

Executive Council

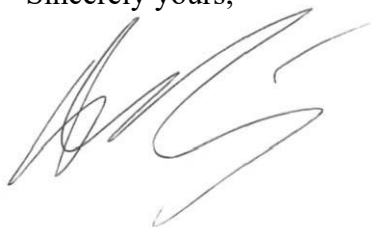
October 9, 2017

Executive Council Notes on EC discussion of Proposed Transfer of the Public Policy Major from the College of Humanities, Arts, & Social Science to the School of Public Policy

Executive Council had a substantial discussion about the proposed transfer of the Public Policy major from CHASS to SPP. One concern was articulated regarding the apparent move toward a “professionalization” focus with particular majors, which is in tension with the notion of the university’s educational mission. EC acknowledged, however, that the full contents of the proposal adequately and accurately reflect this debate and discussion. Members of Council also noted that SPP was intended to become a self-standing school from its inception, and was never supposed to remain within CHASS in the long term.

Some EC members expressed concern that this proposal establishes a de facto blueprint or precedent for similar future maneuvers that could be unduly driven by the artificial incentives of a budget model (e.g. “Activities Based Costing”). EC members emphasized that such proposals are curricular matters, and that full Senate review must consistently weigh in on such matters. Finally, EC members stressed the need for a contextualized historical perspective when reviewing such proposals and that each proposal should be reviewed on the basis of its own merit, value, and strength.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'DR', is written over a light blue horizontal line.


Dylan Rodríguez
Chair of the Riverside Division

May 8, 2016

TO: Milagros Peña, Dean
College of Humanities, Arts, and Social Sciences (CHASS)



FROM: Anil B. Deolalikar, Founding Dean
School of Public Policy (SPP)



RE: Proposal to Transfer the Public Policy Major from CHASS to SPP effective Fall 2017

Attached is a proposal to transfer the Public Policy Major from CHASS to SPP effective Fall 2017. The School of Public Policy (SPP) will be submitting this proposal for consideration to the UCR Division of the Academic Senate. Prior to the formal submittal to the senate, I would like to provide you and the CHASS Executive Committee an opportunity to review and provide any comments regarding this proposal.

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

**TRANSFER OF THE B.A. DEGREE IN PUBLIC POLICY
FROM THE COLLEGE OF HUMANITIES, ARTS,
AND SOCIAL SCIENCES (CHASS)
TO THE SCHOOL OF PUBLIC POLICY (SPP)**

University of California Riverside

May 2016

Approved by SPP Executive Committee May 17, 2016

I. Introduction

This is a proposal to transfer the granting authority of the B.A. degree in Public Policy from the UCR College of Humanities, Arts, and Social Sciences (CHASS) to the UCR School of Public Policy (SPP).

II. History of the Public Policy Program

UCR has offered an undergraduate major and minor in public policy since 2008. The major was established by the UCR Public Policy Initiative (PPI), an effort launched by CHASS under the direction of Professor Anil Deolalikar. A steering committee was established in AY 2004-05 by then-CHASS interim dean, Joel Martin, to consider how the study of public policy could be furthered at UCR. Among the accomplishments of the PPI during that academic year were the launch of a Public Policy Seminar Series and a campus town-hall meeting to brainstorm the scope of public policy studies at UCR. In view of the tremendous campus-wide support for the PPI evidenced at the town-hall meeting, two significant developments ensued: (i) then PEVC Ellen Wartella appointed a university-wide task force, headed by Professor Anil Deolalikar and ex-PEVC David Warren, to prepare a proposal to establish a School of Public Policy at UCR, and (ii) Interim Dean Joel Martin of CHASS appointed a Public Policy Program Planning Committee, also chaired by Professor Anil Deolalikar, to consider the establishment of an undergraduate program in public policy within CHASS. The planning committee recommended the creation of an interdisciplinary undergraduate major and minor program in Public Policy in CHASS, with the idea that these programs would move to the School of Public Policy when the latter was established and launched. The creation of an undergraduate major was also seen as a key step in building momentum towards the establishment of a School of Public Policy. The major and minor were approved and offered in Fall 2007. The program grew rapidly, with the number of majors increasing from two in 2007 to 158 in Fall 2015.

Simultaneously, the campus-wide task force also prepared the proposal to establish a School of Public Policy at UCR, and shepherded it through the various UCR and UC approval processes. The proposal was approved unanimously by the UC Board of

Regents in September 2008. Unfortunately, the launch of the School had to be delayed until Fall 2012 because of the economic downturn and budget uncertainty related to UCR's general fund.

III. Current Administration of the Program through CHASS

The undergraduate public policy program currently consists of 158 full-time students, of which 24 declared students entered as freshmen and 12 students entered as transfer students. Of the 158 identified public policy students, a majority entered as transfers from other colleges and schools within UC Riverside. Those who transferred from within UCR came from a number of departments (e.g., anthropology, biology, chemistry, economics, engineering, environmental sciences, ethnic studies, and political science) in the Bourns College of Engineering (BCOE), College of Humanities, Arts, and Social Sciences (CHASS), College of Natural and Agricultural Sciences (CNAS) and School of Business Administration (SoBA).

Pre-matriculated undergraduate and external transfer public policy students make up less than one percent of the public policy student body population. However, as the table below highlights, the undergraduate public policy degree has grown rapidly, with increasing numbers of entering freshman declaring public policy as a major of choice. The number of public policy degrees awarded has also been increasing.

Despite the popularity of graduate public policy programs nationwide, undergraduate public policy majors and minors are relatively uncommon. Only a handful of universities – Stanford, Duke, Carnegie Mellon, and Brown – offer such programs. Indeed, UCR is the only UC campus to offer a public policy major. (UCLA offers a minor – but no major – in public policy). Given this competitive advantage—and given that the undergraduate public policy program at UCR provides a pipeline of strong students from diverse backgrounds to the newly-started Master of Public Policy program—the School of Public Policy plans to develop pipeline programs with UCR feeder high schools to create greater awareness of public policy as a field of study among high-school students.

Sample data collected from 2013 to current reflect the following:

Academic Year	# of Undergraduate Students	Total PBPL Undergraduate Students	Total New Freshman PBPL Major	Total New Undergraduate Public Policy Transfers (External)	Total UG PBPL 1 st or 2 nd Major	# of Undergraduate Public Policy Degrees Awarded
Fall 2013	18,621	143	16	5	14	47
Fall 2014	18,782	170	19	14	9	44
Fall 2015	18,608	158	24	12	8	66

For AY 2014-15, the number of graduating public policy majors was 66 and the time-to-degree for these students ranged from 4.2 to 6 years, based upon matriculation into the major. In spite of the large number of transfer students into the public policy major from other fields and disciplines, the four-year graduation rate for the program is high relative to the campus average.

There are three main benefits to students that will come from having the School of Public Policy administer the undergraduate major and minor programs. The first is that they will be taught by SPP faculty, who are first and foremost policy faculty and are thus available and eager to teach policy courses to undergraduates. Most of these faculty members engage actively in policy research and work closely with policy agencies at the local, state and national levels.

Second, the advising staff of the SPP have, over the past two years, already taken the lead in providing key mentoring and support services to public policy majors to ensure their success and prepare them for potential admission to the SPP's graduate program in public policy. For example, the SPP has developed formal partnerships with 17 local and regional public agencies to establish a first-rate internship program for the public policy majors (to satisfy the PBPL 198i internship requirement for the major). The academic component of this internship course is also taught by an SPP faculty member. SPP staff members, Mark Manalang and Brian Nakamura, have assumed the role of coordinating the internship program as well as of advising and mentoring students regarding internship and career opportunities. The SPP is also the unit that organizes the highly-successful and

popular Public Policy Seminar Series, which the public policy majors are required to attend to pass PBPL 191 (a reading course).

Third, the public policy majors will benefit from being part of a larger student community that includes graduate students pursuing a Master's degree in public policy. There are obvious synergies between the undergraduate public policy major and the recently-launched graduate program in public policy that can be fully exploited by having the public policy major reside in the School of Public Policy.

IV. Proposed Administration of the Program by SPP

By assuming the role of administering the undergraduate public policy program, the SPP will actively build the quality of the program and help further establish public policy as a major of choice. As noted earlier, right from the very start, the housing of the undergraduate public policy program within CHASS was viewed by the Public Policy Program Planning Committee as an interim measure until the establishment of a School of Public Policy at UCR. Indeed, the creation of the public policy major was key to building and sustaining momentum for the School of Public Policy, and we believe that a transfer of the public policy major to SPP will significantly benefit the campus in terms of improved undergraduate student outcomes and enrollment in graduate programs.

The transfer of the degree to the SPP will not change the objectives or pedagogical characteristics of the program. The curriculum for the undergraduate major will continue to remain interdisciplinary, with students continuing to enroll in a number of lower- and upper-division CHASS courses in the social science and humanities. Instead, the transfer will mainly focus on streamlining the management and ownership of the program. This change in program management and ownership will make it easier to have gateway courses taught by SPP faculty, and will provide tighter integration between advising, internships, seminars, and student success programs.

1. Student Advising: In concert with an Undergraduate Committee to be established at the SPP, the Undergraduate Academic Coordinator (SAO) will partner with a number of

campus stakeholders such as Undergraduate Admissions, University Honors Program, and Vice Provost for Undergraduate Education, Career Center and other units to engage in strategic student recruitment and outreach, participate in campus yield events, and freshman/transfer orientation. The SAO will provide personalized advising sessions to public policy students via individualized appointments and walk-in appointments, identify and reach out to at-risk students, and perform course curriculum mapping and time to degree assessments.

In addition, public policy students will benefit from an existing full-time Career Counselor and Internship Coordinator, already housed within the SPP for the master's students, who can provide career planning advice. The Career Counselor and Internship Coordinator will also provide regular workshops to students in the areas of resume building/developing, interviewing skills, searching for internships and jobs as well as other social enrichment workshops. These workshops will be customized for public policy undergraduates. The students will also have access to the SPP's Graduate Student Affairs Officer, who can provide graduate school planning advice to them. Indeed, we believe that an integrated approach to advising within SPP will significantly boost the number of UCR undergraduates interested in pursuing graduate study, both at UCR and beyond.

2. Student Success Programs: Through CHASS, public policy students currently enjoy access to numerous student success initiatives, such as: CHASS Connect, the CHASS Ambassadors Program, CHASS FIRST, CHASS Faculty Learning Communities, and CHASS's numerous transition preparation programs (Transition Advising, Fall Transitions, and Transfer Outreach Program). Following the CHASS model, the SPP intends to develop some similar student success programs. The SPP is actively in the process of identifying leading best practices and working with other units on campus to determine and leverage which programs would be appropriate to offer in the SPP. Through these programs, the goal of the SPP will be to offer a more cohesive experience to undergraduate public policy students, ensure they successfully transition to their new major, and better prepare them for careers in public policy or graduate school. Currently,

the SPP facilitates several social enrichment activities such as a quarterly finals survival workshop for public policy students. The finals survival workshop helps students prepare for finals, network with other students, and receive several resources/tools on how to deal with the stress of finals.

3. Internship Program: Public policy students must fulfill the Public Policy 198i internship requirement for the public policy major, which provides students an opportunity to gain real-world experience and apply the analytical skills they learn in the classroom. In the past, students have had to search for internships on their own, often leading to internships that were less than ideal, in that they were not policy-oriented and perhaps were even clerical in nature. While the UCR Career Center provides internship support to all UCR students, it does not have the resources to provide direct placement support for students. The SPP has provided a critical service to undergraduate public policy students via its internship program, established in Spring 2014. Under the leadership of former mayor of Riverside and UCR political science professor Ron Loveridge, the SPP has partnered with 17 local and regional public agencies to provide public policy students with meaningful policy-oriented internship experiences. The program has placed cohorts of 15-17 public policy students in internships at partner agencies for every quarter of the academic year (fall, winter, spring) since its inception. Current internship partners include: the Counties of Riverside and San Bernardino; the Cities of Corona, Ontario, and Riverside; the Riverside and San Bernardino County Sheriff's Offices; the South Coast Air Quality Management District; the Bureau of Indian Affairs; several water agencies; as well as several transportation agencies.

The SPP currently has in place a full-time Career Counselor and Internship Coordinator, who is responsible for managing and maintaining relations with its 17 partner agencies. The SPP plans to further expand the scope of partnerships over the coming years by two agencies per year, providing students a larger menu of internship choices. Based on an informal agreement with the MDU, public policy students who have internship questions are currently referred to the Career Counselor and Internship Coordinator in the SPP for assistance.

4. Seminar Series: Yet another graduation requirement for the public policy major is successful completion of the Public Policy 191 seminar course, which requires students to attend six policy-related seminars for the quarter. The SPP currently coordinates a popular seminar series, which helps students fulfill this major requirement. The SPP Seminar Series features prominent outside speakers – typically policy makers, administrators and researchers – on important and timely policy issues facing the region, the state, the nation, and the world. By bringing renowned policy experts to the UCR campus through the series, public policy students have enjoyed numerous opportunities to expand their professional networks. Past notable speakers have included current FAA Administrator Michael Huerta, Congressman Mark Takano, Assembly Member Anthony Rendon, Former U.S. Secretary of Labor Robert Reich, California Legislative Analyst Mac Taylor, and renowned Harvard political scientist Robert Putnam, to name a few.

In addition, public policy students currently enjoy access to the SPP's affiliated research centers: the Center for Sustainable Suburban Development, Presley Center for Crime and Justice Studies, One Health Center: Water, Animals, Food and Society, Blum Initiative for Global and Regional Poverty, and the Immigration Research Group. These individual centers offer their own seminar series, further providing exposure to specialized fields for public policy students, and allowing them to fulfill the Public Policy 191 course requirement in a more focused manner.

