REGULAR MEETING OF THE RIVERSIDE DIVISION

TUESDAY, FEBRUARY 21, 2023
Zoom Videoconference
1:00 p.m.

ORDER OF BUSINESS

<table>
<thead>
<tr>
<th></th>
<th>Minutes</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regular Meeting of December 6, 2022 .............................................</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Action Requested: Approval of the Minutes</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Announcements by the President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>President Michael V. Drake is unable to attend</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Announcements by the Chancellor at Riverside</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chancellor Kim A. Wilcox will address the Division</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Announcements by Vice Chancellors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Announcements by the Deans or other Executive Officers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Announcements by the Chair</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Special Orders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Consent Calendar*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>i) In Memoriam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Lecturer Robert Anderson ................................................................</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>b) Professor Austin Turk ....................................................................</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>ii) Approval of Curricula Changes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) BCOE – Computer Science BS + MS Five Year Program ........................</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>b) BCOE – Computer Science Major ..................................................</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>c) BCOE – Computer Science with Business Applications Minor</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>d) BCOE – Computer Science Minor ...................................................</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>e) BUS – Business Administration Major ............................................</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>f) BUS – Business Administration Minor ............................................</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>g) CNAS – Chemistry Minor ..................................................................</td>
<td>27</td>
</tr>
</tbody>
</table>

**Action Requested: Approval of the Consent Calendar**

* Approval of all items on the Consent Calendar requires a single unanimous vote called for as the first order of business under Special Orders. At the request of any member of the Division, any such item must be withdrawn and considered in its regular order on the agenda [bylaw 4.1.2].
B. Degree reports, received and placed on file† ................................................................. 29

C. Annual reports of committees, received and placed on file‡
   i) Executive Council ........................................................................................................ 30

D. Regular Reports of Standing Committees and Faculties, received and placed on file†
   i) Committee on Courses – Course approvals ................................................................. 35
   ii) Committee on Courses – Instructor approvals ......................................................... 40
   iii) Committee on Courses – Courses not offered for four or more years ....................... 41
   iv) Committee on University Extension – Course/Instructor approvals ......................... 42
   v) Executive Council – Campus Naming and Endorsed Endowed Chair Proposals ............ 44

8 Report of the Representative to the Assembly
   A. Assembly Meeting, December 8, 2022 ........................................................................ 45

9 Report of Special Committees
   None

10 Reports of Standing Committees and Faculties
   A. Executive Committee of the College of Humanities, Arts and Social Sciences Proposal for a Department of Society, Environment, and Health Equity (SEHE) .................................................................................................................... 47
   B. Executive Committee of the School of Medicine proposal for a Master of Public Health (MPH) degree ................................................................................................................................. 335

Action Requested: Individual approval of each proposed change

11 Petitions of Students
   None

12 Unfinished Business
   None

13 University and Faculty Welfare
   None

14 New Business
   None

February 8, 2023

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

---

†Reports received and placed on file "are received as presented and require no further action" [bylaw 4.1.3]. Only the reporting committee can change or withdraw these reports; however, at the request of any member of the Division, a report will be moved into its regular order on the agenda (Item 10. Reports of Standing Committees and Faculties) where it may be discussed, and motions relating to the report may be offered.
MEETING
The Riverside Division of the Academic Senate met on Tuesday, December 6, 2022 at 1:02 p.m. via Zoom. Chair Sang-Hee Lee presided. The meeting was attended by 83 members of the Riverside Division of the Academic Senate. Chair Lee outlined Zoom protocol to ensure that attendees could participate during the meeting.

MINUTES
The Minutes of the Regular Meeting of May 24, 2022 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 mentioned that Governor Newsom and UC President Drake signed a multi-year compact to provide 5% budget increases each year, based upon continuing enrollment growth. The campus will further benefit from modest cohort-based tuition increases and the new rebenching formula.

UC campus FTEs are down following the pandemic, including at Riverside, due to lower student credit hours. Additionally, the Board of Regents approved a 4.6% salary increase next fiscal year for policy-covered staff and faculty. The state funds 45% of UCR’s core operating budget, and 45% is tuition-funded.

