categories. Immediately following the conference, a Steering Committee was established for the purposes of further refining these proposals with the stated purpose of preparing formal Regents' items for the January 2015 Regents meeting. In early summer, they were also reviewed by a number of Systemwide committees, including CCGA, UCPB, and UCAAD.

The Steering Committee produced a number of proposals and background materials and analysis related to doctoral student support for committee review:

- *Non-Resident Supplemental Tuition*: After thoughtful consideration of all of the issues associated with NRST, the Steering Committee is putting forward the following options for review: 1) Change Regental policy so that NRST is not charged after the first year; 2) make it a UC policy to either reimburse faculty grants for NRST or not charge NRST to faculty grants at all; or 3) encourage campuses to engage in financial NRST work-arounds, and share those plans with other campuses, without a formal change to UC or Regental policy.
- *Net Stipend Competitiveness, Multi-Year Funding, and Transparent Offer Letters*: Conference participants identified UC's net stipend competitiveness, multi-year funding, and transparent offer letters as three key areas central to better doctoral student support. The related analyses and review materials detail the additional funding to eliminate the University net stipend competitive gap, and makes the recommendation that multi-year funding become a stated policy of each UC Graduate Division.
- *Professional Development*: Conference participants also identified professional development as a key area of attention. With the changing landscape of postgraduate education, increasing numbers of doctoral students are pursuing careers outside of higher education. In particular, graduate students expressed a need for a greater focus on professional development, especially for those that are investigating alternative career opportunities. Towards that end, the Steering Committee is proposing a UC-wide graduate student career portal be created using a UC-wide shared services model.
- *Diversity Proposals*: In addition to the more tangible aspects of competitiveness, such as NRST and net stipends, the Steering Committee feels strongly that improving diversity also contributes to the University's competitiveness. With this in mind, therefore, the Steering Committee is forwarding two new diversity proposals, the UC Hispanic-serving Institutions and Tribal Colleges and Universities Initiative (UC HSI-TCU) and the UC LEADS proposal, along with two existing programs, the UC Historically Black Colleges and Universities Initiative (UC-HBCU) and summer bridge programs, which are designed to assist under-represented minorities (URMs) other under privileged students who are entering Ph.D. programs.

The Committee on Diversity and Equal Opportunity considered the Doctoral Student Support Proposals and opined that since professional development is very discipline-oriented it would be very difficult to have a professional development program that would work well for all graduate students. The Committee felt the professional development options are quite costly and perhaps unnecessary, but recommends option one or two to be the most appropriate action.

In response to the Nonresidential Supplemental Tuition (NRST) issue, the Committee recommends changing the Regental policy so that NRST is not charged after the first year. The main focus is to relieve the burden of the Nonresidential Supplemental Tuition since this negatively impacts UCR's pool of competitive graduate students.

In response to the three draft budgets (or models) proposed for the professional development, the committee felt option three would be most effective while remaining economical.

For all other recommendations, the committee felt the proposed solutions were well thought-out and could be applied equitably.

In keeping with its charge to make recommendations for improvement in specific practices and general policy, the Committee considered the following Campus reviews:

Proposed Revisions to UCR Target of Excellence (TOE) Program

The proposed revisions to the TOE guidelines extend the program to include appointing outstanding scholars as well as those adding to campus diversity. In addition, the revisions provide clarification to the appointment process and requirements at each level of review.

The Committee on Diversity and Equal Opportunity discussed the revised guidelines for the Target of Excellence (TOE) program and voted in support of the proposal with a few minor modifications. Under the heading criteria for target of excellence (TOE) appointments, the committee recommends modifying the first sentence to read:

The Target of Excellence (TOE) program is intended to provide an "opportunistic" mechanism for appointing outside scholars, including those *who will enhance* campus diversity, who would contribute substantially to the excellence of research and instruction on campus.

The Committee recommends modifying the last sentence in the third paragraph to read:

This individual should clearly be someone who *will* rise to the top during a normal faculty recruitment.

The Committee on Diversity and Equal Opportunity is very pleased with this document and its commitment to excellence and diversity and recommends these changes in wording in order to strengthen this commitment.

Student Proposal for the Implementation of a Gender Studies Breadth Requirement at UCR

The Associated Students of UC Riverside (ASUCR) are seeking the implementation of a gender studies breadth requirement that will ensure all students take at least one gender-related course before they graduate. At present, all students at UCR are required to fulfill an ethnicity requirement by taking one ethnic studies course. This requirement has been a great success, and has helped to promote diversity and student awareness of racial and ethnic inequality in society. Gender and sexuality, in intersection with race, ethnicity, and socioeconomic status, also profoundly shape people's life chances, their status in society, their sense of self, and their capacity for self-determination. Students argue it is UCR's obligation to offer students some insight into the

workings of such powerful, ubiquitous, and complex forces—if only so that students may be effective at the professions they take up after graduation. ASUCR has submitted a full proposal of suggested courses for Senate committee consideration.

The Committee on Diversity and Equal Opportunity discussed the Student Proposal for Gender Studies Breadth Requirement. While the committee agrees with the idea of the policy’s intent to educate students on gender inequality and gender-related violence, it does not feel the implementation of this requirement should limit a student’s current course offerings nor should it be required at the expense of an ethnic studies course.

In addition, the extensive list of course offerings as proposed are not relevant in fulfilling the requirements towards gender studies. The Committee suggests the list be fleshed out and reduced to include only relevant courses that may satisfy both Ethnic and Gender Studies requirements.

The Riverside Division of the Committee on Diversity and Equal Opportunity was represented on the University-wide Committee on Affirmative Action and Diversity (UCAAD) by the Chair of CoDEO, Zhenbiao Yang, who updated the Committee members of the issues under discussion at the statewide level.

Z. Yang, Chair
B. Adams
P. Feng
M. Martins-Green
C. Murray
M. Nair
E. Wong
C. Amedando, ASUCR Representative
D. Pitt, GSA Representative

**COMMITTEE ON EDUCATIONAL POLICY
ANNUAL REPORT TO THE RIVERSIDE DIVISION
DECEMBER 1, 2015**

To be received and placed on file:

The Committee on Educational Policy (CEP) held 8 meetings this academic year. Committee members and the Chair also attended several meetings associated with undergraduate program reviews. Much of the Committee's work, such as the careful study of long and complex documents, is completed outside of these meetings and through e-mail if needed in between meetings. The Chair attended meetings of Executive Council and provided updates to the Committee at each meeting from issues discussed at the local level. Committee members, at the request of the administration or Chair of the Division, attended additional meetings and served on other ad hoc committees including the Assessment Advisory Committee, R'Courses Governing Board, and the Summer Session Administration and Academic Oversight Committees.

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

A primary responsibility of CEP is undergraduate program reviews. During the academic year, two CEP subcommittees were established to conduct external undergraduate program reviews of Anthropology and Philosophy, and one subcommittee was established to conduct the internal review of Bioengineering utilizing the ABET accreditation report in place of an external panel. The external review for Anthropology took place on April 9 and 10, 2015 while the external review for Philosophy was held on April 16 and 17, 2015. The Chair of CEP organized and attended action/implementation meetings with the Vice Provost for Undergraduate Education (VPUE), College Deans, and the Department Chairs for the reviews conducted in previous academic years for Media and Cultural Studies, Political Science, Theatre, Chemical and Environmental Engineering, Computer Science, Computer Engineering, Business Administration, and the Writing Across the Curriculum (WAC) program. As a result of these meetings, action implementation plans with a timeline based on CEP's Findings and Recommendations were developed for each program except for Chemical and Environmental Engineering, Computer Science, and Computer Engineering as CEP was satisfied with their responses to the Final Findings and Recommendations report in the Action Implementation meeting and voted to close the reviews. CEP received satisfactory compliance reports to the action implementation plan from Physics & Astronomy, Political Science, and Theatre and voted to close the reviews. A compliance report was received from Business Administration and the Committee voted to request an additional follow up report in Fall 2015 from the program to address their ongoing approach to issues identified in the action implementation plan. As a compliance report was not received from Media and Cultural Studies the Committee voted to close the review and note that the review was unsatisfactory as not all of the required reports were submitted. The Committee will conduct an external review of Dance and Economics and internal reviews of Electrical and Computer Engineering and Materials Science and Engineering next academic year. A retreat was held for the programs undergoing an external review on March 6, 2015 to help the programs prepare for their upcoming reviews.

CEP continued to revise, streamline and clarify the undergraduate program review process and to more closely align the procedures with graduate reviews. One feature of the approved revised procedures is a revised process to select the external review team, which no longer involves the vetting of potential reviewers by department chairs of other UC campuses. The new procedures will allow CEP to speed up the review cycle and confirm the external review team and review date over the summer. The Committee also approved proposed changes to limit the role of the VPUE in the review process, however the

Committee did opine that the VPUE should still be involved in the initial meeting of the review with the CEP subcommittee and at the exit interview that concludes the review. In addition, the Committee approved adding a mechanism to the procedures that requests a response from senior administration if there are findings and recommendations that fall under their purview.

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

<i>AY Review was Conducted:</i>	<i>Program Reviewed:</i>	<i>Current step:</i>
2013-2014	Business Administration	Program to submit follow up compliance report to action implementation plan by November 2, 2015.
2014-2015	Anthropology	CEP to approve Final Findings and Recommendations Report at October 2, 2015 meeting.
2014-2015	Philosophy	CEP to approve Final Findings and Recommendations Report at October 2, 2015 meeting.
2014-2015	Bioengineering (Internal)	CEP to approve Final Findings and Recommendations Report at October 2, 2015 meeting.

Another important function of CEP is to review and comment on all issues relevant to undergraduate education and occasionally on issues with a more general nature. When warranted, these discussions result in new regulations and policies. Topics discussed and/or acted upon by the committee in consultation with other senate committees and/or the Administration throughout the year have included:

- Reviewed proposals for the following endowed chairs: Campbell President Chair for Innovation in Science Education, Endowed Deans' Chair in SoM, Logistics Team Presidential Chair in Supply Chain Management, Maimonides Endowed Chair in Jewish Studies, Wilbur Mayhew Endowed Chair in Geo-Ecology, A. Gary Anderson Family Foundation Presidential Chair in Business Administration, Marlon & Rosemary Bourns Presidential Chair in Engineering, Ted and Jo Dutton Endowed Presidential Chair for Educational Policy and Politics, Urban Entomology Endowed Presidential Chair, and Givaudan Citrus Variety Collection Endowed Chair. The Committee voted unanimously to approve all of the proposals as they did not anticipate any negative impacts on Undergraduate Education as a result of the proposals.
- Reviewed the UCEP Guidelines for Systemwide Courses and voted not to support the guidelines due to several concerns. The Committee questioned whether the guidelines imply that campus quality standards are not high enough as they state that courses approved at the local level "may not meet Systemwide standards for Educational Quality" and noted several other minor issues that may have resulted from unclear language in the guidelines. The Committee's representative to UCEP was tasked with addressing these concerns at UCEP.
- Reviewed Executive Council's recommendations to make the proposal for an R'Courses pilot program a permanent program at UCR. Executive Council recommended that R'Courses be offered every quarter of the academic year rather than just the spring quarter and that the Committee on Committees appoint faculty members to the Governing Board. The Committee unanimously supported these recommendation and revised the proposal to include the changes.
- Reviewed Executive Council's recommendations to the proposal for a Summer Session Oversight submitted by the Committee in academic year 2013-2014. The Committee declined to revise the

proposal to include Executive Council's recommendation that a mechanism be included to ensure regular meetings of the oversight committees as often the committees will meet on an as needed basis. CEP did edit the proposal to include Executive Council's recommendation to establish a bridge between the academic and administrative committees by including the CEP representative who serves as co-chair of the academic committee on the administrative committee.

- Discussed the VPUE's evaluation of student evaluations and opined that a representative from CEP and the Senate should be involved in the process.
- Reviewed the Senate Chair's response to the CEP approved draft a local version of SR 760. The Chair asked the Committee to clarify the statement in the draft regarding contact hours for online courses, which translated that students do not have contact hours with instructors. The Committee voted unanimously to remove the sentence causing confusion from the draft and resubmitted the document to the Senate Chair. The Senate Chair submitted a revised draft version of SR 760 for the Committee's review and commented that the addition of a requirement for "student instructor contact time" is too vague and proposed that the inclusion of examples be included for acceptable student contact time. The Committee also commented that the inclusion of "outside of classroom" implies physical proximity and preclude remote technologies and recommended that these phrases be removed. CEP submitted their edits to the draft to the Senate Chair.
- Reviewed the proposed revision to UCR Appendix 3A, which increased the number of enrolled units to 15 and specified that 12 or more of the 15 units must be graded with a GPA of 3.5 or higher to place on the Dean's Honor List. CEP commented that the proposed new language to the appendix was ambiguous and could be interpreted that a student might take 15 graded units and among which they could choose 12 units with a higher GPA. The Committee unanimously voted to support the proposed change with the recommendation that a comma be included after the word graded in the proposed new language to resolve the noted ambiguities.
- Discussed the issue of converting the VPUE's office into an academic unit with a Dean in place of the Vice Provost. The Committee opined that the conversion would be beneficial to UCR as the office currently oversees academic programs and with the conversion the unit would be able to offer classes and instruction directly, similar to the Graduate Division. The Chair reported the Committee's sentiments to Executive Council.
- Reviewed the student proposal for a Gender Studies Breadth Requirement and opined to the Senate Chair that the proposal merits further review by the Senate. The Committee overwhelmingly supported the addition of the breadth requirement but recommended that an ad hoc Senate Committee be tasked with examining issues identified by the Committee for implementing the breadth requirement including the articulation of the purpose of the requirement, the examination and edit of the list of proposed courses, and determination of how to avoid the injection of advocacy into the curriculum.
- Continued discussions from last academic year on the issue of a need for a policy to document how long instructors should retain final exams. The Committee opined that a set of guidelines should be set forth documenting how long instructors should retain all course materials including exams. The Committee unanimously voted to approve a set of guidelines with non-prescriptive language that recommended the retention of all course materials for at least 6 weeks after the end of a course.

- Continued discussions from last academic year on the issue of priority enrollment at UCR and recommend that administrators be contacted to further research the complicated issue. Committee Vice Chair David Fairris and member Margherita Long met with the Registrar and Campus Counsel to discuss the issue further and obtain data to document how many students are affected by priority enrollment. The Registrar's office was unable to determine how many students were affected by the issue, but will be able to do so with the implementation of the new student operating system in spring 2016. The Campus Counsel recommended that the Committee consider drafting a policy that would give students who have met the graduation requirements for 180 units including breadth and major requirements, a lower priority for registration the quarter after a degree audit is run to confirm the status. The Committee opined concern that this policy would disadvantage students pursuing minors or dual majors and invited the Committee on Courses Chair to attend the Committee's June 3, 2015 meeting to discuss the issue from with perspective from the Committee on Courses. The Committee opined that more data needs to be reviewed before a policy is formally drafted.
- Reviewed the Senate Doctoral Student Support proposals and recommendations and considered the potential implications of the proposal for undergraduate education. While CEP generally opined support for efforts to improve the System's graduate education and research enterprises, several specific concerns were noted by members. The Committee noted that pursuing goals for nonresidential supplemental tuition and net stipend competitiveness and multi-year support may create risks for undergraduate concern such as the potential sacrifice of resources for undergraduate education to achieve graduate funding goals and the negative impact on Teaching Assistanships to meet the needs of the growing undergraduate student body. The Committee also noted concerns regarding the potential negative impact the proposal may have on diversity and professional development at UCR.
- Reviewed the Provost's proposal to pursue a reorganization of CHASS and CNAS into an arts and sciences college. CEP opined little support for the proposal with the majority of members voting to oppose the proposal. Members in favor expressed support for the philosophical argument regarding the benefits of locating the core of the educational enterprise in a single college and those opposing the proposal stated that the proposal would not address the existing problems in CNAS, lacked sufficient justification, and questioned why less disruptive solutions to issues of concern were not being addressed.
- Reviewed the proposed CNAS teaching policy. CEP members expressed many negative concerns about the policy and also felt that they were asked to opine on an issue that complete information was not provided for. The Committee declined to comment on the proposal and instead requested that the following information be provided for context: what authority a Dean has to enact teaching load policy, the motivation and justification for developing the policy, and the methodology for calculating teaching loads in the proposed policy.
- Discussed the expiration of the pilot program for general education requirements that is included in Senate Regulation 6.13. The Chair surveyed the Colleges and Registrar and noted that the program had a little student participation with no current participants. The Committee unanimously voted to discontinue the pilot program with a proposed regulation change to remove the program from R6.13.
- Discussed the issue of learning outcomes assessment for general education curriculum that is required by UCR's accreditation body WASC. The Committee was tasked with implementing a process to review learning outcomes of general education curriculum prior to the next WASC

review scheduled for 2017. CEP reviewed the draft proposal by the Committee from 2011 and discussed who should be responsible for establishing and implementing the process. The Director of Evaluation and Assessment Jill Kern and Assistant VPUE Christine Victorino attended the Committee's February 6, 2015 meeting to further discuss the issue and document the current assessment processes for undergraduate programs at UCR. The Committee discussed WASC's five core competencies and UCR's goals of an undergraduate education as measures that can be used to establish the learning outcomes. CEP will continue discussions on this issue in the 2015-2016 academic year.

- Reviewed a request for priority registration from ASUCR and the College Associate Dean's response to the request, which recommended that priority not be given to ASUCR representatives as they do not suffer from transportation limitations hindering their ability to attend class on time, representatives are mostly juniors and seniors that already have high enrollment priority, and perks provided to representatives should center on professional development opportunities as potential future leaders. The Committee voted to deny the request based on the Associate Dean's rationale.
- Reviewed the proposed changes to ENR 3.2.4 to change the Engineering Breadth Requirements and unanimously voted to support the change. In addition, the Committee unanimously voted to approve a change to the Engineering Breadth Requirements in the catalog copy.
- Reviewed the proposed changes to Senate Bylaw 182: University Committee on International Education (UCIE) to broaden UCIE's purview in order to reflect the changing landscape of international university activities and align UCIE with campus-level international education committees. CEP opined that the language in the proposal was overly vague and left open questions of how UCIE would implement the proposed expanded charge and specifically questioned UCIE's involvement with international research.
- Reviewed the proposed changes to the structure of the Summer Bridge Program that affected faculty instruction and unanimously voted to support the proposed changes.

CEP also took up a number of matters related to majors, minors and other programs. The Committee reviewed and approved proposed changes to the CEP Guidelines for the Approval of Proposed Changes to Undergraduate Programs and the CEP Process and Guidelines for Establishment of New Undergraduate Academic Programs that standardized the two documents and included a mechanism to distinguish if the proposed changes affect other programs with the inclusion of a cover sheet. The Committee also approved changes to the guidelines for new undergraduate programs to clarify the letters of reference section and when college faculty approval is needed.

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

Approved New Academic Programs

BS in Sustainability Studies (Offered by Gender and Sexuality Studies)

Approved Curriculum Changes

BA in Asian Studies

BA in Creative Writing

BA in Dance

BA in Gender and Sexuality Studies

BA in Global Studies
BA in History
BA in Liberal Studies
BA in Political Science
BA in Political Science/Administrative Studies
BA in Political Science/International Affairs
BA in Political Science/Public Service
BA in Public Policy
BA in Theatre, Film and Digital Production
BA & BS in Biochemistry
BA & BS in Environmental Sciences
BA & BS in Entomology
BA & BS in Mathematics
BA & BS in Sociology
BA & BS in Sociology/Administrative Studies
BA & BS in Sociology/Law and Society
BS in Computer Engineering
BS in Computer Science
BS in Environmental Engineering
BS in Geology
BS in Materials Science and Engineering

Minor in Asian Studies
Minor in Creative Writing
Minor in Dance
Minor in Education
Minor in Entomology
Minor in Gender and Sexuality Studies
Minor in Political Science
Minor in Theatre, Film and Digital Production

The Committee's members are to be commended for their close attention to a broad spectrum of matters concerning educational policy and undergraduate education and their genuine concern for student welfare.

Ken Baerenklau, Chair
David Fairris, Vice Chair
Tom Stahovich, Representative to UCEP
Walter Clark
Denver Graninger
Michael Haselhuhn
Margherita Long
Neal Young
Jiri Simunek
Mark Springer
Keith Widaman
Stephen Wimpenny
Summer Schafer, ASUCR Representative
Lewis Luartz, GSA Representative

**EXECUTIVE COUNCIL
REPORT TO THE RIVERSIDE DIVISION
December 1, 2015**

To be received and placed on file:

The Executive Council reports the following which were approved in lieu of the Division, as per Senate Bylaw 8.5.3:

Approved by the 2014-2015 Executive Council:

Proposed changes to College of Engineering Breadth Requirements and Regulation
Change (ENR 3.2.4) to be reflected in catalog copy.

Asian Studies Major Program change.

Proposal from the Committee on Educational Policy for the Creation of Summer Session
Oversight Committees.

Changes to Guidelines for Admission by Exception – Supplemental Criteria

UCR version of Senate Regulation 760

**EXECUTIVE COUNCIL
ANNUAL REPORT TO THE RIVERSIDE DIVISION
December 1, 2015**

To be received and placed on file:

The Executive Council report describes the discussions and actions taken in 11 meetings held from October 13, 2014 to June 8, 2015.

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

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

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

Bylaw/Regulation Submissions

The Executive Council received the following Legislative requests:

- SOBA 4.2.1 – School of Business Bylaws: The Executive Council received the bylaws change, had no questions, and the change was forwarded to the Division for approval.
- ENR 3.2.4 – Bourns College of Engineering Bylaws: The Executive Council received the bylaws change, had no questions, and the change was approved in lieu of Division meeting.
- E 4.1.1, E.4.2, E.4.4 – Graduate School of Education Bylaws: The Executive Council received the bylaws change, had no questions, and the change was forwarded to the Division for approval.
- Proposed Changes to Regulation 6 Campus Graduation Requirements (R6.13 & R6.14): The Executive Council received the regulation change, had no questions, and the change was forwarded to the Division for approval.
- Proposed Changes to the Membership of the Committee on Committees Bylaw 8.8.2.1: The Executive Council received the bylaws change, had no questions, and the change was forwarded to the Division for approval.

- Proposed Changes to Charge of the Committee on Preparatory Education Membership Bylaw (8.24.1): The Executive Council received the bylaws change, had no questions, and the change was forwarded to the Division for approval.
- Proposed changes to Library, Information Technology and Scholarly Communications Bylaw 8.9: The Executive reviewed the proposed change and sent it back to LITSC with comment.
- Proposed changes to Academic Freedom bylaw 8.3: Council discussed then sent the item back to AF Committee for changes regarding emphasis on balancing responsibility and protection of academic freedom.

Systemwide Review Submissions

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

Systemwide Review of Proposed Changes to APM 330: The UCR Executive Council reviewed the proposed changes to APM 330 during its November 17 meeting and offers the following suggestions and comments. Some of the reviewers were confused with the description of the duties for this series.

- The introduction notes that University and public service is optional, but this is not clearly reflected in the language in 330-4: "... engaged in any specialized research, professional activity, *and* University and/or public service ..." (chair emphasis).
- In addition the language in 330-10 (" ... according to the following guidelines for specialized research, professional competence and activity, or University and/or public service.") does not clearly state whether excellence in any of these three categories is sufficient for advancement or whether only the last one is optional. It is important to clarify this in order to avoid any ambiguity in the evaluation criteria.

Other reviewers noted the lack of specificity in the evaluation process: what will be the mechanisms? Who will have the responsibility for carrying out the evaluation? More specifically, section 330-6 has been removed and its full content does not appear to be included in the new version. One review commented that in 330-20 there is no term of appointment for specialist above-scale, and proposes that a term of 4 years be used for that step. Some reviewers suggest that the draft be revised to ensure that the term 'terminal degree' is used consistently; noting, for example, that an MS degree may or may not have this characteristic.

Systemwide Review of Proposed Changes to APM 080 – Medical Separation: The UCR Executive Council reviewed the proposed changes to APM 080 during its November 17 meeting. Council provided several comments (summarized below) that we hope will be included in the final version of the document.

Though this was not changed in the proposed version several reviewers noted that the language in 080:

An appointee's inability to perform the essential assigned functions of the position or another vacant position on campus for which the appointee is qualified, with or without reasonable accommodation, due to a disability or medical condition, will constitute a good cause for separation, and an appointee may be separated after the required review is completed.

(chair emphasis), may be interpreted to allow initiating separation procedures even when appropriate accommodations might resolve the problem. At best this paragraph can be confusing. The current process presents the opportunity to clarify this section.

The first paragraph of 080-0 refers to a 'reasonable period of leave defined on a case-by-case basis'. Here it would be appropriate to clarify who has the authority to determine the length of such period. It is unclear whether the first paragraph of 080-10 also requires the employee to be notified of the initiation of a separation review (prior to the provisions of 080-10.b), should that action be taken. Council's recommendation is that the employee be kept informed of the actions being taken throughout the process from its inception. Paragraph 080-10.d allows for 15 business days for the response from the Committee on Privilege and Tenure. This short period will be problematic, especially during the summer months; it is also a much shorter period than the ones allowed for other steps. Council recommends this period be augmented to 30 calendar days.

Paragraph 080-20.b. (1) should specify whether the 30 day period listed therein refers to calendar or business days.

Systemwide Final Review of the Proposed Changes to APM 190 Appendix A-2:

During its October 27, 2014 meeting the UCR Executive Council reviewed the final version of proposed changes to Appendix A-2 of section 190 of the Academic Personnel Manual. Though many of the division's committees were asked to opine, the time constraints allowed but one committee to submit a report. Below I provide a summary of all comments provided:

- Section D.1.a: There is a 15 day hard deadline replacing 'reasonable timeframe', yet a few lines below 'reasonable timeframe' reappears. Also, this 15-day deadline does not specify whether the 15 day period refers to calendar or business days;
- Sections I, III.F.3: The new language in principle allows chancellors to delay action indefinitely;
- The LDO acronym should be defined before its used;
- The policy appears inconsistent when detailing the types of report the alleged violators receive: sometimes it is a summary, sometimes a full report.
- When there are multiple people who allegedly violated the policy, what assurances are there that the reports provided to each of them respect the privacy of the others

Systemwide Review of Proposed Revision of APM 133, 210, 220 and 760 (carried over from 13/14): At its December 8, 2014 meeting the Executive Council of the Riverside Division Academic Senate discussed the proposed revisions to APM 133-17-g-j; 210-1-c & d; APM 220-18-b; and APM 760-30-a. While the Executive Council was generally supportive of all the proposed revisions, it had these concerns and recommendations to contribute to the Academic Council:

On APM 133-17-g-j (Stop the Clock), the Council approves of the proposed changes and feels the expansion of permissible reasons to stop the clock due to exceptional personal circumstances beyond a faculty member's control is relevant and useful. A few members expressed a desire for more specificity around the language of medical health leaves and bereavement of "close family" members, as these may be interpreted too expansively and potentially abused. A suggestion from Academic Personnel was to create and disseminate to stop-the-clock applicants a form specifically for medical specialists to complete in order to assure compliance with undue hardship requirements. Another recommendation was to retain a better historical documentation system of approvals and disapprovals across the system to establish familiar precedents and examples for future case considerations.

On APM 220-18-b (Professor Series), all were supportive.

On APM 210-1-c & d (Diversity Evaluation), the Executive Council recognizes the need for revision and hopes that the policy revisions will encourage diversity awareness in teaching, research, and service. The Senate Committee reports and some members of the Executive Council recognized the historical need for the UCOP policy revisions as an attempt to address national and systemwide inequities, and speculated that further revisions would be needed in the future. Faculty Welfare showed concern for how to uniformly apply the policy across all disciplines, while Academic Personnel had concerns about the difficulty of adequately assigning the ambiguous phrase "the same weight" to a candidate's contributions promoting equal opportunity and diversity, as it therefore necessarily references comparable parameters in other research disciplines. One member expressed a concern with academic freedom, considered absolutely fundamental as an issue raised by the original, 2005 version of this clause -- and an issue which both attempted modifications of that version are attempts to address, but do so poorly and needs to be addressed more effectively.

Most agreed that the UC San Diego revision proposal was even more confusing and vague in its attempts to "over-correct" the move from "encouragement" to "evaluation" and enforcement, and expressed general concerns over implementation.

Therefore, returning to the UCOP proposal for amended Section 210-1-d's second paragraph, the Executive Council suggested these minor edits:

The University of California is committed to excellence and equity in every facet of its mission. Contributions in teaching, research and other creative work, professional activity, and University and public service that promote equal opportunity and diversity are to be encouraged, and evaluated in the same way during Academic Personnel actions as any other contributions in these areas. They should be given the same weight in the evaluation of the candidate's qualifications during Academic Personnel actions as any other contributions in these areas. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance research, teaching, equitable access to education, and public service that addresses the needs of California's diverse population. Mentoring and advising of diverse students or faculty members are to be encouraged and given due recognition in the teaching or service categories of the Academic Personnel process.

On APM 760-30-a (Family Accommodations for Childbearing and Childrearing), while the Executive Council recognizes that these language revisions represent guiding principles only, a few members worried that some of the language around the addition of a new child could now be applied too broadly, such as with new teenage children. The Committee also briefly considered including possible language for new family members who would “add additional responsibilities” for the faculty member for more precision.

Systemwide Review of the Proposed Revision to Senate Regulation 682: The UCR Executive Council discussed the proposed changes to SR682 during its January 12 meeting. It was Council's opinion that the proposed change will be useful to the campuses. There is, however, an ambiguity in the language that must be corrected before the proposal is adopted: the proposed change states that “... *the Graduate Council may set the terms and deadline formal advancing to candidacy ...*” (chair emphasis), which allows the Graduate Council not to set terms or deadlines at all. We suggest replacing the modification by

In the case of the Master’s degree, the Graduate Council shall set the terms and deadline for formal advancement to candidacy in anticipation of the conferring of the degree.
(emphasis added for clarity).

Systemwide Review of the Proposed New UC Policy on Open Access: The Executive Council reviewed the President's policy on Open Access during its January 12 meeting. The Council discussed the reviews from various committees and was generally supportive. There were, however, a few suggestions we hope will be useful in improving the policy. The Graduate Council suggests changing the default archival setting to a moratorium, instead immediate open access. The advantages of this are that it allows authors a last point of review in case they are uncertain of the constraints imposed by the journal. It would also provide a safeguard for documents that are not obviously included or excluded from the policy, such as student theses, and which might also be constrained by mandatory moratoria by the publishers. There were also questions about the rationale for including in the policy members of the University who are not compensated by the UC. On a similar vein there were questions for including non-permanent employees for whom, should they change employment, the policy would not be enforceable. There were several questions raised about the possibility of errors and their potential consequences (e.g. what if an article is submitted for open access in contradiction with the policy of the publishing journal?). It was recognized that the corresponding answers do not belong in the policy text, yet we consider it important for the University to provide support for any authors that might have queries about the policy, and to use these to create and maintain a searchable FAQ database.

Systemwide Review of Doctoral Student Support Proposals and Recommendations: During its November 17 meeting the UCR Executive Council discussed the Doctoral Student Support Proposals and Recommendations. The reviewers had a variety of comments and suggestions that are summarized below. There was full recognition of the importance of improving the current way of charging the NRT and of the need to ensure that all graduate students receive a transparent description of the support package being offered when they are accepted to

any UC program. There was also general agreement that improving the diversity of the graduate population at the UC is a goal the University should actively pursue, though there was also consensus that the details of this last effort need to be fleshed out before they can be fully evaluated. There was much less support for the idea of a system-wide work opportunity portal. The reviewers were concerned about the need, the effectiveness and the scope of the project as well as the manner in which it would mesh, without duplication, with existing campus efforts. Additional points were raised during the discussion and review:

- Having recognized the advantages of a more enlightened NRT policy it would be necessary to have a full evaluation of the fiscal consequences of any particular change; excluding contracts and grants would be a welcome first step. One reviewing committee specifically suggested the elimination of NRT for all first-year graduate students.
- Providing transparent multi-year offers to graduate students throughout the system should also be linked to student milestones as they move towards their graduate or professional degree; this can provide intermediate goals and added motivation for them to complete the program. It was noted, however, that any such requirement must take into account the needs of students in different programs and campuses, so that any specific requirements for such offers should be decided locally.
- The professional development portal received several criticisms. On the area of academic development it was felt that the program itself would provide more useful information and guidance. It was recognized that a large number of students do not follow this path and do require advice when moving into other fields or into non-academic jobs, still the proposed portal was not thought to be the best solution for this challenge. Some reviewers suggested instead that the goals of this proposal should be better met by strengthening of the programs at the campus' career centers, allocating resources to ensure graduate students have funds to attend conferences, and maintaining a database of alumni who can assist students in their transition to the workforce. It was also unclear to some reviewers the extent to which the proposed site would enrich existing resources. One reviewing committee opined that, were the professional development site to be implemented, the third of the options presented should be preferred.
- The diversity proposals, while addressing a recognized need, will require more details. Using the CSU graduates as diverse source of graduate students is a good idea, but it requires the collaboration of the CSU system and articulation of goals between the UC and CSU. It was also pointed out that some of the proposals depend on the mentoring of faculty during the summer, a time traditionally used to advance research programs; these proposals would be more equitable and more attractive if they included incentives for faculty, such as teaching relief during the academic year.

Systemwide Review of the Proposed Revisions to SBL 128.D.2 (Vice Chairs): Executive Council discussed the proposed revision of Senate Bylaw 128 during its April 13 meeting. Council recognized the virtue of the proposed changes and supports the modifications without further comments.

Systemwide Review of the Presidential Policy on Sexual Harassment and Sexual Violence: Executive Council discussed the revised version of the Presidential Policy on Sexual Harassment and Sexual Violence. Council supports the policy and had no further comments.