5. Student Ambassador Program: Since 2014, the SPP has provided high-achieving public policy students the opportunity to apply to the SPP Dean's Student Ambassador Program, a leadership and student success program. The SPP Dean selects ambassadors, who must have a minimum 3.2 cumulative GPA, to serve as professional representatives of the School, as role models to their peers, and as peer mentors to the public policy student population. The program has drawn from a pool of undergraduate public policy students since its establishment, and these students have been instrumental in outreach efforts to build a pipeline for prospective students to UCR's undergraduate public policy program. For example, the ambassadors have been actively involved in the San

Bernardino High School Law and Society Academy by mentoring high school students, educating them about the field of public policy, and inspiring them to pursue college. The ambassadors have also established a public policy student organization on campus to further give exposure to public policy as a potential field of study to other UCR students. In addition, ambassadors visit classes to make announcements and they participate in numerous volunteer activities in the community to help spread the word about the public policy program. This is an excellent leadership opportunity for public policy student ambassadors since they receive and participate in a number of leadership development trainings/workshops.

6. Curriculum: The SPP benefits from a great partnership with CHASS, with many of its faculty having joint appointments with CHASS departments such as Economics, History, Political Science, Sociology, and Gender and Sexuality Studies. This contributes tremendously to the interdisciplinary nature of the SPP. Over the last year, public policy faculty members have made several changes to the curriculum of the public policy major in order to strengthen the program. As previously noted, the transfer of the degree to the SPP will not change the objectives or pedagogical characteristics of the program. The curriculum for the undergraduate major will remain firmly interdisciplinary, with substantial prerequisites in the social sciences and humanities. Appendix II shows the current curriculum for the public policy major. Going forward, the SPP plans to continue to enhance the public policy student experience and curriculum by working with communities, policy makers, entrepreneurs and business leaders in our own backyard and around the world to unite to provide a distinctive, first-class education to public policy students. As the SPP continues to grow, it will provide more courses, which will enable students to remain on track to graduate in four years and allow for the SPP to take on the role of actively building the quality of the program.

7. Faculty and Staff: Since the SPP is a relatively new academic organization, much of the focus in these early years has been to recruit and hire outstanding faculty and staff and to admit and nurture top-notch students. The SPP successfully hired six senior level faculty this past year and three additional academic support staff (See Appendix III: SPP

Faculty and Appendix IV: SPP Staff). The SPP thus has enough faculty and staff to support the undergraduate public policy students and even grow the major.

8. Impact to MPP Program: The SPP has recently launched the Master of Public Policy (MPP) program, with the inaugural cohort of students having started the program in Fall 2015. The MPP students, who come from very diverse backgrounds, are being trained in data-driven, solution-based policy-making, with an emphasis on both experiential learning and learning from policy successes – and failures – from other parts of the world. The transfer of the public policy major will not negatively impact the MPP program. Indeed, as argued earlier, the transfer will allow natural synergies that exist between the undergraduate and graduate public policy programs to be exploited more effectively. Currently, the public policy major serves as a direct pipeline for students into the MPP program (21 of the 29 students admitted into the MPP program for fall 2015 graduated from UCR). The transfer of the public policy program will also provide an opportunity for the SPP to partner with CHASS to explore alternate concurrent degree programs.

9. Financial Impact: Based on the new budget model, the transfer of the public policy program is anticipated to have minimal budgetary impact on CHASS, since public policy students will continue to take a substantial portion of their coursework in CHASS. For the SPP, the transfer of the public policy program will provide an additional tuition revenue source. From a financial standpoint, the SPP is operating under a very simple, yet important, assumption: in order to build a successful – indeed, preeminent – academic enterprise, the School must develop and implement a solid academic and administrative foundation. To that end, the SPP has been focused on creating a financial plan that supports a robust academic and programmatic plan for the build-out of its infrastructure. Therefore, the SPP has committed funding in FY2016-17 to support the transfer of the public policy major and the hiring of an undergraduate academic coordinator for the SPP to augment the existing student affairs team. Also, it is important to note that the SPP currently manages two annual student scholarships for public policy undergraduate

students. The scholarships are funded through fundraising activities supported by the SPP's Director of Development.

To sum up, the SPP is currently providing support to undergraduate majors in some significant and meaningful ways. We see our extant involvement in the undergraduate program, and our staff and financial commitments, as key factors in ensuring a successful transition of the undergraduate major into the School of Public Policy.

V. Closing

The undergraduate major in public policy was created with the intent to build momentum towards a new School of Public Policy at UC Riverside, one that would house both the undergraduate major and the Masters program. The only reason the program was located in CHASS upon its creation in 2007 was that the School of Public Policy had not yet been approved and launched. The undergraduate public policy program was established by a program planning committee that was chaired by a CHASS faculty member who then went on to become the founding dean of the School of Public Policy. Many faculty members of the planning committee went on to become SPP faculty members.

More importantly, the transfer of the B.A. degree in Public Policy to the SPP will strengthen the program and allow it to grow. The SPP already provides a number of important internship and career services, as well as signature ambassador programs, to the public policy majors. The new School has recently recruited a number of faculty and staff, and built a sound infrastructure, that will be able to much better serve the undergraduate public policy majors.

The SPP has a vested interest in improving the quality of the undergraduate program, as the latter provides a strong pipeline of students to its new flagship Master of Public Policy program. There are many synergies between the undergraduate and MPP programs that are not currently being utilized; once the undergraduate program is moved to the SPP, these synergies can be exploited more fully for the improvement and growth of the undergraduate program. This will have the effect of addressing important strategic

priorities for the campus: improving student retention, reducing time-to-graduate, and improving the quantity and quality of students enrolling in graduate programs at UCR.

APPENDICES

Appendix I: Policy Tracks Offered within the B.A. Degree in Public Policy at UCR

Appendix II: Curriculum of the B.A. Degree in Public Policy

Appendix III: List of SPP Faculty

Appendix IV: List of SPP Staff

Appendix I: Policy Tracks Offered within the B.A. Degree in Public Policy at UCR

The UCR public policy major/minor allows students to specialize in two of six tracks:

- health/population policy
- social/cultural/family policy
- economic policy
- urban/environmental policy
- policy institutions and processes
- international/foreign policy

Appendix II: Curriculum of the B.A. Degree in Public Policy
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Requirements for the Public Policy Major:

Lower-Division Requirements (five courses [at least 20 units])

The following core courses are required of all students enrolled in the public policy major. These courses can be used to satisfy college breadth requirements.

- PBPL 001
- PBPL 002
- ECON 003
- PBPL 004
- One course chosen from: HIST 017B, HIST 020, SOC 015 or SOC 020

Upper-Division Requirements (12 courses [at least 48 units])

- ECON 101, POSC 114, or STAT 100A
- PBPL 101
- Ten (10) courses from two tracks, with no more than seven (7) courses in one track.

Public Policy Seminar/Colloquia

During the junior and senior years, students will be required to enroll in PBPL191, Seminar on Critical Issues in Public Policy, which will include attendance at public lectures to the campus community by outside speakers – typically policy makers, administrators and researchers – on timely and important policy issues facing the Inland Empire, the state, the nation, and the world.

Domestic or International Policy Practicum

In the third or fourth year of the program (or during the summer between the third and fourth years), students will be required to do a policy practicum (PBPL198I). This will consist of an internship (paid or voluntary) on a policy issue or problem with a local, state or federal government agency, non-profit or for profit organization, a trade association, a labor/trade union, or a public-affairs firm.

Select Ten (10) courses between two tracks, with no more than seven (7) courses in one track.

Requirements for the Public Policy Minor:

Lower-Division Requirements (four courses [at least 16 units])

The following three core courses are required of all students enrolled in the public policy minor. These courses can be used to satisfy college breadth requirements.

- PBPL001

- One course chosen from: ECON 005, PSYC011, SOC 005, STAT 040, STAT 048, HIST 017B, HIST 020
- One course from: ECON 003, PHIL 002, PHIL 003, POSC 010, POSC 015

Upper-Division Requirements (six courses [at least 24 units] chosen from two tracks)

Public Policy Seminar/Colloquia

During the junior and senior years, students will be required to enroll in PBPL191, Seminar on Critical Issues in Public Policy, which will include attendance at public lectures to the campus community by outside speakers – typically policy makers, administrators and researchers – on timely and important policy issues facing the Inland Empire, the state, the nation, and the world.

Select six courses from two tracks.



SCHOOL OF PUBLIC POLICY FACULTY

Core Faculty



JULIANN ALLISON
Associate Professor
juliann.allison@ucr.edu

Areas of research: political economy, environmental politics and policy, and community-based social change, especially as it relates to conflict resolution and environmental sustainability



KEN BAERENKLAU
Associate Provost
Associate Professor
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Areas of research: nonpoint source pollution control, conservation technology adoption, non-market valuation, water resource economics, land use and habitat conservation



DAVID BIGGS
Associate Professor
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Areas of research: Southeast Asia, Vietnam, environmental science & technology, historical geography



DAVID BRADY
Professor
david.brady@ucr.edu

Areas of research: poverty & inequality; politics & political economy, health & healthcare, research methods, social policy, globalization & development, work & labor markets,



STEVEN BRINT
Vice Provost,
Undergraduate Education
Professor
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Areas of research: sociology of higher education, sociology of professions, middle-class politics



PAUL D'ANIERI
Provost
Executive Vice Chancellor
Professor
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Areas of research: Eastern European and post-Soviet affairs, with an emphasis on the international and domestic politics of the Soviet Union



ANIL DEOLALIKAR
Founding Dean,
School of Public Policy
Professor
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Areas of research: poverty and human development in developing countries, economic demography, social-sector policy reform in developing countries, health and nutritional economics and economics of education



ARIEL DINAR
Graduate Advisor
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Areas of research: water and environmental economics, water policy, climate change, regional cooperation, cooperative game theory, economics of extension



KEVIN ESTERLING
Associate Dean,
Graduate Division
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Areas of research: deliberative democracy in American national politics



SCHOOL OF PUBLIC POLICY FACULTY

Core Faculty



CASSANDRA GUARINO
Professor
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Areas of research: teacher quality, teacher labor markets, school choice, and issues in which health and education are linked



ROBERT KAESTNER
Professor
Appointment in progress

Areas of research: health, labor, social policy, econometrics



BRUCE LINK
Distinguished Professor
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Areas of research: disparities/inequalities in health, homelessness, mental health, research designs and methods, social/cultural issues, social epidemiology, stigma, stress, violence



BENJAMIN NEWMAN
Associate Professor
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Areas of research: class and inequality, race and ethnic politics, and political participation and protest



KARTHICK RAMAKRISHNAN
Associate Dean,
School of Public Policy
Professor
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Areas of research: civic participation, immigration policy, politics of race, ethnicity, and immigration in the United States



KURT SCHWABE
Professor
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Areas of research: water economics, alternative policy instruments for policy control, salinity and drainage management and policy, wildlife and fisheries management, valuing ecosystem and forest services, revealed and stated preference valuation methods



QINGFANG WANG
Associate Professor
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Areas of research: immigration, race/ethnicity, gender, and urban labor market; entrepreneurship and community and regional development; mobility and transnational migration of the highly-skilled; higher education as knowledge-production industry



SCHOOL OF PUBLIC POLICY STAFF

Dean's Office Staff



LUIS ALVAREZ
Financial and Operations Manager
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(951) 827-5574

Provides advanced, strategic, and technical guidance and analytical support for all financial and operations functions for the SPP.



ANGIE GONZALEZ
Academic Support Analyst
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Provides executive level administrative analytical support for a wide range of academic personnel and human resources functions for staff and academic employees in the SPP.



CHRISTINA HART
Executive Assistant to the Dean
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Provides executive-level support to the dean, including coordination of his schedule and managing all aspects of his business relating to UCR and the SPP.



TONI LAWRENCE
Director of Development
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Responsible for the SPP's fundraising effort, seeking private major gift support from individuals, foundations and corporations.



MARK MANALANG
Communications Specialist
Events Coordinator
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Serves as the marketing and communications point person for the SPP. Also coordinates SPP events, the SPP Internship Program, and the SPP Student Ambassador Program.



BRIAN NAKAMURA
Career Counselor and
Internship Coordinator
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Responsible for planning and organizing undergraduate and graduate career services and internship activities for the SPP.



JASMINE MEJIA
Academic Personnel and
Human Resources Analyst
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Responsible for academic personnel and human resources management.



VERONICA RUIZ
Assistant Dean
Chief Financial and
Administrative Officer
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Oversees the financial and administrative operations of the SPP.



WILL SUH
Student Affairs Coordinator
william.suh@ucr.edu
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Responsible for recruitment, admissions, and academic advising for graduate students of the SPP.

TO BE RECRUITED
Student Affairs Officer
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Responsible for the academic advising of undergraduate students in the Public Policy undergraduate major and minor.

TO BE RECRUITED
Project Manager
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Manages special projects for the School of Public Policy.



SCHOOL OF PUBLIC POLICY STAFF

Affiliated Research Centers Staff

**SHAYNA CONAWAY**

Finance Outreach and Extramural Funds
Center for Sustainable Suburban
Development (CSSD)
One Health Center
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Responsible for contract and grant administration, pre- and post-award administration, and financial administration.

NANCY DAY

Student Affairs Officer
iGERT Program
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Mentors graduate students and student progress toward degree completion ensuring that all policies and procedures pertaining to the Integrated Graduate Education & Research Traineeship (IGERT) Program are met.

**DONITA MCCANTS-CARTER**

Administrative Manager
Presley Center for Crime and
Justice Studies
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The procurement, administration, and stewardship of intra- and extramural funding to support the Center's mission of developing research agendas.

**JUSTINE ROSS**

Graduate Research Assistant
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Provides research and strategic programmatic support to actualize objectives set by each of the SPP's research center directors.

**DAVID WILLMON**

Assistant Director
Communications and Seminars
Center for Sustainable Suburban
Development (CSSD)
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Responsible for facilitating and promoting CSSD's Randal Lewis Seminar Series and related CSSD communications in support of the Center's Director.

April 29, 2016

TO: Academic Senate

FR: School of Public Policy Executive Committee

RE: Proposed Transfer of the Public Policy Major from CHASS to SPP

The SPP Executive Committee reviewed the proposal entitled “The Transfer of the BA Degree in Public Policy from the College of Humanities, Arts, and Social Science (CHASS) to the School of Public Policy (SPP)” on Wednesday April 27, 2016. It voted unanimously to approve it. This fulfills a prior commitment on the part of CHASS faculty and the University administration to move the major and minor to a fully established SPP. That intention dates to 2007 when the major was established. The financial crisis of 2008-2012 delayed the University from opening SPP, given the freeze in hiring and cuts in the UC General Fund. Now, the SPP is firmly established, with its inaugural Masters cohort completing its first year. It features a world-class faculty that includes many joint appointees who have homes in CHASS departments and support educational and research programs in CHASS.

