# REGULAR MEETING OF THE RIVERSIDE DIVISION  
**TUESDAY, MAY 24, 2022**  
**Zoom**  
**1:00 p.m.**

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None

May 17, 2022

F. Xu, Secretary-Parliamentarian
Riverside Division of the Academic Senate
MEETING
The Riverside Division of the Academic Senate met on Tuesday, February 22, 2022 at 1:03 p.m. via Zoom. Chair J. Stajich presided. The meeting was attended by 53 members of the Riverside Division of the Academic Senate. Chair Stajich outlined Zoom protocol to ensure that attendees could participate during the meeting.

MINUTES
The Minutes of the Regular Meeting of November 30, 2021 were approved as presented.

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

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

Chancellor Wilcox shared that he had just attended a Board of Regents emergency meeting. The meeting addressed a recent lawsuit against UC Berkeley related to student population growth. This lawsuit has huge implications for the University of California system and is being followed very closely.

Chancellor Wilcox also discussed key state legislative priorities, including climate change and equity. Both of these issues are also key priorities for the University of California and UC Riverside, in particular. Thus, it is important to elucidate the links between our university and climate change and equity to state leaders.

There were no questions/comments from the floor.

ANNOUNCEMENTS BY THE VICE CHANCELLORS
Provost and Executive Vice Chancellor (PEVC) Elizabeth Watkins addressed the Division.

PEVC Watkins thanked Senate members for their participation in the Western Association of Schools and Colleges (WASC) accreditation process. The WASC team commended UCR's responsiveness and commitment to address the issues raised during the previous WASC visit. They also asked UCR for continued assessment of academic programs via program reviews.

PEVC Watkins also shared that there has been a pause on the strategic plan. She thanked those who had worked on the latest iteration of the strategic plan, as some of our greatest thinkers were a part of the process. However, the significance of COVID-19 pandemic cannot be overstated, and we are in a different place compared to when the strategic planning process started.

Furthermore, PEVC Watkins shared that she is working on a strategic planning white paper, which has been shared with the Provost Cabinet thus far. The PEVC will work with schools and colleges, Senate, and faculty executive committees on strategic planning next steps.
There was a comment from the floor regarding reminding faculty to upload their syllabi to the syllabus repository, which is tied to the assessment process for academic programs. With that, PEVC Watkins concluded her remarks.

ANNOUNCEMENTS BY THE DEANS OR OTHER EXECUTIVE OFFICERS
Chair Stajich called upon the Secretary Parliamentarian to provide the report on election results. The Secretary Parliamentarian informed the Division that the results of the 2021-2022 recent elections for the Division, Colleges and Schools could be found on page 7 of the meeting agenda.

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

The results of the 2021-22 recent elections are reported on page 7 of the agenda.

ANNOUNCEMENTS BY THE CHAIR
Chair Stajich shared that systemwide Senate Chair Robert Horwitz has made the climate crisis a key priority in the Academic Senate. There have been several recent meetings about climate change, as well as a memorial to the Regents that is currently being discussed in the Academic Assembly. This memorial will come to our Riverside Senate Division, where it will be discussed.

Chair Stajich also shared that systemwide Senate committees have focused on the impact of the COVID-pandemic on the merits and promotions process. Chair Stajich commended the hard work of Vice Provost of Academic Personnel (VPAP) and Senate colleagues to develop strategies to support faculty during the pandemic. There are also ongoing conversations about how to approach remote work and teaching. On some UC campuses, particularly those with a high cost of living, conversations about the future of remote teaching are ongoing.

On a related note, there are also conversations about online degrees at some UC campuses. While they offer benefits, online degrees also pose many issues, particularly in regard to academic integrity. In conjunction with Vice Provost and Dean of Undergraduate Education (VPDUE), the Senate has worked on starting an academic integrity task force. There will also be a joint Senate/Administration teaching committee, which builds on the recommendations of the teaching evaluation task force that finished its work last year.

There was a question regarding the status of the proposed changes to the General Education curriculum. Chair Stajich replied that we want to build on the proposal that was completed by the Senate Ad Hoc General Education Review Committee but the suggested changes are yet to be finalized. The general education review remains an ongoing process.

SPECIAL ORDERS
The Consent calendar was unanimously approved.

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

REPORT OF THE REPRESENTATIVE TO THE ASSEMBLY
Riverside Assembly Representative Professor David Biggs provided the Division with a written report from the Assembly meeting on December 8, 2021. This report can be found on page 48 of the full agenda. There were no questions from the Division.
REPORTS OF SPECIAL COMMITTEES
There were no reports of Special Committees.

REPORTS OF STANDING COMMITTEES AND FACULTIES
Professor Don Collins, Chair of the Graduate Council, introduced and moved for adoption the nomination of Professor Nael Abu-Ghazaleh, from the Department of Computer Science & Engineering and the Department of Electrical & Computer Engineering, as the recipient of the 2020-2021 Dissertation Advisor/Mentoring Award. The contributions of Professor Abu-Ghazaleh are summarized on page 51 of the full agenda. The motion was approved unanimously.

Professor Don Collins, Chair of the Graduate Council, introduced and moved for adoption of the Graduate Council 3rd Round-Proposed changes to GR4 Requirements for the Degree of Doctor of Philosophy, GR4.5 Qualifying Examination, Qualifying Committee and Advancement to Candidacy and GR4.6 Dissertation Requirements, found on page 52 of the full agenda. The motion was approved unanimously.

Professor Victor Rodgers, Chair of the Bourns School of Engineering Faculty Executive Committee, introduced and moved for adoption of the Revised Proposal for a Proposed Bachelor of Science in Robotics Engineering, found on page 63 of the full agenda. The motion was approved unanimously.

Professor Barry Mishra, Chair of the School of Business Faculty Executive Committee, introduced and moved for adoption of the proposal for an Undergraduate Major in Actuarial Science, found on page 128 of the full agenda. The motion was approved with 3 votes in opposition.

Professor Barry Mishra, Chair of the School of Business Faculty Executive Committee, introduced and moved for adoption of the proposal to rename the UCR Ph.D. in Management to Ph.D. in Business Administration, found on page 169 of the full agenda. The motion was approved unanimously.

Professor Katherine Stavropoulos, Chair of the Committee on Diversity, Equity & Inclusion, introduced and moved for adoption of the Proposed Resolution on Centrality of Academic Freedom Relative to Content Pertaining to Critical Studies, found on page 173 of the full agenda. The motion was approved with 1 vote in opposition.

PETITIONS OF STUDENTS
There were no petitions from the students.

UNFINISHED BUSINESS
There was no unfinished business.

UNIVERSITY AND FACULTY WELFARE
Chair Stajich introduced the topic “UCR Sustainability Efforts” and the guest speakers: Vice Chancellor for Research and Economic Development (VCRED) Rodolfo Torres, Professor Francesca Hopkins and Professor Matthew Barth.

VCRED Torres discussed the OASIS project, a proposed development project in Riverside that will center regional economic development, sustainability, innovation, and social inclusion. OASIS addresses the fact that many UCR graduates commute to coastal areas for work. By providing regional economic development opportunities locally, OASIS aims to keep jobs in Riverside. A
feasibility study has already been conducted for the proposed site on University Avenue. This strategic location aims to connect our campus to Downtown Riverside.

There was significant discussion about the project, including comments about the need to center biodiversity, not just economic development. There were concerns about new buildings and corporations that may not align with our mission of sustainability and social inclusion.

There was also significant discussion about the effects of the project on gentrification. In particular, there were comments about the impact of this project on vulnerable populations along the University Avenue corridor. VCRED Torres acknowledged that gentrification is a risk but expressed that the university has been working with various community organizations to garner support for the project.

After VCRED Torres’s presentation concluded, Professor Francesca Hopkins gave a presentation on a vision for a more interdisciplinary sustainability curriculum at UCR. Professor Hopkins expressed that UCR has many assets when it comes to sustainability, including facilities such as fields and natural reserves, which act like labs for sustainability. Furthermore, Professor Hopkins stressed the need for sustainability curriculum to be locally engaged.

There was discussion about UCR’s existing sustainability programs, including the BS in Sustainability Studies offered by CHASS. The BS in Sustainability Studies is centered around environmental justice and local engagement. There was a call to support this program in CHASS, just as other sustainability programs are supported in other schools and colleges. There was also discussion about more coordination across sustainability programs across campus.

Lastly, Professor Matthew Barth gave a presentation on the UCR Office of Sustainability. Professor Barth discussed the UC Carbon Neutrality Initiative, which aims for the UC to be carbon neutral by 2025. This initiative was spearheaded by then President Janet Napolitano in 2013 and continues to have support from President Michael V. Drake.

Professor Barth also discussed sustainability curriculum and a possible sustainability minor. He also shared that there is a sustainability retreat planned for April 22 at the Botanical Gardens and extended an invitation for faculty to attend.

There was discussion about the environmental impact of students commuting to campus, including getting more students to ride the bus to UCR. After the discussion concluded, Chair Stajich thanked all speakers and asked for continued work around sustainability on campus. For the Academic Senate, specifically, next steps include possibly starting a Senate sustainability committee.

NEW BUSINESS
There being no further business, the meeting was adjourned at 3:00 p.m.

ATTEST:

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

Rosana Franco
Recording Secretary
2021-2022 Chancellor’s Award for Excellence in Undergraduate Research and Creative Achievement

Faculty Recipient
Professor Adler Dillman, Nematology

Dr. Dillman is currently an Associate Professor of Nematology. Since joining UCR in 2017, he has established a stellar record of supporting undergraduate students in research and creative activity. He has mentored 44 undergraduate students in various cutting edge research projects in his laboratory, where research focuses on understanding how pests and parasites manipulate host defenses for parasitism using modern genetics and genomics tools. 19 of Dr. Dillman’s students have contributed to 9 scientific publications, many presentations at conferences and society meetings, and are engaged at every level of the research process. Dr. Dillman encourages his undergraduate students to push themselves and take full advantage of training opportunities in service of their longer-term career goals, like REUs in Computational Entomology and other competitive scholarships and honors. Dr. Dillman has also been proactive in efforts to support and increase diversity in scientific research. Many of the students who work in Dr. Dillman’s laboratory go on to graduate school and medical school, and they attribute their career progression and success to his guidance and support. His students note that Dr. Dillman was “the most influential professor I have ever met,” and fostered confidence in their sense of belonging in academia. His support is attributed as one of the main reasons for his students’ successes in medical school, graduate programs, and beyond.
2021-2022 Chancellor’s Award for Excellence in Undergraduate Research and Creative Achievement

Faculty Recipient
Professor Manuela Martins-Green, Molecular, Cell and Systems Biology

Dr. Martins-Green is a Professor of Molecular Cell and Systems Biology. Since joining UCR in the early 1990s, she has shown a profound and sustained commitment to undergraduate research and education, including through her efforts in student mentoring and engaging students in scientific research. Dr. Martins-Green’s research on the biology of wound healing is an ideal venue to engage UCR undergraduates in basic science and promote the next generation of creative scholars. She has mentored more than 50 diverse undergraduate students in meaningful ways, with impressive products resulting from their activities. Her students routinely receive prestigious awards, including MARC-U Star, RISE, and Goldwater fellowships, and have been awarded Chancellor’s Research Fellowships. Students working with Dr. Martins-Green have co-authored journal articles and actively presented their work at conferences (and have even won awards for their research presentations!). Her students routinely go on to medical and graduate school when they graduate from UCR. Multiple letters of support for Dr. Martins-Green comment on the supportive research environment she constructs in her laboratory. Her students describe her as a tremendously supportive, encouraging, and scientifically rigorous mentor, noting that she, “motivated me to strive to seek discomfort, to grow, and to be inspired, and “it is because of [her] that I want to become a high achieving professor at a research university.”
SECRETARY-PARLIAMENTARIAN
REPORT TO THE RIVERSIDE DIVISION
MAY 24, 2022

2022-2023 RESULTS FROM THE CALL FOR NOMINATIONS

To be received and placed on file:

1. **RIVERSIDE DIVISION**

A call for Nominations was issued for the following positions:

- **Chair of the Division** (2-year term)
  Three valid nominations received:
  - Jean Helwege, School of Business
  - Sang-Hee Lee, Department of Anthropology
  - Dylan Rodriguez, Department of Media and Cultural Studies

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

- Jean Helwege       72 votes
- Sang-Hee Lee 257 votes*
- Dylan Rodriguez 249 votes

*Professor Sang-Hee Lee has been elected to the position of Chair of the Division.

- **Vice Chair of the Division** (1-year term)
  Three valid nominations received:
  - Jean Helwege, School of Business
  - David Lloyd, Department of English
  - Declan McCole, School of Medicine

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

- Jean Helwege       78 votes
- David Lloyd 240 votes
- Declan McCole 244 votes*

*Professor Declan McCole has been elected to the position of Vice Chair of the Division.

- **Representative to the Assembly** (2-year term)
  One valid nomination received:
  - Peter Chung, School of Business

- **Committee on Committees** (3-year terms)

  One representative from BCoE
  One valid nomination received:
  - Albert Wang, Department of Electrical and Computer Engineering

  Three representatives from CNAS
  Two valid nominations received:
  - Michael Adams, Department of Entomology
After a second call for nominations:
Two valid nominations were received:
- Vyjayanthi Chari, Department of Math
- Kirill Shtengel, Department of Physics and Astronomy

An election was held, and the results of the ballot are as follows:
- Vyjayanthi Chari 70 votes
- Kirill Shtengel 84 votes*

*Professor Kirill Shtengel has been elected serve as a representative to the Committee on Committees.

One representative from SoM or SPP
One valid nomination received:
- Padmini Varadarajan, School of Medicine

2. **BOURNS COLLEGE OF ENGINEERING**

A call for Nominations was issued for the following positions:

Chair of the Faculty, BCoE Executive Committee (3-year term)
No valid nominations were received. A new call will be initiated in the Fall.

One Member, BCoE Executive Committee (3-year term)
Elected from among Bioengineering.
No valid nominations were received. A new call will be initiated in the Fall.

One Member, BCoE Executive Committee (3-year term)
Elected from among Computer Science & Engineering.

One valid nomination received:
- Zhijia Zhao

3. **COLLEGE OF HUMANITIES, ARTS & SOCIAL SCIENCES**

A call for Nominations was issued for the following positions:

Two members, CHASS Executive Committee (2-year term)
To be chosen from among Art History, English, History, Comparative Literature & Languages, Philosophy, Religious Studies, Hispanic Studies and Gender and Sexuality Studies.

Four valid nominations received:
- John Briggs, Department of English
- Adam Harmer, Department of Philosophy
- Philip Lehmann, Department of History
- Vorris Nunley, Department of English

An election was held, and the results of the ballot are as follows:
- John Briggs  90 votes
- Adam Harmer  91 votes
- Philip Lehmann  92 votes*
- Vorris Nunley  141 votes*

*Professor Philip Lehmann and Professor Vorris Nunley have been elected serve as members to the CHASS Executive Committee.

**Two members, CHASS Executive Committee (2-year term)**
To be chosen from among Anthropology, Economics, Ethnic Studies, Political Science, Psychology and Sociology

Four valid nominations received:
- Kim Yi Dionne, Department of Political Science
- Indridi Indridason, Department of Political Science
- Wesley Leonard, Department of Ethnic Studies
- Ruoyao Shi, Department of Economics

An election was held, and the results of the ballot are as follows:
- Kim Yi Dionne  149 votes*
- Indridi Indridason  52 votes
- Wesley Leonard  141 votes*
- Ruoyao Shi  72 votes

*Professor Kim Yi Dionne and Professor Wesley Leonard have been elected serve as members to the CHASS Executive Committee.

**One member, CHASS Executive Committee (2-year term)**
To be chosen from among the Fine Arts (Art, Creative Writing, Dance, Media and Cultural Studies, Music and Theatre, Film & Digital Production).

Two valid nominations received:
- Latipa (Michelle) Dizon, Department of Media and Cultural Studies
- Goldberry Long, Department of Creative Writing

An election was held, and the results of the ballot are as follows:
- Latipa (Michelle) Dizon  106 votes
- Goldberry Long  108 votes*

*Professor Goldberry Long has been elected serve as a member to the CHASS Executive Committee.

**Two members, CHASS Executive Committee (2-year term)**
To be chosen from among degree granting non-department programs (Asian Studies, Global Studies, Latin-American Studies, Liberal Studies, Middle East and Islamic Studies, and Southeast Asian Studies).

One valid nomination received:
- Chikako Takeshita

A new call will be initiated in the Fall for the second member.
4. **COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES**

A call for nominations was issued for the following positions:

**Chair of the Faculty, CNAS Executive Committee (2-year term)**

One valid nomination received:
- Bahram Mobasher

**One Member, CNAS Executive Committee (3-year term)**
Elected from the Department of Biochemistry

One valid nomination received:
- Richard Debus

**One Member, CNAS Executive Committee (3-year term)**
Elected from the Department of Botany and Plant Sciences.

One valid nomination received:
- David Nelson

**One Member, CNAS Executive Committee (3-year term)**
Elected from the Department of Earth and Planetary Sciences.

After a second call for nominations, one valid nomination received:
- Stephen Kane

**One Member, CNAS Executive Committee (3-year term)**
Elected from the Department of Entomology.

One valid nomination received:
- Hollis Woodard

**One Member, CNAS Executive Committee (3-year term)**
Elected from the Department of Microbiology and Plant Pathology

One valid nomination received:
- Rong Hai

**One Member, CNAS Executive Committee (3-year term)**
Elected from the Department of Statistics

One valid nomination received:
- Wenxiu Ma

5. **SCHOOL OF BUSINESS**

A call for Nominations was issued for the following positions:

**One Member, BUS Executive Committee (2-year term)**
Elected from the Area of Management
One valid nomination was received:
- Marlo Raveendran

**One Member, BUS Executive Committee (2-year term)**
Elected from the Area of Operations and Supply Chain Management

One valid nomination was received:
- Danko Turcic

6. **SCHOOL OF EDUCATION**

A call for Nominations was issued for the following positions:

**Chair of the Faculty, SOE Executive Committee (3-year term)**

Two valid nominations received:
- Raquel Rall
- Katherine Stavropoulos

An election was held, and the results of the ballot are as follows:
- Raquel Rall 17 votes*
- Katherine Stavropoulos 10 votes

*Professor Raquel Rall has been elected to serve as Chair of the Faculty to the School of Education Executive Committee.

**Three Members, SOE Executive Committee (2-year term)**
Elected from the faculty at large

Four valid nominations received:
- Kinnari Atit
- Asha Jitendra
- Raquel Rall
- Rican Vue

An election was held, and the results of the ballot are as follows:
- Kinnari Atit 22 votes*
- Asha Jitendra 16 votes*
- Raquel Rall 13 votes
- Rican Vue 24 votes*

*Professor Kinnari Attit, Professor Asha Jitendra and Professor Rican Vue have been elected to serve as members to the SOE Executive Committee.

7. **SCHOOL OF MEDICINE**

A call for Nominations was issued for the following positions:

**Chair of the Faculty, SOM Executive Committee (3-year term)**
One valid nomination received:
- Marcus Kaul

**One Member, SOM Executive Committee (2-year term)**  
Elected from the Biomedical Sciences

One valid nomination received:  
- Scott Pegan

**Three Members, SOM Executive Committee (2-year term)**  
Elected from the Clinical Sciences

Five valid nominations were received:  
- Andres Gonzalez  
- Ramdas Pai  
- Andrew Subica  
- Padmini Varadarajan  
- Mark Wolfson

An election was held, and the results of the ballot are as follows:  
- Andres Gonzalez 12 votes* (run-off ballot)  
- Ramdas Pai 12 votes* (run-off ballot)  
- Andrew Subica 16 votes*  
- Padmini Varadarajan 9 votes  
- Mark Wolfson 12 votes (run-off ballot)

*Professor Andrew Subica has been elected to serve as a member to the SOM Executive Committee.

*Professor Andres Gonzalez and Ramdas Pai have been elected to serve as members to the SOM Executive Committee.

Professor Mark Wolfson withdrew his name from the run-off ballot.

8. **SCHOOL OF PUBLIC POLICY**

A call for Nominations was issued for the following positions:

Chair of the Faculty, SPP Executive Committee (3-year term)  
After a second call for nominations, one valid nomination received:  
- Kevin Esterling

The results from the Call for Nominations and Elections have been posted on the Academic Senate website.
Charles J. A. Halberg, Jr., Emeritus Professor of Mathematics at the University of California, Riverside (UCR), passed away at home in Carlsbad, Calif., on June 1, 2009. He was 87.

Charles “Doon” Halberg was born in Pasadena, California, on Sept. 24, 1921, and grew up in Los Angeles and Carlsbad. After graduating from the Carlsbad Army & Navy Academy in 1938, Charles Halberg attended UC Berkeley. He served in the armed forces, before going on to receive his Bachelor of Arts Degree, *Summa Cum Laude*, from Pomona College in 1949. He earned M.A. and Ph.D. degrees from UCLA in 1953 and 1955, respectively.

Professor Halberg was among the first group of mathematics faculty to arrive at UCR. He was recruited by the first chair of the Division of Physical Sciences, Conway Pierce, in 1955, a year after the new campus was opened. Starting as an instructor, he rose through the ranks, achieving the rank of full professor in 1968.

Active in campus affairs, Professor Halberg was responsible for many innovations. He was the first vice chancellor for student affairs, from 1964 to 1965, and established “free speech” areas on campus during those tumultuous years. He also created the Casa Hispanica and was an early promoter of what was originally called the Men’s Faculty Club. Serving as president in 1964, he persuaded the membership to admit women — “Men’s” was dropped from the name—and to build a larger facility to replace the original Quonset Hut headquarters. He was chair of the Board of Athletic Control during 1959-60 and was the original faculty advisor for the Big C Society, the lettermen’s club, from 1955 to 1961.

Professor Halberg and his fellow faculty members—mostly men in their 30s—organized a long-running volleyball game that originally pitted students against
faculty. As the faculty aged, however, the outcome became lopsided, and the teams were integrated.

In addition to his years on campus, Professor Halberg directed the University of California Scandinavian Study Center, located at Lund University in Sweden, from 1976 to 1978. He also spent four sabbaticals at the University of Gothenburg.

His area of research was functional analysis, which he defined as “the study of abstract spaces and operators on those spaces,” and he wrote many articles on the subject. But his first love was teaching. Conway Pierce wrote that Halberg’s outstanding record as a teacher “is so well known [on the campus] that elaboration is not needed.” Professor Halberg wrote or co-wrote a number of math textbooks at the beginning college level and is credited with shaping the Department of Mathematics’ coursework to serve both nonmajors as well as majors.

Professor Halberg was a member of Kappa Mu Upsilon and Pi Mu Epsilon, national mathematics honoraries; Phi Beta Kappa; Sigma Xi; as well as the Mathematics Association of America, the American Mathematical Society, and the Svenska Matematikersamfundet.

He was survived by his wife, Betty Hope Halberg, his daughter, Ariel A. Walters of Fallbrook, CA and his sons, Charles T. Halberg of Chula Vista, CA, Niels F. Halberg of Lakeside, CA and Ulf Hjelm of Atlantic Highlands, NJ. He was also survived by his wife's children, Billy Galizio of Oceanside, CA, Paul Zimprich of Colorado and Michael Zimprich of New Mexico, as well as numerous grandchildren and great-grandchildren.

This memorial was prepared by Alexander Barinov, Assistant Professor of Finance at the UCR School of Business, using information from public sources.
Christopher Robertson, Professor Emeritus of Statistics at UC Riverside (UCR) passed away on June 15, 2019, from multiple organ failure triggered by kidney disease.

Professor Robertson was born during World War II on March 23, 1942, in London, England. Shortly after the London Blitz bombings, Professor Robertson and his parents were evacuated from London to the village of Laleham on the River Thames. Growing up, Professor Robertson enjoyed the classical education of Westminster School, but his first love was always the theory and application of mathematics. He received his B.A. in Mathematics with high honors from Trinity College, University of Cambridge. He also received the intensive statistical education of the Cambridge Diploma in Mathematical Statistics.

Professor Robertson’s professional career started as a Staff Scientist with the British Coal Utilisation Research Association where he worked with physicists, chemists, and chemical engineers on the mathematical and statistical problems resulting from their work. During that time, he was recruited as a Lecturer in Mathematical Statistics at the University of Exeter in England where he received his Ph.D. in Mathematics in 1969. His dissertation was on statistical topics, with application to the relationship between low birth weight and infant mortality. He never attended Exeter University as a student, but obtained the Ph.D. for research done while a faculty member.

Through a contact initiated by Egon Pearson, a member of his dissertation committee, Professor Robertson was recruited by UCR Professor Emeritus Florence Nightingale David to come to the then-new UCR Statistics Department as a visiting professor in 1970. He eventually became a tenured faculty member in 1976 and remained a faculty member at UCR for 32 years.

Throughout his long career, Professor Robertson’s interests included parametric estimation, distribution theory, probability (including probability models), and stochastic processes. He taught nearly all of the upper division courses, including courses aimed at statistics majors, as well as service courses primarily taken by engineering, computer science, and premed students. For more than two decades, Professor Robertson was an undergraduate and graduate student advisor and served on a number of departmental, college, and campus committees.
In 1980, Professor Robertson met his future wife, Alix, who was a graduate student in Economics at UC Riverside. They were married in 1983, and enjoyed many happy years together. In addition to statistics, they had a shared passion for nature, music, language, and literature. They enjoyed nature walks at local botanic gardens and nature reserves, and during their annual vacations at the Point Reyes National Seashore in Northern California.

After his retirement from UC Riverside in 2003, Professor Robertson and Alix moved to Livermore, Calif. During his retirement, he spent many happy hours investigating mathematical problems, sometimes playing with his hobbyist license for Mathematica to see what the software could and could not do. He renewed his pianist ability, playing the solo piano works of Chopin, Mozart, Shubert, Beethoven, and other composers. And he read widely, collecting an extensive library on mathematics, history, and the British countryside.

Professor Robertson is survived by his wife Alix of 35 years.

Adapted from an obituary provided by the Department of Statistics with edits by Katja Guenther.
Daniel Ross Gallie, a Professor of Biochemistry at UC Riverside, passed away on September 13, 2020, at the age of 63, after a five-year struggle with abdominal cancer.

Dan was born June 8, 1957, in Dearborn, Michigan. He earned his B.S. in Chemistry and Cellular and Molecular Biology from the University of Michigan in 1979 and his Ph.D. in Biochemistry at the University of California, Davis, in 1985. He then pursued postdoctoral studies for two years at the John Innes Institute in England and then for three years at Stanford University, first as an NIH Cancer Biology Postdoctoral Fellow and then as an American Cancer Society Senior Postdoctoral Fellow. He accepted a position as an Assistant Professor of Biochemistry at UC Riverside in 1990 and advanced rapidly up the faculty ranks, becoming a Full Professor in 1998. In recognition of his many research accomplishments, he was elected as a Fellow of the American Association for the Advancement of Science in 2005.

Dan was a graduate student when molecular methods for plant biotechnology were just being developed. For his Ph.D. dissertation, he studied the replication and stability regions of the naturally occurring plasmids of *Agrobacterium tumefaciens*, the only prokaryotic organism naturally capable of transferring DNA into eukaryotic cells. While at the John Innes Institute, Dan focused on plant virus RNA, especially on factors governing the efficient packaging of foreign RNA into virus particles and the role of untranslated 5’ leader sequences on translation efficiency. He pursued his interest in untranslated leader sequences and translation during his time at Stanford and expanded
his expertise to include the role of the poly(A) tail. He brought his expertise to UC Riverside and the first publication from his new laboratory was a landmark study showing that the 5' cap and 3' poly(A) tail of mRNA function synergistically to regulate the translation efficiency of mRNA. This publication had been cited 526 times at the time of Dan’s passing and Dan was its sole author. The mechanisms of RNA translation and the regulation of cellular protein synthesis were the primary foci of Dan’s research at UC Riverside.

Shortly after establishing his laboratory at UC Riverside, Dan expanded his focus to include applied research having the overall goal of increasing crop productivity to address increasing world population.

During his career Dan published 111 refereed journal articles, 13 refereed book chapters, 17 review articles, 47 abstracts, and co-edited one book. He was also awarded 14 patents and had four additional patents pending. He was always in high demand as a reviewer for manuscripts and grants. He served as a member of the editorial boards of the *Journal of Biological Chemistry* and the journal *Translation*, and served on the editorial board of the *Faculty of 1000* until his passing. Dan continued these activities despite his illness.

For 22 years, Dan’s primary teaching assignment was the Biochemistry Department’s graduate Molecular Biology course. With Dan as instructor, the course was considered to be one of the most rigorous biological sciences courses offered at UC Riverside. Student evaluations show that he was highly effective in presenting a great deal of information in a way that motivated the students to master it. His students appreciated his ability to “make the science come alive”. He also taught a graduate special topics course that covered modern biochemical and molecular techniques.

Outside of his professional life, Dan loved traveling and long hikes, reading and writing poetry, and exploring Buddhism and other spiritual traditions. He was an avid cook, appreciating good food, fine wine, and lively conversation. Dan enjoyed all kinds of music, but found classical music and opera the most rewarding. He sometimes peppered his lectures with references to classical music or ballet. One notable example was his lecture on prions – infectious proteins – and how celebrated choreographer George Balanchine was a victim of a prion disease. This and other examples gave students hints of his interest in the arts. Dan played the clarinet and more recently renewed his passion for musical composition. Dan was always greatly interested in conservation. He was involved in touring and supporting Save the Redwoods projects involving redwoods and giant sequoias.

Dan was a remarkable scientist and mentor. He had an intense work ethic and set a high standard of excellence. He taught his students to always be prepared, to never miss deadlines, and to never be satisfied. He taught them not to expect accolades, awards, or external recognition, but instead helped them develop internal satisfaction values. Dan was witty, sarcastic, and never afraid to challenge dogma. He left an indelible mark and will be missed.
Dan is survived by his husband, John McCabe, and by his sister and brother-in-law Susan and Al Uema.

Written by Richard J. Debus, Stephanie Dingwall, Julia Bailey-Serres, and Robyn L. Tanguay and edited by Dallas L. Rabenstein.
Donald Carroll Erwin, a Professor Emeritus of Plant Pathology at UC Riverside, passed away on February 22, 2014, at the age of 93.

Donald was born in Concord, Nebraska, on November 24, 1920 to Carol and Robert Erwin. He attended Wayne College, Nebraska, from 1939 to 1940. He then served during World War II as a Tech 3 in the US Army 129th General Hospital in Wales from 1942 to 1946.

After his service in WWII, he earned a Bachelor of Science degree in Agronomy in 1949 and an MA degree in Plant Pathology in 1950, both from the University of Nebraska. He then studied at the University of California, Davis, where he received his Ph. D. in Plant Pathology in 1953. That same year, Donald joined the Citrus Experiment Station in Riverside as a Junior Plant Pathologist. He was promoted to Professor of Plant Pathology in 1966. He also served as Chair of the Department of Plant Pathology (1977-1980). He retired as Professor Emeritus of Plant Pathology in 1992.

Donald’s research specialties involved the causes and control of diseases that affect alfalfa, flax, cotton and other crops. He was known internationally as an expert on the biology of Phytophthora, a cause of many plant diseases, and published extensively on that and other topics. He edited a book on Phytophthora (1982) and was senior author of Phytophthora Diseases Worldwide (1966).

In addition to his service as Chair of the Department of Plant Pathology, he served on the steering committee of the interdepartmental Master’s degree program on Pest Management, from which several students received Master’s degrees under his direction. Twelve students received their Ph. D. degrees in Plant Pathology under his direction. He participated in team-taught advanced Plant Pathology courses and organized the course Diagnosis of Plant Diseases (1975-1986).
In recognition of his research accomplishments, Dr. Erwin was awarded a Guggenheim Fellowship in 1959. Additional achievement awards included Fellow of the American Phytopathological Society, Mycological Association of America, and Sigma Xi, and he was an Honorary Member of the North American Alfalfa Improvement Conference. In 1997, Dr. Erwin received the Lifetime Achievement Award from the Pacific Division of the American Phytopathological Society.

He is survived by his wife of 65 years, Veora E. Erwin; son J. Donald Erwin; daughter Myriam A. Casey; and five grandchildren. Dr. Erwin was buried at Riverside National Cemetery.

From the Observer-Advocate, with editing by Dallas Rabenstein.
In Memoriam

S. James Press
Distinguished Professor of Statistics, Emeritus
UC Riverside
1931-2020

S. James (Jim) Press, a Distinguished Professor Emeritus of Statistics at UC Riverside, passed away on November 25, 2020, just shy of his 90th birthday.

Jim was born in Brooklyn, New York on February 4, 1931. Though a New Yorker by birth, he was a Californian in spirit, and in 1951 he and his beloved new wife, Grace, left New York for California. On the West Coast, they started a family and Jim embarked on a successful career, first in the aerospace industry and then in statistics.

In Los Angeles, Jim worked for Northrup and then Douglas Aircraft, but his insatiable desire to learn led him back to school and a change in careers after 10 years. He enrolled in night school at the University of Southern California, earning a Master’s degree in Mathematics. He then went on to the Ph. D. program in statistics at Stanford University under the direction of Dr. Ingram Olkin, graduating in 1964.

Jim’s first academic job was in the business school of the University of Chicago, where he taught until 1974. He then moved with Grace and their growing family – now three young children – to the University of British Columbia, where he could escape Chicago’s brutal winters and strike out on his own intellectually.

After four years in Canada, Jim was offered the opportunity to return to his beloved and warm Southern California to be Chair of the Statistics Department at UC Riverside. At UCR, he worked with his colleagues to shape the department and happily spent the rest of his career at UCR until his retirement in 2005 at the rank of Distinguished Professor.
The field of statistics lost one of its greats in the area of Bayesian multivariate analysis with Jim’s passing. His fundamental research contributions were in the areas of multivariate analysis, Bayesian analysis, cognitive aspects of survey methodology, and their applications across a range of disciplines. His early seminal research contributions include the Nerlove-Press models (1973, 1976), multivariate stable distributions (1972) and the $t$-ratio distribution (1969). His three statistics books are classics, and two of them are still available in their second editions: *Applied Multivariate Analysis* (1972, 1982, 2005), *Bayesian Statistics: Principles, Models and Applications* (1st ed. 1989) and *Subjective and Objective Bayesian Statistics* (2nd ed. 2002). He also co-authored with Judith M. Tanur the book *The Subjectivity of Scientists and the Bayesian Approach* (2001, 2016). From 1997-1998, he was an NSF/ASA Fellow at the Census Bureau.

Jim was an elected fellow of the American Statistical Association, Institute of Mathematical Statistics, and American Association for the Advancement of Science. He was also an elected member of the International Statistical Institute. Jim spearheaded and co-founded with Arnold Zellner the Section on Bayesian Statistical Science of the American Statistical Association.

In addition to statistics and his family, Jim’s great love was travel. The stories of his explorations with Grace through the Amazon jungle, all across Africa, and throughout Asia are now family lore.

Jim loved Riverside – the desert foliage, the orange groves, and the enveloping heat – as well as the university that was his home for 27 years. He is survived by Grace, their three children, Julie, Jamie and Daryl, and six grandchildren.

From The Membership Magazine of the American Statistical Association (written by Julie Press and Subir Ghosh), with editing by Dallas Rabenstein.
Professor John Letey Jr. passed away suddenly September 14, 2014, at his home in Riverside, California.

John Letey was born June 13, 1933 in Carbondale, Colorado to Italian immigrants John and Rosina Letey. He graduated from Glenwood Springs High School in 1950, obtained his B.S. from Colorado State University in 1955 and PhD from the University of Illinois in 1959.

He joined the faculty in the Department of Irrigation and Soil Science at UCLA in 1959, but with the phasing out of agriculture at UCLA, he elected to join the Department of Soil Science at UCR in 1961 and enjoyed a distinguished career in research, teaching, administration, and service at the university. During his tenure, Dr. Letey served as chair of the Department of Soil and Environmental Science from 1975 to 1980, director of the Kearney Foundation of Soil Science from 1980 to 1985, and director of the University of California Center for Water Resources from 1999 to 2003. He was instrumental in the establishment of the Environmental Sciences undergraduate major at UCR, which was one of the first of its kind in the United States. He recognized and appreciated the critical link between science and policy and built teams and research to address it.

Professor Letey's research focused on all aspects of water quantity and quality related to irrigated agriculture that provided both applied and basic information critical to establishing sound water resource management. Topics of research included irrigation, drainage, salinity, pesticide transport, plant-water relations, nitrogen, soil
Professor Letey was a fellow of SSSA, ASA, and AAAS and was awarded the SSSA Soil Science Distinguished Service Award in 2005 and the SSSA Soil Science Research Award in 1970. He authored or co-authored more than 300 technical publications concerning chemical, water, and gas movement through soil before retiring from UCR in 2002. In 2007, he published a fictional book titled, *The Folly of Fearing Death* (PublishAmerica, Baltimore).

In 2003, Professor Letey and Ardyth Stolzy, wife of the late Professor of Soil Physics Emeritus Lewis H. Stolzy, combined the Letey Soil Environmental Fund and the Lewis Stolzy Memorial Fund into the Stolzy–Letey Endowment in Soil and Environmental Science. The Stolzy–Letey Fund is now used for the benefit and support of the students in the Department of Environmental Sciences at UCR.

Professor Letey was a friend and mentor to students, visiting scholars, and faculty across the world. He served his research community, church, and family with great love and personal integrity. Professor Letey was survived by wife Sonia; sister Rose Asbury; three children Laura Petersen, Don Letey and Lisa Smith and their mother Marilyn; 10 grandchildren and 11 great-grandchildren.

This memorial was prepared by Alexander Barinov, Assistant Professor of Finance at the UCR School of Business, using information from public sources.
In Memoriam

John Keith Oddson
Associate Professor of Mathematics, Emeritus
UC Riverside
1935-2013

John Keith Oddson, an Associate Professor Emeritus of Mathematics at UC Riverside, died on November 27, 2013, three days short of his 78th birthday, in Riverside, California.

A native of Canada, Dr. Oddson was born on November 30, 1935, and grew up in Kenora, Ontario. Dr. Oddson received a B.A.Sc. in Physics from the University of Toronto in 1957, an S.M. in Electrical Engineering from MIT in 1960, and a Ph.D. in Applied Mathematics from the University of Maryland in 1965.

During 1965-66, Dr. Oddson was a postdoctoral NATO Fellow at the University of Genoa. He served for a year as a research assistant professor at the Institute for Fluid Dynamics and Applied Mathematics at the University of Maryland; then in 1967 he joined the faculty of the Department of Mathematics at UC Riverside.

A successful and versatile instructor, Dr. Oddson was known for his dedication to his students and his work in both pure and applied research. He had current projects in pure mathematics (extremal elliptic partial differential operators and their applications) and in applied mathematics (mathematical modeling and computer simulation of agricultural pest management system). During his years at UCR, Dr. Oddson taught himself modeling and simulation and participated in the department’s computer science program.

Dr. Oddson was active in faculty life, serving on many Senate and college committees and in the UCR chapter of Sigma Xi. In 1978 he organized a 20-seminar series on mathematical modeling of biological systems. He was an important member of the planning committee that established the Bourns College of Engineering, and subsequently served for ten years as its Associate Dean for Undergraduate Affairs.

Dr. Oddson retired from UCR in 2002 but continued to live in Riverside with his wife, Marolyn. He was a very loving and devoted father, husband, and friend. He loved fishing and camping, singing songs while playing on his Lone Ranger guitar around the campfire and at home.

Dr. Oddson was survived by his loving wife, and three children, Karen, Kathy, and Roger.

This memorial was prepared by Alexander Barinov, Assistant Professor of Finance at the UCR School of Business, using information from public sources.
Lewis Weathers, a Professor Emeritus of Plant Pathology at UC Riverside, passed away on March 6, 2015, due to complications from prostate cancer.

Lewis was a native of Utah. He received his bachelor’s and master’s degrees in Botany at Utah State University and earned his doctorate in plant pathology from the University of Wisconsin.

Lewis was one of UC Riverside’s early faculty members. He joined the University of California Citrus Experiment Station in 1953 as a junior plant pathologist. In 1967, he became a full professor of plant pathology. He served the Department of Plant Pathology as Chair from 1972 to 1976.

As a scientist, he pursued research into the ecology of viruses and worked with associates in the discovery of viroids, a new kind of pathogen. He received a great deal of academic recognition in the field of virology and was rewarded with fellowships from the Guggenheim, Rockefeller, Fulbright and NASA Foundations that allowed him to travel to virus research centers around the world. Many students from around the world studied and trained in his laboratories.

Lewis held several administrative positions at UC Riverside. In addition to his service as Chair of the Department of Plant Pathology, he was Associate Dean for Academic Affairs and Associate Dean for Research in the College of Natural and Agricultural Sciences from 1976 to 1986.

Retirement in 1988 provided him with the opportunity to consult for the United States Government on agricultural matters in many parts of the world and to serve the government of Thailand as an advisor to their National Research Council.
Lewis was preceded in death by his wife of 62 years, Pauline Weathers. He is survived by his daughters, Laraine Hair and Paula Preston; his sons Glen and Joel Weathers; six grandchildren; and eight great-grandchildren.

From the Riverside Press Enterprise, with editing by Dallas Rabenstein.
To be adopted:

Proposed Changes to the Undergraduate Major in Data Science

PRESENT:

Major
Data science studies the collection, management, and analysis of data to extract knowledge. It is a multidisciplinary program with core components from Computer Science and Statistics, and required application study in a variety of empirical disciplines. Courses span the discipline from theory to practice and prepare students for careers or graduate studies in data-intensive fields.

The B.S. in Data Science major is an intercollege major offered by the Marlan and Rosemary Bourns College of Engineering and the College of Natural and Agricultural Sciences. A B.S. degree in Data Science is offered by each college. When students declare the major, they choose from which college they wish to have their degree awarded. Students whose degrees are awarded by the Marlan and Rosemary Bourns College of Engineering are advised in and have their records maintained by the BCOE Office of Student Academic Affairs; students whose degrees are awarded by the College of Natural and Agricultural Sciences are advised in and have their records maintained by the CNAS Undergraduate Academic Advising Center. Breadth requirements vary by college; and students must fulfill the breadth requirements of the college they choose.

All undergraduates in the Marlan and Rosemary Bourns College of Engineering must see an advisor at least annually. Visit student.engr.ucr.edu for details.

PROPOSED:

Major
[no change]
College breadth requirements vary depending on which college is chosen to award the degree. For details on breadth requirements, see the Colleges and Programs section of this catalog. Students are encouraged to consult their advisor regarding requirements.

Transfer Admissions Requirements of Data Science Major

Minimum 2.80 cumulative GPA
Minimum 2.70 GPA in the calculus series
Minimum 2.5 in one of the following series:
1. Three courses from CS 010A, 010B, 010C and CS/MATH 011
2. MATH 010A, MATH 031, STAT 008

Minimum Preparation for Data Science:
1. CS 010A
2. CS 010B
3. MATH 009A or MATH 09HA, MATH 009B or MATH 09HB, MATH 009C or MATH 09HC

Must complete three of the following:
1. CS010C
2. CS/MATH 011
3. MATH 031
4. MATH 010A
5. STAT 008

Change of Major Criteria for the BCOE track
All students who request a change of major to Data Science in BCOE must meet the following requirements:

- Be in good academic standing
- Have no less than a C- in any Statistics, Math, Science and Engineering Coursework
- Be able to complete the major within maximum allowable units
• Complete all the courses listed below, based on the total number of units earned, prior to submitting the major change request

• UCR transfer students interested in changing to a BCOE major must have been admissible to the major at point of entry, or must satisfy transfer admission and change of major requirements before earning 120 units

• If changing in the 90-119 units category, student must have the ability to complete major within 5 years of entry as a Freshmen or 3 years after entry as a Transfer student.

• Students who have earned 120 or more units are not eligible for a change of major in BCOE. NOTE: AP/IB units are excluded from maximum unit calculation.

**Completed 0 to less than 45 units**
Completion of ENGL 001A with C or better, and completion of the following with at least 2.70 GPA:

- CS 010A
- CS 010B
- MATH 009A or MATH 09HA

**Completed 45 to less than 90 units**
Completion of ENGL 001A with C or better, and completion of the following with at least 2.70 GPA:

- CS 010A
- CS 010B
- MATH 009A or MATH 09HA
- MATH 009A (MATH 009A is strongly recommended)

**Completed 0 to less than 45 units**
Completion of ENGL 001A with C or better, and completion of the following with at least 2.70 GPA:

- CS 010A
- CS 010B
- MATH 007A or MATH 009A or MATH 09HA (MATH 009A is strongly recommended)

**Completed 45 to less than 90 units**
Completion of ENGL 001A with C or better, and completion of the following with at least 2.70 GPA:

- CS 010A
- CS 010B
- MATH 007A or MATH 009A or MATH 09HA (MATH 009A is strongly recommended)
• MATH 009B or MATH 09HB
• MATH 009C or MATH 09HC

An introductory statistics course (STAT 010 or equivalent) is recommended.

**Completed 90 to less than 120 units**
Completion of ENGL 001A and ENGL 001B with C or better, and completion of the following with at least 2.70 GPA:

• CS 010A
• CS 010B
• CS 010C
• MATH 011/CS 011
• MATH 009A or MATH 09HA
• MATH 009B or MATH 09HB
• MATH 009C or MATH 09HC
• One of MATH 031 or MATH 010A

An introductory statistics course (STAT 010 or equivalent) is recommended.

**Change of Major Criteria for the CNAS track**
All students who request a change of major to Data Science in CNAS must meet the following requirements:

• Be in good academic standing

• Have no less than a C- in any Statistics, Math, Science and Engineering coursework • Be able to complete the major within maximum allowable units

• Complete all the courses listed below, based on the total number of units earned,
prior to submitting the major change request

- UCR transfer students interested in changing to a CNAS major must have been admissible to the major at point of entry, or must satisfy transfer admission and change of major requirements before earning 135 units

- Changing to the Data Science Major at senior level (greater than or equal to 135 units) is not allowed

Completed 0 to less than 45 units
Completion of ENGL 001A with C or better, and completion of the following with at least 2.70 GPA:

- CS 010A
- CS 010B
- MATH 009A or MATH 09HA

Completed 45 to less than 90 units
Completion of ENGL 001A with C or better, and completion of the following with at least 2.70 GPA:

- CS 010A
- CS 010B
- MATH 009A or MATH 09HA
- MATH 009B or MATH 09HB
- MATH 009C or MATH 09HC

An introductory statistics course (STAT 010 or equivalent) is recommended.

Completed 90 to less than 135 units
Completion of ENGL 001A with C or better, and completion of the following with at least 2.70 GPA:

- CS 010A
- CS 010B
- MATH 009A or MATH 09HA (MATH 009A is strongly recommended)
- MATH 009B or MATH 09HB (MATH 009B is strongly recommended)
- MATH 009C or MATH 09HC

An introductory statistics course (STAT 010 or equivalent) is recommended.
Completion of ENGL 001A and ENGL 001B with C or better, and completion of the following with at least 2.70 GPA:

- CS 010A
- CS 010B
- CS 010C
- MATH 011/CS 011
- MATH 009A or MATH 09HA
- MATH 009B or MATH 09HB
- MATH 009C or MATH 09HC
- One of MATH 031 or MATH 010A

An introductory statistics course (STAT 010 or equivalent) is recommended.

**Major Requirements**

1. Lower-division requirements (37 units):
   a) CS 010A, CS 010B, CS 010C
   b) MATH 009A or MATH 09HA, MATH 009B or MATH 09HB, MATH 009C or MATH 09HC, MATH 010A, MATH 031
   c) MATH 011/CS 011

2. Upper-division requirements (60 units):
   a) CS 105, CS 141
   b) STAT 147, STAT 156A, STAT 156B, STAT 170A, STAT 170B
   c) ENGR 170 or PBPL 170
d) CS 166 or CS 167

e) STAT 167 or CS 171

f) STAT 183 or CS 179 (E-Z)

g) Four courses (at least 16 units) from the following list, none of which can also be used to satisfy other major requirements: CS 166, CS 167, CS 170, CS 172, CS 180, CS 181, MATH 120, MATH 135A, STAT 104, STAT 127, STAT 130, STAT 140, STAT 146, STAT 157, STAT 171.

3. Major Breadth requirement (8 units) One two-course sequence, chosen from the course sequences listed below:

i. BIOL 005A and BIOL 020

ii. BUS 103 and BUS 115

iii. BUS 104 and BUS 123

iv. BUS 124 and BUS 125

v. ECON 108 and ECON 136

vi. EE 142 and EE 146

vii. GEO 111 and GEO 161

viii. GEO 115 and GEO 147

Note
An introductory Statistics class, such as STAT 010 and STAT 011, is strongly recommended.

Justification:
• In the change of major criteria, we are adding the MATH7A/7B sequence as an alternative to the MATH9A/9B since this is a sequence taken by many students in CNAS. This change was suggested by the CNAS executive committee and is adopted here. We also add this sequence in the Major requirements.
• The Statistics Department has recently renumbered Stat 147 to Stat 107, Stat 170B to Stat 169, and Stat 170A to Stat 170. We update those course renumberings in the Major requirements.
• In the major breadth requirement sequences, we removed the BIOL 005A and BIOL 020, since this was a mistake (these courses are not a sequence as intended; rather BIOL 020 is the lab of BIOL 005A). Instead, we add two possible biology sequences with quantitative exposure, namely: (BIOL 005B, BIOL 005C) and (BIOL 005B, BIOL 102).

• In the major breadth requirement sequences, we removed the (BUS104, BUS123) and (BUS124, BUS125) sequences since either they had large overlap with what DS students have already taken or were not as relevant to quantitative methods. After consultation with the Business School, we add instead the following sequences: (BUS 103 and BUS 119), (BUS 105 and BUS 129) as they are better alternatives for quantitative courses from the business domain.

**Approvals:**
Approved by the faculty of the Program in Data Science: October 20, 2021
Approved by the Executive Committee of the College of Engineering: March 11, 2022
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: March 1, 2022
Approved by the Committee on Educational Policy: April 1, 2022
To be adopted:

Proposed Changes to the Undergraduate Business Administration major (BSAD)

PRESENT:

Majors
The B.S. in Business Administration is a two-year upper-division major offered by the School of Business. Students can enroll in a Pre-Business status and are advised in CHASS during their freshman and sophomore years. The Pre-Business curriculum includes the prerequisites to the major and the college breadth requirements. After admission to the major, students are advised by the School of Business through its Undergraduate Business Programs Office located at 2340 Olmsted Hall. The B.S. degree in Business Administration is conferred by the School of Business.

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

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

PROPOSED:

No change

Admission
A limited number of students are accepted into the Business Administration major, chosen according to overall GPA. Students must apply for the major when they have completed not fewer than 75 and not more than 100 quarter units of college work. Final acceptance into the major is based on completion of all prerequisites and breadth requirements within a 100-quarter-unit limit, a GPA above 2.50 in major prerequisites, and cumulative GPA of at least 2.70. (Students who have not completed the foreign language breadth requirement, ENGL 001C, or one Social Science course of their breadth requirement, may be accepted into the program, but they must complete the requirement before graduation.) Exceptions to the 100-quarter-unit maximum must be requested by petition.
UCR Students (excluding Pre-Business students) interested in changing major to Business Administration will be admissible to the Business Preparatory (BSPR), (which is not a major in UCR, but a holding group of transfer students who appear to be qualified for admission into business administration, but have some deficiencies which need to be completed before admission into business administration) status only if they can complete their deficiencies in breadth and/or major prerequisites within one quarter (the first quarter after admission into Bus-Preparatory).

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

Students are encouraged to participate in at least one internship during their junior or senior year. Students interested in international business are encouraged to participate in Education Abroad, which has programs affiliated with more than 150 institutions in 35 countries worldwide. For details, visit Education Abroad at ea.ucr.edu or call (951) 827-4113.

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

Graduating seniors are also eligible for the School of Business Award for Academic and Service Excellence, and also the School of Business Concentration Area Awards, which recognizes the student with the best overall performance in each concentration area. Each Spring, the top 10% of juniors and seniors in the Business Administration program are invited to join Beta Gamma Sigma, the only international honors society recognized by AACSB International. Membership in Beta Gamma Sigma is the highest recognition a business student
anywhere in the world can receive in a business program accredited by AACSB International. New Members are recognized by an official induction ceremony led by the Dean of the School of Business in the Spring quarter.

**Justification:**
The majority of students do not have ENGL 001C completed when they change from PRBS to BSAD. Instead, students take BUS 100W, which fulfills both a business requirement and the ENGL 001C requirement as long as they receive a grade of C or better.

In AY20/21, ECON 102 and ECON 103 were moved from being a pre-requisite for the Business Administration major to a required core course for the Business Administration major, which leaves students one Social Science course short. Students then complete this requirement when taking ECON 102 or ECON 103 as a core course in the BSAD major.

**Approvals:**
Approved by the School of Business Undergraduate Program Committee: February 7, 2022
Approved by the School of Business Executive Committee: February 14, 2022
Approved by the Committee on Educational Policy: April 1, 2022
To be adopted:

Proposed Changes to the Undergraduate Business Administration major (BSAD)

PRESENT: Major Requirements

The following are requirements leading to the B.S. degree in Business Administration. At least 50 percent of business course requirements must be completed at UCR.

Business Administration Major

1. Preparation for Business Administration major (7 courses [at least 27 units])

Major prerequisites (non-BUS courses may be used to satisfy breadth requirements for the School of Business):

(1) BUS 010
(2) BUS 020
(3) ECON 002
(4) ECON 003
(5) CS 008
(6) STAT 008
(7) MATH 022

2. Upper-division major requirements (19 courses [at least 77 units])

Core courses (at least 11 courses [at least 44 units]):

ECON 102/ECON 103, BUS 100W, BUS 101, BUS 102, BUS 103, BUS 104/STAT 104, BUS 105, BUS 106/ECON 134, BUS 107, BUS 108, BUS 109

PROPOSED: Major Requirements

No change

No change

No change
Concentration (At least 20 units): Students in the Business Administration major (BSAD) will be required to declare a concentration at least three quarters prior to graduation, provided they be allowed to change their concentration, if justified. The Office of Undergraduate Business Programs will manage the process. Students can declare one concentration.

Choose five courses from one of the concentrations listed below. Courses completed to meet core requirements may not be used to meet concentration requirements.


Business Analytics: BUS 124A, BUS 125, BUS 130, and at least two of the following: BUS 119, BUS 123, BUS 124B, BUS 129, BUS 136, BUS 173.

Finance: BUS 132 and at least four of the following: BUS 131, BUS 134, BUS 135, BUS 136, BUS 137, BUS 138, BUS 139, BUS 140E, BUS 141, BUS 142, BUS 147.

Information Systems: BUS 110, BUS 125, BUS 128, BUS 163, BUS 171, BUS 172, BUS 173, BUS 174, BUS 175, BUS 179, BUS 198i.

Management: BUS 121, BUS 143, BUS 144, BUS 145, BUS 146, BUS 147, BUS 148, BUS 149, BUS 150, BUS 154, BUS 155, BUS 156, BUS 157, ANTH 105/BUS 158, BUS 163, BUS 173.

Marketing: BUS 111, BUS 112, BUS 113, BUS 114, BUS 115, BUS 116, BUS 117, BUS 118, BUS 119, BUS 151, BUS 152, BUS 159, BUS 164.

An additional 3 courses (at least 12 units) of Business Administration elective courses from BUS 110-BUS 199H, excluding BUS 190. Courses completed to satisfy the five-course concentration requirement may not be used to meet this requirement. Related courses outside of Business Administration may be approved to satisfy their requirement with the approval of the Associate Dean or Director of Undergraduate Business Programs.

**Justification:**
BUS 120 (Global Strategy) and BUS 177 (Labor Relations) were added as electives to the major requirements in the Management concentration to provide more flexibility to students.

BUS 134 (Corporate Finance) and BUS 136 (Investments: Security Analysis and Portfolio Management) were made required courses in the finance concentration because all finance students need to have knowledge in these topics upon graduation.

**Approvals:**
Approved by the School of Business Undergraduate Program Committee: November 11, 2021
Approved by the School of Business Executive Committee: February 11, 2022
Approved by the Committee on Educational Policy: April 1, 2022
**EXECUTIVE COMMITTEE**  
**SCHOOL OF BUSINESS**  
**REPORT TO THE RIVERSIDE DIVISION**  
**MAY 24, 2022**

To be adopted:

**Proposed Changes to the Undergraduate Business Administration minor**

<table>
<thead>
<tr>
<th><strong>PRESENT:</strong></th>
<th><strong>PROPOSED:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minor</strong></td>
<td>No change</td>
</tr>
<tr>
<td>Students declaring a minor in Business Administration will petition the Undergraduate Business Programs Office at least three quarters prior to graduation. That office will publicize the deadlines each quarter to all colleges and major departments.</td>
<td></td>
</tr>
</tbody>
</table>

**Prerequisites for the minor in Business Administration are as follows:**

Three lower-division courses (14 units) (must be completed with no grade lower than “C”): BUS 020, ECON 003, STAT 008.

Additionally, students need to complete four upper-division courses as follows, depending on the minor of their choice, the general business minor or any of the eight functional business minors (16 units):

<table>
<thead>
<tr>
<th><strong>General Business:</strong></th>
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<tbody>
<tr>
<td>Four core from the following list: BUS 103, BUS 104/STAT104, BUS106/ECON134, BUS 107, BUS 108.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Accounting:</strong></th>
<th></th>
</tr>
</thead>
</table>
| a) Required: BUS 108, BUS 165A  
  b) Two additional upper-division Business Administration accounting courses selected from the following: BUS 161, BUS 165B, BUS 165C, BUS 168A, BUS 168B, BUS 169A, BUS 169B, BUS 170. |  |

<table>
<thead>
<tr>
<th><strong>Business Analytics:</strong></th>
<th>No change</th>
</tr>
</thead>
</table>
| a) Required: BUS 104, BUS 124A  
  b) Two additional upper-division business analytics courses selected from the following: BUS 119, BUS 123, BUS 124B, BUS 125, BUS 129, BUS 130, BUS 136, BUS 173. | No change |

<table>
<thead>
<tr>
<th><strong>Finance:</strong></th>
<th>No change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No change</td>
</tr>
</tbody>
</table>
a) Required: BUS 106, BUS 132
b) Two additional upper-division Business Administration finance courses selected from the following: BUS 131, BUS 134 (highly recommended), BUS 135, BUS 136 (highly recommended), BUS 137, BUS 138, BUS 139, BUS 140E, BUS 141, BUS 142, BUS 147.

Information Systems:
a) Required: BUS 101
b) Three additional upper-division Business Administration information systems courses selected from the following: BUS 110, BUS 125, BUS 128, BUS 163, BUS 166, BUS 171, BUS 172, BUS 173, BUS 174, BUS 175, BUS 179.

Management: Organizational Behavior/Human Resources:
a) Required: BUS 107, BUS 155
b) Two additional upper-division Business Administration organizational behavior or human resources courses selected from the following: BUS 121, BUS 143, BUS 144, BUS 145, BUS 149, BUS 156, BUS 157.

Management: Strategy and Entrepreneurship:
a) Required: BUS 109, BUS 146
b) Two additional upper-division Business Administration courses selected from the following: BUS 121, BUS 143, BUS 144, BUS 145, BUS 147, BUS 148, BUS 149, BUS 150, BUS 154, BUS 155, BUS 156, BUS 157, BUS 159, BUS 163, BUS 173.

Marketing:
a) Required: BUS 103
b) Three additional upper-division Business Administration marketing courses selected from the following: BUS 111, BUS 112, BUS 113, BUS 114, BUS 115, BUS 116, BUS 117, BUS 118, BUS 119, BUS 151, BUS 152, BUS 159, BUS 164.

Operations and Supply Chain Management:
a) Required: BUS 104, BUS 105
b) Two additional upper-division Business Administration operations and supply chain management courses selected from the following: BUS 123, BUS 124A (highly recommended), BUS 124B, BUS 125, BUS 126, BUS 127/STAT
127, BUS 128, BUS 129 (highly recommended),
BUS 130, BUS 173.

**Justifications:**

**General Business:**
Change reflects correction of typo.

**Management: Strategy and Entrepreneurship:**
BUS 120 (Global Strategy) was added as elective for the Management: Strategy and Entrepreneurship minor, and BUS 177 (Labor Relations) was added as elective for the Management: Organizational Behavior/Human Resources minor to provide more flexibility to students.

**Approvals:**
Approved by the School of Business Undergraduate Program Committee: November 11, 2021
Approved by the School of Business Executive Committee: February 11, 2022
Approved by the Committee on Educational Policy: April 1, 2022
To be adopted:

Proposed Changes to Change of Major Criteria for ECON and BSEC

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change of Major Criteria for ECON and BSEC:</td>
<td>[no change]</td>
</tr>
<tr>
<td>Students must be in good academic standing at the time the Change of Major</td>
<td>[no change]</td>
</tr>
<tr>
<td>Petition is filed. AP/IB units are excluded from the maximum unit</td>
<td></td>
</tr>
<tr>
<td>calculation. All courses listed below must be completed with grades of</td>
<td></td>
</tr>
<tr>
<td>C- or better.</td>
<td></td>
</tr>
<tr>
<td>0 – 45 earned units: MATH 006A or higher</td>
<td>[no change]</td>
</tr>
<tr>
<td>45 – 89 earned units: ECON 002 or ECON 003 and MATH 006B or MATH 005</td>
<td>45 – 89 earned units: ECON 002 or ECON 003 and MATH 006B or MATH 005A or higher</td>
</tr>
<tr>
<td>or higher</td>
<td></td>
</tr>
<tr>
<td>90+ earned units: ECON 002, ECON 003, and MATH 009A or equivalent</td>
<td>[no change]</td>
</tr>
</tbody>
</table>

**Justification:**
The Mathematics Department has proposed a new sequence of calculus courses. We are updating the necessary change of major criteria to align with their proposal and allow students who take this calculus sequence the opportunity meet our requirements.

**Approvals:**
Approved by the faculty of the Department of Economics: November 24, 2021
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: January 12, 2022
Approved by the Committee on Educational Policy: March 28, 2022
To be adopted:

Proposed Changes to Chinese Major

PRESENT:

The Chinese Major enables a student to acquire proficiency in the Chinese language and to study Chinese literature, culture, and society using interdisciplinary methods.

PROPOSED:

1. Lower-division requirements (12 units plus language proficiency)
   a. Proficiency in Chinese through the intermediate level (CHN 006 or its equivalent)
   b. Four (4) units from lower-division lecture courses on Chinese literature, culture, and film:
      AST 030/CHN 030, AST 040/CHN 040, AST 046/CHN 046, AST 048/CHN 048, and any other lower-division lecture courses on Chinese literature, culture, and film chosen in consultation with the student’s advisor.
   c. Eight (8) units: CPLT 001 or CPLT 001W, 1 lower-division CPLT course

2. Upper-division requirements (36 units)
   a. Twelve (12) units in Chinese language from CHN 101A, CHN 101B, CHN 101C. Students whose proficiency exceeds the 101 series should take the 12 required units by taking CHN 105, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z), by taking the courses listed under (b) or (c), or by using EAP language courses.
   b. Twelve (12) units in Chinese literature, culture, and film from AST 107/CHN 107/RLST 107, AST 135/CHN 135, AST 136/CHN 136, AST 142/CHN 142, AST 145/CHN 141/CLA 141/CPAC 141/POSC 140, AST 148/CHN 148, AST 185/CHN 185/ MCS 169, CHN 104, CHN 105, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z), CHN 134, CHN 137, CHN 190, CPLT 142E/ WMST 142E, and any other upper-division lecture courses on Chinese literature, culture, and film chosen in consultation with the student’s advisor.
   c. Eight (8) units in China-related upper-division courses from other departments (with adviser’s

1. No change

2. Upper-division requirements (36 units)
   a. Twelve (12) units in Chinese language from CHN 101A, CHN 101B, CHN 101C. Students whose proficiency exceeds the 101 series should take the 12 required units by taking CHN 105, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z), by taking the courses listed under (b) or (c), or by using EAP language courses.
   b. Twelve (12) units in Chinese literature, culture, and film from AST 107/CHN 107/RLST 107, AST 135/CHN 135, AST 136/CHN 136, AST 142/CHN 142, AST 145/CHN 141/CLA 141/CPAC 141/POSC 140, AST 148/CHN 148, AST 185/CHN 185/ MCS 169, CHN 104, CHN 105, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z), CHN 134, CHN 137, CHN 190, CPLT 142E/ GSST 142E, and any other upper-division lecture courses related to China or East Asia chosen in consultation with the student’s advisor.
   c. Eight (8) units in upper-division courses related to China or East Asia from other departments
(with adviser’s consent), can include the courses listed under (b).

d. CPLT 193 (4) units. (CPLT 196 strongly recommended but not required)

Justification:

1. In 2(b), we change “courses on Chinese literature, culture, and film chosen in consultation with the student’s advisor” to “courses related to China or East Asia chosen in consultation with the student’s advisor” for the following two reasons: a) due to staffing and scheduling difficulties, we need to permit students to take courses “related to China or East Asia” in substitution when they cannot find enough courses “on Chinese literature, culture, and film” to take in order to graduate on time; b) we believe the students should not limit their studies to courses “on Chinese literature, culture, and film,” but should broaden their studies to include other parts of East Asia and other disciplines.

2. In 2(c), we change “China-related upper-division courses” to “upper-division courses related to China or East Asia” for the following two reasons: a) we want to ensure students to have enough courses to take in order to graduate on time; b) we believe the students should not limit their studies to “China-related upper-division courses,” but should broaden their studies to include other parts of East Asia.

3. The change of WMST 142E to GSST 142E was done under the instruction of Beth Beatty per email sent on 9/29/2021 as the course was renumbered in 2015.

Approvals:

Approved by the faculty of the Department of Comparative Literature & Languages: November 19, 2021
Approved by the Executive Committee of the College of Humanities, Arts, & Social Sciences: December 15, 2021
Approved by the Committee on Educational Policy: March 28, 2022
To be adopted:

Proposed Changes to Chinese Minor

1. **Lower-division requirements (4 units plus language proficiency)**
   a. Proficiency in Chinese through the intermediate level (second year)
   b. Four (4) units from lower-division lecture courses on Chinese literature and culture: CHN 030/AST 030, CHN 040/AST 040, CHN 046/AST 046 or CHN 046W/AST 046W, CHN 048/AST 048

2. **Upper-division requirements (20 units)**
   a. Twelve (12) upper-division units in Chinese language from CHN 101A, CHN 101B, CHN 101C. Students whose proficiency exceeds the 101 series should take the 12 required units by taking CHN 105, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z), by taking the courses listed under (b) or (c), or by using EAP language courses.
   b. Eight (8) units in Chinese literature and culture from CHN 104, CHN 105, CHN 106/PHIL 123, CHN 107/AST 107/RLST 107, CHN 108, CHN 110 (E-Z), CHN 115 (E-Z), CHN 118 (E-Z)/AST 118 (E-Z), CHN 132/AST 132/CLA 132/CPAC 132, CHN 134, CHN 135/AST 135, CHN 136/AST 136, CHN 137, CHN 141/AST 145/CLA 141/CPAC 141/POSC 140, CHN 142/AST 142, CHN 148/AST 148, CHN 185/AST 185/MCS 169, CHN 190 CPLT 142E/WMST 142E, and any other upper-division lecture courses on Chinese literature, culture, and film chosen in consultation with the student’s advisor.

**Justification:**

1. In 2(a), “Twelve (12) upper-division units in Chinese language,” we add “CHN 101C,” which was accidentally deleted due to a clerical error during a previous revision.
2. In 2(b), we change “courses on Chinese literature, culture, and film chosen in consultation with the student’s advisor” to “courses related to China or East Asia chosen in consultation with the student’s advisor” for the following two
reasons: a) due to staffing and scheduling difficulties, we need to permit students to take courses “related to China or East Asia” in substitution when they cannot find enough courses “on Chinese literature, culture, and film” to take in order to graduate on time; b) we believe the students should not limit their studies to courses “on Chinese literature, culture, and film,” but should broaden their studies to include other parts of East Asia and other disciplines.

3. The change of WMST 142E to GSST 142E was done under the instruction of Beth Beatty per email sent on 9/29/2021 as the course was renumbered in 2015.

**Approvals:**
Approved by the faculty of the Department of Comparative Literature & Languages: November 19, 2021
Approved by the Executive Committee of the College of Humanities, Arts, & Social Sciences: December 15, 2021
Approved by the Committee on Educational Policy: March 28, 2022
To be adopted:

Proposed Changes to Creative Writing Major

**PRESENT:**

The major requirements for the B.A. degree in Creative Writing are as follows:

**Prerequisite courses:** CRWT 056 or equivalent, and ENGL 001A or equivalent.

1. **Lower-division requirements (20 units; five courses)**
   - Two Creative Writing survey courses from CRWT 046S, CRWT 047S, or CRWT 048S, CRWT 046, CRWT 047 or CRWT 048
   - Two Creative Writing introductory courses from CRWT 057A, CRWT 057B, or CRWT 057C
   - One literature survey course from CRWT 012/CPLT 012, CRWT 040, CRWT 041, CRWT 042, CRWT 043, CRWT 044, CRWT 045, CRWT 076, ENGL 014, ENGL 015, ENGL 017, CRWT 097H

2. **Upper-division requirements (36 units)**
   a) Three workshop courses in primary genre:
      - **Creative Nonfiction**
        CRWT 130, CRWT 132, CRWT 134
      - **Poetry**
        CRWT 150, CRWT 160, CRWT 170
      - **Fiction**
        CRWT 152, CRWT 162, CRWT 172
   b) One workshop in second genre: CRWT 130, CRWT 132, CRWT 134, CRWT 150, CRWT 152, CRWT 160, CRWT 162*, CRWT 170*, CRWT 172*

**PROPOSED:**

The major requirements for the B.A. degree in Creative Writing are as follows:

**Prerequisite courses:** CRWT 056 or equivalent, and ENGL 001A or equivalent.

1. **Lower-division requirements (20 units; five courses)**
   - Two Creative Writing survey courses from CRWT 046S, CRWT 047S, or CRWT 048S, CRWT 046, CRWT 047 or CRWT 048
   - Two Creative Writing introductory courses from CRWT 057A, CRWT 057B, or CRWT 057C
   - One literature survey course from CRWT 012/CPLT 012, CRWT 040 or CRWT 040S, CRWT 041, CRWT 042, CRWT 043, CRWT 044, CRWT 045, CRWT 076, ENGL 014, ENGL 015, ENGL 017, CRWT 097H

2. **Upper-division requirements (36 units)**
   a) Three workshop courses in primary genre:
      - **Creative Nonfiction**
        CRWT 130, CRWT 132, CRWT 134
      - **Poetry**
        CRWT 150, CRWT 160, CRWT 170
      - **Fiction**
        CRWT 152, CRWT 162, CRWT 172
   b) One workshop in second genre: CRWT 130, CRWT 132, CRWT 134, CRWT 150, CRWT 152, CRWT 160, CRWT 162*, CRWT 170*, CRWT 172*

* These workshops may be repeated; however, only 4 units total can be applied to the major.
c) One workshop in third genre: CRWT 130, CRWT 132, CRWT 134, CRWT 150, CRWT 152, CRWT 160, CRWT 162*, CRWT 170*, CRWT 172*

* These workshops may be repeated; however, only 4 units total can be applied to the major.

d) Three upper-division courses in Creative Writing: CRWT 136, CRWT 143, CRWT 146, CRWT 151, CRWT 155, CRWT 164A/TFDP 164A, CRWT 164B/TFDP 164B, CRWT 164C/TFDP 164C, CRWT 165, CRWT 171, CRWT 173, CRWT 174, CRWT 175, CRWT 176, CRWT 180, CRWT 182, CRWT 185, CRWT 187/CPLT 187, CRWT 191 (may be taken twice but used only once for major credit), CRWT 198I (may be taken only once, for 4 units)

e) Four (4) units of CRWT 195 or CRWT 195H (Senior Honors Thesis) or any upper division course in another subject area outside of Creative Writing

Justification:
A justification as to why we are adding the "S" version
The justifications are the same for all courses: 1) helps us meet student demand 2) helps students find seats to meet major requirements 3) keeps seminar-level discussion part of the learning experience as we raise enrollment 4) sections provide important teaching experience and mentorships for graduate students 5) allows for more time for lectures and presentations by the primary faculty instructor.

Approvals:
Approved by the faculty of the Department of CWRT: October 26, 2021
Approved by the Executive Committee of the College of Humanities, Arts, & Social Sciences: January 12, 2022
Approved by the Committee on Educational Policy: March 28, 2022
PROPOSED:

1. **Lower-division requirements (12 units)**
   a) One introductory writing workshop:
      CRWT 056
   b) One introductory reading course:
      CRWT 040, CRWT 043, CRWT 046S, CRWT 047S, CRWT 048S, CRWT 046, CRWT 047, or CRWT 048.
   c) Two introductory workshop courses from CRWT 057, CRWT 057B, CRWT 057C.

2. **Upper-division requirements (20 units)**
   a) Four (4) units from
      (1) CRWT 176 (or)
      (2) Any upper-division course in English, Comparative Literature and Foreign Languages, or Theatre (except ENGL 101, ENGL 103; FREN 100, FREN 101A, FREN 101B, FREN 101C; GER 101, GER 103A, GER 103B; RUSN 103; SPN 101A, SPN 101B, SPN 101C, SPN 105, SPN 106A, SPN 106B)
   b) Sixteen (16) units in one of the following emphases:

   **Nonfiction Emphasis**
   (1) CRWT 130, CRWT 132, CRWT 134
   (2) Four (4) units from CRWT 150, CRWT 152, CRWT 164A/THEA 164A, CRWT 165, CRWT 166A/MCS 166A/TFDP 166A, CRWT 171, CRWT 187/CPLT 187

   **Poetry Emphasis**
   (1) CRWT 150, CRWT 160, CRWT 170
   (2) Four (4) units from CRWT 130, CRWT 152, CRWT 164A/THEA 164A, CRWT 165, CRWT 166A/MCS 166A/TFDP 166A, CRWT 171, CRWT 187/CPLT 187

No change
**Fiction Emphasis**
(1) CRWT 152, CRWT 162, CRWT 172
(2) Four (4) units from CRWT 130, CRWT 150, CRWT 164A/THEA 164A, CRWT 165, CRWT 166A/MCS 166A/TFDP 166A, CRWT 187/CPLT 187

**Drama Emphasis**
(1) CRWT 164A/TFDP 164A, CRWT 164B/TFDP 164B, CRWT 164C/TFDP 164C
(2) Four (4) units from CRWT 130, CRWT 150, CRWT 152, CRWT 165, CRWT 166A/MCS 166A/TFDP 166A, CRWT 166B/MCS 166B/TFDP 166B, CRWT 166C/MCS 166C/TFDP 166C, CRWT 187/CPLT 187, TFDP 121

**Justification:**
A justification as to why we are adding the "S" version The justifications are the same for all courses: 1) helps us meet student demand 2) helps students find seats to meet major requirements 3) keeps seminar-level discussion part of the learning experience as we raise enrollment 4) sections provide important teaching experience and mentorships for graduate students 5) allows for more time for lectures and presentations by the primary faculty instructor

**Approvals:**
Approved by the faculty of the Department of CWRT: October 26, 2021
Approved by the Executive Committee of the College of Humanities, Arts, & Social Sciences: January 12, 2022
Approved by the Committee on Educational Policy: March 28, 2022
To be adopted:

Proposed Changes to Japanese Major

**PRESENT:**

The Japanese Major enables students to acquire advanced proficiency in the Japanese language and to develop critical thinking skills in their analysis of Japanese literary, filmic, and social texts. Students are encouraged to study in Japan through the University of California’s numerous Education Abroad Programs.

1. **Lower-division requirements (16 units plus language proficiency)**
   a. Proficiency in Japanese through the intermediate level (JPN 006 or its equivalent)
   b. Eight (8) units from lower-division lecture courses on Japanese literature and culture: AST 022/JPN 022/MCS 022, AST 023/CPLT 023/JPN 023, AST 032/JPN 032, AST 034/JPN 034, AST 056/CPLT 056/JPN 056, JPN 035.
   c. Eight (8) units from CPLT 001 or CPLT 001W, and 1 lower-division CPLT course.

2. **Upper-division requirements (36 units)**
   a. Twelve (12) upper-division units in Japanese language from JPN 101A, JPN 101B, JPN 101C, JPN 110. Students whose proficiency exceeds the 101 series should take the 12 required units by taking 110 more than once, by using EAP language courses, or, under the JPN 190 rubric, by converting an existing “content” course into a language course with the instructor’s help.
   b. Twenty (20) units in upper-division Japanese literature and culture from AST 150/JPN 150, AST 151/JPN 151, AST 152 (E-Z)/JPN 152 (E-Z), AST 153 (E-Z)/JPN 153 (E-Z), AST 184/JPN 184, AST 190, CPLT 134/GER 134/JPN 134/MCS 134, CPLT 142/J/WMST 142J, CPLT 145/JPN 145, JPN 110, JPN 190, KOR 112, and any other upper-division lecture courses on Japanese literature, culture, and film

**PROPOSED:**

No change

1. No Change

2. **Upper-division requirements (36 units)**
   a. Twelve (12) upper-division units in Japanese language from JPN 101A, JPN 101B, JPN 101C, JPN 110. Students whose proficiency exceeds the 101 series should take the 12 required units by taking 110 more than once, by using EAP language courses, or, under the JPN 190 rubric, by converting an existing “content” course into a language course with the instructor’s help.
   b. Twenty (20) units in upper-division Japanese literature and culture from AST 150/JPN 150, AST 151/JPN 151, AST 152 (E-Z)/JPN 152 (E-Z), AST 153 (E-Z)/JPN 153 (E-Z), AST 184/JPN 184, AST 190, CPLT 134/GER 134/JPN 134/MCS 134, CPLT 142/J/GSST 142J, CPLT 145/JPN 145, JPN 110, JPN 190, KOR 112, and any other upper-division lecture courses on Japanese literature, culture, and film
chosen in consultation with the student’s advisor.
c. Four (4) units in CPLT 193. (CPLT 196 strongly recommended but not required)

Justification:

1. The change of WMST 142J to GSST 142J was done under the instruction of Beth Beatty per email sent on 9/29/2021 as the course was renumbered in 2015.

Approvals:
Approved by the faculty of the Department of Comparative Literature & Languages: November 19, 2021
Approved by the Executive Committee of the College of Humanities, Arts, & Social Sciences: December 15, 2021
Approved by the Committee on Educational Policy: March 28, 2022
To be adopted:

Proposed Changes to Japanese Minor

PRESENT:

The Japanese Minor enables students to acquire intermediate proficiency in the Japanese language and to develop critical thinking skills in their analysis of these literary, filmic, and social texts. Students are encouraged to study in Japan through the University of California’s numerous Education Abroad Programs.

1. Lower-division requirements (4 units plus language proficiency)
   a. Proficiency in Japanese through the intermediate level (JPN 006 or its equivalent)
   b. Four (4) units from lower-division lecture courses on Japanese literature and culture: JPN 022/AST 022/MCS 022, JPN 023/AST 023/CPLT 023, JPN 034/AST 034, JPN 035, JPN 056/AST 056/CPLT 056, and any other lower-division lecture courses on Japanese literature, culture, and film chosen in consultation with the student’s advisor

2. Upper-division requirements (20 units)
   a. Eight (8) upper-division units in Japanese language from: JPN 101A, JPN 101B, JPN 101C, JPN 110. Students whose proficiency exceeds the 101 series should take the 8 required units by taking JPN 110 more than once, by using EAP language courses, or, under the JPN 190 rubric, by converting an existing “content” course into a language course with the instructor’s help.
   b. Twelve (12) units in Japanese literature and culture from: AST 190, CPLT 142J/WMST 142J, JPN 110, JPN 134/CPLT 134/GER 134/MCS 134, JPN 145/CPLT 145, JPN 150/AST 150, JPN 152 (E-Z)/AST 152 (E-Z), JPN 153 (E-Z)/AST 153 (E-Z), JPN 154 (EZ)/AST 154 (E-Z), JPN 184/AST 184/MCS 184, JPN 190, and any other upper-division lecture courses on Japanese literature, culture,

PROPOSED:

No change

1. No change

2. Upper-division requirements (20 units)
   a. Eight (8) upper-division units in Japanese language from: JPN 101A, JPN 101B, JPN 101C, JPN 110. Students whose proficiency exceeds the 101 series should take the 8 required units by taking JPN 110 more than once, by using EAP language courses, or, under the JPN 190 rubric, by converting an existing “content” course into a language course with the instructor’s help.
   b. Twelve (12) units in Japanese literature and culture from: AST 190, CPLT 142J/WMST 142J, JPN 110, JPN 134/CPLT 134/GER 134/MCS 134, JPN 145/CPLT 145, JPN 150/AST 150, JPN 152 (E-Z)/AST 152 (E-Z), JPN 153 (E-Z)/AST 153 (E-Z), JPN 154 (EZ)/AST 154 (E-Z), JPN 184/AST 184/MCS 184, JPN 190, and any other upper-division lecture courses on Japanese literature, culture, and film chosen in consultation with the student’s advisor.
and film chosen in consultation with the student’s advisor.

Justification:

The change of WMST 142J to GSST 142J was done under the instruction of Beth Beatty per email sent on 9/29/2021 as the course was renumbered in 2015.

Approvals:
Approved by the faculty of the Department of Comparative Literature & Languages: November 19, 2021
Approved by the Executive Committee of the College of Humanities, Arts, & Social Sciences: December 15, 2021
Approved by the Committee on Educational Policy: March 28, 2022
To be adopted:

Proposed Changes to Labor Studies Minor

<table>
<thead>
<tr>
<th>PRESENT:</th>
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<tbody>
<tr>
<td>Requirements for labor studies minor are as follows:</td>
</tr>
<tr>
<td>1. Five courses (at least 20 units) from the approved list of courses</td>
</tr>
<tr>
<td>2. One of the following ‘core’ courses: LABR 001, HISA 124, ETST 102, SOC 112, SOC 135, GSST 101</td>
</tr>
<tr>
<td>3. A labor internship course (at least 4 units or the equivalent) completed through the following course: LABR 198-I</td>
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<table>
<thead>
<tr>
<th>PROPOSED:</th>
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<tbody>
<tr>
<td>[no change]</td>
</tr>
<tr>
<td>1. [no change]</td>
</tr>
<tr>
<td>2. One of the following ‘core’ courses: LABR 001, HISA 124, ETST 102, SOC 112, SOC 135, GSST 101, POSC 138</td>
</tr>
<tr>
<td>3. [no change]</td>
</tr>
<tr>
<td>4. [no change]</td>
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</tbody>
</table>


6. Students can also petition to the chair of the program to count towards the minor an independent study or regular course not listed above that is relevant to labor studies.


6. [no change]
**Justification:**

The content of POSC 138: Labor and Globalization is very relevant to labor studies, so we are proposing that students be able to use that course to fulfill either the ‘core course’ requirement (listed as requirement #2) or the elective course requirement (listed as requirement #5) for the minor. Students would not be able to count the course towards both of these requirements. We are only able to offer LABR 001 once per year, so increasing the core course options could also help additional students to be able to fulfill the requirements of this minor.

**Approvals:**

Approved by the faculty of the Labor Studies Program: November 10, 2021
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: January 12, 2022
Approved by the Committee on Educational Policy: April 18, 2022
Executive Committee  
College of Humanities, Arts, and Social Sciences  
Report to the Riverside Division  
May 24, 2022

To be adopted:

Proposed Changes to Music Major

Present: The major requirements for the B.A. degree in Music are as follows:

1. Participation in a major ensemble each quarter, sophomore through junior years (9-18 units): MUS 160, MUS 161, MUS 162, MUS 163, MUS 164, MUS 165, MUS 166 (E-Z)

2. Lower-division requirements (1-25 units)
   a) MUS 030A, MUS 030B, MUS 030C (12 units or proficiency)
   b) MUS 031A, MUS 031B, MUS 031C (12 units or proficiency)
   c) MUS 080P (1 unit and piano proficiency)

3. Upper-division requirements (24-36 units)
   a) MUS 112A, MUS 112B, MUS 112C (12 units)
   b) MUS 130A, MUS 130B (8 units)
   c) MUS 131A, MUS 131B, MUS 131C (12 units or proficiency)
   d) MUS 138 (4 units)

4. Upper-division track requirements:
   choose from one of the following tracks
   a) Music – General (28 units) 28 units from the following
      (1) MUS 113, MUS 114, MUS 115, MUS 116, MUS 117, MUS 118, MUS 119, MUS 120, MUS 121, MUS 122, MUS 123, MUS 124, MUS 125, MUS 126, MUS 127, MUS 128, MUS 133, MUS 134, MUS 135, MUS 136, MUS 137, MUS 139, MUS 140, MUS 145A, MUS 145B, MUS 146, MUS 150A, MUS 150B, MUS 150C, MUS 150D, MUS 151, MUS 152, MUS 153, MUS 154 (EZ), MUS 155 (E-Z), MUS 191 (E-Z) (no more than 4 units)

Proposed: No change

No change

No change

3. Upper-division requirements (20-32 units)
   a) MUS 112A, MUS 112B, MUS 112C (12 units)
   b) MUS 130A (4 units)
   c) MUS 131A, MUS 131B, MUS 131C (12 units or proficiency)
   d) MUS 138 (4 units)

4. Upper-division track requirements:
   choose from one of the following tracks
   a) Music – General (32 units) 32 units from the following
      1) MUS 113, MUS 114, MUS 115, MUS 116, MUS 117, MUS 118, MUS 119, MUS 120, MUS 121, MUS 122, MUS 123, MUS 124, MUS 125, MUS 126, MUS 127, MUS 128, MUS 130B, MUS 134, MUS 135, MUS 136, MUS 137, MUS 139, MUS 140, MUS 142, MUS 145A, MUS 145B, MUS 146, MUS 150A, MUS 150B, MUS 150C, MUS 150D, MUS 151, MUS 152, MUS 153, MUS 154 (EZ), MUS 155 (E-Z), MUS 184, MUS 191 (E-Z) (no more than 4 units)
b) Music – Composition (24 units)

(1) 4 units from the following: MUS 136, MUS 144, MUS 147, MUS 157
(2) MUS 134, MUS 145A (8 units)
(3) MUS 149 (42 units)

c) Music – Performance (26 units)

(1) 12 units from the following:
MUS 180 (E-Z), MUS 181 (E-Z)
(2) 12-4 units from the following:
(3) MUS 167 (2 units)

d) Music – Music Industry are as follows:
1. Lower-division requirements (18-49 units)
   a) MUS 030A, MUS 030B, MUS 030C (12 units or proficiency)
   b) MUS 080P (1 unit or proficiency)
   c) 3 units from the following: MUS 162, MUS 163
   d) 3 units from the following: MUS 160, MUS 161, MUS 164, MUS 165, MUS 166 (E-Z), MUS 169, MUS 170/SEAS 170/AST 170, MUS 174, MUS 175A, MUS 175B, MUS 177, MUS 178, MUS 179
   e) 4-8 units from the following:
      MUS 007, MUS 008, MUS 009, MUS 011, MUS 014/ETST 014, MUS 015/LNST 015, MUS 023, MUS 026/MCS 026
   f) 4-8 units from the following: MUS 044, MUS 037
   g) 4-14 units from the following: BUS 020, ECON 003, STAT 008

2. Upper-division requirements (A successful portfolio review and completion of lower-division courses is required by the end of sophomore year to
Note
Students seeking a teaching credential are advised to take MUS 133, MUS 150A, MUS 150B, MUS 150C, MUS 150D, MUS 151, and MUS 152. Consult the School of Education for credential requirements.

Examinations and Auditions
The ability to play simple piano music is required of all majors. Students lacking keyboard proficiency when the major is declared must enroll in MUS 080P to prepare them for the proficiency examination, administered by the Department’s piano instructor. Alternatively, students with previous keyboard experience can request to take the proficiency examination instead of enrolling in MUS 080P. This examination must be passed by the junior year.

Consult the department for examination requirements.

Students that wish to declare a Major in Music within the Composition Track must 1) complete MUS 037 with a grade C or higher, and 2) present three diverse works (one of which must be realized through music notation) to the composition faculty during a brief audition at the end of the sophomore year.

If entering as a Junior, transfer composition advance to upper-division (27-46 units)

a) MUS 145A (4 units)
b) MUS 185 or MUS 185S (4 units)
c) 3-6 units of the following: MUS 160, MUS 161, MUS 162, MUS 163, MUS 164, MUS 165, MUS 166 (E-Z), MUS 169, MUS 170, MUS 174, MUS 175A, MUS 175B, MUS 177, MUS 178, MUS 179, MUS 180 (E-Z), MUS 181 (E-Z)
d) 12-20 units of the following: MUS 112A, MUS 112B, MUS 112C, MUS 118, MUS 120, MUS 124/AST 124, MUS 125, MUS 126/ANTH 177/GSST 126, MUS 130A, MUS 136, MUS 138, MUS 140/HISA 139, MUS 140L, MUS 146, MUS 155 (E-Z)/DNCE 155(E-Z), MUS 184
e) 4-12 units of the following: MUS 145B, MUS 198I, BUS 103, BUS 107

No change
students will need to schedule an audition upon arrival to campus. The MUS 037 prerequisite can be waived at the faculty’s discretion.

MUS 031A, MUS 031B, and MUS 031C are taken achieved. The completion of MUS 131A, MUS 131B, and MUS 131C is required for graduation.

All students normally participate in a major ensemble each quarter. Admission to any ensemble course is by consent of instructor. All students intending to participate in an ensemble course must audition during registration.

**Juries**
Juries are mandatory for Music juniors and seniors enrolled in the Performance Track. Students must play for two of them, on two different quarters, within each academic year. Students do not play for juries the quarter in which they perform a senior recital. Juries are optional for non-Music Majors, and Music Majors who are not in the Performance Track but who are nevertheless taking Voice & Instrument lessons at the Department. Please note that an instructor may require that a student participate play for juries even if they are not in the Performance Track.

**Fees**
An additional course fee will be charged at the time of registration for MUS 080 (E-Z), MUS 081 (E-Z) (half-hour private lessons in voice or instrument), MUS 180 (E-Z), and MUS 181 (E-Z) (one-hour private lessons in voice or instrument). A limited number of scholarships will be made available.

**Justification:**

MUS 130B: This class will no longer be required for the Bachelor of Arts (General, Performance, and Composition tracks) in Music. However, students may take it as an upper-division elective after having completed MUS 130A. Instead of completing MUS 130B as a requirement, students would select a different course or courses worth 4 units in its place. The deletion of MUS 130B as a requirement increases required elective credit load for the General (now 32 units) and Performance (now 16 units) tracks. An additional 4 required credits of MUS 149 will take the place of MUS 130B in the Composition Track (more below). While UC Riverside students currently receive an education in counterpoint that spans two quarters, typical undergraduate curricula at colleges and universities in the United States focus less on this subject. It is unnecessary for undergraduate students to receive training in counterpoint to this extent. Students could benefit greatly from using these 4 credits to explore topics in a variety of genres that interest them, and which also would allow them to become more well-rounded musicians.
Instructors have noted diminishing returns in the MUS 130B course, though MUS 130A explores material that student musicians often find invaluable.

MUS 144 was approved by the COC fall 2022 to be renumbered to MUS 044, therefore 044 a lower division was removed.

MUS 133: This course will be removed from the course catalog, as MUS 133 and MUS 134 were consolidated into MUS 134 during prior revision of the undergraduate curricula.

MUS 149: This class will now be worth 4 units and required 4 times during a Composition track major’s course of study. Currently, MUS 149 is worth 2 credits and required each quarter junior and senior year. The Composition track intends to provide a rigorous program which engages a liberal arts model and also helps students with professional preparedness. The 2021-2022 year is the first year MUS 149 is being offered. Thus far, the instructor has noted that it is difficult to establish expectations appropriate for the program in a class that is worth only 2 credits. In addition, requiring the course only 4 times instead of 6 will allow students more freedom with regard to selecting the various MUS 149 topics that interest them most.

MUS 184: Genealogy of Hip Hop has been added to the catalog, so it is now added among the upper division options for all majors.

Bachelor of Arts in Music — Music Industry: In recent years, many students within the Department of Music have expressed great interest in music production, music business, audio recording and engineering, film and video game scoring, and contemporary performance. Our current undergraduate curricula do not provide nearly enough support or rigor in these areas to sufficiently prepare students for relevant careers. As such, many students graduate with degrees in one of the other programs in the Department without having the skills necessary to thrive in this burgeoning field. Our desire to provide this crucial aspect of education in the Department is also part of a national trend in academia that aims to make command of cutting-edge technology and contemporary music accessible. At the same time, the Music Industry track will very much uphold and embrace the Department’s—and CHASS’s—mission to provide a well-rounded, liberal arts education. Required courses for the track offered in other departments will help endow students with an entrepreneurial skill set, and skills which are all too often excluded from music curricula. This modern, comprehensive program will make UC Riverside’s undergraduate program in the Department of Music even more attractive and competitive on a national level.

The design of this new track coincides with the hiring of an Assistant Professor of Teaching: Popular Music Creation and Production. This new faculty member will teach several of the courses included in the track; presumably, they also will be able to provide significant insight into the industry.

**Approvals:**

Approved by the faculty of the Department of Music: September 29, 2021 (for creation of Music Industry track) and November 3, 2021 (for all other proposed changes)

Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 23, 2022

Approved by the Committee on Educational Policy: April 18, 2022
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 24, 2022

To be adopted:

Proposed Changes to Music Minor

PRESENT:

Minor

1. Lower-division preparation: (12-20 units)
   a) MUS 001, MUS 010 or equivalent
   b) MUS 030A, MUS 030B, MUS 030C

2. Upper-division requirements (24 units)
   a) Eight (8) units from MUS 112A, MUS 112B, MUS 112C
   b) Twelve (12) units selected from: MUS 113, MUS 114, MUS 115, MUS 116, MUS 117, MUS 118, MUS 119, MUS 120, MUS 121, MUS 122, MUS 123, MUS 124, MUS 125, MUS 126, MUS 127, MUS 128, MUS 130A, MUS 130B, MUS 133, MUS 134, MUS 135, MUS 136, MUS 137, MUS 138, MUS 139, MUS 140, MUS 144, MUS 145A, MUS 145B, MUS 146, MUS 147, MUS 150A, MUS 150B, MUS 150C, MUS 150D, MUS 151, MUS 152, MUS 153, MUS 154 (E-Z), MUS 155 (E-Z), MUS 180 (E-Z), MUS 181 (E-Z) (no more than 4 units), MUS 184, MUS 185, MUS 191 (E-Z)
   c) Four (4) additional units in ensemble performance: MUS 160, MUS 161, MUS 162, MUS 163, MUS 164, MUS 165, MUS 166, MUS 168, MUS 169, MUS 170, MUS 171, MUS 172, MUS 174, MUS 175A, MUS 175B, MUS 176, MUS 177, MUS 178, MUS 179, MUS 182, MUS 183

As a freshman or sophomore, the student should complete MUS 030A, MUS 030B, MUS 030C (Harmony). This is a prerequisite for all later studies in the minor. Harmony has a prerequisite of MUS 001 (Introduction to Basic Musical Concepts) and MUS 010 or the equivalent. Two required courses from MUS 112A, MUS 112B, MUS 112C should be

PROPOSED:

Minor

2. Upper-division requirements (24 units)
   a) Eight (8) units from MUS 112A, MUS 112B, MUS 112C
   b) Twelve (12) units selected from: MUS 113, MUS 114, MUS 115, MUS 116, MUS 117, MUS 118, MUS 119, MUS 120, MUS 121, MUS 122, MUS 123, MUS 124, MUS 125, MUS 126, MUS 127, MUS 128, MUS 130A, MUS 130B, MUS 133, MUS 134, MUS 135, MUS 136, MUS 137, MUS 138, MUS 139, MUS 140, MUS 142, MUS 145A, MUS 145B, MUS 146, MUS 147, MUS 150A, MUS 150B, MUS 150C, MUS 150D, MUS 151, MUS 152, MUS 153, MUS 154 (E-Z), MUS 155 (E-Z), MUS 180 (E-Z), MUS 181 (E-Z) (no more than 4 units), MUS 184, MUS 185, MUS 191 (E-Z)
   c) Four (4) additional units in ensemble performance: MUS 160, MUS 161, MUS 162, MUS 163, MUS 164, MUS 165, MUS 166, MUS 168, MUS 169, MUS 170, MUS 171, MUS 172, MUS 174, MUS 175A, MUS 175B, MUS 176, MUS 177, MUS 178, MUS 179, MUS 182, MUS 183

No change
completed following MUS 030A, MUS 030B, MUS 030C and not later than the junior year. See Minors under the College of Humanities, Arts, and Social Sciences in the Colleges and Programs section of this catalog for additional information on minors.

**Justification:**

Removing 144 and adding new course 142, because 144 was renumbered to a lower division 044. Please see below for detailed justification

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MUS 144 was approved by the COC fall 2022 to be renumbered to MUS 044, therefore 044 a lower division was removed. remove MUS 044 from the Music Minor upper division requirements, since it is now a lower division course.

MUS 133: This course will be removed from the course catalog, as MUS 133 and MUS 134 were consolidated into MUS 134 during prior revision of the undergraduate curricula.

**Approvals:**

Approved by the faculty of the Department of Music: November 3, 2021
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: February 23, 2022
Approved by the Committee on Educational Policy: March 28, 2022
To be adopted:

Proposed Changes to Theatre, Film & Digital Production Major

PRESENT:
The major requirements for the B.A. degree in Theatre, Film, and Digital Production are as follows:

Lower-division requirements (9 units)
1. TFDP 099
2. TFDP 020
3. Either TFDP 010, TFDP 021, TFDP 022, TFDP 050, TFDP 066, or TFDP 067

Track 1: Literature, History, Criticism and Dramaturgy

Upper-division requirements (40/44 units)

1. Literature, History, Criticism requirement (20 units)
a) Literature, History, and Criticism emphasis (12 units): TFDP 100, TFDP 120A, TFDP 120B

1) Eight (8) additional units from TFDP 121, TFDP 122, TFDP 123, TFDP 124A, TFDP 124B, TFDP 125 (E-Z), TFDP 127, TFDP 191 (E-Z)

b) Dramaturgy emphasis (12 units): TFDP 100, TFDP 120A, TFDP 120B

1) Eight (8) additional units from TFDP 121, TFDP 122, TFDP 123, TFDP 124A, TFDP 124B, TFDP 125 (E-Z), TFDP 127, TFDP 161, TFDP 177 or TFDP 177S, TFDP 191 (E-Z)

b) Dramaturgy emphasis (12 units): TFDP 100, TFDP 120A, TFDP 120B

1) Eight (8) additional units from TFDP 103, TFDP 121, TFDP 122, TFDP 123, TFDP 124A, TFDP 124B, TFDP 125 (E-Z), TFDP 127, TFDP 161, TFDP 177 or TFDP 177S, TFDP 191 (E-Z)


3. Production requirement (8/12 units)

PROPOSED:
The major requirements for the B.A. degree in Theatre, Film, and Digital Production are as follows:

Lower-division requirements (9 units)
1. TFDP 099
2. TFDP 020
3. Either TFDP 010, TFDP 021, TFDP 022, TFDP 050, TFDP 050S, TFDP 066, or TFDP 067

Track 1: Literature, History, Criticism and Dramaturgy

Upper-division requirements (40/44 units)

1. Literature, History, Criticism, and Dramaturgy requirement (20 units)
a) Literature, History, and Criticism emphasis (12 units): TFDP 100, TFDP 120A, TFDP 120B

1) Eight (8) additional units from TFDP 121, TFDP 122, TFDP 123, TFDP 124A, TFDP 124B, TFDP 125 (E-Z), TFDP 127, TFDP 161, TFDP 177 or TFDP 177S, TFDP 191 (E-Z)

b) Dramaturgy emphasis (12 units): TFDP 100, TFDP 120A, TFDP 120B

1) Eight (8) additional units from TFDP 103, TFDP 121, TFDP 122, TFDP 123, TFDP 124A, TFDP 124B, TFDP 125 (E-Z), TFDP 127, TFDP 161, TFDP 177 or TFDP 177S, TFDP 191 (E-Z)


3. Production requirement (8/12 units)
a) Literature, History, and Criticism
**emph**asis: Eight (8) units from TFDP 170, TFDP 171, TFDP 172, TFDP 173, TFDP 174, or TFDP 175

b) Dramaturgy emphasis: TFDP 174 (4 units) and eight (8) units from TFDP 170, TFDP 171, TFDP 172, TFDP 173, or TFDP 175

**Track 2: Writing for the Performing Arts**
Upper-division requirements (44 units)

1. Literature, History, and Criticism (12 units)
   a) TFDP 120A, TFDP 120B (8 units)
   b) Four (4) units from TFDP 122, TFDP 123, TFDP 124A, TFDP 124B, TFDP 125 (E-Z), TFDP 127, TFDP 191 (E-Z)

2. Writing for the Performing Arts (24 units)
   a) TFDP 164A, TFDP 164B, TFDP 164C
   b) TFDP 166A, TFDP 166B, TFDP 166C

3. **Four (4) additional units from** TFDP 110A, TFDP 110B, TFDP 114, TFDP 115, TFDP 150A, TFDP 150B, TFDP 163, TFDP 167, TFDP 168, TFDP 198-I

4. **Production requirement:** Four (4) units from TFDP 170, TFDP 171, TFDP 172, TFDP 173, TFDP 174, or TFDP 175

**Track 3: Film Making**
Upper-division requirements (40 units)

1. **Film Making (16) units from** TFDP 154, TFDP 155, TFDP 156A, TFDP 156B, or TFDP 1572

2. Screenwriting (8) units from TFDP 166A and TFDP 166B

3. **Four (4) units from** TFDP 101, TFDP 102, TFDP 109, TFDP 150A, TFDP 150B, TFDP 162, TFDP 165A, TFDP 165B, TFDP 166C,

**Track 2:** Writing for the Performing Arts
Upper-division requirements (44 units)

1. Literature, History, and Criticism (12 units)
   a) TFDP 120A, TFDP 120B (8 units)
   b) Four (4) units from TFDP 122, TFDP 123, TFDP 124A, TFDP 124B, TFDP 125 (E-Z), TFDP 127, TFDP 191 (E-Z)

2. Writing for the Performing Arts (20 units)
   a) TFDP 164A/CRWT 164A, TFDP 164B, TFDP 164C
   b) TFDP 166A, TFDP 166B

3. Eight (8) elective units from TFDP 109, TFDP 110A, TFDP 114, TFDP 115, TFDP 150A, TFDP 150B, TFDP 152, TFDP 156A, TFDP 156B, TFDP 157, TFDP 159

4. Production requirement: Four (4) units from TFDP 170, TFDP 171, TFDP 172, TFDP 173, TFDP 174, or TFDP 175

**Track 3: Film Making**
Upper-division requirements (40 units)

1. Film Making (16) units
   a) TFDP 155 and TFDP 153A or TFDP 154 (8 units)
   b) Eight (8) additional units from TFDP 117, TFDP 130A, TFDP 130B, TFDP 142, TFDP 144, TFDP 151, TFDP 153B, TFDP 156A, TFDP 156B, TFDP 157, TFDP 159

2. Screenwriting (4) units: TFDP 163

3. Sixteen (16) elective units from TFDP 100, TFDP 101, TFDP 109, TFDP 115, TFDP 120A, TFDP 120B, TFDP 122, TFDP 123, TFDP 133.
TFDP 167, TFDP 168, TFDP 198-I

4. Production requirement (12) units from TFDP 170, TFDP 171, TFDP 172, TFDP 173, TFDP 174, or TFDP 175

Track 4: Acting and Directing
Upper-division requirements (40-44 units)

1. Acting/Directing (16 units)
a) Acting emphasis: TFDP 109, TFDP 110A, TFDP 110B (12 units)
   1) Four (4) additional units from TFDP 111A, TFDP 111B, TFDP 111C, TFDP 111D, TFDP 112 (E-Z), TFDP 113 (E-Z), TFDP 114
b) Directing emphasis: TFDP 109, TFDP 150A, TFDP 150B (12 units)
   1) Four (4) additional units from TFDP 111A, TFDP 111B, TFDP 111C, TFDP 112 (E-Z), TFDP 113 (E-Z), TFDP 117, TFDP 118; TFDP 154

2. Literature History and Criticism (12 units)
a) TFDP 100, Eight (8) additional units from TFDP 120A, TFDP 120B, TFDP 120C


4. Production requirement (8-12) units from TFDP 170, TFDP 171, TFDP 172, TFDP 173, TFDP 174, or TFDP 175

Track 5: Production and Design
Upper-division requirements (44 units)

1. Production and Design (16 units)

TFDP 149, TFDP 150A, TFDP 150B, TFDP 152, TFDP 156, TFDP 161, TFDP 165, TFDP 167, TFDP 171, TFDP 172, TFDP 177 or TFDP 177S, TFDP 180 (E-Z), TFDP 185/MUS 185 or TFDP 185S/MUS 185S, TFDP 191(E-Z), TFDP 195, TFDP 198-I

4. Production requirement: Four (4) units from TFDP 170, TFDP 171, TFDP 172, TFDP 173, TFDP 174, or TFDP 175

Track 4: Acting and Directing
Upper-division requirements (40-44 units)

1. Acting/Directing (16 units)
a) Acting emphasis: TFDP 109, TFDP 110A, TFDP 110B (12 units)
   1) Four (4) additional units from TFDP 111A, TFDP 111B, TFDP 111C, TFDP 111D, TFDP 112 (E-Z), TFDP 113 (E-Z)
   b) Directing emphasis: TFDP 109, TFDP 150A, TFDP 150B (12 units)
   1) Four (4) additional units from TFDP 111A, TFDP 111B, TFDP 111C, TFDP 112 (E-Z), TFDP 113 (E-Z)

2. Literature, History, and Criticism (12 units): TFDP 100, TFDP 120A, TFDP 120B


4. Production requirement (8-12) units from TFDP 170, TFDP 171, TFDP 172, TFDP 173, TFDP 174, or TFDP 175

Track 5: Production and Design
Upper-division requirements (40-44 units)

1. Production and Design (16 units)
2. Literature, History, and Criticism (12 units)
   a) TFDP 100 (4 units)
   b) Eight (8) units from TFDP 120A, TFDP 120B, TFDP 121, TFDP 122, TFDP 124A, TFDP 124B, TFDP 125 (E-Z), TFDP 191 (EZ)

3. Four (4 units) from TFDP 109, TFDP 115, TFDP 150A, TFDP 150B, TFDP 163, TFDP 165A, TFDP 165B, TFDP 167, TFDP 168, TFDP 198-I

4. Production requirement (12) units from TFDP 170, TFDP 171, TFDP 172, TFDP 173, TFDP 174, or TFDP 175

Track 6: General TFDP
Upper Division Requirements (40 units)

1. Twelve (12) units of Literature, History, and Criticism: TFDP 100, TFDP 120A, TFDP 120B
3. Electives (8) eight units from, TFDP 115, TFDP 122, TFDP 124A, TFDP 124B, TFDP 125 (E-Z), TFDP 152, TFDP 161, TFDP 176/DNCE 128/ANTH 128/AST 128, TFDP 177 or TFDP 177S, TFDP 191 (EZ), TFDP 177S, TFDP 191 (EZ)
4. Production requirement (8) units from TFDP 170, TFDP 171, TFDP 172, TFDP 173, TFDP 174, or TFDP 175

Justifications:
OVERALL JUSTIFICATION
Between July and November 2021, the Department of Theatre, Film and Digital Production engaged faculty, continuing lecturers, instructors, production staff, and program advisors in an overhaul of the
undergraduate curriculum. The intention is to bring renewed coherence and effectiveness to the program in the light of an almost overwhelming burgeoning of UG majors since 2015. The proposed changes in this document will enable students on all five of our current tracks to graduate in a more timely manner. To further this intention, we have also created a sixth 'General TFDP' track to alleviate pressures on other, oversubscribed tracks, particularly Track 3: Filmmaking. On November 5th 2021, a 5-hour 'retreat' enabled us to consolidate these changes collectively, and a unanimous vote for all the changes along with the creation of the sixth track was collected. Once these changes are approved, the pressure on students, undergraduate advisors, and instructors at large will be significantly relieved, and the efficiency of the program vastly improved, alleviating impacted courses and student frustrations.

**Lower division**

- Add TFDP 050S: Public Speaking, the version of the TFDP 050 course which replaces Studio with Discussion. This is frequently taught, and therefore should be included as part of our Lower Division options.

**Track 1: Literature, History, Criticism, and Dramaturgy**

- Add and Dramaturgy to the requirement description for consistency
- Literature, History, and Criticism emphasis:
  - Add the following courses which are regularly taught and appropriate for the track and helpful for the students:
    - TFDP 161: African American Drama
    - TFDP 177 or 177S: Staging the Middle East (TFDP 177 had previously been TFDP 191J, but the new course was not updated in the catalogue for this track)
- Dramaturgy emphasis:
  - Add the following courses which are regularly taught and appropriate for the track and helpful for the students
    - TFDP 103: Introduction to Dramaturgy:
    - TFDP 161: African American Drama
    - TFDP 177 or TFDP 177S: Staging the Middle East: (TFDP 177 had previously been TFDP 191J, but the new course was not updated in the catalogue for this track)
- Electives:
  - Insert the word 'elective' for consistency across all tracks
  - Remove TFDP 165A: this course is no longer taught or in the catalogue
  - Remove TFDP 166A/B/C: these screenwriting courses are not essential for this track and are heavily impacted in Track 2: Writing for the Performing Arts
  - Add the following courses which are regularly taught and appropriate for the track and helpful for the students
    - TFDP 152: Advanced Public Speaking
    - TFDP/CRWT 164A: Beginning Playwriting
    - TFDP 185/MUS 185 or TFDP 185S/MUS 185S: Arts, Management, and Community
    - TFDP 199: Senior Research Project

**Track 2: Writing for the Performing Arts**

- Remove TFDP 120A, 120B requirements from bold for consistency
- Writing for the Performing Arts requirements: Reduce from 24 units to 20 units, as the 4-unit TFDP 166C: Screenwriting Rewrites is no longer a Required course, but an elective. This deletion of TFDP 166C from requirements was made and approved some time ago, but the catalogue is not yet reflecting this. Moving TFDP 166C from Required courses to Electives,
while offering more writing electives (see below) satisfies the overall unit requirements and better reflects current trends in the profession

• Electives:
  o Insert the word ‘elective’ for consistency across all tracks
  o Delete TFDP 168: course no longer taught
  o Add the following courses which are regularly taught and appropriate for the track and helpful for the students
    ▪ TFDP 152: Advanced Public Speaking (to improve ‘pitching a script’ skills)
    ▪ TFDP 165: Creating the Webseries
    ▪ TFDP 166C: Screenwriting Rewrites
    ▪ TFDP 169: Rewriting the Script
    ▪ TFDP 195: Senior Thesis
  o Replace TFDP 110B: Acting: Techniques with TFDP 109: Acting: The Process. TFDP 109 is a requirement for the ‘additional units’ TFDP 110A: Acting: Fundamentals; therefore, it makes greater sense for TFDP 109 and TFDP 110A to be in the Electives

**Track 3: Film Making**

• To address the burgeoning number of students on this track (to c. 200), three key curricular shifts have been made:
  o Divide the 16 Film Making units into two parts:
    ▪ eight required units from TFDP 155: Introduction to Digital Film Production, and either TFDP 153A: Introduction to Cinematography or TFDP 154: Introduction to Filmmaking
    ▪ eight additional units from TFDP 117, TFDP 130A, TFDP 130B, TFDP 142, TFDP 144, TFDP 151, TFDP 153B, TFDP 156A, TFDP 156B, TFDP 157, TFDP 159.
  o Reduce the number of screenwriting courses from 8 units to 4 units
  o Increase the number of Electives from 4 units to 16 units: the increased range of choice should enable students to progress more easily through the track and better address professionalization skills

• Film Making Required units:
  o Add TFDP 153A: Introduction to Cinematography: this course teaches the essential craft of cinematography, and as a large lecture would enable swifter progression through the track to the smaller studio classes

• Film Making Additional units
  o Add the following courses which are regularly taught and appropriate for the track and helpful for the students in their professionalization:
    ▪ TFDP 117: Directing for the Screen
    ▪ TFDP 130A: Producing Episodic Content A
    ▪ TFDP 130B: Producing Episodic Content B
    ▪ TFDP 142: The Art of Film
    ▪ TFDP 144: Directing Actors for the Screen
    ▪ TFDP 151 Transition to the Film Industry
    ▪ TFDP 159: Documentary Production

• Screenwriting requirements:
  o Reduce Screenwriting requirements from 8 to 4 units
  o Delete TFDP 166A and TFDP 166B, impacted courses on Track 2: Writing for the Performing Arts.
  o Add TFDP 163: Writing the Short Film as the only Screenwriting requirement, since it is relevant to filmmaking
• **Electives:** To give greater flexibility to students in completing their track, increase electives from 4 units to 16 and add the following courses, which are regularly taught, are relevant to the track and enable deeper investigation of scripts, structures, global storytelling, film production:
  o TFDP 100: Play Analysis, as it explores in-depth analysis of play structure, character and imagery
  o TFDP 120A: Literature and History of the Theatre: Classical Period to Italian Renaissance: a vital survey of early global narrative storytelling
  o TFDP 120B: Literature and History of the Theatre: the Elizabethan Period through the Nineteenth Century: a vital survey of modern global narrative storytelling
  o TFDP 122: Theatre for Social Change: understanding of the social impact of contemporary performative storytelling
  o TFDP 123: Asian American Theatre: insights into global performance making
  o TFDP 133: Scene Design in Theatre, Film and Television: hands-on practicum of scenic components across media
  o TFDP 149: Stage Management: experience of collaboration in the creative process
  o TFDP 152: Advanced Public Speaking: application in real world of crossover/transferable skills
  o TFDP 160: A Filmmaker’s Life: real world exposure to key players in filmmaking industry
  o TFDP 161: African American Drama: insights into global performance making
  o TFDP 165: Writing the Webseries: key tools in professionalization of storytelling skills
  o TFDP 171: Departmental Film: practical application of tools to creation and production
  o TFDP 172: Design in Production: practical application of design theory to practice
  o TFDP 177: Staging the Middle East: provides exposure to global storytelling practices
  o TFDP 180 E-Z: Practicum: creates more opportunities to put craft into practice
  o TFDP 185: Arts, Management and Community) examines management and production in film, theatre, television and music
  o TFDP 191 (E-Z) Seminar in Theatre: provides diverse insights into global, performative storytelling
  o TFDP 195: Senior Thesis project: this is an invaluable way for students to focus on an independent project geared towards professionalization

• **Electives:** delete the following courses:
  o TFDP 102: this course no longer exists
  o TFDP 163: Writing the Short Film: this is now the Screenwriting requirement
  o TFDP 166C: this is a heavily impacted course on the WPA track and not necessary for the Filmmaking track
  o TFDP 165A and 165B: these courses no longer exist
  o TFDP 168: this course no longer exists: its content has been absorbed into other courses

• **Production units:** Reduce from 12 to 4 units: with many of the department’s production units offered in theatre rather than film, it is no longer feasible to expect 12 production units to be acquired by each Film making student

**Track 4: Acting/Directing**

• **Acting emphasis Additional:**
  o Delete TFDP 138: Art Direction for Film and Television as not wholly relevant to this track and impacted on other tracks

• **Directing emphasis Additional:**
  o Delete TFDP 111A, TFDP 111B and TFDP 111C as these advanced acting classes all have requirements of TFDP 110A: Acting: Fundamentals and TFDP 110B: Acting: Techniques
- Delete TFDP 138: Art Direction for Film and Television, as this course is not wholly relevant to this track and is impacted on other tracks
- Add TFDP 153A: Introduction to Cinematography: furthers understanding of visual storytelling
- Add TFDP 154: Introduction to Filmmaking: furthers understanding of collaborative storytelling

- Literature, History and Criticism:
  - Delete TFDP 120C as course no longer taught

- Electives:
  - Delete TFD 167: Writing for Television: this is an impacted course on WP track
  - Delete TFDP 168: course no longer taught
  - TFDP 195: Senior Thesis project: this is an invaluable way for students to focus on an independent project geared towards professionalization

**Track 5: Production and Design**

- Change units from 44 to 40-44 to keep in line with other tracks

- Production and Design units:
  - Add TFDP 138: Art Direction for Film: this is an appropriate and relevant course for this track
  - Delete TFDP 144: Directing Actors for the Screen: this is an impacted course on the Film Making track

- Literature, History and Criticism units:
  - Add TFDP 161: African American Drama: covers production and design techniques and methods for global theatre
  - Add TFDP 176: Performing Arts of Asia: covers production and design techniques and methods for global theatre
  - Add TFDP 177: Staging the Middle East: covers production and design techniques and methods for global theatre

- Electives:
  - Add TFDP 152: Advanced Public Speaking: provides real-world experience of leading a room, projecting into a space
  - Add TFDP 160: A Filmmaker’s Life: provides real world exposure to key players in the filmmaking industry
  - Add TFDP 180 (E-Z): Practicum: creates more opportunities to put craft into practice
  - Add TFDP 185: Arts, Management and Community: examines management and production in theatre, film, television and music
  - TFDP 195: Senior Thesis project: this is an invaluable way for students to focus on an independent project geared towards professionalization
o Delete TFDP 163: Writing the Short Film: impacted course on Writing track
o Delete TFDP 165A and TFDP 165B: courses no longer taught
o Delete TFDP 167: Writing for Television: impacted course on Writing track
o Delete TFDP 168: course no longer taught

- Production units
  - Change from 12 units to 8-12 units, to render it easier for the increased number of TFDP students to require the minimum number (8) while still having the option for more units if possible (12)

**Proposed new Track 6: General TFDP (40 units)**

This is a new track proposed in response to communication with program advisors who indicated that many students would like a General TFDP track that is not specific to any of the current existing tracks. It incorporates elements from across the disciplines within TFDP:

- 12 required units of Literature, History, and Criticism providing a solid base in the discipline
- 12 additional required units from practice-based components including Acting/Directing, Production/Design, Dramaturgy, Filmmaking, and Writing for the Performing Arts
- 8 Elective units from a range of scholarly and performative/production courses
- 8 Production units

It is believed this new track will not only provide students the opportunity to experience several areas in the major (in keeping with the way in which other programs nationally function), but will also alleviate some of the pressure on the over-enrolled Filmmaking track. (The program advisors advised that students often gravitate to Filmmaking when unsure of where else to land: this General TFDP track offers broader alternatives.) The track emphasizes courses which are less impacted, allowing students to complete their major in a timely fashion.

**Literature, History, and Criticism (12 units):**

These courses collectively give a solid foundation to any student majoring in General TFDP:

- TFDP 100: Play Analysis provides fundamental understanding of character, structure, text analysis and socio-cultural context
- TFDP 120A: Literature and History of the Theatre: Classical Period to Italian Renaissance: a vital survey of early global narrative storytelling
- TFDP 120B: Literature and History of the Theatre: the Elizabethan Period through the Nineteenth Century: a vital survey of modern global narrative storytelling

**Additional Requirements (12 units):**

These courses cover a wide range of practice-based and production-orientated classes, ranging from large lecture to small studio:

- TFDP 109: Acting: The Process introduces all majors to the essential task of creating a character
- TFDP 150A: Directing A and TFDP 150B: Directing B cover through large-lecture introduction and small-studio specialization the fundamental tools of directing screen or stage productions
- TFDP 101, TFDP 131, TFDP 132, TFDP 133, TFDP 135, TFDP 136, TFDP 138, TFDP 143, TFDP 145 and TFDP 149 are design classes and stage management classes address all aspects of the physical manifestation of production (scenic, lighting, sound, costume, art direction, etc.)
- TFDP 103: Introduction to Dramaturgy and TFDP 121: Dramaturgy: The World of the Play examine the scholarship, research and context of a play script, and the role of the dramaturg
- TFDP 153A: Introduction to Cinematography and TFDP 154: Introduction to Filmmaking are large-lecture format classes introducing students to the aesthetics and mechanics of creating digital narratives and/or documentary
- TFDP 163: Writing the Short Film, TFDP 164A: Introduction to Playwrighting and TFDP 166A: Introduction to Screenwriting provide hands-on experience of crafting scripts for stage and screen
Electives (8 units):
  o A range of electives from practice-based TFDP 115: HipHop Theatre to TFDP 177: Staging the Middle East provide expansive exposure to diverse performance theories and production. Electives also include TFDP 180 (E-Z) Practicum, enabling students to expand and professionalize their chosen area of practice, or dive deeper into Literature, History, and Criticism. It also includes TFDP 152: Advanced Public Speaking for real-world transferable skills relevant across all aspects of the discipline. TFDP 195: Senior Thesis and TFDP 199: Senior Project are also included here

Production (8 units):
  o Practical engagement in the Department’s season of films and theatre productions, as well as independently crafted projects, in acting, directing, writing, design, crew, stage management, editing, Front-of-House, etc.

Prerequisite changes
  o Add TFDP 020: Introduction to Production and/or Consent of Instructor as requirements to TFDP 101: Introduction to Design, as this will facilitate the students’ understanding of the different elements of design in TFDP 101, and also introduce them to the production departments (lighting, costume, set design, sound, technical direction) at the lower division level
  o Change TFDP 155 to **TFDP 153A or TFDP 154, and consent of instructor**: this will reduce bottlenecks of over-enrolment on the Film Making Track
  o To consolidate the enrolment onto the Film Making Track and prevent bottlenecks, the following prerequisites should also be changed:
    o TFDP 117 from TFDP 155 and TFDP 156A to only **TFDP 155 or consent of instructor**
    o TFDP 130A: from TFDP 155 and TFDP 156A to only **TFDP 155 or consent of instructor**
      o TFDP 130B: from TFDP 155, TFDP 156A, and TFDP 130A to only **TFDP 155 or consent of instructor**
    o TFDP 142: from TFDP 020 to only **TFDP 155 or consent of instructor**
    o TFDP 144: from TFDP 155 and TFDP 156A to only **TFDP 155 or consent of instructor**
    o TFDP 151: from TFDP 155 and TFDP 156A to only **TFDP 155 or consent of instructor**
  o Standardize prerequisites for the design series to: TFDP 101 and/or Consent of Instructor, in order that there is clarity and consistency for all courses
    o TFDP 131: Sound Design for Theatre, Film, and Television
    o TFDP 132: Lighting Design for Theatre, Film, and Television
    o TFDP 133: Scene Design for Theatre, Film, and Television
    o TFDP 134: Costume Design for Theatre, Film, and Television
    o TFDP 143: Scene Painting

Changes to TFDP 170 series
  - Change to ‘Can be repeated’: given that each time a student enrolls for a 170-series course, the material is entirely different because (a) the script is different, and (b) the student’s participation in that new production is new and different. Examples may include: a supporting role in one production, and a lead in the next; an usher for in one production, and a front-of-house manager for the next; a scene painter for one production and a carpenter for the next; the dramaturg for one production, and the screenwriter for the next; a costume designer for one production and an art director for the next). Furthermore, the production experiences may be in theatre, film, webseries, rehearsed readings, new plays, classical productions, independent shorts, etc. Each experience entails entirely different practice-based research, collaborative interactions, time-management and independent study concerns, and other professionalization skills. Therefore, it not only makes
pedagogical sense for the 170-series to be repeated, it is imperative that they are in order to broaden the transferable skills for each individual student
- TFDP 170: Performance in Production
- TFDP 171: Technical Production
- TFDP 172: Design in Production
- TFDP 173: Management and Directing in Production
- TFDP 174: Writing/Dramaturgy in Production
- TFDP 175: Fabrication in Production

**Changes to TFDP 163: Writing the Short Film (4)**
Change the delivery of the course from ‘Workshop, 3 hours; written work, 3 hours’ to ‘Lecture, 3 hours; written work, 3 hours. While the fundamental content of the course will remain the same, the delivery will be changed in order that more students each year can take the course and graduate in a timely manner. The production by each student of a 10-page short film will render this course directly applicable to the TFDP Film making courses, honing their storytelling and script-formatting skills in a highly relevant manner. See accompanying sample Course doc.

**Approvals:**
Approved by the faculty of the Department of Theatre, Film & Digital Production: November 15, 2021
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: January 12, 2022
Approved by the Committee on Educational Policy: March 28, 2022
To be adopted:

Proposed Changes to Neuroscience

PRESENT:

Major

The Neuroscience major is an intercollege major offered by the colleges of Humanities, Arts, and Social Sciences and Natural and Agricultural Sciences. It offers upper-division courses that contribute to an academic program emphasizing the functioning of nervous systems at the molecular, cellular, system, behavioral, and cognitive levels. Some of the topics covered include neuroanatomy, neurophysiology, and neurochemistry in humans and other animals; neural mechanisms underlying sensory system function and perception; neural organization of behavior; development of the nervous system; and neural mechanisms of learning and memory.

Both a B.A. and a B.S. degree are offered by each college. When students declare the major, they choose from which college they wish to have their degree awarded. Students whose degrees are awarded by the College of Humanities, Arts, and Social Sciences are advised in and have their records maintained by the Department of Psychology; students whose degrees are awarded by the College of Natural and Agricultural Sciences are advised in and have their records maintained by the CNAS Academic Advising Center. Breadth requirements vary by college; and students must fulfill the breadth requirements of the college they choose.

For information about student advising, contact the CNAS Academic Advising Center, (951) 827-7294, or the Department of Psychology.

PROPOSED:

The Neuroscience major is an intercollege major offered by the colleges of Humanities, Arts, and Social Sciences and Natural and Agricultural Sciences. It offers upper-division courses that contribute to an academic program emphasizing the functioning of nervous systems at the molecular, cellular, system, behavioral, and cognitive levels. Some of the topics covered include neuroanatomy, neurophysiology, and neurochemistry in humans and other animals; neural mechanisms underlying sensory system function and perception; neural organization of behavior; development of the nervous system; and neural mechanisms of learning and memory.

[no change]
Change of Major Criteria

Students must be in good academic standing at the time the Change of Major Petition is filed. Students must successfully repeat any outstanding Life Science Core course prior to acceptance into the major.

2nd and 3rd Quarter Freshmen

The following math and science courses must be completed with a grade of C– or better:
CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, MATH 007A or MATH 009A

4th Quarter Freshman and Sophomore (up to 89 earned units)

The following math and science courses must be completed with a grade of C– or better:
CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 01LC BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, MATH 007A or MATH 009A, MATH 007B or MATH 009B

Junior (90 - 134 earned units)

The following math and science courses must be completed with a grade of C– or better.
Grades of D– or higher are acceptable for courses marked with an asterisk (*): CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 01LC BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, BIOL 005C*, MATH 007A or MATH 009A, MATH 007B or MATH 009B and completion of at least one of the following sequences with no grade lower than a C–: CHEM 008A and CHEM 08LA or CHEM 08HA and CHEM 08LA or CHEM 08HA or CHEM 12A, CHEM 008B and CHEM 08LB or CHEM 08HB and CHEM 08LA or CHEM 12B, CHEM 008C and CHEM 08LC or CHEM 08HC and CHEM 08LC or CHEM 12C * PHYS 002A, PHYS 02LA, PHYS 002B, PHYS 02LB, PHYS 002C*, PHYS 02LC*

Senior (135 + units)
The following math and science courses must be completed with grade of C– or better. Grades of D– or higher are acceptable for courses marked with an asterisk (*): CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 01LC, BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, BIOL 005C*, MATH 007A MATH 009A, MATH 007B or MATH 009B, CHEM 008A and CHEM 08LA or CHEM 08HA and CHEM 08LA or CHEM 12A, CHEM 008A and CHEM 08LA or CHEM 08HB and CHEM 08LB or CHEM 12A, CHEM 008B and CHEM 08LB or CHEM 08LC or CHEM 08HC and CHEM 08LA or CHEM 08LB or CHEM 08HC and CHEM 08LB or CHEM 08LC or CHEM 08HC and CHEM 08LC or CHEM 08HA and CHEM 8HLA or CHEM 12A, CHEM 008B and CHEM 08LB or CHEM 08HB and CHEM 08LB or CHEM 12B, CHEM 008C and CHEM 08LC or CHEM 08HC and CHEM 8HLA or CHEM 12A *, PHYS 002A, PHYS 02LA, PHYS 002B, PHYS 02LB, PHYS 002C*, PHYS 02LC*, PSYC 011* or STAT 040* or STAT 100A*, BCH 100* or BCH 110A*, CBNS 106

GPA in upper division courses applied to the Neuroscience Major (Tier 1, 2, and 3) must be 2.00 or higher.

**Transfer Students**

Transfer applicants must have a minimum GPA of 2.70 (currently 2.70, but can be adjusted upward for selectivity by the college of Majors). Transfer applicants must further meet two of the curricular preparation requirements below.

1. Math 007A or Math 009A; MATH 007B or MATH 009B or equivalent.

2. Two semesters of a single lab-based science discipline (e.g. Chemistry or Biology or Physics).

3. The equivalent of Math 009C plus one semester of Vector Calculus or Linear Algebra.

Individual Majors can (and do) set their particular curricular requirements to be more rigorous.

**University Requirements**

See Undergraduate Studies section.
College Requirements

College breadth requirements vary depending on which college is chosen to award the degree. For details on breadth requirements, see the Colleges and Programs section of this catalog. Students are urged to consult their advisor regarding requirements.

The following restrictions and additions apply to college breadth requirements for the Neuroscience major.

For the College of Humanities, Arts, and Social Sciences

Humanities

Foreign language at level 4 or above for the B.A. may be used to fulfill up to 8 units of the Humanities breadth requirement.

Social Sciences

Psychology courses may not be used as part of the Social Sciences breadth requirement if a Biology course is used to meet any part of the Natural Sciences and Mathematics breadth requirement.

Foreign Language

In fulfilling the Foreign Language breadth requirement for both the B.A. and B.S. degrees, a modern language such as Spanish, Russian, Chinese, German, or French must be used.

Natural Sciences and Mathematics

The Neuroscience Core in the Neuroscience major satisfies the Natural Sciences and Mathematics breadth requirement.

For the College of Natural and Agricultural Sciences

Humanities

For the B.S. degree, 16 units instead of 12 units are required to fulfill the Humanities breadth requirement. PHIL 134 and PHIL 137 are
recommended.

**Social Sciences**

For the B.S. degree, 16 units instead of 12 units are required to fulfill the Social Sciences breadth requirement. Psychology courses not required or approved for the Neuroscience major may be used in meeting the Social Sciences breadth requirement.

**Foreign Language**

In fulfilling the Foreign Language breadth requirement for the B.A. degree, a modern language such as Spanish, Russian, Chinese, German, or French must be used. Further, fourth-quarter level proficiency in one foreign language (not level 2 in two languages) is required.

**Natural Sciences and Mathematics**

The Neuroscience Core in the Neuroscience major satisfies the Natural Sciences and Mathematics breadth requirement.

**Major Requirements**

1. Neuroscience Core (66-72 units; satisfies the Life Sciences Core required for some majors in the College of Natural and Agricultural Sciences). Up to 12 units of upper-division life sciences courses (for this major, courses from the departments of Biochemistry, Biology, Cell Biology and Neuroscience, and Entomology) not being used to satisfy the core may be taken prior to completion of the core; permission from the program chair or the program chair’s designate is required to take upper-division units in excess of these 12 units.

2. Students must complete all required Life Science Core courses with a grade of “C−” or better and with a cumulative GPA in the courses of at least 2.0. Grades of “D” or “F” in two required courses, either separate courses or repetitions of the same course, are grounds for
discontinuation from the major.

a) BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, BIOL 005C (BIOL 002 and BIOL 003 may be substituted for BIOL 005A, BIOL 05LA, and BIOL 005B with advisor’s approval.)

b) PSYC 011 or STAT 004 or STAT 010

c) MATH 007A or MATH 009A or MATH 09HA; MATH 007B or MATH 009B or MATH 09HB

d) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC (or CHEM 01HA and CHEM 1HLA, CHEM 01HB and CHEM 1HLB, CHEM 01HC and CHEM 1HLC, CHEM 008A and CHEM 08LA or CHEM 08HA and CHEM 8HLA or CHEM 12A, CHEM 008B and CHEM 08LB or CHEM 08HB and CHEM 8HLB or CHEM 12B, CHEM 008C and CHEM 08LC or CHEM 08HC and CHEM 8HLC or CHEM 12C

e) PHYS 002A, PHYS 002B, PHYS 002C or PHYS 02HA, PHYS 02HB, PHYS 02HC; PHYS 02LA, PHYS 02LB, PHYS 02LC or PHYS 02HLA, PHYS 02HLB, PHYS 02HLC; or PHYS 040A, PHYS 040B, PHYS 040C or PHYS 040HA, PHYS 040HB, PHYS 040HC

f) BCH 100 or BCH 110A, or BCH 100H or BCH 110HA

3. Upper-division requirements

Students must complete all required First Tier and Second Tier courses with a grade of “C-” or better and with a cumulative GPA in the courses of at least 2.0. Grades of “D” or “F” in two required courses, either separate courses or repetitions of the same course, are grounds for discontinuation from the major.

a) First Tier (14 units)

(1) CBNS 106
(2) CBNS 120/PSYC 120

(3) CBNS 120L/PSYC 120L or PSYC 122L or CBNS 130L/PSYC 123L

(4) CBNS 124/PSYC 124

b) Second Tier (at least 12 units for the B.A. or at least 20 units for the B.S.)

BIOL 178; CBNS 101, CBNS 116, CBNS 121/PSYC 121, PSYC 122, CBNS 125/PSYC 125, CBNS 126/PSYC 126, CBNS 127/PSYC 127; CBNS 129, PSYC 112, PSYC 117, PSYC 129

Note

No courses other than those listed may be used in the major unless specifically approved by the program chair or the program chair’s designate.

Justification:
The Statistics department renumbered STAT courses to better reflect the course level, as well as, the true sequencing of courses. STAT 100A was renumbered to STAT 010, and STAT 040 was renumbered to STAT 004, with an effective term of Fall 2021.
Approvals:
Approved by the faculty of the faculty of the Neuroscience Program: March 14, 2022
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: March 1, 2022
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: March 15, 2022
Approved by the Committee on Educational Policy: April 6, 2022
To be adopted:

Proposed Changes to Biochemistry

PRESENT: PROPOSED:

Major

The three emphases areas within the Biochemistry major are Chemistry, Biology, and Medical Sciences. The Biology and Chemistry emphases are for students interested in postgraduate education or employment in the basic areas of the discipline of Biochemistry. The goal of the Medical Sciences emphasis is to prepare students for admission to postbaccalaureate education in the health professions. The Biology, Chemistry, and Medical Sciences emphases focus on the development of laboratory and critical thinking skills, and hands-on laboratory experience. In addition, participation in an independent research project (BCH 197) or research tutorial (BCH 190), carried out under the supervision of a faculty member, is encouraged. Internships in industry (BCH 198I) are also available, and often lead to valuable job experience and employment opportunities.

The department offers both B.A. and B.S. degrees. The major and emphasis requirements are the same for both, and most students choose the B.S. degree. The B.A. degree requires 12 additional units of Humanities and Social Sciences courses, and 16 units or a course 4 equivalency level of a foreign language (see College Breadth Requirements).

Note: A maximum of 12 units of 190-199 courses may be counted toward the 180 unit graduation requirement. All courses used towards the Biochemistry major requirements must be taken for letter grades.

[no change]

[no change]

[no change]
Transfer Students

Transfer students desiring to major in Biochemistry must have completed:

1. Two quarters of calculus, equivalent to MATH 009A and MATH 009B

2. A year of general chemistry, equivalent to CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 01LC

3. A year of organic chemistry, equivalent to CHEM 008A, CHEM 08LA, CHEM 008B, CHEM 08LB, CHEM 008C, CHEM 08LC

4. A course in general biology, equivalent to BIOL 005A and BIOL 05LA

Strongly recommended but not required for admission to the major are:

1. General Biology, equivalent to BIOL 005B and BIOL 005C

2. One quarter of Ordinary Differential Equations, equivalent to MATH 046

3. General physics (calculus-based) equivalent to PHYS 002A, PHYS 002B, PHYS 002C or PHYS 040A, PHYS 040B, PHYS 040C

Students must have a minimum grade point average of 2.70 in transferable college courses.

University Requirements

See Undergraduate Studies section.

College Requirements

See College of Natural and Agricultural Sciences, Colleges and Programs section.

Some of the following requirements for the major may also fulfill some of the college’s breadth requirements. Consult with a department advisor for course planning.

Major Requirements
The major requirements and the emphasis requirements are the same for the B.A. and the B.S. degree in Biochemistry. Choose one emphasis. All upper-division courses presume completion of the life sciences core curriculum.

Continuation in the major requires that the student maintains cumulative and upper-division/science GPAs of 2.00 or higher, a GPA of 2.00 or higher in each academic quarter, and makes adequate progress in the major with no more than 16 units of repeated courses. Adequate progress in the major is defined as (a) earning no grade lower than a “C-” in any required lower-division mathematics or science course, STAT-100A, CHEM 008A, CHEM 08LA, CHEM 008B, CHEM 08LB, CHEM 008C, CHEM 08LC, or any upper-division BCH course, and (b) completing MATH 009B and CHEM 001A by the end of the Fall Quarter of the second year of residence and BCH 110A or BCH 110HA, and BCH 110B or BCH 110HB, by the end of the third year of residence. Freshmen must also complete BCH 095 with a grade of “S” during their first year of residence. Freshmen in the Medical Science Emphasis must also complete BCH 096 with a grade of “S” during their first year of residence. A student who does not meet these adequate progress standards will be discontinued from the major. In addition, a student who receives a grade of “D+” or lower in any two of the courses in (A) on the first attempt, or in any one of these courses in each of two attempts, will be discontinued from the major. Students who receive a grade lower than “B-” in BIOL 005A or CHEM 008A are strongly encouraged to complete BCH 100 during their second year of residence to better prepare themselves for BCH 110A or BCH 110HA, BCH 110B or BCH 110HB, and BCH 110C or BCH 110HC.

Biology Emphasis

1. Lower-division requirements (71 units)
   a) BCH 095 or equivalent, BCH 015
   b) BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, BIOL 005C
   c) CHEM 001A, CHEM 01LA, CHEM 001B

Continuation in the major requires that the student maintains cumulative and upper division/science GPAs of 2.00 or higher, a GPA of 2.00 or higher in each academic quarter, and makes adequate progress in the major with no more than 16 units of repeated courses. Adequate progress in the major is defined as (a) earning no grade lower than a “C-” in any required lower-division mathematics or science course, STAT 010, CHEM 008A, CHEM 08LA, CHEM 008B, CHEM 08LB, CHEM 008C, CHEM 08LC, or any upper-division BCH course, and (b) completing MATH 009B and CHEM 001A by the end of the Fall Quarter of the second year of residence and BCH 110A or BCH 110HA, and BCH 110B or BCH 110HB, by the end of the third year of residence. Freshmen must also complete BCH 095 with a grade of “S” during their first year of residence. Freshmen in the Medical Science Emphasis must also complete BCH 096 with a grade of “S” during their first year of residence. A student who does not meet these adequate progress standards will be discontinued from the major. In addition, a student who receives a grade of “D+” or lower in any two of the courses in (A) on the first attempt, or in any one of these courses in each of two attempts, will be discontinued from the major. Students who receive a grade lower than “B-” in BIOL 005A or CHEM 008A are strongly encouraged to complete BCH 100 during their second year of residence to better prepare themselves for BCH 110A or BCH 110HA, BCH 110B or BCH 110HB, and BCH 110C or BCH 110HC.

Biology Emphasis

1. Lower-division requirements (76 units)
   [no change]

[no change]
2. Upper-division requirements (45–46 units)

a) BCH 110A or BCH 110HA, BCH 110B or BCH 110HB, BCH 110C or BCH 110HC, BCH 162, BCH 184

b) At least 3 units from BCH 111, BCH 120, BCH 153/BIOL 153/BPSC 153, BCH 180 (E-Z), BCH 183/BPSC 183, BCH 186, BCH 187, BCH 210, BCH 211, BCH 212

c) BIOL 102

d) CHEM 109 or CHEM 110A

e) STAT 100A

Choose two biological science courses from the following:

(1) BCH 111, BCH 120, BCH 153/BIOL 153/ BPSC 153, BCH 180 (E-Z), BCH 183/ BPSC 183, BCH 186, BCH 187, BCH 210, BCH 211, BCH 212

(2) BIOL 105, BIOL 108, BIOL 114, BIOL 117, BIOL 119, BIOL 121/MCBL 121, BIOL 121/L/MCBL 121L, BIOL 123/MCBL 123/PLPA 123, BIOL 124/MCBL 124, BIOL 128/CBNS 128, BIOL 151, BIOL 155/BPSC 155, BIOL 157, BIOL 159/ NEM 159, BIOL 160, BIOL 161A, BIOL 161B, BIOL 171, BIOL 171L, BIOL 173/ ENTM 173, BIOL 175

g) Choose two biological science courses from the following:

[no change]
3. **BCH 190 or BCH 197 are available as elective courses.** Enrollment requires upper division standing and written permission of the supervising faculty member. No more than 9 units of courses numbered 190-199 may be counted towards the major.

**Chemistry Emphasis**

1. **Lower-division requirements (76 units)**

   a) BCH 095 or equivalent, BCH 015

   b) BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, BIOL 005C

   c) CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 01LC

   d) CHEM 008A and CHEM 08LA or CHEM-08HA and CHEM 8HLA, CHEM 008B and CHEM 08LB or CHEM 08HB and CHEM 8HLB, CHEM 008C and CHEM 08LC or CHEM 08HC and CHEM 8HLC

   e) MATH 007A or MATH 009A, MATH 007B or MATH 009B, MATH 046

   f) PHYS 002A, PHYS 02LA, PHYS 002B, PHYS 02LB, PHYS 002C, PHYS 02LC

   g) STAT 010
2. Upper-division requirements (45-46 units)

a) BCH 110A or BCH 110HA, BCH 110B or BCH 110HB, BCH 110C or BCH 110HC, BCH 162, BCH 184

b) At least 3 units from BCH 111, BCH 120, BCH 153/BPSC 153, BCH 180 (E-Z), BCH 183/BPSC 183, BCH 186, BCH 187, BCH 210, BCH 211, BCH 212, BIOL 119, BPSC 109/CBNS 109, BPSC 149

c) BIOL 102

d) CHEM 109 or CHEM 110A

e) STAT 100A

* Two courses from CHEM 110B, CHEM 113, CHEM 125, CHEM 150A, CHEM 150B, CHEM 166 (Other graduate courses may be substituted by students with a GPA of 3.00 or better with permission of the instructor and the faculty advisor.)

3. BCH 190 or BCH 197 are available as elective courses. Enrollment requires written permission of the supervising faculty member. No more than 9 units of courses numbered 190-199 may be counted towards the major.

Medical Sciences Emphasis

1. Lower-division requirements (69 units)

a) BCH 095 or equivalent, BCH 015

b) BCH 096, BCH 098I

c) BIOL 005A, BIOL 05LA or BIOL 020 BIOL 005B, BIOL 005C

d) CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 01LC

e) CHEM 008A and CHEM 08LA or CHEM-08HA and CHEM 8HLA, CHEM 008B and CHEM 08LB or CHEM 08HB and CHEM 8HLB, CHEM 008C and CHEM 08LC or
CHEM 08HC and CHEM 8HLC

f) MATH 007A or MATH 009A, MATH 007B or MATH 009B  [no change]

g) PHYS 002A, PHYS 02LA, PHYS 002B, PHYS 02LB, PHYS 002C, PHYS 02LC  [no change]

h) STAT 010

2. Upper-division requirements (45–46 units)  2. Upper-division requirements (40–41 units)

a) BCH 110A or BCH 110HA, BCH 110B or BCH 110HB, BCH 110C or BCH 110HC, BCH 120, BCH 162, BCH 184  [no change]

b) BIOL 102  [no change]

c) CHEM 109 or CHEM 110A  [no change]

d) CBNS 101  [no change]

e) STAT 100A

f) At least 3 units from BCH 183/BPSC 183, BIOL 119, BIOL 121, BIOL 128/CBNS 128, BIOL 161A, BIOL 161B, BIOL 171, BPSC 109/CBNS 109, BPSC 149, CBNS 106, CBNS 120/PSYC 120, CBNS 150/ENTX 150, CBNS 165, CBNS 169

e) At least 3 units from BCH 183/BPSC 183, BIOL 119, BIOL 121, BIOL 128/CBNS 128, BIOL 161A, BIOL 161B, BIOL 171, BPSC 109/CBNS 109, BPSC 149, CBNS 106, CBNS 120/PSYC 120, CBNS 150/ENTX 150, CBNS 165, CBNS 169

Graduate and upper-division courses can be substituted with permission of the instructor and the faculty advisor. Graduate courses require a GPA of 3.0 or greater in the sciences.

Students should be aware that CHEM 005 is often a requirement for admission to professional schools.  [no change]

Justification:
The Statistics department renumbered STAT courses to better reflect the course level, as well as the true sequencing of courses. STAT 100A was renumbered to STAT 010 with an effective term of Fall 2021. STAT 010, as a lower division course, is moved to the lower division requirements.

Approvals:
Approved by the faculty of the Department of Biochemistry: February 25, 2022
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: March 1, 2022
Approved by the Committee on Educational Policy: March 30, 2022
To be adopted:

Changes to Chemistry Major

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
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<tbody>
<tr>
<td><strong>Transfer Students</strong></td>
<td><strong>No Change</strong></td>
</tr>
<tr>
<td>Students transferring to the Chemistry major must complete courses comparable to the following one-year sequences before they transfer:</td>
<td>No Change</td>
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<tr>
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<tr>
<td>1. General chemistry, equivalent to CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC, each course completed with a grade of “C” or better</td>
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<tr>
<td>2. First-year calculus, equivalent to MATH 009A, MATH 009B, MATH 009C, each course completed with a grade of “C” or better</td>
<td>No Change</td>
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<td><strong>At least one of the following one-year sequences:</strong></td>
<td>No Change</td>
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<tr>
<td>1. General physics (calculus-based) equivalent to PHYS 040A, PHYS 040B, PHYS 040C, each course completed with a grade of “C” or better (strongly recommended)</td>
<td>No Change</td>
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<td>2. Second-year calculus, equivalent to MATH 010A, MATH 010B, MATH 046, each course completed with a grade of “C” or better</td>
<td>No Change</td>
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<tr>
<td>3. Organic chemistry (one-year lower-division), each course completed with a grade of “B” or better</td>
<td>No Change</td>
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<tr>
<td>Students must have a minimum grade point average of 2.70 in transferable college courses. UCR has articulation agreements with most of the California community colleges. These agreements list specific community college courses that have been designated as comparable to UCR courses (see the statewide articulation web site at</td>
<td>No Change</td>
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</table>
Transfer students will usually find it advantageous to complete most or all sequences before starting at UCR. All prospective transfers should try to complete the sequences they begin rather than divide a sequence between two campuses.

### Change in Major Criteria

**General requirement:**

1. Students must be in good academic standing with 2.0 cumulative GPA and 2.0 upper-division chemistry major GPA.
2. Grades for all chemistry core and required lower-division math and physics courses must be “C-” or better.
3. A grade of “C-” or better in each of the courses used to satisfy the 20-unit CNAS Natural Science and Mathematics breadth requirement.
4. AP credit is not accepted for lower division chemistry courses.

**Specific requirement:**

If student has completed less than 45 units (first year students), then

- Completion of CHEM 001A or CHEM 01HA, CHEM 01LA or CHEM 01HLA, MATH 009A

If student has completed between 45 and 90 units (second year students), then

- Completion of MATH 009A, MATH 009B, MATH 009C.

### No Change

1. No Change
2. No Change
3. No Change
4. No Change

- Completion of CHEM 001A or CHEM 002A or CHEM 01HA, CHEM 01LA or CHEM 01HLA, CHEM 01LB or CHEM 01HB, CHEM 01HC or CHEM 01HLB, CHEM 01LA or CHEM 01HLA, CHEM 01LB or CHEM 01HB, CHEM 01HC or CHEM 01HLB and PHYS 040A or PHYS 002A and PHYS 02LA (PHYS 002A & PHYS 02LA can be used for B.A. program only)

- Completion of CHEM 001A or CHEM 002A or CHEM 01HA, CHEM 001B or CHEM 002B or CHEM 01HB, CHEM 001C or CHEM 002C or CHEM 01HC, CHEM 01LA or CHEM 01HLA, CHEM 01LB or CHEM 01HB, CHEM 01HC or CHEM 01HLB and PHYS 040A or PHYS 002A and PHYS 02LA (PHYS 002A & PHYS 02LA can be used for B.A. program only)
If student has completed between 90 and 135 units (third year students), then

- Completion of all lower-division math requirements (MATH 009A, MATH 009B, MATH 009C, MATH 010A for B.A. program; and MATH 009A, MATH 009B, MATH 009C, MATH 010A, and two out of the following: MATH 010B, MATH 031, MATH 046 for B.S. program).

- Completion of the following chemistry courses (CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC, CHEM 005, CHEM 008A and CHEM 08LA, CHEM 008B and CHEM 08LB, CHEM 008C and CHEM 08LC (or CHEM 08HA and CHEM 08HLA, CHEM 08HB and CHEM 08HLC).

- Completion of all lower-division physics requirements (PHYS 040A, PHYS 040B, PHYS 040C or PHYS 002A, PHYS 002B, PHYS 002C and PHYS 02LA, PHYS 02LB, PHYS 02LC) (Phys 002A, PHYS 002B, PHYS 002C and PHYS 02LA, PHYS 02LB, PHYS 02LC can be used for B.A. program only).

If student has completed more than 135 units (fourth year students), then

- Completion of all lower-division math requirements (MATH 009A, MATH 009B, MATH 009C, MATH 010A for B.A. program; and MATH 009A, MATH 009B, MATH 009C, MATH 010A, and two out of the following: MATH 010B, MATH 031, MATH 046 for B.S. program).

- Completion of all lower-division chemistry courses (CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC, CHEM 005, CHEM 008A and CHEM 08LA, CHEM 008B and CHEM 08LB, CHEM 008C and CHEM 08LC (or CHEM 08HA and CHEM 08HLA, CHEM 08HB and CHEM 08HLC).
CHEM 08HLA, CHEM 08HB and CHEM 08HLB, CHEM 08HC and CHEM 08HLC).

- Completion of all lower-division physics requirements (PHYS 040A, PHYS 040B, PHYS 040C or PHYS 002A, PHYS 002B, PHYS 002C and PHYS 02LA, PHYS 02LB, PHYS 02LC) (PHYS 002A, PHYS 002B, PHYS 002C and PHYS 02LA, PHYS 02LB, PHYS 02LC can be used for B.A. program only)

- Completion of upper-division chemistry courses (CHEM 125W and CHEM 150A)

University Requirements
See Undergraduate Studies Section.

College Requirements
See College of Natural and Agricultural Sciences, Colleges and Programs section.

Some of the following requirements for the major may also fulfill some of the college’s breadth requirements. Consult with a professional academic advisor at the CNAS Advising Center, 1223 Pierce Hall.