Systemwide Review of Pilot Program to Accept Equity for Access to University Facilities and Services: Executive Council reviewed the draft guidelines for the PPAEAUFS (Pilot Program to Accept Equity for Access to University Facilities and Services). There were various concerns about this program voiced both by Council and by the reviewing committees. Council generally felt that this is a proposal whose impact is difficult to gauge without detailed expertise in these financial matters, lacking these (or a thorough non-technical explanation of the program) it is difficult to provide a careful analysis. Because of this most of the concerns raised were on the general aspects of the proposal.

Among the concerns raised, Council wishes to highlight the following:

- The program does not require the companies being included to be financially viable. More specifically, the proposal does not include mechanisms for ensuring that the equity being offered by the company is fairly appraised; absent this the exchange for services is not appropriate. Any campus offering services or facilities should only consider a cash exchange even if it is at discounted rates for a company built from university-based technology or intellectual property (section IV.C.1).
- Without clear implementation procedures there are no guarantees that this program would not divert resources from the core mission of the university.
- There were strong doubts that sufficient safeguards could be created to avoid possible conflict of interest situations.
- Absence of criteria for identifying acceptable investments and acceptable risks.
- The program should include an evaluation plan, spelling-out both criteria and schedule.
- The draft does not ensure sufficient safeguards against bias and undue influence.
- There is insufficient local oversight: the DCM should be complemented by a group of faculty, extramural venture capital and industry representatives.
- There are no provisions for covering the expenses associated with creating the DCM position.
- The procedures through which the CIO would purchase shares in a program involved in this pilot appear overly complex.
- The proposal should make it abundantly clear that revenues will remain at the campus of origin

The UCR Division welcomes the opportunity to comment on this program, whose effects on the UC may be deep and permanent.

Systemwide Review of Proposed Revisions to APM-360, Librarian Series and APM-210-4: The UCR Executive Council discussed the proposed changes to APM 210 and 360 during its April 27 meeting. Council supports the changes that we believe are important to ensure equitable treatment of Librarians. The only suggestion we have is that the criteria for accelerated, or off-cycle, actions be clarified.

Systemwide Review of Proposed amendments to Senate Bylaw 182 - University Committee on International Education: The UCR Executive Council discussed the proposed changes for the University Committee on International Education (SB 182) during its April 27 meeting. Council was generally supportive of the proposed changes, but there were concerns connected with the proposed reporting requirements that will be included under B.2 which are unspecified, and appear overly broad. In addition, and in view of its expanded scope, we suggest that the relation between UCIE and appropriate divisional committees be clarified. Finally, we suggest that the committee's title be changed to reflect its expanded activities. In this direction we offer "University Committee on International Engagement".

Systemwide Review of Proposed Changes to APM 080 – Medical Separation: The UCR Executive Council reviewed the proposed changes to APM 080 during its November 17 meeting. Council provided several comments (summarized below) that we hope will be included in the final version of the document. Though this was not changed in the proposed version several reviewers noted that the language in 080:

An appointee's inability to perform the essential assigned functions of the position or another vacant position on campus for which the appointee is qualified, with or without reasonable accommodation, due to a disability or medical condition, will constitute a good cause for separation, and an appointee may be separated after the required review is completed.

(chair emphasis), may be interpreted to allow initiating separation procedures even when appropriate accommodations might resolve the problem. At best this paragraph can be confusing. The current process presents the opportunity to clarify this section. The first paragraph of 080-0 refers to a 'reasonable period of leave defined on a case-by-case basis. Here it would be appropriate to clarify who has the authority to determine the length of such period. It is unclear whether the first paragraph of 080-10 also requires the employee to be notified of the initiation of a separation review (prior to the provisions of 080-10.b), should that action be taken. Council's recommendation is that the employee be kept informed of the actions being taken throughout the process from its inception. Paragraph 080-10.d allows for 15 business days for the response from the Committee on Privilege and Tenure. This short period will be problematic, especially during the summer months; it is also a much shorter period than the ones allowed for other steps. Council recommends this period be augmented to 30 calendar days. Paragraph 080-20.b. (1) should specify whether the 30 day period listed therein refers to calendar or business days.

Systemwide Final Review of Proposed Revised Academic Personnel Policy Section 210-1-d, Review and Appraisal Committees: Executive Council discussed the final version of the modified APM 210-d. There was general support for the modifications, though some reviewers were concerned about the possibility that they might lead to interpreting diversity activities as a 4th leg in the evaluation of personnel files. It was recognized that the usefulness of the proposed changes would depend on the implementation by the AP office and CAP.

Systemwide Final Review of the UC Policy on Copyright and Fair Use: Riverside opted to not opine. No suggestions were received.

Campus Level & Miscellaneous Review Items:

Name Change: School of Medicine Dean's Conference Room: Executive Council reviewed the proposal connected with naming the Dean's Conference Room at the UCR School of Medicine and the creation of a scholarship fund through an anonymous donation. A majority of Council members voted to support the proposal (18 in favor, 2 against, no abstentions). However, Council was disturbed by the lack of consultation in the naming of the facility. The administration's policy requires (per a recommendation in 2004 from the Committee on Academic Personnel) that there be College/Unit consultation, with review by the faculty group with whom the named facility is to be associated. In addition, the policy also specifies that the Chair of the Division should be included in a naming committee convened to review proposals of this type. In this case, it appears that the committee has not yet been convened and Council has the expectation that this will be processed with full adherence to existing policy. In case of anonymous donations Council would also appreciate being reassured that the administration has verified that the donor and the conditions for the donation are consistent with the campus expectations of moral standing and ethics.

Review of the Suggested Changes to R'Courses Guidelines: Executive Council requested that the Committee on Educational Policy (CEP) revisit the issue of student led courses ('R courses) and provide recommendations for the manner in which these courses should be regulated.

Review of the Proposal to Create Two Summer Session Oversight Committees

In March 2014, Executive Council reviewed a proposal by CEP to develop two Summer Session Oversight Committees. The intent was for these new committees to replace the existing Summer Session Steering committee with the responsibilities of the latter being divided between the new committees according to whether they represent academic or administrative (resource) issues. At that time Council suggests a number of changes to the proposal, which were forwarded to CEP. The suggestions included; 1) that the Vice Chancellor for Undergraduate Education be added as an ex-officio member of the Administrative Committee, 2) that there exists the potential for disconnect between the two committees and the recommendation that a senate body be used as a bridge. Suggestions included inclusion of the Vice-Chair of the Division sitting on both committees, and 3) that a mechanism be added to ensure regular meetings of both committees, perhaps even set a minimum number of meetings (e.g. once a quarter). In October 2014 Executive Council received a revised proposal indicating the reluctance of the committee to incorporate the changes suggested by Council. CEP Chair Baerenklau explained that there were in fact several aspects of "bridging" between the two committees, albeit the "bridges" were of administrative staff rather than Senate faculty. Chair Baerenklau further explained that the work of the administrative committee lacked the type of functions typically of concern to senate faculty. Council determined that it supports the creation of two committees i.e. "splitting" the existing Summer Session Steering Committee. There was however continued concern about the membership of the committees and the lack of a "senate bridge". After significant discussion it was determined that CEP would be asked to consider that the Vice-Chair of the Division be a member on both the Academic and the Administrative committees and the Vice-Chair (CEP representative) of the Academic Committee be included as a member of the Administrative Committee. There was also suggestion that as a matter of housekeeping, the title of "Associate Dean" be modified since not every college has Associate Deans. Chair Baerenklau will review the suggestions with the Committee on Educational Policy and will report back to Executive Council.

Endowed Chair Proposals

At its December 8, 2014 meeting, the Executive Council of the Riverside Division considered several proposals to establish Endowed Chairs. During discussion, Executive Council commented that Endowed Chairs and Presidential Chairs should be viewed as opportunities to expand the diversity of the faculty on the Riverside campus. In addition, there was considerable concern that the *Policy for Establishment of Endowed Chairs* was not consistently followed and the documentation provided for Senate review was lacking. Specifically, we request each future proposal include a letter of support (recommendation) from the faculty of the affected department(s), a full background story of the donor and discussion of term limits and/or end dates.

Review of the Proposal to Establish the Neal A. and Rochelle A. Campbell Presidential Chair for Innovation in Science Education in the College of Natural and Agricultural Sciences: The Proposal was reviewed and supported by the Committees on Academic Personnel, Educational Policy and Planning and Budget (attached). Executive Council endorses the recommendations of the Committees.

Review of the Proposal to Establish an Endowed Dean's Chair in the UCR School of Medicine: The reviewing Senate Committees, including Planning and Budget, Academic Personnel and Educational Policy, support this endeavor in principle and understands that it is useful to have some administrative commitment in place for future potential "donor stewardship." However none of the Committees submit approval of the proposal at this time for several primary reasons.

The reviewing Committees and Executive Council as a whole felt that given the requirement for a possible and tenuous 2015 or 2016 real estate sale that can fluctuate with the market and only a 2013 dated formal appraisal that recommends further land assessment for toxins and environmental effects of excavation, the proposal is premature. Planning and Budget encourages resubmission of the proposal once the exact value of the land has been determined or after the real estate has been sold.

Additionally, there is no guarantee the sale will garner the total amount required for an Endowed Dean's Chair, and should it not reach that amount, there needs to be additional language about what distribution of available funds percentages will be prioritized and how so as stipulated by the donors. There is some concern that there is a disproportional investment in SOM at the expense of UCR as a whole. The clause stating "balance of the proceeds will be distributed in consultation with Mark Ruben, if possible, or if not, added to the Endowed Chair or Fund in the School of Medicine" seems problematic. CAP suggests the balance of proceeds exceeding Mark Ruben's proportional share of the land sale be equitably distributed to each of the priorities set by Mr. Ruben. The use of excess funds is explicitly stated in the Sweeney agreement; similar clarity is desired for the agreement with Ruben.

The proposal also needs to require annual reporting, which is a standard requirement, and must include additional language on the Chair's term dates.

Finally, and perhaps even most importantly, in UCR's Roles and Responsibilities, Procedures and Policies for the Establishment, Administration and Appointment of Endowed Chairs and Professorships, the procedures manual requires that "included in the proposal packet should be input from relevant Dean, Department Chair and Faculty regarding 1) Identifying faculty FTE, 2) Consultation with (recommendation provided) the faculty of the affected departments, 3) Is prepared to address academic senate committee questions regarding the proposed chair and its place in the unit's long-term plan." The SOM Executive Committee was not aware of any consultation with the relevant department chair(s) and/or faculty, and no recommendation by such was included in this proposal. While the same lack of faculty consultation appeared in the recent Phyllis Guze naming proposal by SOM, this faculty consultation is of especially crucial import since there exists the appearance of a conflict of interest in the current SOM Dean's proposal to establish an Endowed Dean's Chair in SOM with little description of intended usage of funds, etc.

Review of the Proposal to Establish A Maimonides Endowed Chair in Jewish

Studies: The Committees on Academic Personnel, Educational Policy and Planning and Budget all support the proposal. The Executive Council too supported approval of the naming of this Endowed Chair on the condition of specific revisions to the proposal justification. The Council was delighted to see the collective effort of the nearly thirty donors in this endeavor. We understand the importance of community outreach in struggles against anti-Semitism and intolerance. However, we must ask for several deletions and additions to the justification of the proposal. First, we believe that the statement, "UCR is the only UC campus that does not have an endowed chair in Jewish Studies," is factually incorrect. Secondly, we must ask for revision or deletion of the two bullet points "Bring a stronger focus and energy to Judaism on campus, enabling Jewish students to find renewed pride in their heritage and for others to better understand the religion," and "Help to support existing programs such as Hillel, to create a friendly non-threatening space for students to discuss and practice Judaism," the former because it can be construed as supporting the proselytizing of one religion over others and the latter because we cannot specify support of particular Organization programming such as Hillel.

Because the goal of Endowed Chairs is to support and encourage scholarship and innovation in knowledge production, we suggest frontloading the justification points about a world-class Jewish Studies scholar and the support for research and instruction, rather than listing them last. Because the Endowed Chairship applies to academic research on religion and theology, CAP also asks for the addition (under Section II of the Initial Request for Approval to Name/Establish an Endowed Chair) of a statement asserting the intellectual independence of the Chair's scholarly activities be assured. It was also noted that the proposal needs to require annual reports and include term limits. Finally, we recommend that the proposal specifically

requests or seeks the additional \$500,000 Presidential Chairs matching incentive offered by Janet Napolitano's designation of \$50 million toward encouragement for such ends.

Review of the Proposal to Establish The Logistics Team Presidential Chair in Supply Chain Management: Neither the Committee on Academic Personnel, nor the Committee on Planning and Budget approved the proposal. CAP felt that the request may be premature since the aggregate \$500,000 donation will not be secured until 2018, therefore possibly making the additional Presidential Matching incentive difficult to sure at this time and given that a total \$1 million is required for an Endowed Faculty Chair. CAP, Educational Policy and Planning and Budget also suggested adding more language to explicate and broaden the scope of the research activities of the Endowed Chair, as it was not clear or explicitly stated what these might entail. This would be important to ensure that the Chair's research activities have intellectual autonomy without an expectation of scholarly production focused on the economic interests of the firm funding the Endowment.
the Endowment.

Review of the Proposal to Establish the Wilbur W. Mayhew Endowed Chair in Geo-Ecology: Executive Council was enthusiastic about the establishment of this Endowed Chair and particularly pleased to see that it has received such robust support from the anonymous donor and that the naming of the Chair honors a founding faculty member who was instrumental in helping to found the UC Natural Reserve System. The Committees on Academic Personnel and Educational Policy supported the Chair. However, because of the ambiguity of the anonymous donor and donation process, the Committee on Planning and Budget and Executive Council requests a letter of endorsement from the Mayhew family. At a minimum, Council members suggested requesting an explanation of the relationship between the Geo Ecology Institute and the UC Natural Reserve System. The Committee on Planning and Budget requested clarification on why a Chairship is being developed within the Geo-Ecology Institute instead of within the NRS. Executive Council also suggested a statement be added to the proposal regarding the delegation of the Endowed Chair to the CNAS Dean's Office, in the event that this Institute wanes in the future. During its January 26 meeting Executive Council reviewed the proposal to create the W. Mayhew Endowed Chair in Geo-Ecology. A majority of Executive Council voted to approve the proposal (+14-2-4).

Review of the Proposal to Establish the Givaudan Citrus Variety Collection Endowed Chair: Executive Council reviewed the proposal to create the Givaudan Citrus Variety Collection Endowed Chair and during its June 8 meeting voted unanimously to approve the proposal. Council noted that the proposal's subject matter is well aligned with the ANR mission, and recommends that, for faculty recipients, the FTE utilized should be an OR FTE with the minimal IR fraction required for Academic Senate membership.

Request by Undergraduate Admissions for Executive Council to Endorse its memo to Chancellor Wilcox, re: Proposed Automatic Admissions Appeal Process

Executive Council reviewed the response from the Undergraduate Admissions Committee (UAC) to the proposal "Improving the Admission Rate of Specific Under-Represented Populations". While Executive Council was sensitive to the goals of the proposed policy, it considered that the "auto appeal" process would have undesirable consequences that include the undermining of the current admission process; Council therefore supported the UAC memorandum.

Council opined that for UCR the goals of the proposed policy would be better met through outreach efforts that would improve the yield rate of top applicants. Council also supports a more holistic approach to reviewing applicants to ensure our diversity goals are met.

Campus Review of Student Proposal for Gender Studies Breadth Requirement Updates by Chair Wudka

The Senate is in receipt of a student proposal to modify the breadth requirements at UCR so that all students take at least one gender-related course before they graduate. The submission was initially reviewed by the Committee on Educational Policy, who agreed that the proposal merits full senate review. The proposal was subsequently forwarded to several standing senate committees, including CODEO and the College Executive Committees who all support the idea of the proposal. There was, however, considerable concern about the number of course options presented and a variety of points in need of clarification – both technical and substantive. It was also clarified that this was separate from the Ethnicity Studies requirement.

Executive Council recommended that Chair Wudka adopt the recommendation from the Committee on Educational Policy and create an ad hoc committee tasked with providing an in-depth analysis of the proposal and additionally consider expanding the Ethnic Studies requirement. The ad hoc committee should have members from CEP, CODEO and faculty college and student representatives. The work of the ad hoc committee should be complete by the end of the calendar year.

Request from CNAS faculty for Review of CNAS Teaching Policy

There were several requests that the Senate review the draft proposed Teaching Policy in the College of Natural and Agricultural Sciences, with some CNAS faculty asking if it was within the authority of the Dean to institute such a policy. Chair Wudka advised that the Dean is granted this type of authority in APM 015.

Executive Council reviewed and discussed the committee responses and the concern that the Senate embarked upon review of a document which is so clearly a very rough draft proposal. Council urged Chair Wudka to provide the collected comments to the Dean of CNAS as well as a summary of concerns discussed at Executive Council. In addition, Council suggested that the material forwarded to the Dean include a request that the Senate be involved in a more formal review process once the details of the CNAS proposal have been documented. Memo of concerns and suggestions was sent to Dean Yates.

Request from PEVC for Executive Council & Senate Input/Consult on Discussion to Merge CHASS and CNAS: Over the last two weeks eleven of the Senate’s 28 standing committees discussed the draft pre- proposal for the merging of the colleges of Humanities, Arts and Social Sciences and Natural and Agricultural Sciences. In parallel with these discussions the Senate polled the faculty, asking whether they would support such an action. The merging was then discussed by Executive Council at its January 26 meeting.

The reviewing committees (including Executive Council) and faculty respondents indicated strong misgivings about proceeding with the merger. Without denying the importance of the motivating factors, many of the comments received indicated that these problems can be addressed by less disruptive changes; and, ultimately, that the reasoning presented did not provide a compelling justification for this action. In particular, Executive Council is unable to support the proposal.

There were also specific concerns voiced by the reviewing committees. These include skepticism that some of the current issues within CNAS would be fixed by this action, and a worry that they might even be exacerbated. There were also concerns that CHASS faculty would be disadvantaged within the new college, that a centralized college administration would lead to further staff reductions, would result in further separation of students from their departments and programs, and that separating agriculture from the new college would negatively impact some areas of collaborative research.

A summary of the responses by the reviewing committees follow (the full responses are attached).

Committee	Favor	Against	Abstentions	No responses/absences
Academic Personnel	0	9	1	0
Committees	4	4	0	0
Educational Policy	2	5	1	3
Faculty Welfare	1	5	0	0
Graduate Council	4	9	2	0
Planning and Budget	10	1	0	1
Research	1	7	1	0

In addition the CHASS and SoM Executive Committees were unanimously against the proposal, the SoBA Executive Committee was unanimously in favor, and the merger received little support in the CNAS Executive Committee.

The faculty poll was also negative, with 61% of respondents opposing or strongly opposing the merger, and 25% supporting or strongly supporting the action. Many of the faculty comments provided with the poll mirror those of the committees (detailed poll results and faculty comments are also attached). It is worth noting the very high participation rate of the faculty in both CNAS and CHASS, this indicates the significance of the results and the

importance the faculty gave to this issue. It should also be noted that the degree of support for the proposed campus reorganization varied between CHASS and CNAS: 34% respondents from CHASS supported the merger and 52% opposed, while the corresponding numbers for CNAS were 18% and 70% respectively.

Some of the reviewers were positive about the idea of creating a College of Arts and Sciences, though not in the form presented in the pre-proposal. It is also worth emphasizing that some of the concerns expressed would be addressed by adopting a modified administrative structure where divisional deans would have budgetary authority that cannot be rescinded by the dean.

where divisional deans would have budgetary authority that cannot be rescinded by the dean.

Review of Revised School of Medicine Health Sciences Compensation Plan: The Executive Council reviewed and forwarded to VPAP Walker the supportive memos and votes from the Committees on Academic Personnel and Faculty Welfare.

Senate review of proposed changes to the Target of Excellence Program: Executive Council discussed the Target of Excellence Program (TOE) during its February 9 meeting. The various review committees were generally supportive of the proposed policy but there were several suggestions that, if included, we believe would clarify the scope and procedures.

Concerning the description of the program Executive Council suggested:

- Generalizing the language and process to indicate how programs, institutes, centers can submit TOE proposals.
- Procedures should indicate that schools as well as departments can submit TOE proposals.
- Adding a description of the funding sources for this program (for example, will the TOE FTE come from positions allocated to the colleges and schools, or from a central FTE pool kept for this program, and which the deans can request? Will startup funds come from college/school or campus funds? Etc.)
- Strengthening the diversity language by replacing, in the first paragraph, "...including those adding to campus diversity, who would..." by "...including those who will enhance campus diversity, and who would ...". In addition, the scope of this phrase also merits clarification: will this be part of the criteria for a candidate to qualify to a TOE position?

Concerning the application procedure Executive Council made the following additional suggestions:

- In step 1 we suggest adding explicitly that that the submission to the dean should include the voting results from the department/program
- In step 3 we suggest tightening the language by replacing "... informal consultation with the Committee on Academic Personnel (CAP), the PEVC and Chancellor takes place." by "... informal consultation takes place with the Committee on Academic Personnel (CAP), the PEVC and Chancellor."

- Council also suggested that the originating department be notified of the results of this consultation.

Another point that merits clarification is whether candidates will be expected to visit the campus and give a seminar. If yes, then the point at which this can be arranged should be specified (e.g. after step 3 is completed successfully); if no, then a rationale for this deviation from standard practices should be provided. Executive Council also suggested that the policy includes procedures for the case of spousal hires connected with TOE proposals. Finally, we suggest specifying any connection of the TOE program might have with the Presidents Postdoctoral Fellowship Program.

FTE Transfer Requests: The Executive Council reviewed and commented on four FTE transfers.

Respectfully submitted by,

Jose Wudka, Chair, (Physics & Astronomy)

Division Officers:

Jose Wudka (Physics), Chair

Mariam Lam (Comp Lit), Vice Chair

Piotr Gorecki (History), Secretary/Parliamentarian

Mary Gauvain (Psychology), Assembly Representative

Ilhem Messaoudi Powers (SOM), Assembly Representative

Standing Committee Chairs:

Mike Allen (Plant Pathology & Microbiology), Research (COR)

Ken Baerenklau (Env Sci), Educational Policy (CEP)

Kenneth Barish (Physics), Planning and Budget (P&B)

Lucille Chia (History), Library, Information Technology & Scholarly Communication

Bob Clare (Physics), Committees

Kathryn DeFea (Biomed), Undergraduate Admissions (UAC)

Jennifer Doyle (English); Jason Weems (Hist. of Art), CHASS Executive Committee

Sarjeet Gill (Cell Biology), CNAS Executive Committee

Jennifer Hughes (History), Faculty Welfare

John Levin (GSOE), GSOE Executive Committee

David Lo (Biomed), Graduate Council

Richard Luben (Biomed), Physical Resource Planning

Coleen Macnamara, Preparatory Education

Barry Mishra (SOBA), SOBA Executive Committee

Akula Venkatram (Mechanical Engineering), BCOE Executive Committee

Ameae Walker (School of Medicine), SOM Executive Committee

Linda Walling (Botany), Academic Personnel

Zhenbiao Yang (Botany), Diversity & Equal Opportunity (CODEO)

Executive Director: Cherysa Cortez

2014-2015 EXECUTIVE COUNCIL ATTENDANCE	10/27/2014	11/17/2014	12/8/2014	1/12/2015	1/26/2015	2/9/2015	3/9/2015	4/13/2015	4/27/2015	5/11/2015	6/8/2015
<i>*Full attendance record for this meeting is unavailable.</i>											
Division Officers:											
Jose Wudka (Physics), Chair	P	P	A	P	P	P	P	P	P	P	P
Mariam Lam (Comp Lit), Vice Chair	P	P	P	P	P	P	P	P	P	P	P
Piotr Gorecki (History), Secretary/Parliamentarian	P	*	P	P	A	P	*	P	P	P	P
Mary Gauvain (Psychology), Assembly Representative	P	*	P	A	A	A	*	*	P	A	A
Ilhem Messaoudi Powers (SOM), Assembly Representative	*	*	A	P	P	P	*	*	P	A	P
Standing Committee Chairs:											
Mike Allen (Plant Pathology & Microbiology), Research (COR)	P	P	A	P	P	P	P	*	P	P	A
Ken Baerenklau (Env Sci), Educational Policy (CEP)	*	P	P	R	P	P	P	P	P	P	R
Kenneth Barish (Physics), Planning and Budget (P&B)	P	P	P	P	P	P	P	*	P	A	P
Lucille Chia (History), Library, Information Technology & Scholarly Communication	*	*	A	R	A	A	*	*	P	P	P
Bob Clare (Physics), Committees	*	P	P	P	A/R	A	P	P	P	P	P
Kathryn DeFea (Biomed), Undergraduate Admissions (UAC)	*	P	A	P	P	P	*	*	P	P	P
Jennifer Doyle (English) THEN Jason Weems (History of Art), CHASS Executive Committee	*	*	R	P	P	P	P	P	P	A	P
Sarjeet Gill (Cell Biology), CNAS Executive Committee	*	*	A	R	P	A	*	R	R	P	A
Jennifer Hughes (History), Faculty Welfare	P	P	P	P	P	P	P	P	P	P	A
John Levin (GSOE), GSOE Executive Committee	P	P	P	P	P	P	P	P	P	P	P
David Lo (Biomed), Graduate Council	P	P	P	P	P	P	P	*	P	P	P
Richard Luben (Biomed), Physical Resource Planning	*	P	A	A	P	P	*	*	A	A	A
Paul Lyons (Biomed), SOM Executive Committee	*			A	P	P	*	*			
Coleen Macnamara, Preparatory Education	*	P	P	A	A	A	*	P	P	P	A
Barry Mishra (SOBA), SOBA Executive Committee	*	P	A	A	P	P	P	P	P	P	P
Kurt Schwabe (SPP), SPP Executive Committee	N/A	N/A	N/A	N/A	N/A	N/A	P	P	P	P	P
Akula Venkatram (Mechanical Engineering), BCOE Executive Committee	P	P	P	R	P	P	P	P	P	P	P
Ameae Walker (School of Medicine), SOM Executive Committee	*	P	P	N/A			*	*	A	A	A
Linda Walling (Botany), Academic Personnel	*	P	P	P	P	P	P	P	P	A	P
Zhenbiao Yang (Botany), Diversity & Equal Opportunity (CODEO)	*	*	P	P	P	P	*	*	P	P	A
Representatives (R)											
Patty Springer (Botany and Plant Sci) for Sarjeet Gill, CNAS Executive Committee			P	P				P			
David Farris (Economics) for Ken Baerenklau, Educational Policy (CEP)										P	
Covadonga Lamar-Prieto (Hispanic Studies) for Jennifer Doyle, CHASS Exec Comm			P								
Mark Springer (Biology) for Ken Baerenklau, Educational Policy (CEP)				P							
Chikaka Takeshita (G&S Studies) for Lucille Chia, Library, Information Technology & Scholarly Communication				P							
Timothy Close (Botany) for Bob Clare, Committees					P						

**FACULTY RESEARCH LECTURER COMMITTEE
ANNUAL REPORT TO THE DIVISION
DECEMBER 1, 2015**

To be received and placed on file:

The Faculty Research Lecturer Committee met on February 27, 2015 to discuss the candidates for the Faculty Research Lecturer award. Professor Xuemei Chen from the Department of Botany and Plant Sciences was selected for the 2015-2016 Faculty Research Lecturer award. This nomination was approved at the May 19, 2015 meeting of the Riverside Division of the Academic Senate.

Distinguished Professor Howard S. Friedman from the Department of Psychology delivered the 2014-2015 Faculty Research Lecture on Thursday, June 4, 2015. The lecture, which was attended by over seventy colleagues, students and guests, was titled "Pathways to Longevity."

C. Varma, Chair
N. Ellstrand
J. Fischer
H. Friedman
A. Raikhel

Committee on Faculty Welfare
Annual Report to the Riverside Division
December 1, 2015

To be received and placed on file:

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

The Committee on Faculty Welfare met eight times during the 2014-2015 academic year and undertook the following actions:

The Committee on Faculty Welfare adopted a revised Conflict of Interest Statement which expanded the statement regarding personal affiliations. Members of the Committee on Faculty Welfare are asked to identify when they may have a potential conflict of interest on any items before any discussion. This includes recusal of a member if the action or discussion involves their current or former spouse, partner or family member.

The Committee conducted a review of its current bylaws to put forward an organizational change and to consider further articulating the committee's purpose reflective to that of other UC campuses. In addition, the Committee considered expanding its charge to include language that makes oversight over senate review of administrative processes for responding to grievances of discrimination, harassment, and lack of equity. The Committee is continuing progress towards developing a formal proposal.

The Committee on Faculty Welfare discussed the candidates for the Edward A. Dickson Emeritus/a Professorship and selected three recipients. Professor Emeritus Rodger Ransom in the Department of History, Professor Emeritus Malempati Rao in the Department of Mathematics, and Professor Emeritus Richard Sutch in the Department of Economics have been named a 2015-16 Edward A. Dickson Emeritus Professor on the Riverside campus. They will hold the title "Edward A. Dickson Emeritus Professor" from July 1, 2015 through June 30, 2016.

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

Proposed Revisions to APM 080 - Medical Separation

The intent of APM - 080 remains a non-disciplinary method to medically separate a faculty member or other academic appointee who has exhausted eligible leave and who remains unable to perform the essential functions of his/her position or another vacant position for which the

appointee is qualified, due to a disability or medical condition. Proposed revisions are intended to 1) bring APM - 080 into conformance with Regents Standing Order 101.1(b), Employment Status, 2) clarify authority to medically separate faculty with and without tenure or security of employment and appointees who are not members of the Academic Senate, and 3) revise language so that it is congruent with Americans with Disabilities Act (ADA) requirements. Additionally, the proposal is responsive to campus administrator and faculty requests to clarify the medical separation review process and to delineate the required consultation with the Disability Management Office, the written notice of intent to separate, the written notice of medical separation, and the appropriate approval authority.

The Committee on Faculty Welfare discussed the proposed revisions to APM 080 – Medical Separation and could not support the proposed changes. While the committee recognizes there are some extraordinary and exceptional instances in which unilateral separation is necessary, the language throughout the document seems inappropriate and gives increased authority to administrators rather than assuring protections. The Faculty Welfare committee is perplexed to the perceived need for increased administrative capacity to terminate employment. The necessity and intent of the proposed changes are unclear and give too much latitude to unilateral administrative decisions without clear Senate process when it comes to tenure appointments.

The Faculty Welfare committee has serious concerns whether this policy’s original and modified language is compliant with Americans with Disabilities Act (ADA). The committee is concerned especially with the line on page 1, paragraph 2 stating” with or without reasonable accommodation”. The Faculty Welfare committee suggests the entire paragraph excerpted below be revised, but at a minimum the word “without” be removed.

“An appointee’s inability to perform the essential assigned functions of the position or another vacant position on campus for which the appointee is qualified, with or without reasonable accommodation, due to a disability or medical condition, will constitute a good cause for separation, and an appointee may be separated after the required review is completed.”

Proposed Revisions to Presidential Policy on Sexual Harassment and Sexual Violence

The University of California issued a revised Policy on Sexual Harassment and Sexual Violence that updated the University’s policy on preventing and responding to allegations of sexual misconduct on its campuses. The proposed revisions are intended to update the policy in accordance with Final Regulations implementing the requirements of the Violence Against Women Act (VAWA) that was reauthorized by President Obama in 2013. These Final Regulations were issued by the U.S. Department of Education on October 20, 2014 and become effective July 1, 2015. Additionally, proposed revisions address outstanding issues with the efforts of the President’s Task Force on Preventing and Responding to Sexual Violence and Sexual Assault, and improve clarity as requested by faculty, students, and staff.

The Committee on Faculty Welfare discussed the revisions to the policy on Sexual Harassment and Sexual Violence and had nothing substantive to add regarding the latest draft. However, the

Committee noted with satisfaction that its earlier suggestion has been incorporated into the present draft by adding links to federal regulations.

Proposed New UC Policy on Open Access

This new policy on Open Access is intended for UC authors who are not members of the Academic Senate. (All Academic Senate members are already covered by an Open Access Policy approved on July 24, 2013.) The proposed new policy extends open access rights and responsibilities to all non-Senate members of the UC community who are authors of scholarly articles, including faculty, other academic personnel, students, administrators, and staff. The policy allows non-Senate authors of scholarly articles to maintain legal control over their research articles while making their work freely available to the public. In addition, the proposed policy outlines procedures for implementing the policy for all UC authors, both Senate and non-Senate. Although the policy assumes all authors will make their scholarly articles available to the public, there is a procedure, which must undertake proactively, to opt out of the open access process.

The Committee on Faculty Welfare discussed the proposed new policy on Open Access for UC authors who are not members of the Academic Senate. The committee is supportive of extending open access rights and responsibilities to non-Senate members of the UC community who are authors of scholarly articles. However, some members expressed concern with non-Senate members who are not contracted nor compensated by UC to produce research being considered in the UC production and contribution of knowledge.

Proposed Revision to APM Section – 210-1-d

Revisions of Language on Evaluating Contributions to Diversity

The University Committee on Academic Personnel (UCAP) and the University Committee on Affirmative Action and Diversity (UCAAD) worked together on a proposal to modify APM 210-1-d to clarify its language regarding evaluation of contributions to diversity in merit and promotion reviews. The proposed changes are intended to precisely state the University's commitment to faculty diversity while also avoiding the misperception that research in some fields will be valued more highly than research in others without regard to its academic quality.

The Committee on Faculty Welfare discussed the proposed revisions to APM 210-1-d and agreed with the policy's intent to encourage contributions to diversity.

UCR's CALL Inconsistency with APM & Other UC Practices

The Committee further considered the language found in APM 210-1-d compared to UCR's interpretation as outlined in the CALL and put forth a memo to the Vice Provost of Academic Personnel suggesting inconsistencies with the CALL in relation to the APM and other UC practices.