As it pertains to the current system-wide labor strike, Chancellor Wilcox stressed that it is every worker’s right to determine what is right for themselves. Chancellor Wilcox hopes the strike does not last much longer.

There was a question from the floor regarding potential salary increases for postdoctoral scholars and graduate students. Chancellor Wilcox deferred to Provost Elizabeth Watkins to address this question. Provost Watkins indicated she did not have hard numbers available with her and that the dust would have to settle with respect to the strike negotiations before she could see what potential salary increases would look like for postdoctoral scholars and graduate students.

ANNOUNCEMENTS BY THE VICE CHANCELLORS
There were no announcements by the Vice Chancellors.

ANNOUNCEMENTS BY THE DEANS OR OTHER EXECUTIVE OFFICERS
Chair Lee called upon the Secretary Parliamentarian, Steven Axelrod, to provide the report on election results. Secretary Parliamentarian Axelrod informed the Division that the results of the 2022-2023 recent elections for the Division, Colleges and Schools could be found on pages 8 and 9 of the meeting agenda.
There were several positions that had no more nominees than vacancies and there were no nominations received from the floor. The Division authorized the Secretary-Parliamentarian to cast a single ballot for all open positions.

ANNOUNCEMENTS BY THE CHAIR
Chair Lee discussed the Impact 23 initiative. In light of UCOP’s mandate for all campuses to convert their accounting systems to Oracle by July 1, 2023, and considering the negative experiences reported by UC San Diego and UC Merced due to this conversion, Chair Lee mentioned it is a high priority for the Senate to ensure that Oracle implementation proceeds in a smooth manner here at UCR.

Vice Chair Declan F. McCole indicated he serves on an Impact 23 Faculty Advisory Committee, along with the Committee on Planning and Budget (P&B) Chair, Peter W. Atkinson. Vice Chair McCole stated that various faculty members might be selected to participate in testing the functionality of accounting systems that have converted to Oracle.

Chair Lee concluded her announcements by mentioning that the Academic Personnel Office (APO) will be considering how to properly account for the strike’s impact on faculty research, advancement, and promotion.

There were no questions/comments from the floor.

SPECIAL ORDERS
The Consent calendar was unanimously approved.

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

REPORT OF THE REPRESENTATIVE TO THE ASSEMBLY
Riverside Assembly Representative, Professor Peter Chung, provided the Division with a written report from the Assembly meeting on June 8, 2022. This report can be found on page 110 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 Aerika Loyd, Chair of the Committee on Courses, introduced and moved for adoption of the Committee on Courses' proposed new General Policies Governing Courses of Instruction, found on page 112 of the full agenda. The motion was approved unanimously.

Professor Melissa Wilcox, Chair of the Department of Religious Studies, introduced and moved for adoption of the proposal to rename the Department of Religious Studies to the Department for the Study of Religion, found on page 164 of the full agenda. The motion was approved with one vote in opposition.

Professor Scott Pegan, Vice Chair of the School of Medicine Faculty Executive Committee, introduced and moved for adoption of the proposed changes to Bylaw ME 05.04 and ME 05.04.01, found on page 175 of the full agenda. The motion was approved unanimously.
Professor Christiane Weirauch, Chair of the Graduate Council, introduced and moved for adoption of the proposed changes to Graduate Council Bylaws 6.3 and 6.5, found on page 179 of the full agenda. The motion was approved unanimously.

PETITIONS OF STUDENTS
There were no petitions from the students.

UNFINISHED BUSINESS
There was no unfinished business.

UNIVERSITY AND FACULTY WELFARE
There were no issues related to University and Faculty Welfare.

NEW BUSINESS
There being no further business, the meeting was adjourned at 1:45 p.m.

ATTEST:

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

John Leary
Recording Secretary
Robert William Anderson, a Continuing Lecturer in the University Writing Program at UC Riverside, (UCR) passed away on Saturday, October 16, 2021 at age 49.

Robert was born January 12, 1972. Robert completed a Bachelor of Arts degree in English Language and Literature and Political Science at the University of Nebraska, Lincoln, in 1995. He subsequently earned a Masters degree in English at UCR, after which he began teaching in the University Writing Program at UCR and at Riverside Community College.