Major Requirements
The Major requirements for the B.A. and the B.S. degree in Chemistry are as follows:

Bachelor of Arts

1. Lower-division requirements (63 units)
   a) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC (or CHEM 01HA and CHEM 1HLA, CHEM 01HB and CHEM 1HLB, CHEM 01HC and CHEM 1HLC), CHEM 005, CHEM 008A and CHEM 08LA, CHEM 008B and CHEM, CHEM 008C and CHEM 08LC (or CHEM 08HA and CHEM 08HLA, CHEM 08HB and CHEM 08HLC, CHEM 08HC and CHEM 08HLC)

   b) MATH 009A, MATH 009B, MATH 009C, MATH 010A

   CHEM 005, CHEM 008A and CHEM 08LA, CHEM 08HB and CHEM 08HLC)

No Change

1. No Change
   a) CHEM 001A or CHEM 002A, CHEM 001B or CHEM 002B, CHEM 001C or CHEM 002C, CHEM 01LA or CHEM 02LA, CHEM 01LB or CHEM 02LB, CHEM 01LC or CHEM 02LC (or CHEM 01HA and CHEM 1HLA, CHEM 01HB and CHEM 1HLB, CHEM 01HC and CHEM 1HLC), CHEM 005, CHEM 008A and CHEM 08LA, CHEM 008B and CHEM, CHEM 008C and CHEM 08LC (or CHEM 08HA and CHEM 08HLA, CHEM 08HB and CHEM 08HLC, CHEM 08HC and CHEM 08HLC)

   b) No Change
c) PHYS 040A, PHYS 040B, PHYS 040C (or PHYS 002A, PHYS 002B, PHYS 002C, PHYS 02LA, PHYS 02LB, PHYS 02LC)

c) No Change

2. Upper-division requirements (36 units) A minimum grade of “C-” for any upper-division course used to fulfill the requirements for the B.A. degree.

a) CHEM 110A, CHEM 110B, CHEM 113, CHEM 125W, CHEM 150A, CHEM 191, and either CHEM 111 or CHEM 140 or CHEM 166

b) Ten (10) additional upper-division units

Chemistry with Education Focus Option
Students must consult with their Chemistry advisor before electing this option.

1. Lower Division Requirements (66 units)
   a) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC (or CHEM 01HA, CHEM 01HB, CHEM 01HC and CHEM 1HLA, CHEM 1HLB, CHEM 1HLC), CHEM 005, CHEM 008A and CHEM 08LA, CHEM 008B and CHEM 08LB, CHEM 008C and CHEM 08LC (or CHEM 08HA and CHEM 08HLA, CHEM 08HB and CHEM 08HLB, CHEM 08HC and CHEM 08HLC)
   
b) MATH 009A or MATH 007A, MATH 009B or MATH 007B, MATH 009C, MATH 010A
   
c) PHYS 040A, PHYS 040B, PHYS 040C (or PHYS 002A and PHYS 02LA, PHYS 002B and PHYS 02LB, PHYS 002C and PHYS 02LC)
   
d) EDUC 003

2. Upper Division Requirements (41 or 42 units) A minimum grade of “C-“ for any upper-division course used to fulfill the

b) No Change

c) No Change

d) No Change

No Change

No Change

No Change

No Change

No Change

No Change
requirements for Chemistry with Education Focus option.

a) CHEM 110A, CHEM 110B, CHEM 113, CHEM 125W, CHEM 150A, CHEM 191, CHEM 111 or CHEM 140 or CHEM 155 or CHEM 166, CHEM 143 or BCH 100 or BCH 110A
b) EDUC 105, EDUC 162, and one course from EDUC 132 or EDUC 147.

Bachelor of Science

1. Lower-division requirements (71-72 units)
   a) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC (or CHEM 01HA and CHEM 1HLA, CHEM 01HB and CHEM 1HLB, CHEM 01HC and CHEM 1HLC), CHEM 005, CHEM 008A and CHEM 008B and CHEM 008C and CHEM (or CHEM 008HA and CHEM 008HLA, CHEM 008HB and CHEM 008HC and CHEM 008HLC)
   b) MATH 009A, MATH 009B, MATH 009C, MATH 010A, and two out of the following: MATH 010B, MATH 031, MATH 046
   c) PHYS 040A, PHYS 040B, PHYS 040C

2. Upper-division requirements (41-43 units)
   A minimum grade of “C-” for any upper-division course used to fulfill the requirements for the B.S. degree.
   a) CHEM 110A, CHEM 110B, CHEM 111, CHEM 113, CHEM 125W, CHEM 150A, CHEM 191
   b) Two laboratory courses from CHEM 114 or CHEM 140, CHEM 166, BCH 162
   c) One course from BCH 100, BCH 110A, CHEM 143
   d) One 4-unit course from CHEM 135/ENSC 135/ENTX 135, CHEM 136/ENSC 136/ENTX 136/SWSC 136, CHEM 150B, CHEM 197, CHEM 199. CHEM 197 and CHEM 199 must be taken for a grade and a written report submitted.
### Chemical Physics Option

Students must consult with their Chemistry advisor before electing this option.

1. **Lower-division requirements (74–75 units)**
   a) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC (or CHEM 01HA and CHEM 1HLA, CHEM 01HB and CHEM 01HLC), CHEM 008A and CHEM 08LA, CHEM 008B and CHEM 08LB, CHEM 008C and CHEM 08LC (or CHEM 08HA and CHEM 08HLA, CHEM 08HB and CHEM 08HLB, CHEM 08HC and CHEM 08HLC)
   b) MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   c) PHYS 041A, PHYS 041B, PHYS 041C or PHYS 040A, PHYS 040B, PHYS 040C, and PHYS 041C

2. **Upper-division requirements (45 units)**
   A minimum grade of “C-” for any upper division course used to fulfill the requirements for the Chemical Physics option.
   a) CHEM 110A, CHEM 110B, CHEM 111, CHEM 113, CHEM 114, CHEM 150A, CHEM 191
   b) Sixteen (16) units of upper-division course work in Mathematics or Physics (110 or above excluding 190 series)
   c) CHEM 197 or CHEM 199, with an emphasis on physical chemistry research (4 units). 4 additional units of CHEM 197 or 199 can be used to replace the CHEM 114 requirement, subject to advisor approval.

### Environmental Chemistry Option

Students must consult with their Chemistry advisor before electing this option.

1. **Lower-division requirements (71 units)**
2. Upper-division requirements (49-50 units)
A minimum grade of “C-” for any upper-division course used to fulfill the requirements for the Environmental Chemistry option.

a) CHEM 110A, CHEM 110B, CHEM 111, CHEM 125W, CHEM 135/ENSC 135/ENTX 135, CHEM 136/ENSC 136/ENTX 136, CHEM 114 or CHEM 140, CHEM 150A, CHEM 191
b) One course from ENSC 104/SWSC 104 or GEO 137
c) One course from BCH 100, BCH 110A or CHEM 143
d) Two additional courses from CHEM 113, CHEM 150B, CHEM 166, CHEM 197, CHEM 199, ENSC 100, ENSC 101, ENSC 102, ENSC 140/SWSC 140, ENSC 163, ENTX 101, GEO 132, GEO 157 (4 units total from CHEM 197 and/or CHEM 199)

Chemistry with Education Focus Option
Students must consult with their Chemistry advisor before electing this option

No Change

1. Lower-division Requirements (74-75 units)
A) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC or CHEM 01HA and CHEM 1HLA, CHEM 01HB and CHEM 1HLC, CHEM 005, CHEM 008A and CHEM 08LA, CHEM 008B and CHEM 08LB, CHEM 008C and CHEM 08LC or CHEM 08HA and CHEM, CHEM 08HB and CHEM 08HLB, CHEM 08HC and CHEM 08HLC)

No Change
2. Upper Division Requirements (53 – 55 units)

A minimum grade of “C-“ for any upper-division course used to fulfill the requirements for the Chemistry with Education Focus option.

A) CHEM 110A, CHEM 110B, CHEM 111, CHEM 113, CHEM 150A, CHEM 125W, CHEM 191

B) EDUC 105, EDUC 162 and one course from EDUC 132 or EDUC 147

C) Two laboratory courses from CHEM 114 or CHEM 140, CHEM 166 or CHEM 155, BCH 162

D) One course from BCH 100, BCH 110A, CHEM 143

E) One course from CHEM 135, CHEM 136, CHEM 150B, CHEM 197 or CHEM 199 (4 units total allowed)

Undergraduate Research is strongly encouraged for students with the requisite ability. Students wishing to participate in this activity should consult Chemistry faculty, their Chemistry advisor, or check: ugr.ucr.edu.

Sample Program

Student programs are planned on an individual basis with their advisors, and there is considerable flexibility in the sequence in which courses required for the major are taken. For example, PHYS 040A, PHYS 040B, PHYS 040C can be started equally well during either the freshman or sophomore year. The sample program is typical for a well-prepared entering freshman who seeks the B.S. degree.
<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<td>CHEM 01LB,</td>
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<td>CHEM 001C</td>
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<tr>
<td>CHEM 01LC</td>
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<tr>
<td>(or CHEM 01HC and CHEM 1HLC)</td>
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<td></td>
<td></td>
<td>or CHEM 02LA</td>
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<td>or CHEM 02LC (or CHEM 01HA and CHEM 1HLA,</td>
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<td>and CHEM 1HLB, CHEM 01HC and</td>
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<td>MATH 009C</td>
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<td>Course</td>
<td>Fall</td>
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**Junior Year**

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<td>CHEM 110A, CHEM 110B, CHEM 113</td>
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<td>Biological Science w/ Lab</td>
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<td>CHEM 150A, CHEM 150B</td>
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<td>CHEM 143</td>
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<td>Total Units</td>
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<td>15</td>
<td>17</td>
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</table>
With the approval of the new Major General Chemistry courses, CHEM 002A, CHEM 002B, CHEM 002C, CHEM 02LA, CHEM 02LB & CHEM 02LC, the Chemistry section within the catalog needed to be updated to include these new courses as they are now a required course for chemistry major students. This proposal is also meant to make a second slight change to the “Sample Program” portion of the Chemistry section. More specifically, changing CHEM 166 to CHEM 155 for accuracy. This change will help facilitate enrollment into CHEM 155 and minimize confusion since CHEM 166 is not offered in Spring anymore. Adding CHEM 155 will also help fill in the missing Inorganic Laboratory course in the Chemistry B.S. & B.A. as well the other chemistry options. Currently, there is only one (1) inorganic course being taught. So, to fully satisfy the ACS guidelines for the undergraduate chemistry degrees, CHEM 155 is being added. Lastly, the removal of CHEM 114 is due to the course not being taught anymore.

Justification:

<table>
<thead>
<tr>
<th>Senior Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>CHEM 111, CHEM 140</td>
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<td>CHEM 166</td>
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<tr>
<th>Senior Year</th>
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<tr>
<td>CHEM 111, CHEM 140</td>
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<tr>
<td>CHEM 155</td>
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<tr>
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<tr>
<td>Total Units</td>
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</table>

Approvals:
Approved by the faculty of the Department of Chemistry: February 23, 2022
Approved by the Executive Committee of the College of CNAS: March 1, 2022
Reviewed by Committee on Undergraduate Admissions: April 15, 2022
Approved by the Committee on Educational Policy: April 26, 2022
**EXECUTIVE COMMITTEE**  
**COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES**  
**REPORT TO THE RIVERSIDE DIVISION**  
**MAY 24, 2022**

To be adopted:

Changes to Chemistry Minor

**PRESENT:**

<table>
<thead>
<tr>
<th>Minor</th>
<th>The minor in Chemistry consists of 28 upper-division units in chemistry.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Of the specified upper-division units, a minimum of 16 units must be unique to the minor and may not be used to satisfy major requirements.</td>
</tr>
<tr>
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<td>2. At least one of the courses used to satisfy the 28 units must be in CHEM 125W, CHEM 111, CHEM 140 or CHEM 166 (courses which include laboratory work).</td>
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<tr>
<td></td>
<td>3. No more than 4 units of 190-199 courses may be used in fulfilling the upper-division units for a minor.</td>
</tr>
</tbody>
</table>

All of the upper-division courses in chemistry have a prerequisite of CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC, or CHEM 01HA and CHEM 1HLA, CHEM 01HB and CHEM 1HLB, CHEM 01HC and CHEM 1HLC and most have CHEM 005 as a prerequisite.

Students with a minor in Chemistry should consult with their Chemistry advisor to construct a specific program consistent with their career goals.

See Minors under the College of Natural and Agricultural Sciences in the Colleges and Programs section of this catalog for additional information on minors.

**PROPOSED:**

<table>
<thead>
<tr>
<th>Minor</th>
<th>No Change</th>
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<tbody>
<tr>
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<td>1. No Change</td>
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<td>2. No Change</td>
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<td>3. No Change</td>
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</table>

All of the upper-division courses in chemistry have a prerequisite of CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC, or CHEM 01HA and CHEM 1HLA, CHEM 01HB and CHEM 1HLB, CHEM 01HC and CHEM 1HLC, or CHEM 002A and CHEM 02LA, CHEM 002B, CHEM 002C and CHEM 02LC and most have CHEM 005 as a prerequisite.

**Justification:**

With the approval of the new Major General Chemistry courses, CHEM 002A, CHEM 002B, CHEM 002C, CHEM 02LA, CHEM 02LB & CHEM 02LC, the Chemistry, both the Major and Minor, section within the catalog needed to be updated to include these new courses as they are now a required course for chemistry major & Minor students. Thus
including the new CHEM 002 courses will help dispel any confusion within the Minor section of the Chemistry UCR catalog.

**Approvals:**
Approved by the faculty of the Department of Chemistry: February 23, 2022
Approved by the Executive Committee of the College of CNAS: March 1, 2022
Approved by the Committee on Educational Policy: March 30, 2022
To be adopted: Proposed Changes to the Major in Environmental Sciences

PRESENT: PROPOSED:

Major

The Department of Environmental Sciences offers B.A. and B.S. degrees in Environmental Sciences. Students are encouraged to concentrate their studies in one of five specialization areas: Soil Sciences, Hydrologic Sciences, Atmospheric Sciences, Environmental Toxicology, and Environmental Management. Modern human activities related to natural resource development, agriculture, urbanization, industry, and transportation are placing unprecedented pressure on the earth’s life support systems. Changes taking place in atmospheric physics and chemistry, land cover, freshwater and marine resources, and chemical cycling threaten the ability of human society to sustainably meet current and future needs. Science-based solutions are needed to sustainably manage our natural resources and improve public health. To help meet these challenges, our program emphasizes training for students in the biological, chemical, and physical aspects of environmental sciences and health, centered on the major environmental media of air, soil, water, and the biosphere.

The structure of the Environmental Sciences curriculum provides a broad scope of instruction that enables students to explore various disciplines and professions focused on solving environmental problems. All students majoring in Environmental Sciences must complete a set of “core requirements” consisting of courses that provide a basic understanding of the physical, biological, and social sciences and their application to the analysis of environmental processes and management issues. In addition to the core requirements, students must complete 8 units of lower-division and 20 units of upper-division elective courses.

[no change]
Students have the option to select their electives from different specialization areas or to focus their training in one of the five specialization areas based on their own educational and career objectives. The specialization areas of Soil Sciences, Hydrologic Sciences, or Atmospheric Sciences are suitable for students wishing to maintain a broad range of choices in technically-oriented environmental professions such as pollution control, hazardous materials management, public health, natural resource management, environmental monitoring, and impact analysis. These options also provide the necessary background for graduate study in soil science, water resources, or atmospheric sciences as well as interdisciplinary areas such as ecosystem science and forestry. The Environmental Toxicology specialization area emphasizes the chemistry and biochemistry of toxic substances in the environment, preparing students for careers dealing with the control of contaminants in various environmental media as well as related fields such as public health and industrial hygiene. The Environmental Management specialization area is oriented for the social context of environmental sciences and prepares students for careers dealing with environmental regulation, land-use planning, environmental impact analysis, and administration of environmental protection programs.

**Environmental Internship Program**

The Environmental Internship Program offers students opportunities to work with government agencies, private firms, and nonprofit organizations involved in environmental affairs. As excursions into professional life, internships provide “hands-on” experience in applying the principles presented in courses. Beyond the highly specialized training associated with on-the-job activities, students can gain insights into their aptitudes, aspirations and work habits that enable them to clarify their academic and career objectives. Professional acquaintances established during internships can continue to serve as important contacts for students after the internship is completed.
Although most internships are part-time (12–15 hours per week) positions in the Riverside area, organizations that host student interns are located throughout the United States and in Washington, D.C. Students working as interns may receive stipends, hourly wages, or serve as volunteers, depending upon the specific appointment. Up to 16 units of credit toward the bachelor’s degree may be earned by developing an academic component of the internship in consultation with a faculty supervisor and enrolling in ENSC 198-I.

**Undergraduate Research**

Students interested in enhancing the status of knowledge about environmental processes or seeking new solutions to environmental problems may gain training and experience as part-time employees in the department’s research laboratories and other research facilities, such as the U.S. Salinity Laboratory, located on campus, and the USDA Pacific Southwest Research Station, located on Canyon Crest Drive. Those wishing to conduct their own research under faculty supervision may earn academic credit by enrolling in ENSC 197. Expenses for both laboratory and field experiments are eligible for funding by the campus mini-grant program which supports undergraduate research and creative activity.

**California Teach-Science/Mathematics Initiative (CalTeach-SMI)**

California Teach-Science Mathematics Initiative (CalTeach-SMI) has a goal of addressing the critical need of highly qualified K-12 science and mathematics teachers in California. With an economy increasingly reliant on science, technology, engineering, and mathematics (STEM) and the anticipated large scale retirement of qualified teachers, this is an essential time to explore and prepare for a career in teaching science or mathematics.

CalTeach-SMI at UCR offers undergraduate students opportunities to explore STEM teaching as a career option. Through CalTeach-SMI, students receive advising and mentoring to prepare for entrance into an intern teaching credential program while diligently coordinating...
with academic advisors to ensure completion of STEM degree requirements. The CalTeach-SMI Resource Center provides future STEM teachers opportunities to promote planning and professional development towards a science/mathematics education career.

For more information about the CalTeach-SMI program, please visit smi.ucr.edu, the Resource Center at 1114 Pierce Hall, or on Facebook at facebook.com/ScienceMathInitiativeAtUcr.

Transfer Selection Criteria

Applicants to majors in the College of Natural and Agricultural Sciences are selected on the basis of academic preparation, as assessed by their GPA and the strength of preparation for the intended major. A GPA of at least 2.70 is required. (This is a baseline GPA for consideration and not a guarantee of admission.)

In addition, applicants will need to complete college courses comparable to at least two of the following UCR year-long sequences in order to meet selection criteria for this major. Courses must be completed with “C-” grades or better:

- MATH 007A or MATH 009A; MATH 007B or MATH 009B (mandatory)

And at least one sequence from:
1. BIOL 005A/BIOL 05LA or BIOL 020 and BIOL 005B (and BIOL 005C, if articulated)
2. CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, and CHEM 01LC
3. Organic chemistry (one-year lower-division), each course completed with a grade of “B” or better
4. PHYS 002A, PHYS 02LA, PHYS 002B, PHYS 02LB, PHYS 002C, and PHYS 02LC
5. PHYS 040A, PHYS 040B, and PHYS 040C
6. MATH 009C, MATH 010A, MATH 010B, and MATH 046

Courses must be completed with a letter grade, with no grade lower than a “C-.” Students should visit assist.org for updated and comprehensive major preparation requirements.

University Requirements
See Undergraduate Studies section.

College Requirements

See College of Natural and Agricultural Sciences, Colleges and Programs section.

Some of the following requirements for the major may also fulfill some of the College’s breadth requirements. Consult with a department advisor for course planning.

Major Requirements

The major requirements for both the B.A. and the B.S. degrees in Environmental Sciences are as follows: Students must fulfill MATH 007A or MATH 009A or MATH 09HA; MATH 007B or MATH 09HB; CHEM 001A or CHEM 001B or CHEM 011HA; CHEM 001C or CHEM 01HC; BIOL 005A; BIOL 005B; BIOL 051A or BIOL 020; ENSC 001, ENSC 002, ENSC 006, ENSC 100, ENSC 101, and ENSC 102 with a grade point average of 2.0 or better and no grade lower than a C-. If a grade lower than a C- is received in 2 or more core courses required for the major, either in separate courses or repetitions of the same course, the student may be discontinued from the major. Students must, under such circumstances, petition the department to remain in the major. Students in Environmental Sciences are required to demonstrate adequate progress towards earning the degree. Adequate progress is defined as completion of MATH 009B or MATH 09HB or MATH 007B prior to the beginning of the Winter Quarter of the second year of residence or Junior standing (>90 units) and at least one course from ENSC 100, ENSC 101, or ENSC 102 must be completed prior to the end of the third year of residence or senior standing (>135 units).

Note

To gain maximum benefit from participating in the Undergraduate Research and Environmental Internship Programs, students intending to enroll in ENSC 197 and ENSC 198-I should contact their advisor during the quarter prior to enrollment in these courses.
Core Requirements

1. Lower-division requirements (77-79 units)
   a) ENSC 001, ENSC 002, ENSC 006 or ECON 006
   b) BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B
   c) CHEM 001A or CHEM 01HA, CHEM 001B or CHEM 01HB, CHEM 001C or CHEM 01HC, CHEM 01LA or CHEM 1HLA, CHEM 01LB or CHEM 1HLB, CHEM 01LC or CHEM 1HLC
   d) CHEM 008A and CHEM 08LA or CHEM 08HA and CHEM 08HLA; CHEM 008B and CHEM 08LB or CHEM 08HB and CHEM 08HLB
   e) MATH 007A or MATH 009A or MATH 09HA; MATH 007B or MATH 009B or MATH 09HB
   f) PHYS 002A or PHYS 02HA, PHYS 02LA or PHYS 02HLA, PHYS 002B or PHYS 02HB, PHYS 02LB or PHYS 02HLB, PHYS 002C or PHYS 02HC, PHYS 02LC or PHYS 02HLC
   g) POSC 010
   h) STAT 010
   i) One course from ENSC 006, ECON 006, PBPL 001, ECON 003, or POSC 020

2. Upper-division requirements (18 units):
   ENSC 100, ENSC 101, ENSC 102, ENSC 110, ENSC 191

Electives

Students are free to choose from the lists below to fulfill their lower-division and upper-division elective requirements:

1. Lower-division electives (8 units):
   At least two electives from BIOL 005C, CHEM 005, CHEM 008C and CHEM 08LC, CHEM 08HC and CHEM 08HLC, MATH 009C or MATH 09HC or MATH 010A, GEO 001 or GEO 002

2. Upper-division electives (20 units):
   At least 20 units of electives from the following list, with a minimum of 16 units from Environmental Sciences or Environmental Toxicology:
ENTX 101, ENTX 154, ENSC 103/ENTX 103, ENSC 104, ENSC 105, ENSC 107, ENSC 120/NEM 120, ENSC 127, ENSC 130, ENSC 133/MCBL 133, ENSC 134/BPSC 134, ENSC135/CHEM 135/ENTX 135, ENSC 136/CHEM136, ENSC 138/GEO 138, ENSC 140, ENSC 144/ENVE 144, ENSC 153, ENSC 163, ENSC 165, ENSC 172, ENSC 174, ENSC 175, ENSC 177, ENSC 197, ENSC 198-I, BCH 100 or both BCH 110A or BCH 110HA and BCH 110B or BCH 110HB; BCH 110C or BCH 110HC or BIOL 107A; BIOL 102 or BIOL 121/MCBL 121; BIOL 116, BIOL 121L/MCBL 121L, BPSC 104/BIOL 104, BPSC 146, BPSC 165, BPSC 166, CBNS 150/ENTX 150, CHEM 109, GEO 157, GEO 160

Suggested courses of study are also provided below for specialized areas in environmental sciences to assist students to meet minimum employment requirements for entry-level positions in government agencies, nongovernment organizations (NGO), and environmental consulting firms. Students are strongly encouraged to schedule a meeting with a Faculty in their specialization area of interest for curriculum and career advice. A list of core Faculty in each specialization area is available at envisci.ucr.edu/undergrad.

**Soil Sciences:**

Recommended to meet lower-division electives: BIOL 005C, GEO 001 or GEO 002, MATH 009C or MATH 09HC or MATH 010A; Recommended to meet upper-division electives: ENSC 104, ENSC 107, ENSC 120/NEM 120, ENSC 127, ENSC 133/MCBL 133, ENSC 134/BPSC 134, ENSC 138/GEO 138, ENSC 139/GEO 139, ENSC 144, ENSC 175, ENSC 177, BPSC 146

**Hydrologic Sciences:**

Recommended to meet lower-division electives: MATH 009C or MATH 09HC or MATH 010A, GEO 001 or GEO 002; Recommended to meet upper-division electives: ENSC 105, ENSC 107,
ENSC 127, ENSC 136/Chem 136, ENSC 140, ENSC 163, ENSC 165, ENSC 175, ENSC 177

**Atmospheric Sciences:**

Recommended to meet lower-division electives: CHEM 005, CHEM 08C and CHEM 08LC, CHEM 08HC and CHEM 08HLC, MATH 009C or MATH 09HC or MATH 010A; Recommended to meet upper-division electives: ENSC 103/ENTX 103, ENSC 130, ENSC 135/Chem 135/ENTX 135, ENSC 136/Chem 136, ENSC 175, ENSC 177, GEO 160

**Environmental Toxicology:**

Recommended to meet lower-division electives: BIOL 005C, CHEM 005, CHEM 008C and CHEM 08LC or CHEM 08HC and CHEM 08HLC; Recommended to meet upper-division electives: ENTX 101 required + at least 3 electives from ENSC or ENTX: ENSC 103/ENTX 103, ENSC 135/Chem 135/ENTX 135, ENSC 136/Chem 136, ENSC 177, CBNS 150/ENTX 150, ENTX 154, BCH 100 or both BCH 110A or BCH 110HA and BCH 110B or BCH 110HB, BIOL 102 or BIOL 121, BCH 110C or BCH 110HC or BIOL 107A

**Environmental Management:**

Recommended to meet lower-division electives: BIOL 005C, GEO 001 or GEO 002, MATH 009C or MATH 09HC or MATH 010A; Recommended to meet upper-division electives: ENSC 103/ENTX 103, ENSC 144, ENSC 153, ENSC 172, ENSC 174, ENSC 175, ENSC 177

**Minor**

The minor in Environmental Sciences consists of the following.

1. Lower-division requirements (23 units)
   a) ENSC 002
   b) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC 2.

1. Lower-division requirements (23 or 24 units)
   a) ENSC 002
   b) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC 2.
Upper-division requirements (20 units)
a) ENSC 100, ENSC 101, ENSC 102
b) Eight (8) units of additional upper-division courses in Environmental Sciences, no more than 4 units of which are in courses numbered 190-198

Of the specified upper-division units, a minimum of 16 units must be unique to the minor and may not be used to satisfy major requirements.

See Minors under the College of Natural and Agricultural Sciences in the Colleges and Programs section of this catalog for additional information on minors.

c) One course from ENSC 006, ECON 006, PBPL 001, ECON 003, or POSC 020

Justification for changes in Majors’ grade requirements:
When ENSC field areas (which had different major requirements) were removed from the curriculum a few years ago, this list didn't get modified to include all the required core courses for the Major. This change is to apply the same grade requirement to the core ENSC/CHEM/BIOL/PHYS/MATH/STAT requirements of the major.

Justification for addition of alternative courses to ENSC 006:
With the departure of Environmental Economics faculty to SPP, none of our core faculty have the expertise to teach ENSC 006. In the last few years, a lecturer has been hired to offer this course; however, this may not be sustainable in the long run. Since ENSC 006 is cross-listed as ECON 006, we approached the Chair of the Economics department in case they have faculty to take the lead of this course. We also inquired whether faculty in SPP are willing to take on teaching this course. Neither programs have the ability nor a plan to teach this course as is in the next few years. Given that some faculty strongly believe our majors should be introduced to social/economic/policy aspects of the environment, we didn’t want to remove this type of a course from the requirements altogether. After reviewing the catalog course descriptions, we voted to list PBPL 001, ECON 003, and POSC 020 as alternatives since they touch on one or more of the topics covered in ENSC 006 (please see below). These courses are also offered regularly, allowing our students to fulfill their requirements without a delay. Furthermore, since they are at the introductory level, our students don’t need to enroll in additional courses as prerequisites. Our department’s decision to add these courses as alternatives to ENSC 006 was shared with the impacted departments in Nov-Dec. 2021 and we received no objections. Below is the list of the topics currently covered in ENSC/ECON 006, followed by descriptions of each of the alternative courses:

List of Topics covered in ENSC/ECON 006:
Introduction to Environmental Economics
- Coevolution
- Tradeoffs
- Social Priorities
- Contemporary environmental crisis
- Social interventions
Analytical Tools (supply and demand) and Welfare Analysis
- Willingness to pay
- Benefits and demand curves
- Costs and supply curves
- Economic efficiency and the Equimarginal Principle
- External costs and open-access resources
- External benefits and public goods

Environmental Quality
- Pollution control
- Abatement cost
- Socially efficient level of abatement

Environmental Policy
- Command and Control strategies
- Incentive based strategies

Natural Resource Economics
- Non Renewable Resources
- Renewable Resources
- Dynamic Equilibrium
- Introduction to Hotelling’s rule

Contemporary Environmental Issues
- California water resources
- Climate change and global agreements
- Environment and development
- Environment and equity

Catalog descriptions of the suggested alternative courses:
ECON 003 Introduction to Microeconomics 5 Lecture, 3 hours; discussion, 1 hour; written work, 3 hours.
Prerequisite(s): none. An introduction to the study of the economic system from the micro, or individual decision-maker’s, perspective. Includes the study of opportunity cost, markets, consumption, production, and competition. Credit is awarded for one of the following ECON 003 or ECON 003H.

PBPL 001 Introduction to Public Policy Analysis 4 Lecture, 3 hours; discussion, 1 hour. Introduces the basic concepts and processes underlying policy analysis. Includes application of these concepts to economic and budgetary policy, health care policy, welfare and social security policy, education policy, and environmental and energy policy

POSC 020 World Politics 5 Lecture, 3 hours; discussion, 1 hour; extra reading, 3 hours. Prerequisite(s): none. Explores approaches to and models of international relations: theories, the causes of war, international organizations, cooperation and conflict, international political economy, regional economic agreements, and international social issues such as human rights and the environment. Credit is awarded for only one of POSC 020 or POSC 020H.

Justification for removal of ENSC-153 from the catalog:
ENSC 153 needs to be removed from this list of upper division electives since it is no longer listed in the catalog.

Approvals:
Approved by the faculty of the Department of Environmental Science: November 1, 2021
Approved by the Executive Committee of the College of Natural and
To be adopted: Proposed Changes to the Minor in Environmental Sciences

**PRESENT:**

**PROPOSED:**

**Minor**

The minor in Environmental Sciences consists of the following.

1. Lower-division requirements (23 units)
   - a) ENSC 002, ENSC 006/ECON 006
   - b) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC 2.

1. Lower-division requirements (23 or 24 units)
   - a) ENSC 002
   - b) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC 2.
   - c) One course from ENSC 006, ECON 006, PBPL 001, ECON 003, or POSC 020

Upper-division requirements (20 units)
   - a) ENSC 100, ENSC 101, ENSC 102
   - b) Eight (8) units of additional upper-division courses in Environmental Sciences, no more than 4 units of which are in courses numbered 190-198

Upper-division requirements (20 units)
   - a) ENSC 100, ENSC 101, ENSC 102
   - b) Eight (8) units of additional upper-division courses in Environmental Sciences, no more than 4 units of which are in courses numbered 190-198

Of the specified upper-division units, a minimum of 16 units must be unique to the minor and may not be used to satisfy major requirements.

Of the specified upper-division units, a minimum of 16 units must be unique to the minor and may not be used to satisfy major requirements.

See Minors under the College of Natural and Agricultural Sciences in the Colleges and Programs section of this catalog for additional information on minors.

**Justification:**

With the departure of Environmental Economics faculty to SPP, none of our core faculty have the expertise to teach ENSC 006. In the last few years, a lecturer has been hired to offer this course; however, this may not be sustainable in the long run. Since ENSC 006 is cross-listed as ECON 006, we approached the Chair of the Economics department in case they have faculty to take the lead of this course. We also inquired whether faculty in SPP are willing to take on teaching this course. Neither programs have the ability nor a plan to teach this course as is in the next few years. Given that some faculty strongly believe our majors should be introduced to social/economic/policy aspects of the environment, we didn’t want to remove this type of a course from the requirements altogether. After reviewing the catalog course descriptions, we voted to list PBPL 001, ECON 003, and POSC 020 as alternatives since they touch on
one or more of the topics covered in ENSC 006 (please see below). These courses are also offered regularly, allowing our students to fulfill their requirements without a delay. Furthermore, since they are at the introductory level, our students don’t need to enroll in additional courses as prerequisites. Our department’s decision to add these courses as alternatives to ENSC 006 was shared with the impacted departments in Nov-Dec. 2021 and we received no objections. Below is the list of the topics currently covered in ENSC/ECON 006, followed by descriptions of each of the alternative courses:

List of Topics covered in ENSC/ECON 006:

Introduction to Environmental Economics
- Coevolution
- Tradeoffs
- Social Priorities
- Contemporary environmental crisis
- Social interventions

Analytical Tools (supply and demand) and Welfare Analysis
- Willingness to pay
- Benefits and demand curves
- Costs and supply curves
- Economic efficiency and the Equimarginal Principle
- External costs and open-access resources
- External benefits and public goods

Environmental Quality
- Pollution control
- Abatement cost
- Socially efficient level of abatement

Environmental Policy
- Command and Control strategies
- Incentive based strategies

Natural Resource Economics
- Non Renewable Resources
- Renewable Resources
- Dynamic Equilibrium
- Introduction to Hotelling’s rule

Contemporary Environmental Issues
- California water resources
- Climate change and global agreements
- Environment and development
- Environment and equity

Catalog descriptions of the suggested alternative courses:

ECON 003 Introduction to Microeconomics 5 Lecture, 3 hours; discussion, 1 hour; written work, 3 hours.
Prerequisite(s): none. An introduction to the study of the economic system from the micro, or individual decision-maker’s, perspective. Includes the study of opportunity cost, markets, consumption, production, and competition. Credit is awarded for one of the following ECON 003 or ECON 003H.

PBPL 001 Introduction to Public Policy
Analysis 4 Lecture, 3 hours; discussion, 1 hour. Introduces the basic concepts and processes underlying policy analysis. Includes application of these concepts to economic and budgetary policy, health care policy, welfare and social security policy, education policy, and environmental and energy policy
POSC 020 *World Politics* 5 Lecture, 3 hours; discussion, 1 hour; extra reading, 3 hours. Prerequisite(s): none. Explores approaches to and models of international relations: theories, the causes of war, international organizations, cooperation and conflict, international political economy, regional economic agreements, and international social issues such as human rights and the environment. Credit is awarded for only one of POSC 020 or POSC 020H.

**Approvals:**
Approved by the faculty of the Department of Environmental Science: November 1, 2021
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: March 1, 2022
Approved by the Committee on Educational Policy: April 29, 2022
EXECUTIVE COMMITTEE
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 24, 2022

To be adopted:

Proposed Change to Change of Major and Continuation Criteria for Earth and Planetary Sciences Major

PRESENT:

Change of Major and Continuation Criteria

Students wishing to change into or continue in the Earth Sciences major must be in good academic standing and show potential to graduate without exceeding 216 units.

Freshmen (2nd and 3rd quarter) must demonstrate progress in basic sciences and aptitude for Earth and Planetary Sciences by satisfying the following three criteria by Spring Quarter or Summer Session:

• MATH 007B or MATH 009B eligible (e.g. completion of MATH 007A or MATH 009A with grades of C- or better)
• CHEM 01B eligible (e.g. completion of CHEM 01A with a grade of C- or better)
• One of GEO 001, GEO 002 or GEO 009 or GEO 011, or GEO 003 completed with a grade of C- or better

PROPOSED:

Change of Major and Continuation Criteria

Students wishing to change into or continue in the Earth and Planetary Sciences major must be in good academic standing and show potential to graduate without exceeding 216 units. Freshmen

No Change

No Change

No Change

No Change

No Change

No Change

No Change

No Change

No Change

No Change

No Change

No Change
• GEO 011, or GEO 003 completed with no grade below C- after repeats

Juniors (90 – 134.9 units) must demonstrate near completion of basic sciences and aptitude for upper-division Earth Sciences by satisfying the following three criteria by Spring Quarter or Summer Session:

• CHEM 001B and MATH 009C or MATH 046 completed with passing grades

• PHYS 040B or PHYS 002B and PHYS 002LB eligible (i.e. completion of one quarter of college physics with C- or better)

• GEO 001, GEO 002 or GEO 009 or GEO 011, GEO 003, GEO 111, and GEO 115 or GEO 157 (and all prerequisites) completed with no grade below C- after repeats

Seniors (135+ units): must have completed all but 1 course of the Earth Sciences core requirements by Spring Quarter or Summer Session, as follows:

• CHEM 001B, MATH 009C or MATH 046, PHYS040B or PHYS 002B and PHYS 02LB completed with passing grades.

• BIOL 002 or BIOL 005A and BIOL 05LA or BIOL 020, completed with passing grades.

• GEO 001, GEO 002 or GEO 009 or GEO 011, GEO 003, GEO 004 or GEO 007 or GEO 008 or GEO 010 or GEO 012, GEO 111, GEO 115, and GEO 157 (and all prerequisites) completed with no grade below C- after repeats.

Justification:

The Department of Earth and Planetary Sciences has implemented numerous changes in recent years to better reflect the broadened scope of research occurring within the department, including the name change for both the department, and for the graduate program. We are continuing this process by adjusting our undergraduate majors programs to better reflect our broader inclusion of planetary sciences in research and instruction, and also to include newly introduced planetary sciences classes that support the changes to the majors.
Approvals:
Approved by the faculty of the Department of Earth and Planetary Sciences: October 20, 2021
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: March 1, 2022
Approved by the Committee on Educational Policy: March 30, 2022
EXECUTIVE COMMITTEE
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION
MAY 24, 2022

To be adopted:

Proposed Change to Earth and Planetary Sciences Major

PRESENT:

Major Requirements

Earth Sciences Major

All courses in Geosciences that are prerequisites for other courses in the major must be passed with a grade of “C-” or better before proceeding in the sequence. For example, GEO 001 is a prerequisite for GEO 012.

The department offers four concentrations to majors in Earth Sciences: Geosystems, Climate Change, Geophysics, and Geobiology. All students majoring in Earth Sciences are normally required to take the core curriculum.

Geosystems, Climate Change, Geobiology, and Geophysics Concentrations

Core Requirements (61-66 units)
1. Lower division core requirements (48-53 units)
   a) GEO 001
   b) GEO 002 or GEO 009 or GEO 011
   c) GEO 003/BIOL 010
   d) GEO 004 or GEO 007 or GEO 008 or GEO 010 or GEO 012 or GEO 080
   e) BIOL 005A and BIOL 005LA or BIOL 020
   f) Either CHEM 001A and CHEM 01LA or CHEM 01HA and CHEM 1HLA, either CHEM

PROPOSED:

Major Requirements

Earth and Planetary Sciences Major

No Change

The department offers five concentrations to majors in Earth and Planetary Sciences: Geosystems, Climate Change, Geobiology, Geophysics, and Planetary Sciences. All students majoring in Earth and Planetary Sciences are normally required to take the core curriculum.

Geosystems, Climate Change, Geobiology, Geophysics, and Planetary Sciences Concentrations

Core Requirements (61-66 units)
1. Lower division core requirements (48-53 units)
   a) No Change
   b) No Change
   c) No Change
   d) GEO 004 or GEO 007 or GEO 008 or GEO 010 or GEO 012 or GEO 080
   e) No Change
   f) No Change
001B and CHEM 01LB or CHEM 01HB and CHEM 01HLB

g) MATH 007A or MATH 009A, MATH 007B or MATH 009B, MATH 046

h) Either PHYS 040A, PHYS 040B or PHYS 002A and PHYS 002LA, PHYS 002B and PHYS 002LB. Students interested in elective classes in Geophysics are recommended to take PHYS 040C or PHYS 002C. Students interested in elective classes in Geochemistry are recommended to take CHEM 001C.

2. Upper division core requirements (13 units)
a) GEO 111, GEO 115, GEO 157

Geosystems Concentration

1. Upper division requirements (35–38 units)
a) GEO 101A, GEO 101B, GEO 118

b) Three of GEO 100, GEO 116, GEO 122, GEO 132, GEO 151, GEO 152, GEO 162

c) Three of GEO 100, GEO 116, GEO 122, GEO 132, GEO 136, GEO 137, GEO 138, GEO 140, GEO 144, GEO 145, GEO 147, GEO 151, GEO 152, GEO 160, GEO 161, GEO 162, GEO 169, GEO 180, GEO 181, STAT 155

Students interested in pursuing professional licensure through the California Geologist In Training (GIT) are advised to take the Geology Major.

Climate Change Concentration

1. Lower division requirements (5 units)
a) CHEM 001C and CHEM 001LC, or CHEM 001HC and CHEM 001HLC

2. Upper division requirements (32–36 units)
a) GEO 160, GEO 161

b) Three of GEO 136, GEO 137, GEO 162, ENSC 102
c) Three of GEO 100, GEO 116, GEO 118, GEO 122, GEO 132, GEO 136, GEO 137, GEO 140, GEO 144, GEO 145, GEO 147, GEO 151, GEO 152, GEO 162, GEO 169, GEO 180, GEO 181, STAT 155

or

GEO 101A and GEO 101B, and two of GEO 100, GEO 116, GEO 118, GEO 122, GEO 132, GEO 136, GEO 137, GEO 140, GEO 144, GEO 145, GEO 151, GEO 152, GEO 162, GEO 169, GEO 180, GEO 181, STAT 155

Geobiology Concentration
1. Lower division requirements (8 units)
   a) BIOL 005B, BIOL 005C
2. Upper division requirements (32–37 units)
   a) GEO 151 and GEO 152/BIOL 152
   b) Three of GEO 136, GEO 137, GEO 161, GEO 169, ENTM/BPSC/BIOL 112, BIOL 151
   c) Three of GEO 100, GEO 116, GEO 118, GEO 122, GEO 132, GEO 136, GEO 137, GEO 140, GEO 144, GEO 145, GEO 147, GEO 160, GEO 161, GEO 162, GEO 169, GEO 180, GEO 181, STAT 155

or

GEO 101A and GEO 101B, and two of GEO 100, GEO 116, GEO 118, GEO 122, GEO 132, GEO 136, GEO 137, GEO 140, GEO 144, GEO 145, GEO 147, GEO 160, GEO 161, GEO 162, GEO 169, GEO 180, GEO 181, STAT 155

Geophysics Concentration
1. Lower division requirements (5 units)
   a) PHYS 002C and PHYS 002LC, or PHYS 040C
2. Upper division requirements (34–38 units)
   a) GEO 140, GEO 145

Geobiology Concentration
1. No Change
2. No Change
   b) No Change
   c) Three of GEO 100, GEO 116, GEO 118, GEO 122, GEO 132, GEO 136, GEO 137, GEO 140, GEO 144, GEO 145, GEO 147, GEO 160, GEO 161, GEO 162, GEO 169, GEO 180, GEO 181, GEO 182, STAT 155

or

GEO 101A and GEO 101B, and two of GEO 100, GEO 116, GEO 118, GEO 122, GEO 132, GEO 136, GEO 137, GEO 140, GEO 144, GEO 145, GEO 147, GEO 160, GEO 161, GEO 162, GEO 169, GEO 180, GEO 181, GEO 182, STAT 155

Geophysics Concentration
1. No Change
2. No Change
   a) No Change
b) Three of GEO 116, GEO 118, GEO 144, GEO 147

b) No Change

c) Three of GEO 100, GEO 116, GEO 118, GEO 122, GEO 132, GEO 136, GEO 137, GEO 144, GEO 147, GEO 151, GEO 152, GEO 160, GEO 161, GEO 162, GEO 169, GEO 180, GEO 181, STAT 155

or

c) Three of GEO 100, GEO 116, GEO 118, GEO 122, GEO 132, GEO 136, GEO 137, GEO 144, GEO 147, GEO 151, GEO 152, GEO 160, GEO 161, GEO 162, GEO 163, GEO 169, GEO 180, GEO 181, GEO 184, STAT 155

or GEO 101A and GEO 101B, and two of GEO 100, GEO 116, GEO 118, GEO 122, GEO 132, GEO 136, GEO 137, GEO 144, GEO 147, GEO 151, GEO 152, GEO 160, GEO 161, GEO 162, GEO 163, GEO 169, GEO 180, GEO 181, GEO 184, STAT 155

Planetary Science Concentration
1. Lower division requirements (5 units)

   a) PHYS 002C and PHYS 002LC, or PHYS 040C

2. Upper-division requirements (32-35 units)

   a) Four of GEO 180, GEO 181, GEO 182, GEO 184, PHYS 111

   b) Four of GEO 100, GEO 116, GEO 122, GEO 132, GEO 136, GEO 137, GEO 138, GEO 140, GEO 144, GEO 145, GEO 147, GEO 151, GEO 152, GEO 160, GEO 161, GEO 162, GEO 163, GEO 169

Justification:
The Department of Earth and Planetary Sciences has implemented numerous changes in recent years to better reflect the broadened scope of research occurring within the department, including the name change for both the department, and for the graduate program. We are continuing this process by adjusting our undergraduate majors programs to better reflect our broader inclusion of planetary sciences in research and instruction, and also to include newly introduced planetary sciences classes that support the changes to the majors. The department has put forward significant updates to the Earth and Planetary Sciences major. In addition to the name change, we have added a new Planetary Sciences Concentration to the major to complement the existing four concentrations in Geosystems, Climate Change, Geobiology, and Geophysics. This concentration centers our newest planetary science courses as core upper-division requirements, including GEO 180 (Exoplanet Science Detection Techniques), GEO 181 (Exoplanetary Science Characterization), GEO 182 (Planetary Astrobiology), and GEO 184 (Planetary Atmospheres). PHYS 111 (Astrophysics and Stellar Astronomy) may be substituted for one of these four courses as it is relevant for quantitatively understanding the planet-star connection and the origin and evolution of planetary systems. These courses, in addition to the lower-division physics requirement, would position
majors in the Planetary Sciences Concentration to pursue graduate studies in planetary science, exoplanet astronomy, and/or astrobiology after graduation. In addition, we have incorporated our relatively new lower-division course GEO 013 (Our Planetary Neighbors: The Solar System and Beyond) as an optional lower-division course for Earth and Planetary Science majors as this course introduces the planetary science topics covered more extensively in the upper-division courses. Finally, we have incorporated the new upper-division course GEO 163 (Global Physical Climatology) into all Earth and Planetary Sciences concentrations as an optional or required course. GEO 163 explores the physical element components of Earth’s climate system (atmosphere, ocean, land surfaces, and cryosphere) and their natural variability. It is natural for GEO 163 to be required for the Climate Change Concentration and is relevant for all other concentrations.

**Approvals:**
Approved by the faculty of the Department of Earth and Planetary Sciences: October 20, 2021
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: March 1, 2022
Approved by the Committee on Educational Policy: March 30, 2022
To be adopted:

Proposed Change to Department of Earth and Planetary Sciences Majors

PRESENT:

Majors

The Department of Earth and Planetary Sciences offers B.S. degrees in Earth Sciences, Geology and Geophysics. These degree programs are designed for students with a strong interest in acquiring academic understanding and relevant vocational training in the Earth and Planetary Sciences, and for students interested in secondary teaching with a science emphasis. The B.S. programs include fieldwork with field courses, and field trips in all appropriate courses.

Teaching Credential

Teachers in the public schools in California must have a credential approved by the State Commission on Teacher Credentialing. The credential requires an undergraduate major, baccalaureate degree, and completion of a graduate credential program such as that offered by the School of Education at UCR.

Before admission and student teaching in a graduate credential program, the candidate must pass the California Basic Education Skills Test (CBEST) and demonstrate subject-matter proficiency by passing an examination. All candidates for a multiple subject credential to teach in the elementary grades must pass the Multiple Subjects, California Subject Exam for Teachers (CSET). Students are urged to start early, preferably as freshmen, selecting courses most helpful for this career. Details and counseling on the Prepare to Teach Program, a program for the multiple subject credential, are available in the Office of Interdisciplinary Programs, 2417 Humanities and Social Sciences.

PROPOSED:

Majors

The Department of Earth and Planetary Sciences offers B.S. degrees in Earth and Planetary Sciences, Geology and Geophysics. These degree programs are designed for students with a strong interest in acquiring academic understanding and relevant vocational training in the Earth and Planetary Sciences, and for students interested in secondary teaching with a science emphasis. The B.S. programs include fieldwork with field courses, and field trips in all appropriate courses.

Teaching Credential

No Change
Details and counseling on other programs are available in the Department of Earth and Planetary Sciences or the School of Education.

UCR does not yet have a state-approved subject matter undergraduate program for earth science majors who wish to teach at the secondary level. The Teaching Credential in Science, geoscience authorization, is required for teachers who want to teach earth science/geoscience in middle school and high school. Students who plan to get this credential must take the CSET exams in Geosciences and should make certain their academic program includes preparatory course work. The examination includes geoscience in depth and general science with introductory, college-level biology, chemistry, physics, and geoscience (geology, meteorology, oceanography, astronomy). CSET test guides are available at cset.nesinc.com.

Further information about courses, requirements, and examinations can be obtained in orientation meetings, the CalTeach-SMI Office (1104 Pierce Hall) and the School of Education (1124 Sproul Hall).

Earth and Planetary Sciences students interested in a secondary school science teaching career, who intend to obtain a Teaching Credential in Science, geoscience authorization, should pursue both the B.S. in Earth Sciences or in Geology as well as the teaching credential from the School of Education. Students who want to have the option to become either a professional geoscientist or to teach earth science in secondary school should pursue the B.S. in Geology as well as the teaching credential from the School of Education.

Students in CNAS who intend to pursue a Teaching Credential in Science, with authorization in another science, should consider pursuing a minor within Earth and Planetary Sciences.

UCR does not yet have a state-approved subject matter undergraduate program for earth and planetary sciences majors who wish to teach at the secondary level. The Teaching Credential in Science, geoscience authorization, is required for teachers who want to teach earth science/geoscience in middle school and high school. Students who plan to get this credential must take the CSET exams in Geosciences and should make certain their academic program includes preparatory course work. The examination includes geoscience in depth and general science with introductory, college-level biology, chemistry, physics, and geoscience (geology, meteorology, oceanography, astronomy). CSET test guides are available at cset.nesinc.com.

No Change
**Earth Sciences Major**

Students who choose **Earth Sciences Major** study the past, present, and future of our Earth through the interdisciplinary study of its various systems. **Earth Sciences** majors choose between concentrations in Geosystems, Climate Change, Geophysics, and Geobiology, which are explored from a combination of lab-based, field-based, and computational perspectives.

**Earth and Planetary Sciences Major**

Students who choose **Earth and Planetary Sciences Major** study the past, present, and future of our Earth through the interdisciplinary study of its various systems. **Earth and Planetary Sciences** majors choose between concentrations in Geosystems, Climate Change, Geobiology, Geophysics, and Planetary Sciences, which are explored from a combination of lab-based, field-based, and computational perspectives.

**Justification:**

The Department of Earth and Planetary Sciences has implemented numerous changes in recent years to better reflect the broadened scope of research occurring within the department, including the name change for both the department, and for the graduate program. We are continuing this process by adjusting our undergraduate majors programs to better reflect our broader inclusion of planetary sciences in research and instruction, and also to include newly introduced planetary sciences classes that support the changes to the majors.

**Approvals:**

Approved by the faculty of the Department of Earth and Planetary Sciences: October 20, 2021

Approved by the Executive Committee of the College of Natural and Agricultural Sciences: March 1, 2022

Approved by the Committee on Educational Policy: March 30, 2022
To be adopted:

Proposed Change to Geology Major

PRESENT:

Geology Major

All courses in Geosciences that are prerequisites for other courses in the major must be passed with a grade of “C-” or better before proceeding in the sequence. For example, GEO 001 is a prerequisite for GEO 122.

All students majoring in Geology are normally required to take the core curriculum.

1. Lower-division requirements (43-44 units)

a) GEO 001, GEO 002 or GEO 009 or GEO 011, GEO 003/BIOL 010

b) BIOL 002 or BIOL 005A, BIOL 05LA (or BIOL 020)

c) Either CHEM 001A and CHEM 01LA or CHEM 01HA and CHEM 1HLA, either CHEM 001B and CHEM 01LB or CHEM 01HB and CHEM 01HLB

d) MATH 007A or MATH 009A or MATH 009HA, MATH 007B or MATH 009B or MATH 009HB, MATH 046

e) PHYS 040A, PHYS 040B or PHYS 002A and PHYS 02LA, PHYS 002B and PHYS 02LB

Students interested in elective classes in Geophysics are recommended to take PHYS 040C (if they have previously taken PHYS 040A and PHYS 040B), or PHYS 002C and 02LC (if they have previously taken PHYS 002A and PHYS 02LA and PHYS 002B and 02LB).

PROPOSED:

Geology Major

All courses in Geosciences that are prerequisites for other courses in the major must be passed with a grade of “C-” or better before proceeding in the sequence. For example, GEO 001 is a prerequisite for GEO 122.

All students majoring in Geology are normally required to take the core curriculum.

1. Lower-division requirements (43-44 units)

a) No Change

b) No Change

c) No Change

d) No Change

e) No Change

No Change

Students interested in elective classes in Geochemistry are recommended to take CHEM 001C and CHEM 01LC.
2. Upper-division requirements (52-54 units)

a) GEO 100, GEO 101A, GEO 101B, GEO 102A, GEO 102B, GEO 111, GEO 115, GEO 116, GEO 118, GEO 122

b) Two of GEO 123, GEO 124, GEO 132, GEO 136, GEO 137, GEO 140 GEO 144, GEO 145, GEO 147 GEO 151, GEO 152, GEO 157, GEO 160, GEO 161, GEO 162, GEO 169, GEO 180, GEO 181, STAT 155

Students interested in pursuing professional licensure through the California Geologist In Training (GIT) examination should consider taking GEO 132 and GEO 162 as their elective classes

2. No Change

a) No Change

b) Two of GEO 123, GEO 124, GEO 132, GEO 136, GEO 137, GEO 140 GEO 144, GEO 145, GEO 147 GEO 151, GEO 152, GEO 157, GEO 160, GEO 161, GEO 162, GEO 169, GEO 180, GEO 181, GEO 182, GEO 184, STAT 155

Students interested in pursuing professional licensure through the California Geologist In Training (GIT) examination should consider taking GEO 132 and GEO 162 as their elective classes

**Justification:**

These changes reflect the addition and integration of new courses into existing Geology major as options to complete the upper-division major requirements. These courses include GEO 163 (Global Physical Climatology), GEO 182 (Planetary Astrobiology), and GEO 184 (Planetary Atmospheres). GEO 163 explores the physical element components of Earth’s climate system (atmosphere, ocean, land surfaces, and cryosphere) and their natural variability. GEO 182 explores the origin, evolution, distribution, and future of life in the context of its impacts on and co-evolution with planetary environments both on Earth and potentially elsewhere. GEO 184 is a generalized quantitative examination of the origins, structure, chemistry, dynamics, of planetary atmospheres that is inclusive of diverse worlds both within and outside our solar system. Climate, life, and planetary atmospheric evolution all have profound impacts on the geologic record and are of general interest to geoscientists.

**Approvals:**

Approved by the faculty of the Department of Earth and Planetary Sciences: October 20, 2021

Approved by the Executive Committee of the College of Natural and Agricultural Sciences: March 1, 2022

Approved by the Committee on Educational Policy: March 30, 2022
EXECUTIVE COMMITTEE  
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION  
MAY 24, 2022

To be adopted:

Proposed Change to Geophysics Major

PRESENT:  
Geophysics Major

The following are major requirements for the B.S. in Geophysics. All students majoring in Geophysics are normally required to take this core curriculum.

1. Lower-division requirements (52-66 units)

a) GEO 001 and one of GEO 004 or GEO 008  
b) MATH 007A or MATH 009A or MATH 009HA, MATH 007B or MATH 009B or MATH 009HB, MATH009C, MATH 010A, MATH 031, MATH 046  
c) PHYS 040A, PHYS 040B, PHYS 040C (strongly recommended), or PHYS 002A, PHYS 02LA, PHYS 002B, PHYS 02LB, PHYS 002C, PHYS 02LC  
d) CS 009M or CS 009P or CS 010A

CHEM 001A, CHEM 001LA, CHEM 001B, CHEM 001LB, MATH 010B are recommended as prerequisites for upper division electives in geology and geophysics, and for students looking to earn a teaching credential for high school science.

2. Upper-division requirements (46-52 units)

a) GEO 111, GEO 115, GEO 116, GEO 140, GEO 145  
b) One of GEO 144 or GEO 147  
c) Five of GEO 100, GEO 101A, GEO 101B, GEO 118, GEO 122, GEO 132, GEO 144 or GEO 147, GEO 157, PHYS 130A, PHYS 130B, PHYS

PROPOSED:

Geophysics Major

The following are major requirements for the B.S. in Geophysics. All students majoring in Geophysics are normally required to take this core curriculum.

1. No Change

1. No Change

1. No Change

1. No Change

1. No Change

2. No Change

2. No Change

2. No Change

2. No Change

No Change

No Change

No Change
Students wishing to continue on to graduate school may wish to earn a Minor in Mathematics, Physics, Statistics, or Computer Science, requiring an additional 24 upper division units of study, and/or completion of a Senior Thesis, which includes up to 9 units of independent research.

**Justification:**

These changes reflect the addition and integration of new courses into existing Geophysics major as options to complete the upper-division major requirements. These courses include GEO 163 (Global Physical Climatology) and GEO 184 (Planetary Atmospheres). GEO 163 explores the physical element components of Earth’s climate system (atmosphere, ocean, land surfaces, and cryosphere) and their natural variability. GEO 184 is a generalized physics-based examination of the origins, structure, chemistry, dynamics, of planetary atmospheres that is inclusive of diverse worlds both within and outside our solar system. As particularly physics-based geoscience courses, both GEO 163 and GEO 184 are of specific utility to geophysics majors.

**Approvals:**

Approved by the faculty of the Department of Earth and Planetary Sciences: October 21, 2021
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: March 1, 2022
Approved by the Committee on Educational Policy: March 30, 2022
EXECUTIVE COMMITTEE  
SCHOOL OF EDUCATION  
REPORT TO THE RIVERSIDE DIVISION  
MAY 24, 2022

To be adopted:

Proposed Changes to Education, Society, and Human Development (ESHD) Major

PRESENT:

First-Year Freshmen Seminars

The EDUC 093A, EDUC 093B, and EDUC 093C courses are a year-long seminar series designed for first-year freshmen students that meets weekly with several aspirations including community building, orientation to the campus and the major, and academic support. The long-term goal of this seminar series is to not only set the foundation for the major but to build an experience that evolves over the course of students’ experience at UCR.

The seminars are for first-time freshmen in the Education, Society, and Human Development major; freshmen are given enrollment priority. Each seminar carries 2 units of academic credit, although units are not applied toward major requirements. The seminar series is recommended, but not required for completion of the degree. The seminars are graded on an “S/NC” basis.

Transfer Student Seminar

The EDUC 094 course is a 2-unit junior seminar (designed for new, incoming transfer students) that meets weekly for the purpose of community building, orientation to the campus and the Education major, and academic support. The long term goal of this seminar is to not only set the foundation for the major, but to build a learning community experience that follows students over the course of their program at UCR. New, incoming transfer students are given enrollment priority into this course which carries 2 units of academic credit. These units are not applied toward major requirements. The seminar is recommended, but not required for completion of the degree. The seminars are graded on an “S/NC” basis.

PROPOSED:

First-Year Student Seminars

The EDUC 093A, EDUC 093B, and EDUC 093C courses are a year-long seminar series designed for first-year students that meets weekly with several aspirations including community building, orientation to the campus and the major, and academic support. The long-term goal of this seminar series is to not only set the foundation for the major but to build an experience that evolves over the course of students’ experience at UCR.

The seminars are for first-year students in the Education, Society, and Human Development major; first-year students are given enrollment priority. The fall seminar carries 2 units of academic credit. The winter and spring courses carry 1 unit of academic credit each. The units are not applied toward major requirements, however the units count toward overall degree completion. The seminar series is recommended, but not required for completion of the degree. The seminars are graded on an “S/NC” basis.

Transfer Student Seminar

The EDUC 094 course is a 2-unit seminar (designed for new, incoming transfer students) that meets weekly for the purpose of community building, orientation to the campus and the Education major, and academic support. The long term goal of this seminar is to not only set the foundation for the major, but to build a learning community experience that follows students over the course of their program at UCR. New, incoming transfer students are given enrollment priority into this course which carries 2 units of academic credit. These units are not applied toward major requirements. The seminar is recommended, but not required for completion of the degree. The seminars are graded on an “S/NC” basis.
Transfer Students
Admission is selective and based on all transferable coursework with a minimum GPA of 2.4 (2.8 for non-residents). There is no prerequisite “Major” coursework required. Meeting the minimum eligibility requirements does not guarantee admission.

University Requirements
See Undergraduate Studies section

College Requirements
See the School of Education section.

Major Requirements
The major requirements for the B.A. degree in Education, Society, and Human Development, with concentrations in Community Leadership, Policy, and Social Justice and Learning and Behavioral Sciences.

Change of Major
Students switching to the Education, Society, and Human Development Major must be in good academic standing at time of major change and have completed at least one Education course with a grade of “C” of better, excluding EDUC 100A, EDUC 100B, EDUC 102, and EDUC 190-198.

Community Leadership, Policy, and Social Justice Concentration
1. Lower-division requirements (5 courses [at least 20 units])
   (a) EDUC 005
   (b) EDUC 010 or EDUC 010H
   (c) At least 3 of the following lower-division courses (at least 12 units): EDUC 001, EDUC 002, EDUC 010, EDUC 019 (E-Z), EDUC 023, EDUC 024, EDUC 032A, EDUC 032B, EDUC 032C, EDUC 041, EDUC 042, EDUC 043, EDUC 050, EDUC 051, EDUC 052, EDUC 060, EDUC 061

2. Upper-division requirements (7 courses [at least 28 units])
   (a) Educational Research Methods (1 course [at least 4 units])
      (1) EDUC 118

Education for Social Justice Concentration
1. [no change]
   (a) [no change]
   (b) [no change]
   (c) At least 3 of the following lower-division courses (at least 12 units): EDUC 001, EDUC 002, EDUC 019 (E-Z), EDUC 023, EDUC 024, EDUC 032A, EDUC 032B, EDUC 032C, EDUC 041, EDUC 042, EDUC 043, EDUC 050, EDUC 051, EDUC 052, EDUC 060, EDUC 061

2. [no change]
   (a) [no change]
(b) Concentration courses (4 courses [at least 16 units])
   (1) EDUC 122, EDUC 123, EDUC 141, EDUC 142, EDUC 143, EDUC 144, EDUC 146/ETST 146, EDUC 147, EDUC 148, EDUC 150, EDUC 151, EDUC 152, EDUC 153, EDUC 154

(b) [no change]
   (1) [no change]

(c) Elective courses (2 courses [at least 8 units]
   (1) EDUC 111 (E-Z), EDUC 112, EDUC 119 (E-Z), EDUC 132, EDUC 134, EDUC 160, EDUC 161, EDUC 162, EDUC 171 or EDUC 172, EDUC 179A, EDUC 181, EDUC 182, EDUC 183, EDUC 184, EDUC 190

(c) [no change]
   (1) [no change]

A maximum of 8 units of EDUC 190 may be taken to satisfy elective degree requirements.

3. Community Engaged Learning (40 hours total)
   (a) A minimum of 40 hours of field experiences, research, and/or service-learning (activity) in an education setting.
      (1) For a list of suggested field experiences, research, and/or service learning opportunities and how to demonstrate completion of the 40 hours, please consult with an academic advisor in the Undergraduate Programs Office in the Graduate School of Education and/or the Undergraduate programs section of School of Education’s website.

3. Community Engaged Learning (40 hours minimum)
   (a) A minimum of 40 hours of field experiences, research, internship, and/or service-learning (activity) in an approved education setting.
      (1) For a list of field experiences, research, internship, and/or service learning opportunities and how to demonstrate completion of the minimum 40 hours, please consult with the Community Engaged Learning Coordinator or an academic advisor in the Undergraduate Programs Office in the School of Education and/or the Undergraduate programs Community Engaged Learning section of School of Education’s website.

Learning and Behavioral Studies
Concentration

1. Lower-division requirements (5 courses [at least 20 units])
   (a) EDUC 005
   (b) EDUC 010 or EDUC 010H
   (c) At least 3 of the following lower-division courses (at least 12 units): EDUC 001, EDUC 002, EDUC 010, EDUC 019 (E-Z), EDUC 023, EDUC 024, EDUC 032A, EDUC 032B, EDUC 032C, EDUC

1. [no change]
   (a) [no change]
   (b) [no change]
   (c) At least 3 of the following lower-division courses (at least 12 units): EDUC 001, EDUC 002, EDUC 019 (E-Z), EDUC 023, EDUC 024, EDUC 032A, EDUC 032B, EDUC 032C, EDUC
032C, EDUC 041, EDUC 042, EDUC 043, EDUC 050, EDUC 051, EDUC 052, EDUC 060, EDUC 061

2. Upper-division requirements (7 courses [at least 28 units])
   (a) Education Research Methods (1 course [at least 4 units])
      (1) EDUC 118
   (b) Concentration courses (4 courses [at least 16 units])
      (1) EDUC 132, EDUC 134, EDUC 160, EDUC 161, EDUC 162, EDUC 179A, EDUC 181, EDUC 182, EDUC 183, EDUC 184
   (c) Elective courses (2 courses [at least 8 units])
      (1) EDUC 104, EDUC 105, EDUC 111 (E-Z), EDUC 112, EDUC 119 (E-Z), EDUC 122, EDUC 123, EDUC 141, EDUC 142, EDUC 143, EDUC 144, EDUC 146/ETST 146, EDUC 147, EDUC 148, EDUC 150, EDUC 151, EDUC 152, EDUC 153, EDUC 154, EDUC 171 or EDUC 172, EDUC 190

   A maximum of 8 units of EDUC 190 may be taken to satisfy elective degree requirements

3. Community Engaged Learning (40 hours total)
   (a) A minimum of 40 hours of field experiences, research, and/or service-learning (activity) in an education setting.
      (1) For a list of suggested field experiences, research, and/or service learning opportunities and how to demonstrate completion of the 40 hours, please consult with an academic advisor in the Undergraduate Programs Office in the School of Education and/or the Undergraduate programs section of School of Education’s website.

   3. Community Engaged Learning (40 hours minimum)
      (a) A minimum of 40 hours of field experiences, research, internship, and/or service-learning (activity) in an approved education setting.
      (1) For a list of field experiences, research, internship, and/or service learning opportunities and how to demonstrate completion of the minimum 40 hours, please consult with the Community Engaged Learning Coordinator or an academic advisor in the Undergraduate Programs Office in the School of Education and/or the Undergraduate programs Community Engaged Learning section of School of Education’s website.
**Justification:**

1. Editorial changes are being made to the catalog to update the language of freshmen student to first-year student to align with the new campus practice. The campus made an announcement in fall 2021 that it would start referring to “freshmen” students as “first-year” students for recruitment and admission.

2. Editorial changes are being made to the lower division requirements of the major to remove EDUC 010 as an elective option because it is now in the required section.

3. Editorial changes are being made to the Community Engaged Learning section of the major to clarify the minimum number of hours required, the types of activities a student can complete for this requirement, and where to find information on how to complete the requirement.

4. The faculty voted to approve the change of one of the major’s concentration names. The concentration of Community Leadership, Policy, and Social Justice is to be renamed to Education for Social Justice effective fall 2022. The faculty would also like to request that the concentration name be retroactively changed on any student record who has not yet graduated at the end of summer term 2022, but their degree audit says their catalog year 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022. Therefore, any student who graduates in fall 2022 or later with any of the past catalog years and going forward will have their degree audit and diploma reflect the new concentration name. The faculty would like to have the concentration name change applied in this way to reduce confusion in use of the concentration names. Effective fall 2022, students will continue to have a choice between two concentrations of Education for Social Justice and Learning and Behavioral Studies.

**Approvals:**

Approved by the faculty of the School of Education: March 2, 2022
Approved by the Executive Committee of the School of Education: February 14, 2022
Approved by the Committee on Educational Policy: April 1, 2022
To be adopted:

Proposed Changes to Education Minor (EDUC)

PRESENT:  PROPOSED:

Education Minor  [No Change]  [No Change]

The Education minor offers to any undergraduate student an introduction to issues and practices of education and research in public schools. Students from any major are invited to pursue a minor in Education.

Students in the Education minor may select from a variety of courses that may focus on a particular interest or may sample across aspects of the curriculum. Specific areas of interest that are reflected in the course offerings include: Special education, psychology, higher education, policy and leadership, culture and language, issues of classism, racism, sexism, heterosexism, diversity and equity, social justice, curriculum and teaching strategies, qualitative and quantitative methods, and educational research.

The Education minor does not lead to a teaching credential; however, some of the courses will satisfy UCR Teacher Education Program requirements. Students who are interested in pursuing a teaching credential should contact the Teacher Education Program at (951) 827-5225.

Program Requirements  [No Change]

The Education minor consists of the satisfactory completion of at least 24 units in courses identified for the Education Minor Program. At least 16 units must be completed in upper division courses.

Student petitions require the approval of the program advisor in the Education minor. Students may not petition to take more than 8 units of courses outside of the identified courses for the Education minor. College approval from both the School of Education and the major college is required.
Please see education.ucr.edu for the minor petition process. Minor in Education candidates must maintain a minimum cumulative GPA of 2.0.

Course Work
Students will have the opportunity to select from a menu of electives to complete the course work:

EDUC 001, EDUC 002, EDUC 003, EDUC 004, EDUC 005, EDUC 019 (E-Z), EDUC 023, EDUC 024, EDUC 032A, EDUC 032B, EDUC 032C, EDUC 041, EDUC 042, EDUC 043, EDUC 044, EDUC 050, EDUC 051, EDUC 052, EDUC 060, EDUC 061, EDUC 100A, EDUC 100B, EDUC 104, EDUC 105, EDUC 111 (E-Z), EDUC 112, EDUC 118, EDUC 119 (E-Z), EDUC 122, EDUC 123, EDUC 132, EDUC 134, EDUC 136, EDUC 141, EDUC 142, EDUC 143, EDUC 144, EDUC 146/ETST 146, EDUC 147, EDUC 148, EDUC 150, EDUC 151, EDUC 152, EDUC 153, EDUC 154, EDUC 162, EDUC 171 or EDUC 172, EDUC 177 or EDUC 178, EDUC 179A, EDUC 179B, EDUC 181, EDUC 182, EDUC 183, EDUC 184

Additional courses may be added to this list by proposals of academic units, or by petitions of students to take a suitable alternative course.

Justification:
1. Editorial changes are being made to the catalog to update the course requirements of EDUC 010 in the course options. EDUC 010 was left off the catalog change for fall 2021 during the update last year by accident, but it was included in previous years. EDUC 010 is meant to be included as part of the course options for the minor. EDUC 010 is a lower division requirement for several upper-division courses in Education.

Approvals:
Approved by the faculty of the School of Education: January 25, 2022
Approved by the Executive Committee of the School of Education: February 14, 2022
Approved by the Committee on Educational Policy: April 1, 2022
To be adopted:

Proposed Changes to the Public Policy Major

PRESENT: PROPOSED:

Major
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. For instance, policies to address health problems in society must draw on developments in philosophy, economics, political science, medicine, and ethics (among other disciplines).

Career Opportunities
A degree in public policy equips students to go into a range of different careers. Examples include working as a policy analyst for local, regional, state, or national government agencies; a governmental or public relations officer for a private sector firm; an employee of a public advocacy group; or as a leader of a community-based, non-profit organization.

University Requirements
See Undergraduate Studies section.

College Requirements
See School of Public Policy section

Major Requirements
The major requirements for the B.A. degree in Public Policy are as follows:
Students will not be admitted into the major until they have completed PBPL 001 with a “C-“ grade or better.

1. Lower-division requirements (six courses [at least 24 units])
a) PBPL 001
b) PBPL 002
c) ECON 003
d) PBPL 004

e) One course chosen from HIST 017B, HIST 020, HIST 020W, SOC 015 or SOC 020

f) One course chosen from PSYC 011, SOC 005, STAT 004 or STAT 008

2. Upper-division requirements (12 courses [at least 48 units])

a) PBPL 101

b) Ten courses chosen from two tracks, with no more than seven courses from one track.

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**Track 1: Health and Population Policy**


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**Track 2: Social, Cultural, and Family Policy**


**Track 3: Economic Policy**

Track 4: Urban/Environmental Policy

Track 5: Policy Institutions and Processes

Track 4: Urban/Environmental Policy
ANTH 117, ANTH 118, ANTH 119, ANTH 132, ANTH 139, ANTH 144N, ANTH 163, CEE 132, ECON 143, ECON 146/URST 146, ECON 148, ECON 157/PBPL 157, ECON 173, ECON 173S, ENSC 101, ENSC 103/ENTX 103, ENSC 163, ENSC 175, ENVE 133, GEO 157, GEO 160, GEO 169, GBST 110, GSST 173, GSST 181, LWSO 175 (E-Z), MCS 122, PHIL 109, PHIL 117, POSC 127, POSC 127S, POSC 137, POSC 137S, POSC 139, POSC 139S, POSC 160, POSC 160S, PBPL 103, PBPL 129, PBPL 130/GBST 130, PBPL 132, PBPL 150, PBPL 164, PBPL 171/ENGR 171, PBPL 185, PBPL 182/SOC 182, PBPL 185, SOC 112, SOC 112S, SOC 137, SOC 143/URST 143, SOC 150, SOC 156, SOC 159, SOC 176/BUS 176, SOC 184

Track 5: Policy Institutions and Processes
3. Public Policy Seminar/Colloquia
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.

4. Domestic or International Policy Practicum [no change]
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, a labor/trade union, or a public-affairs firm. The Public Policy Program Committee helps students locate internship opportunities. The internship provides students with an opportunity to gain real-world experience and apply the analytical skills learned in the classroom. Students enrolled in the UC Riverside Washington Academic Program, the UC Center at Sacramento program or the Education Abroad Program can apply that experience toward the policy practicum requirement, and do not need to undertake a separate internship.

5. Senior Thesis (for Honors candidates only) [no change]
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.

Justification:
1. The College of Education approved a slate of courses to be offered as options in the Social and Policy Institution track of our program.
2. Adding additional options for students to meet the statistics requirement

Approvals:
Approved by the SPP Undergraduate Committee: January 15, 2022
Approved by the SPP Executive Committee: February 15, 2022
Approved by Committee on Educational Policy: April 1, 2022
EXECUTIVE COMMITTEE  
SCHOOL OF PUBLIC POLICY  
REPORT TO THE RIVERSIDE DIVISION  
May 24, 2022

To be adopted:  Proposed Changes to the Public Policy Minor

PRESENT:  PROPOSED:

1. Lower-division requirements (three courses [at least 12 units])

   a) PBPL 001  [no change]

b) One course from PBPL 002, ECON 003, POSC 010, POSC 015  [no change]

c) One course from PBPL 004, PHIL 002, PHIL 003, SOC 001, SOC 020  [no change]

2. Upper-division requirements (six courses [at least 24 units] chosen from two tracks:)

   Track 1: Health and Population Policy

   Track 1: Health and Population Policy

   Track 2: Social, Cultural, and Family Policy
   ANTH 108, ANTH 120, ANTH 127, ANTH 127S, ANTH 132, ANTH 136/SEAS136, ANTH136S/SEAS136S, ANTH 139, ANTH 140G, ANTH 142E, ANTH 142I, ANTH 144E, ANTH 144G/GSST 140, ANTH 144K, ANTH 145/GSST 103, ANTH 148/GSST 150, ANTH

   Track 2: Social, Cultural, and Family Policy
   ANTH 108, ANTH 120, ANTH 127, ANTH 127S, ANTH 132, ANTH 136/SEAS136, ANTH136S/SEAS136S, ANTH 139, ANTH 140G, ANTH 142E, ANTH 142I, ANTH 144E, ANTH 144G/GSST 140, ANTH 144K, ANTH 145/GSST 103, ANTH 148/GSST 150, ANTH

Track 3: Economic Policy

[no change]

**Track 4: Urban/Environmental Policy**
ANTH 117, ANTH 118, ANTH 119, ANTH 132, ANTH 139, ANTH 144N, ANTH 163, CEE 132, ECON 143, ECON 146/URST 146, ECON 148, ECON 157/PBPL 157, ECON 173, ECON 173S, ENSC 101, ENSC 103/ENTX 103, ENSC 163, ENSC 175, ENVE 133, ENVE 135, GEO 157, GEO 160, GEO 169, GBST 110, GSST 173, GSST 181, LWSO 175 (E-Z), MCS 122, PHIL 109, PHIL 117, POSC 127, POSC 127S, POSC 137, POSC 137S, POSC 139, POSC 139S, POSC 160, POSC 160S, PBPL 103, PBPL 129, PBPL 130/GBST 130, PBPL 132, PBPL 150, PBPL 164, PBPL 171/ENGR 171, PBPL 172, PBPL 185, SOC 112, SOC 112S, SOC 137, SOC 143/URST 143, SOC 150, SOC 151, SOC 156, SOC 159, SOC 176/BUS 176, SOC 182/URST 182, SOC 184

**Track 5: Policy Institutions and Processes**
Track 6: International and Foreign Policy


[no change]
163, POSC 163S, POSC 169, POSC 182, POSC 188, POSC 188S, PBPL 102, PBPL 129, PBPL 130/GBST 130, PBPL 171/ENGR 171, RLST 155/PHIL 155, RLST 173/POSC 109, SOC 135, SOC 135S, SOC 146, SOC 161, SOC 181, SOC 181S

3. Public Policy Seminar/Colloquia

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.

**Justification:**

1. The College of Education approved a slate of courses to be offered as options in the Social and Policy Institution track of our program.

**Approvals:**

Approved by the SPP Undergraduate Committee: January 15, 2022
Approved by the SPP Executive Committee: February 15, 2022
Approved by Committee on Educational Policy: April 1, 2022
Committee on Educational Policy
Coversheet for Request for Approval
Of Proposed Changes to Undergraduate Programs

<table>
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<th>Program:</th>
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<td>Date:</td>
<td>February 28, 2022</td>
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<tr>
<td>Proposed Effective Date:</td>
<td>Fall 2022</td>
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| Faculty Contact:          | Richard Carpiano       |
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Proposed Modification(s)
(please check all that apply)

& Admission requirements
& Unit requirements
& Course requirements – Course changes/new courses MUST be approved in CRAMS prior to program change submission.
& Other (please describe): Proposed Changes to IB and AP Credit Pages in 2022-2023 Catalog

The attached proposal must include the proposed modifications as formatted in the example below. The existing requirements must be included in the left column, and the proposed revisions on the right. Proposed additions must be underlined and deletions must be stricken. A justification must be included for EVERY change/addition/deletion that is made.

The Committee on Educational Policy’s (CEP) Guidelines for Approval of Proposed Changes to Undergraduate Programs should be consulted for the proposal process and format of the document. In addition, a word template for proposed changes is available for departments to utilize. Both documents can be found on CEP’s webpage (http://senate.ucr.edu/committee/?do=info&id=10).
February 28, 2022

TO: Dylan Rodriguez, Chair  
UCR Academic Senate

FROM: Richard Carpiano, Chair  
SPP Executive Committee

RE: Change IB/AP Credit Pages in 2022-2023 UCR Catalog

Attached you will find the School of Public Policy’s request to revise the IB/AP credit pages for the 2022-2023 AY.

The current catalog does not include the School of Public Policy on the pages detailing Examination Credit for International Baccalaureate and College Board Advanced Placement scores. SPP is requesting that our school be added to these (pages 39-42 of the 2021-2022 UCR Catalog) so that incoming SPP students can determine credit.

This proposal is based upon extensive review and consideration from the SPP Undergraduate Committee and has unanimous support from the SPP Undergraduate Committee as well as the SPP Executive Committee.
To be adopted:

Proposed Changes to IB and AP Credit Pages in 2022-2023 Catalog

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Baccalaureate Examination Credit</td>
<td>International Baccalaureate Examination Credit</td>
</tr>
<tr>
<td>College of Humanities, Arts and Social Sciences/School of Business/ School of Education</td>
<td>College of Humanities, Arts and Social Sciences/School of Business/School of Public Policy</td>
</tr>
<tr>
<td>College Board Advanced Placement Examination Credit</td>
<td>College Board Advanced Placement Examination Credit</td>
</tr>
<tr>
<td>College of Humanities, Arts and Social Sciences/School of Business/ School of Education</td>
<td>College of Humanities, Arts and Social Sciences/School of Business/School of Public Policy</td>
</tr>
</tbody>
</table>

Justification:

1. The current catalog does not include the School of Public Policy on the pages detailing Examination Credit for International Baccalaureate and College Board Advanced Placement scores. SPP is requesting that our school be added to these (pages 39-42 of the 2021-2022 UCR Catalog) so that incoming SPP students can determine credit.

Approvals:
- Approved by the SPP Undergraduate Committee: January 15, 2022
- Approved by the SPP Executive Committee: February 15, 2022
- Approved by Committee on Preparatory Education: April 7, 2022
- Approved by Committee on Educational Policy: April 11, 2022
- Approved by Committee on Undergraduate Admissions: April 15, 2022
To: Jason Stajich, Chair  
Riverside Division

From: Juliann Allison, Chair  
Committee on Educational Policy

RE: Proposed Change to IB/AP Credit Pages in 2022-2023 UCR Catalog

The Committee on Educational Policy reviewed and voted to support the proposed change to the IB/AP Credit Pages in the 2022-2023 UCR Catalog at their April 8, 2022 meeting.
To be received and placed on file:

Reports of Degrees Awarded - Fall 2021

Bourns College of Engineering
   Bachelor of Science: ........................................................ 66

College of Humanities, Arts and Social Sciences
   Bachelor of Arts: ............................................................. 268
   Bachelor of Science: ........................................................... 9

College of Natural and Agricultural Sciences
   Bachelor of Arts: ................................................................. 4
   Bachelor of Science: ........................................................... 98

School of Business
   Bachelor of Science: ........................................................... 92

School of Medicine
   Master of Science:................................................................. 2
   MD: ................................................................. 0
   Doctor of Philosophy: ........................................................... 0

School of Public Policy
   Bachelor of Arts: ................................................................. 4

Report of Degrees Awarded – Winter 2022

Graduate Division
   Doctor of Philosophy: ............................................................... 59
   Master of Arts: ................................................................. 10
   Master of Business Administration: ........................................ 31
   Master of Education: .............................................................. 8
   Master of Finance: ................................................................. 4
   Master of Fine Arts: ............................................................... 1
   Master of Professional Accountancy: ...................................... 5
   Master of Public Policy: ......................................................... 0
   Master of Science: .............................................................. 51

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

F. Xu, Secretary-Parliamentarian
Riverside Division of the Academic Senate
<table>
<thead>
<tr>
<th>Action</th>
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<th>Title:</th>
<th>Units:</th>
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<tbody>
<tr>
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<td>BIOL 05C</td>
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<td>BIOL 020</td>
<td>DYNAMIC GENOME</td>
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<tr>
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<tr>
<td>New</td>
<td>EE 020</td>
<td>SOFTWARE CONSTRUCTION</td>
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<td>EE 133</td>
<td>SOLID-STATE ELECTRONICS</td>
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<tr>
<td>New</td>
<td>ENGL 179D</td>
<td>SCIENCE FICTION ON FILM</td>
<td>4 Units</td>
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<tr>
<td>New</td>
<td>GSST 100</td>
<td>GENDER THEORY</td>
<td>4 Units</td>
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<tr>
<td>New</td>
<td>MSE 121</td>
<td>INTRODUCTORY MICROBIOLOGY</td>
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<tr>
<td>New</td>
<td>MSE 121L</td>
<td>MICROBIOLOGY LABORATORY 1</td>
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<tr>
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<td>MSE 125</td>
<td>EXPERIMENTAL MICROBIOLOGY</td>
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<td>MSE 131L</td>
<td>MICROBIOLOGY LABORATORY 2</td>
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<td>PBPI 010</td>
<td>INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS</td>
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<tr>
<td>Change</td>
<td>PBPL 101</td>
<td>CASE STUDIES IN PUBLIC POLICY</td>
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<tr>
<td>Change</td>
<td>PHYS 007</td>
<td>SPACE, TIME, RELATIVITY, AND COSMOLOGY</td>
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<td>Change</td>
<td>PHYS 010</td>
<td>HOW THINGS WORK</td>
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<tr>
<td>Change</td>
<td>POSC 007W</td>
<td>INTRODUCTION TO POLITICAL THEORY</td>
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<td>GBST 107</td>
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<tr>
<td>Change</td>
<td>POSC 198G</td>
<td>FIELD WORK</td>
<td>1 to 12 Units</td>
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<td>ANTH 183</td>
<td>PROFESSIONALISM IN ANTHROPLOGY</td>
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<tr>
<td>New</td>
<td>BUUS 101</td>
<td>FUNDAMENTALS OF INSURANCE</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>CHEM 141</td>
<td>FOUNDATIONS OF CHEMISTRY EDUCATION RESEARCH</td>
<td>3 Units</td>
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<tr>
<td>New</td>
<td>CS 189</td>
<td>APPRENTICE TUTORING</td>
<td>1 Unit</td>
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<tr>
<td>New</td>
<td>ENGL 179SD</td>
<td>SCIENCE FICTION ON FILM</td>
<td>5 Units</td>
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<tr>
<td>New</td>
<td>ETST 178</td>
<td>DISABILITY AND RACE</td>
<td>4 Units</td>
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<tr>
<td>New</td>
<td>MSE 131</td>
<td>INTRODUCTORY MICROBIOLOGY 2</td>
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<tr>
<td>New</td>
<td>MUS 142</td>
<td>FILM AND VIDEO GAME SCORING</td>
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### Undergraduate Courses:

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<tr>
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<tr>
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<td>CEE 236</td>
<td>ENERGY PRODUCTION, USE, ECONOMICS, AND SUSTAINABILITY</td>
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<tr>
<td>Change</td>
<td>EDUC 201B</td>
<td>MACROECONOMIC THEORY</td>
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<tr>
<td>Change</td>
<td>EDUC 282A</td>
<td>CURRICULUM THEORY AND INSTRUCTIONAL PROCESSES</td>
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<tr>
<td>Change</td>
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<tr>
<td>Change</td>
<td>EDUC 282E</td>
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<tr>
<td>Change</td>
<td>EDUC 287A</td>
<td>CURRICULUM INSTRUCTION, AND FUNCTIONAL COMMUNICATION FOR STUDENTS WITH SEVERE DISABILITIES</td>
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<tr>
<td>Change</td>
<td>EDUC 287B</td>
<td>ADAPTING CORE CURRICULUM AND STANDARDS-BASED INSTRUCTION (MILD-MODERATE DISABILITIES)</td>
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<td>Change</td>
<td>MBT 021</td>
<td>QUANTITATIVE ANALYSIS</td>
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<tr>
<td>Change</td>
<td>PBPL 233</td>
<td>ENVIRONMENTAL ECONOMICS AND POLICY</td>
<td>4 Units</td>
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<tr>
<td>Change</td>
<td>STAT 208</td>
<td>STATISTICAL DATA MINING METHODS</td>
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<tr>
<td>Discontinue</td>
<td>ECON 212</td>
<td>HISTORY OF ECONOMIC THEORY AND METHODOLOGY</td>
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<tr>
<td>Discontinue</td>
<td>ECON 213</td>
<td>METHODS AND THEMES IN ECONOMIC HISTORY</td>
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<tr>
<td>Discontinue</td>
<td>ECON 223</td>
<td>AMERICAN ECONOMIC HISTORY</td>
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<td>ECON 224</td>
<td>ECONOMIC HISTORY OF THE WORLD ECONOMY IN THE TWENTIETH CENTURY</td>
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<tr>
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<td>ECON 231A</td>
<td>CURRICULUM THEORY AND PRAXIS IN EDUCATION</td>
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</tr>
<tr>
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<td>ECON 231B</td>
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<td>Discontinue</td>
<td>EDC 247</td>
<td>THEORETICAL PERSPECTIVES ON LEARNING</td>
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<tr>
<td>Discontinue</td>
<td>EDC 249</td>
<td>DISCURSO ANALYSIS FOR EDUCATION</td>
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<tr>
<td>Discontinue</td>
<td>EDC 256E</td>
<td>HIGHER EDUCATION</td>
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<td>Discontinue</td>
<td>EDC 256R</td>
<td>QUALITATIVE DATA ANALYSIS IN EDUCATION</td>
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<td>Discontinue</td>
<td>EDC 274</td>
<td>TEXT ANALYSIS</td>
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<td>EDC 289</td>
<td>THEORY AND RESEARCH METHODS IN HISTORY OF EDUCATION</td>
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<td>EDC 295A</td>
<td>INSTRUCTION OF STUDENTS WITH READING AND LANGUAGE DISABILITIES</td>
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<td>FUNCTIONAL COMMUNICATION AND SELF-ADVOCACY</td>
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<td>ADVANCED PROGRAM ANALYSIS</td>
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<tr>
<td>New</td>
<td>ECON 214A</td>
<td>APPLIED MICROECONOMICS 1</td>
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<tr>
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<td>ECON 214B</td>
<td>APPLIED MICROECONOMICS 2</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>ECON 215A</td>
<td>APPLIED MACROECONOMICS 1</td>
<td>4 Units</td>
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<tr>
<td>New</td>
<td>ECON 215B</td>
<td>APPLIED MACROECONOMICS 2</td>
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<tr>
<td>New</td>
<td>ECON 216A</td>
<td>APPLIED ECONOMETRICS 1</td>
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<tr>
<td>New</td>
<td>ECON 216B</td>
<td>APPLIED ECONOMETRICS 2</td>
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<tr>
<td>New</td>
<td>ECON 217</td>
<td>PROFESSIONAL DEVELOPMENT</td>
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<td>ECON 218A</td>
<td>CAPSTONE 1</td>
<td>2 Units</td>
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<td>ECON 218B</td>
<td>CAPSTONE 2</td>
<td>2 Units</td>
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<td>New</td>
<td>ECON 219</td>
<td>FINANCIAL ECONOMICS</td>
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<td>ECON 220</td>
<td>BIG DATA IN ECONOMICS</td>
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<td>New</td>
<td>ECON 221</td>
<td>FORECASTING FOR ECONOMICS, FINANCE AND BUSINESS</td>
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<td>New</td>
<td>ECON 222</td>
<td>PUBLIC ECONOMICS</td>
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<td>ECON 225</td>
<td>URBAN ECONOMICS</td>
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<td>ECON 226</td>
<td>APPLIED ENVIRONMENTAL ECONOMICS</td>
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<td>ECON 227</td>
<td>COST BENEFIT ANALYSIS</td>
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<tr>
<td>New</td>
<td>ECON 228</td>
<td>BEHAVIORAL AND EXPERIMENTAL ECONOMICS</td>
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To be received and placed on file:

The Committee on Courses has approved the following courses.

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<th>Cross-listed Course(s)</th>
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<td>ECON 230</td>
<td>ECON 231</td>
<td>ECONOMIC DEVELOPMENT THEORY, APPLICATIONS, AND POLICY</td>
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<tr>
<td>New</td>
<td>ENGR 205</td>
<td>ENGR 206</td>
<td>QUALITY MANAGEMENT</td>
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<tr>
<td>New</td>
<td>ENGR 207</td>
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<td>ENGINEERING ECONOMICS</td>
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<tr>
<td>New</td>
<td>ENTM 253</td>
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<td>SEMINAR IN URBAN AND INDUSTRIAL ENTOMOLOGY</td>
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<tr>
<td>New</td>
<td>GEOS 270</td>
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<td>FUNDAMENTALS OF DIGITAL SIGNAL PROCESSING IN GEOSCIENCES</td>
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<tr>
<td>New</td>
<td>ME 226</td>
<td></td>
<td>VEHICLE DYNAMICS</td>
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<tr>
<td>New</td>
<td>MUS 254</td>
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<td>LISTENING</td>
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<td>STAT 260</td>
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<td>FOUNDATIONAL METHODS FOR BUSINESS ANALYTICS</td>
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**Professional Courses:**

| Change | EDUC 336A | | SUPERVISED TEACHING IN THE ELEMENTARY SCHOOL | 4 Units |
| Change | EDUC 336B | | SUPERVISED TEACHING IN THE ELEMENTARY SCHOOL | 4 Units |
| Change | EDUC 338A | | INTERN TEACHING IN THE ELEMENTARY SCHOOL | 8 Units |
| Change | EDUC 338B | | INTERN TEACHING IN THE ELEMENTARY SCHOOL | 8 Units |
| New    | EDUC 381A | | EDUCATION SPECIALIST SEMINAR | 2 Units |
| New    | EDUC 381B | | EDUCATION SPECIALIST SEMINAR | 2 Units |
| New    | EDUC 381C | | EDUCATION SPECIALIST SEMINAR | 2 Units |
| New    | EDUC 382A | | TEACHING PERFORMANCE FOR EDUCATION SPECIALIST CANDIDATES | 2 Units |
| New    | EDUC 382B | | TEACHING PERFORMANCE FOR EDUCATION SPECIALISTS | 2 Units |
| New    | EDUC 382C | | TEACHING PERFORMANCE FOR EDUCATION SPECIALISTS | 2 Units |

**Extension Proposals:**

<table>
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<tr>
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<th>Course</th>
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<tbody>
<tr>
<td>ENGL XR012B</td>
<td>Chicano/a Literature, Oscar Rivera, Ph.D.</td>
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<tr>
<td>HIST XR020</td>
<td>World History Twentieth Century, Dino Buenviaje, Ph.D.</td>
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<tr>
<td>HIST XR020</td>
<td>World History Twentieth Century, Ea Madrigal, Ph.D.</td>
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<tr>
<td>HIST XR020</td>
<td>World History Twentieth Century, Carlotta Falcone Robinson, Ph.D.</td>
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<tr>
<td>HIST XR17A</td>
<td>History 17: The United States to 1877, Dino Buenviaje, Ph.D.</td>
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<td>History 17: The United States to 1877, Carlotta Falcone Robinson, Ph.D.</td>
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<tr>
<td>HIST XR17A</td>
<td>History 17: The United States to 1877, Ëa Madrigal, Ph.D.</td>
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<tr>
<td>HIST XR17B</td>
<td>The United States from 1865, Dino Buenviaje, Ph.D.</td>
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<tr>
<td>HIST XR17B</td>
<td>The United States from 1865, Carlotta Falcone Robinson, Ph.D.</td>
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<tr>
<td>HIST XR17B</td>
<td>The United States from 1865, Ëa Madrigal, Ph.D.</td>
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To be received and placed on file:

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

<table>
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<tr>
<th>INSTRUCTOR</th>
<th>DEPARTMENT/SCHOOL</th>
<th>LIMITS OF AUTHORIZATION</th>
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<tbody>
<tr>
<td>Patnett, T.</td>
<td>Anthropology</td>
<td>ANTH 127S  S'22</td>
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<tr>
<td>Zhou, M.</td>
<td>Chemical and Environmental Engineering</td>
<td>CEE 130  S'22</td>
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<tr>
<td>Fernandez, L.</td>
<td>English</td>
<td>ENGL 179D  S'22</td>
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<tr>
<td>Keane, C.</td>
<td>English</td>
<td>ENGL 151T  S'22</td>
</tr>
<tr>
<td>Moore, J.</td>
<td>English</td>
<td>ENGL 144K  SS'22A</td>
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<tr>
<td>Park, H.</td>
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<td>ENGL 102W  S'22</td>
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<tr>
<td>Steege, M.</td>
<td>English</td>
<td>ENGL 172B  S'22</td>
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<tr>
<td>Archuleta, D.</td>
<td>Ethnic Studies</td>
<td>ETST 181  S'22</td>
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<tr>
<td>Acosta, M.</td>
<td>Evolution, Ecology, and Organismal Biology</td>
<td>BIOL 178  SS'22A</td>
</tr>
<tr>
<td>Arquilla, A.</td>
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<td>BIOL 160  SS'22B</td>
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<td>Cui, Y.</td>
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<td>BIOL 102  SS'22A</td>
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<tr>
<td>Rose-Person, A.</td>
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<td>BIOL 116  SS'22A</td>
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<td>Peña, J.</td>
<td>Microbiology and Plant Pathology</td>
<td>MCBL 121  S'22</td>
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<td>da Silva Frost, P.</td>
<td>Molecular, Cell and Systems Biology</td>
<td>CBNS 121  SS'22B</td>
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<td>Gabriella, I.</td>
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<td>CBNS 106  SS'22A</td>
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<td>CBNS 108  SS'22B</td>
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<td>Do, M.</td>
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To be received and placed on file:

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

This following lists courses that were deleted and identified in the 2021-2022 Academic Year as part of the courses not offered for four or more year’s process.

EDUC 230A
EDUC 230B
EDUC 247
EDUC 249
EDUC 258R
EDUC 274
EDUC 289
EDUC 295A

Courses scheduled to be approved for deletion:

EDUC 242A  EDUC 335B*  URST 172
EDUC 242C  EDUC 335C*  URST 178
EDUC 346A*  URST 182
EDUC 346B*  URST 184
EDUC 347A*
EDUC 347B*
EDUC 347C*

*Courses being considered for deletion

Courses previously approved for deletion:

CHEM 092  CHEM 202
CHEM 13HA  CHEM 264
CHEM 281
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<th>INSTRUCTOR DEGREE</th>
<th>TYPE OF APPROVAL</th>
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<td>Introductory Supplementary Authorization in Computer Science Education And Specific Supplementary Authorization in Computer Science Education</td>
<td>Oscar</td>
<td>Rivera</td>
<td>Ph.D.</td>
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<td>BMSC</td>
<td>X440.3</td>
<td>Faces of Homelessness</td>
<td>Kiara</td>
<td>Karel</td>
<td>M.P.A.</td>
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<td>CHEM</td>
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<td>Introduction to Chemistry for Environmental and Agricultural Professionals</td>
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<td>Princess</td>
<td>Choi-Carlson</td>
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</tbody>
</table>

* Denotes first time approval for Instructor
To be received and placed on file:

**Naming of University Properties, Programs, & Facilities**
The Executive Council reports the following items that were approved per UCR Policy 450-25: *Naming of University Properties, Programs, & Facilities*, the Academic Senate Chair distributes background information packet for proposed namings to the Executive Council for approval memo to University Advancement:

- Naming of Bourns Hall Office #A349 in the Department of Mechanical Engineering to the Professor Lung-Wen Tsai Honorary Office

- Exam Room G115 in the UCR School of Medicine Center for Simulated Patient Care at the Orbach Library to Joseph I. Sison ’85, M.D., DFAPA Simulated Patient Care Exam Room

- Conference Room 0503O at the SOM Education Building II to Dr. Deborah Deas and Bill Milligan Dean’s Conference Room

**Endowed Chairs**
The Executive Council reports the following items that were approved per UCR Policy Number: 500-15 *Policy and Procedures on Endowed Chairs: Establishment, Administration, and Appointment of Faculty* the Academic Senate Chair assigns chair proposal documentation to appropriate committees for review and recommendation and Executive Council reviews committee recommendations and provides overall Senate recommendation to Provost/EVC or designee and Advancement Office:

- Won and Insook Yoo Endowed Term Chair in Environmental Engineering / John Babbage

- Endowed Term Chair in Environmental Engineering

- Esther and Daniel Hays Endowed Chair in Environmental Research (BCOE)
To be received and placed on file:

The Executive Council reports the following items that were approved in lieu of the Division, per Senate Bylaw 8.5.3.

Extension and Enactment of COVID-19 Temporary Modification of Suspension of Senate Regulations and/or Policies Through Spring 2022:

- Senate Regulation R1.1.4.
- Senate Regulation R1.1.5.
- Senate Regulation R1.1.6.
- Senate Regulation R1.8.1.
- Senate Regulation R1.2.2.
- Senate Graduate Regulation GR1.5.7
- Graduate Division Regulation GR5.4
To Be Adopted

Proposed Changes to Regulations of the Riverside Division
Extension of COVID-19 Related Modifications through Spring 2022
(Grading System Regulations R1.1.4, R1.1.5, R1.1.6, R1.2.2, R1.8.1)
See Statement of Purpose of Effect

PRESENT:

R1.1.4

R1.1.5
If a student drops a course before the end of the eighth full week of instruction in Fall 2021, Winter 2022, and Spring 2022, no indication will be entered in the permanent transcript. Deans may permit students to withdraw after the eighth week on a case-by-case basis, in which case a transcript symbol of W, signifying withdrawal, entered in the grade column. (En 5 May 77) (Am 21 Nov 02) (COVID-19 Temp. Modification 31 Mar 2020)(COVID-19 Temp Modification 6 April) (COVID-19 Temp Modification 13 Apr 2020)(COVID-19 Temp Modification 3 June 2020- extended 8 June

PROPOSED:

R1.1.4

R1.1.5
If a student drops a course before the end of the eighth full week of instruction in Fall 2021, Winter 2022, and Spring 2022 no indication will be entered in the permanent transcript. Deans may permit students to withdraw after the eighth week on a case-by-case basis, in which case a transcript symbol of W, signifying withdrawal, entered in the grade column. (En 5 May 77) (Am 21 Nov 02) (COVID-19 Temp. Modification 31 Mar 2020)(COVID-19 Temp Modification 6 April) (COVID-19 Temp Modification 13 Apr 2020)(COVID-19 Temp Modification 3 June
R1.1.6
The final date to petition for conversion from letter grade to S/NC or vice versa will be the end of the eighth week of instruction. (En 5 May 77; Am 25 May 89) (COVID-19 Temp. Modification Sept 30 2020)

R1.2.2

R1.8.1
The instructor in charge of an undergraduate course shall be responsible for assigning the final grade in the course. The final grade shall reflect the student's achievement in the course and shall be based upon adequate evaluation of that achievement. The instructor's methods of evaluation must be

R1.8.1
No change.
clearly announced during the progress of the course. Evaluation methods must be of reasonable duration and difficulty and must be in accord with applicable departmental policies. The methods may include a final written examination, a term paper, a final oral examination, a take-home examination, or other evaluation device. If a final written examination is given, it shall not exceed three hours duration. (COVID-19 Temp. Modification 12 Mar 2020 - extended 8 June 2020) (COVID-19 Temp. Modification Extension Dec 16 2021)

Statement of Purpose and Effect: In consideration of consistency for the academic year, this proposal is made to extend modifications made to the subject regulations in response to campus operations due to COVID-19 through Spring Quarter 2022.

Submitted by Division Chair Jason Stajich March 1, 2022

Section below is for Senate use only

Reviewed by the Committee on Educational Policy without consensus: March 9, 2022

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: March 2, 2022

Approved by Graduate Council: March 4, 2022
Approved by Committee on Courses: March 9, 2022
Approved in lieu of the Division by Executive Council: March 9, 2022
EXECUTIVE COUNCIL
REPORT TO THE RIVERSIDE DIVISION
May 24, 2022

To Be Adopted

Proposed Changes to Graduate Division Regulations of the Riverside Division
Extension of COVID-19 Related Modification through Spring 2022
(GR1.5.7 & GR5.4)
See Statement of Purpose of Effect

PRESENT:

GR1.5.7
Courses may be dropped at any time prior to the end of the fifth week of instruction. If the adviser or instructor withholds approval of a petition to drop a course, the student may appeal to the Graduate Dean. In Spring 2020, Summer 2020, Fall 2021, and Winter 2022, a graduate student may drop a course before the end of the grade submission deadline and no indication will be entered on the permanent transcript.

GR5.4
Transfer from UCR Extension - Students may transfer up to 8-units of UCR Extension concurrent enrollment credit. Students must have taken these units before their enrollment as a graduate student. Matriculated graduate students (including students on Leave of Absence) may not enroll in course work through UCR Extension without the Graduate Dean’s approval. Graduate students who withdraw before completing their program objectives may then take courses through UCR Extension, but are required to wait one year before applying those courses to their degrees. Grades from UCR Extension will be recorded on UCR transcripts. If a student transfers 8-units from UCR Extension, they are eligible to transfer an additional 8-units from an outside institution.

PROPOSED:

GR1.5.7
Courses may be dropped at any time prior to the end of the fifth week of instruction. If the adviser or instructor withholds approval of a petition to drop a course, the student may appeal to the Graduate Dean. In Spring 2020, Summer 2020, Fall 2021, Winter 2022, and Spring 2022, a graduate student may drop a course before the end of the grade submission deadline and no indication will be entered on the permanent transcript.

GR5.4
No change.

Statement of Purpose and Effect: In consideration of consistency for the academic year, this proposal is made to extend modifications made to the subject regulations in response to campus operations due to COVID-19 through Spring Quarter 2022.

Submitted by Division Chair Jason Stajich March 1, 2022
The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: March 2, 2022

Approved by Graduate Council: March 4, 2022
Approved by Committee on Courses: March 9, 2022
Approved in lieu of the Division by Executive Council: March 14, 2022
Chair Robert Horowitz called the meeting to order at 10:00 am with Vice Chair Susan Cochran attending, roll was called, and quorum was met.

Minutes were approved.

There was one vote on a proposed revision to language in Senate Regulation 478 and the rest of the meeting involved discussion and updates of assembly-wide events and issues.

ANNOUNCEMENTS

1. UNIT 18
   a. The University has reached a 5-year contract with the UC-AFT, the union representing Unit 18 lecturers.
   b. The proposal seeks to raise salaries 20% over 5 years.
   c. The University is also exploring membership of a new Graduate Student Researcher bargaining unit but seeks to exclude students who are not UC employees.

2. BUDGET
   a. There will be a 4% across the board increase to faculty salaries.
   b. The Regents approved a reduction in the UCRP employee contribution from 15% to 14%.

3. CLIMATE
   a. The Assemblywide Senate's Climate Task Force is drafting a memorial to the Regents on the topic of the climate crisis and plans to initiate a systemwide ballot on the memorial to increase retrofitting power plants and other campus infrastructure to achieve a zero-carbon-emissions goal.

4. COVID
   a. Provost Brown and a committee are looking at Academic Council’s recommendations for mitigating COVID-19 impacts to faculty.

5. ACADEMIC INTEGRITY
   a. Senate has asked UC Legal to consider an institutional response to illegal posting of faculty intellectual property.

6. TEACHING MODALITIES
   a. Academic Council continues to address uneven practices across campuses for determining teaching modalities.

7. REGENTS
   a. UC received some funds for seismic retrofitting but less than what was asked.
b. The Regents are pushing to increase student enrollment by 2030 across all campuses and also to substitute more California residents for non-resident students.
c. The budget is still awaiting Legislature approval.
d. Currently UC continues to register concern for 5000 over-enrolled undergraduates.
e. A UCOP Working Group is convened exploring expansion of summer session teaching, possibly through leasing of satellite campus space at smaller, nearby colleges.
f. The Regents continue to push for expanded online education offerings as a way to meet goals for increased enrollment. There is one court case concerning environmental impacts of physical expansion, especially at Berkeley, so the Regents are looking to online courses to solve continuing classroom shortages on many campuses.

DISCUSSION

1. LABOR
   a. UC and UAW continue to negotiate definitions of covered classes of graduate students. Those funded by external grants, for example, are currently not in the bargaining unit. PIs may opt to hire postdocs instead of graduate students if these students are later included in the bargaining group.

2. MODALITIES
   a. Disabled students are requesting faculty to offer permanent, hybrid instruction and mandatory recording of classes.
   b. Campuses continue to explore online/hybrid options for student advising.

VOTE – Proposed Revision to Senate Regulation 478

- Note: Assembly Representative Peter Chung could not attend. Senate Chair Stajovich voted in place of Chung.

The discussion centered on language in Point 7 of the Intersegmental General Education Transfer Curriculum (IGETC) which governs the completion of General Education course credits at community colleges or other institutions before students transfer to UC. Point 7 concerns the Ethnic Studies requirement, and the proposed revision was to change the word “should” to “must” in the following:

“7. Ethnic Studies. 1 course: 3 semester units, 4 quarter units. This course should/MUST be in ethnic studies or in a similar field if the course is cross-listed with ethnic studies.”

45 of 69 Assembly Reps including Biggs and Stajich (for Chung) voted in favor of this change.
PROPOSED FUTURE ACTION – MEMORIAL

Biggs had to leave the meeting due to a conflicting schedule at 11:00 pm but Vice Chair Jonathan Eacott filled in. The remaining discussion centered on continuing issues with respect to a Memorial on Climate Action. No votes were taken, and Assembly Representatives remain divided for and against such as Memorial citing issues such as costs and timetables for climate retrofits.

The meeting concluded at approximately 11:45pm.
COMMITTEE ON DISTINGUISHED CAMPUS SERVICE
NOMINATION FOR THE 2021-2022 DISTINGUISHED CAMPUS SERVICE AWARD

Professor Jingsong Zhang

The Academic Senate Committee on Distinguished Service is pleased to nominate Professor Jingsong Zhang of the Chemistry Department for this year’s award. Our nomination is based on Zhang’s service to his department as well as the department of Biochemistry, and significant service to multiple academic senate committees at UCR and systemwide. One of his faculty and administrative colleagues describes his record as “exceptional and broad,” and the Committee agrees.

Professor Zhang was respected by his colleagues in the Chemistry Department for his three-year stint as Chair. One noteworthy accomplishment was his successful recruitment of a Nobel Prize winner to campus—a service to the entire campus, as well as his department. Members of the Chemistry Department describe his leadership as “calm, thoughtful, and fair.” Because of these characteristics he was asked by the Dean of CNAS to become Chair of the Biochemistry Department, in part because of conflicts in that department. He took the position on a year-to-year basis, and he is now completing his second year. Zhang’s effective leadership of two different departments, one of which has experienced challenges in collegiality, is a significant achievement. An administrative colleague in CNAS writes that this service is Professor Zhang’s “unique and substantive accomplishment to-date.”

Zhang has worked hard to develop the trust and respect of the Biochemistry faculty, and he has spearheaded the department’s successful effort to get a major and highly competitive grant. This is a GAANN grant—Department of Education Graduate Assistance in Areas of National Need Grant. The grant will benefit graduate students and faculty for many years to come, and it is a significant accomplishment.

Another area of major service contributions by Professor Zhang is in “preparatory education.” He chaired the UCR campus Committee on Preparatory Education (CPE) for two years, and he is currently Chair of the systemwide UC preparatory education committee. These assignments involve consideration of important issues, especially following the UC decision not to continue to employ the SAT/ACT. Zhang has taken a strong leadership role in guiding the campus and university through delicate debates in these rapidly changing times. He has taken the time to become familiar with many of the details of the issues pertaining to preparation for university work, and he has exhibited his characteristically calm and thoughtful leadership style.

A noteworthy part of Professor Zhang’s service has been his outreach efforts in the Riverside Unified School District’s Science and Engineering Fair and another inland empire science and engineering fair. His consistent and deep engagement in these outreach activities no doubt bolstered his contributions to undergraduate preparatory education policies and practices.

One of his faculty colleagues identifies three main themes in Professor Zhang’s service. First has been “activity around graduate and undergraduate education.” (With regard to the former, he
has served on Graduate Council.) Second has been his willingness to take on administrative duties “beyond normal expectations.” A third theme has been public service and community engagement. The Committee finds that these themes nicely sum up, but only scratch the surface of, Zhang’s long and distinguished career of service.
The Academic Senate Committee on Distinguished Service is pleased to nominate Professor Katherine Kinney of the English Department for this year’s award. Our nomination is based on Dr. Kinney’s sustained and significant service to her department and the campus. This service has had a very large impact for the good as UCR develops as a major research campus while keeping its distinctive “personal touch.”

Kinney served as English Department Chair for four years (plus two quarters as Interim Chair) during a time of considerable expansion. During this time the department hired a number of colleagues who play a role in the department’s success now. She went on to serve as Associate Dean of Arts and Humanities (in the CHASS Dean’s Office) for more than four years, during which she managed several sensitive and challenging situations with her characteristic poise and dignity. This included serving as Co-Vice-Chair of the Department of Sociology during a turbulent period in that department and also negotiating a cooperative arrangement between faculty members in CHASS and library staff in a difficult context. She extended her service in this role to facilitate the transition to a new dean.

During her time as Chair and then Associate Dean, Dr. Kinney provided significant service to academic senate committees on campus and systemwide. Among the various such committees, it is particularly noteworthy that she served three years on the very important and time-consuming Committee on Planning and Budget, including one year as its Chair. Her service in this role, considerable in itself, also entailed serving on multiple other key campus committees, including the Senate Executive Committee and the Long-Range Planning and Budget Committee. One of her colleagues who worked closely with Dr. Kinney on these centrally important committees wrote, “In my opinion, Dr. Kinney has excellent analytical and quantitative skills and abilities, but one of the strengths that impresses me about Dr. Kinney is her complete dedication and loyalty to UCR and all its campus constituents. … An additional major strength is her kind and calm personality, as she treats everyone with great respect and dignity.”

Given her wealth of experience, it is not surprising that Dr. Kinney has in recent years been tapped for service on advisory committees to select the Interim Provost and then Provost, the Special Senate Committee to report on concerns about campus leadership, and various other key advisory and steering committees, including for the Long-Range Development Plan, the Campus Budget Advisory Committee, and the Athletics Working Group.

A faculty and also administrative colleague wrote, “The depth and breadth of her service is extraordinary. … I do not think I am exaggerating when I say that UCR simply would not be UCR without Katherine Kinney’s devoted, substantial, constant, and consequential service.” The Committee agrees, and we end by emphasizing that Dr. Kinney has both served the campus and university for a substantial length of time and has contributed in a comprehensive array of
different contexts. Her contributions have indeed played an important role in making UCR the campus it is today.
The Committee on Distinguished Teaching is pleased to nominate an outstanding and versatile educator as recipient of the 2021-2022 Distinguished Teaching Award:

**Professor Bahram Mobasher**

Professor Mobasher, an observational astronomer, joined the UCR Department of Physics and Astronomy in 2007. His research examines the formation and evolution of galaxies, star formation activities in galaxies and large galaxy surveys.

Alongside impactful research, Prof. Mobasher contributes to an impressively wide array of teaching activities at all levels. These include offering a popular service course (PHYS 037) and a lower division introduction to data science for scientists and engineers (PHYS 050), designing and teaching new courses for an online MS program (PHYS 243, 244 and 247), developing research opportunities for undergraduates, advising graduate students, winning educational grants from national and state agencies, and creating new educational programs for UCR, UCR extension and high schools.

“The Origins” (PHYS 037) seats about 500 students and receives high praise from the thousands of students in diverse majors who have completed it. The textbook that Prof. Mobasher wrote for the course has been translated into Chinese. UCOP has funded the production of an online version for other campuses.

Students find Prof. Mobasher eager to teach. Their narrative evaluations praise his eloquence, humor, and enthusiasm. They report how he encourages questions and remains outside the classroom to talk with them after his lecture. They see humility, balanced with expertise, and find that he knows when to assist and when to patiently let them strive alone. From him they learn study habits as well as astronomy and the management of huge data sets. They reveal that he is willing to support their career progress long after the course in which they first meet him, whether they become Physics and Astronomy majors or not.

Prof. Mobasher was PI on two NASA educational grants. The $4.2M grant titled “Fellowships and Internships for Extremely Large Data Sets” (FIELDS) was awarded by a NASA program to strengthen and develop research opportunities in minority serving institutions. His department estimates that in the last five years Prof. Mobasher’s various FIELDS programs have supported 126 online MS students, 120 high-school students in the STEM Summer Academy, 96 undergraduate internships, 32 graduate fellowships, 26 undergraduate researchers and 6 postdoctoral scholars. The huge outreach program he set up reaches six thousand people a year, particularly K-12 students and their parents, first-generation college students, underrepresented communities, and students with disabilities.

The summer academy is now sustained by a NASA Aerospace Academy grant and matching funds from the Riverside Unified School District. Prof. Mobasher taught PHYS 037 and 050 for the academy. He and his wife received the RUSD’s 2020 Presidential Prize for their service to education in the County.

FIELDS graduate fellows have completed PhDs in five different UCR departments in CNAS and Bourns College. The FIELDS program was a catalyst for two new research centers at UCR (Data Science and Astrobiology) and invested in the new Visualization Laboratory. In 2011, Prof. Mobasher received the Innovative Teaching Award for connecting the humanities and astronomy. Undergraduates, graduate students, and faculty across the UCR campus have benefitted from his teaching, mentoring, and funding initiatives, which also enrich the local high school environment and surely benefit our campus admissions. In summary, as one nominator writes, Prof. Mobasher “uses his experiences and resources at
UCR to empower and educate the broader UCR community.” He has fully earned the Academic Senate’s Distinguished Teaching Award.
Doctoral Dissertation Advisor/Mentoring Award

The 2021/22 awardee is Yolanda Moses, Professor of Anthropology

Professor Moses has been teaching for over 30 years and been in the Department of Anthropology since 2003 where she researches the origins of social inequality, runs nationally funded projects on understanding race and has authored multiple books on race and education. She is highly respected in her field having served as the President of the American Anthropological Association and the President of the American Association for Higher education with visiting research appointments at George Washington University, Washington DC and as Professor of Anthropology at the City University of New York Graduate University. However, as someone who received her BA in San Bernardino, her Masters and PhD here at UCR, and who has taught undergraduate and graduate students for many years, she is particularly knowledgeable about the UCR student body. Professor Moses was nominated for the Doctoral Dissertation Advisor/Mentoring Award by current and former students and faculty that have witnessed her mentorship over many years. These letters attest to her consistent, responsive, and genuine support of not only her own graduate students but many to whom she sat on committees or met in corridors within and out with the Department of Anthropology. Her students have gone on to be successful in their own right, and attest to her ongoing mentorship and advice that has helped them gain this success. Faculty describe Professor Moses as bringing her students into “broader intellectual communities” including involving them in national and international collaborations and have witnessed her honesty and compassion as an educator. The Graduate Division and the Academic Senate would like to congratulate Professor Moses on an outstanding career of mentorship and thank her for her continuing emotional and intellectual support of so many graduate students.
Committee on Faculty Research Lecturer Report to the Riverside Division  
May 24, 2022  

Nomination of Distinguished Professor Julia N. Bailey-Serres for 2022-2023 Faculty Research Lecturer  

From its inception well over half a century ago, the Faculty Research Lecturer Award has been the highest honor that the Academic Senate bestows. This year we received six outstanding nominations from our campus, and we are delighted to place in nomination Distinguished Professor of Genetics, Julia N. Bailey-Serres, Department of Botany and Plant Sciences (DBPS). She has spent her entire academic career so far at UCR, with around three decades in DBPS, where she has established herself as a research pioneer and leader in the area of plant responses to flooding and low-oxygen stress. Her path-breaking research contributions have transformed understanding of gene regulatory mechanisms which are of increasing importance in the face of global climate change, and have widely impacted global agriculture.

Professor Bailey-Serres has a distinguished publication record with papers published in diverse areas of plant biology. She is a recognized leader in the field of plant hypoxia, and was involved in conducting pioneering studies directed at improving the ability of plants to survive the anaerobic stress caused by flooding. In a highly cited paper in the top journal Nature (2006), and some others in top-tier journals, she contributed to the discovery of a key regulatory protein, Sub1A in rice, the gene conferring this cereal with the ability to survive complete submergence, and thus the absence of oxygen, for several days. This seminal discovery opened the possibility of breeding new rice varieties that could withstand prolonged flooding, and was given the CGIAR Science Award for Outstanding Scientific Article in 2006 by the Consultative Group on International Agricultural Research. Further, she was the lead recipient of the National Research Initiatives Discovery Award from the USDA (2008). Sub1A has been introduced into several rice cultivars (by the International Rice Research Institute), which are now grown by more than a million farmers in South and Southeast Asia with the goal of stabilizing rice yields in flood prone areas. As one letter writer writes “These are breakthrough discoveries, now reported in text books of plant biology” and “The relevance of plant hypoxia was even mentioned by Sir Peter Ratcliffe in his speech in Stockholm, when receiving the 2019 Nobel Prize for Medicine.” And, another letter writer points out that “Dr. Bailey-Serres’ research is contributing to development of the Second Green Revolution.”

Professor Bailey-Serres is also an authority in the area of RNA biology, in which she studied transcriptional and post-transcriptional mechanisms of gene regulation with a focus on mRNA turnover (papers in PLoS Biology (2014), Nature (2011), Nature Plants (2015), among others). She pioneered a methodology to determine how protein synthesis is affected in acute responses such as oxygen deprivation, and provided compelling evidence that protein synthesis changes rapidly in response to this stress, long before there is a change in RNA production. Well into her fourth decade in the profession, Professor Bailey-Serres shows no sign of slowing down. In fact, in the most recent years (2020-2022), her extensive current research is focused on developmental plasticity in plants and crops to water extremes. The goal of this fundamental research work is to provide molecular insight into genetic solutions that enhance global food security. In summary, all these are consistent with the writing of an external letter writer “Her research productivity,
scientific leadership at multiple levels, and overall leadership in the plant biology community is nearly unmatched.”

Professor Bailey-Serres’ research contributions have been nationally and internationally recognized by a large and growing number of impressive honorific appointments and awards. She is an elected Member of the National Academy of Sciences (2016), elected Fellow of the American Association for the Advancement of Science (2005) and Fellow of the American Society of Plant Biologists (2010). Professor Bailey-Serres joined an elite group of plant scientists who have received the Stephen Hales Prize from the American Society of Plant Biologists (2017). Utrecht University in the Netherlands has honored her twice; she was the F.C. Donder’s Chair in Plant Genomics (2008) and is currently an Honorary Faculty Chair of Molecular Physiology of Rice. In 2019, she was recognized by Taiwan’s Academia Sinica as the Shang-Fa Yang Memorial Lecturer, and earlier honored by the University of Michigan with the Anton Lang Research Excellence Award (2016). UCR has acknowledged her outstanding research accomplishments with her appointment as a University of California MacArthur Foundation Chair (2017). Along with these, as written by an external letter writer, another measure of the success and importance of Professor Bailey-Serres’ research program is evidenced by “For instance, each year since 2014, she has been designated a Highly Cited Researcher in Plant and Animal Science by Thomson Reuters/Clarivate Analytics. This recognition indicates that Dr. Bailey-Serres is among the top 1% of most highly cited researchers in her field.” And another one writes “Dr. Bailey-Serres is an outstanding scientist, and her work is highly cited in the field of Plant and Animal Biology based on the annual Highly Cited Researchers lists (top 1%) for the years 2014-2021 released by Clarivate Analytics.”

Further, the DBPS’ nominating members summarize their support with the following “Her long-term UCR research program has transformed her field, stimulated innumerable young investigators, and promoted interdisciplinary and collaborative approaches across the sciences. Her research discoveries that have led to the deployment of SUB1A in cultivated rice and an understanding of the complex cellular and molecular mechanisms engaged in plant stress responses have had and will continue to have a global impact on agriculture.” And, they feel “Her research is of very broad interest to the UCR community as she works in a field that we can all relate to – we all need to eat and food quality, security and sustainability is paramount.”

Prof. Bailey-Serres’ excellence extends to all facets of university and profession, including a spectacular record of mentoring and training a host of graduate (23) and undergraduate students (more than 90) as well as more than 27 post-doctoral researchers. Early in her career she was named the UCR’s Outstanding Faculty Mentor for the Chancellor’s Award for Excellence in Undergraduate Research. In addition, she received the Outstanding Graduate Student Mentor Award in 2012. Besides, Professor Bailey-Serres consistently gives back to the science community serving in many capacities: Plant Biology Editor for PNAS and in Editorial Board of many journals, organizing many conferences and symposiums, giving large number of invited presentations, and serving to several national and international institutes. She has also served on campus as Directors of NSF National Research Training Plants-3D Program, Center of Plant Cell Plant Biology, NSF based IGERT and Research Experiences for Undergraduates in Plant Cell Biology. It is not surprising when one reads the writing of one of the external letter writer saying “And yet, what is striking is that she continues to devote substantial time and effort to her teaching and outreach efforts. This is testimony to her deep devotion to all aspects of her career as a scientist.
– she not only pushes the frontiers of her discipline but trains the next generation of scientists to take up the fight.”

For these reasons and more (too numerous to mention), we, the undersigned members of the Senate Committee on Faculty Research Lecturer, unanimously and enthusiastically nominate, as Faculty Research Lecturer for 2022-2023, Distinguished Professor JULIA N. BAILEY-SERRES.

Aman Ullah, Chair (Department of Economics)
Xuemei Chen (Department of Botany and Plant Sciences)
Walter Clark (Department of Music)
Francisco Zaera (Department of Chemistry)
Howard S. Friedman (Department of Psychology)
COMMITTEE ON INTERNATIONAL EDUCATION

REPORT TO THE RIVERSIDE DIVISION
MAY 24, 2022

To Be Adopted

Proposed Changes to Charge of the Committee on International Education
Bylaw 8.15.1., 8.15.2.

PRESENT:

8.15.1 This committee consists of at least five regular voting members in addition to the following non-voting, ex-officio members who may not serve as Chair of the Divisional Committee: the Vice Provost for International Affairs; the Dean of University Extension; the Director of the International Student Resource Center; the Director of University Extensions’ International Education Programs; the campus faculty liaison to the University of California Education Abroad Program; an undergraduate student; and a graduate student. The representative on the Universitywide committee is normally the Chair of this committee.

PROPOSED:

8.15.1. This committee consists of at least five regular voting members in addition to the following non-voting, ex-officio members who may not serve as Chair of the Divisional Committee: the Vice Provost for International Affairs; the Dean of University Extension; the Director of International Students and Scholars; the campus Faculty Director to the University of California Education Abroad Program; an undergraduate student; and a graduate student. The representative on the Universitywide committee is normally the Chair of this committee.

8.15.2. The committee shall represent the Division in all matters concerned with international Education. In particular, it shall advise the Division on the Education Abroad Program and other aspects of international education, including the well-being of foreign students and faculty at UCR, the participation of UCR in international exchange agreements, and the participation of UCR faculty and students in international research and educational programs other than the EAP.

8.15.2. The committee shall represent the Division in all matters concerned with international Education. In particular, it shall advise the Division on the Education Abroad Program and other aspects of international education, including the well-being of international students and faculty at UCR, the participation of UCR in international exchange agreements, and the participation of UCR faculty and students in international research and educational programs other than the UCEAP.
Statement of Purpose and Effect:
1. The Director of the International Student Resource Center has been renamed to the Director of International Students and Scholars.
2. The Director of University Extensions’ International Education Programs has been eliminated.
3. The campus faculty liaison has been renamed to campus Faculty Director.

Approved by the Committee on International Education: January 13, 2022

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The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: 01/31/22

Received by Executive Council: 3/14/22
COMMITTEE ON LIBRARY & INFORMATION TECHNOLOGY
REPORT TO THE RIVERSIDE DIVISION
(May 24, 2022)

To Be Adopted

Proposed Changes to Charge and Name of the Committee on Library & Information Technology
to Committee on Information Technology
(Bylaw 8.9.1-8.9.3.4)

PRESENT:

8.9 Library and Information Technology

PROPOSED:

8.9 Information Technology

8.9.1 Purpose: The Committee on Library and Information Technology advises the Division, Chancellor and President in accordance with the Standing Orders of the Regents on all matters relating to academic computing and information technology, administration of the library, and matters concerning scholarly communications. (Am 9 Feb 89)(Am 5 Feb 98)(Am 30 May 06)(Am 14 Oct 13)(Am 23 Feb 16)

8.9.2. Membership: This committee consists of at least nine members, including a Chair and Vice Chair appointed by the Committees on Committees. The Associate Vice Chancellor for Computing and Communications (or his/her representative) and the University Librarian of the Riverside Campus will serve as ex officio non-voting members. Neither ex officio member may serve as Chair or Vice Chair. The Vice Chair of the committee normally serves on the University Committee on Computing and Communications. The Chair will normally serve on the University Committee on Library and Scholarly Communications. (AM 19 Nov 81)(AM 2 Feb 98) (AM 9 Jan 73) (Am 14 Oct 13)(AM 23 Feb 16)

8.9.3 Duties: It is the duty of this Committee to: (AM 14 Oct 13)(Am 23 Feb 16)

8.9.3 No change

8.9.1 Purpose: The Committee on Information Technology advises the Division, Chancellor and President in accordance with the Standing Orders of the Regents on all matters relating to academic computing and information technology. (Am 9 Feb 89)(Am 5 Feb 98)(Am 30 May 06)(Am 14 Oct 13)(Am 23 Feb 16)

8.9.2. Membership: This committee consists of at least six members, including a Chair, appointed by the Committee on Committees. The Associate Vice Chancellor and Chief Information Officer will serve as an ex officio non-voting member. The Chair will normally serve on the University Committee on Academic Computing and Communications. (AM 19 Nov 81)(AM 2 Feb 98) (AM 9 Jan 73) (Am 14 Oct 13)(AM 23 Feb 16)
8.9.3.1 Review use of and recommend ways to improve the functioning of campus Computing and Communications, and University Library units to meet Faculty and student needs; (Am 5 Feb 98) (Am 14 Oct 13)(Am 23 Feb 16)

8.9.3.2 Recommend ways to improve education in the use of computers, information, and campus instructional technology; (Am 5 Feb 98) (Am 14 Oct 13)(Am 23 Feb 16)

8.9.3.3 Assess the state of campus instructional technology support and participate in long range planning to meet future needs; the committee may also initiate studies and generate recommendations to the division and the administration on the better use of campus library and technology resources. (Am 14 Oct 13)(Am 23 Feb 16)

8.9.3.4 Subject to fund availability, this committee will solicit and rank requests for grants for supporting and expanding the use of computing and information technology in research and instruction; (En 9 Feb 89) (Am 3 Feb 00) (Am 21 Feb 2012) (Am 14 Oct 13)(Am 23 Feb 16)

8.9.3.5 Participate with the librarian in matters relating to the library budget, the formulation of library policies, the allocation of space, and the apportionment of funds; and serve as a liaison between the faculty and library administration. (Am 14 Oct 13)(Am 23 Feb 16)

8.9.3.6 Prepare and submit to the Division an annual report on the library’s effectiveness in meeting the campus needs, its financial situation, allocations of space, facilities for research, and any other matters within its jurisdiction. (Am 14 Oct 13)(Am 23 Feb 16)
Statement of Purpose and Effect:

On Nov. 26, 2013, the Academic Computing and Information Technology Committee joined the Library and Scholarly Communication Committee to form the now standing Library & Information Technology Committee (LIT). We are writing to strongly recommend the separation of these two committees. Both Information Technology and Library and Scholarly Communication are of vital importance to the campus community. Both have unique concerns and agendas.

The LIT Committee was formed with the opposition of both individual committees that came to constitute it. The reasoning for joining the committees rested on flimsy excuses of budget and “effective” use of resources. But as online and remote education become a rising concern and reality on the UCR campus, it is important to give proper weight to the infrastructural institutions that support these online initiatives.

The workload of the LIT has increased with the rise of online and remote education. From an IT standpoint, the committee has regular conversations about IT infrastructure, data preservation, the Genesis migration project (to manage and protect data from the University), and campus power issues. The committee now also receives updates from XCITE at every meeting, covering support for online learning and the Canvas transition. Meanwhile, the Library also has struggled with staffing, ILL issues, and Hathi Trust. This excess of issues has displaced badly needed attention to the “scholarly communication” element from our committee. The LIT Committee mostly only has time to listen to Library, XCITE, and ITS concerns; it rarely has the opportunity to offer faculty consultation or collaboration. In turn, it has become an ineffective committee.

As the university pushes further into online education and service, the survival and promotion of UCR research, initiatives, and outreach depends on effective scholarly communication. IT and the Library are the core of UCR. The importance of these institutions as well as the services they provide merit that they each have their own committees, with faculty participation and input in both.

If approved, the new committee formation would happen in the new service year to avoid loss of the current membership.

Section below is for Senate use only
Approved by the Committee on Library & Information Technology: 4/26/2022

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: 05/02/2022

Received by Executive Council: 5/9/2022
April 27, 2022

To: Jason Stajich, Chair
Riverside Division

From: Manu Sridharan, Chair
Committee on Library and Information Technology

Re: Proposed Changes to the Bylaws of the Committee on Library & Information Technology

The Committee on Library and Information Technology reviewed the suggested changes and adopted the following:

**Changes:**

**Information Technology Committee (IT)**
8.9.2 – Added Comma
8.9.2 – Changed title to Associate Vice Chancellor and Chief Information Officer
8.9.3.1 – Added “the” re: “Review the use of and recommend ways…”
8.9.3.1 – Changed to period

**Library & Scholarly Communication Committee (LSC)**
8.16.1 – Removed semi-colon
8.16.2 - Added Comma
8.16.2 - Fix typo on name of Committee on Committees.
8.16.2 - Corrected last sentence and reads, “The University Librarian will serve as an ex officio non-voting member.”
8.16.3.1 - Removed final semi-colon and insert period
8.16.3.2 + 8.16.3.4 – changed to University Librarian.

**Response to questions from R&J:**
1. Should all references to library be plural?
   a. Since the usage of “library” is intended to reference the library as a single unit, the committee feels that the current usage is appropriate. The use of the singular “library” is consistent with its use on the https://library.ucr.edu web site (e.g., “Library Hours” and “Using The Library”).

2. Confirm that numbering for this new committee is 8.16
   a. Yes, The new committee LSC will be 8.16 and IT committee will retain 8.9.
To: Manu Sridharan  
Chair, Committee on Library & Information Technology  

From: Jason Stajich  
Chair, Riverside Division  

RE: Proposed Changes to Charge and Name of the Committee on Library & Information Technology to Committee on Information Technology (Bylaw 8.9.1-8.9.3.4)  

Dear Manu,  

Executive Council discussed the subject proposal during their April 25, 2022 meeting. Attached is the consultative feedback I hope proves helpful to you for a potential revision.  

Sincerely,  
/s/ Jason
To: Jason Stajich  
Chair, Riverside Division  

From: Katie Ford, Chair  
Committee on Rules and Jurisdiction  

Re: Proposed Changes to Charge and Name of the Committee on Library & Information Technology to Committee on Information Technology (Bylaw 8.9.1-8.9.3.4)  

The Committee on Rules and Jurisdiction reviewed the Proposed Changes to Charge and Name of the Committee on Library & Information Technology to Committee on Information Technology (Bylaw 8.9.1-8.9.3.4) and offers the following:  

8.9.2 First sentence - Need to add a comma after Chair, as otherwise it looks like the Committee on Committees only appoints the Chair and not the other members.  
8.9.2 Please check for appropriate name of the Associate Vice Chancellor of Information Technology Solutions (when looking at the UCR website, this person seems to have the title of Associate Vice Chancellor and Chief Information Officer). We could not find a link to anyone with the title of AVC of Information Technology Solutions.  
8.9.3.1 This sentence seems to be missing a word: Review use of and recommend ways to improve the functioning of the campus Computing and Communications  
8.9.3.1 The last sentence should end in a period, not a semi-colon.
COMMITTEE ON LIBRARY & INFORMATION TECHNOLOGY
REPORT TO THE RIVERSIDE DIVISION
(May 24, 2022)

To Be Adopted

Proposed Changes to Charge and Name of the Committee on Library & Information Technology to Committee on Information Technology
(Bylaw 8.9.1-8.9.3.4)

PRESENT:

8.9 Library and Information Technology
8.9.1 Purpose: The Committee on Library and Information Technology advises the Division, Chancellor and President in accordance with the Standing Orders of the Regents on all matters relating to academic computing and information technology; administration of the library; and matters concerning scholarly communications. (Am 9 Feb 89)(Am 5 Feb 98)(Am 30 May 06)(Am 14 Oct 13)(Am 23 Feb 16)
8.9.2 Membership: This committee consists of at least nine members, including a Chair and Vice Chair appointed by the Committees on Committees. The Associate Vice Chancellor for Computing and Communications (or his/her representative) and the University Librarian of the Riverside Campus will serve as ex officio non-voting members. Neither ex officio member may serve as Chair or Vice Chair. The Vice Chair of the committee normally serves on the University Committee on Computing and Communications. The Chair will normally serve on the University Committee on Library and Scholarly Communications. (AM 19 Nov 81)(AM 2 Feb 98) (AM 9 Jan 73) (Am 14 Oct 13)(AM 23 Feb 16)
8.9.3 Duties: It is the duty of this Committee to: (AM 14 Oct 13)(Am 23 Feb 16)

PROPOSED:

8.9 Information Technology
8.9.1 Purpose: The Committee on Information Technology advises the Division, Chancellor and President in accordance with the Standing Orders of the Regents on all matters relating to academic computing and information technology. (Am 9 Feb 89)(Am 5 Feb 98)(Am 30 May 06)(Am 14 Oct 13)(Am 23 Feb 16)
8.9.2 Membership: This committee consists of at least six members, including a Chair appointed by the Committee on Committees. The Associate Vice Chancellor of Information Technology Solutions will serve as an ex officio non-voting member. The Chair will normally serve on the University Committee on Academic Computing and Communications. (AM 19 Nov 81)(AM 2 Feb 98) (AM 9 Jan 73) (Am 14 Oct 13)(AM 23 Feb 16)
8.9.3 No change
8.9.3.1 Review use of and recommend ways to improve the functioning of the campus Computing and Communications, and University Library units to meet Faculty and student needs; (Am 5 Feb 98) (Am 14 Oct 13)(Am 23 Feb 16)

8.9.3.2 Recommend ways to improve education in the use of computers, information, and campus instructional technology; (Am 5 Feb 98) (Am 14 Oct 13)(Am 23 Feb 16)

8.9.3.3 Assess the state of campus instructional technology support and participate in long range planning to meet future needs; the committee may also initiate studies and generate recommendations to the division and the administration on the better use of campus library and technology resources. (Am 14 Oct 13)(Am 23 Feb 16)

8.9.3.4 Subject to fund availability, this committee will solicit and rank requests for grants for supporting and expanding the use of computing and information technology in research and instruction; (En 9 Feb 89) (Am 3 Feb 00) (Am 21 Feb 2012) (Am 14 Oct 13)(Am 23 Feb 16)

8.9.3.5 Participate with the librarian in matters relating to the library budget, the formulation of library policies, the allocation of space, and the apportionment of funds; and serve as a liaison between the faculty and library administration. (Am 14 Oct 13)(Am 23 Feb 16)

8.9.3.6 Prepare and submit to the Division an annual report on the library's effectiveness in meeting the campus needs, its financial situation, allocations of space, facilities for research, and any other matters within its jurisdiction. (Am 14 Oct 13)(Am 23 Feb 16)
Statement of Purpose and Effect:

On Nov. 26, 2013, the Academic Computing and Information Technology Committee joined the Library and Scholarly Communication Committee to form the now standing Library & Information Technology Committee (LIT). We are writing to strongly recommend the separation of these two committees. Both Information Technology and Library and Scholarly Communication are of vital importance to the campus community. Both have unique concerns and agendas.

The LIT Committee was formed with the opposition of both individual committees that came to constitute it. The reasoning for joining the committees rested on flimsy excuses of budget and “effective” use of resources. But as online and remote education become a rising concern and reality on the UCR campus, it is important to give proper weight to the infrastructural institutions that support these online initiatives.

The workload of the LIT has increased with the rise of online and remote education. From an IT standpoint, the committee has regular conversations about IT infrastructure, data preservation, the Genesis migration project (to manage and protect data from the University), and campus power issues. The committee now also receives updates from XCITE at every meeting, covering support for online learning and the Canvas transition. Meanwhile, the Library also has struggled with staffing, ILL issues, and Hathi Trust. This excess of issues has displaced badly needed attention to the “scholarly communication” element from our committee. The LIT Committee mostly only has time to listen to Library, XCITE, and ITS concerns; it rarely has the opportunity to offer faculty consultation or collaboration. In turn, it has become an ineffective committee.

As the university pushes further into online education and service, the survival and promotion of UCR research, initiatives, and outreach depends on effective scholarly communication. IT and the Library are the core of UCR. The importance of these institutions as well as the services they provide merit that they each have their own committees, with faculty participation and input in both.

If approved, the new committee formation would happen in the new service year to avoid loss of the current membership.

Approved by the Committee on Library & Information Technology: 1/14/2022
Section below is for Senate use only

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

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the
Academic Senate: (leave blank)

Received by Executive Council: (leave blank)
COMMITTEE ON LIBRARY & INFORMATION TECHNOLOGY
REPORT TO THE RIVERSIDE DIVISION
(May 24, 2022)

To Be Adopted

Proposed Changes to Charge and Name of the Committee on Library & Information Technology to Committee on Library and Scholarly Communication.
(8.9 -> 8.16)

PRESENT:

8.9  Library and Information Technology

8.9.1  Purpose: The Committee on Library and Information Technology advises the Division, Chancellor and President in accordance with the Standing Orders of the Regents on all matters relating to academic computing and information technology; administration of the library; and matters concerning scholarly communications. (Am 9 Feb 89)(Am 5 Feb 98)(Am 30 May 06)(Am 14 Oct 13)(Am 23 Feb 16)

8.9.2. Membership: This committee consists of at least nine members, including a Chair and Vice Chair appointed by the Committees on Committees. The Associate Vice Chancellor for Computing and Communications (or his/her representative) and the University Librarian of the Riverside Campus will serve as ex officio non-voting members. Neither ex officio member may serve as Chair or Vice Chair. The Vice Chair of the committee normally serves on the University Committee on Computing and Communications. The Chair will normally serve on the University Committee on Library and Scholarly Communications. (AM 19 Nov 81)(AM 2 Feb 98) (AM 9 Jan 73) (Am 14 Oct 13)(AM 23 Feb 16)

8.9.3 Duties: It is the duty of this Committee to: (AM 14 Oct 13)(Am 23 Feb 16)

PROPOSED:

8.16  Library and Scholarly Communication

8.16.1. Purpose: The Committee on Library and Scholarly Communication advises the Division, Chancellor and President in accordance with the Standing Orders of the Regents on all matters relating to administration of the library and matters concerning scholarly communications.

8.16.2. Membership: This committee consists of at least six members, including a Chair, appointed by the Committee on Committees. The Chair will normally serve on the University Committee on Library and Scholarly Communications. The University Librarian will serve as an ex-officio non-voting member.

8.16.3 Duties: It is the duty of this Committee to
8.9.3.1 Review use of and recommend ways to improve the functioning of the campus Computing and Communications, and University Library units to meet Faculty and student needs: (Am 5 Feb 98) (Am 14 Oct 13) (Am 23 Feb 16)

8.16.3.1 Advise the President and the Chancellor regarding the administration of the library and matters concerning scholarly communication at Riverside in accordance with the Standing Orders of the Regents and perform such other duties relative to the library as may be referred by proper authority. (Am 30 May 06)

8.9.3.2 Recommend ways to improve education in the use of computers, information, and campus instructional technology; (Am 5 Feb 98) (Am 14 Oct 13) (Am 23 Feb 16)

Delete

8.9.3.3 Assess the state of campus instructional technology support and participate in long range planning to meet future needs; the committee may also initiate studies and generate recommendations to the division and the administration on the better use of campus library and technology resources. (Am 14 Oct 13) (Am 23 Feb 16)

Delete

8.9.3.4 Subject to fund availability, this committee will solicit and rank requests for grants for supporting and expanding the use of computing and information technology in research and instruction; (En 9 Feb 89) (Am 3 Feb 00) (Am 21 Feb 2012) (Am 14 Oct 13) (Am 23 Feb 16)

8.16.3.2 Participate with the University Librarian in matters relating to the library budget, the formulation of library policies, the allocation of space, and the apportionment of funds; and serve as a liaison between the faculty and library administration.

Delete

8.9.3.5 Participate with the librarian in matters relating to the library budget, the formulation of library policies, the allocation of space, and the apportionment of funds; and serve as a liaison between the faculty and library administration. (Am 14 Oct 13) (Am 23 Feb 16)
8.9.3.6 Prepare and submit to the Division an annual report on the library’s effectiveness in meeting the campus needs, its financial situation, allocations of space, facilities for research, and any other matters within its jurisdiction. (Am 14 Oct 13)(Am 23 Feb 16)

8.9.3.7 Participate in an advisory capacity in the appointment of the librarian. (Am 14 Oct 13)(Am 23 Feb 16)

8.16.3.3 Prepare and submit to the Division an annual report on the library’s effectiveness in meeting the campus needs, its financial situation, allocations of space, facilities for research, and any other matters within its jurisdiction.

8.16.3.4 Participate in an advisory capacity in the appointment of the University Librarian.

Statement of Purpose and Effect:

On Nov. 26, 2013 the Academic Computing and Information Technology Committee joined the Library and Scholarly Communication Committee to form the now standing Library and Information Technology Committee (LIT). We are writing to strongly recommend the separation of these two committees. Both Information Technology and Library and Scholarly Communication are of vital importance to the campus community. Both have unique concerns and agendas.

The LIT Committee was formed with the opposition of both individual committees that came to constitute it. The reasoning for joining the committees rested on flimsy excuses of budget and “effective” use of resources. But as online and remote education become a rising concern and reality on the UCR campus, it is important to give proper weight to the infrastructural institutions that support these online initiatives.

The workload of the LIT has increased with the rise of online and remote education. From an IT standpoint, the committee has regular conversations about IT infrastructure, data preservation, the Genesis migration project (to manage and protect data from the University), and campus power issues. The committee now also receives updates from XCITE at every meeting, covering support for online learning and the Canvas transition. Meanwhile, the Library also has struggled with staffing, ILL issues, and Hathi Trust. This excess of issues has displaced badly needed attention to the “scholarly communication” element from our committee. The LIT Committee mostly only has time to listen to Library, XCITE, and ITS concerns; it rarely has the opportunity to offer faculty consultation or collaboration. In turn, it has become an ineffective committee.

As the university pushes further into online education and service, the survival and promotion of UCR research, initiatives, and outreach depends on effective scholarly communication. IT and the Library are the core of UCR. The importance of these institutions as well as the services
they provide merit that they each have their own committees, with faculty participation and input in both.

If approved, the new committee formation would happen in the new service year to avoid loss of the current membership.

Section below is for Senate use only

Approved by the Committee on Library & Information Technology: 4/26/2022

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: 05/02/2022

Received by Executive Council: 5/9/2022
April 27, 2022

To: Jason Stajich, Chair
   Riverside Division

From: Manu Sridharan, Chair
       Committee on Library and Information Technology

Re: Proposed Changes to the Bylaws of the Committee on Library & Information Technology

The Committee on Library and Information Technology reviewed the suggested changes and adopted the following:

**Changes:**

**Information Technology Committee (IT)**
8.9.2 – Added Comma
8.9.2 – Changed title to Associate Vice Chancellor and Chief Information Officer
8.9.3.1 – Added “the” re: “Review the use of and recommend ways...”
8.9.3.1 – Changed to period

**Library & Scholarly Communication Committee (LSC)**
8.16.1 – Removed semi-colon
8.16.2 - Added Comma
8.16.2 - Fix typo on name of Committee on Committees.
8.16.2 - Corrected last sentence and reads, “The University Librarian will serve as an ex officio non-voting member.”
8.16.3.1 - Removed final semi-colon and insert period
8.16.3.2 + 8.16.3.4 – changed to University Librarian.

**Response to questions from R&J:**
1. Should all references to library be plural?
   a. Since the usage of “library” is intended to reference the library as a single unit, the committee feels that the current usage is appropriate. The use of the singular “library” is consistent with its use on the [https://library.ucr.edu](https://library.ucr.edu) web site (e.g., “Library Hours” and “Using The Library”).
2. Confirm that numbering for this new committee is 8.16
   a. Yes, The new committee LSC will be 8.16 and IT committee will retain 8.9.
EXECUTIVE COUNCIL

April 25, 2022

To: Manu Sridharan  
    Chair, Committee on Library & Information Technology

From: Jason Stajich  
      Chair, Riverside Division

RE: Proposed Changes to Charge and Name of the Committee on Library & Information Technology to Committee on Library and Scholarly Communication (Bylaw 8.16-8.16.3.4)

Dear Manu,

Executive Council discussed the subject proposal during their April 25, 2022 meeting. Attached is the consultative feedback I hope proves helpful to you for a potential revision.

Sincerely,

/s/ Jason
To: Jason Stajich  
Chair, Riverside Division  

From: Katie Ford, Chair  
Committee on Rules and Jurisdiction  

Re: Proposed Changes to Charge and Name of the Committee on Library & Information Technology to Committee on Library and Scholarly Communication (Bylaw 8.16-8.16.3.4)  

The Committee on Rules and Jurisdiction reviewed the Proposed Changes to Charge and Name of the Committee on Library & Information Technology to Committee on Library and Scholarly Communication (Bylaw 8.16-8.16.3.4) and offers the following:  

8.16.1 Final semi-colon is not needed  

8.16.2 First sentence - need to add a comma after Chair, as otherwise it looks like the Committee on Committees only appoints the Chair and not the other members.  
8.16.2 Fix typo on name of Committee on Committees.  
8.16.2 Correct last sentence: should read The University Librarian will serve as an ex officio non-voting member.  

8.16.3.1 Remove final semi-colon and insert period instead.  

8.16.3.2 (and also 8.16.3.4) Use official title and caps for University Librarian, for consistency with initial reference in 8.16.2.  

The Committee also has the following questions: Since there are multiple libraries on campus, should all references to library be plural? Furthermore, please confirm that numbering for this new committee is 8.16 (and that numbering for Information Technology Committee will remain 8.9).
COMMITTEE ON LIBRARY & INFORMATION TECHNOLOGY
REPORT TO THE RIVERSIDE DIVISION
(May 24, 2022)

To Be Adopted

Proposed Changes to Charge and Name of the Committee on Library & Information Technology to Committee on Library and Scholarly Communication.
(8.9 -> 8.16)

PRESENT:

8.9 Library and Information Technology
8.9.1 Purpose: The Committee on Library and Information Technology advises the Division, Chancellor and President in accordance with the Standing Orders of the Regents on all matters relating to academic computing and information technology; administration of the library; and matters concerning scholarly communications. (Am 9 Feb 89)(Am 5 Feb 98)(Am 30 May 06)(Am 14 Oct 13)(Am 23 Feb 16)

8.9.2. Membership: This committee consists of at least nine members, including a Chair and Vice Chair appointed by the Committees on Committees. The Associate Vice Chancellor for Computing and Communications (or his/her representative) and the University Librarian of the Riverside Campus will serve as ex officio non-voting members. Neither ex officio member may serve as Chair or Vice Chair. The Vice Chair of the committee normally serves on the University Committee on Computing and Communications. The Chair will normally serve on the University Committee on Library and Scholarly Communications. (AM 19 Nov 81)(AM 2 Feb 98) (AM 9 Jan 73) (Am 14 Oct 13)(AM 23 Feb 16)

8.9.3 Duties: It is the duty of this Committee to: (AM 14 Oct 13)(Am 23 Feb 16)

PROPOSED:

8.16 Library and Scholarly Communication
8.16.1 Purpose: The Committee on Library and Scholarly Communication advises the Division, Chancellor and President in accordance with the Standing Orders of the Regents on all matters relating to administration of the library; and matters concerning scholarly communications.

8.16.2 Membership: This committee consists of at least six members, including a Chair appointed by the Committees on Committees. The Chair will normally serve on the University Committee on Library and Scholarly Communications. The University Librarian will serve as ex officio non-voting members.