The UCR Committee on Faculty Welfare requests that the office of the UCR Vice Provost of Academic Personnel review an inconsistency between UCR's CALL and the system-wide Academic Personnel Manual. Specifically, per the request of several CHASS faculty, including a department chair, CFW compared the current CALL and UCR personnel review practices with

APM 210-1-d (2).

Specifically, APM 210-1-d (2), which pertains to the evaluation of research and creative work states: “Publications in research and other creative accomplishment should be evaluated, not merely enumerated. There should be evidence that the candidate is continuously and effectively engaged in creative activity of high quality and significance. ***Work in progress should be assessed whenever possible....***”

However, as noted by the CHASS department chair, “... we all know that we are now rigorously forbidden from mentioning, much less assessing ‘work in progress.’ Even work that’s complete and ‘submitted’ can only be mentioned ‘briefly.’ Here’s a few Call texts giving the spirit:

UCR The Call (2014-15), p. 28: (on material to be listed):

“Items that are "in preparation" or "in progress" should not be included in the bibliography or difference list except in cases of reappointment of Assistant Professor.”

UCR The Call (2014-15), p. 29 (on categories of material permitted in candidate files):

“Submitted items should not be counted in the review nor mentioned in the department letter except briefly.”

UCR The Call (2014-15), p. 34 (on the department letter):

“Conditionally or provisionally accepted and in-prep items should not be listed except in cases of reappointment of Assistant Professors.”

CFW has reviewed the APM and THE CALL and agree that there appears to be a contradiction between UCR personnel review practices and the broader, system-wide APM. Further, we note that on the UC Berkeley campus, their Merit Review form explicitly refers to APM 210 as guiding the merit appraisal process for research productivity, publications, and creative activity.

In light of our findings, we request that the office of the VPAP review the UCR CALL and current personnel practices in merit, promotion, and appointment reviews with attention to discrepancies regarding the treatment of research and work in progress (e.g., completed chapters for a book in progress, submitted materials, conditionally-accepted manuscripts) in merit, promotion and appointment reviews.

Draft Guidelines for Pilot Program to Accept Equity for Access to University Facilities or Services

The document is a set of draft guidelines for the pilot program whereby UC would be able to accept equity from companies in return for access to facilities and services associated with incubators and accelerators around the UC system. It was developed by staff within the Office of Research and Graduate Studies (specifically Innovation Alliances and Services and Research Policy, Analysis and Coordination) and the Office of General Counsel in consultation with

representatives from the UC Berkeley and UC Davis programs that will be the first participants in the pilot.

The Committee on Faculty Welfare discussed the draft guidelines on accepting and managing equity in return for access to University facilities and/or services. Members opined that the proposed pilot program and the effects it may have on faculty are difficult to evaluate given that many of the implications will depend on how the program is implemented. Overall, the Committee is supportive of the pilot with the three-year safeguard built in; however, Faculty Welfare would like to stress that the Senate and all relevant entities reserve the right to reevaluate the program after the pilot ends and before the guidelines become a formal policy.

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

Proposed Revisions to UCR Target of Excellence (TOE) Program

The proposed revisions to the TOE guidelines extend the program to include appointing outstanding scholars as well as those adding to campus diversity. In addition, the revisions provide clarification to the appointment process and requirements at each level of review.

The Committee on Faculty Welfare discussed the revised guidelines for UCR's Target of Excellence program, finding the wording to be reasonable the Committee voted in unanimous support of the revised policy.

UCR Revised School of Medicine Health Sciences Compensation Plan Implementing Procedures

The School of Medicine is required to revise its UCR School of Medicine Implementing Procedures for Health Sciences Compensation Plan Participants to comply with the new APM 671 policy. The new policy requires the deletion of references to APM 025 and APM 670, Appendix B, Guidelines on Outside Professional Activities and the inclusion of language that refers to the new APM 671. New APM 671 allows *one* method for managing income from outside professional activities, which combines elements of the two previous options – the University-wide Standard Requirement and the Alternative Option.

The Committee on Faculty Welfare considered the revised School of Medicine Implementation Procedures for the Health Sciences Compensation Plan and found the suggested revisions to comply with APM 671.

Review of Climate, Equity, and Discrimination Task Force Report

One of the issues currently facing UCR is the need to ensure that our processes for dealing with matters related to climate, equity, discrimination and harassment are fair and effective. To this end the Senate convened a Task Force to examine these concerns and provided a report to the Executive Council. Executive Council in turn asked that this report be reviewed by relevant Senate committees for comment before it is forwarded to the Chancellor.

The Committee on Faculty Welfare offered its support for and endorsement of the Task Force Report and recommended that it be broadly distributed to the faculty and campus community and made available on the senate website.

Faculty Welfare is very concerned about the Task Force findings that faculty grievances are not being addressed or resolved and, further, that some faculty who have brought complaints to administrators have experienced “retaliation” and “secondary victimization.” Given the centrality of these findings to faculty welfare, we request that the senate review this problem with the administration, including the processes by which faculty are, or are not, being accorded whistle-blower protection against retaliation.

The senate should participate fully in the ongoing administrative process to revise campus procedures and offices for responding to discrimination and harassment. This may mean the relevant leadership should meet regularly with the key administrative offices and participate in joint committees with administration.

The senate should also be willing to revise its own processes and practices as the campus moves to improve its responsiveness. With respect to the senate’s efficacy as a structure for protecting the faculty from discrimination and harassment, Faculty Welfare reiterates the report’s recommendation that the senate needs to communicate more effectively and consistently to the faculty the resources it has available in this regard. The senate website should provide a distinct link for grievants (for those who have suffered discrimination or harassment) that describes clearly its resources and processes. On this webpage, the senate grievance process should be broken down clearly for the grievant, step-by-step, providing examples of the various ways in which a case can move through the senate and administration. A timeline (time to response) for each step of the process should be determined and clearly listed. The same page should include the relevant forms and contacts. The same page should also include information about how many grievances cases are heard by the senate each year, the time and duration of review for these cases, and provide concrete examples of various types of actual outcomes without disclosing the identity of the grievant/defendant. The senate should create time to completion guidelines for every stage of the response to complaint process.

Straw Vote on New College – Proposal for the Realignment of Academic Units at UCR

The Provost/EVC has put forth the idea of merging the two largest colleges in the campus. He has generated a summary that contains a rough description of the proposed new college, together with the rationale for embarking on this process. The document, though lacking in detail, does provide a rough description of the realignment. Senate Chair Wudka is requesting an expedited response in order to collect opinion on simply whether the campus should embark in the formal process that will lead to this merger or not. The question before the committee is whether the campus should pursue this idea, with the understanding that the final proposed college structure might differ from the one outlined in the proposal supplied for review. Should the campus decide to move forward with the college merger, there will be opportunity to propose revisions, and the final proposal

requires approval by the Divisional Senate. This process is described in section IV.C of the Compendium and is summarized in one of the attached documents for consideration.

The Committee on Faculty Welfare discussed the idea to merge CNAS and CHASS and took a straw vote as to whether the campus should embark in the formal process that would lead to the merger or not. A majority of the committee voted against the campus embarking in the formal process that would lead to the merger and felt that the proposal is premature as there are other situations that demand attention of the administration and faculty which have priority, the Committee on Faculty Welfare suggests administrative energy and resources be focused on fixing UCR's salary issues. The Committee noted that the administration has not articulated a persuasive vision to the faculty as to how the college merger contributes to faculty in their research and teaching and advances the scholarly enterprise.

In considering this matter, the Committee expressed the following opinions:

Resolving Issues Internal to CNAS

The provost's document identifies two problems remedied by the new structure, a clumsy administrative structure at the level of the deans, and internal dynamics within CNAS, including especially a sense of marginalization among the physical sciences. Some CNAS members present felt that the merger would only exacerbate the lack of representation of the physical sciences departments, for example. Botany and Plant Sciences and most of agricultural department have hired faculty who are not strictly agricultural. Rather, they provide cutting edge technology that people that do research in agriculture can then more easily access. This structure would be dismantled by the merge because some people would go to an arts and sciences environment and some people would remain in the agricultural environment.

Increased Administrative Complexity

There was a concern that the new structure of the dean's office under the merged college would mean that faculty had less direct access to decision making administrators and that decision making power would be held by administrators outside of their disciplines and fields. There was concern about the new position of an "uber dean" as well as of the role of the chairs within the new proposed administrative structure. Faculty worry that in the new structure they will not have an advocate from their discipline. The merger would make it more difficult for the college dean to decide the merit worthiness of faculty research and programs in disciplines and fields very distinct from their own. Introducing a new level of hierarchy removes an advocate who particularly understands the discipline and subordinates those people to a much more hierarchal structure.

Faculty expressed concern that the proposed model would make UCR a much more bureaucratic place. In the current structure, a faculty member can now have a relationship with a dean who has some rough idea of what that faculty member's obligations and contributions to the college. Under the proposed plan, the deans' role could become much more administrative and less of an advocate for faculty. Faculty worry that the plan as proposed would decrease the power of the faculty.

Favorable Opinion

The CHASS faculty member on our committee who supports the merger noted that while there is less support for the merger among CNAS faculty generally, that CHASS faculty across the college tend to be more divided, with some in favor, and some opposing. The committee member who supported the merger attended graduate school at both a private and a public university where there was a college of Arts and Sciences and thought the merger might have the potential to improve scholarly and collegial relations between scientists, social scientists, and those in the arts and humanities. Further, this faculty member argued that an administrative structure that consolidates those departments in academic disciplines strengthens the campus overall, and creates a clearer role between academic programs (on the one hand) and professional schools (on the other).

Some faculty on the committee suggested that that there already exist collaborative models and projects for faculty across colleges, and making interdisciplinary programs and hires does not require a merger. One CHASS faculty member who was previously at a large public university with a merged College of Arts and Sciences noted that faculty in the social sciences and humanities felt isolated from and under-valued by the Dean who was a chemist, contributing to low morale.

Organizational Redesign: Safety, Diversity, Risk and Compliance

Recent changes in the legal and social context surrounding sexual assault/sexual violence (i.e, reauthorization of the Violence Against Women Act or VAWA, and California's "yes means yes" legislation), diversity, compliance, and risk have caused the Chancellor to reflect upon the campuses institutional organization and leadership. Any structure must put foremost the safety of our students, staff, and faculty, at the same time that UCR strives to become a national model. The Chancellor has announced an administrative reorganization designed to help UCR achieve these goals, by providing robust support and resources for the entire campus community. The changes reflected in this Organization Redesign become effective April 1, 2015 and will result in increased effectiveness in leading and managing these effective issues. Senate committees are asked to evaluate the new structure and list concerns and positive aspects.

The Committee on Faculty Welfare discussed the new administrative reorganization to include a new position of sexual assault/sexual violence (CARE) advocate. The Committee applauds administration's efforts to create a more effective and accountable system. However, Faculty Welfare would like to emphasize that its greatest concerns with the reorganization is that the new structure be functional, provide clear protection against retaliation for those who do bring grievances, and that the design not create a "siloeing" of grievances. The Committee recommends that positions within the new structure be subject to a yearly review process to ensure effectiveness.

Review of CNAS Teaching Policy

The College of Natural and Agricultural Sciences has recently proposed a teaching policy that has caused concern in certain parts of the College. Though the Senate has not been asked to opine Chair Wudka believes the Senate would be remiss in its charge if it ignored this development. In addition, the fact that the policy has not been finalized provides the opportunity to affect the final outcome. Chair Wudka therefore requests that relevant Senate committees review the policy and

provide an opinion to Executive Council. Council will then discuss the issue and provide a document to the administration. The intent of this review is to provide a constructive evaluation for the draft policy, listing pitfalls and, whenever possible, providing remedies or alternatives. In preparation to this review Chair Wudka asked all College department chairs to provide comments and opinions they felt would be useful to committees in their deliberations and are provided in the review packet. Several documents make reference to IR and OR faculty lines, concepts that might not be familiar to all members of committees. A brief description of these terms is also included in the review packet.

The Committee on Faculty Welfare discussed the proposed College of Natural and Agricultural Sciences' Teaching Policy and the responses from department chairs. Members expressed concern with the appropriateness of Dean's creating academic policy that influences programs as well as time to graduation. The Committee felt the policy as presented requires further study to produce factual details and a less complicated outcome that can be applied equitably across the college. The Committee recommends the policy be redrafted to allow flexibility for each department to assess teaching loads according to its own requirements and structure.

Although the Committee agrees with the concept that faculty should receive additional credit for teaching large classes, this compensation should not place faculty who teach smaller classes at a disadvantage by receiving very little or no credit. The campus might consider alternative ways to compensate teaching large classes as courses listed in Riverside's catalogue should not be worth less than one credit.

Throughout the year the Committee addressed several issues raised by committee members and other faculty. Included were consultations, discussions, suggestions and/or recommendations as appropriate concerning the following items.

Provide informal advice to Senate Chair Wudka regarding potential changes to healthcare

The Office of the President may soon be proposing to cancel the Healthnet Blue and Gold plan in 2016. The intention is apparently for the UC to have two plans: UC Care and Kaiser. As this change can seriously affect our faculty Chair Wudka asked the Committee on Faculty Welfare to look into the issue and, if this change is indeed in the works, to provide recommendations to the Division.

The Committee on Faculty Welfare discussed Chair Wudka's request to look into the healthcare issue regarding the Office of the President considering a proposal to cancel Healthnet Blue and Gold and for the committee to provide recommendations. Faculty Welfare understands that UCOP is considering replacing Healthnet Blue and Gold by an expanded UC Care, starting in 2016 or 2017 and asks that the UCR Academic Senate consider putting forth a statement opposing the change at this time. Our reasons are as follows:

1. There is no clear plan for the treatment of UC campuses that lack Medical Centers. A satisfactory plan must be provided before the UCR Academic Senate can approve the changes under consideration.

2. UC Care has an unsatisfactory record providing benefits to UCR employees. We note in particular that Healthnet provides access to Riverside Community Hospital (RCH) while UC Care provides tier 1 access to the Parkview Hospital (PH) rather than to RCH. RCH is much closer to UCR than Parkview, has a trauma center (PH does not), and is of higher quality than PH, which is considered marginal in quality assessments.

We feel that the rush to institute UC Care has had unfortunate consequences, especially for campuses without Medical Centers. We believe that any expansion of UC Care should be done in a more fully-planned, consultative, and deliberative manner. If UC Care can demonstrate improvements in the benefits it provides UCR employees and a satisfactory plan is provided by UCOP for the treatment of non-Medical Center campuses, the UCR Academic Senate is willing to reconsider its opposition.

UC Faculty Welfare request for data on UCR's Child Development Center

Child care is a frequent topic for UCFW. To help the committee gain a better systemwide perspective of the current child care offerings, each campus was asked to provide basic information on their local childcare facility.

The Committee on Faculty Welfare submitted basic data for this request including if the childcare facility was located on campus, distance from campus, costs per month, capacity, wait list length, and other notables.

Concern raised over UCOP's inadequate support on pension and retirement advising

In response to receiving an inquiry regarding the new systemwide structure on pension and retirement advising, the Committee on Faculty Welfare consulted Associate Vice Chancellor of Human Resources, Jadie Lee, regarding the concerns as well as brought the issue to UCFW's attention and asked them to follow up.

Student Loan Debt for Assistant Professors

Consulted with Associate Vice Chancellor of Human Resources, Jadie Lee, regarding the student loan debts that burden some of UCR's assistant professors (and even associates) and how the campus might support these faculty. In particular, there is a federal student loan forgiveness program for educators at public institutions yet few faculty are aware of this program or understand how to access it. The Office of Human Resources conducted research on the program and redesigned their website to include a page dedicated to Public Service Loan Forgiveness under Work / Life & Wellness.

Potential for Annual Survey of Administrative Offices Related to Grievances

The Committee on Faculty Welfare considered the possibility of including faculty review of administrative offices/officers related to discrimination, equity, and harassment. The Committee felt that it was important that the senate take on this task and recommends the senate send out a fairly simple annual satisfaction survey asking for feedback on various offices with place for narrative comment. The recommendation is that these would be rotating: so one year the survey

concerns the CCO and VPAR, another year of title IX and affirmative action, the next year the CCO and VPAR again, for example. The data could be reviewed in a single meeting, made available to Executive Council, and a brief oral report made back to the Executive Council for discussion. The Committee on Faculty Welfare recommends that this task be adopted by P&T as P&T has a closer view of how the administration is handling cases and can interpret the survey results within this context. Further, the Committee felt that regular senate faculty review of these offices/officers will help them to function optimally, and will therefore, ultimately, lessen the work (lighten the case load) of P&T. In the event that P&T refuse this role, the Committee on Faculty Welfare would further consider taking it on, rather than see it disappear.

J. Hughes, Chair
J. Ellison
L. Kotz
V. Lippit, UCFW Rep
J. Lyubovitsky
A. Page
K. Pyke
M. Roose
D. Koenig, ASUCR Student Rep

**GRADUATE COUNCIL
ANNUAL REPORT TO THE RIVERSIDE DIVISION
December 1, 2015**

To be received and placed on file:

The Graduate Council met ten times during the period of September, 2014 through July, 2015. Complete records of Council activity are on file in the Office of the Academic Senate.

The Courses and Programs Subcommittee made recommendations and the Council acted on 69 Courses; 28 new courses, 26 changes in existing courses and 15 deletions.

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

- Anthropology – Changes to Doctoral degree
- SoBA/M.Fin. – Changes to curriculum
- Southeast Asian Studies – Change in description of concurrent PhD enrollment and length of Master’s thesis
- Online M.S. in Engineering – Admission assessment
- Computer Engineering – Adding courses students can take in Computer Science or Electrical Engineering to satisfy technical elective unit requirement
- SoBA/Flex MBA – Change in course requirements so they are identical to the full-time MBA degree requirements
- Computer Science & Engineering – Change to graduate requirements; renumbering courses
- Statistics – Changes to M.S.
- Statistics – Changes to PhD
- Geological Sciences – Change to program’s advancement to candidacy
- Dance – Addition to course requirements
- School of Public Policy – Addition of course requirements
- Computer Engineering – Degree options change
- Online M.S. in Engineering – Addition of specializations to catalog
- Biomedical Sciences – New Designated Emphases
- Plant Pathology – M.S. & PhD changes
- English – Change to language requirement to include proficiency in American sign language as an option
- Dance MFA – Changes to MFA requirement
- Art History – Change to incorporate a sixth-quarter review for PhD students
- Geological Sciences – Change to course work requirements
- Creative Writing & Writing for the Performing Arts – Change in thesis page
- Online M.S. in Engineering – Changes to specializations
- GGB – Addition of elective course
- Mathematics – Change in qualifying exams
- Middle Eastern Islamic Studies Designated Emphasis – Change to allow double counting courses with MEIS content between DE & PhD
- CMDB – Professional Development addition in catalog
- Plant Biology – Combining two MS degree offers into one
- Economics – Limits on field exams – PhD
- Economics – Core GPA requirement – PhD
- Bioengineering – Enhancing the list of approved bioscience graduate courses

Special Requests and Exceptions:

- Online M.S. in Engineering – Open admissions for all quarters of academic year
- Computer Science – Permanently close admissions period for Winter and Spring quarters.

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

- 1) Dissertation/Master's Thesis Research grant applications. The subcommittee awarded 16 Dissertation and Master's Thesis Research Grants amounting to \$12,581.42. The funding rate is 84% of the applications and 79% of the requested funds.
- 2) Earle C. Anthony Travel award applications. The subcommittee awarded 13 Travel awards amounting to \$13,101.54. The funding rate is 93% of the applications and 73% of the requested funds.
- 3) In March, 2015 the subcommittee reviewed a total of 163 applications and provided rankings to the Graduate Division Dean for the following:
 - a) Graduate Division Graduate Research Mentorship Program (GRMP) – 59 applications
 - b) Dissertation-Year Programs (DYP) Fellowship Program – 104 applications
- 4) In May, 2015 the subcommittee reviewed 11 nominees for the 2015 Doctoral Dissertation Advisor/Mentoring Award and selected one recipient, Professor of Mathematics, Vyjayanthi Chari.

The Graduate Council concluded its regularly scheduled review of the graduate programs in: Dance, Education, Management (internal review of the PhD), and Statistics.

Graduate Council discussed the program responses, corresponded with, and voted to close out the reviews for the following seven graduate programs: Environmental Sciences (reviewed 2011/12); Chemistry (reviewed 2013/14), Geological Sciences (reviewed 2013/14), Dance (reviewed 2014/15), Education (reviewed 2014/15), Management PhD (reviewed 2014/15), and Statistics (reviewed 2014/15).

Graduate Council hosted a Graduate Program Review Retreat in the Spring. The purpose of the Retreat is to prepare the programs scheduled for review in 2015/16 for the review process. Retreats will be held each Spring for programs being reviewed the following academic year.

Additionally, the following actions were taken by the Graduate Council during 2014/15:

- At its first meeting of the academic year, the Council adopted a statement regarding possible conflicts of interest by its members. (Sept. 2014).
- Updated and approved the Graduate Council Handbook for 2014-15.
- Created a policy on graduate program catalog entry which specifies items each graduate program must have listed in the catalog.
- Created and approved a Grade Appeal Form.
- Created Frequently Asked Questions (FAQs) for programs undergoing a graduate program review. FAQs include guidelines for programs to follow and will be posted and distributed to all programs as reviews occur.

- Created Annual Research Progress Evaluation (ARPE) forms for STEM as well as Humanities. Programs will be asked to complete forms annually. Graduate Division will go over the forms with programs in the Fall.

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

- Program of Graduate Studies in Global Health for the Master of Science Degree (MS-GH)
- Doctoral Student Support Proposals and Recommendations
- Request for systemwide review of proposed amendments to SR 682
- Proposed new UC policy on Open Access
- CNAS Teaching Load Policy
- Merge of campus colleges proposal
- Systemwide Senate review – Proposed amendments to Sente Bylaw 182 – University Committee on International Education
- Draft guidelines for pilot program to accept equity for access to university facilities or services

Respectfully Submitted,

David Lo, School of Medicine, Chair
 Thomas Payne, Computer Science, Vice Chair
 Wendy Ashmore, Anthropology, Secretary
 Rene Lysloff, Music, Chair of Courses & Programs Subcommittee
 Rick Redak, Entomology, Chair of Fellowships Subcommittee
 Alicia Arrizon, Gender and Sexuality Studies
 Malcolm Baker, Art History
 Michael Coffey, Plant Pathology & Microbiology
 Theodore Garland, Jr., Biology
 Ryan Julian, Chemistry
 John Kim, Comparative Literature & Foreign Languages, CCGA Representative
 Chris Laursen, Political Science
 Rollanda O'Connor, GSOE
 Amit Roy Chowdhury, Electrical & Computer Engineering
 Jorge Silva-Risso, SoBA
 Joe Childers, Graduate Dean (ex-officio)
 Preston Williams, Graduate Student Representative (guest)

**Committee on International Education
Annual Report to the Riverside Division
December 1, 2015**

To be received and placed on file:

The International Education Committee of the Academic Senate met four times during the 2014-2015 academic year.

The Riverside Division of the International Education Committee was represented on the Universitywide Committee on International Education by Christina Schwenkel who is the Chair of the Riverside Committee. The Chair also served on the UC Education Abroad Program (UCEAP) Governing Committee and was actively involved with the search for the new UCEAP Director. The Committee was updated by the Chair at each meeting as to the issues being discussed at the Systemwide level and at the UCEAP Governing Committee meetings.

The Committee was updated throughout the academic year by the Chair and ex officio member and Dean of University Extension Sharon Duffy on the City of Riverside Taskforce to make Riverside an international student friendly city and the initiatives implemented as a result of the taskforce.

The Committee reviewed the request for proposals for the UC Departmental Grants for Academic Integration of Study Abroad and were updated throughout the year by the Chair about the award process and recipients of the grant.

The UCR Study Abroad Director Nassef Girgis attended a portion of the April 22, 2015 meeting and provided the Committee with an overview of UCR study abroad programs and the Academic Integration Initiative.

The Assistant Director for the UC-Mexico Initiative, Veronique Rorive, attended a portion of the April 22, 2015 meeting and provided the Committee with an overview of the Initiative's activities.

The newly appointed Vice Provost for International Affairs attended the Committee's June 10 meeting and provided the Committee with his vision for international programs at UCR.

The Committee reviewed the proposed changes to Senate Bylaw 182 to the University Committee on International Education's charge that would allow for increased oversight of the areas of international research agreements, scholars, and students. The Committee unanimously voted to support the proposed changes.

The Committee reviewed the Committee's membership bylaws and proposed that that the Associate Vice Provost for Undergraduate Education be removed as an ex officio to the Committee as the position no longer includes oversight of international education. The Committee proposed that the newly appointed Vice Provost for International Affairs be included as a non-voting ex officio member of the Committee. In addition, the Committee proposed the addition of the UCR faculty liaison to the UCEAP as a non-voting ex officio member of the Committee. The Committee voted unanimously to approve the proposed changes to the Committee's membership bylaws.

Christina Schwenkel, Chair
Huiwang Ai
Kurt Anderson
Amalia Cabezas

Phillip Christopher
Richard Cardullo, Ex Officio
Sharon Duffy, Ex Officio
Bronwyn Jenkins-Deas, Ex Officio
Karen McComb, Ex Officio
Ali Iles, ASUCR Representative
Edgar Tellez Foster, GSA Representative

**COMMITTEE ON LIBRARY, INFORMATION TECHNOLOGY
AND SCHOLARLY COMMUNICATION
ANNUAL REPORT TO THE RIVERSIDE DIVISION
DECEMBER 1, 2015**

To be received and placed on file:

The Committee on Library, Information Technology and Scholarly Communication (LITSC) met eight times during the 2014-2015 academic year. Following is a summary of Committee activities from September 1, 2014 to August 31, 2015.

The Committee oversaw the allocation and distribution of the Innovative Use of Information Technology in Teaching (IUIT) grant in coordination with the Office for the Vice Provost for Undergraduate Education and the Office of Computing and Communication. Nine applications were received for the grant, of which six were approved for funding. A total of \$173,605.50 was disbursed. This is the IUIT programs final year; in order for the program to continue, LITSC will need to reapply to Computing & Communications for the funding. It was suggested that the committee wait one year to reapply for funding because all of the final reports from past IUIT grants have not yet been received. Data from final reports will help determine if the funding was useful and should be continued.

The Committee had a conference call with Katherine Kott, a consultant hired to help with the implementation of the Library's Strategic Plan. The committee suggested that the Library staff be expanded to help with electronic resources as currently faculty have no support in this area. Ms. Kott agreed to share this request with the Library. When asked by committee members, Ms. Kott indicated that her involvement with the Plan was not at the level that included faculty implications related to Open Access or where funds raised by the Library will be invested. However, she offered to advise the Library to find a way to involve faculty in decisions to spend the funds that are raised.

Acting Chair Latham addressed concerns received regarding the deaccessioning of texts and problems faculty are having with e-books. Ms. Scott (Associate University Librarian for Collections and Scholarly Communication) informed the committee that the deaccessioning of books has to do with the library's space issue which is a common problem with all academic libraries. In light of the plans to increase student enrollment and faculty, the Library is taking a serious look at the space issue.

The Committee reviewed and provided feedback on the following:

- Proposed new UC policy on Open Access – most of the committee's concerns pertained to students and post-docs. Concern was expressed about an embargo being placed on the author and if UC plants to take full legal responsibility if a non-Senate member mistakenly uploads a version that the publisher does not allow. The committee felt that the timeline of the proposal was not clear.
- Proposal for a Master of Science in Global Health – the committee did not have any major concerns with the proposal.
- Proposed Revisions to SBL 128.D.2 (Vice Chairs) – the committee was in favor of the proposed revisions.

- UC Policy on Copyright & Fair Use – the committee was clear on the intent of the text to provide overall guidelines. Several committee members suggested that the UC Copyright website be more publicized for faculty and students. In addition, committee members also felt that the definition of “brevity” (pp. 5-6) as applied to “Fair Use” materials, though clear, seems to impose rather severe limitations on materials that instructors feel are needed for their courses.
- Systemwide Senate review of proposed revisions to APM-360, Librarian Series and APM-210-4, Instructions to Review Committees – the committee had no comment except to concur with the changes.

Committee Vice Chair Chikako Takeshita attended meetings of the University Committee on Libraries and Scholarly Communication and provided regular reports back to the Committee on the progress of the University Open Access Policy.

Respectfully submitted,

Lucille Chia, Chair
 Chikako Takeshita (Vice Chair)
 John Baez
 Evangelos Christidis
 Erith Jaffe-Berg
 Roger Lake
 Rob Latham (Acting Chair, Fall quarter)
 Owen Long
 Len Nunney
 Steven Mandeville-Gamble, University Librarian (*ex officio*)
 Charles Rowley, Vice Chancellor Computing and Communications (*ex officio*)
 Devin Plazo, ASUCR Student Representative
 Darshana Wickramaratne, GSA Student Representative

**COMMITTEE ON PHYSICAL RESOURCES PLANNING
ANNUAL REPORT TO THE RIVERSIDE DIVISION
DECEMBER 1, 2015**

To be received and placed on file:

The Committee on Physical Resources Planning met once during the 2014-2015 academic year.

Chair Luben discussed the UCR Physical Master Plan and the vision 2020 with the committee.

The committee also discussed the idea of a University Faculty Club. Chair Luben, J. Baldwin, Bill De Wolfe (Chair of the Faculty Relations Committee), and Bob Heath (original member of the UCR Faculty Club) met with Academic Senate Chair Jose Wudka. Their recommendation was that the Chancellor and the Office of Planning and Budget establish a committee to look at the future of the Faculty Club.

R. Luben, Chair
J. Allison
J. Baldwin
W. Grover
C. Hayashi
J. Isermann
M. Wrathall

**COMMITTEE ON PLANNING & BUDGET
ANNUAL REPORT TO THE RIVERSIDE DIVISION
December 1, 2015**

To be received and placed on file:

From September 1, 2014 to August 31, 2015, the Committee on Planning & Budget (P&B) met a total of 23 times, with an average meeting length of 2.5 hours. The Committee discussed and considered several business items from the campus and from Office of the President.

Campus level review subjects:

- P&B reviewed and supported FTE transfers for 3 faculty.
- Proposal to establish a Campbell Presidential Chair for Innovation in Science Education – P&B supported the proposal and prefaced its recommendation with a comment that Endowed and Presidential Chairs should be viewed as opportunities to expand the diversity of the faculty on the Riverside campus.
- Proposal to Establish an Endowed Dean’s Chair in the School of Medicine – The Committee reviewed the proposal and after consideration discussion, though generally supportive, P&B determined that it did not have enough information to cast a vote. The committee strongly encouraged resubmission of the proposal once the exact value of the land is known or once the property has been sold.
- Proposal to establish the Maimonides Endowed Chair in Jewish Studies - The Committee discussed and supported the proposal to establish a Maimonides Endowed Chair in Jewish Studies.
- Proposal and Reconsideration to establish a Logistics Team Presidential Chair in Supply Chain Management – P&B reviewed the additional material received for the proposal and a majority of P&B were in support. However, one member felt that the particular field of this endowment is not an appropriate placement of university funds nor a worthwhile position for the university to pursue.
- Proposal and Reconsideration to Establish the Wilbur W. Mayhew Endowed Chair in Geo-Ecology– During the first review, P&B was unable to support the proposal as submitted because of the ambiguity of the donor and donation process the Committee requests a letter of endorsement from the Mayhew family. Upon second review, the Committee voted in favor of the proposal, but expressed concerns regarding usage of the Wilbur Mayhew name, evidence of faculty consultation according to the *Endowed Chairs procedure and policies* and regarding anonymous donors, a suggested a change to the *Policies* to allow the Division Chair to be included in the process and given access to privileged information.
- Proposal to establish the Ted and Jo Dutton Endowed Presidential Chair for Education Policy and Politics in the Graduate School of Education - The Committee reviewed the proposal and was unable to support the proposal as submitted.
- Proposal to establish the A. Gary Anderson Family Foundation Presidential Chairs in Business Administration - The Committee discussed the proposal and a majority supported the proposal. However, one member felt that the particular field of this endowment is not an appropriate placement of university funds nor a worthwhile position for the university to pursue.

- Proposal to Establish a Master's of Science in Global Health (MS-GH) degree program at UCR – The Committee reviewed the proposal and was in unanimous support. The Committee recommended the proposal be revised to give more discussion to the kind of support to be provided for placement of graduates; and the suggestion that articulation agreements be sought with UCSF. And the proposal should include discussion of self-assessment methods and the suggestion that the SPP provide more detail on how the professional degree funds are going to be used (how much is predicted to come from the campus versus how much of the program costs will come from professional fees).
- Proposal for College Realignment – P&B voted to continue discussion and potentially formal review of a proposal to realign and merge the College of Humanities, Arts and Social Sciences with the College of Natural and Agricultural Sciences. P&B supported taking stock of the current structure and exploring improvement. They also discussed an alternate system similar to UCLA. They also expressed that if a formal review were undertaken, the Committee expects there to be significant faculty input into the proposal submitted for Systemwide and Divisional endorsement as well as a cogent rationale for embarking on the effort.

In addition, as part of the campus budget process, P&B met with various Deans and Vice Chancellors to discuss the specific college and school budget requests and the budget redesign. Recommendations were made with regard to budget priorities and input was given with regard to the budget redesign.

Respectfully Submitted,

David R. Cocker, Chemical/Environmental Engineering
 Iryna M. Ethell, Biomedical Sciences
 Christine W. Gailey, Anthropology
 Jerayr (John) Haleblan, Area of Management
 Tim Labor, Music
 Keh-Shin Lii, Statistics
 Roger L. Ransom, History
 Lisa Raphals, Comparative Literature & Foreign Languages
 David N. Reznick, Biology
 Richard Stouthamer, Entomology
 Mike Vanderwood, Graduate School of Education
 Kenneth Barish, Physics & Astronomy, Chair

**COMMITTEE ON PREPARATORY EDUCATION
ANNUAL REPORT TO THE DIVISION
DECEMBER 1, 2015**

To be received and placed on file:

The Committee on Preparatory Education met three times during the 2014-2015 academic year.