Over the course of his career at UCR, he taught over two thousand undergraduates in small classes devoted to mastering the arts of academic literacy.

Robert was known for his dedication to his students, for the effectiveness of his intensive approach to teaching, and for a sense of humor that cultivated students’ ability to see more depth in their studies and in their lives.

Adapted from an announcement distributed through the office of UCR Provost Elizabeth Watkins.
Austin Turk
Professor of Sociology
University of California, Riverside
1934-2014

Austin Turk, Professor of Sociology at UC Riverside, passed away on February 1, 2014. Born on May 28, 1934, in Gainesville, Georgia, Turk completed his undergraduate degree at the University of Georgia, a Masters at the University of Kentucky, and a PhD at the University of Wisconsin, Madison. He began his tenure-stream career at Indiana University (1962-1974) before moving to the University of Toronto (1974-1988) and finally joining the faculty of the Department of Sociology at UC Riverside in 1988, where he remained until his death.

Nationally and internationally, Turk was acknowledged as one of the leading conflict theorists. His book *Criminality and Legal Order*, published in 1969, is considered a classic in the study of criminology, deviance, and the sociology of law. He coined the definition of criminality as “that deviant status assigned by legal authorities,” a definition that continues to challenge and inform discussions of conflicts arising from power differentials. His much cited work, *Political Criminality: The Defiance and Defense of Authority* (1982), promoted scientific investigation of political criminality and policing as an alternative to more partisan treatments. Most recently, Professor Turk’s research focused on political violence and terrorism.

In addition to producing a long stream of path-breaking publications, Turk contributed many services to the profession throughout his career. He was Past President of the American Society of Criminology and of the North Central Sociological Association, and a former Trustee of the Law and Society Association (LSA). He served on the Sociology of Law Committee of the LSA, and twice chaired the Section on Crime, Law and Deviance of the American Sociological Association (ASA). He also served on various ASA committees.

Turk maintained an active international presence throughout his career. He was a Visiting Research Sociologist at Rhodes University in Grahamstown, South Africa, a Visiting Professor at the University of Natal in Durban, South Africa, a Scholar-Diplomat for Africa in the U.S. State Department, and an invited lecturer at a number of universities in Japan and China. Turk was also active in the International Sociological Association, serving for a decade on the Board of the Research Committee for the Sociology of Deviance and Control.

Since joining the sociology faculty at the University of California-Riverside in 1988, Turk’s contributions include five years of service as Chair of the Department of Sociology and as Interim Director of the Robert Presley Institute for Crime and Justice Studies, numerous committee memberships and consultancies, and regular teaching of popular undergraduate classes and graduate seminars on deviance, criminology, juvenile delinquency, political criminality, and the sociology of law.

Turk worked as a policeman in Gainesville, GA, in the 1950s. This experience informed Turk’s later research on policing in such contexts as South Africa, and also qualified him to be deputized by local police when this could help him gain access to research sites. In Riverside, it helped Turk obtain the security clearances he needed to conduct research on policing of local gangs.

Turk’s lifetime of distinguished research, service, and teaching earned him many honors. These include election as a Fellow of the American Society of Criminology in 1978, earning the Paul Tappan Award given by the Western Society of Criminology in 1989, and receiving the President’s Award of the Western Society of Criminology in 1999.
Turk is survived by his spouse, Dr. Ruth-Ellen Grimes, who shared with him a lifelong interest in sociology and criminology. Turk was laid to rest in Vermont on May 17, in a private service and burial. Many former students and colleagues paid tribute to Turk at a symposium at UC-Riverside on June 5, 2014. Turk’s legacy will also be the subject of a two-part thematic panel at the Annual Meeting of the American Society of Criminology in November 2014.

At UC-Riverside, we remember Austin Turk not only as a scholar of note, but also as an exceptionally warm human being, a generous friend and a caring mentor, a bon vivant, and a gracious host. He will be sorely missed.