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8.9.3.1 Review use of and recommend ways to improve the functioning of the campus Computing and Communications, and University Library units to meet Faculty and student needs; (Am 5 Feb 98) (Am 14 Oct 13) (Am 23 Feb 16)

8.9.3.2 Recommend ways to improve education in the use of computers, information, and campus instructional technology; (Am 5 Feb 98) (Am 14 Oct 13) (Am 23 Feb 16)

8.9.3.3 Assess the state of campus instructional technology support and participate in long range planning to meet future needs; the committee may also initiate studies and generate recommendations to the division and the administration on the better use of campus library and technology resources; (Am 14 Oct 13) (Am 23 Feb 16)

8.9.3.4 Subject to fund availability, this committee will solicit and rank requests for grants for supporting and expanding the use of computing and information technology in research and instruction; (En 9 Feb 89) (Am 3 Feb 00) (Am 21 Feb 2012) (Am 14 Oct 13) (Am 23 Feb 16)

8.9.3.5 Participate with the librarian in matters relating to the library budget, the formulation of library policies, the allocation of space, and the apportionment of funds; and serve as a liaison between the faculty and library administration. (Am 14 Oct 13) (Am 23 Feb 16)

8.16.3.1 Advise the President and the Chancellor regarding the administration of the library and matters concerning scholarly communication at Riverside in accordance with the Standing Orders of the Regents and perform such other duties relative to the library as may be referred by proper authority; (Am 30 May 06)

8.16.3.2 Participate with the librarian in matters relating to the library budget, the formulation of library policies, the allocation of space, and the apportionment of funds; and serve as a liaison between the faculty and library administration.
8.9.3.6 Prepare and submit to the Division an annual report on the library’s effectiveness in meeting the campus needs, its financial situation, allocations of space, facilities for research, and any other matters within its jurisdiction. (Am 14 Oct 13)(Am 23 Feb 16)

8.9.3.7 Participate in an advisory capacity in the appointment of the librarian. (Am 14 Oct 13)(Am 23 Feb 16)

**Statement of Purpose and Effect:**

On Nov. 26, 2013 the Academic Computing and Information Technology Committee joined the Library and Scholarly Communication Committee to form the now standing Library and Information Technology Committee (LIT). We are writing to strongly recommend the separation of these two committees. Both Information Technology and Library and Scholarly Communication are of vital importance to the campus community. Both have unique concerns and agendas.

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As the university pushes further into online education and service, the survival and promotion of UCR research, initiatives, and outreach depends on effective scholarly communication. IT and the Library are the core of UCR. The importance of these institutions as well as the services...
they provide merit that they each have their own committees, with faculty participation and input in both.

If approved, the new committee formation would happen in the new service year to avoid loss of the current membership.

Approved by the Committee on Library & Information Technology: 1/14/2022

Section below is for Senate use only

(if applicable) Approved by the Committee on ____________ (leave blank)

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: (leave blank)

Received by Executive Council: (leave blank)
To Be Adopted

Proposed changes to Committee on Planning & Budget Bylaw 8.18.01.

PRESENT:

08.18 Planning and Budget (Am 5 Nov 87--previously Resources Section, Budget and Interdepartmental Relations)

08.18.01 The committee will have at least nine members, preferably of tenure rank, one of whom will be selected by the Committee on Committees to serve as Chair, another as Vice Chair. One committee member shall be appointed from the social sciences departments and programs of the College of Humanities, Arts, and Social Sciences; one member from the arts departments of that college; and one member from the humanities departments and programs of that college. One committee member shall be appointed from the natural sciences departments and programs of the College of Natural and Agricultural Sciences; one member from the biological sciences departments and programs of that college; and one member from the physical sciences departments and programs of that college. One committee member shall be appointed from the Bourns College of Engineering, one from the Anderson Graduate School of Management and one from the Graduate School of Education. Additional members from other units may be appointed as appropriate. The Chair normally also serves on the University Committee on Planning and Budget. The Chair, who may be the person appointed to this position, will also serve on the Service Level Agreement Governance Committee. (Am 25 May 95) (Am 28 May 98) (Am 17 Feb 09) (Am 29 May 12) (Am 25 Feb 14) (Am 23 Feb 16)

PROPOSED:

08.18 Planning and Budget (Am 5 Nov 87--previously Resources Section, Budget and Interdepartmental Relations)

08.18.01 The committee will have at least thirteen members, preferably of tenure rank, one of whom will be selected by the Committee on Committees to serve as Chair, another as Vice Chair. One committee member shall be appointed from the social sciences departments and programs of the College of Humanities, Arts, and Social Sciences; one member from the arts departments of that college; and one member from the humanities departments and programs of that college. One committee member shall be appointed from the natural sciences departments and programs of the College of Natural and Agricultural Sciences; one member from the biological sciences departments and programs of that college; and one member from the physical sciences departments and programs of that college. One committee member shall be appointed from the Bourns College of Engineering, one from the School of Business and one from the School of Education. Additional members from other units may be appointed as appropriate. The Committee on Committees will make every attempt to include representation from each of the Professional Schools. The Chair normally also serves on the University Committee on Planning and Budget. Chair may serve on other administrative planning and/or budget committees. (Am 25 May 95) (Am 28 May 98) (Am 17 Feb 09) (Am 29 May 12) (Am 25 Feb 14) (Am 23 Feb 16)
08.18.02 The committee shall provide advice to the Chancellor and represent the Division on matters concerning the distribution of resources on campus. It shall also be the duty of the committee to consider, provide advice and report on such matters of academic planning and resource allocations which may be referred to it by the University Committee on Planning and Budget, the Academic Council, the Chancellor, the vice Chancellors, the Deans, the Division, or by any committee of the Division. (Am 28 May 98)

Statement of Purpose and Effect:

Update to increase in committee membership number that has been practiced for several years.

Update to approved School of Business name. Update to approved School of Education name.

Due to the limited number of faculty in Professional schools, it is not always possible for the Committee on Committees (CoC) to secure a representative from each of the Professional schools, so this change gives the flexibility that has been practiced by CoC due to these circumstances.

Revising administrative committee names as the Service Level Agreement Governance Committee no longer exists. Changing to a general statement that the P&B Chair may serve on other administrative planning and/or budget committees as the names of these committees change often.

Approved by the Committee on Planning & Budget: 01/25/2022
The Committee on Rules & Jurisdiction finds the wording to be consistent with the code of the Academic Senate: 01/31/22
Received by Executive Council: 03/14/22
COMMITTEE ON COMMITTEES

February 11, 2022

To: Jason Stajich, Chair
   Riverside Division

Fr: Richard Seto, Chair
    Committee on Committees

Re: [Campus Review] Bylaw Change: 2nd Round-Proposed changes to Committee on Planning & Budget Bylaw 8.18.01.

The Committee on Committees has reviewed the 2nd round proposed bylaw change regarding the membership of the Committee on Planning & Budget. The Committee is in support with no further comments.
Proposal for a

MASTER OF SCIENCE DEGREE
IN
COMPUTATIONAL DATA SCIENCE

Marlan and Rosemary Bourns College of Engineering
University of California – Riverside
Riverside, CA 92521

Submitted by

Vassilis Tsotras
(on behalf of the MS in Computational Data Science Program Committee)
Professor, Department of Computer Science and Engineering
Director, Data Science Center
Program Director, Data Science Undergraduate Program
M.S. in Computational Data Science Approvals

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Proposal for M.S. Degree in Computational Data Science

Contact Information:

For any questions, please contact:

Vassilis J. Tsotras

Department of Computer Science and Engineering
Bourns College of Engineering
University of California Riverside, CA 92521 USA

Phone: 951-827-2888
Email: tsotras@cs.ucr.edu
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EXECUTIVE SUMMARY

This document is a proposal for a (state-supported) Master of Science (M.S.) degree in **Computational Data Science** (CDS), which will be jointly managed by the departments of Computer Science and Engineering (CSE) and Electrical and Computer Engineering (ECE). Degree requirements and administration of the program are described in this document.

Data has become ubiquitous in everyday life, impacting every profession, including manufacturing, logistics, health care, public safety, and the military. Data also permeates all aspects of science, engineering, and other academic disciplines. As a result, the field of Data Science has emerged as a new academic discipline: the study of data itself. Data Science deals with obtaining insight and information from the analysis of large collections of data. Data Science lies at the intersection of Computer Science and Statistics, and its solutions already serve a variety of application domains in science, engineering and business. There are two programs currently at UCR that relate to Data Science: (i) a new undergraduate Major in Data Science (a collaboration between the CSE and the Statistics Departments), and (ii) a new MS in Business Analytics (a collaboration between the Business School and the Statistics Department; see [https://business.ucr.edu/msba](https://business.ucr.edu/msba)). The undergraduate Major in Data Science teaches students the basics from statistics and computer science needed to become a data scientist. The MS in Business Analytics focuses more on applications of statistical analysis to business data.

Instead, the MS in Computational Data Science focuses on the **computational foundations of data science**, providing an in-depth understanding of the algorithms and data structures for storing, manipulating, visualizing and learning from large data sets. The proposed MS in CDS is a comprehensive program studying how data can be collected, transformed, analyzed, and used to solve problems across many application areas.

At UCR, relevant courses related to data management, data mining, information retrieval, big data, machine learning, and artificial intelligence have been offered in the Computer Science & Engineering and the Electrical & Computer Engineering Departments. These courses are regularly offered and are very popular. However, our current MS curricula in BCOE do not permit students to obtain a focused mastery of Computational Data Science.
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The proposed program will allow students with an undergraduate degree from a quantitative field, some experience in algorithms and software engineering, and an exposure to introductory statistics (undergraduate level) to enroll in a masters-level program in the general field of Data Science that will grant them a broad understanding of the computational part of the subject.

The new program will rely on existing faculty and will be built mostly on existing courses (only three new courses will be added) within the two departments. It will leverage upon existing facilities in the two departments. Future course offerings will also be through CSE and ECE and the program faculty will be from these departments.
SECTION 1: INTRODUCTION

1.1 Program Objectives

The objective of the MS in Computational Data Science program is to provide training in various aspects of the data lifecycle. Students will gain exposure to data collection, data cleaning, data integration, data management, and data visualization, as well as the theories and techniques necessary for data analysis from data mining, machine learning, information retrieval, and artificial intelligence.

The program aims to admit students from various backgrounds with undergraduate training in quantitative fields (e.g., engineering, physics, math, statistics). We expect that applicants will have some experience in programming, software engineering, and algorithms, and some exposure in probability/statistics. The committee overseeing the formation of the program has considered this aspect very carefully and designed a program that provides both breadth and depth. Two new courses were designed with this purpose in mind: They introduce students from different backgrounds to the basic tools and theory in the Data Science field. Students will then be exposed to the breadth of the area through a set of core courses. They will also be able to focus on various aspects of computational data science and gain in-depth knowledge through specific electives. At the end, students will complete a capstone project (new course) where they will combine technical, analytic, and interpretive skills to design and execute a large-scale data science project that has a focus on real-world applications.

It is also possible to accept students whose undergraduate education did not include the expected experience in programming, software engineering etc. Examples are students whose undergraduate degrees are in chemistry, biology, economics or sociology. Such students may still be admitted to the program with the stipulation that they complete missing courses at the undergraduate level at UCR. The CSE and ECE departments are working on a sequence of “Bridge” summer courses (taught by UCR faculty) that could be used as a first step by students who need instruction in undergraduate fundamentals, such as programming, algorithms, and data structures, prior to entering graduate programs in CSE, ECE, or Computational Data Science. Through these Bridge summer courses, students without the appropriate background can still finish their MS degree in Computational Data Science within 2 years. We expect the Bridge summer courses will increase the reach of this Data Science related MS program in the near future.
1.2 Historical Development of Data Science and Departmental Strengths

We live in a world where data is being generated continuously by scientific experiments, digital processes, sensors, social media, mobile devices, etc. The term “big data” refers to data that is arriving from multiple sources at an alarming volume, velocity, and variety. Data Science is a new field that deals with the management of and extraction of knowledge from big data. As a scientific field, Data Science affects research in many domains, including biological sciences, physical sciences, social sciences, and humanities. The importance of Data Science is evident by various related UC-wide initiatives. As an example, UCB has recently created a separate Data Science Division (https://data.berkeley.edu/).

The White House “Big Data Research and Development Initiative” committed $200 million to “extract knowledge and insights from large and complex collections of digital data, accelerate the pace of discovery in science and engineering, strengthen our national security, and transform teaching and learning.” NIH launched the Big Data To Knowledge (BD2K) initiative “to enable biomedical research as a digital research enterprise, to facilitate discovery and support new knowledge.” Harnessing the Data Revolution is part of NSF’s 10 Big Ideas. In particular, “Engaging NSF's research community in the pursuit of fundamental research in data science and engineering, the development of a cohesive, federated, national-scale approach to research data infrastructure, and the development of a 21st-century data-capable workforce.” Other funding agencies (DARPA, IARPA, etc.) have similar research initiatives.

In addition to research, Data Science heavily influences economics and business. Data has become ubiquitous in everyday life: It impacts every profession, from entry-level office workers to CEOs, from team coaches to general managers, from accountants to CFOs. Businesses now have data available to them at a scale that is historically unprecedented; harnessing this data for insight on what customers want provides them with a competitive advantage. Traditional companies (Ford, Walmart, General Electric, etc.) today pride themselves as being transformed to big-data businesses.

Fueled by the explosion of data, Data Science related jobs have proliferated and the demand for data scientists is extremely high; moreover, this demand is expected to be strong for years to come. A 2016 McKinsey report forecasted a shortfall of roughly 250,000 data scientists by 2024. Data scientists are the no. 1 most promising job in
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America for 2019, according to a report from LinkedIn. Similarly, according to Glassdoor, a recruiting site, Data Scientist has been the best job in the US (2015-2019) with around 113K median base salary. Three-fifths of the data science and analytics jobs are in the finance and insurance, professional services, and information technology sectors, but the manufacturing, health care, and retail sectors also are hiring significant numbers of data scientists. Further, the graduates of the Computational Data Science MS will be equipped with the skills and knowledge needed to master the next generation of massive information system deployments and analyze the data those systems generate. We thus expect that the new program will be in high demand among students and will serve the UCR community well.

As another indication of the interest in Computational Data Science, we have experienced high demand among graduate students for related courses (Data Mining, Machine Learning, AI, Big Data, etc.) For example, around 70-100 students attended “CS235: Data Mining”, in its last few offerings; similarly “CS236: Database Management”, “CS 226: Big Data Management” and “CS229: Machine Learning” have enrollments around 50-60 students. We expect many of these students would prefer a degree more concentrated on these particular topics, particularly one with a coordinated project to provide hands-on experience. Thus, the proposed MS program will better serve many of our current students.

Preparing the workforce in Computational Data Science is also important for the local community. Here in the Inland Empire, for example, the Naval Surface Warfare Center (NSWC) in Corona has launched the Universal Hub for Big Data, a project to collect and share Navy data, which will require a qualified workforce. Our ability to keep high-tech employers like this in the region depends on our ability to supply professionals capable of satisfying their technical needs. NSWC has recently contacted BCOE expressing strong interest in the proposed MS program. Similarly, we have the support from local industry and government agencies who would be interested in hiring our graduates (see letters of support).

The MS in Computational Data Science will be of interest as a career next path, to the UCR students graduating from the recently approved BS in Data Science program (offered by the Department of Computer Science and Engineering and the Department of Statistics). Another Data Science related MS that such students can currently follow is the recently approved MS in Business Analytics (offered by the School of Business and the Department of Statistics). The MS in Business Analytics focuses on the analysis of business applications and their data using a statistical approach (the statistical part of Data Science). The proposed MS in CDS will focus instead on the computational part of
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Data Science. We expect that some of these students will continue to pursue a PhD degree in CSE or ECE. Further, a BS+MS will be a possibility to add in the future to the Data Science Major (using the MS in Business Analytics and the proposed MS in Computational Data Science as two options depending on the student’s interest).

We further note that faculty from the CSE and Statistics departments were awarded a grant\(^1\) from the NSF Harnessing the Data Revolution Data Science Corps (HDR DSC) program to create Data Science pathways for Inland Empire students with special focus on underrepresented minorities. We have teamed with 4 local community colleges (the Riverside Community College District and the San Bernardino Valley College) as well as CalState San Bernardino. Through course articulations between the colleges involved, such pathways will start from the Inland Empire community colleges and will feed our DS Major and eventually lead to either the MS in Business Analytics or the proposed MS in Computational Data Science (depending on the student’s interest). In addition to the local community colleges and CSUSB, we have partnered with local businesses and government to offer possible capstone projects and internships and thus enhance the student experiences in the proposed Data Science pathways.

We thus believe that the MS in Computational Data Science program will play an important role in educating UCR and Inland Empire students, by building their expertise from solid core knowledge, covering the essentials in managing and analyzing data, as well as covering the applications of Data Science in real life problems.

The CSE and ECE Departments have many faculty that perform research related to Computational Data Science. There are strong research groups working on Big Data, Database Management, Data Mining, Artificial Intelligence, Deep Learning, Time Series, Vision and Visualization. The existing strength was instrumental in the creation of the Data Science Center. Section 4 lists the current program faculty (13 CSE and 7 ECE). Related research is published in the top conferences and journals, and is consistently funded by various grants from NSF, Army, Navy, DARPA and other funding agencies. As another indication of quality, the proposed MS in CDS program faculty includes 10 recipients of prestigious research awards (the NSF CAREER Award, the NSF Research Initiation Award, the Air Force Young Investigator Award), and various IEEE and ACM Fellows. PhD graduates from these groups are very much sought after from the industry (including Google, Amazon, LinkedIn, Microsoft, Facebook etc.)

\(^1\) PI: Mariam Salloum; title: “DS-PATH: Data Science Career Pathways in the Inland Empire”; 10-1-2021; $1.5M.
1.3 Enrollment Projections

The new MS in Computational Data Science will help to increase the overall graduate enrollment in BCOE, which is also a college aim. In Fall 2019, the three MS programs offered by CSE, ECE or both had the following enrollment: CSE 143, ECE 51 and Computer Engineering (CEN) 49 MS students. In Fall 2020, the numbers were slightly less (probably due to the pandemic): CSE 112, ECE 41, CEN 45. We believe that the new MS in Computational Data Science will be at least as popular as the ECE and CEN MS programs.

We thus aim to start with 20 students in the first year of the program and reach a steady state of around 60 students within 5 years. This would be achieved without hurting enrollment in the CSE, CEN and ECE MS programs (or the new MS in Robotics offered by CSE, ECE and Mechanical Engineering), since the MS in Computational Data Science offers a different career path than these other MS programs.

Further, we expect that many of these students will stay on for PhDs in CSE or ECE, thus allowing us to select PhD students who have already been at UCR.

1.4 Relation to Other Programs in UCR and the UC System

MS programs related to Data Science typically come under two categories: MS in (variations of) Data Science and MS in Business Analytics. Moreover, Data Science related MS programs are offered from a variety of departments and/or schools. Below we discuss versions of these programs within the UC and how the proposed MS in Computational Data Science differs.

The proposed MS in Computational Data Science will be a state-supported program focused on students that are interested in the on-campus experience. It is thus different from the existing self-supported BCOE MSOL on-line program that offers a Data Science specialization (among others).

UCR has recently approved a self-supported M.S. in Business Analytics (offered by the School of Business and the Statistics department). This degree is different from our proposed program as it focuses on non-technical aspects of data management and analysis while we are looking at the computational aspects of Data Science.

Within the UC system, the majority of MS programs related to Data Science are
self-supporting graduate professional degree programs (SSGPDPs), typically offered either as MS in Business Analytics or as MS in Data Science. The following discussion is based on the most current list of SSGPDP programs available at UCOP (see: https://www.ucop.edu/institutional-research-academic-planning/_files/all_UC_SSGPDPs.pdf).

In particular, UC Berkeley has an on-line M.S. of Information and Data Science (MIDS) that is offered through their School of Information. They further provide the “5th Year Master of Information and Data Science” program, open to UC Berkeley undergraduate students as a path to earning a professional master’s degree in one additional calendar year. UC Berkeley also has a (self-supported) MS in Engineering program through their Electrical Engineering and Computer Science Department, that offers a concentration in Data Science and Systems.

UC Davis has a professional Master of Science in Business Analytics offered by their Graduate School of Management.

UC Irvine has a self-supported M.S. in Business Analytics offered by the School of Business and a new Masters in Data Science (also self-supported) program through the Bren School of Information and Computer Science (that houses also the Department of Statistics).

UCLA offers through the Samueli School of Engineering, an on-line Master of Science in Engineering With Certificate of Specialization in Data Science Engineering. It also offers a professional Master of Science in Business Analytics through the Anderson School of Management. There is also a professional MS in Applied Statistics (focused on data science and quantitative analytics) offered by the Department of Statistics.

UC San Diego has a (self-supported) Master of Science in Business Analytics that runs through the Rady School of Management and a Masters of Advanced Studies in Data Science and Engineering offered through their Engineering school (that runs over Fridays/Saturdays).

As for UC state-supported MS programs related to Data Science, we could identify four: (1) UC Berkeley has a 11-month in-person Master of Analytics program that focuses on data-driven analytical methods for optimization, statistics, risk management, offered by the Department of Industrial Engineering and Operations Research. (2) At UC Davis there is a Data Science track within the M.S. in Statistics offered by the Statistics Department. (3) A similar approach is taken at UCSB: there is a Data Science
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concentration within the M.A. in Statistics offered by the Department of Statistics and Applied Probability. (4) At UCSD there is a Machine Learning & Data Science emphasis offered within the MS degree in the Electrical and Computer Engineering Department. Finally, we note that UCSC allows for designated emphasis on Data Science to PhD students (which is like a minor for graduate studies); however it is not clear whether this emphasis applies to an MS degree as well.

The proposed MS in Computational Data Science will be a unique offering within the UC system given its focus on the computational side of data science. The closest in nature is UCSD’s MS in Machine Learning & Data Science. There are some differences in the focus of the two programs; for example, the proposed UCR program requires more computational core courses and covers some of the more advanced/theoretical concepts in its elective list A. This has been our focus from the start (and is thus reflected in the name of the proposed program).

MS in Data Science degrees are also offered by many top universities around the country that have strong research in this field. Examples include the Master in Computational Data Science at CMU, the Masters in Data Science at NYU and the Masters in Data Science at Columbia University.

1.5 Contributions to Diversity

The lack of diversity in computer science and in the information technology sector of the economy, especially among women and underrepresented minorities, is a well-recognized challenge. While the centrality of computing has manifested itself in dramatic increases in enrollment, computing is among the least diverse disciplines in terms of both gender and minority representation\(^2\). This has clear effects in the workforce. A recent industry report\(^3\) found that improving ethnic and gender diversity in the U.S. technology workforce represents a massive economic opportunity that could create $470 – $570Bn in new value for the tech industry, and could add 1.2 – 1.6% to the national GDP. The report identifies underrepresentation of African American and Latino/Latina workers in the tech industry compared to the U.S. workforce as a whole, accounting for 7 and 8 percent of tech workers, respectively, compared to 12 and 16


percent of all U.S. workers. The gap is even larger for women, who represent only 28 percent of the tech workforce compared to 47 percent of the overall labor force.

The table below depicts the number of females and URMs, among all the MS programs offered by CSE and ECE, as well as the BCOE totals (as of Fall 2020 taken from UCR’s Institutional Research website\(^4\)). Even though concentrated in the MS degrees only, we can see similar trends with respect to diversity.

<table>
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<tr>
<th>Degree</th>
<th>Enrollment</th>
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<tr>
<td>BCOE (M.S.)</td>
<td>373 (22.8% women, 12.6% URM)</td>
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<tr>
<td>Computer Science (M.S.)</td>
<td>112 (22.3% women, 5% URM)</td>
</tr>
<tr>
<td>Computer Engineering (M.S.)</td>
<td>45 (20% women, 6.6% URM)</td>
</tr>
<tr>
<td>Electrical Engineering (M.S.)</td>
<td>41 (19.5% women, 17% URM)</td>
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National MS enrollment data from the Taulbee survey\(^5\), show higher % in the enrollment of women (but still below 30%) and lower % for URMs (note data does not include Electrical Engineering).

<table>
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<th>Degree</th>
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<tr>
<td>Computer Science (M.S.)</td>
<td>26.6% women, 2.8% URM</td>
</tr>
<tr>
<td>Computer Engineering (M.S.)</td>
<td>29.9% women, 4.6% URM</td>
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Because of its ubiquitousness and inherent interdisciplinarity, Data Science has an enormous, and still largely untapped, potential for increasing diversity in computing. While no data was directly available for MS in Data Science degrees, we expect that the Data Science diversity enrollment will be much better than the traditional computer science and electrical engineering fields.

**Vision:** With the proposed MS in Computational Data Science we will further improve diversity in computing by increasing the participation of women and underrepresented minorities. We first aim at achieving the BCOE enrollments for women (22.8%) and URMs (12.6%) within 2 years from the program’s start. Our aim is to achieve women

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\(^4\) [https://ir.ucr.edu/stats/enroll/demographic](https://ir.ucr.edu/stats/enroll/demographic)

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enrollment close to 30% by year 4 and raise it to around 40% by year 5. Similarly we aim at 15% URMs by year 4 and reaching 20% of URM enrollment by year 5.

We will follow recent research that has suggested multiple ‘best practices’ for recruitment, retention, and success of diverse student populations in STEM and computing disciplines. Such best practices include\(^6,7\):

- (BP1) Minimize or remove the presence of ambient stereotypes in the classroom [CP+2009];
- (BP2) Include real-world context in the curriculum [BD2016],[DF2007];
- (BP3) Emphasize collaborative problem solving and interdisciplinary projects [PH+2007],[PW2009];
- (BP4) Provide multiple pathways to attract computing majors [PH+2007];
- (BP5) Enable student participation in undergraduate research programs [CS+2014],[CC+2009],[DF2007],[GTH2016],[VG+2013],[WH+2012];
- (BP6) Provide introductory course options that separate students with prior experience in computer science from those with no experience [CL2011];
- (BP7) Provide learning environments other than those expected in the normative culture of computer science [SA+2015];
- (BP8) Enlist a diverse team of faculty, instructors, and mentors;
- (BP9) Perform active assessment and refinement of institutional culture and practices with an eye to inclusivity.

Plan: To achieve our vision we will follow a multipronged approach that addresses diversity at different levels, in: recruitment, curriculum and pedagogy, outreach, assessment and faculty. Below we discuss the various efforts and how they follow the best-practices listed above (BP1-BP9).

Recruitment: UCR is an accredited Hispanic Serving Institution (OPEID 00131600), with approximately 35% Hispanic enrollment. The MS in Computational Data Science program aims to recruit from the four closely related UCR BS programs—Data Science, ECE, CEN, and CSE. The fast-growing nature of the field of Data Science (and AI in general) is a great motivating factor for these students to complete a MS degree before entering the workforce. In addition to UCR, the MS in Computational Data Science

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program will recruit from other local HSIs, such as California State University campuses
in the Southern California region (e.g., San Bernardino, Cal Poly Pomona, etc.),
California Baptist University, La Sierra University. It is expected that some of the MS
students will stay on for a PhD in CSE or ECE, thus enhancing diversity in the
associated PhD programs too.

The CSE and ECE departments are heavily invested in broadening participation in
computing and are working on increasing diversity at the undergraduate and graduate
level through several initiatives. We note that the departments have received various
grants for improving diversity. Such efforts will help encourage students (especially
traditionally underrepresented minorities and first-generation college students) to
consider graduate school as an option. Below we summarize the most recent of these
grants and the related activities.

(1) BCOE has received two Google exploreCSR awards (Prof. Mariam Salloum (CSE)
in 2020 and Prof. Basak Guler (ECE) in 2021). Google’s exploreCSR awards aid higher
education efforts to support students from historically marginalized groups to pursue
graduate studies and research careers in computing. As part of the exploreCSR
program, we are holding several workshops that include: “demystify the graduate school
application process” (M.S. and Ph.D.), “explore faculty research” panel, and “graduate
student experiences” panel. The program also matches selected students with faculty
mentors for a summer research experience. Prof. Mariam Salloum (CSE) piloted the
exploreCSR program last year and supported 8 students for a summer research
experience (4 female, 1 African American, 2 Hispanics). The activities created as part of
the exploreCSR grants align with best practice BP5 (create opportunities for students to
participate in undergraduate research programs).

(2) BCOE was also involved in a recently awarded NSF grant⁶ to extend the Computing
Alliance for Hispanic Serving Institutions (CAHSI). This Broadening Participation in
Computing (BPC-AE) grant aims to encourage traditionally underrepresented students
(in particular Hispanics and women) to pursue graduate studies. The objectives of the
project are: (1) expand students’ research knowledge at participating CAHSI institutions
through exposure to research as a career pathway; (2) involve upper division students
in research experiences that prepare them for graduate-level research; and (3) build
graduate program infrastructure through adoption and study of evidence-based,
multi-institutional graduate support structures that lead to underrepresented students’

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⁶ BPC-AE: An Extended CAHSI Alliance to Broaden Participation in Graduate Studies", PI Ann
Gates, University of Texas at El Paso; $2.9M; UCR portion: $135K.
success in their graduate studies. The above activities align with best practice BP4 (adding career pathways) and BP5 (undergraduate research).

(3) Faculty in CSE were awarded the Northeastern Center of Inclusive Best Practices grant\(^9\) to broaden participation in computing. The project aims to increase the number of female students graduating with computing majors. To achieve this goal, the grant introduced a new introductory course sequence that will lead to Computer Science or Data Science major. The project activities also involve faculty workshops on inclusive pedagogy and equity and data collection. To tackle best practices BP1 and BP7 and change the culture in the classroom, we recognize we must first change the departmental cultures by providing faculty proper training. The faculty workshops are focused on inclusive teaching practices and updating course material to ensure inclusivity (for example, omitting the use of the ‘Lena’ photo in the image processing field). The workshops will highlight strategies for creating a culture that supports all students, borrowing ideas from “Twelve Tips for Creating a Culture that Supports All Students in Computing” by C. Lewis.

(4) A report by the National Academies of Sciences, Engineering, and Medicine [Nat2018] suggested that to build broad participation, Data Science programs should create multiple entry points and allow students with various backgrounds to pursue Data Science, which aligns well with best practices (specifically BP4 and BP6) which outline the importance of creating multiple pathways. Following this suggestion, the Bridge summer program (mentioned earlier, under creation by CSE and ECE) would offer courses so that students with non-CS degrees can cover key undergraduate material and then proceed to pursue an M.S. in Computer Science, Computer Engineering, or Computational Data Science. We expect that this path will be attractive to students from fields like Biology/Neuroscience, Sociology, Economics, Earth Sciences etc. Such entry points will be instrumental in improving diversity. Using gender as an example (we will in fact look at other diversity metrics as well), in 2020 CSE and ECE had only 18% and 12% females respectively, in comparison to 32% in Economics, 75% in Sociology, 66% in Bio/Neuroscience and 54% in Earth Sciences. Recent research has shown that similar Bridge summer coursework, like the one at Northeastern University [BM+2020], increases diversity at the M.S. level. In fact, UCR is part of the M.S. Pathways to Computing Consortium\(^10\) led by Northeastern University to create Bridge programs that lead to graduate level degree programs in Data Science and Computing with the aim of

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\(^9\)Northeastern CIC Best Practices grant, PI Tamar Shinar, Co-PI Jiasi Chen, Co-PI Paea LePendu, Co-PI Mariam Salloum; $607K.

\(^10\)https://www.khoury.northeastern.edu/information-for-overview/prospective-align-pillar/ms-pathways-to-computing-consortium/
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Broadening Participation. This program has received initial funding from Google and The Cognizant U.S. Foundation to be awarded in the form of scholarships for students enrolled in M.S. Bridge programs at participating institutions (which includes UCR). These scholarships will be open to students wishing to pursue the Bridge program at UCR and are reserved for traditionally underrepresented minorities.

(5) As mentioned earlier, UCR was recently awarded the NSF Data Science Corps grant \(^1\) to create pathways into undergraduate and graduate Data Science degrees. The program is a partnership between UCR, CSU San Bernardino, and 4 community colleges (Riverside City College, Norco College, Moreno Valley College, and San Bernardino Valley College). Project initiatives include creating pathways between 2-year programs, 4-year programs and graduate programs through course articulation, recruitment and mentorship (BP4). The program has other components, including K-12 outreach, summer fellowship program (BP7), professional development workshops that focus on interview preparation, imposter syndrome, oral-communication, etc. and faculty and teacher workshops.

Curriculum and pedagogy: Prior research has established that the hands-on aspects of Data Science projects, coupled with clear workforce-related applications, appeal to students from underrepresented backgrounds and increase engagement, involvement, and retention [Lue2019, Wil2017, Raw2018]. The cross-disciplinary nature of Data Science creates the opportunity to build a curriculum that is sensitive to the needs of diverse learners as well as diverse members of society. Of particular interest and concern is the subject of algorithmic bias in AI and machine learning. The design of AI systems has been primarily the domain of white, male engineers [6], and several scholars have suggested that efforts toward inclusion in the ranks of those who design AI systems could reduce bias [JIV2019, Wor2020]. For example, just 12% of machine learning engineers are women [Wir2018], with Black AI leaders pointing to a “diversity crisis” in the field [Sno2018]. Critiques of simple inclusivity efforts suggest that diversity programs cannot address overlapping forms of inequality, and have called for applying a more deliberate lens of intersectionality to the algorithm design [Cis2019, DK2020]. To this end, the MS in Computational Data Science program will work closely with the CSE and ECE Departments to update their AI, machine learning, and computer vision graduate-level curricula to address algorithmic bias, including how biased vs. unbiased algorithms may impact society as the technology evolves.

\(^1\) NSF Data Science Corps grant “DS-PATH: Creating Data Science Career Pathways,” PI Mariam Salloum, Co-PI Xiping Cui, Co-PI Analisa Flores, Co-PI Vassilis Tsotras, Co-PI Paea LePendu.
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Another way to increase participation and retention is to avoid filter or gate-keeping courses (especially early in the program) and replace them with courses that entice student participation through heightening the excitement and applicability of Data Science (BP6). This is the guiding principle behind the design of “CS252A/EE251A: Data Analytics and Exploration” and “CS252B/EE251B: Fundamentals of Data Science”, which jointly serve as an introduction to Data Science through interesting and application-based projects and homework assignments. Moreover, the capstone course “CS279/EE279” leverages Project-Based-Learning (PBL) which allows students to collaborate in teams on real-projects proposed by partnering organizations (industry, local agencies like the Country of Riverside or City of Riverside, non-profit organizations, etc.). The real and applied projects integrated into the coursework serve an important component and align well with best practices BP2 and BP3.

We also note that UCR is a member of the Technology Pathway Initiative (TPI) that is led by CAWIT (Center for Advancing Women in Technology; https://www.cawit.org/). CAWIT aims to increase the participation of women in computing and information technology, by developing new interdisciplinary computing degree programs that educate more women innovators for the Digital Age. Participating TPI campuses (including UCB, UC Davis and various Cal States) meet at the annual Interdisciplinary Computing Summer Institute (ICSI) to discuss curriculum and pedagogy with respect to diversity, equity and inclusion. We will use input from these meetings to guide continuous improvements to our curriculum based on experiences in other participant campuses.

Recent research [KI+2018] that has stemmed from ICSI has shown that interdisciplinary degree programs are successful in addressing the gender gap in computing. For example, San Francisco State University (also a TPI member) created the Promoting Inclusivity in Computing (PINC) program, which allows students to complete a minor in 'Computing Applications.' The program is targeted toward Biology and Chemistry majors, but all non-CS majors are welcome to participate. Based on data reported by the PINC program, 73% of students are women and 51% are underrepresented minorities (URM). While little data exists for M.S. programs, we believe that similar success can be achieved at the graduate level. We will thus reach out to other UCR departments to create interdisciplinary courses that will provide our M.S. students an opportunity to apply their Data Science skills to various domain areas. Such courses can be added in the list of electives offered by the proposed program.

**Outreach:** Students in the MS in Computational Data Science program will be encouraged to participate with ongoing efforts at UCR to provide mentorship and
broaden participation in Data Science related activities. BCOE student organizations such as the IEEE@UCR and ACM@UCR have a long and successful history of outreach efforts to the local community which bring K-12 students to campus. The MS in Computational Data Science program will work with BCOE student organizations to create new opportunities for graduate student leadership and participation surrounding community outreach events.

For example, graduate students can participate in hackathons as workshop leaders, mentors, or judges. RoseHack is a women-centric hackathon run by Women in Computing (WinC) that involves ~250 students from UCR, surrounding CSU and Community College campuses as well as high schools. Another example are the annual summer robotics camps organized by the ECE department for middle and high schools students, in collaboration with the Redlands Unified School District. Data Science expertise enables the decision making of robots and is an essential component of robots and other intelligent systems. We will encourage students from the MS in Computational Data Science program to take a leadership role in these outreach efforts and mentor the next generation of students.

There is a recent surge of workshops and conferences that promote diversity in Data Science and related fields, with prominent examples including “WiML” (Women in Machine Learning; https://wimlworkshop.org/), “WiDS” (Women in Data Science; https://www.widsconference.org/), and “BPDM” (Broadening Participation in Data Mining; https://www.facebook.com/BPDMProgram). The WiDS conference surpassed 100,000 attendees in hundreds of cities this past March. UCR participates in WiDS as an ambassador and holds UCR-based WiDS-sponsored workshops where our students present and share their work (most recently in March 2021). This will be a great opportunity to create visibility within the larger community that portrays Data Science as a viable career choice for female students. We will also invite undergraduate and high-school students so they might learn about Data Science and hear talks about projects / research from graduate students and faculty.

Continued Assessment of Diversity: The oversight committee of the MS in Computational Data Science program will organize an open feedback session at the end of each academic year in order to obtain qualitative feedback from students and instructors. In addition, the committee will perform quantitative diversity assessment through anonymous student survey and evaluation, in collaboration with the two participating departments. The continued assessment aligns well with best practice BP9 in best practices which outlines that institutions should evaluate enrollment and refine
institutional culture and practices with a focus on broadening participation and inclusivity.

Moreover, the oversight committee will work closely with the CSE and ECE Broadening Participation Committees (BPC) to track and evaluate enrollment and retention data. Assessment of diversity is one of the 5 goals of the CSE and ECE Broadening Participation Committees (BPC)\textsuperscript{12}. In particular, the two departments will continue data collection to understand the effect of various interventions and activities of BPC so as to increase the number of women and underrepresented minorities pursuing graduate degrees (goal #4).

Further, assessment of diversity is a core component of the recent NSF Data Science Corps (DS Corps) grant and as part of the grant activities data will be collected with the help of Institutional Research to evaluate admission, demographics and retention. Grant evaluation also includes qualitative assessment through anonymous surveys distributed to students enrolled in the program. The data and report generated by the DS Corps grant will be shared with the oversight committee for review.

**Improving Faculty Diversity:** It is well known that improving faculty diversity will provide more role models to the program's students and even attract a more diverse student population. Role models have an important position to play, especially for students considering career choices. Improving the diversity of faculty and role models is also highlighted as one of the best practices (BP8) that contribute toward broadening participation. The proposed MS in CDS program faculty includes 5 females and two URMes (1 Pacific Islander and 1 Latino). Even though the proposed program is not a department that can hire its own faculty, there are currently three faculty searches in the related departments (CSE and ECE) in areas related to Data Science. Special efforts will be taken for these and future searches to: (i) increase the pool of candidates with minorities (by announcing the recruitments in related forums including WiML, BlackInAI, LatinXinAI, QueerInAI, HSI institutions and the National Society of Black Engineers) and, (ii) include females/minorities in the search committees in an effort to eliminate unconscious bias.

In particular, BCOE has recognized the importance of further improving diversity among its faculty. Recently, BCOE was awarded an NSF ADVANCE grant\textsuperscript{13} to support further recruitment and success of diverse faculty. The NSF ADVANCE program is designed to

\textsuperscript{12} https://bit.ly/cse-bpc

\textsuperscript{13} PI: Kelley Barsanti; title: "ADVANCE Partnership: Promoting Equity and Inclusion to Facilitate Retention of Faculty through Evidence- and Place-Based Intervention Training"; 10/1/2021; $802K.
foster gender equity through a focus on the identification and elimination of organizational barriers that impede the full participation and advancement of diverse faculty in academic institutions. Important elements in this project for supporting systemic and sustainable change include: engagement of leadership at the College, University, and UC System levels; development of organizational leaders within departments as “allies”; and faculty empowerment through department-centralized training (train-the-trainer model) in bystander intervention and unconscious bias. Bystander intervention training is one promising approach for achieving positive changes in individuals and systemic and sustained improvements in organizational climate and culture, to mitigate exclusionary behavior and promote inclusion and retention. Training in unconscious bias is also very important for faculty in search committees.

We will work closely with the BCOE ADVANCE team to improve diversity through faculty recruitment and retention. Faculty in the proposed MS in CDS program will follow the recommendations of the ADVANCE team, including training in unconscious bias and bystander intervention. Further, ADVANCE will develop a group of organizational leaders (“allies”) within the BCOE departments that would model behaviors that promote equity and inclusion. Prof. Tsotras is serving as one of the ADVANCE project’s initial faculty “allies” at BCOE.

References:


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1.6 Comments from other UC programs

to be updated.

1.7 Administration of the Program

The program will be led by a Program Director, assisted by an Associate Director. While the Director will focus on the overall program and coordination among the departments, the Associate Director will serve the role of Graduate Advisor taking care of all graduate student advising issues within the program. A staff member will help the faculty Directors in administering the program. The program faculty will consist of Senate faculty in related research areas from the two departments (see list of the initial program faculty in Section IV). In the interest of efficient administration, a core group of faculty will be appointed to oversee the program and coordinate efforts with the two departments. This Oversight Committee will consist of 5 faculty from the two
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departments (three from CSE and two from ECE), including the Director and Associate Director.

This proposal was created by the following group of faculty:
Samet Oymak (ECE)
Vagelis Papalexakis (CSE)
Mariam Salloum (CSE)
Christian Shelton (CSE)
Amit Roy-Chowdhury (ECE)
Vassilis Tsotras (CSE) - Committee Chair

1.8 Evaluation of the Program

As is the norm for all graduate programs at the UCR campus, the program will follow the Senate-mandated review (once every six or seven years). Beginning with the second year, the Program Committee will initiate an internal review of the M.S. in Computational Data Science Program.
SECTION 2: PROGRAM

Below we describe the undergraduate admission requirements, the program of study and provide a sample time plan.

2.1 Admission Requirements

All applicants to this program must have completed a Bachelor’s degree or its approved equivalent from an accredited institution and to have attained undergraduate record that satisfies the standards established by the Graduate Division and University Graduate Council. Students need experience in a quantitative field with experience in programming, software engineering, algorithms, and background in statistics. Competence in these areas is defined by the following UCR undergraduate courses (or equivalents):

- CS 141 - Intermediate Data Structures and Algorithms
- CS 100 - Software Construction
- MATH 010A - Multivariable Calculus
- MATH 031 - Linear Algebra
- A course covering foundations of probability and statistics (such as STAT 155 - Probability and Statistics for Science and Engineering, or, EE 114 - Probability, Random Variables, and Random Processes in Electrical Engineering)

Applicants who fail to meet this criterion may sometimes be admitted with course deficiencies, provided they take remedial steps to cover the deficiencies. A student who is deficient in a competency area may be asked to complete the corresponding UCR course with a letter grade of at least B, or to pass a challenge examination based on that course’s final exam with a grade of at least B. All such remedial work cannot be counted towards the MS degree requirements and should be completed within the first year of graduate study, and in all cases the deficiency(s) must be corrected BEFORE a student can enroll in any graduate course from the same specialty area. The details will be decided by the Graduate Advisor of the program in consultation with the student. The CSE and ECE departments are working currently on a sequence of ‘Bridge’ summer courses that can be used as a first step by students who lack basic undergraduate background in programming, algorithms and data structures.
All applicants must submit scores from the Graduate Record Exam, General Test (GRE). Relevant GRE subject tests may be beneficial to the candidate’s application, but are not required. Applicants whose first language is not English are required to submit acceptable scores from the TEST of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) unless they have a degree from an institution where English is the exclusive language of instruction. Additionally each applicant must submit letters of recommendation, as per the admission requirements. All other application requirements are specified in the graduate application.

2.2 Computational Data Science MS Program

The MS in Computational Data Science program will be built using existing courses, and three recently approved courses¹⁴ (CS252A/EE251A: Data Analytics and Exploration, CS252B/EE 251B: Fundamentals of Data Science and CS/EE 279: Capstone Project in Data Science). The MS in Computational Data Science requires the completion of 49 units of coursework, including a capstone project. There are no thesis or comprehensive exam options; i.e. it falls in the category of a Master’s II (with capstone).

Units are divided among core courses (6 courses, for a total of 24 units), elective courses (5 courses, for a total of 20 units), a professional development course (1 unit) and the capstone course (4 units). All students must complete the same core courses. Elective courses are selected by the student from a list of possible courses; students can petition to select a course not on the list.

Core courses:

1. CS 252A/EE 251A: Data Analytics and Exploration (recently approved course)
2. CS 252B/EE 251B: Fundamentals of Data Science (recently approved course)
3. CS 224: Fundamentals of Machine Learning
4. CS 226: Big Data Management
5. CS 235: Data Mining Techniques
6. CS 236: Database Management

Elective courses:
The five electives can be selected from the following two lists of elective courses; at least three of the courses must be from list A. The description of all the elective courses is available later in the proposal. Students may petition for other elective courses; such

¹⁴ The full description of the three newly approved courses appears in Appendix B.
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Elective List A:
1. CS 205: Artificial Intelligence
2. CS 225: Spatial Computing
3. CS 227: Probabilistic Models for Artificial Intelligence
4. CS/EE 228: Introduction to Deep Learning
5. CS 229: Machine Learning
6. CS 242: Information Retrieval and Web Search
7. CS/EE 248: Optimization for Machine Learning
8. EE 231: Convex Optimization in Engineering Applications
9. EE 236: State and Parameter Estimation Theory
10. EE 240: Pattern Recognition
11. EE 244: Computational Learning

Elective List B:
1. CS 210: Scientific Computing
2. CS 211: High Performance Computing
3. CS/EE 217: GPU Architecture and Parallel Programming
4. CS 234: Computational Methods for Biomolecular Data
5. EE 241: Advanced Digital Image Processing
6. EE 243: Computer Vision
7. EE 250: Information Theory

Capstone Experience: Students must complete a capstone course CS/EE 279: Capstone Project in Data Science (new course), under the guidance of the capstone instructor member. The description of the capstone course appears in Section 5.

Professional Development Requirement: Students will satisfy the professional development requirement by enrolling in one of the following courses: one quarter of CS 287 (Colloquium in Computer Science), or GDIV 403 (Research and Scholarship Ethics), or at least one unit of CS 298I (Individual Internship).

2.3 Other Requirements

There are no field or qualifying examinations. There is no thesis/dissertation or final examination. There are no special requirements over and above the Graduate Division minimum requirements.
2.4 Sample Program

Below we provide a sample program. Assuming that a student has no deficiencies and is full-time, the normative time from matriculation to degree is 4 quarters. Using the currently planned Bridge summer courses in CSE/ECE, it is expected that students with deficiencies can still graduate within 2 years.

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SECTION 3: PROJECTED NEEDS

3.1 Student Demand and Opportunities

We expect a large demand for the new program. The numbers of students in related programs, like the BS and MS programs in CSE, ECE and CEN continue to increase. The proportion of domestic students in related MS programs is around 17% in CSE, 20% in CEN and 33% in ECE; we expect that for the MS in CDS the percentage of domestic students will be closer to the ECE example. This is because Data Science seems to be popular with domestic students. Moreover, we expect that the proposed program (as well as the MS in Business Analytics) will draw from students who complete the new Data Science B.S. program. We note that the B.S. in DS inaugural class of Fall 2020 and the Fall 2021 incoming freshman/transfer class are almost 100% domestic. Many students in the various Engineering Undergraduate Professional Societies have also expressed interest in Data Science related graduate programs. While we have most of the courses, the structures of the existing programs do not allow them to take the proper set of courses required for specialized training in Computational Data Science. This demand is directly related to opportunities for students after graduation.

3.2 Opportunities for Placement of Graduates

Based on our experience from graduate students working in relevant areas (Databases, Data Mining, Artificial Intelligence, Machine Learning etc.) there is currently very high demand from industry. Moreover, as mentioned in the Introduction, according to Glassdoor, a recruiting site, Data Scientist has been the best job in the US (2015-2019).

3.3 Importance to the Discipline

As a scientific field, Data Science affects research in many domains, including biological sciences, physical sciences, social sciences, and humanities. In addition to the newly approved Data Science undergraduate program, the proposed MS in Computational Data Science allows students to concentrate further on this important field.

3.4 Meeting the needs of Society

Data is an important societal asset. By training more students in Computational Data Science we also create more “citizen scientists”. According to CitizenScience.gov (the official government website dedicated to Citizen Science), a citizen scientist “...participates voluntarily in the scientific process, addressing real-world problems in
ways that may include formulating research questions, conducting scientific experiments, collecting and analyzing data, interpreting results, making new discoveries, developing technologies and applications, and solving complex problems”. Such involvement can engage the American public in addressing societal needs and accelerating science, technology, and innovation.

3.5 Relation to Research and Faculty Interests

A critical mass of our faculty are engaged in research and teaching across the full range of areas relevant to the proposed MS program. This is also evident from the fact that almost all the courses for the program already exist at UCR. These areas are already of high interest to faculty. Moreover, faculty is well funded in these research areas.

3.6 Program Differentiation

The MS in Computational Data Science will be a state-supported program. It is thus different from UCR’s MSOL program in Data Science as well as other similar online/professional programs in other UC campuses. In addition to being state-supported our program differs due to its concentration in the computational part of Data Science. It is also different from UCR’s professional MS in Business Analytics (and other UC similar programs) that focuses on non-technical aspects of data management and analysis while we are looking at the computational side of data analysis.

Among state supported programs, the proposed MS in Computational Data Science is different from the UC Berkeley Master of Analytics program (offered by the Department of Industrial Engineering and Operations Research) since that program focuses on data-driven analytical methods for optimization, statistics, and risk management. It is also different from the Data Science concentrations offered by the masters in Statistics (UC Davis and UC Santa Barbara) given their focus on statistical analysis approaches. The closest state supported program is UCSD’s Machine Learning & Data Science. The proposed UCR MS in CDS program requires more computational core courses and covers some of the more advanced/theoretical concepts in its elective list A. This focus is reflected in the name of the proposed program. A further discussion of the relevant UC programs appears in Section 1.4.

In summary, UCR’s MS in Computational Data Science will be the first UC MS program under this name, with this important focus.
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There are also Data Science related offerings from private southern California Institutions. Examples are: (1) the MS in Information Systems & Technology with concentration in Data Science, offered by Claremont Graduate University, and (2) the Master of Science in Computer Science (Data Science) offered by USC. We believe that we offer a very competitive program from a public institution that concentrates on the computational part of Data Science.
SECTION 4: PROGRAM FACULTY AND STAFF

The list of the Program Faculty (with a link to their publications) appears below:

**CSE**
Jiasi Chen (Associate Professor; PhD; [https://dblp.org/pid/35/9005.html](https://dblp.org/pid/35/9005.html))
Ahmed Eldawy (Assistant Professor; PhD; [https://dblp.uni-trier.de/pers/hd/e/Eldawy:Ahmed](https://dblp.uni-trier.de/pers/hd/e/Eldawy:Ahmed))
Vagelis Hristidis (Professor; PhD; [https://dblp.uni-trier.de/pers/hd/h/Hristidis:Vagelis](https://dblp.uni-trier.de/pers/hd/h/Hristidis:Vagelis))
Eamonn Keogh (Professor; PhD; [https://dblp.uni-trier.de/pers/hd/k/Keogh:Eamonn_J=](https://dblp.uni-trier.de/pers/hd/k/Keogh:Eamonn_J=))
Paea LePendu (Assistant Teaching Professor, PhD; [https://dblp.uni-trier.de/pers/hd/l/LePendu:Paea](https://dblp.uni-trier.de/pers/hd/l/LePendu:Paea))
Amr Magdy (Assistant Professor; PhD; [https://dblp.uni-trier.de/pers/m/Magdy_0001:Amr.html](https://dblp.uni-trier.de/pers/m/Magdy_0001:Amr.html))
Evangelos Papalexakis (Associate Professor; PhD; [https://dblp.uni-trier.de/pers/hd/p/Papalexakis:Evangelos_E=](https://dblp.uni-trier.de/pers/hd/p/Papalexakis:Evangelos_E=))
C.V. Ravishankar (Professor; PhD; [https://dblp.uni-trier.de/pers/hd/r/Ravishankar:Chinya_V=](https://dblp.uni-trier.de/pers/hd/r/Ravishankar:Chinya_V=))
Elaheh Sadredini (Assistant Professor; PhD; [https://dblp.org/search?q=Elaheh+Sadredini](https://dblp.org/search?q=Elaheh+Sadredini))
Mariam Salloum (Assistant Teaching Professor; PhD; [https://dblp.uni-trier.de/pers/hd/s/Salloum:Mariam](https://dblp.uni-trier.de/pers/hd/s/Salloum:Mariam))
Christian Shelton (Professor; PhD; [https://dblp.uni-trier.de/pers/hd/s/Shelton:Christian_R=](https://dblp.uni-trier.de/pers/hd/s/Shelton:Christian_R=))
Vassilis Tsotras (Professor; PhD; [https://dblp.uni-trier.de/search?q=tsotras](https://dblp.uni-trier.de/search?q=tsotras))
Neftali Watkinson (Assistant Teaching Professor, PhD; [https://dblp.uni-trier.de/pid/210/5993.html](https://dblp.uni-trier.de/pid/210/5993.html))

**ECE**
Salman Asif (Assistant Professor; PhD; [https://dblp.uni-trier.de/pers/hd/a/Asif:Muhammad_Salman](https://dblp.uni-trier.de/pers/hd/a/Asif:Muhammad_Salman))
Bir Bhanu (Professor; PhD; [https://dblp.uni-trier.de/pers/hd/b/Bhanu:Bir](https://dblp.uni-trier.de/pers/hd/b/Bhanu:Bir))
Jia Chen (Assistant Teaching Professor; PhD; [https://scholar.google.com/citations?user=iD98H2sAAAAJ&hl=en](https://scholar.google.com/citations?user=iD98H2sAAAAJ&hl=en))
Basak Guler (Assistant Professor; PhD; [https://dblp.org/search?q=basak+guler](https://dblp.org/search?q=basak+guler))
Samet Oymak (Assistant Professor; PhD; [https://dblp.uni-trier.de/pers/hd/o/Oymak:Samet](https://dblp.uni-trier.de/pers/hd/o/Oymak:Samet))
Amit Roy-Chowdhury (Professor; PhD; [https://dblp.uni-trier.de/pers/hd/r/Roy=Chowdhury:Amit_K=](https://dblp.uni-trier.de/pers/hd/r/Roy=Chowdhury:Amit_K=))
Nanpeng Yu (Assistant Professor; PhD; [https://dblp.uni-trier.de/pers/hd/y/Yu:Nanpeng](https://dblp.uni-trier.de/pers/hd/y/Yu:Nanpeng))

**STAFF**
One FTE for administrative support, primarily for graduate student admissions, enrollment and advising. Initial support may be less than 1 FTE, ramping up as the program matures.

**TEACHING RESOURCES**
The new program is based on existing courses from CSE and ECE. The three new courses are cross-listed between the two departments which will share responsibilities in teaching them. In the Appendix we include letters of support from the two department chairs that also discuss the sharing of the teaching.
SECTION 5: COURSES

Core Courses

New Courses Developed for the proposed Program (already approved)

CS 252A /EE 251A. Data Analytics and Exploration (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): CS141, CS100; Stat 155 or EE114 or equivalent; graduate standing; or consent of instructor. Covers important algorithms relevant to the lifetime of data from data collection and cleaning to integration, data mining, and analytics. Topics include: sketch algorithms for computing statistics on data streams; mining social graphs including community detection and graph partitioning; Data Science life cycle: techniques on data cleaning, data integration, Exploratory Data Analysis, and visualization.

CS 252B /EE 251B. Fundamentals of Data Science (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): Math 010A, Math 031 or EE 020B, CS100; Stat 155 or EE114; graduate standing; or consent of instructor. Explores theoretical tools in data science and their applications in data science. Introduces and motivates statistical and computational viewpoints on data analysis. Topics include the manipulation of data as vectors, drawing inferences from data as distributions, and quantifying data uncertainty for data analysis. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

CS/EE 279. Capstone Project in Data Science (4) Lecture, 1 hour; outside research, extra readings, 9 hours. Prerequisite(s): Enrollment in Master in Data Science. Co-requisites: CS 252A/EE 251A, CS 252B/EE 251B, CS224, CS226, CS235, CS236. Covers combining technical, analytic, and interpretive skills to design and execute a large-scale data science capstone project that has a focus on real-world applications. Provides an opportunity to integrate all of the core skills and concepts learned throughout the program and prepares students for long-term professional success in the field. Emphasizes collaboration and communication in both written and oral form.

Existing Core Courses

CS 224: Fundamentals of Machine Learning. (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): CS 100, STAT 155, MATH 31; graduate standing. A study of generative and discriminative approaches to machine learning. Topics include probabilistic model fitting, gradient-based loss optimization, regularization, hyper-parameters, and generalization. Includes experience with data science
programming environments, data from practice, and performance metrics. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

**CS 226. Big-Data Management** (4) Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): CS 166 or CS236; graduate standing. Introduction to the architecture and design of big data management systems. Covers the design of distributed file systems and high throughput databases. Description of popular programming paradigms for big data including MapReduce and Resilient Distributed Datasets. Includes a course project with hands-on experience on open-source big data systems. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

**CS 235. Data Mining Techniques** (4) Lecture, 3 hours; term paper, 1.5 hours; project, 1.5 hours per week. Prerequisite(s): CS 141, CS 170 is recommended; graduate standing. CS 235 online section; enrollment in the online Master of Science in Engineering program. Provides students with a broad background in the design and use of data mining algorithms and tools. Includes clustering, classification, association rules mining, time series clustering, and Web mining. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

**CS 236. Database Management Systems** (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): CS 141; CS 166 is recommended; graduate standing; or consent of instructor. Covers principles of file systems; architecture of database management systems; data models; and relational databases. Also examines logical and physical design of databases; hardware and software implementation of database systems; and distributed databases (e.g., query processing, concurrences, recovery). May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

**Electives**

**CS 205. Artificial Intelligence** (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): CS 170 or equivalent; graduate standing. Examines knowledge representation and automated reasoning and their use in capturing common sense and expert knowledge. Also addresses predicate and nonmonotonic logics; resolution and term rewriting; reasoning under uncertainty; theorem provers; planning systems; and belief networks. Includes special topics in natural language processing, perception, logic programming, expert systems, and deductive databases. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

**CS 210. Scientific Computing** (4) Lecture, 4 hours. Prerequisite(s): CS 010B, MATH 010A; MATH 031 or equivalent; graduate standing; or consent of instructor. Utilizes scientific computing in a specific computer science research area. Provides a foundation for pursuit of further studies of special topics in scientific computing. May be
taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

**CS 211. High Performance Computing** (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): CS 161 or consent of instructor. Introduces performance optimization for sequential computer programs. Covers high performance computing on multicore shared memory computers and on distributed memory computing clusters. Also covers high performance scientific libraries and computing application development using pthreads, OpenMP, and Message Passing Interface (MPI) parallel file systems. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

**CS/EE 217. GPU Architecture and Parallel Programming** (4) Lecture, 3 hours; consultation, 1 hour. Prerequisite(s): CS 160 with a grade of “C-” or better or consent of instructor. Introduces the popular CUDA based parallel programming environments based on Nvidia GPUs. Covers the basic CUDA memory/threading models. Also covers the common data-parallel programming patterns needed to develop high-performance parallel computing applications. Examines computational thinking; a broader range of parallel execution models; and parallel programming principles. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

**CS 225. Spatial Computing** (4) Lecture, 3 hours; individualized study, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. Introduction to the spatial computing technologies and techniques. Covers the fundamentals, the present, and the emerging use cases of spatial data analysis systems. Topics include spatial data modelling, spatial relationships, storage, indexing, query processing, and recent trends in the field. Includes a research-oriented project and hands-on experience on spatial technologies. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

**CS 227. Probabilistic Models for Artificial Intelligence** (4) Lecture, 3 hours; written work, 3 hours. Prerequisite(s): CS 224; graduate standing. Covers methods for representing and reasoning about probability distributions in complex domains. Focuses on graphical models and their extensions such as Bayesian networks, Markov networks, hidden Markov models, and dynamic Bayesian networks. Topics include algorithms for probabilistic inference, learning models from data, and decision making. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

**CS/EE 228: Intro to Deep Learning.** (4) Lecture, 3 hours; written work, 3 hours. Prerequisite(s): CS 224 or EE 231 or EE 236 or EE 244 or CS 171 or EE 142; graduate standing; or consent of the instructor. Explores fundamentals of deep neural networks and their applications in various machine learning tasks. Includes the fundamentals of perception, approximation, neural network architectures, loss functions, and generalization. Addresses optimization methods including backpropagation, automatic differentiation, and regularization. Covers non-standard problems including auto-encoders and probabilistic models. Presents applications in machine learning/computer vision. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and
graduate advisor.

**CS 229. Machine Learning** (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): CS 171 or EE 142 or CS 224; graduate standing. For the CS 229 online section; enrollment in the Online Master-in-Science in Engineering program; graduate standing. A study of supervised machine learning that emphasizes discriminative methods. Covers the areas of regression and classification. Topics include linear methods, instance-based learning, neural networks, kernel machines, and additive models. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor. Credit is awarded for one of the following CS 229 or EE 240.

**CS 234. Computational Methods For Biomolecular Data** (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): CS 111; CS 141 or CS 218; STAT 155 or STAT 160A; graduate standing. A study of computational and statistical methods aimed at automatically analyzing, clustering, and classifying biomolecular data. Includes combinatorial algorithms for pattern discovery; hidden Markov models for sequence analysis; analysis of expression data; and prediction of the three-dimensional structure of RNA and proteins. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor. Credit is awarded for one of the following CS 234 or CS 144.

**CS 242. Information Retrieval and Web Search** (4) Lecture, 3 hours; term paper, 1.5 hours; project, 1.5 hours per week. Prerequisite(s): CS 141, CS 166. CS 242 online section; enrollment in the online Master of Science in Engineering program. Introduces Information Retrieval (IR) principles and techniques for indexing and searching document collections with special emphasis on Web search. Includes text processing, ranking algorithms, search in social networks, search evaluation, and search engines scalability. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

**CS/EE 248: Optimization for Machine Learning.** (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): CS 229 or EE 231 or EE 244; graduate standing; or consent of the instructor. Explores efficient optimization algorithms for machine learning. Emphasizes fundamental principles, provable guarantees, and contemporary results. Includes fundamentals of optimization (first-order methods, stochastic algorithms, accelerated schemes, non-convex optimization, regularization, and black-box optimization). Also covers connections to statistical learning (empirical risk minimization, finite-sample guarantees, and high-dimensional problems).

**EE 231. Convex Optimization in Engineering Applications** (4) Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): EE 230. Covers recognizing and solving convex optimization problems that arise in engineering applications. Explores convex sets, functions, and optimization problems. Includes basics of convex analysis, least-squares, linear and quadratic programs, semidefinite programming, minimax, and other problems. Addresses optimality conditions, duality theory, theorems of alternative and applications, interior-point methods, and applications in engineering.
**EE 236. State and Parameter Estimation Theory** (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): EE 215 with a grade of C or better; graduate standing. Covers Fisher information, Cramer-Rao lower bound, efficiency, and sufficient statistics. Addresses minimum variance unbiased, best linear unbiased, maximum likelihood, least squares, maximum a posteriori, and mean-squared estimation. Also covers Weiner and Kalman filtering as well as applications in navigation, signal processing, machine learning, and dynamical systems. Cross-listed with ME 236.

**EE 240. Pattern Recognition** (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): EE 141 or consent of instructor. EE 240 online section; enrollment in the Online Master-in-Science in Engineering program; graduate standing. Covers basics of pattern recognition techniques. Topics include hypothesis testing, parametric classifiers, parameter estimation, nonparametric density estimation, nonparametric classifiers, feature selection, discriminant analysis, and clustering. Credit is awarded for one of the following EE 240 or CS 229.

**EE 241. Advanced Digital Image Processing** (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): EE 152 or consent of instructor. Covers advanced topics in digital image processing. Examines image sampling and quantization, image transforms, stochastic image models, image filtering and restoration, and image data compression.

**EE 243. Advanced Computer Vision** (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): EE 146 or EE 152 or EE 215 or EE 228 or CS 228 or EE 241 or CS 225; graduate standing or consent of instructor. For the EE 243 online section: enrollment in the Online Master-of-Science in Engineering program; graduate standing; or consent of instructor. Study of advanced computer vision including classical- and learning-based approaches. Topics include feature extraction, segmentation, motion analysis and tracking, object and activity recognition, projective geometry, modeling and calibrating cameras, and three-dimensional reconstruction. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

**EE 244. Computational Learning** (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Explores fundamental computational learning techniques. Topics include elements of learning systems, inductive learning, analytic learning, case-based learning, genetic learning, connectionist learning, reinforcement learning and integrated learning techniques, and comparison of learning paradigms and applications.

**EE 250. Information Theory** (4) Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): EE 215. An overview of fundamental limitations imposed on communication systems. Topics include Shannon's information measures, weak and strong typicality, lossless data compression, source and channel models and Shannon's coding theorems, channel capacity and the rate-distortion function, Gaussian sources and channels, and limits of communication between multiple terminals.
SECTION 6: RESOURCE REQUIREMENTS

All the technical resources required by the M.S. in Computational Data Science program are already available in and for the two participating departments including computing facilities, library resources, teaching laboratories and research facilities. The only additional resources would be office space and one FTE for administrative support (initial support may be less than 1 FTE, ramping up as the program matures). See letter of support from the BCOE Dean.
SECTION 7: GRADUATE STUDENT SUPPORT

MS in Computational Data Science students are expected to be self-supported. However, GSR and Teaching Assistantships may be available on a case-by-case basis.
SECTION 8: GOVERNANCE

The Program Faculty will consist of Senate faculty in related research areas to Computational Data Science, drawn from the two departments. Program Faculty members shall support the program through instruction of courses, supervision of students, activity in Computational Data Science research, or program administration. All Program Faculty are eligible to vote on matters related to the MS in Computational Data Science Program. All changes to the MS in Computational Data Science Program or curriculum must be approved by a majority of the Program Faculty.

The program will be led by a Program Director, assisted by an Associate Director. The Director is appointed by the Dean of BCOE with consultation from the Program Faculty. The Program Director will rotate among the 2 departments. While the Director will focus on the overall program and coordination among the departments, the Associate Director will serve the role of Graduate Advisor taking care of all graduate student advising issues within the program. A staff will help the faculty Directors in administering the program. The staff will report to the Director and the Director will report to the Dean of BCoE.

A core group of the program faculty (including the Director and Associate Director) will be appointed to form the Oversight Committee, whose task is to oversee the program and coordinate efforts with the departments. The committee will consist of three faculty from CSE and two faculty from ECE.
SECTION 9: SENATE REGULATION CHANGES

No changes in Senate Regulations at the Divisional level or in the Assembly of the Academic Senate will be required.
APPENDIX A: PROGRAM BYLAWS
MS in Computational Data Science Program Bylaws
Creation Date: June 2, 2020
Approval Date:

I. Objective
   A. The MS in Computational Data Science is housed in the Bourns College of Engineering (BCOE), and is a joint program between the departments of Computer Science and Engineering (CSE) and Electrical and Computer Engineering (ECE).
   B. The objective of the MS in Computational Data Science is to provide training in various aspects of Computational Data Science. Students graduating from the program will gain exposure to the foundational principles underlying the full data lifecycle, from storage to management to analysis.

II. Membership
   A. The faculty associated with the program, called the Program Faculty, is drawn from UCR Senate faculty in related research areas from the CSE and ECE departments.
   B. Program Faculty members shall support the program through instruction of courses, supervision of students, activity in Data Science research, or program administration.
   C. All Program Faculty are eligible to vote on matters related to the MS in Computational Data Science Program.
   D. All changes to the MS in Computational Data Science Program or curriculum must be approved by a majority of the Program Faculty.
   E. UCR Senate faculty outside of CSE and ECE whose research or teaching activities align with the mission of the MS in Computational Data Science are eligible to be Cooperating Faculty in the program. Cooperating Faculty do not have a vote in the program, but are eligible to participate in meetings of the Program Faculty.
   F. Membership Changes
      1. Nominations of prospective members to the Program Faculty or Cooperating Faculty may be made by any faculty member in CSE or ECE.
      2. New Program Faculty or Cooperating Faculty shall be appointed by a majority vote of the Program Faculty, based on a review of the nomination and the recommendation of the Oversight Committee, defined in III.A below.
3. Members of the Program Faculty may terminate their association with the MS in Computational Data Science Program after so informing the Program Director in writing.

4. Participation as Program Faculty or Cooperating Faculty shall be reviewed every three years to ensure that all members are meeting their obligations to the MS in Computational Data Science Program.

III. Administration

A. A core group of faculty, called the MS in Computational Data Science Program Oversight Committee, shall oversee the program and coordinate efforts with the departments.

B. Composition

1. The Program Oversight Committee is chaired by the Director, or by the Associate Director in the Director’s absence.

2. The Program Oversight Committee consists of five (5) members (including the Director and Associate Director), all of whom are members of the Program Faculty.

3. Three (3) faculty from CSE and two (2) faculty from ECE departments shall be on the Oversight Committee. Faculty with joint appointments in multiple departments shall specify the one department they represent.

C. Duties

1. The duties of the Director include

   a. providing overall academic and administrative leadership for the program,

   b. overseeing the development and implementation of program policies,

   c. representing the interests of the program to the College, the Campus and University administrators,

   d. calling and chairing meetings of the program,

   e. managing the program’s budgets,

   f. ensuring the accuracy of publications related to the program including web pages and catalog copy, and

   g. coordinating the program’s teaching needs with the teaching assignments of the constituent departments.

2. The duties of the Associate director include

   a. serving as the Graduate Advisor for the MS in Computational Data Science program,

   b. coordinating administration with the Office of Graduate Studies,

   c. submitting course change or approval forms, and
d. assisting the Director as needed.

D. Appointments
1. The Dean of BCOE appoints the Director with consultation from the Program Faculty, in a manner consistent with the appointment of other program directors and department chairs. The Director reports to the BCOE Dean.
2. It is expected that Directors should alternate between the two departments. Any exception will require a majority vote of the Oversight Committee.
3. Director appointments are for three (3) years, except when circumstances require otherwise.
4. Members of the Oversight Committee, other than the Director, are nominated and elected by the Program Faculty, in accordance with the provisions of bylaw III.B above.
5. The Associate Director will be appointed by the Director from the membership of the Oversight Committee.

IV. Meetings
A. The Program Faculty
   1. The Program Faculty will meet as necessary, but at least once a year.
   2. Three or more faculty from the Program Faculty can call a meeting.
B. The Program Oversight Committee
   1. The Program Oversight Committee will meet at least once per academic term, on a schedule set by the Director.
   2. Three or more faculty from the Program Oversight Committee can call a meeting.
C. Members will be notified of meetings at least a week in advance.
D. A quorum for meetings of the Program Faculty consist of 50% of the Program Faculty.
E. A quorum for meetings of the Program Oversight Committee consist of 4 members of the Program Oversight Committee.
APPENDIX B: NEW COURSE SYLLABI
CS 252A/EE 251A : Data Analytics and Exploration
Spring 2021

Instructor: Mariam Salloum / Vagelis Papalexakis
Contact Info: msalloum@cs.ucr.edu / epapalex@cs.ucr.edu

Credits / Type
4.0 Units
Lecture: 3 hours
Research (outside): 3 hours

Description:
This course covers important algorithms relevant to the lifetime of data from data collection and cleaning to integration, data mining and analytics. Topics include: sketch algorithms for computing statistics on data streams; mining social graphs, including community detection and graph partitioning; Data Science lifecycle and techniques on data cleaning, data integration, Exploratory Data Analysis, and visualization.

Prerequisite(s): CS141, CS100, Stat 155 or EE114 or equivalent.

Relevant Textbooks
- (abbreviated MMD) Mining of Massive Datasets by Jure Leskovec, Anand Rajaraman, Jeffrey D. Ullman
- (abbreviated EDA) Experimental Design and Analysis by Howard J. Seltman. 2018
- Selected papers (See assigned readings in the schedule)

Grading:
- Homework (x5) 35% (assignments include both a written and programming component)
- Midterm (x2) 40%
- Final Project 25%

Tentative Schedule

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<thead>
<tr>
<th>Week</th>
<th>Lecture Topics</th>
<th>Readings (Book/Papers)</th>
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<tr>
<td>2</td>
<td>Mining Data Streams: sampling, filtering (e.g. bloom filters), sketch algorithms</td>
<td><a href="http://infolab.stanford.edu/~ullman/mmds/ch4.pdf">http://infolab.stanford.edu/~ullman/mmds/ch4.pdf</a> (MMDS book Ch. 4)</td>
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### Proposal for M.S. Degree in Computational Data Science

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<tr>
<td>5</td>
<td>Mining Social Graphs Cont.: Community detection and Graph Partitioning (Finding Clique, Bipartite Graphs, Partitioning)</td>
</tr>
<tr>
<td>7</td>
<td>Data Visualization (including topics such as dimensionality reduction, tSNE)</td>
</tr>
<tr>
<td>9</td>
<td>Data Integration methods &amp; ETL (schema matching, record-linkage, data fusion)</td>
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<tr>
<td>10</td>
<td>Data Integration methods cont.</td>
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</tbody>
</table>
CS 252B/EE 251B: Fundamentals of Data Science  
Spring 2021

Instructor: Samet Oymak, Christian Shelton 
Contact Info: oymak@ece.ucr.edu, cshelton@cs.ucr.edu

Credits and type
4.0 Units
Lecture: 3 hours
Research (outside): 3 hours

Course Information

A. Course Description
Explores theoretical tools in data science and their applications in data data science. Introduces and motivates statistical and computational viewpoints on data analysis. Topics include the manipulation of data as vectors, drawing inferences from data as distributions, and quantifying data uncertainty for data analysis. Also includes in-class and homework exercises on practical applications of these theoretical data science tools.

B. Prerequisite(s) Math 010A, Math 031 or EE020, CS100, Stat 155 or EE114 or equivalent, or permission by instructor

Syllabus
Week 1
Data as a vector I: motivation for linear algebra in data science, norms of vectors and matrices, eigenvalues and eigenvectors, fundamental subspaces

Week 2
Data as a vector II: Hermitian and positive semidefinite matrices, singular values, QR decomposition, principal component analysis (PCA), low-rank approximation

Week 3
Data analysis with linear algebra: least-squares, pseudo-inverse, condition number, ridge regression, in-class exercise on MNIST dataset and PCA

Week 4
Data as a distribution I: motivation for statistics and probability in data science, the randomness in data, random variable, conditional probability, expectation, variance, moments

Week 5
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Data as a distribution II: covariance matrices, correlation coefficient, data normalization, multivariate Gaussians, law of large numbers, in-class exercise on analyzing covariance matrices on the Adult dataset

**Week 6**
Inference with data: Parameter estimation, unbiased estimator, bias-variance decomposition, maximum likelihood estimator (MLE), maximum a posteriori estimation (MAP), log likelihood

**Week 7**
Applications of Estimation: in-class exercises on MLE in clinical data, minimum mean-square error (MMSE), prediction with least-squares, coefficient of determination, in-class exercise on MMSE in time series prediction

**Week 8**
Quantifying uncertainty with data: hypothesis testing, confidence intervals, p-value, Student's t-test, bootstrapping, in-class exercise on hypothesis testing on the movie ratings

**Week 9**
Optimization with data: the role of data in modern optimization problems, loss functions, convexity, gradient, in-class exercise on gradient descent and least-squares on the Adult dataset

**Week 10**
Overflow: Finish the material from earlier weeks or practice for the final exam.

**Textbooks and Related Materials**
Recommended sources:

**Grading** TBD
Participation 5%
HWs 40% (mix of coding projects and problem solving on paper)
Midterm 25%
Final 30%
CS/EE 279: Capstone Project in Data Science
Fall 2022

Instructor: Mariam Salloum
Contact Information: msalloum@cs.ucr.edu

Credits/Type
4.0 Units
Lecture: 3 hours
Research (outside): 3 hour

Short Description (<= 50 words)
Covers combining technical, analytic, and interpretive skills to design and execute a large-scale data science capstone project that has a focus on real-world applications. Provides an opportunity to integrate all of the core skills and concepts learned throughout the program and prepares students for long-term professional success in the field. Emphasizes collaboration and communication in both written and oral form.

Prerequisites: Enrollment in Master in Computational Data Science.

Course Objectives
At the end of this course, students will be able to demonstrate their knowledge, skills and abilities to develop and execute a data science project using real-world data and effectively communicate their results to a technical and non-technical audience.

Students will be able to:
- Formulate a research question, problem or hypothesis that can be answered or tested using real-world data;
- Collect and manage data to devise solutions to their research question, problem or hypothesis;
- Select, apply and evaluate models, tools and methods to address their research question, problem or hypothesis. This includes building an end-to-end analysis pipeline covering data sourcing, cleaning/preparation, integration and transformation, and visualization;
- Interpret and assess their results and evaluate the limitations of their findings;
- Prepare a professional report of their work and effectively communicate their findings to a technical and non-technical audience.
Grading
Students will work on a quarter-long project in teams of 2-3 students. The grading rubric is focused on group and individual project representations, project report, and a final web-based deliverable. In addition to these assignments, students are evaluated based on their participation in class discussions, and by their group-mates based on contributions to the group.
  ● 5% - Class participation (class discussions) and weekly meetings with course instructor
  ● 50% - Project Deliverables
    ○ Proposal (due Week 2) - Project proposal
    ○ Phase 1 (due Week 4) - Code and status report
    ○ Phase 2 (due Week 7) - Code and status report
    ○ Phase 3 (due Finals Week) - Code, and final report
  ● 35% - In-class presentations - instructor evaluation and peer feedback on presentations
  ● 10% - Web-based final deliverable

Readings
There is no textbook for this course. Readings are drawn from various relevant books, articles and academic papers that are available online.

Schedule

Week 1 - Introduction

Topics
  ● Reviewing the data science life-cycle
  ● Case studies of organizations using "big data" effectively
  ● Project and group selection

Required Readings
    https://sloanreview.mit.edu/projects/analytics-the-new-path-to-value/
Week 2 - Data Science Applications

**Topics**
- Data anonymity
- Selected readings from DS applications, focused on areas such as Social Media Analysis, Social and Information Networks, Healthcare and Medicine

**Required Readings**
- (optional) Voosen, P., Big-Data Scientists Face Ethical Challenges After Facebook Study. The Chronicle of Higher Education. Retrieved from [https://www.chronicle.com/article/Big-Data-Scientists-Face/150871](https://www.chronicle.com/article/Big-Data-Scientists-Face/150871)

Week 3 - Data Science Ethics

**Topics**
- Skills for collecting, storing, sharing and analyzing data derived from human subjects including data used in algorithms and examining ethical implications.

**Required Readings**
- **1 - Data Skeptic**
- **2 - Data Sharing / Ethics**
- **3 - Building fair systems/ Ethics**
  - Toward accountability: Data, Fairness, Algorithms, Consequences. Data and Society: Points. [blog post] Accessed online: [https://points.datasociety.net/toward-accountability-6096e38878f0](https://points.datasociety.net/toward-accountability-6096e38878f0)
Proposal for M.S. Degree in Computational Data Science

  Lerman, Jonas. (2013, September)

Week 4 - Group Presentations I

**Topics**
- Group Presentations

**Required Readings**
- NA

Week 5 - Communication and Storytelling

**Topics**
- Power of storytelling and narrative
- Tactics for presenting and sharing information

**Required Readings**
- Selected readings from Interactive storytelling : 7th International Conference on Interactive Digital Storytelling, ICIDS 2014, Singapore, Singapore, November 3-6, 2014 : proceedings

Week 6 - Data Visualizations

**Topics**
- How people and organizations process information and make decisions
- Use of data visualization for communication

**Required Readings**
- Selected readings from 2019 IEEE Visualization in Data Science (VDS) IEEE Visualization in Data Science (Conference) (2019 : Vancouver, B.C.)

Week 7 - Group Presentations II

**Topics**
- Group Presentations
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**Required Readings**
- NA

**Week 8 - New trends / topics in Data Science**

*Topics*
- Highlight current research work in data science

*Required Readings*
- Selected readings from KDD, ICML, VLDB, IEEE Big Data

**Week 9 - Guest presentations**

*Topics*
- Guest speaker will discuss their experience in industry

*Required Readings*
- NA

**Week 10 - Final Group Presentations and Deliverables**

*Topics*
- Prepare for final in-class group presentations
- Deliver final presentations and submit project deliverables

*Required Readings*
- None
APPENDIX C: LETTERS OF SUPPORT

Letters from BCOE Dean, CSE and ECE Department Chairs

Letters from other UCs and Universities:

- Ian Davidson; Professor of Computer Science; Chancellor’s Fellow; member, Provost and Chancellor’s committees on Data Science; University of California, Davis
- Erik B. Sudderth; Professor of Computer Science and Statistics; Director, Center for Machine Learning and Intelligent Systems; University of California, Irvine
- Wei Wang; Leonard Kleinrock Professor in Computer Science and Computational Medicine; Director, Scalable Analytics Institute; University of California, Los Angeles
- Ambuj K. Singh; Professor of Computer Science; Director of Data Science Initiative; University of California, Santa Barbara.
- Lise Getoor; Baskin Chair Professor, Computer Science & Engineering; Director, Data, Discovery and Decision (D3) Data Science Research Center; University of California, Santa Cruz
- Rajesh Gupta; Professor of Computer Science and Engineering; Director, Halıcıoğlu Data Science Institute; University of California, San Diego
- Michael C. Yip; Associate Professor of Electrical and Computer Engineering; Curriculum Advisor on the M.S. degree on Machine Learning and Data Science; University of California, San Diego
- Juliana Freire; Professor, Computer Science and Engineering and Data Science; founding member and former Graduate Director, NYU Center for Data Science; New York University
- Christos Faloutsos; Fredkin Professor of Computer Science; faculty member, MS of Computational Data Science; Carnegie Mellon University

Letters from Local Government, Organizations and Industry:

- Jennifer Claar, PhD; Managing Director, Department of Public Social Services, County of Riverside
- Brandon Davis, PhD; President, Council for the Advancement of Black Engineers
- Doran J. Barnes; Chief Executive Officer, Foothill Transit
- Zaid J. Tawfic, PhD; Flight Communications Systems, NASA Jet Propulsion Laboratory
- Geri Miller; Education Sector Director, Global Business Development, ESRI Inc.
November 12, 2021

To whom it may concern:

I am writing this letter in enthusiastic support for the enclosed proposal to establish a Master of Science degree program in Computational Data Science. This program will be jointly administered within BCOE by the departments of Electrical and Computer Engineering and Computer Science and Engineering. I have had detailed conversations with Professor Tsotras and the program committee and fully support the academic program and administrative structure. I commit to working with them to insure the program's success.

This program will help address the critical and documented shortage of college graduates educated in Computational Data Science and the critical interpretation and analysis of large datasets. We expect students attracted to this program to come from a variety of backgrounds and other interests, increasing the diversity among Engineering students, and those in computational fields in particular.

As the program grows, it will require support staff and office space. BCOE will provide the resources for both.

The Bourns College of Engineering looks forward to launching this MS Computational Data Science degree program. It is an important part of keeping our curriculum current and educating our students.

Sincerely,

[Signature]

Prof. Christopher S. Lynch
William R. Johnson Jr. Family Chair
Dean, Bourns College of Engineering
University of California, Riverside
November 11, 2021

To Whom It May Concern:

This letter is in strong support for the proposed Master of Science (MS) program in Computational Data Science at UCR, to be jointly offered by the Departments of Computer Science and Engineering and Electrical and Computer Engineering.

Data has become ubiquitous in everyday life revolutionizing science and industries alike. Data Science has grown out of the need to study the data itself and in particular, how to manage, process and interpret data. Tools originating from data science are now becoming indispensable in today’s science, technology, and business, fueling the demand for data scientists. Recognizing this need, our department has taken the initiative to develop research and educational programs related to Data Science at UCR.

In collaboration with other departments on campus, an online MS program in Data Science is already being offered. This fall we welcomed the second incoming class of the new undergraduate program in Data Science (offered in collaboration with the Statistics Department). Recently the Data Science Center has been established that includes multiple newly hired faculty members, and has been given designated space in the new MRB building. Given the very strong faculty expertise in computational methods of Data Science (AI, Data Mining, Big Data, Machine Learning, Visualization etc.) between the Departments of Computer Science & Engineering and Electrical and Computer Engineering, creating a state-supported MS program focusing in Computational Data Science is the next step in this endeavor.

This program will address critical and documented shortage of highly trained college graduates with an advanced degree in Data Science, in industry, government, and academia. The CSE Department enthusiastically supports the creation of the Computational Data Science MS program and is fully committed to providing necessary resources within its capabilities for the instruction and advising of its students.

Walid A. Najjar
Professor and Chair
Department of Computer Science and Engineering
Bourns College of Engineering
University of California Riverside
November 12, 2021

Dear Members of the Academic Senate:

It is my pleasure to provide the strongest possible support for the MS in Computational Data Science program. This program will be housed in the Bourns College of Engineering, and is cross-disciplinary, across the departments of Computer Science and Engineering (CSE) and Electrical and Computer Engineering (ECE). It will draw upon courses from the existing programs from the departments, including three new cross-listed courses.

Computational Data Science is strategically and technically a very important area that studies how to obtain insight and information from the analysis of large collections of data. As data has become ubiquitous in everyday life, it impacts every profession, including manufacturing, logistics, health care, public safety, and the military. Data is also important in all aspects of science and engineering. The proposed MS in Computational Data Science is a comprehensive program studying how data can be collected, transformed, analyzed, and used to solve problems across many application areas. Students will acquire the cross-disciplinary breadth required for this important and emerging field and can focus, through electives, on specific areas of interest. The proposed program does so at very little expense, since the teaching and research infrastructure are already in place.

ECE expects to interact extensively with the proposed MS in Computational Data Science program by participating in teaching the required and elective courses, in data science research and the mentoring of students through projects and advising, and in helping with the program administration. The program will contribute in a great many positive ways to the ECE department.

In summary, I am extremely supportive of this program and believe it will greatly benefit the students and will help raise UCR’s profile. Please do not hesitate to contact me should there be any questions. Sincerely,

Ertem Tuncel
Professor and Chair,
Electrical and Computer Engineering
University of California, Riverside
November 12, 2021

Ian Davidson
Department of Computer Science
University of California - Davis
Davis, CA 95616

To Whom It May Concern,

I am a full Professor of Computer Science at the University of California – Davis. I served on both our Provost and Chancellor’s committees on Data Science. For the past two decades I have published extensively in the fields of Artificial Intelligence, Data Mining and Machine Learning.

I am writing this letter in enthusiastic support of the proposed MS degree in “Computational Data Science” as put forward by the departments of Computer Science and Engineering and Electrical and Computer Engineering at UCR.

In my review of the proposal, I was very encouraged to see that the MS program is offering a comprehensive, rigorous, and well-thought-out curriculum that broadly covers computational aspects of data science. Data science is a multidisciplinary field, and its computational aspects span a number of areas, such as machine learning, data mining, and artificial intelligence, which are in very strong demand by both industry and government. The proposed MS program will equip students with the necessary skills to be competitive in the job market and thrive in relevant positions.

I know professionally several of the faculty at Riverside including Professor Keogh and Papalexakis. Not only are they outstanding world leaders in their research fields, but I’ve heard them given talks and tutorials which demonstrated they are outstanding communicators. The proposed program perfectly leverages the collective expertise of computationally intensive data science faculty in both departments, who are at the forefront of the field and will undoubtedly keep the program up to date and relevant to the job market and the research community.

The program’s curriculum is comparable with computational data science MS programs already offered by top institutions in the nation, such as Carnegie Mellon University and UC San Diego. I was glad to see that the curriculum includes several new courses that are unique to data science. ECS252A and B in particular seem like well thought out foundational courses that will help meld the other offerings together. A capstone course is essential to ground the material and I was happy to see its inclusion.

I believe that the MS in Computational Data Science will further solidify UCR’s rising reputation in data science. Moreover, as computational data science jobs are among the highest-paying in today’s market, it will amplify UCR’s outstanding record in social mobility. I regularly am in Silicon Valley giving talks to companies and a common request I get is to send well rounded students. I think the students this program will be ideal for these companies and I am delighted...
that UCR is fulfilling this vital need.

Sincerely,

Sincerely.

Professor Ian Davidson
Computer Science
University of California Davis
(530) 601 0385
davidson@cs.ucdavis.edu
November 4, 2021

Professor Vassilis Tsotras  
Department of Computer Science & Engineering  
University of California  
Riverside, CA 92521  

Professor Tsotras,

Your initiative to create a new Masters program in Computational Data Science is thoughtfully designed and thoroughly supported. It will be in high demand and provide valuable education and training for the needed growth in data scientists with joint strength in computational methods and analysis techniques. The various approaches taken by the proposal to improve diversity are very commendable, including leveraging UCR’s recent grant from the NSF Harnessing the Data Revolution Data Science Corps.

At UC Irvine I am a Chancellor’s Fellow, Director of the UCI Center for Machine Learning and Intelligent Systems, and Director of the HPI Research Center in Machine Learning and Data Science at UCI. I joined the faculty at UCI in 2017, after eight years on the faculty in the Brown University Department of Computer Science. I have seen the student interest and employer demand for data scientists grow dramatically over the past decade, and this proposal is well positioned to leverage these trends.

The curriculum focuses on the computational aspects of data science: how to store and process the volumes of data necessary at the speeds necessary, as well as the principles (drawn from machine learning, artificial intelligence, databases, and information retrieval) underlying effective and robust data analyses. The computationally focused curriculum is well designed to provide a solid education in only a little more than a year, and should be very attractive to those with an undergraduate degree in computer science or electrical engineering, who want to better understand how their training in computer software and hardware may be applied to state-of-the-art data analysis. Note that the topics covered by a Computational Data Science degree are very different from the existing UCR MS in Business Analytics, and I expect there to be a large and distinct set of prospective students eager to learn about them. The program is also distinct and complementary from UC Irvine’s own Professional Master of Data Science, which is a self-supporting graduate professional degree program (SSGPDP) with greater emphasis on connections to statistics and machine learning.
You have an excellent set of faculty to support this program, spanning spatial databases to data mining to machine learning. I expect that experience in teaching and administering MS programs in Computer Science and Electrical Engineering will allow for a smooth start to this new program.

With a well-designed curriculum addressing an important topic, that will receive demand from diverse sources, this proposal for a MS in Computational Data Science has my full support.

Yours sincerely,

Erik B. Sudderth
Professor of Computer Science and Statistics
University of California, Irvine

Erik B. Sudderth is Professor of Computer Science and Statistics, and Chancellor’s Fellow, at the University of California, Irvine. He directs the UC Irvine Center for Machine Learning and Intelligent Systems, as well as the HPI Research Center in Machine Learning and Data Science at UC Irvine. His research interests include probabilistic graphical models and probabilistic programming, nonparametric Bayesian methods for weakly supervised learning, and applications of statistical machine learning in computer vision and the sciences. Erik was previously an Associate Professor of Computer Science at Brown University, and a postdoctoral scholar at the University of California, Berkeley. He received the Bachelor’s degree (summa cum laude, 1999) in Electrical Engineering from the University of California, San Diego, and the Master's and Ph.D. degrees (2006) in Electrical Engineering & Computer Science from the Massachusetts Institute of Technology. He is an associate editor for IEEE Transactions on Pattern Analysis & Machine Intelligence, an action editor for the Journal of Machine Learning Research, and a regular area chair for the top conferences in machine learning and computer vision. Erik received an NSF CAREER award, the ISBA Mitchell Prize, and was named one of “AI's 10 to Watch” by IEEE Intelligent Systems Magazine.
To Whom it May Concern:

I am writing this letter to enthusiastically endorse the proposal for the MS in Computational Data Science prepared jointly by the Department of Computer Science and Engineering and the Department of Electrical and Computer Engineering at UCR.

I am the Leonard Kleinrock Chair Professor in Computer Science and Computational Medicine at University of California, Los Angeles and the director of the Scalable Analytics Institute (ScAi). I have been 20+ years of experience in computational data science.

First, I need to emphasize the relevance and timing of such a program. Companies of all types and industries depend more on data science for their decisions and need to hire people who are able to work and analyze big data. The focus on the Computational part of Data Science, differentiates this program for other relevant MS programs in Data Science and/or Business Analytics. The new program will provide its students with an in-depth understanding of the data lifecycle, including data collection, data cleaning, data integration, data management, and data visualization, as well as the theories and techniques necessary for data analysis from data mining, machine learning, information retrieval, and artificial intelligence. The demand for the graduates of the MS in Computational Data Science will remain strong for the foreseeable future, as more industries, businesses and government entities continue to move to the direction of big data management and analytics.

Graduates from this 5-quarter MS program will be well-prepared either to a career as a Data Scientist or for a transition to a PhD. It is also important to mention the many approaches that the two departments have and will undertake to attract women and underrepresented minorities to the new MS in Computational Data Science. This is of special significance to UCR given its current status as the top social mobility university. Another advantage of the new program is its synergy with the summer Bridge programs which would allow students from non-computing backgrounds to build the needed preparation before entering the MS in Computational Data Science and still finish the MS within 2 years.

UC Riverside has an exceptional cadre of faculty across Computer Science and Electrical Engineering, with strong expertise in Artificial Intelligence, Machine Learning, Data Mining, Time Series, Big Data and Visualization, etc. Such expertise makes the program faculty uniquely qualified in running the MS in Computational Data Science.
The curriculum is carefully designed to build a thorough background and the skills needed for a professional career in Computational Data Science. The details of the program’s administration, admission, evaluation, and resources, are well thought out and, in my opinion, this program will be very successful and competitive in the growing job market in Data Science.

To conclude, this is a strong proposal for a timely degree in MS in Computational Data Science, with support from a well-qualified group of faculty members. I have no doubt that the program will attract strong interest and that it will keep growing over the years. I thus enthusiastically endorse this proposal.

Sincerely,

Wei Wang, Ph.D.
Leonard Kleinrock Professor in Computer Science
Director, Scalable Analytics Institute (ScAI)
University of California, Los Angeles
www.cs.ucla.edu/~weiwang
Professor Vassilis Tsotras
Department of Computer Science and Engineering
Bourns College of Engineering
University of California
Riverside, CA 92521

Dear Vassilis:

I am writing to strongly support the proposal by the Department of Computer Science and Engineering and the Department of Electrical and Computer Engineering to create a MS in Computational Data Science at the University of California, Riverside. I believe that this proposal addresses current needs in Industry and Academia for students with specialized training in the broad disciplines of artificial intelligence, machine learning, data mining, big data management among others, which blend together in the Data Science discipline. The interdepartmental program proposed at the University of California, Riverside, will provide the students with the required technical knowledge to pursue their careers in the field of Data Science. The proposed MS degree with its focus on the Computational part of Data Science will distinguish this program among other Data Science related degrees, and will likely inspire other institutions to launch similar programs in the near future.

I have been a faculty at the University of California, Santa Barbara, where I lead the Data Science Initiative. This initiative is implementing a distributed curriculum across departments. The current focus is on the undergraduate end but we do want to consider the development of graduate curriculum too. With that in mind, I like the structure of your program and look forward to seeing the progress. My personal research is on machine learning on networks, data management, computational social science, and network science. As such I recognize and understand the focus areas of your proposed program.

The need for students trained in the area of Data Science is huge and growing. This is a great opportunity for students from underrepresented groups to obtain a MS degree in a very popular field that will enhance both the financial aspects and success of their future careers. The proposed program will make special efforts to attract women and underrepresented minorities in Data Science and computing in general. As a university that values the diversity of its student population, UCR will benefit greatly from offering the MS in Computational Data Science to its students.

The proposed curriculum is well-thought-out and balanced. It focuses on students with experience in a quantitative field and basic undergraduate knowledge in programming, software engineering, algorithms, and introductory statistics. Students will need to complete a number of required classes from the two participating Departments, a capstone project, as well as five elective courses. The extensive set of elective courses would allow students to further focus on specific subjects. The program’s structure guarantees that graduating students will have the required background and skills, but also the knowledge and flexibility to work in Data Science related positions. The program’s duration is a little over a year (4 quarters) which will
be attractive to future students.

The participating Departments at the University of California, Riverside, are well positioned to initiate, administer, and grow the proposed MS program. The majority of the courses needed for the new program are currently being offered, thus minimizing the time, effort and risks to launch the new program. The organizational structure of the program is also very reasonable and effective, with Director and Co-Directors roles that will oversee course offerings, scheduling, and other practical matters.

In summary, I strongly support this proposal and I believe that this new program will attract numerous high quality students soon after its launch. Please do not hesitate to contact me should you need further information.

Sincerely,

Ambuj K. Singh
Professor
Dept. of Computer Science
November 10, 2021

Professor Vassilis Tsotras
Department of Computer Science & Engineering
University of California
Riverside, CA 92521

Dear Professor Tsotras,

I am writing to offer my support for the proposed new Masters program in Computational Data Science at UC Riverside. As the Director of the UC Santa Cruz D3 Data Science Research Center and PI on NSF TRIPODS Institute for Foundations of Data Science, I reviewed the proposal with interest.

The program shared with me is well targeted for students with a computational background. In just a few quarters, the curriculum builds on students' undergraduate computational expertise to provide them with understanding of the tools and techniques of data science. The program nicely spans the range of computational efforts in data science from databases to data mining. Your faculty, across ECE and CSE, are well qualified to deliver these courses and provide a quality degree.

Computational data scientists are in high demand. The proposed major takes on a variety of special efforts to broaden participation and to attract minorities and women in this important field. The students' education in this fast-growing field will allow them to elevate their careers.

In summary, this is a strong, timely, well-targeted proposal supported by well-qualified faculty. It has my full support.

Sincerely,

Lise Getoor
Director, Data, Discovery and Decision (D3) Data Science Research Center
Baskin Chair Professor, Computer Science & Engineering Department and Engineering, UC Santa Cruz
Bio: Lise Getoor is the Baskin Chair Professor in the Computer Science & Engineering Department at UC Santa Cruz, and founding Director of the UC Santa Cruz D3 Data Science Research Center. Her research areas include machine learning and reasoning under uncertainty; in addition, she works in data management, visual analytics and computational social science. She has over 250 publications and extensive experience with machine learning and probabilistic modeling methods for graph and network data. She is a Fellow of the Association for Computing Machinery (ACM), the Association for Artificial Intelligence (AAAI), and the Institute of Electrical and Electronic Engineers (IEEE). She has served as an elected board member of the International Machine Learning Society, has served on the board of the Computing Research Association (CRA), has served as Machine Learning Journal Action Editor, Associate Editor for the ACM Transactions of Knowledge Discovery from Data, JAIR Associate Editor, and on the AAAI Executive Council. She was co-chair for ICML, and has served on the PC of many conferences including the senior PC of AAAI, ICML, KDD, UAI, WSDM and the PC of SIGMOD, VLDB, and WWW. She is a recipient of an NSF Career Award and thirteen best paper and best student paper awards. She was selected to give the UC Santa Cruz Faculty Research Lecture 2018-19, one of the highest recognitions given to UC faculty. In 2019, she was selected as a Distinguished Alumna of the UC Santa Barbara Computer Science Department and she also received the UCSC Women in Science & Engineering (WISE) award, for her efforts mentoring women in computer science. She has recently given keynotes and talks on “Responsible Data Science” at SIGMOD 19, IEEE Big Data 19, ScaledML 19, and talks on Ethics and Data science at NSF workshops on Teaching Data Science Ethics, and the Global Forum on AI for Humanity. She received her PhD from Stanford University in 2001, her MS from UC Berkeley, and her BS from UC Santa Barbara, and was a professor at the University of Maryland, College Park from 2001-2013.
November 29th, 2021

Professor Vassilis Tsotras  
Department of Computer Science & Engineering  
University of California - Riverside  
Riverside, CA 92521

Dear Vassilis,

Thank you for sharing the draft of the proposed MS in Computational Data Science at UC Riverside. The new program will train students in the computational part of Data Science offering a variety of state-of-the-art courses in Machine Learning, Big Data Management, Data Mining, Deep Learning and Artificial Intelligence. In that context, I find that the curriculum is well-thought. The collaborating Department of Computer Science and Engineering and the Department of Electrical and Computer Engineering certainly have faculty with expertise in these areas, thus making it possible to launch a viable program with accessible courses and instructors to the students.

My assessment on this program is informed by my appointment and experience in leading data science at UC San Diego, first as chair of the Computer Science and Engineering (CSE) department and currently as the founding director of the Halıcıoğlu Data Science Institute (HDSI) at UC San Diego. As chair of CSE, I had led the design and launch of our popular undergraduate major and minor in Data Science in addition to our professional masters program in Data Science and Engineering. As a researcher, I work on cyber-physical systems with a focus on sensor data organization and its use in optimization and analytics. I have led several large scale projects including the National Science Foundation (NSF) Expeditions on Variability, and Defense Advanced Research Projects Agency (DARPA) projects under Data Intensive Systems (DIS) and Circuit Realization at Faster Timescales (CRAFT) programs. As the director of the Halıcıoğlu Data Science Institute I have strong interest in, and experience with, Data Science related educational programs and efforts.

Overall, I find that the proposed program is timely and I expect that your graduates will be sought after by the related industry and government. Data Science related jobs are on the rise and offer a great and secure career path for our students. It is my understanding that this new M.S. will be a state-supported program with in-class lecturing. Your program is tailored towards attracting recent B.S. graduates majoring in a quantitative field, with basic knowledge in programming, data structures/algorithms and statistics. As such this program will be different from other professional M.S. degrees in Data Science or
Business Analytics. Further, its focus on Computational Data Science, makes it a unique offering for UCR among other UCs.

Finally, I am encouraged by the proposal’s focus and methods on improving diversity. Data Science as a field offers a large potential in attracting minorities and underrepresented students in the computing field. The proposed program will offer your students secure career paths in Data Science and is thus complementing UCR’s status as a leader in social mobility.

In summary, I find your proposal timely and well designed. The focus on Computational Data Science makes your program unique. I expect this new MS to be popular amongst students. I would like to express my enthusiastic support for the proposed M.S. in Computational Data Science at UC Riverside.

Sincerely,

Rajesh Gupta, PhD
Director, Halıcıoğlu Data Science Institute
December 3, 2021

Professor Vassilis Tsotras
Department of Computer Science & Engineering
University of California - Riverside
Riverside, CA 92521

Dear Professor Tsotras,

I have examined the proposal that you recently shared with me about the creation of a new M.S. degree in Computational Data Science at UC Riverside. I am writing to express my strong support for this new M.S. program. Given the large need by industry and government for workforce with Data Science expertise, the new M.S. is timely and I expect that it will be in high demand among students. The proposed program’s focus on Computational Data Science differentiates it from other existing offerings in Data Science education.

I am an Associate Professor of Electrical and Computer Engineering at UC San Diego and Director of the Advanced Robotics and Controls Laboratory (ARCLab). I am also directing the Medical Robotics Collab in the Contextual Robotics Institute at UCSD. My research focuses on solving problems in data-efficient and computationally efficient robot control and motion planning through the use of various forms of learning representations, including deep learning and reinforcement learning strategies. My lab routinely publishes as the top conference for robotics, AI, and machine learning, and the work has been recognized through several best paper awards. I have been awarded the NSF CAREER award and the NIH Trailblazer Award, the Hellman Fellowship, a Distinguished Lecturer title with the IEEE Robotics and Automation Society.

Further, I serve as the Curriculum Advisor on the M.S. degree on Machine Learning and Data Science, offered by the Electrical and Computer Engineering Department at UCSD. Based on my research expertise and involvement with our own M.S. in Machine Learning and Data Science, I find the proposed program to be well designed, thoroughly covering the various aspects of Computational Data Science. This new interdepartmental degree will be offered by the Departments of Computer Science & Engineering and Electrical & Computer Engineering. The two departments are well-positioned to offer this program as their faculty include experts in all areas that comprise the computational part of Data Science (i.e., big data, visualization, spatial databases, scalable database management, data mining, artificial intelligence and machine learning).
It has been well established that Data Science has the potential to attract more females to computing. We have seen a modest increase in female enrollment (F-20.4%, M-72.1%, Undeclared 7.5%) over the other majors (F-15.5%, M-77.4%, Undeclared-7.1%). Notably, as an MLDS advisor, I have conversations with prospective female students in their consideration to enter or switch into the MLDS program, who perceive less barrier to entry into a Data Science career than their first Majors. Thus, the program’s commitment and multiple approaches (including the bridge program) to increase diversity and attract students from underrepresented groups is commendable.

In summary, I enthusiastically support this timely program; it is well designed and will be highly sought after by students.

Sincerely,

Michael Yip

Michael C. Yip, PhD
November 16, 2021

Re: Endorsement of the proposal for a MS in Computational Data Science

Dear Members of the UCR Academic Senate Review Committee:

I am writing this letter I would like to express my enthusiastic endorsement of the new MS degree in Computational Data Science, proposed by the Departments of Electrical Engineering and Computer Science at UC Riverside. This is a timely degree and its focus on Computational Data Science fills an important gap in existing programs. I believe it will be very popular!

I am a Professor of Computer Science and Data Science at New York University. I was the NYU lead investigator for the Moore-Sloan Data Science Environment, a $32.8 million grant awarded jointly to UW, NYU, and UC Berkeley. I am a founding member of the NYU Center for Data Science and served as its Graduate Director from 2014 through 2017. The overarching goal of my research is to develop methods and systems that enable a wide range of users to obtain trustworthy insights from data. This spans topics in large-scale data analysis and integration, visualization, machine learning, provenance management, and web information discovery, and different application areas, including urban analytics, predictive modeling, and computational reproducibility. I have co-authored over 200 technical papers (including 11 award-winning publications) and several open-source systems. According to Google Scholar, my h-index is 61 and my work has received over 15,900 citations. I am an ACM Fellow and a recipient of an NSF CAREER, two IBM Faculty awards, a Google Faculty Research award, and the 2020 ACM SIGMOD Contributions Award. I was elected chair of the ACM Special Interest Group on Management of Data (SIGMOD) and served as a council member of the Computing Research Association’s Computing Community Consortium (CCC).

Data and computing have revolutionized science, industry, and government alike. In science, it has led to great advances and discoveries; companies are capitalizing on data, in fact, for many businesses, the main source of revenue comes from data; and increasingly, governments are collecting and using data to improve their operations, inform policies and decisions. The need to manage, analyze, and extract knowledge from data is pervasive. Professionals in different areas such as manufacturing, logistics, health care, public safety, and the military to name a few, from entry-level office workers to CFOs and CEOs, must be literate in data and computing to do their jobs effectively.

Data Science has emerged as a field that draws from diverse disciplines, including computer science, statistics, and mathematics, to develop methods and tools for managing, analyzing, modeling, and deriving insights from data. Fueled by the growing volumes of data, Data-Science-
related jobs have proliferated – there is a great demand for data scientists. According to Glassdoor, a recruiting site, Data Scientist is among the best jobs in the US for the last five years in a row, with a high median salary.

The proposed MS in Computational Data Science focuses on the foundational computing principles of data science, notably Machine Learning, Artificial Intelligence, Big Data, and Visualization. Overall, the program is well designed, consisting of six core courses that cover basic knowledge required in common data science tasks, a practical capstone project, and five electives, which give students flexibility to seek different specializations. At NYU, I have seen a growing number of students from STEM-related disciplines that want to learn and gain expertise in computer science (CS), but existing CS programs are not suitable for them. The proposed program provides a well thought out path, including bridge courses, that can accommodate such students.

The program faculty has expertise and strong research records in the areas covered by the program. The computational focus distinguishes the proposed program from other related programs. And the computational focus is on high demand among industry leaders including companies like Google, Microsoft, Oracle, Teradata, eBay, Amazon. I expect the new MS to be very popular among students and it will thus serve well the UCR community.

Data Science has an enormous potential for increasing diversity in computing. As a point of reference, at NYU, our MS in data science has attracted a much higher number of female student than our CS programs: in 2019, over 50% of the enrolled MS students were female. I see the goal of attracting under-represented minorities as a highlight of this program. The proposal outlines a detailed plan and strategies that follow a set of suggested ‘best-practices’ from a National Academies report on the recruitment, retention, and success of diverse student populations in STEM and computing disciplines. In addition, program faculty have a strong record in Broadening Participation in Computing efforts, and the various related grants they have received serve as evidence.

In summary, the proposed program is well designed, timely, and fills an important gap in Data Science education. I henceforth offer my very strong support to the new MS in Computational Data Science.

Sincerely,

[Signature]

Juliana Freire, Ph.D.
Professor, Computer Science and Engineering and Data Science
New York University
juliana.freire@nyu.edu
Professor Vassilis Tsotras  
Department of Computer Science & Engineering  
University of California  
Riverside, CA 92521

Dear Professor Tsotras:

I am writing this letter to express my strongest support for the proposed Master’s degree in Computational Data Science at the University of California – Riverside.

As modern technology has enabled the creation and storage of increasing amounts of information, data volumes have exploded. It is estimated that Facebook users upload 10 million photos every hour; almost 90 percent of the data in the world was created in just the last two years. The wealth of data being collected and stored by these technologies can bring transformative benefits to businesses, local government and societies around the world—but only if we can interpret it. Data Science has emerged as a new scientific field to manage and analyze such Big Data.

Computational Data Science in particular focuses on the computational foundations of data science, providing an in-depth understanding of the algorithms and data structures for storing, manipulating, visualizing and learning from large data sets. It is thus well timed that the Departments of Computer Science and Engineering and the Department of Electrical and Computer Engineering at UCR have joined forces to offer the Master in Computational Data Science degree. The two departments have faculty that are experts in crucial areas for such a MS degree, including Machine Learning, Data Mining, Artificial Intelligence and Big Data Management. Graduates from the proposed program will be thus well equipped with the skills and knowledge needed to analyze and manage big data. I expect that your graduates will be in high demand and will become data scientists and project managers at companies like Amazon, Apple, Facebook, Google, LinkedIn, Twitter, Teradata and Yahoo.

I am in good position to comment on the proposed program because of: (i) my research interests in Data Science and, (ii) my experience from our MS of Computational Data Science at Carnegie Mellon University. I am the Fredkin Professor in Artificial Intelligence at the Computer Science Department in CMU and my research interests include large-scale data mining with emphasis on graphs and time sequences, anomaly detection, tensors, and fractals. I have received the Presidential Young Investigator Award by the National Science Foundation (1989), the Research Contributions Award in ICDM 2006, the SIGKDD Innovations Award (2010), the PAKDD Distinguished Contributions Award (2018), 29 `best paper" awards (including 8 "test of time" awards), and four teaching awards. I am also one of the faculty affiliated with CMU’s Master
of Computational Data Science. Similar to the proposed program at UCR, our MS focuses on teaching students with the skills and knowledge needed to develop the technology involved in the next generation of massive information system deployments and to analyze the data those systems generate. We have seen high interest among CMU students in the Computational Data Science MS. Our graduates typically find employment in top industry players in the field while some decide to pursue a Ph.D. degree.

Of particular importance are the efforts outlined in your proposal for increasing diversity and attracting underrepresented minorities to computing. Many of these efforts have emanated from grants that your faculty have received on broadening participation. Given UCR’s prominence in social mobility, the proposed new MS will offer new career opportunities to the student population served at UCR.

In summary, the proposed MS in Computational Data Science is a well-designed program with a curriculum supported by an exceptionally strong faculty, offering first rate education in an emerging field. I am confident your program will attract many qualified students and I thus enthusiastically support it.

Yours sincerely

Christos Faloutsos
Fredkin Professor of Computer Science
Carnegie Mellon University
November 15, 2021

To Whom It May Concern:

I am writing to express my support for the proposal by the Department of Computer Science and Engineering and the Department of Electrical and Computer Engineering to create a new Master of Science program in Computational Data Science at the University of California, Riverside. The proposed program addresses a current and real need in the Inland Empire for workforce trained in collecting, cleaning, visualizing, and analyzing large data sets. The computational focus of this program is unique as it offers an in-depth training of computational skills required to manage and analyze big data, moreover, the diversity plan will likely attract more women and underrepresented minorities in Data Science and contribute to the diversity in the computing field as a whole.

At the County of Riverside, we have taken steps to leverage ML to draw insight from our data and better understand patterns in hiring, advancement, and retention. A unique and exciting feature of this program is the capstone project. We are currently working with Dr. Salloum and her Senior Design students at UCR on analyzing retention patterns for social workers at the County of Riverside, and this program offers further opportunities for industry to collaborate with students in the new MS. This is a great opportunity for students from underrepresented groups to obtain a MS degree in a very popular field that will enhance both the financial aspects and success of their future careers.

In summary, I strongly support this proposal and I believe that this new program will be very popular and attract numerous high-quality students. Please do not hesitate to contact me should you need further information.

Sincerely,

Jennifer Claar, PhD
DPSS Managing Director
Executive Office--Administration
County of Riverside
December 1, 2021

Re: Letter of Collaboration

Dear Prof. Tsotras,

On behalf of the Board of Directors for the Council for the Advancement of Black Engineers (CABE), I am writing in strong support of the M.S. in Computational Data Science proposed by the Department of Computer Science and Engineering and the Department of Electrical and Computer Engineering. We believe this proposed program will address current shortage in industry for students with specialized skills in Machine Learning, Programming, and Big Data Management. The proposed program will produce highly skilled students trained in both the theory and practical application sets required in field of Data Science. The proposed program has outlined a comprehensive diversity initiative to increase the number of underrepresented minorities in Data Science and computing in general. UCR is a known for its commitment to a diverse student population and the outlined initiatives will further address the commitment to increasing the diversity in the computing field, a field that generally lacks this in Academia and Industry. The M.S. Bridge program is another initiative that will ensure that students in non-computing fields will have a pathway to obtaining a M.S. in Data Science. These initiatives will prove to be models to other institutions deploying similar programs.

We strongly support the proposed M.S. in Computational Data Science and are excited about the opportunities it will create for students and professionals in the Inland Empire. We look forward to working with Dr. Tsortras on this important endeavor. Please feel free to contact me on behalf of the CABE Board if you have any questions or concerns.

Sincerely,

Dr. Brandon Davis, PhD.
CABE President

Brandon N Davis

Cc: CABE Board of Directors:
Dr. Brandon Davis - President
Mr. Elmer Thomas – Vice-President
Dr. Brittney McKenzie - Secretary
Mrs. Keilani Connor - Treasurer
Mr. Keith Person, PE., - Mentorship Chair/NSBE Liaison
December 3, 2021

Vassilis J. Tsotras  
Department of Computer Science and Engineering  
Bourns College of Engineering  
University of California Riverside  
Riverside, CA 92521

Re: Master of Science Degree in Computational Data Science

Dear Dr. Tsotras,

Foothill Transit provides community-oriented, environmentally friendly bus service throughout Southern California’s San Gabriel and Pomona Valleys. Foothill Transit has a need to hire team members trained in both the theory and application of Data Science. We have reviewed the proposal to create a MS in Computational Data Science at the University of California, Riverside and believe that it fills an important educational requirement for the transportation industry.

Foothill Transit is applying data science to find innovative solutions to problems and questions surrounding the Inland Empire transportation system. The proposed MS degree is unique as it focuses on the Computational skills-sets that are required to store, manage, visualize, and analyze large unstructured and messy data sets. The proposed program includes a balance of courses from the two participating Departments, a capstone project and a set of electives. The capstone project is particularly of interest as it will create opportunities to connect with students on real data science projects. Foothill Transit is currently supporting the Leonard Transportation Center Research Group Challenge which draws teams of students from CSU San Bernardino, Cal Poly Pomona and UC Riverside. The proposed program and particularly the capstone project will create further opportunities of collaboration with students and faculty.

Moreover, the proposed program is a great opportunity for students from underrepresented groups to obtain a MS degree in an in-demand field. It was refreshing to note that the proposed program has outlined efforts to attract women and underrepresented minorities into Data Science. Diversifying the field of
Data Science is critical as a diverse workforce will ensure productivity and that proposed problems and solutions consider equity as part of the application or service offered.

We are particularly excited about this new program, and I believe it will produce high-quality students that will be in great demand. Thank you for your consideration. Please do not hesitate to contact me at dbarnes@foothilltransit.org should you need further information.

Sincerely,

Doran J. Barnes
Chief Executive Officer
TO:
Vassilis J. Tsotras
Department of Computer Science and Engineering
Bourns College of Engineering
University of California - Riverside
Riverside, CA 92521

December 1, 2021

Dear Professor Tsotras:

NASA Jet Propulsion Laboratory (JPL) is a federally funded research and development center and NASA field center located in Southern California. JPL has hosted many UCR interns over the past years and is proud to employ UCR graduates in various groups. JPL obviously deals with large amounts of unstructured and complex data that requires specialized skills to prepare, clean, visualize and analyze such datasets. I have worked on several machine learning projects and there is an abundance of projects that require computational data science skill sets, including visualization, pattern classification, and anomaly detection.

I am writing to express my strong support for the proposal presented to create an MS in Computational Data Science at the University of California, Riverside. This program addresses the current needs in industry for students with specialized training in Data Science, which encompasses AI, Machine Learning, large-scale software development, and big data management. The proposed curriculum is well-thought-out and balanced in terms of its focus on theory and application. It provides sufficient training in the form of the two introductory courses and offers practical training as part of the capstone project. The five elective courses allow students to focus on specific subjects based on their interest and background.

In summary, I strongly support this proposal and I believe that this new program will produce well-prepared and in-demand students soon after its launch. Please do not hesitate to contact me should you need further information.

Sincerely,

[Signature]

Zaid J. Towfic, PhD
Flight Communications Systems
TEL: 818-354-1461
zaid.j.towfic@jpl.nasa.gov
Dear Professor Tsotras:

Esri, the worldwide leader in geographic information systems software, and an enthusiastic supporter of higher education, is pleased to endorse the University of California at Riverside’s proposal to build the M.S. in Computational Data Science program.

As one of the leading technology employers in the region, Esri understands the growing need for college graduates who are prepared to contribute to innovative solutions and better products. Data Science is an emerging field and is integral to the success of Esri’s solutions, which incorporate data science tools like GeoAI, ArcGIS StoryMaps and spatio-temporal analysis (to name just a few) in order to help our users achieve their goals. This new program’s focus on computational aspects like Machine Learning, Artificial Intelligence, data mining and big data align particularly well with Esri’s technology and future workforce needs. The program’s commitment to increase diversity and the number of minority students also aligns with Esri’s own values. The efforts of UCR will help ensure a supply of qualified candidates for Esri itself, as well as our partners and users. This is vitally important, as Esri and the Inland Empire as a whole seek to remain competitive in this field.

For all of these reasons, we at Esri support the establishment of the M.S. in Computational Data Science program at UCR and look forward to observing the positive impact of your graduates.

Sincerely,

Geri Miller
Education Sector Director
Global Business Development
Esri
January 29, 2022

TO:        Jason Stajich, Chair
           Riverside Division of the Academic Senate

FROM:      Victor G. J. Rodgers, Chair
           BCOE Executive Committee

RE:        Computational Data Science MS Proposal

The BCOE Executive Committee appreciates the opportunity to review the revised Computational Data Science MS Program. The revised proposal addressed all of the concerns raised in the previous submission. The committee voted unanimously in favor of the proposal.
7 April 2022

To: Jason Stajich, Chair
Riverside Division

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

Re: Campus Review New Master Degree Proposal: 2nd Round-Proposal for a Master of Science Degree in Computational Data Science

The CNAS Executive Committee does NOT support this proposal: not a single member voted in favor.

We were unimpressed by the revisions.

Changing the title was the main thing noted. Other edits were non-substantive.

The section on diversity seems boilerplate and needs to be more detailed/specific.

We worry about the unintended consequences of duplication of learning goals and materials across the colleges.

We understand that the current budget model does not encourage cross-college collaborations, especially when a revenue-generating program is being developed. This is a structural problem with the budget model, and needs to be brought to the attention of the Provost and Chancellor.

Cheers,

[Signature]
COMMITTEE ON DIVERSITY, EQUITY, & INCLUSION

April 15, 2022

To: Jason Stajich
Riverside Division Academic Senate

From: Katherine Stavropoulos, Chair
Committee on Diversity, Equity, & Inclusion

Re: [Campus Review] 2nd Round-Proposal for a Master of Science Degree in Computational Data Science

The DEI committee reviewed the 2nd Round-Proposal for a Master of Science Degree in Computational Data Science document, which addresses issues of diversity previously raised by the committee. However, it remains unclear how the proposers will undertake a quantitative diversity assessment through anonymous student surveys. Depending on the projected size of the program, asking students to provide information about their gender/race/ethnicity may undermine efforts to anonymize the survey and could lead to either: a) students not feeling comfortable disclosing concerns, or b) a lack of participation from students. It would be helpful to have more information on how the proposers plan to complete these surveys (e.g. what questions do they plan to ask, how will they promote transparency/participation from students, etc).

Furthermore, the list of organizations meant to increase the participation of underrepresented groups in data science is great. It would be even better if the proposed MS program made it a goal to contribute to these programs or advertise within them. The grant mentioned might already be a part of that, but it isn't very clear from what is written.
Re: [Campus Review] New Master Degree Proposal: 2nd Round-Proposal for a Master of Science Degree in Computational Data Science

Graduate Council reviewed the revised proposal for a Master of Science Degree in Computational Data Science at their April 21, 2022 meeting and approved this version of the proposal.
PLANNING & BUDGET

April 12, 2022

To: Jason Stajich, Chair
    Riverside Division

From: Dana Simmons, Chair
      Committee on Planning and Budget

RE: [Campus Review] New Master’s Degree Proposal: 2nd Round-Proposal for a Master of Science Degree in Computational Data Science

Planning & Budget (P&B) reviewed the revised proposal for a new Master of Science degree in Computational Data Science at their April 12, 2022 meeting. P&B supported this revised version of the proposal that now includes a letter of support from BCOE Dean Lynch.
Dear Prof. Stajich,

Please find below our response to the comments from the Committee on Diversity, Equity, and Inclusion and the CNAS Executive Committee on our proposal for a MS in Computational Data Science. We would like to thank the committee members for their careful consideration of our proposal.

Sincerely,

V. Tsotras
on behalf of the MS in Computational Data Science Program Committee

Response to the Committee on Diversity, Equity, and Inclusion

In summary, the CODEI committee: (1) asked for ways to ensure that student survey data would remain anonymous/not be compromised by the demographic information collected in surveys, and, (2) suggested partnering with organizations related to underrepresented groups in data science.

We would like to clarify that the demographic data will not be collected by our surveys. Instead we will use data collected by Institutional Research (together with their application, admission and retention data). Our surveys will be optional and will focus on assessing the student's self-efficacy in various topics / technical tools and whether they perceive they have sufficient opportunities as part of the program (opportunities can include mentorship, internships, summer research, etc.) To create and administer the surveys we will use an outside company and such surveys are approved by IRB. As the company holds the survey responses we do not have access to who responded and how. Because the demographic data will be collected in a separate survey from the educational component, there will not be a way of cross-correlating the information.

With respect to suggestion item (2), we note that we have already established collaborations/partnerships with the URM organizations mentioned in the proposal through existing research projects/grants. We will use these partnerships to advertise the program and attract URM students. Examples include local HSIs (like CSUSB, CalPoly-Pomona, California Baptist University, La Sierra University and all local community colleges), the Council for the Advancement of Black Engineers (CABE), the Computing Alliance for Hispanic Serving Institutions (CAHSI) network as well as the local WIDS conference (Women in Data Science).
Response to the CNAS Executive Committee

The CNAS EC response raised four points:

1. The committee noted the changed title. This title change (Computational Data Science) was a direct response to previous concerns that the program would block other similar efforts. We made the degree title more specific to allow for other programs to concentrate on other aspects of Data Science. We are not against such programs and have specifically changed the title of this proposed program to make it clear that such programs could exist. We have also made it clear to the Statistics Department that we would not stand in the way of any analytics-oriented Data Science Masters (and would help in its creation if requested).

2. CNAS EC stated that the diversity section needed to be more specific. The reviewed proposal had 13 pages of details that were developed specifically for this program. We have addressed CODEI’s remaining minor points above.

3. The response states a “worry about the unintended consequences of duplication of learning goals and materials across the colleges.” The courses for this program have already been approved. If this worry relates to duplication of program-level goals, its focus on the computational aspects delineates it from other potential programs (as noted in point 1). Other broad disciplines have specialized graduate programs, focusing on specific areas, as this proposal does. Our pedagogical goal is to provide students who have a computational undergraduate degree a Masters program that focuses on the computational aspects of Data Science, including data storage, indexing, and collection, and the algorithmic considerations for its processing. With a 4-quarter program, there is not time for the breadth necessary to cover all aspects of Data Science.

4. The response raised general concerns about revenue sharing. These are not points that can be solved or addressed by this proposal. Nor should such concerns restrict the ability of a proposal to move forward.
Jason Stajich, Chair
Riverside Division

December 30th, 2021

Dear Prof. Stajich,

Thank you for the comments on the MS Data Science program proposed by the CSE and ECE departments. We have carefully reviewed the concerns that were expressed and believe we have addressed each of them in this document. One of the more significant concerns was the reduced role of the Statistics Department in the MS program relative to their role in the undergraduate Data Science program. You will find that we have paid particular attention to this concern and believe we have clarified the pedagogical reasons for designing the MS Data Science degree in this particular way. To avoid confusion with statistical data science and mixed statistical/computational data science programs, we have changed the name to “MS in Computational Data Science”.

Further, we reached out again to the Statistics Department and have already committed to help Statistics in creating a Data Science MS track focusing on the Analytical part of Data Science, when the Department is ready to explore that option. The Chair of the Statistics Department has informed me that the Statistics faculty is now on board with the proposed new program.

Below we address in detail the various comments we received from the Senate committees. The main concerns were with: (1) the diversity plan, (2) the reduced role of the Statistics department, and, (3) clarification of the BCOE support for the resources that will be needed by the new program.

Diversity plan:

We appreciate the feedback that made clear we did not adequately articulate our plan for supporting diversity in the program. We fully rewrote the related section, clarifying our vision and our plan to realize our vision. This includes enumeration of the various efforts that will be integrated into our management for the program that include following a set of best practices to improve diversity suggested in a recent report by the National Academies of Sciences, Engineering, and Medicine¹.

Reduced role of the Statistics Department relative to the BS Data Science program:

We attempted to be transparent about our approach. Much of what we articulated in this section about focusing on computational data science was discussed with some members of the Statistics Department (including the Chair) before we began the detailed development of the

proposal. As tends to happen with communication in a large organization, we clearly did not succeed in communicating our plans to all stakeholders.

In the proposed MS in Computational Data Science, we focus only on the computational aspects of Data Science. This is clarified by the updated title of the program. By computational we mean the systems (hardware, algorithms, software) that provide for the storage, indexing, retrieval and understanding of the data at the volumes and speeds necessary for computational analysis. The updated name also allows the Statistics Department to create a Data Science MS focusing on the statistical part of Data Science if they decide so in the future.

We understand that our decision to focus on computational data science in the proposed MS degree program raised concerns, particularly in that this could close the door to the Statistics Department either participating in future MS Data Science degree programs with BCOE, or potentially even hinder them launching their own program. This was not the intent. The decision to focus on computational data science was made based on the anticipated background of the students that the program was designed to serve. Our target is students with a computational undergraduate background. The goal is for them to complete the MS Computational Data Science degree in 4-5 quarters, similar to related MS programs like computer science and computer engineering. Few, if any, of the students we believe will be attracted to this program will have an undergraduate degree in Statistics. This would result in their having to take a number of undergraduate statistics courses to prepare them to take the graduate statistics courses. The result would be an increased time to degree if we were to require both computational data science and statistics based data science courses. As mentioned, we reached out to again to the Statistics Department and clarified our intent and willingness to support them in the creation of a MS in Analytical Data Science when Statistics wants to explore that path.

**Resources needed by the new program:**

The Bourns College of Engineering, in the attached BCOE Dean’s letter, has made a clear commitment to provide the resources that will be required to support this program.

We would like to take this opportunity and thank all the involved senate committees and their members for their reviewing and commenting on our proposal and for their constructive recommendations that have enabled us to strengthen this proposal.

Sincerely,
Vassilis Tsotras
on behalf of the MS in Computational Data Science Program Committee
Response to the comments by the Committee on Diversity, Equity, & Inclusion:

Thank you for your recommendations. These have enabled us to strengthen our articulation of our commitment to DEI. We have revised Section 1.5 (Contributions to Diversity) to include our diversity vision and our plan to realize our vision. As requested, we have added current UCR and national data on women and URM enrollment in related programs (Computer Science/Electrical Engineering). Our goal is to achieve the BCOE average enrollments for women (22.8%) and URM (12.6%) by the 2nd year of the program and then gradually increase their participation to 30% and 15% (respectively) by year 4, aiming at 40% and 20% (respectively) by year 5.

To reach these goals, we will follow a multipronged approach that addresses diversity at different levels in: recruitment, curriculum and pedagogy, outreach, assessment, and faculty. In each of these areas we will follow the set of best-practices for improving diversity in computing discussed in a recent report by the National Academy of Sciences. The two departments participating in the new MS in Computational Data Science are fully committed to Broadening Participation in Computing (BPC) and have created departmental BPC plans to that effect. Various of the BPC initiatives have been made possible by a number of recent grants, as discussed in the proposal, that have been awarded to faculty in the program and/or to BCOE with focus on improving diversity in computing.

There was a concern expressed about partnering with the Naval Surface Warfare Center in Corona (NSWCC), “...in a way that doesn't take into account DEI issues”. We would like to clarify that the proposed program is not affiliated in any way with, nor was its design affected by NSWCC. We mentioned NSWCC in the proposal as one of the local employers (the largest in the Inland Empire in this field) that is very much interested in employing more people with Data Science related expertise. We further note that Data Ethics is a very important issue addressed in two parts of the proposed curriculum: CS252/EE251A (Data Analytics and Exploration) and CS/EE279 (Capstone). We do anticipate that our students’ exposure to Data ethics issues will be beneficial to NWCC and other employers who hire them. NSWCC is far from the only local employer interested in this program. We have included letters of support from other local employers (government and businesses) that are interested in hiring the graduates of the proposed program.

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3 In addition, there is a current effort to create a new Data Ethics course for the Data Science Major, as well as a graduate version of that course which we will consider after its (expected) approval.
Response to the comments by the Graduate Council Committee:
We understand the concerns expressed. We hope that you will find the proposed program changes have addressed those concerns.

1. Recommendation to involve Statistics.
We agree that with the original name of the program there would have been confusion and that this could have hindered the development of future data science programs by other colleges. We believe we have addressed this issue with the name change and with the explanation of the reason requiring graduate statistics courses would lead to an increased time to degree.

There are a plethora of MS programs related to Data Science, some of them hosted in Statistics Departments, some in Computer Science, some in Business and some in combinations of these; we chose to host the new MS in the Computer Science and Engineering (CSE) and Electrical and Computer Engineering (ECE) departments based on the educational needs of the students we are targeting. In the limited duration of a MS degree there is not enough time to cover all aspects of Data Science. As examples of computational data science programs we note CMU (which is among the top universities in AI research) has a program in Computational Data Science offered by their School of Computer Science. Similarly, Temple University has an MS in Computational Data Science program offered by their Computer and Information Science Department. Within the UC, the most similar is the MS in Machine Learning and Data Science offered by the Department of Electrical and Computer Engineering at UCSD. We feel that changing the name to Computational Data Science clarifies the focus of the proposed program.

The focus on Computational Data Science is supported by: (1) the two departments (CSE and ECE) that have strong expertise and have already been offering most of the courses needed by this focus; (2) we aim to attract students that do not have broad statistical background, thus asking them to attend graduate core courses in statistics would necessitate an increased time to graduation, significantly more than what is taken by other MS programs in BCOE and in engineering colleges more broadly4; (3) there are many computational data science jobs that focus on AI, Machine Learning, Data Mining, Big Data, etc. By computational we mean the systems (hardware, algorithms, software) that provide for the storage, indexing, retrieval and understanding of the data at the volumes and speeds necessary for computational analysis.

We have changed the original name of the proposed MS program from ‘Data Science’ to ‘Computational Data Science’ so as to better clarify the focus of the program. This name change leaves open the possibility for Statistics to create another MS that focuses on the statistical aspects of Data Science if they decide so in the future.

The proposed program would be the second MS at UCR related to Data Science. Recently, the MS in Business Analytics program was approved and it is run by the School of Business and the Statistics Department. Business Analytics is the intersection of Business and Data Science. The two units decided that this collaboration is the best for the students that the new program will

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4 We expect that other related graduate courses (Statistics included) will be included as electives in the proposed program in the near future.
serve and did not include BCQE. Many other Business Analytics programs (NYU Stern as an example) use a strong coverage of big data and databases (both CSE topics) in their program. This does not mean that every Business Analytics program should include CSE courses; rather this choice should be guided by the needs of the students the program will serve.

To be clear, we very much value the collaboration with the Statistics Department on the Data Science BS Major. This new undergraduate major was initiated by CSE faculty who invited Statistics faculty to collaborate in the design of the major since this was the appropriate educational decision for that 4-year program. We note that we discussed our plans to develop a MS Data Science program with members of the Statistics Department before we submitted the original MS proposal and explained the reasons for the choice. The concerns raised with respect to our original proposal indicate that this discussion was not broad enough. We have met with the Statistics Chair before completing this revised MS submission: (i) discuss the proposed name change that will allow Statistics to create a new program, and (ii) consider possible Statistics courses that we could include as electives in the proposed computational data science program. We have also committed to help Statistics in creating a Data Science MS track focusing on the Analytical part of Data Science, when the Statistics Department is ready to explore that option. We also agreed that such elective courses can be added in the future. The Chair of the Statistics Department has informed us that the Statistics faculty is now on board with the proposed new program.

2. Diversity concerns.
We have expanded the “contribution to diversity” section to include a vision statement and a detailed plan. Please see similar concerns and our reply to the DEI committee.

With respect to the assessment mechanism for diversity, we note that both participating departments have implemented such a mechanism as part of the data collection for their Broadening Participation Committees (BPC). Similarly, such diversity assessment is required as part of a new NSF grant to create Data Science pathways for Inland Empire students. Data will be collected with the help of Institutional Research to evaluate admission, demographics and retention.

As for faculty diversity, the participating program faculty of the proposed MS in CDS includes 5 women and two URM (1 Pacific Island and 1 Latinx). Even though the proposed program is not a department that can hire its own faculty, there are currently three faculty searches in the participating departments (CSE and ECE) in areas related to Data Science. Special efforts will be taken for these and future searches to (i) increase the representation of women and minorities in the pool of candidates by announcing the recruitments in related forums including WiML, BlackInAI, LatinXinAI, QueerInAI, HSI institutions and the National Society of Black Engineers and (ii) include women/minorities on the search committees in an effort to avoid unconscious bias.
Note that we mention the military industry in Corona, as just an example of a large local employer. Other local industries (e.g. ESRI) as well as throughout California will benefit by recruiting our graduates.

3. Comments from other UCs about the proposed program.
Before the first submission we contacted various other related UC programs but we did not get a response before that submission. After the one month period passed we proceeded with the submission so as to not delay the program further. Meanwhile we have asked and received such letters that are included in the second submission (this includes: UCD, UCI, UCLA, UCSB, UCSC and UCSD; we also have letters from NYU and CMU).
Response to the comments by the Committee on Planning and Budget:

The support for the resources required by the new program is now discussed in the BCOE Dean's letter.
Response to the comments by the CNAS Executive Committee:

We thank you for the comments on the original proposal. We hope that you will find that the proposed program changes have addressed those concerns.

1. “In the larger scheme of things, Data Science should be applied. If approved in Data Science in BCOE, then no one else can have Data Science Masters.”

We definitely understand this concern about the new program's name. Our purpose was not to block others (and this was clearly indicated to the Statistics Chair when we informed the chair about the plan to create a new MS in Data Science). We have changed the name of the proposed program to MS in Computational Data Science. This name better describes the focus of the proposed program on the foundational computing principles of data science. It also leaves open the possibility for Statistics to create another MS focusing on the statistical side of Data Science or to participate with BCOE in developing such a program.

2. “The BS is joint STAT and Computer Engineering. But here Computer Engineering decided to launch the Masters on their own. We understand that STAT feels unfortunate to be left out of this. Data science should be a marriage between STAT and Computer Engineering, especially since they are doing the BS together. If we’re looking at the viability of the program on the whole, it’s missing STATs courses.”

Before we started the design of the original MS in Data Science proposal we informed the Chair of Statistics and the co-director of the BS in Data Science about the plan and why we think that this new MS should be between CSE and ECE. In particular, we explained that the time restrictions that an MS program introduces places limits on the material that can be covered; this is quite different from the 4-year period of a BS. At the time, the Statistics Chair indicated that Statistics had just put together a (data science related) program with the Business School (MS in Business Analytics) and suggested looking at it to see if it might be helpful as an example of creating a DS program with BCOE. We looked at the Statistics courses offered as part of that new Business Analytics program, namely: Statistics for Business Analytics (STAT232), Statistical Data Mining (STAT208), Discrete Data Analysis (STAT205) and Statistical Computing (STAT206). Among them, STAT232 is Business focused, while STAT 208 deals with data mining topics from a statistical perspective. In BCOE, we have courses which cover related topics but from a computational and algorithmic perspective, which is the focus of the MS CDS program. We examined STAT205 and STAT206 but they have a different focus on foundational statistical methods.

The MS program is close to a professional degree program that prepares students for jobs. There are many data science jobs that are based on the computational aspects of Data Science, i.e. focusing on AI, Machine Learning, Data Mining, Big Data, etc. By computational we mean the systems (hardware, algorithms, software) that provide for the storage, indexing, retrieval and understanding of the data at the volumes and speeds necessary for computational analysis. The proposed MS in Computational Data Science aims to prepare our students for such computational focused jobs; most of these jobs do not require a strong statistical
background, and the ones that do would likely recruit from a statistics oriented data science program. Nevertheless, we are open to adding approved Statistics courses related to Data Science as electives; we have recently reached out to the Statistics Chair for such course suggestions. We expect that more data science courses (not only from Statistics) can be added as electives in the future.

Having a common BS program between CSE and Statistics does not necessarily mean that all other data science related programs should be in common. An example is the MS in Business Analytics. Business Analytics is the intersection of Business and Data Science. Moreover, CSE has a related undergraduate BS, the Computer Science with Business Applications (CSBA) major where students take basic CS and Business courses. Nevertheless, the Business School and the Statistics Department designed the new MS in Business Analytics based on the educational needs of the students they target and BCOE respects this decision. Similarly, the MS in Computational Data Science is designed for students with a STEM background that are interested in the computational aspects of Data Science.

Further, we reached out again to the Statistics Department and have already committed to help Statistics in creating a Data Science MS track focusing on the Analytical part of Data Science, when the Department is ready to explore that option. The Chair of the Statistics Department has informed us that the Statistics faculty is now on board with the proposed new program.

2. “The proposal notes that women are extremely underrepresented. They say the structure of the program will include a more diverse group of students, but no strategy for making it happen is included.”

We have expanded the “contribution to diversity” section to include a vision statement and a plan. To reach these goals, we will follow a multipronged approach that addresses diversity at different levels, in: recruitment, curriculum and pedagogy, outreach, assessment and faculty. In each of these areas, we follow a set of best-practices for improving diversity in computing, discussed in a recent report by the National Academy of Sciences. 5 Moreover, the two departments participating in the new MS in Computational Data Science are fully committed to Broadening Participation in Computing (BPC) and have created departmental BPC plans to that effect. Various BPC initiatives have been made possible by a number of recent grants (discussed in the proposal) that have been awarded to faculty in the program and/or BCOE with focus on improving diversity in computing.

3. “We expect students to come into the MS in Data Science through the traditional engineering pathway, but maybe also people with biology degrees will turn up. It seems that having a broader base program would make that more likely to happen (to diversify the program). What about capstone courses that cross colleges and apply/execute the data science. Some felt that this is what industries are looking for.”

While we focus on STEM students with computational background, we have created a bridge program that will offer courses so that students with non-CS degrees can cover key undergraduate material and then proceed to pursue an M.S. in Computer Science, Computer Engineering, or Computational Data Science. We expect that this path will be attractive to students from fields like Biology/Neuroscience, Sociology, Economics, Earth Sciences etc.

The capstone course focuses on the design and execution of a large-scale data science capstone project that has a focus on real-world applications. We will be collaborating with local industry (ESRI etc.) to identify such real-world problems. We will also reach out to faculty in other departments to identify possible capstone projects.

4. “In the computer science proposal, it is argued that UCSD, UCLA, and UCB all have data science programs through engineering school. However, we would like to point out that (1) those programs are all online MS programs, (2) BCOE already has an online MS program in data science, and (3) the Department of Statistics is already teaching two online courses in BCOE’s the online MS program. In addition, the following are examples of data science programs in other universities that are joint programs, which creates a stronger program:” 
(...links provided for the UCI, Harvard, Duke, Columbia, Uof Washington and Stanford Data Science MS programs)

In the previous proposal we only provided information about known programs at various UCs and which college offers them. We also mentioned that the majority of these programs are online or professional (self-supported). We never argued that UCSD, UCLA and UCB all have data science programs through engineering. Some of these programs are offered by Engineering schools, others by School of Information, others by School of Business, etc. At the time of the first submission, UCI had only a MS in Business Analytics. In Fall 2021 UCI started a professional MS program in Data Science offered by their Bren School of Information and Computer Science (that houses also the Department of Statistics).

BCOE already has an online MS program that offers a Data Science concentration. The Department of Statistics teaches two online courses in that program. However, these courses are not core courses. Instead, the MSOL program has 5 core courses (ENGR200-205) that focus on engineering management, systems engineering, technology innovation etc. There is also a long list of electives including CSE, EE, Physics and Statistics courses from which students can take 4 courses. Our proposed MS in Computational Science is very different as it focuses on building the computational aspects of data science. As mentioned earlier, we have approached the Statistics department to suggest graduate courses that can be included as electives in the proposed MS program.

There are a plethora of MS programs related to Data Science (including the ones provided by the committee), some of them hosted in Statistics Departments, some in Computer Science, some in Business and some in combinations of these. At UCR the only other Data Science related program is the new MS in Business Analytics between the Business School and
Statistics. We chose to host the new MS in the Computer Science and Electrical Engineering departments for educational purposes. In the limited duration of a MS degree there is not enough time to cover all aspects of Data Science. MS programs focusing on the Computational part of Data Science are not unique. Similar programs appear elsewhere, for example CMU (which is among the top universities in AI/ML research) has a program in Computational Data Science offered by their School of Computer Science; and Temple University has an MS in Computational Data Science program offered by their Computer and Information Science Department. Within the UC, the most similar is the MS in Machine Learning and Data Science offered by the Department of Electrical and Computer Engineering at UCSD. We feel though that the name Computational Data Science better describes our proposed program.
EXECUTIVE COUNCIL

January 13, 2021

To: Prof. Vassilis Tsotras
Department of Computer Science & Engineering

From: Jason Stajich, Chair
Riverside Division

RE: Proposal for a Master of Science Degree in Data Science

At its January 11, 2021 meeting, Executive Council reviewed the proposal for a Master of Science Degree in Data Science.

The reviewing committees had several concerns and questions. I attach responses from the Committee on Diversity, Equity, & Inclusion, Graduate Council, Committee on Planning & Budget, BCOE College Executive Committee, and CNAS Executive Committee.

Thanks,
Jason

Cc: Cherysa Cortez, Executive Director, Academic Senate
COMMITTEE ON DIVERSITY, EQUITY, & INCLUSION

November 16, 2020

To: Jason Stajich, Chair
    Riverside Division Academic Senate

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

Re: New Master Degree Proposal: M.S. Degree in Data Science

The Committee on Diversity, Equity, and Inclusion (CoDEI) reviewed the proposal M.S. Degree in Data Science. The Committee notes the proposed DEI plan only discussed current gender of students enrolled but not underrepresented minorities nor how they will actively recruit.

Per the Format for the Graduate Degree Program Proposal outlined in Appendix B of the Coordinating Committee on Graduate Affairs (CCGA) Handbook, August 2019 revision, "All proposals must include (a) a vision for how the program will advance UC’s goals for diversity and (b) a plan that details what steps the program will take in its first five years to move it toward the identification, recruitment, and retention of underrepresented minority students and faculty. The proposal should clearly document the ways in which the program will evaluate its diversity goals."

In addition, some members also expressed concern on the proposed partnering with the Naval Warfare Center in a way that doesn't take into account DEI issues which is potentially relevant, whether because the US military is increasingly attracting underrepresented students or in how critical thinking and diverse sets of students would be beneficial for them. Those members are concerned that some students may protest against an affiliation particularly in this moment of time where policing and surveillance are under heightened surveillance because of the violence toward Black and Brown people.
December 18, 2020

To: Jason Stajich, Chair  
    Riverside Division  

From: Amanda Lucia, Chair  
    Graduate Council  

Re: Proposal for a Master of Science in Data Science

Graduate Council reviewed the proposal for an MS degree in Data Science at their December 10, 2020 meeting.

The Council would recommend the involvement of the Statistics department and its faculty in the proposal to strengthen the program considering the fact that the majority of national data science programs (if not all) contain statistics, and the BS in Data Science and the Online Master’s Degree with a specialization in Data Science at UCR both involve statistics. Some of the reputed data science programs can be found at UCI, Harvard, Stanford, Duke, Columbia, and the University of Washington.

The Council also had concerns with the diversity component required in new program proposals. The contribution to diversity in the proposal was rather vague and it was not clear how the program will address diversity. The Coordinating Committee on Graduate Affairs (CCGA) will require an assessment mechanism for the diversity of the program be in place, the Council is recommending this be added to the program proposal to alleviate delay of approval at the systemwide level. The Council noted the lack of gender representation and recommends a mechanism for addressing faculty diversity also be added. The proposal tends to focus on the recruitment of students, faculty of color, and white women faculty as a way to address gender and race-based diversity. But there is no concrete description of specific steps taken in the past or planned for the future. This looks to be a weakness of the program and, if it is, it should be confronted head-on. The proposal mentions in several places the pedagogical and research/scholarly goals of providing “real life solutions” and addressing “real world problems.” How might this goal be intertwined with that of genuine diversification and desegregation as a problem not merely of bodies (students of color, faculty of color, white women faculty) but a body of
knowledge? For example, the cutting-edge work on race and algorithms by Black studies scholars like Safiya Umoja Noble (UCLA). There are a couple of ways to address this already embedded in the proposal: (a) Draw on the sample syllabus appended to the proposal - the week on ethics and bias in information science; (b) Another approach would be in the description of a potential bridge for students who do not have undergraduate degrees in the quantitative sciences but who could qualify by taking certain courses. What is the importance and benefit of recruiting students with a non-quantitative background? (c) Yet another approach would be to amplify and think more creatively about UCR relations with its surrounding communities and business landscape. The proposal focuses on the military industry in the inland empire but there must be other industries and phenomena that UCR is strategically poised to study. Many UCR students work part-time as warehouse workers and their lives are intricately intertwined with what the geographer Juan De Lara calls the “black box of globalization,” e.g. logistics and supply-chain of consumption and distribution.

The proposal did not include comments from other UCs about the proposed program. It may be worth following up with other UC campuses (for example, UCI has a similar data science program), so that their feedback can be included in the proposal.
December 15, 2020

To: Jason Stajich, Chair  
    Riverside Division

From: Katherine Kinney, Chair  
      Committee on Planning and Budget

RE: [Campus Review] New Master’s Degree Proposal: M.S. Degree in Data Science

The Committee on Planning & Budget discussed the proposal for a new Master of Science degree in Data Science at their December 15, 2020 meeting. The committee noted that the program will require additional resources (office space and one FTE for administrative support); however, there is no commitment to provide funding for these resources in any of the support letters. The source of support for the additional resources needs to be defined in the proposal.
October 23, 2020

TO: Jason Stajich, Chair
    Academic Senate

FROM: Philip Brisk, Chair
      BCOE Executive Committee

RE: MS in Data Science Proposal

Dear Jason,

The BCOE Executive Committee reviewed the proposal for a new M.S. program in Data Science at a meeting held on October 1, 2020. The Committee voted to approve the program.

Sincerely,

Philip Brisk
January 11, 2021

TO: Jason Stajich, Chair  
   Academic Senate

FROM: Philip Brisk, Chair  
      BCOE Executive Committee

RE: MS in Data Science Proposal

Dear Jason,

The CNAS Executive Committee’s review of the MS Degree in Data Science proposal noted that the Statistics Department feels unfortunate to be left out of this.

I was surprised to see this comment, because my understanding was that Vassilis Tsotras, who submitted the proposal, had been in communication with the Statistics Department. I asked Vassilis if he could confirm and summarize prior communication while the proposed MS Degree was under development, to make sure that the written record is accurate. He provided a written response this morning, which I am transmitting along with this letter.
Prof. Philip Brisk
Chair, BCOE Executive Committee

Re: the MS in DS proposal

Dear Philip,

Thank you for bringing this important question to my attention. The reason for this letter is to clarify that we did contact Statistics even before we started designing the MS program in DS. Our intent has never been to keep them in the dark. Indeed, it is worth noting that the BS in DS was a CSE initiative, and we reached out to Statistics to bring them on board.

On 4/3/20, I informed Prof. Xinpeng Cui (Statistics chair) and Prof. Yehua Li (co-director from Statistics of the BS in Data Science) by email of our plan to begin designing a new MS in Data Science within BCOE. I explained that the tight 4-quarter MS timeline required focus, and did not permit time to include extensive coursework from both the computational part (data processing, data mining, etc.) of Data Science and the analytic part (that involves the statistical methods). While there may be other programs elsewhere that provide more breadth and less depth, that is not our goal. Instead our plan is to develop an MS in DS that focuses more on the computational part of Data Science. At the BS level, in contrast, the 4-year timeline permits more time and more flexibility.

I also indicated we would have no objection to Statistics creating their own version of a MS in Data Science.

Prof. Cui replied on 4/7/20, informing us that Statistics had just put together a similar program with the Business School (MS in Business Analytics) and suggested looking at it to see if it might be helpful as an example of creating a DS program with BCOE. We looked at the Statistics courses offered as part of that new program, namely: Statistics for Business Analytics (STAT232), Statistical Data Mining (STAT208), Discrete Data Analysis (STAT205) and Statistical Computing (STAT206). Among them, STAT232 is business focused, while STAT208 has large overlap with Data Mining courses offered in CSE and ECE. We examined further STAT205 and STAT206 but they are at a more advanced level and would require our target students to take a significant number of prerequisites in Statistics.

After you contacting me, I reached out to Prof. Cui and Prof. Li and on 1/8/21 we met over Zoom so as to clarify any misunderstandings. Prof. Shelton (from CS) also attended (Prof. Shelton is a member of the MS in DS design committee). I shared with them an earlier version of this letter as well as the submitted MS in DS proposal. I now believe that some of the misunderstandings between the CSE and Statistics colleagues may have been due to the start of the university closure (because of the pandemic) which did not facilitate easy access/discussions. During our meeting we agreed that both the CSE and Stats departments value the special relationship that the new DS undergraduate major has created. We also discussed the focus of the MS proposal as well as its name. Prof. Cui informed the Statistics faculty about what was discussed and shared the earlier version of the letter and the proposal with them. Prof. Cui emailed me on 1/10/21 with the Statistics concerns which can be summarized as: (i) an apparent lack of the interdisciplinary collaborative nature among Computer Science, Mathematics, Statistics and domain expertise in the data science proposal, and, (ii) the name of the proposed MS.

From our perspective, the strong computational focus on our proposed program, and the tight 4-quarter timeline precludes extensive coursework from Statistics or other domains. Note that the proposed program also offers a list of electives which can be enhanced with more interdisciplinary coursework. We are open to changing the name of the
proposed program to reflect its computational focus better, so that Statistics retains the option of creating their own program in Data Science down the road.

We will of course wait for the official response from the Senate and answer this and any other issues raised about the MS in DS proposal. Please let me know if I can provide any further clarifications.

Sincerely,

Sincerely,

Vassilis J. Tsotras
Professor and Co-Director of Data Science Major
Dept. of Computer Science and Engineering
University of California, Riverside
tel: 951-827-2888; email: tsotras@cs.ucr.edu
23 November 2020

To: Jason Stajich, Chair  
   Riverside Division

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

Re: Campus Review: New Master Degree Proposal: M.S. Degree in Data Science

The CNAS Executive Committee had many comments and concerns about this proposal, including:

In the larger scheme of things, Data Science should be applied. If approved in Data Science in BCOE, then no one else can have Data Science Masters.