There are several key benefits for public policy students and SPP in moving the undergraduate major to SPP. As mentioned in the agreement drafted by SPP administration, this transfer will accomplish the following:

- **Advising:** The transfer will provide more focused advising by recruiting a dedicated undergraduate advisor in 2016-17 to advise the approximately 150 current undergraduates with hopes to grow the major. Already the SPP Dean and SPP core faculty manage the undergraduate major's “senior policy ambassador program” and help fund undergraduate policy internships (which are a requirement for the major). Our goal is to sustain an undergraduate program that provides a seamless experience with strong advising and faculty mentorship, from freshman seminars to senior honors programs. We hope to cultivate pathways to professional job placements and graduate study at top institutions.
- **Teaching:** Another advantage relates to teaching. SSP faculty as part of their teaching load will take on gateway classes in an effort to strengthen undergraduates’ initial experience in the major. SPP faculty members dedicate their teaching and research to public policy and are expertly positioned to generate excitement about the major in this entry class.
- **Financial:** Based on the new budget model, the transfer of the undergraduate major is an important component to the long-term success of SPP as an academic enterprise. SPP has committed funding in FY 2016-17 to hire an undergraduate advisor and the SPP,

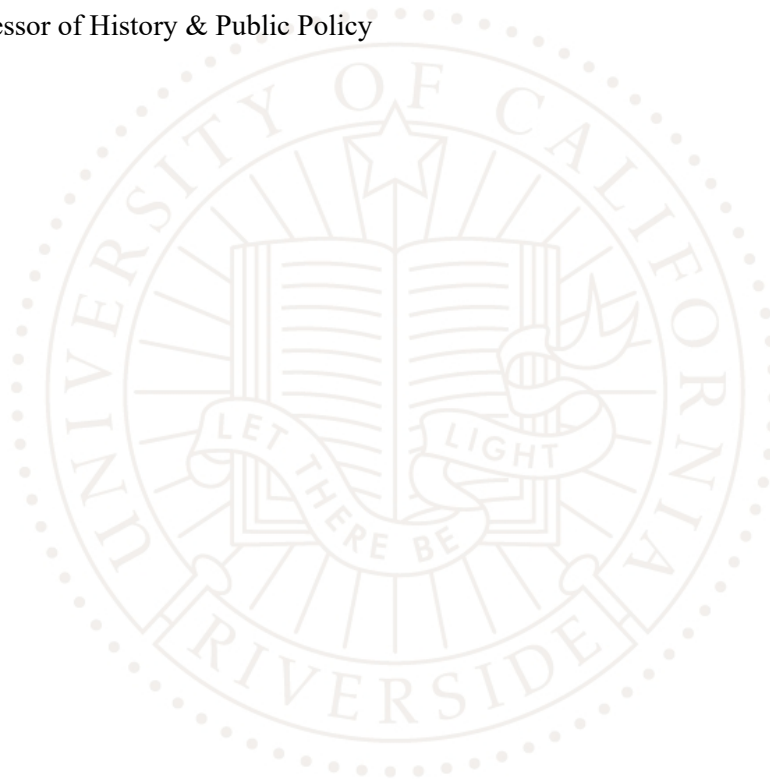
through its fundraising activities, already supports more focused undergraduate advising, undergraduate scholarships and public policy internships for undergraduates. In conversations with the deans in CHASS and SPP, the budgetary impact on CHASS will be minimal as Public Policy majors will still take a substantial number of courses in CHASS.

On behalf of SPP faculty, administration and students, we thank you for your support and look forward to building stronger programs and contributing to the overall betterment of the campus.

Sincerely,

A handwritten signature in dark ink, appearing to read 'D. Biggs', with a stylized flourish at the end.

David A. Biggs
SPP Executive Committee Chair
Associate Professor of History & Public Policy



PUBLIC POLICY MAJOR REQUIREMENTS

1. Lower-division requirements: 6 COURSES (at least 24 units)

The following core courses are required of all students enrolled in the public policy major. These courses can be used to satisfy college breadth requirements **with the exception of PBPL 001, which only counts toward the major.**

- PBPL 001
- POSC 010 or POSC 015
- ECON 003
- PHIL 002 or PHIL 003
- HIST 017B or HIST 020
- One from: ECON 005, PSYC 011, SOC 005, STAT 040

2. Upper-division requirements:

- 10 COURSES chosen from **two tracks**, with no more than **seven (7) courses from one track**

Health & Population Track

ANTH 147/WMST 140	ECON 183	PSYC 178
ANTH 160	ENSC/SWSC/MCBL 141	PSYC 179
ECON 129	ETST 116/HISA 147	SOC 137
ECON 156	POSC 180	WMST 140/ANTH 147

Social, Cultural & Family Policy Track

ANTH 109/WMST 109	MCS 139/SOC 139	SOC 139/MCS 139
ANTH 148/WMST 150	MCS 171/SPN 171	SOC 143/URST 143
ECON 122E	PHIL 168/WMST 141	SOC 144
ECON155/WMST 155	PHIL 108/WMST 108	SOC 160
ECON 159	POSC 146	SOC 161
EDUC 114	PSYC 165	SOC 183P
EDUC 132/POSC 132	PSYC 167/ETST 167	WMST 109/ANTH 109
ETST 126	PSYC 168/ETST 168	WMST 150/ANTH 148
ETST 139	SOC 120	WMST 155/ECON 155
ETST 146/EDUC 146	SOC 122	WMST 164/ANTH 164
ETST 156	SOC 130	
MCS 133/SOC 138	SOC 138/MCS 133	

Economic Policy Track

ECON 132	ECON 153/BUS 153	POSC 164
ECON 135	ECON 160/BUS 160	POSC 182
ECON 117/PHIL 119	ETST 109F	POSC 186
ECON 118	HIST 124	
ECON 152/BUS 152	PHIL 116	

Urban/Environmental Policy Track

ECON 121F	ENSC 141	POSC 172/URST 172
ECON 143A/ENSC 143A	ENSC 143C/ECON 143C	SOC 182/URST 182
ECON 143B/ENSC 143B	LWSO 175J	SOC 184
ECON 146/URST 146	PHIL 117	
ENSC 101	POSC 127	

Policy Institutions & Processes Track

ECON 116	POSC 101	PSYC 175
ECON 119	POSC 146	RLST 174
ANTH 104	POSC 150	RLST 175
HIST 111	POSC 167	SOC 150
HISA 120B	POSC 168	SOC 151
LWSO 100	POSC 170	SOC 159
LWSO 193	POSC 173	
PHIL 165	POSC 186	

International & Foreign Policy Track

ECON 187/LNST 187	POSC 129	POSC 162/LNST 142
POSC 120	POSC 154	POSC 169
POSC 125	POSC 158/LNST 148	RLST 173/POSC 109
POSC 126	POSC 159	SOC 135
POSC 127	POSC 160	SOC 181

1. Public Policy Seminar/Colloquia: PBPL 191 (2 units)

Students must complete one quarter of PBPL 191 in their junior or senior year. **PBPL 191 (Seminar in Public Policy)** includes attendance at public lectures to the campus community given by outside speakers—typically policy makers, administrators and researchers—on timely and important policy issues facing the inland empire, the state, the nation, and the world. All work is completed via I-Learn and email. The seminar is two units graded Satisfactory/No Credit.

2.**Domestic or International Policy Practicum: PBPL 198-I**

In the third or fourth year of the program (or during the summer between the third and fourth years), students must undertake a policy practicum (PBPL 198-I), which consists of an internship (paid or voluntary) on a policy issue or problem with a local, state or federal government agency, nonprofit or for-profit organization, a trade association, labor trade union, or a public-affairs firm. Students enrolled in the UCR Washington DC Academic Program, the UC Center at Sacramento Academic Program or the Education Abroad Program can apply that experience toward the policy practicum requirement, and do not need to undertake a separate internship.

3. Senior Thesis (*for Honors candidates only*): PBPL 195-H

Students who have an outstanding academic record in their course work during the first three years of the program can become candidates for Honors in Public Policy during the spring quarter of their junior year. All honors candidates must enroll in a two quarter senior thesis seminar (PBPL 195H) that will culminate in a written thesis covering a real policy problem of the student's choice. The thesis project could grow out of the practicum experience.

PUBLIC POLICY MINOR

Public policy analysis is the use of decision-making theory and evidence-based methods to the study of substantive public policy problems. The objective of public policy analysis is to improve the quality of public policy-making by critically examining the design and relevance of public policies, their implementation and execution, and their impact on households, communities, and the society at large. By its very nature, policy analysis is multidisciplinary. Thus, for instance, policies to address health problems in society have to draw upon developments in philosophy, economics, political science, medicine, and ethics (among other disciplines).

1. Lower-division Requirements (3 courses)

The following core courses are required of all students enrolled in the public policy major.

These courses can be used to satisfy college breadth requirements **with the exception of PBPL 001, which only counts toward the minor.**

- Public Policy (PBPL) 001
- One course from:
ECON 005, PSYC 011, SOC 005, STAT 040, or HIST 017B or HIST 020
- In addition, students will need to take **one** of the following core courses:
 - POSC 010 or POSC 015
 - ECON 003
 - PHIL 002 or PHIL 003

2. Upper-division Requirements (6 courses)

- 6 COURSES chosen from **two tracks**

Health & Population Track

ANTH 147/WMST 140	ECON 183	PSYC 178
ANTH 160	ENSC /SWSC /MCBL 141	PSYC 179
ECON 129	ETST 116/HISA 147	SOC 137
ECON 156	POSC 180	WMST 140/ANTH 147

Social, Cultural & Family Policy Track

ANTH 109/WMST 109	MCS 139/SOC 139	SOC 139/MCS 139
ANTH 148/WMST 150	MCS 171/SPN 171	SOC 143/URST 143
ECON 122E	PHIL 168/WMST 141	SOC 144
ECON155/WMST 155	PHIL 108/WMST 108	SOC 160
ECON 159	POSC 146	SOC 161
EDUC 114	PSYC 165	SOC 183P
EDUC 132/POSC 132	PSYC 167/ETST 167	WMST 109/ANTH 109
ETST 126	PSYC 168/ETST 168	WMST 150/ANTH 148
ETST 139	SOC 120	WMST 155/ECON 155
ETST 146/EDUC 146	SOC 122	WMST 164/ANTH 164
ETST 156	SOC 130	
MCS 133/SOC 138	SOC 138/MCS 133	

Economic Policy Track

ECON 132	ECON 153/BUS 153	POSC 164
ECON 135	ECON 160/BUS 160	POSC 182
ECON 117/PHIL 119	ETST 109F	POSC 186
ECON 118	HIST 124	
ECON 152/BUS 152	PHIL 116	

Urban/Environmental Policy Track

ECON 121F	ENSC 141	POSC 172/URST 172
ECON 143A/ENSC 143A	ENSC 143C/ECON 143C	SOC 182/URST 182
ECON 143B/ENSC 143B	LWSO 175J	SOC 184
ECON 146/URST 146	PHIL 117	
ENSC 101	POSC 127	

Policy Institutions & Processes Track

ECON 116	POSC 101	PSYC 175
ECON 119	POSC 146	RLST 174
ANTH 104	POSC 150	RLST 175
HIST 111	POSC 167	SOC 150
HISA 120B	POSC 168	SOC 151
LWSO 100	POSC 170	SOC 156
LWSO 193	POSC 173	
PHIL 165	POSC 186	

International & Foreign Policy Track

ECON 187/LNST 187	POSC 129	POSC 162/LNST 142
POSC 120	POSC 154	POSC 169
POSC 125	POSC 158/LNST 148	RLST 173/POSC 109
POSC 126	POSC 159	SOC 135
POSC 127	POSC 160	SOC 181

3. Public Policy Seminar/Colloquia: PBPL 191

During the junior and senior years, students must enroll in **PBPL 191 (Seminar in Public Policy)**, which includes attendance at public lectures to the campus community given by outside speakers—typically policy makers, administrators and researchers—on timely and important policy issues facing the inland empire, the state, the nation, and the world.

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EXECUTIVE COMMITTEE:
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES

RIVERSIDE, CALIFORNIA 92521-0132

November 21, 2016

TO: Dylan Rodriguez, Chair
Academic Senate

FROM: Jason Weems, Chair
CHASS Executive Committee

RE: Proposed Transfer of the Public Policy Major from the College of Humanities, Arts, &
Social Science to the School of Public Policy

The CHASS Executive Committee reviewed the proposal from the School of Public Policy entitled “The Transfer of the BA Degree in Public Policy from the College of Humanities Arts and Social Sciences (CHASS) to the School of Public Policy (SPP)” on Wednesday, October 12, 2016. SPP Dean Anil Deolalikar, SPP Executive Committee member David Biggs, and SPP support staff made a presentation and answered a few questions. The Committee respects the achievement of SPP faculty in building a graduate professional program and the interdisciplinary undergraduate major currently housed in CHASS. After review of the proposal, however, the committee expressed reservations on several fronts.

- Professionalization of Undergraduate Education: In the broadest scope, the Committee questions UCR’s increased emphasis on the development of professional degrees at the undergraduate level. To us, such professionalization conflicts with the core values of a UC education, including the broad preparation of students not simply as potential jobholders but rather as enlightened individuals and broadly prepared critical thinkers. UCR is at its core an institution of higher learning, and the professionalization of its curriculum comes at a cost to that basic mission.
- Major Design and Justification: The SPP proposal states that very few research universities—even fewer of them public institutions—offer a public policy major at the undergraduate level. According to the proposal, no other UC campus does so. The proposal identifies this as a “competitive advantage.” Furthermore, we understand that at the national level, the offering of a four-year public policy degree is also rare (as opposed to a 2-year program, for example). Unfortunately, the proposal does not address why public policy majors are relatively uncommon.