Adapted from a tribute by Raymond Russell, Professor Emeritus of Sociology at UCR.
EXECUTIVE COMMITTEE
BOURNS COLLEGE OF ENGINEERING
REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 21, 2023

To be adopted:

Proposed Changes to Computer Science B.S. + M.S. Five-Year Program

PRESENT:

Combined B.S. + M.S. Five-Year Program
The college offers combined five year B.S. + M.S. programs designed to allow successful UCR Computer Science or Computer Engineering B.S. graduates to complete the Master of Science degree in Computer Science in one year, by allowing up to 12 credits of coursework taken as a UCR undergraduate to be counted towards the 32-unit elective requirements of the M.S. (The courses that can be double counted are those that are eligible to be counted as technical electives in the B.S. requirements.)

PROPOSED:

Combined B.S. + M.S. Five-Year Program
{No change}

A student may apply at the start of their senior year by submitting an application to the Computer Science M.S. program, provided that at the end of junior year, the student was a UCR Computer Science or Computer Engineering B.S. student with cumulative GPA at least 3.4 and had completed the following courses with no grade less than a B- and average grade at least 3.2: CS 100, CS 120A, CS 120B, CS 164. The application to the M.S. program must include at least two recommendation letters from UCR Academic Senate faculty members (at least one, and preferably both, CSE faculty). Submission of GRE scores with the application is recommended but not required. Matriculation into the combined program occurs in the Fall term following senior year, provided: (a) the M.S. application is accepted, (b) throughout senior year, the student is a Computer Science or Computer Engineering B.S. major with cumulative GPA 3.4 or higher, (c) by the end of senior year, the student completes the Computer Science or Computer Engineering B.S. degree requirements.

Incoming students who are applying to the Computer Science or Computer Engineering B.S. programs may simultaneously apply for preliminary admission into the combined program.

{No change}
provided their high school GPA is at least 3.6, their SAT-I combined score is at least 1950, they satisfy the Entry Level Writing requirement before matriculation, and they have sufficient math preparation to enroll in calculus upon arrival. Preliminary admission status is maintained as long as the student is a Computer Science or Computer Engineering B.S. student in good standing with a cumulative GPA of at least 3.4. Preliminarily admitted students still need to apply for full admission in their senior year as described above.

**JUSTIFICATION:**
We are updating B.S. + M.S. five year program requirements to be in accordance with our CS undergraduate and graduate course offerings.

**APPROVALS:**
Approved by the faculty of the Department of Computer Science and Engineering: May 25, 2022
Approved by the Executive Committee of the Bourns College of Engineering: November 16, 2022
Approved by the Committee on Educational Policy: January 9, 2023
Approved by Graduate Council: January 19, 2023
To be adopted:

Proposed Changes to Computer Science Major Undergraduate Requirements

**PRESENT:**

**Major**
The Department of Computer Science and Engineering offers three majors at the undergraduate level. UCR’s offerings of all three majors are unique compared to many schools in the emphasis on theoretical foundations and practical applications.

The **Computer Science** major stresses the study of core and advanced computer science topics. It prepares students for a large variety of careers in computing, including software engineering, networks, databases, graphics, algorithms, security, system analysis, and embedded systems.

The objective of the B.S. degree program in Computer Science is to prepare graduates for professional practice in both the private and public sectors and for life-long learning, including the option for graduate degrees, by providing them with:

- **Background:** the necessary technical competencies, including knowledge of scientific principles and skill at rigorous analysis and creative design
- **Breadth:** a broad education that includes knowledge of current issues and trends in society and technology
- **Professionalism:** professional attitudes and ethics and skills for clear communication and responsible teamwork
- **Learning environment:** a learning environment that is rigorous, challenging, open, and supportive

The Computer Science B.S. degree program at UCR is accredited by the Computing Accreditation Commission of ABET, abet.org.

**PROPOSED:**

**Major**
{No change}
engineering topics. It prepares students for careers in the design of complex systems involving computer hardware, computer software, electronics and electrical signals for communication, networking, desktop computing, and embedded computing. See Computer Engineering in this catalog.

The Computer Engineering B.S. degree program at UCR is accredited by the Engineering Accreditation Commission of ABET, abet.org.