The BS is joint STAT and Computer Engineering. But here Computer Engineering decided to launch the Masters on their own.

We understand that STAT feels unfortunate to be left out of this. Data science should be a marriage between STAT and Computer Engineering, especially since they are doing the BS together.

If we’re looking at the viability of the program on the whole, it’s missing STATs courses.

The proposal notes that women are extremely underrepresented. They say the structure of the program will include a more diverse group of students, but no strategy for making it happen is included.

We expect students to come into the MS in Data Science through the traditional engineering pathway, but maybe also people with biology degrees will turn up. It seems that having a broader base program would make that more likely to happen (to diversify the program).

What about capstone courses that cross colleges and apply/execute the data science. some felt that this is what industries are looking for.

Cheers,

[Signature]
18 December 2020

To: Jason Stajich, Chair
Riverside Division

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

Re: Additional Commentary on Campus Review: New Master Degree Proposal: M.S. Degree in Data Science

The Executive Committee previously commented on this proposal on November 23, 2020 and has since come into receipt of additional information supporting our initial concerns. In the computer science proposal, it is argued that UCSD, UCLA, and UCB all have data science programs through engineering school. However, we would like to point out that (1) those programs are all online MS programs, (2) BCOE already has an online MS program in data science, and (3) the Department of Statistics is already teaching two online courses in BCOE’s the online MS program. In addition, the following are examples of data science programs in other universities that are joint programs, which creates a stronger program:

UCI data science MS program: https://mds.ics.uci.edu/

Harvard University data science MS program: https://www.seas.harvard.edu/applied-computation/graduate-programs/masters-data-science

Duke University data science MS program (this program is interdisciplinary): https://datascience.duke.edu/academics

Columbia University data science MS program: https://datascience.columbia.edu/education/programs/m-s-in-data-science/

The University of Washington data science MS program (this program is jointly lead by six departments): https://www.washington.edu/datasciencemasters/curriculum/

Stanford University data science MS program: https://statistics.stanford.edu/academic-programs/graduate-programs/ms-statistics-data-science

Cheers,

[Signature]

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A Proposal for a

MASTER OF SCIENCE DEGREE IN DATA SCIENCE

Marlan and Rosemary Bourns College of Engineering
University of California – Riverside
Riverside, CA 92521

Submitted by

Vassilis Tsotras on behalf of the MS Data Science Program Committee
Professor, Department of Computer Science and Engineering
Director, Data Science Center
Program Director, Data Science Undergraduate Program
M.S. Data Science Approvals

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Contact Information:

For any questions, please contact:

Vassilis J. Tsotras

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Bourns College of Engineering
University of California Riverside, CA 92521 USA

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EXECUTIVE SUMMARY

This document is a proposal for a Master of Science (M.S.) degree in Data Science (DS), which will be jointly managed by the departments of Computer Science and Engineering (CSE) and Electrical and Computer Engineering (ECE). Degree requirements and administration of the program are described in this document.

Data has become ubiquitous in everyday life, impacting every profession, including manufacturing, logistics, health care, public safety, and the military. Data also permeates all aspects of science, engineering, and other academic disciplines. As a result, the field of Data Science has emerged as a new academic discipline: the study of data itself. Data Science deals with obtaining insight and information from the analysis of large collections of data. The proposed MS in DS is a comprehensive program studying how data can be collected, transformed, analyzed, and used to solve problems across many application areas.

At UCR, relevant courses related to data management, data mining, information retrieval, big data, machine learning, and artificial intelligence have been offered in the Computer Science & Engineering and the Electrical & Computer Engineering Departments. These courses are regularly offered and are very popular. However, our current MS curricula in BCOE do not permit students to obtain a focused mastery of Data Science.

The proposed program will allow students with an undergraduate degree from a quantitative field, some experience in algorithms and software engineering, and an exposure to introductory statistics to enroll in a masters-level program in Data Science that will grant them a broad understanding of the subject, while focusing on parts of it for a deeper understanding depending upon their interests.

The new program will rely on existing faculty and will be built mostly on existing courses (only three new courses will be added) within the two departments. It will leverage upon existing facilities in the two departments. Future course offerings will also be through CSE and ECE and the program faculty will be from these departments.
SECTION 1: INTRODUCTION

1.1 Program Objectives

The objective of the MS in Data Science program is to provide training in various aspects of the data lifecycle. Students will gain exposure to data collection, data cleaning, data integration, data management, and data visualization, as well as the theories and techniques necessary for data analysis from data mining, machine learning, information retrieval, and artificial intelligence.

The program aims to admit students from various backgrounds with undergraduate training in quantitative fields (e.g., engineering, physics, math, statistics). We expect that applicants will have some experience in programming, software engineering, and algorithms, and some exposure in probability/statistics. The committee overseeing the formation of the program has considered this aspect very carefully and designed a program that provides both breadth and depth. Two new courses were designed with this purpose in mind: They introduce students from different backgrounds to the basic tools and theory in the Data Science field. Students will then be exposed to the breadth of the area through a set of core courses. They will also be able to focus on various aspects of data science and gain in-depth knowledge through specific electives. At the end, students will complete a capstone project (new course) where they will combine technical, analytic, and interpretive skills to design and execute a large-scale data science project that has a focus on real-world applications.

It is also possible to accept students whose undergraduate education did not include the expected experience in programming, software engineering etc. Examples are students whose undergraduate degrees are in chemistry, biology, economics or sociology. Such students may still be admitted to the program with the stipulation that they complete missing courses at the undergraduate level at UCR. The CSE and ECE departments are working on a “bridge” program that could be used as a first step by students who need instruction in undergraduate fundamentals, such as programming, algorithms, and data structures, prior to entering graduate programs in CSE, ECE, or Data Science. Through the bridge program, students without the appropriate background can still finish their MS degree in Data Science within 2 years. We expect the bridge program to increase the reach of this Data Science MS program in the near future.
1.2 Historical Development of Data Science and Departmental Strengths

We live in a world where data is being generated continuously by scientific experiments, digital processes, sensors, social media, mobile devices, etc. The term “big data” refers to data that is arriving from multiple sources at an alarming volume, velocity, and variety. Data Science is a new field that deals with the management of and extraction of knowledge from big data. As a scientific field, Data Science affects research in many domains, including biological sciences, physical sciences, social sciences, and humanities. The importance of Data Science is evident by various related UC-wide initiatives. As an example, UCB has recently created a separate Data Science Division (https://data.berkeley.edu/).

The White House “Big Data Research and Development Initiative” committed $200 million to “extract knowledge and insights from large and complex collections of digital data, accelerate the pace of discovery in science and engineering, strengthen our national security, and transform teaching and learning.” NIH launched the Big Data To Knowledge (BD2K) initiative “to enable biomedical research as a digital research enterprise, to facilitate discovery and support new knowledge.” Harnessing the Data Revolution is part of NSF’s 10 Big Ideas. In particular, “Engaging NSF's research community in the pursuit of fundamental research in data science and engineering, the development of a cohesive, federated, national-scale approach to research data infrastructure, and the development of a 21st-century data-capable workforce.” Other funding agencies (DARPA, IARPA, etc.) have similar research initiatives.

In addition to research, Data Science heavily influences economics and business. Data has become ubiquitous in everyday life: It impacts every profession, from entry-level office workers to CEOs, from team coaches to general managers, from accountants to CFOs. Businesses now have data available to them at a scale that is historically unprecedented; harnessing this data for insight on what customers want provides them with a competitive advantage. Traditional companies (Ford, Walmart, General Electric, etc.) today pride themselves as being transformed to big-data businesses.

Fueled by the explosion of data, Data Science jobs have proliferated and the demand for data scientists is extremely high; moreover, this demand is expected to be strong for years to come. A 2016 McKinsey report forecasted a shortfall of roughly 250,000 data scientists by 2024. Data scientists are the no. 1 most promising job in America for 2019,
Proposal for M.S. Degree in Data Science

according to a report from LinkedIn. Similarly, according to Glassdoor, a recruiting site, Data Scientist has been the best job in the US (2015-2019) with around 113K median base salary. Three-fifths of the data science and analytics jobs are in the finance and insurance, professional services, and information technology sectors, but the manufacturing, health care, and retail sectors also are hiring significant numbers of data scientists. We thus expect that the new program will be in high demand among students and will serve the UCR community well.

As another indication of the interest in Data Science, we have experienced high demand among graduate students for related courses (Data Mining, Machine Learning, AI, Big Data, etc.) For example, around 70-100 students attended “CS235: Data Mining”, in its last few offerings; similarly “CS236: Database Management”, “CS 226: Big Data Management” and “CS229: Machine Learning” have enrollments around 50-60 students. We believe many of these students would prefer a degree more concentrated on these particular topics, particularly one with a coordinated project to provide hands-on experience. Thus, we feel this proposed MS program will better serve many of our current students.

Preparing the workforce in Data Science is also important for the local community. Here in the Inland Empire, for example, the Naval Surface Warfare Center (NSWC) in Corona has launched the Universal Hub for Big Data, a project to collect and share Navy data, which will require a qualified workforce. Our ability to keep high-tech employers like this in the region depends on our ability to supply professionals capable of satisfying their technical needs. NSWC has recently contacted BCOE expressing strong interest in the proposed MS in DS program.

Finally, the MS in Data Science will be of interest as a career next path, to the UCR students graduating from the newly approved BS in Data Science program. We expect that some of these students will continue to pursue a PhD degree in CSE or ECE. Further, a BS+MS will be a possibility in the future.

We thus believe that the MS in Data Science program will be instrumental in educating the future Data Scientists by building their expertise from solid core knowledge, covering the essentials in managing and analyzing data, as well as covering the applications of Data Science in real life problems.
The CSE and ECE Departments have many faculty that perform research related to Data Science. The existing strength was instrumental in creating recently the Data Science Center. Moreover, through a Data Science Cluster, three more faculty members were hired (Papalexakis, Eldawy, Oymak). Section 4 discusses the initial program faculty (currently 10 CSE and 5 ECE members). There are existing strong research groups working on Big Data, Database Management, Data Mining, Artificial Intelligence, Deep Learning, Time Series, and Vision. Related research is published in the top conferences and journals, and is consistently funded by various grants from NSF, Army, Navy, DARPA and other funding agencies. Graduates from these groups are very much sought after from the industry (including Google, Amazon, LinkedIn, Microsoft, Facebook etc.)

1.3 Enrollment Projections

We believe that the new MS in Data Science will help to increase the overall graduate enrollment in BCOE, which is also a college aim. In Fall 2019, the three MS programs offered by CSE, ECE or both had the following enrollment: CSE 168, ECE 37 and CEN 43 MS students. As of 7/31/20, the number of Fall 2020 SIRs were: CSE 85, ECE 50, CEN 46. We believe that the new MS in Data Science will be at least as popular as the ECE and CEN MS programs.

We thus aim to start with 20 students in the first year of the program and reach a steady state of 50-60 students within 5 years. This would be achieved without hurting enrollment in the CSE, CEN and ECE MS programs (or the new MS in Robotics), since the MS in Data Science offers a different career path than these other MS programs.

Further, we expect that many of these students will stay on for PhDs in CSE or ECE, thus allowing us to select PhD students who have already been at UCR.

1.4 Relation to Other Programs in UCR and the UC System

We note that the MS in Data Science will be a state-supported program focused on students that are interested in the on-campus experience. It is thus different from the self-supported BCOE MSOL program that offers a Data Science specialization (among others).

UCR has recently approved an M.S. in Business Analytics from the School of Business (in collaboration with the Statistics department). This degree is different from our
proposed program as it focuses on non-technical aspects of data management and analysis while we are looking at the computational side of data. UCR’s MS in Business Analytics is more equivalent to UCI’s MS in Business Analytics.

Within the UC system, UC San Diego has a (self-supported) Masters of Advanced Studies program in Data Science and Engineering that runs over Fridays/Saturdays; this program is offered through their Engineering school. Similarly, UCLA offers through the Engineering School, an on-line Master of Science in Engineering With Certificate of Specialization in Data Science Engineering. UC Berkeley has an on-line M.S. in Information and Data Science that is offered through their School of Information. They further provide the “5th Year Master of Information and Data Science” program, open to Berkeley undergraduate students as a path to earning a professional master’s degree in one additional calendar year. UC Berkeley also has a (self-supported) MS in Engineering program through their Electrical Engineering and Computer Science Department, that offers a concentration in Data Science and Systems. UC Irvine offers a M.S. in Business Analytics offered by the School of Business and has a more business rather than a technical focus.

MS in Data Science is offered by many top universities that have strong research in the area. Examples include the Master in Computational Data Science at CMU, the Masters in Data Science at NYU and the Masters in Data Science at Columbia University.

1.5 Contributions to Diversity

Because of its ubiquitousness and inherent interdisciplinarity, Data Science has an enormous, and still largely untapped, potential for increasing diversity in computing. In Fall 2016, women accounted for only 13.8% of the Computer Science and Electrical Engineering undergraduate enrollment (including all majors offered by the departments). Because our program draws on undergraduates from a more diverse set of majors, we expect to have a more balanced set of applicants. Further, due to Data Science’s relationship to a large variety of application areas, we expect this major to appeal to a broader set of students (including more women) than a traditional Computer Science or Electrical Engineering degree. The recent surge of workshops and conferences that promote diversity in Data Science and related fields, with prominent examples including “WiML” (Women in Machine Learning; https://wimlworkshop.org/), “WiDS” (Women in Data Science; https://www.widsconference.org/), and “BPDM” (Broadening Participation in Data Mining; https://www.facebook.com/BPDMProgram) is strong empirical evidence for the validity of our premise. Similarly there are initiatives like CAWIT (Center for Advancing Women in Technology; https://www.cawit.org/)
Proposal for M.S. Degree in Data Science

whose aim is to increase the participation of women in computing and information technology, by developing new interdisciplinary computing degree programs that educate more women innovators for the Digital Age. CAWIT has recently supported our undergraduate Data Science major with a grant to enable us start and advertise the program.

UCR is an accredited Hispanic Serving Institution (OPEID 00131600), with approximately 35% Hispanic enrollment. This provides an ideal environment for recruitment of underrepresented graduate students. We expect most of the MS in DS students to come from STEM undergraduate programs. Having an MS in DS program will allow us to attract a large number of these students by providing a focus area, thus enriching the diversity of our graduate student pool. The fast-growing nature of the Data Science field is a great motivating factor for these students to complete an MS before entering the workforce. We also expect that some of the MS students will stay on for a PhD, thus enhancing diversity in the associated PhD programs too. The oversight committee of the MS in DS program will organize an open feedback session at the end of each academic year in order to obtain qualitative feedback from students and instructors. In addition, the committee will perform quantitative diversity assessment through anonymous student survey and evaluation, in collaboration with the two participating departments.

1.6 Comments from other UC programs

We identified four Data Science related MS programs in other UCs (all self-supported). We sent copies of this proposal to the chairs of these programs, with a cover letter using the sample provided by the Senate instructions. These programs were (including the date of the letter): (1) UCB: Master of Information and Data Science (9/4/2020), (2) UCB: Master of Engineering in EECS with concentration on Data Science and Systems (9/4/2020), (3) UCSD: Master of Advanced Studies in Data Science and Engineering (9/1/2020), and (4) UCLA: Master of Science in Engineering With Certificate of Specialization in Data Science Engineering (9/1/2020). However, no comments on the proposed program have been received, with three of the programs not responding and the other one stating that this was out of their domain.
1.7 Administration of the Program

The program will be led by a Program Director, assisted by an Associate Director. While the Director will focus on the overall program and coordination among the departments, the Associate Director will serve the role of Graduate Advisor taking care of all graduate student advising issues within the program. A staff member will help the faculty Directors in administering the program. The program faculty will consist of Senate faculty in related research areas from the two departments (see list of the initial program faculty in Section IV). In the interest of efficient administration, a core group of faculty will be appointed to oversee the program and coordinate efforts with the two departments. This Oversight Committee will consist of 5 faculty from the two departments (three from CSE and two from ECE), including the Director and Associate Director.

This initial proposal was created by the following group of faculty:

Samet Oymak (ECE)
Vagelis Papalexakis (CSE)
Mariam Salloum (CSE)
Christian Shelton (CSE)
Vassilis Tsotras (CSE) - Committee Chair

1.8 Evaluation of the Program

As is the norm for all graduate programs at the UCR campus, the program will follow the Senate-mandated review (once every six or seven years). Beginning with the second year, the Program Committee will initiate an internal review of the M.S. Data Science Program.
SECTION 2: PROGRAM

Below we describe the undergraduate admission requirements, the program of study and provide a sample time plan.

2.1 Admission Requirements

All applicants to this program must have completed a Bachelor’s degree or its approved equivalent from an accredited institution and to have attained undergraduate record that satisfies the standards established by the Graduate Division and University Graduate Council. Students need experience in a quantitative field with experience in programming, software engineering, algorithms, and background in statistics. Competence in these areas is defined by the following UCR undergraduate courses (or equivalents):

- CS 141 - Intermediate Data Structures and Algorithms
- CS 100 - Software Construction
- MATH 010A - Multivariable Calculus
- MATH 031 - Linear Algebra
- A course covering foundations of probability and statistics (such as STAT 155 - Probability and Statistics for Science and Engineering, or, EE 114 - Probability, Random Variables, and Random Processes in Electrical Engineering)

Applicants who fail to meet this criterion may sometimes be admitted with course deficiencies, provided they take remedial steps to cover the deficiencies. A student who is deficient in a competency area may be asked to complete the corresponding UCR course with a letter grade of at least B, or to pass a challenge examination based on that course’s final exam with a grade of at least B. All such remedial work cannot be counted towards the MS degree requirements and should be completed within the first year of graduate study, and in all cases the deficiency(s) must be corrected BEFORE a student can enroll in any graduate course from the same specialty area. The details will be decided by the Graduate Advisor of the program in consultation with the student. The CSE and ECE departments are working currently on a ‘bridge’ program that can be used as a first step by students who lack basic undergraduate background in programming, algorithms and data structures.
Proposal for M.S. Degree in Data Science

All applicants must submit scores from the Graduate Record Exam, General Test (GRE). Relevant GRE subject tests may be beneficial to the candidate’s application, but are not required. Applicants whose first language is not English are required to submit acceptable scores from the TEST of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) unless they have a degree from an institution where English is the exclusive language of instruction. Additionally each applicant must submit letters of recommendation, as per the admission requirements. All other application requirements are specified in the graduate application.

2.2 Data Science MS Program

The MS Data Science program will be built using existing courses, with three new courses¹ (CS/EE 251A: Data Analytics and Exploration, CS/EE 251B: Fundamentals of Data Science and CS/EE 279: Capstone Project in Data Science). The MS in Data Science requires the completion of 49 units of coursework, including a capstone project. There are no thesis or comprehensive exam options; i.e. it falls in the category of a Master’s II (with capstone).

Units are divided among core courses (6 courses, for a total of 24 units), elective courses (5 courses, for a total of 20 units), a professional development course (1 unit) and the capstone course. All students must complete the same core courses. Elective courses are selected by the student within a list of possible courses, and students can petition to select a course not on the list.

Core courses:

1. CS/EE 251A: Data Analytics and Exploration (new course)
2. CS/EE 251B: Fundamentals of Data Science (new course)
3. CS 224: Fundamentals of Machine Learning
4. CS 226: Big Data Management
5. CS 235: Data Mining Techniques
6. CS 236: Database Management

Elective courses:

The five electives can be selected from the following two lists of elective courses; at least three of the courses must be from list A. The description of all the elective courses is available later in the proposal. Students may petition for other elective courses; such

¹ All three courses have been approved by both the CSE (10/7/20) and ECE (10/14/20) Departments and are in the process of senate approval.
Proposal for M.S. Degree in Data Science

petitions require approval of the program graduate advisor.

**Elective List A:**
1. CS 205: Artificial Intelligence
2. CS 225: Spatial Computing
3. CS 227: Probabilistic Models for Artificial Intelligence
4. CS/EE 228: Introduction to Deep Learning
5. CS 229: Machine Learning
6. CS 242: Information Retrieval and Web Search
7. CS/EE 248: Optimization for Machine Learning
8. EE 231: Convex Optimization in Engineering Applications
9. EE 240: Pattern Recognition
10. EE 244: Computational Learning

**Elective List B:**
1. CS 210: Scientific Computing
2. CS 211: High Performance Computing
3. CS/EE 217: GPU Architecture and Parallel Programming
4. CS 234: Computational Methods for Biomolecular Data
5. EE 241: Advanced Digital Image Processing
6. EE 243: Computer Vision
7. EE 250: Information Theory

**Capstone Experience:** Students must complete a capstone course CS/EE 279: Capstone Project in Data Science (new course), under the guidance of the capstone instructor member. The description of the capstone course appears in Section 5.

**Professional Development Requirement:** Students will satisfy the professional development requirement by enrolling in one of the following courses: one quarter of CS 287 (Colloquium in Computer Science), or GDIV 403 (Research and Scholarship Ethics), or at least one unit of CS 298I (Individual Internship).

2.3 Other Requirements

There are no field or qualifying examinations. There is no thesis/dissertation or final examination. There are no special requirements over and above the Graduate Division minimum requirements.

2.4 Sample Program

Below we provide a sample program. Assuming that a student has no deficiencies and
Proposal for M.S. Degree in Data Science

is full-time, the normative time from matriculation to degree is 4 quarters. Using the currently planned bridge program in CSE, it is expected that students with deficiencies can still graduate within 2 years.

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SECTION 3: PROJECTED NEEDS

3.1 Student Demand and Opportunities

We expect a large demand for the new program. The numbers of students in related programs, like the BS and MS programs in CSE, ECE and CEN continue to increase. The proportion of domestic students in related MS programs is around 17% in CSE, 20% in CEN and 33% in ECE; we expect that for the MS in DS the percentage of domestics will be closer to the ECE example. This is because Data Science seems to be popular with domestic students. Moreover, there are a number of students enrolled in the new B.S. program in Data Science and this program will draw from students who complete the DS B.S. program (the BS in DS inaugural class of Fall 2020 is 100% domestic students). Many students in the various Undergraduate Professional Societies have expressed interest in a Data Science graduate program. While we have most of the courses, the structures of the existing programs do not allow them to take the proper set of courses required for specialized training in Data Science. This demand is directly related to opportunities for students after graduation.

3.2 Opportunities for Placement of Graduates

Based on our experience from graduate students working in relevant areas (Databases, Data Mining, Artificial Intelligence, Machine Learning etc.) there is currently very high demand from industry. Moreover, as mentioned in the Introduction, according to Glassdoor, a recruiting site, Data Scientist has been the best job in the US (2015-2019).

3.3 Importance to the Discipline

As a scientific field, Data Science affects research in many domains, including biological sciences, physical sciences, social sciences, and humanities. In addition to the newly approved Data Science undergraduate program, the proposed MS in Data Science allows students to concentrate further on this important field.

3.4 Meeting the needs of Society

Data is an important societal asset. By training more students in Data Science we also create more “citizen scientists”. According to CitizenScience.gov (the official government website dedicated to Citizen Science), a citizen scientist “…participates voluntarily in the scientific process, addressing real-world problems in ways that may include formulating research questions, conducting scientific experiments, collecting
Proposal for M.S. Degree in Data Science

and analyzing data, interpreting results, making new discoveries, developing technologies and applications, and solving complex problems”. Such involvement can engage the American public in addressing societal needs and accelerating science, technology, and innovation.

3.5 Relation to Research and Faculty Interests

A critical mass of our faculty are engaged in research and teaching across the full range of areas relevant to the proposed MS program. This is also evident from the fact that almost all the courses for the program already exist at UCR. These areas are already of high interest to faculty. Moreover, faculty is well funded in these research areas.

3.6 Program Differentiation

A current list of Data Science related programs in California appears at http://datascience.community/colleges. The majority of these programs are on-line, or focus in Business Analytics. Some are MS programs that provide concentrations in Data Science. Below we describe how the proposed MS in Data Science differs.

The MS in Data Science is a state-supported program. It is thus different from UCR’s MSOL program in Data Science as well other similar online programs in other UC campuses. It is also different from MS in Business Analytics or MS in Information Management programs as such programs focus on non-technical aspects of data management and analysis while we are looking at the computational side of data. UCR’s MS in Data Science is also different from UC Berkeley’s (self-supported) MS in Engineering with Concentration in Data Science and Systems. To get that concentration, students need to take 4 technical courses from a list of approved EECS courses and a capstone project. The UCR MS in Data Science is not a concentration but the whole focus of the MS degree though a well designed curriculum that offers many opportunities to students to train in Data Science related coursework. Our program is also different from the Masters of Advanced Studies program in Data Science and Engineering from UC San Diego (also self-supported), which runs Fridays/Saturdays and focuses on mid-career professionals. It is also different from UCLA’s Master of Science in Engineering With Certificate of Specialization in Data Science Engineering, which is similar to our MSOL program.

The MS in Data Science at UCR will be the first state-supported MS program in this important subject.
Among private California Institutions there are two related programs: (1) the MS in Information Systems & Technology with concentration in Data Science, offered by Claremont Graduate University, and (2) the Master of Science in Computer Science (Data Science) offered by USC. We believe that we offer a very competitive program from a public institution that is actually named MS in Data Science.
SECTION 4: PROGRAM FACULTY AND STAFF

The list of the Program Faculty (with a link to their publications) appears below:

CSE
Ahmed Eldawy (Assistant Professor; PhD; https://dblp.uni-trier.de/pers/hd/e/Eldawy:Ahmed)
Vagelis Hristidis (Professor; PhD; https://dblp.uni-trier.de/pers/hd/h/Hristidis:Vagelis)
Eamonn Keogh (Professor; PhD; https://dblp.uni-trier.de/pers/hd/k/Keogh:Eamonn_J=)
Paea LePendu (Assistant Teaching Professor; PhD; https://dblp.uni-trier.de/pers/hd/l/LePendu:Paea)
Amr Magdy (Assistant Professor; PhD; https://dblp.uni-trier.de/pers/m/Magdy_0001:Amr.html)
Evangelos Papalexakis (Assistant Professor; PhD; https://dblp.uni-trier.de/pers/hd/p/Papalexakis:Evangelos_E=)
C.V. Ravishankar (Professor; PhD; https://dblp.uni-trier.de/pers/hd/r/Ravishankar:Chinya_V=)
Mariam Salloum (Assistant Teaching Professor; PhD; https://dblp.uni-trier.de/pers/hd/s/Salloum:Mariam)
Christian Shelton (Professor; PhD; https://dblp.uni-trier.de/pers/hd/s/Shelton:Christian_R=)
Vassilis Tsotras (Professor; PhD; https://dblp.uni-trier.de/search?q=tsotras)

ECE
Salman Asif (Assistant Professor; PhD; https://dblp.uni-trier.de/pers/hd/a/Asif:Muhammad_Salman)
Bir Bhanu (Professor; PhD; https://dblp.uni-trier.de/pers/hd/b/Bhanu:Bir)
Samet Oymak (Assistant Professor; PhD; https://dblp.uni-trier.de/pers/hd/o/Oymak:Samet)
Amit Roy-Chowdhury (Professor; PhD; https://dblp.uni-trier.de/pers/hd/r/Roy=Chowdhury:Amit_K=)
Nanpeng Yu (Assistant Professor; PhD; https://dblp.uni-trier.de/pers/hd/y/Yu:Nanpeng)

STAFF
One FTE for administrative support, primarily for graduate student admissions, enrollment and advising. Initial support may be less than 1 FTE, ramping up as the program matures.

TEACHING RESOURCES
The new program is based on existing courses from CSE and ECE. The three new courses will be cross-listed between the two departments which will share responsibilities in teaching them. In the Appendix we include letters of support from the two department chairs that also discuss the sharing of the teaching.
SECTION 5: COURSES

Core Courses

New Courses Developed for the Program

CS/EE 251A. Data Analytics and Exploration (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): CS141, CS100, Stat 155 or EE114 or equivalent. This course covers important algorithms relevant to the lifetime of data from data collection and cleaning to integration, data mining and analytics. Topics include: sketch algorithms for computing statistics on data streams; mining social graphs, including community detection and graph partitioning; Data Science lifecycle and techniques on data cleaning, data integration, Exploratory Data Analysis, and visualization.

CS/EE 251B. Fundamentals of Data Science (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): Math 010A, Math 031 or EE 020, CS100, Stat 155 or EE114 or equivalent. Explores theoretical tools in data science and their applications in data science. The course introduces and motivates statistical and computational viewpoints on data analysis. Topics include the manipulation of data as vectors, drawing inferences from data as distributions, and quantifying data uncertainty for data analysis. The course will also include in-class and homework exercises on practical applications of these theoretical data science tools.

CS/EE 279. Capstone Project in Data Science (4) Lecture, 1 hour; outside research, extra readings, 9 hours. Prerequisite(s): Enrollment in Master in Data Science. Co-requisites: CS/EE 251A, CS/EE 251B, CS224, CS226, CS235, CS236. Covers combining technical, analytic, and interpretive skills to design and execute a large-scale data science capstone project that has a focus on real-world applications. Provides an opportunity to integrate all of the core skills and concepts learned throughout the program and prepares students for long-term professional success in the field. Emphasizes collaboration and communication in both written and oral form.

Existing Core Courses

CS 224: Fundamentals of Machine Learning. (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): CS 100, STAT 155, MATH 31. A study of generative and discriminative approaches to machine learning. Topics include probabilistic model fitting, gradient-based loss optimization, regularization, hyper-parameters, and generalization. Includes experience with data science programming environments, data from practice, and performance metrics.

CS 226. Big-Data Management (4) Lecture, 3 hours; term paper, 3 hours.
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Prerequisite(s): CS 166. Introduction to the architecture and design of big data management systems. Covers the design of distributed file systems and high throughput databases. Description of popular programming paradigms for big data including MapReduce and Resilient Distributed Datasets. Includes a course project with hands-on experience on open-source big data systems. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

CS 235. *Data Mining Techniques* (4) Lecture, 3 hours; term paper, 1.5 hours; project, 1.5 hours per week. Prerequisite(s): CS 141, CS 166; CS 170 is recommended. CS 235 online section; enrollment in the online Master of Science in Engineering program. Provides students with a broad background in the design and use of data mining algorithms and tools. Includes clustering, classification, association rules mining, time series clustering, and Web mining. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

CS 236. *Database Management Systems* (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): CS 141; CS 153 or equivalent; CS 166; or consent of instructor. Covers principles of file systems; architecture of database management systems; data models; and relational databases. Also examines logical and physical design of databases; hardware and software implementation of database systems; and distributed databases (e.g., query processing, concurrences, recovery). May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

Electives

CS 205. *Artificial Intelligence* (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): CS 170 or equivalent. Examines knowledge representation and automated reasoning and their use in capturing common sense and expert knowledge. Also addresses predicate and nonmonotonic logics; resolution and term rewriting; reasoning under uncertainty; theorem provers; planning systems; and belief networks. Includes special topics in natural language processing, perception, logic programming, expert systems, and deductive databases. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

CS 210. *Scientific Computing* (4) Lecture, 4 hours. Prerequisite(s): CS 012, MATH 010A; MATH 031 or equivalent; or consent of instructor. Utilizes scientific computing in a specific computer science research area. Provides a foundation for pursuit of further studies of special topics in scientific computing. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

CS 211. *High Performance Computing* (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): CS 161 or consent of instructor. Introduces performance optimization for sequential computer programs. Covers high performance computing on multicore shared memory computers and on distributed memory computing clusters. Also covers
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high performance scientific libraries and computing application development using pthreads, OpenMP, and Message Passing Interface (MPI) parallel file systems. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

CS/EE 217. **GPU Architecture and Parallel Programming** (4) Lecture, 3 hours; consultation, 1 hour. Prerequisite(s): CS 160 with a grade of “C-” or better or consent of instructor. Introduces the popular CUDA based parallel programming environments based on Nvidia GPUs. Covers the basic CUDA memory/threading models. Also covers the common data-parallel programming patterns needed to develop a high-performance parallel computing applications. Examines computational thinking; a broader range of parallel execution models; and parallel programming principles. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

CS 225. **Spatial Computing** (4) Lecture, 3 hours; individualized study, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. Introduction to the spatial computing technologies and techniques. Covers the fundamentals, the present, and the emerging use cases of spatial data analysis systems. Topics include spatial data modelling, spatial relationships, storage, indexing, query processing, and recent trends in the field. Includes a research-oriented project and hands-on experience on spatial technologies. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

CS 227. **Probabilistic Models for Artificial Intelligence** (4) Lecture, 3 hours; written work, 3 hours. Prerequisite(s): CS 141, STAT 155. Covers methods for representing and reasoning about probability distributions in complex domains. Focuses on graphical models and their extensions such as Bayesian networks, Markov networks, hidden Markov models, and dynamic Bayesian networks. Topics include algorithms for probabilistic inference, learning models from data, and decision making. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

CS/EE 228: **Intro to Deep Learning**. (4) Lecture, 3 hours; written work, 3 hours. Prerequisite(s): CS 225 or EE 236 or EE 231 or EE 244 or CS 171 or EE 142 or consent of the instructor. Explores fundamentals of deep neural networks and their applications in various machine learning tasks. Includes the fundamentals of perception, approximation, neural network architectures, loss functions, and generalization. Addresses optimization methods including backpropagation, automatic differentiation, and regularization. Covers non-standard problems including autoencoders, weak supervision and probabilistic models. Presents applications in machine learning/computer vision.

CS 229. **Machine Learning** (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): CS 100, STAT 155. CS 229 online section; enrollment in the Online Master-in-Science in Engineering program. A study of supervised machine learning that emphasizes discriminative methods. Covers the areas of regression and classification. Topics include linear methods, instance-based learning, neural networks, kernel
machines, and additive models. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

**CS 234. Computational Methods For Biomolecular Data** (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): CS 111; CS 141 or CS 218; STAT 155 or STAT 160A. A study of computational and statistical methods aimed at automatically analyzing, clustering, and classifying biomolecular data. Includes combinatorial algorithms for pattern discovery; hidden Markov models for sequence analysis; analysis of expression data; and prediction of the three-dimensional structure of RNA and proteins. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

**CS 242. Information Retrieval and Web Search** (4) Lecture, 3 hours; term paper, 1.5 hours; project, 1.5 hours per week. Prerequisite(s): CS 141, CS 166. CS 242 online section; enrollment in the online Master of Science in Engineering program. Introduces Information Retrieval (IR) principles and techniques for indexing and searching document collections with special emphasis on Web search. Includes text processing, ranking algorithms, search in social networks, search evaluation, and search engines scalability. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

**CS/EE 248: Optimization for Machine Learning.** (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): CS 229 or EE 231 or EE 244 or consent of the instructor. Explores efficient optimization algorithms for machine learning. Emphasizes fundamental principles, provable guarantees, and contemporary results. Includes fundamentals of optimization (first-order methods, stochastic algorithms, accelerated schemes, non-convex optimization, regularization, and black-box optimization). Also covers connections to statistical learning (empirical risk minimization, finite-sample guarantees, and high-dimensional problems).

**EE 231. Convex Optimization in Engineering Applications** (4) Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): EE 230. Covers recognizing and solving convex optimization problems that arise in engineering applications. Explores convex sets, functions, and optimization problems. Includes basics of convex analysis, least-squares, linear and quadratic programs, semidefinite programming, minimax, and other problems. Addresses optimality conditions, duality theory, theorems of alternative and applications, interior-point methods, and applications in engineering.

**EE 240. Pattern Recognition** (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): EE 141 or consent of instructor. EE 240 online section; enrollment in the Online Master-in-Science in Engineering program. Covers basics of pattern recognition techniques. Topics include hypothesis testing, parametric classifiers, parameter estimation, nonparametric density estimation, nonparametric classifiers, feature selection, discriminant analysis, and clustering.
EE 241. Advanced Digital Image Processing (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): EE 152 or consent of instructor. Covers advanced topics in digital image processing. Examines image sampling and quantization, image transforms, stochastic image models, image filtering and restoration, and image data compression.

EE 243. Advanced Computer Vision (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): EE 146 or consent of instructor. EE 243 online section; enrollment in the Online Master-in Science in Engineering program. A study of three-dimensional computer vision. Topics include projective geometry, modeling and calibrating cameras, representing geometric primitives and their uncertainty, stereo vision, motion analysis and tracking, interpolating and approximating three-dimensional data, and recognition of two-dimensional and three-dimensional objects.

EE 244. Computational Learning (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Explores fundamental computational learning techniques. Topics include elements of learning systems, inductive learning, analytic learning, case-based learning, genetic learning, connectionist learning, reinforcement learning and integrated learning techniques, and comparison of learning paradigms and applications.

EE 250. Information Theory (4) Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): EE 215. An overview of fundamental limitations imposed on communication systems. Topics include Shannon’s information measures, weak and strong typicality, lossless data compression, source and channel models and Shannon’s coding theorems, channel capacity and the rate-distortion function, Gaussian sources and channels, and limits of communication between multiple terminals.
SECTION 6: RESOURCE REQUIREMENTS

All the technical resources required by the M.S. Data Science program are already available in and for the two participating departments including computing facilities, library resources, teaching laboratories and research facilities. The only additional resources would be office space and one FTE for administrative support (initial support may be less than 1 FTE, ramping up as the program matures).
SECTION 7: GRADUATE STUDENT SUPPORT

MS Data Science students are expected to be self-supported. However, GSR and Teaching Assistantships may be available on a case-by-case basis.
SECTION 8: GOVERNANCE

The Program Faculty will consist of Senate faculty in related research areas to Data Science, drawn from the two departments. Program Faculty members shall support the program through instruction of courses, supervision of students, activity in Data Science research, or program administration. All Program Faculty are eligible to vote on matters related to the MS in Data Science Program. All changes to the MS in Data Science Program or curriculum must be approved by a majority of the Program Faculty.

The program will be led by a Program Director, assisted by an Associate Director. The Director is appointed by the Dean of BCOE with consultation from the Program Faculty. The Program Director will rotate among the 2 departments. While the Director will focus on the overall program and coordination among the departments, the Associate Director will serve the role of Graduate Advisor taking care of all graduate student advising issues within the program. A staff will help the faculty Directors in administering the program. The staff will report to the Director and the Director will report to the Dean of BCoE.

A core group of the program faculty (including the Director and Associate Director) will be appointed to form the Oversight Committee, whose task is to oversee the program and coordinate efforts with the departments. The committee will consist of three faculty from CSE and two faculty from ECE.
SECTION 9: SENATE REGULATION CHANGES

No changes in Senate Regulations at the Divisional level or in the Assembly of the Academic Senate will be required.
APPENDIX A: PROGRAM BYLAWS
MS in Data Science Program Bylaws
Creation Date: June 2, 2020
Approval Date:

I. Objective
   A. The MS in Data Science is housed in the Bourns College of Engineering (BCOE), and is a joint program between the departments of Computer Science and Engineering (CSE) and Electrical and Computer Engineering (ECE).
   B. The objective of the MS in Data Science is to provide training in various aspects of Data Science. Students graduating from the program will gain exposure to the foundational principles underlying the full data lifecycle, from storage to management to analysis.

II. Membership
   A. The faculty associated with the program, called the Program Faculty, is drawn from UCR Senate faculty in related research areas from the CSE and ECE departments.
   B. Program Faculty members shall support the program through instruction of courses, supervision of students, activity in Data Science research, or program administration.
   C. All Program Faculty are eligible to vote on matters related to the MS in Data Science Program.
   D. All changes to the MS in Data Science Program or curriculum must be approved by a majority of the Program Faculty.
   E. UCR Senate faculty outside of CSE and ECE whose research or teaching activities align with the mission of the MS in Data Science are eligible to be Cooperating Faculty in the program. Cooperating Faculty do not have a vote in the program, but are eligible to participate in meetings of the Program Faculty.
   F. Membership Changes
      1. Nominations of prospective members to the Program Faculty or Cooperating Faculty may be made by any faculty member in CSE or ECE.
      2. New Program Faculty or Cooperating Faculty shall be appointed by a majority vote of the Program Faculty, based on a review of the nomination and the recommendation of the Oversight Committee, defined in III.A below.
3. Members of the Program Faculty may terminate their association with the MS in Data Science Program after so informing the Program Director in writing.

4. Participation as Program Faculty or Cooperating Faculty shall be reviewed every three years to ensure that all members are meeting their obligations to the MS in Data Science Program.

III. Administration

A. A core group of faculty, called the MS in Data Science Program Oversight Committee, shall oversee the program and coordinate efforts with the departments.

B. Composition

1. The Program Oversight Committee is chaired by the Director, or by the Associate Director in the Director’s absence.

2. The Program Oversight Committee consists of five (5) members (including the Director and Associate Director), all of whom are members of the Program Faculty.

3. Three (3) faculty from CSE and two (2) faculty from ECE departments shall be on the Oversight Committee. Faculty with joint appointments in multiple departments shall specify the one department they represent.

C. Duties

1. The duties of the Director include
   a. providing overall academic and administrative leadership for the program,
   b. overseeing the development and implementation of program policies,
   c. representing the interests of the program to the College, the Campus and University administrators,
   d. calling and chairing meetings of the program,
   e. managing the program’s budgets,
   f. ensuring the accuracy of publications related to the program including web pages and catalog copy, and
   g. coordinating the program’s teaching needs with the teaching assignments of the constituent departments.

2. The duties of the Associate director include
   a. serving as the Graduate Advisor for the MS in Data Science program,
   b. coordinating administration with the Office of Graduate Studies,
   c. submitting course change or approval forms, and
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d. assisting the Director as needed.

D. Appointments
1. The Dean of BCOE appoints the Director with consultation from the Program Faculty, in a manner consistent with the appointment of other program directors and department chairs. The Director reports to the BCOE Dean.
2. It is expected that Directors should alternate between the two departments. Any exception will require a majority vote of the Oversight Committee.
3. Director appointments are for three (3) years, except when circumstances require otherwise.
4. Members of the Oversight Committee, other than the Director, are nominated and elected by the Program Faculty, in accordance with the provisions of bylaw III.B above.
5. The Associate Director will be appointed by the Director from the membership of the Oversight Committee.

IV. Meetings
A. The Program Faculty
   1. The Program Faculty will meet as necessary, but at least once a year.
   2. Three or more faculty from the Program Faculty can call a meeting.
B. The Program Oversight Committee
   1. The Program Oversight Committee will meet at least once per academic term, on a schedule set by the Director.
   2. Three or more faculty from the Program Oversight Committee can call a meeting.
C. Members will be notified of meetings at least a week in advance.
D. A quorum for meetings of the Program Faculty consist of 50% of the Program Faculty.
E. A quorum for meetings of the Program Oversight Committee consist of 4 members of the Program Oversight Committee.
APPENDIX B: NEW COURSE SYLLABI
Proposal for M.S. Degree in Data Science

CS/EE 251A : Data Analytics and Exploration
Spring 2021

Instructor: Mariam Salloum / Vagelis Papalexakis
Contact Info: msalloum@cs.ucr.edu / epapalex@cs.ucr.edu

Credits / Type
4.0 Units
Lecture: 3 hours
Research (outside): 3 hours

Description:
This course covers important algorithms relevant to the lifetime of data from data collection and cleaning to integration, data mining and analytics. Topics include: sketch algorithms for computing statistics on data streams; mining social graphs, including community detection and graph partitioning; Data Science lifecycle and techniques on data cleaning, data integration, Exploratory Data Analysis, and visualization.

Prerequisite(s): CS141, CS100, Stat 155 or EE114 or equivalent.

Relevant Textbooks
- (abbreviated MMD) Mining of Massive Datasets by Jure Leskovec, Anand Rajaraman, Jeffrey D. Ullman
- (abbreviated EDA) Experimental Design and Analysis by Howard J. Seltman. 2018
- Selected papers (See assigned readings in the schedule)

Grading:
- Homework (x5) 35% (assignments include both a written and programming component)
- Midterm (x2) 40%
- Final Project 25%

Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topics</th>
<th>Readings (Book/Papers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Mining Data Streams: sampling, filtering (e.g. bloom filters), sketch algorithms</td>
<td><a href="http://infolab.stanford.edu/~ullman/mmds/ch4.pdf">http://infolab.stanford.edu/~ullman/mmds/ch4.pdf</a> (MMDS book Ch. 4)</td>
</tr>
<tr>
<td>No.</td>
<td>Topic</td>
<td>Notes</td>
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<tr>
<td>5</td>
<td>Mining Social Graphs Cont.: Community detection and Graph Partitioning (Finding Clique, Bipartite Graphs, Partitioning)</td>
<td>NA</td>
</tr>
<tr>
<td>9</td>
<td>Data Integration methods &amp; ETL (schema matching, record-linkage, data fusion)</td>
<td><a href="https://bigdataintegration.com">Big Data Integration</a> by Xin Luna Dong and Divesh Srivastava</td>
</tr>
<tr>
<td>10</td>
<td>Data Integration methods cont.</td>
<td>NA</td>
</tr>
</tbody>
</table>
CS/EE 251B: Fundamentals of Data Science
Spring 2021

Instructor: Samet Oymak, Christian Shelton
Contact Info: oymak@ece.ucr.edu, cshelton@cs.ucr.edu

Credits and type
4.0 Units
Lecture: 3 hours
Research (outside): 3 hours

Course Information

A. Course Description
Explores theoretical tools in data science and their applications in data data science. Introduces and motivates statistical and computational viewpoints on data analysis. Topics include the manipulation of data as vectors, drawing inferences from data as distributions, and quantifying data uncertainty for data analysis. Also includes in-class and homework exercises on practical applications of these theoretical data science tools.

B. Prerequisite(s) Math 010A, Math 031 or EE020, CS100, Stat 155 or EE114 or equivalent, or permission by instructor

Syllabus
Week 1
Data as a vector I: motivation for linear algebra in data science, norms of vectors and matrices, eigenvalues and eigenvectors, fundamental subspaces

Week 2
Data as a vector II: Hermitian and positive semidefinite matrices, singular values, QR decomposition, principal component analysis (PCA), low-rank approximation

Week 3
Data analysis with linear algebra: least-squares, pseudo-inverse, condition number, ridge regression, in-class exercise on MNIST dataset and PCA

Week 4
Data as a distribution I: motivation for statistics and probability in data science, the randomness in data, random variable, conditional probability, expectation, variance, moments

Week 5
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Data as a distribution II: covariance matrices, correlation coefficient, data normalization, multivariate Gaussians, law of large numbers, in-class exercise on analyzing covariance matrices on the Adult dataset

Week 6
Inference with data: Parameter estimation, unbiased estimator, bias-variance decomposition, maximum likelihood estimator (MLE), maximum a posteriori estimation (MAP), log likelihood

Week 7
Applications of Estimation: in-class exercises on MLE in clinical data, minimum mean-square error (MMSE), prediction with least-squares, coefficient of determination, in-class exercise on MMSE in time series prediction

Week 8
Quantifying uncertainty with data: hypothesis testing, confidence intervals, p-value, Student's t-test, bootstrapping, in-class exercise on hypothesis testing on the movie ratings

Week 9
Optimization with data: the role of data in modern optimization problems, loss functions, convexity, gradient, in-class exercise on gradient descent and least-squares on the Adult dataset

Week 10
Overflow: Finish the material from earlier weeks or practice for the final exam.

Textbooks and Related Materials
Recommended sources:

Grading TBD
Participation 5%
HWs 40% (mix of coding projects and problem solving on paper)
Midterm 25%
Final 30%
CS/EE 279 : Capstone Project in Data Science
Fall 2022

Instructor: Mariam Salloum
Contact Information: msalloum@cs.ucr.edu

Credits/Type
4.0 Units
Lecture: 3 hours
Research (outside): 3 hour

Short Description (<= 50 words)
Covers combining technical, analytic, and interpretive skills to design and execute a large-scale data science capstone project that has a focus on real-world applications. Provides an opportunity to integrate all of the core skills and concepts learned throughout the program and prepares students for long-term professional success in the field. Emphasizes collaboration and communication in both written and oral form.

Prerequisites: Enrollment in Master in Data Science.
Co-requisites: CS/EE 251A, CS/EE 251B, CS224, CS226, CS235, CS236.

Course Objectives
At the end of this course, students will be able to demonstrate their knowledge, skills and abilities to develop and execute a data science project using real-world data and effectively communicate their results to a technical and non-technical audience.

Students will be able to:
- Formulate a research question, problem or hypothesis that can be answered or tested using real-world data;
- Collect and manage data to devise solutions to their research question, problem or hypothesis;
- Select, apply and evaluate models, tools and methods to address their research question, problem or hypothesis. This includes building an end-to-end analysis pipeline covering data sourcing, cleaning/preparation, integration and transformation, and visualization;
- Interpret and assess their results and evaluate the limitations of their findings;
- Prepare a professional report of their work and effectively communicate their findings to a technical and non-technical audience.
Grading
Students will work on a quarter-long project in teams of 2-3 students. The grading rubric is focused on group and individual project representations, project report, and a final web-based deliverable. In addition to these assignments, students are evaluated based on their participation in class discussions, and by their group-mates based on contributions to the group.

- 5% - Class participation (class discussions) and weekly meetings with course instructor
- 50% - Project Deliverables
  - Proposal (due Week 2) - Project proposal
  - Phase 1 (due Week 4) - Code and status report
  - Phase 2 (due Week 7) - Code and status report
  - Phase 3 (due Finals Week) - Code, and final report
- 35% - In-class presentations - instructor evaluation and peer feedback on presentations
- 10% - Web-based final deliverable

Readings
There is no textbook for this course. Readings are drawn from various relevant books, articles and academic papers that are available online.

Schedule

Week 1 - Introduction

Topics
- Reviewing the data science life-cycle
- Case studies of organizations using "big data" effectively
- Project and group selection

Required Readings
Week 2 - Data Science Applications

**Topics**
- Data anonymity
- Selected readings from DS applications, focused on areas such as Social Media Analysis, Social and Information Networks, Healthcare and Medicine

**Required Readings**
- (optional) Voosen, P., Big-Data Scientists Face Ethical Challenges After Facebook Study. The Chronicle of Higher Education. Retrieved from [https://www.chronicle.com/article/Big-Data-Scientists-Face/150871](https://www.chronicle.com/article/Big-Data-Scientists-Face/150871)

Week 3 - Data Science Ethics

**Topics**
- Skills for collecting, storing, sharing and analyzing data derived from human subjects including data used in algorithms and examining ethical implications.

**Required Readings**
- 1 - Data Skeptic
- 2- Data Sharing / Ethics
- 3- Building fair systems/ Ethics
  - Toward accountability: Data, Fairness, Algorithms, Consequences. Data and Society: Points. [blog post] Accessed online: [https://points.datasociety.net/toward-accountability-6096e38878f0](https://points.datasociety.net/toward-accountability-6096e38878f0)
Proposal for M.S. Degree in Data Science


Week 4 - Group Presentations I

**Topics**
- Group Presentations

**Required Readings**
- NA

Week 5 - Communication and Storytelling

**Topics**
- Power of storytelling and narrative
- Tactics for presenting and sharing information

**Required Readings**
- Selected readings from Interactive storytelling : 7th International Conference on Interactive Digital Storytelling, ICIDS 2014, Singapore, Singapore, November 3-6, 2014 : proceedings

Week 6 - Data Visualizations

**Topics**
- How people and organizations process information and make decisions
- Use of data visualization for communication

**Required Readings**
- Selected readings from 2019 IEEE Visualization in Data Science (VDS) IEEE Visualization in Data Science (Conference) (2019 : Vancouver, B.C.)

Week 7 - Group Presentations II

**Topics**
- Group Presentations
**Required Readings**

- NA

**Week 8 - New trends / topics in Data Science**

*Topics*

- Highlight current research work in data science

*Required Readings*

- Selected readings from KDD, ICML, VLDB, IEEE Big Data

**Week 9 - Guest presentations**

*Topics*

- Guest speaker will discuss their experience in industry

*Required Readings*

- NA

**Week 10 - Final Group Presentations and Deliverables**

*Topics*

- Prepare for final in-class group presentations
- Deliver final presentations and submit project deliverables

*Required Readings*

- None
APPENDIX C: LETTERS OF SUPPORT
August 27, 2020

To Whom It May Concern:

This letter is in strong support of the proposed Master of Science (MS) program in Data Science at UCR, to be jointly offered by the Departments of Computer Science & Engineering and Electrical and Computer Engineering.

Data Science has grown out of the need to integrate computational and statistical approaches to processing and interpreting data. Tools originating from data science are now becoming indispensable in today’s science, technology, and business, fueling the demand for data scientists. Recognizing this need, our department has taken the initiative to develop research and educational programs in Data Science at UCR.

In collaboration with other departments on campus, an online MS program in Data Science is already being offered. This fall we are expecting the inaugural class of the new undergraduate program in Data Science (offered in collaboration with the Statistics Department). Recently the Data Science Center has been established that includes multiple newly hired faculty members, and has been given designated space in the new MRB building. Creating a state-supported MS program in Data Science is the next step in this endeavor.

This program will address critical and documented shortage of highly trained college graduates with an advanced degree in Data Science, in industry, government, and academia.

The CSE Department enthusiastically supports the creation of the Data Science MS program and is fully committed to providing necessary resources within its capabilities for the instruction and advising of its students.

[Signature]

Walid A. Najjar

Professor and Chair
Department of Computer Science and Engineering
Bourns College of Engineering
University of California Riverside
August 30, 2020

To

Academic Senate:

Dear Members of the Academic Senate:

It is my pleasure to provide the strongest possible support for the MS in Data Science program. This program will be housed in the Bourns College of Engineering, and is cross-disciplinary, across the departments of Computer Science and Engineering (CSE) and Electrical and Computer Engineering (ECE). It will draw upon courses from the existing programs from the departments, including three new cross-listed courses.

Data Science is strategically and technically a very important area that studies how to obtain insight and information from the analysis of large collections of data. As data has become ubiquitous in everyday life, it impacts every profession, including manufacturing, logistics, health care, public safety, and the military. Data is also important in all aspects of science and engineering. The proposed MS in Data Science is a comprehensive program studying how data can be collected, transformed, analyzed, and used to solve problems across many application areas. Students will acquire the cross-disciplinary breadth required for this important and emerging field and can focus, through electives, on specific areas of interest. The proposed program does so at very little expense, since the teaching and research infrastructure are already in place.

ECE expects to interact extensively with the proposed MS in Data Science program by participating in teaching the required and elective courses, in data science research and the mentoring of students through projects and advising, and in helping with the program administration. The program will contribute in a great many positive ways to the ECE department.

In summary, I am extremely supportive of this program and believe it will greatly benefit the students and will help raise UCR’s profile. Please do not hesitate to contact me should there be any questions. Sincerely,

Amit Roy-Chowdhury
Professor and Bourns Family Faculty Fellow
Chair, Electrical and Computer Engineering
University of California, Riverside

Tel 951-827-2484 • Fax 951-827-2425 • www.ece.ucr.edu
This letter is an electronic communication from UC Riverside, a campus of the UC system.
8/26/2020

To whom it may concern:

I am writing this letter in enthusiastic support for the enclosed proposal to establish a Master of Science degree program in Data Science. This program will be jointly administered within BCOE jointly by the departments of Electrical and Computer Engineering and Computer Science and Engineering. I have had detailed conversations with Professor Tzotras and the program committee and fully support the academic program and administrative structure. I commit to working with them to insure the program’s success.

This program will help address the critical and documented shortage of college graduates educated in Data Science and the critical interpretation and analysis of large datasets. We expect students attracted to this program to come from a variety of backgrounds and other interests, increasing the diversity among Engineering students, and those in computational fields in particular.

The Bourns College of Engineering looks forward to launching this MS Data Science degree program. It is an important part of keeping our curriculum current and educating our students.

Sincerely,

Prof. Christopher S. Lynch
William R. Johnson Jr. Family Chair
Dean, Bourns College of Engineering
University of California, Riverside
Dear Prof. Stajich,

Please find below our response to the comments from the Committee on Diversity, Equity, and Inclusion and the CNAS Executive Committee on our proposal for a MS in Computational Data Science. We would like to thank the committee members for their careful consideration of our proposal.

Sincerely,

V. Tsotras
on behalf of the MS in Computational Data Science Program Committee

Response to the Committee on Diversity, Equity, and Inclusion

In summary, the CODEI committee: (1) asked for ways to ensure that student survey data would remain anonymous/not be compromised by the demographic information collected in surveys, and, (2) suggested partnering with organizations related to underrepresented groups in data science.

We would like to clarify that the demographic data will not be collected by our surveys. Instead we will use data collected by Institutional Research (together with their application, admission and retention data). Our surveys will be optional and will focus on assessing the student's self-efficacy in various topics / technical tools and whether they perceive they have sufficient opportunities as part of the program (opportunities can include mentorship, internships, summer research, etc.) To create and administer the surveys we will use an outside company and such surveys are approved by IRB. As the company holds the survey responses we do not have access to who responded and how. Because the demographic data will be collected in a separate survey from the educational component, there will not be a way of cross-correlating the information.

With respect to suggestion item (2), we note that we have already established collaborations/partnerships with the URM organizations mentioned in the proposal through existing research projects/grants. We will use these partnerships to advertise the program and attract URM students. Examples include local HSIs (like CSUSB, CalPoly-Pomona, California Baptist University, La Sierra University and all local community colleges), the Council for the Advancement of Black Engineers (CABE), the Computing Alliance for Hispanic Serving Institutions (CAHSI) network as well as the local WIDS conference (Women in Data Science).
Response to the CNAS Executive Committee

The CNAS EC response raised four points:

1. The committee noted the changed title. This title change (Computational Data Science) was a direct response to previous concerns that the program would block other similar efforts. We made the degree title more specific to allow for other programs to concentrate on other aspects of Data Science. We are not against such programs and have specifically changed the title of this proposed program to make it clear that such programs could exist. We have also made it clear to the Statistics Department that we would not stand in the way of any analytics-oriented Data Science Masters (and would help in its creation if requested).

2. CNAS EC stated that the diversity section needed to be more specific. The reviewed proposal had 13 pages of details that were developed specifically for this program. We have addressed CODEI's remaining minor points above.

3. The response states a “worry about the unintended consequences of duplication of learning goals and materials across the colleges.” The courses for this program have already been approved. If this worry relates to duplication of program-level goals, its focus on the computational aspects delineates it from other potential programs (as noted in point 1). Other broad disciplines have specialized graduate programs, focusing on specific areas, as this proposal does. Our pedagogical goal is to provide students who have a computational undergraduate degree a Masters program that focuses on the computational aspects of Data Science, including data storage, indexing, and collection, and the algorithmic considerations for its processing. With a 4-quarter program, there is not time for the breadth necessary to cover all aspects of Data Science.

4. The response raised general concerns about revenue sharing. These are not points that can be solved or addressed by this proposal. Nor should such concerns restrict the ability of a proposal to move forward.
To: Victor Rodgers  
Chair, BCOE Faculty Executive Committee

Vassilis Tsotras  
Professor, Department of Computer Science and Engineering

From: Jason Stajich  
Chair, Riverside Division

RE: 2nd Round-Proposal for a Master of Science Degree in Computational Data Science

Dear Victor and Vassilis,

I write to provide the consultative feedback regarding the subject proposal that I trust will prove helpful for a potential revision.

I highlight for your attention the comments attached from the Committee on Diversity, Equity, and Inclusion and the CNAS Faculty Executive Committee.

Sincerely,

/s/ Jason
The DEI committee reviewed the 2nd Round-Proposal for a Master of Science Degree in Computational Data Science document, which addresses issues of diversity previously raised by the committee. However, it remains unclear how the proposers will undertake a quantitative diversity assessment through anonymous student surveys. Depending on the projected size of the program, asking students to provide information about their gender/race/ethnicity may undermine efforts to anonymize the survey and could lead to either: a) students not feeling comfortable disclosing concerns, or b) a lack of participation from students. It would be helpful to have more information on how the proposers plan to complete these surveys (e.g. what questions do they plan to ask, how will they promote transparency/participation from students, etc).

Furthermore, the list of organizations meant to increase the participation of underrepresented groups in data science is great. It would be even better if the proposed MS program made it a goal to contribute to these programs or advertise within them. The grant mentioned might already be a part of that, but it isn't very clear from what is written.
7 April 2022

To: Jason Stajich, Chair
Riverside Division

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

Re: Campus Review New Master Degree Proposal: 2nd Round-Proposal for a Master of Science Degree in Computational Data Science

The CNAS Executive Committee does NOT support this proposal: not a single member voted in favor.

We were unimpressed by the revisions.

Changing the title was the main thing noted. Other edits were non-substantive.

The section on diversity seems boilerplate and needs to be more detailed/specific.

We worry about the unintended consequences of duplication of learning goals and materials across the colleges.

We understand that the current budget model does not encourage cross-college collaborations, especially when a revenue-generating program is being developed. This is a structural problem with the budget model, and needs to be brought to the attention of the Provost and Chancellor.

Cheers,

[Signature]
April 21, 2022

To: Jason Stajich, Chair
   Riverside Division

From: Don Collins, Chair
       Graduate Council

Re: [Campus Review] New Master Degree Proposal: 2nd Round-Proposal for a Master of Science Degree in Computational Data Science

Graduate Council reviewed the revised proposal for a Master of Science Degree in Computational Data Science at their April 21, 2022 meeting and approved this version of the proposal.
PLANNING & BUDGET

April 12, 2022

To: Jason Stajich, Chair
    Riverside Division

From: Dana Simmons, Chair
      Committee on Planning and Budget

RE:   [Campus Review] New Master’s Degree Proposal: 2nd Round-Proposal for a Master of Science Degree in Computational Data Science

Planning & Budget (P&B) reviewed the revised proposal for a new Master of Science degree in Computational Data Science at their April 12, 2022 meeting. P&B supported this revised version of the proposal that now includes a letter of support from BCOE Dean Lynch.
A Proposal for a

MINOR IN DATA SCIENCE

College of Natural and Agricultural Sciences
Marlan and Rosemary Bourns College of Engineering
University of California – Riverside
Riverside, CA 92521
Minor in Data Science Approvals

<table>
<thead>
<tr>
<th>Approvals</th>
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<tr>
<td>Approved by the faculty of the Program in Data Science:</td>
<td>2/16/2022</td>
</tr>
<tr>
<td>Approved by the Statistics Department:</td>
<td>2/8/2022</td>
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<tr>
<td>Approved by the Computer Science and Engineering Department:</td>
<td>12/8/2021</td>
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<td>Agricultural Sciences:</td>
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<tr>
<td>Approved by the Committee on Educational Policy:</td>
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</tbody>
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Contact Information

For any questions, please contact:

Mariam Salloum, Ph.D.
Email: msall001@ucr.edu
Department of Computer Science and Engineering
Bourns College of Engineering
University of California Riverside, CA 92521 USA

Analisa Flores, Ph.D.
Email: analisa.flores@ucr.edu
Department of Statistics
College of Natural and Agricultural Sciences
University of California Riverside, CA 92521 USA
March 3, 2022

**TO:** Jason Stajich, Chair  
Riverside Division of the Academic Senate

**FROM:** Victor G. J. Rodgers, Chair  
BCOE Executive Committee

**RE:** Minor in Data Science Proposal

The BCOE Executive Committee voted unanimously in favor of the proposal.
1. Name of the academic program and the department(s) or unit(s) that will administer the program.

   **Name:** Data Science Minor

   **Department(s):** Computer Science and Engineering (CSE)
   Statistics (STAT)

2. A thorough justification, including the motivation for the creation of the program in terms of student interest and professional or academic importance.

This section outlines a proposal for an interdisciplinary Minor in Data Science (DS), which will be jointly managed by two departments: Statistics (STAT) and Computer Science and Engineering (CSE).

**Motivation**

Data has become ubiquitous in everyday life, impacting every profession, including business, health care, public safety, public policy, transportation, and many more. Data also permeates all aspects of natural and social sciences and other academic disciplines. As a result, the field of Data Science has emerged as a new academic discipline: the study of data itself. Data Science deals with obtaining insight and information from the analysis of large collections of data.

UCR recently launched a Bachelors in Data Science, but there has been much interest in new courses introduced by the major and in utilizing data science methods on problems in different fields. The proposed minor will allow students to be exposed to introductory statistics and computer science to equip them with the skills needed to understand the potential of data science and apply knowledge and tools learned to various problems.

The new program will rely on existing faculty and existing courses across the two departments and leverage upon existing facilities in the two departments.

**Program Objectives**

The objective of the Minor in Data Science program is to provide training in various aspects of the data lifecycle. Students will gain exposure to data collection, data cleaning, data integration, data management, and data visualization, as well as the techniques necessary for data analysis and machine learning.

The program aims to attract students from various majors and backgrounds. We believe our program will empower students across the wide array of campus disciplines and provide them with a working knowledge of statistics, probability, and computation that will allow students to carry out rigorous computational and inferential analysis for their field of interest.
We expect this minor will be attractive to students pursuing degrees in Biology, Math, Geoscience, Physics, Neuroscience, Business, Public Policy, Psychology, Environmental Engineering, and Electrical Engineering, among others. Many of these majors already require a subset of the lower-division courses required for the Data Science minor. For example, Biology students are required to take STAT 10, and can opt to take courses from the CS 9/10 series and additional STAT courses to fulfill either major or General Education requirements.

The importance of Data Science is evident through various related UC-wide initiatives. In addition to creating degree programs in Data Science, many UCs have also created a minor in Data Science. For example, UCLA offers a minor in Social Data Science\(^1\) which provides social science students a solid background in tools and platforms required to manage and analyze data. UCLA is also proposing a new Data Science Engineering Minor that is expected to launch soon. UC Berkeley\(^2\) and UC San Diego\(^3\) have a minor in Data Science open to all students who are interested in gaining practical knowledge of methods and techniques of data analysis.

3. Relationship of the new program to existing programs.

UCR recently launched the B.S. in Data Science and this minor includes a subset of courses required by that program. The minor will allow students to gain experience in data science and complement their major / field of interest. We have the support of the two departments that collaborated in offering the B.S. in Data Science program (see letters).

4. The proposed curriculum. Great care should be given in this area, correct rubrics should be listed for courses, all cross listings should be listed, unit total considerations should be taken into account and totals should be verified by program staff, faculty, and appropriate Executive Committee personnel. A copy of the proposed program change should be provided for inclusion in the Catalog.

Minor Objectives

The Data Science minor is designed to provide students with practical knowledge of the concepts and techniques used in data analysis, including statistical methodology, data-oriented computing, and data ethics. The minor will empower students across a wide array of majors (including Biology, Math, Geoscience, Physics, Neuroscience, Business, Public Policy, etc.) with the foundational skills to design, implement, and think critically about inferential analysis within their respective disciplines.

Students with majors in Computer Science, Computer Science with Business Applications,

\(^1\) [https://catalog.registrar.ucla.edu/minor/2021/SocialDataScienceMinor](https://catalog.registrar.ucla.edu/minor/2021/SocialDataScienceMinor)


\(^3\) [https://datascience.ucsd.edu/academics/undergraduate/minor-requirements/](https://datascience.ucsd.edu/academics/undergraduate/minor-requirements/)
Computer Engineering, Data Science, and Statistics are not eligible for the Data Science minor.

Students who complete the minor program will be able to:

1) use basic programming concepts and techniques in Python or R to clean, wrangle, and organize data;
2) perform exploratory data analysis and visualization of datasets;
3) connect real-world objectives in data analysis to formal mathematical tools;
4) understand issues related to bias, fairness, and privacy with respect to data science applications and ML algorithms;
5) apply data science techniques to problems from various disciplines and communicate results to stakeholders.

Curricular Structure

The Minor in Data Science is an interdisciplinary minor offered by the Bourns College of Engineering (BCOE) and the College of Natural and Agricultural Sciences (CNAS). When students declare the minor, they choose from which college they wish to have their degree awarded. Students whose degrees are awarded by the BCOE are advised in and have their records maintained by the BCOE Office of Student Academic Affairs; students whose degrees are awarded by the CNAS are advised in and have their records maintained by the CNAS Undergraduate Academic Advising Center.

A copy of the proposed program change is provided for inclusion in the Catalog in Appendix A.

The proposed Data Science Minor requires a total of eight courses (33 units) of which three are lower division courses (13 units) and five are upper division courses (20 units). The lower division courses will provide foundational computing and statistical knowledge, as well as satisfy the prerequisite requirements, necessary for the upper division courses.

The following are the requirements for the Data Science minor.

1. Lower-division requirements (13 units):

   CS 009A; CS 009B; STAT 008 or STAT 010

2. Upper-division requirements (20 units):
   a) CS 105
   b) STAT 156A
   c) CS 108 / STAT 108
   d) Eight (8) units of the upper-division courses selected from the list below:
      CS 100, CS 166, CS 167, CS 170, CS 171, CS 172, STAT 107, STAT 130, STAT 140, STAT 146, STAT 156B, STAT 167
No more than 4 units may be in courses numbered 190 through 199 can be used as electives. Completion of CS 009A and CS 009B with a C- or better and completion of the minor requirements with at least 2.700 GPA is required.

**Lower-Division Courses (13 units)**

(one of STAT 010 or STAT 008)

**STAT 008 Statistics for Business** 5 Units, Lecture, 3 hours; discussion, 1 hour; laboratory, 3 hours. Prerequisite(s): CS 008; MATH 004 or MATH 005 or MATH 006B or MATH 007A or MATH 009A or MATH 09HA; or equivalent. An introduction to statistics using business applications. Topics include descriptive statistics; probability; discrete and continuous distributions; Bayes' theorem; random variables; estimation and confidence intervals; hypothesis testing; and simple linear regression. Credit is awarded for one of the following STAT 008 or STAT 010.

**STAT 010 Introduction to Statistics** 5 Lecture, 3 hours; discussion, 1 hour; laboratory, 3 hours. Prerequisite(s): MATH 005 or MATH 006B or MATH 009A or MATH 09HA or MATH 007A. A general introduction to descriptive and inferential statistics. Topics include histograms; descriptive statistics; probability; normal and binomial distributions; sampling distributions; hypothesis testing; and confidence intervals. Credit is awarded for one of the following STAT 010 or STAT 008.

**CS 009A - Data-oriented Introduction to Computing** 4 Lecture, 3 hours; Laboratory, 2 hours, 1hr Individual Study. Prerequisite(s): A college mathematics course (may be taken concurrently) or credit for MATH 009A from the Advanced Placement Examination or the Mathematics Advisory Examination. Credit is awarded for one of the following: CS 010A or CS009A. Covers computational thinking, problem-solving, and data analysis through application-based data manipulation tasks from science, engineering, business, and the humanities. Concepts covered includes variables, expressions, branches, loops, functions, parameters, lists, strings, file I/O, and exception handling. Also covers software design, testing, and debugging.
CS 009B - Data-oriented Introduction to Computing II 4 Lecture, 3 hours; Laboratory, 2 hour, 1hr Individual Study. Prerequisite(s): CS009A. Credit is awarded for one of the following: CS 010B or CS009A. Covers advanced programming concepts and algorithms. Emphasizes good programming principles in the design and development of substantial programs. Topics include abstract data types, objects and classes, recursion, and basic software engineering principles. Credit is awarded for only the following: CS 010B or CS 009B.

**Upper-Division Courses (12 units)**

CS 105 Data Analysis Methods 4 Lecture, 3 hours; laboratory, 2 hours; individual study, 1 hour. Prerequisite(s): CS 009B or CS 010B An introduction to fundamental concepts and methods in data analysis and visualization essential to a variety of data science tasks. Designed to provide preparation for the data science major and for advanced courses in data analysis and applications of data science

CS 108 / STAT 108 Data Ethics 4 Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): CS 105 or STAT 107 or CS171; or equivalents; or consent of instructor. Covers ethics specifically related to data science. Topics include data privacy; data curation and storage; discrimination and bias arising in the machine learning process; statistical topics such as generalization, causality, curse of dimensionality, and sampling bias; data communication; and strategies for conceptualizing, measuring, and mitigating problems in data-driven decision-making.

STAT 156A Mathematical Statistics With Applications For Data Science I 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): MATH 009C with a grade of C- or better or MATH 09HC. Introduction to frequentist probability concepts, random variables, and their distributions. Discusses key theorems and inequalities in probability theory. Introduces to frequentist methods of point and interval estimation.

**Electives (8 units)**

STAT 107 Introduction to Statistical Computing With R 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 010; or equivalent. Introduction to R. Topics include data management, basic statistical analysis and graphics, use of functions and packages, simple programming, and reproducible work.

STAT 130 Sampling Surveys 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 011 or STAT 107; or equivalent. Covers simple random sampling, stratified sampling, cluster sampling, and ratio and regression estimates. Also explores random response, capture recapture, and jack-knife techniques.

STAT 140 Nonparametric Techniques 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 011 or STAT 107; or equivalent. Covers randomization tests, rank tests, methods of association, and distribution-free tests.
STAT 146 Statistical Forecasting Techniques  4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 160A or equivalent. Topics include exponential smoothing, simple and multiple regression analysis, time series, trend analysis, and seasonal analysis.

STAT 156B Mathematical Statistics With Applications For Data Science II  4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 156A with a grade of C- or better. Topics include illustrative applications of Frequentist theory to linear regression; logistic regression and ANOVA; introduction to Bayes’ rule, Bayesian probability concepts, and credible intervals; analysis of contingency tables; applications of sequential statistics; and methods for observational studies and missing data.

STAT 167 Introduction to Data Science  4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 107 with a grade of C- or better; CS 010A with a grade of C- or better. Introduction to data science using the R programming language. Topics include big data management, visualization and analytical skills, unsupervised and supervised statistical learning methods, and real-world data science application examples.

CS 100 Software Construction  4 Lecture, 3 hours; laboratory, 2 hours; individual study, 1 hour. Prerequisite(s): CS 010C with a grade of C- or better. Emphasizes development of software systems. Topics include design and implementation strategies and selection and mastery of programming languages, environment tools, and development processes. Develops skill in programming, testing, debugging, performance evaluation, component integration, maintenance, and documentation. Covers professional and ethical responsibilities and the need to stay current with technology.

CS 166 Database Management Systems  4 Lecture, 3 hours; laboratory, 2 hours; individual study, 1 hour. Prerequisite(s): CS 100; CS 111. Covers basic concepts of databases and database management systems. Topics include entity-relationship modeling for design, relational data model, relational algebra, Structured Query Language (SQL), secondary storage, indexing and hashing, query evaluation and optimization, and overview of transactions.

CS 167 Introduction to Big-Data Management  4 Lecture, 3 hours; laboratory, 2 hours; individual study, 1 hour. Prerequisite(s): CS 100, CS 111; CS 167 online section: enrollment in the online Master-of-Science in Engineering program. Introduces the architecture of big-data systems and their applications in data management and processing. Describes the common functionality in big-data processing such as distributed storage, resource management, query processing, fault-tolerance, and programming APIs. Covers the popular big data technologies such as distributed shared nothing systems, NoSQL processing model, and semi-structured data management.

CS 170 Introduction to Artificial Intelligence  4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): CS 100 with a grade of “C-” or better, CS 111. An introduction to the field of artificial intelligence. Focuses on discrete-valued problems. Covers heuristic search, problem representation, and classical planning. Also covers constraint satisfaction and logical inference.
CS 171 Introduction to Machine Learning and Data Mining 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): MATH 010A, MATH 031 or EE 020B; STAT 155 or EE 114; CS 100 or CS 120B or EE 120B. Introduces formalisms and methods in data mining and machine learning. Topics include data representation, supervised learning, and classification. Covers regression and clustering. Also covers rule learning, function approximation, and margin based methods. Cross-listed with EE 142.

CS 172 Introduction to Information Retrieval 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): CS 100; CS 111; EE 114 or STAT 155. Introduces information retrieval (IR) principles and techniques for indexing and searching document collections. Topics include Web search, text processing, ranking algorithms, search in social networks, and search evaluation. Also studies scalability issues in search engines. Satisfactory (S) or No Credit (NC) grading is not available.

CS 173 Introduction to Information Retrieval 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): CS 150, may be taken concurrently. An overview of modern approaches for natural language processing. Focuses on major algorithms used in NLP for various applications such as part-of-speech tagging, parsing, named entity recognition, coreference resolution, sentiment analysis, and machine translation.

5. A list of faculty who will be involved in the program, including those teaching, advising, and administering.

Supporting Faculty for Data Science Minor

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Department</th>
<th>Position</th>
<th>Expertise</th>
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<tbody>
<tr>
<td>Xinping Cui</td>
<td>STAT</td>
<td>Professor</td>
<td>Statistical genetics, Genomics and Bioinformatics, Multiple testing, High dimensional variable selection, Post-selection inference, System biology</td>
</tr>
<tr>
<td>Ahmed Eldawy</td>
<td>CSE</td>
<td>Assistant Professor</td>
<td>Spatial data management, Big data management, Databases, Data mining, Artificial intelligence,</td>
</tr>
<tr>
<td>James Flegal</td>
<td>STAT</td>
<td>Associate Professor, Vice Chair</td>
<td>Statistical computing, Markov chain Monte Carlo methodology, Bayesian statistical methods, Monte Carlo standard errors, Perfect sampling</td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Department</td>
<td>Position</td>
<td>Expertise</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Analisa Flores</td>
<td>STAT</td>
<td>Assistant Professor of Teaching</td>
<td>Effective pedagogy, Statistics education for undergraduate students, Experimental design</td>
</tr>
<tr>
<td>Yingzhuo Fu</td>
<td>STAT</td>
<td>Assistant Professor of Teaching, Data Science UG Advisor (STAT)</td>
<td>Effective pedagogy, Anomaly detection, Sequential process control</td>
</tr>
<tr>
<td>Subir Ghosh</td>
<td>STAT</td>
<td>Professor</td>
<td>Statistical design and analysis of experiments, Model identification and discrimination</td>
</tr>
<tr>
<td>Vagelis Hristidis</td>
<td>CSE</td>
<td>Professor</td>
<td>Systems and networks, Databases, Data mining, Artificial intelligence</td>
</tr>
<tr>
<td>Daniel Jeske</td>
<td>STAT</td>
<td>Professor, Vice Provost</td>
<td>Statistical classification and prediction methodologies, Statistical process control methodologies, Biostatistics applications, Reliability modeling</td>
</tr>
<tr>
<td>Eamonn Keogh</td>
<td>CSE</td>
<td>Distinguished Professor</td>
<td>Databases, Data mining, Artificial intelligence</td>
</tr>
<tr>
<td>Esra Kurum</td>
<td>STAT</td>
<td>Assistant Professor</td>
<td>Change-point models, opula-based modeling, Longitudinal and survival data analysis, Nonparametric and semiparametric modeling</td>
</tr>
<tr>
<td>Paea LePendu</td>
<td>CSE</td>
<td>Assistant Professor of Teaching</td>
<td>Biomedical informatics, Natural language processing, Databases, Data mining, Artificial intelligence</td>
</tr>
<tr>
<td>Jun Li</td>
<td>STAT</td>
<td>Professor</td>
<td>Multivariate nonparametric statistics, Statistical process control</td>
</tr>
<tr>
<td>Yehua Li</td>
<td>STAT</td>
<td>Professor, Chair</td>
<td>Functional/ longitudinal data analysis, Semiparametric models, Spatial statistics, Measurement error, Mixture models</td>
</tr>
<tr>
<td>Stefano Lonardi</td>
<td>CSE</td>
<td>Professor, Vice Chair</td>
<td>Algorithms and bioinformatics, Computational molecular biology, Data mining</td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Department</td>
<td>Position</td>
<td>Expertise</td>
</tr>
<tr>
<td>--------------------------------</td>
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<td>---------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Shujie Ma</td>
<td>STAT</td>
<td>Professor</td>
<td>Precision medicine, Machine learning, Large scale data</td>
</tr>
<tr>
<td>Wenxiu Ma</td>
<td>STAT</td>
<td>Associate Professor</td>
<td>Computational biology, Bioinformatics, Genomics, Machine learning</td>
</tr>
<tr>
<td>Amr Magdy</td>
<td>CSE</td>
<td>Assistant Professor</td>
<td>Database systems, Spatial data management, Big data management,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Large-scale data analytics, Indexing, Main-memory management</td>
</tr>
<tr>
<td>Evangelos Papalexakis</td>
<td>CSE</td>
<td>Associate Professor</td>
<td>Databases, Data mining, Artificial intelligence</td>
</tr>
<tr>
<td>Ravi Ravishankar</td>
<td>CSE</td>
<td>Professor</td>
<td>Cybersecurity, Databases, Data mining, Artificial intelligence</td>
</tr>
<tr>
<td>Mariam Salloum</td>
<td>CSE</td>
<td>Assistant Professor of Teaching, Data Science UG Advisor (CSE)</td>
<td>Data integration, Big data visualization, Machine learning, Database management, Computer Science Education</td>
</tr>
<tr>
<td>Christian Shelton</td>
<td>CSE</td>
<td>Professor</td>
<td>Databases, Data mining, Artificial intelligence, Machine learning</td>
</tr>
<tr>
<td>Vassilis Tsotras</td>
<td>CSE</td>
<td>Professor</td>
<td>Databases, Data mining, Artificial intelligence</td>
</tr>
<tr>
<td>Weixin Yao</td>
<td>STAT</td>
<td>Professor</td>
<td>Mixture models, Semiparametric modeling, Robust data analysis</td>
</tr>
<tr>
<td>Shuheng Zhou</td>
<td>STAT</td>
<td>Associate Professor</td>
<td>Statistical and machine learning methods, Theory for analyzing large,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>complex and high dimensional data</td>
</tr>
<tr>
<td>Reem Ali</td>
<td>CSE</td>
<td>Lecturers</td>
<td>Effective pedagogy</td>
</tr>
</tbody>
</table>
**Course Instructors for Data Science Minor**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 009A</td>
<td>Data-oriented Introduction to Computing I</td>
<td>Dr. Mariam Salloum, Kris Miller</td>
</tr>
<tr>
<td>CS 009B</td>
<td>Data-oriented Introduction to Computing II</td>
<td>Dr. Paea LePendu</td>
</tr>
<tr>
<td>CS 105</td>
<td>Data Analysis Methods</td>
<td>Dr. Mariam Salloum, Dr. Elena Strzheletska</td>
</tr>
<tr>
<td>CS 108 / STAT 108</td>
<td>Data Ethics</td>
<td>Dr. Analisa Flores, Dr. Mariam Salloum</td>
</tr>
<tr>
<td>CS 100</td>
<td>Software Construction</td>
<td>Dr. Reem Ali</td>
</tr>
<tr>
<td>CS 166</td>
<td>Database Management Systems</td>
<td>Dr. Vassilis Tsotras</td>
</tr>
<tr>
<td>CS 167</td>
<td>Introduction to Big-Data Management</td>
<td>Dr. Ahmed Eldawy</td>
</tr>
<tr>
<td>CS 170</td>
<td>Introduction to Artificial Intelligence</td>
<td>Dr. Eamonn Keogh, Dr. Niloofar Montazeri</td>
</tr>
<tr>
<td>CS 171</td>
<td>Introduction to Machine Learning and Data Mining</td>
<td>Dr. Evangelos Papalexakis, Dr. Salman Asif, Dr. Christian Shelton</td>
</tr>
<tr>
<td>CS 172</td>
<td>Introduction to Information Retrieval</td>
<td>Dr. Mariam Salloum</td>
</tr>
<tr>
<td>CS 173</td>
<td>Introduction to Natural Language Processing</td>
<td>Dr. Paea LePendu</td>
</tr>
<tr>
<td>STAT 008</td>
<td>Statistics for Business</td>
<td>Dr. Analisa Flores</td>
</tr>
<tr>
<td>STAT 010</td>
<td>Introduction to Statistics</td>
<td>Dr. James Flegal, Dr. Yingzhuo Fu, Dr. Jun Li</td>
</tr>
<tr>
<td>STAT 107</td>
<td>Intro to Statistical Computing With R</td>
<td>Dr. Analisa Flores, incoming assistant professor (TBD)</td>
</tr>
<tr>
<td>STAT 130</td>
<td>Sampling Surveys</td>
<td>Dr. Subir Ghosh</td>
</tr>
<tr>
<td>STAT 140</td>
<td>Nonparametric Techniques</td>
<td>Dr. Jun Li, Dr. Weixin Yao</td>
</tr>
<tr>
<td>STAT 146</td>
<td>Statistical Forecasting Techniques</td>
<td>Dr. Xeping Cui, Dr. Yehua Li, Dr. Weixin Yao</td>
</tr>
</tbody>
</table>
6. For interdisciplinary programs, the degree of participation and the role of each department must be explicitly described. The chairs of all participating departments must provide written approval for the creation of the program and indicate their commitment to provide necessary resources including faculty release.

The program will be administered through a joint steering committee. The steering committee will consist of three faculty from the Department of Computer Science and Engineering and three faculty from the Department of Statistics. The co-directors of the minor will be from different departments. The co-directors are the coordinators of the program within their respective departments and colleges, and will work together to coordinate and/or resolve campus-level issues. Normal term for the co-Directors is 5 years. If a co-Director is unable to complete their 5-year term, a faculty from the same department will be chosen to assume the duties until the end of that 5-year term.

**Joint Steering Committee for Data Science Minor**

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Department</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analisa Flores</td>
<td>STAT</td>
<td>Co-Director</td>
</tr>
<tr>
<td>Yingzhuo Fu</td>
<td>STAT</td>
<td>Member</td>
</tr>
<tr>
<td>Jun Li</td>
<td>STAT</td>
<td>Member</td>
</tr>
<tr>
<td>Mariam Salloum</td>
<td>CSE</td>
<td>Co-Director</td>
</tr>
<tr>
<td>Christian Shelton</td>
<td>CSE</td>
<td>Member</td>
</tr>
<tr>
<td>Vassilis Tsotras</td>
<td>CSE</td>
<td>Member</td>
</tr>
</tbody>
</table>

Proposed changes to the program will need to be approved by the majority of the steering committee (including co-Directors). The proposed program change will then be reviewed by each college executive committee and then the committee on education policy. If these committees consider the change to be noncontroversial, the proposed change is placed on the Consent Calendar for a meeting of the Division of the Academic Senate.
We do not anticipate the need for any additional resources at this time. Approvals have been obtained from the two department chairs (see attached letters in Appendix B):

- Dr. Walid Najjar, Professor & Chair, Computer Science & Engineering
- Dr. Yehua Li, Professor and Chair, Statistics

7. Projected enrollment in the program.

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022 - 2023</td>
<td>5</td>
</tr>
<tr>
<td>2023 - 2024</td>
<td>8</td>
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<tr>
<td>2024 - 2025</td>
<td>10</td>
</tr>
<tr>
<td>2025 - 2026</td>
<td>15</td>
</tr>
<tr>
<td>2026 - 2027</td>
<td>25</td>
</tr>
</tbody>
</table>

8. Name of degree, if applicable, and the anticipated number of degrees to be granted when the program reaches steady state.

It is anticipated that approximately 25 students will graduate with a Data Science Minor when the program reaches a steady state. This projection is derived based on the current number of students pursuing a minor in Statistics or minor in Computer Science.

9. Potential impact of the new program on existing programs. If the proposed program includes required courses from a department other than the administering department, the proposal must include a statement from the department indicating that it has been consulted and that it will provide access to the required courses.

We don’t expect an impact on existing programs. All required courses are offered by the two departments (Statistics and Computer Science and Engineering). Both departments have provided letters of support for this minor.
10. A full listing of resources required for start-up and for operations. In cases where no additional resources will be needed, this must be explicitly stated. This listing may include: personnel (faculty FTE or temporary positions, Teaching Assistants or Readers, administrative staff, technical support); support services including computer facilities and library resources; space requirements. A plan indicating how the resources will be obtained would also be helpful to the committee in reviewing the proposal. A letter of support from the College Dean and/or Executive Vice Chancellor-Provost indicating endorsement as well as a promise of support for the proposal also would be extremely helpful.

No additional resources are required for this program.

11. Both internal and external letters of support should be provided with the proposal. Internal letters of support are often from UCR department chairs and faculty of related programs. The external letters should be from other UC campuses or other peer institutions. Letters from off-campus help to establish the quality of the program and its fit within the context of related programs at other universities. Upon consultation with the CEP the demand for external letters may be waived.

Letters of support are attached (see Appendix B) from the following:

- Computer Science Department Chair
- Statistics Department Chair
- BCOE Dean
- CNAS Divisional Dean (Physical Sciences and Mathematics)
- Data Science Director

12. Approvals from program faculty, College faculty (if the new proposal affects a college regulation), and the appropriate Executive Committee should be obtained before forwarding the new program to the attention of the Senate Analyst for CEP.

Changes in Senate regulations: No changes in Senate regulations are required.
13. All proposals for new programs should be submitted to the Senate Chair no later than March 1 of the academic year prior to the fall quarter in which the proposed program is anticipated to go into effect. This schedule should provide sufficient time for Senate review of the proposal to meet the deadline for final consideration of approval at the May Division Meeting.

Approved by the faculty of the Program in Data Science: 2/16/2022
Approved by the faculty of the Department of Statistics: 2/8/2022
Approved by the faculty of the Department of Computer Science: 12/8/2021
Approved by the Executive Committee of the College of Engineering: TBD
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: TBD
Approved by the Committee on Educational Policy: TBD
APPENDIX A: Proposed Program Change

EXECUTIVE COMMITTEE
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES AND
THE MARLAN AND ROSEMARY BOURNS COLLEGE OF ENGINEERING
REPORT TO THE RIVERSIDE DIVISION

To be adopted:

Proposed New Data Science Minor

PRESENT: PROPOSED:

Minor
The Data Science minor is designed to provide students with practical knowledge of the concepts and techniques used in data analysis, including statistical methodology, data-oriented computing, and data ethics. The minor will provide students from a wide array of majors with the foundational skills to design, implement, and think critically about inferential analysis within their respective disciplines. Students with majors in Computer Science, Computer Science with Business Applications, Computer Engineering, Data Science, and Statistics are not eligible.

The following are the requirements for the Data Science minor.

1. Lower-division requirements (13 units):
   CS 009A; CS 009B; STAT 008 or STAT 010

2. Upper-division requirements (20 units):
   a) CS 105
   b) STAT 156A
   c) CS 108 / STAT 108
   d) Eight (8) units of the upper-division courses selected from the list below:
      CS 100, CS 166, CS 167, CS 170, CS 171, CS 172, STAT 107, STAT 130, STAT 140, STAT 146, STAT 156B, STAT 167

No more than 4 units may be in courses numbered 190 through 199.
Completion of CS 009A and CS 009B with a C- or better and completion of the minor requirements with at least 2.700 GPA.
APPENDIX B: LETTERS OF SUPPORT

- Computer Science Department Chair
- Statistics Department Chair
- BCOE Dean
- CNAS Divisional Dean (Physical Sciences and Mathematics)
- Data Science Director and co-Director
February 7, 2022

To Whom It May Concern:

This letter is in strong support for the proposed minor in Data Science program.

Data has become ubiquitous in everyday life revolutionizing science and industries alike. Data Science has grown out of the need to study the data itself and in particular, how to manage, process and interpret data. Tools originating from data science are now becoming indispensable in today’s science, technology, and business, fueling the demand for data scientists. Recognizing this need, our department has taken the initiative to develop research and educational programs related to Data Science at UCR.

I approve the inclusion of Computer Science courses in this curriculum as either required (CS 009A, CS 009B, and CS 105), plus a number of electives courses (CS 100, CS 166, CS167, CS 170, CS171, CS 172, CS173).

This program will address critical and documented shortage of highly trained college graduates in Data Science, in industry, government, and academia. The CSE Department enthusiastically supports the creation of the minor in Data Science program and is fully committed to providing necessary resources within its capabilities for the instruction and advising of its students.

Walid A. Najjar
Professor and Chair
Department of Computer Science and Engineering
Bourns College of Engineering
University of California Riverside
January 14, 2022

To Whom It May Concern,

As Chair of the Department of Statistics, I write to offer my support for the proposed minor program in Data Science. The proposed program is designed to meet the increasing need of data science knowledge from domain fields, including Mathematics, Science, Business, and Engineering. The proposed curricula aim to train students to solve domain field problems using Data Science principles and techniques.

I approve the inclusion of existing statistics courses as either required or electives in the proposed Data Science minor program, including STAT156A STAT 107, STAT 130, STAT 140, STAT 146, STAT 156B, STAT 167. We will provide additional seats in these classes to accommodate the DS minor students. We also commit to provide teaching resources for the newly proposed CS/STAT 108, which will alternate between Computer Science and Statistics.

Please let me know if you need any additional information.

Sincerely yours,

Yehua Li
Professor & Chair of Statistics,
University of California, Riverside
yehuali@ucr.edu
https://sites.google.com/a/ucr.edu/yehuali/
February 16, 2022

To whom it may concern:

I am writing this letter in enthusiastic support for the enclosed proposal to establish a minor in Data Science. This program will be jointly administered between Bourns College of Engineering (BCOE) and College of Agricultural and Natural Sciences (CNAS) faculty. Students will select a college when declaring the minor and will be advised by academic advisors from the chosen college.

The two departments, Computer Science and Engineering and Statistics, have outlined the academic program and administrative structure of the minor and we have agreement from both departments and colleges. This program will help address the critical and documented shortage of college graduates trained in Data Science tools and techniques. We expect students attracted to this program to come from a variety of backgrounds, increasing the diversity of students in STEM.

The BCOE looks forward to partnering with the CNAS to offer this minor to UCR students. This partnership will build upon the success of the B.S. in Data Science program including leveraging existing courses developed for this program. Sincerely,

[Signature]

Prof. Christopher S. Lynch
William R. Johnson Jr. Family Chair
Dean, Bourns College of Engineering
University of California, Riverside
February 17, 2022

Dear Colleagues,

In my capacity as Divisional Dean, I write to express my full support for the proposed minor in Data Science. This program will open a new and important learning opportunity for our students, it will provide introductory instruction in a rapidly developing and exciting field with applications in a very large number of research areas. UCR has the necessary expertise, and the existing resources suffice to implement it.

Respectfully,

[Signature]

José Wudka
Professor, Department of Physics and Astronomy
Divisional Dean, College of Natural and Agricultural Sciences
February 16, 2022

To Whom It May Concern:

We are writing this letter in strong support for the proposed interdisciplinary minor in Data Science. In Fall 2020 UCR launched the B.S. in Data Science (a collaboration between the Departments of Statistics and the Computer Science & Engineering) which grew quickly and currently has 90 students enrolled in the program. Since then, there has been a growing interest amongst UCR students in creating a minor in Data Science.

Data Science is strategically and technically a very important area that studies how to obtain insight and information from the analysis of large collections of data. As data has become ubiquitous in everyday life, it impacts every profession, including manufacturing, logistics, health care, public safety, and the military. We believe that minoring in Data Science will open the field and thus offer many career opportunities to UCR students majoring in other STEM fields. The proposed minor aims to provide students with practical knowledge of the methods and techniques required for data analysis. It will thus empower students across a wide array of disciplines on campus with a working knowledge of statistics and computation to participate in data science projects related to their discipline. The Data Science minor includes a subset of courses required by the B.S. in Data Science hence no new courses will need to be created.

The Data Science committee which oversees the B.S. in Data Science program has voted enthusiastically in favor to approve this new minor.

Vassilis J. Tsotras
Director, Data Science Major
Professor of Computer Science and Engineering

Jun Li
co-Director, Data Science Major
Professor, Department of Statistics
COMMITTEE ON EDUCATIONAL POLICY

April 11, 2022

To: Jason Stajich, Chair
Riverside Division

From: Juliann Allison, Chair
Committee on Educational Policy

RE: Proposed Data Science Minor

The Committee on Educational Policy reviewed the proposal for a Data Science Minor at their April 8, 2022 meeting and are supportive of the proposed new minor.
Hi Cherysa,
I guess I forgot that we already approved this, so please take this email as notification of that approval.
Many thanks,
Ted

-------- Forwarded message --------
On Tue, Apr 5, 2022 at 1:00 PM Esra Kurum <esra.kurum@ucr.edu> wrote:
Hi Ted and Denise,

I saw the minor proposal for Data Science in our agenda for today's EC meeting but the minor has been approved during our last meeting, it is also in the minutes (attached); there have been no changes in the proposal since then; I believe the only thing that needed to be done was send an email to Cherysa P Cortez <cherysa.cortez@ucr.edu> about the EC approval.

Thank you!
Esra

Esra Kurum
Assistant Professor
Department of Statistics
University of California, Riverside
Office: 1348 Olmsted Hall
Email: esra.kurum@ucr.edu
https://sites.google.com/site/esrakurum/
My pronouns: She/Her/Hers

-------- Forwarded message --------
From: Theodore Garland <theodore.garland@ucr.edu>
Date: Mon, Mar 14, 2022 at 11:58 AM
Subject: Re: (Help!) Seeking Clarification: Proposed Minor in Data Science
To: Esra Kurum <esra.kurum@ucr.edu>
Cc: Cherysa P Cortez <cherysa.cortez@ucr.edu>, Victor Rodgers <vrodgers@engr.ucr.edu>, Roderick Smith <roderick.smith@ucr.edu>, Denise Correll <denise.correll@ucr.edu>

I suppose I may be waiting on Denise to send the minutes from that meeting?
Thanks,
Ted
Hi Ted and all,

We have approved this minor proposal during our last EC meeting (March 1st), I believe they are waiting for the approval letter from CNAS or Denise, do we enter something about this into the system and direct it to the next committee?

Let me know if there is anything else I can help with,

Esra

Esra Kurum
Assistant Professor
Department of Statistics
University of California, Riverside
Office: 1348 Olmsted Hall
Email: esra.kurum@ucr.edu
https://sites.google.com/site/esrakurum/
My pronouns: She/Her/Hers

Esra, do you remember anything about this?
Many thanks,
Ted

Checking back in…so perhaps I am simply waiting for a letter from the CNAS FEC and not a separate and different proposal for a minor? If this is the case, please send the CNAS letter. Alternatively, I can include the CNAS FEC among the tasked committees when this proposal is routed for review.

I look forward to your reply.

Many thanks,

Cherysa Cortez

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Good Afternoon,

I write to get clear about a proposal for a minor in Data Science…

On 3/3/22 I received from BCOE FEC Chair Rodgers the attached proposal and BCOE FEC approval for a minor in Data Science.

On the cover page both BCOE and CNAS are listed, and the CSE (BCOE) and STAT (CNAS) departments are the listed involved academic departments.

Is there a different and separate proposal for a minor is Data Science in CNAS forthcoming?

Whatever information you can provide will be helpful as I hope to get this routed for review as soon as possible.

Many thanks,

__________________________
Cherysa Cortez (she, her, hers)
Executive Director, Academic Senate
University Office Building 221

951.827.6154 | cherysac@ucr.edu

UNIVERSITY OF CALIFORNIA RIVERSIDE

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COMMITTEE ON COURSES

April 22, 2022

To: Jason Stajich, Chair
Riverside Division

From: Stephanie Dingwall, Chair
Committee on Courses

Re: Proposed Minor in Data Science

The Committee on Courses reviewed the proposal for a minor in Data Science at their April 19, 2022 meeting and are supportive of the proposal.

The Committee recommends that the proposed curriculum for the minor be updated to include the cross listed course for CS 171, which is EE 142. Additionally, the Committee recommends that the subject codes for “courses numbered 190 through 199” be added to the curriculum.
PLANNING & BUDGET

April 12, 2022

To: Jason Stajich, Chair
   Riverside Division

From: Dana Simmons, Chair
      Committee on Planning and Budget

RE: [Campus Review] Proposal: New Undergraduate Minor: Minor in Data Science

Planning & Budget (P&B) reviewed the proposal for a new Minor in Data Science at their April 12, 2022 meeting. P&B found no budgetary impacts and was supportive of the proposal.
A PROPOSAL FOR A

DEPARTMENT OF BLACK STUDY

By the Black Study Initiative Committee,

Appointed by Interim Dean Juliet McMullin in Fall 2020,

The Committee consists of the following UCR undergraduate and graduate students, staff, and faculty, and Inland Empire community members:

Aaron Brown, graduate student, Department of English
Ayana A Flewellen, faculty, Department of Anthropology
Dennis Frederick McIver, University Honors and Past President of the Black Faculty and Staff Association (BFASA)
Donatella Galella, faculty, Department of Theatre, Film, and Digital Production
Imani Kai Johnson, faculty, Department of Dance
İxkári Noé Estelle, graduate student, Department of English
Jalani Bakari, community member
Jamal J Myrick, director, African Student Programs (ASP)
joão costa vargas, faculty, Department of Anthropology
John Epps, minister, community member
Kim Yi Dionne, faculty, Department of Political Science
Marilyn Grell-Brisk, researcher, Center for Environmental Research and Technology (CE-CERT)
Ni‘Ja Whitson, faculty, Department of Dance
Precious Fasakin, undergraduate student (UCR Class of 2021)
Rickerby Hinds, faculty, Department of Theatre, Film, and Digital Production
Toi Thibodeaux, Assistant Director, LGBT Resource Center
Vorris Lynn, faculty, Department of English
PROPOSAL FOR A DEPARTMENT OF BLACK STUDY

I. OVERVIEW AND WHY A DEPARTMENT OF BLACK STUDY

II. A HIS/THEIR/HERSTORY OF BLACK STUDIES AT UCR

III. RATIONALE AND IMPACT

IV. THE MAJOR AND MINOR IN BLACK STUDY

V. PROPOSED ADMINISTRATION

VI. APPENDICES

Please note: except for Appendix B, all other Appendices are separate files included with this document packet.

A. Senate Committees comments on the Pre-Proposal for a Department of Black Study
B. Answers to Senate Committees’ Queries and to Frequently Asked Questions
C. Proposal for a Bachelor of Arts Degree Program in Black Study
D. Sample Syllabi (additional syllabi available upon request)
E. A Bibliography
F. Research Statement for the Department of Black Study
G. Letters of Support
H. $496,570 UCOP Award Letter for “ADVANCING FACULTY DIVERSITY AND EPISTEMOLOGIES IN BLACK STUDY” and letters of support from UCR administrators
I. Black Study and UCR Teacher Education Pathway Proposal
J. Signatories
I. OVERVIEW AND WHY A DEPARTMENT OF BLACK STUDY

This proposal for a Department of Black Study reflects the urgent demand for an overdue institutional presence that effectively addresses historical and contemporary patterns of antiblackness.

The present demand for a Department of Black Study galvanized during the 2020 mass protests against antiblackness in the United States and elsewhere following that year’s police murders of Ahmaud Arbery (February 23), Breonna Taylor (March 13), George Floyd (May 25), as well as many other less known violent deaths, including those of Black transgender people Nina Pop (May 3), Tony McDade (May 27), Brayla Stone (June 25), Merci Mack (June 30), Shaki 3Peters (July 1), and Bree Black (July 3).

Riverside Sheriff’s Department, Riverside Police Department, and the University of California Police Department are deeply implicated. The 1998 police murder of Tyisha Miller, and the 2012 use of police force against UCR students suggest historical and contemporary reliance on ubiquitous antiblack state violence. More recently, in 2018, UCRPD killed a person; in 2019, UCPD had a violent encounter during an arrest of a Black scholar; and in 2020, Sheriff deputies attacked protestors with rubber bullets and pepper balls. UCPD has virtually no transparency, the Riverside Faculty Association has repeatedly called for accountability, and UCR students wrote in a Highlander editorial, “it is a huge slap in a face to see so much funding be put toward a police department who make African Americans and other students of color feel in danger with their history of racial profiling.” Riverside police continue to arrest, seriously injure, and kill Black people at disproportionately higher rates.

Similar to the late 1960s, when Black and multiracial mass social movements led to the formation of the first Black Studies departments in the U.S., the current protests demand the recognition of institutional, systemic, and ubiquitous antiblackness -- that includes but far exceeds state and police violence -- as well as concrete action. As a land-granting institution built on stolen Indigenous land, and in spite of (or perhaps precisely due to) its branding of diversity, UCR has been inhospitable and at times hostile to the growth of Black curricula and Black intellectual presence, and unsafe for Black students, staff, faculty, and community members.

Aligned with these epochal, national, and international protests for Black lives, and in various public pronouncements and statements of support, the demand for institutional accountability and transformation comes from local community organizations, African Student Programs, The Black Graduate Student Union, Associated Students of UCR, Blackness Unbound; several programs, departments, colleges, and their
representatives, such as Christopher Lynch, Dean of the Bourns College of Engineering; and an ever-growing number of faculty, students, and staff. As importantly, support comes from UC-wide faculty and administrative units, such as Charles Hale, Dean of the College of Social Sciences at UC Santa Barbara; The Black Leadership Alliance Council; as well as national and international individuals and organizations, such as Criola and React or Die!, prominent Black activist organizations in Brazil.

**As of October 5, 2021 this initiative has been endorsed by 2,293 people and organizations.** In March 2020 the initiative drafted a petition to seek public support and the response has been remarkable. By midday on March 30, 2021, we had received 2,020 signatures (the full list of signatories is attached as an appendix.) Signatories include 275 undergraduate students at UCR, 281 UCR graduate students, 67 UCR staff members, and 139 members of the UCR faculty. The petition has also received overwhelming support from colleagues at other institutions of higher education, including from all of the other UC campuses, from multiple CSU and California community colleges, and from world-class universities in the U.S. (e.g., Arizona State University, Duke University, University of Massachusetts, Northwestern, NYU, Stanford) and abroad (e.g., Ateneo de Manila University, Leiden University, Oxford University, Universidade Estadual do Rio de Janeiro, Universidade de Brasília, Universidade de São Paulo, University of Toronto). Community members here in the Inland Empire signed the petition on behalf of their organizations, including the NAACP Riverside County Branch, the UCR Black Alumni Chapter, and the Latino Voter Mobilization Project. As word spreads about the initiative at UCR, we expect that in the coming weeks and months even more people will join our call for the creation of a department of Black Study, and our petition will remain open to additional signatories.

The UCR difference, signaled by our title Black Study, emphasizes the verb “study” and stresses the engaged and embodied practice of this ever-morphing transformative project. The project name invokes Black Studies, UCR’s short-lived department, but is a departure from it as the singular, Black Study, signifies profound shifts. Black Study, as a verb rather than a noun, stresses collective activities that are simultaneously corporal and theoretical, practical and speculative.

Black Study is a multi-, extra- and transdisciplinary body of knowledge emerging from historical and contemporary African, African American, and diasporic Black experiences. It encompasses but significantly exceeds conventional curricular frameworks of Black Studies, African American Studies, Africana Studies, as well as traditional disciplines in the Social and Behavioral Sciences, Humanities, and the Arts.
Black Study emphasizes insurgent African and Black diasporic queer, transgender, and feminist transdisciplinary approaches to a global framing of Black experiences.

Black Study is an abolition project. Drawing on autonomous practices rooted in articulated Black Radical Traditions, such as Cooperative Zones, Marronage Enclaves, Mutual Aid, and Transformative Justice, abolition is not an outcome or destination, but rather a collective experimental methodology of liberation. In rigorous research, analysis, creative practice, applied scholarship and close partnership with transformative grassroots organizations, Black Study critically addresses and seeks to overcome all forms of antiblackness while imagining and prefiguring an altogether new world. Black Study is deeply engaged in the long duration of Black people’s ways of being and theories of knowing -- Black epistemologies -- in the African continent and its diasporas: Blackness beyond the veil of antiblackness, Blackness as being and becoming. At the same time, introducing invention and improvisation into existence, Black Study is future-oriented, and as such, informed by collective past experiences, and continuing spiritualities, explores becoming and alternative genres of the Human and the Social.

Black Study is an epistemological living corpus that requires an overdue scholarly infrastructure in the public university. Such infrastructure addresses the long historical exclusion of theoretical, methodological, historiographic, artistic, and pedagogical practices engendered by peoples of Africa and its Black diasporas. We understand Black diasporas as including but exceeding those displaced in the Americas, as Black Brazilian feminist Lélia Gonzalez terms it. To put and keep UCR on the map as a world-class research university, a Department of Black Study must be established.

II. A HIS/THEIR/HERSTORY OF BLACK STUDIES AT UCR

To demand a Black Study department at UCR is to acknowledge a long and embattled his/their/herstory of Black people on campus. It is to recognize an institutional legacy and ongoing practice that has consistently disrespected, demobilized, defunded, and indeed disappeared Black Study as a relatively autonomous field. The absence of a Black Study department at UCR is evidence of the university’s disregard for Black peoples, their experiences, and epistemologies. A brief his/their/herstorical examination of Black Studies on campus makes the point compellingly.

In 1968, Charles Jenkins and a group of about 60 Black students founded the Black Student Union (BSU). Drawing on widespread Black national and international mass mobilizations, the BSU demanded a Black Studies Department. In 1969, a Department
of Black Studies was created, but UCR Chancellor Ivan Hinderaker disbanded it in 1970 and recategorized it as an interdisciplinary major. Still, the BSU remained active and mobilized. It claimed the Black House as its headquarters, but the building mysteriously burned down. In 1972, as a consequence of student protests, and the foundational work of the BSU, the Black Student Programs was reconstituted; under the leadership of Kathryn Jones, it became formalized in 1979 as the African Student Programs (ASP), paying homage to an earlier incarnation of it in the 1960s.

On December 21, 2020, Distinguished Professor of Psychology and Executive Director of the University STEM Academy Dr. Carolyn Murray spoke at length with the Black Studies Initiative committee about her more than 40 years of experience on campus. In 1980, Murray was hired at UCR as an assistant professor. At the time, the Black Studies program, chaired by Dr. Jacqueline Haywood, had only four faculty. Soon thereafter the program was reduced to two faculty members as one of them did not get tenure, and another joined the Reagan administration. In 1982, citing budget restraints, the CHASS dean announced the program was to be terminated. Dr. Haywood stepped down as chair, while the dean cautioned Dr. Murray that taking on the chair of the Black Studies program could jeopardize her ability to achieve tenure. Nevertheless, Dr. Murray obtained support from the Chancellor, Tomás Rivera, and in 1982 became chair of the program. With faculty Dr. Murray assembled from various departments -- most of the few Black faculty on campus formally became Cooperating Faculty of Black Studies -- the program lasted until 1985. During this time, Dr. Murray and her colleagues consolidated the major and the minor curricula and increased the number of students majoring in Black Studies.

Several factors contributed to the program’s final dismantling. Chancellor Rivera passed away in 1984, in the midst of a fierce campus discussion about the fate of Black Studies, Chicano Studies, and Economics. This dispute culminated in 1985, when about 300 people -- student, faculty, staff, and community members -- protested the end of Black Studies at the campus Senate meeting. When it looked as though there was enough support from the faculty present at the meeting to maintain the Black Studies Program, a paper ballot was proposed. This decision allowed, in Dr. Murray’s words, for people to privately “vote their racism.” And so the Black Studies program was terminated.

Following the Black Studies program’s termination emerged the plan for a department of Ethnic Studies, which collapsed Chicano studies and Black studies. Over the next decade, Asian American and Native American studies were added. Dr. Maurice Jackson, who was the founding chair of the Black Studies department in 1969, came back to chair Ethnic Studies for two years; Dr. Jackson passed away in 1987.
Dr. Murray concluded her reconstitution of the long trajectory of Black Studies at UCR -- which was enriched by the supporting testimonies of Committee members John Epps, Jalani Bakari, and Professor Rickerby Hinds -- by reflecting on the African Student Programs (ASP). Dr. Murray stressed that, when she was the chair of the Black Studies program, ASP was an integral part of it, and the ASP director reported to her, not to UCR’s administration, as it does presently. Dr. Murray remarked that the separation of ASP from Black Studies is indicative of an administrative pattern that seeks to weaken and demobilize Black people and Black Studies on campus.

To establish a Department of Black Study is to recognize a gaping institutional absence at UCR; it is to come to terms with an embattled history as well as contemporary institutional patterns that deny the type of relative administrative autonomy that only a departmental unit can engender, such as hiring, promotion, and tenure; and it is to attend to the present historical moment that demands effective conditions in which Black peoples and epistemologies are not only recognized and protected, but also have an opportunity to flourish.

III. RATIONALE AND IMPACT

Currently, in the UC system UCR has the largest number of students who identify as Black/African American; Black undergraduate enrollment is 1,265 students. And even though UCR boasts a relatively high graduation rate for Black students, it is evident that this rate is despite the many facets of historical and contemporary antiblackness on campus. Black students, staff, and faculty consistently report on a campus climate that is hostile and unwelcoming, one in which quotidian micro and macro aggressions are widespread. Perhaps as a reflection of this negative campus climate, Black enrollment in CHASS, as we show below, has significantly decreased in the last decade.

The demand for and interest in a Department of Black Study are high. A multiplicity of community members, undergraduate and graduate students, staff, and faculty, as well as several campus, local, national, and international individuals and organizations expressed their full support for the creation of the Department. Further evidence of support is provided by focused discussions with community members, CHASS students, faculty, and staff, including a forum organized by the African Student Programs (ASP). (For more details, please see the FAQs).

At UCR Black people are present as workers, students, and faculty, but have yet to become an integral part of its curricular, academic, and research infrastructure. The Department of Black Study will help solve this long standing problem by (a) articulating
ongoing and future collaboration between existing departments and programs, and (b) providing curriculum and programming that responds to demands and fills gaps.

Undergraduate students in the Department of Black Study will obtain a rigorous and valuable Liberal Arts degree that enhances their critical thinking, writing, speaking, and creativity. Trained to combine theory and practice, Black Study graduates will become teachers, lawyers, doctors, artists, activists, professors, and researchers at public and private policy think tanks. A Black Study minor also offers an excellent complement to majors offered in CHASS as well as in other schools such as Education, Engineering, Business, and Natural Sciences.

Importantly, the proposed department will maintain a robust graduate program. It plans to have a 4+1 teaching certificate (with the Graduate School of Education and the Department of Ethnic Studies), and a transdisciplinary doctoral program in Black Study will be vital components of the academic unit. Members of this committee have started dialogues with the GSOE, the initial result of which is a proposal for a “Black Study and UCR Teacher Education Program Pathway” (included in the appendices.) The Department of Black Study, articulating transdisciplinarity and an indissociable partnership between scholarship and practice, will be the only one of its kind in Southern California. Presently, in the UC system UCLA offers a Law Juris Doctor degree (which includes a Masters in African American Studies), while UC Berkeley offers a doctoral degree in African American Studies.

The Department of Black Study's combination of a unique and wide-ranging undergraduate training and a vibrant graduate program will significantly improve UCR's appeal to Black students and those interested in the unit's rich course and programmatic offerings. As reputable universities attest, a dynamic Black Study department significantly improves campus climate, its reputation, and national and international rankings. Indeed, we anticipate UCR’s unique Black Study department to quickly become a national and international reference in approach and output deriving from its difference in disciplinary, curriculum, research, community accountability, and transformative practices. Only 20% of U.S. colleges and universities have academic units in Black Studies, and of those only ⅓ are departments.

UCR is in dire need of an institutional presence of Black Study. In the last decade, while CHASS enrollment has remained somewhat stable (Graph 1), there was a marked decrease in the number of enrolled Black students (Graph 2).
Related problems occur in other UCR colleges and in STEMM (Science, Technology, Engineering, Mathematics and Medicine) fields. In the last 10 years, CNAS Black graduate student enrollment has remained stagnant, and in 2020 BCOE reported its lowest enrollment of Black students. While the School of Medicine (SOM) has shown a steady increase in its enrollment of Black students, it acknowledges that Black medical students need stronger communities of support, which is precisely what the Department of Black Study embodies. It will incorporate integrative and innovative approaches to foster collaborations across colleges, including the establishment of
A department of Black Study at UCR will attract a greater number of undergraduates to campus, many of whom will be Black. The department will also provide a graduate teaching certificate (the blueprint of which is currently being discussed with the GSOE) and a transdisciplinary doctoral degree. It will constitute a dynamic and vital home environment supportive of undergraduate and graduate students, and Black faculty and staff. The department will reverse the negative trends in Black student enrolment in CHASS and in other colleges, retain undergraduates, attract graduate students, and correct UCR's poor record of retaining Black faculty and staff.

In recent years, UCR failed to retain a number of prominent CHASS Black faculty including MacArthur Fellow and critic-poet Fred Moten, expert in African American literature Erica Edwards, scholar-artist of religion and sound Ashon Crawley, activist and specialist in critical university studies Nick Mitchell, award-winning author in performance studies Jayna Brown, the Science Fiction and Fantasy Writers of America 37th Damon Knight Grand Master Nalo Hopkinson, and Freedom Scholar Alisa Bierra, a former member of this committee. Like Black students and staff, Black faculty are routinely told in myriad direct and indirect ways they are not expected to stay at UCR for long; the everyday messages and the micro and macro aggressions we receive from colleagues and administrators signal that we are unwanted and replaceable.

The department of Black Study will send a strong message about UCR's commitment to its “excellence in diversity” approach, attracting and retaining Black scholars and increasing the number and proportion of Black undergraduates and graduate students on campus. Given that it will house the lone UC-wide transdisciplinary doctoral program of its kind in Southern California, the Black Study department will consolidate UCR as a dynamic, transdisciplinary, and innovating hub in the Inland Empire and beyond. A Department of Black Study will reverse the current dynamics by which UCR is experienced, at best, as a revolving door or a stepping stone for many Black scholars; it will provide the conditions in which Black Study scholars and staff will want to come to and stay at UCR.

Based on the numbers of enrolled African American Studies majors in the department of Ethnic Studies (22 in 2020, 23 in 2019, 19 in 2018, 12 in 2017), we conservatively project that the Department of Black Study will reach a combined enrollment of majors and minors of 30 students in the first two years, 50 in the next two, and stabilize at
about 75 students enrolled per year. After the initial five years, we project a total of about 300 enrolled majors in a given year, with about 70 graduating per year.¹

We expect such numbers due to the higher local, regional, national, and international visibility that UCR Black Study will attain once it is housed in a department that is unique, dynamic, attractive, and inviting. In conjunction with ASP, Black Alumni, and interested groups on campus, an aggressive undergraduate and graduate recruitment strategy will be put in place that utilizes already existing national and international networks and develops new ones.

The Department of Black Study will have a strong and unique graduate component. It plans to offer a 4+1 teaching credential with the Graduate School of Education and other interested campus units. By recruiting and training future generations of high school teachers, and generating the curricular resources these teachers will need to excel, this program will promote diversity and inclusion not only on campus but also in California schools. UCSB has recently started a similar program that involves the departments of Feminist Studies, Chicana and Chicano Studies, Asian American Studies, and Black Studies. It is this model of collaboration within and across disciplines, programs, departments, and colleges that will guide the establishment and operation of the Department of Black Study.

Importantly, as the only Black Study PhD program in Southern California, the department expects to admit 10 graduate students per year, and have a total of about 50 graduate students enrolled after the first five years. The Department's transdisciplinary doctoral program will be among the leading units of its type in the U.S., on par with yet quite distinct from those at Northwestern, UC Berkeley, Cornell, Harvard, UT Austin, and Temple, among others. In keeping with the innovative and insurgent goals of the Department, rather than just reproducing the professoriate, it will offer critical and innovative alternatives to the conventional graduate program. In dialogue with interested parties and academic units, it will develop specific graduate tracks such as “Combating Antiblackness,” focused on combined areas of interest -- such as health, environment, education, cultural production -- whose goal will be to form, capacitate, and further potentialize well-trained practitioners and social justice activists.

¹ Campuses publish enrollment data using metrics that are seldom comparable. Currently UC Santa Barbara has a total of 27 enrolled majors in Black Studies; UC Berkeley has 30 degree recipients in African American Studies in the last two years, currently UT Austin has 22 enrolled majors in African and African American Studies.
Graph 3. Proportion of enrolled undergraduate and graduate students by race.

Source: https://diversity.ucr.edu/student-diversity-statistics
IV. THE MAJOR AND MINOR IN BLACK STUDY: PROGRAM DESCRIPTION

The Department of Black Study emphasizes the verb “study” and stresses the engaged and embodied practice of teaching and research that is simultaneously diasporic, local, communal, planetary, historical, contemporary, and future-oriented. It is therefore, necessarily transdisciplinary in scope, straddling various disciplines in the Social Sciences, Humanities, STEMM, and the Arts. Black Study trans-disciplinarity is anchored in an intersectional lens, maintaining both symmetry and dissonance to seriously engage Black epistemologies, Black metaphysics, Black temporality, and Black social, cultural, and spiritual life.

Rooted in articulated Black Radical Traditions, such as Cooperative Zones, Marronage Enclaves, Mutual Aid, Transformative Justice, and Abolition, the Department of Black Study is a collective experimental methodology of liberation in action, study, and future-making. Accordingly, the major and minor in Black Study requires both an engagement with (a) broad perspectives on possibilities and challenges Black people experience in the African continent and its diasporas across timescapes; and (b) specialization tracks that will deepen one’s understanding of such challenges and possibilities. The Black Study undergraduate experience offers transdisciplinarity as a value and intentional methodology, excavates multi-directionally in scope, and yet is specific, specialized, and rigorous. Through thorough research, analysis, creative practice, applied scholarship and close partnership with transformative grassroots organizations, Black Study students and community critically address and seek to overcome all forms of antiblackness while imagining and prefiguring an altogether new world.

Students who seek a deeper engagement in research and praxis can choose the “With Distinction” option. Those who wish to be recognised as completing the BA in Black Study with distinction normally complete BLAC 191A or B, 192 A & B, 193, 194.

The B.A. degree consists of 52 units with requirements focused on the major social factors and movements impacting Black peoples in the African continent and its diasporas, as well as courses along the following themes: i) Critical Theories and Practices of Gender, Sexuality, Race, and Blackness; ii) Performance, Arts, and Literature; iii) His/herstory, Behavioral and Social Sciences; iv) Law, Education, Health, Environment, STEMM; v) Social Activism and Policy.
Learning Outcomes

Upon completion of the program, students will be able to:

1. Apply transdisciplinarity as theory and practice to address the social, cultural, and political in the making of Black futures
2. Describe/Explain the tracks of Black Study as an holistic and epistemic discipline that studies the breadth of Global Black histories, presents, and futures
3. Apply transformative and anticolonial ethics in engaging in research, practice, and with communities
4. Demonstrate proficiency in artistic and embodied praxis
5. Develop and Demonstrate critical thinking and analysis in reading and reviewing theory, art, and embodied praxis
6. Co-cultivate and apply collaboration equitably and as a principle in engagement, organizing, mobilization, research, and creative efforts
7. Construct informed research-based arguments
8. Develop and Demonstrate proficiency in writing, and in the language and grammar of Black Study

Major Requirements (B.A.)

1. Lower-division/General requirements (3 courses, 12 units)
   a. BLAC 001 Introduction to Black Study I: Black People Domestically and Globally Now. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): None. Introduces major social factors and movements impacting Black peoples on the African continent and its diasporas currently. Topics include the creation of movements/spaces of possibilities to navigate issues around AIDS/HIV and Covid-19 pandemics, food and nutrition insecurity, state terror and industrial incarceration, residential segregation, exposure to environmental toxins, and blocked access to quality health care and education, to create vibrant futures.

   b. BLAC 002 Introduction to Black Study II: Imagined and Embodied Futures. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): None. Engages critical appraisal of artistic forms, political organizing efforts, embodied praxis and resistance formations, and theoretical prisms that imagine and propose alternatives to antiblackness. Examines Black
interventions through time and technologies with a focus on transgender, queer, and feminist perspectives that build on what Cedric Robinson terms the Black Radical Tradition.

c. BLAC 003 **Introduction to Black Study III: Black Ways of Knowing, Doing, and (B)eing Otherwise.** 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): None. Central to any critical notion of Black Study and Black becoming requires an explicit engagement with Black fungibility, knowledges, and the linguistic, racial and gendered order of things. As such, Radical Black Study requires epistemic disobedience. This class disrupts a fundamental cultural assumption: the study of Black culture and black life is the study of mere difference.

2. Upper-division requirements (10 courses, 40 units)

a. BLAC 191A OR B:

**BLAC 191A - Black Study Research Methods I: Gateways to Inquiry** - 4 units; Seminar, 3 hours. Prerequisite(s): BLAC001, BLAC002, and BLAC003. Introduces traditional and experimental methodologies used to pursue transdisciplinary and interdisciplinary research projects required for a Bachelor’s degree. Examines contemporary research practices and methods deriving from various Black diasporic epistemologies. This course prepares students for extended research projects in BLAC 193, College Honors, and other undergraduate research programs through research- and practice-based skill building. This course is for the beginning stages of research for the students’ senior project.

**BLAC 191B - Black Study Research Methods II: Practicing Inquiry** - 4 units; Seminar, 3 hours. Prerequisite(s): BLAC191A. Engages practical use of research practices, methods, and epistemologies introduced in BLAC191A. Facilitates student design of research questions and projects for Black Study Major Senior Capstone as well as further exploration of themselves as researchers. This course focuses on research development skills and field-based concentrations to help students identify relevant theoretical frameworks and bibliographies.

b. BLAC 192A AND 192B: **Senior Capstone.** 4 units; Seminar, 3 hours. Prerequisite(s): BLAC 001, BLAC002, and BLAC003 & BLAC191A and B. In this two semester, co-taught course students will develop a transdisciplinary and interdisciplinary research project. Capstone projects demonstrate and employ research as an intersection of critical writing methods, performance and
embodied praxis, visual cultures, and media. This course will provide students with mentorship throughout the revision processes of their projects. Students will also learn about the ways in which their work is in conversation with ongoing work in their field(s).

c. BLAC 193: **Black Study Inland Empire Community Initiative** 4 units; Practicum/Seminar, 3 hours. Prerequisite(s): BLAC001, BLAC002, and BLAC003. Introduces students to guiding principles and orienting concepts of Black Study as applied community engagement, namely, the prevention of social problems and the promotion of well-being among individuals within diverse contexts, such as families, schools, neighborhoods, and workplaces. Students will engage in critical examination of how to define and propose solutions to social and institutional problems. Students will be concerned with the ideas of empowerment, resilience, diversity, cultural competence, and social action, among others. In order to gain a better sense of how organizations develop efforts that encompass these ideas, students will engage in community service learning in Inland Empire communities working alongside community organizations. Course is repeatable to a maximum of 8 units.

BLAC 194: **Directed Research or Creative Activity in Black Study** 4 units; Research, Variable hours. Prerequisite(s): BLAC001, BLAC002, BLAC003, and consent of instructor. This course offering is an opportunity for students to engage in concentrated, in-depth, study with a particular faculty member for a quarter. This seminar is designed to enable students to conduct interdisciplinary research in one or two of the upper division track concentrations. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 8 units.

d. Additional 24 units (6 courses) chosen from two of the tracks below:

**A) Critical Theories, and Practices of Gender, Sexuality, Race, and Blackness** explores the major theories informing Black Study, with an emphasis on the interlocking forms of oppression as offered by Claudia Jones’s concept of Black women’s triple oppression in 1949, the Civil Rights Congress’ “We Charge Genocide” in 1951, and the Combahee River Collective Statement in 1977.

- Potential courses:
  - Envisioning Black Futures, Social Order and Utopianism through the works of Octavia Butler
    - knowing and understanding the world through a uniquely Black perspective allows for new and different visions of human possibilities. Black futures, social order and
utopianism are examined through the works of visionary sci-fi author Octavia Butler’s Xenogenesis, Patternist, and Parable book series.

- Trans Embodied-Ologies
  - A gathering place for the radical Queer imaginaries of Black Transgender and Nonbinary Artists. Here, we centralize a Futurity that requires the lives and leadership of Black Trans and Nonbinary peoples. We propose dangerous making to combat dangerously violent anti-transgender cultures, while traversing the Spiritual, empowered, speculative and mysterious of embodied intelligences and aligned creative practices.

- The Medicine Sessions: Futurist Cypher Technologies
  - We step into Black and Queer improvisatory social and spiritual practices to study the Diasporic technologies of the circle. Unique to this exploration, the ring shout will be foundational to unlocking the structures, the sacred, the corporeal liturgies embedded within Black trance-inducing social dance forms. House will be our musical and technical grounding, a Black Queer form within this spiritual lineage that will unite, lift, shift. Each week we are visited by a live DJ and guests who speak to class themes.

- Blackness and American Sexual Economies
  - A comprehensive look at the formation of race and American sexual economies from slavery to the present
  - Radical Black Feminist Thought of the Global South;
  - Black Masculinities: Beyond the Biology in Art, Culture, & Spirituality;
  - Critical Theories of Blackness, Gender, and Sexuality;
  - Torn to Pieces: Affect and the Lexicon of Black Pain;

B) Performance, Arts, and Literature: Performance, Arts, and Literature engages the multiplicity of theoretical invention and political insight necessary for, contained in, and enhanced by artistic practice. Drawing from the unique concentration of Black innovative and critical practitioners of dance, theatre, film, music, art, and literature at UCR, this track explores the epistemological bases, the social challenges, and the futures engendered in the imaginative and performative realms.

- Potential courses
  - Dark Matters/s in Black Performativities
    - From Black Quantum Futurism: “How does our trauma affect the cosmos? What memories are forced upon us and what memories are we forced to forget? What affects do they have over our bodies?” We look at possibilities within an embodied Black Futurist practice and lens, the ways in which the unknown of the dark become known (or do not). We engage Afrofuturism, Black Speculative Arts, and Black Quantum Futurism as guides into the Spirit of the Black [dark] and Dark [black]. I’ll ask, “How
do you see something you can't see?” This is a hybrid lecture and practice course

- The Racial Politics of Performance: Blackface to #OscarsSoWhite
  - Introduction to a history of how media technology, cultural production, and critical reception have shaped racial representation. Considers theories of Black performativity as well as films and plays by Black artists.

- Transforming Blackness(?): Gender Betrayal, Spirituality, and Re-visioning the Dark Feminine in the Novels of Toni Morrison
  - Class will explore the transformation of Black personal/communal life through Black Study, literature, and a pedagogy of unlearning. We will examine the stories we tell ourselves and the narratives society tells Black folks through the fiction and theorizing of Toni Morrison as she re-visions Blackness and Black life.

- Black Aesthetics Lab;
  - Practice and theory of Black aesthetics

- Black Aesthetic Epistemologies;
  - Systems of knowledge embedded in Black aesthetics

- House (making);
  - Using tenets, aesthetics of Hip Hop and House as art/dance making structure

- Performance as/in Ritual

C) His/herstory, Behavioral and Social Sciences zeroes in on (a) historiography, theories of history, and the various his/their/herstorical archives, aiming to comprehend the past as it is reflected in and inflected by our current social challenges and aspirations; and (b) relevant debates and findings emerging from Ethnic Studies, African American, Africana, and Black Studies, and traditional disciplines such as Anthropology, Economy, Political Science, Psychology, Social Work, and Sociology, among many others.

- Potential courses:
  - Sites of Memory: Imagination, Archaeology, and the African--American Past
    - In “Site of Memory” Toni Morrison writes that truth is intricately linked to memory and the imaginative. How do we as a society make, memorialize and imagine our past? How do we speak about difficult pasts, such as that of enslavement, in the present? In an attempt to explore these questions, we will examine the different ways that archaeologists, anthropologists, historians, storytellers, and artists attempt to make sense of the past, breaking the binary of fact versus fiction. We will look at evidentiary sources (artifacts, archives, paintings, literature, and performances) that are used to both illuminate and silence the
past. In this course, students will read and discuss historical narratives, novels, and archaeological and anthropological case studies to examine the different ways we might examine pasts that have been made invisible or elided in mainstream histories; specifically those relating to African Diaspora experience in the United States and the Circum Caribbean. As a seminar course, this is intended to introduce students to the core concepts of close reading, as well as critique and composition through an anthropological lens.

- Politics of Race and Ethnicity in Africa
  - 4 units; Lecture, 3 hours. Prerequisite(s): upper division standing or consent of instructor. Covers the politics of ethnicity and race, surveying theory and evidence utilizing a wide range of cases from the African continent, with a focus on the contemporary period. An inquiry-based course where students will consider social science theories of identity politics and gain knowledge on measurement of ethnic and racial identity and skills in uncovering and analyzing patterns of identification as well as politicization of ethnic and racial identities.

- Political Behavior in African Societies
  - 4 units; Lecture, 3 hours. Prerequisite(s): N/A. Examines participation in everyday and contentious politics in contemporary African societies through examining decades of data collected by Afrobarometer, a Pan-African research network. A research-based course where students will gain skills in data analysis, data visualization, and storytelling.

- Embodied modes and methods in research of marginalized populations
  - Examine systems of knowledge and how they influence research methods; examine research processes; theory generation and the ethics of engaging research within marginalized populations. Emphasizes mixed methods through a research project.

- Black Diaspora social movements, utopia, and the building of a new world
- The materiality of Black aquatic lifeways

D) Law, Education, Health, Environment, and STEMM recognizes UCR’s vanguard position in the study of environmental racism, a term coined by Professor Robert Bullard, faculty in the department of Sociology (1989-1994), and examines the multiple ways in which legal doctrines and disputes, the educational and health systems, and environmental challenges -- including climate change -- are implicated in and are impacted by past and current forms of social activism and the policies they propose.

- Potential courses:
Black People in the Inland Empire: Creating Resilient Communities

- In this course, we trace contemporary demographic changes in the Black population of Southern California, particularly the shift from Los Angeles county to the Inland Empire. We examine how Black folk continue to create vibrant communities in the face of red lining, white flight, gentrification, further economic marginalization and environmental racism.

Blackness, Rape, and Mass Incarceration

- The rate of incarceration in the United States is the largest in the world: about 751 people are in prison for every 100,000 in the population. Russia comes in 2nd, with 627 prisoners for every 100,000 in population. In the US today, more than 2.5 million people are behind bars. In absolute numbers, the People's Republic of China comes in second place with 1.6 million, despite its population being over four times that of the United States. What explains this phenomenon? What historical developments, criminal justice policies, and shared beliefs help us understand this unprecedented scale of incarceration?

Artist Healers: Transgender Indigenous Medicine and Art Intersections

- Centered in trans-indigeneity students will learn about and directly from a range of contemporary live performance makers and healers who call us to question the construction of norms, binaries, borders, Being. Classes will be centered on healing modalities, positioning wellness and political, critical engagement as partners in accessing a radical imaginary.

HIV/AIDS in Africa and Beyond

- 4 units; Lecture, 3 hours. Prerequisite(s): BLAC 001 or instructor consent. Critical examination of the AIDS pandemic and responses by citizens and states. Introduces epidemiology of HIV/AIDS and explores politics and policies of pandemic response shaped by global inequalities. Focuses on the local realities of the international intervention against AIDS.

E) Social Activism and Policy will engage the multidisciplinarity of activism, community mobilization, and service that cultivates an approach to movement and social justice works as: 1) embodied praxis; 2) an archive of global liberation efforts and future-making strategies; 3) an inquiry into the theories and practices of policy. The required course “Community Internship” will not only reinforce the department's rootedness in social movements, but also enhance the student's understanding of the theories and practices of community organizing.

Potential courses

- Futurities in Bebop and Black Power
  - An exploration of the origins, developments, imbrications, performance, and visions of society in jazz and the origins of Black Power.
- Organizing for Black Lives in the 21st Century
  - Using engaged praxis, we explore creative ways U.S. Black
movement organizers have re-configured old ideas and the new ones that have emerged in the 21st Century. The course is designed around three themes: What is to be done; How is it to be done; The possibilities of what can be done.

- Black Diaspora social movements, utopia, and the building of a new world
  - Exploring diasporic collaborations and epistemes in the past and present, this course explores transnational political and imaginative efforts focused on common concrete social problems affecting Black people.

- Methods of Activist Research
  - Focusing on the theory, politics, and methods of activist research, this course introduces students to an emerging field of knowledge and practical intervention. While Anthropology and Sociology are centrally implicated in this emerging field, activist research draws from and is applicable to the broader social sciences, humanities, and the arts. As well, activist research is an effective collaborative tool with which communities experiencing injustice and distress attempt to conceptualize and overcome their challenges.

- Black Parades. Queer Magics

- Hip Hop, Collectivity, and Change
  - Hip Hop as rooted in collective social practices with political, historical, and artistic expressions

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**The Minor in Black Study**

The **Minor in Black Study consists of 32 units** with requirements focused on the major social factors and movements impacting Black peoples in the African continent and its diasporas, as well as courses along the following themes: i) Critical Theories and Practices of Gender, Sexuality, Race, and Blackness; ii) Performance, Arts, and Literature; iii) His/herstory, Behavioral and Social Sciences; iv) Law, Education, Health, Environment, and STEMM; v) Social Activism and Policy

1. Lower-division/General requirements (3 courses, 12 units)
   a. BLAC 001 Introduction to Black Study I: Black People Domestically and Globally Now
   b. BLAC 002 Introduction to Black Study II: Imagined and Embodied Futures
   c. BLAC 003 Introduction to Black Study III: Black Ways of Knowing, Doing, and (B)eing Otherwise
2. Upper-division requirements (5 courses, 20 units)

   a. BLAC 192 A & B Senior Capstone
   b. BLAC 193 Black Study Inland Empire Community Initiative
   c. Additional 8 units chosen from two of the tracks below:
      
      A) Critical Theories and Practices of Gender, Sexuality, Race, and Blackness
      
      B) Performance, Arts, and Literature
      
      C) His/herstory, Behavioral and Social Sciences
      
      D) Law, Education, Health, Environment, and STEMM
      
      E) Social Activism, and Policy

COURSE DESCRIPTIONS

LOWER DIVISION COURSES

a. BLAC 001 Introduction to Black Study I: Black People Domestically and Globally Now. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): None. Introduces major social factors and movements impacting Black peoples in the African continent and its diasporas currently. Topics include the creation of movements/spaces of possibilities to navigate issues around AIDS/HIV and Covid-19 pandemics, food and nutrition insecurity, state terror and industrial incarceration, residential segregation, exposure to environmental toxins, and blocked access to quality health care and education, to create vibrant futures.

b. BLAC 002 Introduction to Black Study II: Imagined and Embodied Futures. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): None. Engages critical appraisal of artistic forms, political organizing efforts, embodied praxis and resistance formations, and theoretical prisms that imagine and propose alternatives to antiblackness. Examines Black interventions through time and technologies with a focus on transgender, queer, and feminist perspectives that build on what Cedric Robinson terms the Black Radical Tradition.
c. BLAC 003 Introduction to Black Study III: Black Ways of Knowing, Doing, and (B)eing Otherwise. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): None. Central to any critical notion of Black Study and Black becoming requires an explicit engagement with Black fungibility, knowledges, and the linguistic, racial and gendered order of things. As such, Radical Black Study requires epistemic disobedience. This class disrupts a fundamental cultural assumption: the study of Black culture and black life is the study of mere difference.

UPPER DIVISION COURSES

a. BLAC 192A AND 192B: Senior Capstone. 4 units; Seminar, 3 hours. Prerequisite(s): BLAC 001, BLAC002, and BLAC003 & BLAC191A and B. In this two semester, co-taught course students will develop a transdisciplinary and interdisciplinary research project. Capstone projects demonstrate and employ research as an intersection of critical writing methods, performance and embodied praxis, visual cultures, and media. This course will provide students with mentorship throughout the revision processes of their projects. Students will also learn about the ways in which their work is in conversation with ongoing work in their field(s).

b. BLAC 193 - Black Study Inland Empire Community Initiative. 4 units; Practicum/Seminar, 3 hours. Prerequisite(s): BLAC001, BLAC002, and BLAC003. Introduces students to guiding principles and orienting concepts of Black Study as applied community engagement, namely, the prevention of social problems and the promotion of well-being among individuals within diverse contexts, such as families, schools, neighborhoods, and workplaces. Students will engage in critical examination of how to define and propose solutions to social and institutional problems. Students will be concerned with the ideas of empowerment, resilience, diversity, cultural competence, and social action, among others. In order to gain a better sense of how organizations develop efforts that encompass these ideas, students will engage in community service learning in Inland Empire communities working alongside community organizations. Course is repeatable to a maximum of 8 units

BLAC 194: Directed Research or Creative Activity in Black Study 4 units; Research, Variable hours. Prerequisite(s): BLAC001, BLAC002, BLAC003, and consent of instructor. This course offering is an opportunity for students to engage in concentrated, in-depth, study with a particular faculty member for a
quarter. This seminar is designed to enable students to conduct interdisciplinary research in one or two of the upper division track concentrations. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 8 units.

c. Additional 12 units (3 courses) chosen from two of the tracks below:

A) Critical Theories and Practices of Gender, Sexuality, Race, and Blackness explores the major theories informing Black Study, with an emphasis on the interlocking forms of oppression as offered by Claudia Jones's concept of Black women's triple oppression in 1949, the Civil Rights Congress’ “We Charge Genocide” in 1951, and the 1977 Combahee River Collective Statement

B) Performance, Arts, and Literature engages the multiplicity of theoretical invention and political insight necessary for, contained in, and enhanced by artistic practice. Drawing from the unique concentration of Black innovative and critical practitioners of dance, theater, film, music, and literature at UCR, this track explores the epistemological bases, the social challenges, and the futures engendered in the imaginative and performative realms.

C) His/herstory, Behavioral and Social Sciences zeroes in on (a) historiography, theories of history, and the various his/their/herstorical archives, aiming to comprehend the past as it is reflected in and inflected by our current social challenges and aspirations; and (b) relevant debates and findings emerging from Ethnic Studies, African American, Africana, and Black Studies, and traditional disciplines such as Anthropology, Economy, Political Science, Psychology, Social Work, and Sociology, among many others.

D) Law, Education, Health, Environment: recognizes UCR’s vanguard position in the study of environmental racism, a term coined by Professor Robert Bullard, faculty in the department of Sociology (1989-1994), and examines the multiple ways in which legal doctrines and disputes, the educational and health systems, and environmental challenges -- including climate change -- are implicated in and are impacted by past and current forms of social activism and the policies they propose.

E) Social Activism and Policy will engage the multidisciplinarity of activism, community mobilization, and service that cultivates an approach to movement and social justice works as: 1) embodied praxis; 2) an
archive of global liberation efforts and future-making strategies; 3) an inquiry into the theories and practices of policy. The required course “Community Internship” will not only reinforce the department’s rootedness in social movements, but also enhance the student’s understanding of the theories and practices of community organizing.

Collaboration with Campus Units

Cross Listed Courses

Interested current faculty members on the Black Studies Initiative Committee will work to approve their courses that articulates, embodies, and engages with Black Study for cross listing within their appropriate units. We will also strategically reach out to faculty across CHASS for cross listing courses that engage Black Study and advance the learning outcomes outlined by the Department.

Black Study and UCR Teacher Education Program Pathway 2021-2022

In the spirit of collaboration, the Teacher Education Program Pathway has expressed interest in creating an articulation with the Department of Black Study that provides a path to students wishing to pursue that line of study. In this same spirit of collaboration, and being in dialogue with other units on campus the Black Study Department will seek to develop a pathway for an agreed upon number of students to enter the Teacher Education Program.

PROPOSED ADMINISTRATION

The Department of Black Study does not intend and indeed will not have the administrative capacity to centralize all forms of Black Studies on campus. On the contrary, when possible, the Department of Black Study will support and collaborate with various related efforts, even when not originating them. It seeks to multiply and strengthen all modalities of Black Studies at UCR, thus engendering a climate that is receptive and nurturing of Black peoples and epistemologies. Black Study recognizes that its approach is one among many other possible versions of Black Studies. It is
therefore absolutely not interested in dividing efforts, creating disputes, claiming ownership, or drawing boundaries.

Once formalized, the Department of Black Study will extend invitations, consider self-nominations, and establish a process by which campus faculty will have 0% or 50% appointments. After two years, budgetary conditions permitting, its members will begin conversations about a few 100% appointments. Following open collaboration and negotiation with departments and programs, it will offer cross-listed courses that support already-existing curriculum (such as within African American Studies in the Department of Ethnic Studies); develop a range of new innovative courses that bridge disciplinary affiliations, methods, and pedagogies; establish programming that is attentive to both campus and extra-campus artistic, research, and activist concepts and practices at the local, national, and international levels; and finally, engender an inviting, rigorous, and supportive space -- physical, intellectual, and of affinity -- in which students, scholars, artists, researchers, practitioners and members of African and Black diasporic communities will have relative administrative autonomy.

The department will combine first-rate scholarship, research, and artistic practice with community accountability and collaboration. Critical to the Department is an administrative structure that enables substantive participation of community members in its governance. Grounded in social movements demanding deep structural transformation, in compliance with all relevant UCR protocols, and in the spirit of a public university, Black Study will have representatives from the Inland Empire's Black communities in its decision-making processes.

About 20 UCR faculty from the departments of Anthropology, Comparative Literature and Languages, Dance, English, History, Media and Cultural Studies, and from the Graduate School of Education, have expressed interest in transferring a percentage of their lines to the Department of Black Study.

At first, members of the Black Study Initiative Committee will be responsible for approving and managing Black Study courses in the curriculum. In the early phase of the department, the teaching faculty and the courses will be drawn from CHASS (and possibly other colleges, including the Graduate School of Education) with the approval of the relevant administrators and department chairs. Black Study will encourage interdepartmental and intercollege robust exchange, and will offer, upon administrative compliance, partial or full appointments to interested faculty. In its early phase, we anticipate that Black Study will have a core of about ten 50% faculty members, and a few 100% appointments.
As the student body grows and the program matures, a support staff will be added to the Department of Black Study. Former Dean McMullin envisioned a new administrative structure, distinct from The Multidisciplinary Financial, Administrative, and Student Unit (MDU), with two Financial Analysts and, when the Graduate Program is in place, a Graduate Program Advisor. This new administrative unit will serve Black Study and other departments, and will alleviate the current high demand placed on MDU.

VI. APPENDICES

Please note: except for Appendix B, below, all other Appendices are attached as separate files.

B. Answers to Senate Committees Queries and to Frequently Asked Questions

1. What is the difference between Black Study and African American Studies, Africana Studies, African and African Diaspora Studies? What is the specificity of Black Study?

2. Won’t the Department of Black Study threaten and/or damage (enrollment, resources of) other departments and programs already at UCR?

3. What will be the relationship between the Department of Black Study and the Department of Ethnic Studies African American Studies Major and Minor undergraduate programs? What is the relationship between the Department of Black Study and the Graduate School of Education, which is mentioned in the pre proposal?

4. Why not start a program of Black Study, or a concentration of Black Study, instead of a department? Why not combine the efforts put into Black Study with the already existing program in African American Studies?

5. How will the Department of Black Study, with its emphasis on staff, students, and community members involvement in decision making at the levels of hiring and promotion, abide by campus norms such as The Call and Bylaw 55?

6. How will the Department of Black Study fund faculty FTEs?
7. How will the joint appointments with the Department of Black Study impact the budget of the collaborating departments?

8. Won’t the joint appointments between two or more departments make it more difficult for pre-tenured faculty to obtain tenure? How will faculty members of two or more departments balance each department service expectations?

9. Won’t the Department of Black Study further challenge the current CHASS administrative structure?

10. Isn’t the push for the departmentalization of Black Study rushed? Don’t the campus and the surrounding community need more time to discuss the proposal? Isn’t this the worst possible fiscal time to start a new department?

11. What is a realistic timeline for a Graduate Program in the Department of Black Study?

1. What is the difference between Black Study and African American Studies, Africana Studies, African and African Diaspora Studies? What is the specificity of Black Study?

Instead of drawing boundaries, demarcating disciplinary territories, and buying into the all-too-common destructive competition for scarce campus and extracampus resources, we envision and seek to practice Black Study as a fundamentally collaborative, relational, intersectional, as well as transformative endeavor that is theoretically, methodologically, and epistemically hybrid.

Specifically, Black Study, as a verb rather than a noun, stresses activities that are corporal and theoretical, practical and speculative, that are conducted collectively. Black Study draws from an emphasis on the simultaneous embodied nature of intellectuality and the intellectual nature of embodiment, as in the quotation below:

A couple of people seem to be reticent about the term ‘study,’ but is there a way to be in the undercommons that isn’t intellectual? Is there a way of being intellectual that isn’t social? When I think about the way we use the term ‘study,’ I think we are committed to the idea that study is what you do with other people. It’s talking and walking around with other people, working, dancing, suffering, some irreducible convergence
of all three, held under the name of speculative practice. The notion of a rehearsal – being in a kind of workshop, playing in a band, in a jam session, or old men sitting on a porch, or people working together in a factory – there are these various modes of activity. The point of calling it ‘study’ is to mark that the incessant and irreversible intellectuality of these activities is already present. These activities aren’t ennobled by the fact that we now say, “oh, if you did these things in a certain way, you could be said to have been studying.” To do these things is to be involved in a kind of common intellectual practice. What’s important is to recognize that that has been the case – because that recognition allows you to access a whole, varied, alternative history of thought.” (Harney and Moten 2013, 110, our emphasis)

Rather than establishing sharp differences between Black Study and other important versions of Africana Studies, African American Studies, African and African Diaspora Studies, and Black Studies, we affirm our specificity in two ways.

First, Black Study inhabits dynamic confluences, intersections, relationships, interstices, and productive tensions between the fields above as well as various disciplines in the traditional Social Sciences, Humanities, Arts, Education, Medical Sciences, and Natural Sciences. Black Study is unapologetically and concomitantly multi-, trans- and extra-disciplinary; its practitioners seek dialogue across and beyond institutional boundaries, pursue collaborations and bridges rather than division; embrace cross pollination instead of isolation and exclusivity; engender synthesis instead of antithesis.

Second, we stress Black ways of knowing and being in this and other imagined worlds -- Black epistemologies, or as in the quotation above “a whole, varied, alternative history of thought” -- as they articulate with the following thematic axes: a) Africa and its Black Diasporas; b) Black Radical Traditions with an emphasis on Black Feminist, Queer, and Transgender perspectives; c) Black inventions, futurities, and abolition.

a) Africa and its Black Diasporas

Black Study expands the notion of “African American” to include peoples of African descent everywhere, including the United States, the Americas -- or Amefricas, as Black Brazilian theorist Lelia Gonzalez terms it -- and the African continent. While a number of programs and departments of African American Studies and Black Studies adopt similar expanded frameworks, the UCR Department of Black Study actualizes, in
its multidisciplinary and diverse course offerings, an expanded time, space, and epistemological universe. Our faculty are specialized in various geographical, ethnic, linguistic, and political regions, historical periods, topical foci, and disciplinary and methodological approaches. We conceive of the Black Diaspora via the analytical prism of roots and routes, as indicated in The Black Atlantic: rooted in African geographies, historical matrices, and contemporary social processes as they impact and are inflected by Diasporic routes and processes globally. Africa and its Diasporas -- imagined, experienced, ancestral, present and future -- suggest a constantly replenished and revised reservoir of epistemologies, practices, and political projects in pursuance of futurities. Following Hortense Spillers, M. Jacqui Alexander and others, we queer the Black Atlantic, engaging multiple and vital agencies -- political, social, sexual, ontological -- thus opposing the normative conditions of flesh and immobility imposed on Black people since the Middle Passage.

b) Black Radical Traditions with an emphasis on Black Feminist, Queer, and Transgender perspectives

Black Study draws from constantly replenished transgenerational archives of collective genius. What Cedric Robinson called the Black Radical Tradition constitutes an epistemic reservoir from which African and Diasporic communities have drawn critical theory, strategies of survival, social critique, and imagined futurities. Analogous concepts have appeared in African and Black Diaspora scholarship and activism. For example, Black Brazilians Abdias do Nascimento, Lelia Gonzalez, Beatriz Nascimento, and Jurema Werneck, among others, have developed the concept of quilombismo (maroonage) and, in the case of Gonzalez, B. Nascimento, and Werneck, centered the roles Black women played in formulating critical analyses and political philosophies. Black Study explores the ways in which such collective epistemic reservoir is always and already necessarily modulated by Black feminist, queer, and transgender experiences and transformative projects. Black Study invites a perspective on the Black Radical Tradition that suspends, rather than accepts, normative assumptions and practices of gender and sexuality. Black Study recognizes that the formation of the modern world, inasmuch as it demarcates the permanent exclusion of Black people from its realms, is also one in which Black people have formulated an existence characterized by invention -- one that is in pursuance of survival as well as transfiguration. Although the research on and recognition of histories of Black transgender identities are relatively recent, Black Study insists on reframing Africa and its Diasporas through a prism that is plural, insurgent, and equipped with the most daring analysis of gender and sexuality that articulate with and modify critical theories on race. To study Blackness in Africa and its Diasporas, by necessity and definition, is to suspend normative dynamics and incite the permanent explosion of gender and sexuality categories.
c) Black inventions, futurities, and abolition

Seriously pursuing Frantz Fanon’s reminder to himself that “the real leap consists in introducing invention into existence,” Black Study embraces a necessary futurity. Invention is not predictable, and it is not engineered. Much like the uprisings of 1992 in Los Angeles, 2014 in Ferguson, 2015 in Baltimore, and 2020 in various parts of the United States and elsewhere, such unmanageable events require that we suspend formulaic predictions of how, when, why, and to what ends transfigurative possibilities happen. Such uprisings unveil how the Black Radical Tradition and its revolutionary potential necessarily, though unpredictably, actualize themselves in Black spaces of possibility and invention.