We would like clarification on this issue, including further study of advantages and disadvantages of a 4-year plan. We also wonder if there are benefits to a 2-year professional major, with a pre-program based in the humanities and social sciences.

The Committee also notes that among existing public policy majors at research universities, only a small number are housed in dedicated professional schools, as opposed to being based in colleges of humanities and/or social sciences (as is currently the case at UCR). We believe there are significant educational advantages for students to maintaining the major in the College of Humanities, Arts, and Social Sciences.

- Interdisciplinary Curriculum: the SPP transfer proposal cites the interdisciplinarity of the SPP curriculum as a central strength, particularly its entwinement with CHASS courses. (In fact, a majority of the courses offered appear to be based in CHASS). We worry that the transfer of the program will negatively impact this built-in interdisciplinarity and that the broad liberal arts education currently offered will be weakened.

The proposal also notes that under CHASS, SPP students currently enjoy access to the College's highly successful student success initiatives such as CHASS Connect and CHASS First. These programs have proven crucial to elevating student success, especially during the freshman and sophomore years. While SPP states its intent "to develop some similar student success programs," we wonder if such duplication is feasible.

- Undergraduate Advising: the proposal highlights SPP's commitment to enhanced undergraduate advising by a committed undergraduate academic coordinator in SPP. Yet other career counseling and internship coordination duties will be covered by staff members who are simultaneously responsible for serving the school's professional Masters of Public Policy students. We are concerned that this split arrangement will not be focused to serve the specific needs of undergraduates.
- Admission Standards and Student Evaluation: the proposal offers little framework for the SPP undergraduate major admission standards and processes, which are currently those of CHASS. Will standards and procedures remain the same? Will SPP become more or less selective? Likewise, how will students be evaluated (and potentially dismissed) from the program? Finally, what kinds of transition guidance will be provided to those students that are unsuccessful in Public Policy?
- Relationship of the Undergraduate Major to the Professional Masters Degree: SPP rightly recognizes that the undergraduate major "provides a strong pipeline of students to its new flagship Master of Public Policy program." While this is appropriate, there is also potential for conflict of interest with regard to resource allocation and student career advising. The undergraduate major must be strong within itself and not thought of as a feeder of students and resources to the "flagship" Masters program. It also vital to the undergraduate teaching mission that core courses be taught by Senate-level faculty.
- Space: SPP was essentially carved out of CHASS. If the undergraduate program separates, are SPP's facilities currently capable of handling the expansion? How is SPP prepared to facilitate

the potential for increase of its spatial needs without the support of CHASS? The growth of one college should not come at the expense of another.

- Shared Faculty: As the proposal notes, many Public Policy faculty currently share joint-appointments with CHASS departments. How does the proposed transfer of the major impact this situation? As SPP adopts CHASS students, for example, will it also take on an increased responsibility for faculty costs? Alternately, if cross college appointments are intended to remain the norm, what processes will be devised to regulate teaching load and distribution, service, and evaluation? How will disparities between professional school and humanities/social sciences salaries be addressed? Fuller consideration of this issue is required.
- Shared Governance: even after the proposed separation, the SPP major curriculum will rely heavily on CHASS courses and infrastructure, as well as shared faculty appointments. If the proposal is successful, we believe there should be a formalized mechanism for consultation and decision-making between the faculty of the two colleges with regard to the major and its curriculum. Since oversight of curriculum is a Senate matter, this mechanism should be Senate-based.
- Consultation of Impacted Departments: the proposed transfer will directly impact the faculty and students of several existing departments within CHASS. These include, but are not limited to, Political Science, Economics, and Sociology. We ask that these departments be formally consulted about the proposal, as is required by Senate bylaws (Appendix, 7.5).
- Implications within New Budget Model: as stipulated by SPP in the proposal, one advantage for SPP in the transfer is that “it will provide an additional tuition revenue source.” Though not targeting SPP specifically, the Committee is distressed by the potential for internecine maneuvering as individual schools/colleges seek larger student headcounts (especially undergraduate majors) as a means for funding their initiatives—especially graduate and professional programs. Such a model of competitive budgeting takes away from a more desirable focus on holistic planning, curricular excellence, and student experience.

The CHASS Executive Committee recognizes the importance of SPP’s contribution to the university. We understand the aspirational vision of their proposal. The stakes of such a transfer, however, are enormous for the colleges and schools, the university, and most importantly UCR’s undergraduate students. Given the unresolved issues listed above, it is unclear to us that the transfer will positively impact all involved parties. For this reason, we do not support the proposed transfer of the Public Policy major at this time.

Jason Weems, Chair

UCR CHASS Executive Committee

UNIVERSITY OF CALIFORNIA, RIVERSIDE

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EXECUTIVE COMMITTEE:
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES

RIVERSIDE, CALIFORNIA 92521-0132

March 13, 2017

TO: Dylan Rodriguez, Chair
Academic Senate

FROM: Kate Sweeny, Acting Chair
CHASS Executive Committee

RE: Transfer of the Public Policy Program to the School of Public Policy

On December 19, 2016, the Executive Committee Chair for the School of Public Policy (SPP), Kurt Schwabe, provided a response to the CHASS Executive Committee's concerns about the proposed transfer of the undergraduate public policy major from CHASS to SPP. The CHASS Executive Committee requests that our initial comments on the SPP proposal be retained in the Senate records. However, after considering SPP's response to our concerns, we now feel that SPP's proposed transfer of the public policy major should move forward. We outline below the considerations that have led to our revised position, addressing the key points we raised in our previous letter.

- *Justification and design of the public policy major:* The CHASS Executive Committee noted that SPP had not provided sufficient justification for a four-year public policy major. SPP's response provided a list of top-ranked universities that similarly house a four-year public policy major. We appreciate SPP's efforts to provide further justification and are satisfied with how SPP is moving to address this issue.
- *Curriculum, advising, and access to student success initiatives:* The CHASS Executive Committee expressed concern that transferring the public policy major out of CHASS would harm the interdisciplinary nature of students' education and prevent students from benefitting from the numerous student success initiatives housed within CHASS (e.g., CHASS Connect, CHASS First). SPP's response provided assurance that the curriculum for public policy majors would remain nearly identical to its current form in CHASS. They further highlighted the currently available support services for students within SPP, including internship placement, comprehensive academic counseling, and peer counseling, among others. Although these services will provide essential support to public policy majors, the CHASS Executive Committee notes that further development of programs equivalent to those in CHASS would be ideal for optimizing student success.

- *Admission standards:* The CHASS Executive Committee requested clarification regarding SPP's standards for admission and dismissal. SPP's response provided extensive detail on these points, and we thus are satisfied with how SPP is moving to address this issue.
- *Space and shared faculty:* The CHASS Executive Committee noted that SPP is closely tied to CHASS, in that its facilities were carved out of CHASS space, and many of its faculty have joint appointments between SPP and CHASS. SPP's response points to a memorandum of understanding (MOU) between CHASS, GSOE, and SPP that addresses the complexities of joint appointments. More importantly, SPP recently reached out to the departments most closely tied to the public policy major (Sociology, Political Science, and Economics). Each of these departments has indicated that they do not anticipate any negative impact of the proposed major transfer. Thus, we are satisfied with how SPP is moving to address this issue.
- *Shared governance:* In light of the close ties between SPP and CHASS that will persist even if the public policy major is transferred to SPP, the CHASS Executive Committee suggested the development of a formalized mechanism for consultation and decision making between the two colleges regarding the major. We appreciate SPP's efforts to address this concern, but we still feel that a committee should be established to oversee the major and any future proposed changes to it. Such a committee could be modeled on the committee that currently oversees the Law & Society major. The CHASS Executive Committee will develop a proposal addressing this issue in the coming months, and we anticipate that SPP will join us in formulating a structure that will facilitate ongoing communication and planning.
- *Budget impact:* In light of UCR's new budget model, the CHASS Executive Committee is keenly aware of the potential for schools and programs to develop undergraduate majors with the sole or primary aim of increasing headcounts and thus financial resources for their college. We remain concerned about this potential for abuse of the budget model at the cost of educational quality for our students. However, the historical context of SPP (i.e., the long-term plan for them to house an undergraduate major; outlined in detail in SPP's response) provides assurance that their proposal was developed with the appropriate intentions and will benefit students who wish to pursue a career in public policy.
- *Professionalization of undergraduate education:* The CHASS Executive Committee is concerned about an apparent move at UCR toward professional degrees at the undergraduate level, which may undermine the core values of a liberal arts education at the heart of UCR's educational mission. We maintain this broad concern. However, because the public policy major will remain largely intact in its current form within CHASS if it transfers to SPP, we recognize that broader concerns about professionalization are less relevant in this case.

In sum, although the CHASS Executive Committee has continued concerns about potential abuses of the budget model and a move toward professionalization of undergraduate education at UCR, we believe that SPP has sufficiently addressed concerns specific to their proposed major transfer. Thus, we feel that the proposal should move forward at this time.

Kate Sweeny, Acting Chair
CHASS Executive Committee

TO: Dylan Rodriguez, Chair
Riverside Division

FR: Kurt Schwabe, Chair
Executive Committee, School of Public Policy

RE: Response to CHASS Executive Committees Concerns Regarding the Proposed
Transfer of the Public Policy Major from the College of Humanities, Arts, &
Social Science to the School of Public Policy

Date: December 19, 2016

Dear Chair Rodriguez:

We thank the Academic Senate and relevant committees for the opportunity to respond to the CHASS Executive Committee's (EC) reservation about the proposed transfer of the Public Policy Major from the College of Humanities, Arts, & Social Science to the School of Public Policy. The CHASS Executive Committee (CHASS EC) enumerated eleven concerns. Below we list each concern followed by our response. While we understand some of the concerns by the CHASS EC, we believe that a fuller understanding of the facts concerning the history of the major as well as of its current and proposed implementation will lead to a different conclusion, as discussed below.

We would like to note that the School of Public Policy was approved in 2008 after an exhaustive, two year-long review by the UCR Academic Senate, the UCR Chancellor, the UC System-wide Senate, the Office of the President and the UC Regents on the understanding that the School would offer undergraduate and graduate programs in public policy, that it would receive 12 faculty lines, and that it would be allocated reasonable office space for its faculty and its programs. The launch of the School by the UCR administration, which was delayed until 2012 due to the financial crisis, was a reaffirmation of the prior commitments. To be viable, the School needs to have vibrant, high-quality graduate AND undergraduate programs in public policy. It was originally understood by all relevant parties that the undergraduate major would move to SPP once it was established.

1. Professionalization of Undergraduate Education. The first concern the CHASS Executive Council expressed was as follows (quoting directly):

"In the broadest scope, the Committee questions UCR's increased emphasis on the development of professional degrees at the undergraduate level. To us, such professionalization conflicts with the core values of a UC education, including the broad

preparation of students not simply as potential jobholders but rather as enlightened individuals and broadly prepared critical thinkers. UCR is at its core an institution of higher learning, and the professionalization of its curriculum comes at a cost to that basic mission.”

Response: We take exception to this statement on a number of accounts. First, it should be noted that what is being proposed to the Senate at this time is not the creation of a new major but simply the transfer of an existing major from one unit (CHASS) to another (SPP). Absolutely no curricular changes are planned for the major, so we don’t see how a general discussion of the professionalization of undergraduate education is relevant in this context. And as mentioned earlier, the Public Policy Major was created with the understanding that it would be transferred to the School of Public Policy when it was established and functioning.

Furthermore, the characterization of the public policy major as a professional major is inaccurate. Indeed, a B.A. in public policy is no more of a professional degree than, say, a B.A. in economics or a B.S. in environmental sciences. The public policy major at UCR is a Bachelor of Arts degree that has the same general education and distribution requirements as any other B.A. program offered at UCR. Indeed, in some ways, it is a major that is even more interdisciplinary than many other CHASS majors, since students have to take courses in disciplines as varied as political science, economics, philosophy, history, sociology and environmental sciences. In addition to the gen-ed and breadth requirements, familiarity with the upper-division course requirements associated with the different tracks within the public policy major clearly indicates that students are being prepared to be critical thinkers.¹ The emphasis on critical thinking in policy analysis is

¹ *The various tracks (of which the students are required to take 10 courses) include:*

Track 1: Health/Population Policy

ANTH 147/GSST 140, ANTH 160, ECON 129, ECON 156, ECON 183, ENSC 141/ MCBL 141/SWSC 141, ETST 116/ HISA 147, GSST 140/ANTH 147, POSC 180, PSYC 178, PSYC 179, SOC 137

Track 2: Social, Cultural, and Family Policy

ANTH 109/GSST 109, ANTH 148/GSST 150, ECON 122E, ECON 155/GSST 155, ECON 159, EDUC 114, EDUC 132/POSC 132, ETST 126, ETST 139, ETST 146/EDUC 146,

Track 4: Urban/Environmental Policy:

ECON 121F, ECON 143A/ENSC 143A, ECON 143B/ENSC 143B, ECON 146/URST 146, ENSC 101, ENSC 141/MCBL 141/SWSC 141, ENSC 143C/ECON 143C, LWSO 175 (E-Z), PHIL 117, POSC 127, POSC 172/URST 172, SOC 182/URST 182, SOC 184

Track 5: Policy Institutions and Processes:

ANTH 104, ECON 116, ECON 119, HIST 111, HISA 120B, LWSO 100, LWSO 193, PHIL 165, POSC 101, POSC 146, POSC 150, POSC 167,

paramount. We recommend the CHASS EC read its college's description of the Public Policy Major on the CHASS website (<http://chass.ucr.edu/about/undergrad/>), which reads:

“The Bachelor of Arts is designed to teach students to critically analyze current public policies, their implementation, and their impacts on households, community, and society. Courses draw on developments in philosophy, economics, and political science, amongst others.”