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

The Committee undertook its regular review of the Entry Level Writing Requirement (ELWR) program. The Director of the University Writing Program and Ex Officio of the Committee, John Briggs, provided the Committee with an overview of the program and presented a report documenting the outcomes of the program for the 2013-2014 academic year. The report documented that 54% of incoming freshmen at UCR had satisfied the ELWR and the other 46% placed in entry-level writing courses and the great majority of the latter made good progress during their freshmen year. The Committee voted unanimously to approve the report and it was reported on the Fall Division meeting agenda.

The Committee reviewed the membership charge of the Committee and a recommendation made by the Senate Chair to remove the Registrar from their role as an administrative representative to the Committee as the nature of the Registrar's functions no longer fall in the area of preparatory education. The Committee commented that the Registrar could always be invited to meetings in the future as a guest if their consultation was needed. The Committee unanimously voted to approve a change to the bylaws that would remove the Registrar as an administrative representative to the Committee.

The Committee reviewed another recommendation from the Senate Chair relating to the membership charge of the Committee to remove ex officio's voting privileges. The Committee questioned the rationale for this recommendation and invited the Senate Chair to attend the Committee's May 7, 2015 meeting to discuss his rationale for the recommendation. The Senate Chair discussed with the Committee his reasons for the recommendation which included a potential conflict of interest between administration and the faculty and the fact that ex officios on the Committee outnumber appointed faculty members. The Committee requested a report for the first meeting in Fall 2015 to include the Sturgis Parliamentary Procedures definition of an ex officio, the role of ex officios on Systemwide Committees, and language in Senate bylaws and regulations regarding the role of ex officios on committees before a decision is made.

The Committee reviewed the proposed amendments to Senate Bylaw 12.D.2, which would make the vice chairs of all standing Systemwide committees at-large members. The Committee voted to unanimously abstain from commenting on the proposed changes as they did not directly affect the Committee.

Coleen Macnamara, Chair
Kim Devlin
Bill Gary
Jacob Greenstein
Akula Venkatram
John Briggs, Ex Officio
Katie DeFea, Ex Officio
Peter Graham, Ex Officio
Michael McKibben, Ex Officio
Chinya Ravishankar, Ex Officio

Trelynd Bradley-Bowles, ASUCR Rep.

COMMITTEE ON PRIVILEGE AND TENURE
ANNUAL REPORT TO THE RIVERSIDE DIVISION
December 1, 2015

To be received and placed on file:

The primary function of the Committee on Privilege and Tenure is to consider grievances brought by members of the Academic Senate and disciplinary charges brought by the administration against members of the Academic Senate. Details of all grievances, charges, and cases are confidential. The Committee may also be asked to opine on proposed revisions to Bylaws and Regulations which may be related to the charge of the committee.

Following is a summary of Committee activities during the 2014-15 academic year:

- P&T received 5 grievance cases and completed the adjudication process on four, one of which was resolved by a Memorandum of Understanding between all parties without a formal hearing process. One case, in which a Hearing Committee was appointed, is still in the process of delivering its findings and recommendations.
- P&T received and reviewed one disciplinary case, which the Committee appointed a Hearing Committee and conducted a formal hearing. The Hearing Committee is attempting to deliver its findings and recommendations to all parties before the close of the academic year.
- Policy Recommendations considered by P&T include the following System-wide Reviews:
 - System-wide review of revisions to APM 080, Medical Separation.
 - System-wide review of the updated Presidential Policy on Sexual Harassment and Sexual Violence
 - System-wide review of proposed changes to SBL 128.D.2 to make vice chairs of all standing systemwide committee at-large members

Finally, the Committee on Privilege and Tenure thanks Professor Helen L. Henry, Professor David Crohn, and Professor Robert Rosenthal for accepting appointment and their subsequent service on ad hoc P&T Hearing Committees.

Respectfully submitted,

J. Bailey-Serres
K. Harris
J. Levin
M. Maduro
D. Malueg

M. Pianca
J. Sachs
S. Tiwari-Woodruff
S. Lonardi, Chair

**COMMITTEE ON RESEARCH
ANNUAL REPORT TO THE RIVERSIDE DIVISION
DECEMBER 1, 2015**

During the 2014-2015 academic year, the Committee on Research (CoR) met on seven occasions.

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

CoR discussed the proposed revisions to APM 330. The committee felt that the expectations were unclear and asked for further interpretation and clarification.

The committee reviewed the college merge proposal and was generally opposed to the idea of merging the colleges.

CoR reviewed and discussed the proposed amendments to Senate bylaw 182 – University Committee on International Education. The committee had no concerns with the amendments.

CoR reviewed the Doctoral Student Support report and was supportive of two of the options pertaining to NRST. However, the committee was concerned with the desire to bring in more Ph.D. students with the current struggle these students have finding jobs after completion of their degree. The intent of the option was not made clear in the report. The committee was in favor of offering multi-year student support and increasing stipends. However, due to the funding differences between graduate programs, found it impossible to generalize support for students. Likewise, the cost of living differences among campuses make it difficult to set stipends at the systemwide level. The committee was in favor of stipends and student support being determined by each campus. The committee agreed that a UC-wide online resource for graduate students to facilitate professional development and employment would be insufficient because of the various jobs and resources being offered in different areas. However, the committee offered the following alternate suggestions in regards to graduate student resources: 1) each local Career Center expands to include graduate students; 2) campuses create more opportunities for students to meet with potential employers (i.e. job fairs, conferences, etc.); 3) allocate sufficient graduate student travel grant funding so that each student is able to attend two conferences while they are working on their Ph.D. Also allow for more flexibility with travel funds so that funds are able to be carried over from year to year; 4) maintaining a database of alumni and their current place of employment may be useful to students who are looking for jobs. The committee admired the discussion of diversity proposals and agreed that reaching out to Cal State Universities is a step in the right direction. While the committee supported the idea, it is unclear how it will be achieved.

CoR discussed the CNAS teaching load policy. The committee felt that the policy formulation process should have included a lot more faculty input right from the start, instead of developing a draft policy statement and then asking for feedback. Thus, the committee suggests that the administration communicate their goals to the various departments in the college, then form an interdepartmental committee to draft a policy that meets those goals while also being as beneficial as possible for the faculty, students, and the college. It does not appear that this proposal was vetted by the college departments or the CNAS Executive Committee. The Committee also noted many concerns, but focused on those that largely affect research productivity and graduate education. Some of those items were: The current balance sheet approach failed to account for sabbatical or other leaves. Furthermore, the Committee noted errors in the data of the proposal. Sabbatical and other medical leaves were not counted

correctly and course buy-outs were being counted negatively. The Committee was extremely concerned by what was being proposed for IR/OR splits and questioned the legality given that OR funds are intended for supporting the experiment station mission rather than the IR mission. The Committee was troubled by the fact that the proposal devalues teaching courses with less than 100 students. Teaching these smaller courses still takes a substantial amount of the instructors' time, and these courses are crucial for the upper divisional mission and the training of graduate students. It is possible and even likely that it takes more faculty time and effort to teach a graduate course because it has to be current, i.e., it has to be extensively updated each time it is taught, and there is usually no TA support. Contrast this with a large and routine lower division course, which most instructors will have taught numerous times before, which usually requires much less updating, and for which there is extensive TA support. The Committee felt that the proposal did not give enough credit to graduate student mentoring or the teaching of 290 courses. Instead, the committee suggested that the number of graduate students each faculty member has should be counted. Mentoring graduate students effectively is often far more time consuming than teaching an undergraduate course, particularly for new graduate students. A good argument can also be made for giving credit for mentoring postdocs. Teaching Assistants are offered for the large undergraduate courses to help lighten the load of the instructor. It is extremely problematic that a faculty member is given more credit for supervising TA's than for training and supervising the people in their own lab. The Committee pointed out the chronic problem that UCR has had with obtaining fewer graduate students than considered optimal by UCOP, measured as a proportion of total students on campus. This proposal actively contradicts that goal of increasing UCR's percentage of graduate students by incentivizing the teaching of large, undergraduate courses, and disincentivizing the teaching of smaller but critical graduate level courses and mentoring of graduate students.

CoR discussed the draft guidelines for a pilot program to accept equity for access to university facilities or services. The committee agreed that the reporting structure was unclear and the chain of authority was not defined in the proposal. The committee was concerned about the liability of the university as it was not stated in the guidelines. Committee members questioned why systemwide guidelines are not being created first as it was agreed that local campus guidelines should be an altered version of approved systemwide guidelines.

CoR discussed APM 210-1-d, Review and Appraisal Committees. The committee agreed that the proposal lacked a clear definition of who is considered to be "diverse". Specifically, some racial, ethnic, gender, or other groups that might be considered diverse in one department or college may not be considered diverse in another. It was not clear to the committee whether diversity is being incentivized or equalized. The committee did not support the idea of diversity holding as much weight in the evaluation of a candidate's qualifications during academic personnel actions as the typical contributions in teaching and research. The committee felt that having diversity in a research group should not be equally as important as doing the research itself. Recognizing research on diversity should be raised as a separate issue. Diversity research needs to be defined in the proposal. The committee agreed that the issue of research on diversity receiving appropriate credit as valuable and legitimate research could be better handled as a memo to the department and the Committee on Academic Personnel.

The Committee on Research discussed the UC Policy on Copyright and Fair Use and had no concerns.

CoR's primary activity was to administer intramural grant competitions. CoR worked to clarify the wording of the Call for the intramural research grant programs it manages and to make the on-line application process clearer and less onerous.

Research grant applications received for 2015-2016 funding included: 313 Omnibus (198 Travel Only and 115 Research and Travel), 42 CoR, 18 Regents Faculty Development Award, and 21 Regents Faculty Fellowship.

Of the 198 Omnibus Travel Only applications, there were 19 applicants who received Regents or CoR Fellowship funds over \$5,000, which disqualified them from also receiving an Omnibus award. The committee awarded 179 Omnibus Travel Only awards at the level requested up to a maximum of \$1,300, resulting in a total of \$225,161.

Of the 115 Omnibus Research and Travel applications, there were 10 applicants who received Regents or CoR Fellowship funds over \$5,000, which disqualified them from also receiving an Omnibus award. The committee awarded 115 Omnibus Research and Travel awards at varying levels from \$1,300 to \$1,800 based on the score the proposal received, resulting in a total of \$174,460.

Omnibus awards were made to 313 faculty (198 Travel Only and 115 Research and Travel Awards). The total allocation was \$399,621 (\$225,161 Travel Only and \$174,460 Research and Travel Awards).

Committee on Research (CoR) Grants were awarded to 24 faculty. There were eight \$11,000 awards; eleven \$6,500 awards; and five \$4,500 awards for a total allocation of \$182,000. CoR Fellowships are intended to assist faculty to develop new research projects that could be funded extramurally. All tenured members of the Academic Senate are eligible to apply.

Regents Faculty Development Awards were awarded to 7 faculty. There were two \$9,000 awards and five \$6,000 awards for a total allocation of \$48,000. All Assistant Professors are eligible for this award. Regents Faculty Fellowships were awarded to 8 faculty. There were two \$9,000 awards; five \$6,000 awards; and one \$4,000 award for a total allocation of \$52,000. The Vice Chancellor for Research graciously supplemented the Academic Senate Regents Fellowship/Awards budget of \$67,015 by adding an additional \$21,000 of funding from his own budget so that CoR was able to fund two additional Regents Fellowships and one additional Regents Development Award.

Total Research funds awarded for 2015-16 was \$681,621. Following several years of declining funding, three years ago CoR was allocated an increase of 20% of available funds as compared to previous years. The committee thanks Senate Chair Wudka for continuing to make the increase to research funds a priority in his overall Senate budget.

Respectfully Submitted,

Michael Allen, Chair
Heidi Brayman Hackel
David Cocker
Luciana Dar
Kaustabh Ghosh
Yawen Jiao
Rebecca Kugel
Jeanie Lau
Tae-Hwy Lee
Jocelyn Millar

**COMMITTEE ON RULES AND JURISDICTION
ANNUAL REPORT TO THE RIVERSIDE DIVISION
December 1, 2015**

To be received and placed on file:

The Committee on Rules and Jurisdiction conducted its work via email and telephone. Following is a summary of Committee activities from September 1, 2014 to August 31, 2015.

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

Regulation 6 Campus Graduation Requirements (R6.13 & R6.14)

The proposed change would remove the General Education Concentration Options. The five year pilot period for the General Education Concentration Options expired at the end of Summer 2014. The Committee on Educational Policy (CEP) verified that no students are currently completing the program. Apparently the program was difficult to administer and students were averse to the additional workload. CEP did not find any support for continuing the program.

College of Engineering Breadth Requirements

The list of approved breadth classes for BCOE was seen as too restrictive. The newly approved structure provides a substantially greater range of options for our students, and allows them greater freedom to complement their technical backgrounds with coursework from both the humanities and the social sciences.

Policy for the Retention of Graded Materials

The Committee on Educational Policy (CEP) proposed a clear grading policy that specifies the responsibilities of the affected parties with regard to preserving evaluation materials in case an appeal is filed. Specifically, CEP proposed the following policy for the retention of evaluation materials.

Instructors and students are advised to preserve evaluation materials under their control at the end of an academic term for the duration of the period in which a grade appeal may be filed (ref. R5.1.1). Such materials include all assessments and records of performance that affect a student's course grade. Students should not expect instructors to preserve materials that are difficult to store, or that are not under the instructor's control, or for which students have been given a reasonable opportunity to obtain from the instructor. If an appeal is filed, instructors and students must preserve evaluation materials under their control until the appeal has been adjudicated.

Revision to Standards for the Dean's Honor List

The Committee on Scholarships and Honors reviewed proposed changes to Appendix 3A. These changes would amend the existing regulations to address challenges associated with undergraduate students enrolling in fewer average units per quarter, thereby undercutting graduation rates and time-to-graduation by increasing the minimum number of enrolled units.

Proposed changed to Bylaw 8.9 – Library, Information Technology & Scholarly Communication

The proposed changes are intended to clarify the purpose, membership and duties of the committee.

When the committee on Library and Scholarly Communication merged with the committee on Academic Computing and Information Technology, it was intended that members would formally change the committee's name. To finalize the committee merger, the committee voted to change its name to the committee on Library and Information Technology.

Proposed Changes to Charge of the Committee on Preparatory Education Membership Bylaw (8.24.1)

The Committee on Preparatory Education proposed that the Registrar be removed as an administrative representative to the Committee as the Registrar's functions no longer fall in the area of preparatory education. If an issue arises that needs the Registrar's consultation, they will be invited to attend a meeting as a guest.

Proposed Changes to Charge of the Committee on Committees Bylaw 8.8.2.1

The Committee on Committees proposed a change in composition to its membership to indicate that two members will be appointed from the College of Engineering, one member from the School of Business Administration or the Graduate School of Education, and one member from the School of Medicine or the School of Public Policy.

In addition, the proposed change indicates a specific time frame on the vacancy of a position.

Proposed Changes to Charge of the Committee on Academic Freedom Bylaw 8.3

The organizational changes are intended to clarify the purpose, membership and duties of the committee.

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

MSE Personnel Review Process

The committee on Rules and Jurisdiction reviewed the proposal from the Bourns College of Engineering to implement a special personnel review process for faculty hired to teach in the Material Science Engineering Program (MSE). The committee found the wording not to be consistent with the code of the Academic Senate and in violation with APM 160.

The committee on Rules and Jurisdiction suggested BCOE refer to the current procedures on page 37 of CALL concerning the solicitation of letters from other Departments/ Programs/ Institutes/ Centers.

Proposed Changes to Charge of the Committee on Diversity and Equal Opportunity Bylaw 8.6

The Committee on Diversity and Equal Opportunity proposed changes to their Bylaws intended to clarify the purpose, membership and duties of the committee.

The Committee on Rules and Jurisdiction considered the proposed bylaw change for the Senate Committee on Diversity and Equal Opportunity and found the words "continuous surveillance" in 8.6.3 A not to be consistent with or conducive to the preamble of APM 015 (faculty code of conduct) which states the following:

"The University seeks to provide and sustain an environment conducive to sharing, extending, and critically examining knowledge and values, and to furthering the search for wisdom."

By a vote of +0-3-0, the Committee on Rules and jurisdiction did not support the proposed change and further recommended eliminating duty A and incorporating the preexisting phrase

“at its discretion, makes recommendations for improvement in specific practices and general policy” within the body of duty D.

In addition to the above, the Committee is often asked to respond to informal requests from members, officers, or committees of the Division for information regarding the Code of the Academic Senate or the legislation of the Division. To that end, the Committee responded to the following requests for advice or ruling:

Bylaw 55 concerning voting rights for Assistant Professors

The Committee on Rules and Jurisdiction received an inquiry as to whether or not a department may split their class of Assistant Professors into two groups. It was suggested that voting rights may be extended to Assistant Professors with three or more years at the rank and Assistant Professors with less than three years at the rank would be eligible to provide an advisory vote.

The Committee on Rules and Jurisdiction considered the inquiry and advised that the wording of Bylaw 55 is vague enough that it would not prohibit splitting the class of Assistant Professors if the department agreed to pursue this path. However, there was concern expressed with establishing a precedent for such a procedure.

Instructor of Record

The Committee on Rules and Jurisdiction received a request to provide UCR’s official definition of “instructor of record.” The Committee considered the inquiry and stated the following:

As listed in the University’s official records and communications, Regulation 739 indirectly defines 'instructor of record' as the 'officer of instruction'.

739. A curricular offering is a University course of instruction only if it is approved by an agency of the Academic Senate for presentation by an officer of instruction in accordance with Regulation 750(A), and is under the jurisdiction of an academic agency approved by The Regents.

R. Williams, Chair
Z. Ran
P. Gorecki, Secretary Parliamentarian

**COMMITTEE ON SCHOLARSHIPS AND HONORS
ANNUAL REPORT TO THE DIVISION
DECEMBER 1, 2015**

To be received and placed on file:

The Committee on Scholarships and Honors met once during the 2014-2015 academic year and discussed other matters electronically.

The committee discussed the award nomination process and discussed better practices for future years. It was agreed that students would only require a minimum of one nomination from a faculty member, and that all student nominations must be accompanied by a list of their accomplishments.

The Committee on Scholarships and Honors received a request from the Vice Provost for Undergraduate Education and Deans of Colleges with undergraduate programs to review the criteria for the Deans Honors List. The proposed bylaw change would change the requirements for the Deans Honors List to a minimum of 15 enrolled units, of which 12 or more are graded with a GPA of 3.5 or higher, with no grade of NC or I (incomplete). The Committee on Scholarships and Honors reviewed the proposed revision to Appendix 3A regarding the Dean's Honor List. The Committee unanimously agreed that keeping the present Dean's Honor List and Chancellor's Honor List Standards is in the best interest of the students.

The committee oversaw the nomination process and selection for the Chancellor's Awards for Excellence in Undergraduate Research and Creative Achievement. Five valid nominations were received for the faculty awards and seven valid nominations were received for the student awards. The committee submitted to the Division the nominations of Professor Eugene Nothnagel, from the Department of Botany and Plant Sciences, and Professor Joel Sachs, from the Department of Biology for the 2014-2015 faculty Chancellor's award. The nominations were approved at the May 19, 2015 meeting of the Riverside Division of the Academic Senate, at which time Professors Nothnagel and Sachs were presented with their awards. The committee selected Elma Frias, from the Department of Chemistry, and Nicole De Silva, from the Department of History, as the student recipients of the 2014-2015 Chancellor's award.

D. Morikis, Chair
R. Budasz
T. Higham
J. Jang
Y. Li
K. Sweeny
I. Wheeldon
Y. Ye
J. Aguilar, Director of Student Financial Aid (ex-officio)
J. Sandoval, Vice Chancellor, Student Affairs (ex-officio)
F. Escobedo, ASUCR Student Representative

**Undergraduate Admissions Committee
Annual Report to the Riverside Division
December 1, 2015**

To be received and placed on file:

The Undergraduate Admissions Committee (UAC) met 12 times during the 2014-2015 academic year.

The Riverside Division of the Undergraduate Admissions Committee was represented on the Systemwide Board of Admissions and Relations with Schools (BOARS) by Katie DeFea, Chair of the Undergraduate Admissions Committee. BOARS held 10 6-hour meetings during the 2014-2015 academic year. Chair DeFea updated the Committee members at each meeting as to the issues discussed at the Systemwide level. In addition, Chair DeFea represented the UAC on Executive Council and served as an ex officio on the Committee on Preparatory Education.

An UAC subcommittee was established to discuss the potential for the implementation of a proposed methodology of a single-score holistic admission review process in anticipation of UCR reaching an admission rate below 50%. Chair Katie DeFea and UAC members Eddie Comeaux and Juliette Levy as well as Committee on Preparatory Education member Akula Venkatram served on this subcommittee. The Subcommittee met 3 times and evaluated the 14 criteria for holistic review provided by BOARS and studied the “best practices” provided by 3 other UC campuses currently using holistic review for admissions. After reviewing a sample set of applications from the 2013 admitted cohorts, the Subcommittee agreed that the information available on the current Systemwide application is insufficient to accurately assess the 14 criteria. Chair DeFea presented to BOARS an argument for modifying the current application to better reveal information about non-cognitive factors. This suggestion is currently being discussed by the UCOP Office of Admissions.

After reviewing the data from past years cohorts, the Subcommittee did conclude that the quality of UCR’s admitted pool of students has steadily increased, as demonstrated by an increase in the average UCR GPA and retention rate, and a decrease in the percentage of students on academic probation all the while maintaining one of the most diverse student body populations in the UC system. Thus, the Subcommittee opined that UCR should opt out of holistic review at this time, and continue with the current system of admissions. The Committee unanimously agreed with the Subcommittee’s conclusion and submitted a letter to BOARS requesting that UCR opt out of holistic review. The subcommittee also discussed the value of and potential methods to measure extracurricular activities and other non-cognitive factors using the current applications. Professors DeFea, Comeaux and Levy performed a mock holistic review on student applications from the last few academic years’ cohorts. These preliminary reviews suggested that demonstration of dedication to academically oriented extracurricular activities and/or leadership in student government athletics or community service might predict higher GPA at UCR; however, the study did not provide any overwhelming factors to predict academic success. The Committee also concluded that the quality of activities participated in by students influenced student success over the quantity of activities participated in and recommended that a study be conducted on a larger sample of applications to obtain a more decisive result and assist the

Committee with further addressing the issue. The Office of Admissions is currently assisting the Committee with gathering and analyzing data that will be reported to the Committee in the academic year 2015-2016 for review.

Additional actions undertaken by the Committee during the academic year were the following:

- The Committee reviewed whether the bump that is awarded to students' GPAs for honors/AP/IB courses is justified. The Committee reviewed data to determine if students who were awarded the bump had a higher success rate than those who did not receive the bump. After reviewing the data, the Committee concluded that the completion of honors/AP/IB courses is not a predictor of success at UCR and that the bump could be considered excessive. The Chair reported this sentiment to BOARS.
- The Committee reviewed and discussed a proposed automatic admissions appeals process that was developed by an Office of the President focus group, which would allow for students who were denied admission to a UC campus, but admitted at a comparable university to appeal the UC admissions decision and be admitted to the UC campus they applied to. The Committee opined that the proposal would devalue the UC admissions process as it would give precedence to other universities' admissions requirements. Through Executive Council the Committee sent a memo to the UCR Chancellor stating their opposition to the proposal.
- The Committee submitted a report to BOARS documenting that UCR had met the compare favorably guidelines and concluded that nonresident students' performance compared favorably to resident students. This report is submitted annually to BOARS to document that UCR does not admit nonresident students that perform at a lower level than California resident students as a justification to accept nonresidents over residents to the UC System.
- The Committee approved an editorial change to the Admissions by Exception (AxE) guidelines to correct contradictory language. The guidelines included wording for the minimum academic requirements for consideration by AxE for transfer students, which stated that one transferrable math course is required and intermediate algebra is listed as an option. However, intermediate algebra is not a transferable math course at UCR. The Committee unanimously voted to remove the intermediate algebra requirement from the guidelines.
- In response to BOARS efforts to streamline and strengthen transfer pathways in the UC System, the Committee discussed transfer pathways at UCR and how departments on campus could work to streamline their requirements with those at other campuses. Before UAC could send a memo to departments, UCOP tasked UC administration on campuses to examine transfer admissions pathways. The Committee was tasked with vetting lists of faculty submitted by the VPUE for inclusion on the different pathways teams.

- The Committee discussed the new standards for science education, which require students to take 4 years of high school science with the addition of earth science and engineering courses to the already approved physical and life science courses. In response to the new standards there is a push for the A-G requirement D for laboratory sciences to be expanded to include earth science and the C requirement to be expanded to include computer science. The Committee opined in favor of these actions and the Chair reported this sentiment to BOARS.
- The Committee was invited to attend a breakfast with local high school principals and counselors hosted by the Office of Undergraduate Admissions on May 19, 2015 and was given the chance to review the list of invitees and suggest additional participants. The Committee drafted a list of discussion questions and established the following topics for focus groups: student's perception of UCR, issue of GPA bump for AP courses, and what non cognitive factors are key for students. A UAC member was assigned to each focus group as a moderator to lead discussions on the topics. The event was a success and provided many informative take aways for the Committee's discussions on admissions policy and issues for the Office of Undergraduate Admissions to address.
- The Committee discussed the new AP capstone program that would require high school students to take 4 AP courses in different disciplines and complete a final capstone project. The Committee opined that they were not in favor of awarding credit for the capstone as it had the potential to award too much credit for AP courses that would exceed the CAP. The Chair reported this sentiment to BOARS.
- The Committee reviewed and unanimously approved the proposed changes to the transfer requirements for the Mathematics and Geology Majors.

Kathryn DeFea, Chair
 Eddie Comeaux
 Juliette Levy
 Mindy Marks
 Bahram Mobasher
 Marko Princevac
 Wendy Saltzman
 Jim Sandoval, Ex Officio
 Delaynie Koenig, ASUCR Representative

**COMMITTEE ON UNIVERSITY EXTENSION
ANNUAL REPORT TO THE RIVERSIDE DIVISION
DECEMBER 1, 2015**

To be received and placed on file:

The Committee on University Extension met twice this Academic Year and conducted a virtual meeting through iLearn and email in July. In the 2014-2015 academic year the Committee examined and approved 337 course and instructor proposals in the X 300-400 series and 25 course and instructor proposals in the X 1-200 series. The Committee also approved 5 programs for extension certificates and diplomas.

The Committee reviewed the proposed changes to Senate Bylaw 182 to the University Committee on International Education's charge that would allow for increased oversight of the areas of international research agreements, scholars, and students. The Committee unanimously voted to support the proposed changes.

The Committee would like to commend University Extension for their continuing efforts to expand offerings in new directions, and for the high quality of all programs. University Extension has developed a number of very innovative programs this year, and the quality of instructors continues to be excellent. The Committee would like to thank the Dean of University Extension, Sharon Duffy, and University Extension Academic Services Coordinator Linda Coco for an excellent job in presenting the best candidates for review and approval by the Academic Senate Committee on University Extension and for promptly provide additional information for proposal as requested by the Committee.

The Committee would also like to thank Committee Analyst Beth Beatty whose efforts have ensured that the Committee was able to conduct its business in an effective manner.

Indridi Indridason, Chair
Ian Dicke
Isgouhi Kaloshian
Suk-Won (Thomas) Kim
Michel Lapidus
Wenwan Zhong
Nichole Ginnan, ASUCR Representative
Colette King, GSA Representative

**EXECUTIVE COMMITTEE
COLLEGE OF ENGINEERING
ANNUAL REPORT TO THE RIVERSIDE DIVISION**

December 1, 2015

To be received and placed on file:

The Executive Committee of the College of Engineering met 9 times during the 2014-15 academic year.

1. Course proposals

New - 6 Changes - 32 Restore - 1 Deletions - 1

2. Programs

- The Executive Committee received:
 - Proposed change to the Computer Science & Engineering undergraduate requirements change
 - Proposed change to the Materials Science & Engineering Undergraduate Program
 - Proposed change to the Electrical Engineering Undergraduate Program
 - Proposed change to the Computer Engineering Undergraduate Program

3. Regulations and Bylaws

- The Executive Committee received:
 - Revisions to APM - 330, Specialist Series
 - Revisions to APM - 080, Medical Separation
 - System-wide Review: Doctoral Student Support Proposals and Recommendations
 - Revisions to Appendix 3A – Dean’s Honor List
 - Student Proposal for Gender Studies Breadth Requirements
 - Proposed Open Access Policy
 - Proposed Amendments to SR 682
 - WAC Internal UPR Action Implementation Plan
 - Proposal on Retention of Graded Materials
 - Pilot Program to accept equity for access to University Facilities or Services
 - Proposed Amendments to Senate Bylaw 182 – University Committee on International Education
 - Review of Climate, Equity & Discrimination Task Force Report
 - Revisions to APM 080 - Faculty Welfare, Privilege & Tenure and the College Executive Committees
 - Revisions to APM360 – Librarian Series
 - Revisions to APM 210 – Instructions to Review Committees
 - Final Revisions on UC Policy on Copyright and Fair Use
 - Organizational Redesign: Safety, Diversity, Risk and Compliance
 - Revisions to APM - 210-1-d, Review and Appraisal Committees

4. Student Petitions

- Darios Beladi – BIEN student – post humus degree
- Kathleen Uribe – ME student – certificate of attendance

5. Degrees awarded

<u>41</u> B.S. end of Fall 2014	<u>319</u> B.S. end of Spring 2015
<u>52</u> B.S. end of Winter 2015	<u>37</u> B.S. end of Summer 2015

<u>Honors at Graduation</u>	<u>Honors</u>	<u>High Honors</u>	<u>Highest Honors</u>
Fall 2014	---	---	---
Winter 2015	2	---	---
Spring 2015	46	19	9

Students on Probation and Subject to Dismissal

	<u>Fall 2014</u>	<u>Winter 2015</u>	<u>Spring 2015</u>
Academic Probation	262	287	26
Dismissal	13		

6. Other

UCR Targets of Excellence – Feedback requested

2013-14 Executive Committee:

Akula Venkatram, Chair
 Guanshui Xu (ME)
 Iulian Neamtiu (CSE)
 Jianzhong Wu (CEE)
 Hyle Park (BIEN)
 Amit Roy-Chowdhury (EE)
 Alex Balandin (Member @ Large)

Russell Perry, Student Representative
 Reza Abbaschian, Dean, *Ex officio*
 Mark Matsumoto, Associate Dean, *Ex officio*
 Chinya Ravishankar, Associate Dean, *Ex officio*
 Rod Smith, Manager, Student Affairs
 Eilene Montoya, Staff

NEW	CHANGE	RESTORE	DELETE
CEE 136	BIEN 010	ENVE 140	EE 175C
EE 123V	BIEN 105		
EE 153V	BIEN 110		
EE 155V	BIEN 120		
ENGR 160V	BIEN 125		
MSE 197	BIEN 130		
	BIEN 130L		
	BIEN 135		
	BIEN 140		
	BIEN 155		
	BIEN 165		
	BIEN 175A		
	CEE 140A		
	CS 010		
	CS 012		
	EE 003		
	EE 004		
	EE 111		
	EE 123		
	EE 153		
	EE 155		
	EE 175A		
	EE 175B		
	ENGR 160		
	ENVE 120		
	ENVE 121		
	ENVE 133		
	ME 002		
	ME 003		
	ME 004		
	ME 009		
	ME 176		

	VENKATRAM	PARK	WU	XU	NEAMTIU	ROY CHOWDHURY	ABBASCHIAN	RAVISHANKAR	MATSUMOTO
10/09/14	X	X	X	X	---	X	X	X	X
11/12/14	X	X	X	X	X	A	A	A	A
11/18/14	X	X	A	X	X	X	X	X	X
01/08/15	A	X	X	X	X	X	A	A	X
02/02/15	X	A	A	A	A	X	X	X	X
02/18/15	X	X	X	A	X	A	X	X	A
03/18/15	X	X	A	X	X	X	A	X	A
04/06/15	X	X	X	X	X	X	X	X	X
05/18/15	X	X	X	X	X	X	X	X	X

!

X = present A = Absent

EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
ANNUAL REPORT TO THE RIVERSIDE DIVISION

December 1, 2015

To be received and placed on file:

The Executive Committee of the College of Humanities, Arts, and Social Sciences met 8 times during the 2014-15 academic year.

1. Course Proposals

New courses	55	Courses changed	254
New E-Z segments	2	Courses deleted	15
Professional courses	1	Courses restored	0

2. Majors

The Faculty approved the following new majors: Gender and Sexuality Studies—BS in Sustainability Studies

The Executive Committee approved changes in the following majors: Asian Studies; Creative Writing; Dance; Gender and Sexuality Studies; Global Studies; History; Liberal Studies; Political Science; Political Science/Administrative Studies; Political Science/International Affairs; Political Science/Law and Society (no changes—not sent to Senate); Political Science/Public Service; Public Policy; Sociology (BA); Sociology (BS); Sociology/Administrative Studies (BA); Sociology/Administrative Studies (BS); Sociology/Law and Society (BA); Sociology/Law and Society (BS); Theatre, Film & Digital Production.

The Executive Committee approved major-change criteria: NONE

3. Minors

The Faculty approved the following new minors: NONE

The Executive Committee approved changes in the following minors: Asian Studies; Creative Writing; Dance; Gender and Sexuality Studies; Political Science; Theatre, Film & Digital Production.