Black Study’s embracing of a necessary yet unpredictable futurity is exemplified in its commitment to abolition. As abolitionist scholar and activist Ruth Gilmore explains,

Abolition seeks to undo the way of thinking and doing things that sees prison and punishment as solutions for all kinds of social, economic, political, behavioral and interpersonal problems. Abolition, though, is not simply decarceration, put everybody out on the street. It is reorganizing how we live our lives together in the world. And this is something that people are doing in a variety of ways throughout the United States and around the planet already. It is not a pie-in-the-sky dream. It is actually something that is practical and achievable in the city of New York, in Texas, in South Africa, around the world.

By recognizing African and Black Diasporic transformative epistemes inflected by Black feminist, queer, and transgender theorizations, practices, and people, Black Study seeks the undoing of the way of thinking and doing that have not only created a worldwide carceral system based on punishment, but also shared notions of the Social and the Human that exclude Black people from their realms.

Another way to express Black Study’s commitment to invention, futurity and abolition, is to stress our unapologetic experimental approach. Abolitionist organizer Mariame Kaba’s emphasis on the “importance of building a million different experiments” comes with a confident and informed reminder that “We’ll figure it out by working to get there. You don’t have to know all the answers in order to be able to press for a vision.”
2. Won’t the Department of Black Study threaten and/or damage (enrollment, resources of) other departments and programs already at UCR?

Willfully collaborative from the onset, the Department of Black Study will work with and not against existing programs and departments. While stressing its relative autonomy regarding programming, curriculum, hiring priorities, and horizontal decision-making practices, the Department of Black Study will also recognize the autonomy of other units. Such collaborative approach and co-existence models already exist at UCR: for example, the Departments of English and of Comparative Literature; the Department of Hispanic Studies, Chicano Studies minor, and the new Latino and Latin American Studies Research Center. Too often, a scarcity mindset pits university stakeholders against each other when in fact they can enrich one another. With a unique Department of Black Study, UCR could recruit and retain not only excellent faculty doing cutting-edge research and creative activity but also recruit and retain undergraduate and graduate students eager to learn Black epistemologies. This growth would bolster areas such as Ethnic Studies and African Studies, among others, as we agree on the shared importance of Black studies from Africa to the diaspora. At the same time, we recognize that these fields are not the same. To presume otherwise erases their different intellectual histories, constituents, and objectives. To overgeneralize Black people, Black thought, and Blackness is to reify antiblackness.

In the spirit of collaboration, to assuage concerns about competition and divisiveness, dialogue about the Department of Black Study proposal, and explore potential collaborations around curriculum and research, we have met, often more than once, with many committees, organizations, and individuals to seek their ideas, insights, and inquiries. They include:

- African Studies
- GSOE
- Department of Ethnic Studies
- CHASS Executive Committee
- Undergraduate and graduate students via African Student Programs Office
- Faculty and staff via the Black Faculty and Staff Association
- Faculty from Comparative Literature, Media and Cultural Studies

These dialogues have helped further define what a Department of Black Study means and requires, and how it will serve UCR's stakeholders. Above all else, these dialogues have made it abundantly evident that Black Study is fundamentally about being in inclusive conversation and exploring collaboration, recognizing past and contemporary social experiments, and embracing the imperative of constant transfiguration. Rather
than shy away from controversial topics, Black Study invites difficult but frank and open debates. While the Department of Black Study rests on the principles and thematic axes explored in item 1 above, it will embrace the dialogue opportunities to further define its epistemological foundations. In curriculum, research, performance, community engagement, and visions of the future, Black Study reasserts dialogical and transformative epistemologies grounded in Black collective experience.

3. What will be the relationship between the Department of Black Study and the Department of Ethnic Studies’s African American Studies Major and Minor undergraduate programs? What is the relationship between the Department of Black Study and the Graduate School of Education, which is mentioned in the pre proposal?

On July 1st, 2021, the faculty of the Department of Ethnic Studies, Dean Juliet McMullin, and the Black Study Initiative Committee met to discuss possibilities of collaboration. Reflecting item 2 above, members of the BSIC were assertive about (a) our desire to collaborate with, and not undermine, ongoing efforts in Ethnic Studies, in particular its undergraduate tracks in African American Studies, (b) the potentially beneficial co-existence and collaboration between the Department of Black Study and the Department of Ethnic Studies.

Regarding potential collaborations, there were discussions about crosslisting courses across the departments, collaborating in programming and community projects, and providing support for faculty in both units. Crosslisting courses could increase enrollment in both units: as students become familiarized with the instructors whose courses are crosslisted, they may research related classes, epistemological orientations, and faculty in both units. We consider crosslisted courses potential gateways for students to explore the departments that support such courses. This process of exploration, as it multiplies among students, can lead to increased course enrollments, thus benefiting both departments.

As the Department of Black Study builds its curriculum, it will invite Ethnic Studies faculty to not only crosslist their courses, but also collaborate in the very crafting of the curriculum, thus signaling and putting into practice intentional dialogue and intersections from the beginning. Indeed, in August 2021, members of the BSI committee met with members of the departments of Ethnic Studies, Comparative Literature, and Media and Cultural Studies to discuss such possibilities, among other topics.
Thus, rather than envisioning a zero sum scenario in which the success of the Department of Black Study leads to or depends on the decline of the African American program in Ethnic Studies -- or any other UCR unit for that matter -- via crosslisting courses, collaborating on programming, and offering mutual support, we affirm our intention to improve our campus climate, enhance our overall research efforts, and deepen our community engagement. We consider the Department of Black Study a benefit for our entire campus and surrounding communities.

A concrete example of the collaborative approach that marks the Department of Black Study is the attached proposal for a “Black Study and UCR Teacher Education Program Pathway.” It resulted from a dialogue with members of the Graduate School of Education, including Dean Louie Rodriguez, in which we shared our mutual commitment to facilitating and providing means by which our students acquire the coursework necessary to enter UCR Teaching Education and Credential Programs. In partnership with the GSOE, the Department of Black Study will orient and encourage its interested undergraduates to pursue this exciting pathway to graduate school and to professionalization. We consider such partnership one of the points of attraction for new undergraduates who will contribute to the vibrancy not only of the Department of Black Study and the GSOE, but indeed the entire campus. Indeed, this partnership, which is explicitly structured to facilitate our student’s entry into teaching professions, furthers UCR’s mission as the premier campus for social mobility.

4. Why not start a program of Black Study, or a concentration of Black Study, instead of a department? Why not combine the efforts put into Black Study with the already existing program in African American Studies?

The case for a Department of Black Study, instead of a program, or a center, is fundamentally about relative autonomy and institutional stability.

Well documented are the historical, structural, and ongoing challenges Black faculty encounter at every stage of their career: from hiring, to negotiating salary, and from merit and promotion to retention. A Department of Black Study constitutes a relatively autonomous administrative unit in which faculty (as well as students, staff, and community members) share a perspective on rigorous and relevant scholarship according to which its members are hired, evaluated, promoted, tenured, and retained by committed peers.

According to the Chronicle of Higher Education, UCR has only five tenured Black women faculty. In the past year alone, several Black faculty have decided to leave or
retire from UCR including Nalo Hopkinson, Alisa Bierria, and Carolyn Murray. The department’s relative autonomy, and the standards of excellence it will permanently emphasize, will contribute to a campus climate in which not only our faculty are retained, but others around the country and the planet are attracted to its dynamism, welcoming atmosphere, and emphasis on its student, staff, faculty, and community relative autonomy and well-being. The Department of Black Study at UCR represents an unprecedented opportunity to attract, hire, nourish, celebrate, and retain Black students, staff, and faculty.

Besides relative autonomy, a Department of Black Study also signals an institutional stability that programs and centers cannot provide. Decision-making over the allocation of financial and human resources is key to promoting Black epistemologies and its practitioners. Our historical research shows that UCR Black Studies programs were too vulnerable to internal disputes and antagonistic campus climate in ways that a Department would not be as it is far more difficult to terminate a department than a program or a center.

5. How will the Department of Black Study, with its emphasis on staff, students, and community members involvement in decision making at the levels of hiring and promotion, abide by campus norms such as The Call and Bylaw 55?

“The method of voting to comply with Bylaw 55,” states THE CALL 2021-2022 AY, p. 9, “is left to the discretion of the department. It is important that this be done in a consistent way that results in a clear picture of faculty opinion about the proposed action.” Also, on September 7, 2021, in an email correspondence to the Deans and Department Chairs, the Chair of the Academic Senate, Jason Stajich stated the following:

I would also like to take this opportunity to remind you that Senate Bylaws do not prevent any school or department/program from eliciting and collecting advisory votes from non-Senate faculty on personnel actions. The mechanism to allow such votes must be approved by at least 2/3 Senate members of the unit and the results should be tabulated and reported separately from the Senate members’ votes.

In consultation with the relevant offices on campus, the Department of Black Study will (a) guarantee norms of confidentiality in all personnel actions and (b) establish guidelines according to which the opinion of students, staff, and community members are taken into consideration, either by means of a vote, or by consultation. Again, such
guidelines will be transparent, and will be established only after the relevant UCR administrative bodies are consulted for their approval.

Currently, a number of academic units, such as the Department of Anthropology, practice consultation with graduate students who are represented in most committees and regularly participate in department meetings. Expanding this model of inclusion, the Department of Black Study will explore compliant mechanisms by which undergraduate and graduate students, staff, and community members are organically and formally involved in its shared governance.

In conversation with the Dean’s Office and other relevant administrative units on campus, the Department of Black Study will develop and implement a model of administration that emphasizes transparency, horizontality, inclusion, and continuity. It will propose a structure of shared governance that lessens the Chair’s burden, introduces other related functions -- such as Vice Chairs and a Coordinating Committee -- and in the process guarantees a democratic and efficient collective leadership.

6. How will the Department of Black Study fund faculty FTEs?

The University of California Office of the President (UCOP) sponsored the Blackness Unbound Faculty Commons group via UCR’s Center for Ideas and Society. BU members have had an important role in the crafting of the Department of Black Study proposal. On July 21, 2021, UCOP provided further support for the Department of Black Study by awarding $496,570 through its Advancing Faculty Diversity Program. As the attached proposal and award letter show, UCOP supports the hiring of four new faculty specializing in Black Study. One of these faculty will be tenured and hold their appointment in the Department of Black Study; one junior faculty will be jointly appointed between the departments of Black Study and Political Science; one junior faculty will be jointly appointed between the departments of Black Study and Religious studies; and one tenured faculty will appointed in the Department of Environment, Sustainability, and Health Equity (ESHQ). UCOP demonstrates financial support not only for the hiring of faculty specializing in Black Study, but also for the Department of Black Study.

Another likely financial source for faculty recruitment is the UCOP President’s Postdoctoral Fellowship Program (PPFP). The program provides the hiring incentive in the form of five years of salary. The Department of Black Study will not only be highly
attractive to a number of such fellows, but will also partner with CHASS to intentionally and aggressively recruit them.

Finally, as much as we can expect, over the years, to add regular lines to the department -- as other departments do -- we are not waiting. We have been actively seeking funding opportunities, as the UCOP grant above demonstrates. For example, with Cassie Rigger (Senior Director, Foundation Development) and Clyde Derrick (Assistant Dean for Development), we have been exploring funding possibilities with the Mellon Foundation, among others, and are constantly applying for such opportunities.

7. How will the joint appointments with the Department of Black Study impact the budget of the collaborating departments?

In the first few years of the Department of Black Study, we anticipate one or perhaps two fully appointed faculty, and about 10 jointly-appointed faculty. This model is familiar to UCR. In 2012, for example, the School of Public Policy started with a similar arrangement. In the short term, as Dean McMullin suggested, departments with two or more faculty members who move 50% of their lines to the Department of Black Study may request one lecturer. If five lecturers are required in the departments whose faculty become jointly appointed with DBS, the cost will be $50,000 per year. Over time, however, there will be new hires in the departments in which faculty have shared their lines, and there will be hires in DBS.

Such investment in the Department of Black Study will be more than justified by an increase in CHASS enrollment (undergraduate and graduate students once the graduate program is established), potential for extramural funding, and its potential to attract dynamic students, scholars, staff, and community people. Fundamentally, the added value its faculty will generate with their rigorous, innovative, and consistent academic production will only enhance UCR’s R1 mission, vocation, and standing nationally and internationally.

8. Won’t the joint appointments between two or more departments make it more difficult for pre-tenured faculty to obtain tenure? How will faculty members of two or more departments balance each department service expectations?

“For purposes of the personnel review of joint appointees,” states THE CALL 2021-2022 AY, p. 31, “one of the departments will be considered the home department.
Ordinarily this will be the department with the largest percentage of FTE. For joint appointments in which the FTE is 50-50, the candidate’s home department will be designated in the appointment letter. Both departments will independently evaluate the candidate, but there will be only one file that will be shared by both units. The Chairs of both units will be coordinated with each other, their respective departments, and the candidate.

Based on our experience, we find that having two units reviewing a candidate strengthens their academic file, rather than weakens it. The Department of Black Study’s emphasis on collaboration will bode well with general interactions with various units on campus, and in particular when reviewing personnel files of faculty who have joint appointments. Such files will be enriched by and benefit from the multi-trans- and extra-disciplinary dialogues that must be had when inhabiting two or more departments.

Regarding service expectations from each department, which becomes potentially problematic for pre-tenure faculty who are more vulnerable, the same formula applies: given the Department of Black Study’s emphasis on dialogue and cooperation, at the start of a joint appointment, Chairs from both units and the newly-hired faculty member will agree on a written document about the amount and type of service they are expected in each unit.

9. Won’t the Department of Black Study further challenge the current CHASS administrative structure?

Regarding the already challenged and understaffed CHASS administrative structure, the Dean’s office, as described in Dean’s McMullin letter of support, developed a proposal that creates a new administrative unit. This new administrative unit -- which, given the current severe shortage and overburdening of staff, would have been necessary regardless of the new Department of Black Study -- serves the Departments of Black Study, ESHQ, Ethnic Studies, and newly funded research centers. Dean McMullin’s office calculated that such a new administrative unit costs $200,000 per year.

As noted above, the added value that the new Department of Black Study will generate -- increased undergraduate and graduate enrollments, extramural funding, national and international projection, and an overall improvement in campus climate and dynamism -- justifies such relatively modest investment. Indeed, as it has occurred in other campuses across the United States, while the establishment of a department of Black
Study engenders a gamut of concrete and measurable benefits, the immeasurables are just as important. How does one measure a collective sense of historical responsibility and accountability, an unapologetic embracing of future possibilities, a reckoning of Black epistemologies and practitioners, a concerted push for unexplored possibilities in the worlds we inhabit?

10. Isn’t the push for the departmentalization of Black Study rushed? Don’t the campus and the surrounding community need more time to discuss the proposal? Isn’t this the worst possible fiscal time to start a new department?

We are uniquely poised to make UCR a leader in the area of Black Study. As Dean McMullin stated in her letter of support, “Waiting until there are ‘better times’ would only serve to lose the momentum and disenfranchise faculty who are motivated and inspired to meet the needs of our students, communities, and the broader society.” The 2020 mass transnational protests for Black Lives, which in the U.S. alone mobilized an estimated 25 million people or more, making it the largest ever, demanded immediate accountability and action. The Black Student Union statement, attached, which was widely circulated and quite effective in calling the attention of administrators, faculty, and students, made concrete and urgent demands regarding the well-being and respect for Black Students. Blackness Unbound’s statement, in conversation with BSU undergraduate students, demanded a Department to the then Dean Milagros Peña. Graduate Students in Anthropology, as well as the Black faculty of that department also wrote a statement demanding changes in the department curricular and decision-making structure, many of which, including admitting three graduate students for the next five admission cycles focusing on the Black Diaspora. It seems that every department across UCR, as in much of the national academic landscape, wrote a statement in support of the protests. To slow down the departmentalization process would go against such widespread urgent demands.

Furthermore, Black Studies, as our proposal demonstrates, has a long presence at UCR. To demand a department that continues and expands on the vital necessity of such institutional presence is to draw from such a long embattled trajectory dating back to at least 1968. Indeed, since 2018, Blackness Unbound has brought senior scholars to campus (Edmund T. Gordon, Omi Osun Joni Jones) in an attempt to debate the challenges and possibilities of Black Studies in times of permanent challenges both for Black peoples. The Black Studies Initiative Committee continues this long tradition and engages diverse stakeholders across campus and the surrounding communities. The proposal that BSI has put forward not only recognizes and expands on this rich and
embattled 50-year-plus history on campus, but also, as described in various FAQs above, engages a variety of individuals and groups of people who have demonstrated interest in the departmentalization project. Indeed, in preparation for the final vote on the DSB at the Senate, projected to happen in the fall 2021, we plan to collaborate with CIS on a series of events on the significance, substance, challenges, and promises of Black Study. “It is time,” states Dean McMullin in her attached letter, “for CHASS and campus to clearly demonstrate our innovation and relevance to larger societal concerns not only through the work of individual researchers, but also through the infrastructure of departments that can foster that innovation particularly for Black students, staff, and faculty.” Such sentiment is shared by many faculty, staff, students, community members, and administrators. We are ready!

11. What is a realistic timeline for a Graduate Program in the Department of Black Study?

As soon as the Department of Black Study is approved by the Senate, its members will start working on the graduate program. As explained in the proposal, the graduate program is an integral part of the department for it enhances and anchors curriculum, research, and programming. The graduate program will attract undergraduate and graduate students, as well as make it more appealing for faculty as it will engender a rich atmosphere of inquiry, workshops, events, book talks, and a gamut of related activities.

Unlike the UCR-contained protocol for the establishment of a new department, the establishment of a new graduate program goes through the Graduate Council, charged with making recommendations to the systemwide Academic Senate’s Coordinating Committee on Graduate Affairs (CCGA). Following the Graduate Council’s recommendation, we will submit our proposal at least one and a half years before the desired effective term. As we intend to have an effective date of Fall Quarter 2023, the Department of Black Study will submit its proposal in the Spring Quarter 2022. We will of course follow all the protocols for the submission.
July 29, 2021

To: Lucille Chia  
Chair, CHASS Faculty Executive Committee

From: Jason Stajich  
Chair, Riverside Division

CC: Gabrielle Brewer  
Student Affairs Officer

RE: New Department Pre-Proposal: Department of Black Study

Dear Lucille,

I write to provide the consultative feedback memos from the Academic Senate review regarding the pre-proposal for the establishment of a Department of Black Study. I ask that this attached packet be passed to the proponents.

In addition, as you know, Executive Council, who is fully supportive of the proposal, discussed it during their meeting on July 26, 2021, and below are summarized comments from the discussion that, along with the attached committee memos, I trust will be helpful in the next proposal draft:

- UCR, the country, and world are at a fragile and critical moment and UCR would be rising to the challenge of the time by establishing and fully supporting a Department of Black Study.
- UCR Administration must put tangible and sustained support – financial and otherwise – behind this department.
- It is clear that there is significant community support and that such a proposal has resonance beyond the walls of campus.
- Executive Council agreed that this department is necessary at UCR.
- It will be helpful for the proposal to clarify issues around resources in funding the unit’s faculty and administrative staff as noted in some of the memos.
- It is important that in the next version of the proposal that the names of the proponents be included.
- A member mentioned that it may be helpful to clarify the difference between African American studies and Black studies; and the difference between what is offered with the current African American studies major in the Department of Ethnic Studies.

Sincerely,

/s/ Jason


COMMITTEE ON ACADEMIC PERSONNEL

June 24, 2021

To: Jason Stajich, Chair
Riverside Division Academic Senate

From: Yinsheng Wang, Chair
Committee on Academic Personnel

Re: New Department Pre-Proposal: Department of Black Study

At its meeting on June 21, 2021, CAP discussed the New Department Pre-Proposal: Department of Black Study and, by a vote of +9-0-0, CAP unanimously supported the pre-proposal. In particular, CAP considered the establishment of the new department timely. In addition, CAP would like to note that, similar as existing departments on campus, the academic personnel review process for senate faculty in the newly proposed department should be aligned with APM and the Call.
COMMITTEE ON EDUCATIONAL POLICY

July 6, 2021

To: Jason Stajich, Chair
Riverside Division

From: Stefano Vidussi, Chair
Committee on Educational Policy

RE: Pre-Proposal for a Department of Black Study

The Committee on Educational Policy reviewed the pre-proposal for a Department of Black Study at their July 2, 2021 meeting and look forward to receiving the full proposal for the department for review. The Committee recommends that the program consult the Committee on Educational Policy’s Guidelines for the Establishment of New Academic Programs for the proposed development of the undergraduate major and minor.
COMMITTEE ON DIVERSITY, EQUITY, & INCLUSION

June 9, 2021

To: Jason Stajich, Chair
Riverside Division Academic Senate

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

Re: [Campus Review] New Department Pre-Proposal: Department of Black Study

The Committee on Diversity, Equity, and Inclusion reviewed the New Department Pre-Proposal: Department of Black Study and was in supportive of the proposal.
COMMITTEE ON COURSES

June 30, 2021

To: Jason Stajich, Chair
   Riverside Division

From: Ming Lee Tang, Chair
       Committee on Courses

Re: Pre-Proposal for a Department of Black Study

The Committee on Courses reviewed the pre-proposal for a Department of Black Study and are supportive of the proposal for the new department. The Committee does recommend that the proposal be updated to document what currently approved courses will be included in the proposed four tracks for the major and what advising support will be available to students to assist them with identifying courses. Additionally, the Committee recommends that the proposal be updated to note what the requirements will be for the Ph.D. program that the proposed department intends to develop. The Committee also recommends that the proposal document how the administration and College will support the proposed new department. Lastly, the Committee recommends that the program consult with the Registrar’s Office regarding the availability of the proposed new subject code BLAC and compatibility with the Course Request System (CRS).
GRADUATE COUNCIL

June 15, 2021

To: Jason Stajich, Chair  
Riverside Division

From: Amanda Lucia, Chair  
Graduate Council

Re: [Campus Review] New Department Pre-Proposal: Department of Black Study

Graduate Council reviewed the proposal for a new Department of Black Study at their June 10, 2021 meeting. The Council was supportive of the proposal wholeheartedly and found it very timely. This department will likely attract more Black graduate students. There may be impacts on the Ethnic Studies department that should be addressed in the proposal. The Council noted that separate proposals for the department, undergraduate program, and graduate program need to be submitted as final proposals.
Hi Cherysa,

The School of Ed FEC was very supportive of this moving forward.

Thanks!

joe

On Thu, Jun 3, 2021 at 3:25 PM Cherysa P Cortez <cherysa.cortez@ucr.edu> wrote:

Dear Prof. Kahne – Please see the attached and below for the attention of the GSOE FEC.

Best,

__________________________
Cherysa Cortez
[Campus Review] New Department Pre-Proposal: Department of Black Study

Distributed for Review: 06/03/21
Committee Due Date: 07/19/21

On behalf of Senate Division Chair Jason Stajich, I forward a pre-proposal for the establishment of a Department of Black Study at UC Riverside. As a pre-proposal, comments received in this round of review would be incorporated in a subsequent proposal. Please provide your committee's comments via IMS or senate@ucr.edu (you may cc cherysac@ucr.edu) by July 19, 2021. Thank you.

Tasked Committees:

- Academic Personnel
- Courses
- Educational Policy
- Executive Committee - College of Engineering
- Executive Committee - College of Natural and Agricultural Sciences
- Executive Committee - Graduate School of Education
- Executive Committee - School of Business
- Executive Committee - School of Medicine
- Executive Committee - School of Public Policy
- Faculty Welfare
- Graduate Council
- Library and Information Technology
- Planning and Budget
- Research
- Undergraduate Admissions
- Diversity, Equity, and Inclusion

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Joseph Kahne
Dutton Presidential Chair for Education Policy and Politics
Co-Director, Civic Engagement Research Group
University of California, Riverside
www.civicsurvey.org
@jkahne
Pronouns: he, him, his
June 29, 2021

To: Jason Stajich, Chair
Riverside Division

From: Alejandra Dubcovsky, Chair
Committee on Library and Information Technology

RE: New Department Pre-Proposal: Department of Black Study

The LIT Committee enthusiastically supports the development of this program. The main concern raised is that, as it stands, the pre-proposal read more like a proposal for a program rather than a department. This department needs permanent lines, so that the faculty in the Black Study department will not be spread too thin or saddled with twice the department service. We recommend that UCR should commit a defined number of FTE lines spread over the first years of the Department and the proposal should be written accordingly.
PLANNING & BUDGET

June 18, 2021

To: Jason Stajich, Chair
Riverside Division

From: Katherine Kinney, Chair
Committee on Planning and Budget

RE: [Campus Review] New Department Pre-Proposal: Department of Black Study

The committee supports the proposal to create a department of Black Study. Members of the committee affirmed the importance of this initiative as defining a vital field of research dedicated to countering antiblackness. As the proposal states, formation and support of this department are logical steps to address the serious difficulties UCR has had in retaining back faculty members by creating new structures of support for research, collaboration, and pedagogy. One member of the committee who supports the intellectual vision of the department expressed concern that forming a department could have the unintended consequence of marginalizing black faculty members. Other members expressed excitement about the ways the new department would strengthen interdisciplinary connections across the arts, humanities, and sciences.

In a spirit of support, the committee asks for clarification on the following points.

1) Who is presenting this proposal? There was no cover letter naming the faculty proposing the department.

2) There is no letter of support from the CHASS Dean. A clear commitment of resources, including space and staff FTE, by the Dean is especially important given the history of underfunding or defunding black studies on the UCR campus. The proposal cites the Dean’s “vision” for staffing on page 15, but a letter stating the college’s commitment is needed.
3) How many faculty FTE are required for the Department of Black Study to function viably and ultimately thrive as a strong academic unit? The discussion on page 15 needs to be clarified. Will new FTE be allocated?

4) The proposal states that twenty current faculty members have already expressed interest in transferring a percentage of their lines to the department. This would be a significant reallocation of resources. What will be the impact on CHASS and on specific departments?
June 24, 2021

To: Jason Stajich, Ph.D., Chair, Academic Senate, UCR Division

From: Declan McCole, Ph.D., Chair, Faculty Executive Committee, UCR School of Medicine

Subject: SOM FEC Response to the New Department Pre-Proposal: Department of Black Study

Dear Jason,

The SOM Faculty Executive Committee has reviewed the pre-proposal to establish a new Department of Black Study. This pre-proposal is a little beyond our remit with respect to evaluating the merits of this proposed new academic department and undergraduate curriculum. Thus, we defer to committees responsible for oversight of new curricula. We are in agreement with the overall concept and need on campus for a Department of Black Study and how it can contribute to addressing disparities and disenfranchisement by acting as a supportive hub for Black students, faculty, and critical discussions of racial justice and racism, while also playing a critical role in fostering awareness, understanding, and support among non-Black faculty and students. We look forward to reviewing a full proposal that offers a more developed structure and substantially more detail on addressing budget requirements, including how faculty lines are proposed to be transferred from other departments, as well as a more detailed curriculum.

Yours sincerely,

Declan F. McCole, Ph.D.
Chair, Faculty Executive Committee
School of Medicine
COMMITTEE ON UNDERGRADUATE ADMISSIONS

June 18, 2021

To: Jason Stajich, Chair
    Riverside Division

From: Sheldon Tan, Chair
      Committee on Undergraduate Admissions

RE: CR. New Department Pre-Proposal: Department of Black Study

The Committee on Undergraduate Admissions reviewed the Pre-Proposal: Department of Black Study and voted to support the proposal. UCR prides itself on its diversity and inclusion. While applications by and admissions of black students are generally increasing, the enrollment of black students has decreased. Having a Department of Black Study will likely improve our prospect of recruiting, enrolling, and retaining black students at UCR. One Committee member abstained from the vote and one committee member did not support the proposal.
COMMITTEE ON FACULTY WELFARE

July 21, 2021

To: Jason Stajich
Riverside Division Academic Senate

From: Patricia Morton, Chair
Committee on Faculty Welfare

Re: [Campus Review] New Department Pre-Proposal: Department of Black Study

At its remote meeting on July 13, 2021, the Committee on Faculty Welfare discussed the New Department Pre-Proposal: Department of Black Study.

The Committee strongly supports the pre-proposal for the formation of a Department of Black Study, which will restore a program that was cut in the 1980s and will address the long history and contemporary reality of antiblackness at UCR as experienced by Black students, staff and faculty. Responding to widespread calls for such a department across UCR and beyond, this pre-proposal outlines a department that will meet many institutional needs and has a strong rationale. UCR has the highest number of Black undergraduate students in the UC system, 1265, but our Black enrollment is declining due to lack of institutional and intellectual support. UCR has a dismal record of retaining Black faculty, who consistently leave our campus for other institutions. Black staff report a hostile and unwelcoming campus climate. This pre-proposal addresses these issues and makes a compelling case for creating the infrastructure to begin their redress.

CFW endorses the comments, questions and suggestions contained in the letter from the CHASS Executive Committee and encourage the Black Study Initiative Group to develop the proposal more fully along those lines. In particular, the relationships between Black Study and the Ethnic Studies Department and the Graduate School of Education should be clarified. A committee member from the GSOE noted that she was not aware of any discussions between her school and the Black Study Initiative Group. The Committee believes the pre-proposal will benefit greatly from broader consultation with allied departments and programs. Like the CHASS Executive Committee, we believe the proposal should include a business plan that details the human, physical and financial resources required for its establishment and a plan for sustaining the Department for the long term.
TO: Jason Stajich, Chair
   Riverside Division

FR: Richard M. Carpiano, Chair
   Executive Committee, School of Public Policy

RE: [Campus Review] New Department Pre-Proposal: Department of Black Study

Date: July 26, 2021

The School of Public Policy (SPP) Executive Committee read and discussed the document “[Campus Review] New Department Pre-Proposal: Department of Black Study.” Below are the comments from the discussion.

Overall, our committee was very supportive of the pre-proposal’s idea of this Department and its major and minor programs. However, in discussing the pre-proposal, committee members raised several questions and concerns about specifics in the document that could benefit from further clarification or formulation from the authors. I detail those here:

1. **Uniqueness versus potential redundancy.** Ethnic Studies already has an African American Studies concentration (cited extensively throughout this proposal) that could, potentially, be expanded and formed into its own department. Yet, there is no significant discussion in the proposal of why there is a need to build a *brand new* major/minor program and separate department versus building off of or growing the existing African American Studies program. As such, this pre-proposal for a new department reads as a petition to create another unit with very similar intellectual interests and then co-existing with Ethnic Studies for the same—currently rather small—number of majors/minors (as detailed in the pre-proposal).

   Given this lack of discussion in the pre-proposal, a question was raised as to whether there is a backstory/history of some disagreement behind the faculty authors of this pre-proposal and the faculty in Ethnic Studies. Without such further explanation, the pre-proposal has an undertone of this initiative being a campus “land grab” from an existing program and/or a department pre-proposal motivated in part due to prior/current conflict among faculty. Hence, overall, more detail is needed about distinctions/potential redundancies.

2. **Enrollment projections.** Given that the current African American Studies concentration in Ethnic Studies has low enrollment, it is hard to understand why, as discussed in the pre-proposal, the new proposed department will fare better. Related to the preceding point, why not just invest more resources and faculty lines into the African American Studies program to grow it? More justification of such enrollment statistics would be helpful.
3. **Faculty resources.** Concern was raised that this initiative will not succeed with just three faculty and promises of others who want to partly affiliate. A crucial issue is whether the university is willing to devote substantial resources to hiring in this area. The campus needs more faculty with specialization in Black Studies, but the university has not made much investment in this direction. If there is no such investment (at least at a substantial level), even if this department is approved, its program will struggle significantly.

Related to this issue, two hiring suggestions arose:

a. Lobby for the university hire five faculty over next two to three years. Then, the university can either decide to form a department or the university can form a department, but have that action be tied to truly hiring 5 more faculty in this area.

b. It seems it would be ideal to develop a broader plan calling for the university to allocate several hiring lines to recruit (ideally mid-career and senior, perhaps even “Targets of Excellence”) scholars of African American issues who would then be appointed in existing units. They could all be part of a Black Studies major/minor (not a separate administrative unit, but a course of study with various Black Studies required courses). However, being additional hires to campus, they would also contribute to the DEI climate of campus and the departments of which they are part—after all, there are many legitimate complaints regarding the extent of faculty diversity, so this could be one good step forward. It also would not restrict the benefits of such a new program to mostly the Humanities and Arts units within CHASS. Faculty could be appointed in/do scholarship relevant to SOC, POSC, PSYC, and ECON, as well as SPP, GSOE, SOM, etc. Such an idea may make detractors of the recent cluster hire initiative worry or recoil, but it would be a chance for applying lessons learned from last time to do it better this time.

4. **Recruiting Affiliate Faculty to Staff this Program.** Given the low enrollment numbers mentioned in the pre-proposal (current and anticipated in the coming years, especially relative to other CHASS majors/minors), this statement seems curious: “In its early phase, we anticipate that Black Study will have a core of about ten 50% faculty members, and a few 100% appointments.” Related to these issues, the following items were noted as unclear:

a. How the Department will solicit applications from current UCR faculty to affiliate at 0% or 50%, and then potentially 100% in the future

b. How many faculty will come join this Department

c. Why was this affiliate faculty effort not done already with Ethnic Studies for their African American Studies concentration?

d. How diverse the range of represented disciplines will be (and what that will mean for covering courses, training students, etc.). Notably, why are none of the social sciences except Anthropology represented in the pre-proposal’s list. This omission is curious considering how much relevant scholarship is being done in psychology and the social sciences (including in SPP).

e. A list of interested faculty. As detailed, the pre-proposal states, “About 20 UCR faculty from the departments of Anthropology, Comparative Literature, and Languages, Dance, English, History, Media and Cultural Studies, and from the Graduate School of Education,
have expressed interest in transferring a percentage of their lines to the Department of Black Study.”
f. What this recruitment of affiliate faculty may mean for current departments/programs (many resource-constrained), where faculty are already expected to cover a certain workload for their unit? Without hires and dedicated resources, this seems a lot like just rearranging faculty in already under-resourced units and colleges.

Sincerely,

[Signature]

Richard M. Carpiano, Ph.D., M.P.H.
Professor of Public Policy
July 24, 2021

TO: Jason Stajich, Chair  
   Academic Senate

FROM: Philip Brisk, Chair  
       BCOE Executive Committee

RE: Pre-proposal for a Department of Black Study

Dear Jason,

The BCOE Executive Committee reviewed the pre-proposal for a Department of Black Study, which, if approved, will be housed in CHASS. The Executive Committee identified two key areas in which BCOE is a stakeholder: (1) BCOE undergraduates could choose to double-major or minor in Black Study in addition to their chosen BCOE major; (2) BCOE could approve new undergraduate courses proposed and taught by Black Study faculty to satisfy BCOE General Education requirements.

One weakness of the pre-proposal is that it did not clearly delineate the membership of the Black Study Initiative and which individuals were putting this proposal forward; this information will be essential when a subsequent proposal is submitted for Senate review.

Several Committee members requested clarification about how the program will be funded. If the program is to be funded exclusively by CHASS, then the Committee has no comment, as it is not this Committee’s purview to impose priorities on another College; if central funds are to be used, then the Committee is concerned that these funds could be diverted from other units in dire need, such as ITS.

One Committee member stated that the Department of Black Study would not serve to further understand the plight of Blacks in America.
I. OVERVIEW AND WHY A DEPARTMENT OF BLACK STUDY

This pre-proposal for a Department of Black Study reflects the urgent demand for an overdue institutional presence that effectively addresses historical and contemporary patterns of antiblackness.

The present demand for a Department of Black Study galvanized during the 2020 mass protests against antiblackness in the United States and elsewhere following that year's police murders of Ahmaud Arbery (February 23), Breonna Taylor (March 13), George Floyd (May 25), as well as many other less known violent deaths, including those of Black trans people Nina Pop (May 3), Tony McDade (May 27), Brayla Stone (June 25), Merci Mack (June 30), Shaki Peters (July 1), and Bree Black (July 3).

Riverside Sheriff's Department, Riverside Police Department, and the University of California Police Department are deeply implicated. The 1998 police murder of Tyisha Miller, and the 2012 use of police force against UCR students suggest historical and contemporary reliance on ubiquitous and antiblack state violence. More recently, in 2019, UCPD had an encounter with a Black scholar that turned physical and ended up with this person arrested; in 2020, sheriff deputies attacked protestors with rubber bullets and pepper balls. Riverside police continue to arrest, seriously injure, and kill Black people at disproportionately higher rates.
Similar to the late 1960s, when Black and multiracial mass social movements led to the formation of the first Black Studies departments in the U.S., the current protests demand the recognition of institutional, systemic, and ubiquitous antiblackness -- that includes but far exceeds state and police violence -- as well as concrete action. As a land-granting institution built on stolen indigenous land, and in spite of (or perhaps precisely due to) its branding of diversity, UCR has been inhospitable to Black epistemologies and unsafe for Black people.

Aligned with these epochal, national, and international protests for Black lives, and in various public pronouncements and statements of support, the demand for institutional accountability and transformation comes from local community organizations, African Student Programs, The Black Graduate Student Union, Associated Students of UCR, Blackness Unbound; several departments and colleges, such as Christopher Lynch, Dean of the Bourns College of Engineering; and an ever-growing number of faculty, students, and staff. As importantly, support comes from UC-wide faculty and administrative units, such as Charles Hale, Dean of the College of Social Sciences at UC Santa Barbara; The Black Leadership Alliance Council; as well as national and international individuals and organizations, such as Criola and React or Die!, prominent Black activist organizations in Brazil.

As of March 30, 2021, this initiative has been endorsed by 2,020 people and organizations. In March the initiative drafted a petition to seek public support and the response has been remarkable. By midday on March 30, 2021, we had received 2,020 signatures (the full list of signatories by that time are included at the end of this document). Signatories include 275 undergraduate students at UCR, 281 UCR graduate students, 67 UCR staff members, and 139 members of the UCR faculty. The petition has also received overwhelming support from colleagues at other institutions of higher education, including colleagues from all of the other UC campuses, from multiple CSU and California community colleges, and from world-class universities in the U.S. (e.g., Arizona State University, Duke University, University of Massachusetts, Northwestern, NYU, Stanford) and abroad (e.g., Ateneo de Manila University, Leiden University, Oxford University, Universidade Estadual do Rio de Janeiro, Universidade de Brasilia, Universidade de São Paulo, University of Toronto). Importantly, community members here in the Inland Empire signed the petition on behalf of their organizations, including the NAACP Riverside County Branch, the UCR Black Alumni Chapter, and the Latino Voter Mobilization Project. As word spreads about the initiative at UCR, we expect that in the coming weeks and months even more people will join our call for the creation of a department of Black Study, and our petition will remain open to additional signatories.
The UCR difference, signaled by our title Black Study, emphasizes the verb “study” and stresses the engaged and embodied practice of this ever-morphing transformative project. The project name invokes Black Studies, UCR’s short-lived department, but is a departure from it as the singular, Black Study, signifies profound shifts. Black Study is the insurgent practice (that is inevitably a theory) of curriculum, teaching, and research that is simultaneously local, communal, planetary, historical, contemporary, and future-oriented, straddling various disciplines in the Social Sciences, Humanities, STEM, and the Arts.

Black Study is a transdisciplinary body of knowledge emerging from historical and contemporary African, African American, and diasporic Black experiences. It encompasses but significantly exceeds conventional curricular frameworks of Black Studies, African American Studies, Africana Studies, as well as traditional disciplines in the Social and Behavioral Sciences, Humanities, and the Arts. Black Study emphasizes insurgent African and Black diasporic queer, trans, and feminist transdisciplinary approaches to a global framing of Black experiences.

Black Study is an abolition project. Drawing on autonomous practices rooted in articulated Black Radical Traditions, such as Cooperative Zones, Marronage Enclaves, Mutual Aid, and Transformative Justice, abolition is not an outcome or destination, but rather a collective experimental methodology of liberation. In rigorous research, analysis, creative practice, applied scholarship and close partnership with transformative grassroots organizations, Black Study critically addresses and seeks to overcome all forms of antiblackness while imagining and prefiguring an altogether new world. Black Study is deeply engaged in the long duration of Black people’s ways and theories of knowing -- Black epistemologies -- in the African continent and its diasporas. At the same time, introducing invention into existence, Black Study is future-oriented, and as such, informed by collective past experiences, it explores alternative genres of the Human and the Social.

Black Study is an epistemological living corpus that requires an overdue scholarly infrastructure in the public university. Such infrastructure addresses the long historical exclusion of theoretical, methodological, historiographic, artistic, and pedagogical practices engendered by peoples of Africa and its Black diasporas. We understand Black diasporas as including but exceeding those displaced in the Americas, as Black Brazilian feminist Lélia Gonzalez terms it. To put and keep UCR on the map as a world-class research university, a Department of Black Study must be established.
To demand a Black Study department at UCR is to acknowledge a long and embattled his/their/herstory of Black people on campus. It is to recognize an institutional legacy and ongoing practice that has consistently disrespected, demobilized, defunded, and indeed disappeared Black Study as a relatively autonomous field. The absence of a Black Study department at UCR is evidence of the university’s disregard for Black peoples, their experiences, and epistemologies. A brief his/their/herstorical examination of Black Studies on campus makes the point compellingly.

In 1968, Charles Jenkins and a group of about 60 Black students founded the Black Student Union (BSU). Drawing on widespread Black national and international mass mobilizations, the BSU demanded a Black Studies Department. In 1969, a Department of Black Studies was created, but UCR Chancellor Ivan Hinderaker disbanded it in 1970 and recategorized it as an interdisciplinary major. Still, the BSU remained active and mobilized. It claimed the Black House as its headquarters, but the building mysteriously burned down. In 1972, as a consequence of student protests, and the foundational work of the BSU, the Black Student Programs was reconstituted; under the leadership of Kathryn Jones, it became formalized in 1979 as the African Student Programs (ASP), paying homage to an earlier incarnation of it in the 1960s.

On December 21, 2020, Distinguished Professor of Psychology and Executive Director of the University STEM Academy Dr. Carolyn Murray spoke at length with the Black Studies Initiative committee about her more than 40 year experience on campus. In 1980, Murray was hired at UCR as an assistant professor. At the time, the Black Studies program, chaired by Dr. Jacqueline Haywood, had only four faculty. Soon thereafter the program was reduced to two faculty members as one of them did not get tenure, and another joined the Reagan administration. In 1982, citing budget restraints, the CHASS dean announced the program was to be terminated. Dr. Haywood stepped down as chair, while the dean cautioned Dr. Murray that taking on the chair of the Black Studies program could jeopardize her ability to achieve tenure. Nevertheless, Dr. Murray obtained support from the Chancellor, Tomás Rivera, and in 1982 became chair of the program. With faculty Dr. Murray assembled from various departments -- most of the few Black faculty on campus formally became Cooperating Faculty of Black Studies -- the program lasted until 1985. During this time, Dr. Murray and her colleagues consolidated the major and the minor curriculums and increased the number of students majoring in Black Studies.

Several factors contributed to the program’s final dismantling. Chancellor Rivera passed away in 1984, in the midst of a fierce campus discussion about the fate of Black Studies, Chicano Studies, and Economics. This dispute culminated in 1985, when about
300 people -- student, faculty, staff, and community members -- protested the end of Black Studies at the campus Senate meeting. When it looked as though there was enough support from the faculty present at the meeting to maintain the Black Studies Program, a paper ballot was proposed. This decision allowed, in Dr. Murray’s words, for people to privately “vote their racism.” And so the Black Studies program was terminated.

Following the Black Studies program’s termination emerged the plan for a department of Ethnic Studies, which collapsed Chicano studies and Black studies. Over the next decade, Asian American and Native American studies were added. Dr. Maurice Jackson, who was the founding chair of the Black Studies department in 1969, came back to chair Ethnic Studies for two years; Dr. Jackson passed away in 1987.

Dr. Murray concluded her reconstitution of the long trajectory of Black Studies at UCR -- which was enriched by the supporting testimonies of Committee members John Epps, Jalani Bakari, and Professor Rickerby Hinds -- by reflecting on the African Student Programs (ASP). Dr. Murray stressed that, when she was the chair of the Black Studies program, ASP was an integral part of it, and the ASP director reported to her, not to UCR’s administration, as it does presently. Dr. Murray remarked that the separation of ASP from Black Studies is indicative of an administrative pattern that seeks to weaken and demobilize Black people and Black Studies on campus.

To establish a Department of Black Study is to recognize a gaping institutional absence at UCR; it is to come to terms with an embattled history as well as contemporary institutional patterns that have negated the type of relative administrative autonomy that only a departmental unit can engender, such as hiring, promotion, and tenure; and it is to attend to the present historical moment that demands effective conditions in which Black peoples and epistemologies are not only recognized and protected, but also have an opportunity to flourish.

III. RATIONALE AND IMPACT

Currently, in the UC system UCR has the largest number of students who identify as Black/African American; Black undergraduate enrollment is 1,265 students. And even though UCR boasts a relatively high graduation rate for Black students, it is evident that this rate is despite the many facets of historical and contemporary antiblackness on campus. Black students, staff, and faculty consistently report on a campus climate that is hostile and unwelcoming, one in which quotidian micro and macro aggressions are
widespread. Perhaps as a reflection of this negative campus climate, Black enrollment in CHASS, as we show below, has significantly decreased in the last decade.

The demand for and interest in a Department of Black Study are high. A multiplicity of community members, undergraduate and graduate students, staff, and faculty, as well as several campus, local, national, and international individuals and organizations expressed their full support for the creation of the Department. Further evidence of support will be provided by focused discussions with community members, CHASS students, faculty, and staff, including forums organized by the African Student Programs (ASP). As well, a campus-wide survey on the need and expectations of a Black Study Department will be conducted with students, faculty, and staff; a modified version of that survey will be conducted with community members.

Regarding UCR’s long embattled history and continued practice of Black Studies, the Department of Black Study at UCR will (a) articulate ongoing and future collaboration between existing departments and programs, and (b) provide curriculum and programming that responds to demands and fills gaps.

Undergraduate students in the Department of Black Study will obtain a rigorous and valuable Liberal Arts degree that enhances their critical thinking, writing, speaking, and creativity. Trained to combine theory and practice, Black Study graduates will become teachers, lawyers, doctors, artists, activists, professors, and researchers at public and private policy think tanks. A Black Study minor also offers an excellent complement to majors offered in CHASS as well as in other schools such as Education, Engineering, Business, and Natural Sciences.

Importantly, the proposed department will maintain a robust graduate program. A 4+1 teaching certificate (with the Graduate College of Education and the Department of Ethnic Studies), and a transdisciplinary doctoral program in Black Study will be vital components of the academic unit. As such, the Department of Black Study, articulating transdisciplinarity and an indissociable partnership between scholarship and practice, will be the only one of its kind in Southern California. Presently, in the UC system UCLA offers a Law Juris Doctor degree (which includes a Masters in African American Studies), while UC Berkeley offers a doctoral degree in African American Studies.

The Department of Black Study's combination of a unique and wide-ranging undergraduate training and a vibrant graduate program will significantly improve UCR's appeal to Black students and those interested in the unit's rich course and programmatic offerings. As reputable universities attest, a dynamic Black Study department significantly improves campus climate, its reputation, and national and international rankings. Indeed, we anticipate UCR’s unique Black Study department to quickly become a national and international reference in approach and output deriving
from its difference in disciplinary, curriculum, research, community accountability, and transformative practices.

UCR is in dire need of an institutional presence of Black Study. In the last decade, while CHASS enrollment has remained somewhat stable (Graph 1), there was a marked decrease in the number of enrolled Black students (Graph 2).

Graph 1. Total Enrollment by UCR College

![Graph 1](https://ir.ucr.edu/enrollments-programs)

Source: [https://ir.ucr.edu/enrollments-programs](https://ir.ucr.edu/enrollments-programs)

Graph 2. Black Student Enrollment by UCR College

![Graph 2](https://ir.ucr.edu/enrollments-programs)

Source: [https://ir.ucr.edu/enrollments-programs](https://ir.ucr.edu/enrollments-programs)

Related problems occur in other UCR colleges and in STEMM (Science, Technology, Engineering, Mathematics and Medicine) fields. In the last 10 years, CNAS Black graduate student enrollment has remained stagnant, and in 2020 BCOE reported its
lowest enrollment of Black students. While the School of Medicine (SOM) has shown a steady increase in its enrollment of Black students, it acknowledges that Black medical students need stronger communities of support, which is precisely what the Black Study department embodies. It will incorporate integrative and innovative approaches to foster collaborations across colleges, including the establishment of multidisciplinary Designated Emphasis Programs. In dialogue with interested students, faculty, and staff from across various disciplines, and community members, it will host annual conferences exploring the intersections of research and practice from various disciplines.

A department of Black Study at UCR will attract a greater number of undergraduates to campus, many of whom will be Black. The department will also provide a graduate teaching certificate and a transdisciplinary doctoral degree. It will constitute a dynamic and vital home environment supportive of undergraduate and graduate students, and Black faculty and staff. The department will reverse the negative trends in Black student enrolment in CHASS and in other colleges, retain undergraduates, attract graduate students, and correct UCR's poor record of retaining Black faculty and staff.

In recent years, UCR failed to retain a number of prominent CHASS Black faculty including MacArthur Fellow and critic-poet Fred Moten, expert in African American literature Erica Edwards, scholar-artist of religion and sound Ashon Crawley, activist and specialist in critical university studies Nick Mitchell, and award-winning author in performance studies Jayna Brown. Like Black students and staff, Black faculty are routinely told in myriad direct and indirect ways they are not expected to stay at UCR for long; the everyday messages and the micro and macro aggressions we receive from colleagues and administrators signal that we are unwanted and replaceable.

The department of Black Study will send a strong message about UCR's commitment to its “excellence in diversity” approach, attracting and retaining Black scholars and increasing the number and proportion of Black undergraduates and graduate students on campus. Given that it will house the lone UC-wide transdisciplinary doctoral program of its kind in Southern California, the Black Study department will consolidate UCR as a dynamic, transdisciplinary, and innovating hub in the Inland Empire and beyond. A Department of Black Study will reverse the current dynamics by which UCR is experienced, at best, as a revolving door or a stepping stone for many Black scholars; it will provide the conditions in which Black Study scholars and staff will want to come to and stay at UCR.

Based on the numbers of enrolled African American Studies majors in the department of Ethnic Studies (22 in 2020, 23 in 2019, 19 in 2018, 12 in 2017), we conservatively project that the Department of Black Study will reach a combined enrollment of majors
and minors of 30 students in the first two years, 50 in the next two, and stabilize at about 75 students enrolled per year. After the initial five years, we project a total of about 300 enrolled majors in a given year, with about 70 graduating per year.¹

We expect such numbers due to the higher local, regional, national, and international visibility that UCR Black Study will attain once it is housed in a department that is unique, dynamic, and attractive. In conjunction with ASP, Black Alumni, and interested groups on campus, an aggressive recruitment strategy will be put in place that utilizes already existing national and international networks and develops new ones.

The Department of Black Study will have a strong and unique graduate component. It will offer a 4+1 teaching credential with the Graduate School of Education and other interested campus units. By recruiting and training future generations of high school teachers, and generating the curricular resources these teachers will need to excel, this program will promote diversity and inclusion not only on campus but also in California schools. UCSB has recently started a similar program that involves the departments of Feminist Studies, Chicana and Chicano Studies, Asian American Studies, and Black Studies. It is this model of collaboration within and across disciplines, departments, and colleges that will guide the establishment and operation of the Department of Black Study.

Importantly, as the only Black Study PhD program in Southern California, the department expects to admit 10 graduate students per year, and have a total of about 50 graduate students enrolled after the first five years. The Department's transdisciplinary doctoral program will be among the leading units of its type in the U.S., on par with yet quite distinct from those at Northwestern, UC Berkeley, Cornell, Harvard, UT Austin, and Temple, among others. In keeping with the innovative and insurgent goals of the Department, rather than just reproducing the professoriate, it will offer critical and innovative alternatives to the conventional graduate program. In dialogue with interested parties and academic units, it will develop specific graduate tracks such as “Combating Antiblackness,” focused on three areas -- i.e. health, environment, education, cultural production -- whose goal will be to form, capacitate, and further potentialize well-trained practitioners and activists.

Graph 3. Proportion of enrolled undergraduate and graduate students by race.

¹ Campuses publish enrollment data using different measures. Currently UC Santa Barbara has a total of 27 enrolled majors in Black Studies; UC Berkeley has 30 degree recipients in African American Studies in the last two years, UT Austin has 22 currently enrolled majors in African and African American Studies.
Undergraduate Student Enrollment, Ethnicity

- Black or African American: 41.5%
- Asian: 33.8%
- Native Hawaiian or Pacific Islander: 11.0%
- Two or More Races: 5.6%
- International: 3.4%
- White: 1.1%

Source: https://diversity.ucr.edu/student-diversity-statistics

Graduate Student Enrollment, Ethnicity

- Black or African American: 28.4%
- Native American or Alaskan: 32.4%
- Asian: 15.8%
- Native Hawaiian or Pacific Islander: 9.9%
- Two or More Races: 4.9%
- White: 0.0%
- International: 2.3%
- Unknown: 0.2%

Source: https://diversity.ucr.edu/student-diversity-statistics
IV. THE MAJOR AND MINOR IN BLACK STUDY

In articulation and collaboration with various departments at UCR, within and beyond CHASS, the department of Black Study will offer a gamut of courses that are rigorous, transdisciplinary, attuned to the past, attentive to current social challenges, and oriented towards a transformed future. The Black Study department will be part of an articulated network of already existing curricular, research, and artistic performance efforts; with its administrative autonomy and concentration of faculty, student, staff, and community activists, it will also significantly enhance such efforts, providing much needed institutional support and a home base for practitioners, collaborators, and the broader public.

Cross listed courses will be encouraged and will be grounded in dialogue between and within disciplines and theoretical perspectives -- a crucial dialogue which will enhance both the dynamic network of intellectual affinity across campus and the open, articulated, and supportive nature of the department of Black Study. For example, the introductory courses will draw from and will be cross listed with the African American Studies courses currently offered in the department of Ethnic Studies. A number of lower and upper division courses will be cross listed with the department of Anthropology’s Black Diaspora and Health Disparities undergraduate tracks. The same will be true for courses currently offered in various departments whose content harmonizes with the principles of Black Study. All of which is to say that constant debate, exploration, and innovation will indelibly mark the new unit.

The major and minor in Black Study requires both an engagement with (a) broad perspectives on the past, current, and future challenges and possibilities Black people experience in the African continent and its diasporas; and (b) two specialization tracks that will deepen one’s understanding of such challenges and possibilities. The Black Study undergraduate experience is thus both wide and deep in scope and yet specific and specialized.

In the introductory courses, undergraduate students will be exposed to the major social factors impacting Black peoples in the African continent and its diasporas currently (BLAC 001) such as the AIDS/HIV and Covid-19 pandemics, food and nutrition insecurity, state terror and industrial incarceration, residential segregation, exposure to environmental toxins, and early death by preventable diseases and blocked access to quality health care and education; his/their/herstories of organized resistance and epistemological invention since the dawn of modernity, with a particular focus on Black trans, queer, and feminist perspectives on what Cedric Robinson terms the Black Radical Tradition (BLAC 002); and a critical appraisal of political organizing efforts,
artistic practice, and theoretical prisms that imagine and propose alternatives to the current global state of antiblackness (BLAC 003).

The four undergraduate tracks, from which students will have to choose four courses in two of them (32 credits) in order to graduate, reflect the wide range of Black Study expertise already available at UCR:

i) “Critical Theories and Practices of Gender, Sexuality, Race, Ability, and Blackness” explores the major theories informing Black Study, with an emphasis on the interlocking forms of oppression as offered by Claudia Jones’s concept of Black women’s triple oppression in 1949, the Civil Rights Congress’ “We Charge Genocide” in 1951, and the Combahee River Collective Statement in 1977.

ii) “Performance, Arts, and Literature” engages the multiplicity of theoretical invention and political insight necessary for, contained in, and enhanced by artistic practice. Drawing from the unique concentration of Black innovative and critical practitioners of dance, theater, film, music, and literature at UCR, this track explores the epistemological bases, the social challenges, and the futures engendered in the imaginative and performative realms.

iii) "His/herstory, Behavioral and Social Sciences" zeroes in on (a) historiography, theories of history, and the various his/their/herstorical archives, aiming to comprehend the past as it is reflected in and inflected by our current social challenges and aspirations; and (b) relevant debates and findings emerging from Ethnic Studies, African American, Africana, and Black Studies, and traditional disciplines such as Anthropology, Economy, Political Science, Psychology, Social Work, and Sociology, among many others.

iv) “Law, Education, Health, Environment, STEMM, Social Activism, and Policy” recognizes UCR’s vanguard position in the study of environmental racism, a term coined by Professor Robert Bullard, faculty in the department of Sociology (1989-1994), and examines the multiple ways in which legal doctrines and disputes, the educational and health systems, and environmental challenges -- including climate change -- are implicated in and are impacted by past and current forms of social activism and the policies they propose.

The required course “Community Internship” will not only reinforce the department’s rootedness in social movements, but also enhance the student understanding of the theories and practices of community organizing. A capstone course, the “Senior Seminar” will revisit the principal challenges Black people face globally and engage in transformative projects of Black survival and well-being.
The Major in Black Study

1. Lower-division/General requirements (12 units)
   a. BLAC 001 Introduction to Black Study I: Black People Globally Now
   b. BLAC 002 Introduction to Black Study II: Diasporic Black Radical Traditions
   c. BLAC 003 Introduction to Black Study III: Imagined and Embodied Futures

2. Upper-division requirements (40 units)
   a. BLAC 190 Senior Seminar
   b. BLAC 191 Community Internship
   c. Additional 32 units chosen from two of the tracks below:
      i) Critical Theories and Practices of Gender, Sexuality, Race, and Blackness
      ii) Performance, Arts, and Literature
      iii) His/herstory, Behavioral and Social Sciences
      iv) Law, Education, Health, Environment, STEM, Social Activism, and Policy

The Minor in Black Study

1. Lower-division/General requirements (12 units)
   a. BLAC 001 Introduction to Black Study I: The State of the Black Diaspora
   b. BLAC 002 Introduction to Black Study II: Diasporic Black Radical Traditions
   c. BLAC 003 Introduction to Black Study III: Imagined and Embodied Futures
V. PROPOSED ADMINISTRATION

The Department of Black Study does not intend and indeed will not have the administrative capacity to centralize all Black Studies on campus. On the contrary, when possible, the Department of Black Study will support various related efforts, even when not originating them. It seeks to multiply and strengthen all forms of Black Studies at UCR, thus engendering a climate that is receptive and nurturing of Black peoples and epistemologies. Black Study recognizes that its approach and practice is one among many. It is therefore absolutely not interested in dividing efforts, creating disputes, claiming ownership, or drawing boundaries.

Once formalized, the Department of Black Study will extend invitations, consider self-nominations, and establish a process by which campus faculty will have 0% or 50% appointments. After two years, budgetary conditions permitting, its members will begin conversations about a few 100% appointments. Following open collaboration and negotiation with departments and programs, it will offer cross-listed courses that support already-existing curriculum (such as within African American Studies in the Department of Ethnic Studies); develop a range of new innovative courses that bridge disciplinary
affiliations, methods, and pedagogies; establish programming that is attentive to both campus and extra-campus artistic, research, and activist concepts and practices at the local, national, and international levels; and finally, engender an inviting, rigorous, and supportive space -- physical, intellectual, and of affinity -- in which members of African and Black diasporic communities, students, scholars, artists, practitioners, and researchers will have relative administrative autonomy.

The department will combine first-rate scholarship, research, and artistic practice with community accountability and collaboration. Critical to the Department is an administrative structure that enables substantive participation of community members in its decision-making processes. Grounded in social movements demanding deep structural transformation, and in the spirit of a public university, Black Study will have representatives from the Inland Empire's Black communities in its decision-making processes, including graduate admissions, faculty and staff hiring, and promotion, and retention, among other crucial department matters.

About 20 UCR faculty from the departments of Anthropology, Comparative Literature and Languages, Dance, English, History, Media and Cultural Studies, and from the Graduate School of Education, have expressed interest in transferring a percentage of their lines to the Department of Black Study.

At first, members of the Black Study Initiative Committee will be responsible for approving and managing Black Study courses in the curriculum. In the early phase of the department, the teaching faculty and the courses will be drawn from CHASS (and possibly other colleges, including the Graduate School of Education) with the approval of the relevant administrators and department chairs. Black Study will encourage interdepartmental and intercollege robust exchange, and will offer, upon administrative compliance, partial or full appointments to interested faculty. In its early phase, we anticipate that Black Study will have a core of about ten 50% faculty members, and a few 100% appointments.

As the student body grows and the program matures, a support staff will be added to the Department of Black Study. Dean McMullin envisions a new administrative structure, distinct from The Multidisciplinary Financial, Administrative, and Student Unit (MDU), with two Financial Analysts and, when the Graduate Program is in place, a Graduate Program Advisor. This new administrative unit will serve Black Study and other departments, and will alleviate the current high demand placed on MDU.
VI. SIGNATORIES

Appended below are the names and self-reported affiliations of signatories to a petition calling for the creation of a Department of Black Study at UCR. Signatures continue to come in, but the list below includes all of the 2,020 people who signed the petition by midday on March 30, 2021. Names are organized by relationship to UCR (i.e., UCR Undergraduate Students; UCR Staff; UCR Graduate Student; UCR Faculty; UCR Alumni; Prospective UCR students; community members who are colleagues at other institutions of higher learning; community members not affiliated with a college; and other signatories who did not declare belonging to one of those categories). Within those groups, signatories are listed alphabetically by first name. We also include the list of organizations that signed the petition in support of a Department of Black Study.

<table>
<thead>
<tr>
<th>UCR Undergraduate Students</th>
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<tbody>
<tr>
<td>Abel Vargas</td>
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<tr>
<td>Abigail Rivera</td>
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<tr>
<td>BCOE</td>
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<tr>
<td>Adelaide Apostol</td>
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<tr>
<td>CHASS, Political Science Department</td>
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<tr>
<td>Agustin Perez</td>
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<tr>
<td>Ahja Henry</td>
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<tr>
<td>Aidan Davids</td>
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<tr>
<td>Ucr English major</td>
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<tr>
<td>Alaast Kamalabadi</td>
</tr>
<tr>
<td>Department of Art History</td>
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<tr>
<td>Alana Pitman</td>
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<tr>
<td>Alejandro Meza Aguilar</td>
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<tr>
<td>Alexander Ramirez</td>
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<tr>
<td>Alexis Anaya</td>
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<tr>
<td>Student</td>
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</tbody>
</table>
Alexis Meza  
Hermanos Unidos de UCR

Alexis Vergara  
Department of Dance

Alexys Guzman

Alicia Larson

Allyson Romano Rapada  
UCR

Alysson Distor

Amanda N Ferry

Amina Hearns

Amina swallah

án Sanchez

Dance Department

Ananya Verma

Andrea Gonzalez  
CNAS, Neuroscience Department

Andrea Terrones  
CHASS major, ASUCR External

Andrew Ha

Andrew Ortega  
Independent Scholar

Andy Briseno  
YOK Center at UCR

Angel Artiga

Angeles Rivera  
Institution
Angélica Ballesteros
angelica sze
Antonio Torres-Moreno
Aqsa Hussain
Ashlee Stamp
Ashley Taylor
ASUCR Chief of Staff
BB Conteh
Bertha Ashley Olmedo
UC Riverside
Betty Duong
Bianca Verdin
National Residence Hall Honorary
Bibiana Canales
Blanca Estela Alba
Breann Barrera
UCR undergraduate
Breanna Rondilone
Brendan Rooks
Brenna Moran
Brianna Rivera
Brooke Bunte
Education minor
Caitlin Rivenbark
Camille Nguyen
Carlos Alarcon
PODER at UCR
Carlos Josef Flores
Carmen Blyden
Cayla Newnan
   Media and Cultural Studies
Cesar Landa
Chisom Nzerem
Chloe Reid
Christina Jogn
Christopher Diaz
   Student
Christopher Valdez
Corissa Redmond
Cristian Torres
Cynthia Vega
Daisy Anderson
Dalia Canseco
Damaris Sotelo
Daniel Aldrin Rubiano
Darian Jackson
Darwin Chavez
   Chass
Deidre Lynn Reyes
Diane Li
Diego Jacuinde
   CHASS, Psychology
Disha Patel
Eddie Ortega
The Ukulele Club at UCR

Edith Gonzalez
Élan Klein
Elizabeth Garmendez
Elysha Castillo

ASUCR, UCSA, BSU, CASA, SASI, CSU, LTA

Emeliy Garcia
Emmalee Brooks
Erica Heggen
Erick Gonzalez
Esteban Arellano

PODER at UCR

Farin Lea
Farrah Muhyieddeen

Institution

Felisa Vasquez Gonzalez

PODER member

Fernanda Herrera
Fernanda Mendoza
Fiona Geary

Undergraduate Political Science: Law and Society major

Fiona Yuen

G. Puneda

President of Planned Parenthood Generation Action

Gabby Monique Fernandez
Gabs Urquia
Gagan Mannur
Gina Huynh
Giovanny Cordova
Gisele M Njoh Njoh
Greg Sanchez
Hannah Abad
Hannah Benson
Hannarei Kinsey
Helen Bales
Helen Munguia
Ian Pitman
   CNAS
Isamary Topete
Ismael Gonzalez
   KUCR
Jacey Milliner
Jacqueline Aguilar
   GSOE
Jaden De La Cruz
Jailene Diaz
   Chass
Jalen Santiago
Jaqueline Delgado
Jaquelinne Rodriguez
   UCR
Jasmine Rashidi
Jatara Newell
   Dance
Jazmin Garcia
   Riverside, CAT 911, Underground Scholars, and Ethnic Studies dept.

Jenna Nguo
   CHASS - psychology

Jennesy Felix

Jessica De León Topete
   Student

Jessica Espinoza
   Student of Institution

Jessica Hernandez

Jessica Madrigal
   Gender and Sexuality Studies/

Jesus Garcia-Torres

Jillian Jones

Jordan Smith

Jorge Rodriguez
   TFDP student

Josemari Mapa

Joshua Lopez

Josiah Davis

Juhaina Habeebull

Julia Martinez

Julia Sarcia

Justin Cheng
   Student Worker - RA in PoliSci

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Black Student Union at SUNY Cortland

Shani Shay  
Black Underground Scholars

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UC Berkeley Alumni

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Michigan State U

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CRIOLA

CRIOLA, a black women's organization based in Brazil, supports the creation of a Department of Black Studies at the UCR

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Organizations In Support of the Creation for the Department of Black Study

Adoptee Solidarity Korea - Los Angeles (ASK - LA)
Africana Studies Department
Amanar Casa das Áfricas
Antelope Valley League of United Latin American Citizens
Arab Resource & Organizing Center (AROC)
Asociación Casa Cultural el Chontaduro
Associated Students Irvine Valley College
Black Graduate Student Association
Botany Graduate Student Association
Cal Debate
California Alliance for Minority Participation (CAMP)
California Faculty Association
Center for Latino and Latín American Studies
Center for Urban Excellence
CIDADES-Núcleo de Pesquisa Urbana/UERJ
Coletivo Anastacia Bantu
Coletivo negro USP-RP
Community Activist Group
CRIOLA, a black women's organization based in Brazil, supports the creation of a Department of Black Studies at the UCR
Dance Graduate Student Association
Dept of AFAM @ San Jose State University
Emory University, Graduate Division of Religion
Environmental Sciences Mini-Graduate Student Association
Federal Fluminense University (Brazil)
Gamma Phi Beta Sorority
Graduate Employees' Organization at UIUC, IFT/AFT Local 6300
Graduate Student Association
Graduate Student at UCI
Henderson Professional Mentorship Group
Hermanos Unidos de UCR
International Institute on Race, Equality and Human Rights
Iranian Student Association
Khmer Student Society
La Familia
Latin American Philosophy of Education Society (LAPES)
Latino Voter Mobilization Project
Latinx Medical Student Association
LAUSD Educator, UTLA, CTA, CFA, NEA member, CSULB Ethnic Studies adjunct lecturer
MARC U STAR Research Program for Underrepresented Students
Mellow Sawyer Seminar on Contemporary Political Struggle
Movimento Moleque
National Residence Hall Honorary
National Society of Black Engineers (NSBE), UCR, Bioengineering

NI REMA (PUC-Rio)

oxford public philosophy

Pan African studies Cal State LA

people for womxn* in philosophy, university of oxford

Physics Organization for Womxn and the Under-Represented (POWUR)

Pós graduação de direito de FDRP/USP

Pre-Veterinary club at UCR

Puerto Rican Alliance @ Brooklyn College

QQ Research Consultants

Retired UCR Staff, Riverside NAACP Chapter #1059

Riverside City College, Ethnic Studies

Rooted Resolutions

Seton Hall Concerned 44

Starting Over, Inc.

Student Association of Graduate Anthropologists

The Ukulele Club at UCR

The Well

UC Santa Barbara Asian Pacific Islanders Graduate Student Alliance

UCR Black Alumni Chapter

UCR Black Faculty & Staff Association

UCR Community Engagement and Outreach unit

UCR Org Spiritual Awakening

UCR Women's Resource Center

UENF

UMass Fine Arts Center

Underground Scholars
Underground Scholars Initiative

Unit Chair, UAW Local 2865 at UC Riverside (The elected officers of UAW 2865 at UCR have voted unanimously to endorse the petition and sign on as 'UAW Local 2865 at UC Riverside'.)

YOK Center at UCR
May 18, 2021

TO:       Jason Stajich, Chair
          Riverside Division of the Academic Senate

CC:       Department of Black Study Initiative Group

FROM:     Lucille Chia, Chair
          CHASS Executive Committee

RE:       Proposal for the Establishment of a Department of Black Study

The CHASS Executive Committee states its strong support for the establishment of a
Department of Black Study, which we deem as most timely and necessary at UCR. The proposal
itself makes compelling arguments, which were also voiced by members of the Black Study
initiative committee, who met with the Executive Committee at our meeting on April 21. At this
meeting, the authors of the proposal addressed, among others, two important issues: the
specific pedagogical and research aims of the Black Study Department, and the relationship of
the Black Study Department with Ethnic Studies.

First, the origins for the proposal of the Black Study department arose from the 2020 mass
transnational mobilization for black lives, similar to the 1960’s protests which led to the first
departments of Black Studies and Ethnic Studies in the United States. In close conversation with
these students on campus, it became clear that to make black lives on campus minimally viable
there needed to be an infrastructure that recognized all black lives, such as the black feminist,
black trans, and black queer. These are foundations within the proposal. A Black Study
Committee was formed and included faculty, staff, and Inland Empire activists.

One Black Study initiative committee member said that the proposal signaled a relationship to a
historical project of cultivating academic departments and programs that focus on researching
and understanding black lives and experiences. It also signaled something new by not
separating the arts from the social sciences or humanities—all modes of study were included. It
focused on an interdisciplinary approach, which would allow for more access to resources. The
proposal would not be a repetition of the same nationally, but instead would create a plan on
how UCR could step into the future of higher learning that is in demand. Another committee
member noted that there has been a lack of investment in black studies in the U.S. Only 20% of the institutions have formal units in black studies (one third of the 20% are black studies departments). The Department of Black Study at UCR would have a more radical, structural, and abolitionist critique, which would make it unique to comparable programs nationwide.

Second, the Black Study initiative committee indicated that the relationship between the Department of Black Study and the Ethnic Studies Department should be built on the notion of collaboration and dialogue. The new department noted that it was not interested competing with any department or college. For instance, they would like to cross-list with Ethnic Studies. There would be several innovative opportunities such as possible cluster hire initiatives and collaboration with the School of Education.

The Executive Committee made the point that it would be important to ensure that the Black Study Committee consider initiatives to maintain the department once established. They should consider how to take institutional steps to ensure protections of the faculty and the new department.

Rather than repeat the proposal’s reasons about why UCR needs this department, we give the following comments, questions, and suggestions from various members of the Executive Committee are meant to help strengthen the proposal that we reviewed as we send it forward to the Senate.

1. The proposal for the Department of Black Study at times seems to be so expansive that it was difficult to define it.

2. What specific benefits would departmentalization create that cannot be captured within the existing or a modified Ethnic Studies Department or by the creation of an interdisciplinary program in Black Studies?
   
   If Black Study is split off from Ethnic Studies, and what would be the effects on the remaining undergraduate major and minor Department of Ethnic Studies?

   The Executive Committee invited the Department of Ethnic Studies to respond to the proposal for establishing a Department of Black Study and received the following comments sent by Prof. Jennifer Nájera, the Chair of Ethnic Studies:

   Several members of the Department of Ethnic Studies support the effort of a Department of Black Study that would support Black faculty on campus, especially in providing a vibrant, self-determined intellectual space on campus. Many express concerns about the retention and promotion of Black faculty and believe that a Department of Black Study could be an important academic space to grow and amplify the critical work of UCR’s Black faculty.
Given that the Department of Ethnic Studies has a long standing African American Studies major, at least one faculty member expressed concern that, aside from two African American Studies faculty members, the department itself was not involved in the planning of a Black Study department. Other faculty members expressed optimism that the Ethnic Studies Department and a Department of Black Study could potentially co-exist in collaborative partnership, but stakeholders would need more time for open discussion about the administrative, logistical, and programmatic options. Perhaps most critically, Ethnic Studies faculty express concerns that the Black Study major would--over time--displace or subsume the African American Studies major in the Department of Ethnic Studies. Other faculty expressed the view that some elements of the Black Study Proposal could be incorporated within the existing African American Studies Program in Ethnic Studies, but that would require a significant investment from the administration to hire more Black Studies faculty in Ethnic Studies.

We recommend that the authors of the proposal for the Department of Black Study provide specific responses to these comments.

3. If a new Department of Black Study is established, what measures would prevent the new department and Ethnic Studies from suffering the negative effects of reduced and small faculty size?

4. What are the substantive parameters and core questions/concerns of black studies as a subject and what unifies the wide-ranging topics within it into a coherent whole?

5. What is the estimated number of majors within a black studies department and how is this estimate calculated?

6. What human resources (including additional faculty lines and staff FTEs) would be needed from the CHASS and UCR as a whole for this new Department of Black Study to function viably as a strong academic unit?

In particular, the proposal states that (p. 15) “About 20 UCR faculty from the departments of Anthropology, Comparative Literature and Languages, Dance, English, History, Media and Cultural Studies, and from the Graduate School of Education, [sic] have expressed interest in transferring a percentage of their lines to the Department of Black Study.” Can the proposal clarify in great specific detail how this transfer would take place, and can the proposal authors consult with the CHASS Dean’s Office and the Provost about the procedure for such transfers?
8. Sustainability of the proposed department in terms of human and financial resources.
   The proposal would be greatly strengthened by providing quantitative estimates of the costs for
   a. instructors and administrative staff to be assigned to work for this new department.
   b. infrastructural needs, including space for offices, classrooms, meeting rooms; office and other operating supplies.

   Furthermore, what support would the proposal have from the CHASS Dean’s Office, from the office of the Provost/EVC, from Undergraduate Education, etc.? Can the proposal provide documentation of commitment from these groups for the needs of this new department?

9. Faculty welfare issues
   In addition to the issues already mentioned, there are concerns about assessing the personnel files of faculty, both ladder and adjunct, who would be joining or participating in the pedagogical and research activities of this new department. One particular concern is that of files for faculty members being considered for tenure.
March 31, 2021

Dear Dean McMullin,

The Department of Dance writes to express its enthusiastic support for the urgently needed Department of Black Study at UCR, recently proposed by the UC Riverside Black Study Initiative (BSI), composed of Inland Southern California community members, staff, students (undergraduate and graduate), and faculty.

The development and resourcing of a Department of Black Study at UCR would be a catalyst for necessary changes on campus and across the UCs in order to fully center and support Black Innovation and Knowledge Production and to ensure that Black voices are a guide for interdisciplinary, intercollegiate and interdepartmental curriculum design and implementation. Such a department will be a critical force on campus, the region, and across the UCs; a center for community building and abolitionist practices and thinking and a home for Black students, staff and faculty who continue to feel marginalized and silenced. While we recognize there are initiatives across campus to hire more Black faculty and to appeal to and retain Black students, a dedicated Department of Black Study will demonstrate and more fully enact UCR’s uncompromising pledged commitment to its Black community members, will address past and ongoing grievances of antiblackness and antiblack violence, and will be a powerful step in preventing the continued exodus of Black faculty and students from UCR which has included esteemed scholars Fred Moten, Ashon Crawley and Jayna Brown, among others.

Last summer there was a campus-wide fury to respond to the racial and social justice uprisings spreading across the globe in response to the murders of Breonna Taylor, Ahmaud Arbery, George Floyd, as well as the much less publicized murders of Black Trans folks like Tony McDade and Nina Pop. There was a host of university, college and department pronouncements against state-sanctioned violence and the murder of Black people by the police. In particular, there was immediate response to the UCR Demands to Administration - Call to Action that members of the Black Student Union, ASUCR, Sisters Affirming our Socio-Cultural Identities,
and Queer Alliance, and a number of other student organizations sent to Chancellor Wilcox and the UCR administration on May 31, 2020. The list of demands student community members called for included “The campus-wide support for the Black student community regarding accountability, educational equity, and increased support services.” We see accountability, equity and support services to include the building and resourcing of a Department of Black Study which, as the “Black Study at UCR” proposal states, would “Bring together a diverse group of dynamic scholars and practitioners of Black Study already at UCR…” and whose self-governing structure would privilege those students, faculty, staff, and Black progressive community members in promoting its own well-being, research/curricular agendas, and advancement.

We too responded to the students’ Call to Action and included our own commitment to “CENTER Black voices, ideas and research, and work diligently to decolonize the academic canon and the epistemological and methodological praxes in our field and related disciplines, as well as in our graduate and undergraduate curriculum design.” As a faculty largely comprised of Black, and other historically marginalized persons, including Latinx, South Asian, LGBTQ folks and persons of Indigenous descent, an equally diverse student body and staff, and whose curriculum is indebted to African diasporic practices, Black scholarship and theory, we see this as an opportunity for our own department to strengthen its research and curricular endeavors and to be in partnership with a department dedicated to Black Study. With so many faculty and students (many who are not Black), in our department and at UCR, interested and employing Black scholarship, theory, and creative practices, and for there NOT to be an academic department dedicated to this field of research, is a huge contradiction.

As part of UCR’s ongoing efforts to do more than pay lip service to diversity slogans and cliche publications that list our national rankings for social mobility, supporting and fully resourcing a Department of Black Study is a decisive step in the right direction towards a university that embodies and enacts its core values.

As part of these university wide efforts, the Department of dance full-heartedly and without reservation supports a Department of Black Study at UCR.

Sincerely,
The Department of Dance
March 29, 2021

Dear Dean McMullin and Professor Vargas:

I write to express my support for the efforts underway to found a Department of Black Study at UC Riverside. I have read the “pre proposal” with great interest, drawing both on my own scholarly commitments with Black Studies, and on my current role of Dean at UC Santa Barbara. In this latter role, I provide leadership and guidance for our own Department of Black Studies, which offers important areas of convergence and future collaboration with the Department that you seek to found.

As the pre proposal text attests, this historic moment provides a unique and urgent context for this effort: from the heightened awareness of racially structured societal inequities that disproportionately impact Black populations, to the steady stream of antiblack violence and related patterns of harm, to the astounding upsurge of Black-led mobilizations, which contest these systemic conditions, and in so doing, open pathways for more just and equitable societal conditions for us all. Although UC Santa Barbara and UC Riverside acted in sync to form their respective Departments some 50 years ago, in response to that prior moment of enabling conditions, we learn from the pre proposal document that forces at UC Riverside converged to keep the Department from persisting and flourishing. Historically constituted openings to meet these needs do not occur often; it is exciting to think that another such moment has emerged.

The Department of Black Studies at UC Santa Barbara is a vibrant space for Black-centered pedagogy, research, and publicly engaged intellectual work, which echoes in many respects the aspirations laid out in the pre proposal. Together with the Center for Black Studies Research (CBSR), the Center for Publicly Engaged Scholarship (CPES), and many other divisional and campus units, the Department has stepped up to engage the acute and chronic intersecting crises of the moment, from the racially disparate impact of the pandemic, to the rise of white supremacist political currents, to environmental racism, to the longstanding plague of antiblack police violence and mass incarceration regimes. As the pre proposal also emphasizes, these units also foreground Black cultural and political creativity, which generates alternative visions for societal organization, and innovative praxis that offers principles and paths forward to guide processes of societal change. The yearlong “Race to Justice” series, organized by UCSB Arts and Lectures, and guided by an advisory committee drawn from our Black Studies community, has offered us a steady stream of inspiration—in the face of dire adversity—along these lines. We can now look forward to a much-deepened relationship of collaboration with UC Riverside, building on our distinctive features, as well as the foundation of common ground that we share.

One further comment is in order, regarding the pre proposal’s stated goal of forming a doctoral program, which would make UCR a leader among the UC campuses of Southern California. We strongly support this initiative, as an essential component of any tier 1 research University, as a crucial step in forging a vibrant Black Study intellectual community, and to widen the “pipeline” for future scholars and teachers in this tradition. At the same time, this element of the pre proposal document reminds us that graduate education is an absolutely critical goal for our own Black Studies department as well. We view our goal, and the one you have outlined, as mutually reinforcing; in addition, we see exciting possibilities for collaboration along these lines—perhaps even thinking together about innovative “next generation” graduate training.
programs, which might more fully address the needs and aspirations of future generations of Black intellectuals, and more directly engage the conditions of societal crisis that produced the need for the Black Study department in the first place.

We wish you all the best in your endeavor, and look forward to further exchange as your efforts unfold.

Yours Sincerely,

Charles R. Hale
SAGE Sara Miller McCune Dean of Social Sciences
College of Letters & Science
Marilyn Grell-Brisk, Ph.D.
Assistant Project Scientist
CE-CERT - UC, Riverside

Dear Dr. Grell-Brisk:

It was a pleasure to hear about your participation in the effort to start a Department of Black Study at UCR. As Dean of the Bourns College of Engineering, I can attest to the fact that our college has not experienced the success in recruitment and retention of Black students that we desire. We have worked with our Council of Advisors and our NSBE student organization to develop an endowment that will help provide specific professional development resources for Black students such as attending workshops and conferences as well as support an operating budget for their many activities. The NSBE leadership has been advising us during weekly meetings on how to be more effective in our recruitment and retention of Black students.

Across the UC system there is far too little participation of Black students in engineering, even though there are high paying jobs available to engineering graduates. Depending on the goals of the faculty in a future department of Black Study, there could be many opportunities for us to collaborate; and the presence of this department could provide a more welcoming atmosphere for future Black engineering students. Ideally, some of these students will continue on for a Ph.D. in engineering and contribute to the pipeline of Black engineering leaders in the academy. We continue our efforts to hire more Black faculty who serve as role models.

I am strongly supportive of your efforts. Please be aware that I need to be respectful of the faculty-driven process and the role of the academic senate in the development of new degree programs and departments and thus I cannot directly advocate for a new department in another college. I look forward to the opportunity to participate in future discussions if the faculty working on this proposal feel this would be helpful.

Sincerely,

Christopher S. Lynch
Dean Bourns College of Engineering
William R. Johnson Jr. Family Endowed Chair
March 30, 2021

To Whom it May Concern,

I am writing to offer my strongest support for the creation of a Department of Black Study at UC Riverside. The proposed department will articulate with initiatives underway in the Anthropology Department, draw together disparate scholars and students across the university and address longstanding needs and concerns on the campus. It also will facilitate recruitment and retention of Black faculty and students, and generate critical scholarship and pedagogy. Moreover, the proposal articulates a unifying, relational position on Black Study that will position UCR as innovative and transformative, “encompass[ing] but exceed[ing]” conventional disciplines and interdisciplinary models for the field. The proposed department and the scholarly community that it represents deserve the full support of the university, and I hope that you will look favorably on the proposal.

Yours sincerely,

[Signature]

Derick A. Fay, Ph.D.
Associate Professor and Acting Chair
Department of Anthropology
University of California, Riverside, USA
March 26, 2021

To Whom It May Concern:

I am writing this letter to express my support for the creation of a Department of Black Study at UC Riverside. The creation of a department focused specifically on Black Study fulfills a longstanding need and will make UCR visible at the cutting edge of transformative scholarship, pedagogy and praxis concerning the Black Diaspora, critical race theory, and anti-blackness. Based on my graduate experiences of involvement in a program with a focus on the African Diaspora, with a high concentration of Black faculty and students, such a department will serve to enhance community, belonging, success and retention among faculty and students.

Sincerely,

Mark Anderson
Professor and Chair, Department of Anthropology
University of California, Santa Cruz
March 31, 2021

Dear Dean McMullin,

The Department of Dance writes to express its enthusiastic support for the urgently needed Department of Black Study at UCR, recently proposed by the UC Riverside Black Study Initiative (BSI), composed of Inland Southern California community members, staff, students (undergraduate and graduate), and faculty.

The development and resourcing of a Department of Black Study at UCR would be a catalyst for necessary changes on campus and across the UCs in order to fully center and support Black Innovation and Knowledge Production and to ensure that Black voices are a guide for interdisciplinary, intercollegiate and interdepartmental curriculum design and implementation. Such a department will be a critical force on campus, the region, and across the UCs; a center for community building and abolitionist practices and thinking and a home for Black students, staff and faculty who continue to feel marginalized and silenced. While we recognize there are initiatives across campus to hire more Black faculty and to appeal to and retain Black students, a dedicated Department of Black Study will demonstrate and more fully enact UCR’s uncompromising pledged commitment to its Black community members, will address past and ongoing grievances of antiblackness and antiblack violence, and will be a powerful step in preventing the continued exodus of Black faculty and students from UCR which has included esteemed scholars Fred Moten, Ashon Crawley and Jayna Brown, among others.

Last summer there was a campus-wide fury to respond to the racial and social justice uprisings spreading across the globe in response to the murders of Breonna Taylor, Ahmaud Arbery, George Floyd, as well as the much less publicized murders of Black Trans folks like Tony McDade and Nina Pop. There was a host of university, college and department pronouncements against state-sanctioned violence and the murder of Black people by the police. In particular, there was immediate response to the UCR Demands to Administration - Call to Action that members of the Black Student Union, ASUCR, Sisters Affirming our Socio-Cultural Identities,
and Queer Alliance, and a number of other student organizations sent to Chancellor Wilcox and the UCR administration on May 31, 2020. The list of demands student community members called for included “**The campus-wide support for the Black student community** regarding accountability, educational equity, and increased support services.” We see accountability, equity and support services to include the building and resourcing of a Department of Black Study which, as the “Black Study at UCR” proposal states, would “Bring together a diverse group of dynamic scholars and practitioners of Black Study already at UCR…” and whose self-governing structure would privilege those students, faculty, staff, and Black progressive community members in promoting its own well-being, research/curricular agendas, and advancement.

We too responded to the students’ **Call to Action** and included our own commitment to “**CENTER Black voices, ideas and research, and work diligently to decolonize** the academic canon and the epistemological and methodological praxes in our field and related disciplines, as well as in our graduate and undergraduate curriculum design.” As a faculty largely comprised of Black, and other historically marginalized persons, including Latinx, South Asian, LGBTQ folks and persons of Indigenous descent, an equally diverse student body and staff, and whose curriculum is indebted to African diasporic practices, Black scholarship and theory, we see this as an opportunity for our own department to strengthen its research and curricular endeavors and to be in partnership with a department dedicated to Black Study. With so many faculty and students (many who are not Black), in our department and at UCR, interested and employing Black scholarship, theory, and creative practices, and for there NOT to be an academic department dedicated to this field of research, is a huge contradiction.

As part of UCR’s ongoing efforts to do more than pay lip service to diversity slogans and cliche publications that list our national rankings for social mobility, supporting and fully resourcing a Department of Black Study is a decisive step in the right direction towards a university that embodies and enacts its core values.

As part of these university wide efforts, the Department of dance full-heartedly and without reservation supports a Department of Black Study at UCR.

Sincerely,
The Department of Dance
March 31, 2021

To: João Costa Vargas  
Professor, Department of Anthropology

From: Jeff Sacks  
Chair, Comparative literature and Languages

Re: Department of Black Study

This is to forward the Department of Comparative Literature and Languages’ enthusiastic support for the creation of a Department of Black Study at the University of California, Riverside.

Given the hegemonic and persisting forms of antiblackness, anti-immigrant xenophobia, and racism, and the long histories of violence, coercive social practice, intellectuality, and material-legal institutions, since the founding of the American state and prior to it, the formation of a Department of Black Study appears to us as at once as an intellectual and social imperative.

We wish to underline that this initiative has significant relevancy for a Department of Comparative Literature and Languages. Because Black Study occasions a re-thinking of the forms of thought and intellectual practice in modernity, it compels a renewed attention to the basic categories that attend the practice(s) of reading in literature studies, which is also to say, a renewed attention to terms we understand ourselves to have properly understood, for example: “language,” “reading,” “poetry,” “relation,” “history,” “philosophy,” “religion,” “the social,” and many others.

We are concerned not only about the marginalization and exclusion of Black thought, literary production, poetics, cinematic intervention, philosophy, and criticality from the University and from departments of Comparative Literature, but also with the ways in which the social forms for intellectual life and practice, in America, can tend to remain derivative of antiblack, racialized terms for social understanding.

For example, in his work *Black Marxism: The Making of the Black Radical Tradition* (1983), Cedric Robinson explained this linkage:

In America, the accommodation of Western historical consciousness to racial ideologies created a particular chain of social misperceptions and historical distortions that endured into the present century [the 20th century]. Not only was popular thought affected but the very foundations of that American academic thought which first began to mature in the nineteenth century was suffused with racialist presumptions [our emphasis—JS]. The emerging American bourgeoisie, in its mercantile, manufacturing, and plantocratic aspects, was purposefully and progressively achieving its first stages of ideological coherence. The intellectual grounding came to absorb the past of those peopling America as well as their present. The result was the construction of the historical legends that obscured
the origins and character of the republic and the social relations upon which it rested. (p. 76)

Because they enable us to understand the social form of American institutions and “academic thought,” and because they illumine the study of race and antiblackness on a global scale in diverse contexts—“Capitalism we less a catastrophic revolution (negation) of feudalist social orders than the extension of these social relations into the larger tapestry of the modern world’s political and economic relations” (p. 10), Robinson wrote—a Department of Black Study, and the modes of thought and sociality it creates, significantly contribute to the discipline of Comparative Literature and the Department of Comparative Literature and Languages at UC, Riverside.

The Department of Comparative Literature and Languages, its undergraduate students, graduate students, and faculty, will substantially benefit from its collaborations with a Department of Black Study. The forms of thought, critique, and social understanding, which emerge in Black Study, provide a nexus for the critical interrogation of social life; without a Department of Black Study, the College of Humanities, Arts, and Social Sciences remains significantly incapacitated in its desire to produce knowledge about, and also to change, the world in which each of us lives.

Faculty in the Department of Comparative Literature and Languages work in and with a wide variety of languages and literary traditions, including African, Arabic, Chinese, Filipino, French, German, Greek, Italian, Japanese, Korean, Latin, Vietnamese and others. Our work spans periods and media, and so the intervention of the Department of Black Study opens numerous pathways for critical engagement and interaction in our writing, teaching, reading, and scholarship.

In our own department, we are in conversation regarding initiating a major in African Literatures and Languages, and we view the initiative to form a Department of Black Study as a complementary one to our own; while the disciplinary and intellectual terms are distinct from this proposed major, and while the forms of scholarly and pedagogical practice are also distinct, there are moments of mutual overlap and nurturing, and we therefore view this initiative for a Department of Black Study to be in sync without our short- and long-term pedagogical goals, intellectual project, and hiring plans.

We wish to underline the following passage in the proposed frame for this department, forwarded by the conveners of this initiative:

Drawing from Black transformative, queer, trans, and feminist epistemologies, the department will house and nurture rigorous research, pedagogies, curriculum, and artistic practices that are historically-grounded, dialogically engaged in local and global communities, abolitionist, and future oriented. Black Study encompasses the social complexities, interconnections, and discontinuities that mark the African continent and its diasporas in varied times and spaces. Bringing together a diverse group of dynamic scholars and practitioners of Black Study already at UCR, its self-governing structure will emphasize the participation of students, faculty, staff, and Black progressive
community members in decision making regarding all department matters, including admissions, hiring, promotion, tenure, and programming.

Our work and teaching intersects with the frames suggested here; further, we are of the view that the sorts of interaction and intervention that will open with the formation of this new department will lead to collaborations, which we—from our present vantage point, where this department is at once much-needed and still-absent—are not able, yet, to imagine.

Finally, we wish to underline that Black faculty and students at UC, Riverside are significantly harmed by the absence of a Department of Black Study on our campus. The organizers of this initiative write that:

The latest demand for a Department of Black Study at UCR originates in the 2020 mass transnational mobilization for Black Lives. It dates back to 1968, when the UCR Black Student Union pleaded the case for a Black Studies department. The institutional absence of such a department has contributed to repeated waves of Black faculty departures for other universities, the alienation of Black students and staff from UCR, and a generalized climate of antiblackness.

We affirm this assessment and we share the concern that Black faculty, students, and staff—and faculty, students, and staff of color—have been significantly impacted in manifestly negative and ongoing ways because of the absence of a Department of Black Study at UC, Riverside. The initiative to create this new department, therefore, is at once socially and intellectually urgent, and we very much hope that the various institutional bodies that review this proposal will view it with the same enthusiasm, and with same sense of timely urgency, that we do.
March 29, 2021

Dear Dean McMullin,

The Department of English enthusiastically supports the proposed formation of a Department of Black Study at UCR, believing that it will synergize productively with the research and teaching agenda of our own and other departments in CHASS, will greatly enhance the experience of all students, and especially that of Black students who have long sought the establishment of such a department, and will help to bring UCR’s intellectual and departmental profile into line with the most progressive of UC campuses, most of which already have distinct departments of Black, African American or African Diaspora Studies. Moreover, the distinctive way in which a department specifically of Black Study promises to put UCR on the leading edge of developments in the field.

As you know, the establishment of such a department is long overdue and grows from a long history of demands and from an equally long history of racism at UCR that caused the dismantling of a Black Studies program and major in 1982. The latest demand for a Department of Black Study at UCR originates in the 2020 mass transnational mobilization for Black Lives. But it dates back to 1968, when the UCR Black Student Union pleaded the case for a Black Studies department. The institutional absence of such a department, and the history of hostility towards it, have contributed to repeated waves of Black faculty departures for other universities, from which our own department recently suffered, with the loss of three senior and nationally known Black faculty whom we have yet to replace completely, and to the alienation of Black students and staff from UCR within a generalized climate of antiblackness.

Drawing from Black transformative, queer, trans, and feminist epistemologies, the department promises to house and nurture rigorous research, pedagogies, curriculum, and artistic practices that are historically-grounded, dialogically engaged in local and global communities, abolitionist, and future-oriented. Black Study encompasses the social complexities, interconnections, and discontinuities that mark the African continent and its diasporas in varied times and spaces. Imagined in such a way, it is clear to us that a Department of Black Study would intersect with and richly inform the work that we already seek to do in English in studying and teaching about the racial formation of culture from the early modern period to the present. Collectively we have an ongoing commitment to race critical research and anti-racist pedagogy and strive to realize this in our practice. Having a strong and active Department of Black Study can only enhance the work that we seek to do across diverse periods, distinct and intersecting racial histories, and bodies of literature.

Black Study is a transdisciplinary body of knowledge emerging from historical and contemporary African, African American, and diasporic Black experiences. It encompasses but significantly exceeds conventional curricular frameworks of Black Studies, African American Studies, Africana Studies, as well as traditional disciplines in the Social and Behavioral Sciences, Humanities, and the
Arts. As Black Study emphasizes insurgent African and Black diasporic queer, trans, and feminist transdisciplinary approaches to a global framing of Black experiences, it also sets a bar and a model for other scholars to engage with and drives all of us to a sharper conceptualization of the field of race and other intersecting histories of differentiation and racial injustice. While we believe that the establishment of a Department of Black Study is unquestionably and in itself the right thing to do, we also welcome the stimulus it would give to our own thinking and teaching.

We look forward to any further opportunity to vote more formally on this matter, but in the interim are pleased to express our support and our confidence in the colleagues who have shaped this proposal.

Sincerely,

David Lloyd
Distinguished Professor and Chair of English
March 29, 2021

To Whom It May Concern:

The faculty of the Department of Religious Studies unanimously and enthusiastically support the creation of a Department of Black Study at UCR. Black Study is a critically important aspect of our own field, and like many departments on campus we have found ourselves unable to retain faculty members in this field because of precisely the structural challenges pointed to in the petition for the creation of this department – structural challenges that the presence of a well-supported, well-staffed, and thriving Department of Black Study would help to address not only for its own faculty but for scholars of Black Study across the campus.

In the recent past, two scholars of African American religions have been hired at UCR – one in our department and one in English – who left our campus for other positions prior to receiving tenure. Both were leading-edge figures in their fields when they were hired, and both continued meteoric ascents as scholars after their departures from UCR. One went from here to Harvard, and from there to a deanship at Wake Forest; he was recently featured in Henry Louis Gates, Jr.’s documentary on the Black church. The other, one of a small number of leading scholars merging queer studies and Black study in religion, went to the University of Virginia; his second book was just selected as a finalist for the prestigious Lambda Award. While both of these scholars left UCR to pursue excellent opportunities elsewhere, both were looking for those opportunities because UCR was not a place they wished to stay over the long haul. Had the proposed Department of Black Study been in place, there is a reasonable chance they would have chosen differently.

Because of the departure of the first scholar, the second had no colleagues directly in his area of study. Because of both their departures, our undergraduates seeking to study Black religious traditions must seek out independent study courses with those of us qualified to teach them. Graduate students seeking specifically to pursue Black study in religion do not even apply to our department. Just as the lack of a Department of Black Study has had a snowball effect that has reinforced a climate of anti-Blackness at UCR, the creation of such a department would have a snowball effect in combatting that climate. For our students, for our colleagues, for the betterment of the university, and to move UCR forward into the academic future, we join our voices with those of our colleagues in urging that this department be created.

Sincerely,

Melissa M. Wilcox
Professor and Holstein Family and Community Chair of Religious Studies
Department Chair, Department of Religious Studies
March 30, 2021

Black Study Initiative
University of California, Riverside (UCR)
Riverside, CA 92521-0418

RE: Creation of Black Study Department

Dear Black Study Initiative Committee Members,

I, Byron Ford, Ph.D., want to express our support for the creation of a Black Study Department at UC Riverside. I am Professor of Biomedical Sciences and Associate Dean for Medical Education in the UCR School of Medicine.

The innovative nature of the Black Study Department will allow UC Riverside to become a national leader in supporting and promoting Black scholarship and matriculation. By developing opportunities for collaboration between UCR’s STEMM and Humanities colleges, the Black Study Department will serve as a community focal point to bring together scholars supporting Black scholarship together from across the university.

Further, I would be interested in understanding how the designated emphasis in Black Study can be applied to our needs. I am most interested in helping to identify or connect researchers in our department/school that are focused on or whose research interests could align with Black Study.

In conclusion, I am strongly committed to your effort to bring a Black Study Department to UCR. Such a department would demonstrate that the university values its Black scholars and prioritizes Black scholarship. Further, the Black Study Department provides an exciting opportunity to showcase the incredible talent of UC Riverside’s faculty and students.

As a Black faculty member at UCR, I highly anticipate the wonderful work to come.

With best wishes for success,

Byron D. Ford, Ph.D.
Professor of Biomedical Sciences
Associate Dean for Medical Education
UCR School of Medicine
March 30, 2021

Black Study Initiative
University of California, Riverside (UCR)
Riverside, CA 92521-0418

RE: Creation of Black Study Department

Dear Black Study Initiative Committee Members,

I wish to express my support for the creation of a Black Study Department at UC Riverside.

The innovative nature of the Black Study Department will allow UC Riverside to become a national leader in supporting and promoting Black scholarship and matriculation. By developing opportunities for collaboration between UCR’s STEMM and Humanities colleges, the Black Study Department will serve as a community focal point to bring together scholars supporting Black scholarship together from across the university.

Further, I would be very interested in understanding how the designated emphasis in Black Study can be applied to our needs. I am most interested in three areas being discussed:

1. Being a part of developing and/or enhancing research training opportunities for individuals in our department/organization that are interested in a Designated Emphasis in Black Study
2. Disseminating information and marketing of the DE in Black Study to our department/organization
3. Helping to identify or connect researchers in our department/organization that are focused on or whose research interests could align with Black Study

In conclusion, I am strongly committed to your effort to bring a Black Study Department to UCR. Such a department would demonstrate that the university values its Black scholars and prioritizes Black scholarship. Further, the Black Study Department provides an exciting opportunity to showcase the incredible talent and innovative scholarship in an area of need by UC Riverside faculty, fellows and students.

With best wishes for your success

Respectfully,

Monica J Carson, PhD
Professor and Chair of Biomedical Sciences
S. Sue Johnson Presidential Endowed Chair in Glial-Neuronal Interactions
Director, Center for Glial-Neuronal Interactions
Editor-in-Chief, Journal of Neuroinflammation
900 University Ave, 1130 MRB
Riverside, CA 92521
monica.carson@ucr.edu
To: João Costa Vargas  
Professor, Department of Anthropology  

From: Jeff Sacks  
Chair, Comparative literature and Languages  

Re: Department of Black Study

This is to forward the Department of Comparative Literature and Languages’ enthusiastic support for the creation of a Department of Black Study at the University of California, Riverside.

Given the hegemonic and persisting forms of antiblackness, anti-immigrant xenophobia, and racism, and the long histories of violence, coercive social practice, intellectuality, and material-legal institutions, since the founding of the American state and prior to it, the formation of a Department of Black Study appears to us as at once as an intellectual and social imperative.

We wish to underline that this initiative has significant relevancy for a Department of Comparative Literature and Languages. Because Black Study occasions a re-thinking of the forms of thought and intellectual practice in modernity, it compels a renewed attention to the basic categories that attend the practice(s) of reading in literature studies, which is also to say, a renewed attention to terms we understand ourselves to have properly understood, for example: “language,” “reading,” “poetry,” “relation,” “history,” “philosophy,” “religion,” “the social,” and many others.

We are concerned not only about the marginalization and exclusion of Black thought, literary production, poetics, cinematic intervention, philosophy, and criticality from the University and from departments of Comparative Literature, but also with the ways in which the social forms for intellectual life and practice, in America, can tend to remain derivative of antiblack, racialized terms for social understanding.

For example, in his work *Black Marxism: The Making of the Black Radical Tradition* (1983), Cedric Robinson explained this linkage:

In America, the accommodation of Western historical consciousness to racial ideologies created a particular chain of social misperceptions and historical distortions that endured into the present century [the 20th century]. Not only was popular thought affected but *the very foundations of that American academic thought which first began to mature in the nineteenth century was suffused with racialist presumptions* [our emphasis—JS]. The emerging American bourgeoisie, in its mercantile, manufacturing, and plantocratic aspects, was purposefully and progressively achieving its first stages of ideological coherence. The intellectual grounding came to absorb the past of those peopling America as well as their present. The result was the construction of the historical legends that obscured
the origins and character of the republic and the social relations upon which it rested. (p. 76)

Because they enable us to understand the social form of American institutions and “academic thought,” and because they illumine the study of race and antiblackness on a global scale in diverse contexts—“Capitalism we less a catastrophic revolution (negation) of feudalist social orders than the extension of these social relations into the larger tapestry of the modern world’s political and economic relations” (p. 10), Robinson wrote—a Department of Black Study, and the modes of thought and sociality it creates, significantly contribute to the discipline of Comparative Literature and the Department of Comparative Literature and Languages at UC, Riverside.

The Department of Comparative Literature and Languages, its undergraduate students, graduate students, and faculty, will substantially benefit from its collaborations with a Department of Black Study. The forms of thought, critique, and social understanding, which emerge in Black Study, provide a nexus for the critical interrogation of social life; without a Department of Black Study, the College of Humanities, Arts, and Social Sciences remains significantly incapacitated in its desire to produce knowledge about, and also to change, the world in which each of us lives.

Faculty in the Department of Comparative Literature and Languages work in and with a wide variety of languages and literary traditions, including African, Arabic, Chinese, Filipino, French, German, Greek, Italian, Japanese, Korean, Latin, Vietnamese and others. Our work spans periods and media, and so the intervention of the Department of Black Study opens numerous pathways for critical engagement and interaction in our writing, teaching, reading, and scholarship.

In our own department, we are in conversation regarding initiating a major in African Literatures and Languages, and we view the initiative to form a Department of Black Study as a complementary one to our own; while the disciplinary and intellectual terms are distinct from this proposed major, and while the forms of scholarly and pedagogical practice are also distinct, there are moments of mutual overlap and nurturing, and we therefore view this initiative for a Department of Black Study to be in sync without our short- and long-term pedagogical goals, intellectual project, and hiring plans.

We wish to underline the following passage in the proposed frame for this department, forwarded by the conveners of this initiative:

Drawing from Black transformative, queer, trans, and feminist epistemologies, the department will house and nurture rigorous research, pedagogies, curriculum, and artistic practices that are historically-grounded, dialogically engaged in local and global communities, abolitionist, and future oriented. Black Study encompasses the social complexities, interconnections, and discontinuities that mark the African continent and its diasporas in varied times and spaces. Bringing together a diverse group of dynamic scholars and practitioners of Black Study already at UCR, its self-governing structure will emphasize the participation of students, faculty, staff, and Black progressive
community members in decision making regarding all department matters, including admissions, hiring, promotion, tenure, and programming.

Our work and teaching intersects with the frames suggested here; further, we are of the view that the sorts of interaction and intervention that will open with the formation of this new department will lead to collaborations, which we—from our present vantage point, where this department is at once much-needed and still-absent—are not able, yet, to imagine.

Finally, we wish to underline that Black faculty and students at UC, Riverside are significantly harmed by the absence of a Department of Black Study on our campus. The organizers of this initiative write that:

The latest demand for a Department of Black Study at UCR originates in the 2020 mass transnational mobilization for Black Lives. It dates back to 1968, when the UCR Black Student Union pleaded the case for a Black Studies department. The institutional absence of such a department has contributed to repeated waves of Black faculty departures for other universities, the alienation of Black students and staff from UCR, and a generalized climate of antiblackness.

We affirm this assessment and we share the concern that Black faculty, students, and staff—and faculty, students, and staff of color—have been significantly impacted in manifestly negative and ongoing ways because of the absence of a Department of Black Study at UC, Riverside. The initiative to create this new department, therefore, is at once socially and intellectually urgent, and we very much hope that the various institutional bodies that review this proposal will view it with the same enthusiasm, and with same sense of timely urgency, that we do.
Dear Professor Chia,

Below find the Ethnic Studies response to the Pre-proposal for a Department of Black Study.

Thank you,

Jennifer

+++ Several members of the Department of Ethnic Studies support the effort of a Department of Black Study that would support Black faculty on campus, especially in providing a vibrant, self-determined intellectual space on campus. Many express concerns about the retention and promotion of Black faculty and believe that a Department of Black Study could be an important academic space to grow and amplify the critical work of UCR’s Black faculty.

Given that the Department of Ethnic Studies has a long standing African American Studies major, at least one faculty member expressed concern that, aside from two African American Studies faculty members, the department itself was not involved in the planning of a Black Study department. Other faculty members expressed optimism that the Ethnic Studies Department and a Department of Black Study could potentially co-exist in collaborative partnership, but stakeholders would need more time for open discussion about the administrative, logistical, and programmatic options. Perhaps most critically, Ethnic Studies faculty express concerns that the Black Study major would--over time--displace or subsume the African American Studies major in the Department of Ethnic Studies. Other faculty expressed the view that some elements of the Black Study Proposal could be incorporated within the existing African American Studies Program in Ethnic Studies, but that would require a significant investment from the administration to hire more Black Studies faculty in Ethnic Studies.

--
Jennifer R. Nájera
Associate Professor & Chair
Department of Ethnic Studies
University of California, Riverside

Additional questions from the CHASS Executive Committee:

In addition, the number of enrolled African American Studies majors in the department of Ethnic Studies was 22 in 2020 and the proposal says "After the initial five years, we project a total of about 300 enrolled majors in a given year." Is this viable? How is this estimate calculated?
To the Leadership of the University of California, Riverside

The Black Leadership Alliance Council at the University of California (BLAC@UC) is pleased to lend its support to the proposed Department of Black Study at the University of California Riverside (UCR).

As a collective of Black Affinity Group leaders from across the University of California, we are committed to the elevation and support of Black students, faculty and staff. As an academic collective that will integrate multidisciplinary and intersectional research, the Department of Black Study would allow for robust collaboration among Black faculty on an undergraduate and graduate level. Beyond academics, we believe that the thoughtful and organized governing would be inclusive and welcoming to UCR’s students, staff, alumni and the community.

As a department that existed at UCR until budget cuts in the 1980s mandated its closure, we see the restoration and reimagining of this department as a beginning step to enhancing the Black experience at UCR. The restoration of the Department of Black Study is an expansion of the work that is occurring throughout the University of California, such as UC Santa Cruz and UC San Diego, which recently established a minor in Black Studies and major in Black Diaspora and African American Studies respectively. As an institution which highly values cutting edge research, reestablishing an official department with official undergraduate and graduate pathways would place UCR at the forefront in this important area of study.

Among many things, 2020 taught America the importance of amplifying Black voices so that we can all move forward together. We humbly believe that the Department of Black Study at UCR is a feasible and pivotal step in the right direction.

Respectfully Submitted,

Black Leadership Alliance Council at the University of California (BLAC@UC)
March 30, 2021

Black Study Initiative
University of California, Riverside (UCR)
Riverside, CA 92521-0418

RE: Creation of Black Study Department

Dear Black Study Initiative Committee Members,

I wish to express my support for the creation of a Black Study Department at UC Riverside.

The innovative nature of the Black Study Department will allow UC Riverside to become a national leader in supporting and promoting Black scholarship and matriculation. By developing opportunities for collaboration between UCR’s STEMM and Humanities colleges, the Black Study Department will serve as a community focal point to bring together scholars supporting Black scholarship together from across the university.

Further, I would be very interested in understanding how the designated emphasis in Black Study can be applied to our needs. I am most interested in three areas being discussed:

1. Being a part of developing and/or enhancing research training opportunities for individuals in our department/organization that are interested in a Designated Emphasis in Black Study
2. Disseminating information and marketing of the DE in Black Study to our department/organization
3. Helping to identify or connect researchers in our department/organization that are focused on or whose research interests could align with Black Study

In conclusion, I am strongly committed to your effort to bring a Black Study Department to UCR. Such a department would demonstrate that the university values its Black scholars and prioritizes Black scholarship. Further, the Black Study Department provides an exciting opportunity to showcase the incredible talent and innovative scholarship in an area of need by UC Riverside faculty, fellows and students.

With best wishes for your success

Respectfully,

Monica J Carson, PhD
A Proposal for
Bachelor of Arts Degree Program in Black Study

October 15, 2021

Submitted by:

Aaron Brown, PhD Candidate, Department of English
Ayana Omilade Flewellen, Assistant Professor, Department of Anthropology
Donatella Galella, Associate Professor, Department of Theatre, Film, and Digital Production
Imani Kai Johnson, Assistant Professor, Department of Dance
Íxkári Noé Estelle, PhD Student, Department of English
joão costa vargas, Full Professor, Department of Anthropology
Kim Yi Dionne, Associate Professor, Department of Political Science
Marilyn Grell-Brisk, Researcher, Center for Environmental Research and Technology (CE-CERT)
Nlö Ja Whitson, Associate Professor, Department of Dance
Vorris Nunley, Associate Professor, Department of English
This proposal follows the guidelines of the Committee on Education Policy.

1. **Name of the academic program and the department(s) or unit(s) that will administer the program.**

   Name of the academic program: B.A. in Black Study

   Department that will administer the program: Black Study (proposed with this major)

2. **A thorough justification, including the motivation for the creation of the program in terms of student interest and professional or academic importance.**

   The present demand for a Department of Black Study galvanized during the 2020 mass protests against antiblackness in the United States and elsewhere following that year's police murders of Ahmaud Arbery (February 23), Breonna Taylor (March 13), George Floyd (May 25), as well as many other less known violent deaths, including those of Black transgender people Nina Pop (May 3), Tony McDade (May 27), Brayla Stone (June 25), Merci Mack (June 30), Shaki Peters (July 1), and Bree Black (July 3). Aligned with these epochal, national, and international protests for Black lives, and in various public pronouncements and statements of support, the demand for institutional accountability and transformation comes from local community organizations, African Student Programs, The Black Graduate Student Union, Associated Students of UCR, Blackness Unbound; several programs, departments, colleges, and their representatives, such as Christopher Lynch, Dean of the Bourns College of Engineering; and an ever-growing number of faculty, students, and staff. To establish a Department of Black Study is to recognize a gaping institutional absence at UCR; it is to come to terms with an embattled history as well as contemporary institutional patterns that deny the type of relative administrative autonomy that only a departmental unit can engender, such as hiring, promotion, and tenure; and it is to attend to the present historical moment that demands effective conditions in which Black peoples and epistemologies are not only recognized and protected, but also have an opportunity to flourish.

   The Department of Black Study emphasizes the verb “study” and stresses the engaged and embodied practice of teaching and research that is simultaneously diasporic, local, communal, planetary, historical, contemporary, and future-oriented. It is therefore, necessarily transdisciplinary in scope, straddling various disciplines in the Social Sciences, Humanities, STEMM, and the Arts. Black Study trans-disciplinarity is anchored in an intersectional lens, maintaining both symmetry and dissonance to seriously engage Black epistemologies, Black metaphysics, Black temporality, and Black social, cultural, and spiritual life.
Rooted in articulated Black Radical Traditions, such as Cooperative Zones, Marronage Enclaves, Mutual Aid, Transformative Justice, and Abolition, the Department of Black Study is a collective experimental methodology of liberation in action, study, and future-making. Accordingly, the major and minor in Black Study requires both an engagement with (a) broad perspectives on possibilities and challenges Black people experience in the African continent and its diasporas across timescapes; and (b) specialization tracks that will deepen one’s understanding of such challenges and possibilities. The Black Study undergraduate experience offers transdisciplinarity as a value and intentional methodology, excavates multi-directionally in scope, and yet is specific, specialized, and rigorous. Through thorough research, analysis, creative practice, applied scholarship and close partnership with transformative grassroots organizations, Black Study students and community critically address and seek to overcome all forms of antiblackness while imagining and prefiguring an altogether new world.

**Multi-disciplinarity draws** on knowledge from different disciplines but stays within and tethered to their methodological and epistemic boundaries. **Interdisciplinarity** analyzes, synthesizes, and harmonizes links between disciplines into a coordinated and coherent whole. Tensions between disciplines are flattened out or smoothed over as much as possible. **Trans-disciplinarity integrates** knowledge from different disciplines (typically the natural, social, and health sciences) in a humanities context and transcends their traditional boundaries, maintaining as much as possible disciplinary tensions. **Black Study** trans-disciplinarity is anchored in an intersectional lens attentive to the interlocking dimensions of race, class, gender, sexuality, and ability, among others, while maintaining both symmetry and dissonance to seriously engage Black epistemologies, Black metaphysics, Black temporality, and Black social, cultural, and spiritual life.

The Department of Black Study is rooted in articulated Black Radical Traditions, such as Cooperative Zones, Marronage Enclaves, Mutual Aid, Transformative Justice, and Abolition, and is a collective experimental methodology of liberation as practiced in the past and present, as well as oriented towards the future. In rigorous research, analysis, creative practice, applied scholarship and close partnership with transformative grassroots organizations, Black Study critically addresses and seeks to overcome all forms of antiblackness while imagining and prefiguring an altogether new world. Black Study is deeply engaged in the long duration of Black people’s ways and theories of knowing -- Black epistemologies -- in the African continent and its diasporas. At the same time, introducing invention into existence, Black Study is future-oriented, and as such, informed by collective past experiences, it explores alternative genres of the Human and the Social.
The major and minor in Black Study requires both an engagement with (a) broad perspectives on the past, current, and future challenges and possibilities Black people experience in the African continent and its diasporas; and (b) specialization tracks that will deepen one’s understanding of such challenges and possibilities. The Black Study undergraduate experience is thus wide and deep in scope and yet specific, specialized, and rigorous.

3. Relationship of the new program to existing programs.

Willfully collaborative from the onset, the Department of Black Study will work with and not against existing programs and departments. While stressing its relative autonomy regarding programming, curriculum, hiring priorities, and horizontal decision-making practices, the Department of Black Study will also recognize and support the autonomy of other units. Such collaborative approach and co-existence models already exist at UCR: for example, the Departments of English and of Comparative Literature; the Department of Hispanic Studies, Chicano Studies minor, and the new Latino and Latin American Studies Research Center. Too often, a scarcity mindset pits university stakeholders against each other when in fact they can enrich one another. With a unique Department of Black Study, UCR can recruit and retain not only excellent faculty doing cutting-edge research and creative activity but also recruit and retain undergraduate and graduate students eager to learn Black epistemologies. This growth would bolster areas such as Ethnic Studies and African Studies, among others, as we agree on the shared importance of Black studies from Africa to the diaspora. At the same time, we recognize that these fields are not the same. To presume otherwise erases their different intellectual histories, constituents, and objectives. To overgeneralize Black people, Black thought, and Blackness is to reify antiblackness.

4. The proposed curriculum. Great care should be given in this area, correct rubrics should be listed for courses, all cross listings should be listed, unit total considerations should be taken into account and totals should be verified by program staff, faculty, and appropriate Executive Committee personnel. A copy of the proposed program change should be provided for inclusion in the Catalog.

See below for the full proposed program change for inclusion in the UCR Catalog and a complete description of the courses included in the proposed major and minor.
The B.A. major consists of lower-division and upper-division course requirements and includes required methods, capstone, and community-engaged courses. Total required units for the major are 52 units.

**Lower-division** requirements (12 units) include three required introductory BLAC courses taught by core faculty members.

**Methods** requirement (4 units) consists of one of two courses exposing students to the methodologies used to pursue transdisciplinary and interdisciplinary research projects.

**Upper-division** requirements (40 units) draw on five thematic areas and consist of six electives, a community-engaged course, and a two-quarter capstone sequence. Except for a fraction of the courses taught in other departments, all courses will be taught by core or affiliated faculty.

The B.A. degree requires coursework focused on the major social factors and movements impacting Black peoples in the African continent and its diasporas, as well as courses along the following themes: i) Critical Theories and Practices of Gender, Sexuality, Race, and Blackness; ii) Performance, Arts, and Literature; iii) His/herstory, Behavioral and Social Sciences; iv) Law, Education, Health, Environment, and STEMM; v) Social Activism and Policy. We describe each of these thematic tracks below:

i. “Critical Theories and Practices of Gender, Sexuality, Race, Ability, and Blackness” explores the major theories informing Black Study, with an emphasis on the interlocking forms of oppression as offered by Claudia Jones’s concept of Black women’s triple oppression in 1949, the Civil Rights Congress’ “We Charge Genocide” in 1951, and the Combahee River Collective Statement in 1977.

ii. “Performance, Arts, and Literature” engages the multiplicity of theoretical invention and political insight necessary for, contained in, and enhanced by artistic practice. Drawing from the unique concentration of Black innovative and critical practitioners of dance, theater, film, music, and literature at UCR, this track explores the epistemological bases, the social challenges, and the futures engendered in the imaginative and performative realms.

iii. “His/herstory, Behavioral and Social Sciences” zeroes in on (a) historiography, theories of history, and the various his/their/herstorical archives, aiming to comprehend the past as it is reflected in and inflected by our current social challenges and aspirations; and (b) relevant debates and findings emerging from Ethnic Studies, African American, Africana, and Black Studies, and traditional
disciplines such as Anthropology, Economy, Political Science, Psychology, Social Work, and Sociology, among many others.

iv. “Law, Education, Health, Environment, and STEMM” recognizes UCR’s vanguard position in the study of environmental racism, a term coined by Professor Robert Bullard, faculty in the department of Sociology (1989-1994), and examines the multiple ways in which legal doctrines and disputes, the educational and health systems, and environmental challenges -- including climate change -- are implicated in and are impacted by past and current forms of social activism and the policies they propose.

v. “Social Activism and Policy” engages the multidisciplinarity of activism, community mobilization, and service that cultivates an approach to movement and social justice works as: 1) embodied praxis; 2) an archive of global liberation efforts and future-making strategies; 3) an inquiry into the theories and practices of policy. The required course “Community Internship” will not only reinforce the department’s rootedness in social movements, but also enhance the student’s understanding of the theories and practices of community organizing.

The learning outcomes for Black Study courses consist of an accumulation of theoretical and practical skills enabling students to:

1. Apply transdisciplinarity as theory and practice to address the social, cultural, and political in the making of Black futures;
2. Describe/Explain the tracks of Black Study as a holistic and epistemic discipline that studies the breadth of Global Black histories, presents, and futures;
3. Apply transformative and anticolonial ethics in engaging in research, practice, and with communities;
4. Demonstrate proficiency in artistic and embodied praxis;
5. Develop and Demonstrate critical thinking and analysis in reading and reviewing theory, art, and embodied praxis;
6. Co-cultivate and apply collaboration equitably and as a principle in engagement, organizing, mobilization, research, and creative efforts;
7. Construct informed research arguments; and
8. Develop and Demonstrate proficiency in writing, and in the language and grammar of Black Study.

BLAC 001, 002, and 003 should satisfy the university’s Ethnicity Breadth Requirement.

Students who seek a deeper engagement in research and praxis can choose the “With Distinction” option. Those who wish to be recognised as completing the BA in Black Study with distinction normally complete the full suite of upper division research methods and
capstone courses (e.g., BLAC 191A or BLAC 191B, BLAC 192A and BLAC 192B, BLAC 193, BLAC 194).

5. A list of faculty who will be involved in the program, including those teaching, advising, and administering.

BSI Committee Members will be involved in the program and we denote here with an asterisk (*) all those that will -- in addition to contributing to the advising and administration -- teach courses in the proposed major:

- Aaron Brown, PhD Candidate, Department of English
- Ayana A Flewellen*, faculty, Department of Anthropology
- Dennis Frederick McIver, University Honors and Past President of the Black Faculty and Staff Association (BFASA)
- Donatella Galella*, faculty, Department of Theatre, Film, and Digital Production
- Imani Kai Johnson*, faculty, Department of Dance
- Ïxkári Noé Estelle, PhD Student, Department of English
- Jalani Bakari, community member
- Jamal J Myrick, Director, African Student Programs (ASP)
- joão costa vargas*, faculty, Department of Anthropology
- John Epps, Minister and community member
- Kim Yi Dionne*, faculty, Department of Political Science
- Marilyn Grell-Brisk, researcher; Center for Environmental Research and Technology (CE-CERT)
- Ni'Ja Whitson*, faculty, Department of Dance
- Rickerby Hinds*, faculty, Department of Theater, Film, and Digital Production
- Toi Thibodeaux, Assistant Director LGBT Resource Center
- Vorris Nunley*, faculty, Department of English.

Other faculty and staff across UCR that have expressed interest in the development of the proposed department and may propose new courses and teach cross-listed courses in the future include: Professors Anthony Jerry and Yolanda Moses of the Department of Anthropology; Professors Mariam Lam and Jeff Sacks of the Department of Comparative Literature and Languages; Professors Courtney Baker, André Carrington, and David Lloyd of the Department of English; Professor Keith Miyake of the Department of Ethnic Studies; Professors Natasha McPherson, Ademide Adelusi-Adeluyi, and Jody Benjamin of the Department of History; Professors Jodi Kim and Dylan Rodríguez of the Department of Media and Cultural Studies.

6. For interdisciplinary programs, the degree of participation and the role of each department must be explicitly described. The chairs of all participating departments must provide written approval for the creation of the program and indicate their commitment to provide necessary resources including faculty release.
This program will be administered by the Department of Black Study (proposed with this undergraduate program).

7. Projected enrollment in the program.

Based on the numbers of enrolled African American Studies majors in the department of Ethnic Studies (22 in 2020, 23 in 2019, 19 in 2018, 12 in 2017), we conservatively project that the Department of Black Study will reach a combined enrollment of majors and minors of 30 students in the first two years, 50 in the next two, and stabilize at about 75 students enrolled per year. After the initial five years, we project a total of about 300 enrolled majors in a given year, with about 70 graduating per year.¹

We expect such numbers due to the higher local, regional, national, and international visibility that UCR Black Study will attain once it is housed in a department that is unique, dynamic, attractive, and inviting. In conjunction with ASP, Black Alumni, and interested groups on campus, an aggressive undergraduate and graduate recruitment strategy will be put in place that utilizes already existing national and international networks and develops new ones.

8. Name of degree, if applicable, and the anticipated number of degrees to be granted when the program reaches steady state.

Bachelor of Arts in Black Study

Anticipated number of degrees to be granted when the program is firmly established: Approximately 75 per year.

9. Potential impact of the new program on existing programs. If the proposed program includes required courses from a department other than the administering department, the proposal must include a statement from the department indicating that it has been consulted and that it will provide access to the required courses.

Regarding potential impacts of the new program on existing programs, there were discussions about crosslisting courses across several departments including Ethnic Studies, Anthropology, History, and Political Science, as well as collaborating in programming and community projects, and providing support for faculty in both units.

¹ Campuses publish enrollment data using metrics that are seldom comparable. Currently UC Santa Barbara has a total of 27 enrolled majors in Black Studies; UC Berkeley has 30 degree recipients in African American Studies in the last two years, currently UT Austin has 22 enrolled majors in African and African American Studies.
Cross-listing courses could increase enrollment in both units involved: as students become familiarized with the instructors whose courses are cross-listed, they may research related classes, epistemological orientations, and faculty in both units. We consider cross-listed courses potential gateways for students to explore the departments that support such courses. This process of exploration, as it multiplies among students, can lead to increased course enrollments, thus benefiting all departments involved.

As the Department of Black Study continues to build its major in Black Study, it will invite Ethnic Studies faculty to not only crosslist their courses in the major, but also collaborate in the very crafting of the curriculum, thus signaling and putting into practice intentional dialogue and intersections from the beginning. Indeed, in August 2021, members of the BSI committee met with members of the departments of Ethnic Studies, Comparative Literature, and Media and Cultural Studies, as well as faculty in the Developing African Studies group to discuss such possibilities, among other topics.

Thus, rather than envisioning a zero sum scenario in which the success of the Department of Black Study leads to or depends on the decline of the African American program in Ethnic Studies -- or any other UCR unit for that matter -- via crosslisting courses, collaborating on programming, and offering mutual support, we affirm our intention to improve our campus climate, enhance our overall research efforts, and deepen our community engagement. We consider the Department of Black Study a benefit for our entire campus and surrounding communities.

Additionally, the “Black Study and UCR Teacher Education Program Pathway” is an example of the collaborative approach that marks the Department of Black Study. In partnership with the GSOE, the Department of Black Study will orient and encourage its interested undergraduates to pursue this exciting pathway to graduate school and to professionalization through UCR Teaching Education and Credential Programs. We consider such partnership one of the points of attraction for new undergraduates who will contribute to the vibrancy not only of the Department of Black Study and the GSOE, but the entire campus. Indeed, this partnership, which is explicitly structured to facilitate our student’s entry into teaching professions, furthers UCR’s mission as the premier campus for social mobility.

10. A full listing of resources required for start-up and for operations. In cases where no additional resources will be needed, this must be explicitly stated. This listing may include: personnel (faculty FTE or temporary positions, Teaching Assistants or Readers, administrative staff, technical support); support services including computer facilities and library resources; space requirements. A plan indicating how the resources will be obtained would also be helpful to the
committee in reviewing the proposal. A letter of support from the College Dean and/or Executive Vice Chancellor-Provost indicating endorsement as well as a promise of support for the proposal also would be extremely helpful.

A. Faculty

The Black Study major will benefit from the hire of faculty supported by the recently awarded UCOP Advancing Faculty Diversity award (PIs: João Costa Vargas, Kim Yi Dionne, Marilyn Grell-Brisk, Jennifer Syvertsen, and Melissa Wilcox; Award: $496,570), which supports the recruitment of four new faculty, three of which will be appointed or joint-appointed in the Department of Black Study. These hires will be essential in ensuring consistent coverage of courses specific to and required for the Black Study major.

Additionally, there are faculty already holding faculty appointments in CHASS that expect to transfer part of their faculty lines into the proposed department, using a phase-in approach based on the accrual of Black Study majors and Black Study course enrollment. These existing CHASS faculty will assist with teaching courses in the Black Study major, and work with their respective home departments in the early years of the major to cross-list courses as appropriate, thus allowing these courses to be taught without any additional cost.

B. TAs

An additional three TA positions are desirable in order to support the new gateway course sequence for Introduction to Black Study (BLAC 001, BLAC 002, and BLAC 003). We anticipate these introductory courses will easily attract 75 students or more, including non-majors. As introductory courses, discussion sections would be important. If TAs are not approved, the course will have to be smaller and taught without discussion sections.

C. Staff (One shared FAO and one shared Financial Analyst)

The MDU staff seems already stretched to maximum capacity. BLAC would not be unique among the programs served by the MDU in advocating for an increase in staffing. We recommend that a new CHASS unit be created to be shared by some of the existing departments and the Department of Black Study as well as the proposed Department of Environment, Sustainability, and Health Equity. In this case, we require one shared FAO and one shared Financial Analyst.
The MDU advisers are experienced in supporting Ethnic Studies majors and they are highly capable of supporting BLAC. We commit to work alongside the undergraduate advisors to run the major smoothly.

D. Computers

No additional computer facilities are required for the new curriculum.

E. Library

No additional library resources are required for the new curriculum.

F. Space

Since BLAC founding core faculty are all current faculty members, we anticipate that the new department will not create additional need for office space. However, it may be necessary to move some offices over time in order to consolidate BLAC faculty in the same building. BLAC would also require access to a meeting space, which could be shared with other programs or units.

G. Plans for obtaining resources

The collective involved in the departmentalization process will continue to collaborate in identifying and seeking external funding to support the department’s creative and research activities, as well as its curriculum. We will engage university resources such as the Academic Senate, the Office of Research and Economic Development (RED), and CHASS grants support. We will also work with the UCR Foundation to develop a departmental fund into which donations can be made over time by alumni of Black Study as well as by other donors interested in supporting the department.

As demand for BLAC 001, BLAC 002, and BLAC 003 grows, we will teach these courses during the summer, which will bring in 52% of the revenue to the department.

The committee is proactively seeking additional funding to add regular lines to the department. The University of California Office of the President (UCOP) sponsored the Blackness Unbound Faculty Commons group via UCR’s Center for Ideas and Society. BU members have had an important role in the crafting of the Department of Black Study proposal. On July 21, 2021, UCOP provided further support for the Department of Black Study by awarding $496,570 through its Advancing Faculty Diversity Program. One of these faculty will be tenured and hold their appointment in the Department of Black Study; one junior faculty will be jointly appointed between the departments of Black Study and Political Science; one junior faculty will be jointly appointed between the departments of Black Study and Religious studies; and one tenured faculty will
appointed in the Department of Environment, Sustainability, and Health Equity (ESHQ). UCOP demonstrates financial support not only for the hiring of faculty specializing in Black Study, but also for the Department of Black Study.

Another likely financial source for faculty recruitment is the UCOP President’s Postdoctoral Fellowship Program (PPFP). Having recently been awarded a 15 million dollar grant from the Andrew Mellon Foundation, the program provides the hiring incentive in the form of five years of salary for postdoctoral fellows hired to UC campuses. The Department of Black Study will not only be highly attractive to a number of such fellows, but will also partner with CHASS to intentionally and aggressively recruit them.

Finally, with Cassie Riger (Senior Director, Foundation Development), Clyde Derrick (Assistant Dean for Development), and support from Chancellor Kim Wilcox, BSI committee members have been exploring funding possibilities with the Mellon Foundation for additional programming and departmentalization efforts.

11. Both internal and external letters of support should be provided with the proposal. Internal letters of support are often from UCR department chairs and faculty of related programs. The external letters should be from other UC campuses or other peer institutions. Letters from off-campus help to establish the quality of the program and its fit within the context of related programs at other universities. Upon consultation with the CEP the demand for external letters may be waived.

Letters of support have been requested for the Department of Black Study, which includes this proposal for the new undergraduate program.

We have received letters from following Deans and Chairs (partial list, letters are still arriving), as well as from several academics, administrators, civil society organizations, and individuals.

Charles R. Hale
SAGE Sara Miller McCune Dean of Social Sciences
College of Letters & Science
University of California, Santa Barbara

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

Derick A. Fay, Ph.D.
Professor and Acting Chair
Department of Anthropology
University of California, Riverside

Mark Anderson
Professor and Chair
Department of Anthropology
University of California, Santa Cruz

Joel Smith
Professor and Chair
Department of Dance
University of California, Riverside

Jeff Sacks
Professor and Chair
Department of Comparative Literature and Languages
University of California, Riverside

Jim Isermann
Professor and Chair
Department of Art
University of California, Riverside

Josh Emmons
Associate Professor and Chair
Department of Creative Writing
University of California, Riverside

David Lloyd
Distinguished Professor and Chair (until June 2021)
Department of English
University of California, Riverside

Melissa M. Wilcox
Professor, Holstein Family and Community Chair in Religious Studies, and Department Chair
12. Approvals from program faculty, College faculty (if the new proposal affects a college regulation), and the appropriate Executive Committee should be obtained before forwarding the new program to the attention of the Senate Analyst for CEP.

Approvals:

A. Program faculty

The following faculty approve this proposal:

Ayana Omilade Flewellen, Assistant Professor, Department of Anthropology
Donatella Galella, Associate Professor, Department of Theatre, Film, and Digital Production
Imani Kai Johnson, Assistant Professor, Department of Dance
joão costa vargas, Full Professor, Department of Anthropology
Kim Yi Dionne, Associate Professor, Department of Political Science
Marilyn Grell-Brisk, Researcher, Center for Environmental Research and Technology (CE-CERT)
Ni’Ja Whitson, Associate Professor, Department of Dance
Rickerby Hinds, Full Professor, Department of Theater, Film, and Digital Production
Vorris Nunley, Associate Professor, Department of English
B. Chairs associated with the courses included in the new curriculum

joão costa vargas, Chair, Anthropology [approved]
Jennifer Merolla, Chair, Political Science [approved]
Robin Russin, Interim Chair, Theatre, Film, and Digital Production [approved]

C. CHASS Executive Committee

(Pending approval)
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION

(insert date)

To be adopted:

Proposed Changes to Black Study

PRESENT: PROPOSED:

Program Description

The Department of Black Study emphasizes the verb "study" and stresses the engaged and embodied practice of teaching and research that is simultaneously diasporic, local, communal, planetary, historical, contemporary, and future-oriented. It is therefore, necessarily transdisciplinary in scope, straddling various disciplines in the Social Sciences, Humanities, STEMM, and the Arts. Black Study transdisciplinarity is anchored in an intersectional lens, maintaining both symmetry and dissonance to seriously engage Black epistemologies, Black metaphysics, Black temporality, and Black social, cultural, and spiritual life.

Rooted in articulated Black Radical Traditions, such as Cooperative Zones, Marronage Enclaves, Mutual Aid, Transformative Justice, and Abolition, the Department of Black Study is a collective experimental methodology of liberation in action, study, and future-making.
Accordingly, the major and minor in Black Study require both an engagement with (a) broad perspectives on possibilities and challenges Black people experience in the African continent and its diasporas across timescapes; and (b) specialization tracks that will deepen one’s understanding of such challenges and possibilities. The Black Study undergraduate experience offers transdisciplinarity as a value and intentional methodology, multidirectionality in scope, and yet is specific, specialized, and rigorous.

Through thorough research, analysis, creative practice, applied scholarship and close partnership with transformative grassroots organizations, Black Study students and community critically address and seek to overcome all forms of antiblackness while imagining and prefiguring an altogether new world.

The B.A. degree consists of 52 units with requirements focused on the major social factors and movements impacting Black peoples in the African continent and its diasporas, as well as courses along the following themes: i) Critical Theories and Practices of Gender, Sexuality, Race, and Blackness; ii) Performance, Arts, and Literature; iii) His/herstory, Behavioral and Social Sciences; iv) Law, Education, Health, Environment, and STEM; v) Social Activism and Policy.

The program also offers a 32 unit Minor with requirements focused on the major social factors and movements impacting
Black peoples in the African continent and its diasporas.

Major Requirements (B.A.)

The major requirements for the general B.A. degree in Black Study are as follows (52 units total):

1) **Lower-Division Requirements** (3 courses, 12 units)

   a) BLAC 001
   b) BLAC 002
   c) BLAC 003

   Lower-division courses taken elsewhere may be counted toward the lower-division requirement; up to four advanced placement units earned in high school may count toward its fulfillment as well. Please consult with the academic advisors for further details.

2) **Upper-Division Requirements**
   (10 courses, 40 units)

   a) Students must select (6) six courses in at least two thematic tracks.

   **Critical Theories, Practices of Gender, Sexuality, Race, and Blackness**

   BLAC 111, BLAC 112, BLAC 113, BLAC 114
Performance, Arts, and Literature

BLAC 121, BLAC 122, TFDP 161

His/herstory, Behavioral and Social Sciences

ANTH 140G, ANTH 142J, BLAC 131, BLAC 132, BLAC 133, BLAC 134, POSC 151, POSC 151S

Law, Education, Health, Environment, and STEMM

BLAC 141, BLAC 142, BLAC 143, BLAC 144

Social Activism and Policy

BLAC 151, BLAC 152, BLAC 153, BLAC 154

b) One research methods course from among BLAC 191A, BLAC 191B

c) Two capstone courses: BLAC 192A, BLAC 192B

d) One community-engaged course: BLAC 193

Minor Requirements (32 units)

1) Lower-Division Requirements (3 courses, 12 units)

a) BLAC 001
b) BLAC 002

c) BLAC 003

Lower-division courses taken elsewhere may be counted toward the lower-division requirement; up to four advanced placement units earned in high school may count toward its fulfillment as well. Please consult with the academic advisors for further details.

2) Upper-Division Requirements (5 courses, 20 units)

   a) Students must select (2) two courses in at least two thematic tracks.

   Critical Theories, Practices of Gender, Sexuality, Race, and Blackness

   BLAC 111, BLAC 112, BLAC 113, BLAC 114, BLAC 194

   Performance, Arts, and Literature

   BLAC 121, BLAC 122, BLAC 194, TFDP 161

   His/herstory, Behavioral and Social Sciences

   ANTH 140G, ANTH 142J, BLAC 131, BLAC 132, BLAC 133, BLAC 134, BLAC 194, POSC 151, POSC 151S
Law, Education, Health, Environment, and STEMM

BLAC 141, BLAC 142, BLAC 143, BLAC 144, BLAC 194

Social Activism and Policy

BLAC 151, BLAC 152, BLAC 153, BLAC 154, BLAC 194

b) Two capstone courses:
   BLAC 192A, BLAC 192B

c) One community-engaged course: BLAC 193
Approvals:

Approved by the faculty of the Department of ________________: (insert date).
Approved by the faculty of the College of ________________: (insert date). Approved by the Executive Committee of the College of ________________: (insert date).
Approved by the Committee on Educational Policy: (insert date).
Course Descriptions for BLAC Curriculum

1a)
BLAC 001: Introduction to Black Study I: Black People Domestically and Globally Now.
4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): None.
Introduces major social factors and movements impacting Black peoples on the African
continent and its diasporas currently. Topics include the creation of movements/spaces
of possibilities to navigate issues around AIDS/HIV and Covid-19 pandemics, food and
nutrition insecurity, state terror and industrial incarceration, residential segregation,
exposure to environmental toxins, and blocked access to quality health care and
education, to create vibrant futures.

1b)
BLAC 002: Introduction to Black Study II: Imagined and Embodied Futures. 4 Lecture, 3
hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): None. Engages critical
appraisal of artistic forms, political organizing efforts, embodied praxis and resistance
formations, and theoretical prisms that imagine and propose alternatives to
antiblackness. Examines Black interventions through time and technologies with a focus
on trans, queer, and feminist perspectives that build on what Cedric Robinson terms the
Black Radical Tradition.

1c)
BLAC 003: Introduction to Black Study III: Black Ways of Knowing, Doing, and (B)eing
Otherwise. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s):
None. Central to any critical notion of Black Study and Black becoming requires an
explicit engagement with Black fungibility, knowledges, and the linguistic, racial and
gendered order of things. As such, Radical Black Study requires epistemic
disobedience. This class disrupts a fundamental cultural assumption: the study of Black
culture and black life is the study of mere difference.

2a)
ANTH 140G: Anthropological Perspectives in Africa 4 Lecture, 3 hours; research, 3 hours.
Prerequisite(s): upper-division standing or consent of instructor. A number of African cultures
are carefully examined in terms of three or four anthropological topics, such as: subsistence
patterns, social organization, and religious systems. The treatment of these cultures follows a
brief overview of the geography, history, and linguistic patterns of Africa.

ANTH 142J: Political Economy of South Africa 4 Lecture, 3 hours; written work, 3 hours.
Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W or consent of instructor.
Examines contemporary societies of southern Africa. Focuses on changes and continuities since the end of apartheid. Topics include transformations in ethnic and racial identity and classification; postapartheid class formation and neoliberalism; labor migration and immigration; HIV/AIDS; land reform, resettlement, and spatial transformation; tourism; and conservation.

BLAC 111: Envisioning Black Futures, Social Order and Utopianism through the works of Octavia Butler. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. Knowing and understanding the world through a uniquely Black perspective allows for new and different visions of human possibilities. Black futures, social order and utopianism are examined through the works of visionary sci-fi author Octavia Butler's Xenogenesis, Patternist, and Parable book series.

BLAC 112: Trans Embodied-Ologies. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. A gathering place for the radical Queer imaginaries of Black Trans and Nonbinary Artists. Here, we centralize a Futurity that requires the lives and leadership of Black Trans and Nonbinary peoples. We propose dangerous making to combat dangerously violent anti-trans cultures, while traversing the Spiritual, empowered, speculative and mysterious of embodied intelligences and aligned creative practices.

BLAC 113: The Medicine Sessions: Futurist Cypher Technologies. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. We step into Black and Queer improvisatory social and spiritual practices to study the Diasporic technologies of the circle. Unique to this exploration, the ring shout will be foundational to unlocking the structures, the sacred, the corporeal liturgies embedded within Black trance-inducing social dance forms. House will be our musical and technical grounding, a Black Queer form within this spiritual lineage that will unite, lift, shift. Each week we are visited by a live DJ and guests who speak to class themes.

BLAC 114: Blackness and American Sexual Economies. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. A comprehensive examination of the formation of race and United States sexual economies, with a particular emphasis on dynamics of gender as they intersect with and are impacted by normative quotidian and institutional dynamics. Comprehensive course covers the time period from slavery to the present.

BLAC 121: The Racial Politics of Performance: Blackface to #OscarsSoWhite. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. Introduction to a history of how media technology,
cultural production, and critical reception have shaped racial representation. Considers theories of Black performativity as well as films and plays by Black artists.

BLAC 122: Transforming Blackness?: Gender Betrayal, Spirituality, and Re-visioning the Dark Feminine in the Novels of Toni Morrison. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. Class will explore the transformation of Black personal/communal life through Black Study, literature, and a pedagogy of unlearning. We will examine the stories we tell ourselves and the narratives society tells Black folks through the fiction and theorizing of Toni Morrison as she re-visions Blackness and Black life.

BLAC 131: Sites of Memory: Imagination, Archaeology, and the African—American Past. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. In “Site of Memory” Toni Morrison writes that truth is intricately linked to memory and the imaginative. How do we as a society make, memorialize and imagine our past? How do we speak about difficult pasts, such as that of enslavement, in the present? In an attempt to explore these questions, we will examine the different ways that archaeologists, anthropologists, historians, storytellers, and artists attempt to make sense of the past, breaking the binary of fact versus fiction. We will look at evidentiary sources (artifacts, archives, paintings, literature, and performances) that are used to both illuminate and silence the past. In this course, students will read and discuss historical narratives, novels, and archaeological and anthropological case studies to examine the different ways we might examine pasts that have been made invisible or elided in mainstream histories; specifically those relating to African Diaspora experience in the United States and the Circum Caribbean. As a seminar course, this is intended to introduce students to the core concepts of close reading, as well as critique and composition through an anthropological lens.

BLAC 132: Politics of Race and Ethnicity in Africa. 4 Lecture, 4 hours. Prerequisite(s): upper division standing or consent of instructor. Covers the politics of ethnicity and race, surveying theory and evidence utilizing a wide range of cases from the African continent, with a focus on the contemporary period. An inquiry-based course where students will consider social science theories of identity politics and gain knowledge on measurement of ethnic and racial identity and skills in uncovering and analyzing patterns of identification as well as politicization of ethnic and racial identities.

BLAC 133: Political Behavior in African Societies. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. Examines participation in everyday and contentious politics in contemporary African societies through examining decades of data collected by Afrobarometer, a Pan-African
research network. A research-based course where students will gain skills in data analysis, data visualization, and storytelling.

BLAC 134: Embodied modes and methods in research of marginalized populations. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. Examine systems of knowledge and how they influence research methods; examine research processes; theory generation and the ethics of engaging research within marginalized populations. Emphasizes mixed methods through a research project.

BLAC 141: Black People in the Inland Empire: Creating Resilient Communities. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. In this course, we trace contemporary demographic changes in the Black population of Southern California, particularly the shift from Los Angeles county to the Inland Empire. We examine how Black folx continue to create vibrant communities in the face of red lining, white flight, gentrification, further economic marginalization and environmental racism.

BLAC 142: Blackness, Rape, and Mass Incarceration. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. The rate of incarceration in the United States is the largest in the world: about 751 people are in prison for every 100,000 in the population. Russia comes in 2nd, with 627 prisoners for every 100,000 in population. In the US today, more than 2.5 million people are behind bars. In absolute numbers, the People's Republic of China comes in second place with 1.6 million, despite its population being over four times that of the United States. What explains this phenomenon? What historical developments, criminal justice policies, and shared beliefs help us understand this unprecedented scale of incarceration?

BLAC 143: Artist Healers: Trans Indigenous Medicine and Art Intersections. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. Centered in trans-indigeneity students will learn about and directly from a range of contemporary live performance makers and healers who call us to question the construction of norms, binaries, borders, Being. Classes will be centered on healing modalities, positioning wellness and political, critical engagement as partners in accessing a radical imaginary.

BLAC 144: HIV/AIDS in Africa and Beyond. 4 Lecture, 4 hours. Prerequisite(s): BLAC 001 or instructor consent. Critical examination of the AIDS pandemic and responses by citizens and states. Introduces epidemiology of HIV/AIDS and explores politics and policies of pandemic response shaped by global inequalities. Focuses on the local realities of the international intervention against AIDS.
BLAC 151: Futurities in Bebop and Black Power. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. An exploration of the origins, developments, imbrications, performance, and visions of society in jazz and the origins of Black Power.

BLAC 152: Organizing for Black Lives in the 21st Century. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. Using engaged praxis, we explore creative ways U.S. Black movement organizers have re-configured old ideas and the new ones that have emerged in the 21st Century. The course is designed around three themes: What is to be done; How is it to be done; The possibilities of what can be done.

BLAC 153: Black Diaspora social movements, utopia, and the building of a new world. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. Exploring diasporic collaborations and epistemes in the past and present, this course explores transnational political and imaginative efforts focused on common concrete social problems affecting Black people.

BLAC 154: Methods of Activist Research. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. Focusing on the theory, politics, and methods of activist research, this course introduces students to an emerging field of knowledge and practical intervention. While Anthropology and Sociology are centrally implicated in this emerging field, activist research draws from and is applicable to the broader social sciences, humanities, and the arts. As well, activist research is an effective collaborative tool with which communities experiencing injustice and distress attempt to conceptualize and overcome their challenges.

BLAC 194: Directed Research or Creative Activity in Black Study. 1-4 Research, Variable hours. Prerequisite(s): BLAC001, BLAC002, BLAC003, and consent of instructor. This course offering is an opportunity for students to engage in concentrated, in-depth, study with a particular faculty member for a quarter. This seminar is designed to enable students to conduct interdisciplinary research in one or two of the upper division track concentrations. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 8 units.

POSC 151: African Politics 4 Lecture, 3 hours; extra reading, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): Restricted to class level standing of Junior, or Senior; Or the consent of instructor. Examines politics in African countries, with a focus on the contemporary period. Covers both political institutions and political behavior. Topics include role of the state, democracy vs. dictatorship, political
participation, public goods provision, and development. Credit is awarded for only one of POSC 151 or POSC 151S.

POSC 151S: African Politics 5 Lecture, 3 hours; discussion, 1 hour; extra reading, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): Restricted to class level standing of Junior, or Senior; or the consent of instructor. Examines politics in African countries, with a focus on the contemporary period. Covers both political institutions and political behavior. Topics include role of the state, democracy vs. dictatorship, political participation, public goods provision, and development. Credit is awarded for only one of POSC 151S or POSC 151.

TFDP 161: African American Drama. 4 Lecture, 4 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines the major African American plays and playwrights from the 1800s to the present.

2b)

BLAC 191A - Black Study Research Methods I: Gateways to Inquiry - 4 units; Seminar, 3 hours. Prerequisite(s): BLAC001, BLAC002, and BLAC003. Introduces traditional and experimental methodologies used to pursue transdisciplinary and interdisciplinary research projects required for a Bachelor's degree. Examines contemporary research practices and methods deriving from various Black diasporic epistemologies. This course prepares students for extended research projects in BLAC 193, College Honors, and other undergraduate research programs through research- and practice-based skill building. This course is for the beginning stages of research for the students' senior project.

BLAC 191B - Black Study Research Methods II: Practicing Inquiry - 4 units; Seminar, 3 hours. Prerequisite(s): BLAC191A. Engages practical use of research practices, methods, and epistemologies introduced in BLAC191A. Facilitates student design of research questions and projects for Black Study Major Senior Capstone as well as further exploration of themselves as researchers. This course focuses on research development skills and field-based concentrations to help students identify relevant theoretical frameworks and bibliographies.

2c)

BLAC 192A: Senior Capstone. 4 units; Seminar, 3 hours. Prerequisite(s): BLAC 001, BLAC002, and BLAC003 & BLAC191A and B. In this two-quarter, co-taught course students will develop a transdisciplinary and interdisciplinary research project. Capstone projects demonstrate and employ research as an intersection of critical writing methods, performance and embodied praxis, visual cultures, and media. This course will provide
students with mentorship in envisioning and designing their projects. Students will also learn about the ways in which their work is in conversation with ongoing work in their field(s).

BLAC 192B: Senior Capstone. 4 units; Seminar, 3 hours. Prerequisite(s): BLAC 001, BLAC002, and BLAC003 & BLAC191A and B. In this two-quarter, co-taught course students will develop a transdisciplinary and interdisciplinary research project. Capstone projects demonstrate and employ research as an intersection of critical writing methods, performance and embodied praxis, visual cultures, and media. This course will provide students with mentorship throughout the revision processes of their projects initiated in BLAC 192A.