The Computer Science with Business Applications major covers the core of computer science and basic business and management topics. It prepares students for careers in design and management of computer and information systems, system and network administration, and e-commerce. It is also useful for careers that apply information technology to support business processes.

The objective of the B.S. degree program in Computer Science and Business Applications is to prepare graduates for professional practice in both the private and public sectors and for life-long learning, including the option for graduate degrees, by providing them with:

• Background: the necessary technical competencies, including knowledge of scientific principles and skill at rigorous analysis and creative design
• Breadth: a broad education that includes knowledge of current issues and trends in society and technology
• Professionalism: professional attitudes and ethics and skills for clear communication and responsible teamwork
• Learning environment: a learning environment that is rigorous, challenging, open, and supportive

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

All three degree programs at UCR, Computer Science BS, Computer Engineering BS, and Computer Science with Business Applications BS, are accredited by the Engineering Accreditation Commission of ABET, abet.org.
Major Requirements
Computer Science Major

1) Lower-division requirements (61 units)
   a) ENGR 001-I
   b) CS 010A, CS 010B, CS 010C, CS 061
   c) CS 011/MATH 011
   d) MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 031 or EE 020B
   e) PHYS 040A, PHYS 040B, PHYS 040C
   f) At least 9 additional units. One course of 4 or more units in an engineering discipline outside the field of computer science to be selected in consultation with a faculty advisor. (Either a lower-division or an upper-division course may be used to satisfy this requirement).

2) Upper-division requirements (74 units minimum)
   a) ENGR 101-I
   b) CS 100, CS 141, CS 150, CS 152, CS 153, CS 161, CS 179 (E-Z)
   c) CS 120A/EE 120A
   d) CS 111
   e) ENGR 180W
   f) STAT 155
   g) At least 32 units of technical electives to be chosen from an approved list of courses which currently includes CS 105, CS 120B/EE 120B, CS 122A, CS 122B, CS 130, CS 133, CS 135, CS 142, CS 144, CS 145, CS 147, CS 160, CS 162, CS 164, CS 165, CS 166, CS 167, CS 168, CS 169, CS 170, CS 171, CS 172, CS 173, CS 175, CS 177, CS 179 (E-Z) (4 units maximum), CS 180, CS 181, CS 182, CS 183, CS 193 (4 units maximum), MATH 120, MATH 126, MATH 135A, MATH 135B, PHIL

Major Requirements
Computer Science Major

1) Lower-division requirements (65 units minimum)
   a) ENGR 001-I
   b) CS 010A, CS 010B, CS 010C, CS 061
   c) CS 011/MATH 011
   d) MATH 009A, MATH 009B, MATH 009C, MATH 010A, and either MATH 031 or EE 020B
   e) PHYS 040A, PHYS 040B, PHYS 040C
   f) At least 8 additional units that are distinct from other requirements, 4 of which must be engineering depth electives and the remaining may be engineering breadth electives. Depth electives in this category include: BIEN 010, EE030A & 30LA, EE 005, EE 016, EE 20A, ENSC 001, ENSC 002, MATH 010B, MATH 046, ME 002, ME 005, ME 018A, ME 018B, ME 009, ME 010, or other engineering courses outside the field of computer science to be selected in consultation with a faculty advisor. Breadth courses include: any depth course above or 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, CHEM 008A or CHEM 008HA, CHEM 08LA or CHEM 08HLA, ECON 005, ECON 060, LING 020, LING 021, PHIL 125, PHIL 126, PHIL 127, STAT 004, STAT 008, STAT 010, or one selected in consultation with a faculty advisor. (Either a lower-division or an upper-division course may be used to satisfy this requirement).