The Executive Committee approved a program minor name change: NONE

4. Program Reviews:

The Faculty approved the following new programs: NONE

5. Regulations and Bylaws

College

The committee approved the following new College regulation: NONE

The committee approved the following new College bylaw: NONE

The committee approved the following College regulation changes: NONE

The committee approved the following College bylaw changes: NONE

Campus

The committee approved the following Senate Regulation change to the Appendix of the Riverside Division—Appendix 3A—The Deans Honor List Standards.

The committee approved the following Senate Regulation change: Regulation 682.

The committee approved the following Senate Regulation change: R5.1.1—Policy

6. Executive Committee Business and Review

The committee reviewed APM 080—Medical Separation—Approved with inquiry.

The committee reviewed APM 330—Specialist Series—Provided comments.

The committee reviewed the Senate Doctoral Student Support Review Packet—Provided comments.

The committee reviewed the Proposed New Draft Open Access Policy—Provided comments.

The committee reviewed the Campus Review of TOE Guidelines—Approved with comments.

The committee reviewed APM Section 360—Librarian Series—Approved.

The committee reviewed APM Section 210-4—Instructions to Review Committees which Advise on the Appointment, Merit Increase, Promotion Career Status Actions for Members of Librarian Series—Approved.

The committee reviewed the Draft Guidelines for Pilot Program to Accept Equity for Access to University Facilities or Services—No comments.

The committee reviewed the Review of Climate, Equity & Discrimination Task Force Report—Provided comments.

The committee reviewed the Final Review APM 210-1-d—Review and Appraisal Committees—Provided comments.

The committee reviewed the Organizational Redesign: Safety, Diversity, Risk & Compliance—Provided comments.

The committee reviewed the Final Review: UC Policy on Copyright and Fair Use—Approved with comments.

The committee reviewed the Open-Access Policy as distributed 9/20/2012—Approved with comments.

The committee reviewed the Revision to Bylaw 182: University Committee on International Education—Sent back with comments.

7. Student Petitions

NONE

8. Scholarship Decisions

Degrees Awarded

B.A. end of Summer Session 2014	484
B.S. end of Summer Session 2014	36
B.A. end of Fall Quarter 2014	251
B.S. end of Fall Quarter 2014	16
B.A. end of Winter Quarter 2015	294
B.S. end of Winter Quarter 2015	23
B.A. end of Spring Quarter 2015	1354
B.S. end of Spring Quarter 2015	117

9. Students/Academic Action

	<u>Fall 2014</u>	<u>Winter 2015</u>	<u>Spring 2015</u>
Restored to good standing	594	578	524
Subject to dismissal	576	575	650
Dismissed	62	114	93
Reinstated/readmitted	185	86	165
Probation	500	455	514

10. <u>Honors at Graduation</u>	<u>Cum Laude</u>	<u>Magna Cum Laude</u>	<u>Summa Cum</u>
<u>Laude</u>			
Summer Session 2014	25	14	1
Fall Quarter 2014	13	7	8
Winter Quarter 2015	28	16	4
Spring Quarter 2015	146	58	29

Jennifer Doyle, Chair (2014 Fall and 2015 Winter)
 Jason Weems, Acting Chair (2015 Spring)

2014-15 Executive Committee:

Jennifer Doyle, English, Chair
 Christine Ward Gailey, Anthropology
 Sherine Hafez, Gender & Sexuality Studies
 Marta Hernandez Salvan, Latin American Studies
 Covadonga Lamar-Prieto, Linguistics
 Amanda Lucia, Religious Studies
 David Arthur Malueg, Economics
 Jennifer Najera, Ethnic Studies
 Jonathan Ritter, Music
 Jason Weems, History of Art

Ex Officio:

Jackie Jacoby, Undergraduate Student *ex-officio*
 Fernando Echeverria, Undergraduate Student *ex-officio*
 José Beruvides, Student Academic Affairs *ex-officio*
 Peter Graham, Associate Dean *ex-officio*
 Shaun Bowler, Associate Dean *ex-officio* (2014 Fall) and Interim Dean *ex-officio* (2015 Winter—
 2015 Summer)
 Katherine Kinney, Associate Dean *ex-officio*
 Stephen Cullenberg, Dean *ex-officio* (2014 Fall)

**EXECUTIVE COMMITTEE
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES
ANNUAL REPORT TO THE RIVERSIDE DIVISION
December 1, 2015**

To be received and placed on file:

The Executive Committee of the College of Natural and Agricultural Sciences met 13 times during the 2014-2015 academic year.

1. Course Proposals

New Courses:	13	Course Revisions:	19
Course Deletions	4	Course Restored:	2
New E-Z Segments	0	Professional courses:	22 Approved
Cross-listings	2		

2. Majors

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

Changes to existing major requirements approved:

- o Biochemistry
- o Entomology
- o Geology
- o Environmental Science
- o Math

3. Minors

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

4. Regulations and Bylaws

College

The Committee approved the following new College regulation: The	NONE
Committee approved the following new College bylaw:	NONE
The Committee approved the following College regulation changes: The	NONE
Committee approved the following College bylaw changes:	NONE

Campus

The Committee approved the following divisional regulation changes:

- 682
- APM 080
- CEP Policy on retention of graded materials
- UC Policy on Copyright and Fair Use

The Committee approved the following divisional bylaw changes: NONE

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

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

5. Other

The Committee expressed comments on the following:

- APM 80
- APM 330
- APM 190
- Bylaw 182
- TOE Guidelines-Approved
- Review of Student Proposal for Gender Studies Breadth Requirements
- Climate, Equity, and Discrimination Task Force Report-Approved
- Doctoral Student Support Proposals and Recommendations
- Finalized Review of Proposed Revision of the Dean’s Honor List Standards

6. Scholarship Decisions

A. Degrees Awarded

B.A. degrees end of Summer 2014	11
B.S. degrees end of Summer 2014	95
B.A. degrees end of Fall 2014	13
B.S. degrees end of Fall 2014	89
B.A. degrees end of Winter 2015	10
B.S. degrees end of Winter 2015	110
B.A. degrees end of Spring 2015	576
B.S. degrees end of Spring 2015	29

<u>Honors</u>	<u>High Honors</u>	<u>Highest Honors</u>
195	90	40

B. Students on Probation and Subject to Dismissal

	Fall 2014	Winter 2015	Spring 2015
Probation & Continued Probation	286	283	304
Subject to Dismissal	190	176	195
Cont'd Subject to Dismissal	72	95	137
Dismissed	16	0	37

2014-2015 Executive Committee Members:

Gillian Wilson, Chair
Stephen Spindler, Biochemistry
Daphne Fairbairn, Biology
Thomas Girke, Botany/Plant Sciences
Eric Chronister, Chemistry
Gordon Love, Earth Sciences
John Trumble, Entomology
Ariel Dinar, Environmental Sciences
Fred Wilhelm, Mathematics
James Baldwin, Nematology
Jeffrey Bachant, Cell Biology & Neuroscience
Allen Mills, Physics
Howard Judelson, Plant Pathology
Xinping Cui, Statistics

**EXECUTIVE COMMITTEE
GRADUATE SCHOOL OF EDUCATION
ANNUAL REPORT TO THE RIVERSIDE DIVISION
DECEMBER 1, 2015**

To be received and placed on file:

The Executive Committee of the Graduate School of Education met formally eight times during 2014-2015 AY.

Degrees and credentials awarded:

Credential Name	Subject/Emphasis	Univ. Intern	Preliminary
Educ. Specialist	Mild/Moderate	0	2
	Moderate/Severe	1	3
	Mild/Moderate & Moderate/Severe	0	6
Multiple Subject		0	18
Single Subject	BCLAD Spanish	0	12
	Biological Science	0	3
	Chemistry	1	3
	English	0	14
	Foundational Math	0	4
	General Science	0	1
	Mathematics	0	6
	GeoScience	0	0
	Physics	0	0
	Social Science	0	6
World Languages	0	8	

M.Ed General Education Teaching Emphasis 70

Non-degree Teaching Credential Program Completers 18

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

Subtotals **88**

M.Ed. 2014 - 2015 13

MA 2014- 2015 10

Ph.D. 2014 - 2015 14

Subtotals **37**

Total **125**

2014-2015
GSOE Selected
Highlights:

- Professor Jan Blacher agreed to serve as Faculty Chair for the FY 2015/16 year; Bob Ream will be Chair of the Teacher Education Committee; Lee Swanson will be Chair of the Graduate Advisory Committee in winter/spring, 2015/16, with John Wills serving as Chair during fall, 2015.
- Professor Keith Widaman agreed to serve as the Associate Dean during FY 2015/16.
- Successful recruitment of Professors Cassandra Guarino, Educational Psychology, and Austin Johnson, School Psychology, during academic year 2014-15.
- Professor Robert Ream, Associate Professor, will return to the faculty from his position the Spencer Foundation in Chicago, fall 2015.
- Professor Melanie Sperling and Professor Douglas Mitchell retired as of June 30, 2015. Both are recalled as Professors of the Graduate Division.
- GSOE had considerable representation at the 2014 American Educational Research Association (AERA) Annual Meeting, the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, the Council for Exceptional Children, and at the American Psychological Association.
- GSOE was reviewed by the Graduate Council.
- GSOE moved to offer multi-year packages for incoming doctoral students.
- A new Development Director (Clyde Derrick) for the GSOE was hired and will begin 2015/16.

Executive Committee Members, 2015- 2016:

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

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

EXECUTIVE COMMITTEE
SCHOOL OF BUSINESS ADMINISTRATION
ANNUAL REPORT TO THE RIVERSIDE DIVISION
December 1, 2015

The Executive Committee of the School of Business Administration met three times during the 2014-2015 academic year and conducted electronic meeting on numerous occasions.

1. Scholarship Decisions

A. Degrees Awarded

Master of Business Administration

Summer Session 2014	1
Fall Quarter 2014	1
Winter Quarter 2015	7
<u>Spring Quarter 2015</u>	<u>72</u>
Total	81

Master of Business Administration, Flex MBA

Winter Quarter 2015	1
Spring Quarter 2015	1

Master of Professional Accountancy

Spring Quarter 2015	35
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Master of Finance

Spring Quarter 2015	38
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Master of Arts, Management

Fall Quarter 2014	1
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Bachelor of Science in Business Administration

Summer Session 2014	0
Fall Quarter 2014	3
Winter Quarter 2015	0
<u>Spring Quarter 2015</u>	<u>5</u>
Total	8

B. Students on Probation, 2014-2015

Master of Business Administration

Subject to dismissal	15 (includes those actually dismissed)
Dismissed	2

<i>Master of Business Administration, Flex MBA</i>	
Subject to dismissal	16 (includes those actually dismissed)
Dismissed	3
<i>Master of Professional Accountancy</i>	
Subject to dismissal	0
Dismissed	0
<i>Master of Finance</i>	
Subject to dismissal	1
Dismissed	0
<i>PhD in Management</i>	
Subject to dismissal	0
<i>Bachelor of Science in Business Administration</i>	
Subject to dismissal	14F - 11 15W - 16 15S - 18
Dismissed	14F - 0 15W - 4 15S - 4

2. Courses and Curriculum

A. Courses: Management

i. New courses 0

1. Management:

2. Business Administration: 2

a. BUS 170 Financial Statement Valuation

b. BUS 150 Corporate Strategic Analysis in Multi-Business Firms

ii. Course revisions

1. Management: 1

a. MGT 212 Application of Behavioral Economics to Management, Decision-Making, and Policy

2. Business Administration: 1

a. BUS 132 Foundation of Finance

b. BUS 149 Advanced Topics in Management and Decision-Making

iii. Course deletions

1. Management: 0

2. Business Administration: 0

2015-16 Executive Committee

Elected Members:

Peter Chung (Chair) 2015-2017

Barry Mishra (ACCT) 2015-2017

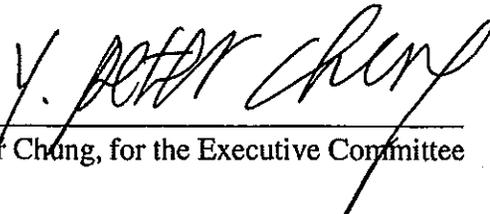
John Haleblan (MGT) 2015-2017

Richard Smith (FIN) 2015-2017

Mohsen El Hafsi (OSCM) 2014-2016

Yunzeng Wang (Dean - ex-officio member)

Rami Zwick (Associate Dean – non-voting ex-officio member)



Peter Chung, for the Executive Committee

School of Medicine
Annual Report to the Division
December 1, 2015
To be received and placed on File

The School of Medicine conducted 8 formal meetings during the 2014-2015 academic year. Additional business was conducted via email. The following items were considered (some on multiple occasions):

General FEC business

- 1) Ran election of Health sciences Clinical Faculty members of FEC
- 2) Collected conflict of interest statements from committees reporting to FEC
- 3) Reaffirmed conflict of interest statement of FEC and forwarded to Senate

Education and curriculum

- 4) Discussed curriculum block and thread coordinator duties and forwarded to medical education committee
- 5) Approval of changes to composition of graduate advisory committee
- 6) Discussed formalizing duties of Chair of Medical Education Committee
- 7) Appointment of Medical School admissions committee: Added two new members Drs. Millard and Gilbert
- 8) Approved MD-PhD in Biomedical Sciences
- 9) Discussed and approved a proposal for "early admission program invitation" intended to designed to attract, recruit and retain some of our best Haider applicants for the UCR SOM.

Division requests

- 10) Reviewed final whistle blower protection policy
- 11) Commented on proposed changes to APM-080
- 12) Commented on proposed revision to APM 330
- 13) Commented on campus proposed revision to Appendix 3A - Deans' Honor List
- 14) Considered one student petition
- 15) Commented on Doctoral Student Support Proposals and Recommendations
- 16) Considered Student Proposal for Gender Studies Breadth Requirement*
- 17) Commented on Proposed New UC Policy on Open Access*
- 18) Commented on Request for systemwide review of proposed amendments to SR 682 (under "Residence and Length of Study)
- 19) Responded to letter from Chair Wudka re involvement in decision-making processes as regards this period of growth on campus*
- 20) Reviewed CEP policy on Retention of Graded Materials
- 21) Reviewed and discussed proposed revisions to PAM-360 Librarian Series and 210-4 Instructions to Review Committees
- 22) Discussed and approved changes to Health Sciences Compensation Plan Implementing Procedures
- 23) Reviewed proposed revisions to the UC Policy on Copyright and Fair Use

Other SOM business

- 24) Voted on voluntary Clinical faculty appointments
- 25) Discussed Clarification of Process for executive dean search, search committee membership, and involvement of the faculty in the process and communication of same to faculty.
- 26) Discussed problems with advertising of clinical faculty openings in clinical journals

- 27) Discussed enforcement of reporting to FEC by staff, space committee and staff hiring committee
- 28) Discussed and prepared various documents required for LCME visit that occurred February 22-25 2015
- 29) Discussed outcome of the LCME visit (SOM received continued provisional accreditation)

Ameae Walker, chair 9/1/2014 to 12/31/2014

Paul Lyons, Vice Chair

Ilhem Messaoudi Interim Chair 2/1/2015- 8/31/2015

Monica Carson

Devin Binder

Christian Lytle

Emma Wilson

Greer Sullivan

Hamilton Chen (Non-senate clinical)

Maegen Dupper (Non-senate clinical)

Phyllis Guze *ex officio*

G Richard Olds *ex officio*

EXECUTIVE COMMITTEE
SCHOOL OF PUBLIC POLICY
ANNUAL REPORT TO THE RIVERSIDE DIVISION

December 1, 2015

The Executive Committee of the School of Public Policy (SPP) met 4 times during the 2014-2015 academic year and conducted electronic meetings on numerous occasions.

1. Course Proposals

A. New Courses Approved:

- i. PBPL 200: Introduction to policy analysis
- ii. PBPL 202: Policy institutions and processes
- iii. PBPL 204: Regional policy-making across administrative jurisdictions
- iv. PBPL 206: State governments as laboratories of change
- v. PBPL 210: Quantitative methods for public policy analysis
- vi. PBPL 212: Qualitative social science methods
- vii. PBPL 214: Applied microeconomics for public policy
- viii. PBPL 216: Public management and leadership
- ix. PBPL 222: Ethics, professionalism, and the normative bases of public policies

2. Programs

A. New Program: Master's of Public Policy (MPP)

3. Other

A. Faculty Hires:

- i. Bruce Link: Target of Excellence Hire (joint appointee). Appointed as Distinguished Professor in the School of Public Policy (50%) and the Department of Sociology (50%).
- ii. Cassandra Guarino: Successful recruitment of Full Professor (joint appointee) with the Graduate School of Education (50%) and the SPP (50%).
- iii. David Brady: Target of Excellence Hire. Appointed as a Full Professor at 100% time with the SPP.
- iv. Qingfang Wang: Successful recruitment of Associate Professor at 100% time with the SPP.

2014-15 Executive Committee:

Kurt Schwabe, School of Public Policy (Chair)
Juliann Allison, Gender & Sexuality Studies and School of Public Policy
Ken Baerenklau, School of Public Policy
David Biggs, History and School of Public Policy
Ariel Dinar, School of Public Policy

**THE GRADUATE DIVISION AND EXECUTIVE
COMMITTEES OF THE COLLEGES
REPORT TO THE DIVISION
DECEMBER 1, 2015**

To be received and placed on file:

Reports of Degrees Awarded - Winter 2015

Bourns College of Engineering	
Bachelor of Science:	52
College of Humanities, Arts and Social Sciences	
Bachelor of Arts:	294
Bachelor of Science:	23
College of Natural and Agricultural Sciences	
Bachelor of Arts:	10
Bachelor of Science:	110
School of Business Administration	
Bachelor of Science:	93

Report of Degrees Awarded – Spring 2015

Bourns College of Engineering	
Bachelor of Science:	319
College of Humanities, Arts and Social Sciences	
Bachelor of Arts:	1354
Bachelor of Science:	117
College of Natural and Agricultural Sciences	
Bachelor of Arts:	29
Bachelor of Science:	576
School of Business Administration	
Bachelor of Science:	378
Graduate Division	
Master of Arts:	47
Master of Business Administration:	105
Master of Education:	8
Master of Finance	38
Master of Fine Arts:	24
Master of Professional Accountancy	35
Master of Science:	62
Doctor of Philosophy:	79

Report of Degrees Awarded – Summer 2015

Graduate Division

Master of Arts:	6
Master of Business Administration:	1
Master of Education:	65
Master of Fine Arts:.....	5
Master of Science:	21
Doctor of Philosophy:.....	55

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

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

**Committee on Courses
Report to the Riverside Division
December 1, 2015**

To be received and placed on file:

The Committee on Courses has approved the following courses.

<u>Action:</u>	<u>Course:</u>	<u>Title:</u>	<u>Course Renumbered:</u>
Undergraduate Courses:			
NEW	ANTH 127 S	Political Anthropology (4)	
NEW	ANTH 130	Ancient Pottery Analysis (4)	
NEW	ANTH 175	Public Health, Media, and Risk Management (4)	
NEW	CHN 112	Asian Philosophy (4)	
NEW	CPLT 070	Introduction to African Literature (4)	
NEW	EE 111	Digital and Analog Signals and Systems (4)	
NEW	EE 123 V	Power Electronics (4)	
NEW	EE 153 V	Electric Drives (4)	
NEW	EE 155 V	Power System Analysis (4)	
NEW	ENGL 127 C	American Poetry: Later Twentieth Century to the Present (4)	
NEW	ENGR 160 V	Introduction to Engineering Optimization Techniques (4)	
NEW	ETST 128 S	Chicano Sociology (5)	
NEW	GEO 004 V	Natural Hazards and Disasters (4)	
NEW	HISE 119 (E-Z)	Topics in Ancient History (4)	
NEW	HISE 119 E	Topics in Ancient History (4) War in the Ancient Greek World	
NEW	HISE 119 F	Topics in Ancient History (4) War in the Ancient Roman World	
NEW	MCS 113	Silent Cinema: Practice and Culture (4)	MCS 110E
NEW	ME 175 D	Technological Entrepreneurship (4)	
NEW	MUS 185	Arts, Management, and Community (4)	
NEW	MUS 185 S	Arts, Management, and Community (4)	
NEW	PBPL 155	Women's Labor and the Economy (4)	
NEW	PHYS 142 W	Advanced Physics Laboratory (5)	
NEW	SOC 010	The Sociological Imagination (4)	
NEW	SOC 112 S	Sociology of the Labor Movement (5)	
NEW	SOC 121 S	Sociology of the 1960's (5)	
NEW	SOC 128 S	Chicano Sociology (5)	
NEW	SOC 136 S	Asian Americans (5)	
NEW	TFDP 050 S	Public Speaking (4)	
NEW	TFDP 177	Staging the Middle East (4)	TFDP 191J
NEW	TFDP 177 S	Staging the Middle East (4)	
NEW	TFDP 185	Arts, Management, and Community (4)	
NEW	TFDP 185 S	Arts, Management, and Community (4)	
DELETE	ANTH 004	World Civilizations (4)	
DELETE	ANTH 104	Human Social Organization (4)	
DELETE	ANTH 114 A	Lithic Technology I (4)	
DELETE	ANTH 114 B	Lithic Technology II (4)	
DELETE	ANTH 114 C	Lithic Analysis (4)	
DELETE	ANTH 116	Dating Methods in Archaeology and Paleoanthropology (4)	
DELETE	ANTH 117 A	History of Old World Archaeology (4)	
DELETE	ANTH 117 B	History of New World Archaeology (4)	
DELETE	ANTH 129	Human Evolutionary Ecology (4)	
DELETE	ANTH 144	Hunters and Gatherers (4)	
DELETE	ANTH 161	Indigenous People and the State in Latin America (4)	
DELETE	ANTH 164	Gender and Development in Latin America (4)	
DELETE	ANTH 165	Cognitive Anthropology (4)	
DELETE	ANTH 175 A	Anthropological Research: Basic Techniques (4)	
DELETE	ANTH 175 B	Anthropological Research: Specialized Techniques (4)	
DELETE	EE 002	Electrical and Electronic Circuits (4)	
DELETE	EE 160	Fiber-Optic Communication Systems (4)	
DELETE	EE 175 C	Senior Design Project (1)	
DELETE	LNST 161	Indigenous People and the State in Latin America (4)	
DELETE	LNST 164	Gender and Development in Latin America (4)	
DELETE	POSC 151	British Government and Politics (4)	
DELETE	WMST 164	Gender and Development in Latin America (4)	
CHANGE	ANTH 122	Economic Anthropology (4)	
CHANGE	ANTH 127	Political Anthropology (4)	
CHANGE	ANTH 132	Cultural Ecology (4)	
CHANGE	ANTH 181	Political Economy of Southern Africa (4)	
CHANGE	ANTH 184	Field Course in Anthropology (4-16)	
CHANGE	AST 132	Medical Traditions in China and Greece (4)	
CHANGE	BIEN 010	Overview of Bioengineering (4)	

**Committee on Courses
Report to the Riverside Division
December 1, 2015**

To be received and placed on file:

The Committee on Courses has approved the following courses.

<u>Action:</u>	<u>Course:</u>	<u>Title:</u>	<u>Course Renumbered:</u>
CHANGE	BIEN 105	Circulation Physiology (4)	
CHANGE	BIEN 110	Biomechanics of the Human Body (4)	
CHANGE	BIEN 120	Biosystems and Signal Analysis (4)	
CHANGE	BIEN 125	Biotechnology and Molecular Bioengineering (4)	
CHANGE	BIEN 130	Bioinstrumentation (4)	
CHANGE	BIEN 130 L	Bioinstrumentation Laboratory (2)	
CHANGE	BIEN 135	Biophysics and Biothermodynamics (4)	
CHANGE	BIEN 140 A	Biomaterials (4)	
CHANGE	BIEN 155	Biotechnology Laboratory (2)	
CHANGE	BIEN 165	Biomolecular Engineering (4)	
CHANGE	BIEN 175 A	Senior Design (2)	
CHANGE	BUS 010	Introduction to Business (4)	
CHANGE	BUS 020	Financial Accounting and Reporting (4)	
CHANGE	CEE 140 A	Biomaterials (4)	
CHANGE	CHFV 007	CHASS F1RST Learning Community Workshop (2)	
CHANGE	CHN 132	Medical Traditions in China and Greece (4)	
CHANGE	CLA 132	Medical Traditions in China and Greece (4)	
CHANGE	CPAC 132	Medical Traditions in China and Greece (4)	
CHANGE	CS 010	Introduction to Computer Science for Science, Mathematics, and Engineering I (4)	
CHANGE	CS 012	Introduction to Computer Science for Science, Mathematics, and Engineering II (4)	
CHANGE	DNCE 066 A	Beginning West African Dance (2)	
CHANGE	DNCE 066 B	Intermediate West African Dance (2)	
CHANGE	DNCE 069 A	Beginning Eighteenth-Century Dance (2)	
CHANGE	DNCE 069 B	Intermediate Eighteenth-Century Dance (2)	
CHANGE	DNCE 070 A	Beginning Hip Hop Dance (2)	
CHANGE	DNCE 070 B	Intermediate Hip Hop Dance (2)	
CHANGE	DNCE 073 A	Beginning Jazz Dance (2)	
CHANGE	DNCE 073 B	Intermediate Jazz Dance (2)	
CHANGE	DNCE 074 A	Beginning Yoga for Dancers (2)	
CHANGE	DNCE 074 B	Intermediate Yoga for Dancers (2)	
CHANGE	ECON 104 A	Intermediate Microeconomic Theory (5)	
CHANGE	ECON 104 B	Intermediate Microeconomic Theory (5)	
CHANGE	ECON 105 A	Intermediate Macroeconomic Theory (5)	
CHANGE	ECON 130	Introduction to Money, Banking, and Credit (4)	
CHANGE	ECON 155	Women's Labor and the Economy (4)	
CHANGE	EE 123	Power Electronics (4)	
CHANGE	EE 153	Electric Drives (4)	
CHANGE	EE 155	Power System Analysis (4)	
CHANGE	EE 175 A	Senior Design Project (4)	
CHANGE	EE 175 B	Senior Design Project (4)	
CHANGE	ENGL 001 C	Applied Intermediate Composition (4)	
CHANGE	ENGL 01H C	Honors Applied Intermediate Composition (4)	
CHANGE	ENGL 01S C	Applied Intermediate Composition for Science and Engineering Majors (4)	
CHANGE	ENGL 127 B	American Poetry from Early to Mid Twentieth Century (4)	
CHANGE	ENGR 160	Introduction to Engineering Optimization Techniques (4)	
CHANGE	ETST 128	Chicano Sociology (4)	
CHANGE	ETST 131	Race, Class, and Gender (4)	
CHANGE	ETST 145	Law and Subordination (5)	
CHANGE	ETST 187	Anticolonialist Thought (4)	
CHANGE	GEO 004	Natural Hazards and Disasters (4)	
CHANGE	GEO 011	Global Climate Change and Sustainability (4)	
CHANGE	GEO 011 H	Honors Global Climate Change and Sustainability (4)	
CHANGE	GSST 155	Women's Labor and the Economy (4)	
CHANGE	GSST 198 I	Individual Internship in Gender & Sexuality Studies (1-12)	GSST 198G
CHANGE	MATH 151 A	Advanced Calculus (4)	
CHANGE	MCS 110 (E-Z)	Topics in Film and Media History (4)	
CHANGE	MUS 031 A	Music Theory and Musicianship I (4)	
CHANGE	MUS 031 B	Music Theory and Musicianship I (4)	
CHANGE	MUS 031 C	Music Theory and Musicianship I (4)	
CHANGE	MUS 131 A	Music Theory and Musicianship II (4)	
CHANGE	MUS 131 B	Music Theory and Musicianship II (4)	
CHANGE	MUS 131 C	Music Theory and Musicianship II (4)	

**Committee on Courses
Report to the Riverside Division
December 1, 2015**

To be received and placed on file:

The Committee on Courses has approved the following courses.

<u>Action:</u>	<u>Course:</u>	<u>Title:</u>	<u>Course Renumbered:</u>
CHANGE	PHIL 110	Asian Philosophy (4)	
CHANGE	PHYS 142 L	Advanced Physics Laboratory (4)	
CHANGE	PHYS 177	Computational Methods for Physical Sciences (4)	
CHANGE	SOC 112	Sociology of the Labor Movement (4)	
CHANGE	SOC 121	Sociology of the 1960s (4)	
CHANGE	SOC 128	Chicano Sociology (4)	
CHANGE	SOC 132	Field Research on Internalized Racism (4)	
CHANGE	SOC 136	Asian Americans (4)	
CHANGE	SOC 145	Law and Subordination (5)	
CHANGE	TFDP 050	Public Speaking (4)	
CHANGE	TFDP 121	Dramaturgy: World of the Play (4)	
CHANGE	TFDP 173	Management and Directing in Production (1-5)	
CHANGE	TFDP 191 (E-Z)	Seminar in Theatre (4)	

Graduate Courses:

RESTORE	HIST 250	New Directions in Historical Research (4)	
NEW	ANTH 257	Southeast Asian Religions (4)	
NEW	EE 218	Power System Steady State and Market Analysis (4)	
NEW	EE 218 V	Power System Steady State and Market Analysis (4)	
NEW	EE 249	Power System Dynamics (4)	
NEW	EE 257	Global Navigation Satellite System Signal Processing and Receiver Design (4)	
NEW	MGT 255	Procurement and Strategic Sourcing (4)	
NEW	MGT 271	Quantitative Decision Making and Analysis (4)	
NEW	MGT 275	Transportation and Logistics Management (4)	
NEW	MSE 201 V	Thermodynamic Foundations of Materials (4)	
NEW	MSE 210 V	Crystal Structure and Bonding (4)	
NEW	PHYS 220	Quantum Computing (4)	
NEW	RLST 253	Southeast Asian Religions (4)	
DELETE	ENSC 205	Functional Diversity of Prokaryotes (3)	
DELETE	MCBL 201	Functional Diversity of Prokaryotes (3)	
DELETE	PLPA 201	Functional Diversity of Prokaryotes (3)	
CHANGE	EE 214	Quantum Computing (4)	
CHANGE	ETST 221	Race, Gender, Law, and Equal Protection (4)	
CHANGE	ETST 222	Intersectionalities (4)	
CHANGE	ETST 223	Chicana/o Expressive Culture: Theory and Practice (4)	
CHANGE	ETST 224	Race and State Violence (4)	
CHANGE	ETST 225	Imperialism, Colonialism, and Racism: Global Historical Perspectives (4)	
CHANGE	ETST 226	Cultural Politics and Production (4)	
CHANGE	ETST 227	Anticolonialism and Its Aftermath (4)	
CHANGE	ETST 228	Race, Law, and Educational Policy (4)	
CHANGE	ETST 244	Borders, Borderlands, and Chicana/o Studies (4)	
CHANGE	ETST 245	Theories in Chicana/o Studies (4)	
CHANGE	ETST 246	Chicano Historiography: Identity, Politics, and the Writing of Chicana/o History (4)	
CHANGE	ETST 247	Policy and Politics: Grass Roots versus Coercive State (4)	
CHANGE	ETST 248	Race and Critical Educational Policy (4)	
CHANGE	ETST 249	Race and Critical Educational Politics (4)	
CHANGE	ETST 254	Asian American Cultural Critique and Theory (4)	
CHANGE	HIST 251 A	General Research Seminar in History (4)	
CHANGE	HIST 251 B	General Research Seminar in History (4)	
CHANGE	MSE 200	Graduate Studies in Materials Science and Engineering (4)	
CHANGE	MSE 201	Thermodynamic Foundations of Materials (4)	
CHANGE	MSE 210	Crystal Structure and Bonding (4)	
CHANGE	PLPA 207	Bacterial and Viral Diseases of Plants (3)	PLPA 203, PLPA 204
CHANGE	PLPA 219	Molecular Plant Virology (3)	
CHANGE	PSYC 203 A	Experimental Psychology (3)	
CHANGE	PSYC 203 B	Experimental Psychology (3)	
CHANGE	PSYC 203 C	Experimental Psychology (3)	
CHANGE	SEAS 202	Southeast Asian Religions (4)	
CHANGE	STAT 293	Methods in Applied Statistics (4)	

Extension Courses:

**Committee on Courses
Report to the Riverside Division
December 1, 2015**

To be received and placed on file:

The Committee on Courses has approved the following courses.

<u>Action:</u>	<u>Course:</u>	<u>Title:</u>	<u>Course Renumbered:</u>
COURSE	EDUC X88	Engaging Interactions and Environments: Providing a Solid Foundation for Young Children's Development	
COURSE	EDUC X89	Becoming a Teacher in Early Care and Education: Professionalism and Cultural Competence	
INSTRUCTOR	EDUC X80	An Introduction to Early Childhood Studies - Child Growth and Development, Edilma Cavazos, M.A.	
INSTRUCTOR	EDUC X80.01	Principles of Teaching Young Children, Rhonda Culton, M.A.	
INSTRUCTOR	EDUC X81.92	Teaching in a Diverse Society, Edilma Cavazos, M.A.	
INSTRUCTOR	EDUC X82	Developmentally Appropriate Curriculum in Early Childhood Education, Shirley Murillo, M.A.	
INSTRUCTOR	EDUC X83.01	Observation and Assessment of Children's Behavior, Christopher Lawrence, M.Ed.	
INSTRUCTOR	EDUC X83.01	Observation and Assessment of Children's Behavior, Shirley Murillo, M.A.	
INSTRUCTOR	EDUC X85	Supervising Adults within Early Childhood Educational Settings, Victoria Castro, M.A.	
INSTRUCTOR	EDUC X88	Engaging Interactions and Environments: Providing a Solid Foundation for Young Children's Development, Melissa Holcombe, M.Ed.	
INSTRUCTOR	EDUC X88.A	Seminar in Administration and Supervision of Early Childhood Centers, Part A, Victoria Castro, M.A.	
INSTRUCTOR	EDUC X88.B	Seminar in Administration and Supervision of Early Childhood Centers, Part B, Victoria Castro, M.A.	
INSTRUCTOR	EDUC X88.65	Supervised Field Experience in Early Childhood Studies, Bertha Barajas, M.A.	
INSTRUCTOR	EDUC X89	Becoming a Teacher in Early Care and Education: Professionalism and Cultural Competence, Melissa Holcombe, M.Ed.	
INSTRUCTOR	EDUC X148	Effective Use of Advanced Computer-Based Technology: An Integrated Approach for the Classroom - Level II, Jeannie Bigbie, M.S.	