Third, even if our proposal involved curricular changes, there is no reason to preemptively reject any moves towards pre-professionalism. At a diverse and large campus such as UCR, a liberal-arts education and a more pre-professional education not only coexist, but are also synergistic. Our sense is that having CHASS majors interacting with the large number of engineering and business majors – both of which are professional or pre-professional majors – along with minors such as education strengthens the diversity of our student body. Currently, UCR offers students a variety of choices. This range of options is likely appealing to students prior to matriculating to UCR, and it gives them more choice should they feel the need and/or desire to change direction after matriculating. Indeed, this is exactly what most of the Public Policy Majors have done so far. That is, they started at UCR as either undeclared or a non-Public Policy major; after arriving at UCR they decided to move into the Public Policy major. In this sense, choice is a positive option to provide students.

ETST 156, GSST 109/ANTH 109, GSST 150/ANTH 148, POSC 168, POSC 170, POSC 173, POSC 186,
MCS 133/SOC 138 MCS 139/SOC 139, MCS 171/SPN 171, PSYC 175, RLST 174, RLST 175, SOC 150, SOC
PHIL 168/GSST 141, PHIL 108/GSST 108, POSC 146, PSYC 151, SOC 159
167/ ETST 167, PSYC 168/ETST 168, SOC 120, SOC 122,
SOC 130, SOC 138/MCS 133, SOC 139/MCS 139, SOC
143/URST 143, SOC 144, SOC 160, SOC 161, SOC 183 (E-Z)

Track 3: Economic Policy

ECON 132, ECON 135, ECON 117/PHIL 119, ECON 118,
ECON 152, ECON 153/BUS 153, ECON 160/BUS 160, ETST
109F, PHIL 116, POSC 164, POSC 182, POSC 186

Track 6: International and Foreign Policy:

ECON 187/LNST 187, POSC 120, POSC 125,
POSC 126, POSC 127, POSC 129, POSC 154,
POSC 158/LNST 148, POSC 159, POSC 160,
POSC 162/LNST 142, POSC 169, RLST
173/POSC 109, SOC 135, SOC 181

2. Major Design and Justification. The second issue the CHASS Executive Committee raised was associated with what they see as a lack of justification for a Public Policy Major and point out that there are only a few schools in the nation that offer such a major. To quote the text directly:

“The SPP proposal states that very few research universities— even fewer of them public institutions—offer a public policy major at the undergraduate level. According to the proposal, no other UC campus does so. The proposal identifies this as a “competitive advantage.” Furthermore, we understand that at the national level, the offering of a four-year public policy degree is also rare (as opposed to a 2-year program, for example). Unfortunately, the proposal does not address why public policy majors are relatively uncommon.”

We would like clarification on this issue, including further study of advantages and disadvantages of a 4-year plan. We also wonder if there are benefits to a 2-year professional major, with a pre-program based in the humanities and social sciences.

The Committee also notes that among existing public policy majors at research universities, only a small number are housed in dedicated professional schools, as opposed to being based in colleges of humanities and/or social sciences (as is currently the case at UCR). We believe there are significant educational advantages for students to maintaining the major in the College of Humanities, Arts, and Social Sciences.”

Response: Again, we should remind the CHASS Executive Committee that the issue under discussion is the transfer of an existing public policy major, not the design of a new major. UCR’s Academic Senate approved the creation of the undergraduate public policy major in 2006-07. Consequently, we find it peculiar to critique the merits of this major at this time and ask for justification for its existence. Currently, the only reason for requiring clarification seems to be that the major – whose merits were vetted ten years ago and approved – is somewhat unique. Such a request seems capricious and we wonder whether the CHASS EC will use such a simple metric – i.e., the uniqueness of a program – to make similar requests of other programs on campus.

For instance, the undergraduate business major at UCR is somewhat unique. Should we also request that the Academic Senate revisit this major and ask for justification? Again, we’ll reiterate an earlier point – it is important for a large research university such as UCR to offer a choice of several different liberal-arts and pre-professional majors to its undergraduate students and let them decide which major they wish to pursue.

Furthermore, we question the accuracy of their assessment as to the number of programs that offer a four-year undergraduate degree in public policy major throughout the country. A quick search identifies universities such as University of Delaware, University

of Virginia, Michigan State University, SUNY-Albany, University of Mississippi, as well as private universities such as Brown, Duke, and Stanford that offer undergraduate majors in public policy, and often in schools of public policy.

3. Interdisciplinary Curriculum. The CHASS Executive Committee suggests that the transfer of the major to SPP will negatively impact its interdisciplinarity and weaken the liberal arts education associated with it. Specifically,

“The SPP transfer proposal cites the interdisciplinarity of the SPP curriculum as a central strength, particularly its entwinement with CHASS courses. (In fact, a majority of the courses offered appear to be based in CHASS). We worry that the transfer of the program will negatively impact this built-in interdisciplinarity and that the broad liberal arts education currently offered will be weakened.

The proposal also notes that under CHASS, SPP students currently enjoy access to the College’s highly successful student success initiatives such as CHASS Connect and CHASS First. These programs have proven crucial to elevating student success, especially during the freshman and sophomore years. While SPP states its intent “to develop some similar student success programs,” we wonder if such duplication is feasible.”

Response: We want to stress that we are transferring the program, not changing the curriculum. As noted above, the curriculum will not change as a result of the proposed transfer. It will remain a Bachelor of Arts degree. In addition to a few core courses in public policy, students will continue to take most of their elective courses in other departments on campus, including those in CHASS, CNAS (primarily environmental sciences and biology) and BCOE (mainly environmental engineering).

As far as whether SPP can develop similar student success for Public Policy majors if the students do not have access to CHASS Connect or CHASS First services, public policy majors are already receiving very personalized advising and student success services from SPP. Among these services are:

- Student internships with over 20 public policy agencies and NGOs with whom SPP has drawn up Memoranda of Understanding (MOU). SPP has recruited a full-time Career Counselor and Internship Coordinator since 2015. In addition, SPP provides course credit to a faculty member for offering the internship class (PBPL 198i), and the SPP Internship and Career Counselor staffs the 198i Internship Class, even though the course is a CHASS course.
- Individual career counseling for graduating seniors with a dedicated Career Counselor and Internship Coordinator.

- Nine-month long WRCOG Fellowships with a number of cities and public agencies in the Inland region for 15 high-achieving new public policy graduates
- A first-rate student ambassadorship program for high-achieving public policy majors
- Peer-to-peer counseling and student support networks during exam weeks
- Opportunity to meet one-on-one with some of the leading policy makers and policy practitioners from within California and around the nation when they visit SPP to lecture in the SPP Seminar Series. Among the policy makers who have visited SPP in the past two years as SPP Seminar Series speakers and with whom public policy majors have had a chance to mingle are Robert Reich (former US Labor Secretary), Anthony Rendon (Speaker of the California Legislature), Dave Jones (Insurance Commissioner for California), California Assemblyperson Eduardo Garcia, California Legislative Analyst MacTaylor, US Congressman Mark Takano, and Michael Huerta (FAA Administrator). Several of these individuals also serve on the SPP Advisory Board.
- Access to SPP research centers and the events they sponsor (e.g., Presley Center for Crime and Justice Studies, One Health Center, Center for Sustainable Suburban Development, and the Blum Poverty Initiative)

The undergraduate program in Public Policy recently conducted a student experience survey that indicates high levels of utilization and strong satisfaction of the support already being offered by staff in SPP (see enclosed survey results). Two points are worthy noting. First, at least one-half of the students surveyed believe that the major already resides in the School of Public Policy given the support they receive. Second, students value the focused advice they can receive from staff in SPP, as illustrated by one of the student's comments:

“I think having an academic advisor specifically dedicated to Public Policy students will help improve the experience the most. Currently, since public policy is under the multi-disciplinary advising, I think that the academic advising given to us is kind of superficial because the advisors oversee many different programs. By having an advisor dedicated solely for the Public Policy major will increase the quality of service received because that person will know more about the ins-and-outs of the major.”

To emphasize, SPP is already providing advising and support services to the CHASS undergraduates in public policy. Indeed, given that (i) the 197 students in the CHASS public policy undergraduate program are among more than 1,500 interdisciplinary majors being advised by just three undergraduate advisers in CHASS' MDU (Multi-Disciplinary Unit), and (ii) SPP has a dedicated full-time Student Internship and Career Counselor and will soon have a full-time undergraduate adviser for these 197 students, we believe that moving the public policy major from CHASS to SPP will be good for the undergraduate

students; it will also relieve the workflow pressure on the CHASS MDU advisers and allow them to focus on the non-public policy students within CHASS.

The CHASS EC also seems to have misunderstood the situation with respect to how the undergraduate public policy courses are currently being taught. All interdisciplinary undergraduate programs in CHASS, including Public Policy, rely on faculty from disciplinary departments to teach their courses. As a result, most public policy undergraduate courses are currently taught by lecturers. Departments such as Political Science and Economics simply do not have the faculty resources to teach the gateway public policy courses like PBPL 001 (Introduction to Public Policy Analysis) and PBPL 002 (Politics and Public Policy). If the major is transferred to SPP, SPP has more than sufficient faculty resources to staff the public policy undergraduate courses with ladder-rank Senate faculty, not lecturers. So contrary to the comments of the CHASS EC, the likelihood of having public policy courses taught by ladder-rank Senate faculty will in fact increase if the major is transferred from CHASS to SPP. We see this as a big benefit to the undergraduate students.

4. Undergraduate Advising. The CHASS Executive Committee suggests concern over the ability of SPP staff to advise and meet the needs of undergraduate students and MPP students and fear that the attention required for the MPP program will limit the services the undergraduate students received. Specifically,

“The proposal highlights SPP’s commitment to enhanced undergraduate advising by a committed undergraduate academic coordinator in SPP. Yet other career counseling and internship coordination duties will be covered by staff members who are simultaneously responsible for serving the school’s professional Masters of Public Policy students. We are concerned that this split arrangement will not be focused to serve the specific needs of undergraduates.”

Response: The argument that SPP’s Internship Coordinator and Career Counselor will not be able to devote enough time to the undergraduates because this staff member will also service the graduate students is misplaced. SPP’s graduate program (the two-year Master of Public Policy) is a relatively small program that only admits 25 students each year. This means that, at any given time, we only have 50 graduate students in residence. Clearly, a full-time Career Counselor and Internship Coordinator can serve significantly more students than this. As it is, even though the public policy major is currently based in CHASS, SPP’s Career Counselor and Internship Coordinator is already spending nearly two-thirds of his time and effort on the public policy undergraduates and only about a third on the graduate MPP students. Since he keeps a track of all his student contacts, we know that he met with over 60 CHASS undergraduate students during the last year to provide advice on career counseling, and has had over 250 student contact meetings with undergraduates to discuss the internship program and an additional 87 hours in other

undergraduate student-related matters. We expect this to continue – and even increase – after the transfer of the undergraduate program to SPP.

5. Admission Standards and Student Evaluations. The CHASS Executive Committee suggests concern over undergraduate admissions standards, etc. Specifically,

“The proposal offers little framework for the SPP undergraduate major admission standards and processes, which are currently those of CHASS. Will standards and procedures remain the same? Will SPP become more or less selective? Likewise, how will students be evaluated (and potentially dismissed) from the program? Finally, what kinds of transition guidance will be provided to those students that are unsuccessful in Public Policy?”

Response: We agree that the proposal did not discuss adequately the issue of admission standards and procedures as well as that of student evaluation. The transfer of the Public Policy Major from CHASS to SPP will not impact the admission standards and student evaluation criteria used to determine student eligibility for admissions into the major. The standards and procedures will remain the same and not impact the selectivity of the major. In particular, SPP will proceed with the following criteria/standards/protocols:

- Working with the Office of Undergraduate Admissions, SPP will follow the same admissions criteria in place for Fall 2016 for incoming freshman and transfer students. It will adhere to the current Academic Index Scores (AIS) of 3,720 and higher for freshman and a minimum 2.40 GPA in addition to completion of 60 transferable units, and completion of the UC seven-course pattern for transfer students.
- As is currently the case, incoming freshmen and transfer students may declare public policy as their major of choice through their UCR application submitted for admissions through the office of Undergraduate Admissions. Prior to the third week of their incoming quarter, students may also declare public policy as their major through MyUCR, at orientation, and or working directly through the public policy academic advisor.
- After the third week, in order to declare as a public policy major, the criteria for the major declaration must be met. Students must be in good academic standing with a minimum GPA of 2.0 and have completed public policy 1 with a grade of "C-" or better. This applies to students requesting change of major from any other UCR major.
- The degree requirements for the public policy major and minor for purposes of degree completion will not change.

- As previously articulated in the SPP proposal, SPP plans to implement several student success initiatives based off leading ‘best practices’ at UCR and other institutions, such as Learning Communities that have been implemented in CHASS and CNAS. Additionally, SPP advising staff will run quarterly reports to identify students who may require access to additional support services based off early indicators of not meeting progress to degree at a satisfactory rate. SPP will continue to partner with various student services on campus, such as the Academic Resource Center, The WELL, Counseling Center, etc. to assist these students.

Students who are academically dismissed from the campus due to poor academic performance will be advised to enroll in courses through Concurrent Enrollment to improve UC GPA and seek readmission for a future term.

6. Relationship of Undergraduate Major to the Professional Masters Degree. The CHASS Executive Committee suggests concern over conflict of interest between administering the undergraduate public policy major and SPP’s desire to see its MPP program grow. Specifically,

“SPP rightly recognizes that the undergraduate major “provides a strong pipeline of students to its new flagship Master of Public Policy program.” While this is appropriate, there is also potential for conflict of interest with regard to resource allocation and student career advising. The undergraduate major must be strong within itself and not thought of as a feeder of students and resources to the “flagship” Masters program. It also vital to the undergraduate teaching mission that core courses be taught by Senate-level faculty.”

Response: Naturally, we did not mean to imply in the proposal that we only see the undergraduate program as a pipeline to our Master’s program. Our Master’s program is a relatively small program, admitting only 25 students each year. The vast majority of public policy majors who graduate from the undergraduate program will not enter our Master’s program. What we meant to say in the proposal was that the pipeline effect is just one of many reasons why SPP is strongly vested in building and developing a first-rate public policy undergraduate program. Obviously, there are many other reasons as well, as we have illustrated earlier.

The use of the word “flagship” may have inadvertently caused the misunderstanding within the CHASS Executive Committee.