2d)

BLAC 193: Black Study Inland Empire Community Initiative 4 units; Practicum/Seminar, 3 hours. Prerequisite(s): BLAC001, BLAC002, and BLAC003. Introduces students to guiding principles and orienting concepts of Black Study as applied community engagement, namely, the prevention of social problems and the promotion of well-being among individuals within diverse contexts, such as families, schools, neighborhoods, and workplaces. Students will engage in critical examination of how to define and propose solutions to social and institutional problems. Students will be concerned with the ideas of empowerment, resilience, diversity, cultural competence, and social action, among others. In order to gain a better sense of how organizations develop efforts that encompass these ideas, students will engage in community service learning in Inland Empire communities working alongside community organizations. Course is repeatable to a maximum of 8 units.
Description
This seminar examines critical theories on the intersections of gender, race, and blackness. It explores the analytical and political implications of such theories, and interrogates how they relate to traditional disciplinary canons and existing forms of political organizing. Specifically, it probes lines of continuity and rupture between our planetary contemporary political moment and the cognitive apparatus that transatlantic slavery realized. Structuring questions include: What are the origins, and theoretical and pragmatic consequences, of concepts such as the afterlife of slavery, neo-slavery, and neo-colonialism? What is the relationship between antiblackness, racism, and white supremacy? What is the conceptual and political relevance of the concept of genocide vis-à-vis antiblackness? How do Black feminist and Black Queer critiques inflect, transform, reaffirm the (mostly unresolved) questions of the Black presence/absence in contemporary formations of subjectivity, society, and state? What are the theoretical consequences of an engagement with Black diasporic aesthetics and politics? How is the centrality of revolt (or objection to subjection) in Black politics and aesthetics a symptom of worldwide antiblackness? And finally, how, if at all, are gendered Black diasporic experiences commensurable with those of nonblack social groups?

Course requirements
We are of course in an exceptional time. The requirements are flexible and open to suggestions. Below are guidelines that we will adapt when necessary.

This is an intensive collective theoretical conversation. It requires consistency in reading, reflection, and participation over the entire quarter. Students must be prepared to actively engage in seminar discussions at every session. Attendance and active participation are mandatory, and are a considerable portion of your evaluation.

The seminar space must be respected. Please take care of your health and rest needs so that you are not tempted to nap or doze off during our sessions. If agreed, we will have a 10-minute break at the halfway point of our seminar.

Preparation for seminar meetings
Every participant should come to seminar ready to lead the discussion. On the day of the seminar, two persons will be selected, by draw, to facilitate it. This involves a 45-minute presentation that will initiate and structure the seminar. Intended to develop and sharpen students’ analytical and pedagogical skills, these presentations are a central part of the course. When presenting, lead discussants have to engage the following items:

1. Problems and architecture. An overview of the author’s central concerns. These concerns can be analytical, theoretical, ethical, political, and are often a combination of those. Your first task
is to define (a) the overarching problems the author is engaging. How does the author
develop their narrative, and what are the findings? You also need to consider (b) the writing
strategy, reflect on (c) what each chapter accomplishes, and (d) the ways in which each
chapter contributes to the overall argument. How is the text organized? Why is it organized
in this way? This summation should take about 10 minutes.

2. Methodology. This portion of your presentation must be detailed and precise. Here you must
reflect on (a) the author’s database, and how they define it, gather it, and make sense of it.
Your summary of the author’s methodological approach should include propositions such as
“this author employs a combination of [critical ethnography, archival work, and cultural
studies] to examine…” You also need to provide (b) details about how the author actually
practices this approach in the text itself: highlight and explain specific passages where the author’s
methodology is employed and what it accomplishes. Here again, it is important to convey to
the seminar participants how the organization of the chapters reflects the methodological
strategy. This part of the presentation should take about 10 minutes.

3. Major theoretical argument. Each facilitator should take up one highly specific aspect of the text
that is both central to the author’s project and is of particular relevance to the facilitator’s
own intellectual concerns. This portion of the presentation is meant to (a) identify and
elaborate key theoretical arguments and (b) discuss how those arguments contribute to
pertinent fields of study. While facilitators are encouraged to draw connections to their own
developing research and theoretical reasoning, they should stay focused primarily on the text.
Each facilitator should offer focused commentaries no longer than 10 minutes.

4. Emerging questions. Facilitators should close by offering 3-5 questions that allow all
participants to engage with the text on its own terms, and within its own parameters. We are not
concerned with outlining what the text “doesn’t do,” or fails to do, but rather with
understanding its logic and how it attempts to fulfill its own ambitions. Our focus is on
comprehension rather than a priori criticism. Good questions focus on specific aspects of the
text’s argument, and incite reflection, rather than a defined answer. Examples of bad
questions include: “Does the author use the concept of race?” “What is race for author X?”
An example of a good question: “Author X employs the concept of race to make sense of
the ways in which Black transgendered individuals suffer types of degradation and violence
not commensurate to the experiences of nonblack transgender people. How does the author
arrive at these findings? Are they generalizable to contexts other than the research?”

5. Points 1-4, above, should be laid out in writing and delivered to all seminar participants on the day
of the presentation. The text is not to exceed 5 single spaced pages (they are usually 3 pages).
All participants distribute their review to everyone on iLearn.

Weekly writing exercise
All seminar participants have to write one page or less in dialogue with a theoretical question posed at
the end of the seminar. We will collectively elaborate this question. Participants should upload
their responses to Blackboard no later than 11:59 pm on the immediately following Friday.

The purpose of this short writing exercise is for students to develop their theoretical and creative
voices, and to build an effective routine for working on, and polishing up, complex ideas in a short
but compelling prose. *This exercise should be done without any textual source other than the work under discussion.* Keep your quotations to a minimum. The writing is to be rigorous and exploratory, creative and precise, daring and critical. It should be approached as work in progress and therefore revised a few times before submission. Before you write your first response, focus on a line of reflection that is related to your research interests: think strategically ahead so as to develop, as you move through this course, analytical problems pertinent to your exams, thesis and/or dissertation proposal, and research. Ideally, each weekly response will build on the previous one.

**Seminar paper**

The final paper should engage one theoretical question that emerges out of the seminar. Use your weekly pieces and your and your colleagues’ class presentations as bases from which to build your paper. You should focus on two authors contained in the syllabus.

Consultation with me during office hours, at least once during the quarter, is mandatory, preferably as you reflect on your final paper.

Final papers must be uploaded to Blackboard no later than March 19, 11:59 p.m. Papers should be up to 10 pages, double spaced, including a consistent citation standard and bibliography.

**Grading**

Research Paper (up to 10 pages): 35%
Seminar participation: 30%
Weekly book reviews and reflection pieces 35%

**Learning outcomes**

At the end of the quarter, you will be familiarized with important debates and authors on the advent of the modern world. The modern world fundamentally depends on excluding Black people and blackness from its realm. The seminar’s reading, discussing, and writing practice requires an engagement with the texts that is attentive to our own place in this world, and how we all benefit and are negatively impacted by antiblackness and its attending hierarchies. Such debates and authors reveal fundamental elements of the Human and the Social which not only structure the Humanities and the Social Sciences respectively, but also format the planetary death and lifeworlds. As well, you will gain insight and practice into addressing these questions via oral presentations, debates, and experimental and formal academic writing.

**Reading materials and schedule of topics (subject to change)**

Readings marked with “selections,” and recommended readings, emerging out of seminar discussions, will be added to weekly folders on Blackboard

**Week 1** (January 6) Introduction; main themes; expectations and protocols; time management
Recommended:
Faye Harrison (ed.), *Decolonizing Anthropology: Moving Further toward an Anthropology for Liberation.* Association of Black Anthropologists, 1991 (188 pages.)


**Week 2** (January 13) The afterlives of slavery I


Recommended:

**Week 3** (January 20) The afterlives of slavery II


Recommended:

**Week 4** (January 27) Fanon, colonialism, antiblackness, and the modern world


Recommended:

**Week 5** (February 3) The Black Radical Tradition


Recommended:
Fred Moten, *In the Break: The Aesthetic of the Black Radical Tradition.* (selections, 50 pages.)

**Week 6** (February 10) Black Feminist Thought


Recommended:


**Week 7** (February 17) Black Feminisms


Recommended:


**Week 8** (February 24) Queer and Trans Blackness


Recommended:


Joy James, *Resisting State Violence: Radicalism, Gender, and Race in U.S. Culture.* Minneapolis: University
of Minnesota Press, 1996. (265 pages.)

**Week 9** (March 3) Contemporary Black politics in the U.S.
Available at https://repositories.lib.utexas.edu/handle/2152/74986

Recommended:

**Week 10** (March 10) Global antiblackness and Afropessimism

Recommended:
Black People in the IE: Creating Resilient Communities *Draft Syllabus*

Course Description
In this course, we trace contemporary demographic changes in the Black population of Southern California, particularly the shift from Los Angeles county to the Inland Empire. We examine how Black folk continue to create vibrant communities in the face of red lining, white flight, gentrification, further economic marginalization and environmental racism.
4 Units; Seminar
Prerequisite: BLAC 001 and BLAC 002 or BLAC 003.

Course Goals and Learning Outcomes

Goal 1. Identify structural constraints to social group mobility and success. Identify and understand how these constraints unfold in the quotidian lives of Black folk in the IE.

Broad Learning Outcomes: General knowledge of theories of social stratification, and structural inequality. Knowledge of key concepts such as environmental justice, environmental racism, economic marginalization, red lining, white flight, gentrification. Knowledge of how these concepts are connected. Be able to identify these types of structures as they currently exist in the IE.

Skills: critical reading and thinking, understand patterns and trends, clear and effective written and verbal communication, digital competencies, socio-interpersonal communication

Assessment: Substack posts; self-reflection notes; weekly group activity; low-risk assignment grading

Goal 2. Understand how people create community in the face of marginalization and structural constraints.

Broad Learning Outcomes: Knowledge of community creation as part of social movement organizing; community as resistance to marginalization; community as Black futurity. Knowledge of the Black communities in the IE. Knowledge of how Black people create support structures within the broader IE community. Knowledge of Black art in the IE.

Skills: critical reading and thinking, understand patterns and trends, clear and effective written and verbal communication, digital competencies, socio-interpersonal communication

Assessment: Substack posts; self-reflection notes; weekly group activity; community interviews; project management; low-risk assignment grading

Goal 3. Understand what makes communities thrive. Understanding the communities we live and work in, and engage with.

Broad Learning Outcomes: Knowledge of key concepts of resiliency, adaptation, resistance. Knowledge of how can we might measure the success of a social movement. Knowledge of creative ways communities resist marginalization.

Skills: critical reading and thinking, understand patterns and trends, clear and effective written and verbal communication, digital competencies, socio-interpersonal communication; project management.

Assessment: Substack posts; self-reflection notes; weekly group activity; project management; low-risk assignment grading;
ASSIGNED COURSE ACTIVITIES

This is a course on the contemporary movement of people. As such, much of the course activities utilize newer modes of assignments and assessments. We will develop all the skills of a traditional course, such as critical thinking and clear verbal and written communication skills, but we will demonstrate and assess them in non-traditional forms. Class lectures and any slides used during class sessions will be made digitally available to students after class meetings.

3 Substack Blog Posts ~700-1000 words.
Substack is a blog-posting/newsletter platform. Video on how to create a Substack account and how to post on Substack. You can either make your Substack private and share with myself and the classroom, private and share with myself and the individual student assigned for peer responses, or public.
The Substack posts will be in response to a prompt based on either a video or short read and include:
   a) An informed and direct response to the prompt (maps onto Course Goals 1, 2 & 3)
   b) Should demonstrate an understanding of concepts, and ideas analyzed and discussed in the classroom (maps onto Course Goals 1, 2 & 3)
   c) Should include some visuals, like gifs or memes, charts, graphs (maps onto Course Goals 1, 2 &3)
(Rubric provided) 200 points each
Total points available: 600

2 Peer Responses to Classmate Substack Posts ~300-500 words
Peer responses will be randomly assigned.
Peer Responses, posted on Substack, will include:
   a) A link to the original post and
   b) A reasoned response demonstrating a clear understanding of the concepts, and ideas discussed in the classroom (maps onto Course Goals 1&2)
(Rubric provided) 65 points each
Total points available: 130

Weekly group activity
Students will be assigned into small groups and will meet to discuss readings on a weekly basis. This is designed to foster a classroom community, solidarity amongst students and group learning competencies.
Participation: 120 points total
Post meeting, each student will write a short individual reflection on the reading assignments. 100-150 words. Posted on Substack. (maps onto Course Goals 1&2)
150 points [25 points each (6 posts)]
Groups will present the highlights of the readings. Presentations will be at beginning of class. They will be 15 minutes long. Each group will present once during the semester. A rubric will be provided. (maps onto Course Goals 1&2)
100 points for each.
Total points available: 370
Meeting the Community Project
This is your Final Project and will be done together as a class. This practicum portion of the class involves meeting and presenting our IE Black communities. We will create a website that highlights various aspects of Black IE community. Together, we will create a list of tasks and assign groups of 2-4 students to each task. This will include creating the website visuals, writing up the content, interviewing community members, highlighting the community in new and interesting ways. Launch the project on the digital platform.

You are required to provide 3 written updates of your tasks throughout the quarter. These updates are designed to be inclusive, combine project management and low risk assessment mechanisms to allow you to provide your best work.

Write-Up 1. 1-2 paragraph explaining your task and how you intend to pursue and complete it. You will receive feedback. 100 points (low risk grading)
Write up 2. 1 page incorporating feedback received from your first write up and discusses any updates. You will receive feedback. 200 points (low risk grading)
Write up 3. 2-3 pages of where you stand with your assigned task. You will receive feedback. 300 points (low risk grading)

Final Launch of Website. 300 points

Total points available: 900

GRADING
Total Available Points = 2000
A = 1750-2000
B+ = 1665-1749
B = 1664
B- = 1580-1664
C+ = 1480 – 1579
C = 1479
C- = 1380-1478
D = 1000-1379
Course Materials

* PDFs of all articles and book sections assigned will be provided

We will only use sections of the following books:
- Seeking El Dorado: African Americans in California (De Graaf, Mulroy, Taylor 2001)
- Black Origins in the Inland Empire (Skinner 1983)
- The Quest for Environmental Justice (Bullard 2005)
- Unequal Protection: Environmental Justice and Communities of Color (Bullard 1994)
- Segregation by Design (Trounstine 2018)
- A Terrible Thing to Waste (Washington 2019)
- Toxic Communities (Taylor 2014)
- Smogtown: The Lung Burning History of Air Pollution in Los Angeles (Jacobs and Kelly 2008)

Articles
- Bigger Than a Hamburger (Baker 1960)
- Environmental Racism (Taylor 2018)
- Prefigurative self-governance and self organization: the influence of antiauthoritarian (pro)feminist, radical queer and antiracist networks in Quebec (Breton et al. 2011)
- Air Pollution in the Inland Empire (Roach 2020)
- Migrants From L.A. Flow to Affordable Suburbs Such as Inland Empire (Texeira 2001)
- Blaxit: An Exodus in Los Angeles (Spencer 2019)
- Environment and Morality Confronting Environmental Racism in the United States (Bullard 2004)
- Environmental Justice in the 21st Century: Race Still Matters (Bullard 2018)
- Making the environmental justice grade: The relative burden of air pollution exposure in the United States (Miranda, Edwards, Keating, and Paul 2011)

Websites
- Inside the Lines
  (https://storymaps.arcgis.com/stories/c876878db8c647ec85b9cc9b5f5debc5)
- New Data Collection Available: COVID-19 Health, Racial, and Economic Equity
- Environmental Health and Justice in Southern California
  (https://storymaps.arcgis.com/stories/db8edd37c79d4f49803e208e3a1c96d2)
Course Schedule

Week 1
Introductions
Black Origins in the Inland Empire (Skinner 1983; Foreward and Chapter 1)
Migrants From L.A. Flow to Affordable Suburbs Such as Inland Empire (Texeira 2001)
Blaxit: An Exodus in Los Angeles (Spencer 2019)

Week 2
Black Origins in the Inland Empire (Skinner 1983; Chapter 3 and 4)
Toxic Communities (Taylor 2014; Introduction and Chapter 2)
Due: Final Project Write-Up 1

Week 3
Environmental Racism (Taylor 2018)
Environmental Justice in the 21st Century: Race Still Matters (Bullard 2018)
Introduction and Environmental Justice in the Twenty-first Century in The Quest for Environmental Justice (Bullard 2005)
Due: Substack 1

Week 4
Segregation by Design (Trounstine 2018; Introduction and Chapter 2)
Due: Final Project Write-Up 2

Week 5
Bigger Than a Hamburger (Baker 1960)
Prefigurative self-governance and self organization: the influence of antiauthoritarian (pro)feminist, radical queer and antiracist networks in Quebec (Breton et al. 2011)
African Americana Suburbanization in California
Due: Substack 2

Week 6
Segregation by Design (Trounstine 2018; Chapter 3 and 7)
Air Pollution in the Inland Empire (Roach 2020)
African American Resiliency: Examining Racial Socialization and Social Support as Protective Factors (Danice L. Brown 2008)
Due: Final Project Write-Up 3
Week 7
Making the environmental justice grade: The relative burden of air pollution exposure in the United States (Miranda, Edwards, Keating, and Paul 2011)

Week 8
A Terrible Thing to Waste (Washington 2019; Introduction and Chapter 2)
Smogtown: The Lung Burning History of Air Pollution in Los Angeles (Jacobs and Kelly 2008; Chapter 1, 8, 13)
**Due: Final Project Write-Up 4**

Week 9
A Terrible Thing to Waste (Washington 2019; Chapter 3 and 7)
*Environmental Inequity in Metropolitan Los Angeles* in The Quest for Environmental Justice (Bullard 2005)
*Women Warriors of Color on the Front Line* in The Quest for Environmental Justice (Bullard 2005)
**Due: Substack 3**

Week 10
*Racializing Blight* in Toxic Communities (Taylor 2014)
Unequal Protection: Environmental Justice and Communities of Color (Bullard 1994)

Exam Time: **Due: Final Presentation of Meeting the Community Project**
Course description
Focusing on the theory, politics, and methods of activist research, this course introduces students to an emerging field of knowledge and practical intervention. While Anthropology is centrally implicated in this emerging field, activist research draws from and is applicable to the social sciences, humanities, and the arts. As well, activist research is an effective collaborative tool with which communities experiencing injustice and distress attempt to conceptualize and overcome their challenges.

The main contention informing the readings and the student-led ethnography is that, vis-à-vis traditional and “objective” approaches, activist research gains in rigor, depth, and accountability precisely because it is developed in collaboration with, rather than independently of, groups of people who are attempting to improve their social conditions.

Developing a quarter-long hands-on ethnographic research project, students will, in groups, explore the composition, routine, complexities, and goals and challenges of a community organization of their choosing. The organization can be a campus or an off-campus collective. It is recommended that the organization you select engages in social justice efforts. Possible issues addressed by the organizations include but are not restricted to the following: education, justice, housing, nutrition, health care, environment, and the arts.

It is critical that the name of the organization and the people you work with during the quarter remain anonymous. Readings and discussions in class will provide instructions on how to render fieldwork information unidentifiable. In no circumstance should the material collected in your research be used for any purpose outside of our class.

Rules and expectations
Every class meeting will require active participation from individuals and groups. Your participation grade will depend on how well you demonstrate engagement with the readings and the class discussions. Your interventions must draw from your fieldwork and the readings.

You will conduct ethnographic research with your group. With your group, you will determine what organization to study, and how you are going to approach the persons who are part of the organization. Make sure all in your group are involved, and agree about the research approach and how the labor is divided. Your fieldnotes need to indicate how each person of your group contributed to collecting the information and writing the fieldnotes. It is your responsibility to alert me about issues in your group that hinder the work.

I encourage you to study, conduct fieldwork, write your fieldnotes, and complete the quizzes with the persons of your group.
Each group is responsible for uploading fieldnotes when they are due.

Make sure to submit your individual responses for the quizzes.

Late assignments will not be accepted. Plan ahead, work collectively!

**Course Dynamics**

This course requires consistent participation based on engaged reading, contribution to class discussions, and careful collaboration and attention to weekly field work and submission of fieldnotes.

Students will be randomly assigned to a group on iLearn.

This will be the typical week:

- **Tuesday:** Discussion of fieldwork and, time allowing, assigned readings
- **Thursday:** Discussion of assigned readings.
- **Other days of the week (at least 4 hours/week/ per group):** Fieldwork
- **Saturday:** Submission of group fieldnotes; quiz on readings and class discussions

Your fieldnotes are required to strictly follow the template available on iLearn, and need to be uploaded on iLearn each week. They should never exceed 4 pages.

You will receive comments and suggestions on your fieldnotes each time you turn them in. You will be graded on the entire set of fieldnotes each group produces during the quarter, not on each separate weekly fieldnotes.

Your group presentation will account for 20% of your final grade. It must accomplish the following:

a) Present your research questions (explain why is your research relevant);

b) Detail your method (explain how you obtained your ethnographic information);

c) A description of your research site and organization. What is the organization’s goals (what is it striving to accomplish)? How does it go about trying to accomplish its goals, what are its concepts and strategies?

d) Also important to consider: How is the organization set up? What is its administrative structure? Who does what? How is the work divided? What is the organization’s overall mood? Is it inviting?

e) How, where, and when did you dialogue and collaborate with your “informants”? How were you received, and why?

f) What is your analysis of the organization and its people? For example: What keeps the organization together? Why are they, or are they not, successful? Why do they attract, or do not attract, new members? Why do members stay, or leave?

g) What would be your recommendations for the organization’s success? You can/should discuss your description and analysis with members of the organization. This discussion would be a way to put into practice activist research, or at least render the research process more dialogical and participatory.

Your final presentation should not be longer than 20 minutes; plan on leaving time for questions and answers. You will be evaluated on how well organized your presentation is; you should be creative
and dynamic. You need not be an experienced public speaker, but you need to demonstrate you are familiar with the material. Ideally, all group members present.

**Your presentation should be uploaded on iLearn prior to your final class presentation**

Quizzes will be based on the readings but also on the class discussions, so it’s important for you to be actively involved in class discussions and take notes.

**Attendance policy:** 3 absences will lead to a final grade deduction of half a grade (e.g. A- to B+); the rule is cumulative. Attendance is a vital part of the course: Discussions in class provide important moments of reflection that cannot be attained otherwise.

**Grading (see grading scale in Course Materials)**
- Quizzes: 30%
- Field notes: 30%
- Participation: 20%
- Group presentation: 20%

**Assignments and tests dates**
- Quizzes: Oct 19, Nov 2, Nov 16, Nov 30
- Presentations:
  - Groups 1, 2, 3: Dec 3
  - Groups 4, 5, 6: Dec 5
- Groups upload their presentations on iLearn before they present

**Reading and course activity schedule**
All readings are on iLearn; the volume *Engaging Contradictions: Theory, Politics, and Methods of Activist Research*, edited by Charles R. Hale, is an electronic source found at Engaging Contradictions

**Readings and schedule are subject to change depending on the pace and direction of the ethnographic research, and the instructor's and/or the students’ interests.**

**Week 0**
**Thursday, September 26**
Introduction: course structure, expectations, assignments;
Discuss syllabus;
Familiarize yourself with groups members. Time allowing, discuss possible research sites.

**Week 1**
**Tuesday, October 1**
Groups briefly discuss initial ideas; preference of field site.
Strategize first contact: who and how to contact person at organization; how, when, and where to initiate conversation.
Visit organization; in follow up meeting, groups decide if organization is a good research site.
Questions about syllabus.
Discuss readings:
a) Hale, “What is Activist Research?” 3p;
b) Hale, “Introduction,” Engaging Contradictions, pp. 1-28

Thursday, October 3
In groups: Definition of research site and research preliminary questions (why this research site? What do you expect to find?);
Discuss readings from Week 1 and, time allowing, Week 2
Follow up visit this week or weekend

Week 2
Tuesday, October 8
No class: Please use your time wisely and complete assignments below

Groups discuss fieldwork so far: difficulties, insights, possibilities
Discuss readings:
a) “Writing Fieldnotes,” 4p;
b) Emerson, Fretz, and Shaw, “Chapter One. Fieldnotes in Ethnographic Research,” and “Chapter Two. In the Field: Participating, Observing, and Jotting Notes,” in Writing Ethnographic Fieldnotes, 23p;
c) “Template for Fieldnotes” 2p.

Thursday, October 10
Groups bring questions and insights from Tuesday meeting: readings and fieldwork progress
Discuss readings from Tuesday and the following:

Saturday, October 12
Fieldnotes 1 (Upload on iLearn; 3-4 pages)

Week 3
Tuesday, October 15
Discuss fieldwork: each group provides a synopsis of its work: findings, difficulties, next steps; all groups comment

Thursday, October 17
Discuss reading: Briggs, Learning How to Ask, pp. 1-28 (up to, but not including, “Plan of the book”)

Saturday, October 19
Quiz 1, Fieldnotes 2 (iLearn)

Week 4
Tuesday, October 22
Discuss fieldwork: each group provides a synopsis of its work (7 mins. max); all groups comment
Discuss readings:
a) Schrock, “The Methodological Imperative of Feminist Ethnography,” pp. 48-60

Thursday, October 24

Saturday, October 26
Fieldnotes 3 (upload to iLearn)

Week 5
Tuesday, October 29
Discuss fieldwork: each group provides a synopsis of its work; other groups comment

Thursday, October 31

Saturday, November 2
Quiz 2, Fieldnotes 4 (iLearn)

Week 6
Tuesday, November 5
Discuss fieldwork: each group provides a synopsis of its work; other groups comment

Thursday, November 7

Saturday, November 9
Fieldnotes 5 (upload to iLearn)

Week 7
Tuesday, November 12
Discuss fieldwork: each group provides a synopsis of its work; other groups comment
Discuss readings:
b) Graeber, “Fragments of an Anarchist Anthropology,” pp. 1-37

Thursday, November 14

5
Discuss reading: Mendez, “Globalizing Scholar Activism: Opportunities and Dilemmas through a Feminist Lens,” in *Engaging Contradictions*, pp. 136-163

**Saturday, November 16**
Quiz 3, Fieldnotes 6 (iLearn)

**Week 8**
**Tuesday, November 19**
Discuss fieldwork: each group provides a synopsis of its work; all groups comment
Discuss readings:

**Thursday, November 21**

**Week 9**
**Tuesday, November 26**
Discuss fieldwork and presentations: each group provides a synopsis of its work and how it plans on presenting; all groups comment
Discuss readings:
a) Graeber, “Fragments of an Anarchist Anthropology,” pp. 95-105
b) Pulido, “FAQs: Frequently (Un)Asked Questions about Being a Scholar Activist,” in *Engaging Contradictions*, pp. 341-363

**Thursday, November 28**
No class, Thanksgiving

**Saturday, November 30**
Quiz 4, Fieldnotes 7 (iLearn). Fieldnotes 6 should include observations on weeks 8 and 9.

**Week 10**
Group presentations; groups upload their presentation on iLearn before they present.

**Tuesday, December 3**
Groups 1, 2, and 3

**Thursday, December 5**
Groups 4, 5, and 6
Black Study Initiative Selected Bibliography

In our proposal to create the Department of Black Study—a space of knowledge production around and through Black life—we refer to Black academics, artists, and activists as the foundation of the Black, abolitionist, queer-loving, trans-affirming learning community we envision for UCR. Included below is one of many Black-affirming practices that we engage in accordance with our core principles: citation. Citational practices are both an affirmational gesture and a political act that explicitly name the authors and curators of materials outlining the struggle towards freedom within and outside of academia. This partial bibliography is a recognition of Black people who have created a blueprint ensuring the success of the vision we see in a Department of Black Study here at UCR.

SOME KEY FIGURES

Brent, Linda. Incidents in the Life of a Slave Girl, Written by Herself. 1861.
Harney, Stefano, and Fred Moten. The Undercommons: Fugitive Planning & Black Study. 1st edition, Autonomedia, 2013.

BLACK FEMINIST & QUEER STUDIES


**PERFORMANCE, EMBODIMENT, AND AESTHETICS**


**SPIRITUALITY, RELIGION, AND PHILOSOPHY**


**POLITICS AND POLITICAL SCIENCE**


THEORY AND PRAXIS


Jones, Claudia. **“An End to the Neglect of the Problems of the Negro Woman!”** Political Affairs (1949) PRISM: Political & Rights Issues & Social Movements. 467.

Kaba, Mariame. *We Do This ’Til We Free Us*. Haymarket Books, 2021


**PEDAGOGY**
Research Statement for the Department of Black Study (Draft)

The Department of Black Study emphasizes the verb “study” and stresses the engaged and embodied practice of teaching and research that is simultaneously local, communal, planetary, historical, contemporary, and future-oriented. It is therefore, necessarily transdisciplinary in scope, straddling various disciplines in the Social Sciences, Humanities, STEM, and the Arts.

Multi-disciplinarity draws on knowledge from different disciplines but stays within and tethered to their methodological and epistemic boundaries. Interdisciplinarity analyzes, synthesizes, and harmonizes links between disciplines into a coordinated and coherent whole. Tensions between disciplines are flattened out or smoothed over as much as possible. Trans-disciplinarity integrates knowledge from different disciplines (typically the natural, social, and health sciences) in a humanities context and transcends their traditional boundaries, maintaining as much as possible disciplinary tensions. Black Study trans-disciplinarity is anchored in an intersectional lens, maintaining both symmetry and dissonance to seriously engage Black epistemologies, Black metaphysics, Black temporality, and Black social, cultural, and spiritual life.

The Department of Black Study is rooted in articulated Black Radical Traditions, such as Cooperative Zones, Marronage Enclaves, Mutual Aid, Transformative Justice, and Abolition, and is a collective experimental methodology of liberation as practiced in the past, and present as well as conceived of for the future. In rigorous research, analysis, creative practice, applied scholarship and close partnership with transformative grassroots organizations, Black Study critically addresses and seeks to overcome all forms of antiblackness while imagining and prefiguring an altogether new world. Black Study is deeply engaged in the long duration of Black people’s ways and theories of knowing -- Black epistemologies -- in the African continent and its diasporas. At the same time, introducing invention into existence, Black Study is future-oriented, and as such, informed by collective past experiences, it explores alternative genres of the Human and the Social.

Reflecting the Trans-disciplinarity constitution of the proposed department, and the often collaborative nature of research that will be carried out by future faculty, we imagine producing and evaluating excellence in knowledge production according to the following metrics, formats, and venues:

a) Peer-reviewed articles in reputable and relevant journals
   i) Given the interdisciplinary and collaborative nature of our work as scholars and practitioners, besides publishing in reputable Black Studies journals, faculty members will publish in equally valuable Anthropology, Performance Studies, Sociology, History, Political Science, Public Health, English, Ethnic Studies,
Literary Critique, and Earth and Environmental Science journals, among others. Additionally faculty will publish in multi-, extra- and transdisciplinary journals whose audience recognizes the value of collaborative community engaged research and hybrid and innovative methodological and theoretical approaches.

ii) Research by faculty in the proposed department will likely be carried out in various parts of the planet and in collaboration with local communities and researchers. Thus, even though we anticipate publishing primarily in English, books, research reports, grant proposals, and peer-reviewed journals may be published in Amharic, Spanish, French, and Portuguese, among others.

iii) Centering the value of mentoring and collaboration, the proposed department will uplift work that features future students and junior colleagues as first authors in multi-authored essays. As a department we will uplift that, not appearing as first author of a multi-author essay, does not reflect a diminished role in the research leading to the publication. In addition, as much of our research involves international and multi-investigator projects, multi-author publications in our field will be seen as a sign of robust collaborations, research promise, and commitment to equity in knowledge production.

b) Creative Projects

i) Given the transdisciplinarity of scholars and practitioners that will comprise the future department’s faculty, we will value creative projects (creative writing, chapbooks, visual arts, performance pieces, museum exhibitions, documentary productions, etc.) as much as articles in peer-reviewed journals. Creative projects often take the same amount of time if not longer to produce than peer-reviewed journals.

ii) Audio visual and photographic media and the arts have long been important to how Black Study scholars and practitioners carry out research and present it to diverse publics.

iii) Grants supporting creative projects and research associated with those project are an important component of our discipline, and we will recognize the value that they generate not only in terms of the resources they bring (travel, equipment, facilities, events, meetings, labor), but also the added reputation they lend to the line of research and the department.

iv) The department will value creative projects built through community collaborations that produce hybrid and innovative works that reach diverse and wide publics.

c) Peer-reviewed books and edited books

i) We anticipate that future faculty will publish books and edited books in reputable university presses as well as in trade presses, both in the United States and abroad. As a department we will value books that target specialized audiences as well as those made for accessible to a broader public.
ii) Given the value placed on community-engaged research, the future department will uplift autonomous/independent presses, and evaluate such publications in terms of their methodological and theoretical merits and their inclusive and expansive nature.

iii) The proposed department will value edited books as a form of intellectual and organizational labor that is often overlooked. Edited books can take longer to produce than single-authored books as they involve several authors, require many rounds of revision, and necessitate familiarity and engagement with a much broader theoretical and methodological palette than that of a monograph.

d) Chapters and articles in books

i) The proposed department will value chapters and articles in edited peer-reviewed books as much as articles in peer-reviewed journals -- they take the same time to produce, and sometimes go through stricter and longer review processes. Such volumes also have great potential to be used in graduate seminars and therefore to be influential on future generations of scholars.

e) Editor-reviewed scholarship, including a growing trend of prestigious online outlets that allow for timely dissemination of research and theoretical insights into current issues, will also be valued in the future department. This form of public scholarship involves feedback from editors, who are often established and respected scholars in the field, and creates a deliberate space for cutting-edge dialogue.

f) Reports and testimony to policy-making, legislative and activist institutions, and reports developed in collaboration with community stakeholders and our research collaborators will also be valued as research labor output. Outreach and public engagement, including articles for the general public, are strongly valued in our discipline.

g) Grant-supported research is an important component of the future department’s trans-disciplinary vision; as such, we will recognize the value that it generates not only in terms of the resources it brings (travel, equipment, facilities, events, meetings, labor), but also the added reputation it lends to the line of research and the future department.

h) Student mentoring will be a critical aspect of the department’s vision of professional development among its students. Not only will we take seriously our role in preparing the next generations of researchers and engaged citizens of the world, but we will also recognize that our own research vitality depends on the dialogues and insights that emerge from the continued dialogue with our graduate students.

i) The same is true for postdoctoral, community and international visiting scholars. The future department sees the value in the intellectual dynamism and the plurality of experiences and perspectives such examples of mentoring bring to the department and campus.

ii) Likewise, the department will be committed to undergraduate education and will take an active role in mentoring, involving students in faculty research, and
preparing students for graduate education and professional positions in the community.
March 29, 2021

Dear Dean McMullin and Professor Vargas:

I write to express my support for the efforts underway to found a Department of Black Study at UC Riverside. I have read the “pre proposal” with great interest, drawing both on my own scholarly commitments with Black Studies, and on my current role of Dean at UC Santa Barbara. In this latter role, I provide leadership and guidance for our own Department of Black Studies, which offers important areas of convergence and future collaboration with the Department that you seek to found.

As the pre proposal text attests, this historic moment provides a unique and urgent context for this effort: from the heightened awareness of racially structured societal inequities that disproportionately impact Black populations, to the steady stream of antiblack violence and related patterns of harm, to the astounding upsurge of Black-led mobilizations, which contest these systemic conditions, and in so doing, open pathways for more just and equitable societal conditions for us all. Although UC Santa Barbara and UC Riverside acted in sync to form their respective Departments some 50 years ago, in response to that prior moment of enabling conditions, we learn from the pre proposal document that forces at UC Riverside converged to keep the Department from persisting and flourishing. Historically constituted openings to meet these needs do not occur often; it is exciting to think that another such moment has emerged.

The Department of Black Studies at UC Santa Barbara is a vibrant space for Black-centered pedagogy, research, and publicly engaged intellectual work, which echoes in many respects the aspirations laid out in the pre proposal. Together with the Center for Black Studies Research (CBSR), the Center for Publicly Engaged Scholarship (CPES), and many other divisional and campus units, the Department has stepped up to engage the acute and chronic intersecting crises of the moment, from the racially disparate impact of the pandemic, to the rise of white supremacist political currents, to environmental racism, to the longstanding plague of antiblack police violence and mass incarceration regimes. As the pre proposal also emphasizes, these units also foreground Black cultural and political creativity, which generates alternative visions for societal organization, and innovative praxis that offers principles and paths forward to guide processes of societal change. The yearlong “Race to Justice” series, organized by UCSB Arts and Lectures, and guided by an advisory committee drawn from our Black Studies community, has offered us a steady stream of inspiration—in the face of dire adversity—along these lines. We can now look forward to a much-deepened relationship of collaboration with UC Riverside, building on our distinctive features, as well as the foundation of common ground that we share.

One further comment is in order, regarding the pre proposal’s stated goal of forming a doctoral program, which would make UCR a leader among the UC campuses of Southern California. We strongly support this initiative, as an essential component of any tier 1 research University, as a crucial step in forging a vibrant Black Study intellectual community, and to widen the “pipeline” for future scholars and teachers in this tradition. At the same time, this element of the pre proposal document reminds us that graduate education is an absolutely critical goal for our own Black Studies department as well. We view our goal, and the one you have outlined, as mutually reinforcing; in addition, we see exciting possibilities for collaboration along these lines—perhaps even thinking together about innovative “next generation” graduate training.
programs, which might more fully address the needs and aspirations of future generations of Black intellectuals, and more directly engage the conditions of societal crisis that produced the need for the Black Study department in the first place.

We wish you all the best in your endeavor, and look forward to further exchange as your efforts unfold.

Yours Sincerely,

Charles R. Hale
SAGE Sara Miller McCune Dean of Social Sciences
College of Letters & Science
Marilyn Grell-Brisk, Ph.D.  
Assistant Project Scientist  
CE-CERT - UC, Riverside

Dear Dr. Grell-Brisk:

It was a pleasure to hear about your participation in the effort to start a Department of Black Study at UCR. As Dean of the Bourns College of Engineering, I can attest to the fact that our college has not experienced the success in recruitment and retention of Black students that we desire. We have worked with our Council of Advisors and our NSBE student organization to develop an endowment that will help provide specific professional development resources for Black students such as attending workshops and conferences as well as support an operating budget for their many activities. The NSBE leadership has been advising us during weekly meetings on how to be more effective in our recruitment and retention of Black students.

Across the UC system there is far too little participation of Black students in engineering, even though there are high paying jobs available to engineering graduates. Depending on the goals of the faculty in a future department of Black Study, there could be many opportunities for us to collaborate; and the presence of this department could provide a more welcoming atmosphere for future Black engineering students. Ideally, some of these students will continue on for a Ph.D. in engineering and contribute to the pipeline of Black engineering leaders in the academy. We continue our efforts to hire more Black faculty who serve as role models.

I am strongly supportive of your efforts. Please be aware that I need to be respectful of the faculty-driven process and the role of the academic senate in the development of new degree programs and departments and thus I cannot directly advocate for a new department in another college. I look forward to the opportunity to participate in future discussions if the faculty working on this proposal feel this would be helpful.

Sincerely,

Christopher S. Lynch  
Dean Bourns College of Engineering  
William R. Johnson Jr. Family Endowed Chair
March 30, 2021

To Whom it May Concern,

I am writing to offer my strongest support for the creation of a Department of Black Study at UC Riverside. The proposed department will articulate with initiatives underway in the Anthropology Department, draw together disparate scholars and students across the university and address longstanding needs and concerns on the campus. It also will facilitate recruitment and retention of Black faculty and students, and generate critical scholarship and pedagogy. Moreover, the proposal articulates a unifying, relational position on Black Study that will position UCR as innovative and transformative, “encompass[ing] but exceed[ing]” conventional disciplines and interdisciplinary models for the field. The proposed department and the scholarly community that it represents deserve the full support of the university, and I hope that you will look favorably on the proposal.

Yours sincerely,

Derick A. Fay, Ph.D.
Associate Professor and Acting Chair
Department of Anthropology
University of California, Riverside, USA
March 26, 2021

To Whom It May Concern:

I am writing this letter to express my support for the creation of a Department of Black Study at UC Riverside. The creation of a department focused specifically on Black Study fulfills a longstanding need and will make UCR visible at the cutting edge of transformative scholarship, pedagogy and praxis concerning the Black Diaspora, critical race theory, and anti-blackness. Based on my graduate experiences of involvement in a program with a focus on the African Diaspora, with a high concentration of Black faculty and students, such a department will serve to enhance community, belonging, success and retention among faculty and students.

Sincerely,

Mark Anderson
Professor and Chair, Department of Anthropology
University of California, Santa Cruz
March 31, 2021

Dear Dean McMullin,

The Department of Dance writes to express its enthusiastic support for the urgently needed Department of Black Study at UCR, recently proposed by the UC Riverside Black Study Initiative (BSI), composed of Inland Southern California community members, staff, students (undergraduate and graduate), and faculty.

The development and resourcing of a Department of Black Study at UCR would be a catalyst for necessary changes on campus and across the UCs in order to fully center and support Black Innovation and Knowledge Production and to ensure that Black voices are a guide for interdisciplinary, intercollegiate and interdepartmental curriculum design and implementation. Such a department will be a critical force on campus, the region, and across the UCs; a center for community building and abolitionist practices and thinking and a home for Black students, staff and faculty who continue to feel marginalized and silenced. While we recognize there are initiatives across campus to hire more Black faculty and to appeal to and retain Black students, a dedicated Department of Black Study will demonstrate and more fully enact UCR’s uncompromising pledged commitment to its Black community members, will address past and ongoing grievances of antiblackness and antiblack violence, and will be a powerful step in preventing the continued exodus of Black faculty and students from UCR which has included esteemed scholars Fred Moten, Ashon Crawley and Jayna Brown, among others.

Last summer there was a campus-wide fury to respond to the racial and social justice uprisings spreading across the globe in response to the murders of Breonna Taylor, Ahmaud Arbery, George Floyd, as well as the much less publicized murders of Black Trans folks like Tony McDade and Nina Pop. There was a host of university, college and department pronouncements against state-sanctioned violence and the murder of Black people by the police. In particular, there was immediate response to the UCR Demands to Administration - Call to Action that members of the Black Student Union, ASUCR, Sisters Affirming our Socio-Cultural Identities,
and Queer Alliance, and a number of other student organizations sent to Chancellor Wilcox and the UCR administration on May 31, 2020. The list of demands student community members called for included “The campus-wide support for the Black student community regarding accountability, educational equity, and increased support services.” We see accountability, equity and support services to include the building and resourcing of a Department of Black Study which, as the “Black Study at UCR” proposal states, would “Bring together a diverse group of dynamic scholars and practitioners of Black Study already at UCR…” and whose self-governing structure would privilege those students, faculty, staff, and Black progressive community members in promoting its own well-being, research/curricular agendas, and advancement.

We too responded to the students’ Call to Action and included our own commitment to “CENTER Black voices, ideas and research, and work diligently to decolonize the academic canon and the epistemological and methodological praxes in our field and related disciplines, as well as in our graduate and undergraduate curriculum design.” As a faculty largely comprised of Black, and other historically marginalized persons, including Latinx, South Asian, LGBTQ folks and persons of Indigenous descent, an equally diverse student body and staff, and whose curriculum is indebted to African diasporic practices, Black scholarship and theory, we see this as an opportunity for our own department to strengthen its research and curricular endeavors and to be in partnership with a department dedicated to Black Study. With so many faculty and students (many who are not Black), in our department and at UCR, interested and employing Black scholarship, theory, and creative practices, and for there NOT to be an academic department dedicated to this field of research, is a huge contradiction.

As part of UCR’s ongoing efforts to do more than pay lip service to diversity slogans and cliche publications that list our national rankings for social mobility, supporting and fully resourcing a Department of Black Study is a decisive step in the right direction towards a university that embodies and enacts its core values.

As part of these university wide efforts, the Department of dance full-heartedly and without reservation supports a Department of Black Study at UCR.

Sincerely,
The Department of Dance
March 31, 2021

To: João Costa Vargas  
Professor, Department of Anthropology

From: Jeff Sacks  
Chair, Comparative literature and Languages

Re: Department of Black Study

This is to forward the Department of Comparative Literature and Languages’ enthusiastic support for the creation of a Department of Black Study at the University of California, Riverside.

Given the hegemonic and persisting forms of antiblackness, anti-immigrant xenophobia, and racism, and the long histories of violence, coercive social practice, intellectuality, and material-legal institutions, since the founding of the American state and prior to it, the formation of a Department of Black Study appears to us as at once as an intellectual and social imperative.

We wish to underline that this initiative has significant relevancy for a Department of Comparative Literature and Languages. Because Black Study occasions a re-thinking of the forms of thought and intellectual practice in modernity, it compels a renewed attention to the basic categories that attend the practice(s) of reading in literature studies, which is also to say, a renewed attention to terms we understand ourselves to have properly understood, for example: “language,” “reading,” “poetry,” “relation,” “history,” “philosophy,” “religion,” “the social,” and many others.

We are concerned not only about the marginalization and exclusion of Black thought, literary production, poetics, cinematic intervention, philosophy, and criticality from the University and from departments of Comparative Literature, but also with the ways in which the social forms for intellectual life and practice, in America, can tend to remain derivative of antiblack, racialized terms for social understanding.

For example, in his work Black Marxism: The Making of the Black Radical Tradition (1983), Cedric Robinson explained this linkage:

In America, the accommodation of Western historical consciousness to racial ideologies created a particular chain of social misperceptions and historical distortions that endured into the present century [the 20th century]. Not only was popular thought affected but the very foundations of that American academic thought which first began to mature in the nineteenth century was suffused with racialist presumptions [our emphasis—JS]. The emerging American bourgeoisie, in its mercantile, manufacturing, and plantocratic aspects, was purposefully and progressively achieving its first stages of ideological coherence. The intellectual grounding came to absorb the past of those peopling America as well as their present. The result was the construction of the historical legends that obscured
the origins and character of the republic and the social relations upon which it rested. (p. 76)

Because they enable us to understand the social form of American institutions and “academic thought,” and because they illumine the study of race and antiblackness on a global scale in diverse contexts—“Capitalism we less a catastrophic revolution (negation) of feudalist social orders than the extension of these social relations into the larger tapestry of the modern world’s political and economic relations” (p. 10), Robinson wrote—a Department of Black Study, and the modes of thought and sociality it creates, significantly contribute to the discipline of Comparative Literature and the Department of Comparative Literature and Languages at UC, Riverside.

The Department of Comparative Literature and Languages, its undergraduate students, graduate students, and faculty, will substantially benefit from its collaborations with a Department of Black Study. The forms of thought, critique, and social understanding, which emerge in Black Study, provide a nexus for the critical interrogation of social life; without a Department of Black Study, the College of Humanities, Arts, and Social Sciences remains significantly incapacitated in its desire to produce knowledge about, and also to change, the world in which each of us lives.

Faculty in the Department of Comparative Literature and Languages work in and with a wide variety of languages and literary traditions, including African, Arabic, Chinese, Filipino, French, German, Greek, Italian, Japanese, Korean, Latin, Vietnamese and others. Our work spans periods and media, and so the intervention of the Department of Black Study opens numerous pathways for critical engagement and interaction in our writing, teaching, reading, and scholarship.

In our own department, we are in conversation regarding initiating a major in African Literatures and Languages, and we view the initiative to form a Department of Black Study as a complementary one to our own; while the disciplinary and intellectual terms are distinct from this proposed major, and while the forms of scholarly and pedagogical practice are also distinct, there are moments of mutual overlap and nurturing, and we therefore view this initiative for a Department of Black Study to be in sync without our short- and long-term pedagogical goals, intellectual project, and hiring plans.

We wish to underline the following passage in the proposed frame for this department, forwarded by the conveners of this initiative:

Drawing from Black transformative, queer, trans, and feminist epistemologies, the department will house and nurture rigorous research, pedagogies, curriculum, and artistic practices that are historically-grounded, dialogically engaged in local and global communities, abolitionist, and future oriented. Black Study encompasses the social complexities, interconnections, and discontinuities that mark the African continent and its diasporas in varied times and spaces. Bringing together a diverse group of dynamic scholars and practitioners of Black Study already at UCR, its self-governing structure will emphasize the participation of students, faculty, staff, and Black progressive
community members in decision making regarding all department matters, including admissions, hiring, promotion, tenure, and programming.

Our work and teaching intersects with the frames suggested here; further, we are of the view that the sorts of interaction and intervention that will open with the formation of this new department will lead to collaborations, which we—from our present vantage point, where this department is at once much-needed and still-absent—are not able, yet, to imagine.

Finally, we wish to underline that Black faculty and students at UC, Riverside are significantly harmed by the absence of a Department of Black Study on our campus. The organizers of this initiative write that:

The latest demand for a Department of Black Study at UCR originates in the 2020 mass transnational mobilization for Black Lives. It dates back to 1968, when the UCR Black Student Union pleaded the case for a Black Studies department. The institutional absence of such a department has contributed to repeated waves of Black faculty departures for other universities, the alienation of Black students and staff from UCR, and a generalized climate of antiblackness.

We affirm this assessment and we share the concern that Black faculty, students, and staff—and faculty, students, and staff of color—have been significantly impacted in manifestly negative and ongoing ways because of the absence of a Department of Black Study at UC, Riverside. The initiative to create this new department, therefore, is at once socially and intellectually urgent, and we very much hope that the various institutional bodies that review this proposal will view it with the same enthusiasm, and with same sense of timely urgency, that we do.
March 29, 2021

Dear Dean McMullin,

The Department of English enthusiastically supports the proposed formation of a Department of Black Study at UCR, believing that it will synergize productively with the research and teaching agenda of our own and other departments in CHASS, will greatly enhance the experience of all students, and especially that of Black students who have long sought the establishment of such a department, and will help to bring UCR’s intellectual and departmental profile into line with the most progressive of UC campuses, most of which already have distinct departments of Black, African American or African Diaspora Studies. Moreover, the distinctive way in which a department specifically of Black Study promises to put UCR on the leading edge of developments in the field.

As you know, the establishment of such a department is long overdue and grows from a long history of demands and from an equally long history of racism at UCR that caused the dismantling of a Black Studies program and major in 1982. The latest demand for a Department of Black Study at UCR originates in the 2020 mass transnational mobilization for Black Lives. But it dates back to 1968, when the UCR Black Student Union pleaded the case for a Black Studies department. The institutional absence of such a department, and the history of hostility towards it, have contributed to repeated waves of Black faculty departures for other universities, from which our own department recently suffered, with the loss of three senior and nationally known Black faculty whom we have yet to replace completely, and to the alienation of Black students and staff from UCR within a generalized climate of antiblackness.

Drawing from Black transformative, queer, trans, and feminist epistemologies, the department promises to house and nurture rigorous research, pedagogies, curriculum, and artistic practices that are historically-grounded, dialogically engaged in local and global communities, abolitionist, and future oriented. Black Study encompasses the social complexities, interconnections, and discontinuities that mark the African continent and its diasporas in varied times and spaces. Imagined in such a way, it is clear to us that a Department of Black Study would intersect with and richly inform the work that we already seek to do in English in studying and teaching about the racial formation of culture from the early modern period to the present. Collectively we have an ongoing commitment to race critical research and anti-racist pedagogy and strive to realize this in our practice. Having a strong and active Department of Black Study can only enhance the work that we seek to do across diverse periods, distinct and intersecting racial histories, and bodies of literature.

Black Study is a transdisciplinary body of knowledge emerging from historical and contemporary African, African American, and diasporic Black experiences. It encompasses but significantly exceeds conventional curricular frameworks of Black Studies, African American Studies, Africana Studies, as well as traditional disciplines in the Social and Behavioral Sciences, Humanities, and the
Arts. As Black Study emphasizes insurgent African and Black diasporic queer, trans, and feminist transdisciplinary approaches to a global framing of Black experiences, it also sets a bar and a model for other scholars to engage with and drives all of us to a sharper conceptualization of the field of race and other intersecting histories of differentiation and racial injustice. While we believe that the establishment of a Department of Black Study is unquestionably and in itself the right thing to do, we also welcome the stimulus it would give to our own thinking and teaching.

We look forward to any further opportunity to vote more formally on this matter, but in the interim are pleased to express our support and our confidence in the colleagues who have shaped this proposal.

Sincerely,

David Lloyd

Distinguished Professor and Chair of English
March 29, 2021

To Whom It May Concern:

The faculty of the Department of Religious Studies unanimously and enthusiastically support the creation of a Department of Black Study at UCR. Black Study is a critically important aspect of our own field, and like many departments on campus we have found ourselves unable to retain faculty members in this field because of precisely the structural challenges pointed to in the petition for the creation of this department – structural challenges that the presence of a well-supported, well-staffed, and thriving Department of Black Study would help to address not only for its own faculty but for scholars of Black Study across the campus.

In the recent past, two scholars of African American religions have been hired at UCR – one in our department and one in English – who left our campus for other positions prior to receiving tenure. Both were leading-edge figures in their fields when they were hired, and both continued meteoric ascents as scholars after their departures from UCR. One went from here to Harvard, and from there to a deanship at Wake Forest; he was recently featured in Henry Louis Gates, Jr.’s documentary on the Black church. The other, one of a small number of leading scholars merging queer studies and Black study in religion, went to the University of Virginia; his second book was just selected as a finalist for the prestigious Lambda Award. While both of these scholars left UCR to pursue excellent opportunities elsewhere, both were looking for those opportunities because UCR was not a place they wished to stay over the long haul. Had the proposed Department of Black Study been in place, there is a reasonable chance they would have chosen differently.

Because of the departure of the first scholar, the second had no colleagues directly in his area of study. Because of both their departures, our undergraduates seeking to study Black religious traditions must seek out independent study courses with those of us qualified to teach them. Graduate students seeking specifically to pursue Black study in religion do not even apply to our department. Just as the lack of a Department of Black Study has had a snowball effect that has reinforced a climate of anti-Blackness at UCR, the creation of such a department would have a snowball effect in combatting that climate. For our students, for our colleagues, for the betterment of the university, and to move UCR forward into the academic future, we join our voices with those of our colleagues in urging that this department be created.

Sincerely,

Melissa M. Wilcox
Professor and Holstein Family and Community Chair of Religious Studies
Department Chair, Department of Religious Studies
March 30, 2021

Black Study Initiative
University of California, Riverside (UCR)
Riverside, CA 92521-0418

RE: Creation of Black Study Department

Dear Black Study Initiative Committee Members,

I, Byron Ford, Ph.D., want to express our support for the creation of a Black Study Department at UC Riverside. I am Professor of Biomedical Sciences and Associate Dean for Medical Education in the UCR School of Medicine.

The innovative nature of the Black Study Department will allow UC Riverside to become a national leader in supporting and promoting Black scholarship and matriculation. By developing opportunities for collaboration between UCR’s STEMM and Humanities colleges, the Black Study Department will serve as a community focal point to bring together scholars supporting Black scholarship together from across the university.

Further, I would be interested in understanding how the designated emphasis in Black Study can be applied to our needs. I am most interested in helping to identify or connect researchers in our department/school that are focused on or whose research interests could align with Black Study.

In conclusion, I am strongly committed to your effort to bring a Black Study Department to UCR. Such a department would demonstrate that the university values its Black scholars and prioritizes Black scholarship. Further, the Black Study Department provides an exciting opportunity to showcase the incredible talent of UC Riverside’s faculty and students.

As a Black faculty member at UCR, I highly anticipate the wonderful work to come.

With best wishes for success,

Byron D. Ford, Ph.D.
Professor of Biomedical Sciences
Associate Dean for Medical Education
UCR School of Medicine
March 30, 2021

Black Study Initiative
University of California, Riverside (UCR)
Riverside, CA 92521-0418

RE: Creation of Black Study Department

Dear Black Study Initiative Committee Members,

I wish to express my support for the creation of a Black Study Department at UC Riverside.

The innovative nature of the Black Study Department will allow UC Riverside to become a national leader in supporting and promoting Black scholarship and matriculation. By developing opportunities for collaboration between UCR’s STEMM and Humanities colleges, the Black Study Department will serve as a community focal point to bring together scholars supporting Black scholarship together from across the university.

Further, I would be very interested in understanding how the designated emphasis in Black Study can be applied to our needs. I am most interested in three areas being discussed:

1. Being a part of developing and/or enhancing research training opportunities for individuals in our department/organization that are interested in a Designated Emphasis in Black Study
2. Disseminating information and marketing of the DE in Black Study to our department/organization
3. Helping to identify or connect researchers in our department/organization that are focused on or whose research interests could align with Black Study

In conclusion, I am strongly committed to your effort to bring a Black Study Department to UCR. Such a department would demonstrate that the university values its Black scholars and prioritizes Black scholarship. Further, the Black Study Department provides an exciting opportunity to showcase the incredible talent and innovative scholarship in an area of need by UC Riverside faculty, fellows and students.

With best wishes for your success

Respectfully,

Monica J Carson, PhD

Professor and Chair of Biomedical Sciences
S. Sue Johnson Presidential Endowed Chair in Gial-Neuronal Interactions
Director, Center for Gial-Neuronal Interactions
Editor-in-Chief, Journal of Neuroinflammation
900 University Ave, 1130 MRB
Riverside, CA 92521
monica.carson@ucr.edu
August 1, 2021

UCR Academic Senate
Elizabeth Watkins, Provost and Executive Vice Chancellor

Re: Proposal for the Department of Black Study

It is my pleasure to write with enthusiastic support for the establishment of the Department of Black Study. The development of this proposal is in response to student demand as well as campus and national strategic plans. The proposal has also garnered support across campus, students, staff, and faculty in CHASS, including the unanimous support of CHASS’s Executive Committee in May 19, 2021. Importantly, it has also received unprecedented support from the broader Riverside community. I unequivocally agree with the Executive Committee and the multitude of other endorsements and encourage its support by the Academic Senate and the campus leadership.

The inspiration for the new department proposal is a combination of the highly successful UCOP sponsored Blackness Unbound Faculty Commons Group and a necessary reckoning of social and institutional antiblackness. The proposal was developed through an inclusive process initiated by the Black Studies Initiative which included over a year of engaging and listening to students, staff, and faculty. It should also be noted, that UCOP continues to support the initiation of this new department as evidenced by UCOP’s Advancing Faculty Diversity Program award of $500,000. This award will support the hiring of four new faculty who would share joint appointments and individual appointments in the Department of Black Study.

The completed proposal is well developed and provides a strong curriculum from which our students would benefit. As the authors of the proposal note, Black Study, is not a noun but rather a verb that reveals the inclusive, collective, relational, and inter/trans disciplinary research and educational pedagogies. The proposal builds on CHASS’s existing strengths in Black, African, and African American Studies through coursework in departments such as Ethnic Studies, History, Political Science, Anthropology, and English. The proposal development committee is also in conversation with Engineering and other STEM fields. These collaborations will continue to foster transdisciplinary research and potentially increase the number of diverse students in the STEM fields. To extend the opportunities for collaboration the committee is also developing new courses that embody the innovative vision of Black Study. The proposal and its FAQs sheet addresses many of the questions regarding its enhancement of existing departments and why this is the time to initiate the Department of Black Study.

I’d like to briefly address the budgetary impact question. The Department of Black Study would be a grounding department in a new administrative unit that would increase enrollment and bring in extramural research funds through collaborations in the Humanities and STEM fields. In anticipation of this proposal, CHASS Dean’s Office has developed a plan to reorganize our administrative units. We have calculated that a new administrative unit would cost approximately $200,000 per year (FAO, Financial Analyst, and Student Support Staff). Note, that in any condition, CHASS would have to create this new unit in the next year or two to address severe understaffing. Our plan is that the Departments of Black Study, Environment,
Sustainability, and Health Equity, Ethnic Studies, and newly extramurally funded research centers would be served by the new administrative unit. Another question with regards to budget is the impact of having faculty with split departmental appointments in CHASS. The design of the Department of Black Study with one perhaps two full time faculty and several split appointment faculty is a successful model that we have seen before, specifically in 2012 with the School of Public Policy. The combination of new courses and cross-listed courses will ensure the integrity of the new department’s curriculum and continued support for existing departments. In the short term, existing departments might request an additional lecturer if more than two faculty move 50% of their appointment. Given the proposed curriculum, approximately five lecturers may be required in existing departments which would cost approximately $50,000 per year. In the long term, new hires will occur in departments where faculty have transferred from as well as in the Department in Black Study. As noted above, UCOP has already supported the hiring of new faculty and split appointment faculty for the new departments. Importantly, Department of Black Study will be highly attractive to UCOP President’s Postdoctoral Fellows (PPFP). With the hiring incentive of five years of salary coverage and CHASS’s intentional recruitment of PPFP will only strengthen our ability to support our existing and new departments. The new Black Study department, with its anticipated increased enrollments and potential for extramural funding, more than justifies the expense of creating a new unit and split faculty appointments for the first few years and in the long term.

The proposal is innovative in its ability to bring together existing and new strengths into a cohesive departmental plan that centers the active learning and research that reaches across boundaries and provides the knowledge, critical thinking, and collaborative practices that faculty, staff, and students, particularly Black faculty, staff, and students need to be innovators of a society that refuses antiblackness. We are uniquely poised to make UCR a leader in the area of Black Study. Waiting until there are “better times” would only serve to lose the momentum and disenfranchise faculty who are motivated and inspired to meet the needs of our students, communities, and the broader society. I enthusiastically support the creation of a Department of Black Study. It is time for CHASS and campus to clearly demonstrate our innovation and relevance to larger societal concerns not only through the work of individual researchers, but also through the infrastructure of departments that can foster that innovation particularly for Black students, staff, and faculty.

On behalf of the College, thank you for your consideration of this exceptional and timely proposal.

 Juliet McMullin, PhD
 Interim Dean, College of Humanities, Arts, and Social Sciences
 Professor, Department of Anthropology
 Co-Director Center for Health Disparities Research
October 24, 2020

Dear Chancellor Wilcox and Interim Dean McMullin,

We are members of the Performing Difference Faculty Commons group who embody and study minoritized difference from performances on stage and screen to performances of everyday life. Founded in 2018, our working group fosters research and relationships across campus so as to sustain and retain our community of scholars and artists.

We write to be in solidarity with the Blackness Unbound Faculty Commons group and to echo their statement dated June 5, 2020: “We call upon the university to invest in the bodily safety, psychic integrity, and empowered futurity of black students through immediate and actionable policy changes.” We urge campus leadership to divest from policing, given the documented harm of these state- and university-authorized violence workers. To create a safer environment, the campus must redirect funding to support Black students, staff, and faculty directly. Finally, we affirm the need for formalizing Black Studies at UC Riverside, and we appreciate Dean McMullin’s dedication to this effort.

Changing campus cops’ costumes is not enough. Creating a campus task force with no experts in police violence is not enough. Liberation requires real transformation.

In solidarity,
Members of Performing Difference

Donatella Galella, Associate Professor, Theatre, Film, and Digital Production
Crystal Baik, Associate Professor, Gender and Sexuality Studies
María Regina Firmino-Castillo, Assistant Professor, Dance
Kimberly Guerrero, Assistant Professor, Theatre, Film, and Digital Production
Tamara Ho, Associate Professor, Gender and Sexuality Studies
Emily Hue, Assistant Professor, Ethnic Studies
Imani Kai Johnson, Assistant Professor, Dance
Anusha Kedhar, Assistant Professor, Dance
Anthea Kraut, Professor, Dance
Liz Przybylski, Assistant Professor, Music
Judith Rodenbeck, Associate Professor, Media and Cultural Studies
Setsu Shigematsu, Associate Professor, Media and Cultural Studies
Melissa M. Wilcox, Professor, Religious Studies
Deborah Wong, Professor, Music
October 13, 2021

Dear Dean Williams and Academic Senate,

I write to express the enthusiastic support of the Department of English for the proposed formation of a Department of Black Study at UC Riverside. We anticipate that this proposed new program will offer important opportunities for collaboration that will enrich our existing programs in English, and that it will enhance the intellectual experience of students across CHASS. Collectively we have an ongoing commitment to race critical research and anti-racist pedagogy and strive to realize this in our practice. Having a strong and active Department of Black Study will enable us to extend this work across cross-disciplinary collaborations and will augment the work that we seek to do across diverse periods, distinct and intersecting racial histories, and bodies of literature.

The proposal for this initiative eloquently demonstrates why such a program of study is urgently needed at this historical moment. At the same time, the proposal also explains why establishing such a program is long overdue, the culmination of decades of work and commitment that has been insufficiently recognized and sustained by administrative structures and budgeting priorities. Our campus prides itself on serving a diverse and under-represented student body, and our institutional shortcomings in relation to Black students and faculty are starkly revealed by the distressing statistics in the proposal that document failed efforts to recruit and retain Black faculty and sustain a thriving Black student population. The English Department regularly recruits graduate students working across diverse fields of enquiry related to Black epistemologies, speculative aesthetics, archives and performances studies, and literary modes, and our efforts to build in this essential area of study have been hampered by the loss of two faculty specializing in Black culture, who separated after failed retention efforts. Thus, the proposed program in Black Study will not only offer us opportunities to form new collaborations with colleagues across disciplines, but it will enhance our own efforts to research and teach issues of racial formation from the early modern period to the present.

Establishing this program in Black Study will also demonstrate the University’s commitment to the larger public good and its responsiveness to contemporary social movements that are demanding concrete action to redress the systemic injustice of structural conditions of racism that shape American (and global) life. An effective public university has a responsibility to dedicate itself to producing knowledge that serves the needs of the wider community, and the proposed program in Black Study does not simply add another alternative to existing university curricula, but asks indispensable questions about the epistemologies and practices that guide us in our research overall, calling on us to reimagine them from the point of view of centering Black experience as we reconsider our histories, aesthetic categories, and philosophical commitments. Such knowledge is precisely what is required to produce engaged and informed citizens capable of taking leadership roles in a changing world, and what is needed to ensure that UC Riverside is positioned at the forefront of cutting-edge developments in the humanities and social sciences. It is all the more
important that we do this work on our campus because—as the proposal notes—UC Riverside enrolls the highest number of students who identify as Black/African American across the UC system.

The English Department strongly endorses this proposal not only due to these institutional and cultural contexts, but also because we see immense value in the planned curriculum and governance structure for the program. The curriculum sets a bar and embodies a model for other scholars to engage with and offers methods and theories that provide a sharper conceptualization of the field of race and other intersecting histories of differentiation and racial injustice. Drawing on diasporic queer, trans, and feminist transdisciplinary approaches to a global framing of Black experiences, it envisions and creates an infrastructure for connecting students and the off-campus community; it promises to integrate the content of Black Study with training to become teachers or lawyers or doctors and thus to reshape those fields via anti-racist praxis; and it continually emphasizes the connections between scholarship and practice in the training that it will provide its students. We concur with the proposal that this initiative to train the next generation of leaders promises to benefit the wider community in myriad ways as it contributes to the vital project of combatting anti-Blackness and inventing civil society anew.

We look forward to any further opportunity to vote more formally on this matter, but in the interim are pleased to express our support and our confidence in the colleagues who have shaped this proposal.

Sincerely,

Sherryl Vint
Professor and Chair
October 14, 2021

Dear Colleagues,

I write to express the Creative Writing Department’s support for the creation of a Department of Black Study at the University of California, Riverside. As chair of this department, I am honored to add our voices to the chorus celebrating and endorsing the proposed department’s stated aim to “seek dialogue across and beyond institutional boundaries, pursue collaborations and bridges rather than division; embrace cross pollination instead of isolation and exclusivity; engender synthesis instead of antithesis.” This comprehensive approach to scholarship that foregrounds the embodiment of Black intellectual traditions, and to furthering our campus’s—and the country’s—antiracist goals, is welcome and exciting and long overdue, not just when considering the recent nationwide Black Lives Matter movement, but also when considering the country’s centuries-long practice of racially motivated violence and discrimination, both overt and covert, explicit and implicit.

We in the Creative Writing Department at UCR look forward to the swift formation of a Department of Black Study, as we are eager to collaborate with and support it as soon as possible. Given its thoroughly and persuasively formulated pre-proposal and FAQ, we believe that it will strengthen and broaden the academic environment of our campus, giving students, faculty and others the opportunity to learn and effect meaningful change here and in the communities of which we are a part.

Sincerely Yours,

Josh Emmons
Chair, Creative Writing Department
August 26, 2021

Dear Black Study Advisory Committee:

I am writing a letter in support of the establishment of a department of Black Study at UC Riverside for several reasons. 1) It is time to revisit the Ethnic Studies Department structure; 2) It is important to create a stand-alone space for Black faculty, staff and students within UCR, and 3) It is important to bring together interdisciplinary Black faculty across the university to make sure that the university and community will benefit from the research, curriculum and scholarly engagements already being carried out in various parts of the university.

I remember reading about the demise of the Black Studies program back in 1985 or so. It was a pattern that was seen all over the United States. In the 1980s, 1990s and into the 21st centuries, ethnic studies programs and departments have been underfunded and marginalized. Started initially as the academic answer to political social justice movements, there was never a centering of Black epistemologies, for example in the academy. This is an opportunity for a transformative department that speaks to the 21st century needs of Black students, faculty and staff along with community members.

Second, this department could provide a stabilizing space, for the deepening of existing Black epistemic ideas and practices as well as the creation of new global ones. Given the deep history of racism in the African diaspora, it is important that there is an institutional Center from which both evolving academic and policy work can be created and disseminated.

Third, it is critical that time and energy will be spent bringing together Black and other faculty to plan together how an interdisciplinary lack Study curriculum can build synergies with other existing and proposed Africana programs. For example, as an anthropologist, our faculty have committed to supporting an African Diaspora option for undergraduate and graduate students in our department. In addition, there is a work group of faculty who have been working on an African Studies program. Those faculty should be invited at this stage to decide how they may want to be involved moving forward. I am excited about the possibility of cross listing courses with this new department; and perhaps developing new ones with other partners.

Please feel free to involve me as chair of the curriculum Committee of the Anthropology Department in any way that you see fit.
Best,

Yolanda T. Moses
Professor of Anthropology
Former Associate Vice Chancellor
Diversity and Inclusion
October 13, 2021

To Whom It May Concern:

Please accept this letter as my personal support for the formation of a Department of Black Studies at UCR. Our country’s history has a particular and foundational relationship to race, and specifically to the history of Black people. Our systems of governance, economics, education, and culture are all intrinsically tied to this historical context, and so it is an educational benefit - and perhaps imperative - to offer a Department of Black Studies dedicated to exploring and expanding those intrinsic ties. Writers like Ta-Nehisi Coates, Michelle Alexander, and Isabel Wilkerson have given recent voice to just how wide-reaching the tenets of Black Studies are. A comprehensive and contemporary education around economics, or performing arts, or history, or political science in the U.S. demands a dexterity around these tenets.

We are moving toward a more common cultural literacy around critical race theory, and as our students come to campus better prepared to study concepts of culture and identity through this very lens, it is our responsibility as an institution to provide thinkers and researchers engaged with disciplines in Black Studies. The Department of Black Studies will provide dedicated professors and course work which will benefit students across many disciplines, and bring a potential for cultural community experiences like visiting lectures or performances. While splintering the Department of Ethnic Studies poses its own long-term institutional questions about who gets represented and how, one might consider the nurturing of the Department of Black Studies as a possibility model, a pilot for what this sort of specialized discipline might look like within the system in this new decade. Perhaps it will be instructive for other such departments in the future.

Sincerely,

Professor Jim Isermann
Art Department
October 5, 2021

Dear Colleagues,

It is a pleasure to write in support of the Department of Black Study at the University of California, Riverside. UC Riverside is the ideal home for the Department of Black Study as the purposefully broad scope of the department encapsulates the main tenants of a world class research university such as UCR. Further, given the global political, social, and economic dynamics of Southern California (and Riverside County in particular), there is a natural coalescence of intellectual and strategic goals between the Department of Black Study and that of UC Riverside as an institutional leader within the region. Perhaps more so than any University of California campus, UC Riverside is a prime location to house and develop such an important and vital undertaking. Over the past 30 years, Riverside County and the surrounding communities including San Bernardino County have become home to a diverse Black population who have family, political and community ties ranging from West Africa to South and Central America to the US South. This relatively recent development is complimented by the strong scholarly record of current UC Riverside faculty who have been at the forefront of pushing the theoretical and methodological paradigmatic boundaries of Black Studies. Such a coupling provides for a strong foundation for the Department of Black Study and without a doubt the department will be one of the preeminent sites of Black Study in the world. Please take this letter as my unconditional support for the Department of Black Study and I look forward to engaging with colleagues within the new space in the near future.

Sincerely,

Damien M. Sojoyner
Associate Professor
Department of Anthropology
University of California, Irvine
To the Leadership of the University of California, Riverside

The Black Leadership Alliance Council at the University of California (BLAC@UC) is pleased to lend its support to the proposed Department of Black Study at the University of California Riverside (UCR).

As a collective of Black Affinity Group leaders from across the University of California, we are committed to the elevation and support of Black students, faculty and staff. As an academic collective that will integrate multidisciplinary and intersectional research, the Department of Black Study would allow for robust collaboration among Black faculty on an undergraduate and graduate level. Beyond academics, we believe that the thoughtful and organized governing would be inclusive and welcoming to UCR’s students, staff, alumni and the community.

As a department that existed at UCR until budget cuts in the 1980s mandated its closure, we see the restoration and reimagining of this department as a beginning step to enhancing the Black experience at UCR. The restoration of the Department of Black Study is an expansion of the work that is occurring throughout the University of California, such as UC Santa Cruz and UC San Diego, which recently established a minor in Black Studies and major in Black Diaspora and African American Studies respectively. As an institution which highly values cutting edge research, reestablishing an official department with official undergraduate and graduate pathways would place UCR at the forefront in this important area of study.

Among many things, 2020 taught America the importance of amplifying Black voices so that we can all move forward together. We humbly believe that the Department of Black Study at UCR is a feasible and pivotal step in the right direction.

Respectfully Submitted,

Black Leadership Alliance Council at the University of California (BLAC@UC)
July 21, 2021

To: João Costa Vargas, Professor of Anthropology and Chair of the Black Studies Initiative, UC Riverside

From: Susan Carlson, Vice Provost for Academic Personnel and Programs

Subject: Advancing Faculty Diversity, Recruitment, 2021-22 and 2022-23

I am very pleased to inform you that your proposal, “Advancing Faculty Diversity and Epistemologies in Black Study, Health & Environmental Inequities,” has been selected for an award of $496,570. Thank you for your very innovative proposal and clear commitment to increasing the excellence and diversity of the faculty at UC Riverside. Thank you for the additional materials that outline the strong support from Provost Watkins, Interim Dean McMullin, and Dean Designate Williams, in particular their confirmation of the funding for four faculty lines. The proposal review committee believes you are poised to use the funds in a way that will demonstrate clear results over the next two academic years, building on the successful interventions from the first five years of the systemwide Advancing Faculty Diversity (AFD) program.

As you know, the stakes are high for the funded projects, as these targeted expenditures will help UC demonstrate effective ways in which funding can increase the diversity of the faculty and enrich our teaching, research, and service missions. As a funded unit, you will partner with other funded programs, and the systemwide advisory group, to share lessons learned and to form an engaged community of practice dedicated to building inclusive and equitable departments throughout the university. To facilitate this dialogue, we have designed several grant-related activities, including individual and multi-project calls with UCOP staff and the Advancing Faculty Diversity advisory group, and in-person convenings, the first of which will take place in fall 2021.

As a reminder, as a condition of accepting this award your campus is required to continue participation in the Search Committee Chair Survey in UC Recruit.

Please note that your allocation of funds for the two-year award must be expended or committed by June 30, 2023. Please also note that all project activities must be Proposition 209 compliant.

Additionally, there are reporting requirements attached to this award. We request that you provide us six-month budget updates for the duration of the project. A budget template for these updates will be sent in a separate email. Below is a rough outline of the deadlines for budget reporting.
• Year 1, Mid-year report: End of January 2022
• Year 1, End-of-year report: Mid-late July 2022 (this includes a project update)
• Year 2, Mid-year report: End of January 2023
• Year 2, Final report: Mid-late July 2023

Please confirm the name and contact information of the primary contact we can get in touch with regarding your project budget. This is the individual we will work with to coordinate the funding allocation details and project reporting details. We will send you a reminder one month prior to the deadline for submitting these updates.

There will be quarterly check-in calls scheduled with UCOP to discuss your project’s status. In advance of the call, we will request a brief project update that will respond to the following questions:

• What progress has been made on your project?
• What challenges have you faced in making progress?
• How can UCOP or others be of assistance moving forward?
• What modifications need to be made to the project scope or goals, if any?

The summary submitted in advance of each call will help us build the agenda to support you with your project.

Director Patricia Osorio-O’Dea will be coordinating budget details associated with the award. She can be reached at Patricia.Osorio-Odea@ucop.edu. She will serve as the point of contact for all other questions regarding your grant award.

I will be in contact with you soon, to set up a meeting with you and your colleagues to give you specific feedback on your proposal and to work through next steps in the process.

Congratulations on your award.

cc: President Drake
Chancellor Wilcox
Provost and Executive Vice President Brown
Provost and Executive Vice Chancellor Watkins
Vice President and Vice Provost Gullatt
Vice Chancellor Lam
Vice Provost Jeske
Associate Vice Provost Halimah
Associate Vice Provost Lee
Director Osorio-O’Dea
Black Study and UCR Teacher Education Program Pathway 2021-2022

Required To Meet with TEP Advisor Prior to Taking Courses: Alex Arriaga, Frances Valdovinos, Lina H Canawati (TEPAdvisors)

Complete All Courses to Help in TEP Matriculation: Required Courses for Preliminary Credential
- Take Health Education Principles of Healthful Living: EDUC 044
- Take ONE US Constitution Course: PolySci 10 or History 017A or HISA 110B

Suggested Courses to Complete:
- EDUC 147
- EDUC 132
- EDUC 162

Complete These Exams and Clearance Forms Prior to Applying to TEP
- CSETS [Based on Authorization Area there will be different exams, consult TEP advisor]
- CBEST or SAT/ACT/AP scores
- Certification of Clearance

<table>
<thead>
<tr>
<th>Required TEP Credential Lower Division Courses</th>
<th>Suggested Not Required TEP Upper Division Courses (Take only 3)</th>
<th>Important Credential Information</th>
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<tr>
<td>EDUC 044: Health Education Principles of Healthful Living (required for Preliminary Credential)</td>
<td>These courses below will help reduce the number of courses in TEP (3 can be recognized by TEP, suggested courses not required*):</td>
<td>Credential courses are required for each authorization area: MS, SS, EDSPEC</td>
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<td>ONE US Constitution Course: (for Preliminary Cred Requirements): Poli Sci 10 History 017A HISA 110B</td>
<td>*EDUC 132 Exceptional Child</td>
<td>TEP can recognize up to 3 -100 level courses but will not count toward M.Ed unless they take it concurrently.</td>
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<td>*EDUC 147: Education in a Diverse Society;</td>
<td>Credential courses are mapped to California Teacher Credential requirements.</td>
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<td>*EDUC 162 Learning Theory &amp; Psychology in Education - for credential only students</td>
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<td>EDUC 178 Reading &amp; Writing in the Content Area (Single Subject)</td>
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<td>EDUC 171 Reading &amp; Writing in the Content Area (Multiple Subjects)</td>
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<td>EDUC 179A Language Development in a content area</td>
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* UCR undergraduates majoring in Black Study who follow the pathway above will better prepare them to apply and matriculate into the GSOE TEP program. UCR undergraduates will need to apply to the GSOE TEP program through the regular application process during their senior year.
VII. SIGNATORIES

Appended below are the names and self-reported affiliations of signatories to a petition calling for the creation of a Department of Black Study at UCR. Signatures continue to come in, but the list includes all of the 2,020 people who signed the petition by midday on March 30, 2021. Names are organized by relationship to UCR (i.e., UCR Undergraduate Students; UCR Staff; UCR Graduate Student; UCR Faculty; UCR Alumni; Prospective UCR students; community members who are colleagues at other institutions of higher learning; community members not affiliated with a college; and other signatories who did not declare belonging to one of those categories). Within those groups, signatories are listed alphabetically by first name. We also include the list of organizations that signed the petition in support of a Department of Black Study.

UCR Undergraduates

<table>
<thead>
<tr>
<th>Name (First and Last)</th>
<th>Affiliation (Organization, Institution, Department; independent scholars and community members are welcome to write “NA”)</th>
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<tr>
<td>MATTHEW SANDERS</td>
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<tr>
<td>Christopher Valdez</td>
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<td>orlando pareja</td>
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<td>Kamillah Pollard</td>
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<tr>
<td>Marivel Palone</td>
<td>University of California, Riverside</td>
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<tr>
<td>Jessica Madrigal</td>
<td>Gender and Sexuality Studies/ NA</td>
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<tr>
<td>Roye Ben-Menahem</td>
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<tr>
<td>Name</td>
<td>Affiliation</td>
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<tr>
<td>Jordan Smith</td>
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<td>Rohan Subramanian</td>
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<td>Rossandra Martinez</td>
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<td>Alicia Larson</td>
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<td>Brendan Rooks</td>
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<td>Felisa Vasquez Gonzalez</td>
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<td>Sean Nguyen</td>
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<td>Sadiejean Bolton</td>
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<td>Jaquelinne Rodriguez</td>
<td>UCR</td>
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<tr>
<td>Precious Fasakin</td>
<td>UC Riverside</td>
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<tr>
<td>Jaden De La Cruz</td>
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<tr>
<td>Jazmin Garcia</td>
<td>Riverside, CAT 911, Underground Scholars, and Ethnic Studies dept.</td>
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<tr>
<td>Stephanie Gutierrez</td>
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<td>Fernanda Mendoza</td>
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<td>Name</td>
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<td>Manasi Soni</td>
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<td>Aqsa Hussain</td>
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<td>Jorge Rodriguez</td>
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<td>Xochilt Salgado</td>
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<td>Eddie Ortega</td>
<td>The Ukulele Club at UCR</td>
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<td>Angeles Rivera</td>
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<tr>
<td>Bianca Verdin</td>
<td>National Residence Hall Honorary</td>
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<tr>
<td>Greg Sanchez</td>
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<td>Lizbeth Marquez Torres</td>
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<td>Queenie Nguyen</td>
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<td>Jacey Milliner</td>
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<td>Xaire Patrick</td>
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<td>Rebecca Gomez</td>
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<tr>
<td>Caitlin Rivenbark</td>
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<tr>
<td>Justin Cheng</td>
<td>Student Worker - RA in PoliSci</td>
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<td>Betty Duong</td>
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<td>Melanie Grigorian</td>
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<td>Sabrina Peralta</td>
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<td>Rita Tesfai</td>
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<td>Rasneek Singh</td>
<td>Gamma Phi Beta Sorority</td>
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<td>Vincent Rasso</td>
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<td>Layvin Manghane</td>
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<td>Cayla Newnan</td>
<td>Media and Cultural Studies</td>
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<tr>
<td>sydney perez</td>
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<tr>
<td>Vikki Roberts</td>
<td>I was a Black Studies major 1969-73</td>
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<td>Matthew Lutz</td>
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<td>Maeve-Darly Domond</td>
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### UCR Graduate Students

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**UCR Prospective Students**

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**Community Member (staff/faculty at another college)**

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<td>Timothy Malone</td>
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<td>Sarita Davis</td>
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<td>CRIOLA, a black women's organization based in Brazil, supports the creation of a Department of Black Studies at the UCR</td>
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<td>Jeffrey Hogrefe</td>
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<td>Luciane Rocha</td>
<td>African Diaspora Program, Department of Interdisciplinary Studies, Kennesaw State University</td>
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<td>Sociedade Brasileira de Psicanálise do Rio de Janeiro</td>
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<td>Tobias Smith</td>
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<td>Leila Nasrolahi</td>
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<tr>
<td>Fernanda Lopes</td>
<td>Brazilian researcher on public health, racism, racial and gender equity issues.</td>
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<td>Stephanie Schaudel</td>
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<td>Shannon Frye</td>
<td>I am a Catholic Worker with Casa Maria Hospitality House, which offers shelter to single mothers and refugees</td>
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<td>Paulo Fernando Soares Pereira</td>
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<td>Ángela Mañungo-Arroyo</td>
<td>&quot;Interseccionalidades&quot; Reasearch group, Cali- Colombia</td>
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<td>Jonathan Espinosa</td>
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<td>Clarissa Cervantes</td>
<td>Clarissa Cervantes for Riverside City Council, Ward 2</td>
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<td>Organizer with teachers union.</td>
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<td>Raissa Alves</td>
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<tr>
<td>Géssica Priscila Arcanjo da Silva</td>
<td>Grupo Asa Branca de Criminologia Crítica</td>
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<td>Paulo Chaves</td>
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Riverside Food Not Bombs: Community Activist Group

Ryohei Takatsuchi: Student Association of Graduate Anthropologists
<table>
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<tbody>
<tr>
<td>Somchate Wasantwisut</td>
<td>Unit Chair, UAW Local 2865 at UC Riverside (The elected officers</td>
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<tr>
<td></td>
<td>of UAW 2865 at UCR have voted unanimously to endorse the</td>
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<tr>
<td></td>
<td>petition and sign on as 'UAW Local 2865 at UC Riverside'.)</td>
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<tr>
<td>Nichi Yes</td>
<td>Graduate Student Association</td>
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<tr>
<td>Sofia Rivas</td>
<td>Underground Scholars Initiative</td>
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<tr>
<td>Carlos Cruz</td>
<td>Underground Scholars</td>
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<tr>
<td>Ryan R Rising</td>
<td>University of California Santa Barbara</td>
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<tr>
<td>Ethan Jahn</td>
<td>Physics Organization for Womxn and the Under-Represented (POWUR)</td>
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<tr>
<td>Chris Durán</td>
<td>Seton Hall Concerned 44</td>
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<td>Eddie Ortega</td>
<td>The Ukulele Club at UCR</td>
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<td>Vicenta Moreno Hurtado</td>
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<td>Puerto Rican Alliance @ Brooklyn College</td>
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<td>Nathan Boklage</td>
<td>UCR Org Spiritual Awakening</td>
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<td>Seth N. Asuamah</td>
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<td>Sandra Williams</td>
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<td>Chanel Parrish</td>
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<td>Alexis Meza</td>
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<td>UCR Black Alumni Chapter</td>
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<td>alicehank winham</td>
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<td>Sabrina Aguilera</td>
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<td>CRIOLA</td>
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<td>Wendy Thompson Taiwo</td>
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<td>Guadalupe Cardona</td>
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<td>MARIA SYLVIA APARECIDA DE OLIVEIRA</td>
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<tr>
<td>Carlos Quesada</td>
<td>International Institute on Race, Equality and Human Rights</td>
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<td>Pós graduação de direito de FDRP/USP</td>
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<td>Andy Briseno</td>
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<td>Disha Patel</td>
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<td>Rafael Jaime</td>
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<td>Solana Quistorff</td>
<td>University of Wyoming</td>
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**Blank Affiliations**
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<th>Affiliation (Organization, Institution, Department; independent scholars and community members are welcome to write &quot;NA&quot;)</th>
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<tr>
<td>Mlondi Zondi</td>
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<td>Miliann Kang</td>
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<td>Giulia Giamboni</td>
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<td>Bernadette Hartfield</td>
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<td>Takunda Darwish</td>
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<td>Logan Phillips</td>
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<td>Sara Smith</td>
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<td>Gabrielle Foreman</td>
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<td>Andrew Jolivéte, Professor and Chair Ethnic Studies UC San Diego</td>
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<td>Bobby Rivera</td>
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<td>Maurice Stevens</td>
<td>Professor, Department of Comparative Studies, The Ohio State University</td>
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<tr>
<td>MARIA SYLVIA APARECIDA DE OLIVEIRA</td>
<td><a href="mailto:m.sylviadmv@hotmail.com">m.sylviadmv@hotmail.com</a></td>
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<tr>
<td>Charlene Carruthers</td>
<td>Northwestern University, PhD Student</td>
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<td>Nana Amoah-Ramey</td>
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<td>Uri McMillan</td>
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<td>Myles Ali</td>
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<td>ANA LUIZA GUIMARAES PEREIRA</td>
<td>Estudante de Filosofia na UnB</td>
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<td>Paloma Jesus</td>
<td>Comunidade</td>
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July 29, 2021

To: Lucille Chia  
    Chair, CHASS Faculty Executive Committee

From: Jason Stajich  
    Chair, Riverside Division

CC: Gabrielle Brewer  
    Student Affairs Officer

RE: New Department Pre-Proposal: Department of Black Study

Dear Lucille,

I write to provide the consultative feedback memos from the Academic Senate review regarding the pre-proposal for the establishment of a Department of Black Study. I ask that this attached packet be passed to the proponents.

In addition, as you know, Executive Council, who is fully supportive of the proposal, discussed it during their meeting on July 26, 2021, and below are summarized comments from the discussion that, along with the attached committee memos, I trust will be helpful in the next proposal draft:

- UCR, the country, and world are at a fragile and critical moment and UCR would be rising to the challenge of the time by establishing and fully supporting a Department of Black Study.
- UCR Administration must put tangible and sustained support – financial and otherwise – behind this department.
- It is clear that there is significant community support and that such a proposal has resonance beyond the walls of campus.
- Executive Council agreed that this department is necessary at UCR.
- It will be helpful for the proposal to clarify issues around resources in funding the unit’s faculty and administrative staff as noted in some of the memos.
- It is important that in the next version of the proposal that the names of the proponents be included.
- A member mentioned that it may be helpful to clarify the difference between African American studies and Black studies; and the difference between what is offered with the current African American studies major in the Department of Ethnic Studies.

Sincerely,

/s/Jason
COMMITTEE ON ACADEMIC PERSONNEL

June 24, 2021

To: Jason Stajich, Chair
Riverside Division Academic Senate

From: Yinsheng Wang, Chair
Committee on Academic Personnel

Re: New Department Pre-Proposal: Department of Black Study

At its meeting on June 21, 2021, CAP discussed the New Department Pre-Proposal: Department of Black Study and, by a vote of +9-0-0, CAP unanimously supported the pre-proposal. In particular, CAP considered the establishment of the new department timely. In addition, CAP would like to note that, similar as existing departments on campus, the academic personnel review process for senate faculty in the newly proposed department should be aligned with APM and the Call.
COMMITTEE ON EDUCATIONAL POLICY

July 6, 2021

To: Jason Stajich, Chair
Riverside Division

From: Stefano Vidussi, Chair
Committee on Educational Policy

RE: Pre-Proposal for a Department of Black Study

The Committee on Educational Policy reviewed the pre-proposal for a Department of Black Study at their July 2, 2021 meeting and look forward to receiving the full proposal for the department for review. The Committee recommends that the program consult the Committee on Educational Policy’s Guidelines for the Establishment of New Academic Programs for the proposed development of the undergraduate major and minor.
The Committee on Diversity, Equity, and Inclusion reviewed the New Department Pre-Proposal: Department of Black Study and was in supportive of the proposal.
COMMITTEE ON COURSES

June 30, 2021

To: Jason Stajich, Chair
   Riverside Division

From: Ming Lee Tang, Chair
   Committee on Courses

Re: Pre-Proposal for a Department of Black Study

The Committee on Courses reviewed the pre-proposal for a Department of Black Study and are supportive of the proposal for the new department. The Committee does recommend that the proposal be updated to document what currently approved courses will be included in the proposed four tracks for the major and what advising support will be available to students to assist them with identifying courses. Additionally, the Committee recommends that the proposal be updated to note what the requirements will be for the Ph.D. program that the proposed department intends to develop. The Committee also recommends that the proposal document how the administration and College will support the proposed new department. Lastly, the Committee recommends that the program consult with the Registrar’s Office regarding the availability of the proposed new subject code BLAC and compatibility with the Course Request System (CRS).
Graduate Council reviewed the proposal for a new Department of Black Study at their June 10, 2021 meeting. The Council was supportive of the proposal wholeheartedly and found it very timely. This department will likely attract more Black graduate students. There may be impacts on the Ethnic Studies department that should be addressed in the proposal. The Council noted that separate proposals for the department, undergraduate program, and graduate program need to be submitted as final proposals.
Hi Cherysa,

The School of Ed FEC was very supportive of this moving forward.

Thanks!

joe

On Thu, Jun 3, 2021 at 3:25 PM Cherysa P Cortez wrote:

Dear Prof. Kahne – Please see the attached and below for the attention of the GSOE FEC.

Best,

__________________________
Cherysa Cortez

CONFIDENTIALITY NOTICE: This e-mail communication and any attachments may contain confidential and privileged information for the use of the designated recipients named above. If you are not the intended recipient, you are hereby notified that you have received this communication in error and that any review, disclosure, dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify the Academic Senate Office immediately by telephone at (951) 827-6154 or email at cherysa.cortez@ucr.edu and permanently delete all copies of this communication and any attachments.

From: Cherysa P Cortez
Sent: Thursday, June 3, 2021 3:24 PM
To: Genie Mulari; Veronica Quesada; Sarah Miller; Beth Beatty; Leondra Michelle Jacobs; Travis Zachary Gutierrez; Ana Kafie; Katelyn Robinson; Michelle Butler; Kristen West; Andrea Morales; Jennifer Kelsheimer
Subject: Please Read - [Campus Review] New Department Pre-Proposal: Department of Black Study

Dear All,

Please note the addition of the Committee on Diversity, Equity, and Inclusion as a tasked committee. They were inadvertently left off the last send. The attachment is unchanged.

Best,

__________________________
Cherysa Cortez

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From: Academic Senate
Sent: Thursday, June 3, 2021 3:21 PM
To: Genie Mulari
Subject: [Campus Review] New Department Pre-Proposal: Department of Black Study

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[Campus Review] New Department Pre-Proposal: Department of Black Study

Distributed for Review: 06/03/21
Committee Due Date: 07/19/21

On behalf of Senate Division Chair Jason Stajich, I forward a pre-proposal for the establishment of a Department of Black Study at UC Riverside. As a pre-proposal, comments received in this round of review would be incorporated in a subsequent proposal. Please provide your committee's comments via IMS or senate@ucr.edu (you may cc cherysac@ucr.edu) by July 19, 2021. Thank you.

Tasked Committees:

- Academic Personnel
- Courses
- Educational Policy
- Executive Committee - College of Engineering
- Executive Committee - College of Natural and Agricultural Sciences
- Executive Committee - Graduate School of Education
- Executive Committee - School of Business
- Executive Committee - School of Medicine
- Executive Committee - School of Public Policy
- Faculty Welfare
- Graduate Council
- Library and Information Technology
- Planning and Budget
- Research
- Undergraduate Admissions
- Diversity, Equity, and Inclusion

--

Joseph Kahne
Dutton Presidential Chair for Education Policy and Politics
Co-Director, Civic Engagement Research Group
University of California, Riverside
www.civicsurvey.org
@jkahne
Pronouns: he, him, his
June 29, 2021

To: Jason Stajich, Chair
    Riverside Division

From: Alejandra Dubcovsky, Chair
      Committee on Library and Information Technology

RE: New Department Pre-Proposal: Department of Black Study

The LIT Committee enthusiastically supports the development of this program. The main concern raised is that, as it stands, the pre-proposal read more like a proposal for a program rather than a department. This department needs permanent lines, so that the faculty in the Black Study department will not be spread too thin or saddled with twice the department service. We recommend that UCR should commit a defined number of FTE lines spread over the first years of the Department and the proposal should be written accordingly.
PLANNING & BUDGET

June 18, 2021

To: Jason Stajich, Chair
Riverside Division

From: Katherine Kinney, Chair
Committee on Planning and Budget

RE: [Campus Review] New Department Pre-Proposal: Department of Black Study

The committee supports the proposal to create a department of Black Study. Members of the committee affirmed the importance of this initiative as defining a vital field of research dedicated to countering antiblackness. As the proposal states, formation and support of this department are logical steps to address the serious difficulties UCR has had in retaining back faculty members by creating new structures of support for research, collaboration, and pedagogy. One member of the committee who supports the intellectual vision of the department expressed concern that forming a department could have the unintended consequence of marginalizing black faculty members. Other members expressed excitement about the ways the new department would strengthen interdisciplinary connections across the arts, humanities, and sciences.

In a spirit of support, the committee asks for clarification on the following points.

1) Who is presenting this proposal? There was no cover letter naming the faculty proposing the department.

2) There is no letter of support from the CHASS Dean. A clear commitment of resources, including space and staff FTE, by the Dean is especially important given the history of underfunding or defunding black studies on the UCR campus. The proposal cites the Dean’s “vision” for staffing on page 15, but a letter stating the college’s commitment is needed.
3) How many faculty FTE are required for the Department of Black Study to function viably and ultimately thrive as a strong academic unit? The discussion on page 15 needs to be clarified. Will new FTE be allocated?

4) The proposal states that twenty current faculty members have already expressed interest in transferring a percentage of their lines to the department. This would be a significant reallocation of resources. What will be the impact on CHASS and on specific departments?
June 24, 2021

To: Jason Stajich, Ph.D., Chair, Academic Senate, UCR Division

From: Declan McCole, Ph.D., Chair, Faculty Executive Committee, UCR School of Medicine

Subject: SOM FEC Response to the New Department Pre-Proposal: Department of Black Study

Dear Jason,

The SOM Faculty Executive Committee has reviewed the pre-proposal to establish a new Department of Black Study. This pre-proposal is a little beyond our remit with respect to evaluating the merits of this proposed new academic department and undergraduate curriculum. Thus, we defer to committees responsible for oversight of new curricula. We are in agreement with the overall concept and need on campus for a Department of Black Study and how it can contribute to addressing disparities and disenfranchisement by acting as a supportive hub for Black students, faculty, and critical discussions of racial justice and racism, while also playing a critical role in fostering awareness, understanding, and support among non-Black faculty and students. We look forward to reviewing a full proposal that offers a more developed structure and substantially more detail on addressing budget requirements, including how faculty lines are proposed to be transferred from other departments, as well as a more detailed curriculum.

Yours sincerely,

Declan F. McCole, Ph.D.
Chair, Faculty Executive Committee
School of Medicine
COMMITTEE ON UNDERGRADUATE ADMISSIONS

June 18, 2021

To: Jason Stajich, Chair
Riverside Division

From: Sheldon Tan, Chair
Committee on Undergraduate Admissions

RE: CR. New Department Pre-Proposal: Department of Black Study

The Committee on Undergraduate Admissions reviewed the Pre-Proposal: Department of Black Study and voted to support the proposal. UCR prides itself on its diversity and inclusion. While applications by and admissions of black students are generally increasing, the enrollment of black students has decreased. Having a Department of Black Study will likely improve our prospect of recruiting, enrolling, and retaining black students at UCR. One Committee member abstained from the vote and one committee member did not support the proposal.
COMMITTEE ON FACULTY WELFARE

July 21, 2021

To: Jason Stajich
Riverside Division Academic Senate

From: Patricia Morton, Chair
Committee on Faculty Welfare

Re: [Campus Review] New Department Pre-Proposal: Department of Black Study

At its remote meeting on July 13, 2021, the Committee on Faculty Welfare discussed the New Department Pre-Proposal: Department of Black Study.

The Committee strongly supports the pre-proposal for the formation of a Department of Black Study, which will restore a program that was cut in the 1980s and will address the long history and contemporary reality of antiblackness at UCR as experienced by Black students, staff and faculty. Responding to widespread calls for such a department across UCR and beyond, this pre-proposal outlines a department that will meet many institutional needs and has a strong rationale. UCR has the highest number of Black undergraduate students in the UC system, 1265, but our Black enrollment is declining due to lack of institutional and intellectual support. UCR has a dismal record of retaining Black faculty, who consistently leave our campus for other institutions. Black staff report a hostile and unwelcoming campus climate. This pre-proposal addresses these issues and makes a compelling case for creating the infrastructure to begin their redress.

CFW endorses the comments, questions and suggestions contained in the letter from the CHASS Executive Committee and encourage the Black Study Initiative Group to develop the proposal more fully along those lines. In particular, the relationships between Black Study and the Ethnic Studies Department and the Graduate School of Education should be clarified. A committee member from the GSOE noted that she was not aware of any discussions between her school and the Black Study Initiative Group. The Committee believes the pre-proposal will benefit greatly from broader consultation with allied departments and programs. Like the CHASS Executive Committee, we believe the proposal should include a business plan that details the human, physical and financial resources required for its establishment and a plan for sustaining the Department for the long term.
TO: Jason Stajich, Chair
Riverside Division

FR: Richard M. Carpiano, Chair
Executive Committee, School of Public Policy

RE: [Campus Review] New Department Pre-Proposal: Department of Black Study

Date: July 26, 2021

The School of Public Policy (SPP) Executive Committee read and discussed the document “[Campus Review] New Department Pre-Proposal: Department of Black Study.” Below are the comments from the discussion.

Overall, our committee was very supportive of the pre-proposal’s idea of this Department and its major and minor programs. However, in discussing the pre-proposal, committee members raised several questions and concerns about specifics in the document that could benefit from further clarification or formulation from the authors. I detail those here:

1. **Uniqueness versus potential redundance.** Ethnic Studies already has an African American Studies concentration (cited extensively throughout this proposal) that could, potentially, be expanded and formed into its own department. Yet, there is no significant discussion in the proposal of why there is a need to build a *brand new* major/minor program and separate department versus building off of or growing the existing African American Studies program. As such, this pre-proposal for a new department reads as a petition to create another unit with very similar intellectual interests and then co-existing with Ethnic Studies for the same—currently rather small—number of majors/minors (as detailed in the pre-proposal).

   Given this lack of discussion in the pre-proposal, a question was raised as to whether there is a backstory/history of some disagreement behind the faculty authors of this pre-proposal and the faculty in Ethnic Studies. Without such further explanation, the pre-proposal has an undertone of this initiative being a campus “land grab” from an existing program and/or a department pre-proposal motivated in part due to prior/current conflict among faculty. Hence, overall, more detail is needed about distinctions/potential redundancies.

2. **Enrollment projections.** Given that the current African American Studies concentration in Ethnic Studies has low enrollment, it is hard to understand why, as discussed in the pre-proposal, the new proposed department will fare better. Related to the preceding point, why not just invest more resources and faculty lines into the African American Studies program to grow it? More justification of such enrollment statistics would be helpful.
3. **Faculty resources.** Concern was raised that this initiative will not succeed with just three faculty and promises of others who want to partly affiliate. A crucial issue is whether the university is willing to devote substantial resources to hiring in this area. The campus needs more faculty with specialization in Black Studies, but the university has not made much investment in this direction. If there is no such investment (at least at a substantial level), even if this department is approved, its program will struggle significantly.

Related to this issue, two hiring suggestions arose:

a. Lobby for the university hire five faculty over next two to three years. Then, the university can either decide to form a department or the university can form a department, but have that action be tied to truly hiring 5 more faculty in this area.

b. It seems it would be ideal to develop a broader plan calling for the university to allocate several hiring lines to recruit (ideally mid-career and senior, perhaps even “Targets of Excellence”) scholars of African American issues who would then be appointed in existing units. They could all be part of a Black Studies major/minor (not a separate administrative unit, but a course of study with various Black Studies required courses). However, being additional hires to campus, they would also contribute to the DEI climate of campus and the departments of which they are part—after all, there are many legitimate complaints regarding the extent of faculty diversity, so this could be one good step forward. It also would not restrict the benefits of such a new program to mostly the Humanities and Arts units within CHASS. Faculty could be appointed in/do scholarship relevant to SOC, POSC, PSYC, and ECON, as well as SPP, GSOE, SOM, etc. Such an idea may make detractors of the recent cluster hire initiative worry or recoil, but it would be a chance for applying lessons learned from last time to do it better this time.

4. **Recruiting Affiliate Faculty to Staff this Program.** Given the low enrollment numbers mentioned in the pre-proposal (current and anticipated in the coming years, especially relative to other CHASS majors/minors), this statement seems curious: “In its early phase, we anticipate that Black Study will have a core of about ten 50% faculty members, and a few 100% appointments.” Related to these issues, the following items were noted as unclear:

a. How the Department will solicit applications from current UCR faculty to affiliate at 0% or 50%, and then potentially 100% in the future

b. How many faculty will come join this Department

c. Why was this affiliate faculty effort not done already with Ethnic Studies for their African American Studies concentration?

d. How diverse the range of represented disciplines will be (and what that will mean for covering courses, training students, etc.). Notably, why are none of the social sciences except Anthropology represented in the pre-proposal’s list. This omission is curious considering how much relevant scholarship is being done in psychology and the social sciences (including in SPP).

e. A list of interested faculty. As detailed, the pre-proposal states, “About 20 UCR faculty from the departments of Anthropology, Comparative Literature, and Languages, Dance, English, History, Media and Cultural Studies, and from the Graduate School of Education,
have expressed interest in transferring a percentage of their lines to the Department of Black Study.”

f. What this recruitment of affiliate faculty may mean for current departments/programs (many resource-constrained), where faculty are already expected to cover a certain workload for their unit? Without hires and dedicated resources, this seems a lot like just rearranging faculty in already under-resourced units and colleges.

Sincerely,

Richard M. Carpiano, Ph.D., M.P.H.
Professor of Public Policy
July 24, 2021

TO: Jason Stajich, Chair
Academic Senate

FROM: Philip Brisk, Chair
BCOE Executive Committee

RE: Pre-proposal for a Department of Black Study

Dear Jason,

The BCOE Executive Committee reviewed the pre-proposal for a Department of Black Study, which, if approved, will be housed in CHASS. The Executive Committee identified two key areas in which BCOE is a stakeholder: (1) BCOE undergraduates could chose to double-major or minor in Black Study in addition to their chosen BCOE major; (2) BCOE could approve new undergraduate courses proposed and taught by Black Study faculty to satisfy BCOE General Education requirements.

One weakness of the pre-proposal is that it did not clearly delineate the membership of the Black Study Initiative and which individuals were putting this proposal forward; this information will be essential when a subsequent proposal is submitted for Senate review.

Several Committee members requested clarification about how the program will be funded. If the program is to be funded exclusively by CHASS, then the Committee has no comment, as it is not this Committee’s purview to impose priorities on another College; if central funds are to be used, then the Committee is concerned that these funds could be diverted from other units in dire need, such as ITS.

One Committee member stated that the Department of Black Study would not serve to further understand the plight of Blacks in America.
PRE-PROPOSAL FOR A DEPARTMENT OF BLACK STUDY

I. OVERVIEW AND WHY A DEPARTMENT OF BLACK STUDY

This pre-proposal for a Department of Black Study reflects the urgent demand for an overdue institutional presence that effectively addresses historical and contemporary patterns of antiblackness.

The present demand for a Department of Black Study galvanized during the 2020 mass protests against antiblackness in the United States and elsewhere following that year’s police murders of Ahmaud Arbery (February 23), Breonna Taylor (March 13), George Floyd (May 25), as well as many other less known violent deaths, including those of Black trans people Nina Pop (May 3), Tony McDade (May 27), Brayla Stone (June 25), Merci Mack (June 30), Shaki Peters (July 1), and Bree Black (July 3).

Riverside Sheriff’s Department, Riverside Police Department, and the University of California Police Department are deeply implicated. The 1998 police murder of Tyisha Miller, and the 2012 use of police force against UCR students suggest historical and contemporary reliance on ubiquitous and antiblack state violence. More recently, in 2019, UCPD had an encounter with a Black scholar that turned physical and ended up with this person arrested; in 2020, sheriff deputies attacked protestors with rubber bullets and pepper balls. Riverside police continue to arrest, seriously injure, and kill Black people at disproportionately higher rates.
Similar to the late 1960s, when Black and multiracial mass social movements led to the formation of the first Black Studies departments in the U.S., the current protests demand the recognition of institutional, systemic, and ubiquitous antiblackness -- that includes but far exceeds state and police violence -- as well as concrete action. As a land-granting institution built on stolen indigenous land, and in spite of (or perhaps precisely due to) its branding of diversity, UCR has been inhospitable to Black epistemologies and unsafe for Black people.

Aligned with these epochal, national, and international protests for Black lives, and in various public pronouncements and statements of support, the demand for institutional accountability and transformation comes from local community organizations, African Student Programs, The Black Graduate Student Union, Associated Students of UCR, Blackness Unbound; several departments and colleges, such as Christopher Lynch, Dean of the Bourns College of Engineering; and an ever-growing number of faculty, students, and staff. As importantly, support comes from UC-wide faculty and administrative units, such as Charles Hale, Dean of the College of Social Sciences at UC Santa Barbara; The Black Leadership Alliance Council; as well as national and international individuals and organizations, such as Criola and React or Die!, prominent Black activist organizations in Brazil.

As of March 30, 2021, this initiative has been endorsed by 2,020 people and organizations. In March the initiative drafted a petition to seek public support and the response has been remarkable. By midday on March 30, 2021, we had received 2,020 signatures (the full list of signatories by that time are included at the end of this document). Signatories include 275 undergraduate students at UCR, 281 UCR graduate students, 67 UCR staff members, and 139 members of the UCR faculty. The petition has also received overwhelming support from colleagues at other institutions of higher education, including colleagues from all of the other UC campuses, from multiple CSU and California community colleges, and from world-class universities in the U.S. (e.g., Arizona State University, Duke University, University of Massachusetts, Northwestern, NYU, Stanford) and abroad (e.g., Ateneo de Manila University, Leiden University, Oxford University, Universidade Estadual do Rio de Janeiro, Universidade de Brasilia, Universidade de São Paulo, University of Toronto). Importantly, community members here in the Inland Empire signed the petition on behalf of their organizations, including the NAACP Riverside County Branch, the UCR Black Alumni Chapter, and the Latino Voter Mobilization Project. As word spreads about the initiative at UCR, we expect that in the coming weeks and months even more people will join our call for the creation of a department of Black Study, and our petition will remain open to additional signatories.
The UCR difference, signaled by our title Black Study, emphasizes the verb “study” and stresses the *engaged and embodied practice* of this ever-morphing transformative project. The project name invokes Black Studies, UCR’s short-lived department, but is a departure from it as the singular, Black Study, signifies profound shifts. Black Study is the insurgent practice (that is inevitably a theory) of curriculum, teaching, and research that is simultaneously local, communal, planetary, historical, contemporary, and future-oriented, straddling various disciplines in the Social Sciences, Humanities, STEM, and the Arts.

Black Study is a transdisciplinary body of knowledge emerging from historical and contemporary African, African American, and diasporic Black experiences. It encompasses but significantly exceeds conventional curricular frameworks of Black Studies, African American Studies, Africana Studies, as well as traditional disciplines in the Social and Behavioral Sciences, Humanities, and the Arts. Black Study emphasizes insurgent African and Black diasporic queer, trans, and feminist transdisciplinary approaches to a global framing of Black experiences.

Black Study is an abolition project. Drawing on autonomous practices rooted in articulated Black Radical Traditions, such as Cooperative Zones, Marronage Enclaves, Mutual Aid, and Transformative Justice, abolition is not an outcome or destination, but rather a collective experimental methodology of liberation. In rigorous research, analysis, creative practice, applied scholarship and close partnership with transformative grassroots organizations, Black Study critically addresses and seeks to overcome all forms of antiblackness while imagining and prefiguring an altogether new world. Black Study is deeply engaged in the long duration of Black people’s *ways and theories of knowing -- Black epistemologies* -- in the African continent and its diasporas. At the same time, introducing invention into existence, Black Study is future-oriented, and as such, informed by collective past experiences, it explores alternative genres of the Human and the Social.

Black Study is an epistemological living corpus that requires an overdue scholarly infrastructure in the public university. Such infrastructure addresses the long historical exclusion of theoretical, methodological, historiographic, artistic, and pedagogical practices engendered by peoples of Africa and its Black diasporas. We understand Black diasporas as including but exceeding those displaced in the Americas, as Black Brazilian feminist Lélia Gonzalez terms it. To put and keep UCR on the map as a world-class research university, a Department of Black Study must be established.
II. A HIS/THEIR/HERSTORY OF BLACK STUDIES AT UCR

To demand a Black Study department at UCR is to acknowledge a long and embattled his/their/herstory of Black people on campus. It is to recognize an institutional legacy and ongoing practice that has consistently disrespected, demobilized, defunded, and indeed disappeared Black Study as a relatively autonomous field. The absence of a Black Study department at UCR is evidence of the university’s disregard for Black peoples, their experiences, and epistemologies. A brief his/their/herstorical examination of Black Studies on campus makes the point compellingly.

In 1968, Charles Jenkins and a group of about 60 Black students founded the Black Student Union (BSU). Drawing on widespread Black national and international mass mobilizations, the BSU demanded a Black Studies Department. In 1969, a Department of Black Studies was created, but UCR Chancellor Ivan Hinderaker disbanded it in 1970 and recategorized it as an interdisciplinary major. Still, the BSU remained active and mobilized. It claimed the Black House as its headquarters, but the building mysteriously burned down. In 1972, as a consequence of student protests, and the foundational work of the BSU, the Black Student Programs was reconstituted; under the leadership of Kathryn Jones, it became formalized in 1979 as the African Student Programs (ASP), paying homage to an earlier incarnation of it in the 1960s.

On December 21, 2020, Distinguished Professor of Psychology and Executive Director of the University STEM Academy Dr. Carolyn Murray spoke at length with the Black Studies Initiative committee about her more than 40 year experience on campus. In 1980, Murray was hired at UCR as an assistant professor. At the time, the Black Studies program, chaired by Dr. Jacqueline Haywood, had only four faculty. Soon thereafter the program was reduced to two faculty members as one of them did not get tenure, and another joined the Reagan administration. In 1982, citing budget restraints, the CHASS dean announced the program was to be terminated. Dr. Haywood stepped down as chair, while the dean cautioned Dr. Murray that taking on the chair of the Black Studies program could jeopardize her ability to achieve tenure. Nevertheless, Dr. Murray obtained support from the Chancellor, Tomás Rivera, and in 1982 became chair of the program. With faculty Dr. Murray assembled from various departments -- most of the few Black faculty on campus formally became Cooperating Faculty of Black Studies -- the program lasted until 1985. During this time, Dr. Murray and her colleagues consolidated the major and the minor curriculums and increased the number of students majoring in Black Studies.

Several factors contributed to the program’s final dismantling. Chancellor Rivera passed away in 1984, in the midst of a fierce campus discussion about the fate of Black Studies, Chicano Studies, and Economics. This dispute culminated in 1985, when about
300 people -- student, faculty, staff, and community members -- protested the end of Black Studies at the campus Senate meeting. When it looked as though there was enough support from the faculty present at the meeting to maintain the Black Studies Program, a paper ballot was proposed. This decision allowed, in Dr. Murray’s words, for people to privately “vote their racism.” And so the Black Studies program was terminated.

Following the Black Studies program’s termination emerged the plan for a department of Ethnic Studies, which collapsed Chicano studies and Black studies. Over the next decade, Asian American and Native American studies were added. Dr. Maurice Jackson, who was the founding chair of the Black Studies department in 1969, came back to chair Ethnic Studies for two years; Dr. Jackson passed away in 1987.

Dr. Murray concluded her reconstitution of the long trajectory of Black Studies at UCR -- which was enriched by the supporting testimonies of Committee members John Epps, Jalani Bakari, and Professor Rickerby Hinds -- by reflecting on the African Student Programs (ASP). Dr. Murray stressed that, when she was the chair of the Black Studies program, ASP was an integral part of it, and the ASP director reported to her, not to UCR’s administration, as it does presently. Dr. Murray remarked that the separation of ASP from Black Studies is indicative of an administrative pattern that seeks to weaken and demobilize Black people and Black Studies on campus.

To establish a Department of Black Study is to recognize a gaping institutional absence at UCR; it is to come to terms with an embattled history as well as contemporary institutional patterns that have negated the type of relative administrative autonomy that only a departmental unit can engender, such as hiring, promotion, and tenure; and it is to attend to the present historical moment that demands effective conditions in which Black peoples and epistemologies are not only recognized and protected, but also have an opportunity to flourish.

III. RATIONALE AND IMPACT

Currently, in the UC system UCR has the largest number of students who identify as Black/African American; Black undergraduate enrollment is 1,265 students. And even though UCR boasts a relatively high graduation rate for Black students, it is evident that this rate is despite the many facets of historical and contemporary antiblackness on campus. Black students, staff, and faculty consistently report on a campus climate that is hostile and unwelcoming, one in which quotidian micro and macro aggressions are
widespread. Perhaps as a reflection of this negative campus climate, Black enrollment in CHASS, as we show below, has significantly decreased in the last decade.

The demand for and interest in a Department of Black Study are high. A multiplicity of community members, undergraduate and graduate students, staff, and faculty, as well as several campus, local, national, and international individuals and organizations expressed their full support for the creation of the Department. Further evidence of support will be provided by focused discussions with community members, CHASS students, faculty, and staff, including forums organized by the African Student Programs (ASP). As well, a campus-wide survey on the need and expectations of a Black Study Department will be conducted with students, faculty, and staff; a modified version of that survey will be conducted with community members.

Regarding UCR’s long embattled history and continued practice of Black Studies, the Department of Black Study at UCR will (a) articulate ongoing and future collaboration between existing departments and programs, and (b) provide curriculum and programming that responds to demands and fills gaps.

Undergraduate students in the Department of Black Study will obtain a rigorous and valuable Liberal Arts degree that enhances their critical thinking, writing, speaking, and creativity. Trained to combine theory and practice, Black Study graduates will become teachers, lawyers, doctors, artists, activists, professors, and researchers at public and private policy think tanks. A Black Study minor also offers an excellent complement to majors offered in CHASS as well as in other schools such as Education, Engineering, Business, and Natural Sciences.

Importantly, the proposed department will maintain a robust graduate program. A 4+1 teaching certificate (with the Graduate College of Education and the Department of Ethnic Studies), and a transdisciplinary doctoral program in Black Study will be vital components of the academic unit. As such, the Department of Black Study, articulating transdisciplinarity and an indissociable partnership between scholarship and practice, will be the only one of its kind in Southern California. Presently, in the UC system UCLA offers a Law Juris Doctor degree (which includes a Masters in African American Studies), while UC Berkeley offers a doctoral degree in African American Studies.

The Department of Black Study's combination of a unique and wide-ranging undergraduate training and a vibrant graduate program will significantly improve UCR's appeal to Black students and those interested in the unit's rich course and programmatic offerings. As reputable universities attest, a dynamic Black Study department significantly improves campus climate, its reputation, and national and international rankings. Indeed, we anticipate UCR’s unique Black Study department to quickly become a national and international reference in approach and output deriving
from its difference in disciplinary, curriculum, research, community accountability, and transformative practices.

UCR is in dire need of an institutional presence of Black Study. In the last decade, while CHASS enrollment has remained somewhat stable (Graph 1), there was a marked decrease in the number of enrolled Black students (Graph 2).

Graph 1. Total Enrollment by UCR College

![Graph 1](https://ir.ucr.edu/enrollments-programs)

Source: [https://ir.ucr.edu/enrollments-programs](https://ir.ucr.edu/enrollments-programs)

Graph 2. Black Student Enrollment by UCR College

![Graph 2](https://ir.ucr.edu/enrollments-programs)

Source: [https://ir.ucr.edu/enrollments-programs](https://ir.ucr.edu/enrollments-programs)

Related problems occur in other UCR colleges and in STEMM (Science, Technology, Engineering, Mathematics and Medicine) fields. In the last 10 years, CNAS Black graduate student enrollment has remained stagnant, and in 2020 BCOE reported its
lowest enrollment of Black students. While the School of Medicine (SOM) has shown a steady increase in its enrollment of Black students, it acknowledges that Black medical students need stronger communities of support, which is precisely what the Black Study department embodies. It will incorporate integrative and innovative approaches to foster collaborations across colleges, including the establishment of multidisciplinary Designated Emphasis Programs. In dialogue with interested students, faculty, and staff from across various disciplines, and community members, it will host annual conferences exploring the intersections of research and practice from various disciplines.

A department of Black Study at UCR will attract a greater number of undergraduates to campus, many of whom will be Black. The department will also provide a graduate teaching certificate and a transdisciplinary doctoral degree. It will constitute a dynamic and vital home environment supportive of undergraduate and graduate students, and Black faculty and staff. The department will reverse the negative trends in Black student enrolment in CHASS and in other colleges, retain undergraduates, attract graduate students, and correct UCR's poor record of retaining Black faculty and staff.

In recent years, UCR failed to retain a number of prominent CHASS Black faculty including MacArthur Fellow and critic-poet Fred Moten, expert in African American literature Erica Edwards, scholar-artist of religion and sound Ashon Crawley, activist and specialist in critical university studies Nick Mitchell, and award-winning author in performance studies Jayna Brown. Like Black students and staff, Black faculty are routinely told in myriad direct and indirect ways they are not expected to stay at UCR for long; the everyday messages and the micro and macro aggressions we receive from colleagues and administrators signal that we are unwanted and replaceable.

The department of Black Study will send a strong message about UCR's commitment to its "excellence in diversity" approach, attracting and retaining Black scholars and increasing the number and proportion of Black undergraduates and graduate students on campus. Given that it will house the lone UC-wide transdisciplinary doctoral program of its kind in Southern California, the Black Study department will consolidate UCR as a dynamic, transdisciplinary, and innovating hub in the Inland Empire and beyond. A Department of Black Study will reverse the current dynamics by which UCR is experienced, at best, as a revolving door or a stepping stone for many Black scholars; it will provide the conditions in which Black Study scholars and staff will want to come to and stay at UCR.

Based on the numbers of enrolled African American Studies majors in the department of Ethnic Studies (22 in 2020, 23 in 2019, 19 in 2018, 12 in 2017), we conservatively project that the Department of Black Study will reach a combined enrollment of majors
and minors of 30 students in the first two years, 50 in the next two, and stabilize at about 75 students enrolled per year. After the initial five years, we project a total of about 300 enrolled majors in a given year, with about 70 graduating per year.¹

We expect such numbers due to the higher local, regional, national, and international visibility that UCR Black Study will attain once it is housed in a department that is unique, dynamic, and attractive. In conjunction with ASP, Black Alumni, and interested groups on campus, an aggressive recruitment strategy will be put in place that utilizes already existing national and international networks and develops new ones.

The Department of Black Study will have a strong and unique graduate component. It will offer a 4+1 teaching credential with the Graduate School of Education and other interested campus units. By recruiting and training future generations of high school teachers, and generating the curricular resources these teachers will need to excel, this program will promote diversity and inclusion not only on campus but also in California schools. UCSB has recently started a similar program that involves the departments of Feminist Studies, Chicana and Chicano Studies, Asian American Studies, and Black Studies. It is this model of collaboration within and across disciplines, departments, and colleges that will guide the establishment and operation of the Department of Black Study.

Importantly, as the only Black Study PhD program in Southern California, the department expects to admit 10 graduate students per year, and have a total of about 50 graduate students enrolled after the first five years. The Department's transdisciplinary doctoral program will be among the leading units of its type in the U.S., on par with yet quite distinct from those at Northwestern, UC Berkeley, Cornell, Harvard, UT Austin, and Temple, among others. In keeping with the innovative and insurgent goals of the Department, rather than just reproducing the professoriate, it will offer critical and innovative alternatives to the conventional graduate program. In dialogue with interested parties and academic units, it will develop specific graduate tracks such as “Combating Antiblackness,” focused on three areas -- i.e. health, environment, education, cultural production -- whose goal will be to form, capacitate, and further potentialize well-trained practitioners and activists.

Graph 3. Proportion of enrolled undergraduate and graduate students by race.

¹ Campuses publish enrollment data using different measures. Currently UC Santa Barbara has a total of 27 enrolled majors in Black Studies; UC Berkeley has 30 degree recipients in African American Studies in the last two years, UT Austin has 22 currently enrolled majors in African and African American Studies.
Undergraduate Student Enrollment, Ethnicity

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<th>Ethnicity</th>
<th>Percent of Population</th>
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<td>Black or African American</td>
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<tr>
<td>Asian</td>
<td>41.5%</td>
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<tr>
<td>Native Hawaiian or Pacific Islander</td>
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<tr>
<td>Two or More Races</td>
<td>0.1%</td>
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<tr>
<td>International</td>
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Source: https://diversity.ucr.edu/student-diversity-statistics

Graduate Student Enrollment, Ethnicity

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<th>Percent of Population</th>
</tr>
</thead>
<tbody>
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<td>Black or African American</td>
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</tr>
<tr>
<td>Asian</td>
<td>9.9%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>15.8%</td>
</tr>
<tr>
<td>Two or More Races</td>
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</tr>
<tr>
<td>International</td>
<td>28.4%</td>
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</tbody>
</table>

Source: https://diversity.ucr.edu/student-diversity-statistics
IV. THE MAJOR AND MINOR IN BLACK STUDY

In articulation and collaboration with various departments at UCR, within and beyond CHASS, the department of Black Study will offer a gamut of courses that are rigorous, transdisciplinary, attuned to the past, attentive to current social challenges, and oriented towards a transformed future. The Black Study department will be part of an articulated network of already existing curricular, research, and artistic performance efforts; with its administrative autonomy and concentration of faculty, student, staff, and community activists, it will also significantly enhance such efforts, providing much needed institutional support and a home base for practitioners, collaborators, and the broader public.

Cross listed courses will be encouraged and will be grounded in dialogue between and within disciplines and theoretical perspectives -- a crucial dialogue which will enhance both the dynamic network of intellectual affinity across campus and the open, articulated, and supportive nature of the department of Black Study. For example, the introductory courses will draw from and will be cross listed with the African American Studies courses currently offered in the department of Ethnic Studies. A number of lower and upper division courses will be cross listed with the department of Anthropology’s Black Diaspora and Health Disparities undergraduate tracks. The same will be true for courses currently offered in various departments whose content harmonizes with the principles of Black Study. All of which is to say that constant debate, exploration, and innovation will indelibly mark the new unit.

The major and minor in Black Study requires both an engagement with (a) broad perspectives on the past, current, and future challenges and possibilities Black people experience in the African continent and its diasporas; and (b) two specialization tracks that will deepen one’s understanding of such challenges and possibilities. The Black Study undergraduate experience is thus both wide and deep in scope and yet specific and specialized.

In the introductory courses, undergraduate students will be exposed to the major social factors impacting Black peoples in the African continent and its diasporas currently (BLAC 001) such as the AIDS/HIV and Covid-19 pandemics, food and nutrition insecurity, state terror and industrial incarceration, residential segregation, exposure to environmental toxins, and early death by preventable diseases and blocked access to quality health care and education; his/their/herstories of organized resistance and epistemological invention since the dawn of modernity, with a particular focus on Black trans, queer, and feminist perspectives on what Cedric Robinson terms the Black Radical Tradition (BLAC 002); and a critical appraisal of political organizing efforts.
artistic practice, and theoretical prisms that imagine and propose alternatives to the current global state of antiblackness (BLAC 003).

The four undergraduate tracks, from which students will have to choose four courses in two of them (32 credits) in order to graduate, reflect the wide range of Black Study expertise already available at UCR:

i) “Critical Theories and Practices of Gender, Sexuality, Race, Ability, and Blackness” explores the major theories informing Black Study, with an emphasis on the interlocking forms of oppression as offered by Claudia Jones’s concept of Black women’s triple oppression in 1949, the Civil Rights Congress’ “We Charge Genocide” in 1951, and the Combahee River Collective Statement in 1977.

ii) “Performance, Arts, and Literature” engages the multiplicity of theoretical invention and political insight necessary for, contained in, and enhanced by artistic practice. Drawing from the unique concentration of Black innovative and critical practitioners of dance, theater, film, music, and literature at UCR, this track explores the epistemological bases, the social challenges, and the futures engendered in the imaginative and performative realms.

iii) "His/herstory, Behavioral and Social Sciences" zeroes in on (a) historiography, theories of history, and the various his/their/herstorical archives, aiming to comprehend the past as it is reflected in and inflected by our current social challenges and aspirations; and (b) relevant debates and findings emerging from Ethnic Studies, African American, Africana, and Black Studies, and traditional disciplines such as Anthropology, Economy, Political Science, Psychology, Social Work, and Sociology, among many others.

iv) “Law, Education, Health, Environment, STEMM, Social Activism, and Policy” recognizes UCR’s vanguard position in the study of environmental racism, a term coined by Professor Robert Bullard, faculty in the department of Sociology (1989-1994), and examines the multiple ways in which legal doctrines and disputes, the educational and health systems, and environmental challenges -- including climate change -- are implicated in and are impacted by past and current forms of social activism and the policies they propose.

The required course “Community Internship” will not only reinforce the department’s rootedness in social movements, but also enhance the student understanding of the theories and practices of community organizing. A capstone course, the “Senior Seminar” will revisit the principal challenges Black people face globally and engage in transformative projects of Black survival and well-being.
The Major in Black Study

1. Lower-division/General requirements (12 units)
   a. BLAC 001 Introduction to Black Study I: Black People Globally Now
   b. BLAC 002 Introduction to Black Study II: Diasporic Black Radical Traditions
   c. BLAC 003 Introduction to Black Study III: Imagined and Embodied Futures

2. Upper-division requirements (40 units)
   a. BLAC 190 Senior Seminar
   b. BLAC 191 Community Internship
   c. Additional 32 units chosen from two of the tracks below:
      i) Critical Theories and Practices of Gender, Sexuality, Race, and Blackness
      ii) Performance, Arts, and Literature
      iii) His/herstory, Behavioral and Social Sciences
      iv) Law, Education, Health, Environment, STEMM, Social Activism, and Policy

The Minor in Black Study

1. Lower-division/General requirements (12 units)
   a. BLAC 001 Introduction to Black Study I: The State of the Black Diaspora
   b. BLAC 002 Introduction to Black Study II: Diasporic Black Radical Traditions
   c. BLAC 003 Introduction to Black Study III: Imagined and Embodied Futures
2. Upper-division requirements (20 units)
   a. BLAC 190 Senior Seminar
   b. BLAC 191 Community Internship
   c. Additional 12 units in two of the following tracks:
      i) Critical Theories and Practices of Gender, Sexuality, Race, and Blackness
      ii) Performance, Arts, and Literature
      iii) His/herstory, Behavioral and Social Sciences
      iv) Law, Education, Health, Environment, STEMM, Social Activism, and Policy

V. PROPOSED ADMINISTRATION

The Department of Black Study does not intend and indeed will not have the administrative capacity to centralize all Black Studies on campus. On the contrary, when possible, the Department of Black Study will support various related efforts, even when not originating them. It seeks to multiply and strengthen all forms of Black Studies at UCR, thus engendering a climate that is receptive and nurturing of Black peoples and epistemologies. Black Study recognizes that its approach and practice is one among many. It is therefore absolutely not interested in dividing efforts, creating disputes, claiming ownership, or drawing boundaries.

Once formalized, the Department of Black Study will extend invitations, consider self-nominations, and establish a process by which campus faculty will have 0% or 50% appointments. After two years, budgetary conditions permitting, its members will begin conversations about a few 100% appointments. Following open collaboration and negotiation with departments and programs, it will offer cross-listed courses that support already-existing curriculum (such as within African American Studies in the Department of Ethnic Studies); develop a range of new innovative courses that bridge disciplinary
affiliations, methods, and pedagogies; establish programming that is attentive to both
campus and extra-campus artistic, research, and activist concepts and practices at the
local, national, and international levels; and finally, engender an inviting, rigorous, and
supportive space -- physical, intellectual, and of affinity -- in which members of African
and Black diasporic communities, students, scholars, artists, practitioners, and
researchers will have relative administrative autonomy.

The department will combine first-rate scholarship, research, and artistic practice with
community accountability and collaboration. Critical to the Department is an
administrative structure that enables substantive participation of community members in
its decision-making processes. Grounded in social movements demanding deep
structural transformation, and in the spirit of a public university, Black Study will have
representatives from the Inland Empire’s Black communities in its decision-making
processes, including graduate admissions, faculty and staff hiring, and promotion, and
retention, among other crucial department matters.

About 20 UCR faculty from the departments of Anthropology, Comparative Literature
and Languages, Dance, English, History, Media and Cultural Studies, and from the
Graduate School of Education, have expressed interest in transferring a percentage of
their lines to the Department of Black Study.

At first, members of the Black Study Initiative Committee will be responsible for
approving and managing Black Study courses in the curriculum. In the early phase of
the department, the teaching faculty and the courses will be drawn from CHASS (and
possibly other colleges, including the Graduate School of Education) with the approval
of the relevant administrators and department chairs. Black Study will encourage
interdepartmental and intercollege robust exchange, and will offer, upon administrative
compliance, partial or full appointments to interested faculty. In its early phase, we
anticipate that Black Study will have a core of about ten 50% faculty members, and a
few 100% appointments.

As the student body grows and the program matures, a support staff will be added to
the Department of Black Study. Dean McMullin envisions a new administrative structure,
distinct from The Multidisciplinary Financial, Administrative, and Student Unit (MDU),
with two Financial Analysts and, when the Graduate Program is in place, a Graduate
Program Advisor. This new administrative unit will serve Black Study and other
departments, and will alleviate the current high demand placed on MDU.
VI. SIGNATORIES

Appended below are the names and self-reported affiliations of signatories to a petition calling for the creation of a Department of Black Study at UCR. Signatures continue to come in, but the list below includes all of the 2,020 people who signed the petition by midday on March 30, 2021. Names are organized by relationship to UCR (i.e., UCR Undergraduate Students; UCR Staff; UCR Graduate Student; UCR Faculty; UCR Alumni; Prospective UCR students; community members who are colleagues at other institutions of higher learning; community members not affiliated with a college; and other signatories who did not declare belonging to one of those categories). Within those groups, signatories are listed alphabetically by first name. We also include the list of organizations that signed the petition in support of a Department of Black Study.

UCR Undergraduate Students

Abel Vargas
Abigail Rivera
BCOE
Adelaide Apostol
   CHASS, Political Science Department
Agustin Perez
Ahja Henry
Aidan Davids
   Ucr English major
Alaast Kamalabadi
   Department of Art History
Alana Pitman
Alejandro Meza Aguilar
Alexander Ramirez
Alexis Anaya
   Student
Alexis Meza
  Hermanos Unidos de UCR

Alexis Vergara
  Department of Dance

Alexys Guzman

Alicia Larson

Allyson Romano Rapada
  UCR

Alysson Distor

Amanda N Ferry

Amina Hearns

Amina swallah

anâ sanchez
  Dance Department

Ananya Verma

Andrea Gonzalez
  CNAS, Neuroscience Department

Andrea Terrones
  CHASS major, ASUCR External

Andrew Ha

Andrew Ortega
  Independent Scholar

Andy Briseno
  YOK Center at UCR

Angel Artiga

Angeles Rivera
  Institution
Angélica Ballesteros
angelica sze
Antonio Torres-Moreno
Aqsa Hussain
Ashlee Stamp
Ashley Taylor
ASUCR Chief of Staff
BB Conteh
Bertha Ashley Olmedo
UC Riverside
Betty Duong
Bianca Verdin
National Residence Hall Honorary
Bibiana Canales
Blanca Estela Alba
Breann Barrera
UCR undergraduate
Breanna Rondilone
Brendan Rooks
Brenna Moran
Brianna Rivera
Brooke Bunte
Education minor
Caitlin Rivenbark
Camille Nguyen
Carlos Alarcon
PODER at UCR
The Ukulele Club at UCR

Edith Gonzalez
Élan Klein
Elizabeth Garmendez
Elysha Castillo

ASUCR, UCSA, BSU, CASA, SASI, CSU, LTA

Emely Garcia
Emmalee Brooks
Erica Heggen
Erick Gonzalez
Esteban Arellano

PODER at UCR

Farin Lea
Farrah Muhyieddeen

Institution

Felisa Vasquez Gonzalez

PODER member

Fernanda Herrera
Fernanda Mendoza

Fiona Geary

Undergraduate Political Science: Law and Society major

Fiona Yuen
G. Puneda

President of Planned Parenthood Generation Action

Gabby Monique Fernandez
Gabs Urquia

Gagan Mannur
Gina Huynh
Giovanny Cordova
Gisele M Njoh Njoh
Greg Sanchez
Hannah Abad
Hannah Benson
Hannarei Kinsey
Helen Bales
Helen Munguia
Ian Pitman
CNAS
Isamary Topete
Ismael Gonzalez
KUCR
Jacey Milliner
Jacqueline Aguilar
GSOE
Jaden De La Cruz
Jailene Diaz
Chass
Jalen Santiago
Jaqueline Delgado
Jaquelinne Rodriguez
UCR
Jasmine Rashidi
Jatara Newell
Dance
Jazmin Garcia
Riverside, CAT 911, Underground Scholars, and Ethnic Studies dept.

Jenna Nguo
CHASS - psychology

Jennesy Felix

Jessica De León Topete
Student

Jessica Espinoza
Student of Institution

Jessica Hernandez

Jessica Madrigal
Gender and Sexuality Studies/

Jesus Garcia-Torres

Jillian Jones

Jordan Smith

Jorge Rodriguez
TFDP student

Josemari Mapa

Joshua Lopez

Josiah Davis

Juhaina Habeebulla

Julia Martinez

Julia Sarcia

Justin Cheng
Student Worker - RA in PoliSci

Kaily Russell

Kalayah Wilson
Kamillah Pollard

Karen Rojas
La Familia

Karla Raíz-Anaya

Katherine Callejas

Keisha Forsythe
Sustainability Studies

Kelly Garcia

Kendrick Davis
National Society of Black Engineers (NSBE), UCR, Bioengineering

Kevin Rivas
QTPOC

Khadijeh Sudqi

Kiana Wong

Kimberly Aguilar
Political Science department

Laura Carreon-Alonso

Lauren Francisco

Lauryn Dingle

layla jones-pacheco

Layvin Manghane

Leah Duque

Lena Fatimi

Leslie Moreno

Liam Carrasco

linda cardona

Linda Sanchez
Lizbeth Horta
Chass

Lizbeth Marquez Torres
ASUCR CHASS Senator

Lúcia Maria Ribeiro de Lima
No onde.

Madeleine Bunting
Public Policy

Maeve-Darly Domond

Manasi Soni

Mariafernanda Arroyo

Maribel Gonzalez

Marisol De Los Santos Lopez

Marivel Palone
University of California, Riverside

Maryam Azizadah

Matthew Lutz

MATTHEW SANDERS

Maya Currie

Melanie Grigorian

Micahrae Osteria

Michael Martínez
School of Business

Michael Risher
UCR

Mikayla Campbell

minh le
Monica Diaz
  Sociology major

nadia williams
  Dance department

Nancy Bonilla Mejia
  CNAS undergrad

Natalia Chavez

Nayeli Martinez
  sophomore, GSOE

Neida Barco

Nicole Wolman

Nika Chegeni
  Iranian Student Association

Nirvana Pacheco

Nohely Gomez Arroyo
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Orlando Cabalo
  Associated Students of UCR

orlando pareja

P Reilly

Pamela Juarez

Parvin Lester

Paula Nuguid

Persephone Schrick

Prashansa Agrawal
  Independent scholars

Precious Fasakin
UC Riverside

Queenie Nguyen
Raelin Martin
   Student
Rasneek Singh
   Gamma Phi Beta Sorority
Rayshuna Thomas
Rebecca Gomez
Rebecca Paplanus
Rebeka Lima Cavalcante
   Pós graduação de direito de FDRP/USP
Ren David
Ricardo Gonzalez
   CHASS - Political Science
Rita Tesfai
   Department of Anthropology
Roberto Uribe

Rocio Hernandez
Rogelio herrera
   puente
Rohan Subramanian
Rossandra Martinez
Royle Ben-Menahem
Ryan Schlott
   University Honors
Sabrina Aguilera
UC Riverside
Sabrina Peralta
Student
Sadiejean Bolton
Sam Avalos
Samantha Basurto
Samantha Canales
Samantha Mejia
Samantha Popper
Student
Samia Alkam
Middle Eastern Student Center
Sandra ayllon
Sara Khoe
Pre-Veterinary club at UCR
Sarah Jiang
Sean Lopez
Sean Nguyen
Selom Gbewonyo
Serena Senko
BCOE
Sergio Altamirano Jr
Student
Shamarri Coleman
Stacy Chow
Stacy Lopez
Chass
Stella Aurelia
Stephanie Gutierrez
Stephanie kiluba
Steven Sanchez
Summaya Khugyani

MESC and SJP

Students for Justice in Palestine, MESC

Sydney Hizon
sydney perez
Tania Gonzalez
Taylor Yamaguchi
Tempest Won
Tommy Thai

Psychology

Tony Merino
Ulises Fuentes-Grijalba

UCR
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vanessa viveros
Veronica Sanchez Gomez
Vianey Holguin
Victoria Alvarado
Victoria O.
Vihaan Madahar
Vikki Roberts

I was a Black Studies major 1969-73

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Vice President of External Affairs, Associated Students of UCR

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Viviane Silva
UENF
Wendy Guzman
Winny Hoang
Xaire Patrick
Xochilt Salgado
Yanessa Hernandez
Yaritza Plata
Yasser Harmoush
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Yulissa Navarro
Yurema Arvizu
Yvonne Garcia
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Fulya Felicity Turkmen
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Gabriel Elvin
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Greg Newkirk
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jemuel jr garcia

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Kavyasri Priya Samudrala
S2P

Kayla Gelinas

Kelly Bowker
Dance

Kelsey J Sullivan
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Kendall Loyer

Kevin Chalek
Chemistry

Kevin Frausto
BCMB

Kevin Su
Math Department

Kristen Skjonsby

Kristi Hernandez
independent scholar

Lawrence Lan
University of California, Riverside // Dept of Ethnic Studies

Leslie Fernandez
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Leticia Meza
UCR

Levin Welch
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Liam Espinoza-Zemlicka

Lindsay Rapport
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Lindsey Pedroncelli
Microbiology and Plant Pathology

Liza Wemakor
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Luis Higinio
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Madeleine St. Marie
Department of History

Madeline Vera-Colon
Environmental Toxicology

Magaly Williams

Magnolia Yang Sao Yia
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Mallory Peterson
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Manuel Macias
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Margaret P Schmill
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Maricruz Ariana Osorio
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Mario Tumen
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Marissa Hull
UC Riverside History department

Marlene Chavez
Inland Empire Immigrant Youth Collective

Martha Pulido
Microbiology and Plant Pathology - UCR

Megan Kendzior
Dance Department

Meghan Owens
UCR GSOE

Melina Acosta
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Melina Fuentes-Garcia
Materials Science and Engineering

Melissa Mallon
Department of Hispanic Studies

Michael Rodríguez
Environmental Sciences

Ming-Feng Ho
Physics & Astronomy

Minhye Joo
Political Science

Miranda Aiken
Environmental Toxicology

Misha Choudhry
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Mordechai Wellish
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Morgan Dundon
UCR Materials Science and Engineering

MT Vallarta
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Nathaly Martinez

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Nelda Issa Marengo C
Anth

Nichi Yes
Graduate Student Association

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UCR Philosophy

Nicholas Manganelli
UCR Physics & Astronomy Department

Nick Domich
MFA CWPA

Nicole Corrigan

Nolan Goetzinger
University of California- Riverside

Olivia Leiter

Olivia reid

Osup Kwon
Department of Philosophy

Paige Goodwin
TA TFDP

Patrick Lawton
UCR Biophysics

Peggy Brady
University of California, Riverside

Phung Quan
Chemical and Environmental Engineering

Praneet Pairs
Materials Science and Engineering

Preethi Ramaprasad
Dance

Priscilla Marrero
UCR MFA Experimental Choreography
Rachel Rattner  
botany and plant science  

Rachel Surprenant  
Earth and Planetary Science  

Ramon Pineda  
Ethnic Studies Department  

Reed Miller  
Anthropology  

Roberto Rivera  
University of California, Riverside  

Robyn Johnson  
Department of English  

Romina Garcia  
UCR  

Rosalia Lerner  
UCR Dance Department  

Roxana Coreas  
Department of Chemistry  

Rudy Garcia  

Ruth Kim  
UCR Botany and Plant Sciences dept and UP!4BA social media task force  

Ryohei Takatsuchi  
Department of Anthropology  
Student Association of Graduate Anthropologists  

Sabrina Gilmour  
UnitedPeople!4BlackAcademia (UP!4BA)  

Sahar Foruzan
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Sofia Balingit
Sophia Massie
sophia ponce
Stacy Villalobos
Stephanie Schaudel
Susan Ito
Suzi Roberts
Talia Tucker
Tamara Silva
Tatiane Reis
Thiago Tolentino

University of Uberlandia (Brazil)
Thomas Swindler
Thuane Nascimento
Thula Pires
   NIREMA (PUC-Rio)
Tiffany Medois
Tim Johnson
Tobias Smith
   UC Davis, Cultural Studies PhD Candidate
Toni Shaw
   UCLA Alumna
Tonya Turpin-Self
Trinity Elliott
Tyler Reed
Vaciane Simeon
   Boston University alum
Verónica Urbano
Vicenta Moreno Hurtado
   Asociación Casa Cultural el Chontaduro
Victor On-Sang
Victoria Gonzales
   Community Member
Viri Garcia
vonya k quarles
   Starting Over, Inc.
Wania Cidade
   Sociedade Brasileira de Psicanálise do Rio de Janeiro
Whittney Ijanaten
William Bryant
UC MEMBER(UCLA student)

Xavier Flores
Antelope Valley League of United Latin American Citizens

Yabundu Conteh

Yane Silva

Yara Yousef

Yen-Vy Ngo
UC Davis Undergraduate

Yridian Villanueva
Cabrillo College

Yvette Vargas

Zachary J Gaston

Zanetta Harris

Zariya williams

Zun Lee

No Affiliation Recorded

AJ Reed
Independent Scholar

Aline Cristina Oliveira do Carmo
Núcleo de Estudos Afro-brasileiros e Indígenas do Colégio Pedro II (NeabiCp2) - Rio de Janeiro, Brasil.

Ana Flávia Magalhães Pinto
Universidade de Brasília (UnB) / Rede de HistoriadorXs NegrXs (Brazil)

Ananya Roy
Andrew Carbaugh

Andrew Jolivette, Professor and Chair Ethnic Studies UC San Diego

Ethnic Studies Chair/Native American and Indigenous Studies Director, UCSD

Anna I

Ayana Aisha Flewellen

UCR, Department of Anthropology

Benjamin Fields

UC Berkeley Sociology

Bernadette Hartfield

Georgia State University (retired)

Bobby Rivera

St. John’s University

Charlene Carruthers

Northwestern University, PhD Student

Claire Nguyen

Claudio Mattos

Cristóbal Martínez

Michigan State University, Department of English

Dominique Conway

Emma Huang

Gabrielle Foreman

English, African American Studies, History at Pennsylvania State University

Giulia Giamboni

University of California, Santa Barbara, History Department

Jahari Shelton
Jaleah Cullors
Jalen Storey
Jemima Pierre
   Associate Professor, Department of African American Studies, UCLA
John Sweeney
Jolie Mahr
Iakin Easterling
Lee Ann A Wang
   UCLA
Logan Phillips
   Washington University in St. Louis
Lucas Jupy
Madelyn Millen
   Retired UCR Staff, Riverside NAACP Chapter #1059
Marcelo Ramos
   Federal Fluminense University (Brazil)
MARIA SYLVIA APARECIDA DE OLIVEIRA
   m.sylviaadv@hotmail.com
Maurice Stevens
   Professor, Department of Comparative Studies, The Ohio State University
Miliann Kang
   University of Massachusetts - Amherst
Minkah Makalani
   University of Texas at Austin
Mlondi Zondi
   Wesleyan University
Myles Ali
Department of History and Critical Race and Ethnic Studies, UC Merced

Nana Amoah-Ramey
  Indiana University

Ofurhe Igbinedion

Peyton McGill

Phoebe Kim

Regina Ebo
  Berkeley Grad student

Restituta marco

Sara Smith
  Department of Geography, University of North Carolina at Chapel Hill

Shakeer Rahman
  Race and Technology Practitioner Fellow, Stanford Center for Comparative Studies in Race and Ethnicity

T. Le
  UCLA

Takunda Darwish
  Independent

Thainara Silva

Theresa Johnson
  University of California, Santa Cruz

Uri McMillan
  UCLA, Associate Professor, English & Gender Studies

VaNatta Ford
  Williams College Africana Studies

Ven Griffin

Vitoria Buzzi
Wan-Chuan Kao
Washington and Lee University

Zach Sell
Drexel University

Zifeng Liu
Africana Studies, Cornell University

Organizations In Support of the Creation for the Department of Black Study

Adoptee Solidarity Korea - Los Angeles (ASK - LA)
Africana Studies Department
Amanar Casa das Áfricas
Antelope Valley League of United Latin American Citizens
Arab Resource & Organizing Center (AROC)
Asociación Casa Cultural el Chontaduro
Associated Students Irvine Valley College
Black Graduate Student Association
Botany Graduate Student Association
Cal Debate
California Alliance for Minority Participation (CAMP)
California Faculty Association
Center for Latino and Latín American Studies
Center for Urban Excellence
CIDADES-Núcleo de Pesquisa Urbana/UERJ
Coletivo Anastacia Bantu
Coletivo negro USP-RP

Community Activist Group

CRIOLA, a black women’s organization based in Brazil, supports the creation of a Department of Black Studies at the UCR

Dance Graduate Student Association

Dept of AFAM @ San Jose State University

Emory University, Graduate Division of Religion

Environmental Sciences Mini-Graduate Student Association

Federal Fluminense University (Brazil)

Gamma Phi Beta Sorority

Graduate Employees’ Organization at UIUC, IFT/AFT Local 6300

Graduate Student Association

Graduate Student at UCI

Henderson Professional Mentorship Group

Hermanos Unidos de UCR

International Institute on Race, Equality and Human Rights

Iranian Student Association

Khmer Student Society

La Familia

Latin American Philosophy of Education Society (LAPES)

Latino Voter Mobilization Project

Latinx Medical Student Association

LAUSD Educator, UTLA, CTA, CFA, NEA member, CSULB Ethnic Studies adjunct lecturer

MARC U STAR Research Program for Underrepresented Students

Mellow Sawyer Seminar on Contemporary Political Struggle

Movimento Moleque

National Residence Hall Honorary
National Society of Black Engineers (NSBE), UCR, Bioengineering

NIrema (PUC-Rio)

Oxford public philosophy

Pan African studies Cal State LA

People for womxn* in philosophy, University of Oxford

Physics Organization for Womxn and the Under-Represented (POWUR)

Pós graduação de direito de FDRP/USP

Pre-Veterinary club at UCR

Puerto Rican Alliance @ Brooklyn College

QQ Research Consultants

Retired UCR Staff, Riverside NAACP Chapter #1059

Riverside City College, Ethnic Studies

Rooted Resolutions

Seton Hall Concerned 44

Starting Over, Inc.

Student Association of Graduate Anthropologists

The Ukulele Club at UCR

The Well

UC Santa Barbara Asian Pacific Islanders Graduate Student Alliance

UCR Black Alumni Chapter

UCR Black Faculty & Staff Association

UCR Community Engagement and Outreach unit

UCR Org Spiritual Awakening

UCR Women's Resource Center

UENF

UMass Fine Arts Center

Underground Scholars
Underground Scholars Initiative

Unit Chair, UAW Local 2865 at UC Riverside (The elected officers of UAW 2865 at UCR have voted unanimously to endorse the petition and sign on as 'UAW Local 2865 at UC Riverside'.)

YOK Center at UCR
May 18, 2021

TO: Jason Stajich, Chair  
Riverside Division of the Academic Senate

CC: Department of Black Study Initiative Group

FROM: Lucille Chia, Chair  
CHASS Executive Committee

RE: Proposal for the Establishment of a Department of Black Study

The CHASS Executive Committee states its strong support for the establishment of a Department of Black Study, which we deem as most timely and necessary at UCR. The proposal itself makes compelling arguments, which were also voiced by members of the Black Study initiative committee, who met with the Executive Committee at our meeting on April 21. At this meeting, the authors of the proposal addressed, among others, two important issues: the specific pedagogical and research aims of the Black Study Department, and the relationship of the Black Study Department with Ethnic Studies.