**COMMITTEE ON COURSES
REPORT TO THE RIVERSIDE DIVISION
DECEMBER 1, 2015**

To be received and placed on file:

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

<u>INSTRUCTOR</u>	<u>DEPARTMENT</u>	<u>LIMITS OF AUTHORIZATION</u>	
C. Jaquez	Anthropology	ANTH 118	SS'15 (I)
E. Heller	Anthropology	ANTH 127	SS'15 (II)
G. Loffler	Anthropology	ANTH 120	SS'15 (II)
I. Placentia	Anthropology	ANTH 158	SS'15 (II)
J. Dubois	Anthropology	ANTH 162	SS'15 (I)
J. Liashenko	Anthropology	ANTH 105	SS'15 (I)
S. Ventura-Luna	Anthropology	ANTH 180A	SS'15 (I)
B. Crites	Computer Science	CS 100	F'15
E. Strzheletska	Computer Science	CS 141	F'15
J. McDaniel	Computer Science	CS 120B	SS'15
K. Mkrтчyan	Computer Science	CS 111	SS'15
K. Mkrтчyan	Computer Science	CS 111	W'16
K. Mkrтчyan	Computer Science	CS 141	F'15
K. Mkrтчyan	Computer Science	CS 150	S'16
R. Ounit	Computer Science	CS 100	SS'15 (II)
S. Windh	Computer Science	CS 161L	F'15
S. Windh	Computer Science	CS 161L	W'16
S. Windh	Computer Science	CS 161L	S'16
A. Aiyar	Economics	ECON 178	SS'15 (II)
A. Bagherpour	Economics	ECON 105A	SS'15 (I)
A. Bhattacharjee	Economics	ECON 107	SS'15 (I)
A. Urrutia	Economics	ECON 155	SS'15 (II)
D. Singhanian	Economics	ECON 105B	SS'15 (II)
E. Wigton-Jones	Economics	ECON 124	SS'15 (II)
J. Kurzfeld	Economics	ECON 153	SS'15 (I)
M. Gabrovski	Economics	ECON 130	SS'15 (II)
M. Levine	Economics	ECON 102	SS'15 (I)
M. Taylor	Economics	ECON 162	SS'15 (II)
N. Khanom	Economics	ECON 101	SS'15 (I)
R. Abubaker	Economics	ECON 135	SS'15 (II)
S. Ahn	Economics	ECON 135	SS'15 (I)
S. Bhattacharjee	Economics	ECON 104B	SS'15 (II)
T. Raihan	Economics	ECON 103	SS'15 (I)
X. Pan	Economics	ECON 130	SS'15 (I)
Y. Liu	Economics	ECON 160	SS'15 (I)
A. Hatch	Education	EDUC 172	F'15
J. Naster	Education	EDUC 285I	F'15
L. Terrill	Education	EDUC 175	F'15
M. Towne	Education	EDUC 285S	F'15

<u>INSTRUCTOR</u>	<u>DEPARTMENT</u>	<u>LIMITS OF AUTHORIZATION</u>	
P. McHenry	Education	EDUC 285E	F'15
S. Walker	Education	EDUC 285M	F'15
T. Viggiano	Education	EDUC 267	SS'15 (I)
A. Villalpando	Ethnic Studies	ETST 161	SS'15 (II)
C. Bristol	Ethnic Studies	ETST 113	SS'15 (I)
C. Bristol	Ethnic Studies	ETST 176	SS'15 (II)
J. Sebastian	Ethnic Studies	ETST 131	SS'15 (I)
J. Sebastian	Ethnic Studies	ETST 174	SS'15 (I)
L. Arevalo	Ethnic Studies	ETST 123	SS'15 (II)
L. Arevalo	Ethnic Studies	ETST 146	SS'15 (I)
L. Qutami	Ethnic Studies	ETST 101B	SS'15 (I)
A. Hutchison	Geology	GEO 157	SS'15 (II)
J. Strong	Math	MATH 120	SS'15 (VI)
C. Dubeau	Music	MUS 140	SS'15 (I)
A. Snelson	Philosophy	PHIL 121Q	SS'15 (II)
D. Beglin	Philosophy	PHIL 165	SS'15 (I)
E. Walker	Philosophy	PHIL 151	SS'15 (II)
H. Hellwig	Philosophy	LWSO 100	SS'15 (I)
H. Hellwig	Philosophy	LWSO 193	SS'15 (II)
J. White	Philosophy	PHIL 169E	SS'15 (I)
M. Murphey	Philosophy	PHIL 121N	SS'15 (II)
M. Stotts	Philosophy	PHIL 140	SS'15 (I)
M. Wonderly	Philosophy	PHIL 110	SS'15 (I)
T. Cyr	Philosophy	PHIL 112	SS'15 (II)
Y. Tam	Philosophy	PHIL 169E	SS'15 (I)
A. Silva	Political Science	POSC 148	SS'15 (I)
C. Gregory	Political Science	POSC 123	SS'15 (I)
C. Grimes	Political Science	POSC 150	SS'15 (II)
D. Kono	Political Science	POSC 111	SS'15 (II)
D. Lemi	Political Science	POSC 173S	SS'15 (II)
E. Lauterbach	Political Science	POSC 146	SS'15 (I)
J. Nelson	Political Science	POSC 164	SS'15 (II)
J. Ross	Political Science	POSC 167	SS'15 (I)
J. Ross	Political Science	POSC 168	SS'15 (II)
L. Cox	Political Science	POSC 127	SS'15 (II)
L. Luartz	Political Science	POSC 182	SS'15 (I)
M. Prather	Political Science	POSC 129	SS'15 (II)
M. Prather	Political Science	POSC 160	SS'15 (I)
N. Boushee	Political Science	POSC 108	SS'15 (II)
N. Boushee	Political Science	POSC 143	SS'15 (I)
R. Crespo	Political Science	POSC 158	SS'15 (I)
S. Brown	Political Science	POSC 152	SS'15 (II)
S. Brown	Political Science	POSC 159	SS'15 (I)
S. Cauchon	Political Science	POSC 124	SS'15 (I)
S. Cauchon	Political Science	POSC 139	SS'15 (II)
W. Mannies	Political Science	POSC 112	SS'15 (I)
D. Heilmayr	Psychology	PSYC 178	SS'15 (II)
J. Dias	Psychology	PSYC 134	SS'15 (II)

<u>INSTRUCTOR</u>	<u>DEPARTMENT</u>	<u>LIMITS OF AUTHORIZATION</u>	
K. Mouzakis	Psychology	PSYC 150	SS'15 (II)
M. Moreland	Psychology	PSYC 175	SS'15 (I)
P. Morse	Psychology	PSYC	S'16
S. Richardson	Psychology	PSYC 152	SS'15 (II)
T. McCoy	Psychology	PSYC	W'16
Z. Reisz	Psychology	PSYC 142	SS'15 (II)
A. Admire	Sociology	SOC 144	SS'15 (I)
C. Bell-Gerstenberger	Sociology	SOC 142	SS'15 (I)
C. Carr	Sociology	SOC 151	SS'15 (I)
D. Blum	Sociology	SOC 159	SS'15 (II)
E. Elias	Sociology	SOC 143	SS'15 (I)
E. Schwarz	Sociology	SOC 154	SS'15 (II)
J. Cathcart	Sociology	SOC 129	SS'15 (I)
J. Cathcart	Sociology	SOC 130	SS'15 (II)
K. Curwin	Sociology	SOC 150	SS'15 (II)
M. Dunn	Sociology	SOC 122	SS'15 (I)
M. Dunn	Sociology	SOC 169	SS'15 (II)
M. Rotondi	Sociology	SOC 159	SS'15 (II)
M. Rotondi	Sociology	SOC 168	SS'15 (I)
M. Rotondi	Sociology	SOC 169	SS'15 (II)
A. Cacho	Statistics	STAT 100A	SS'15 (I)
B. Wales	Statistics	STAT 100B	SS'15 (II)
M. Arvanitis	Statistics	STAT 100B	F'15
R. Gaitan	Statistics	STAT 100A	SS'15 (II)

**COMMITTEE ON COURSES
REPORT TO THE RIVERSIDE DIVISION
DECEMBER 1, 2015**

To be received and placed on file:

The Committee on Courses has approved the following course proposals for deletion, which have been listed in the General Catalog, but for at least four years, have not been offered, been offered with zero enrollment, or have been offered but canceled for deletion with the concurrence of the departments involved. This report lists courses that were identified in the 2014-2015 Academic Year.

POSC 151
PLPA 201

Course previously approved for deletion:
SWSC 262

Courses scheduled to be approved for deletion:

MUS 116	PHIL 142	POSC 251	PLPA 215
MUS 128	PHIL 155		PLPA 220
MUS 139	PHIL 173		
MUS 146	PHIL 230		
MUS 171	PHIL 231		
MUS 173	PHIL 232		
MUS 187	PHIL 233		
	PHIL 235		
	PHIL 238		
	PHIL 239		
	PHIL 242		
	PHIL 244		
	PHIL 253		
	PHIL 259		
	PHIL 261		
	PHIL 262		
	PHIL 263		
	PHIL 264		
	PHIL 265		
	PHIL 266		

**EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, & SOCIAL SCIENCES**

REPORT TO THE RIVERSIDE DIVISION

To be adopted:

Proposed Changes to Asian Studies Major

PRESENT:

Major Requirements

The requirements for the B.A. degree in Asian Studies are as follows:

Students can focus on any aspect of Asia and/or Asian America, and are strongly encouraged to select a disciplinary focus in Anthropology, Art History, History, Comparative Literature and Foreign Languages, Ethnic Studies, Music and Culture, Media and Cultural Studies, or Religious Studies. Students may choose to focus on the historical interactions and cultural similarities and differences among East, Northeast, South, Southeast, West, and Central Asia peoples, including those constituting transnational and/or diaspora communities throughout the world. Students interested in Asian diaspora communities are also encouraged to consider a secondary disciplinary focus in Ethnic Studies, leading to a minor in Asian American Studies.

All students are required to enroll in AST 195 and write a senior thesis during the first or second quarter of their senior year. (This is a substantial paper based on original research under the supervision of one faculty member of the Asian Studies program.)

1. Lower-division requirements (12 units plus language requirement)

a) Two years of basic language instruction in any Asian language (This requirement may be filled by language courses currently offered at UCR or through approved summer language programs. In some cases, the second year requirement may be waived with the approval of the Asian Studies Committee in Charge)

b) At least 12 units from the following:
AHS 015, AST 022/ MCS 022/JPN 022, AST

PROPOSED:

[no change]

[no change]

All students are required to enroll in at least 4 units of AST 195 and write a senior thesis during the first or second quarter of their senior year. (This is a substantial paper based on original research under the supervision of one faculty member of the Asian Studies program.)

[no change]

[no change]

[no change]

023/CPLT 023/JPN 023, AST 030/CHN 030, AST 034/JPN 034, AST 040/CHN 040, AST 045 (E-Z)/HIST 045 (E-Z), AST 046/CHN 046, AST 046W/CHN 046W, AST 047/KOR 047/MCS 047, AST 056/CPLT 056/JPN 056, AST 062/ CPLT 062/SEAS 062, AST 063/CPLT 063/SEAS 063, AST 064/MCS 049/SEAS 064/VNM 064, AST 065/SEAS 065, AST 090, CPLT 029, ETST 005, ETST 005H, HIST 030, HIST 044/RLST 044, HIST 044W/RLST 044W, JPN 035, KOR 042, RLST 005, RLST 005H

2. Upper-division requirements (~~36~~ units)

Students are required to enroll in a minimum of one course from three of the following areas of emphasis.

a) Asian America: AST 124/MUS 124, ENGL 139, ENGL 139T, ETST 106, ETST 110 (E-Z), ETST 133, ETST 136, ETST 137/SEAS 137, ETST 138, ETST 139, ETST 140, ETST 143A/SEAS 143A, ETST 143B/SEAS 143B, ETST 144, ETST 150, SOC 136

2. Upper-division requirements (40 units)

[no change]

b) China: AHS 143/AST 143, AST 107/CHN 107/RLST 107, AST 135/CHN 135, AST 136/CHN 136, AST 142/CHN 142/RLST 142, AST 148/CHN 148, AST 185/CHN 185/MCS 169, CHN 105, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z), CHN 190, HIST 180, HIST 181, HIST 182, HIST 191W, MCS 156 (E-Z), MCS 172, RLST 103

[no change]

c) Japan/Korea: AHS 144/AST 144, AHS 146/AST 147, AST 112/KOR 112, AST 150/JPN 150, AST 152 (E-Z)/JPN 152 (E-Z), AST 153 (E-Z)/JPN 153 (E-Z), AST 154 (E-Z)/JPN 154 (E-Z), AST 169/MUS 169 (4 units maximum), AST 184/JPN 184/MCS 184, CPLT 142 (E-Z)/GSST 142 (E-Z), CPLT 145/JPN 145, ETST 136, JPN 190, KOR 110 (E-Z), RLST 105

[no change]

d) Southeast Asia: ANTH 126/AST 123/DNCE 123/MUS 123, ANTH 140-I, ANTH 176/AST 127/DNCE 127/ETST 172/MUS 127, AST 119/MUS 119, AST 162/HIST 187/SEAS 162/VNM 162, AST 163/CPLT 163/SEAS 163, AST 165 (E-Z)/GSST 165 (E-Z)/SEAS 165 (E-Z)/VNM 165 (E-Z), AST 168/MUS 168 (4 units maximum), AST 170/MUS 170 (4 units

[no change]

maximum), RLST 149/SEAS 149, RLST 150/SEAS 150

e) Other East, Northeast, South, Southeast, West, [no change]
or Central Asia: ANTH 128/AST 128/DNCE
128/MUS 128/THEA 176, AST 133/CPLT
144/RLST 144, AST 145/CHN 141/ CLA
141/CPAC 141/POSC 140, PHIL 110, POSC 130,
RLST 101, RLST 103, RLST 104, RLST 105,
RLST 106, RLST 108, RLST 145/SEAS 145

f) Senior thesis requirement: 4 units of AST 195

JUSTIFICATION:

AST 195 is required of all students in order to complete the senior thesis. It is a variable unit course (1-4). Students may repeat the course for up to 8 units in order to complete the senior thesis, but only 4 units will be required in order to complete the upper-division unit requirement for the major. Students may choose to repeat the course for additional units if needed, but these units will not count toward upper-division requirements.

APPROVALS:

Effective Date: 2015-2016 Academic Year (Fall 2015 catalog)

Approved by the faculty committee of the Asian Studies Major:

July 27, 2015

Approved by the Executive Committee of the College of

Humanities and Social Sciences:

July 28, 2015

Approved by the Committee on Educational Policy:

August 3, 2015

Approved by Executive Council in lieu of the Division:

August 10, 2015

**EXECUTIVE COMMITTEE
BOURNS COLLEGE OF ENGINEERING**

REPORT TO THE RIVERSIDE DIVISION

To be adopted:

Proposed changes to College of Engineering Breadth Requirements to be reflected in catalog copy.

PRESENT:

College Breadth Requirements

All undergraduate students in the Bourns College of Engineering are required to satisfy the Campus Graduation Requirements mandated by the Academic Senate under Regulation R6. Detailed requirements are available in the Office of Student Academic Affairs. Internships and independent study courses may not be used to satisfy breadth requirements.

Breadth Requirement Unit Summary	
For the B.S.	
English Composition	Varies
Humanities	12
Social Sciences	12
Ethnicity (4 units) ¹	-
Natural Sciences and Mathematics	20
Total Units	44 plus English Composition

¹ The 4-unit ethnicity requirement can be applied to the Humanities or Social Science requirement, depending on content.

For the following requirements, a course is defined as a block of instruction that carries credit of 4 or more units.

To provide depth in satisfying the breadth in the humanities and social sciences, ~~courses must meet the following criteria:~~

- ~~1. At least two of the humanities and/or social science courses must be upper division.~~
- ~~2. At least two courses must be from the same subject area (for example, two courses in History), with at least one of the two being an upper division course.~~

Justification:

Completing two courses in the same area does not significantly produce better breadth education and can cause difficulties in scheduling courses to meet a timely graduate.

PROPOSED:

College Breadth Requirements

All undergraduate students in the Bourns College of Engineering are required to satisfy the Campus Graduation Requirements mandated by the Academic Senate under Regulation R6. Detailed requirements are available in the Office of Student Academic Affairs. Internships and independent study courses may not be used to satisfy breadth.

Breadth Requirement Unit Summary	
For the B.S.	
English Composition	Varies
Humanities	12
Social Sciences	12
Ethnicity (4 units) ¹	-
Natural Sciences and Mathematics	20
Total Units	44 plus English Composition

¹ The 4-unit ethnicity requirement can be applied to the Humanities or Social Science requirement, depending on content.

For the following requirements, a course is defined as a block of instruction that carries credit of 4 or more units.

To provide depth in satisfying the breadth in the humanities and social sciences, at least two of the humanities and/or social science courses must be upper division.

This change would be in accordance with the recommended regulation change to ENR3.2.4 made by the BCOE Breadth Requirements Review Committee.

APPROVALS:

Approved by the BCOE Executive Committee:

January 12, 2013

Approved by the BCOE Faculty:

May 22, 2013

Approved by the Committee on Educational Policy:

May 26, 2015

Approved by the Executive Council in lieu of the Division:

June 8, 2015

UCR Division's - SR 760

Designation of Unit Values

The unit value for course offerings is governed by Academic Senate Regulation (SR) 760: *The value of a course in units shall be reckoned at the rate of one unit for three hours work per week per term on the part of a student, or the equivalent.* The UCR Division defines work to include required student-instructor contact time (e.g. lecture, laboratory, discussion) as well as average time spent by students in course-related, required activities (e.g. study, research, fieldwork, homework). Contact hours may occur face-to-face or remotely, facilitated by technology that allows the exchange of ideas in a reasonably fluid manner.

For lectures, discussions, seminars, workshops, colloquia, and consultations, one unit corresponds to one contact hour plus two additional hours of work outside class per week. For laboratory, studio, fieldwork, and independent study courses, one unit corresponds to three contact hours, though in some of these cases students can be required to complete additional independent work (e.g., reading, report writing) with no adjustment of the course units. Additional units of credit may be assigned for courses that demand extensive reading, writing, or other academic work outside of contact time. Justification for such additional units is required; instructors should be mindful that each additional unit represents, on average, three additional hours of work per week. Departments are responsible for submitting course approval requests that include a detailed description of how the unit value is justified. Courses with variable units must specify how each unit value will be assigned.

Approved by the Committee on Educational Policy: August 28, 2014

Revision Approved by the Committee on Educational Policy: November 7, 2014

Revision Approved by the Committee on Educational Policy: May 21, 2015

Approved by Executive Council in lieu of the Division: June 8, 2015

UNIVERSITY OF CALIFORNIA, RIVERSIDE
GUIDELINES FOR ADMISSION BY EXCEPTION
SUPPLEMENTAL CRITERIA
(Rev March 9, 2015)

Admission by Exception (AxE) is an offer of admission reserved for applicants who meet the minimum academic requirements and

1. Have a special talent, or
2. Have attained academic achievement despite major disadvantages compared to other students.

Effective Fall 2006, the Office of Undergraduate Admissions may admit the number of AxE applicants required to yield 6% of total freshman enrollment and 6% of total transfer enrollment.

Up to 1% of the AxE enrollments may be reserved for Special Talent applicants and the remaining 5% may be reserved for Disadvantaged applicants.

The following criteria have been developed and approved by the Undergraduate Admissions Committee of the UC Riverside Academic Senate.

I. Minimum Academic Requirements

Applicants who are ineligible will meet the following minimum academic criteria in order to be considered for AxE.

Freshman Applicant

1. GPA – 3.00 minimum in a-g subjects.
2. SAT Reasoning - 420 minimum score on the Math component and a 420 minimum score on either of the two remaining components (Critical Reading and Writing).
3. ACT composite score of 17 (sum of SAT Critical Reading and Math = 830) **and** a minimum ACT English/Writing score of 17 (SAT Writing = 420).
 - Applicants who are unable to meet the above exam requirement prior to high school graduation because either, 1) the exams are not offered in their home country and/or 2) they will participate in the UCR Extension Intensive English program prior to taking the exams, may be considered for admission by completing the exams post high school graduation.
4. a-g Course Omissions - 3 courses or less (no Math or English omissions/deficiencies are allowed).
5. Transferrable coursework taken after the summer following high school graduation – up to 30 units of transferrable coursework can be considered for freshman admission for international students in the Admission Preparation Program and other circumstances as warranted.
6. Gap Year – Freshman applicants with a gap in their educational record of up to two years may be considered for freshman admission.

Transfer Applicant

1. GPA - 2.00 minimum allowed in transferable courses.
2. Units - A minimum of 24 transferable quarter units.

3. Subject Requirements – At least one transferable English Composition course, one transferable math course (has intermediate algebra as a prerequisite ~~or may use intermediate algebra~~), and one appropriate third course from the required 7-course pattern.

All applicants who meet the above academic criteria may compete equally for AxE consideration. Declining academic performance is a factor used to defer applicants even though they may meet the criteria described above. Exceptions to the above criteria are rare. Applicants who do not meet these criteria must demonstrate acceptable alternative academic achievement (see below: IV. Special Committee Review).

II. Definitions of Applicants to be Considered for AxE

1. **Special Talent Applicants (up to 1%)** – Applicants satisfying the above-stated minimum academic requirements may be considered for AxE if one or more of the following factors have been demonstrated at an exceptional level:

- outstanding achievement in a specific subject area;
- self-motivation and initiative;
- leadership;
- public or community service;
- athletics;
- completion of significant special projects;
- special endorsement of academic promise from their school;
- demonstration of academic promise by achievement in specific areas of study; and/or
- marked improvement in academic performance as demonstrated by academic grade point average and/or enrollment in accelerated, challenging course work (e.g., honors, Advanced Placement, International Baccalaureate, and transferable college courses).

There is no specific breakdown of the 1% according to these factors. In particular, there is no assumption that there must be a balance of students admitted from the spectrum of factors. Thus, one or just a few factors may account for the majority of special talent admissions. At the same time, however, no one special talent factor should prevent other factors from being fully considered and accommodated.

2. **Disadvantaged Applicants (up to 5%)** - Students satisfying the above-stated minimum academic requirements may be considered for AxE if they have demonstrated academic achievement in the presence of *major* disadvantages compared to typical student applicants. Disadvantages may include geographical, physical, psychological, financial, or personal and may include, but are not limited to:
 - **Low Income:** Family income and household size will be used to determine if an applicant is financially disadvantaged. The family income cutoff will be directly linked to the size of the family. A scale is used to assign variable points. The actual income cutoffs would be based upon annually published federal standards. The University of

California Office of the President will provide the Undergraduate Admissions office applicable standards on an annual basis.

- **First-Generation College Attendee:** Parents of applicant have not attended college or have just recently begun attending college.
- **Disability (Learning, Physical, and/or Psychological):** Applicant will require further review by Student Special Services for recommendation.
- **English as a Second Language:** Applicant's native language is other than English.
- **Veteran:** Applicant is veteran of U.S. military.
- **Re-entry:** Applicant is 24 years of age or older by term of entry and has been out of school for two years or more.
- **Unusual Life Circumstances/Personal Hardship Indicators:** Applicant is or has one or more of the following: ward of the court; recent or chronic illness/injury; lives in foster home; comes from single parent family; single parent; runaway; death in the immediate family (parent, guardian, sibling); homeless; emancipated minor; incarcerated parent; a current/former inmate of a correctional facility; parolee; and/or a victim of physical/sexual abuse.
- **Location of Residence and/or Limited Educational Opportunity Indicators:** Applicant lives in or around one or more of the following: inner city dwelling/school or rural dwelling/school community with a high crime rate, high unemployment rate, and/or low education level.
- **Applicant Attends High School Where the Following Occurs:** Applicant is bussed to school (therefore, cannot participate in extra curricular/enriching activities); high school does not offer AP/Honors curriculum or high school does not send many applicants to UC; and/or high school has low college-going rate, low high school graduation rate, and low high school test scores (mean average less than 500 on SAT I Math and Verbal).
- **Job:** Applicant is working during school year to supplement family income, save for college, or fulfill other basic needs.
- **Recent Immigrant Status:** Applicant has moved within last six years from non-English speaking country.
- **Applicant from Another Country:** Applicant attended high school or higher level education in another country and is unable to meet traditional UC admission requirements.

The mere presence of one or more of the above factors does not justify review for AxE since such factors exist to some degree for many applicants. Review is justified only in situations where the student's achievement, despite harsh challenges, is truly astounding. Such situations are expected to be rare.

III. Review Process

Applicants who qualify for AxE may be identified by the Undergraduate Admissions office in its regular review of applications, by academic departments, or by the Athletics Department. Applicants identified through any of the aforementioned offices will be processed as follows:

1. **Undergraduate Admissions Office:** Applicants identified by the Undergraduate Admissions office will be forwarded by the Admissions Counselor to the Assistant Director - Freshman Evaluations, the Assistant Director - Transfer Evaluations, or the Assistant Director - International Evaluations as appropriate. Upon review and in consultation with the Director of Admissions, a decision will be made to determine if an AxE offer will be made.
2. **Academic Departments:** Academic departments, which independently identify applicants, will prepare a letter of endorsement and forward it to the Undergraduate Admissions office for a final decision. The application file will be reviewed by the Assistant Director - Freshman, Transfer, or International Evaluations, who will consult with the Director of Admissions to determine if an AxE offer will be made.
3. **Athletics Department:** The Athletics Department will prepare a letter of endorsement and forward it to the Undergraduate Admissions office for a final decision. Upon receipt of the Athletic Release Authorization Form and the Request for Admission by Exception Form, the Assistant Director - Freshman, Transfer, or International Evaluations will process the AxE offer.

IV. Special Review Committee

Applicants who *do not* qualify for AxE and are supported by a UCR faculty, staff, or department may be reviewed by a Special Review Committee (See Appendix A.)

Special Review Committee (SRC)

Charge:

Applicants who *do not* qualify for Admission by Exception and are supported by a UCR faculty, staff, or department may be reviewed by a Special Review Committee comprised of UCR faculty, with faculty or staff from the appropriate UCR unit, staff from the Academic Resource Center, and the Director of Undergraduate Admissions as Ex-Officio members. The Special Review Committee will make final admissions decisions for such applicants based on its assessment of the likelihood of their academic success at UCR, which in turn is based on:

1. Academic history as reported on the *Application for Undergraduate Admissions and Scholarships*;
2. An academic evaluation by the Undergraduate Admissions office of all requested official transcripts and completed test scores;
3. The Personal Statement; and other relevant materials provided to the Special Review Committee for consideration
4. Additional requested materials.

As a condition of admission, the Special Review Committee may require the applicant to:

1. Meet specific goals at The Academic Resource Center; and/or
2. Meet specific goals from the Athletics Department's required Study Table; and/or
3. Meet other conditions as deemed appropriate.

There will be approximately 3-4 meetings each year with the majority of the meetings occurring during the winter and spring quarters. Meetings may occur during the summer only when necessary.

Membership:

The Special Review Committee is comprised of at least four Academic Senate faculty members and up to five non-voting University faculty or staff members in Ex-Officio status. Membership is as follows:

Senate Faculty Members

- Undergraduate Admissions Committee Representative, Chair
 - Appointed by the Committee on Undergraduate Admissions
- Faculty Representative from CHASS
 - Appointed by the Committee on Committees
- Faculty Representative from CNAS
 - Appointed by the Committee on Committees
- Faculty Representative from BCOE
 - Appointed by the Committee on Committees
- Faculty Representative
 - Appointed by the Committee on Committees

Ex-Officio Members

- ACE Program Coordinator, The Academic Resource Center
- Director of Undergraduate Admissions
- Admissions Counselor
- Faculty Athletic Representative to NCAA when appropriate

Chair, Committee on International Education when appropriate
Other pertinent individuals as deemed appropriate by the chair

Voting members must recuse themselves from any case file for which they serve as the faculty advocate. Further the SRC shall be considered a senate committee for the purpose of executing an annual COI.

Justification:

The current wording for the minimum academic requirements for consideration by AxE for transfer students is contradicting of itself regarding the math requirement as intermediate algebra is not considered a transferrable math course to the UC. The Committee proposes this contradiction be corrected with the elimination of the use of intermediate algebra

Approved by the Committee on Undergraduate Admissions: January 23, 2015

Approved by the Executive Council in lieu of the Division: March 9, 2015

**COMMITTEE ON PREPARATORY EDUCATION
REPORT TO THE RIVERSIDE DIVISION
DECEMBER 1, 2015**

To be received and placed on file:

Report on the Entry-Level Writing Requirement: 2014-2015

In the fall of 2014, 62% of UCR’s entering freshmen had satisfied the Entry-Level Writing Requirement before registering as full-time students. The biggest factor in this improvement over previous years had to do with a 5% increase in the state-wide AWPE pass rate. A larger number of freshmen (32% in Fall 2014) came to UCR with AP credits that place them in English 1B or 1C.

The remaining 38% placed in Entry-Level Writing courses. The great majority made good progress once they arrived at UCR.

2014 ELWR Students: Initial Placement

**2014 Admits Not Satisfying ELWR by Spring 2015
(listed according to initial placement)**

	<u>English 4</u>	<u>Basic Writing 3 (ESL)¹</u>	<u>English 4</u>	<u>Basic Writing 3</u>
COE	96	19	3	7
CNAS	415	120	29	46
CHASS	<u>735</u>	<u>209</u>	<u>39</u>	<u>93</u>
Total	1246	348	71	146

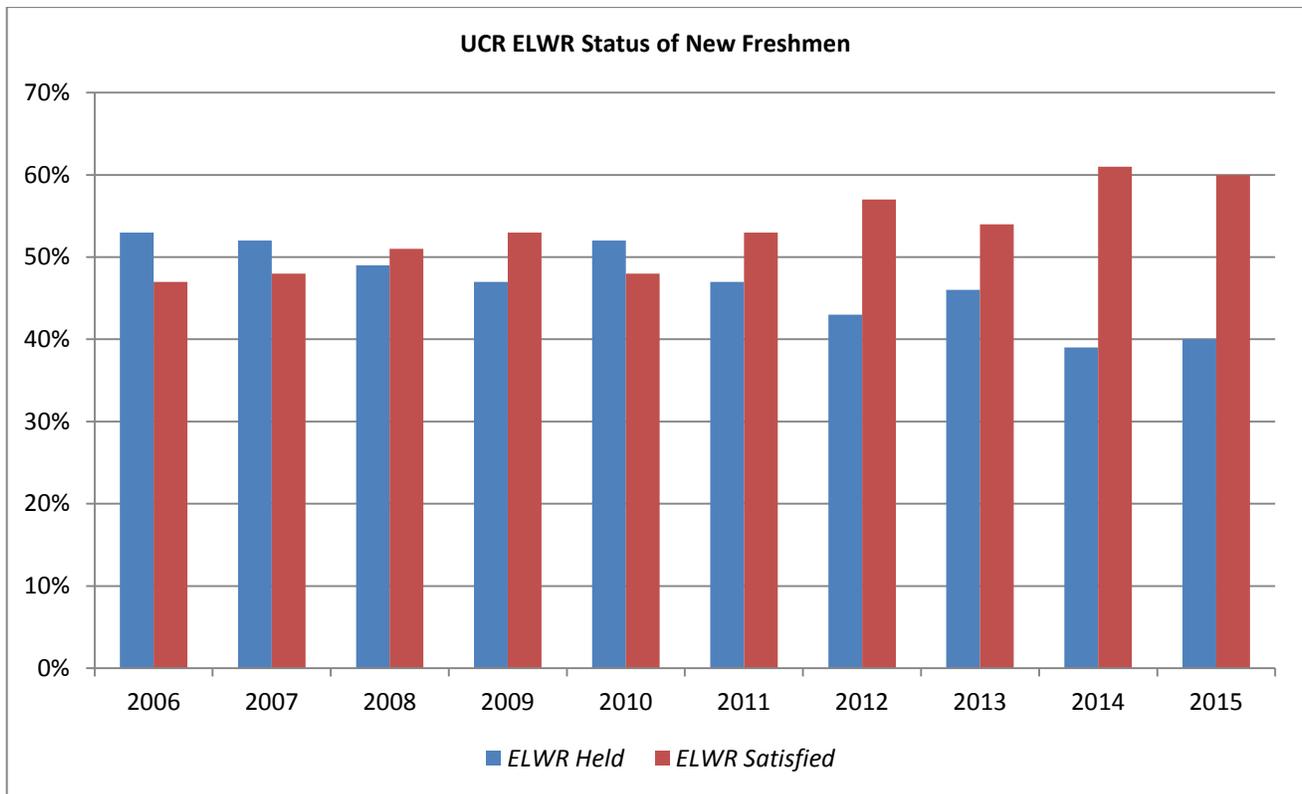
The “not satisfied” numbers do not tell the whole story. Of the 1246 students who placed into English Writing 4, only one was required to leave UCR at the end of the year solely for failure to satisfy the requirement. Of the 71 students initially placed in English 4 who did not satisfy the ELWR by the spring 2015 quarter, 35 were academically dismissed or left the university due to impending dismissal because of their overall academic records. Sixteen students withdrew voluntarily from the university. The colleges granted an additional quarter to satisfy the ELWR to seven students. Twelve students satisfied the ELWR during the summer 2015 quarter.