7. Space. The CHASS Executive Committee suggests concern of the possibility of growth/expansion in SPP, and that growth in SPP may require support from CHASS. Specifically,

“SPP was essentially carved out of CHASS. If the undergraduate program separates, are SPP’s facilities currently capable of handling the expansion? How is SPP prepared to facilitate the potential for increase of its spatial needs without the support of CHASS? The growth of one college should not come at the expense of another.”

Response: SPP currently has more than adequate space to cover the needs of the undergraduate program. Indeed, as noted earlier, SPP is already doing much of the individual mentoring and career/internship advising to the CHASS public policy majors. The undergraduate SPP ambassadors have shared office space already within SPP facilities, and they hold peer advising help sessions for other public policy majors in these facilities.

While it is true that SPP is currently occupying office space that used to be CHASS space, this has nothing to do with the transfer of the undergraduate program. When the campus (including the Senate and the UC Regents) approved the establishment of a School of Public Policy at UCR, there was an implicit understanding that the new School would be allocated space. Fortunately, CHASS was able to free up some space in the interdisciplinary building for SPP faculty and staff offices, for which SPP is grateful. However, the reassignment of office space from CHASS to SPP was a campus space allocation decision, and should have no bearing on the transfer of the undergraduate major.

8. Shared Faculty. The CHASS Executive Committee suggests concern of the possibility of growth/expansion in SPP, and that growth in SPP may require support from CHASS. Specifically,

“As the proposal notes, many Public Policy faculty currently share joint-appointments with CHASS departments. How does the proposed transfer of the major impact this situation? As SPP adopts CHASS students, for example, will it also take on an increased responsibility for faculty costs? Alternately, if cross college appointments are intended to remain the norm, what processes will be devised to regulate teaching load and distribution, service, and evaluation? How will disparities between professional school and humanities/social sciences salaries be addressed? Fuller consideration of this issue is required.”

Response: Unfortunately, this point is made on a misunderstanding of how faculty lines operate and how the budget model works at UCR. SPP was allocated 12 faculty lines upon its establishment; this was a condition of the School being approved by the UC Regents back in 2008. Faculty lines at UCR have never been allocated on the basis of undergraduate enrollment; if this were the case, the faculty size of the social science departments in CHASS would be 20 times as large as of the arts departments! If the

public policy major were to move from CHASS to SPP, it would merely mean an additional 163 undergraduate students in SPP; this will have virtually no impact whatsoever on SPP faculty lines or on shared faculty appointments. Joint faculty appointments between SPP and CHASS (as those with other schools/colleges) are driven by shared strategic goals, not based on the number of undergraduate students to be taught.

The question raised by the CHASS Executive Committee – *“As SPP adopts CHASS students, will it also take on an increased responsibility for faculty costs [of joint appointments]”* – again reveals a misunderstanding of the campus budget model. Contrary to what the CHASS Executive Committee is implying, SPP is not “free riding” on CHASS faculty resources in any way. If a faculty member at UCR has a split 50-50 appointment across two colleges, the costs of that faculty member are split equally by the two colleges. There is no question of one college subsidizing the other college’s faculty.

The CHASS Executive Committee seems to be concerned about how teaching and service loads will be distributed across CHASS and SPP for faculty members that have joint appointments in the two units. Again, we believe this is a question that is totally unrelated to the transfer of the undergraduate major. Since its launch more than two years ago, SPP has had numerous joint faculty appointments with both CHASS and GSOE. As noted earlier, joint faculty appointments are driven by shared strategic goals of the colleges, not by undergraduate or graduate teaching needs. There is already an MOU signed by CHASS, GSOE and SPP that addresses the research, service and teaching service obligations of faculty members that share joint appointments among the three units.

9. Shared Governance.

“Even after the proposed separation, the SPP major curriculum will rely heavily on CHASS courses and infrastructure, as well as shared faculty appointments. If the proposal is successful, we believe there should be a formalized mechanism for consultation and decision-making between the faculty of the two colleges with regard to the major and its curriculum. Since oversight of curriculum is a Senate matter, this mechanism should be Senate-based.”

Response: We agree that the two colleges will need to consult closely with each other if the undergraduate public policy major is transferred from CHASS to SPP. Members of the CHASS Executive Committee may not be aware of this, but there is already close collaboration going on between the two colleges in a number of areas. For one, more than half of SPP faculty share an appointment in CHASS; this itself ensures close collaboration between the two colleges. Two of SPP Center directors have sole faculty

appointments in CHASS (viz., Ron Loveridge of Political Science and Steven Clark of Psychology). The two colleges also work closely in sponsoring many joint events and seminars. In early November 2016, for example, a major symposium on “Disasters and Resilience” was organized jointly by CHASS and SPP.

10. Consultation of Impacted Departments

“The proposed transfer will directly impact the faculty and students of several existing departments within CHASS. These include, but are not limited to, Political Science, Economics, and Sociology. We ask that these departments be formally consulted about the proposal, as is required by Senate bylaws (Appendix, 7.5).”

Response: There are two issues here. First, we do not believe any of the CHASS departments listed by the CHASS Executive Committee – Political Science, Economics and Sociology – will be impacted in any way by the proposed transfer, since their faculty have not been teaching any of the undergraduate public policy courses in the last two or three years. (The courses have been taught by outside lecturers.) The transfer will only impact the public policy interdisciplinary program currently housed in the CHASS Multi-Disciplinary Unit. If anything, the impact on the MDU will be minimal, if not actually positive. There are currently more than 1,500 majors in the MDU who are being advised by three undergraduate advisers; naturally, these advisers are overstretched in terms of their advising responsibilities. They will have roughly 197 fewer students to advise if the transfer takes place.

Second, even if the Departments of Political Science, Economics and Sociology might have been impacted, we believe it is the responsibility of the CHASS Executive Committee, not the SPP Executive Committee, to consult/inform these departments, since the CHASS Executive Committee represents the different departments in CHASS.

11. Implications within the New Budget Model

“As stipulated by SPP in the proposal, one advantage for SPP in the transfer is that “it will provide an additional tuition revenue source.” Though not targeting SPP specifically, the Committee is distressed by the potential for internecine maneuvering as individual schools/colleges seek larger student headcounts (especially undergraduate majors) as a means for funding their initiatives—especially graduate and professional programs. Such a model of competitive budgeting takes away from a more desirable focus on holistic planning, curricular excellence, and student experience.”

Response: As is clearly indicated in the proposal, our reasons for seeking a transfer of the major are primarily pedagogical; we believe having the public policy major within SPP will be good for the students because they will be taught by ladder-rank faculty; they will

have better access to high-quality advising, internship and career counseling infrastructure already built up within SPP; and there will be greater opportunities to exploit the many synergies between the Master's and the undergraduate programs in public policy within SPP.

Budgetary considerations are not the reason why we are requesting the transfer of the major. Indeed, when the proposal to establish SPP was first prepared in 2006-07 (and a decision was made then to temporarily house the major in CHASS until such time as the School of Public Policy was established), UCR did not have a student enrollment-driven budget model. (Campus discussion of the enrollment-based budget model first began in 2015-16, and it was implemented only in 2016-17.)

As mentioned above, the School of Public Policy was approved in 2008 after an exhaustive, two year-long review by the UCR Academic Senate, the UCR Chancellor, the UC System-wide Senate, the Office of the President and the UC Regents on the understanding that the School would offer undergraduate and graduate programs in public policy, that it would receive 12 faculty lines, and that it would be allocated reasonable office space for its faculty and its programs. The launch of the School by the UCR administration in 2012 was a reaffirmation of these commitments. It is not appropriate to now question or litigate these commitments, as the CHASS Executive Committee appears to be doing in their comments.

More importantly, the large investments that the campus has made in the past four years in the new School's faculty and infrastructure will not have been worthwhile if the only curricular program offered by the School is a relatively small Master's program in public policy. To be viable, the School needs to have vibrant, high-quality undergraduate AND graduate programs in public policy.

In closing, the SPP is already contributing heavily to the success of the public policy major despite the fact that it does not own this major. The three CHASS advisers in the MDU who currently advise the public policy students will also confirm the many ways in which SPP is contributing to the success of the undergraduate public policy program. There is a lot more that SPP can do to grow the program and to further improve its quality, but we are unable to do this without ownership of the program.

Summary

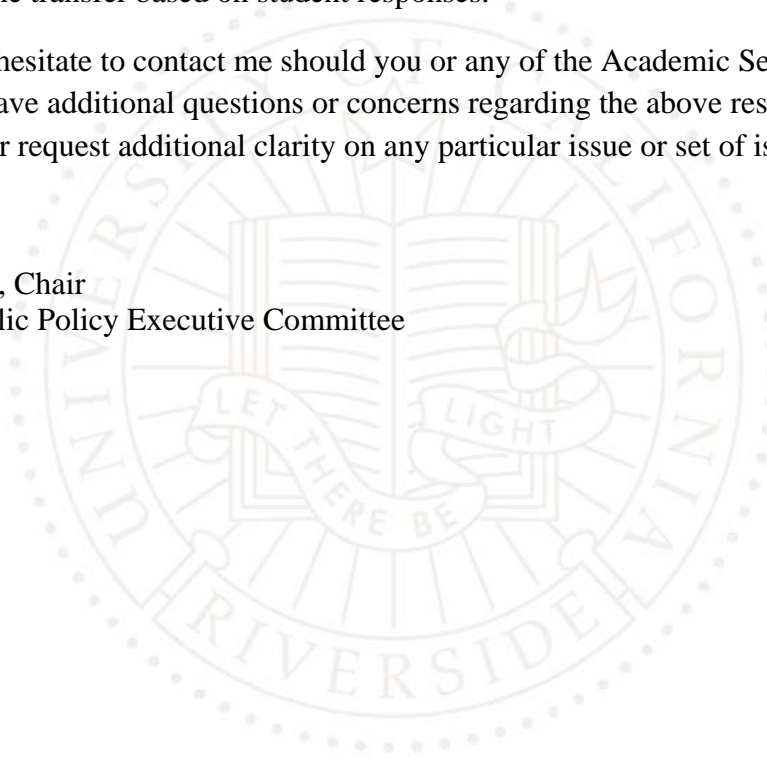
We hope that the above responses and information, which include a more complete and accurate description of the public policy major and its proposed transfer to SPP than one might gather from the CHASS EC letter, alleviates the concerns raised by the CHASS

EC. In particular, we feel that the overdue transfer will certainly impact all parties positively, especially the students.

Finally, the concerns raised by the CHASS EC motivated the undergraduate public policy committee, chaired by Anil Deolalikar, to survey current public policy majors regarding their experiences in the program, including student assessment of their advising experiences and interactions with faculty and staff in the SPP. While the survey was distributed from the 6th to the 9th of December, a busy time for students, and the students were only given 3 days to complete the survey, we received 31 responses out of the nearly 160 undergraduate public policy majors (nearly a 20% response rate). Below we present the results of the survey, along with some key takeaways. Given the timing, we did not put significant effort into formatting the results, yet in its current somewhat crude form we feel the findings address some of the CHASS EC concerns and provide strong evidence for the transfer based on student responses.

Please do not hesitate to contact me should you or any of the Academic Senate Committees have additional questions or concerns regarding the above responses and information, or request additional clarity on any particular issue or set of issues.

Kurt Schwabe, Chair
School of Public Policy Executive Committee



Summary and Highlights
Survey of Students in the Public Policy Major
December 6th to 9th, 2016

Note: Short online survey administered to all public policy majors and minors during the period December 6-9, 2016. Because the survey was conducted during final examination week (and immediately before the three-week-long winter break), students were given only three days to complete the survey. We received 31 responses back from the near 160 students who are currently listed as public policy majors. The low response rate (~20%) is likely related to the timing of the survey.

- About 42% of the respondents were seniors, followed by 26% who were sophomores, 19% juniors and 10% freshmen. This is broadly consistent with the actual distribution of students in the program, since most students majoring or minoring in public policy transfer to this major during their second or third year.
- Students appear to be generally very satisfied with the advising services offered by the MDU. About 48% of the respondents reported they had met with their CHASS MDU adviser at least once or twice in the past year, while another 45% reported meeting the adviser 3-5 times over the same period. Approximately 55% of the students rated the academic advice they received from the MDU advisers as being very good or excellent.
- Students appear to be also very satisfied with the internship and career counseling services provided by SPP's Internship Coordinator and Career Counselor, Brian Nakamura, with 52% of the respondents rating the internship assistance as well as the career counseling advice they received from him as being excellent.
- Likewise, 54% of the respondents reported that the seminars organized by the School of Public Policy Seminar Series and attended by them were very good or excellent.
- There is some scope for raising students' awareness of peer advising by SPP ambassadors and final workshop preps organized by SPP, as the majority of respondents did not report using these services. However, those that did use them reported being extremely satisfied with them.
- Nearly 40% of the surveyed students reported having some interaction with the graduate (Master of Public Policy) students in SPP, with the vast majority of them describing their interactions as "very good" or "excellent."
- Overall, more than two-thirds (68%) of the students surveyed felt that the faculty and staff of the School of Public Policy had contributed "quite a lot" or "a great deal" to their success in the undergraduate public policy program.

- Finally, the survey suggests that there is a lot of confusion in students' minds about where the undergraduate public policy program resides. Only about half (52%) of the responding students knew that the undergraduate public policy program is based in CHASS, with 48% believing (incorrectly) that the program actually resided in the School of Public Policy. The likely explanation for this is that students in the program receive considerable advising, internship and career counseling services from both the CHASS MDU and SPP staff.

Students were also asked to provide their written comments on the public policy program and on how the program could be improved further. All the comments received are provided at the end of this document. However, it is worth reporting a few of these comments immediately below:

"I think the public policy undergraduate major is one of the majors on campus with the most major-specific resources available. This has greatly contributed to the success of my own undergraduate experience."

"The staff and faculty is so incredibly helpful and we have so many useful resources."

"I love the resources the School has provided me for success so far."