First, the origins for the proposal of the Black Study department arose from the 2020 mass transnational mobilization for black lives, similar to the 1960’s protests which led to the first departments of Black Studies and Ethnic Studies in the United States. In close conversation with these students on campus, it became clear that to make black lives on campus minimally viable there needed to be an infrastructure that recognized all black lives, such as the black feminist, black trans, and black queer. These are foundations within the proposal. A Black Study Committee was formed and included faculty, staff, and Inland Empire activists.

One Black Study initiative committee member said that the proposal signaled a relationship to a historical project of cultivating academic departments and programs that focus on researching and understanding black lives and experiences. It also signaled something new by not separating the arts from the social sciences or humanities—all modes of study were included. It focused on an interdisciplinary approach, which would allow for more access to resources. The proposal would not be a repetition of the same nationally, but instead would create a plan on how UCR could step into the future of higher learning that is in demand. Another committee
member noted that there has been a lack of investment in black studies in the U.S. Only 20% of the institutions have formal units in black studies (one third of the 20% are black studies departments). The Department of Black Study at UCR would have a more radical, structural, and abolitionist critique, which would make it unique to comparable programs nationwide.

Second, the Black Study initiative committee indicated that the relationship between the Department of Black Study and the Ethnic Studies Department should be built on the notion of collaboration and dialogue. The new department noted that it was not interested competing with any department or college. For instance, they would like to cross-list with Ethnic Studies. There would be several innovative opportunities such as possible cluster hire initiatives and collaboration with the School of Education.

The Executive Committee made the point that it would be important to ensure that the Black Study Committee consider initiatives to maintain the department once established. They should consider how to take institutional steps to ensure protections of the faculty and the new department.

Rather than repeat the proposal’s reasons about why UCR needs this department, we give the following comments, questions, and suggestions from various members of the Executive Committee are meant to help strengthen the proposal that we reviewed as we send it forward to the Senate.

1. The proposal for the Department of Black Study at times seems to be so expansive that it was difficult to define it.

2. What specific benefits would departmentalization create that cannot be captured within the existing or a modified Ethnic Studies Department or by the creation of an interdisciplinary program in Black Studies?

   If Black Study is split off from Ethnic Studies, and what would be the effects on the remaining undergraduate major and minor Department of Ethnic Studies?

   The Executive Committee invited the Department of Ethnic Studies to respond to the proposal for establishing a Department of Black Study and received the following comments sent by Prof. Jennifer Nájera, the Chair of Ethnic Studies:

   Several members of the Department of Ethnic Studies support the effort of a Department of Black Study that would support Black faculty on campus, especially in providing a vibrant, self-determined intellectual space on campus. Many express concerns about the retention and promotion of Black faculty and believe that a Department of Black Study could be an important academic space to grow and amplify the critical work of UCR’s Black faculty.
Given that the Department of Ethnic Studies has a long standing African American Studies major, at least one faculty member expressed concern that, aside from two African American Studies faculty members, the department itself was not involved in the planning of a Black Study department. Other faculty members expressed optimism that the Ethnic Studies Department and a Department of Black Study could potentially co-exist in collaborative partnership, but stakeholders would need more time for open discussion about the administrative, logistical, and programmatic options. Perhaps most critically, Ethnic Studies faculty express concerns that the Black Study major would—over time—displace or subsume the African American Studies major in the Department of Ethnic Studies. Other faculty expressed the view that some elements of the Black Study Proposal could be incorporated within the existing African American Studies Program in Ethnic Studies, but that would require a significant investment from the administration to hire more Black Studies faculty in Ethnic Studies.

We recommend that the authors of the proposal for the Department of Black Study provide specific responses to these comments.

3. If a new Department of Black Study is established, what measures would prevent the new department and Ethnic Studies from suffering the negative effects of reduced and small faculty size?

4. What are the substantive parameters and core questions/concerns of black studies as a subject and what unifies the wide-ranging topics within it into a coherent whole?

5. What is the estimated number of majors within a black studies department and how is this estimate calculated?

6. What human resources (including additional faculty lines and staff FTEs) would be needed from the CHASS and UCR as a whole for this new Department of Black Study to function viably as a strong academic unit?

   In particular, the proposal states that (p. 15) “About 20 UCR faculty from the departments of Anthropology, Comparative Literature and Languages, Dance, English, History, Media and Cultural Studies, and from the Graduate School of Education, [sic] have expressed interest in transferring a percentage of their lines to the Department of Black Study.” Can the proposal clarify in great specific detail how this transfer would take place, and can the proposal authors consult with the CHASS Dean’s Office and the Provost about the procedure for such transfers?
8. Sustainability of the proposed department in terms of human and financial resources.
   The proposal would be greatly strengthened by providing quantitative estimates of the costs for
   a. instructors and administrative staff to be assigned to work for this new department.
   b. infrastructural needs, including space for offices, classrooms, meeting rooms; office and other operating supplies.

   Furthermore, what support would the proposal have from the CHASS Dean’s Office, from the office of the Provost/EVC, from Undergraduate Education, etc.? Can the proposal provide documentation of commitment from these groups for the needs of this new department?

9. Faculty welfare issues
   In addition to the issues already mentioned, there are concerns about assessing the personnel files of faculty, both ladder and adjunct, who would be joining or participating in the pedagogical and research activities of this new department. One particular concern is that of files for faculty members being considered for tenure.
March 31, 2021

Dear Dean McMullin,

The Department of Dance writes to express its enthusiastic support for the urgently needed Department of Black Study at UCR, recently proposed by the UC Riverside Black Study Initiative (BSI), composed of Inland Southern California community members, staff, students (undergraduate and graduate), and faculty.

The development and resourcing of a Department of Black Study at UCR would be a catalyst for necessary changes on campus and across the UCs in order to fully center and support Black Innovation and Knowledge Production and to ensure that Black voices are a guide for interdisciplinary, intercollegiate and interdepartmental curriculum design and implementation. Such a department will be a critical force on campus, the region, and across the UCs; a center for community building and abolitionist practices and thinking and a home for Black students, staff and faculty who continue to feel marginalized and silenced. While we recognize there are initiatives across campus to hire more Black faculty and to appeal to and retain Black students, a dedicated Department of Black Study will demonstrate and more fully enact UCR’s uncompromising pledged commitment to its Black community members, will address past and ongoing grievances of antiblackness and antiblack violence, and will be a powerful step in preventing the continued exodus of Black faculty and students from UCR which has included esteemed scholars Fred Moten, Ashon Crawley and Jayna Brown, among others.

Last summer there was a campus-wide fury to respond to the racial and social justice uprisings spreading across the globe in response to the murders of Breonna Taylor, Ahmaud Arbery, George Floyd, as well as the much less publicized murders of Black Trans folks like Tony McDade and Nina Pop. There was a host of university, college and department pronouncements against state-sanctioned violence and the murder of Black people by the police. In particular, there was immediate response to the UCR Demands to Administration - Call to Action that members of the Black Student Union, ASUCR, Sisters Affirming our Socio-Cultural Identities,
and Queer Alliance, and a number of other student organizations sent to Chancellor Wilcox and the UCR administration on May 31, 2020. The list of demands student community members called for included “The campus-wide support for the Black student community regarding accountability, educational equity, and increased support services.” We see accountability, equity and support services to include the building and resourcing of a Department of Black Study which, as the “Black Study at UCR” proposal states, would “Bring together a diverse group of dynamic scholars and practitioners of Black Study already at UCR…” and whose self-governing structure would privilege those students, faculty, staff, and Black progressive community members in promoting its own well-being, research/curricular agendas, and advancement.

We too responded to the students’ Call to Action and included our own commitment to “CENTER Black voices, ideas and research, and work diligently to decolonize the academic canon and the epistemological and methodological praxes in our field and related disciplines, as well as in our graduate and undergraduate curriculum design.” As a faculty largely comprised of Black, and other historically marginalized persons, including Latinx, South Asian, LGBTQ folks and persons of Indigenous descent, an equally diverse student body and staff, and whose curriculum is indebted to African diasporic practices, Black scholarship and theory, we see this as an opportunity for our own department to strengthen its research and curricular endeavors and to be in partnership with a department dedicated to Black Study. With so many faculty and students (many who are not Black), in our department and at UCR, interested and employing Black scholarship, theory, and creative practices, and for there NOT to be an academic department dedicated to this field of research, is a huge contradiction.

As part of UCR’s ongoing efforts to do more than pay lip service to diversity slogans and cliche publications that list our national rankings for social mobility, supporting and fully resourcing a Department of Black Study is a decisive step in the right direction towards a university that embodies and enacts its core values.

As part of these university wide efforts, the Department of dance full-heartedly and without reservation supports a Department of Black Study at UCR.

Sincerely,
The Department of Dance
Dear Dean McMullin and Professor Vargas:

I write to express my support for the efforts underway to found a Department of Black Study at UC Riverside. I have read the "pre proposal" with great interest, drawing both on my own scholarly commitments with Black Studies, and on my current role of Dean at UC Santa Barbara. In this latter role, I provide leadership and guidance for our own Department of Black Studies, which offers important areas of convergence and future collaboration with the Department that you seek to found.

As the pre proposal text attests, this historic moment provides a unique and urgent context for this effort: from the heightened awareness of racially structured societal inequities that disproportionately impact Black populations, to the steady stream of antiblack violence and related patterns of harm, to the astounding upsurge of Black-led mobilizations, which contest these systemic conditions, and in so doing, open pathways for more just and equitable societal conditions for us all. Although UC Santa Barbara and UC Riverside acted in sync to form their respective Departments some 50 years ago, in response to that prior moment of enabling conditions, we learn from the pre proposal document that forces at UC Riverside converged to keep the Department from persisting and flourishing. Historically constituted openings to meet these needs do not occur often; it is exciting to think that another such moment has emerged.

The Department of Black Studies at UC Santa Barbara is a vibrant space for Black-centered pedagogy, research, and publicly engaged intellectual work, which echoes in many respects the aspirations laid out in the pre proposal. Together with the Center for Black Studies Research (CBSR), the Center for Publicly Engaged Scholarship (CPES), and many other divisional and campus units, the Department has stepped up to engage the acute and chronic intersecting crises of the moment, from the racially disparate impact of the pandemic, to the rise of white supremacist political currents, to environmental racism, to the longstanding plague of antiblack police violence and mass incarceration regimes. As the pre proposal also emphasizes, these units also foreground Black cultural and political creativity, which generates alternative visions for societal organization, and innovative praxis that offers principles and paths forward to guide processes of societal change. The yearlong “Race to Justice” series, organized by UCSB Arts and Lectures, and guided by an advisory committee drawn from our Black Studies community, has offered us a steady stream of inspiration—in the face of dire adversity—along these lines. We can now look forward to a much-deepened relationship of collaboration with UC Riverside, building on our distinctive features, as well as the foundation of common ground that we share.

One further comment is in order, regarding the pre proposal’s stated goal of forming a doctoral program, which would make UCR a leader among the UC campuses of Southern California. We strongly support this initiative, as an essential component of any tier 1 research University, as a crucial step in forging a vibrant Black Study intellectual community, and to widen the “pipeline” for future scholars and teachers in this tradition. At the same time, this element of the pre proposal document reminds us that graduate education is an absolutely critical goal for our own Black Studies department as well. We view our goal, and the one you have outlined, as mutually reinforcing; in addition, we see exciting possibilities for collaboration along these lines—perhaps even thinking together about innovative “next generation” graduate training.
programs, which might more fully address the needs and aspirations of future generations of Black intellectuals, and more directly engage the conditions of societal crisis that produced the need for the Black Study department in the first place.

We wish you all the best in your endeavor, and look forward to further exchange as your efforts unfold.

Yours Sincerely,

Charles R. Hale
SAGE Sara Miller McCune Dean of Social Sciences
College of Letters & Science
Marilyn Grell-Brisk, Ph.D.
Assistant Project Scientist
CE-CERT - UC, Riverside

Dear Dr. Grell-Brisk:

It was a pleasure to hear about your participation in the effort to start a Department of Black Study at UCR. As Dean of the Bourns College of Engineering, I can attest to the fact that our college has not experienced the success in recruitment and retention of Black students that we desire. We have worked with our Council of Advisors and our NSBE student organization to develop an endowment that will help provide specific professional development resources for Black students such as attending workshops and conferences as well as support an operating budget for their many activities. The NSBE leadership has been advising us during weekly meetings on how to be more effective in our recruitment and retention of Black students.

Across the UC system there is far too little participation of Black students in engineering, even though there are high paying jobs available to engineering graduates. Depending on the goals of the faculty in a future department of Black Study, there could be many opportunities for us to collaborate; and the presence of this department could provide a more welcoming atmosphere for future Black engineering students. Ideally, some of these students will continue on for a Ph.D. in engineering and contribute to the pipeline of Black engineering leaders in the academy. We continue our efforts to hire more Black faculty who serve as role models.

I am strongly supportive of your efforts. Please be aware that I need to be respectful of the faculty-driven process and the role of the academic senate in the development of new degree programs and departments and thus I cannot directly advocate for a new department in another college. I look forward to the opportunity to participate in future discussions if the faculty working on this proposal feel this would be helpful.

Sincerely,

Christopher S. Lynch
Dean Bourns College of Engineering
William R. Johnson Jr. Family Endowed Chair
March 30, 2021

To Whom it May Concern,

I am writing to offer my strongest support for the creation of a Department of Black Study at UC Riverside. The proposed department will articulate with initiatives underway in the Anthropology Department, draw together disparate scholars and students across the university and address longstanding needs and concerns on the campus. It also will facilitate recruitment and retention of Black faculty and students, and generate critical scholarship and pedagogy. Moreover, the proposal articulates a unifying, relational position on Black Study that will position UCR as innovative and transformative, “encompass[ing] but exceed[ing]” conventional disciplines and interdisciplinary models for the field. The proposed department and the scholarly community that it represents deserve the full support of the university, and I hope that you will look favorably on the proposal.

Yours sincerely,

Derick A. Fay, Ph.D.
Associate Professor and Acting Chair
Department of Anthropology
University of California, Riverside, USA
March 26, 2021

To Whom It May Concern:

I am writing this letter to express my support for the creation of a Department of Black Study at UC Riverside. The creation of a department focused specifically on Black Study fulfills a longstanding need and will make UCR visible at the cutting edge of transformative scholarship, pedagogy and praxis concerning the Black Diaspora, critical race theory, and anti-blackness. Based on my graduate experiences of involvement in a program with a focus on the African Diaspora, with a high concentration of Black faculty and students, such a department will serve to enhance community, belonging, success and retention among faculty and students.

Sincerely,

Mark Anderson
Professor and Chair, Department of Anthropology
University of California, Santa Cruz
March 31, 2021

Dear Dean McMullin,

The Department of Dance writes to express its enthusiastic support for the urgently needed Department of Black Study at UCR, recently proposed by the UC Riverside Black Study Initiative (BSI), composed of Inland Southern California community members, staff, students (undergraduate and graduate), and faculty.

The development and resourcing of a Department of Black Study at UCR would be a catalyst for necessary changes on campus and across the UCs in order to fully center and support Black Innovation and Knowledge Production and to ensure that Black voices are a guide for interdisciplinary, intercollegiate and interdepartmental curriculum design and implementation. Such a department will be a critical force on campus, the region, and across the UCs; a center for community building and abolitionist practices and thinking and a home for Black students, staff and faculty who continue to feel marginalized and silenced. While we recognize there are initiatives across campus to hire more Black faculty and to appeal to and retain Black students, a dedicated Department of Black Study will demonstrate and more fully enact UCR’s uncompromising pledged commitment to its Black community members, will address past and ongoing grievances of antiblackness and antiblack violence, and will be a powerful step in preventing the continued exodus of Black faculty and students from UCR which has included esteemed scholars Fred Moten, Ashon Crawley and Jayna Brown, among others.

Last summer there was a campus-wide fury to respond to the racial and social justice uprisings spreading across the globe in response to the murders of Breonna Taylor, Ahmaud Arbery, George Floyd, as well as the much less publicized murders of Black Trans folks like Tony McDade and Nina Pop. There was a host of university, college and department pronouncements against state-sanctioned violence and the murder of Black people by the police. In particular, there was immediate response to the UCR Demands to Administration - Call to Action that members of the Black Student Union, ASUCR, Sisters Affirming our Socio-Cultural Identities,
and Queer Alliance, and a number of other student organizations sent to Chancellor Wilcox and the UCR administration on May 31, 2020. The list of demands student community members called for included “The campus-wide support for the Black student community regarding accountability, educational equity, and increased support services.” We see accountability, equity and support services to include the building and resourcing of a Department of Black Study which, as the “Black Study at UCR” proposal states, would “Bring together a diverse group of dynamic scholars and practitioners of Black Study already at UCR…” and whose self-governing structure would privilege those students, faculty, staff, and Black progressive community members in promoting its own well-being, research/curricular agendas, and advancement.

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As part of UCR’s ongoing efforts to do more than pay lip service to diversity slogans and cliche publications that list our national rankings for social mobility, supporting and fully resourcing a Department of Black Study is a decisive step in the right direction towards a university that embodies and enacts its core values.

As part of these university wide efforts, the Department of dance full-heartedly and without reservation supports a Department of Black Study at UCR.

Sincerely,
The Department of Dance
This is to forward the Department of Comparative Literature and Languages’ enthusiastic support for the creation of a Department of Black Study at the University of California, Riverside.

Given the hegemonic and persisting forms of antiblackness, anti-immigrant xenophobia, and racism, and the long histories of violence, coercive social practice, intellectuality, and material-legal institutions, since the founding of the American state and prior to it, the formation of a Department of Black Study appears to us as at once as an intellectual and social imperative.

We wish to underline that this initiative has significant relevancy for a Department of Comparative Literature and Languages. Because Black Study occasions a re-thinking of the forms of thought and intellectual practice in modernity, it compels a renewed attention to the basic categories that attend the practice(s) of reading in literature studies, which is also to say, a renewed attention to terms we understand ourselves to have properly understood, for example: “language,” “reading,” “poetry,” “relation,” “history,” “philosophy,” “religion,” “the social,” and many others.

We are concerned not only about the marginalization and exclusion of Black thought, literary production, poetics, cinematic intervention, philosophy, and criticality from the University and from departments of Comparative Literature, but also with the ways in which the social forms for intellectual life and practice, in America, can tend to remain derivative of antiblack, racialized terms for social understanding.

For example, in his work *Black Marxism: The Making of the Black Radical Tradition* (1983), Cedric Robinson explained this linkage:

In America, the accommodation of Western historical consciousness to racial ideologies created a particular chain of social misperceptions and historical distortions that endured into the present century [the 20th century]. Not only was popular thought affected but the very foundations of that American academic thought which first began to mature in the nineteenth century was suffused with racialist presumptions [our emphasis—JS]. The emerging American bourgeoisie, in its mercantile, manufacturing, and plantocratic aspects, was purposefully and progressively achieving its first stages of ideological coherence. The intellectual grounding came to absorb the past of those peopling America as well as their present. The result was the construction of the historical legends that obscured
the origins and character of the republic and the social relations upon which it rested. (p. 76)

Because they enable us to understand the social form of American institutions and “academic thought,” and because they illumine the study of race and antiblackness on a global scale in diverse contexts—“Capitalism we less a catastrophic revolution (negation) of feudalist social orders than the extension of these social relations into the larger tapestry of the modern world’s political and economic relations” (p. 10), Robinson wrote—a Department of Black Study, and the modes of thought and sociality it creates, significantly contribute to the discipline of Comparative Literature and the Department of Comparative Literature and Languages at UC, Riverside.

The Department of Comparative Literature and Languages, its undergraduate students, graduate students, and faculty, will substantially benefit from its collaborations with a Department of Black Study. The forms of thought, critique, and social understanding, which emerge in Black Study, provide a nexus for the critical interrogation of social life; without a Department of Black Study, the College of Humanities, Arts, and Social Sciences remains significantly incapacitated in its desire to produce knowledge about, and also to change, the world in which each of us lives.

Faculty in the Department of Comparative Literature and Languages work in and with a wide variety of languages and literary traditions, including African, Arabic, Chinese, Filipino, French, German, Greek, Italian, Japanese, Korean, Latin, Vietnamese and others. Our work spans periods and media, and so the intervention of the Department of Black Study opens numerous pathways for critical engagement and interaction in our writing, teaching, reading, and scholarship.

In our own department, we are in conversation regarding initiating a major in African Literatures and Languages, and we view the initiative to form a Department of Black Study as a complementary one to our own; while the disciplinary and intellectual terms are distinct from this proposed major, and while the forms of scholarly and pedagogical practice are also distinct, there are moments of mutual overlap and nurturing, and we therefore view this initiative for a Department of Black Study to be in sync without our short- and long-term pedagogical goals, intellectual project, and hiring plans.

We wish to underline the following passage in the proposed frame for this department, forwarded by the conveners of this initiative:

Drawing from Black transformative, queer, trans, and feminist epistemologies, the department will house and nurture rigorous research, pedagogies, curriculum, and artistic practices that are historically-grounded, dialogically engaged in local and global communities, abolitionist, and future oriented. Black Study encompasses the social complexities, interconnections, and discontinuities that mark the African continent and its diasporas in varied times and spaces. Bringing together a diverse group of dynamic scholars and practitioners of Black Study already at UCR, its self-governing structure will emphasize the participation of students, faculty, staff, and Black progressive
community members in decision making regarding all department matters, including admissions, hiring, promotion, tenure, and programming.

Our work and teaching intersects with the frames suggested here; further, we are of the view that the sorts of interaction and intervention that will open with the formation of this new department will lead to collaborations, which we—from our present vantage point, where this department is at once much-needed and still-absent—are not able, yet, to imagine.

Finally, we wish to underline that Black faculty and students at UC, Riverside are significantly harmed by the absence of a Department of Black Study on our campus. The organizers of this initiative write that:

The latest demand for a Department of Black Study at UCR originates in the 2020 mass transnational mobilization for Black Lives. It dates back to 1968, when the UCR Black Student Union pleaded the case for a Black Studies department. The institutional absence of such a department has contributed to repeated waves of Black faculty departures for other universities, the alienation of Black students and staff from UCR, and a generalized climate of antiblackness.

We affirm this assessment and we share the concern that Black faculty, students, and staff—and faculty, students, and staff of color—have been significantly impacted in manifestly negative and ongoing ways because of the absence of a Department of Black Study at UC, Riverside. The initiative to create this new department, therefore, is at once socially and intellectually urgent, and we very much hope that the various institutional bodies that review this proposal will view it with the same enthusiasm, and with same sense of timely urgency, that we do.
March 29, 2021

Dear Dean McMullin,

The Department of English enthusiastically supports the proposed formation of a Department of Black Study at UCR, believing that it will synergize productively with the research and teaching agenda of our own and other departments in CHASS, will greatly enhance the experience of all students, and especially that of Black students who have long sought the establishment of such a department, and will help to bring UCR’s intellectual and departmental profile into line with the most progressive of UC campuses, most of which already have distinct departments of Black, African American or African Diaspora Studies. Moreover, the distinctive way in which a department specifically of Black Study promises to put UCR on the leading edge of developments in the field.

As you know, the establishment of such a department is long overdue and grows from a long history of demands and from an equally long history of racism at UCR that caused the dismantling of a Black Studies program and major in 1982. The latest demand for a Department of Black Study at UCR originates in the 2020 mass transnational mobilization for Black Lives. But it dates back to 1968, when the UCR Black Student Union pleaded the case for a Black Studies department. The institutional absence of such a department, and the history of hostility towards it, have contributed to repeated waves of Black faculty departures for other universities, from which our own department recently suffered, with the loss of three senior and nationally known Black faculty whom we have yet to replace completely, and to the alienation of Black students and staff from UCR within a generalized climate of antiblackness.

Drawing from Black transformative, queer, trans, and feminist epistemologies, the department promises to house and nurture rigorous research, pedagogies, curriculum, and artistic practices that are historically-grounded, dialogically engaged in local and global communities, abolitionist, and future oriented. Black Study encompasses the social complexities, interconnections, and discontinuities that mark the African continent and its diasporas in varied times and spaces. Imagined in such a way, it is clear to us that a Department of Black Study would intersect with and richly inform the work that we already seek to do in English in studying and teaching about the racial formation of culture from the early modern period to the present. Collectively we have an ongoing commitment to race critical research and anti-racist pedagogy and strive to realize this in our practice. Having a strong and active Department of Black Study can only enhance the work that we seek to do across diverse periods, distinct and intersecting racial histories, and bodies of literature.

Black Study is a transdisciplinary body of knowledge emerging from historical and contemporary African, African American, and diasporic Black experiences. It encompasses but significantly exceeds conventional curricular frameworks of Black Studies, African American Studies, Africana Studies, as well as traditional disciplines in the Social and Behavioral Sciences, Humanities, and the
Arts. As Black Study emphasizes insurgent African and Black diasporic queer, trans, and feminist transdisciplinary approaches to a global framing of Black experiences, it also sets a bar and a model for other scholars to engage with and drives all of us to a sharper conceptualization of the field of race and other intersecting histories of differentiation and racial injustice. While we believe that the establishment of a Department of Black Study is unquestionably and in itself the right thing to do, we also welcome the stimulus it would give to our own thinking and teaching.

We look forward to any further opportunity to vote more formally on this matter, but in the interim are pleased to express our support and our confidence in the colleagues who have shaped this proposal.

Sincerely,

David Lloyd

Distinguished Professor and Chair of English
March 29, 2021

To Whom It May Concern:

The faculty of the Department of Religious Studies unanimously and enthusiastically support the creation of a Department of Black Study at UCR. Black Study is a critically important aspect of our own field, and like many departments on campus we have found ourselves unable to retain faculty members in this field because of precisely the structural challenges pointed to in the petition for the creation of this department – structural challenges that the presence of a well-supported, well-staffed, and thriving Department of Black Study would help to address not only for its own faculty but for scholars of Black Study across the campus.

In the recent past, two scholars of African American religions have been hired at UCR – one in our department and one in English – who left our campus for other positions prior to receiving tenure. Both were leading-edge figures in their fields when they were hired, and both continued meteoric ascents as scholars after their departures from UCR. One went from here to Harvard, and from there to a deanship at Wake Forest; he was recently featured in Henry Louis Gates, Jr.’s documentary on the Black church. The other, one of a small number of leading scholars merging queer studies and Black study in religion, went to the University of Virginia; his second book was just selected as a finalist for the prestigious Lambda Award. While both of these scholars left UCR to pursue excellent opportunities elsewhere, both were looking for those opportunities because UCR was not a place they wished to stay over the long haul. Had the proposed Department of Black Study been in place, there is a reasonable chance they would have chosen differently.

Because of the departure of the first scholar, the second had no colleagues directly in his area of study. Because of both their departures, our undergraduates seeking to study Black religious traditions must seek out independent study courses with those of us qualified to teach them. Graduate students seeking specifically to pursue Black study in religion do not even apply to our department. Just as the lack of a Department of Black Study has had a snowball effect that has reinforced a climate of anti-Blackness at UCR, the creation of such a department would have a snowball effect in combating that climate. For our students, for our colleagues, for the betterment of the university, and to move UCR forward into the academic future, we join our voices with those of our colleagues in urging that this department be created.

Sincerely,

Melissa M. Wilcox
Professor and Holstein Family and Community Chair of Religious Studies
Department Chair, Department of Religious Studies
March 30, 2021

Black Study Initiative
University of California, Riverside (UCR)
Riverside, CA 92521-0418

RE: Creation of Black Study Department

Dear Black Study Initiative Committee Members,

I, Byron Ford, Ph.D., want to express our support for the creation of a Black Study Department at UC Riverside. I am Professor of Biomedical Sciences and Associate Dean for Medical Education in the UCR School of Medicine.

The innovative nature of the Black Study Department will allow UC Riverside to become a national leader in supporting and promoting Black scholarship and matriculation. By developing opportunities for collaboration between UCR’s STEMM and Humanities colleges, the Black Study Department will serve as a community focal point to bring together scholars supporting Black scholarship together from across the university.

Further, I would be interested in understanding how the designated emphasis in Black Study can be applied to our needs. I am most interested in helping to identify or connect researchers in our department/school that are focused on or whose research interests could align with Black Study.

In conclusion, I am strongly committed to your effort to bring a Black Study Department to UCR. Such a department would demonstrate that the university values its Black scholars and prioritizes Black scholarship. Further, the Black Study Department provides an exciting opportunity to showcase the incredible talent of UC Riverside’s faculty and students.

As a Black faculty member at UCR, I highly anticipate the wonderful work to come.

With best wishes for success,

[Signature]

Byron D. Ford, Ph.D.
Professor of Biomedical Sciences
Associate Dean for Medical Education
UCR School of Medicine
March 30, 2021

Black Study Initiative
University of California, Riverside (UCR)
Riverside, CA 92521-0418

RE: Creation of Black Study Department

Dear Black Study Initiative Committee Members,

I wish to express my support for the creation of a Black Study Department at UC Riverside.

The innovative nature of the Black Study Department will allow UC Riverside to become a national leader in supporting and promoting Black scholarship and matriculation. By developing opportunities for collaboration between UCR’s STEM and Humanities colleges, the Black Study Department will serve as a community focal point to bring together scholars supporting Black scholarship together from across the university.

Further, I would be very interested in understanding how the designated emphasis in Black Study can be applied to our needs. I am most interested in three areas being discussed:

1. Being a part of developing and/or enhancing research training opportunities for individuals in our department/organization that are interested in a Designated Emphasis in Black Study
2. Disseminating information and marketing of the DE in Black Study to our department/organization
3. Helping to identify or connect researchers in our department/organization that are focused on or whose research interests could align with Black Study

In conclusion, I am strongly committed to your effort to bring a Black Study Department to UCR. Such a department would demonstrate that the university values its Black scholars and prioritizes Black scholarship. Further, the Black Study Department provides an exciting opportunity to showcase the incredible talent and innovative scholarship in an area of need by UC Riverside faculty, fellows and students.

With best wishes for your success

Respectfully,

Monica J Carson, PhD
To: João Costa Vargas  
Professor, Department of Anthropology

From: Jeff Sacks  
Chair, Comparative literature and Languages

Re: Department of Black Study

March 31, 2021

This is to forward the Department of Comparative Literature and Languages’ enthusiastic support for the creation of a Department of Black Study at the University of California, Riverside.

Given the hegemonic and persisting forms of antiblackness, anti-immigrant xenophobia, and racism, and the long histories of violence, coercive social practice, intellectuality, and material-legal institutions, since the founding of the American state and prior to it, the formation of a Department of Black Study appears to us as at once as an intellectual and social imperative.

We wish to underline that this initiative has significant relevancy for a Department of Comparative Literature and Languages. Because Black Study occasions a re-thinking of the forms of thought and intellectual practice in modernity, it compels a renewed attention to the basic categories that attend the practice(s) of reading in literature studies, which is also to say, a renewed attention to terms we understand ourselves to have properly understood, for example: “language,” “reading,” “poetry,” “relation,” “history,” “philosophy,” “religion,” “the social,” and many others.

We are concerned not only about the marginalization and exclusion of Black thought, literary production, poetics, cinematic intervention, philosophy, and criticality from the University and from departments of Comparative Literature, but also with the ways in which the social forms for intellectual life and practice, in America, can tend to remain derivative of antiblack, racialized terms for social understanding.

For example, in his work *Black Marxism: The Making of the Black Radical Tradition* (1983), Cedric Robinson explained this linkage:

In America, the accommodation of Western historical consciousness to racial ideologies created a particular chain of social misperceptions and historical distortions that endured into the present century [the 20th century]. Not only was popular thought affected but the very foundations of that American academic thought which first began to mature in the nineteenth century was suffused with racialist presumptions [our emphasis—JS]. The emerging American bourgeoisie, in its mercantile, manufacturing, and plantocratic aspects, was purposefully and progressively achieving its first stages of ideological coherence. The intellectual grounding came to absorb the past of those peopling America as well as their present. The result was the construction of the historical legends that obscured
the origins and character of the republic and the social relations upon which it rested. (p. 76)

Because they enable us to understand the social form of American institutions and “academic thought,” and because they illumine the study of race and antiblackness on a global scale in diverse contexts—“Capitalism was a catastrophic revolution (negation) of feudalist social orders than the extension of these social relations into the larger tapestry of the modern world’s political and economic relations” (p. 10), Robinson wrote—a Department of Black Study, and the modes of thought and sociality it creates, significantly contribute to the discipline of Comparative Literature and the Department of Comparative Literature and Languages at UC, Riverside.

The Department of Comparative Literature and Languages, its undergraduate students, graduate students, and faculty, will substantially benefit from its collaborations with a Department of Black Study. The forms of thought, critique, and social understanding, which emerge in Black Study, provide a nexus for the critical interrogation of social life; without a Department of Black Study, the College of Humanities, Arts, and Social Sciences remains significantly incapacitated in its desire to produce knowledge about, and also to change, the world in which each of us lives.

Faculty in the Department of Comparative Literature and Languages work in and with a wide variety of languages and literary traditions, including African, Arabic, Chinese, Filipino, French, German, Greek, Italian, Japanese, Korean, Latin, Vietnamese and others. Our work spans periods and media, and so the intervention of the Department of Black Study opens numerous pathways for critical engagement and interaction in our writing, teaching, reading, and scholarship.

In our own department, we are in conversation regarding initiating a major in African Literatures and Languages, and we view the initiative to form a Department of Black Study as a complementary one to our own; while the disciplinary and intellectual terms are distinct from this proposed major, and while the forms of scholarly and pedagogical practice are also distinct, there are moments of mutual overlap and nurturing, and we therefore view this initiative for a Department of Black Study to be in sync without our short- and long-term pedagogical goals, intellectual project, and hiring plans.

We wish to underline the following passage in the proposed frame for this department, forwarded by the conveners of this initiative:

Drawing from Black transformative, queer, trans, and feminist epistemologies, the department will house and nurture rigorous research, pedagogies, curriculum, and artistic practices that are historically-grounded, dialogically engaged in local and global communities, abolitionist, and future oriented. Black Study encompasses the social complexities, interconnections, and discontinuities that mark the African continent and its diasporas in varied times and spaces. Bringing together a diverse group of dynamic scholars and practitioners of Black Study already at UCR, its self-governing structure will emphasize the participation of students, faculty, staff, and Black progressive
community members in decision making regarding all department matters, including admissions, hiring, promotion, tenure, and programming.

Our work and teaching intersects with the frames suggested here; further, we are of the view that the sorts of interaction and intervention that will open with the formation of this new department will lead to collaborations, which we—from our present vantage point, where this department is at once much-needed and still-absent—are not able, yet, to imagine.

Finally, we wish to underline that Black faculty and students at UC, Riverside are significantly harmed by the absence of a Department of Black Study on our campus. The organizers of this initiative write that:

The latest demand for a Department of Black Study at UCR originates in the 2020 mass transnational mobilization for Black Lives. It dates back to 1968, when the UCR Black Student Union pleaded the case for a Black Studies department. The institutional absence of such a department has contributed to repeated waves of Black faculty departures for other universities, the alienation of Black students and staff from UCR, and a generalized climate of antiblackness.

We affirm this assessment and we share the concern that Black faculty, students, and staff—and faculty, students, and staff of color—have been significantly impacted in manifestly negative and ongoing ways because of the absence of a Department of Black Study at UC, Riverside. The initiative to create this new department, therefore, is at once socially and intellectually urgent, and we very much hope that the various institutional bodies that review this proposal will view it with the same enthusiasm, and with same sense of timely urgency, that we do.
Dear Professor Chia,

Below find the Ethnic Studies response to the Pre-proposal for a Department of Black Study.

Thank you.

Jennifer

+++  
Several members of the Department of Ethnic Studies support the effort of a Department of Black Study that would support Black faculty on campus, especially in providing a vibrant, self-determined intellectual space on campus. Many express concerns about the retention and promotion of Black faculty and believe that a Department of Black Study could be an important academic space to grow and amplify the critical work of UCR’s Black faculty.

Given that the Department of Ethnic Studies has a long standing African American Studies major, at least one faculty member expressed concern that, aside from two African American Studies faculty members, the department itself was not involved in the planning of a Black Study department. Other faculty members expressed optimism that the Ethnic Studies Department and a Department of Black Study could potentially co-exist in collaborative partnership, but stakeholders would need more time for open discussion about the administrative, logistical, and programmatic options. Perhaps most critically, Ethnic Studies faculty express concerns that the Black Study major would--over time--displace or subsume the African American Studies major in the Department of Ethnic Studies. Other faculty expressed the view that some elements of the Black Study Proposal could be incorporated within the existing African American Studies Program in Ethnic Studies, but that would require a significant investment from the administration to hire more Black Studies faculty in Ethnic Studies.

--
Jennifer R. Nájera  
Associate Professor & Chair  
Department of Ethnic Studies  
University of California, Riverside

Additional questions from the CHASS Executive Committee:

In addition, the number of enrolled African American Studies majors in the department of Ethnic Studies was 22 in 2020 and the proposal says "After the initial five years, we project a total of about 300 enrolled majors in a given year." Is this viable? How is this estimate calculated?
To the Leadership of the University of California, Riverside

The Black Leadership Alliance Council at the University of California (BLAC@UC) is pleased to lend its support to the proposed Department of Black Study at the University of California Riverside (UCR).

As a collective of Black Affinity Group leaders from across the University of California, we are committed to the elevation and support of Black students, faculty and staff. As an academic collective that will integrate multidisciplinary and intersectional research, the Department of Black Study would allow for robust collaboration among Black faculty on an undergraduate and graduate level. Beyond academics, we believe that the thoughtful and organized governing would be inclusive and welcoming to UCR’s students, staff, alumni and the community.

As a department that existed at UCR until budget cuts in the 1980s mandated its closure, we see the restoration and reimagining of this department as a beginning step to enhancing the Black experience at UCR. The restoration of the Department of Black Study is an expansion of the work that is occurring throughout the University of California, such as UC Santa Cruz and UC San Diego, which recently established a minor in Black Studies and major in Black Diaspora and African American Studies respectively. As an institution which highly values cutting edge research, reestablishing an official department with official undergraduate and graduate pathways would place UCR at the forefront in this important area of study.

Among many things, 2020 taught America the importance of amplifying Black voices so that we can all move forward together. We humbly believe that the Department of Black Study at UCR is a feasible and pivotal step in the right direction.

Respectfully Submitted,

Black Leadership Alliance Council at the University of California (BLAC@UC)
March 30, 2021

Black Study Initiative
University of California, Riverside (UCR)
Riverside, CA 92521-0418

RE: Creation of Black Study Department

Dear Black Study Initiative Committee Members,

I wish to express my support for the creation of a Black Study Department at UC Riverside.

The innovative nature of the Black Study Department will allow UC Riverside to become a national leader in supporting and promoting Black scholarship and matriculation. By developing opportunities for collaboration between UCR’s STEMM and Humanities colleges, the Black Study Department will serve as a community focal point to bring together scholars supporting Black scholarship together from across the university.

Further, I would be very interested in understanding how the designated emphasis in Black Study can be applied to our needs. I am most interested in three areas being discussed:

1. Being a part of developing and/or enhancing research training opportunities for individuals in our department/organization that are interested in a Designated Emphasis in Black Study
2. Disseminating information and marketing of the DE in Black Study to our department/organization
3. Helping to identify or connect researchers in our department/organization that are focused on or whose research interests could align with Black Study

In conclusion, I am strongly committed to your effort to bring a Black Study Department to UCR. Such a department would demonstrate that the university values its Black scholars and prioritizes Black scholarship. Further, the Black Study Department provides an exciting opportunity to showcase the incredible talent and innovative scholarship in an area of need by UC Riverside faculty, fellows and students.

With best wishes for your success

Respectfully,

Monica J Carson, PhD
Executive Council discussed the subject proposal and attached consultative feedback of Senate committees during their February 14, 2022 meeting.

Executive Council members expressed support for the proposal and Council asks that proponents respond, via Senate Chair Stajich, to the attached reviewer comments regarding the UCR African American Studies program with respect to the new Department of Black Study.

Sincerely,

/s/ Jason
December 17, 2021

TO: Jason Stajich, Chair
    Riverside Division of the Academic Senate

FROM: Victor G. J. Rodgers, Chair
      BCOE Executive Committee

RE: Proposal for a Department of Black Study

The BCOE Executive Committee appreciates the opportunity to review the proposal for a Department of Black Study on our campus. Overall, the committee feels that this proposal appears to be coming from a source independent of the current African American Studies Program that is already on campus and has a 40-year history. The current African American Studies program has only about 25 majors currently with no PhD students at this time. The addition of another, directly related department or elevating the program to a department drives the question of resources and student enrollment. Further, how is the department going to be sustained? Finally, this proposal should be spearheaded by the current African American Studies Program in the Ethnic Studies Department as these senate members are held to the Call for promotion and tenure issues among other program stipulations.

There is an additional concern where the document implies endorsement by the BCOE dean, but this is not presented in the document (Please see the attached document from Dean Lynch).

Finally, I attached my personal concerns with the proposal.

Attached: Note for Dean Lynch, note from Victor G. J. Rodgers
BCOE Dean response to request for feedback from the Academic Senate on the formation of a Department of Black Study:

Dear Members of the Academic Senate,

In March of 2021, I met with Marilyn Grell-Brisk. Dr. Grell-Brisk is a researcher in CE-CERT who is passionate about UCR starting a Department of Black Study. We talked about the importance of a proposal for a new department being driven by faculty. We discussed the potential positive impact on BCOE should CHASS decide to pursue the formation of this new department. I provided a letter indicating topics BCOE has been working on to improve the Black student experience in our college, indicating that BCOE would be pleased to work with the faculty who are developing the proposal, and importantly, to make clear that BCOE cannot advocate for the formation of a department in another college. A copy of this letter is attached here and is attached to the proposal.

The proposal that came to the BCOE executive committee for comment includes my name in a way that suggests my endorsement of the existing proposal as Dean of BCOE. I was not involved in the development of the proposal, had not discussions with any CHASS faculty regarding the development of this proposal, and as I indicated in my support letter dated 25 March, 2021 cannot directly endorse a proposal to form a new department in another college unless that college has broadly endorsed the proposal and I am asked for support by the associated faculty and the dean. At that point I would review the proposal in detail and ask for input from my faculty executive committee.

I request that the proposal be modified to refer to the letter that I provided and remove my name from the body of the proposal other than to refer to the letter that I provided. I need to be respectful of the views of the many faculty in another college who will be much more knowledgeable of the details of forming a new department in their college than me, the impacts on their existing programs, and the resource constraints their college might have.

Sincerely,

Christopher S. Lynch
Dean Bourns College of Engineering
William R. Johnson Jr. Family Endowed Chair
Marilyn Grell-Brisk, Ph.D.  
Assistant Project Scientist  
CE-CERT - UC, Riverside  

25 March, 2021

Dear Dr. Grell-Brisk:

It was a pleasure to hear about your participation in the effort to start a Department of Black Study at UCR. As Dean of the Bourns College of Engineering, I can attest to the fact that our college has not experienced the success in recruitment and retention of Black students that we desire. We have worked with our Council of Advisors and our NSBE student organization to develop an endowment that will help provide specific professional development resources for Black students such as attending workshops and conferences as well as support an operating budget for their many activities. The NSBE leadership has been advising us during weekly meetings on how to be more effective in our recruitment and retention of Black students.

Across the UC system there is far too little participation of Black students in engineering, even though there are high paying jobs available to engineering graduates. Depending on the goals of the faculty in a future department of Black Study, there could be many opportunities for us to collaborate; and the presence of this department could provide a more welcoming atmosphere for future Black engineering students. Ideally, some of these students will continue on for a Ph.D. in engineering and contribute to the pipeline of Black engineering leaders in the academy. We continue our efforts to hire more Black faculty who serve as role models.

I am strongly supportive of your efforts. Please be aware that I need to be respectful of the faculty-driven process and the role of the academic senate in the development of new degree programs and departments and thus I cannot directly advocate for a new department in another college. I look forward to the opportunity to participate in future discussions if the faculty working on this proposal feel this would be helpful.

Sincerely,

Christopher S. Lynch  
Dean Bourns College of Engineering  
William R. Johnson Jr. Family Endowed Chair
December 17, 2021

TO: Jason Stajich, Chair
Riverside Division of the Academic Senate

FROM: Victor G. J. Rodgers, Jacques S. Yeager, Sr. Professor of Bioengineering

RE: Comments of the Black Study Proposal

I have my concerns about the Black Study program. I have seen a history of groups attempting to capitalize on the disparity issues of others for self-gain and this appears to be just another one of those situations. This is never clearer than in the preamble that attempts to play on white guilt via the recent visualization of polite brutality in the US. More concerning is the direct implication of the universities police department without strong evidence.

In addition, as the proposal mentions, there is already an African American Studies program in the Department of Ethnic Studies, yet the faculty in this program are suspiciously absent (Paul Green for example has not endorsed this proposal). How is the current program doing with respect to recruiting and graduating of students? I further note that, despite the discussion on Dr. Carolyn Murray's history with the previous Black Studies program, she has not endorsed this proposal either.

At the University of Iowa, I was the president of the African American Council and worked with the university to keep and maintain the historic black studies program there. We were successful, but we focused on making it a win-win for all. However, this is different. It is apparently not borne from the very people whose academic careers are hinged on success in this area. However, it appears to take advantage of an emotionally charged topic to create something that is already in place, albeit the African American Studies program may need revamping. As this is not spearheaded by those in African American Studies, I get the impression that the proposed program is aimed to supplant what already exists. At the very least, all members of the African American program should have a clear voice in this matter and should lead this effort.

Other Comments:
- African American studies is over 40 years old and there are only 22 majors at present. The creation of a department would require significant UCR resources that do not appear to be justifiable.
• The name ‘Black Study’ is inconsistent with the naming of current programs. Once more, the title with ‘study’ instead of ‘studies’ lends itself to the stereotype of African Americans that they cannot command the English language.

• Previous members of the current African American Studies program have since asked that their endorsement be removed.

Given my observations above, and knowing the history of how these things work, this appears to be coming from individuals who may have another agenda other than supporting black people or the educational base of all of us in further understanding the plight of blacks in America.
COMMITTEE ON ACADEMIC PERSONNEL

January 13, 2022

To: Jason Stajich  
Chair, Riverside Division Academic Senate

Fr: Sean Cutler  
Chair, Committee on Academic Personnel

Re: [Campus Review] New Department Full Proposal – Department of Black Study

CAP discussed the full proposal for the proposed Department of Black Study in CHASS on November 10, 2021. Overall, CAP found that the proposing committee addressed the feedback provided on the pre-proposal.

By a vote of 10-0-0, CAP was unanimously supportive of the proposed new department but identified some issues related to academic personnel that we believe need to be addressed in the future development.

- CAP suggests careful attention to the rank distribution of the department’s initial faculty cohort.
- CAP suggests more detailed attention to the FTE Transfer process and its potential impact on faculty advancement, particularly about promotions to Full Professor.
- CAP was concerned with the implementation details associated with involving non-Senate community members in the academic personnel review process. For example, allowing community members to access confidential merit/promotion files could be problematic. Minimally, a set of clear department guidelines and procedures will be needed to explain, cite, and incorporate votes from non-Senate members.
- CAP suggested more detailed attention to the service expectations on the faculty with joint appointments, particularly for untenured assistant professors.
COMMITTEE ON EDUCATIONAL POLICY

January 7, 2022

To: Jason Stajich, Chair
Riverside Division

From: Juliann Allison, Chair
Committee on Educational Policy

RE: Proposal for a Department of Black Study

The Committee on Educational Policy reviewed a proposal for a department of Black Study in CHASS at their December 3, 2021 and January 7, 2022 meetings. Concern was noted regarding the impact the proposed department may have on existing departments and academic programs in CHASS. The Committee recommends that the proposal be revised to address more carefully how the proposed Black Study Department is likely to impact other CHASS programs, and what measures might be implemented to mitigate these impacts.

The Committee requests that the program consult the Committee on Educational Policy’s Guidelines for the Establishment of New Academic Programs for guidance on submitting proposals for the proposed undergraduate major and minor described in the department proposal.
December 1, 2021

TO:  Jason Stajich, Chair  
     Riverside Division of the Academic Senate  

FROM: Peter Graham, Chair  
       CHASS Executive Committee  

RE:  New Department Full Proposal - Department of Black Study

The CHASS Executive Committee reviewed the proposal. We appreciated the effort and detail in the proposal. The committee supports the creation of the Department of Black Study.
18 January 2022

To: Jason Stajich, Chair
Riverside Division

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

Re: Campus Review: Proposal: UPDATED – New Department Full Proposal – Department of Black Study

The CNAS Executive Committee reviewed this proposal and is in favor.

Cheers,

[Signature]
To: Jason Stajich  
Riverside Division Academic Senate

From: Katherine Stavropoulos, Chair  
Committee on Diversity, Equity, & Inclusion

Re: [Campus Review] (Proposal) New Department Full Proposal - Department of Black Study

The DEI committee reviewed the updated proposal for the new Department of Black Study. We continue to support this proposal and do not have any additional comments or suggestions.
January 10, 2021

To: Jason Stajich, Chair
   Riverside Division

From: Weixin Yao, Chair
       Committee on Research

Re: 21-22. CR. UPDATED-New Department Full Proposal – Department of Black Study

The committee on research reviewed the proposal and had no comments.
The Committee on Courses reviewed the proposal for a department of Black Study at their December 3, 2021 meeting and are supportive of the proposal.

The Committee reminds the program to consult with the Registrar’s Office to create the proposed new subject code referenced in the proposal.
COMMITTEE ON FACULTY WELFARE

December 17, 2021

To: Jason Stajich
   Riverside Division Academic Senate

Fr: John Heraty, Chair
    Committee on Faculty Welfare

Re: [Campus Review] Proposal: New Department Full Proposal - Department of Black Study

The Committee on Faculty Welfare reviewed the revised proposed Department of Black Study at their December 14, 2021 meeting. The committee was supportive of the initial response from the proposers and supports this revised version of the proposal.
Graduate Council reviewed the proposal for a new department of Black Study at their December 9, 2021 meeting. The Council generally supported the proposal. There was a dissenting minority opinion that disagreed with the fundamental intellectual and pedagogical premises of the proposal. The dissenting opinion was that 1) intellectually, the proposal is narrow and exclusive; it does not address African American Studies; 2) if the proposal includes a specific focus on the question of civil liberties and rights and if the goal is to engage in the study of Black people, the focus should be on what is considered human rights; and 3) there may be some overlap with the African American Studies program which has two full-time faculty who are not mentioned in this proposal. Regarding the relationship with the department of Ethnic Studies, the Council found the proposers’ response adequate.
January 5, 2022

To: Jason Stajich, Chair
    Riverside Division

From: Manu Sridharan, Chair
       Committee on Library and Information Technology

Re: 21-22. CR. UPDATED-New Department Full Proposal – Department of Black Study

The Committee on Library and Information Technology reviewed the new department of black study proposal and had no comments.
RE: [Campus Review] Proposal: New Department Full Proposal - Department of Black Study

Planning & Budget (P&B) reviewed the proposal for a new department of Black Study at their December 14, 2021 meeting. P&B strongly supports the proposed new department and would like to see it succeed. In order to succeed, the department will need a commitment by the administration for continuing funding, space allocation, and staff support which is not part of the proposal and is the sole area of concern for P&B.
Hmm - that's odd. I must have dropped the ball. We support this proposal.

Best,

joe

On Tue, Jan 18, 2022 at 5:41 PM Cherysa P Cortez <cherysa.cortez@ucr.edu> wrote:

Dear Prof. Kahne – I don’t see that I received a response from SOE re the subject item. Could you please send/resend it to me? I will be distributing the Jan. 24 Executive Council agenda in the morning.

Many thanks!

_________________________________________________________________

Cherysa Cortez

CONFIDENTIALITY NOTICE: This e-mail communication and any attachments may contain confidential and privileged information for the use of the designated recipients named above. If you are not the intended recipient, you are hereby notified that you have received this communication in error and that any review, disclosure, dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify the Academic Senate Office immediately by telephone at (951) 827-6154 or email at cherysa.cortez@ucr.edu and permanently delete all copies of this communication and any attachments.

_________________________________________________________________

From: Cherysa P Cortez
Sent: Thursday, October 28, 2021 3:03 PM
To: Joseph E Kahne <joseph.kahne@ucr.edu>
Subject: FW: [Campus Review] (Proposal) UPDATED-New Department Full Proposal - Department of Black Study

Dear Prof. Kahne,

Please see the attached and below for the attention of the SOE FEC.

Many thanks,

_________________________________________________________________

Cherysa Cortez

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From: Academic Senate <senate@ucr.edu>
Sent: Thursday, October 28, 2021 2:57 PM
To: Genie Mulari <genie.mulari@ucr.edu>; Veronica Quesada <veronica.quesada@ucr.edu>; Genie Mulari <genie.mulari@ucr.edu>; Beth Beatty <beth.beatty@ucr.edu>; Beth Beatty <beth.beatty@ucr.edu>; Veronica Quesada <veronica.quesada@ucr.edu>; Sarah Miller <sarah.miller@ucr.edu>; Sarah Miller <sarah.miller@ucr.edu>; Travis Zachary Gutierrez <travis.gutierrez@ucr.edu>; Leondra Michelle Jacobs <leondra.jacobs@ucr.edu>; Ana Kafie <ana.kafie@ucr.edu>; Rod <rsmith@engr.ucr.edu>; Denise Correll <denise.correll@ucr.edu>; Gabrielle Brewer <gabrielle.brewer@ucr.edu>; Monique <Monique.Tessier@medsch.ucr.edu>; Travis Zachary Gutierrez <travis.gutierrez@ucr.edu>; Jennifer Kelsheimer <jennifer.kelsheimer@ucr.edu>
Cc: Cherysa P Cortez <cherysa.cortez@ucr.edu>
Subject: [Campus Review] (Proposal) UPDATED-New Department Full Proposal - Department of Black Study

[Campus Review] Proposal: UPDATED-New Department Full Proposal - Department of Black Study

Distributed for Review: 10/25/21
Committee Due Date: 01/10/22

Please see the attached updated (10/28/21) full proposal for the establishment of the Department of Black Study in the UCR College of Humanities, Arts and Social Sciences. This replaces the document routed on 10/15/21.

Also included are the pre-proposal and the comments from the Senate review of the pre-proposal. Please provide your committee’s comments via IMS or senate@ucr.edu (cc cherysac@ucr.edu) by January 10, 2022. Thank you.

Tasked Committees:

- Academic Personnel
- Diversity, Equity, and Inclusion
- Courses
- Educational Policy
- Faculty Welfare
- Graduate Council
- Planning and Budget
- Research
- Undergraduate Admissions
- Executive Committee - School of Business
- Executive Committee - College of Engineering
- Executive Committee - College of Natural and Agricultural Sciences
- Executive Committee - College of Humanities, Arts and Social Sciences
- Executive Committee - School of Education
- Executive Committee - School of Medicine
- Library and Information Technology
- Executive Committee - School of Public Policy
December 17, 2021

To: Jason Stajich, Ph.D., Chair, Academic Senate, UCR Division

From: Declan McCole, Ph.D., Chair, Faculty Executive Committee, UCR School of Medicine

Subject: Response to Review [Campus Review] Proposal: UPDATED-New Department Full Proposal - Department of Black Study

Dear Jason,

The SOM Faculty Executive Committee has reviewed the Updated New Department Full Proposal - Department of Black Study. There was broad approval for the updated proposal, but we offer the following feedback.

The SOM Faculty Executive Committee retains very strong support for the goals of this new Department of Black Study. Some concerns remain regarding long-term budget for FTE positions as the securing of UC funds (a very impressive accomplishment) is only transient and does not represent a fixed source of income. However, as discussed in the proposal, the parallels with the success of the School of Public Policy are compelling as a campus-relevant model to build this new department.

Yours sincerely,

Declan F. McCole, Ph.D.
Chair, Faculty Executive Committee School of Medicine
The Executive Committee of the School of Public Policy reviewed the document for “[Campus Review] (Proposal) New Department Full Proposal - Department of Black Study.”

While we appreciate the motivation for such a program, Committee members raised multiple pragmatic concerns with the proposal, which are detailed below.

1. The proposal reads more as a collection of statements than a coherent plan. “Black Studies” is meant to be ideological in its approach to the problem. Justification for that in terms of critical theory is understandable. However, a much sounder—and more beneficial for campus—proposal would be for the administration to commit to hiring faculty members who study race and racism across all of the social sciences departments (and some of the Humanities) who are then connected through an interdisciplinary program. If we hire 10 scholars for this Department of Black Study (DBS) while departments with huge numbers of majors and minors like Political Science, Sociology, Psychology, etc., remain as they are, then the opportunity costs are substantial. This latter organizational structure for such a DBS initiative enables multiple parties to benefit (including enabling the formation of an undergraduate major and minor and a graduate program) without contributing further to inter-unit conflict over allocation of scarce resources.

2. Substantial concerns were raised about redundancy. This proposed department seems duplicative of offerings from existing campus units. In this regard, the proposal is, in some respects, very similar to the recently-proposed Environment, Sustainability, and Health Equity Major/Minor.

It is unclear how DBS will substantively and pedagogically differ from the Department of Ethnic Studies’ (DES) African American Studies Major and Minor track. Both seem interdisciplinary and humanities oriented, and the stated differences could be covered with existing course variation and instructor discretion. The proposal seems to indicate that there
will be a lot of collaboration, if not overlap, between DBS and DES in terms of faculty, cross-listed courses, serving the same students, etc. This is fine, but again, the question of redundancy arises. It is hard to imagine how the creation of the DBS will not undermine ES in terms of majors and minors. This is not necessarily a reason to withdraw support from the creation of DBS, but the very real potential of how it will impact DES and other units (e.g., Media and Cultural Studies) needs to be recognized.

3. In terms of actual (versus potential) department resources, it would be helpful to have more concrete information regarding:
   a. Faculty who can commit to moving part or all of their lines to DBS should it be established. Expressing interest is not the same as agreeing to move their lines. Of course, situations can always change, but a firmer commitment to do so is important. Making sure there is sufficient faculty staffing of this department is crucial to its success, particularly in the early development stages.

   b. The extent that resources are available to make DBS sustainable, such as lining up new faculty recruitment and affiliated faculty.

4. Given that DBS is proposed to be a “transdisciplinary” program composed of scholars from different disciplines contributing different scholarly traditions and foci toward instruction and research, it is unclear why DBS is not named “Department of Black Studies.”

5. Concern was raised about the following statement:

   “Importantly, as the only Black Study Ph.D. program in Southern California, the department expects to admit 10 graduate students per year, and have a total of about 50 graduate students enrolled after the first five years. The Department's transdisciplinary doctoral program will be among the leading units of its type in the U.S., on par with yet quite distinct from those at Northwestern, UC Berkeley, Cornell, Harvard, UT Austin, and Temple, among others.”

This reads like a very ambitious plan to cultivate a graduate program like those. As UCR has been going through rapid growth over the past years and has run into many difficulties, concern centered on how realistic it is that a new department will reach such a competitive bar in the foreseeable future.

Sincerely,

Richard M. Carpiano, Ph.D., M.P.H.
Professor of Public Policy
COMMITTEE ON UNDERGRADUATE ADMISSIONS

November 29, 2021

To: Jason Stajich, Chair
    Riverside Division

From: Wallace Cleaves, Chair
       Committee on Undergraduate Admissions

Re: Campus Review - New Department Full Proposal - Department of Black Study

The Committee on Undergraduate Admissions reviewed the proposed new Department of Black Study at their November 19, 2021, meeting. and note the proposed new department could significantly increase the number of black students who select and attend at UCR, which has historically lagged behind the number of applications from that group of students. Having a Department of Black Study may help black students feel more welcomed and supported in the UCR community. It may help with recruitment of underrepresented minority students in general and promote a greater sense of overall inclusion.

This statement was supported by six committee members with one abstention.
March 11, 2022

To Jason Stajich
Chair of the Academic Senate, Riverside Division

CC Cherysa Cortez
Executive Director, Academic Senate

From The Black Study Initiative Committee, via joão costa vargas

RE Senate vote on the Department of Black Study Final Proposal

Dear Jason,

Thank you for the consultative feedback of Senate committees following their February 14, 2022 meeting.

We are pleased to learn about the strong support for the proposal from the Executive Council as well as the overwhelming majority of Senate committees.

Given such support, we will not submit to the Senate further revisions to the proposal we filed on October 15, 2021. Instead, we suggest that interested parties revisit our proposal according to the following:

1) Regarding the UCR African American Studies program and how the new Department of Black Study relates to it – as well as to other units on campus – please refer to “Appendix B. Answers to Senate Committee Queries and to Frequently Asked Questions,” in particular the answers to questions 1, 2, 3, and 4.

2) Regarding our adoption of the designation Black Study, which emphasizes the verb “study” rather than the noun “studies,” as in Black Studies, please refer to the proposal sections “I. Overview and Why a Department of Black Study,” “IV. The Major and the Minor in Black Study: Program Description,” and “Appendix B. Answers to Senate Committee Queries and to Frequently Asked Questions,” in particular the answer to question 1, “What is the difference between Black Study and African American Studies, Africana Studies, and African and African Diaspora Studies? What is the specificity of Black Study?”
We would like to respectfully request that the proposal for a Department of Black Study, filed on October 15, 2021, and our two responses above, be included in the agenda of the May 24, 2022, Senate Division meeting for a vote.

Also, we would like to invite non-Academic Senate members – students and community members who can briefly speak about the merits of our proposal – as our guests for the May 24, 2022, Division meeting.

We thank you for your consideration.

Sincerely,
The Black Study Initiative Committee
A Proposal for a Program of Graduate Studies in Astronomy for the Ph.D. Degree

Prepared April 27, 2022

Contact Information:

George Becker
Associate Professor
Department of Physics and Astronomy
Pierce Hall 2144B
(951) 827-5268
george.becker@ucr.edu

Executive Summary

We propose to establish a Ph.D. program in Astronomy at UC Riverside, to be hosted within the College of Natural Arts and Sciences and administered by the faculty and staff of the Department of Physics and Astronomy. Astronomy at UCR has grown considerably over the past several years. The Department now includes ten faculty members conducting research in observational and theoretical Astronomy, with additional faculty in closely related fields. A dedicated Ph.D. program in Astronomy will leverage UCR’s expertise in the field, as well as UC’s investment in world-leading observational facilities such as Lick Observatory, the Keck Telescopes and the Thirty Meter Telescope. The program will help attract world-class faculty and students, comprehensively train students for research careers in Astronomy, and enhance the overall academic excellence of the Department. The program will also allow UCR to become ranked among national Astronomy and Astrophysics programs, increasing its research profile and visibility.

Students entering the program will take a set of core courses in the first year and elective courses in the second year. The program will also provide early access to research, starting in the first year. To obtain the Ph.D., students must pass a comprehensive exam at the end of their first year, a qualifying exam detailing plans for their thesis by the end of their third year, and ultimately a thesis defense. The program will be overseen by a three-member Executive Committee, supported by a Graduate Advisory Committee, a Committee on Admissions and Recruitment, and a Comprehensive Exam Committee.
Section 1. Introduction

1) Aims and objectives of the program

The objectives of the proposed graduate program are to provide graduate training leading to a Ph.D. degree in Astronomy and to promote teaching and research in the field of Astronomy by students and faculty at the University of California, Riverside. Astronomy has long been a foundational field of basic research at institutions of higher learning, national and international government agencies, and private foundations. Astronomy attracts top-level national and international students, and is one of the key channels through which the excitement of science is shared with the public. The proposed program will capitalize on the considerable growth in Astronomy at UC Riverside over the past decade, particularly in the areas of Extragalactic Astronomy and Cosmology, and the system-wide investment in world-class telescope facilities made by the University of California. The degree program will also allow UC Riverside to be formally recognized as a world-leading center of Astronomy research and education.

2) Historical development of the field

The modern era of astronomy can be traced back to the 1600s, a century in which Galileo first observed the night sky through a telescope and Newton provided a theory of gravity that described the motions of celestial objects. California emerged as an epicenter of astronomy by the late 1800s and early 1900s thanks to the favorable observing conditions that drew construction of the world’s largest telescopes to sites like Mt. Hamilton, Mt. Wilson, and Mt. Palomar. Edwin Hubble, for example, famously used the 100 inch telescope on Mt. Wilson to discover that the Universe was expanding, setting the stage for modern Big Bang cosmology.

The University of California has been a world leader in astronomical research for over a century. Lick Observatory began operations in 1888 as part of the University of California and was home of the world’s largest telescope at the time, the 36-inch Great Refractor (which notably found the first moon around Jupiter that was not one of the four seen by Galileo). In 1988, the University of California Observatories (UCO) was established as a founding member of the Keck telescope project. As a Multi-campus Research Unit (MRU), UCO supports astronomy research and education across the UC system by facilitating access to world-class observing facilities, including Lick and Keck, fostering new technology development, and promoting collaboration between UC campuses. The twin 10-meter Keck telescopes remain the largest optical telescopes in the world, and are at the forefront of astronomical research on topics from extrasolar planets to black holes to the most distant galaxies. UCOP’s annual contributions to UCO and Keck (roughly $14M/year in total) represent some of the largest institutional commitments to research facilities by the University of California. The University of California is also a major partner in the $2.4B Thirty Meter Telescope project, continuing its commitment to excellence in astronomy and astrophysics far into the future.

The Astronomy group at UC Riverside has grown rapidly over the past decade. Starting from a single astronomer in 2005, there are now ten astronomers within the Department of Physics and Astronomy. The core research strengths of the group include cosmology, galaxy evolution, black holes, the intergalactic medium, and astrophysical data science. Six other faculty in Physics and Astronomy work on related fields, including astroparticle physics, dark matter theories, and gravitational waves. In addition, two faculty in Earth and Planetary Sciences work on observations of extrasolar planets. The
number of graduate students studying Astronomy has grown along with the Astronomy faculty, and is currently 32 within the Department of Physics and Astronomy.

3) Timetable for development of the program

Upon approval of the Program, an Astronomy Graduate Advisor will be appointed by the Dean of the Graduate Division and the program’s standing committees will be constituted as described in Section 8 below. The program will be advertised on the Department of Physics and Astronomy website, and through the channels described in the “Contributions to diversity” section below. Admissions will commence thereafter. We anticipate a graduate admission rate of 5–7 students per year. Assuming a typical time to graduation of 5–6 years, we expect the Program to grow to approximately 30–35 students, consistent with our current enrollment of Physics Ph.D. students who are pursuing research in Astronomy. Additional faculty recruitment may lead to further growth. For the first several years, the grad students recruited into the Astronomy Ph.D. program will overlap with students already pursuing Astronomy research topics within the Physics Ph.D. program.

4) Relation of the proposed program to existing programs on campus and to the Campus Academic Plan

The Astronomy degree program will directly complement the Physics degree program offered by the UCR Department of Physics and Astronomy. Graduate students pursuing Astronomy and Astrophysics research at UCR are currently enrolled in the Physics Ph.D. program and follow an “Astrophysics Track” that includes a small number (3) of Astronomy courses. The Astronomy students are selected for admission primarily by the Astronomy faculty, but they mainly follow the traditional Physics curriculum in terms of their classes and comprehensive exam. Although modern Astronomy is rooted in traditional Physics, it requires specialized training in both astrophysical theory and applied techniques in observation and computation. This proposal will establish an Astronomy Ph.D. with coursework and evaluations focused on the foundational topics in astrophysical theory and observational/computational techniques described in Section 2. The total number of graduate students (Astronomy plus Physics) in the Department is expected to remain similar to the current number of Physics students, and will continue to increase along with the growing faculty. The quality of the Astronomy students, however, is expected to significantly increase over time as we are able to attract more competitive students with a dedicated degree program.

The proposed Astronomy Ph.D. is expected to fully replace the current Astrophysics Track, at least initially. Once the Astronomy Ph.D. is underway the Department will put the Astrophysics Track “on hold” by adding appropriate language to the UCR General Catalog. The Department will then assess whether the Astrophysics Track within the Physics Ph.D. should be offered and in what form. The Astrophysics Track may be useful for students who are interested in pursuing astronomy-related research (e.g., in gravitational waves or astro-particle physics) via a more traditional Physics approach, although this will need to be balanced against the administrative burden related admissions, course offerings, comprehensive exams, etc. associated with offering an Astrophysics Track within the Ph.D. program in addition to the Astronomy Ph.D. A comparison between the course requirements for the Astrophysics Track and Astronomy Ph.D. is given in Appendix C.

In terms of promoting distinctive, transformative research and scholarship, the goals of this program are well aligned with UCR’s strategic plan. A dedicated Astronomy Ph.D. program will help bring top-ranked students and faculty to UCR, supporting world-class research programs that attract extramural funding
from the National Science Foundation, NASA, and other public and private institutions. The program will also vigorously support UCR’s goals of diversity, equity and inclusion (see next section).

5) Contributions to diversity

Creating a Ph.D. program that is welcoming to individuals who bring a broad range of experiences and skills is essential for supporting our goals of education and research excellence. Enabling students of all backgrounds to thrive is therefore a core goal of this proposal. As part of this, we recognize that many students face adversity from a wide range of factors including, but not limited to, issues of health, poverty, non-traditional paths, and systemic gender and racial discrimination.

UC Riverside is one of the most diverse research universities in the country (in fact, the number 1 university for Hispanic enrollment among selective universities, according to the Urban Institute, and the number 1 university in the United States for social mobility, according to U.S. News & World Report), with a high percentage of low-income and/or ethnic minority students who are traditionally underrepresented in Physics and Astronomy. This degree program will support UCR’s efforts to jointly increase equity, inclusion, and academic excellence by the following:

- **Reaching a broad and diverse applicant pool**
  - In order to promote a diverse graduate student body, advertising and recruitment for the Program will be conducted through a variety of organizations. These will include the CSU system via Calbridge, the American Physical Society Bridge Program (of which UCR is a member), the Conferences in Undergraduate Women in Physics (CUWiP), the Society of the Advancement of Chicanos/Hispanics (SACNAS), and the National Society of Black Physicists (NSBP).
- **Employing holistic graduate admissions procedures**
  - We will consider a broad range of information beyond GPA that may indicate the potential for success in the Ph.D. program.
  - We will consider and value the perseverance of students in overcoming any disadvantages.
  - Students taking non-traditional paths towards graduate programs will be equally valued.
  - Ethnic and gender disparities in standardized testing will be recognized, and a breadth of other data related to a student’s capabilities and potential will be considered.
  - Short-listed candidates will be interviewed to get a fuller picture of the candidates than can be gained from metrics such as GPA and GRE scores alone.
  - The importance of diverse graduate students in mentoring and teaching our diverse undergraduates will be recognized.
- **Continuing to mentor our diverse UCR undergraduates in research through our NSF- and NASA-funded research programs.**
- **Continuing local outreach, especially to communities that are underserved and under-represented in Astronomy and Astrophysics (such as bilingual events, Cosmic Thursdays, outreach to School for the Deaf)**
- **Continuing and expanding partnerships with California community colleges and CSUs for summer research internships and graduate recruitment (for example, the existing FIELDS and Cal-Bridge partnerships)**
- **Including students on certain committees, such as a climate committee, to help ensure that the concerns and disparities burdening our students are heard and acted upon**
• Recruiting and hiring professors who are diverse and will help promote equity in the sciences, consistent with the policies of UCR and the Department of Physics and Astronomy

6) Interrelationship of the program with other University of California institutions

Astronomy is one of the most vibrant fields of research and instruction in the UC system, with nine campuses enrolling students pursuing Astronomy and/or Astrophysics studies at the graduate level. As summarized in the table below, the host department and structure of the degree programs vary by campus. Among the other UC campuses, four (Berkeley, Los Angeles, Santa Cruz, and San Diego) currently offer degrees in Astronomy or Astrophysics. Two (Santa Barabra and Irvine) offer degrees in Physics with an Astrophysics Emphasis or Concentration. A further two (Davis and Merced) offer degrees in Physics only.

All of the UC programs supporting graduate Astronomy or Astrophysics studies have their own emphasis based on faculty interests and campus resources. These programs are complementary to one another and together form a broad base of academic excellence in Astronomy within the UC system. Riverside offers one of the world’s leading programs in observational and theoretical Extragalactic Astronomy and Cosmology, as well as Astrophysical Data Science. A strong Astronomy/Astrophysics graduate program across the entire UC system promotes cooperation and collaboration among campuses, and supports UC’s investment in observational facilities such as Lick Observatory, the Keck telescopes, and the Thirty Meter Telescope.

Table 1. Graduate Programs for Astronomy Students at UC Campuses

<table>
<thead>
<tr>
<th>Campus</th>
<th>Department</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td>Astronomy</td>
<td>Astrophysics</td>
</tr>
<tr>
<td>Davis</td>
<td>Physics &amp; Astronomy</td>
<td>Physics</td>
</tr>
<tr>
<td>Irvine</td>
<td>Physics &amp; Astronomy</td>
<td>Physics with Concentration in Astronomy and Astrophysics</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Physics &amp; Astronomy</td>
<td>Astronomy</td>
</tr>
<tr>
<td>Merced</td>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td>Riverside</td>
<td>Physics &amp; Astronomy</td>
<td>Physics with Astrophysics Track (Current) → Astronomy (Proposed)</td>
</tr>
<tr>
<td>San Diego</td>
<td>Physics</td>
<td>Astronomy</td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>Physics</td>
<td>Physics with Astrophysics Emphasis</td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>Astronomy &amp; Astrophysics</td>
<td>Astronomy</td>
</tr>
</tbody>
</table>

7) Department or group which will administer the program

The Program will be administered by the Department of Physics and Astronomy. Details of the program administration are given in Section 8.

8) Plan for evaluation of the program
In the first two years, the participating faculty will self-evaluate the Program prior to the normal third-year review to be conducted by the Graduate Council that is required for all new graduate programs at UC Riverside. Thereafter, the program will be evaluated by an external team of experts every 6–7 years, as is the standard practice of the Graduate Division at UC Riverside. Success overall will be gauged by the ability of the program to recruit, train and graduate high-caliber students.

Section 2. Program

1) Undergraduate preparation for admission

Students entering the program should have completed a Bachelor's (B.S. or B.A.) or Master's degree (M.S.) in Physics, Astrophysics, Astronomy, or a closely related field from an accredited 4-year college or university. This degree must represent the completion of a program that meets the standards established by the Graduate Division at the University of California, Riverside. Qualified applicants are expected to have a junior/senior GPA of 3.25 or higher.

International applicants are required to take the TOEFL examination as part of the pre-qualification process for admission and financial support. The scores should be submitted directly from ETS and should have a test date no older than two years from the intended date of enrollment at UCR. Qualified applicants should have a minimum score of either 550 from the paper-based test or 80 from the internet-based test (IBT). Ranges 540-550 / 75-80 may also be considered.

2) Foreign language competency

None required.

3) Program of study

3a) Specific fields of emphasis:

Research in Astronomy at UCR spans a wide range of topics in theory and observation including star formation and evolution, galaxy formation and evolution, plasma astrophysics, computational astrophysics, the interstellar and intergalactic medium, galactic dynamics, nuclear and particle astrophysics, large scale structure, dark matter, dark energy, and cosmology.

3b) Plans:

Doctor’s A (5-member committee, mandatory oral defense)

3c) Unit requirements.

Unit requirements for completion of a Ph.D. degree encompass a total of at least 9 lecture courses (36 units), including 7 Core courses and at least 2 Elective courses. Students must complete all 7 Core courses plus two quarters of Directed Research during their first year, prior to the comprehensive exam. The comprehensive exam will be administered during the summer after the student’s first year in the graduate program (see Section 5 below).
3d) Required and recommended courses

Core: Students must take all of the following during their first academic year.

PHYS 211A – Radiative Processes in Astrophysics
PHYS 213 – Astrophysics of the Interstellar Medium
PHYS 214 – Techniques of Observational Astrophysics
PHYS 215 – Dynamics & Evolution of Galaxies
PHYS 217 – Stellar Structure & Evolution
PHYS 219 – Cosmology & Galaxy Formation
PHYS 2xx – Computational Astrophysics [New Course Under Development]
PHYS 401 – Professional Development in Physics and Astronomy

First-year students will also take two quarters of Directed Research (PHYS 297), starting in the Winter quarter. The advisor for this research will be chosen by the start of the Winter quarter.

Electives: Students must take a minimum of two (2) of the following:

PHYS 203 – Statistical Astronomy
PHYS 204 – Advanced Galaxy Formation and Cosmology
PHYS 208 – General Relativity
PHYS 211B – Astrophysical Fluid Dynamics
PHYS 216 – Star Formation
PHYS 218 – Fundamentals of Astrophysics
PHYS 226 – Cosmology (Advanced Topics)
PHYS 227 – Particle Astrophysics
PHYS 229 – Theory of Dark Matter Halos and Galaxies
PHYS 247 – Introduction to Applied Data Science
PHYS 261 – Special Topics in Astrophysics

Other courses, including those outside the Department, may also count as electives with the approval of the Astronomy Advisory Committee.

The Core courses and Directed Research courses listed above will be offered annually. Elective courses will be offered every 2-3 years based on demand. Students must pass each course with a grade of B- or better, and must maintain an average for all courses of B or better, to remain in good standing in the program.

3e) Description of Master's capstone element

There is no separate Master's program associated with this program; however, a Master's degree is available under special circumstances when the work leading to the Ph.D. degree cannot be completed. If a student is unable to complete the full degree requirements, or decides to leave the program without a Ph.D. degree, they may be eligible for a terminal Master's Degree in Astronomy. In order to receive this degree, students must complete the core courses, directed research, and professional development requirements described in the Ph.D. program in addition to meeting the minimum requirements for a master's degree outlined in the Graduate Studies section of the general catalog. Students may either
complete the Plan I Thesis on a topic to be chosen in consultation with a faculty supervisor, or a Plan II which requires satisfactory performance on the Comprehensive Examination. Whether the Master’s option is appropriate will be decided by the Astronomy Graduate Advisory Committee.

3f) **Licensing and Certification Requirements**

There are no licensing or certification requirements associated with this program.

4) **Comprehensive Exam**

Ph.D. students must pass a comprehensive exam. The exam will have two parts administered in the summer of the student’s first year in the program. The first part will consist of an oral report on the research undertaken during the two graded research classes taken in the first year. The oral report will be approximately 20 minutes in length and will focus on the background, motivation, and methods of the research study. (By comparison, the Candidacy Exam will focus more on preliminary results and plans for future work that will lead to a thesis, as described below.) The oral presentation will be followed by a question and answer session with a faculty committee on topics related to the student’s research. The second part of the comprehensive exam will be a four-hour written test on topics in Astronomy related to the Core courses listed above.

The oral and written parts of the comprehensive exam will be weighted equally. Based on the student’s overall performance on the comprehensive exams, the department will recommend a pass at the Ph.D. level, a pass at the M.A./M.S. level, or a fail. The oral and written parts of the exam may each be repeated once by the end of the fall quarter of the second year if the initial performance was unsatisfactory.

5) **Ph.D. Qualifying (Candidacy) Exam**

Ph.D. students must complete an oral qualifying exam in the general area of the student’s proposed dissertation research. This exam will consist of a closed oral presentation roughly 40 minutes in length, followed by an oral examination session with the student’s exam committee. The oral presentation should provide background and motivation for the dissertation research, preliminary results from this research, and a clear plan for completion of the thesis including a timeline for the acquisition of data (if relevant), analysis, other key milestones, and papers to be submitted to journals. The exam committee will be composed of the student’s research advisor, at least two other departmental faculty, and one faculty member from outside the department. The exam must be taken before the end of the student’s third year in the program. Students who fail the qualifying exam in their first attempt may, at the discretion of the committee, be permitted to take it a second time. Only two attempts are allowed. If a student fails the exam and a second attempt is granted, the exam committee will provide specific guidelines for changes and improvements.

After passing this exam and advancing to candidacy, students will provide yearly updates on their progress to the thesis committee. The thesis committee will be comprised of the student’s research advisor and at least two other departmental faculty, typically those who have served on the student’s candidacy committee.

6) **Doctoral dissertation**
Doctoral candidates must complete a satisfactory written thesis that presents a review of existing knowledge relevant to the candidate’s original research, an outline of specific problems addressed by the candidate’s work, and a detailed description of the strategies, analysis techniques and results of the candidate’s original research. The requirements for the doctoral thesis will be consistent with the rest of the Physics and Astronomy department. The research must be of sufficiently high quality to constitute a contribution to knowledge in the subject area. The written thesis should meet the standards of top-ranked peer-reviewed journals in the candidate’s field. The thesis will be reviewed by the candidate’s thesis committee, which will normally be the same as the Qualifying Exam committee. A draft of the final written thesis must be submitted to the thesis committee no less than three (3) weeks prior to the oral defense date.

7) Final exam (defense)

Doctoral candidates must perform satisfactorily in a final oral defense of their thesis before the candidate’s thesis committee. This defense is normally expected to occur before the end of the student’s sixth year. The oral defense will consist of a public presentation by the candidate of roughly one hour in length, followed by a closed-door examination period with the committee. The oral presentation will provide an overview of the candidate’s original research, including background, goals, analysis techniques, and the main results and conclusions from the candidate’s original research.

If changes or corrections to the written thesis are mandated by the thesis committee, they must be completed before the final submission of thesis materials to the Graduate Division. If the committee unanimously declines to pass a candidate following the defense, the committee will be charged to develop either a remediation or a terminal degree plan. Either plan must detail the specific deficiencies of the thesis, and in the case of remediation, what specific steps must be undertaken within a reasonable time, not exceeding one year, to submit a revised written thesis and conduct a second oral defense.

8) Explanation of special requirements

There are no requirements over and above Graduate Division minimum requirements.

9) Relationship of master’s and doctor’s programs

There is no separate Master's program associated with this program; however, a Master's degree is available under special circumstances when the work leading to the Ph.D. degree cannot be completed. If a student is unable to complete the full degree requirements, or decides to leave the program without a Ph.D. degree, they may be eligible for a terminal Master's Degree in Astronomy. In order to receive this degree, students must complete the core courses, directed research, and professional development requirements described in the Ph.D. program in addition to meeting the minimum requirements for a master’s degree outlined in the Graduate Studies section of the general catalog. Students may either complete the Plan I Thesis on a topic to be chosen in consultation with a faculty supervisor, or a Plan II which requires satisfactory performance on the Comprehensive Examination. Whether the Master’s option is appropriate will be decided by the Astronomy Graduate Advisory Committee.

10) Special preparation for careers in teaching

Students will receive supervised teaching experience while fulfilling a requirement to serve as a Teaching Assistant (TA) for at least one (1) quarter.
11) **Sample Ph.D. program**

Students enrolled in the proposed program will be expected to complete the curriculum outlined below in their first two years. The first year includes 7 Core courses and 2 courses of Directed Research. Students will work with their research advisor to choose elective courses to be taken during their second year.

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td>Techniques of Observational Astrophysics PHYS 214</td>
<td>Cosmology &amp; Galaxy Formation PHYS 219</td>
<td>Stellar Structure &amp; Evolution PHYS 217</td>
</tr>
<tr>
<td></td>
<td>Computation Astrophysics [New Course]</td>
<td>Radiative Processes in Astrophysics PHYS 211A</td>
<td>Dynamics &amp; Evolution of Galaxies PHYS 215</td>
</tr>
<tr>
<td></td>
<td>Astrophysics of the Interstellar Medium PHYS 213</td>
<td>Directed Research PHYS 297</td>
<td>Directed Research PHYS 297</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Development in Physics and Astronomy PHYS 401</td>
<td></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>Elective 1</td>
<td>Elective 2</td>
<td>Directed Research PHYS 297</td>
</tr>
<tr>
<td></td>
<td>Directed Research PHYS 297</td>
<td>Directed Research PHYS 297</td>
<td></td>
</tr>
</tbody>
</table>

13) **Normative time from matriculation to degree**

If the student is full-time with no deficiencies, the normative length of time pre-candidacy (before the Qualifying Exam) is not more than three (3) years. The normative time between Candidacy and Defense/Ph.D. completion is three (3) years. Overall, the normative time from enrollment in the program to Ph.D. degree is expected to be six (6) years.

**Section 3. Projected Need**

1) **Student demand for the program**
In the last five years (2016-2020), the Department of Physics and Astronomy at UCR has received, on average, 300 applications for Ph.D. admission. Roughly half of the applicants indicate that they wish to pursue research in Astronomy and Astrophysics. In the Fall of 2020, 22% of the astro applicants were in-state, 49% were out-of-state, and the rest were international. The current graduate enrollment in the department is 129, with almost half (48.8%) being international students.

2) Opportunities for placement of graduates

According to the U.S. Bureau of Labor Statistics (https://www.bls.gov/oes/current/oes192011.htm), the overall employment for physicists and astronomers is projected to grow by 7% from 2019 to 2029, faster than the average for all occupations. Astronomy and Astrophysics Ph.D. graduates are primarily employed by 1) universities (38%), 2) federal government supported institutions, such as NASA, the National Science Foundation’s NOIRLab, the United States Naval Observatory, and the Space Telescope Science Institute (22%), 3) education, public outreach, and private companies, particularly in data science (40%). California is the state with the highest employment level for Astronomy and Astrophysics Ph.D.s, with median annual wages of $164,130. According to the American Astronomical Society (https://aas.org/careers/career-in-astronomy), in recent years, the number of Ph.D.s conferred annually in North America has averaged about 125 while the number of job openings has been around 150.

Astronomy graduate programs in the University of California have been highly successful in placement records, with an average of 5 Ph.D. awarded each year with direct employment. For instance, at UC Berkeley between 2016-2018, over 50% of the Ph.D. recipients were granted prize fellowships, with 20% of the Ph.D. recipients receiving the top-wide national fellowships (e.g., Hubble Fellowship).

The Department of Physics and Astronomy at UCR currently awards 3-5 Ph.D. degrees per year in Physics within the “Astrophysics Track.” The Astrophysics Track is relatively new, and has only been graduating students since 2012. In these last 8 years, 25 Ph.D.s have been awarded to students taking the Astrophysics Track. Twenty four of them obtained employment immediately after graduation: 21% received prize fellowships, 42% other postdoctoral positions, 16% went into college teaching positions, and 21% went into industry in data science. Of the 11 graduates who now hold permanent positions, 2 have tenure-track positions in universities, 3 are staff researchers in government-supported institutions, and 6 have leadership positions in data science industries (e.g., Lead Data Scientist, Senior Data Scientist, Senior Manager and Architect of AI, etc.)

3) Importance to the discipline

An Astronomy Ph.D. program at UC Riverside will provide rigorous training to students who will go on to lead research programs at universities, astronomical observatories, national labs, and private research institutions. It will leverage the unique faculty expertise and resources at UCR to promote world-class research and education, as well as support the broader mission of excellence in Astronomy across the University of California.

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

Astronomy is one of the oldest sciences and it has been part of every culture’s history and roots. Besides inspiring humanity, Astronomy and Astrophysics have driven contributions to science and
knowledge throughout history. Moreover, scientific and technological development in Astronomy have resulted in technological advances such as mobile phones, communication satellites, Global Positioning Systems, solar panels, and Magnetic Resonance Imaging scanners.

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

Ten faculty members in the Department of Physics and Astronomy currently engage in Astronomy research, particularly in the areas of galaxy formation and evolution, cosmology, supermassive black holes, galaxy clusters, and circum- and intergalactic medium. These 10 faculty are listed in Section 4. Four additional faculty members (Cui, Tanedo, Wudka, Yu) work in particle theory and engage in research that explores the overlap of theoretical particle physics, astronomy, and cosmology. One other faculty member (Ellison) conducts research in experimental particle physics cosmology, and two more (Nobel Laureate Barish and Richardson, who will start Fall 2021) work in gravitational waves, an area that is closely related to the study of supermassive black holes and cosmology.

6) Program differentiation

The Department of Physics at UCR started building an astronomy research program in 2005 with the hire of the first observational astronomer. Almost from the beginning, it was decided that UCR would distinguish itself from other UC campuses by focusing its efforts in the rising area of galaxy evolution. This area has natural connections to other subdisciplines in the department (such as particle physics theory) and is ideally suited to take full advantage of the world-class UC astronomy facilities (Keck and Lick Observatories). We are currently the UC campus with the highest concentration of faculty doing research in this area.

The proposed Astronomy Ph.D. at UCR will distinguish itself from other Astronomy and Astrophysics programs in California by the large range of opportunities that will be available to students for research in the area of galaxy evolution and cosmology. Ph.D. students will also have a faster path to research by the requirement of two research classes in their first year and the inclusion of their initial research projects in the comprehensive exam. UCR also has unique strengths in Astrophysical Data Science, with connections to UCR’s Data Science Center, Visualization Lab, and online Master’s Program in Data Science. Astrophysical Data Science at UCR is currently supported by a NASA grant for $4.5M, which has trained 400 students at different levels over five years. UCR also offers unique opportunities for students to collaborate with colleagues at other southern California institutions, including a UCR/Carnegie Graduate Student Fellowship at the Carnegie Observatories in Pasadena. In addition to its academic program, UCR maintains a dedicated astronomy outreach program serving roughly 6000 elementary-to-high school students per year in the Inland Empire, with high levels of graduate student involvement.

Finally, students wishing to pursue non-academic careers after obtaining their Ph.D.s will have access to unique programs at UCR that prepare them for such careers, such as the Science to Policy Graduate Certificate Program (https://sciencetopolicy.ucr.edu/), the University Teaching Certificate (https://gsrc.ucr.edu/certificate-programs/university-teaching-certificate), and the different programs offered by the Data Science Center (https://datascience.ucr.edu/).

Section 4. Faculty
The participating faculty in the proposed Astronomy program are all from within the Department of Physics and Astronomy. Further information on the faculty is given in their CV’s, which are attached as Appendix D.

Table 3. Participating Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Degree</th>
<th>Expertise/Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Becker</td>
<td>Associate</td>
<td>Ph.D. Astrophysics Caltech, 2006</td>
<td>Reionization and Intergalactic Medium</td>
</tr>
<tr>
<td>Gabriela Canalizo</td>
<td>Full</td>
<td>Ph.D. Astronomy U. of Hawaii, 2000</td>
<td>Galaxy Dynamics and Evolution, Active Galactic Nuclei</td>
</tr>
<tr>
<td>Anson D’Aloisio</td>
<td>Assistant</td>
<td>Ph.D. Physics Yale, 2011</td>
<td>Theoretical Cosmology, Reionization, Intergalactic Medium</td>
</tr>
<tr>
<td>Fred Hamann</td>
<td>Full</td>
<td>Ph.D. Astronomy SUNY Stonybrook, 1987</td>
<td>Active Galactic Nuclei, Galactic Winds</td>
</tr>
<tr>
<td>Bahram Mobasher</td>
<td>Full</td>
<td>Ph.D. Physics Durham, 1988</td>
<td>Galaxy Formation and Evolution, Cosmology</td>
</tr>
<tr>
<td>Naveen Reddy</td>
<td>Associate</td>
<td>Ph.D. Astrophysics Caltech, 2006</td>
<td>Galaxy Formation and Evolution, Reionization, Circum-galactic Medium</td>
</tr>
<tr>
<td>Laura Sales</td>
<td>Associate</td>
<td>Ph.D. Astrophysics Cordoba, 2007</td>
<td>Numerical Simulations, Radiative Transfer, Theoretical Astrophysics</td>
</tr>
<tr>
<td>Brian Siana</td>
<td>Associate</td>
<td>Ph.D. Physics UC San Diego, 2005</td>
<td>Galaxy Formation and Evolution, Quasars</td>
</tr>
<tr>
<td>Gillian Wilson</td>
<td>Full</td>
<td>Ph.D. Physics Durham, 1996</td>
<td>Galaxy Formation and Evolution, Cosmology, Structure Formation</td>
</tr>
</tbody>
</table>

The following faculty members in the Department of Physics and Astronomy work on closely related fields:

UCR Particle Theory Group (Theoretical Particle Physics and Astrophysics, Dark Matter)
Yanou Cui (Assistant)
Flip Tanedo (Assistant)
José Wudka (Full)
Haibo Yu (Associate)

Experimental Particle Physics Cosmology
John Ellison (Full)
Section 5. Courses

The following courses are included as either Core or Elective courses (see Section 3d). Catalog descriptions of the above courses are provided in Appendix A. All courses are currently offered (some in alternate years), and all are currently staffed.

PHYS 203 – Statistical Astronomy
PHYS 204 – Advanced Galaxy Formation and Cosmology
PHYS 208 – General Relativity
PHYS 211A – Radiative Processes in Astrophysics
PHYS 211B – Astrophysical Fluid Dynamics
PHYS 213 – Astrophysics of the Interstellar Medium
PHYS 214 – Techniques of Observational Astrophysics
PHYS 215 – Dynamics & Evolution of Galaxies
PHYS 216 – Star Formation
PHYS 217 – Stellar Structure & Evolution
PHYS 218 – Fundamentals of Astrophysics
PHYS 219 – Cosmology & Galaxy Formation
PHYS 226 – Cosmology (Advanced Topics)
PHYS 227 – Particle Astrophysics
PHYS 229 – Theory of Dark Matter Halos and Galaxies
PHYS 247 – Introduction to Applied Data Science
PHYS 261 – Special Topics in Astrophysics
PHYS 401 – Professional Development for Physics and Astronomy

In addition to the above, a new course in Computational Astrophysics will be created. A syllabus for this course is included in Appendix B. Further new elective courses can be added upon approval of the Astronomy Executive Committee, as described in Section 8.

The Astronomy faculty currently teach eight Astronomy/Astrophysics graduate courses in a typical year. This includes four courses that are currently offered to Physics Ph.D. students pursuing a specialization in Astrophysics, along with four elective courses. As outlined in Section 3, the Astronomy Ph.D. program will include seven Core and two Elective courses for a total of nine Astronomy graduate courses. This moderate increase is manageable within the overall teaching load of the Department of Physics and Astronomy.

Section 6. Resource Requirements

1) **FTE faculty:**
No additional faculty positions are sought, although new or replacement positions awarded to the department can be utilized to expand the program. Administrative support will be provided by the Department of Physics and Astronomy and the Graduate Student Affairs Center of CNAS.

2) **Library acquisition:**

The UC Riverside library system, in particular the Science Library, currently subscribes to all the major journals relevant to Astronomy, and also purchases the important reference books in the field. No increase in demand for new acquisitions is anticipated.

3) **Computing costs:**

No increases in computing costs are anticipated. Personal computer facilities are available in the offices of all the participating faculty, providing access to the Internet. The computer facilities of the Science Library are also available to students and participating faculty of the program. More advanced computing capabilities are available in the laboratories of several of the participating faculty, who also have access to off-campus supercomputing facilities as needed.

4) **Equipment:**

No new equipment is required to implement the proposed program.

5) **Space and other capital facilities:**

The current faculty office and graduate student space in Pierce Hall and the Physics building is sufficient to meet the demands of the new program. The number of graduate students entering the new Astronomy Degree program will be similar to the enrollment of Physics students pursuing astrophysical research in previous years, and we do not anticipate an increase in graduate student enrollment under the new degree program.

6) **Other operating costs:**

No other operating costs are required for the new degree program.

**Section 7. Graduate Student Support**

Graduate students in the proposed program will be supported by a combination of sources. Support in the first year will be provided by fellowships through the Graduate Division, after which students, having selected a thesis advisor, will typically be supported as research assistants on grants awarded to their thesis advisors, individual predoctoral fellowships from federal granting agencies and private foundations, and/or teaching assistantships provided by the home department or college of their advisor. The department will work in partnership with the Graduate Division and CNAS to ensure continuous funding for all program students in good academic standing throughout their time in the proposed program. In terms of teaching assistantships, enrollment in the Astronomy Ph.D. is expected to generally replace the current enrollment of students in the Physics Ph.D. program who are engaged in Astronomy research. The total enrollment of graduate students in the Department of Physics and Astronomy is therefore expected to remain constant. Astronomy graduate students will continue to TA the
same courses that are currently served by the Physics Ph.D. students. No additional teaching assistantships will therefore be required as a result of the new program. The Astronomy admissions and Physics admissions committees will set admissions targets together to make sure TA's cover the expected needs of both programs.

Section 8. Governance

The Astronomy program will be administered by a three-member Astronomy Graduate Executive Committee. The Executive Committee, in conjunction with the existing administration of the Department of Physics and Astronomy, will be responsible for the day-to-day operation of the program, including admissions, student advising, and monitoring students’ progress through the Astronomy program.

The proposed Astronomy program will be governed by the following by-laws:

**Article I. Objective**

The proposed degree program is intended to provide focused study in Astronomy, starting with classes on several sub-topics that provide a foundation for the Ph.D. All students will be required to take a set of required “Core” classes. Elective classes can be chosen based on the interests and goals of individual students. Students will also engage in original research leading to a Doctoral Dissertation. The new degree plan will enable students to engage in research starting from their first year, with the potential for more in-depth research programs and better preparation for jobs in academia and industry.

**Article II. Organization and Administration**

The administration of the program will be vested in the Astronomy Graduate Executive Committee, made up of the Astronomy Graduate Advisor and two other Astronomy faculty members. One of the three members (normally the Astronomy Graduate Advisor) will chair the committee. The Astronomy Graduate Advisor will also chair the Astronomy Graduate Advisory Committee. Each of the other two Executive Committee members will chair one of the following committees: the Astronomy Admissions and Recruitment Committee, and the Astronomy Comprehensive Exam Committee.

**Article III. Committees**

1) **Executive (3 members):** The charge of the Astronomy Graduate Executive Committee is to oversee the administration of the Astronomy Degree program, including the assessment of, and changes to, the curriculum of the Astronomy degree program. Any recommended changes will be forwarded to the entire Astronomy faculty for comments, feedback, and eventual voting. Changes to the curriculum will be approved if at least 51% of the Astronomy faculty vote in favor of those changes. Curriculum change requests will then be submitted to the full faculty of the Department of Physics and Astronomy for vote and forwarding through existing channels for curriculum changes. The committee will consist of three tenured Astronomy faculty members, and will meet at least once per year, and more frequently as needed. One of the three members will serve as the chair of the Executive Committee.

2) **Advisory (3 members):** The charge of the Astronomy Graduate Advisory Committee is to oversee students’ progress through the Astronomy degree program, and provide general guidance (e.g., on which
classes to take, clarifying requirements for graduation, etc.) to students as needed. The Advisory committee will coordinate and review Individual Developments Plans with the students. The Advisory committee may also assist students in forming their Candidacy and Dissertation Committees. The Advisory committee will be chaired by one of the members of the Executive committee, with additional members selected from the full Astronomy faculty who will serve for a term of three years.

3) Admissions and Recruitment (3+ members): The Astronomy Admissions and Recruitment Committee will be responsible for reviewing and ranking graduate school applications and organizing recruitment activities. In coordination with the Physics Graduate Admissions committee, the Astronomy Admissions Committee will send files of qualified applicants, along with supporting documentation, to the Graduate Division Dean, who will make the final decision regarding admission and Graduate Division fellowship support. The committee will also oversee the maintenance of the program website and production of advertising/recruitment materials for the program. The committee shall be chaired by one member of the Executive committee. At least two additional members of the committee will be chosen from the Astronomy faculty. The term of membership is three years.

4) Comprehensive Exam (2+ members): The Astronomy Comprehensive Exam Committee will be responsible for collating problems for the exam, proctoring, and grading of the exam. The committee will also decide on the pass/fail cutoff. The committee shall be chaired by a member of the Executive committee. The chair of the committee will solicit additional members to serve on the committee as needed, to be drawn from the Astronomy faculty and to serve for a term of three years.

Article IV. Changes to the By-Laws

Changes to the by-laws of the program will be considered at a meeting of the Astronomy faculty, and a subsequent in-person or e-mail vote will be held to approve or disapprove the proposed changes. In order to be considered approved, at least 51% of the Astronomy faculty must vote in favor of proposed changes to the program's by-laws.

Section 9. Changes in Senate Regulations

No changes in Academic Senate Regulations are required.
Optional Appendices

Appendix A: Course Descriptions

The following are courses for the Astronomy Ph.D. that are currently included in the UCR Course Catalog:

- **PHYS 203 - Statistical Astronomy (4 units, existing)** - Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): PHYS 218. Introduces statistical methods needed to analyze astronomical data. Provides case examples of problems in observational astronomy and applies statistical techniques to solve them. Covers probability, correlation and association, hypothesis testing, data modelling, maximum likelihood technique, detection and surveys, sequential data, and surface distribution. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

- **PHYS 204 - Advanced Galaxy Formation (4 units, existing)** - Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): PHYS 218; PHYS 219; graduate standing; or the consent of instructor. Covers topics on galaxy formation, star formation in galaxies, intergalactic medium, first generation of stars and galaxies, high redshift Universe, reionization, evolution of galaxies and stellar population, and number counts. Also covers luminosity functions, correlation functions, and clustering. Introduces new techniques and latest data sets and archives used for research. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

- **PHYS 208 - General Relativity (4 units, existing)** - Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): PHYS 205; graduate standing; or consent of instructor. An introduction to general relativity. Covers tensors, covariant derivatives, the Riemann curvature tensor, and Einstein’s equation. Explores the Schwartzchild and Kerr black hole metrics and wormholes. Also addresses gravitational waves and their detection. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

- **PHYS 211A - Radiative Processes in Astrophysics (4 units, existing)** - Lecture, 3 hours; consultation, 1 hour. Prerequisite(s): PHYS 135A, PHYS 135B, PHYS 136, PHYS 156A, PHYS 156B. Radiative transfer of continuum and line radiation, Einstein coefficients, photoionization equilibria, radiation by free electrons, bremsstrahlung and synchrotron emission, Compton and inverse Compton scattering, wave propagation through magnetized plasmas, atomic and molecular structure and spectra, atomic fine structure, and molecular hyperfine lines. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

- **PHYS 211B - Astrophysical Fluid Dynamics (4 units, existing)** - Lecture, 3; consultation, 1 hour. Prerequisite(s): PHYS 211A. Covers hydrodynamics, sound waves, turbulence, supersonic turbulence, magnetohydrodynamics, Alfven waves, extragalactic relativistic jets, supersonic jets, galactic spiral structure and density-wave theory, accretion disk theory, Balbus-Hawley instability, and stellar winds. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

- **PHYS 213 - Astrophysics of the Interstellar Medium (4 units, existing)** - Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing. An overview of the interstellar medium and relevant physical processes. Covers the structure and evolution of ionized hydrogen regions.

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associated with massive stars and supernovae. Also addresses the neutral and ionized phases of the interstellar medium, as well as cooling processes. Includes the interpretation of spectral lines. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

- **PHYS 214 - Techniques of Observational Astrophysics (4 units, existing)** - Lecture, 2 hours; laboratory, 3 hours; written work, 3 hours. Prerequisite(s): graduate standing. An introduction to the basic tools of observational astronomy. Topics include astronomical telescopes and detectors, observing techniques, calibration, and error analysis. Students whose research is related to astronomy receive a letter grade; other students receive a letter grade or Satisfactory (S) or No Credit (NC) grade.

- **PHYS 215 - Dynamics and Evolution of Galaxies (4 units, existing)** - Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing. Discusses the structure, stability, and dynamic and cosmological evolution of galaxies. Interprets observational data on galaxies within a coherent theoretical framework. Topics include potential theory, orbits, collisionless systems, and the structure and evolutionary history of galaxies. Students whose research is related to astronomy receive a letter grade. Other students receive a letter grade or Satisfactory (S) or No Credit (NC) grade.

- **PHYS 216 - Star Formation (4 units, existing)** - Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing. Discusses the processes involved in the formation of stars: the initial conditions in the interstellar medium that leads to star formation and the formation of planets and planetary systems around young stars. Topics include molecular cloud formation, the properties of young stars, jets and outflows, massive stars, and cosmological star formation. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

- **PHYS 217 - Stellar Structure and Evolution (4 units, existing)** - Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing. Topics include physics of stellar structure and main sequence evolution, and energy production and transport; post-main sequence evolution through the giant stage and the formation of compact objects; supernovae, nucleosynthesis, pulsars, and the role of accretion within the framework of stellar evolution; and the physics of white dwarfs, neutron stars, and black holes. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

- **PHYS 218 - Fundamentals of Astrophysics (4 units, existing)** - Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Develops basic astrophysical concepts from fundamental physics. Topics include nucleosynthesis, stellar structure, evolution of stars of different masses, end-states of stars, and bremsstrahlung and synchrotron radiation. Also covers cross-sections, opacities, hydrogen atom transitions, forbidden lines, and molecular lines. Addresses the ongoing search of life in the Universe. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

- **PHYS 219 - Cosmology and Structure Formation (4 units, existing)** - Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing or the consent of the instructor. Explores cosmology, models for the universe, galaxy formation scenarios, evolution of galaxies and stellar population, and number counts. Also covers star formation activity in the universe, cosmic background radiation, dark matter, and dark energy. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.
- **PHYS 224 - Frontiers of Physics and Astrophysics (4 units, existing)** - Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing; or consent of instructor. Covers particle physics to cosmology from an experimental perspective. Includes the present status of our understanding of the physics of the universe, the major challenges, and future opportunities. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

- **PHYS 226 - Cosmology (4 units, existing)** - Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing; PHYS 208. Discusses advanced topics in cosmology: Friedmann models and the large-scale structure of the universe, Hubble constant and deceleration parameter, and galaxy counting and the physics of the early universe. Also covers vacuum phase transitions, inflation, baryon number generation, fluctuations, topological defects and textures, primordial nucleosynthesis, density fluctuations, dark matter candidates, and the age of the universe. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

- **PHYS 227 - Particle Astrophysics (4 units, existing)** - Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing; PHYS 208. Discusses advanced topics in cosmology: Friedmann models and the large-scale structure of the universe, Hubble constant and deceleration parameter, and galaxy counting and the physics of the early universe. Also covers vacuum phase transitions, inflation, baryon number generation, fluctuations, topological defects and textures, primordial nucleosynthesis, density fluctuations, dark matter candidates, and the age of the universe. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

- **PHYS 229 - Theory of Dark Matter Halos and Galaxies (4 units, existing)** - Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing; or consent of instructor. A theory-based study of the properties of dark matter halos and their connection to galaxy properties. Topics include dark matter collapse in the non-linear regime, Press-Schechter, self-similar collapse, acquisition of mass, and angular momentum. Includes the impact of dark matter properties on hosted galaxies, mergers, environmental effects, and scaling relations. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

- **PHYS 261 - Special Topics in Astrophysics (4 units, existing)** - Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing; or consent of instructor. Explores topics in astrophysics that emphasize recent advances. Content varies. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor. Course is repeatable to a maximum of 12 units.

- **PHYS 401 - Professional Development in Physics and Astronomy (2 units, existing)** - Lecture, 1 hour; discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Introduces students to strategies for successful graduate study and early career development. Covers research and professional ethics, scientific writing (proposals, manuscripts, and abstracts), conference presentations, effective job search skills including preparation of curriculum vitae and networking, effective oral presentations, and job interviews. Visiting experts may give lectures on various topics. Graded Satisfactory (S) or No Credit (NC).

**Appendix B: Syllabus for a new course in Computational Astrophysics**
Appendix C: Course Requirements for the current Physics Ph.D. Astrophysics Track and the proposed Astronomy Ph.D.

<table>
<thead>
<tr>
<th>Required Courses (to be taken in first year)</th>
<th>Physics Ph.D. Astrophysics Track (existing)</th>
<th>Astronomy Ph.D. (proposed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Phys 210A, 210B, 210C Electromagnetic Theory</td>
<td>PHYS 211A Radiative Processes in Astrophysics</td>
</tr>
<tr>
<td></td>
<td>Phys 212A Thermodynamics and Statistical Mechanics</td>
<td>PHYS 213 Astrophysics of the Interstellar Medium</td>
</tr>
<tr>
<td></td>
<td>Phys 205 Classical Mechanics</td>
<td>PHYS 214 Techniques of Observational Astrophysics</td>
</tr>
<tr>
<td></td>
<td>Phys 214 Techniques of Observational Astrophysics</td>
<td>PHYS 215 Dynamics &amp; Evolution of Galaxies</td>
</tr>
<tr>
<td></td>
<td>Phys 218 Fundamentals of Astrophysics</td>
<td>PHYS 217 Stellar Structure &amp; Evolution</td>
</tr>
<tr>
<td></td>
<td>Phys 219 Cosmology and Galaxy Formation</td>
<td>PHYS 219 Cosmology &amp; Galaxy Formation</td>
</tr>
<tr>
<td></td>
<td>Phys 288 Current Research Themes in Physics</td>
<td>PHYS 2xx Computational Astrophysics</td>
</tr>
<tr>
<td></td>
<td>Phys 401 Professional Development in Physics and Astronomy</td>
<td>PHYS 401 Professional Development in Physics and Astronomy</td>
</tr>
</tbody>
</table>

| Number of Required Electives (second year) | 3 | 2 |
Appendix D: Comparable Degree Programs

The table below lists comparable degree programs in either Astronomy or Astrophysics.

Abbreviations: ISM = Interstellar Medium, OIR = Optical/Infrared, GR = General Relativity

Table 4. Comparable Degree Programs

<table>
<thead>
<tr>
<th>School</th>
<th>NRC S-Rank</th>
<th>No. of Core (Required) Courses</th>
<th>Topics of Core Courses</th>
<th>No. of Required Electives</th>
<th>Example Elective Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCR (proposed)</td>
<td></td>
<td>7 Core + 2 Research</td>
<td>Observational and computational astro, ISM, cosmology, radiative processes, stars, galaxies</td>
<td>2</td>
<td>Statistical astro, fluid dynamics, adv. cosmology, particle astro, dark matter, data science</td>
</tr>
<tr>
<td>Caltech</td>
<td></td>
<td>7</td>
<td>Radiative processes, stars, galaxies, HE astro, ISM, cosmology, measurements &amp; instrumentation</td>
<td>0</td>
<td>Optional: planetary physics, atomic and molecular processes, adv. cosmology, order of magnitude physics</td>
</tr>
<tr>
<td>Cornell U.</td>
<td></td>
<td>8 courses in 3 years</td>
<td>E.g., galaxies, stars, OIR/submm astronomy, fluid dynamics, planets, cosmology</td>
<td>Decided by special committee</td>
<td>GR, computational physics</td>
</tr>
<tr>
<td>Harvard</td>
<td></td>
<td>1</td>
<td>radiation</td>
<td>5 + 1</td>
<td>Fluids, cosmology, ISM, stars, planets, GR + 1 from another dept.</td>
</tr>
<tr>
<td>JHU</td>
<td></td>
<td>5 + 2 research</td>
<td>Stars, ISM &amp; fluids, radiative astro, dynamics</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>U. of Arizona</td>
<td></td>
<td>7 + 2-3 research</td>
<td>Physics of astrophysics, statistical and computation methods, cosmology, stars and planets, ISM, galaxies, instrumentation</td>
<td>3</td>
<td>Data science, optics, GR, radio astronomy, plasma physics</td>
</tr>
<tr>
<td>UC Berkeley</td>
<td></td>
<td>6 of 13</td>
<td>Astrophysical techniques, numerical</td>
<td>0</td>
<td>Optional to take up to two courses</td>
</tr>
<tr>
<td>Campus</td>
<td>Rank</td>
<td>Research Area</td>
<td>Outside Department Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>------</td>
<td>---------------------------------------------------</td>
<td>------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UCLA</td>
<td>7</td>
<td>Fluids, radiation 1 and 2, stars, ISM, galaxies,</td>
<td>Instrumentation, high energy, astrostats, order of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>astro quantum</td>
<td>magnitude, solar system, exoplanets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UC Santa Cruz</td>
<td>6</td>
<td>Radiation 1 and 2, fluids, research &amp; teaching,</td>
<td>Statistical techniques, ISM, instrumentation, adaptive</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>stars &amp; planets, galaxies &amp; cosmology, observational astronomy</td>
<td>optics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Appendix E: Faculty CVs**

[CVs Link]

**Appendix F: Feedback from Other UC Departments**

This proposal was sent for comment in April 2021 to the following UC departments:

- Berkeley, Department of Astronomy
- Davis, Department of Physics and Astronomy
- Irvine, Department of Physics & Astronomy
- Los Angeles, Department of Physics and Astronomy
- Merced, Department of Physics
- San Diego, Department of Physics
- Santa Barbara, Department of Physics
- Santa Cruz, Department of Astronomy & Astrophysics

A sample of the cover letters sent to these departments is given below. We received feedback from UC Irvine. This is also given below, along with our response.
April 21, 2021

Timothy Tait, Chair
Department of Physics & Astronomy
University of California, Irvine
4129H Frederick Reines Hall
Irvine, CA 92697-4575

Dear Chair Tait,

At UCR we are in the process of proposing a new graduate program leading to a Ph.D. in Astronomy. In accordance with the review policy established by the systemwide Coordinating Committee of Graduate Affairs (CCGA), I am providing you, as the Chair of an existing comparable program, with a copy of the current draft of our proposal. We would be very grateful for any feedback you may wish to offer us, so that the proposal may be made as strong as possible before submission.

As background, please understand that the format and contents of the proposal follow the required outline found in the CCGA Handbook, and that internal and external reviewers will later be asked to address the following four points when examining our final submission:

– Quality and academic rigor of the program
– Adequacy of the size and expertise of faculty to administer the program
– Adequacy of the facilities and budgets
– Applicant pool and placement prospects for the graduates

If you wish to provide feedback, we would like to receive it within four weeks of the date of this letter, since we expect to submit the proposal for campus review at that time.

Sincerely,

Kenneth N. Barish
Feedback from UC Irvine:

On May 10, 2021, at 9:24 AM, Timothy Maurice Paul Tait <ttait@uci.edu> wrote:

Dear Ken,

Thank you for the opportunity to review the UCR proposal for its new graduate program in Astronomy. Although I am not an astronomer myself, I did oversee UCI’s recent move to adding a Ph.D. in Physics with a concentration in Astrophysics and Astronomy to its curriculum. Your proposed program looks quite similar to the one started at UCI (which so far we are quite happy with), and I believe it will serve your Ph.D. students in Astronomy very well to prepare them for Ph.D. research and beyond. It offers a balanced and complete set of topics in Astronomy and Astrophysics. It also seems like the impact on department teaching resources will be manageable.

I could find almost nothing to complain about or suggest to improve. The only thing I flagged was that the proposed course in Computational Astrophysics might consider incorporating some sections on Machine Learning, which is increasingly an important subject both in Astronomy research and beyond. But I also note that it covers a lot of important and worthy ground in its proposed subject matter, which might explain this absence.

Best wishes
Tim

Response:

Including Machine Learning in the coursework is an excellent suggestion. We considered adding a section to the Computational Astrophysics course but concluded that a proper treatment of ML would require its own course. In fact, we are currently developing a graduate course on ML techniques applied to Astronomy and hope to offer this as an elective in the near future. In the meantime, UCR offers a graduate course on ML through its Bourns College of Engineering (CS 299: Machine Learning). Our students interested in ML are encouraged to take this course, and it would be allowed as an elective for the Astronomy Ph.D. program.
May 4, 2022

To: Jason Stajich, Chair
    Riverside Division

From: Don Collins, Chair
    Graduate Council

Re: [Campus Review] New Graduate Program Proposal: (Revised) Final-Program of Graduate Studies in Astronomy for the Ph.D. Degree

The Graduate Council reviewed the revised proposal for a Program of Graduate Studies in Astronomy for the Ph.D. Degree on May 3, 2022. The proposal now includes all the language the Council has suggested being added. The Council voted in favor of accepting this latest version of the proposal.
May 2, 2022

To:      Prof. Jason Stajich  
     Chair, Riverside Division

From:    Prof. George Becker  
     Department of Physics and Astronomy

RE:      Ph.D. Program in Astronomy (Response to 2nd Round Review)

Dear Chair Stajich,

We thank the Graduate Council once again for their comments on the Master’s Degree. We have adopted their wording as suggested for Sections 2.3e and 2.9.

Sincerely,

[Signature]

Cc:      K. Uhrich, Dean, CNAS  
     J. Wudka, Divisional Dean, CNAS  
     K. Barish, Chair, Department of Physics & Astronomy  
     T. Garland, Chair, CNAS Faculty Executive Committee
To: Jason Stajich, Chair
Riverside Division

From: Don Collins, Chair
Graduate Council

Re: [Campus Review] New Graduate Program Proposal: 2nd Round-Program of Graduate Studies in Astronomy for the Ph.D. Degree

The Graduate Council (GC) reviewed the revised proposal for a Program of Graduate Studies in Astronomy for the Ph.D. Degree at their April 21, 2022 meeting and still has the following suggested revisions (the yellow highlight was added to the most recent version and the green highlight was a recommended addition in a previous GC response):

There is no separate master's program associated with this program; however, a Master's degree is available under special circumstances when the work leading to the Ph.D. degree cannot be completed. If a student is unable to complete the full degree requirements, or decides to leave the program without a Ph.D. degree, they may be eligible for a terminal Master's Degree in Astronomy if the following requirements are met. In order to receive this degree, students must complete the core courses, directed research, and professional development requirements described in the Ph.D. program in addition to meeting the minimum requirements for a master's degree outlined in the Graduate Studies section of the general catalog. Students may either complete the Plan I Thesis on a topic to be chosen in consultation with a faculty supervisor, or a Plan II which requires satisfactory performance on the Comprehensive Examination. Whether the Master’s option is appropriate will be decided by the Astronomy Graduate Advisory Committee.
April 27, 2022

To: Prof. Jason Stajich  
   Chair, Riverside Division

From: Prof. George Becker  
       Department of Physics and Astronomy

RE: Ph.D. Program in Astronomy (Response to 2nd Round Review)

Dear Chair Stajich,

Thank you for passing along the comments from the Graduate Council concerning the proposed Astronomy Ph.D. program. Following the Council's advice, we have reached out to Kara Oswood in Graduate Division for guidance on the two issues raised.

With regards to the awarding of a Master's degree, we agree with the Council that this should be done only under careful review. We have thus added language similar to the Council’s recommendation in Sections 2.3e and 2.9.

Concerning the current Astrophysics track within the Physics Ph.D., we thank the Council for pointing out that if it remains in the Catalog without modification then a student in the Physics Ph.D. program could in principle still exercise that option. Following Kara Oswood’s advice, we will therefore place the Astrophysics Track “on hold” in the Catalog once the new Astronomy Ph.D. program begins. This is now noted in Section 1.4.

Thank you again for your help with this proposal. We look forward to its inclusion in the upcoming Spring Division meeting.

Sincerely,


Cc: K. Uhrich, Dean, CNAS  
    J. Wudka, Divisional Dean, CNAS  
    K. Barish, Chair, Department of Physics & Astronomy  
    T. Garland, Chair, CNAS Faculty Executive Committee
April 22, 2022

To: Professor George Becker  
Department of Physics & Astronomy

From: Jason Stajich  
Chair, Riverside Division

RE: Program of Graduate Studies in Astronomy for the Ph.D. Degree (2nd Round Review)

Dear George,

I write to provide the comments from Graduate Council’s review of the revised subject graduate program proposal.

I highlight the advice in Graduate Council’s memo to contact Director Kara Oswood in the Graduate Division for assistance. For inclusion on the Spring Division meeting agenda in May, please provide your response and/or revised proposal by or before April 27, 2022.

Sincerely,

/s/ Jason

Cc: K. Uhrich, Dean, CNAS  
J. Wudka, Divisional Dean, CNAS  
K. Barish, Chair, Department of Physics & Astronomy  
T. Garland, Chair, CNAS Faculty Executive Committee
The Graduate Council reviewed the revised proposal for a Program of Graduate Studies in Astronomy for the Ph.D. Degree at their April 21, 2022 meeting and has the following suggested revisions:

3e) Masters of Science in Astronomy

Students who are unable to complete the Ph.D. requirements or decide to leave the program without a Ph.D. degree, may be eligible for a terminal Master's of Science degree in Astronomy. In order to receive this degree, students must complete the core courses, directed research, and professional development requirements described in the Ph.D. program in addition to meeting the minimum requirements for a master’s degree outlined in the Graduate Studies section of the general catalog. Students may either complete the Plan I Thesis on a topic to be chosen in consultation with a faculty supervisor, or a Plan II which requires satisfactory performance on the Comprehensive Examination.

*If the program wants to add more review (to make it a little more restrictive) for students to get the MS degree, language can be added like, “The MS degree is available under special circumstances, when the work leading to the Ph.D. degree cannot be completed. Whether the MS option is appropriate will be decided by the student’s guidance committee.”

Regarding the Astrophysics Track in the Physics PHD vs the Astronomy PHD:

If the Astrophysics Track in the Physics PHD remains in the catalog, there is no way to prevent Physics students from exercising that option. The program can
update the Physics PHD catalog copy to say something like: “The Astrophysics Track is not currently accepting new students. We encourage you to review and consider the Astronomy PHD instead.”

If the department has questions about these suggested revisions, please reach out to Kara Oswood in the Graduate Division for assistance.
February 15, 2022

To: Prof. Jason Stajich  
Chair, Academic Senate - UC Riverside

From: Prof. George Becker  
Department of Physics and Astronomy

Re: Response to Senate Committee Comments on Astronomy Ph.D. Proposal

Dear Chair Stajich,

Thank you for communicating the Senate’s feedback on our Department’s proposal for a Ph.D. program in Astronomy. We were delighted to read the many favorable comments. With regards to the issues raised by the Graduate Council, we have made the following changes:

– Comparison to and future of the current Astrophysics Track: This is now clarified in Section 1.4. We plan to put the current Astrophysics Track within the Physics Ph.D. on hold, at least temporarily. The new Astronomy Ph.D. is expected to fully replace the Astrophysics Track, but we will evaluate whether the Astrophysics Track should be an option for some (possibly only a small number) of our incoming students once the new Astronomy program is up and running. We also compare the course requirements for the current Astrophysics Track and the new Astronomy Ph.D. in Appendix C.

– Master’s degree: This was somewhat confusing in the proposal. While there is no separate Master’s program, a student may still earn a Master’s degree if they are unable to fulfill all of the degree requirements or if they decide to leave the program without a Ph.D. degree, provided certain requirements are met. This is now clarified in Section 2.3e.

– Professional development requirement: The lack of a professional development requirement was an oversight. We have now included PHYS 401, Professional Development in Physics and Astronomy, in the list of required courses.

– Contributions to diversity: We appreciate and agree with the Grad Council’s comments. We have revised Section 1.5 to emphasize the tremendous value in including individuals with a broad range of skills and experience, noting the many factors which may create adversity.

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

Sincerely, 

[Signature]

---

Department of Physics & Astronomy  
900 University Avenue  
Riverside, CA 92521

[Logo]
To: Professor George Becker  
Department of Physics & Astronomy  

From: Jason Stajich  
Chair, Riverside Division  

RE: New Graduate Program Proposal - Program of Graduate Studies in Astronomy for the Ph.D. Degree  

Dear George,  

The subject proposal was included on the January 24, 2022 Executive Council agenda. Though Council had no additional comments, I have attached the remarks provided by consulted Senate committees that I hope prove helpful to you for a potential revision.  

Sincerely,  

/s/ Jason  

Cc: K. Uhrich, Dean, CNAS  
J. Wudka, Divisional Dean, CNAS  
K. Barish, Chair, Department of Physics & Astronomy  
T. Garland, Chair, CNAS Faculty Executive Committee
Graduate Council reviewed the proposal for a PhD in Astronomy at their December 9, 2021 meeting. Currently the department has an Astronomy track, and the Council would like to know if this new PhD will replace that track. If not, what is the difference between the two? The overlap between the two needs to be clearly defined. The Council noted that there is no master’s option at all (even to get the master’s along the way); this should be addressed. The proposal also does not include a professional development requirement. Regarding the contributions to diversity, the Council commended the detailed approach to preventing and correcting bias but felt that the description of students of color and their parents and families primarily as deficient and lacking resources, health, role models, mentors, etc. was distorting and problematic because they should be seen more as communities with their own sources of knowledge.
COMMITTEE ON COURSES

December 7, 2021

To: Jason Stajich, Chair
    Riverside Division

From: Stephanie Dingwall, Chair
      Committee on Courses

Re: Proposal for a Ph.D. in Astronomy

The Committee on Courses reviewed the proposal for a Ph.D. in Astronomy at their December 3, 2021 meeting and is supportive of the proposal.

The Committee reminds the program to consult with the Registrar’s Office if they plan to create a new subject code for the proposed new degree.
18 January 2022

To: Jason Stajich, Chair
    Riverside Division

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

Re: Campus Review New Graduate Program Proposal: Program of Graduate Studies in Astronomy for the Ph.D. Degree

The CNAS Executive Committee reviewed this proposal and is in favor.

Cheers,

[Signature]
COMMITTEE ON DIVERSITY, EQUITY, & INCLUSION

December 7, 2021

To: Jason Stajich  
Riverside Division Academic Senate

From: Katherine Stavropoulos, Chair  
Committee on Diversity, Equity, & Inclusion

Re: [Campus Review] (Proposal) New Program of Graduate Studies in Astronomy for the Ph.D. Degree

The DEI committee reviewed the proposed program and was impressed with the departments' effort to promote diversity within their program. We do not have any additional comments or suggestions.
November 1, 2021

To: Jason Stajich, Chair
   Riverside Division

From: Manu Sridharan, Chair
       Committee on Library and Information Technology

Re: 21-22. CR. Program of Graduate Studies in Astronomy for the Ph.D. Degree

The Committee on Library and Information Technology reviewed the program of graduate studies in Astronomy for the ph.d Degree proposal and had no comments.
To: Jason Stajich, Chair
    Riverside Division

From: Dana Simmons, Chair
      Committee on Planning and Budget

RE: [Campus Review] New Graduate Program Proposal: Program of Graduate Studies in Astronomy for the Ph.D. Degree

Planning & Budget (P&B) reviewed the proposal for a PhD in Astronomy at their December 14, 2021 meeting. P&B did not find any resource implications and was supportive of the proposal.
SCHOOL OF MEDICINE FACULTY EXECUTIVE COMMITTEE
REPORT TO THE RIVERSIDE DIVISION
APRIL 27, 2022

To Be Adopted

Proposed Changes School of Medicine Bylaw ME 05.03

PRESENT:

ME 05.03
There shall be a Medical Education Committee consisting of pre-clerkship course coordinators, clerkship directors, and curricular thread coordinators, the Senior Associate Dean for Education and the Senior Associate Dean for Student Affairs of the School (both ex officio, both voting), and two elected medical student representatives from each class (non-voting). All Senate and non-Senate teaching faculty who are not members of the MEC are welcome to attend and have the privilege of the floor, but are non-voting members. (Am 21 Feb 2012) (Am 25 Feb 2014) (Am 13 Oct 2016)

PROPOSED:

ME 05.03
There shall be a Medical Education Committee consisting of pre-clerkship course coordinators, clerkship directors, and curricular thread coordinators, the Senior Associate Dean for Education and the Senior Associate Dean for Student Affairs of the School (both ex officio, both voting), the Associate Dean for Pre-Clerkship Medical Education and Associate Dean for Clinical Medical Education, six elected at-large faculty members (elected by the faculty) who do not hold a key administrative role in the medical curriculum, and two elected medical student representatives from each class (non-voting). The Associate Dean for Pre-Clerkship Medical Education and Associate Dean for Clinical Medical Education will serve as Medical Education Committee Co-Chairs. All Senate and non-Senate teaching faculty who are not members of the MEC are welcome to attend and have the privilege of the floor, but are non-voting members. (Am 21 Feb 2012) (Am 25 Feb 2014) (Am 13 Oct 2016)

Statement of Purpose and Effect:

The Liaison Committee on Medical Education (LCME) accreditation recommendation.

LCME Element 8.1 (curricular management)

A medical school has in place an institutional body (i.e., a faculty committee) that oversees the medical education program as a whole and has responsibility for the overall design, management, integration, evaluation, and enhancement of a coherent and coordinated medical curriculum.
LCME Finding

Of the 35 voting members of the Medical Education Committee (MEC), 33 are pre-clerkship directors, clerkship directors, curricular thread directors, or associate deans for medical education. Of the two listed faculty-at-large members, one holds a position as director of a course and of one year of the curriculum. Thus, the MEC has only one faculty member who does not have a key administrative role in the design, management, and evaluation of the medical curriculum.

Approved by the Committee on: SOM Faculty Executive Committee (4/18/2022)
Or
Submitted by Declan McCole, Ph.D., Chair of SOM Faculty Executive Committee

Section below is for Senate use only

(if applicable)
Approved by the Committee on___________: (Insert date of committee approval)

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: 05/02/2022
Received by Executive Council: (leave blank)
April 22, 2022

To: Declan McCole  
Chair, School of Medicine Faculty Executive Committee

From: Jason Stajich  
Chair, Riverside Division

RE: Proposed Changes to School of Medicine Bylaw ME 05.03

Dear Declan,

I write to provide feedback on the subject proposed bylaw change. I trust you will find the comments from the Committee on Rules & Jurisdiction helpful for a potential revision. For consideration for inclusion on the Spring Division meeting agenda in May, please provide your response and/or revised proposal by or before April 27, 2022.

Sincerely,

/s/Jason
COMMITTEE ON RULES AND JURISDICTION

April 22, 2022

To: Jason Stajich  
   Chair, Riverside Division

From: Katie Ford, Chair  
   Committee on Rules and Jurisdiction

Re: Proposed Changes to School of Medicine Bylaw ME 05.03

The Committee on Rules and Jurisdiction reviewed the Proposed Changes to School of Medicine Bylaw ME 05.03 and offers the following:

There are inconsistencies in the new language regarding the titles of the Associate Deans that need to be cleaned up (the Associate Dean OF or FOR). It should be clear that these are two distinct positions. Suggested new language in both places where they are inserted:

   the Associate Dean for Pre-Clerkship Medical Education and the Associate Dean for Clinical Medical Education
SCHOOL OF MEDICINE FACULTY EXECUTIVE COMMITTEE
REPORT TO THE RIVERSIDE DIVISION
APRIL 18, 2022

To Be Adopted

Proposed Changes School of Medicine Bylaw ME 05.03

PRESENT:

ME 05.03
There shall be a Medical Education Committee consisting of pre-clerkship course coordinators, clerkship directors, and curricular thread coordinators, the Senior Associate Dean for Education and the Senior Associate Dean for Student Affairs of the School (both ex officio, both voting), and two elected medical student representatives from each class (non-voting). All Senate and non-Senate teaching faculty who are not members of the MEC are welcome to attend and have the privilege of the floor, but are non-voting members. (Am 21 Feb 2012) (Am 25 Feb 2014) (Am 13 Oct 2016)

PROPOSED:

ME 05.03
There shall be a Medical Education Committee consisting of pre-clerkship course coordinators, clerkship directors, and curricular thread coordinators, the Senior Associate Dean for Education and the Senior Associate Dean for Student Affairs of the School (both ex officio, both voting), the Associate Deans of Pre-Clerkship Medical Education and Clinical Medical Education, six elected at-large faculty members (elected by the faculty) who do not hold a key administrative role in the medical curriculum, and two elected medical student representatives from each class (non-voting). The Associate Deans for Pre-Clerkship Medical Education and Clinical Medical Education will serve as MEC Co-Chairs. All Senate and non-Senate teaching faculty who are not members of the MEC are welcome to attend and have the privilege of the floor, but are non-voting members. (Am 21 Feb 2012) (Am 25 Feb 2014) (Am 13 Oct 2016)

Statement of Purpose and Effect:

The Liaison Committee on Medical Education (LCME) accreditation recommendation.

LCME Element 8.1 (curricular management)

A medical school has in place an institutional body (i.e., a faculty committee) that oversees the medical education program as a whole and has responsibility for the overall design, management, integration, evaluation, and enhancement of a coherent and coordinated medical curriculum.
LCME Finding

Of the 35 voting members of the Medical Education Committee (MEC), 33 are pre-clerkship directors, clerkship directors, curricular thread directors, or associate deans for medical education. Of the two listed faculty-at-large members, one holds a position as director of a course and of one year of the curriculum. Thus, the MEC has only one faculty member who does not have a key administrative role in the design, management, and evaluation of the medical curriculum.

Approved by the Committee on: SOM Faculty Executive Committee (4/18/2022)
Or
Submitted by Declan McCole, Ph.D., Chair of SOM Faculty Executive Committee

Section below is for Senate use only

(if applicable)
Approved by the Committee on____________: (Insert date of committee approval)

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: (leave blank)
Received by Executive Council: (leave blank)
SCHOOL OF MEDICINE FACULTY EXECUTIVE COMMITTEE

REPORT TO THE RIVERSIDE DIVISION

April 18, 2022

To Be Adopted

Proposed Changes School of Medicine Bylaw Introduction ME 0

PRESENT:

ME 0
The Faculty of the School of Medicine shall form and conduct the governance of the School of Medicine subject to the bylaws and regulations of the Riverside Division and Systemwide Academic Senate of the University of California. The Faculty and the Dean of the School share responsibilities for conducting the governance of the School of Medicine as part of the shared governance process at the University of California.

PROPOSED:

ME 0
The faculty of the School of Medicine shall form and conduct the governance of the School of Medicine subject to the bylaws and regulations of the Riverside Division and Systemwide Academic Senate of the University of California. The Faculty and Dean of the School share responsibilities for conducting the governance of the School of Medicine as part of the shared governance process at the University of California. The Dean shall provide leadership and have responsibility for carrying out the educational, research, service, and clinical care missions of the School of Medicine in accordance with the values of shared governance and the explicit authorities of the faculty.

Statement of Purpose and Effect:

The Liaison Committee on Medical Education (LCME) accreditation recommendation.

LCME Element 1.5 (bylaws)

A medical school promulgates bylaws or similar policy documents that describe the responsibilities and privileges of its administrative officers, faculty, and committees.

LCME Finding

The bylaws clearly describe the responsibilities and privileges of the faculty and the standing governance and administrative committees for the school. However, the bylaws do not describe the responsibilities and privileges of the dean of school of medicine.

Approved by the Committee on: SOM Faculty Executive Committee (4/18/2022)
Or
Submitted by Declan McCole, Ph.D., Chair of SOM Faculty Executive Committee (4/18/2022)
The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate:

- Approved by the Committee on __________: (Insert date of committee approval)
- Received by Executive Council: 04/22/2022
- Received by Executive Council: 5/9/2022
GRADUATE COUNCIL

May 16, 2022

To: Jason Stajich, Chair
   Riverside Division

From: Don Collins, Chair
       Graduate Council

Re: Regulation Change: Proposed Update to UCR Regulation 5 - Procedures for the Appeal of Grades – revised

The Graduate Council would like to thank the Committee on Rules & Jurisdiction (R&J) for their thorough review of the proposed changes to Regulation 5. As suggested by R&J, “Chairperson” has been replaced with “Chair” and “Dean of the College or School” has been replaced with “College/School Dean” throughout the document. The remaining suggested changes have been made in track changes.

The Council would like to request an expedited review of the revised document by R&J and if possible, review and approval of the revised procedures by the Executive Council in lieu of the Division so that these changes can be in effect before the fall 2022 quarter when several appeals are likely to be submitted after the spring quarter.
PRESENT:

R5 Procedures for the Appeal of Grades (En 5 May 77)

05.01 If a student believes that non-academic criteria have been used in determining his/her grade, he/she shall attempt to resolve the grievance with the instructor in the course through written appeal to the instructor via the Chairperson of the department. If the grievance is not resolved to the student's satisfaction at the departmental level, the student may file a complaint with the Dean of the college or school having jurisdiction over the course, or with the Dean of the Graduate Division, if he/she is a graduate student. If such a complaint is filed, these procedures shall be followed. In these procedures the term department shall be read to understand: department and/or program. Non-academic criteria shall be understood, in the sense of the Faculty Code of Conduct, as criteria not directly reflective of class performance, such as discrimination on political grounds, or for reasons of race, religion, sex or ethnic origin or for other arbitrary or personal reasons. If the grievance is not resolved to the student's satisfaction, the student may file a written appeal with the Chair of the department. The Chair should attempt to resolve the grievance with the instructor of the course and student within twenty-one
Code of Conduct, as criteria not directly reflective of class performance, such as discrimination on political grounds, or for reasons of race, religion, sex or ethnic origin or for other arbitrary or personal reasons.

05.01.01
In challenging a grade that a student believes to have been awarded on the basis of non-academic criteria, the student shall present to the Dean of the college or school having jurisdiction over the course, or to the Dean of the Graduate Division, in the case of graduate students, a written brief stating the nature of the grievance, including any and all documents supporting the grievance, immediately after the alleged use of nonacademic criteria, or no later than six weeks after the beginning of the subsequent quarter. (For these procedures, Summer Session is not considered a quarter.) Upon receipt of the brief, the Dean shall, immediately, forward a copy of the brief and of all attached documents to the instructor. (Am 23 May 91)

05.01.01
If the grievance cannot be resolved with the instructor of the course and Chair, the student shall present to the College/School Dean having jurisdiction over the course a written complaint stating the nature of the grievance, including any and all documents supporting the grievance, immediately after the alleged use of non-academic criteria, or no later than six weeks after the beginning of the subsequent quarter. (For these procedures, Summer Session is not considered a quarter). The College/School Dean shall attempt to resolve the appeal with the instructor and student within twenty-one business days. If the instructor provided a response or additional documents to the Chair, the College/School Dean shall request these documents from the Chair.
05.01.02

The Dean, after having determined that all other avenues of adjudication have been exhausted, shall, without evaluating the merits of the case, submit the brief and all attached documents to the Executive Committee of the college or school, or to the Graduate Council if the complainant is a graduate student.

05.01.02

If the complainant is an undergraduate student, and if the College/School Dean is unsuccessful in reaching a resolution and has determined that all other avenues of adjudication have been exhausted, the College/School Dean shall submit to the College/School Executive Committee the complaint, all attached documents, and all evidence and documentation related to the attempted resolution of the appeal by the Chair and the College/School Dean. If the College/School Dean deems it necessary, a cover memo from the Dean may be included that summarizes the steps taken and the Dean's position on the matter.

05.01.02.01

If the complainant is a graduate student, and if the College/School Dean is unsuccessful in reaching a resolution and has determined that all other avenues of adjudication have been exhausted, the College/School Dean shall submit to the Graduate Dean the complaint, all attached documents, and all evidence and documentation related to the attempted resolution of the appeal by the Chair and the College/School Dean. If the College/School Dean deems it necessary, a cover memo from the Dean may be included that summarizes the steps taken and the Dean’s position on the matter.

05.01.02.02

If the Graduate Dean is unsuccessful in reaching a resolution and has determined that all other avenues of adjudication have been exhausted, the Graduate Dean shall submit to the Graduate Council the complaint, all attached documents, and all evidence
05.01.03
The Executive Committee or the Graduate Council shall review the brief to determine if there is evidence that non-academic criteria were used. If the Executive Committee or the Graduate Council decides the allegations are without substance, it shall serve written notification of its findings to the complainant and to the instructor. Within one week of receipt of such notification, the complainant or the instructor shall have the opportunity to respond to the findings. If, after such response, the Executive Committee or the Graduate Council sustains its decision, the decision is final. The Executive Committee or the Graduate Council shall, then, forward written notification of the decision to the complainant and to the instructor. The student shall have no further recourse for filing the same grievance.

05.01.04
If there is evidence that non-academic criteria were used, the Executive Committee or the Graduate Council may review the case to arrive at a decision, or it may appoint, within one week, an ad

and documentation related to the attempted resolution of the appeal by the Chair, College/School Dean, and Graduate Dean. If the Graduate Dean deems it necessary, a cover memo from the Graduate Dean may be included that summarizes the steps taken and the Graduate Dean’s position on the matter.

05.01.03
The College/School Executive Committee (when the complainant is an undergraduate student) or the Graduate Council (when the complainant is a graduate student) shall review the complaint to determine if there is evidence that non-academic criteria were used. If the College/School Executive Committee or the Graduate Council decides the allegations are without substance, it shall serve written notification of its findings to the complainant and to the instructor. Within seven days of receipt of such notification, the complainant or the instructor shall have the opportunity to respond to the findings. If, after such response, the College/School Executive Committee or the Graduate Council sustains its decision, the decision is final. The College/School Executive Committee or the Graduate Council shall, then, forward written notification of the decision to the complainant and to the instructor. The student shall have no further recourse for filing the same grievance.

05.01.04
If there is evidence that non-academic criteria were used or if more information is needed, the College/School Executive Committee or the Graduate Council may review the case to arrive at a decision, or it may appoint, within
05.01.05
The reviewing committee shall interview any individual whose testimony might facilitate resolution of the case, and shall have access to any and all documents, papers and records in the possession of the complainant, the instructor or the department, which might facilitate the resolution of the case. The complainant and the instructor shall be interviewed. At the conclusion of the case all documents shall be returned to the source from which they were obtained.

05.01.06
The reviewing committee shall interview and/or correspond with any individual whose testimony might facilitate resolution of the case, and shall have access to any and all documents, papers and records in the possession of the complainant, the instructor or the department, which might facilitate the resolution of the case. The complainant and the instructor shall be interviewed. At the conclusion of the case all documents shall be returned to the source from which they were obtained.
The reviewing committee shall complete its deliberations and arrive at a decision within two weeks of receipt of the brief.

05.01.06.01
If the allegations of the complainant are not upheld, the Executive Committee or the Graduate Council shall so notify the complainant and the instructor in writing. Within one week of such notification, the complainant and the instructor shall have the opportunity to respond to the findings and the decision of the committee. If after such response the reviewing committee sustains its decision, the Executive Committee or the Graduate Council shall so notify the complainant and the instructor in writing. The student shall have no further recourse in filing the same grievance.

05.01.06.02
If the allegations of the complainant are upheld, the reviewing committee shall decide that the grade be changed from letter to letter, from letter to S, from NC to letter or to S. Alternatively, the reviewing committee may, with the approval of the complainant, decide that the grade be struck from the record of the complainant and that the grade points, if any, be deducted from the cumulative Grade Point Average.

05.01.06.03
The reviewing committee shall, then, serve written notification of its findings and its decision to the complainant and the instructor. Within one week of such notification, the complainant and the instructor shall have the opportunity to respond to the findings and the decision of the committee. If after such response, the reviewing committee shall complete its deliberations and arrive at a decision within twenty-one business days of receipt of the complaint.

05.01.06.01
If the allegations of the complainant are not upheld, the College/School Executive Committee or the Graduate Council shall so notify the complainant and the instructor in writing. Within seven days of such notification, the complainant and the instructor shall have the opportunity to respond to the findings and the decision of the committee. If after such response the review committee sustains its decision, the College/School Executive Committee or the Graduate Council shall so notify the complainant and the instructor in writing. The student shall have no further recourse in filing the same grievance.

05.01.06.02
If the allegations of the complainant are upheld, the review committee shall decide that the grade be changed from one letter to a different letter or from NC to S. Alternatively, the review committee may, with the approval of the complainant, decide that the grade be struck from the record of the complainant and that the grade points, if any, be excluded from the cumulative Grade Point Average.

05.01.06.03
The review committee shall, then, serve written notification of its findings and its decision to the complainant and the instructor. Within seven days of such notification, the complainant and the instructor shall have the opportunity to respond to the findings and the decision of the review committee. If after such
the reviewing committee sustains its decision, it shall so notify the instructor to provide him/her the opportunity to comply with the decision. Upon refusal of the instructor to so comply, the Executive Committee or the Graduate Council shall notify the Registrar, in writing, with copies to the complainant and the instructor, that the grade be changed.

05.01.07
If the case was reviewed by an ad hoc Review Committee, the Executive Committee or the Graduate Council shall review the findings and the decision of the Review Committee to assure that due process has been followed, but not to reassess the evidence.

05.01.08
If the findings, under Section 5.1.6, are positive, no punitive actions are implied, or may be taken, against the instructor as a consequence of these procedures. Neither the filing of charges nor the final disposition of the case shall, under any circumstances, become a part of the Personnel file of the instructor. These procedures are designed to effect a change of grade when it has been determined that non-academic criteria have been used in assigning that grade.

05.01.09
If the findings in Section 5.1.3 or 5.1.6 are negative, no punitive actions are implied, or may be taken, against the complainant as a consequence of these procedures. Neither the filing of charges nor the final disposition of the case shall, under any circumstances, become a part of the complainant's file.

response, the review committee sustains its decision, it shall so notify the instructor to provide the instructor the opportunity to comply with the decision. Upon refusal of the instructor to so comply, the College/School Executive Committee or the Graduate Council shall notify the Registrar, in writing, with copies to the complainant and the instructor, that the grade be changed.

05.01.07
If the case was reviewed by an ad hoc Review Committee, the College/School Executive Committee or the Graduate Council shall review the findings and the decision of the Review Committee to assure that due process has been followed, but not to reassess the evidence.

05.01.08
If the findings, under Section 05.01.06, are in support of the complainant, no punitive actions are implied, or may be taken, against the instructor as a consequence of these procedures. Neither the filing of charges nor the final disposition of the case shall, under any circumstances, become a part of the Personnel file of the instructor. These procedures are designed to effect a change of grade when it has been determined that non-academic criteria have been used in assigning that grade.

05.01.09
If the findings in Section 05.01.03 or 05.01.06 are in favor of the instructor, no punitive actions are implied, or may be taken, against the complainant as a consequence of these procedures. Neither the filing of charges nor the final disposition of the case shall, under any
Proposed changes to Regulation 5 – Procedures for the Appeal of Grades

Statement of Purpose and Effect:

Regulation 5 – Procedures for the Appeal of Grades have been updated so that they are more in line with current practice and to make the process clearer. Steps for filing a grade appeal have been added to the beginning for clarity of the process. Layers have been added to 05.01 (Chair) and 05.01.01 (College Dean for graduate grade appeals)
so there is more involvement by the department and college before appeals must be adjudicated by the Graduate Dean and Graduate Council and to ensure that students do not submit frivolous claims. In 05.01.01, the addition of allowing the instructor to comment or submit additional documentation early in the process assures a complete appeal package if the appeal reaches the level of the College Dean, Graduate Dean, and/or Graduate Council. In 05.01.02, the addition of comments from the College Dean in the form of a cover memo has been added as an option so that steps taken, and the Dean’s position are conveyed. 05.01.02.01 is an added and specific to graduate grade appeals and allows the Graduate Dean to also submit a cover memo to the Graduate Council summarizing the steps taken and the Dean’s position. Currently, the Graduate Council is not informed of the steps taken, if any, by parties who review appeals before they come to the Graduate Council for final determination. Additions to 05.01.04 allow the College/School Executive Committee (for undergraduate grade appeals) and the Graduate Council (for graduate grade appeals) to request further information from parties, if needed. Also in this section, one member of the Graduate Council has been added to the Review Committee since grade appeals are within the purview of the Graduate Council. In 05.01.05 flexibility is added so that the review committee can also correspond with individuals. Seven days replaces one week and “twenty-one business days” replaces “two weeks” for purposes of clarity. “College/School” has been added before “Executive Committee” throughout the document for clarity. Procedures have been updated to remove all gender-specific pronouns.

Approved by the Graduate Council: 3/4/22; revised 5/16/22
The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: 05/17/2022
Received by Executive Council: 5/23/2022
GRADUATE COUNCIL
REPORT TO THE RIVERSIDE DIVISION
May 24, December __, 2022

To be adopted

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<tr>
<th>PRESENT:</th>
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<td>R5 Procedures for the Appeal of Grades (En 5 May 77)</td>
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**R5.0 Steps for filing a grade appeal**

Graduate: Student files appeal to instructor, then to department Chair and instructor, then to College/School Dean, then to Graduate Dean, then to Graduate Council.

Undergraduate: Student files appeal to instructor, then to department Chair and instructor, then to College/School Dean, then to College/School Executive Committee.

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**05.01**

If a student believes that non-academic criteria have been used in determining his/her grade, he/she shall attempt to resolve the grievance with the instructor in the course through written appeal to the instructor via the Chairperson of the department. If the grievance is not resolved to the student's satisfaction at the departmental level, the student may file a complaint with the Dean of the college or school having jurisdiction over the course, or with the Dean of the Graduate Division, if he/she is a graduate student. If such a complaint is filed, these procedures shall be followed. In these procedures the term department shall be read to understand: department and/or program. Non-academic criteria shall be understood, in the sense of the Faculty.

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**05.01**

If a student believes that non-academic criteria have been used in determining the student's grade, the student shall attempt to resolve the grievance with the instructor of the course. Non-academic criteria shall be understood, in the sense of the Faculty Code of Conduct, as criteria not directly reflective of class performance, such as discrimination on political grounds, or for reasons of race, religion, sex or ethnic origin or for other arbitrary or personal reasons. If the grievance is not resolved to the student's satisfaction, the student may file a written appeal with the Chair of the department. The Chair should attempt to resolve the grievance with the instructor of the course faculty member and student.
Code of Conduct, as criteria not directly reflective of class performance, such as discrimination on political grounds, or for reasons of race, religion, sex or ethnic origin or for other arbitrary or personal reasons.

05.01.01 In challenging a grade that a student believes to have been awarded on the basis of non-academic criteria, the student shall present to the Dean of the college or school having jurisdiction over the course, or to the Dean of the Graduate Division, in the case of graduate students, a written brief stating the nature of the grievance, including any and all documents supporting the grievance, immediately after the alleged use of nonacademic criteria, or no later than six weeks after the beginning of the subsequent quarter. (For these procedures, Summer Session is not considered a quarter).

05.01.01 If it is determined the grievance cannot be resolved with the instructor of the course and Chair, the student shall present to the College/School Dean having jurisdiction over the course a written brief complaint stating the nature of the grievance, including any and all documents supporting the grievance, immediately after the alleged use of non-academic criteria, or no later than six weeks after the beginning of the subsequent quarter. (For these procedures, Summer Session is not considered a quarter).
procedures, Summer Session is not considered a quarter. Upon receipt of the brief, the Dean shall, immediately, forward a copy of the brief and of all attached documents to the instructor. (Am 23 May 91)

05.01.02
The Dean, after having determined that all other avenues of adjudication have been exhausted, shall, without evaluating the merits of the case, submit the brief and all attached documents to the Executive Committee of the college or school, or to the Graduate Council if the complainant is a graduate student.

College/School Dean shall attempt to resolve the appeal with the instructor and student within twenty-one business days. If the instructor provided a response or additional documents to the Chair, the College/School Dean shall request these documents from the Chair.

05.01.02
If the complainant is an undergraduate student, and if the College/School Dean is unsuccessful in reaching a resolution and has determined that all other avenues of adjudication have been exhausted, the College/School Dean shall submit to the College/School Executive Committee the brief, complaint, all attached documents, and all evidence and documentation related to the attempted resolution of the appeal by the Chair and the College/School Dean, to the College/School Executive Committee, or to the Graduate Dean if the complainant is a graduate student. If the College/School Dean deems it necessary, a cover memo from the Dean may be included that summarizes the steps taken and the Dean’s position on the matter.

05.01.02.01
If the complainant is a graduate student, and if the College/School Dean is unsuccessful in reaching a resolution and has determined that all other avenues of adjudication have been exhausted, the College/School Dean shall review the appeal the complaint, all attached documents, and all evidence and documentation related to the attempted resolution of the appeal by
The Executive Committee or the Graduate Council shall review the brief to determine if there is evidence that non-academic criteria were used. If the Executive Committee or the Graduate Council decides the allegations are without substance, it shall serve written notification of its findings to the complainant and to the instructor. Within one week of receipt of such notification, the complainant or the instructor shall have the opportunity to respond to the findings. If, after such response, the Executive Committee or the Graduate Council sustains its decision, the decision is final. The Executive Committee or the Graduate Council shall, then, forward written notification of the decision to the Chair and the College/School Dean. If the College/School Dean deems it necessary, a cover memo from the Dean may be included that summarizes the steps taken and the Dean's position on the matter.

05.01.02.02

from the student, instructor, and College Dean and attempt to resolve the issue with both parties. If the Graduate Dean is unsuccessful in reaching a resolution and has determined that all other avenues of adjudication have been exhausted, the Graduate Dean shall submit to the Graduate Council the brief complaint, all attached documents, and all evidence and documentation related to the attempted resolution of the appeal by the Chair, College/School Dean, and Graduate Dean. If the Graduate Dean deems it necessary, a cover memo from the Graduate Dean may be included that summarizes the steps taken and the Graduate Dean's position on the matter.