The overall record of the ESL group (those in Basic Writing 3) is also much better than the “not satisfied” numbers indicate. A total of 348 entering freshmen initially placed in Basic Writing 3. Since they were “off the clock” for up to their first three quarters of residence, no students among those placed in Basic Writing 3 in the fall of 2014 were required to leave UCR solely for failure to satisfy the ELWR. 213 students satisfied the ELWR during their first year of residence. Of the remaining 135 Basic Writing 3 students, 108 continue to make progress in satisfying the ELWR. Twenty-two students have been academically dismissed or have left the university due to impending dismissal because of their overall academic records. Five students have withdrawn voluntarily from the university.

¹ Includes students placed in new immersive English course (Basic Writing 1). Report on these students to follow.

Update on Fall 2013 Basic Writing 3 Students

We have a more complete picture of BW 3 students' progress when we look at the two-year records of students who placed in the ESL course when they entered UCR in the fall of 2013. Of the 384 entering freshmen who were placed in Basic Writing 3 that year, 202 students satisfied the ELWR during their first year of residence. 110 students satisfied the ELWR during their second year of residence. Of the remaining 92 Basic Writing 3 students, 55 students were academically dismissed or left the university due to impending dismissal on the basis of their overall records. Three students withdrew from the university. Only six students in the group that started in BW 3 in Fall 2013 were eventually required to leave UCR solely for failure to satisfy the ELWR.



**COMMITTEE ON UNIVERSITY EXTENSION
REPORT TO THE RIVERSIDE DIVISION
DECEMBER 1, 2015**

DEPT	COURSE	TITLE	INSTRUCTOR FIRST NAME	INSTRUCTOR LAST NAME	INSTRUCTOR DEGREE	TYPE OF APPROVAL	APPROVED
		DIGICOM Digital Storytelling Certificate				X	06/04/15
		Interior Design Certificate (Revision)				X	07/20/15
		Marketing Analytics Certificate				X	11/09/15
		Postgraduate Diploma in Public Policy and International Relations				X	07/20/15
		Professional Certificate in Latin American Language and Culture for the Workplace				X	11/09/15
		STEM Education Certificate				X	07/20/15
		Teaching Transitional Kindergarten Certificate				X	06/04/15
		Technical Communications Certificate				X	07/20/15
EDUC	X80	An Introduction to Early Childhood Studies - Child Growth and Development	Edilma	Cavazos	M.A.	I	10/22/15
EDUC	X80.01	Principles of Teaching Young Children	Rhonda	Culton	M.A.	I	10/22/15
EDUC	X81.92	Teaching in a Diverse Society	Edilma	Cavazos	M.A.	I	05/27/15
EDUC	X82	Developmentally Appropriate Curriculum in Early Childhood Education	Shirley	Murillo	M.A.	i*	10/22/15
EDUC	X83.01	Observation and Assessment of Children's Behavior	Shirley	Murillo	M.A.	i*	10/22/15
EDUC	X83.01	Observation and Assessment of Children's Behavior	Christopher	Lawrence	M.Ed.	I	05/27/15
EDUC	X85	Supervising Adults within Early Childhood Educational Settings	Victoria	Castro	M.A.	I	05/27/15
EDUC	X88	Engaging Interactions and Environments: Providing a Solid Foundation for Young Children's Development					
		Engaging Interactions and Environments: Providing a Solid Foundation for Young Children's Development	Melissa	Holcombe	M.Ed.	I	05/27/15
EDUC	X88	Supervised Field Experience in Early Childhood Studies				C	06/03/15
EDUC	X88.65	Supervised Field Experience in Early Childhood Studies	Bertha A.	Barajas	M.A.	I	10/22/15
EDUC	X88.A	Seminar in Administration and Supervision of Early Childhood Centers, Part A	Victoria	Castro	M.A.	I	05/27/15
EDUC	X88.B	Seminar in Administration and Supervision of Early Childhood Centers, Part B	Victoria	Castro	M.A.	I	05/27/15
EDUC	X89	Becoming a Teacher in Early Care and Education: Professionalism and Cultural Competence				C	06/03/15
EDUC	X89	Becoming a Teacher in Early Care and Education: Professionalism and Cultural Competence	Melissa	Holcombe	M.Ed.	I	05/27/15
EDUC	X148	Effective Use of Advanced Computer-Based Technology: An Integrated Approach for the Classroom - Level II					
		Effective Use of Advanced Computer-Based Technology: An Integrated Approach for the Classroom - Level II	Jeannie	Bigbie	M.S.	i*	07/01/15
EDUC	X326.33	Teaching English with Technology	Sara	Brathwaite	M.A.	I	10/27/15
EDUC	X326.35	Effective Use of Games in the ESL Classroom	Vanessa	Bowley	M.A.	I	10/27/15
EDUC	X326.35	Effective Use of Games in the ESL Classroom	Sara	Brathwaite	M.A.	I	10/27/15
EDUC	X326.35	Effective Use of Games in ESL Classroom	Windelina	Wilson	M. Ed.	I	10/27/15
EDUC	X326.54A	Components of TESOL, A	Vanessa	Bowley	M.A.	I	10/27/15
EDUC	X326.54A	Components of TESOL, A	Lena	Nelson	M.A.	i*	10/27/15
EDUC	X326.54A	Components of TESOL, Part A	Erin	Butler	M.A.	I	10/27/15
EDUC	X326.54B	Components of TESOL, B	Vanessa	Bowley	M.A.	I	10/27/15
EDUC	X326.54B	Components of TESOL, B	Lena	Nelson	M.A.	i*	10/27/15
EDUC	X326.55	Teaching Younger Learners	Vanessa	Bowley	M.A.	I	10/27/15
EDUC	X326.55	Teaching Young Learners	Sara	Brathwaite	M.A.	I	10/27/15
EDUC	X326.55	Teaching Young Learners	Lena	Nelson	M.A.	i*	10/27/15
EDUC	X326.55	Teaching Young Learners	Windelina	Wilson	M.Ed.	I	10/27/15
EDUC	X326.57A	TESOL Reading Methodologies	Vanessa	Bowley	M.A.	I	10/27/15
EDUC	X326.57A	TESOL Reading Methodologies	Maria	Myers	M.A.	i*	10/27/15

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DEPT	COURSE	TITLE	INSTRUCTOR FIRST NAME	INSTRUCTOR LAST NAME	INSTRUCTOR DEGREE	TYPE OF APPROVAL	APPROVED
EDUC	X326.57A	TESOL Reading Methodologies	Lena	Nelson	M.A.	I*	10/27/15
EDUC	X326.57A	TESOL Reading Methodologies	Windelina	Wilson	M. Ed.	I	10/27/15
EDUC	X326.57B	TESOL Writing Methodologies	Vanessa	Bowley	M.A.	I	10/27/15
EDUC	X326.57B	TESOL Writing Methodologies	Lena	Nelson	M.A.	I*	10/27/15
EDUC	X326.57B	TESOL Writing Methodologies	Windelina	Wilson	M.Ed.	I	10/27/15
EDUC	X326.61	TESOL Vocabulary Methodologies	Maria	Myers	M.A.	I*	10/27/15
EDUC	X326.61	TESOL Vocabulary Methodologies	Lena	Nelson	M.A.	I*	10/27/15
EDUC	X326.61	TESOL Vocabulary Methodologies	Windelina	Wilson	M. Ed.	I	10/27/15
EDUC	X326.61	TESOL Vocabulary Methodologies	Vanessa	Bowley	M.A.	I	10/27/15
EDUC	X326.62B	TESOL Listening Methodologies	Maria	Myers	M.A.	I*	10/27/15
EDUC	X326.62B	TESOL Listening Methodologies	Windelina	Wilson	M. Ed.	I	10/27/15
EDUC	X326.62C	TESOL Pronunciation Methodologies	Maria	Myers	M.A.	I*	10/27/15
EDUC	X326.63	Teaching English through Song	Debra	Poortenga	M.A.	I	07/20/15
EDUC	X326.66	Teaching American Culture	Sara	Brathwaite	M.A.	I	10/27/15
EDUC	X326.69	Cross-Cultural Communication	Sara	Brathwaite	M.A.	I	10/27/15
EDUC	X328	Developing Leadership Skills With Gifted Students	LaTrice	Johnson	Ed.D.	I	07/20/15
EDUC	X328.11	Gifted Students at Risk	LaTrice	Johnson	Ed.D.	I	07/20/15
EDUC	x328.26	Identifying the Educational Needs of Gifted Males, Ages 5-18	LaTrice	Johnson	Ed.D.	I	07/20/15
EDUC	x328.28	Teaching Creatively Gifted Students	LaTrice	Johnson	Ed.D.	I	07/20/15
EDUC	X329.01	Differentiation Using the Icons and High-Level Thinking Products	Vanessa Lynn	Bowley	M.A.	I	10/27/15
EDUC	X329.01	Differentiating Instruction Using Icons to Increase Higher-level Thinking Skills	LaTrice	Johnson	Ed.D.	I	07/20/15
EDUC	X329.71	How to Teach American Idioms in the ESL Classroom	Windelina	Wilson	M. Ed.	I	10/27/15
EDUC	X330.27	Principles of Educational Therapy	Nazanin	Dadfarin	M.A.	I	10/27/15
EDUC	X330.30	Advanced Educational Assessment	Jane Utley	Adelizzi	Ph.D.	I	10/27/15
EDUC	X330.36	Internship in Educational Therapy	Jone B.	Bycel	M.S.	I	10/27/15
EDUC	X344	Leadership Institute for Val Verde Teacher Association	Albert George	Trudel	M.A.Ed.	I*	06/04/15
EDUC	X344	Leadership Institute for Val Verde Teacher's Association				C	06/04/15
EDUC	X362	Topics in Scientific Teaching	James	Burnette	Ph.D.	I*	07/20/15
EDUC	X362	Topics in Scientific Teaching	Bradley	Hyman	Ph.D.	I	07/20/15
EDUC	X362	Topics in Scientific Teaching				C	07/20/15
EDUC	X363	Implementing Common Core State Standards for Mathematical Practice with the TI-Nspire Technology	Scott	Washburn	M.Ed.	I*	07/20/15
EDUC	X363	Implementing Common Core State Standards for Mathematical Practice with the TI-Nspire Technology				C	07/20/15
EDUC	X372.2	School Business Accounting	Linda	Saddlemire	Ed.D	I*	10/27/15
EDUC	X380	Developing a Landscape of Learning for Early Algebra: Grades 5-8	Victoria L.	Kukuruda	M.A.	I	07/20/15
EDUC	X380	Developing a Landscape of Learning for Early Algebra: Grades 5-8				C	07/20/15
EDUC	X381	Conceptual Approaches in Secondary Mathematics	Victoria L.	Kukuruda	M.A.	I	07/20/15
EDUC	X381	Conceptual Approaches in Secondary Mathematics				C	07/20/15
EDUC	X388.12	History and Practices of School Counseling	Judith	Kindberg	Ed.D	I	10/27/15
EDUC	X388.24	Organization and Development of a Comprehensive Guidance Program	Belinda	Bettis	M.S.	I	10/27/15
EDUC	X401.A	Digital Storytelling Basics (A)	Lee	Grafton	Ph.D.	I*	06/04/15
EDUC	X401.A	Digital Storytelling Basics (A)	David	Vogel	M.B.A	I*	07/20/15

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EDUC	X401.A	Digital Storytelling Basics (A)				C	06/04/15
EDUC	X401.B	Digital Storytelling Basics (B)	Lee	Grafton	Ph.D.	I*	06/04/15
EDUC	X401.B	Digital Storytelling Basics (B)	David	Vogel	M.B.A	I*	07/20/15
EDUC	X401.B	Digital Storytelling Basics (B)				C	06/04/15
SPN	X402	Conversational Spanish, Part A	Myron	Avila	Ph.D.	I*	10/27/15
EDUC	X402.A	Cinematic Digital Storytelling: Screen Language & Production (A)				C	06/04/15
EDUC	X402.A	Cinematic Digital Storytelling: Screen Language and Production (A)	Lee	Grafton	Ph.D.	I*	06/04/15
EDUC	X402.A	Cinematic Digital Storytelling: Screen Language and Production (A)	David	Vogel	M.B.A	I*	07/20/15
EDUC	X402.B	Cinematic Digital Storytelling: Screen Language & Production (B)				C	06/04/15
EDUC	X402.B	Cinematic Digital Storytelling: Screen Language and Production (B)	Lee	Grafton	Ph.D.	I*	06/04/15
EDUC	X402.B	Cinematic Digital Storytelling: Screen Language and Production (B)	David	Vogel	M.B.A	I*	07/20/15
EDUC	X403	Applied Digital Storytelling: Creating a Short Movie	Lee	Grafton	Ph.D.	I*	06/04/15
EDUC	X403	Applied Digital Storytelling: Creating a Short Movie	David	Vogel	M.B.A	I*	07/20/15
EDUC	X403	Applied Digital Storytelling: Creating a Short Movie				C	06/04/15
GCSI	X403	Introduction to Science	Carlos	Gonzalez	M.Ed	I*	
CRWT	X403.03	Freeing your Creativity	Jeff	Lyons	BA	I*	10/27/15
CHEM	X404	Introduction to Paint and Coatings Science Technology				C	07/20/15
CHEM	X404	Introduction to Paint and Coatings Science Technology	V.C. Bud	Jenkins	J.D.	I*	07/20/15
SPN	X404.10A	Medical Terminology and Conversational Spanish, Part A	Jesus	Oliva-Barron	M.D.	I	10/27/15
SPN	X404.10B	Medical Terminology and Conversational Spanish, Part B	Maria C.	Martinez	Ph.D.	I	10/27/15
SPN	X404.10B	Medical Terminology and Conversational Spanish, Part B				C	10/27/15
EDUC	X404.A	Integrating Digital Storytelling Into the Curriculum (A)				C	06/04/15
EDUC	X404.A	Integrating Digital Storytelling Into the Curriculum (A)	Lee	Grafton	Ph.D.	I*	06/04/15
EDUC	X404.A	Integrating Digital Storytelling Into the Curriculum (A)	David	Vogel	M.B.A	I*	07/20/15
SPN	X406.5	Medical Document Translation Workshop: English and Spanish (Newly revised course title)	Jesus	Oliva-Barron	M.D	I	10/27/15
ENGL	X407.5	Fundamentals of Writing	Sara	Brathwaite	M.A.	I	10/27/15
ENGL	X407.5	Fundamentals of Writing	Lena	Nelson	M.A.	I*	10/27/15
ENGL	X407.5	Fundamentals of Writing	Sonia	Ortega	M.A.	I*	10/27/15
ENGL	X407.5	Fundamentals of Writing	Windelina	Wilson	M.Ed.	I	10/27/15
ENGL	X407.5	Fundamentals of Writing	Vanessa	Bowley	M.A.	I	10/27/15
EDUC	X408.16	Multiple Measures for Assessing Student Learning	Jeannie	Bigbie	M.S.	I*	07/20/15
EDUC	X408.18	Teaching Special Populations	Lorra	Wells	M.A.	I	10/27/15
ENGL	X410.61	Creating Dynamic Characters and Dialog for Fiction Writing	Michael Lee	Harvkey	M.F.A	I*	07/20/15
ENGL	X410.65	Connecting Literature with Creative Writing	Vanessa Lynn	Bowley	M.A.	I	10/27/15
ENGL	X410.69	Oral Interpretation for Educators	Vanessa Lynn	Bowley	M.A.	I	10/27/15
ENGL	X410.69	Oral Interpretation for Educators	Patricia	Rice	M.A.	I	10/27/15
ENGL	X410.6A	Advanced Composition for Educators - Part I	Janis H.	Stallones	M.A.	I*	07/20/15
ENGL	X410.6B	Advanced Composition for Educators - Part II	Janis H.	Stallones	M.A.	I*	07/20/15
MGT	X410.7	Procurement and Subcontract Management	Donald A.	Fournier	B.S.	I*	10/27/15
BIOL	X412. 18	Desert Tortoise Conservation Biology	Paul	Delaney	Ph.d	I*	10/27/15
BIO	X412.18	Desert Tortoise Conservation Biology				C	10/27/15

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DEPT	COURSE	TITLE	INSTRUCTOR FIRST NAME	INSTRUCTOR LAST NAME	INSTRUCTOR DEGREE	TYPE OF APPROVAL	APPROVED
BIO	X412.19	Desert Invertebrate Diversity Great and Small-a Macro Photograph and Microscopy Primer	Paul	De Ley	Ph.D	I*	10/27/15
BIO	X412.19	Desert Invertebrate Diversity Great and Small-a-Macro Photograph and Microscopy Primer				C	10/27/15
SPN	X412.25	A Survey of Latin-American Literature and Culture	Myron A.	Avila	Ph.D	I*	10/27/15
SPN	X412.25	A Survey of Latin-American Literature and Culture				C	11/09/15
PHYS	X412.A	Introduction to Concepts of Physics	Carlos	Gonzalez	M.Ed	I*	11/09/15
BIOL	X413	Citizen Science: Phonological Monitoring in JTNP	Monica	Gorman	J.D.	I*	10/27/15
BIOL	X413	Citizen Science: Phonological Monitoring In JTNP				C	10/27/15
SOC	X413.5	Fundamentals of Cyberspace and Ethical Hacking	Terry	Traylor		I*	07/20/15
SOC	X413.5	Fundamentals of Cyberspace and Ethical Hacking				C	07/20/15
ENGL	X418.2	Standard English Usage	Sara	Brathwaite	M.A.	I	10/27/15
ENGL	X418.2	Standard English Usage	Sonia	Ortega	M.A.	I*	10/27/15
EDUC	X420.B	Instructional Design and Differentiation in an English Language Arts Common Core Classroom	Janis H.	Stallones	M.A.	I*	07/20/15
EDUC	X420.D	Instructional Design and Differentiation in a Social Science Common Core Classroom	Alfonso	Taboada	M. A.	I*	10/27/15
EDUC	X420.D	Instructional Design and Differentiation in a Social Science Common Core Classroom				C	10/27/15
EDUC	X421.01	Introduction to STEM Education	S. Douglas	Henderson	M.A.	I*	10/27/15
EDUC	X421.01	Introduction to STEM Education				C	10/27/15
EDUC	X421.B	Management in the Common Core Classroom	Janis H.	Stallones	M.A.	I*	07/20/15
EDUC	X422	Using Technology in a Common Core Classroom	Timothy	Downey	M.A.	I	07/20/15
CS	X422.8	Microsoft Excel Intermediate	John	Epps	B. A.	I	10/27/15
MGT	X424	Technical Writing Seminar	John	Epps	B.A.	I	10/27/15
ENGL	X424.1	Reading the Desert: the Stories and Literature of Joshua Tree National Park	Ruth Marie	Nolan	M.F.A.	I	07/20/15
ENGL	X424.1	Reading the Desert: the Stories and Literature of Joshua Tree National Park				C	07/20/15
MGT	X424.10	Writing Customer Facing Documents	Sharon	Burton	B.S.	I	07/20/15
MGT	X424.10	Writing Customer Facing Documents	John	Epps	B.A.	I	07/20/15
MGT	X424.10	Writing Customer Facing Documents	Eric	Guignard	M.P.A	I	07/20/15
MGT	X424.10	Writing Customer Facing Documents				C	07/20/15
MGT	X424.11	Writing Documentation for APIs	John	Epps	B.A.	I	07/20/15
MGT	X424.11	Writing Documentation for APIs				C	07/20/15
MGT	X424.12	Business Proposal Writing	John	Epps	B.A.	I	07/20/15
MGT	X424.12	Business Proposal Writing				C	07/20/15
MGT	X424.13	Learning DITA (Darwin Information Typing Architecture)	Sharon	Burton	B.S.	I	07/20/15
MGT	X424.13	Learning DITA (Darwin Information Typing Architecture)				C	07/20/15
MGT	X424.14	Learning Madcap Flare	Sharon	Burton	B.S.	I	07/20/15
MGT	X424.14	Learning Madcap Flare				C	07/20/15
MGT	X424.15	Content Strategy	Sharon	Burton	B.S.	I	07/20/15
MGT	X424.15	Content Strategy				C	07/20/15
ENGL	X424.2	Critical Issues and Practices in Nature Writing	Sarah Elizabeth	Wyatt	M.F.A.	I*	07/20/15
ENGL	X424.2	Critical Issues and Practices in Nature Writing				C	07/20/15
EDUC	X425.01	Framework & Methods for TESOL	Lena	Nelson	M.A.	I*	10/27/15
EDUC	X425.02	Language Development & Acquisition	Maria	Myers	M.A.	I*	10/27/15

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MGT	X425.10	Introductory Business Statistics and Statistical Modeling	Hitesh	Arora	Ph.D.	I*	10/27/15
MGT	X425.10	Introductory Business Statistics and Statistical Modeling	Ashok Kumar	Harnal	M. Phil (international degree)	I*	10/27/15
MGT	X425.10	Introductory Business Statistics and Statistical	Sumeet	Kaur	Ph.D	I*	10/27/15
MGT	X425.10	Introductory Business Statistics and Statistical Modeling				C	10/27/15
MGT	X425.11	Data Mining and Data Analytics	Ashok Kumar	Harnal	M. Phil (international degree)	I*	10/27/15
MGT	X425.11	Data Mining and Data Analytics				C	10/27/15
MGT	X425.12	Customer Relationship Management Analytics	Jitendra	Kumar Das	Ph.D.	I*	10/27/15
MGT	X425.12	Customer Relationship Management Analytics	Asif	Zameer	Ph.D.	I*	10/27/15
MGT	X425.12	Customer Relationship Management Analytics				C	10/27/15
MGT	X425.13	Marketing Analytics	Jitendra	Kumar Das	Ph.D	I*	10/27/15
MGT	X425.13	Marketing Analytics	Rakhi	Tripathi	Ph.D	I*	10/27/15
MGT	X425.13	Marketing Analytics				C	10/27/15
EDUC	X426.2	Assessment of English Language Learners	Sussan	Ortega	M.S.	I*	10/27/15
EDUC	X426.51	Survey of Bilingual Issues	Sussan	Ortega	M.S.	I*	10/27/15
EDUC	X426.53	Reading and Biliteracy in a Second Language	Santos	Arzaga	M.A.	I*	10/27/15
EDUC	X426.53	Reading and Biliteracy in a Second Language	Sussan	Ortega	M.S.	I*	10/27/15
EDUC	X426.54	Culture and Diversity in Bilingual Settings	Omar	Andrade	M.A.	I*	10/27/15
MGT	X427.6	Taxation -- Partnerships	Luminita S.	Mora		I*	07/20/15
MGT	X427.72	Trust Administration and Procedure	Thomas	Behr	J.D.	I*	10/27/15
EDUC	X428.07	Teaching the Gifted and Talented: Advanced Approaches to Curriculum Differentiation	LaTrice	Johnson	Ed.D.	I	07/20/15
EDUC	X428.07	Teaching the Gifted and Talented: Advanced Approaches to Curriculum Differentiation	Janis H.	Stallones	M.A.	I*	07/20/15
EDUC	X428.08	Teaching the Gifted and Talented: Approaches to Curriculum and Design	Janis H.	Stallones	M.A.	I*	07/20/15
EDUC	X428.08	Teaching the Gifted and Talented: Approaches to Curriculum and Design	LaTrice	Johnson	Ed.D.	I	07/20/15
EDUC	X428.09	Teaching the Gifted and Talented: Guidance and Goals of the Program	LaTrice	Johnson	Ed.D.	I	07/20/15
EDUC	X428.1	Teaching the Gifted and Talented: Recognizing Individual Differences	LaTrice	Johnson	Ed.D.	I	07/20/15
MATH	X429.A	Probability and Statistics, Part A	Robin Ellen	Levine-Wissing	M.A	I	10/27/15
MATH	X429.B	Probability and Statistics, Part B	Robin Ellen	Levine-Wissing	M.A.	I	10/27/15
LAW	X430	Fundamentals of Law for the Legal Professional	Michael	Harrington	J.D.	I*	10/27/15
LAW	X431	Legal Research and Writing I	Peter	King	J.D.	I*	07/20/15
LAW	X432	Legal Research and Writing II	Peter	King	J.D.	I*	07/20/15
LAW	X433.6	Ethics for the Legal Professional	Peter	King	J.D.	I*	07/20/15
LAW	X435	Civil Litigation and Procedures	Peter	King	J.D.	I*	07/20/15
LAW	X437.1	Contract Law	Hirbod	Rashidi	J.D.	I	10/27/15
LAW	X437.1	Contract Law	Peter	King	J.D.	I*	07/20/15
LAW	X439	Tort Law	Peter	King	J.D.	I*	07/20/15
LAW	X439	Tort Law	Hirbod	Rashidi	J.D.	I	07/20/15
LAW	X440	Real Property Law	Peter	King	J.D.	I*	07/20/15
EDUC	X444.A	Transitional Kindergarten - Child Growth and Development	Christopher	Lawrence	M.Ed.	I	07/20/15
EDUC	X444.A	Transitional Kindergarten - Child Growth and Development				C	07/20/15

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EDUC	X444.D	Language, Literacy and Support for Preschool English Learners	JoAnne	Lauer	M.A.	I*	07/20/15
EDUC	X444.D	Language, Literacy and Support for Preschool English Learners				C	07/20/15
EDUC	X444.F	Intentional Teacher Engagement in a Transitional Kindergarten Classroom	Leanne	Leonard	Ed.D	i*	10/27/15
EDUC	X444.F	Intentional Teacher Engagement in a Transitional Kindergarten Classroom				C	10/27/15
LAW	X445	Criminal Law	Cynthia	Brewer	J.D.	I	10/27/15
LAW	X446	Constitutional Law	Peter	King	J.D.	I*	07/20/15
LAW	X446	Constitutional Law	Hirbod	Rashidi	J.D.	I	07/20/15
BMSC	X449	Medical Record Review, Analysis and Standards of Practice	Elsa L.	Murdoch	MSN	I*	10/27/15
BPSC	X450	Botany for Educators	Brook Nicole	MacMillan	Ed.S	I*	10/27/15
EDUC	X450.16	Curriculum Theory and Methods: Content Specific Pedagogy for Secondary Sciences	Michael	Towne	M.A.	I*	07/20/15
THEA	X450.61	Screenwriting Workshop I	John	Zavesky	B.A.	I*	10/27/15
MGT	X450.8	Performance Appraisal and Evaluation	Lee	Fenstermaker	M.A.	I	07/20/15
MGT	X450.8	Performance Appraisal and Evaluation	Carletta M.	Loflin	M.S.	I*	07/20/15
MGT	X452.1	Human Resources Management	Carletta M.	Loflin	M.S.	I*	07/20/15
PHYS	X452.1	Content and Methods for Teaching Advanced Placement* Physics I	Angela S.	Jensvold	M.S.	I	07/20/15
MGT	X452.2	Employee Recruitment, Selection and Retention	Lee	Fenstermaker	M.A.	I	07/20/15
PHYS	X452.2	Content and Methods for Teaching Advanced Placement* Physics II	Julie	Hood	Ph.D.	I	07/20/15
MGT	X452.3	Labor and Employee Relations	Lee	Fenstermaker	M.A.	I	07/20/15
MGT	X452.3	Labor and Employee Relations	Carletta M.	Loflin	M.S.	I*	07/20/15
MGT	X452.4	Compensation Administration	Lee	Fenstermaker	M.A.	I	07/20/15
GEO	X460.4	Geology: Creation of the Joshua Tree Landscape	Tor	Lacy	M.S.	I*	07/20/15
ART	X461.02	Perspective Drawing	Roberta	Maxwell-Long	B.A.	I	07/20/15
ART	X461.02	Perspective Drawing				C	07/20/15
ART	X461.5	Materials and Resources for Interior Design	Angela	Myers-Morris	A.A	I	10/27/15
					B.S. CKD, CBD, Interior Design, D&D Interiors, Norco	I	10/27/15
ART	X462.12	Kitchen and Bath Design	Donna	Elliott	Norco	C	10/27/15
ART	X462.12	Kitchen and Bath Design				C	10/27/15
MGT	X463.20	Sports Marketing and Promotions	Antonio	Pagano	J.D.	I*	10/27/15
MGT	X463.22	Management and Leadership in Sports	Antonio	Pagano	J.D.	I*	10/27/15
MGT	X469.02	Communicating Effectively	Jiles	Smith	B.A.	I	10/27/15
MGT	X469.03	Understanding Your Role as a Supervisor	Jiles	Smith	B.A.	I	10/27/15
MGT	X469.04	Moving Through Change: What's In It For Me?	Jiles	Smith	B.A.	I	10/27/15
MGT	X469.04	Moving Through Change: What's In It For Me?	Marne	McCluskey	M.A.	I*	10/27/15
MGT	X469.05	Delegation Skills and Managing Team Performance	Jiles	Smith	B.A.	I	10/27/15
MGT	X469.06	Project and Process Management for Maximum Results	Jiles	Smith	B.A.	I	10/27/15
MGT	X469.07	Building High Performance Teams	John	Epps	B.A.	I	07/20/15
MGT	X469.07	Building High Performance Teams	Jiles	Smith	B.A.	I	10/27/15
MGT	X469.08	Coaching and Mentoring	Jiles	Smith	B.A.	I	10/27/15
MGT	X469.09	Understanding, Motivating and Managing Others	Jiles	Smith	B.A.	I	10/27/15
MGT	X469.11	Managing Difference and Resolving Conflicts	Jiles	Smith	B.A.	I	10/27/15
MGT	X469.12	Managing Differences Through Workplace Inclusion	Jiles	Smith	B.A.	I	10/27/15

**COMMITTEE ON UNIVERSITY EXTENSION
REPORT TO THE RIVERSIDE DIVISION
DECEMBER 1, 2015**

DEPT	COURSE	TITLE	INSTRUCTOR		INSTRUCTOR DEGREE	TYPE OF APPROVAL	APPROVED
			FIRST NAME	LAST NAME			
LAW	X470	California Water Law	Mordecai "Eli"	Underwood	J.D.	I*	07/20/15
MGT	X470.31	Project Management	Irfan Mohammed	Khan	M.S.	I*	10/27/15
MGT	X470.39	Project Scheduling and Risk Management	Irfan Mohammed	Khan	M.S.	I*	10/27/15
MGT	X470.41	Project Management Essentials	Irfan Mohammed	Khan	M.S.	I*	10/27/15
MGT	X470.41	Project Management Essentials	Bruce	Swope	Ph.D.	I	07/20/15
		Project Procurement Intentional Teacher Engagement in a Transitional Kindergarten Classroom Management	Donald A.	Fournier	B.S.	I*	10/27/15
MGT	X470.73	Project Procurement Management	Irfan Mohammed	Khan	M.S.	I*	07/20/15
MGT	X470.74	Effective Performance Management	Carletta M.	Loflin	M.S.	I*	07/20/15
ENSC	X475	Environmental Science and Ecology for Educators	Brook Nicole	MacMillan	Ed.S	I*	10/27/15
MGT	X475	Marketing Principles and Practice	Felix A.	Kalinski	Ed.D	I*	10/27/15
MGT	X475	Marketing Principles and Practice	Bruce	Swope	Ph.D.	I	07/20/15
MGT	X475.5	Consumer Behavior	Felix A.	Kalinski	Ed.D	I*	10/27/15
MGT	X476	Market Research	Felix A.	Kalinski	Ed.D	I*	10/27/15
MGT	X476.30	WordPress Blogging				C	10/27/15
MGT	X476.7	Strategic Marketing and the Marketing Plan	Felix A.	Kalinski	Ed.D	I*	10/27/15
MGT	X476.7	Strategic Marketing and the Marketing Plan	Bruce	Swope	Ph.D.	I	07/20/15
MGT	X479	Organizational Behavior Dynamics	Lee	Fenstermaker	M.A.	I	07/20/15
MGT	X492.4	Cross Cultural Perspectives of Tourism	Elena	Romine	Ph.D.	I	10/27/15
MGT	X492.4	Cross Cultural Perspectives of Tourism				C	10/27/15
MGT	X496.04	Introduction to International Trade	Patrick	Millsap	M.A.	I	10/27/15
MGT	X497.10	International Marketing	Bruce	Swope	Ph.D.	I	07/20/15
MGT	X499.2	Workplace Culture and Communication				C	07/20/15
MGT	X499.3	Applied Hospitality and Tourism Management Capstone	John	Epps	B.A.	I	07/20/15
MGT	X499.3	Applied Hospitality and Tourism Management Capstone				C	07/20/15
MGT	X499.4	Tourism Destination Management	Neha	Signh	B.A., M.B.A., Ph.D.	I	10/27/15
MGT	X499.4	Tourism Destination Management				C	07/20/15

* Denotes first time approval for Instructor

**Denotes Instructor has previously been approved but has not yet taught; therefore, there are no evaluations

December 1, 2015

To: Jose Wudka, Chair of the Riverside Division of the Academic Senate

From: Mary Gauvain, UCR Assembly Representative to the UC Academic Senate

RE: Report of the Teleconference Meeting of the UC Academic Senate Assembly, June 10, 2015

The meeting was convened by Mary Gilly, Chair of the Academic Senate, who made the following announcements:

1. The apportionment of the campus representatives to the Assembly is complete, the number of representatives per campus did not change, UCR has two representatives to the Assembly.
2. The Transfer Initiative is getting much attention and it will be a key issue in the forthcoming budget negotiations. There are efforts underway to streamline transfer from the community colleges to the UC for 11 majors (Business Administration, Electrical Engineering, History, Political Science, English, Literature, Mechanical Engineering, Psychology, Computer Science, Film, Philosophy). The goal is to have 20 majors completed this coming academic year.
3. The Regents meeting in May focused largely on budget issues, though there was also discussion of (a) revising campus policies on sexual violence and assault in order to match federal mandates and (b) food security for students on the campuses.
4. Post-employment benefits are still under discussion and no concrete proposals have been formed. One option is to explore a hybrid defined benefits and defined contribution plan.