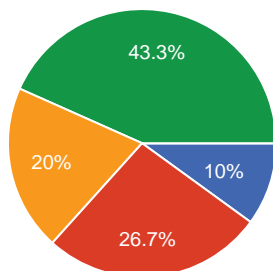
"I think having an academic advisor specifically dedicated to Public Policy students will help improve the experience the most. Currently, since public policy is under the multi-disciplinary advising, I think that the academic advising given to us is kind of superficial because the advisors oversee many different programs. By having an advisor dedicated solely for the Public Policy major will increase the quality of service received because that person will know more about the ins-and-outs of the major."

31 responses

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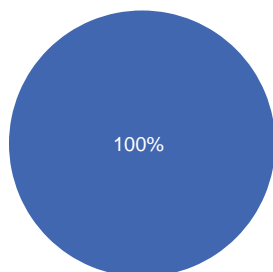
Summary

What is your current status?



Freshman	3	9.7%
Sophomore	8	25.8%
Junior	6	19.4%
Senior	13	41.9%
	0	0%

Are you a public policy major or minor?

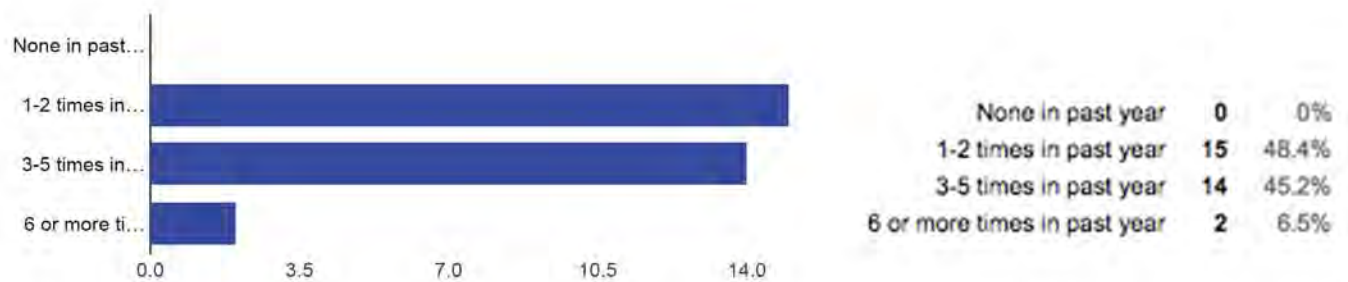


Major	31	100%
Minor	0	0%

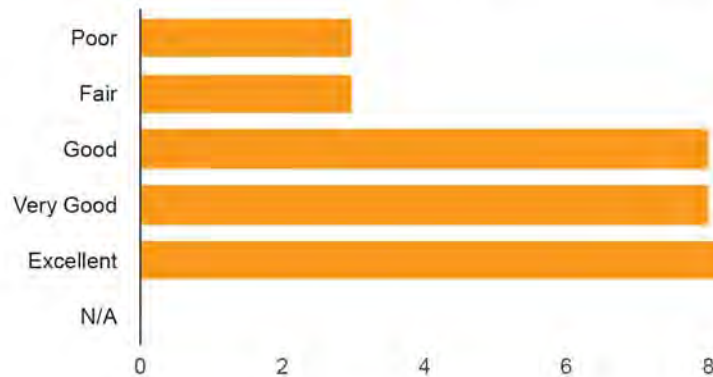
Service Utilization and Rating

How often would you say you have used the following services in the past year?

How often have you used this service? [Academic advising (provided by Brenda Aragon, Cassee Barba, or Victor Moreira)]



Overall quality of Academic advising (Brenda Aragon, Cassee Barba, Victor Moreira) [How would you rate the academic advising provided?]



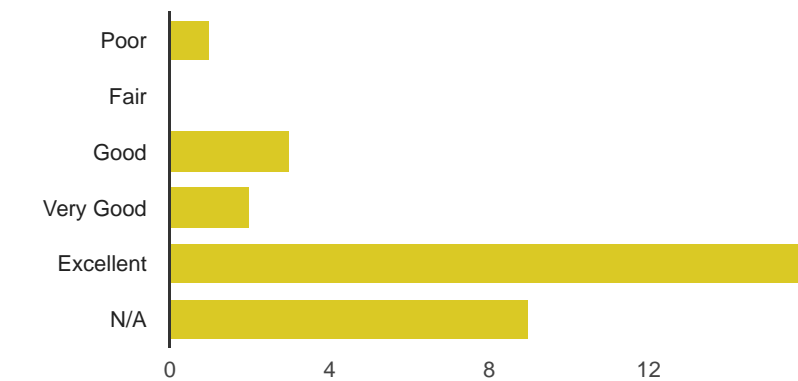
Poor	3	9.7%
Fair	3	9.7%
Good	8	25.8%
Very Good	8	25.8%
Excellent	9	29%
N/A	0	0%

How often have you used this service? [Internship assistance (provided by Brian Nakamura)]



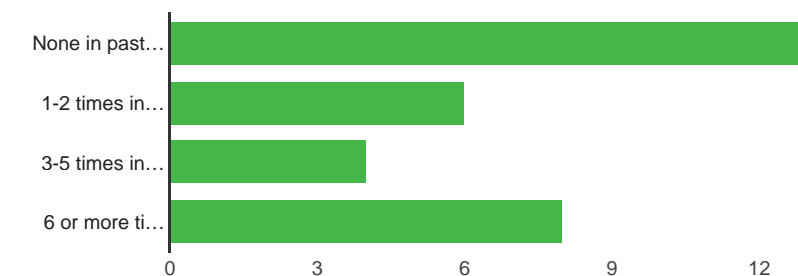
None in past year	9	29%
1-2 times in past year	7	22.6%
3-5 times in past year	9	29%
6 or more times in past year	6	19.4%

Overall quality of Internship assistance - PBPL 198i (Brian Nakamura) [How would you rate the internship assistance provided?]



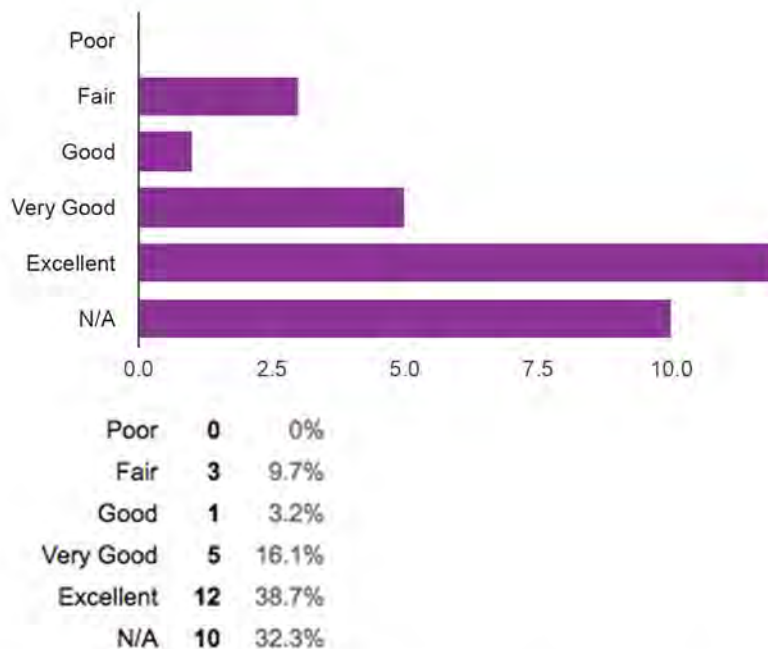
Poor	1	3.2%
Fair	0	0%
Good	3	9.7%
Very Good	2	6.5%
Excellent	16	51.6%
N/A	9	29%

How often did you attend the seminars offered by the School of Public Policy (either as part of your PBPL 191 requirement or more generally because of your interest in the topic)? [Public policy seminar - PBPL 191 (Professor Anil Deolalikar as Instructor and Mark Manalang as Assistant)]

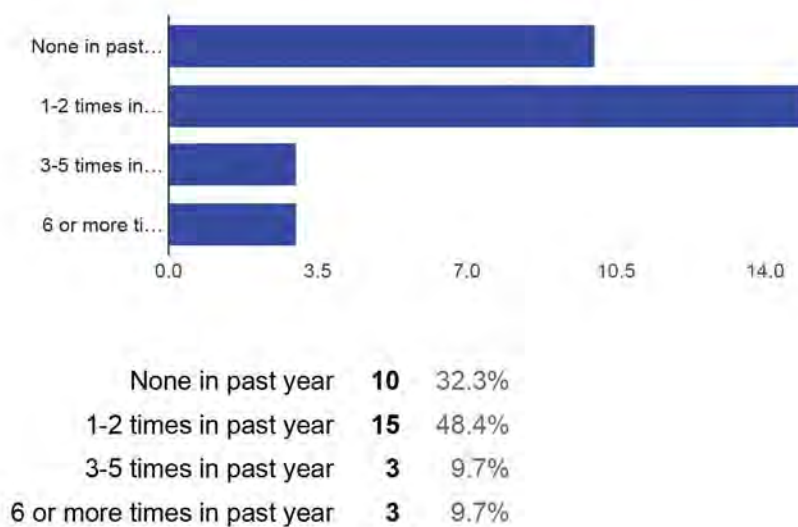


None in past year	13	41.9%
1-2 times in past year	6	19.4%
3-5 times in past year	4	12.9%
6 or more times in past year	8	25.8%

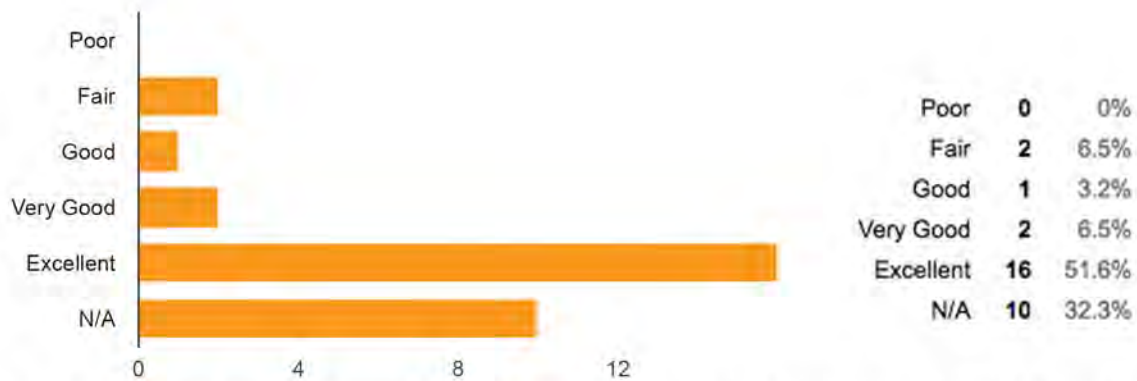
How would you rate the overall quality of the public policy seminars you attended? [How would you rate the overall quality of the public policy seminars you attended?]



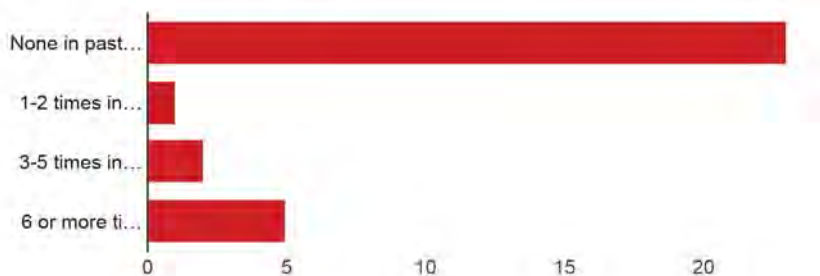
How often have you used this service? [Career counseling (provided by Brian Nakamura)]



Overall quality of Career counseling (Brian Nakamura) [How would you rate the career counseling provided?]

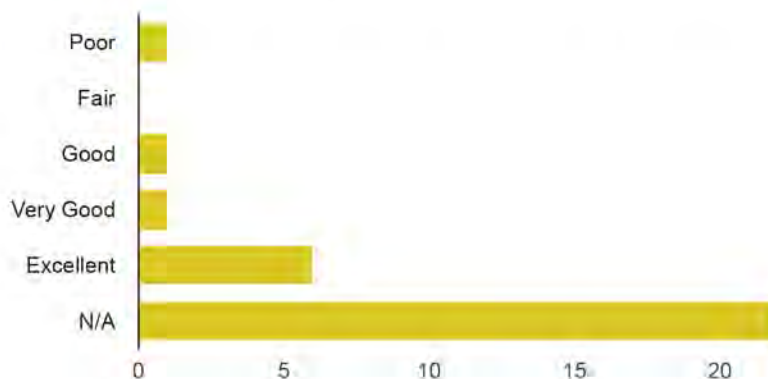


How often have you used this service? [Peer advising/mentorship (SPP Dean's Student Ambassadors)]



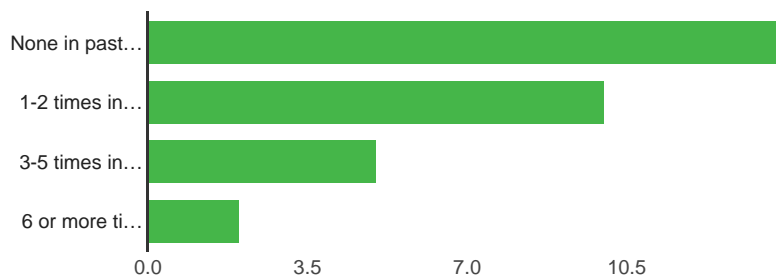
None in past year	23	74.2%
1-2 times in past year	1	3.2%
3-5 times in past year	2	6.5%
6 or more times in past year	5	16.1%

**Overall quality of Peer advising/mentorship (SPP Dean's Student Ambassadors)
[How would you rate the peer advising/mentoring provided?]**



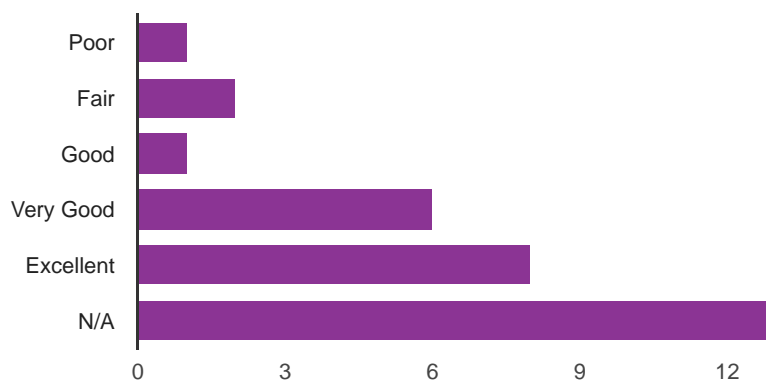
Poor	1	3.2%
Fair	0	0%
Good	1	3.2%
Very Good	1	3.2%
Excellent	6	19.4%

How often have you used this service? [Finals prep workshops & other student success events (SPP Dean's Student Ambassadors)]



None in past year	14	45.2%
1-2 times in past year	10	32.3%
3-5 times in past year	5	16.1%
6 or more times in past year	2	6.5%

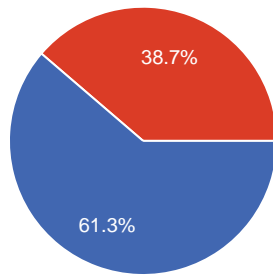
Overall quality of Finals prep workshops & other student success events (SPP Dean's Student Ambassadors) [How would you rate finals prep workshops and other student success events?]