05.01.03

The College/School Executive Committee (when the complainant is an undergraduate student) or the Graduate Council (when the complainant is a graduate student) shall review the brief complaint to determine if there is evidence that non-academic criteria were used. If the College/School Executive Committee or the Graduate Council decides the allegations are without substance, it shall serve written notification of its findings to the complainant and to the instructor. Within one week of receipt of such notification, the complainant or the instructor shall have the opportunity to respond to the findings. If, after such response, the College/School Executive
complainant and to the instructor. The student shall have no further recourse for filing the same grievance.

05.01.04
If there is evidence that non-academic criteria were used, the Executive Committee or the Graduate Council may review the case to arrive at a decision, or it may appoint, within one week, an ad hoc Review Committee to review and adjudicate the case. The Review Committee shall consist of one Senate member of the department of which the instructor is a member whose knowledge of the discipline, or sub-discipline, qualifies him/her to evaluate all documents relevant to the case; one Senate member of the same department, or another department, in a related discipline or sub-discipline; and one Senate member from an unrelated department and discipline. In the event that an Officer of Instruction (Acting Assistant Professor, Adjunct Professor, Lecturer, etc.) may be the most qualified to evaluate the brief complaint, the College/School Executive Committee or the Graduate Council may make such an appointment to the ad hoc Review Committee. Neither Chairpersons of departments nor members of the Executive Committees or the Graduate Council are eligible for service on review committees.

Committee or the Graduate Council sustains its decision, the decision is final. The College/School Executive Committee or the Graduate Council shall, then, forward written notification of the decision to the complainant and to the instructor. The student shall have no further recourse for filing the same grievance.

05.01.04
If there is evidence that non-academic criteria were used or if more information is needed, the College/School Executive Committee or the Graduate Council may review the case to arrive at a decision, or it may appoint, within seven days, an ad hoc Review Committee to review and adjudicate the case. The Review Committee shall consist of one current Graduate Council member, one Senate member of the department of which the instructor is a member whose knowledge of the discipline, or sub-discipline, qualifies them that person to evaluate all documents relevant to the case; one Senate member of the same department, or another department, in a related discipline or subdiscipline; and one Senate member from an unrelated department and discipline. In the event that an Officer of Instruction (Acting Assistant Professor, Adjunct Professor, Lecturer, etc.) may be the most qualified to evaluate the brief complaint, the College/School Executive Committee or the Graduate Council may make such an appointment to the ad hoc Review Committee. Neither Chairs of departments nor members of the College/School Executive Committees are eligible for service on review committees.
05.01.05
The reviewing committee shall interview any individual whose testimony might facilitate resolution of the case, and shall have access to any and all documents, papers and records in the possession of the complainant, the instructor or the department, which might facilitate the resolution of the case. The complainant and the instructor shall be interviewed. At the conclusion of the case all documents shall be returned to the source from which they were obtained.

05.01.06
The reviewing committee shall complete its deliberations and arrive at a decision within two weeks of receipt of the brief.

05.01.06.01
If the allegations of the complainant are not upheld, the College/School Executive Committee or the Graduate Council shall so notify the complainant and the instructor in writing. Within seven days of such notification, the complainant and the instructor shall have the opportunity to respond to the findings and the decision of the committee. If after such response the reviewing committee sustains its decision, the College/School Executive Committee or the Graduate Council shall so notify the complainant and the instructor in writing. The student shall have no further recourse in filing the same grievance.

05.01.06.02
If the allegations of the complainant are upheld, the reviewing committee shall decide that the grade be changed from letter to letter, from letter to S, from NC to letter or to S. Alternatively, the reviewing committee shall decide that the grade be changed from one letter to a different letter or from NC to S. Alternatively, the reviewing committee shall decide that the grade be changed from letter to S, from letter to letter or to S. Alternatively, the reviewing committee shall decide that the grade be changed from letter to letter, from letter to S, from NC to letter or to S. Alternatively, the reviewing committee shall decide that the grade be changed from one letter to a different letter or from NC to S.
committee may, with the approval of the complainant, decide that the grade be struck from the record of the complainant and that the grade points, if any, be deducted from the cumulative Grade Point Average.

**05.01.06.03**
The reviewing committee shall, then, serve written notification of its findings and its decision to the complainant and the instructor. Within one week of such notification, the complainant and the instructor shall have the opportunity to respond to the findings and the decision of the committee. If after such response, the reviewing committee sustains its decision, it shall so notify the instructor to provide the complainant and the instructor the opportunity to comply with the decision. Upon refusal of the instructor to so comply, the Executive Committee or the Graduate Council shall notify the Registrar, in writing, with copies to the complainant and the instructor, that the grade be changed.

**05.01.07**
If the case was reviewed by an ad hoc Review Committee, the Executive Committee or the Graduate Council shall review the findings and the decision of the Review Committee to assure that due process has been followed, but not to reassess the evidence.

**05.01.08**
If the findings, under Section R5.1.6, are positive, no punitive actions are implied, or may be taken, against the instructor as a consequence of these procedures. Neither the filing of charges nor the final disposition of the case shall, under any circumstances, become a part of the

committee may, with the approval of the complainant, decide that the grade be
struck from the record of the complainant and that the grade points, if any, be
 deducted from the cumulative Grade Point Average.

**05.01.06.03**
The reviewing committee shall, then, serve written notification of its findings and its decision to the complainant and the instructor. Within seven days of such notification, the complainant and the instructor shall have the opportunity to respond to the findings and the decision of the review committee. If after such response, the reviewing committee sustains its decision, it shall notify the instructor to provide the complainant and the instructor the opportunity to comply with the decision. Upon refusal of the instructor to so comply, the College/School Executive Committee or the Graduate Council shall notify the Registrar, in writing, with copies to the complainant and the instructor, that the grade be changed.

**05.01.07**
If the case was reviewed by an ad hoc Review Committee, the College/School Executive Committee or the Graduate Council shall review the findings and the decision of the Review Committee to assure that due process has been followed, but not to reassess the evidence.

**05.01.08**
If the findings, under Section R5.1.6, are in support of the complainant positive, no punitive actions are implied, or may be taken, against the instructor as a consequence of these procedures. Neither the filing of charges nor the final disposition of the case shall, under any
Personnel file of the instructor. These procedures are designed to effect a change of grade when it has been determined that non-academic criteria have been used in assigning that grade.

05.01.09
If the findings in Section R5.1.3 or R5.1.6 are negative, no punitive actions are implied, or may be taken, against the complainant as a consequence of these procedures. Neither the filing of charges nor the final disposition of the case shall, under any circumstances, become a part of the complainant's file.

05.01.10
The use of non-academic criteria in assigning a grade is in violation of the Faculty Code of Conduct. Sanctions against an instructor for violation of the Faculty Code, if sought, must be through the committees of the Academic Senate (Charges and Privilege and Tenure) upon referral by the Chancellor. The instructor may, if he/she feels that his record has been impugned by false or unfounded charges, file charges against the complainant through the Office of the Vice Chancellor--Student Services.

05.02
If allegations of cheating or plagiarism against a student have not been proven, and if the student believes that the instructor has notwithstanding assigned a grade based upon the non-academic criterion of prejudicial suspicion of cheating, the student has the right of circumstances, become a part of the Personnel file of the instructor. These procedures are designed to effect a change of grade when it has been determined that non-academic criteria have been used in assigning that grade.

05.01.09
If the findings in Section R5.01.03 or R5.01.06 are in favor of the instructor, no punitive actions are implied, or may be taken, against the complainant as a consequence of these procedures. Neither the filing of charges nor the final disposition of the case shall, under any circumstances, become a part of the complainant's file.

05.01.10
The use of non-academic criteria in assigning a grade is in violation of the Faculty Code of Conduct. Sanctions against an instructor for violation of the Faculty Code, if sought, must be through the committees of the Academic Senate (Charges and Privilege and Tenure) upon referral by the Chancellor. The instructor may, if he/she feels that his record has been impugned by false or unfounded charges, file charges against the complainant through the Office of the Vice Chancellor--Student Affairs.

05.02
If allegations of Academic Integrity violation are made and the student is not found responsible to have committed academic integrity violation, and if the student believes that the instructor has assigned a grade based upon the non-academic criterion of prejudicial suspicion of an academic integrity violation, the student has the
Proposed changes to Regulation 5 – Procedures for the Appeal of Grades

Statement of Purpose and Effect:

Regulation 5 – Procedures for the Appeal of Grades have been updated so that they are more in line with current practice and to make the process clearer. Steps for filing a grade appeal have been added to the beginning for clarity of the process. Layers have been added to 05.01 (Chair) and 05.01.01 (College Dean for graduate grade appeals) so there is more involvement by the department and college before appeals must be adjudicated by the Graduate Dean and Graduate Council and to ensure that students do not submit frivolous claims. In 05.01.01, the addition of allowing the instructor to comment or submit additional documentation early in the process assures a complete appeal package if the appeal reaches the level of the College Dean, Graduate Dean, and/or Graduate Council. In 05.01.02, the addition of comments from the College Dean in the form of a cover memo has been added as an option so that steps taken, and the Dean’s position are conveyed. 05.01.02.01 is an added and specific to graduate grade appeals and allows the Graduate Dean to also submit a cover memo to the Graduate Council summarizing the steps taken and the Dean’s position. Currently, the Graduate Council is not informed of the steps taken, if any, by parties who review appeals before they come to the Graduate Council for final determination. Additions to 05.01.04 allow the College/School Executive Committee (for undergraduate grade appeals) and the Graduate Council (for graduate grade appeals) to request further information from parties, if needed. Also in this section, one member of the Graduate Council has been added to the Review Committee since grade appeals are within the purview of the Graduate Council. In 05.01.05 flexibility is added so that the reviewing committee can also correspond with individuals. Seven days replaces one week and “twenty-one business days” replaces “two weeks” for purposes of clarity. “College/School” has been added before “Executive Committee” throughout the document for clarity. Procedures have been updated to remove all gender-specific pronouns.

Approved by the Graduate Council: 3/4/22

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: ___________
Received by Executive Council: ____________
To: Don Collins  
Chair, Graduate Council

From: Jason Stajich  
Chair, Riverside Division

RE: Proposed Update to UCR Regulation 5 - Procedures for the Appeal of Grades

Dear Don,

Executive Council included the subject proposal during their May 9, 2022 meeting. Council had no additional comments beyond those in the attached consultative feedback from tasked committees that responded to the request for review and comment.

I trust the attached proves helpful for a potential revision.

Sincerely,

/s/ Jason

Cc: Sarah Miller, Senate Analyst
April 8, 2022

TO: Jason Stajich, Chair
Riverside Division of the Academic Senate

FROM: John Kim, Chair
CHASS Executive Committee

RE: Regulation Change: Proposed Update to UCR Regulation 5 - Procedures for the Appeal of Grades

The CHASS Executive Committee met via zoom at the regular meeting on April 6, 2022. The committee have no comments on the proposed update on the regulation change.
7 April 2022

To: Jason Stajich, Chair
   Riverside Division

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

Re: Campus Review: Regulation Change: Proposed Update to the UCR
    Regulation 5 – Procedures for the Appeal of Grades

The CNAS Executive Committee supports this proposal.

Cheers,

[Signature]
COMMITTEE ON RULES AND JURISDICTION

March 24, 2022

To: Jason Stajich  
Chair, Riverside Division

From: Kathleen Montgomery, Chair  
Committee on Rules and Jurisdiction

Re: Regulation Change: Proposed Update to UCR Regulation 5 - Procedures for the Appeal of Grades

The Committee on Rules and Jurisdiction reviewed the Proposed Update to UCR Regulation 5 - Procedures for the Appeal of Grades and offers the following:

General comments:
- For clarity, terminology needs to be consistent throughout.
  o Throughout, please replace Chairperson with Chair
  o Throughout, please refer to College/School Dean (rather than Dean of the college or school, as currently appears in several places)
  o Throughout, the term brief appears but is not defined – is this the same as the complaint? Be consistent. If complaint is sufficient, please use that term instead of brief (which sounds overly legalistic)
  o Throughout, please be consistent in referring to the Review Committee, rather than the reviewing committee
  o When fixing text to gender neutral language, using “the student” is more desirable than "they" + singular verb, in order to avoid the appearance of an error.

05.01
- First sentence: please replace their with the student’s
- First sentence: please replace they with the student
- First sentence: suggest inserting definition of non-academic criteria as second sentence (from last sentence of 05.01, so that reference to non-academic criteria is not left hanging until the end of this section
- Second sentence: please replace faculty member with instructor of the course
- Third sentence: the word brief appears for the first time, but it is not defined. Please clarify what this is intended to mean. Would it be sufficient to refer to this as complaint?
- Second-to-last sentence: What does it mean to say If such a complaint is filed, these procedures shall be followed? No procedures have been described as yet, and this comment could be dropped.
- Last sentence: suggest move this up and placed immediately after the first sentence.
05.01.01
- First sentence: **If it is determined...** (by whom?)
- First sentence: please add instructor of the course

05.01.02
- First sentence: for consistency, use **College/School Dean**
- First sentence: please clarify that this section is intended to apply to undergraduate students – also is missing a word. Perhaps rephrase this entire section as follows:

*If the complainant is an undergraduate student, and if the College/School Dean is unsuccessful in reaching a resolution and has determined that all other avenues of adjudication have been exhausted, the College/School Dean shall submit to the College/School Executive Committee the complaint, all attached documents, and all evidence and documentation related to the attempted resolution of the appeal by the Chair and the College/School Dean. If the College/School Dean deems it necessary, a cover memo from the Dean may be included that summarizes the steps taken and the Dean’s position on the matter.*

05.01.02.01
For consistency to previous section and for better clarity, perhaps rephrase this entire section as follows:

*If the complainant is a graduate student, and if the College/School Dean is unsuccessful in reaching a resolution and has determined that all other avenues of adjudication have been exhausted, the College/School Dean shall submit to the Graduate Dean the complaint, all attached documents, and all evidence and documentation related to the attempted resolution of the appeal by the Chair, the College/School Dean, and the Graduate Dean. If the Graduate Dean deems it necessary, a cover memo from the Dean may be included that summarizes the steps taken and the Dean’s position on the matter.*

Add new section:

05.01.02.02

*If the Graduate Dean is unsuccessful in reaching a resolution and has determined that all other avenues of adjudication have been exhausted, the Graduate Dean shall submit to the Graduate Council the complaint, all attached documents, and all evidence and documentation related to the attempted resolution of the appeal by the Chair, the College/School Dean, and the Graduate Dean. If the Graduate Dean deems it necessary, a cover memo from the Graduate Dean may be included that summarizes the steps taken and the Graduate Dean’s position on the matter.*

05.01.03
For clarity add:

First sentence: Add clarifying wording: The College/School Executive Committee (**when the complainant is an undergraduate student**) or the Graduate Council (**when the complainant is a graduate student**) shall review the complaint...
05.01.04
- Second sentence: please replace them with that person

05.01.06.02
Last sentence: it would be more accurate to replace deducted with excluded

05.01.06.03
Second sentence: please clarify Review Committee (not simply committee)
Third sentence: it is unclear who them is referring to (the student? the instructor of the course? The Review Committee?)

05.01.08
First sentence: what does it mean to say the findings are positive? Please clarify what positive means. (A finding in support of the complainant or in support of the instructor?)
First sentence: please provide the correct section reference -- I believe this should be 05.01.06 (not R5.1.6)

05.01.09
First sentence: as above, please clarify what a negative finding means (in favor of the instructor or the complainant).
First sentence: as above, please provide the correct section references – I believe this should be 05.01.03 or 05.01.06

05.01.10
Second sentence: please rephrase to avoid grammatical error. Perhaps, If the instructor feels that the instructor’s record has been impugned…, the instructor may

05.02
First sentence: please clarify what responsible refers to in the statement, …the student is not found responsible (perhaps rephrase: If the student is not found to have committed academic integrity violation, and if the students believes that the instructor…
First sentence: please correct the section references
March 23, 2022

To: Jason Stajich, Ph.D., Chair, Academic Senate, UCR Division

From: Declan McCole, Ph.D., Chair, Faculty Executive Committee, UCR School of Medicine

Subject: [Campus Review] Regulation Change: Proposed Update to UCR Regulation 5 - Procedures for the Appeal of Grades

Dear Jason,

The SOM Faculty Executive Committee has reviewed the Proposed Regulation Change Update to UCR Regulation 5 - Procedures for the Appeal of Grades.

The Committee would like confirmation that these Procedures for the Appeal of Grades apply to undergraduate and graduate students only, and do not supersede SOM Progress and Promotions Committee regulations concerning medical students. The SOM has procedures in place for medical student issues and appeals. These SOM procedures are required and in alignment with Liaison Committee on Medical Education (LCME) accreditation guidelines.

The Committee is in favor of adopting the proposed regulation change if it does not supersede SOM Progress and Promotions Committee regulations.

Yours sincerely,

Declan F. McCole, Ph.D.
Chair, Faculty Executive Committee School of Medicine
TO: Jason Stajich, Chair
Riverside Division

FR: Richard M. Carpiano, Chair
Executive Committee, School of Public Policy

RE: [Campus Review] (Regulation Change) Proposed Update to UCR Regulation 5 - Procedures for the Appeal of Grades

Date: April 21, 2022

The Executive Committee of the School of Public Policy reviewed the documentation for “[Campus Review] (Regulation Change) Proposed Update to UCR Regulation 5 - Procedures for the Appeal of Grades.” We have no comments or concerns with these proposed changes.

Sincerely,

[Signature]

Richard M. Carpiano, Ph.D., M.P.H.
Professor of Public Policy
GRADUATE COUNCIL
REPORT TO THE RIVERSIDE DIVISION
May 24, 2022

To be adopted

<table>
<thead>
<tr>
<th>PRESENT:</th>
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<td>R5 Procedures for the Appeal of Grades (En 5 May 77)</td>
<td>R5 Procedures for the Appeal of Grades (En 5 May 77)</td>
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R5.0 Steps for filing a grade appeal

Graduate: Student files appeal to instructor, then to department Chair and instructor, then to College/School Dean, then to Graduate Dean, then to Graduate Council

Undergraduate: Student files appeal to instructor, then to department Chair and instructor, then to College/School Dean, then to College/School Executive Committee

05.01
If a student believes that non-academic criteria have been used in determining his/her grade, he/she shall attempt to resolve the grievance with the instructor in the course through written appeal to the instructor via the Chairperson of the department. If the grievance is not resolved to the student's satisfaction at the departmental level, the student may file a complaint with the Chairperson of the department. If such a complaint is filed, these procedures shall be followed. In these procedures the term department shall be read to understand: department and/or program. Non-academic criteria shall be understood, in the sense of the Faculty
Code of Conduct, as criteria not directly reflective of class performance, such as discrimination on political grounds, or for reasons of race, religion, sex or ethnic origin or for other arbitrary or personal reasons.

05.01.01
In challenging a grade that a student believes to have been awarded on the basis of non-academic criteria, the student shall present to the Dean of the college or school having jurisdiction over the course, or to the Dean of the Graduate Division, in the case of graduate students, a written brief stating the nature of the grievance, including any and all documents supporting the grievance, immediately after the alleged use of nonacademic criteria, or no later than six weeks after the beginning of the subsequent quarter. (For these procedures, Summer Session is not considered a quarter.) Upon receipt of the brief, the Dean shall, immediately, forward a copy of the brief and of all attached documents to the instructor. (Am 23 May 91)

05.01.01
If it is determined the grievance cannot be resolved with the instructor and Chairperson, the student shall present to the Dean of the college or school having jurisdiction over the course a written brief stating the nature of the grievance, including any and all documents supporting the grievance, immediately after the alleged use of non-academic criteria, or no later than six weeks after the beginning of the subsequent quarter. (For these procedures, Summer Session is not considered a quarter). The Dean of the college or school shall attempt to resolve the appeal with the instructor and student within twenty-one business days. If the instructor provided a response or additional documents to the Chairperson, the College/School Dean shall request these documents from the Chairperson.
05.01.02
The Dean, after having determined that all other avenues of adjudication have been exhausted, shall, without evaluating the merits of the case, submit the brief and all attached documents to the Executive Committee of the college or school, or to the Graduate Council if the complainant is a graduate student.

05.01.02
If the Dean of the college or school is unsuccessful in reaching a resolution and has determined that all other avenues of adjudication have been exhausted, shall submit the brief, all attached documents, and all evidence and documentation related to the attempted resolution of the appeal by the Chairperson and College Dean to the College/School Executive Committee, or to the Graduate Dean if the complainant is a graduate student. If the College/School Dean deems it necessary, a cover memo from the Dean may be included that summarizes the steps taken and the Dean’s position.

05.01.02.01
If the complainant is a graduate student, the Graduate Dean shall review the appeal and documentation from the student, instructor, and College Dean and attempt to resolve the issue with both parties. If the Graduate Dean is unsuccessful in reaching a resolution and has determined that all other avenues of adjudication have been exhausted, the Graduate Dean shall submit to the Graduate Council the brief, all attached documents, and all evidence and documentation related to the attempted resolution of the appeal by the Chairperson, College Dean, and Graduate Dean. If the Graduate Dean deems it necessary, a cover memo from the Dean may be included that summarizes the steps taken and the Dean’s position.

05.01.03
The Executive Committee or the Graduate Council shall review the brief to determine if there is evidence that non-academic criteria were used. If the Executive Committee or the Graduate Council shall review the brief to determine if there is evidence that non-academic criteria were used. If the College/School
Council decides the allegations are without substance, it shall serve written notification of its findings to the complainant and to the instructor. Within one week of receipt of such notification, the complainant or the instructor shall have the opportunity to respond to the findings. If, after such response, the Executive Committee or the Graduate Council sustains its decision, the decision is final. The Executive Committee or the Graduate Council shall, then, forward written notification of the decision to the complainant and to the instructor. The student shall have no further recourse for filing the same grievance.

05.01.04

If there is evidence that non-academic criteria were used, the Executive Committee or the Graduate Council may review the case to arrive at a decision, or it may appoint, within one week, an ad hoc Review Committee to review and adjudicate the case. The Review Committee shall consist of one Senate member of the department of which the instructor is a member whose knowledge of the discipline, or sub-discipline, qualifies him/her to evaluate all documents relevant to the case; one Senate member of the same department, or another department, in a related discipline or subdiscipline; and one Senate member from an unrelated department and discipline. In the event that an Officer of Instruction (Acting Assistant Professor, Adjunct Professor, Lecturer, etc.) may be the most qualified to evaluate the brief, the Executive Committee or the Graduate Council may make such an appointment to the ad hoc Review Committee. Neither Chairpersons Executive Committee or the Graduate Council decides the allegations are without substance, it shall serve written notification of its findings to the complainant and to the instructor. Within seven days of receipt of such notification, the complainant or the instructor shall have the opportunity to respond to the findings. If, after such response, the College/School Executive Committee or the Graduate Council sustains its decision, the decision is final. The College/School Executive Committee or the Graduate Council shall, then, forward written notification of the decision to the complainant and to the instructor. The student shall have no further recourse for filing the same grievance.

05.01.04

If there is evidence that non-academic criteria were used or if more information is needed, the College/School Executive Committee or the Graduate Council may review the case to arrive at a decision, or it may appoint, within seven days, an ad hoc Review Committee to review and adjudicate the case. The Review Committee shall consist of one current Graduate Council member, one Senate member of the department of which the instructor is a member whose knowledge of the discipline, or sub-discipline, qualifies them to evaluate all documents relevant to the case; one Senate member of the same department, or another department, in a related discipline or subdiscipline; and one Senate member from an unrelated department and discipline. In the event that an Officer of Instruction (Acting Assistant Professor, Adjunct Professor, Lecturer, etc.) may be the most qualified to evaluate the brief, the College/School Executive
of departments nor members of the Executive Committees or the Graduate Council are eligible for service on review committees.

05.01.05
The reviewing committee shall interview any individual whose testimony might facilitate resolution of the case, and shall have access to any and all documents, papers and records in the possession of the complainant, the instructor or the department, which might facilitate the resolution of the case. The complainant and the instructor shall be interviewed. At the conclusion of the case all documents shall be returned to the source from which they were obtained.

05.01.06
The reviewing committee shall complete its deliberations and arrive at a decision within two weeks of receipt of the brief.

05.01.06.01
If the allegations of the complainant are not upheld, the Executive Committee or the Graduate Council shall so notify the complainant and the instructor in writing. Within one week of such notification, the complainant and the instructor shall have the opportunity to respond to the findings and the decision of the committee. If after such response the reviewing committee sustains its decision, the Executive Committee or the Graduate Council shall so notify the complainant and the instructor in writing. The student shall have no further recourse in filing the same grievance.

Committee or the Graduate Council may make such an appointment to the ad hoc Review Committee. Neither Chairpersons of departments nor members of the College/School Executive Committees are eligible for service on review committees.

05.01.05
The reviewing committee shall interview any individual whose testimony might facilitate resolution of the case, and shall have access to any and all documents, papers and records in the possession of the complainant, the instructor or the department, which might facilitate the resolution of the case. The complainant and the instructor shall be interviewed. At the conclusion of the case all documents shall be returned to the source from which they were obtained.

05.01.06
The reviewing committee shall complete its deliberations and arrive at a decision within twenty-one business days of receipt of the brief.

05.01.06.01
If the allegations of the complainant are not upheld, the College/School Executive Committee or the Graduate Council shall so notify the complainant and the instructor in writing. Within seven days of such notification, the complainant and the instructor shall have the opportunity to respond to the findings and the decision of the committee. If after such response the reviewing committee sustains its decision, the College/School Executive Committee or the Graduate Council shall so notify the complainant and the instructor in writing. The student shall
05.01.06.02
If the allegations of the complainant are upheld, the reviewing committee shall decide that the grade be changed from letter to letter, from letter to S, from NC to letter or to S. Alternatively, the reviewing committee may, with the approval of the complainant, decide that the grade be struck from the record of the complainant and that the grade points, if any, be deducted from the cumulative Grade Point Average.

05.01.06.03
The reviewing committee shall, then, serve written notification of its findings and its decision to the complainant and the instructor. Within one week of such notification, the complainant and the instructor shall have the opportunity to respond to the findings and the decision of the committee. If after such response, the reviewing committee sustains its decision, it shall so notify the instructor to provide him/her the opportunity to comply with the decision. Upon refusal of the instructor to so comply, the Executive Committee or the Graduate Council shall notify the Registrar, in writing, with copies to the complainant and the instructor, that the grade be changed.

05.01.07
If the case was reviewed by an ad hoc Review Committee, the Executive Committee or the Graduate Council shall review the findings and the decision of the Review Committee to assure that due process has been followed, but not to reassess the evidence.

05.01.08
have no further recourse in filing the same grievance.

05.01.06.02
If the allegations of the complainant are upheld, the reviewing committee shall decide that the grade be changed from one letter to a different letter or from NC to S. Alternatively, the reviewing committee may, with the approval of the complainant, decide that the grade be struck from the record of the complainant and that the grade points, if any, be deducted from the cumulative Grade Point Average.

05.01.06.03
The reviewing committee shall, then, serve written notification of its findings and its decision to the complainant and the instructor. Within seven days of such notification, the complainant and the instructor shall have the opportunity to respond to the findings and the decision of the committee. If after such response, the reviewing committee sustains its decision, it shall so notify the instructor to provide them the opportunity to comply with the decision. Upon refusal of the instructor to so comply, the College/School Executive Committee or the Graduate Council shall notify the Registrar, in writing, with copies to the complainant and the instructor, that the grade be changed.
If the findings, under Section R5.1.6, are positive, no punitive actions are implied, or may be taken, against the instructor as a consequence of these procedures. Neither the filing of charges nor the final disposition of the case shall, under any circumstances, become a part of the Personnel file of the instructor. These procedures are designed to effect a change of grade when it has been determined that non-academic criteria have been used in assigning that grade.

05.01.09
If the findings in Section R5.1.3 or R5.1.6 are negative, no punitive actions are implied, or may be taken, against the complainant as a consequence of these procedures. Neither the filing of charges nor the final disposition of the case shall, under any circumstances, become a part of the complainant's file.

05.01.10
The use of non-academic criteria in assigning a grade is in violation of the Faculty Code of Conduct. Sanctions against an instructor for violation of the Faculty Code, if sought, must be through the committees of the Academic Senate (Charges and Privilege and Tenure) upon referral by the Chancellor. The instructor may, if he/she feels that his record has been impugned by false or unfounded charges, file charges against the complainant through the Office of the Vice Chancellor--Student Services.

05.02
If the Student Conduct Committee has found that allegations of cheating or plagiarism against a student have not been proven, and if the student believes that the instructor has notwithstanding

05.01.08
If the findings, under Section R5.1.6, are positive, no punitive actions are implied, or may be taken, against the instructor as a consequence of these procedures. Neither the filing of charges nor the final disposition of the case shall, under any circumstances, become a part of the Personnel file of the instructor. These procedures are designed to effect a change of grade when it has been determined that non-academic criteria have been used in assigning that grade.

05.01.09
If the findings in Section R5.1.3 or R5.1.6 are negative, no punitive actions are implied, or may be taken, against the complainant as a consequence of these procedures. Neither the filing of charges nor the final disposition of the case shall, under any circumstances, become a part of the complainant's file.

05.01.10
The use of non-academic criteria in assigning a grade is in violation of the Faculty Code of Conduct. Sanctions against an instructor for violation of the Faculty Code, if sought, must be through the committees of the Academic Senate (Charges and Privilege and Tenure) upon referral by the Chancellor. The instructor may, if they feel that their record has been impugned by false or unfounded charges, file charges against the complainant through the Office of the Vice Chancellor--Student Affairs.

05.02
If allegations of Academic Integrity violation are made and the student is not found responsible, and if the student believes that the instructor has assigned
assigned a grade based upon the non-academic criterion of prejudicial suspicion of cheating, the student has the right of appeal as defined in sections R5.1 through R5.1.10 above. (En 4 Feb 88)
Approved by the Graduate Council: 3/4/22

Section below is for Senate use only

(if applicable) Approved by the Committee on___________: (Insert date of committee approval)

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: (leave blank)
Received by Executive Council: (leave blank)
EXECUTIVE COUNCIL

February 28, 2022

To: Riverside Division

From: Jason Stajich, Division Chair

RE: Proposal: Formalization of Division Status for Undergraduate Education

During their February 28, 2022 meeting Executive Council reviewed the final proposal as included with clarification and answers from proponents. Executive Council members commented that information in the documents regarding how Teaching Assistants are funded and distributed is critical. Members also wondered how the undergraduate program of teaching would be evaluated; and how its effectiveness would be assessed. Council hopes that these aspects are addressed as the plan for this unit progresses.
TO: Jason Stajich, Chair UCR Faculty Senate
CC: Elizabeth Watkins, Provost and Executive Vice Chancellor
FROM: Jennifer Brown, Vice Provost and Dean of Undergraduate Education
DATE: February 4, 2022
RE: Formalization of Division Status for Undergraduate Education

CAMPUS
University of California, Riverside (UCR)

NAME AND PROPOSED ACTION
This is a proposal to create a Division of Undergraduate Education as a dual model administrative and academic unit. This action would formalize the longstanding academic and administrative role of UCR’s Office of Undergraduate Education, which is currently categorized only as an administrative unit. Under the proposal, the new Division and the largest academic units within it – the University Writing Program and Summer Sessions – would be recognized as academic units. Establishing the Division of Undergraduate Education would sustain and expand UE’s credit-bearing academic functions for undergraduate students, improve its ability to serve as a center of pedagogical innovation and academic support, and strengthen its ability to contribute to UCR’s rise to national distinction as an engine of social mobility designated #1 in the country for three years in a row by US News and Reports.1

DESCRIPTION AND RATIONALE FOR ACTION
In recent decades, the rapid growth of undergraduate enrollment throughout the UC system has challenged the campuses’ ability to maintain the quality of undergraduate education. One of the ways in which the UC campuses have met that challenge is by creating offices of undergraduate education to supplement and strengthen that part of their mission. Several of those offices have become administrative/academic divisions. They offer courses and house programs designed to strengthen and

1 We would like to thank the various bodies in the colleges and the Senate that offered their feedback during the formulation of this proposal: the Committee on Academic Personnel, the Committee on Educational Policy, the Committee on Courses, the Committee on Diversity, Equity, and Inclusion, the Graduate Council, the Committee on Planning and Budget, the Committee on Preparatory Education, and various college executive committees. In September 2020, a draft of this proposal was presented for comment to the departments of Creative Writing and English.
supplement the undergraduate experience. As hubs of innovation and facilitators of proven forms of academic support, they foster academic success and higher rates of retention and graduation.

Six of the nine campuses now house divisions of undergraduate education: UCSB, UCLA, UCI, UCSC, UCB, and UCM. Five of those divisions (all except UCM) are considered to be academic units. Two of those divisions (UCB and UCLA) are administrative and academic units that offer their own courses and minors.  

At UCR, planning for an Office of Undergraduate Education (UE) began in 1999. UE was established in 2004 by Chancellor France Cordova, and was placed within academic affairs under the supervision of Provost and Executive Vice Chancellor Ellen Wartella. The new Vice Provost of Undergraduate Education, Andrew Grosovsky, was charged to “enhance the Distinction of the University in the area of Undergraduate Education.” The establishment of the Office of Undergraduate Education was, according to Grosovsky, the “first step in what is planned to become a Division of Undergraduate Education.” In 2014, the UCR Senate Committee on Budget and Planning recommended that academic status for UE be explored. In the following years, the Vice Provost of Undergraduate Education became a member of the Provost’s Cabinet and the Deans’ Council, in recognition of UE’s impact on undergraduate education at UCR. In 2018, Provost Cindy Larive gave the UE Vice Provost a new title appropriate for a new division: “Vice Provost and Dean of Undergraduate Education (VPDUE).”

Preparing for divisional status, UCR’s Office of Undergraduate Education now houses the University Writing Program and Summer Sessions. It has aligned its work with UC’s 2030 graduation and equity goals, dedicating itself to enhancing student success through a wide array of academic and supplemental programs that facilitate student engagement, persistence, and timely graduation. In pursuit of those goals, UE also works through partnerships and collaborative projects across campus units.

UE is the campus headquarters for placement and instruction in writing and preparatory mathematics. In addition to being the home of Summer Session, the University Writing Program, and the Academic Resource Center, it is the center of collaborative innovation for online instruction (thanks to XCITE), the Academy for Distinguished Teachers, and numerous programs that enrich and extend the undergraduate curriculum: UCDC, the Sacramento internship program, the R-courses program, the undergraduate research symposium, the administration of national and prestigious fellowship awards, and other initiatives.

Over the last sixteen years, the scope of UE has expanded to include greater responsibility for fostering success initiatives, assessing the campus’s support programs, identifying potential pedagogical and programmatic innovations, and introducing best practices related to positive retention, graduation, and other student success outcomes. As a hub for innovation and collaboration, UE also introduces various success-oriented technologies that have a campus-wide impact: predictive analytics to identify students who are in academic difficulty, dynamic course planners (e.g., EduNav) that enable students to map

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1 Divisions in the UC System have taken a number of forms over the years. A variety of UC units and combinations of units have held that title. At UCR, Divisions emerged in the 1960s as faculty in the sciences created one college division while faculty in the social sciences and humanities formed another. For a time, the new colleges were also called divisions. In its most limited, unofficial, and non-technical sense, a division is any academic unit that is the home of Senate faculty. The most important official Divisions in the University of California are now of course the ten campuses. Within the UCR Division are the colleges and schools, with programs that are within those units.
their coursework in timelines that lead to more favorable graduation rates, and service communication aids (e.g., ChatBot) for financial aid and other partners. UE is also responsible for developing and promoting campus and systemwide initiatives to strengthen graduation rates, enlarge the number of student FTEs, expand summer enrollment, increase qualified community college transfers, develop cross-campus collaborations to support first-generation students, and strengthen relationships with community-based organizations and local non-profits. Its timely and innovative role in assisting the conversion to online/remote instruction during the pandemic crisis has been crucial to the campus’s quick recovery.

THE PLACE OF THE NEW DIVISION

The new Division of Undergraduate Education at UCR would maintain and expand these functions as a Division alongside the colleges. It would not replace or supersede undergraduate programs or structures of governance in the colleges. Its mission would be to complement and strengthen undergraduate education for all students. Divisional status would not only enable it to stabilize and build upon its many existing programs and address new challenges; Divisional status would stimulate the creation of new programs targeted to facilitate student success.

The new Division would have a broader and more limited mission than a traditional UCR college. By definition, it would have to do with undergraduate education campus-wide. At the same time, it would direct its aims and activities, as it does now, to particular aspects of undergraduate education, examples of which we set out in the sections below.

WHAT UE CANNOT DO WITHOUT DIVISIONAL STATUS

• UE cannot offer its own credit-bearing instruction. It cannot submit course proposals to the Senate without depending upon academic units’ prior approval. UE typically must depend upon other units even for course titles and offerings that UE is responsible for scheduling and teaching.2

• UE cannot hire, house, or review LSOEs. They must currently be housed according to a temporary arrangement with English, which since 2007 has had no administrative role in the UWP.

• UE does not have the option to become the academic home of the faculty member who is the UWP Director, whether that person is on the ladder or an LSOE.

2 As an administrative unit, UE lacks the prerogative to list and propose courses under its own course nomenclature (e.g., WR 1ABC in place of ENGL 1ABC). Currently, all its courses are offered through partnerships. The UCDC courses managed by UE are technically offered through CHASS, Writing Programs courses through CHASS (mainly English), R’Courses through various colleges, and the R’Course training course through the Graduate School of Education. Honors courses must be approved by all the college executive committees. The proliferation of course labels and affiliations now overly complicates oversight, the course approval process, and attendant student support services. In the proposed model, all these courses would be offered with UE-designated, Senate-approved titles. Senate oversight over all courses and the course approval process would be maintained.
• UE cannot hire Lecturers to teach its credit-bearing mini-courses.

• UE cannot provide various program directors with the academic title of Lecturer even when they have graduate degrees and are responsible for supervising credit-bearing mini-courses in UE.

• UE cannot create credit-bearing programs that award some form of academic certification, for example a Senate-approved certificate for completing a mini-course series on organizing and presenting a research project for UE’s Research Symposium.

• UE cannot conduct essential administrative functions, such as course scheduling, for courses it coordinates with other units and in some cases teaches. It cannot be the home of those courses:

  ARC 035 (SPP)
  A preparatory mathematics course coordinated and staffed by UE’s Academic Resource Center personnel but currently housed in the School for Public Policy;

  UCDC Courses, which are housed in CHASS although UE coordinates and schedules UCDC offerings and manages the submission of grades;

  EDUC 102 (GSOE)
  R’Course preparation courses for instructors, which are coordinated and taught by UE even though they are housed in the Graduate School of Education. Adding to the confusion, the actual R-Courses are offered under the nomenclature of various colleges. In an effort to clarify these matters, the Senate has recommended that R’Courses be given a distinctive course subject code and number for easier student identification and course tracking. UE Divisional status would clearly house the R’Course program within UE.

WHAT WOULD BE DONE WITH DIVISION STATUS: GOALS FOR IMPROVEMENT AND GROWTH

1. Hiring and Review of LSOE Faculty: The University Writing Program

As a unit within the new UE academic division, the University Writing Program would ask the UCR administration for permission to begin recruiting a limited but crucial number of LSOE Teaching Professors – as many as five over the next few years -- to join with our two current LSOEs in leadership/teaching positions in the UWP. **LSOE hires would not be an automatic result of the Senate’s approval of UE’s division proposal.** As with other units, they would have to be allocated and funded as faculty lines on a case-by-case basis by the University administration in consultation with the UE Dean and the Director of the University Writing Program.

These critical hires would be Senate members buttressing the UWP’s internal academic leadership, its contributions to pedagogical innovation, its capacity for research, and its participation in Senate governance. A strong core of LSOE faculty would also give the writing program the capacity to perform
LSOE personnel reviews independent of the interim hybrid Senate committee (see page 10) that would carry out those reviews until that critical mass was reached.

2. **Hiring of Non-Senate Faculty (Lecturers) to Teach the UE Division’s Growing Array of MiniCourses**

   These hires would be crucial to the creation of targeted credit-bearing mini-courses that would enhance UCR students’ credentials and preparation for entering the job market. For a variety of students, they would add incentives to persevere in their work toward a degree. They would also provide students more electives for maintaining their full-time status. All three innovations, along with others listed in #3 below, would contribute to the campus’s goal of shortening undergraduates’ time-to-degree.

   See the overview of those UE programs below. As UE enlarges and develops programs offering an array of mini-courses, most of them credit-bearing, the new Division would recruit Lecturers or experienced TAs to teach those offerings. Those hires would match course demand. In their first phases, Lecturer appointments would match specific teaching obligations. As a consequence, they would typically be part-time. TA appointments would be quarterly and renewable, supervised by the VPDUE acting as faculty in charge. Lecturers’ excellence reviews, in accord with the AFT contract and campus personnel guidelines, would be mandatory only toward the end of eighteen quarters of service in UE. (According to campus personnel rules, they would not be based on any quarters of service in other units.)

   The new Division would organize a committee made up of UE’s Senate faculty and senior Lecturers to initiate those Excellence Reviews. A separate review process for Lecturers in the University Writing Program has operated in a similar manner -- consistent with AFT contract and campus personnel rules -- for fourteen years.

   The emerging faculty of Lecturers teaching these mini-course programs would not be static, along the lines of a conventional department. Those Lecturers would have flexible appointments depending upon the number and kind of mini-courses that would need to be staffed. Again, following the AFT contract, a Lecturer’s full-time status would depend upon the availability of teaching.

3. **Creation of Courses**

   The new division would have the flexibility to offer, dependent upon Senate approval, credit-bearing mini-courses, and would staff them with Lecturers and TAs. These limited yet targeted and adaptable offerings would be designed to strengthen student engagement, help raise students’ quarterly unit totals (measured as student FTE, which is connected to campus funding), facilitate on-time graduation, and develop first-generation students’ power to persist. They would include courses fostering leadership, community-based research, research ethics, service-learning, the exploration of opportunities in the Health Professions, and inquiry into careers.

4. **More specifically, Division status would enable UE to**

   • Establish a divisional Executive Committee to facilitate Senate review of course proposals
• Establish a committee structure to review academic personnel

• Create a stronger tie and two-way communication with faculty to colleges/schools regarding academic initiatives

5. Foster the creation of new programs that include credit-bearing mini-courses such as the following:

• A UCDC Pre-Launch course of preparation for the UCDC internship: exploring academic interests, inquiring into DC resources, finding and preparing for a DC internship

• ORBITS: a career exploration course focused on first-generation students; in cooperation with the Career Center

• A Pre-Health Series including a course in exploring career options among the health professions and crafting applications for training programs and employment. Both courses could be part of a regular summer program for health professions students.

• Undergraduate Research

  1. A course on procedures and principles related to preparation for the annual Undergraduate Research Symposium: presentation skills, ethical use of data and sources, preparation of written materials, formulation of discussion questions, and so on

  2. A course focusing on accessing, reading, and referencing journal articles in support of Symposium projects

  3. A course preparing and supporting members of the UE research journal board and the journal’s editors

  4. A course to prepare candidates applying and interviewing for National and Prestigious Scholarships to pursue graduate work

  5. An introduction to campus libraries, with assignments and mentoring related to students’ research interests

STRUCTURE AND FUNCTION OF A DIVISION OF UNDERGRADUATE EDUCATION

At present, two large units within Undergraduate Education operate as academic units: the University Writing Program and Summer Sessions. The University Writing Program is one of the largest academic units on campus, offering over six hundred classes each year. Summer Sessions serves as the official hiring body for approximately one thousand instructors during the summer quarter and as the academic home for all visiting students. Other units, though their activities are less explicitly academic in the technical sense, provide student academic support: the Academic Resource Center and the Office of Student Engagement. Together they provide co-curricular tutoring and workshops as well as high-impact experiential learning opportunities that increase retention, persistence, and graduation rates. They also coordinate the non-
credit and credit-bearing instruction offered through the summer HESA program, ARC 035, the UCDC program, the R'Course program, and various Service-Learning programs. Finally, XCITE (The Exploration Center for Innovative Teaching and Engagement) is heavily involved in pedagogical best practices as well as helping faculty design and strengthen their courses across all modes of instruction.

The Various Units in UE:

A) The newly formed XCITE (formerly the Center for Teaching and Learning)

Entirely distinct from the campus’s IT office, XCITE’s mission is academic and research-based in its scope and operations. Working closely with faculty and TAs, XCITE supports the strategic development and implementation of pedagogical best practices and innovations, academic technologies, and effective instructional media and platforms. During the pandemic, XCITE gave crucial assistance to the campus’s emergency transition to remote instruction, and is now helping to strengthen post-Covid instruction by improving instructional flexibility. XCITE works in close partnership with the Academy of Distinguished Teaching, which is dedicated to mentoring and supporting the teaching of UCR faculty. Furthermore, XCITE, as a center for teaching and learning, is a centralized resource for faculty development and training in the continuous pursuit of teaching excellence.

These activities are vital to ensuring the high quality of a UCR education. In a time of contagion and campus closures, and the prospect of new viral disruptions of on-campus instruction in future years, XCITE is all the more important to UCR’s ability to sustain and improve its current operations, and persist in its ascent to higher levels of distinction. It is imperative that UC Riverside not only develop a far more robust capacity than it has now for alternative modes of instruction to meet these challenges; the campus must also make a long-term investment in academic technology so that it can embrace pedagogical innovation. Capacity and technology are together indispensable to such efforts. As we forge ahead in new modes of instruction, faculty must be capable of engaging our students in ways that are true to the Academic Senate’s standards and the campus’s high academic expectations. XCITE’s contributions to that effort, facilitated by its interaction with faculty and the granting of Divisional status for UE, will be crucial to the campus’s success.

B) The University Writing Program (UWP)

has been housed in UE for the last fourteen years. It coordinates the Writing Across the Curriculum Program and offers the Senate-approved writing courses that fulfill the campus’s Senate-legislated writing requirement. It is one of the largest academic units on campus. In 2007 a joint faculty-administrative committee directed its move from the English Department to UE in order to emphasize its campus-wide role. The move facilitated, among other things, the creation of the UWP program in Writing Across the Curriculum and the recruitment of TAs from a wide variety of departments. Since then, the WAC program has engaged intensively with the faculty and TAs in twenty departments and four colleges, helping them offer Senate-approved and UWP-supported WAC courses. It is a leader in developing intensive workshops, TA training, and online instruction.

Overall, the University Writing Program is currently responsible for generating more than 50,000 academic units per year, or almost 5% of all UCR undergraduate instruction. It houses over 50 faculty, most of whom are Lecturers. Three faculty are members of the Academic Senate: the UWP Director, and two Associate Professors of Teaching (LSOEs) who are temporarily attached to
English for the purpose of merit reviews. The UWP also employs and mentors approximately 75 teaching assistants from over a dozen departments, forty-five of whom enroll in credit bearing training courses each year. The two LSOEs, the Director, and the WAC Academic Coordinator train, supervise, and review those TAs, and mentor the UWP’s Lecturer faculty. The WAC Coordinator also works closely with a dozen ladder faculty in a variety of departments each year to prepare and offer effective WAC courses. This work strengthens the UCR undergraduate curriculum while providing training that improves graduate students’ prospects for academic employment as PhDs.

The writing program’s Inland Area Writing Project works with scores of local K-12 teachers. Its volunteers offer a university-based summer institute for K-12 teacher-leaders every other year, and it conducts literacy education in visits to 80-100 local high-school English classes annually.

Through its Writing and Foster Youth Alliance, the UWP also trains and certifies UWP volunteers to tutor and mentor UCR students who have aged out of the Foster-Care system.

The Writing Program Committee, which is composed of six Senate faculty from across campus and four Continuing Lecturers, is responsible for the initial personnel reviews of thirty-one Continuing Lecturers as well as Excellence reviews for Lecturers being considered for Continuing status. The WPC also reviews course proposals.

C) The Office of Summer Sessions moved to UE over twelve years ago from Extension. It continues to serve by necessity as a college for all summer visiting students, including dismissed UCR students seeking re-entry. Summer Sessions is the official academic home for all visiting students; it is in effect their academic college, the second-largest unit by headcount on campus. It serves as the formal hiring body for all instructors and as the registrar for all coursework offered during the summer at UCR. The VPDU oversees those responsibilities in what is by necessity already a decanal capacity. Summer Sessions engages with an Academic Steering Committee comprised of campus faculty to advise on program operations and policy. At present, over ten thousand individual students enroll in Summer Sessions each year.

Summer Session performs many functions within UE that facilitate academic instruction. It carries out many of its functions independent of the colleges. Its scheduling system, which manages half a dozen summer quarters of varying lengths, is separate from the system the campus uses for Fall, Winter, and Spring. The APM and union contracts maintain separate sections dedicated to the summer quarter because of the unique character of summer programs.

D) The Academic Resource Center serves as the primary academic support and tutoring center on campus. It engages over seven thousand individual students a year, many of whom participate in numerous ARC offerings. The ARC also runs the Highlander Early Start Academy (HESA, the summer bridge program), offering credit and non-credit math courses for students working to fulfill college requirements. During the academic year, ARC 35 enrolls over a thousand additional students in preparatory math instruction that boosts their prospects for enrolling in math-intensive majors. It also maintains a large supplemental instruction program, which interacts with dozens of courses across campus, as well as a writing center that provides one-on-one tutorials and
workshops for students from all UCR's colleges. The ARC’s tutoring and success coaching programs have been fully online in response to the Coronavirus emergency.

E) The Office of Student Engagement is home to a wide array of High Impact Practices and multiple programs with formal academic coursework. The Student Engagement portfolio is made up of R'Courses (credit-bearing seminars taught by faculty-supervised undergraduates), service-learning courses, the annual undergraduate research symposium involving hundreds of student presentations, the undergraduate research journal, research mini-grants, capital internships and courses in Washington DC (UCDC) and Sacramento (UCCS), and the designation of Chancellor’s Research Fellows. The UCR Senate has recently invited the R’Course program to create a single UE course subject abbreviation, rather than various departmental labels, for clear identification of these courses in the UCR catalog and the class search system.

Recent innovations include the robust Keep Learning website for undergraduates, the Campus Collective Mentoring Program in which hundreds of advanced undergraduate mentors interacted with 1700 freshmen and transfer students (AY 20-21), and a referral chain to link mentored students to academic support services in the ARC.

UE supports undergraduate research and student success in its recruitment and mentoring of promising applicants for prestigious scholarships and fellowships such as the Goldwater, Strauss, and Fulbright. Additionally, Student Engagement coordinates campus-wide programs and external outreach via programs and collaborative organizations meant to increase the success of underrepresented, low-income, and minority undergraduate student populations: First-Generation programs, California Alliance for Minority Participation, Growing Inland Achievement, and American Talent Initiative.

R’Courses are governed by a Senate-appointed faculty committee. UCDC and UCCS are both governed by faculty at the Systemwide level and have a campus faculty representative. Both Undergraduate Research and service learning are supported by faculty advisory committees.

Student Engagement also serves as the primary advising resource for pre-health students through the Health Professions Advising Center (HPAC), supporting all UCR students and alumni who have an interest in pursuing a career in the health professions. Advisors and student peer advisors also engage with the pre-health community by facilitating workshops, special events, and peer mentoring. HPAC is also supported by an ad-hoc advisory committee and works closely with faculty and staff to support pre-health students. It maintains a strong connection to the academic units in which it was previously housed: the College of Natural and Agricultural Sciences (CNAS) and the School of Medicine (SOM). These ties ensure students have access to prerequisite coursework and necessary information to become competitive applicants when they apply to health professions programs. These and other programs within Student Engagement emphasize experiential learning and align with all four UCR 2020 goals.

F) University Innovation Alliance (UIA), is a national student success collaborative of thirteen research universities, including UCR. UIA initiatives seek to innovate, scale, and diffuse knowledge of student success efforts to aid low-income and first-generation student populations. As the home of the UIA’s work on campus, UE leverages its cross-institution learning, capacity, and funding to help fulfill UCR’s academic goals of increasing graduation rates and improving social mobility. UCR
and UE are well positioned to execute this mission. UIA initiatives include the proactive advising, completion grants, college to career transitions, and ChatBots that help students navigate the complex processes at the university.

**AN EXECUTIVE COMMITTEE FOR THE NEW DIVISION**

UE focuses on the academic enterprise and desires a closer relationship with faculty colleagues. In order to formalize UE’s ability to propose and institute such courses, emphasize its campus-wide mission, and regulate its academic offerings, the new Division would have its own Executive Committee made up of Senate members. Given the new division’s housing of the Writing Program as well as other units and programs with campus-wide impact, the committee would include writing specialists, members from writing-intensive departments, and representatives from various colleges and schools. We propose a committee of fourteen Senate members:

- One from Mathematics (elected by CNAS faculty)
- Two from other departments of CNAS (elected by CNAS faculty)
- One from BCOE (elected by BCOE faculty)
- One from Education (elected by Education faculty)
- One from Business (elected by Business faculty)
- One from English (elected by CHASS faculty)
- Three drawn from the following writing-intensive departments involved in WAC and elected by the CHASS faculty: Philosophy, Creative Writing, History, with no more than one from each department
- One drawn from other departments in CHASS (elected by CHASS faculty)
- Two Senate members from the Department of University Writing, (appointed by the director of the new Department of University Writing).
- Ex officio: The Vice Provost/Dean of Undergraduate Education

The elected members would serve three-year terms. To ensure the carry-over of institutional knowledge, the first elections would be for stepped terms so that only one-third of the membership would cycle off each year. For that first election only, one-third of the initial members would have one-year terms, one-third would have two-year terms, and one-third would have three-year terms.

The function of the new Division’s Executive Committee, like those of other such committees, would typically be to vet course proposals, forward approved proposals to the requisite committees in the Senate, advise the UE Division with regard to newly proposed programs, and, when the VPDUE deems it appropriate, serve as a resource for reviews.

The routing of course proposals and other relevant legislation would follow that of the college executive committees:

Writing Department – UE Executive Committee – Committee on Preparatory Education (when Entry-Level courses and requirements are involved) -- COC – Academic Senate.
As is the case now, measures that would substantially modify or add to the overall Senate-mandated campus writing requirement would have to be reviewed by all the colleges’ executive committees before going to the Senate.

**A PERSONNEL COMMITTEE TO REVIEW SENATE MEMBERS IN THE UNIVERSITY WRITING PROGRAM**

The matter of personnel reviews for UWP Senate faculty is an urgent concern, affecting not only individual Writing Program faculty but also the Writing Program’s ability to stabilize its leadership and so fulfill its mission over the long term. Divisional status would enable us to address these concerns coherently and effectively. Currently, LSOEs in the University Writing Program are temporarily housed in the Department of English, even though the work of those LSOEs is almost entirely, if not completely, in the writing program – a unit that has been administratively separate from English for fourteen years. Personnel reviews for merits and promotion for LSOEs, who are Senate members, are therefore currently conducted by English, even though the fiscal and formal pedagogical responsibilities for the teaching of Senate-mandated writing courses reside in UE, and even though the writing program already has by charter its own personnel and curriculum committee with Senate members (the Writing Program Committee). This arrangement is over-complicated and unstable. It does not foster true peer review. It weakens the LSOEs’ ties to the writing program, and the program’s goal of developing a stable, expert leadership. Divisional status would make it possible to formalize and standardize the process of LSOE review and LSOE hiring by the new division before files are forwarded to CAP. For these purposes, LSOE reviews would be conducted by a new **Department Senate Personnel Committee**.

The new Personnel Committee would be composed of the seven Senate members currently sitting on the UWP’s long-established Writing Program Committee for curriculum and personnel. Two of those members are LSOEs, and one the program Director. The remaining four are from various colleges, several with WAC experience and one member typically from English. They serve staggered three-year terms to ensure the continuity of standards and the sharing of knowledge about the program.

These Senate faculty are knowledgeable about the teaching of writing at the college level and have many years of experience assigning and evaluating student writing. They meet with other members of the Writing Program Committee several times a quarter. Those who are not writing specialists have an interdisciplinary interest in writing and writing instruction. Over the years, a number of them have taught courses in the Writing Across the Curriculum program. Since UWP teaching and research and the overall effectiveness of the program is of substantial interest to faculty across campus, it is appropriate for selected non-specialists to be on the committee as well as specialists. Since the founding of the University Writing Program, they have been selected for the committee on the basis of the UWP Director’s nominations of qualified and willing candidates, followed by the VPDUE’s formal approval. Nominations from the Committee on Committees, should they be needed, can be built into this process to ensure that there is a strong pool of available candidates.

These Senate faculty already review a dozen or more NSF Lecturer merit files each year. They are responsible as well for reviewing the files of Lecturers coming up for Continuing status. Their merit decisions are submitted to the VPDUE for final approval. Their Excellence decisions go to Academic
Personnel, then to CAP, and then to the VPDUE. Several of these faculty members served on the search committee for our two new LSOEs.

The expected growth of LSOE leadership positions in the UWP would provide an additional source of expertise and stability to the personnel committee. By joining the personnel committee, the new LSOEs would enable it to become a conventional departmental committee-of-the-whole for personnel decisions and recommendations that go to the VPDUE, VPAP, and CAP, without relying on outside faculty. Without the benefit of divisional status for UE, these developments would not be possible. The program’s ability to sustain its programs effectively would be seriously compromised.

Criteria for Reviews

Following the new APM criteria for evaluating LSOE’s teaching, research, and service would include teaching, service, and research, with an emphasis upon outstanding teaching, mentoring, program leadership, and related service. Research areas include the following:

  Writing in the Disciplines, Teacher Training in Composition, Analysis of Student Writing, Responding to Student Writing, Grading Student Writing, Testing and Large-Scale Assessment of Student Writing, Computer-Assisted Writing, Online Pedagogy in Composition, History of Writing Programs, Structure of Writing Programs, Assessment of Writing Programs, Writing Program Administration, The Philosophy and Theory of Rhetoric, Modern Modes and Theories of Rhetoric and Composition, Composition Pedagogy for Underprepared Students, Designing and Evaluating Composition Textbooks, The Modern and Pre-Modern Trivium (Grammar, Rhetoric, Logic), Scientific Writing, Information Literacy, Writing in the Social Sciences, Writing in the Humanities, Alternative Research Practices and Epistemologies, Composition and Literature/Canon Formation, Composition and Rhetorical Practices, Reading and Writing Non-Fiction, Literary Criticism, Literary Resources for Composition.

The sequence of steps in the LSOE merit and promotion review closely resembles that for ladder faculty:

**CHASS Review Path for CHASS Ladder Faculty:**

- **Merit:** Department Committee — VPDUE — APO Staff (review of procedures) — CAP — VPAP — PEVC
- **Promotion:** As above, but ending with the Chancellor Proposed

**UE Division Review Path for UWP LSOE Faculty:**

- **Merit:** Writing Department Personnel Comm. — VPDUE — APO — CAP — VPAP — PEVC
- **Promotion:** As above, but ending with the Chancellor
DEPARTMENTAL STATUS FOR THE UNIVERSITY WRITING PROGRAM

All these changes argue for the importance of finally establishing the University Writing Program as a full-fledged department within the new Division of Undergraduate Education. As we have said, the UWP is already one of the largest, if not the largest, academic unit on campus, offering over 600 sections a year taught by over 50 TAs, more than 45 NSF faculty, and three Senate faculty. Its TA-training activities involve over forty TAs from a dozen departments in weekly training courses the entire academic year. Counting WAC workshops, it enrolls 15,000 or more students annually. Its unit-bearing instruction amounts to approximately five percent of all undergraduate instruction on campus. Its Writing Program Committee already conducts far more NSF merit and Excellence reviews than any other unit. A growing core of LSOE faculty, joined with the Director and Senate members of the personnel and Writing Program Committee, would enable the new department to mature and flourish as an academic unit within the new division.

The new department will be called the **Department of University Writing.**

COURSE NOMENCLATURE

Samples of Current UWP courses and New Nomenclature:

<table>
<thead>
<tr>
<th>Current UWP Course</th>
<th>New Nomenclature</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1A</td>
<td>WR 1A</td>
</tr>
<tr>
<td>English 1B</td>
<td>WR 1B</td>
</tr>
<tr>
<td>English 1C</td>
<td>WR 1C</td>
</tr>
<tr>
<td>English 01PA</td>
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</tr>
<tr>
<td>English 8</td>
<td>WR 8</td>
</tr>
<tr>
<td>English 7</td>
<td>WR 7</td>
</tr>
</tbody>
</table>

NON-DUPLICATION OF COURSEWORK IN OTHER DEPARTMENTS

The new Department of University Writing would continue to dedicate itself to offering courses of study that satisfy the Senate’s campus writing requirements. Its instructional funding would continue to depend upon that focus. Traditional four-unit courses that did not address that priority, should they be offered, would only be available during the summer when they are self-financing. For these reasons, no offerings in advanced composition or creative writing, which are traditional specialties of the English Department and Creative Writing respectively, are contemplated.

None of writing program’s current courses duplicate offerings in other departments. Creative Writing courses and upper-division advanced composition courses that are offered by the English Department would not be affected. The writing program’s summer course in oral communication for academic and vocational settings is distinct from Theater’s course in oral communication, which is dedicated to the art of delivery.
Three months ago, a draft of this proposal was given to the Department of Creative Writing and the Department of English, requesting feedback before the end of December 2020 if they had any suggestions or objections before we sent this formal proposal to the Senate. We received no comments from those units.

FINANCIAL COSTS RESULTING FROM CHANGE TO DEPARTMENTAL STATUS

The University Writing Program is already a fully-functioning academic unit with its own staff and dedicated instructional budget. As a department, it would continue to focus its energies on providing the coursework that students need to pass the Senate’s campus-wide writing requirements. Departmental status would entail no new financial obligations. Gradual and controlled growth in its LSOE leadership faculty would be incremental, regulated ultimately by the administration’s willingness to fund LSOE lines. As was the case with the unit’s two existing LSOE appointments, each new LSOE line would replace an NSF Lecturer hire, significantly reducing the extra cost of the new lines.

THE NEW DIVISION’S FIT WITHIN THE UNIVERSITY CALIFORNIA SYSTEM

Within the University of California system there are several instances of UE units already in operation as Division designations with the ability to offer coursework as an academic unit. These units serve as dual administrative and academic units. The units are able to utilize targeted, Senate-approved academic offerings to advance teaching and learning initiatives, generate necessary revenue to expand academic support, and increase the campus’s FTEs without additional cost to students. They are responsible for a wide range of student success and co-curricular programs including freshman seminars, summer bridge, internship courses, honors courses, student-initiated courses (e.g. R’Courses, UCI’s uTeach, and UCB’s DeCal), special studies courses, life-long learning programs, UCDC and UC Sacramento courses, and even minors and certificates in civic and community engagement.

THE NEW DIVISION’S FIT WITH UCR VISION, MISSION, GOALS

Within UCR, Divisional status for UE would formalize long-standing ad hoc structures (e.g., the UWP, Summer Sessions, Honors) and provide a formal academic structure to house these interdisciplinary areas. Formalization would allow for greater engagement and progress toward each of the UCR strategic goals, including 1) enhancing opportunities for undergraduates, 2) providing resources for improvement of teaching and learning, 3) enhancing excellence in undergraduate research and creative activities, 4) engaging with and serving our local community through service and research, 5) engaging the challenges created by the rapid growth of UCR’s undergraduate population, 6) creating campus-wide experiences for high-achieving students, 7) expanding opportunities for intellectual stimulation, 8) developing new opportunities for faculty and students to interact, 9) serving as an exemplar for diversity and inclusion, and 9) enhancing student success by improving retention and graduation rates (UCR 2020: The Path to Preeminence).
REGARDING POTENTIAL DUPLICATION OF FUNCTIONS IF UE WERE TO BECOME A DIVISION

UE was created to address significant gaps in UCR’s ability to foster student success in a challenging academic environment. It does not duplicate other UCR functions or offices in any significant way. Whereas the mission of Student Affairs is student services, UE concentrates on academic support and academic opportunities, working through the ARC, its undergraduate research program, the writing program, Summer Sessions, and so on. Its academic functions clearly distinguish it from the various student support offices on campus. It offers substantial numbers of credit-bearing courses, already has a substantial NSF faculty in the writing program, and as a division would house Senate members in what we project to be the UWP’s growing LSOE faculty.

UE facilitates – it does not duplicate -- undergraduate research in the colleges by helping students find research mentors. It augments – does not duplicate -- undergraduate research in the colleges by hosting an annual undergraduate research journal and symposium. The unique support and guidance offers undergraduates competing for fellowships and awards are complimentary, not duplicative, of any such efforts in the colleges.

For UE’s parameters regarding coursework in the Writing Program, see the section on non-duplication of coursework above. Other UE coursework fills gaps and adds opportunities to the overall undergraduate curriculum. The popular one-unit undergraduate-taught R’courses, which are open to all students, are unique offerings not found in any of the colleges or departments. Any future non-credit and one-unit offerings would be vetted for redundancy by the Senate’s Committee on Courses before Senate approval.

DIVISIONAL STATUS AND FUNDING

There would be minimal resources required to establish UE as an academic unit: the present capital requirements, physical space, campus degree offerings, and faculty FTE would remain largely unchanged from their current configurations. UE is already established as a campus administrative unit, with a formal campus budget, and an allocated faculty who provide instruction and oversight of programs in the University Writing Program and various academic internships. NSF Faculty and TAs in the writing program are already housed in UE. UWP Senate faculty (presently, two LSOEs) are technically housed in English but are paid by UE.

Physical Space and Capital Requirements
UE would not require any additional physical space, nor have additional capital requirements for establishment of the unit as a Division. Physical space and capital are already allocated for the unit’s existing operations including office space and instructional costs for all existing Writing Program faculty.

Senate-Appointed Committee
UE would require a faculty Senate-appointed executive committee, comprised of academic senate faculty from across the campus, in order to review all submitted courses and course changes.
HIRING OF ADDITIONAL FACULTY AND STUDENT EMPLOYEES

Divisional status would not in and of itself entail the hiring of additional faculty and student employees, though it would facilitate future requests for non-Senate Lecturer hires to meet demand for UE courses (including writing program courses) and academic services such as those in the Academic Resource Center. Requests for expansion of R’Courses, Highlander Early Start Academy (summer bridge), service-learning, community engaged research, and other programs and courses would be facilitated by Divisional status while continuing to depend upon regular budgetary and staffing processes. New credit-bearing offerings would of course require the approval of the Senate.

The hiring of new LSOEs in the Department of University Writing would depend upon the UCR administration’s commitment to funding new faculty lines. As with the two existing LSOEs in the program, such appointments would be devoted to program leadership, TA-Training, WAC, and related responsibilities as well modeling expert teaching.

BUDGETARY IMPACT ON COLLEGES AND DEPARTMENTS

The University Writing Program has been independent of the colleges for fourteen years. Its budget is determined by the Provost in consultation with the VPDUE and the UWP Director. It does not flow through CHASS or any other college. The Provost’s funding of the writing program precedes the creation of the University Writing Program, which took place in 2007. Funding has come directly to the UWP from the Provost since 1999. Divisional status for UE would divert no funding from CHASS or the other colleges. No UWP courses generate income for CHASS departments or other units. Although the UWP course nomenclature has remained for this period of transition as ENGL (for English), the funding that comes from enrollment in the UWP’s “ENGL” courses already flows exclusively to the UWP, not to the English Department or to CHASS. This is true as well of the UWP’s Summer Session offerings. Divisional status would not alter that pattern.

EVALUATION AND ACCOUNTABILITY

For many years, UE’s various units have frequently and energetically evaluated their programs. As an academic as well as an administrative unit, the new UE Division would be accountable to the WASC reviews that weigh the unit’s goals with its performance. All of UE’s credit-bearing offerings would entail student evaluations. Like other aspects of the Division, its various mini-course programs would also be evaluated in the course of annual budget reviews by the administration. Academic status as a Division would bring greater accountability to the Senate, for example if the new Division proposed new mini-courses or certification programs.
RESPONSES TO CONCERNS FROM THE COMMITTEE REVIEWS:

1. What is the impact of this proposal on employment of graduate student instructors for writing instruction?

With the Senate’s approval of this proposal, employment of graduate student instructors will continue to be vital to the writing program’s mission. The number of writing program TA-ships, already substantial in 2008, increased by two-thirds in the following years. The variety of departments whose graduate students teach in the writing program grew more than five-fold. We expect the number of TA-ships to continue to increase as UCR’s lower-division enrollment grows. Our goal is to meet the demands of UCR’s growth by means of TA hires.

The employment, training, and mentoring of graduate student instructors are high priorities for the UWP and will remain so. We set a high priority on preparing scores of TAs each year to teach UCR undergraduates – and the students they will meet in their future careers – in the arts of interdisciplinary research, inquiry, persuasion, lucid communication, as well as close and critical reading. Every year our training and mentoring program reaches dozens of TAs across campus – those who teach in WAC courses that are writing-intensive breadth and capstone offerings in CNAS, CHASS, Business, and Engineering.

The new Department of University Writing will maintain and over time increase the UWP’s current substantial investment in those activities. Investment in TA-ships will increase as the campus grows and the number of WAC (Writing Across the Curriculum) courses increases.

2. What is the impact of UE division and UWP departmental status on the employment of graduate student instructors for that purpose in Summer Session?

The new Department of University Writing will continue to arrange for large numbers of graduate students to teach during Summer Session. The Office of Summer Sessions is responsible for the hiring of our nominees, virtually all of whom are hired by Summer Sessions on the basis of our projections of instructional need. The record of commitment to TA employment is clear (see below).

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covering substantial, longstanding, systemic shortfalls in UWP office staff benefits support, 2) funding a staff position that carries out vital program operations such as massive year-round placement and final examinations (online and in-person), conferences, expert backup, including financial processing, for other staff, and office support for our proactive outreach to the schools (through our Inland Area Writing Project site, including professional development for K-12 writing teachers and our high-school visitation program, and 3) administrative supplies and expenses, including technology upgrades, and 4) providing a small amount of funding for professional development and professional travel for program administration and staff.

3. Would the new Department of University Writing “engage exclusively in teaching without contributing to scholarship or creative activity?” What standards of scholarship would it expect? Would they be harmonious with standards of scholarship elsewhere on campus?

Division status would create a sea-change that would enable the writing program to recruit a core leadership Senate teaching faculty: Professors of Teaching who would be expected to do research as well as model and promote excellent teaching. (Currently in the program, there are only two Professors of Teaching, as well as a ladder faculty Director. None can be listed with a faculty appointment in the writing program until Divisional status is granted.) Standards of review for those appointments are in sync with campus expectations for review of Associate Professors of Teaching and (in the case of the director) ladder faculty across the campus. Today there are scores of research fields in which scholars of rhetoric, composition, and communication publish research. The standards for research in the new department would be generally the same as those across campus for Senate members, particularly for Professors of Teaching: publication in recognized journals and presses of research relevant to the unit’s disciplinary concerns, including pedagogy. The available and relevant fields of research have rich literatures and clear potential for development. The UWP Director, a ladder-faculty Professor, has written a prize-winning book (published by Harvard University Press) on Francis Bacon's philosophy of rhetoric and science, and a book on Lincoln's speeches (published by Johns Hopkins University Press) that was nominated for a Pulitzer and the Lincoln Prize. His published study of the relation between reading pedagogy and writing in dozens of writing programs across the country (“Writing Without Reading”) has circulated widely online. Although our two Professors of Teaching have been in the program only for three years, one is already one of the two co-authors of the most prominent research-based writing textbook in the country (The Saint Martin's Guide to Writing). The other has recently published an account of his founding, at UCR, what might be the country's first writing mentoring program for post-foster college students. Both have published literary studies with relevance to our understanding of pedagogy in a research university’s writing program.

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strengthening of plagiarism-resistant pedagogy, the creation of an effective writing placement system, the development of effective university outreach to K-12 teachers of writing, and so on.

4. There is a need to clarify the functions and membership of the proposed Faculty Executive Committee. What is the rationale for including faculty from other Colleges and Schools?

The new Division of Undergraduate Education would extend its current involvement in targeted aspects of undergraduate education relevant to all UCR’s colleges. Therefore, a divisional executive committee drawn from all the colleges would be an appropriate means of advising the new Division, providing feedback, and reviewing proposals for new and modified UE coursework before they are forwarded to the Senate for final approval. The new committee would consider such things as proposals for new R-courses, title and structural changes in writing courses, and new one-unit offerings for a course that helps students prepare for UE’s annual undergraduate research symposium. The committee would also provide regular faculty input and feedback to the Vice Provost/Dean of the Division regarding the new Division’s program initiatives and their relation to campus goals for undergraduate education.

5. What about the possibility of “needless growth and unknown budgetary consequences”?

Every unit on campus must guard against bureaucratization and unnecessary expenditure. The new UE Division’s goals for growth are modest. Its administrative record demonstrates vigilance. Its goals for improving undergraduates’ academic experience at UCR are ambitious and realistic, based on proven and promising means of strengthening undergraduate outcomes. Its work will continue to be focused and flexible, open to assessment and the contributions of new strategies that enable it to serve its mission most effectively.

6. The new department of university writing would “engage exclusively in teaching without contributing to scholarship or creative activity”

In accordance with University guidelines, the writing program’s LSOEs are Professors of Teaching. Their work is and must be focused on teaching. In the writing program, that teaching is typically tied to mentoring and supervision as well as research. (See the partial list of LSOE research fields on page 12.) LSOEs are hired and reviewed on the basis of their work as publishing researchers as well as their abilities as master teachers. In addition, most AFT Lecturers in the program are PhDs, many with publication records. Some UWP Lecturers have been published novelists and poets. The UWP Director is expected to be an active published researcher as well as an effective manager and academic leader.

7. What provisions will be made for diversity, equity, and inclusion? Is there a plan?

UE, and this proposal for divisional status, would not exist were it not for UE’s continuing commitment to diversity, equity, and inclusion. UE would not have been created if the campus had not made these goals high priorities and instituted an Office of Undergraduate Education to pursue them. UE has contributed to UCR’s achievements, amply documented student equity and diversity issues in the national press, that have enabled students of widely different backgrounds to prosper in a demanding academic environment, graduate at high rates, and enter the job world at income levels above those of previous generations. UE’s
plan to pursue these goals is evident in what it does. With divisional status its plan would be to amplify these efforts.

UE’s long history of involvement in Diversity/Equity/Inclusion efforts that promote student success will continue to include participation in the following:

- **National Collaboratives**
  1. The University Innovation Alliance (UIA)  
     - UIA’s purpose is dedicated to increasing the number of first-generation and low-income graduates with baccalaureate degrees by advancing student success innovations and interventions. In 2020 UIA announced, its newly defined goal to eliminate disparities in educational outcomes based on student background characteristics such as race/ethnicity, income, generational status, gender, and geography, with specific consideration to the individual demographic context of each institution.
     - The Black Student Success Initiative (BSSI) aims to support the acceleration of institutional transformation towards the advancement of equitable outcomes and experiences for Black students. UCR data gathered for this project revealed four key areas contributing to achievement gaps around four-year graduation rates: retention rates, progress towards credit hours, AP/IB credits, and micro-aggressions. UE staff and campus partners have developed approaches to the above-mentioned challenges.
     - Bridging the Gap from Education to Employment (BGEE), was designed to create opportunities to advance students’ employability. BGEE provides underrepresented students with paid internship opportunities. In 2020-2021, the BGEE project adapted the program to a virtual environment and worked to ensure that students could continue with their internships despite COVID-19. These internships provide a real-world project scoped by an employer for students to complete as an interdisciplinary team. Students are provided with a series of weekly professional development sessions, and mentorship from both employer professionals, faculty, and graduate students.
     - The Chatbot initiative (ScottyBot) offers all students access to timely UCR-related answers and guidance to campus resources 24/7/365. The language and interface of the bot was designed to be first-gen friendly.
     - The 2016 UE conference on closing the graduation gap and increasing access to higher education.
  2. Growing Inland Achievement (GIA)  
     - GIA is a regional, collective impact organization that works with local schools, colleges, universities, businesses, and community groups in the Inland Empire region of southern California. **GIA’s strategic plan** is focused on helping the region achieve economic and educational success and serves a heavy role as a connector between groups to work on shared goals. GIA seeks to build equitable educational structures to eliminate systemic racism, increase educational attainment for historically marginalized groups, create education to career pathways to increase equity in employment, and eliminate wealth gaps and low poverty rates that disproportionately impact people of color.
UCR engages with the Equity and College and Career Readiness Action Network Teams (ANT) on efforts of college preparedness for historically marginalized populations. The Equity ANT has focused on engagement of Hispanic and Black males at the middle and high school levels, analysis of outcome metrics for K-12 by race and ethnicity, and the development of outreach plans that are equity-minded, to develop a college-going culture in the IE. The College and Career Readiness group focuses on early preparation for A-G requirements, early engagement of middle school students on goal setting, and early education on funding avenues for college.

3. Reinvention Collaborative: Advancing educational equity for UG students at R1 institutions
4. Aspen Institute and American Talent Initiative: Expanding opportunity and access for low- and moderate-income students
5. NASPA First Forward Institution, part of a national cohort of cooperating institutions

- State and Regional Collaboratives
  1. Council of African American Parents (CAAP) Advisory Committee
     - [https://councilofafricanamericanparents.org/resources/caap-scholarship/](https://councilofafricanamericanparents.org/resources/caap-scholarship/)
  3. CAMP: California Alliance for Minority Participation in STEM
  4. UC Black Administrators’ Council Steering Committee (UCBAC)
  5. Debt-Free UC Committee
  6. UC First-Generation Committee

- Campus
  1. Black Faculty and Staff Association (BFASA)
  2. Hispanic-Serving Institution Advisory Committee
  3. Black Student Task Force participation
  4. First-Generation Initiatives, Recognition as a “First-Gen Forward” Institution
     - Development of First-Gen Chats
     - First-Gen Week and Radio Special
     - Class talks
     - Higher-Ed/UCR Jargon Dictionary for Chatbot

ANTICIPATED TIMELINE FOR IMPLEMENTATION OF THIS PROPOSAL

In accordance with the guidelines and associated timelines for UCR Senate and University of California Senate reviews for proposal of a new academic unit, UE would anticipate an effective date of July 1, 2022, for the establishment of UE as an academic unit. The precise date of the conversation might be somewhat later if the Registrar needed extra time to make adjustments in Banner, the Course Request System, and other electronic systems.
CONCLUSION

Establishment of UE as a dual model administrative and academic Division would formalize and strengthen its work to enrich and improve undergraduate education and overall student success at UCR. With Division status, UE would be in a much stronger position as a hub of innovation and collaboration to contribute to the long-term flourishing of UC’s students and faculty.

Divisional status would create new avenues for UE to help bring about the campus’s goal of offering to all students an unparalleled educational experience. It would enable UE to develop a more coherent, consistent, flexible, and sustainable UE structure with which to advance student success, and do so in ways that would enable the campus to better address institutional and systemwide goals. We hope you will support this endeavor.
UNDERGRADUATE EDUCATION – SUMMER SESSIONS

Administrative Director
Summer Sessions
Leonard Taylor

Project Policy Analyst 3
1.00 FTE
Katherine G. Sathornich

Administrative Assistant
1.00 FTE
Melisa Felix-Smith

Administrative Specialist
(shared with Student Engagement)
0.60 FTE
Jocelyn Catano

Effective
February 2022
UNDERGRADUATE EDUCATION – STUDENT ENGAGEMENT

Coordinator
Academic Internships
1.00 FTE
Jennifer Kavetsky

Director
Student Engagement
1.00 FTE
Gladis Hernandez Berkowitz

Director
Health Professions
Advising Center
1.00 FTE
Charles Scruggs

Assistant Director
Student Engagement Programs
1.00 FTE
Lisa Des Jardins

Director
Academic Resource Center
1.00 FTE
Rena Burton

Assistant Director
Health Professions Advising Center
1.00 FTE
Open

Administrative Specialist
(shared with Summer Sessions)
.80 FTE
Jocelyn Catano

Effective
February 2022
Dear UCR Senate Executive Council:

Thank you for the helpful feedback. UE appreciates the opportunity to provide additional context for the Academic Senate meeting on February 22, 2022. The updated proposal (pages 17 and 18) addresses the questions, and suggestions shared by the Executive Council regarding the proposed formalization of Division status for Undergraduate Education. The answers are also below for quick reference.

RESPONSES TO EXECUTIVE COUNCIL QUESTIONS (page 17-18):

1. **What is the impact of this proposal on employment of graduate student instructors for writing instruction?**

With the Senate’s approval of this proposal, employment of graduate student instructors will continue to be vital to the writing program’s mission. The number of writing program TA-ships, already substantial in 2008, increased by two-thirds in the following years. The variety of departments whose graduate students teach in the writing program grew more than five-fold. We expect the number of TA-ships to continue to increase as UCR’s lower-division enrollment grows. Our goal is to meet the demands of UCR’s growth by means of TA hires.

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The available and relevant fields of research have rich literatures and clear potential for development. The UWP Director, a ladder-faculty Professor, has written a prize-winning book (published by Harvard University Press) on Francis Bacon's philosophy of rhetoric and science, and a book on Lincoln's speeches (published by Johns Hopkins University Press) that was nominated for a Pulitzer and the Lincoln Prize. His published study of the relation between reading pedagogy and writing in dozens of writing programs across the country ("Writing Without Reading") has circulated widely online. Although our two Professors of Teaching have been in the program only for three years, one is already one of the two co-authors of the most prominent research-based writing textbook in the country (The Saint Martin's Guide to Writing). The other has recently published an account of his founding, at UCR, what might be the country's first writing mentoring program for post-foster college students. Both have published literary studies with relevance to our understanding of pedagogy in a research university's writing program.

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February 11, 2022

To: Jason Stajich, Chair
   Riverside Division

From: Don Collins, Chair
       Graduate Council

Re: [Review Item Via Email] Undergraduate Education Academic Status Proposal
    Clarifications

Graduate Council reviewed the memo clarifying the Council’s questions from the last version of the proposal to formalize Division status for Undergraduate Education. With the explanations provided, the Council approves of the proposal but notes that none of the clarifications were incorporated into the proposal and should be added to the proposal before it is forwarded to the Division for review and approval.
January 8, 2022

TO: Jason Stajich, Senate Chair

FROM: John Briggs, Professor of English
      Director, University Writing Program

Jennifer Brown, VPDUE, Vice Provost and Dean of Undergraduate Education

RE: Responses to the Most Recent Senate Questions Regarding the Proposal to
   Make UE an Academic and Administrative Division

1. Question from the Graduate Division:

_The proposal does not mention graduate student instructors. It needs to include guaranteed employment for graduate students. The proposal must clarify whether there will be any changes to how summer revenue will be administered and distributed and by whom. Where does the summer revenue go?_

Reply: The employment, training, and mentoring of graduate student instructors are high priorities for the UWP and will remain so. We set a high priority on preparing scores of TAs each year to teach UCR undergraduates – and the students they will meet in their future careers – in the arts of interdisciplinary research, inquiry, persuasion, lucid communication, as well as close and critical reading. Every year our training and mentoring program also reaches dozens of TAs across campus – those who teach in WAC courses that are writing-intensive breadth and capstone offerings in CNAS, CHASS, Business, and Engineering.

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and expenses, including technology upgrades, and 4) providing a small amount of funding for professional development and professional travel for program administration and staff.

2. Question from the School of Medicine

*The response to the previously raised concern that the program would not contribute to scholarship (page 17), focuses exclusively on the qualifications of the instructors rather than highlighting scholarship or creative activity produced by the course. Therefore, it doesn’t really answer the question asked. The response does not define a standard for scholarship that aligns with existing units across campus.*

Reply: Division status would create a sea-change that would enable the writing program to recruit a critical mass of core leadership faculty: Professors of Teaching who would be expected to do research as well as model and promote excellent teaching. (Currently in the program, there are only two Professors of Teaching, as well as a ladder faculty Director. None can be listed with a faculty appointment in the writing program until Divisional status is granted.) Today there are scores of research fields in which scholars of rhetoric, composition, and communication publish research. (See the list on page __.) The standards for research in the new department would be generally the same as those across campus for Senate members, particularly for Professors of Teaching: publication in recognized journals and presses of research relevant to the unit’s disciplinary concerns, including pedagogy.

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3. Question from the Committee on Educational Policy

The Committee noted that the functions and membership of the proposed Faculty Executive Committee are unclear and recommends that the proposal be updated to include the rationale for including faculty from other Colleges and Schools.

Reply: The new Division of Undergraduate Education would extend its current involvement in targeted aspects of undergraduate education relevant to all UCR’s colleges. Therefore, a divisional executive committee drawn from all the colleges would be an appropriate means of advising the new Division, providing feedback, and reviewing proposals for new and modified UE coursework before they are forwarded to the Senate for final approval. The new committee would consider such things as proposals for new R-courses, title and structural changes in writing courses, and new one-unit offerings for a course that helps students prepare for UE’s annual undergraduate research symposium. The committee would also provide regular faculty input and feedback to the Vice Provost/Dean of the Division regarding the new Division’s program initiatives and their relation to campus goals for undergraduate education.
COMMITTEE ON EDUCATIONAL POLICY

January 18, 2022

To: Jason Stajich, Chair
    Riverside Division

From: Juliann Allison, Chair
      Committee on Educational Policy

RE: Revised Proposal for Division of Undergraduate Education

The Committee on Educational Policy reviewed the revised proposal for a Division of Undergraduate Education and have no additional comments on the proposal.
GRADUATE COUNCIL

January 25, 2022

To: Jason Stajich, Chair
Riverside Division

From: Don Collins, Chair
Graduate Council

Re: [Campus Review] Proposal: 4th Round - Formalization of Division Status for Undergraduate Education

Graduate Council had two questions resulting from the committee’s previous review and response dated November 30, 2021; those questions (below) have not been fully answered and the proposal has not changed:

1. **Guaranteed employment for grad student instructors**: Graduate Council asked that the proposers include a guarantee for graduate student employment as instructors in the proposal. This is separate from the issue of training and mentoring graduate students. The revised proposal still does not have a single reference to graduate student instructors.

2. **Summer revenue**: The Council appreciates the breakdown of priorities for distribution of summer revenue. However, there does not appear to be commitment of revenue for graduate student employment. Graduate students rely on the opportunity to apply to teach courses during the summer.

This proposal appears to allow serious incursion into the revenue for and commitment to the employment of graduate student instructors. The proposal must include a written guarantee of employment for them.
Date: September 24, 2021

To: Jason Stajich, Ph.D., Academic Senate Chair

From: Jennifer Brown, Ph.D., Vice Provost and Dean, Undergraduate Education

RE: Undergraduate Education Proposal for Divisional Status

Dear Jason:

I am kindly requesting an expedited review of the UE Proposal for Divisional Status in order to have this proposal reviewed for the Fall 2021 term meeting.

Our org thanks Executive Council as well as the senate committees for the helpful feedback. We appreciate the opportunity to provide additional context. The updated proposal addresses the questions, and suggestions shared by Executive Council, including:

- Clear outline for delivering divisional plan;
- Diversity, equity, and inclusion impacts on the campus;
- Impacts on other units at UCR;
- Resources needed to support attaining divisional status;
- Sustained growth by potential additions of new faculty;
- Thoughts about inclusion of an executive committee; and
- Impacts of UE as the org expands.
TO: Jason Stajich, Chair UCR Faculty Senate

CC: Elizabeth Watkins, Provost and Executive Vice Chancellor

FROM: Jennifer Brown, Vice Provost and Dean of Undergraduate Education

DATE: September 24, 2021

RE: Formalization of Division Status for Undergraduate Education

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CAMPUS

University of California, Riverside (UCR)

NAME AND PROPOSED ACTION

This is a proposal to create a Division of Undergraduate Education as a dual model administrative and academic unit. This action would formalize the longstanding academic and administrative role of UCR’s Office of Undergraduate Education, which is currently categorized only as an administrative unit. Under the proposal, the new Division and the largest academic units within it – the University Writing Program and Summer Sessions – would be recognized as academic units. Establishing the Division of Undergraduate Education would sustain and expand UE’s credit-bearing academic functions for undergraduate students, improve its ability to serve as a center of pedagogical innovation and academic support, and strengthen its ability to contribute to UCR’s rise to national distinction as an engine of social mobility designated #1 in the country for three years in a row by US News and Reports.¹

DESCRIPTION AND RATIONALE FOR ACTION

In recent decades, the rapid growth of undergraduate enrollment throughout the UC system has challenged the campuses’ ability to maintain the quality of undergraduate education. One of the ways in which the UC campuses have met that challenge is by creating offices of undergraduate education to supplement and strengthen that part of their mission. Several of those offices have become administrative/academic divisions. They offer courses and house programs designed to strengthen and supplement the undergraduate experience. As hubs of innovation and facilitators of proven forms of academic support, they foster academic success and higher rates of retention and graduation.

¹ We would like to thank the various bodies in the colleges and the Senate that offered their feedback during the formulation of this proposal: the Committee on Academic Personnel, the Committee on Educational Policy, the Committee on Courses, the Committee on Diversity, Equity, and Inclusion, the Graduate Council, the Committee on Planning and Budget, the Committee on Preparatory Education, and various college executive committees. In September 2020, a draft of this proposal was presented for comment to the departments of Creative Writing and English.
Six of the nine campuses now house divisions of undergraduate education: UCSB, UCLA, UCI, UCSC, UCB, and UCM. Five of those divisions (all except UCM) are considered to be academic units. Two of those divisions (UCB and UCLA) are administrative and academic units that offer their own courses and minors.2

At UCR, planning for an Office of Undergraduate Education (UE) began in 1999. UE was established in 2004 by Chancellor France Cordova, and was placed within academic affairs under the supervision of Provost and Executive Vice Chancellor Ellen Wartella. The new Vice Provost of Undergraduate Education, Andrew Grosovsky, was charged to “enhance the Distinction of the University in the area of Undergraduate Education.” The establishment of the Office of Undergraduate Education was, according to Grosovsky, the “first step in what is planned to become a Division of Undergraduate Education.” In 2014, the UCR Senate Committee on Budget and Planning recommended that academic status for UE be explored. In the following years, the Vice Provost of Undergraduate Education became a member of the Provost’s Cabinet and the Deans’ Council, in recognition of UE’s impact on undergraduate education at UCR. In 2018, Provost Cindy Larive gave the UE Vice Provost a new title appropriate for a new division: “Vice Provost and Dean of Undergraduate Education (VPDUE).”

Preparing for divisional status, UCR’s Office of Undergraduate Education now houses the University Writing Program and Summer Sessions. It has aligned its work with UC’s 2030 graduation and equity goals, dedicating itself to enhancing student success through a wide array of academic and supplemental programs that facilitate student engagement, persistence, and timely graduation. In pursuit of those goals, UE also works through partnerships and collaborative projects across campus units.

UE is the campus headquarters for placement and instruction in writing and preparatory mathematics. In addition to being the home of Summer Session, the University Writing Program, and the Academic Resource Center, it is the center of collaborative innovation for online instruction (thanks to XCITE), the Academy for Distinguished Teachers, and numerous programs that enrich and extend the undergraduate curriculum: UCDC, the Sacramento internship program, the R-courses program, the undergraduate research symposium, the administration of national and prestigious fellowship awards, and other initiatives.

Over the last sixteen years, the scope of UE has expanded to include greater responsibility for fostering success initiatives, assessing the campus’s support programs, identifying potential pedagogical and programmatic innovations, and introducing best practices related to positive retention, graduation, and other student success outcomes. As a hub for innovation and collaboration, UE also introduces various success-oriented technologies that have a campus-wide impact: predictive analytics to identify students who are in academic difficulty, dynamic course planners (e.g., EduNav) that enable students to map their coursework in timelines that lead to more favorable graduation rates, and service communication aids (e.g., ChatBot) for financial aid and other partners. UE is also responsible for developing and

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2 Divisions in the UC System have taken a number of forms over the years. A variety of UC units and combinations of units have held that title. At UCR, Divisions emerged in the 1960s as faculty in the sciences created one college division while faculty in the social sciences and humanities formed another. For a time, the new colleges were also called divisions. In its most limited, unofficial, and non-technical sense, a division is any academic unit that is the home of Senate faculty. The most important official Divisions in the University of California are now of course the ten campuses. Within the UCR Division are the colleges and schools, with programs that are within those units.
promoting campus and systemwide initiatives to strengthen graduation rates, enlarge the number of student FTEs, expand summer enrollment, increase qualified community college transfers, develop cross-campus collaborations to support first-generation students, and strengthen relationships with community-based organizations and local non-profits. Its timely and innovative role in assisting the conversion to online/remote instruction during the pandemic crisis has been crucial to the campus’s quick recovery.

THE PLACE OF THE NEW DIVISION

The new Division of Undergraduate Education at UCR would maintain and expand these functions as a Division alongside the colleges. It would not replace or supersede undergraduate programs or structures of governance in the colleges. Its mission would be to complement and strengthen undergraduate education for all students. Divisional status would not only enable it to stabilize and build upon its many existing programs and address new challenges; Divisional status would stimulate the creation of new programs targeted to facilitate student success.

The new Division would have a broader and more limited mission than a traditional UCR college. By definition, it would have to do with undergraduate education campus-wide. At the same time, it would direct its aims and activities, as it does now, to particular aspects of undergraduate education, examples of which we set out in the sections below.

WHAT UE CANNOT DO WITHOUT DIVISIONAL STATUS

- UE cannot offer its own credit-bearing instruction. It cannot submit course proposals to the Senate without depending upon academic units’ prior approval. UE typically must depend upon other units even for course titles and offerings that UE is responsible for scheduling and teaching.3

- UE cannot hire, house, or review LSOEs. They must currently be housed according to a temporary arrangement with English, which since 2007 has had no administrative role in the UWP.

3 As an administrative unit, UE lacks the prerogative to list and propose courses under its own course nomenclature (e.g., WR 1ABC in place of ENGL 1ABC). Currently, all its courses are offered through partnerships. The UCDC courses managed by UE are technically offered through CHASS, Writing Programs courses through CHASS (mainly English), R’Courses through various colleges, and the R’Course training course through the Graduate School of Education. Honors courses must be approved by all the college executive committees. The proliferation of course labels and affiliations now overly complicates oversight, the course approval process, and attendant student support services. In the proposed model, all these courses would be offered with UE-designated, Senate-approved titles. Senate oversight over all courses and the course approval process would be maintained.
• UE does not have the option to become the academic home of the faculty member who is the
UWP Director, whether that person is on the ladder or an LSOE.

• UE cannot hire Lecturers to teach its credit-bearing mini-courses.

• UE cannot provide various program directors with the academic title of Lecturer even when they
have graduate degrees and are responsible for supervising credit-bearing mini-courses in UE.

• UE cannot create credit-bearing programs that award some form of academic certification, for
example a Senate-approved certificate for completing a mini-course series on organizing and
presenting a research project for UE’s Research Symposium.

• UE cannot conduct essential administrative functions, such as course scheduling, for courses it
coordinates with other units and in some cases teaches. It cannot be the home of those
courses:

ARC 035 (SPP)
A preparatory mathematics course coordinated and staffed by UE’s Academic Resource Center
personnel but currently housed in the School for Public Policy;

UCDC Courses, which are housed in CHASS although UE coordinates and schedules UCDC
offerings and manages the submission of grades;

EDUC 102 (GSOE)
R’Course preparation courses for instructors, which are coordinated and taught by UE even
though they are housed in the Graduate School of Education. Adding to the confusion, the
actual R-Courses are offered under the nomenclature of various colleges. In an effort to clarify
these matters, the Senate has recommended that R’Courses be given a distinctive course
subject code and number for easier student identification and course tracking. UE Divisional
status would clearly house the R’Course program within UE.

WHAT WOULD BE DONE WITH DIVISION STATUS: GOALS FOR IMPROVEMENT AND GROWTH

1. Hiring and Review of LSOE Faculty: The University Writing Program

As a unit within the new UE academic division, the University Writing Program would ask the UCR
administration for permission to begin recruiting a limited but crucial number of LSOE Teaching
Professors – as many as five over the next few years -- to join with our two current LSOEs in
leadership/teaching positions in the UWP. LSOE hires would not be an automatic result of the
Senate’s approval of UE’s division proposal. As with other units, they would have to be allocated
and funded as faculty lines on a case-by-case basis by the University administration in consultation
with the UE Dean and the Director of the University Writing Program.

These critical hires would be Senate members buttressing the UWP’s internal academic leadership,
its contributions to pedagogical innovation, its capacity for research, and its participation in Senate
governance. A strong core of LSOE faculty would also give the writing program the capacity to perform LSOE personnel reviews independent of the interim hybrid Senate committee (see page 10) that would carry out those reviews until that critical mass was reached.

2. Hiring of Non-Senate Faculty (Lecturers) to Teach the UE Division’s Growing Array of Mini-Courses

These hires would be crucial to the creation of targeted credit-bearing mini-courses that would enhance UCR students’ credentials and preparation for entering the job market. For a variety of students, they would add incentives to persevere in their work toward a degree. They would also provide students more electives for maintaining their full-time status. All three innovations, along with others listed in #3 below, would contribute to the campus’s goal of shortening undergraduates’ time-to-degree.

See the overview of those UE programs below. As UE enlarges and develops programs offering an array of mini-courses, most of them credit-bearing, the new Division would recruit Lecturers or experienced TAs to teach those offerings. Those hires would match course demand. In their first phases, Lecturer appointments would match specific teaching obligations. As a consequence, they would typically be part-time. TA appointments would be quarterly and renewable, supervised by the VPDUE acting as faculty in charge. Lecturers’ excellence reviews, in accord with the AFT contract and campus personnel guidelines, would be mandatory only toward the end of eighteen quarters of service in UE. (According to campus personnel rules, they would not be based on any quarters of service in other units.)

The new Division would organize a committee made up of UE’s Senate faculty and senior Lecturers to initiate those Excellence Reviews. A separate review process for Lecturers in the University Writing Program has operated in a similar manner -- consistent with AFT contract and campus personnel rules -- for fourteen years.

The emerging faculty of Lecturers teaching these mini-course programs would not be static, along the lines of a conventional department. Those Lecturers would have flexible appointments depending upon the number and kind of mini-courses that would need to be staffed. Again, following the AFT contract, a Lecturer’s full-time status would depend upon the availability of teaching.

3. Creation of Courses

The new division would have the flexibility to offer, dependent upon Senate approval, crediting-bearing mini-courses, and would staff them with Lecturers and TAs. These limited yet targeted and adaptable offerings would be designed to strengthen student engagement, help raise students’ quarterly unit totals (measured as student FTE, which is connected to campus funding), facilitate on-time graduation, and develop first-generation students’ power to persist. They would include courses fostering leadership, community-based research, research ethics, service-learning, the exploration of opportunities in the Health Professions, and inquiry into careers.
4. More specifically, Division status would enable UE to
   - Establish a divisional Executive Committee to facilitate Senate review of course proposals
   - Establish a committee structure to review academic personnel
   - Create a stronger tie and two-way communication with faculty to colleges/schools regarding academic initiatives

5. Foster the creation of new programs that include credit-bearing mini-courses such as the following:
   - A UCDC Pre-Launch course of preparation for the UCDC internship: exploring academic interests, inquiring into DC resources, finding and preparing for a DC internship
   - ORBITS: a career exploration course focused on first-generation students; in cooperation with the Career Center
   - A Pre-Health Series including a course in exploring career options among the health professions and crafting applications for training programs and employment. Both courses could be part of a regular summer program for health professions students.
   - Undergraduate Research
     1. A course on procedures and principles related to preparation for the annual Undergraduate Research Symposium: presentation skills, ethical use of data and sources, preparation of written materials, formulation of discussion questions, and so on
     2. A course focusing on accessing, reading, and referencing journal articles in support of Symposium projects
     3. A course preparing and supporting members of the UE research journal board and the journal’s editors
     4. A course to prepare candidates applying and interviewing for National and Prestigious Scholarships to pursue graduate work
     5. An introduction to campus libraries, with assignments and mentoring related to students’ research interests

STRUCTURE AND FUNCTION OF A DIVISION OF UNDERGRADUATE EDUCATION

At present, two large units within Undergraduate Education operate as academic units: the University Writing Program and Summer Sessions. The University Writing Program is one of the largest academic
units on campus, offering over six hundred classes each year. Summer Sessions serves as the official hiring body for approximately one thousand instructors during the summer quarter and as the academic home for all visiting students. Other units, though their activities are less explicitly academic in the technical sense, provide student academic support: the Academic Resource Center and the Office of Student Engagement. Together they provide co-curricular tutoring and workshops as well as high-impact experiential learning opportunities that increase retention, persistence, and graduation rates. They also coordinate the non-credit and credit-bearing instruction offered through the summer HESA program, ARC 035, the UCDC program, the R’Course program, and various Service-Learning programs. Finally, XCITE (The Exploration Center for Innovative Teaching and Engagement) is heavily involved in pedagogical best practices as well as helping faculty design and strengthen their courses across all modes of instruction.

The Various Units in UE:

A) The newly formed XCITE (formerly the Center for Teaching and Learning)
   Entirely distinct from the campus’s IT office, XCITE’s mission is academic and research-based in its scope and operations. Working closely with faculty and TAs, XCITE supports the strategic development and implementation of pedagogical best practices and innovations, academic technologies, and effective instructional media and platforms. During the pandemic, XCITE gave crucial assistance to the campus’s emergency transition to remote instruction, and is now helping to strengthen post-Covid instruction by improving instructional flexibility. XCITE works in close partnership with the Academy of Distinguished Teaching, which is dedicated to mentoring and supporting the teaching of UCR faculty. Furthermore, XCITE, as a center for teaching and learning, is a centralized resource for faculty development and training in the continuous pursuit of teaching excellence.

   These activities are vital to ensuring the high quality of a UCR education. In a time of contagion and campus closures, and the prospect of new viral disruptions of on-campus instruction in future years, XCITE is all the more important to UCR’s ability to sustain and improve its current operations, and persist in its ascent to higher levels of distinction. It is imperative that UC Riverside not only develop a far more robust capacity than it has now for alternative modes of instruction to meet these challenges; the campus must also make a long-term investment in academic technology so that it can embrace pedagogical innovation. Capacity and technology are together indispensable to such efforts. As we forge ahead in new modes of instruction, faculty must be capable of engaging our students in ways that are true to the Academic Senate’s standards and the campus’s high academic expectations. XCITE’s contributions to that effort, facilitated by its interaction with faculty and the granting of Divisional status for UE, will be crucial to the campus’s success.

B) The University Writing Program (UWP) has been housed in UE for the last fourteen years. It coordinates the Writing Across the Curriculum Program and offers the Senate-approved writing courses that fulfill the campus’s Senate-legislated writing requirement. It is one of the largest academic units on campus. In 2007 a joint faculty-administrative committee directed its move from the English Department to UE in order to emphasize its campus-wide role. The move facilitated, among other things, the creation of the UWP program in Writing Across the Curriculum and the recruitment of TAs from a wide variety of departments. Since then, the WAC program has engaged intensively with the faculty and TAs in twenty departments and four
colleges, helping them offer Senate-approved and UWP-supported WAC courses. It is a leader in developing intensive workshops, TA training, and online instruction.

Overall, the University Writing Program is currently responsible for generating more than 50,000 academic units per year, or almost 5% of all UCR undergraduate instruction. It houses over 50 faculty, most of whom are Lecturers. Three faculty are members of the Academic Senate: the UWP Director, and two Associate Professors of Teaching (LSOE) who are temporarily attached to English for the purpose of merit reviews. The UWP also employs and mentors approximately 75 teaching assistants from over a dozen departments, forty-five of whom enroll in credit bearing training courses each year. The two LSOEs, the Director, and the WAC Academic Coordinator train, supervise, and review those TAs, and mentor the UWP’s Lecturer faculty. The WAC Coordinator also works closely with a dozen ladder faculty in a variety of departments each year to prepare and offer effective WAC courses. This work strengthens the UCR undergraduate curriculum while providing training that improves graduate students’ prospects for academic employment as PhDs.

The writing program’s Inland Area Writing Project works with scores of local K-12 teachers. Its volunteers offer a university-based summer institute for K-12 teacher-leaders every other year, and it conducts literacy education in visits to 80-100 local high-school English classes annually.

Through its Writing and Foster Youth Alliance, the UWP also trains and certifies UWP volunteers to tutor and mentor UCR students who have aged out of the Foster-Care system.

The Writing Program Committee, which is composed of six Senate faculty from across campus and four Continuing Lecturers, is responsible for the initial personnel reviews of thirty-one Continuing Lecturers as well as Excellence reviews for Lecturers being considered for Continuing status. The WPC also reviews course proposals.

C) The Office of Summer Sessions moved to UE over twelve years ago from Extension. It continues to serve by necessity as a college for all summer visiting students, including dismissed UCR students seeking re-entry. Summer Sessions is the official academic home for all visiting students; it is in effect their academic college, the second-largest unit by headcount on campus. It serves as the formal hiring body for all instructors and as the registrar for all coursework offered during the summer at UCR. The VPDUE oversees those responsibilities in what is by necessity already a decanal capacity. Summer Sessions engages with an Academic Steering Committee comprised of campus faculty to advise on program operations and policy. At present, over ten thousand individual students enroll in Summer Sessions each year.

Summer Session performs many functions within UE that facilitate academic instruction. It carries out many of its functions independent of the colleges. Its scheduling system, which manages half a dozen summer quarters of varying lengths, is separate from the system the campus uses for Fall, Winter, and Spring. The APM and union contracts maintain separate sections dedicated to the summer quarter because of the unique character of summer programs.

D) The Academic Resource Center serves as the primary academic support and tutoring center on campus. It engages over seven thousand individual students a year, many of whom
participate in numerous ARC offerings. The ARC also runs the Highlander Early Start Academy (HESA, the summer bridge program), offering credit and non-credit math courses for students working to fulfill college requirements. During the academic year, ARC 35 enrolls over a thousand additional students in preparatory math instruction that boosts their prospects for enrolling in math-intensive majors. It also maintains a large supplemental instruction program, which interacts with dozens of courses across campus, as well as a writing center that provides one-on-one tutorials and workshops for students from all UCR's colleges. The ARC’s tutoring and success coaching programs have been fully online in response to the Coronavirus emergency.

E) The Office of Student Engagement is home to a wide array of High Impact Practices and multiple programs with formal academic coursework. The Student Engagement portfolio is made up of R’Courses (credit-bearing seminars taught by faculty-supervised undergraduates), service-learning courses, the annual undergraduate research symposium involving hundreds of student presentations, the undergraduate research journal, research mini-grants, capital internships and courses in Washington DC (UCDC) and Sacramento (UCCS), and the designation of Chancellor’s Research Fellows. The UCR Senate has recently invited the R’Course program to create a single UE course subject abbreviation, rather than various departmental labels, for clear identification of these courses in the UCR catalog and the class search system. Recent innovations include the robust Keep Learning website for undergraduates, the Campus Collective Mentoring Program in which hundreds of advanced undergraduate mentors interacted with 1700 freshmen and transfer students (AY 20-21), and a referral chain to link mentored students to academic support services in the ARC.

UE supports undergraduate research and student success in its recruitment and mentoring of promising applicants for prestigious scholarships and fellowships such as the Goldwater, Strauss, and Fulbright. Additionally, Student Engagement coordinates campus-wide programs and external outreach via programs and collaborative organizations meant to increase the success of underrepresented, low-income, and minority undergraduate student populations: First-Generation programs, California Alliance for Minority Participation, Growing Inland Achievement, and American Talent Initiative.

R’Courses are governed by a Senate-appointed faculty committee. UCDC and UCCS are both governed by faculty at the Systemwide level and have a campus faculty representative. Both Undergraduate Research and service learning are supported by faculty advisory committees.

Student Engagement also serves as the primary advising resource for pre-health students through the Health Professions Advising Center (HPAC), supporting all UCR students and alumni who have an interest in pursuing a career in the health professions. Advisors and student peer advisors also engage with the pre-health community by facilitating workshops, special events, and peer mentoring. HPAC is also supported by an ad-hoc advisory committee and works closely with faculty and staff to support pre-health students. It maintains a strong connection to the academic units in which it was previously housed: the College of Natural and Agricultural Sciences (CNAS) and the School of Medicine (SOM). These ties ensure students have access to prerequisite coursework and necessary information to become competitive applicants when they apply to health professions programs. These and other programs within Student Engagement emphasize experiential learning and align with all four UCR 2020 goals.
F) University Innovation Alliance (UIA), is a national student success collaborative of thirteen research universities, including UCR. UIA initiatives seek to innovate, scale, and diffuse knowledge of student success efforts to aid low-income and first-generation student populations. As the home of the UIA’s work on campus, UE leverages its cross-institution learning, capacity, and funding to help fulfill UCR’s academic goals of increasing graduation rates and improving social mobility. UCR and UE are well positioned to execute this mission. UIA initiatives include the proactive advising, completion grants, college to career transitions, and ChatBots that help students navigate the complex processes at the university.

AN EXECUTIVE COMMITTEE FOR THE NEW DIVISION

UE focuses on the academic enterprise and desires a closer relationship with faculty colleagues. In order to formalize UE’s ability to propose and institute such courses, emphasize its campus-wide mission, and regulate its academic offerings, the new Division would have its own Executive Committee made up of Senate members. Given the new division’s housing of the Writing Program as well as other units and programs with campus-wide impact, the committee would include writing specialists, members from writing-intensive departments, and representatives from various colleges and schools. We propose a committee of fourteen Senate members:

- One from Mathematics (elected by CNAS faculty)
- Two from other departments of CNAS (elected by CNAS faculty)
- One from BCOE (elected by BCOE faculty)
- One from Education (elected by Education faculty)
- One from Business (elected by Business faculty)
- One from English (elected by CHASS faculty)
- Three drawn from the following writing-intensive departments involved in WAC and elected by the CHASS faculty: Philosophy, Creative Writing, History, with no more than one from each department
- One drawn from other departments in CHASS (elected by CHASS faculty)
- Two Senate members from the Department of University Writing, (appointed by the director of the new Department of University Writing).
- Ex officio: The Vice Provost/Dean of Undergraduate Education

The elected members would serve three-year terms. To ensure the carry-over of institutional knowledge, the first elections would be for stepped terms so that only one third of the membership would cycle off each year. For that first election only, one third of the initial members would have one-year terms, one third would have two-year terms, and one third would have three-year terms.

The function of the new Division’s Executive Committee, like those of other such committees, would typically be to vet course proposals, forward approved proposals to the requisite committees in the Senate, advise the UE Division with regard to newly proposed programs, and, when the VPDUE deems it appropriate, serve as a resource for reviews.

The routing of course proposals and other relevant legislation would follow that of the college executive committees:
As is the case now, measures that would substantially modify or add to the overall Senate-mandated campus writing requirement would have to be reviewed by all the colleges’ executive committees before going to the Senate.

A PERSONNEL COMMITTEE TO REVIEW SENATE MEMBERS IN THE UNIVERSITY WRITING PROGRAM

The matter of personnel reviews for UWP Senate faculty is an urgent concern, affecting not only individual Writing Program faculty but also the Writing Program’s ability to stabilize its leadership and so fulfill its mission over the long term. Divisional status would enable us to address these concerns coherently and effectively. Currently, LSOEs in the University Writing Program are temporarily housed in the Department of English, even though the work of those LSOEs is almost entirely, if not completely, in the writing program – a unit that has been administratively separate from English for fourteen years. Personnel reviews for merits and promotion for LSOEs, who are Senate members, are therefore currently conducted by English, even though the fiscal and formal pedagogical responsibilities for the teaching of Senate-mandated writing courses reside in UE, and even though the writing program already has by charter its own personnel and curriculum committee with Senate members (the Writing Program Committee). This arrangement is over-complicated and unstable. It does not foster true peer review. It weakens the LSOEs’ ties to the writing program, and the program’s goal of developing a stable, expert leadership. Divisional status would make it possible to formalize and standardize the process of LSOE review and LSOE hiring by the new division before files are forwarded to CAP. For these purposes, LSOE reviews would be conducted by a new Department Senate Personnel Committee.

The new Personnel Committee would be composed of the seven Senate members currently sitting on the UWP’s long-established Writing Program Committee for curriculum and personnel. Two of those members are LSOEs, and one the program Director. The remaining four are from various colleges, several with WAC experience and one member typically from English. They serve staggered three-year terms to ensure the continuity of standards and the sharing of knowledge about the program.

These Senate faculty are knowledgeable about the teaching of writing at the college level and have many years of experience assigning and evaluating student writing. They meet with other members of the Writing Program Committee several times a quarter. Those who are not writing specialists have an interdisciplinary interest in writing and writing instruction. Over the years, a number of them have taught courses in the Writing Across the Curriculum program. Since UWP teaching and research and the overall effectiveness of the program is of substantial interest to faculty across campus, it is appropriate for selected non-specialists to be on the committee as well as specialists. Since the founding of the University Writing Program, they have been selected for the committee on the basis of the UWP Director's nominations of qualified and willing candidates, followed by the VPDUE’s formal approval. Nominations from the Committee on Committees, should they be needed, can be built into this process to ensure that there is a strong pool of available candidates.

These Senate faculty already review a dozen or more NSF Lecturer merit files each year. They are responsible as well for reviewing the files of Lecturers coming up for Continuing status. Their merit
decisions are submitted to the VPDUE for final approval. Their Excellence decisions go to Academic Personnel, then to CAP, and then to the VPDUE. Several of these faculty members served on the search committee for our two new LSOEs.

The expected growth of LSOE leadership positions in the UWP would provide an additional source of expertise and stability to the personnel committee. By joining the personnel committee, the new LSOEs would enable it to become a conventional departmental committee-of-the-whole for personnel decisions and recommendations that go to the VPDUE, VPAP, and CAP, without relying on outside faculty. Without the benefit of divisional status for UE, these developments would not be possible. The program’s ability to sustain its programs effectively would be seriously compromised.

Criteria for Reviews

Following the new APM criteria for evaluating LSOE’s teaching, research, and service would include teaching, service, and research, with an emphasis upon outstanding teaching, mentoring, program leadership, and related service. Research areas include the following:

- Composition Pedagogy/ELL Pedagogy
- Linguistics/Syntax/English Grammar
- Effective Evaluation Practices
- History of Rhetoric and Composition
- Prose Style
- Oratory/Oral Communication
- Academic Writing
- Writing Across the Curriculum
- Writing in the Disciplines
- Teacher Training in Composition
- Analysis of Student Writing
- Responding to Student Writing
- Grading Student Writing
- Testing and Large-Scale Assessment of Student Writing
- Computer-Assisted Writing
- Online Pedagogy in Composition
- History of Writing Programs
- Structure of Writing Programs
- Assessment of Writing Programs
- Writing Program Administration
- The Philosophy and Theory of Rhetoric
- Modern Modes and Theories of Rhetoric and Composition
- Composition Pedagogy for Underprepared Students
- Designing and Evaluating Composition Textbooks
- The Modern and Pre-Modern Trivium (Grammar, Rhetoric, Logic)
- Scientific Writing
- Information Literacy
- Writing in the Social Sciences
- Writing in the Humanities
- Alternative Research Practices and Epistemologies
- Composition and Literature/Canon Formation
- Composition and Rhetorical Practices
- Reading and Writing Non-Fiction
- Literary Criticism
- Literary Resources for Composition

The sequence of steps in the LSOE merit and promotion review closely resembles that for ladder faculty:

**CHASS Review Path for CHASS Ladder Faculty:**

**Merit:**
Department Committee—VPDUE—APO Staff (review of procedures)—CAP—VPAP—PEVC

**Promotion:**
As above, but ending with the Chancellor

**Proposed UE Division Review Path for UWP LSOE Faculty:**

**Merit:**
Writing Department Personnel Comm.—VPDUE—APO—CAP—VPAP—PEVC

**Promotion:**
As above, but ending with the Chancellor
DEPARTMENTAL STATUS FOR THE UNIVERSITY WRITING PROGRAM

All these changes argue for the importance of finally establishing the University Writing Program as a full-fledged department within the new Division of Undergraduate Education. As we have said, the UWP is already one of the largest, if not the largest, academic unit on campus, offering over 600 sections a year taught by over 50 TAs, more than 45 NSF faculty, and three Senate faculty. Its TA-training activities involve over forty TAs from a dozen departments in weekly training courses the entire academic year. Counting WAC workshops, it enrolls 15,000 or more students annually. Its unit-bearing instruction amounts to approximately five percent of all undergraduate instruction on campus. Its Writing Program Committee already conducts far more NSF merit and Excellence reviews than any other unit. A growing core of LSOE faculty, joined with the Director and Senate members of the personnel and Writing Program Committee, would enable the new department to mature and flourish as an academic unit within the new division.

The new department will be called the Department of University Writing.

COURSE NOMENCLATURE

Samples of Current UWP courses and New Nomenclature:

| English 1A | WR 1A |
| English 1B | WR 1B |
| English 1C | WR 1C |
| English 01PA | WR 01PA |
| English Writing 4 | WR 4 |
| Basic Writing 3 | WR 3 |
| Basic Writing 1 | WR 1 |
| English 8 | WR 8 |
| English 7 | WR 7 |

NON-DUPLICATION OF COURSEWORK IN OTHER DEPARTMENTS

The new Department of University Writing would continue to dedicate itself to offering courses of study that satisfy the Senate’s campus writing requirements. Its instructional funding would continue to depend upon that focus. Traditional four-unit courses that did not address that priority, should they be offered, would only be available during the summer when they are self-financing. For these reasons, no offerings in advanced composition or creative writing, which are traditional specialties of the English Department and Creative Writing respectively, are contemplated.

None of writing program’s current courses duplicate offerings in other departments. Creative Writing courses and upper-division advanced composition courses that are offered by the English Department would not be affected. The writing program’s summer course in oral communication for academic and
vocational settings is distinct from Theater’s course in oral communication, which is dedicated to the art of delivery.

Three months ago, a draft of this proposal was given to the Department of Creative Writing and the Department of English, requesting feedback before the end of December 2020 if they had any suggestions or objections before we sent this formal proposal to the Senate. We received no comments from those units.

FINANCIAL COSTS RESULTING FROM CHANGE TO DEPARTMENTAL STATUS

The University Writing Program is already a fully-functioning academic unit with its own staff and dedicated instructional budget. As a department, it would continue to focus its energies on providing the coursework that students need to pass the Senate’s campus-wide writing requirements. Departmental status would entail no new financial obligations. Gradual and controlled growth in its LSOE leadership faculty would be incremental, regulated ultimately by the administration’s willingness to fund LSOE lines. As was the case with the unit’s two existing LSOE appointments, each new LSOE line would replace an NSF Lecturer hire, significantly reducing the extra cost of the new lines.

THE NEW DIVISION’S FIT WITHIN THE UNIVERSITY CALIFORNIA SYSTEM

Within the University of California system there are several instances of UE units already in operation as Division designations with the ability to offer coursework as an academic unit. These units serve as dual administrative and academic units. The units are able to utilize targeted, Senate-approved academic offerings to advance teaching and learning initiatives, generate necessary revenue to expand academic support, and increase the campus’s FTEs without additional cost to students. They are responsible for a wide range of student success and co-curricular programs including freshman seminars, summer bridge, internship courses, honors courses, student-initiated courses (e.g., R’Courses, UCI’s uTeach, and UCB’s DeCal), special studies courses, life-long learning programs, UCDC and UC Sacramento courses, and even minors and certificates in civic and community engagement.

THE NEW DIVISION’S FIT WITH UCR VISION, MISSION, GOALS

Within UCR, Divisional status for UE would formalize long-standing ad hoc structures (e.g., the UWP, Summer Sessions, Honors) and provide a formal academic structure to house these interdisciplinary areas. Formalization would allow for greater engagement and progress toward each of the UCR strategic goals, including 1) enhancing opportunities for undergraduates, 2) providing resources for improvement of teaching and learning, 3) enhancing excellence in undergraduate research and creative activities, 4) engaging with and serving our local community through service and research, 5) engaging the challenges created by the rapid growth of UCR’s undergraduate population, 6) creating campuswide experiences for high-achieving students, 7) expanding opportunities for intellectual stimulation, 8) developing new opportunities for faculty and students to interact, 9) serving as an exemplar for diversity and inclusion,
and 9) enhancing student success by improving retention and graduation rates (UCR 2020: The Path to Preeminence).

REGARDING POTENTIAL DUPLICATION OF FUNCTIONS IF UE WERE TO BECOME A DIVISION

UE was created to address significant gaps in UCR’s ability to foster student success in a challenging academic environment. It does not duplicate other UCR functions or offices in any significant way. Whereas the mission of Student Affairs is student services, UE concentrates on academic support and academic opportunities, working through the ARC, its undergraduate research program, the writing program, Summer Sessions, and so on. Its academic functions clearly distinguish it from the various student support offices on campus. It offers substantial numbers of credit-bearing courses, already has a substantial NSF faculty in the writing program, and as a division would house Senate members in what we project to be the UWP’s growing LSOE faculty.

UE facilitates – it does not duplicate -- undergraduate research in the colleges by helping students find research mentors. It augments – does not duplicate -- undergraduate research in the colleges by hosting an annual undergraduate research journal and symposium. The unique support and guidance offers undergraduates competing for fellowships and awards are complimentary, not duplicative, of any such efforts in the colleges.

For UE’s parameters regarding coursework in the Writing Program, see the section on non-duplication of coursework above. Other UE coursework fills gaps and adds opportunities to the overall undergraduate curriculum. The popular one-unit undergraduate-taught R’courses, which are open to all students, are unique offerings not found in any of the colleges or departments. Any future non-credit and one-unit offerings would be vetted for redundancy by the Senate’s Committee on Courses before Senate approval.

DIVISIONAL STATUS AND FUNDING

There would be minimal resources required to establish UE as an academic unit: the present capital requirements, physical space, campus degree offerings, and faculty FTE would remain largely unchanged from their current configurations. UE is already established as a campus administrative unit, with a formal campus budget, and an allocated faculty who provide instruction and oversight of programs in the University Writing Program and various academic internships. NSF Faculty and TAs in the writing program are already housed in UE. UWP Senate faculty (presently, two LSOEs) are technically housed in English but are paid by UE.

Physical Space and Capital Requirements
UE would not require any additional physical space, nor have additional capital requirements for establishment of the unit as a Division. Physical space and capital are already allocated for the unit’s existing operations including office space and instructional costs for all existing Writing Program faculty.
Senate-Appointed Committee

UE would require a faculty Senate-appointed executive committee, comprised of academic senate faculty from across the campus, in order to review all submitted courses and course changes.

HIRING OF ADDITIONAL FACULTY AND STUDENT EMPLOYEES

Divisional status would not in and of itself entail the hiring of additional faculty and student employees, though it would facilitate future requests for non-Senate Lecturer hires to meet demand for UE courses (including writing program courses) and academic services such as those in the Academic Resource Center. Requests for expansion of R’Courses, Highlander Early Start Academy (summer bridge), service-learning, community engaged research, and other programs and courses would be facilitated by Divisional status while continuing to depend upon regular budgetary and staffing processes. New credit-bearing offerings would of course require the approval of the Senate.

The hiring of new LSOEs in the Department of University Writing would depend upon the UCR administration’s commitment to funding new faculty lines. As with the two existing LSOEs in the program, such appointments would be devoted to program leadership, TA-Training, WAC, and related responsibilities as well modeling expert teaching.

BUDGETARY IMPACT ON COLLEGES AND DEPARTMENTS

The University Writing Program has been independent of the colleges for fourteen years. Its budget is determined by the Provost in consultation with the VPDUE and the UWP Director. It does not flow through CHASS or any other college. The Provost’s funding of the writing program precedes the creation of the University Writing Program, which took place in 2007. Funding has come directly to the UWP from the Provost since 1999. Divisional status for UE would divert no funding from CHASS or the other colleges. No UWP courses generate income for CHASS departments or other units. Although the UWP course nomenclature has remained for this period of transition as ENGL (for English), the funding that comes from enrollment in the UWP’s “ENGL” courses already flows exclusively to the UWP, not to the English Department or to CHASS. This is true as well of the UWP’s Summer Session offerings. Divisional status would not alter that pattern.

EVALUATION AND ACCOUNTABILITY

For many years, UE’s various units have frequently and energetically evaluated their programs. As an academic as well as an administrative unit, the new UE Division would be accountable to the WASC reviews that weigh the unit’s goals with its performance. All of UE’s credit-bearing offerings would entail student evaluations. Like other aspects of the Division, its various mini-course programs would also be evaluated in the course of annual budget reviews by the administration. Academic status as a Division would bring greater accountability to the Senate, for example if the new Division proposed new mini-courses or certification programs.
RESPONSES TO CONCERNS FROM THE PREVIOUS REVIEW:

THE POSSIBILITY OF “NEEDLESS GROWTH AND UNKNOWN BUDGETARY CONSEQUENCES”

Every unit on campus must guard against bureaucratization and unnecessary expenditure. The new UE Division’s goals for growth are modest. Its administrative record demonstrates vigilance. Its goals for improving undergraduates’ academic experience at UCR are ambitious and realistic, based on proven and promising means of strengthening undergraduate outcomes. Its work will continue to be focused and flexible, open to assessment and the contributions of new strategies that enable it to serve its mission most effectively.

THE NEW DEPARTMENT OF UNIVERSITY WRITING WOULD “ENGAGE EXCLUSIVELY IN TEACHING WITHOUT CONTRIBUTING TO SCHOLARSHIP OR CREATIVE ACTIVITY”

In accordance with University guidelines, the writing program’s LSOEs are Professors of Teaching. Their work is and must be focused on teaching. In the writing program, that teaching is typically tied to mentoring and supervision as well as research. (See the partial list of LSOE research fields on page 12.) LSOEs are hired and reviewed on the basis of their work as publishing researchers as well as their abilities as master teachers. In addition, most AFT Lecturers in the program are PhDs, many with publication records. Some UWP Lecturers have been published novelists and poets. The UWP Director is expected to be an active published researcher as well as an effective manager and academic leader.

DIVERSITY, EQUITY, AND INCLUSION PLAN

UE, and this proposal for divisional status, would not exist were it not for UE’s continuing commitment to diversity, equity, and inclusion. UE would not have been created if the campus had not made these goals high priorities and instituted an Office of Undergraduate Education to pursue them. UE has contributed to UCR’s achievements, amply documented student equity and diversity issues in the national press, that have enabled students of widely different backgrounds to prosper in a demanding academic environment, graduate at high rates, and enter the job world at income levels above those of previous generations. UE’s plan to pursue these goals is evident in what it does. With divisional status its plan would be to amplify these efforts.

UE’s long history of involvement in Diversity/Equity/Inclusion efforts that promote student success will continue to include participation in the following:

• National Collaboratives
  1. The University Innovation Alliance (UIA)
     o UIA’s purpose is dedicated to increasing the number of first-generation and low-income graduates with baccalaureate degrees by advancing student success innovations and interventions. In 2020 UIA announced, its newly redefined goal-to eliminate disparities in educational outcomes based on student background characteristics such as race/ethnicity, income, generational status, gender, and
geography, with specific consideration to the individual demographic context of each institution.

- The Black Student Success Initiative (BSSI) aims to support the acceleration of institutional transformation towards the advancement of equitable outcomes and experiences for Black students. UCR data gathered for this project revealed four key areas contributing to achievement gaps around four-year graduation rates: retention rates, progress towards credit hours, AP/IB credits, and microaggressions. UE staff and campus partners have developed approaches to the above-mentioned challenges.

- Bridging the Gap from Education to Employment (BGEE), was designed to create opportunities to advance students’ employability. BGEE provides underrepresented students with paid internship opportunities. In 2020-2021, the BGEE project adapted the program to a virtual environment and worked to ensure that students could continue with their internships despite COVID-19. These internships provide a real-world project scoped by an employer for students to complete as an interdisciplinary team. Students are provided with a series of weekly professional development sessions, and mentorship from both employer professionals, faculty, and graduate students.

- The Chatbot initiative (ScottyBot) offers all students access to timely UCR-related answers and guidance to campus resources 24/7/365. The language and interface of the bot was design to be first-gen friendly.

- The 2016 UE conference on closing the graduation gap and increasing access to higher education.

2. Growing Inland Achievement (GIA)

- GIA is a regional, collective impact organization that works with local schools, colleges, universities, businesses, and community groups in the Inland Empire region of southern California. GIA’s strategic plan is focused on helping the region achieve economic and educational success and serves a heavy role as a connector between groups to work on shared goals. GIA seeks to build equitable educational structures to eliminate systemic racism, increase educational attainment for historically marginalized groups, create education to career pathways to increase equity in employment, and eliminate wealth gaps and low poverty rates that disproportionately impact people of color.

- UCR engages with the Equity and College and Career Readiness Action Network Teams (ANT) on efforts of college preparedness for historically marginalized populations. The Equity ANT has focused on engagement of Hispanic and Black males at the middle and high school levels, analysis of outcome metrics for K-12 by race and ethnicity, and the development of outreach plans that are equity-minded, to develop a college-going culture in the IE. The College and Career Readiness group focuses on early preparation for A-G requirements, early engagement of middle school students on goal setting, and early education on funding avenues for college.

3. Reinvention Collaborative: Advancing educational equity for UG students at R1 institutions
4. Aspen Institute and American Talent Initiative: Expanding opportunity and access for low- and moderate-income students
5. NASPA First Forward Institution, part of a national cohort of cooperating institutions

- State and Regional Collaboratives
  1. Council of African American Parents (CAAP) Advisory Committee
     o [https://councilofafricanamericanparents.org/resources/caap-scholarship/](https://councilofafricanamericanparents.org/resources/caap-scholarship/)
  2. Growing Inland Achievement
     o Equity Action Network, Financial Aid Action Network, College and Career Readiness Action Network
  3. CAMP: California Alliance for Minority Participation in STEM
  4. UC Black Administrators’ Council Steering Committee (UCBAC)
  5. Debt-Free UC Committee
  6. UC First-Generation Committee

- Campus
  1. Black Faculty and Staff Association (BFASA)
  2. Hispanic-Serving Institution Advisory Committee
  3. Black Student Task Force participation
  4. First-Generation Initiatives
     o Recognition as a “First-Gen Forward” Institution
     o Development of First-Gen Chats
     o First-Gen Week and Radio Special
     o Class talks
     o Higher-Ed/UCR Jargon Dictionary for Chatbot

ANTICIPATED TIMELINE
In accordance with the guidelines and associated timelines for UCR Senate and University of California Senate reviews for proposal of a new academic unit, UE would anticipate an effective date of July 1, 2022, for the establishment of UE as an academic unit. The precise date of the conversation might be somewhat later if the Registrar needed extra time to make adjustments in Banner, the Course Request System, and other electronic systems.

CONCLUSION
Establishment of UE as a dual model administrative and academic Division would formalize and strengthen its work to enrich and improve undergraduate education and overall student success at UCR. With Division status, UE would be in a much stronger position as a hub of innovation and collaboration to contribute to the long-term flourishing of UC’s students and faculty.

Divisional status would create new avenues for UE to help bring about the campus’s goal of offering to all students an unparalleled educational experience. It would enable UE to develop a more coherent, consistent, flexible, and sustainable UE structure with which to advance student success, and do so in ways that would enable the campus to better address institutional and systemwide goals. We hope you will support this endeavor.
UNDERGRADUATE EDUCATION – XCITE

Director
Center for Teaching & Learning
Richard Edwards

Director
Academic Technology
Israel Flores

Instructional Design Analyst
1.00 FTE
Samantha Eastman

Instructional Designer
1.00 FTE
Cheryl Diemeyer

Instructional Design Analyst
1.00 FTE
Nathanial Wildes

Information & Visualization Artist
1.00 FTE
Sohail Wasif

Web Developer
1.00 FTE
Shanshan Liu

Instructional Designer Pedagogy & Media
1.00 FTE
David Roth

Academic Project Manager
1.00 FTE
Julia Jackson

Academic Project Coordinator
1.00 FTE
Kenia Reyes

Revised 05/22/2021
UNDERGRADUATE EDUCATION – STUDENT ENGAGEMENT

Coordinator
Academic Internships
1.00 FTE
Jessica Quintana

Director
Student Engagement
1.00 FTE
Gladis Herrera Berkowitz

Director
Health Professions
Advising Center
1.00 FTE
Charles Scruggs

Assistant Director
Student Engagement
Programs
1.00 FTE
Lisa Des Jardins

Director
Academic Resource
Center
1.00 FTE
Rena Burton

Assistant
Director
Health Professions
Advising Center
1.00 FTE
Amber Nicholson

Administrative Specialist
(shared with Summer Sessions)
.80 FTE
Jocelyn Catano

Revised 09/22/2021
To: Jennifer Brown, Vice Provost & Dean for Undergraduate Education

From: Jason Stajich, Chair, Riverside Division

RE: (Proposal) 3rd Round - Formalization of Division Status for Undergraduate Education

Dear Vice Provost Brown,

I write to provide consultative feedback regarding the proposed formalization of Division status for Undergraduate Education.

Council discussed this round of the proposal during their December 13, 2021 meeting and respectfully request that you respond to the attached comments to their attention by January 14, 2022 so Executive Council may discuss this matter at their January 24, 2022 meeting.

Sincerely,
/s/ Jason

CC: Elizabeth Watkins, Provost & Executive Vice Chancellor
November 18, 2021

Jason Stajich, Division Chair, Riverside Division
Academic Senate
University Office Building 221
University of California, Riverside

BCOE Executive Committee Response to Selected Campus and Systemwide Review

Dear Jason,

The BCOE faculty made a significant number of comments relating to the Campus Review Report and Proposal on the Senate Ad Hoc General Education Review Committee including Supplemental Reports, due 11/18/2021.

I have attached the comments per program with this memo.

For the following request for campus and systemwide review, BCOE has no comment.

1. Campus Review
   2. Report and Proposal on the Senate Ad Hoc General Education Review Committee including Supplemental Reports
   3. Proposed Change to Committee on Planning and Budget Bylaw, due 11/18/2021
   4. Proposal for the establishment of a Department of Environment, Sustainability, and Health Equity in CHASS, due 12/01/2021
   5. Proposal for Undergraduate Major in Actuarial Science, due 12/01/2021
   7. 3rd Round - Formalization Status of Division Status for Undergraduate Education, due 12/01/2021
   8. Request from Summer Sessions for Flexibility of Remote Options in Summer 2022, due 12/03/2021
   9. Master of Medical Education Program, due 12/08/2021
   10. Graduate Studies in Astronomy, due 12/17/2021
   11. New Department of Black Study, due 01/10/2022

12. Systemwide Review
   13. Leave of Absence and Other Leaves Without Pay, due 12/17/2021
   14. Draft Presidential Policy: Abusive Conduct/Bullying in the Workplace, due 12/17/2021

With Kindness,
Victor G. J. Rodgers
Chair of the Faculty of the BCOE Executive Committee
COMMITTEE ON EDUCATIONAL POLICY

December 3, 2021

To: Jason Stajich, Chair
   Riverside Division

From: Juliann Allison, Chair
      Committee on Educational Policy

RE: Undergraduate Education Revised Proposal for Divisional Status

The Committee on Educational Policy reviewed the Undergraduate Education revised proposal for Divisional Status at their November 5, 2021 and December 3, 2021 meetings and were appreciative of the revisions made to the proposal to address the Committee’s prior concerns. The Committee noted that the functions and membership of the proposed Faculty Executive Committee are unclear and recommends that the proposal be updated to include the rationale for including faculty from other Colleges and Schools.
To: Jason Stajich  
Riverside Division Academic Senate

From: Katherine Stavropoulos, Chair  
Committee on Diversity, Equity, & Inclusion

Re: [Campus Review] (Proposal) 3rd Round - Formalization of Division Status for Undergraduate Education

We appreciate the committee's responsiveness to our previous feedback. We support this proposal and have no further concerns.
GRADUATE COUNCIL

November 30, 2021

To: Jason Stajich, Chair
   Riverside Division

From: Don Collins, Chair
       Graduate Council

Re: [Campus Review] (Proposal) 3rd Round - Formalization of Division Status for Undergraduate Education

The Graduate Council reviewed the third version of the proposal for Formalization of Division Status for Undergraduate Education at their November 18, 2021 meeting. The proposal does not mention graduate student instructors. It needs to include guaranteed employment for graduate students. The proposal must clarify whether there will be any changes to how summer revenue will be administered and distributed and by whom. Where does the summer revenue go?
December 1, 2021

To: Jason Stajich, Ph.D., Chair, Academic Senate, UCR Division

From: Declan McCole, Ph.D., Chair, Faculty Executive Committee, UCR School of Medicine

Subject: [Campus Review] Proposal: 3rd Round – Formalization of Division Status for Undergraduate Education

Dear Jason,

The SOM Faculty Executive Committee has reviewed the 3rd Round Proposal for the Formalization of Division Status for Undergraduate Education. There was broad approval for the proposal, but some concerns were raised.

The response to the previously raised concern that the program would not contribute to scholarship (page 17), focuses exclusively on the qualifications of the instructors rather than highlighting scholarship or creative activity produced by the course. Therefore, it doesn’t really answer the question asked. The response does not define a standard for scholarship that aligns with existing units across campus.

We defer to the Campus Committee on Planning and Budget for their assessment of the budgetary claims in the proposal, in particular, whether it will be self-supporting and if this aligns with the likely hiring of non-Senate Lecturers.

Yours sincerely,

Declan F. McCole, Ph.D.
Chair, Faculty Executive Committee School of Medicine
The University of California Academic Senate petitions the Regents for investments in UC’s infrastructure that will reduce on-campus fossil fuel combustion by at least 60% of current levels by 2030 and by 95% of current levels by 2035.
EXPLANATION OF THE PROVISIONS OF THE MEMORIAL TO THE REGENTS

The Memorial states: *The University of California Academic Senate petitions the Regents for investments in UC’s infrastructure that will reduce on-campus fossil fuel combustion by at least 60% of current levels by 2030 and by 95% of current levels by 2035.*

This Memorial is concerned with Scope 1 emissions, i.e., carbon that is actually released into the air at UC. Scope 2 emissions, which are those that were emitted by power plants generating electricity sold to UC, and similar sources, are already decreasing. This is due to efforts by UC to purchase renewable power from the state power grid, as well as the overall rapid electrification of that grid. Scope 3 are emissions by UC students, faculty and staff in their UC roles, such as UC-reimbursed flights, or commuting. While UC needs to do more to reduce these, much depends on actions beyond its control, such as the development of public transport.

The Memorial requests the Regents to reduce on-campus carbon combustion. Carbon combustion varies widely across campuses with the top 6 campuses accounting for >90% of total UC emissions. The 7 campuses with highest emissions use co-generation plants which burn methane to produce electricity, heat and cooling, and these plants are responsible for most of their emissions. Thus, addressing on-campus carbon combustion will eventually require replacing these plants. Other emissions come from single-building boilers, which will probably also need to be replaced by 2035 to meet the goals of this Memorial.

Practically, reducing on-campus carbon combustion will first require financial and engineering evaluation of different options. The Academic Senate is committed to facilitating faculty participation in this process to maximize its breadth, rigor and creativity, including consideration of hydrogen and on-site solar, as well as grid electricity as power sources. After choosing the global solutions on each campus, detailed planning and fund raising, and finally execution will occur. The entire process might take 5 to 10 years.
PROPOSED MEMORIAL TO THE REGENTS

DESCRIPTION

Senate Bylaw 90.B. authorizes the Assembly to initiate “Memorials to the Regents on matters of Universitywide concern to be submitted to The Regents through the President ...” The Memorial would petition the Regents to make investments in UC’s infrastructure that will reduce on-campus fossil fuel combustion by at least 60% of current levels by 2030 and by 95% of current levels by 2035.

A vote in favor is a vote to instruct the President to transmit the Memorial to the Regents. A vote against is a vote not ask the President to transmit the Memorial to the Regents.

PROCEDURAL HISTORY OF THE MEMORIAL

At a meeting on December 15, 2021, the Academic Council approved a motion to ask the Assembly to initiate a Memorial to the Regents that would petition the Regents to make investments in UC’s infrastructure that will reduce on-campus fossil fuel combustion by at least 95% of current levels by 2030. The proposal was placed on the agenda for the Assembly’s February 9, 2022 meeting as Item VII.A.2 and on its April 13, 2022 meeting as Item III.A.1, together with the proposed text and arguments for and against, as required by Bylaw 90.B.

The Assembly engaged in debate and further amendments. In the course of vigorous discussion, a compromise was proposed that would create a hybrid between the arguments for and against the version of the Memorial passed by Academic Council. The Assembly ultimately voted (46 in favor, 1 against) to distribute a ballot to all Senate faculty members in accordance with the procedures stipulated in Senate Bylaws 90 and 95. The amended Memorial asks the Regents to make investments in UC’s infrastructure that will reduce on-campus fossil fuel combustion by at least 60% of current levels by 2030 and by 95% of current levels by 2035.
ARGUMENTS IN FAVOR OF MEMORIAL TO THE REGENTS

The climate crisis is an existential threat to human civilization and our biosphere that requires a “rapid, deep and immediate” cut in CO\textsubscript{2} emissions.\textsuperscript{1} California in 2017 passed Senate Bill 100, requiring the state to reduce 1990-level emissions by 40% by 2030.\textsuperscript{2} The University of California responded to the crisis by announcing a Carbon Neutrality Initiative in 2013.\textsuperscript{3} It also declared a Climate Emergency in 2019.\textsuperscript{4} UC scientists are leading research and scholarship about the crisis and how to respond.\textsuperscript{5}

However, the University’s response to the crisis has been inadequate:
— The Carbon Neutrality Initiative does not require campuses to cut Scope 1 emissions (CO\textsubscript{2} from burning fossil fuels on campus).
— UC emissions, which have barely changed since 2013, are increasing for some campuses, and now exceed 1 million tons per year systemwide.\textsuperscript{6} (Figure 1)
— The Carbon Neutrality Initiative focuses on purchasing carbon offsets, but the emerging global consensus is that offsets should not be a strategy to reduce emissions. Effectiveness of the offset approach is undercut by concerns about credibility, additionally (that is, the ability to establish that the offset project wouldn’t have happened without UC’s purchase) and verifiability. Essentially, offsets are a dodge by which an institution pays to avoid having to reduce its own fossil fuel consumption.\textsuperscript{7}
— UC policy also includes higher targets for ‘directed biogas’ (i.e., we continue to burn fossil-methane on campus and buy credits for waste-methane capture in other states). Apart from the ethical problem, this approach is riddled with problems including a lack of scalability.\textsuperscript{8}
— UC burns fracked-methane, which contributes to pollution and environmental injustice across the state (including in the Central Valley where many of our students’ families live), and sustains the economic and political power of fossil gas companies and utilities that oppose a renewable energy transition.

\textsuperscript{1} From the latest report of the Intergovernmental Panel on Climate Change which notes that atmospheric CO\textsubscript{2} continues to rise, https://www.ipcc.ch/
\textsuperscript{2} https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201520160SB32
\textsuperscript{3} https://ucop.edu/carbon-neutrality-initiative/index.html
\textsuperscript{4} https://www.universityofcalifornia.edu/news/university-california-declares-climate-emergency
\textsuperscript{5} https://www.nature.com/articles/s41586-019-1364-3
\textsuperscript{6} Based on data provided by UCOP to a Public Records Request, and excludes carbon offsets. Although the CO\textsubscript{2} emissions per student have decreased, the climate crisis requires an absolute decrease in emissions. Data available at https://electrifyuc.org/data/
\textsuperscript{7} https://www.vox.com/2020/2/27/20994118/carbon-offset-climate-change-net-zero-neutral-emissions Rare valid offset projects should be fully funded in any case, but not as alternatives to decreasing emissions. At current prices (~$4.50/tonne), $160B/year covers all worldwide CO\textsubscript{2} emissions per year, ~4 cents per gallon of gas covers its emissions. Studies by UCOP since ~2008 have recognized the necessity of electrification, mentioning offsets and waste-methane as ‘last resort’ ‘temporary’ measures, but due to their low cost they are now the main solutions. A petition by 3500 UC stakeholders requesting detailed implementation studies was presented to President Drake in October 2020, but it was rejected.
\textsuperscript{8} https://www.nceas.ucsb.edu/tomkat-natural-gas-replacement-strategies
The only way to reduce UC’s carbon emissions is to stop burning fossil fuels, electrify campus operations, and purchase or generate renewable electricity. The Memorial asks the University to reduce emissions by 60% from current levels by 2030, and by 95% by 2035—clear, doable, and appropriately aggressive targets for eliminating campus use of fossil fuels.

The reduction targets are technically feasible. UC has many options to source clean electricity, including installing more on-site solar facilities, and purchases through the grid. The California electric grid is already mainly renewables during the day, and storage is being rapidly added that will make 100% renewable grid electricity available to meet the Memorial’s goals. During this transition period, the UC should wean itself from reliance on offsets, and only purchase offsets that conform to rigorous standards of quality.

Technology exists for replacing methane with electricity for heating-cooling and cogenerated electricity; such use accounts for ~95% of UC carbon combustion. Berkeley plans to electrify by 2028 and Davis soon thereafter; together they account for ~half of the 2030 goal. Other campuses, starting planning now, could finish by 2030. However, the optimal method and cost requires deep studies which will not take place without a serious commitment to a concrete goal. Other universities, including Stanford, have already retired their fossil fuel plants and transitioned to electric. This Memorial is not an engineering specification or a law; the targets are specific because a simple statement of good intentions is unlikely to change our current disastrous trajectory.

Some object to high opportunity costs associated with this Memorial. We say the cost of inaction is incalculably higher. The consequences of climate change have already encumbered the normal operation and core missions of UC, while aggressive action will gain UC co-benefits in terms of education, research, and reputation. Truly decreasing carbon emissions by UC may require hard choices and postponement of other goals. There are long-standing Administration-Senate consultative mechanisms for establishing priorities, allocating funds, and requesting support from the State and other sources. The Memorial does not replace this process, but urges that decarbonization of the UC energy system be among our highest priorities. UC has an opportunity to leverage its leadership and expertise toward greater public support and funding around these goals. The current state budget surplus includes opportunities for funding energy efficiency projects that the Regents can allocate to electrifying campuses.

Decarbonization is a serious obligation to humanity, other species, and future generations. UC, by virtue of its central role in discovering that carbon pollution causes climate change, has an obligation to lead by example by cutting actual emissions rather than validating greenwashing with ‘carbon offsets.’

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11 [Legislation is currently being considered to target 90% carbon-free grid electricity by 2035 and require all state agencies to purchase 100% carbon-free electricity by 2030.](https://sd39.senate.ca.gov/news/20220419-senate-democrats-introduce-legislation-enhance-zero-carbon-goals-meet-needs-working)
12 The rest is campus vehicles and special uses such as anesthetic gases. This memorial does not address emissions from commuting or aviation. Cogeneration plants burn methane to co-generate electricity, heating and cooling.
13 The Memorial would not interfere with individual campuses working out their own best approaches but facilitates: lobbying governments for funding; sharing information, ideas and experiences; and finding creative and optimal solutions, embedded in the University’s core research and teaching missions.
14 Stanford’s electrification cost $485M but expected savings over 35 years is $425M (https://sustainable.stanford.edu/sites/default/files/ZGF_Stanford_CEF.pdf). Immediate reductions of total emissions was 68%, potentially increasing to 81% by 2025 using scheduling and storage (https://pubs.rsc.org/en/content/articlelanding/2019/ee/c8ee03706j).
ARGUMENTS IN OPPOSITION TO MEMORIAL TO THE REGENTS

The scientific consensus is clear that increasing levels of atmospheric CO₂ are causing a severe and accelerating change in our climate with widespread consequences. However, we argue that this Memorial does not address this crisis effectively, but would impose massive costs that could be better spent advancing the University’s core mission.

We all agree that the University of California, must do its part to accelerate our transition to a carbon-neutral future. Indeed, UC has played a central role in addressing the climate crisis, through its core missions of research, teaching, and service. UC has made significant progress in reducing campus emissions from electricity and heating, food production and waste, vehicle operation, and commuting. This progress (average 2% per year reduction in energy use intensity,¹ and absolute reduction of 25% in Scope 1 + 2 emissions over the pre-pandemic decade 2009-19, see Figure 1)² occurred even as UC’s footprint grew to include essential new buildings and 26% more enrolled students over the same period.³ Nevertheless, the faculty need to support and promote much more change, which will likely include the eventual electrification of many campus operations.

Let’s first consider how much rapid electrification will cost. A 60% reduction in UC emissions by 2030 (and 95% by 2035) cannot be achieved without rapidly replacing UC’s natural gas-fired cogeneration (electricity, heat and power) plants, all of which are integral to campus operations and grid resiliency, some of which are still operating very efficiently, and none of which can be replaced without considerable campus disruption. The Memorial places a premium on capital investment in new physical plant, without considering the impact this would have on other desperately needed capital investments.

The capital expenditures implied by the Memorial come at a time when the University has other pressing unmet needs. The State stopped supporting the University’s capital needs directly through general obligation bonds in 2006. As a result, infrastructure projects are now financed mostly by campus-level borrowing. In 2021-22, a large budget surplus resulted in the State providing UC with a one-time allocation for capital projects of $295 million. Given current economic conditions, the University may

¹ https://sustainabilityreport.ucop.edu/2021/policy-progress/#energy.
² https://sustainabilityreport.ucop.edu/2021/policy-progress/#climate
³https://www.universityofcalifornia.edu/about-us/informationcenter/historical-enrollment
receive a similar allocation for 2022-23. By comparison, the estimated cost to reduce emissions to 5% of current levels by 2035 systemwide is $5 billion. But even this large amount is dwarfed by the University’s needs for deferred maintenance for its educational and research facilities, estimated at $13 billion through 2026-27 with an additional $11 billion for seismic safety retrofits. We will also need $14 billion for new and renovated hospital facilities on UC’s medical campuses.

An appreciation of the scope of the work required to electrify UC’s energy systems can be derived by considering Stanford’s electrification project, which started in 2011 and whose first phase involved installing massive thermal storage tanks, digging up a large fraction of the campus to install 22 miles of underground pipes, and retrofitting 155 buildings. The initial cost of $485 million required an additional $85 million investment when it became clear the project did not provide adequate cooling during heatwaves that are now part of the new climate normal in the South Bay. Furthermore, that project reduced CO2 emissions by only 68% (far from the 95% ultimately requested by this Memorial). The proposed Memorial would require many projects this size or larger to begin immediately just to reduce UC’s carbon emissions by a similar amount. Getting to 95% by 2035 may not be technically feasible, even if it were possible to replicate the Stanford project on each UC campus, some of which have very different heating/cooling requirements, weather, and space availability. Moreover, this approach will inevitably mean less investment over the next decade to repair and maintain the buildings we desperately need to support our core missions, let alone construct new classrooms, laboratories, studios, and housing to accommodate President Drake’s commitment for an additional 20,000 students by 2030.

Overall, the goals embodied in this Memorial do not recognize the many financial and practical constraints that each of our campuses must navigate to fulfill our missions. While each campus has a moral obligation to prioritize replacing its most obsolete energy infrastructure components with climate resilient and low- or zero-emission systems, on some campuses this may involve retiring aging energy systems immediately; on others, it might entail building more energy-efficient buildings now and replacing well-functioning energy systems at a later date. Conversion of serviceable, highly efficient university infrastructure with a long useful lifespan is wasteful and will lead to stranded investments in existing electricity and heating facilities. It will not be the best use of resources on our campuses: we may achieve emissions reductions in one sector, at the expense of higher energy consumption in a different sector. In addition, it may not be the best use of State resources. For example, the State may deem that mitigating the climate crisis would be better achieved by investment in projects to replace even less efficient infrastructure outside of the University. It would be irresponsible for UC to insist that its own goals take precedence.

Rather than rush to comply with rigid goals, a staged approach based on local campus decision-making, will lead to the most efficient use of resources to achieve the greatest emissions reduction while enhancing UC’s mission as the country’s best and most accessible public institution of higher education. Replacing the most obsolete campus systems first will also allow UC to learn by doing, and to use its scarce capital resources to maximize emission reductions per dollar invested. We urge the faculty to reject this largely symbolic Memorial in favor of a practical and strategic approach that incentivizes effective campus-based decision-making.

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4 https://www.ucop.edu/capital-planning/2021-2027_capital_financial_plan.pdf
5 https://news.stanford.edu/features/2015/sesi/