President's Announcements

1. Budget. The budget is close to being finalized and offers a good platform for the next four years. The Governor will increase his portion of the base budget 4% each year of his remaining term (4 years). In-state tuition will remain flat for two years and afterward it will rise at a rate keyed to inflation. The budget does not include funds for unfunded students enrolled across the campuses, a topic which continues to be discussed. No mandates on online instruction are included in the budget, indicating that the Governor is letting UC decide on this issue on its own. There are also no mandates on faculty workload and time restrictions on research. Discussion about the number of students (both in- and out-of-state) are ongoing with the legislature.
2. Pension. A systemwide task force will be formed for examining pension reform and the Senate Chair and Vice Chair are expected to play key roles in this task force given their expertise on the topic.
3. Transfer pathways. The President will soon announce new transfer pathways on the UC website and in the press.
4. Initiatives. There are several UC President Initiatives currently underway including: President's Research Catalyst Awards, which focuses on cross-campus collaboration in strategic areas; Food Initiative; Carbon Neutrality Initiative; President's

Postdoctoral Fellowship Program; UC-Mexico Initiative; Innovation and Entrepreneurship Initiative.

Provost Announcements

1. Commitments to the budget framework that are largely under the purview of the Senate and pertain to the academic mission are important to keep, including the transfer pathways, increased graduate rates, decreased time to degree, and reducing performance gaps related to gender, ethnicity, and SES in certain majors.
2. There is a need for increased use of data gathering to guide decisions and actions related to academic program changes. There are important roles for the Senate and faculty at large in these efforts, including: transfer expectations, asking campuses to examine major requirements, use of advance placement scores in granting credit in majors, use of a common identification system of courses across the community colleges, CSU system, and UC, more technology based courses for undergraduates, and continued development of online courses and certificate courses. Faculty involvement in these matters is critical.
3. Activity-based costing will be piloted at UCR to determine costs associated with instruction as a way of making academic choices in the future.

Business Items

1. Robert Clare (UCR) was elected to serve as the 2015-2016 Vice Chair of the UC Committee on Committees
2. Amendment and By-Law 128D2 was approved. The proposed revision to bylaw 128D.2 regularizes the standing committee Vice Chairs such that non- Council committees will now have Vice Chairs that serve at large in the same manner as the Council represented committees. This revision will directly affect six committees: UCAF, UCIE, UCOLASC, UCOPE, UCP&T, and UCACC.

**GRADUATE COUNCIL
REPORT TO THE RIVERSIDE DIVISION
December 1, 2015**

To be adopted:

Present:

8.14 Graduate Council

8.14.1 This committee consists of at least fifteen members of the Division, including at least one member from each school and college. The Dean of the Graduate Division serves ex officio, and may not serve as Chair or Vice Chair of the Council. One member of the committee will serve as the Divisional representative to the University Coordinating Committee on Graduate Affairs. (Am 5 Nov 87) (Am 29 May 97) (Am Nov 02)(Am 17 Feb 09)

8.14.2 The Graduate Council reviews and sets policy regarding graduate academic affairs on the Riverside campus. It is the duty of the Graduate Council to: (Am 27 May 14)

8.14.2.1 Make recommendations to the Coordinating Committee on Graduate Affairs, with the prior approval of the Division, concerning (a) the qualifications of departments and graduate curricula for initiating new programs leading to existing graduate degrees, and (b) the establishment of new graduate degrees;

8.14.2.2 Coordinate the procedures in the Division relating to the conferring of degrees higher than the Bachelor's Degree;

8.14.2.3 Set policies and standards for

Proposed:

8.14 Graduate Council

8.14.1 Purpose. The Graduate Council reviews and sets policy regarding graduate academic affairs on the Riverside campus. (Am 27 May 14)

8.14.2 Membership. This committee consists of at least fifteen members of the Division, including at least one member from each school and college. The Dean of the Graduate Division serves as a non-voting ex officio, and may not serve as Chair or Vice Chair of the Council. One member of the committee will serve as the Divisional representative to the University Coordinating Committee on Graduate Affairs. (Am 5 Nov 87) (Am 29 May 97) (Am Nov 02) (Am 17 Feb 09)

8.14.3 Duties. It is the duty of this committee to:

8.14.3.1 Make recommendations to the Coordinating Committee on Graduate Affairs, with the prior approval of the Division, concerning (a) the qualifications of departments and graduate curricula for initiating new programs leading to existing graduate degrees, and (b) the establishment of new graduate degrees;

8.14.3.2 Coordinate the procedures in the Division relating to the conferring of degrees higher than the Bachelor's Degree;

8.14.3.3 Set policies and standards for

admission to graduate status; (En 20 Mar 75)

8.14.2.4 Set standards for appointment of graduate students to be Teaching Assistants, Teaching Fellows, Research Assistants, and recipients of University Fellowships; (En 20 Mar 75)

8.14.2.5 Admit qualified students to candidacy for graduate degrees;

8.14.2.6 Recommend the award of fellowships and graduate scholarships, including honorary traveling fellowships, according to the terms of the various foundations;

8.14.2.7 Appoint committees in charge of candidates' studies, who shall certify that every candidate recommended for a higher degree has fulfilled the requirements of the University pertaining to that degree;(Am 21 Nov 06)

8.14.2.8 Supervise the conduct of public and other examinations for higher degrees;

8.14.2.9 Make final report to the Division on the conferring of graduate degrees;

8.14.2.10 Conduct periodic peer reviews (internal or extramural) of continuing graduate degree programs; and regulate in other ways the work of the Graduate Division, with a view to the promotion of research and learning; (Am 29 May 97)

8.14.2.11 Report and make recommendations to the Division on matters pertaining to graduate work;

8.14.2.12 Advise the Chancellor concerning relations with educational and research foundations; Limit at its discretion the number of credit hours of students who are employed; (Am 29 May 97)

8.14.2.13 Make rules governing the form of

admission to graduate status; (En 20 Mar 75)

8.14.3.4 Set standards for appointment of graduate students to be Teaching Assistants, Teaching Fellows, Research Assistants, and recipients of University Fellowships; (En 20 Mar 75)

8.14.3.5 Admit qualified students to candidacy for graduate degrees;

8.14.3.6 Recommend the award of fellowships and graduate scholarships, including honorary traveling fellowships, according to the terms of the various foundations;

8.14.3.7 Appoint committees in charge of candidates' studies, who shall certify that every candidate recommended for a higher degree has fulfilled the requirements of the University pertaining to that degree; (Am 21 Nov 06)

8.14.3.8 Supervise the conduct of public and other examinations for higher degrees;

8.14.3.9 Make final report to the Division on the conferring of graduate degrees;

8.14.3.10 Conduct periodic peer reviews (internal or extramural) of continuing graduate degree programs; and regulate in other ways the work of the Graduate Division, with a view to the promotion of research and learning; (Am 29 May 97)

8.14.3.11 Report and make recommendations to the Division on matters pertaining to graduate work;

8.14.3.12 Advise the Chancellor concerning relations with educational and research foundations; Limit at its discretion the number of credit hours of students who are employed; (Am 29 May 97)

8.14.3.13 Make rules governing the form of

presentation and the disposal of dissertations;

~~8.14.2.14~~ Recommend and supervise all graduate courses of instruction in the Division. In discharging this responsibility, the Graduate Council presents its recommendations on courses to the Committee on Courses. (Am 26 Apr 79)

~~8.14.2.15~~ Set policy and standards for appointment of postdoctoral scholars or their academic equivalent and for their enrollment by the Graduate Division.(Am 21 Nov 06)

presentation and the disposal of dissertations;

8.14.3.14 Recommend and supervise all graduate courses of instruction in the Division. In discharging this responsibility, the Graduate Council presents its recommendations on courses to the Committee on Courses. (Am 26 Apr 79)

8.14.3.15 Set policy and standards for appointment of postdoctoral scholars or their academic equivalent and for their enrollment by the Graduate Division. (Am 21 Nov 06)

Statement of Purpose and Effect:

The Bylaws have been updated to clarify the purpose, membership and duties of the committee. The Graduate Council wishes to remove the voting rights of the Graduate Dean as they feel that position is to facilitate communication and cooperation between the Senate and the Graduate Division rather than acting as a voting member.

Effective: upon approval

Approved by the Graduate Council: 10/15/2015

The Committee on Rules and Jurisdiction finds the wording consistent with the code of the Academic Senate: 11/3/2015

Received by Executive Council: 11/16/2015

**COMMITTEE ON INTERNATIONAL EDUCATION
REPORT TO THE RIVERSIDE DIVISION**

To Be Adopted:

Proposed Changes to Membership Charge of the Committee on International Education
(Bylaw 8.15.1)

PRESENT:

8.15.1 This committee consists of at least five regular voting members in addition to the following non-voting, ex-officio members: ~~the Associate Vice Provost for Undergraduate Education, who may not serve as Chair of the Divisional Committee;~~ the Dean of University Extension; the Director of the International Student Resource Center; the Director of University Extensions' International Education Programs; an undergraduate student; and a graduate student. The representative on the Universitywide committee is normally the Chair of this committee. (Am 26 May 88) (Am 27 May 99) (Am 11 Nov 04)(Am 20 Nov 07)(Am 1 Dec 09) (Am 25 Feb 14)

PROPOSED:

8.15.1 This committee consists of at least five regular voting members in addition to the following non-voting, ex-officio members who may not serve as Chair of the Divisional Committee: the Vice Provost for International Affairs; the Dean of University Extension; the Director of the International Student Resource Center; the Director of University Extensions' International Education Programs; the campus faculty liaison to the University of California Education Abroad Program; an undergraduate student; and a graduate student. The representative on the Universitywide committee is normally the Chair of this committee. (Am 26 May 88) (Am 27 May 99) (Am 11 Nov 04)(Am 20 Nov 07)(Am 1 Dec 09) (Am 25 Feb 14)

Justification:

The Associate Vice Provost for Undergraduate Education no longer oversees international education programs in the Office of Undergraduate Education. The new position of Vice Provost for International Affairs now oversees international education on campus. As such, the Committee proposes that the Vice Provost for Undergraduate Education be removed as an ex officio from the Committee and be replaced with the Vice Provost for International Affairs.

The Committee also proposes that the UCR faculty liaison to the University of California Education Abroad Program be added as an ex officio to the Committee to provide valuable consultation to the Committee on study abroad activities at both the System and campus level.

Approvals:

Approved by the Committee on International Education:	June 10, 2015
The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate:	October 20, 2015
Received by Executive Council:	October 26, 2015

APPENDIX 1

<u>ACADEMIC FREEDOM</u>	DATE 12/11/2014	DATE 5/11/2015										
Beyerman, Ward - Chair	P	P										
Nuggent, Connie	P	P										
Devra Weber	N/A	P										
<i>Lonardi, Stefano - P&T Chair, Ex-Officio</i>	P	A										
<i>Hughes, Jennifer - FW Chair, Ex Officio</i>	P	P										
<i>Gmuier-Johnson (GSA Rep)</i>	P	P										
<i>TBD (ASUCR Rep)</i>	N/A	N/A										
<u>ACADEMIC PERSONNEL</u>	57 meetings held # attended:											
Linda Walling, Chair	55											
Thomas Patterson, Vice Chair	51											
Christine Chiarello	53											
Ann Goldberg	54											
Jang-ting Guo	51											
John Heraty	49											
Charles Russell Hille	56											
Yingbo Hua	49											
David Lloyd	50											
Jory Yarmoff	55											
<u>COMMITTEES</u>	DATE 10/9/2014	DATE 10/16/2014	DATE 10/23/2014	DATE 12/4/2014	DATE 1/22/2015	DATE 2/5/2015	DATE 3/19/2015	DATE 4/2/2015	DATE 4/9/2015	DATE 4/23/2015	DATE 5/7/2015	DATE 5/21/2015
Bob Clare, Chair	P	*	*	*	*	*	P	*	*	P	*	*
Timothy Close	A	*	*	*	*	*	P	*	*	P	*	*
Ilya Dumer	P	*	*	*	*	*	P	*	*	A	*	*
Mohsen El Hafsi	P	*	*	*	*	*	P	*	*	P	*	*
Gloria Gonzalez-Rivera	P	*	*	*	*	*	P	*	*	A	*	*
Jodi Kim	P	*	*	*	*	*	P	*	*	A	*	*
Derek Roff (on leave W'15 & S'15)	P	*	*	*	*	*	A	*	*	P	*	*
Jeffrey Sacks	P	*	*	*	*	*	P	*	*	P	*	*
Sherryl Vint	A	*	*	*	*	*	A	*	*	A	*	*
Laosheng Wu	P	*	*	*	*	*	P	*	*	A	*	*
<u>COURSES</u>	DATE 10/01/14	DATE 10/29/14	DATE 12/10/14	DATE 01/14/15	DATE 02/11/15	DATE 03/11/15	DATE 04/08/15	DATE 04/29/15	DATE 05/27/15			
Philip Brisk, Chair	P	P	P	P	P	P	P	P	P			
Edith Allen	P	P	P	P	P	P	A	P	P			
Michelle Bloom (on leave F'14)	LEAVE	LEAVE	LEAVE	P	A	P	P	P	P			
Amitav Chakravarti (appointed 03/25/15)	N/A	N/A	N/A	N/A	N/A	N/A	A	P	P			
Christopher Chase-Dunn	P	P	P	P	A	P	P	P	P			
Cathleen Geraghty (on leave F'14 & W'15)	LEAVE	LEAVE	LEAVE	LEAVE	LEAVE	LEAVE	A	A	P			
Paul Eric Lyons	P	P	A	A	P	A	A	P	P			
Barry Mishra (resigned 03/12/15)	A	P	A	A	P	A	N/A	N/A	N/A			
Kristoffer Neville	P	P	P	P	P	A	P	A	A			
Kirill Shtengel (on leave W'15 & S'15)	P	P	P	P	LEAVE	LEAVE	LEAVE	LEAVE	LEAVE			
Jiri Simunek	A	P	P	A	P	P	P	P	P			
<i>Carlton Nguyen, ASUCR Student Rep. (resigned 03/2015)</i>	A	A	P	A	A	A	N/A	N/A	N/A			
<i>Katherina Zecca, ASUCR Student Rep. (appointed 03/25/15)</i>	N/A	N/A	N/A	N/A	N/A	N/A	A	A	A			
<i>Melania Abrahamian, GSA Student Rep.</i>	A	A	P	P	A	A	A	A	A			

<u>DISTINGUISHED CAMPUS SERVICE</u>	DATE 11/18/15	DATE 02/26/15										
Carl Cranor, Chair	P	P										
Manuela Martins-Green	P	P										
Anthony Norman	P	P										
Giles Waines	P	P										
<u>DISTINGUISHED TEACHING</u>	DATE 4/6/2015											
Peter Sadler, Chair	P											
Gabriela Canalizo	P											
Neal Schiller	P											
Susan Straight	P											
Larry Wright	P											
<i>Delayne Koenig, ASUCR Student Rep</i>	A											
<i>Luis Jimenez, GSA Student Rep</i>	P											
<u>DIVERSITY AND EQUAL OPPORTUNITY</u>	DATE 10/27/2014	DATE 12/10/2014	DATE 1/28/2015	DATE 4/29/2015								
Zhenbiao Yang, Chair	P	P	P	P								
Byron Adams	LEAVE	LEAVE	P	P								
Pingyun Feng	P	P	P	P								
Manuela Martins-Green	P	P	A	A								
Carolyn Murray	P	P	A	A								
Meera Nair	P	P	A	P								
Elaine Wong	A	A	P	A								
<i>Christian Amedando, ASUCR Student Rep</i>	A	A	A	A								
<i>Danielle Pitt, GSA Student Rep</i>	N/A	A	A	A								
<u>EDUCATIONAL POLICY</u>	DATE 10/03/14	DATE 11/07/14	DATE 12/05/14	DATE 01/09/15	DATE 02/06/15	DATE 04/03/15	DATE 05/01/15	DATE 06/05/15				
Ken Baerenklau, Chair	P	P	P	P	P	P	P	A				
David Fairris, Vice Chair (on leave W'15)	P	P	P	LEAVE	LEAVE	P	P	P				
Tom Stahovich, UCEP Rep.	P	P	P	P	P	P	P	P				
Mark Springer, Interim Vice Chair in W'15	P	P	P	P	P	P	A	P				
Walter Clark	A	A	A	P	A	P	P	P				
Denver Graninger	P	P	P	A	P	P	P	P				
Michael Haselhuhn	P	P	A	P	P	P	P	P				
Margherita Long	P	P	A	P	A	P	P	A				
Jiri Simunek	P	P	P	P	P	A	P	A				
Keith Widaman (appointed 12/03/14)	N/A	N/A	P	P	P	P	P	P				
Stephen Wimpenny	A	P	P	P	P	P	A	A				
Neal Young	P	P	P	P	P	A	P	P				
<i>Summer Schafer, ASUCR Student Rep.</i>	A	P	P	P	P	P	A	P				
<i>Lewis Luartz, GSA Student Rep.</i>	A	P	A	A	P	A	A	A				
<u>EXECUTIVE COUNCIL</u>	DATE 10/27/14	DATE 11/17/14	DATE 12/08/14	DATE 01/12/15	DATE 01/26/15	DATE 02/09/15	DATE 03/09/15	DATE 04/13/15	DATE 04/27/15	DATE 5/11/2015	DATE 6/8/2015	
Jose Wudka, Chair	P	P	A	P	P	P	P	P	P	P	P	
Mariam Lam, Vice Chair	P	P	P	P	P	P	P	P	P	P	P	
Piotr Gorecki, Secretary Parliamentarian	P	*	P	P	A	P	*	P	P	P	P	
Mary Gauvain, Assembly Rep	P	*	P	A	A	A	*	*	P	A	A	
Ilhem Messaoudi Powers, Assembly Rep	*	*	A	P	P	P	*	*	P	A	P	
Mike Allen (Plant Pathology & Microbiology), Research	P	P	A	P	P	P	P	*	P	P	A	
Ken Baerenklau (Env Sci), Educational Policy (CEP)	*	P	P	R	P	P	P	P	P	P	R	

Kenneth Barish (Physics), Planning and Budget (P&B)	P	P	P	P	P	P	P	*	P	A	P	
Lucille Chia (History), Library, Information Technology & Scholarly Communication	*	*	A	R	A	A	*	*	P	P	P	
Bob Clare (Physics), Committees	*	P	P	P	A/R	A	P	P	P	P	P	
Kathryn DeFea (Biomed), Undergraduate Admissions (UAC)	*	P	A	P	P	P	*	*	P	P	P	
Jennifer Doyle (English) THEN Jason Weems (History of Art), CHASS EC	*	*	R	P	P	P	P	P	P	A	P	
Sarjeet Gill (Cell Biology), CNAS EC	*	*	A	R	P	A	*	R	R	P	A	
Jennifer Hughes (History), Faculty Welfare	P	P	P	P	P	P	P	P	P	P	A	
John Levin (GSOE), GSOE EC	P	P	P	P	P	P	P	P	P	P	P	
David Lo (Biomed), Graduate Council	P	P	P	P	P	P	P	*	P	P	P	
Richard Luben (Biomed), Physical Resource Planning	*	P	A	A	P	P	*	*	A	A	A	
Paul Lyons (Biomed), SOM Executive Committee	N/A	N/A	N/A	A	P	P	*	*	N/A	N/A	N/A	
Coleen Macnamara, Preparatory Education	*	P	P	A	A	A	*	P	P	P	A	
Barry Mishra (SOBA), SOBA Executive Committee	*	P	A	A	P	P	P	P	P	P	P	
Kurt Schwabe (SPP), SPP Executive Committee	N/A	N/A	N/A	N/A	N/A	N/A	P	P	P	P	P	
Akula Venkatram (Mechanical Engineering), BCOE EC	P	P	P	R	P	P	P	P	P	P	P	
Ameae Walker (School of Medicine), SOM EC	*	P	P	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Linda Walling (Botany), Academic Personnel	*	P	P	P	P	P	P	P	P	A	P	
Zhenbiao Yang (Botany), CODEO	*	*	P	P	P	P	*	*	P	P	A	
FACULTY RESEARCH LECTURER	DATE											
	2/27/2015											
Chandra Varma, Chair	P											
Norm Ellstrand	P											
John Fischer	P											
Howard Friedman	P											
Alexandar Raikhel	P											
FACULTY WELFARE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE				
	10/14/2015	11/18/2014	12/16/2014	1/20/2015	2/17/2015	3/17/2015	4/14/2015	5/12/2015				
Jennifer Hughes, Chair	P	P	P	P	P	P	P	P				
John Ellison	P	P	P	P	P	A	P	P				
Liz Kotz	P	LEAVE	LEAVE	LEAVE	LEAVE	LEAVE	LEAVE	LEAVE				
Victor Lippit	A	P	P	P	P	P	A	P				
Julia Lyubovitsky	P	P	P	A	A	A	P	P				
Albert Page	P	P	P	P	A	P	P	P				
Karen Pyke	A	P	A	P	P	A	P	P				
Mikeal Roose	P	P	P	P	A	P	P	A				
Devin Plazo, ASUCR Student Rep		P										
Delaynie Koenig, ASUCR Student Rep			A									
GRADUATE COUNCIL	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE		
	9/25/2014	10/16/2014	11/20/14	12/11/14	01/15/15	2/19/2015	3/19/2015	4/16/2015	5/21/2015	6/4/2015		
David Lo, Chair	P	P	P	P	P	P	P	P	P	P		
Thomas Payne, Vice Chair	A	P	P	P	P	P	P	P	P	P		
Wendy Ashmore, Secretary	P	P	A	A	A	P	P	A	P	P		
Alicia Arrizon	P	P	P	P	A	P	P	P	A	P		
Malcolm Baker	A	P	A	A	P	P	P	P	P	P		
Michael Coffey	P	P	P	P	A	P	P	P	P	P		
Theodore Garland	P	A	A	P	P	A	A	P	A	A		
Ryan Julian	P	P	P	P	P	P	P	P	P	A		
John Kim	A	P	A	P	A	P	A	LEAVE	LEAVE	LEAVE		
John Laursen	P	P	P	P	P	P	P	A	P	P		
Rene Lysloff	P	P	P	P	P	P	P	P	P	P		

Rollanda O'Connor	P	P	P	P	P	P	P	A	P	P		
Richard Redak	P	P	P	P	P	P	P	P	A	P		
Amit Roy Chowdhury	P	P	P	A	P	P	P	P	P	A		
Jorge Silva-Risso	P	P	P	P	P	P	P	P	P	P		
<i>Joseph Childers, Graduate Dean, Ex Officio</i>	P	A	P	P	P	P	P	P	P	P		
<i>Preston Williams, GSA Student Rep.</i>			P	P	A	P	P	P	A	A		
<u>COURSES AND PROGRAMS SUBCOMMITTEE</u>	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE			
	10/9/2014	11/13/2014	12/4/2014	1/8/2015	2/12/2015	3/12/2015	4/9/2015	5/14/2015	5/28/2015			
Rene Lysloff, Chair	P	A	P	P	P	P	P	P	P			
Wendy Ashmore	P	P	A	P	A	P	P	P	P			
Malcolm Baker	MEETING	MEETING	MEETING	A	A	P	A	A	A			
Michael Coffey	P	P	P	P	P	P	P	A	A			
Theodore Garland	P	A	P	A	P	A	P	A	P			
Rollanda O'Connor	P	A	P	P	P	A	A	P	P			
<u>INTERNATIONAL EDUCATION</u>	DATE	DATE	DATE	DATE								
	10/22/14	01/28/15	04/22/15	06/10/15								
Christina Schwenkel, Chair & UCIE Rep.	P	P	P	P								
Huiwang Ai	P	P	P	A								
Kurt Anderson	P	P	P	P								
Amalia Cabezas (on leave F'14 & S'15)	LEAVE	P	LEAVE	LEAVE								
Phillip Christopher	P	P	P	P								
<i>Sharon Duffy, Ex Officio</i>	P	P	A	P								
<i>Bronwyn Jenkins-Deas, Ex Officio</i>	P	P	A	A								
<i>Karen McComb, Ex Officio</i>	P	P	P	P								
<i>Richard Cardullo, Ex Officio</i>	P	P	P	A								
<i>Alie Iles, ASUCR Student Rep.</i>	A	A	A	A								
<i>Edgar Tellez Foster, GSA Student Rep.</i>	P	P	A	A								
<u>LIBRARY, INFORMATION TECHNOLOGY AND SCHOLARLY COMMUNICATION</u>	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE			
	10/10/2014	10/24/2014	11/21/2014	12/12/2014	1/9/2015	2/13/2015	3/12/2015	4/16/2015	5/26/2015			
Lucille Chia, Chair	SABBATICAL	SABBATICAL	SABBATICAL	SABBATICAL	P	C	P	P	P			
Chikako Takeshita, Vice Chair	P	P	P	P	P	A	P	P	P			
John Baez	A	P	P	P	P	N	P	A	A			
Evangelos Christidis	A	A	P	P	A	C	P	A	A			
Erith Jaffe-Berg	P	A	A	P	P	E	P	A	A			
Roger Lake	P	A	P	P	A	L	P	A	P			
Robert Latham	P	P	P	LEAVE	LEAVE	E	LEAVE	LEAVE	LEAVE			
Owen Long	A	A	A	P	P	D	P	P	P			
Leonard Nunney	P	P	P	P	A		A	P	P			
<i>Steven Mandeville-Gamble, Librarian, Non Voting Ex Officio</i>	A	A	P	P	P		A	A	P			
<i>Chuck Rowley, AVC C&C, Non Voting Ex Officio</i>	A	A	A	A	A		A	A	A			
<i>Michael Yonezawa, Librarians Assoc. of UCR Rep.</i>			P	P	P		P	P	P			
<i>Darshana Wickramaratne, GSA Student Rep.</i>			A	P	P		A	A	A			
<i>Devin Plazo, ASUCR Student Rep.</i>			P	P	A		P	A	A			
<u>MEMORIAL RESOLUTIONS</u>	DATE											
	This Committee did not meet during the 2014-2015 academic year											
Woody Liao, Chair												
Anthony Norman												
Melanie Sperling												
Stefano Vidussi												

Marguerite Waller													
Albert Wang													
Howard Wettstein													
PHYSICAL RESOURCES PLANNING	DATE												
	2/19/2015												
Richard Luben, Chair	P												
Juliann Allison	A												
Jim Baldwin	P												
William Grover	P												
Cheryl Hayashi	P												
James Isermann	A												
Mark Wrathall	A												
PLANNING AND BUDGET	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
	10/14/2014	10/28/2014	11/18/2014	11/25/2014	12/9/2014	1/13/2015	1/20/2015	1/27/2015	2/5/2015	2/10/2015	2/17/2015	2/24/2015	
Ken Barish, Chair	P	*	*	P	*	P	*	*	P	*	P	P	
David Cocker	N/A	N/A	N/A	N/A	N/A	A	*	*	A	*	P	A	
Iryna Ethell	P	*	*	P	*	P	*	*	A	*	P	P	
Christine Gailey	P	*	*	P	*	P	*	*	P	*	P	P	
John Haleblan	P	*	*	A	*	A	*	*	A	*	A	P	
Tim Labor	P	*	*	P	*	*	*	*	P	*	P	P	
Keh-Shin Lii	A	*	*	A	*	A	*	*	A	*	A	A	
Roger Ransom	P	*	*	A	*	P	*	*	P	*	A	A	
Lisa Raphals	A	*	*	A	*	P	*	*	A	*	P	P	
David Reznick	N/A	N/A	N/A	N/A	N/A	P	*	*	P	*	P	A	
Richard Stouthamer	N/A	N/A	N/A	N/A	N/A	A	*	*	P	*	A	P	
Mike Vanderwood	P	*	*	P	*	P	*	*	P	*	A	P	
PLANNING AND BUDGET (CON'T)	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	
	03/10/15	03/17/15	3/19/2015	04/02/15	04/09/15	04/14/15	04/21/15	04/28/15	05/12/15	05/26/15	06/09/15		
Ken Barish, Chair	P	P	P	P	P	P	*	*	P	*	*		
David Cocker	A	A	A	A	P	P	*	*	A	*	*		
Iryna Ethell	A	A	A	P	P	P	*	*	P	*	*		
Christine Gailey	P	P	P	P	P	A	*	*	A	*	*		
John Haleblan	A	P	A	A	A	P	*	*	P	*	*		
Tim Labor	P	P	P	A	A	P	*	*	A	*	*		
Keh-Shin Lii	P	P	A	P	A	A	*	*	P	*	*		
Roger Ransom	A	A	A	A	A	A	*	*	A	*	*		
Lisa Raphals	A	A	A	P	P	P	*	*	A	*	*		
David Reznick	A	P	P	P	P	P	*	*	P	*	*		
Richard Stouthamer	P	P	P	P	A	A	*	*	A	*	*		
Mike Vanderwood	P	A	A	P	P	P	*	*	V	*	*		
PREPARATORY EDUCATION	DATE	DATE	DATE										
	11/06/14	02/12/15	05/07/15										
Coleen Macnamara, Chair	P	P	P										
John (Bill) Gary, UCOPE Rep.	P	P	P										
Kim Devlin	P	A	P										
Jacob Greenstein	A	P	P										
Akula Venkatram	A	A	A										
Katie DeFea, Ex Officio	A	A	P										
Peter Graham, Ex Officio	P	P	A										
Michael McKibben, Ex Officio	P	P	P										
Chinya Ravishankar, Ex Officio	P	P	P										

<i>John Briggs, Ex Officio</i>	P	P	P									
<i>James Sandoval, Ex Officio</i>	P	P	A									
<i>Akeem Brown, ASUCR Student Rep.(resigned 03/20/15)</i>	P	A	N/A									
<i>Trelynd Bradley-Bowles, ASUCR Student Rep. (appointed 3/25/15)</i>	N/A	N/A	A									
PRIVILEGE AND TENURE	DATE 10/9/2014	DATE 12/17/2014	DATE 3/3/2015									
Stefano Lonardi, Chair (on leave S'15)	P	*	*									
Julia Bailey-Serres	P	*	*									
Keith Harris	A	*	*									
John Levin (on leave W'15)	P	*	*									
Morris Maduro	P	*	*									
David Malueg	A	*	*									
Marina Pianca	A	*	*									
Joel Sachs	A	*	*									
Seema Tiwari-Woodruff	A	*	*									
RESEARCH	DATE 11/10/14	DATE 11/21/14	DATE 12/19/14	DATE 01/16/15	DATE 02/20/15	DATE 04/06/15	DATE 5/18/2015					
Michael Allen, Chair	P	P	P	P	P	P	P					
Heidi Brayman Hackel	SABBATICAL	SABBATICAL	SABBATICAL	A	A	P	A					
David Cocker	UCORP	A	P	A	A	P	A					
Luciana Dar	P	A	P	P	A	P	P					
Kaustabh Ghosh	P	P	P	A	P	P	P					
Yawen Jiao	P	P	A	P	P	P	A					
Rebecca Kugel	P	A	P	P	P	A	A					
Jeanie Lau	P	A	P	P	P	A	P					
Tae-Hwy Lee	P	P	A	P	A	P	P					
Jocelyn Millar	P	A	P	P	P	P	P					
<i>Michael Pizzani, Vice Chancellor for Research, Ex Officio</i>	A	A	A	A	A	A	A					
RULES AND JURISDICTION	DATE	This Committee conducted its business by email and telephone.										
Raymond Williams, Chair												
Piotr Gorecki												
Ziv Ran												
SCHOLARSHIPS AND HONORS	DATE 04/02/15											
Dimitrios Morikis, Chair	P											
Rogério Budasz	P											
Timothy Higham	A											
Juhi Jang	A											
Ye Li	P											
Katharine Sweeny	P											
Ian Wheeldon	P											
Yang Ye	A											
Fabian Escobedo, ASUCR Student Rep	A											
Jose Aguilar, Ex-Officio	P											
James Sandoval, Ex-Officio	A											
UNDERGRADUATE ADMISSIONS	DATE 10/15/14	DATE 11/05/14	DATE 11/19/14	DATE 12/17/14	DATE 01/21/15	DATE 02/04/15	DATE 02/18/15	DATE 03/04/15	DATE 03/18/15	DATE 04/15/15	DATE 05/06/15	DATE 06/03/15
Katie DeFea, Chair & BOARS Rep.	P	P	P	P	P	P	P	P	P	P	P	P

Eddie Comeaux	P	A	P	P	A	P	P	P	P	P	P	P
Juliette Levy	P	P	P	P	P	P	A	P	A	P	A	A
Mindy Marks	P	P	P	P	A	P	P	P	P	P	P	P
Bahram Mobasher	A	P	A	P	A	P	P	A	A	A	P	P
Marko Princevac	P	A	P	P	P	P	A	P	P	P	A	P
Wendy Saltzman	A	P	P	P	P	P	A	A	A	P	P	P
<i>Jim Sandoval, Ex Officio</i>	P	P	A	A	A	P	P	P	P	P	P	A
<i>Delaynie Koenig, ASUCR Student Rep.</i>	A	A	A	A	A	A	P	A	A	A	A	A
UNIVERSITY EXTENSION	DATE	DATE										
	10/27/14	04/13/15										
Indridi Indridason, Chair	P	P										
Ian Dicke	P	P										
Isgouhi Kaloshian	P	P										
Suk-Won (Thomas) Kim	P	A										
Michel Lapidus (on leave S'15)	A	LEAVE										
Wenwan Zhong	P	P										
<i>Colette King, ASUCR Student Rep.</i>	A	A										
<i>Nichole Ginnan, GSA Student Rep.</i>	A	P										

* Attendance not recorded