Poor	1	3.2%
Fair	2	6.5%
Good	1	3.2%
Very Good	6	19.4%
Excellent	8	25.8%
N/A	13	41.9%

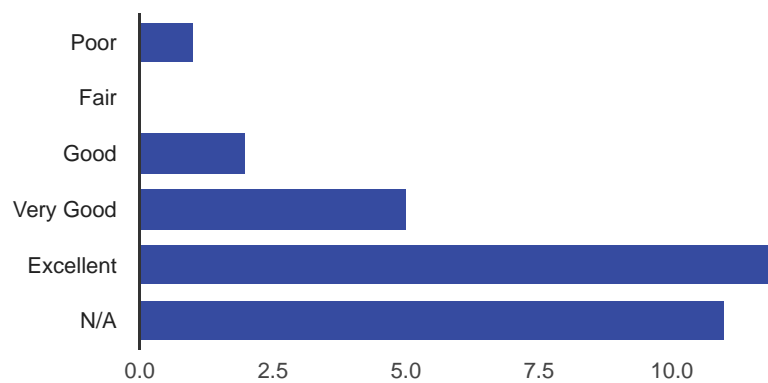
Interactions with graduate students and faculty

Have you had interactions with any graduate (Master of Public Policy or MPP) students in the School of Public Policy?



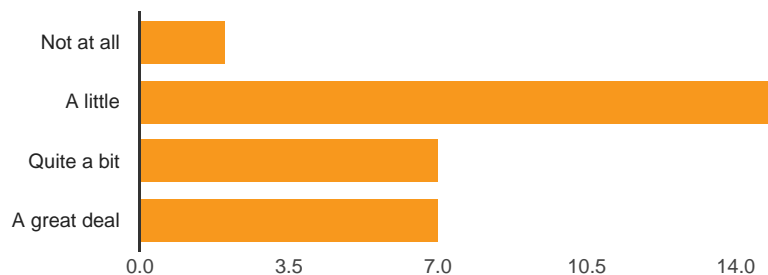
Yes	19	61.3%
No	12	38.7%

Quality of interactions with MPP students [If so, please rate the quality of your interactions]



Poor	1	3.2%
Fair	0	0%
Good	2	6.5%
Very Good	5	16.1%
Excellent	12	38.7%
N/A	11	35.5%

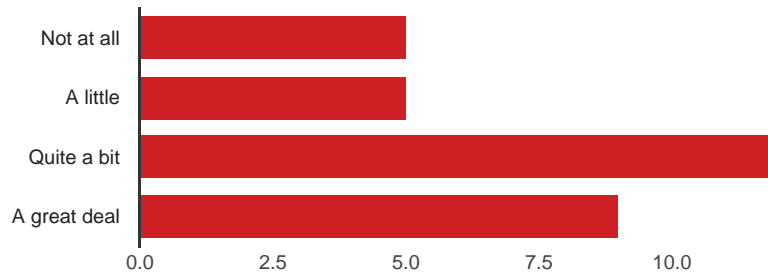
_ [To what extent would you say the STAFF and FACULTY of the College of Humanities, Arts, and Social Sciences (CHASS) have contributed to your success as an undergraduate at UCR?]



Not at all	2	6.5%
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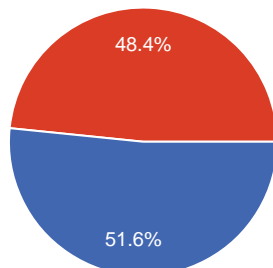
A little	15	48.4%
Quite a bit	7	22.6%
A great deal	7	22.6%

_ [To what extent would you say the STAFF and FACULTY of the School of Public Policy have contributed to your success as an undergraduate at UCR?]



Not at all	5	16.1%
A little	5	16.1%
Quite a bit	12	38.7%
A great deal	9	29%

In which college/school do you think the undergraduate public policy program resides?



College of Humanities, Arts, and Social Sciences (CHASS)	16	51.6%
School of Public Policy (SPP)	15	48.4%

In what ways can we improve the undergraduate major or minor experience? (take as much space as you need)

the time of some of the seminars conflicted with classes so i wasn't able to attend

Provide more health related classes, offer a BA/MA degree in Public Health

More opportunities to take upper div classes without being an upper div standing. I was forced to finish most if not all my breadth in order to become upper div standing. The duration of my college career will be tough upper div classes.

You're doing well so far

Maybe providing more focused set of courses as opposed to making students choose from 2 tracks.

More advising hours from the advisor, since these advising times are on a time constraint.

Individuals like me have to visit advising office at least 3-4 times before being seen.

I think providing more clarity on which classes are being provided each quarter for students in upper-division standing would make signing up for classes much smoother.

Give out more background information and testimonials about the seminars and internships

I think having an academic advisor specifically dedicated to Public Policy students will help improve the experience the most. Currently, since public policy is under the multi-disciplinary advising, I think that the academic advising given to us is kind of superficial because the advisors oversee many different programs. By having an advisor dedicated solely for the Public Policy major will increase the quality of service received because that person will know more about the ins-and-outs of the major.

It would be helpful to have a list of public policy classes that are to be offered the following quarter. Most of the time our classes are cross-listed with classes in various departments and there seem to be little to no classes with a Public Policy upper-division title. This makes it difficult to try and make our schedules ahead of time and be prepared for registration.

Provide academic advisors who are skilled in assisting the SPP student population

N/A

More classes and advisors

Please put undergrad students (or just ambassadors) on the committee to decide the SPP's undergrad program when it moves over in Fall 2017.

Having the major and minor under the School of Public Policy would be beneficial to all students. The program would be more linear and the staff would have all the answers. The Public Policy major/minor should be under the School of Public Policy.

Please include any other thoughts you may have about the undergraduate major or minor experience (take as much space as you need)

I love the program

I think the Public Policy undergraduate major is one of the majors on campus with the most major-specific resources available. This has greatly contributed to the success of my own undergraduate experience.

The staff and faculty is so incredibly helpful and we have so many useful resources

I like how the size of the class is small and allows more interaction between the students and the professors/ lecturers.

N/A

I love the resources the school has provided me for success thus far.

The Public Policy program has greatly benefitted me during my time at UCR. I look forward to its continuous success.

March 3, 2017

Dean Anil Deolalikar
School of Public Policy

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

Dear Anil and Milly,

I am writing to formally communicate the fiscal impact of moving an existing major between schools and colleges in the new incentive based budget model. While this is germane to the current discussions underway surrounding the move of the undergraduate major in public policy from the College of Humanities, Arts, and Social Sciences to the School of Public Policy, the mechanisms set-forth in this letter are applicable to any shift in undergraduate major.

Such a decision should be driven by firm academic principles that are built upon the foundation of what is in the best interest of the academic program involved and the students we serve, not based on any budgetary implications. Therefore, in the budget, the transfer of the major will be revenue neutral. Technically, the unit losing majors would have its tuition allocation reduced by the number of majors moved and its subvention funding permanently increased by a corresponding amount, thus making it revenue neutral on an on-going basis. Similarly, the unit gaining majors would have its tuition allocation increased and its subvention decreased permanently by a similar amount (please see attached illustrative sample). After this budget adjustment, any incremental changes in the number of majors in either CHASS or SPP would be subject to the allocation mechanism in the new incentive based budget model.

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

Sincerely,



Cynthia K. Larive
Interim Provost and Executive Vice Chancellor

Attachment

xc: Chancellor Wilcox
Chair Rodriquez
Vice Chancellor Anguiano
Associate Vice Chancellor Hull
Assistant Dean and CFAO Williams
Assistant Dean and CFAO Ruiz

Sample Impact of Moving Undergraduate Majors Between Colleges Under the Campus's Incentive Based Budget

	Number	Before Transfer
\$1,070 per Major	550	\$588,500
\$3,451 per Workload FTE	7,500	\$25,882,500
Total Tuition		\$26,471,000
Subvention		\$27,425,360
Total Core Budget		\$53,896,360



*College A
loses 100
majors*

Number	After Transfer	Change
450	\$481,500	(\$107,000)
7,500	\$25,882,500	
	\$26,364,000	(\$107,000)
	\$27,532,360	\$107,000
	\$53,896,360	\$0

	Number	Before Transfer
\$1,070 per Major	150	\$160,500
\$3,451 per Workload FTE	525	\$1,811,775
Total Tuition		\$1,972,275
Subvention		\$15,636,250
Total Core Budget		\$17,608,525



*College B
gains 100
majors*

Number	After Transfer	Change
250	\$267,500	\$107,000
525	\$1,811,775	
	\$2,079,275	\$107,000
	\$15,529,250	(\$107,000)
	\$17,608,525	\$0

Special Review Committee Report on The Proposed Transfer of the Undergraduate Public Policy Program from CHASS to SPP

May 3, 2017

Committee Members:

Chair, Professor Ruhi Khan, Department of Media & Cultural Studies
Professor David Brady, School of Public Policy
Professor Evangelos Christidis, Department of Computer Science & Engineering
Professor Emeritus Keh-Shin Lii, Department of Statistics
Professor Rebekah Richert, Department of Psychology

The Committee was entrusted with 5 charges and its report weighing upon these is as follows:

Item 1

Determine and comment upon, to the extent possible, whether the original intent of the undergraduate public policy program, when it was developed in 2006-07, was to be eventually housed in the School of Public Policy, as and when the latter was established.

The committee reviewed the material it had been presented to explore the historical background to the inception of the School of Public Policy (Section II of the proposal). The committee came to the conclusion that the undergraduate major and minor in Public Policy were developed along with the School of Public Policy itself, and were proposed by the Public Policy Planning Committee in the early stages of the implementation of the School of Public Policy itself. The enrollment for this program has increased steadily, speaking to its longevity on campus. The School of Public Policy has also set in place the appropriate infrastructure to house the Public Policy major and minor programs. The committee unanimously concurred with regard to Charge Item 1 that the proposal is in line with the original intent, and that the undergraduate public policy program was intended to be housed in the School of Public Policy.

Item 2

Evaluate the pedagogical reasons for the undergraduate public policy program to reside in the School of Public Policy. In particular, will the current and future students in the program benefit academically from the proposed transfer?

The committee in its discussion came to agree that the move of the undergraduate program to SPP will benefit students (both current and future students) by connecting them better to graduate students and to SPP faculty. The enhanced interactivity with SPP graduate students and faculty will allow undergraduate students to get involved in

research activities and higher quality class projects are likely to be created by the students. The students will also benefit from mentorship offered by both graduate students and faculty advisors.

In addition, it is also indicated that after the transfer more courses will now be taught by SPP faculty, who are currently underutilized, and who would be infinitely more qualified than adjunct instructors to teach public policy core undergraduate courses. Moreover, an advising staff that is proposed to be hired and which would work exclusively with SPP students would be able offer them more constructive advising and guide them better through the internship program that is already up and running.

Item 3

Identify how any potential adverse budgetary implications of the proposed transfer on the college losing the program could be mitigated by the campus administration.

The committee discussed the current campus budget model and how it works. Based on this discussion and information provided by the Interim Provost and the EVC, the committee concluded that the transfer of the undergraduate public policy program from CHASS to SPP is revenue neutral for both schools. Indeed, enthusiasm for courses related to the public policy major could increase, and this would be to the benefit of both the schools (CHASS and SPP) because Public Policy courses are taught across CHASS and are inherently interdisciplinary.

Item 4

Determine, to the extent possible, whether SPP infrastructure – faculty, space, and advising – are capable of assuming control over the undergraduate public policy program.

The committee concluded that the SPP infrastructure is fully capable of assuming control of the undergraduate public policy major. There were no concerns with the infrastructure. Indeed, it was highlighted that SPP is already providing staff and resources to the major even while it remains housed in CHASS. SPP has an internship coordinator and career counselor that provides enormous time and effort to help students secure training and employment. SPP also provides extensive programming for students in terms of lectures, undergraduate-focused events (e.g. end of quarter mixers), and heavily involves students in SPP activities (e.g. as student ambassadors). The consensus of the committee is that the proposed move represents the formalization of what is already occurring as SPP already staffs the undergraduate majors. Finally, SPP has sufficient faculty and staff to fulfill the needs. Indeed, SPP has a sizable faculty and staff even before the potential hiring of further faculty and staff. The committee also noted that SPP plans to hire an undergraduate major advisor.

Item 5

Consider any other issues and concerns regarding the proposed transfer raised by the Executive Committee of the College of Humanities, Arts, and Social Sciences as well as the responses to such concerns provided by the Executive Committee of the School of Public Policy.

The committee also discussed CHASS Executive Committee's concerns regarding professionalization of education. The committee agreed that the concern is system wide and is being discussed at various forums. This continuing discussion though relevant does not bear directly on the question of transfer of Public Policy undergraduate majors to SPP from CHASS. The ongoing concern requires debate about what is defined as professionalization and how are the other schools of Engineering and Business to be included in this debate.