2. Upper-division requirements (79 units minimum)
   a) ENGR 101-I
   b) CS 100, CS 141, CS 150, CS 152, CS 153, CS 161, CS 179 (E-Z)
   c) CS 120A/EE 120A
   d) CS 111
   e) ENGR 180W
   f) STAT 155
   g) At least 32 units of technical electives to be chosen from an approved list of courses which currently includes CS 105, CS 108, CS 110, CS 120B, CS 122A, CS 122B, CS 130, CS 131, CS 133, CS 135, CS 142, CS 144, CS 145, CS 147, CS 160, CS 162, CS 164, CS 165, CS 166, CS 167, CS 168, CS 169, CS 170, CS 171, CS 172, CS 173, CS 175, CS 177, CS 179, CS/EE 168, CS 169, CS 170, CS 171, CS 172, CS 173, CS 175, CS 177, CS 178B, CS 179 (E-Z) (4 units maximum), CS 180, CS 181, CS 182, CS 183, CS 193 (4 units maximum), MATH 120, MATH
The technical electives selected must be distinct from those used to satisfy the requirements specified in 2.a)--f) above, with at least half of the units selected from Computer Science courses.

Visit the Student Affairs Office in the College of Engineering or student.engr.ucr.edu for a sample program.

**JUSTIFICATION:**
We are moving 4 units of requirements from part #c of the upper division requirements by removing CS 120B. Those 4 units are now upper division elective units, of which CS 120B is also now a choice. We would also like to decrease the engineering elective from 9 to 8 units. Reducing the elective units makes fulfilling this requirement easier for students. Historically, this elective was only 4 units. Also, we would like 4 of those units to be chosen among specific engineering courses as an "engineering depth" area (as was previously), and the remaining (new) units can be chosen from a wider selection we call "engineering breadth" -- these are selected in part for ABET accreditation considerations. We added 5 more in 2020 to bring CS from 175 to 180 total units (minimum for BCOE to graduate is 180, average across programs is 185.5). The additional 1 unit needed to reach 180 will come from CS 100, which is increasing from 4 to 5 units.

**APPROVALS:**
Approved by the faculty of the Department of Computer Science and Engineering: May 25, 2022
Approved by the Executive Committee of the Bourns College of Engineering: November 16, 2022
Approved by the Committee on Educational Policy: January 9, 2023
EXECUTIVE COMMITTEE  
BOURNS COLLEGE OF ENGINEERING  
REPORT TO THE RIVERSIDE DIVISION  
FEBRUARY 21, 2023

To be adopted:

Proposed Changes to Computer Science with Business Applications Major Undergraduate Requirements

<table>
<thead>
<tr>
<th>PRESENT: Major</th>
<th>PROPOSED: Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Department of Computer Science and Engineering offers three majors at the undergraduate level. UCR’s offerings of all three majors are unique compared to many schools in the emphasis on theoretical foundations and practical applications.</td>
<td>(No change)</td>
</tr>
</tbody>
</table>

The Computer Science major stresses the study of core and advanced computer science topics. It prepares students for a large variety of careers in computing, including software engineering, networks, databases, graphics, algorithms, security, system analysis, and embedded systems. |

The Computer Science B.S. degree program at UCR is accredited by the Computing Accreditation Commission of ABET, abet.org. |

The Computer Engineering major stresses the study of core computer science and electrical engineering topics. It prepares students for careers in the design of complex systems involving computer hardware, computer software, electronics and electrical signals for communication, networking, desktop computing, and embedded computing. See Computer Engineering in this catalog. |

The Computer Engineering B.S. degree program at UCR is accredited by the Engineering Accreditation Commission of ABET, abet.org. |

The Computer Science with Business Applications major covers the core of computer |

(No changes)
science and basic business and management topics. It prepares students for careers in design and management of computer and information systems, system and network administration, and e-commerce. It is also useful for careers that apply information technology to support business processes.

The objective of the B.S. degree program in Computer Science and Business Applications is to prepare graduates for professional practice in both the private and public sectors for life-long learning, including the option for graduate degrees, by providing them with:

- **Background**: the necessary technical competencies, including knowledge of scientific principles and skill at rigorous analysis and creative design
- **Breadth**: a broad education that includes knowledge of current issues and trends in society and technology
- **Professionalism**: professional attitudes and ethics and skills for clear communication and responsible teamwork
- **Learning environment**: a learning environment that is rigorous, challenging, open, and supportive

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

Major Requirements

Computer Science with Business Applications Major

1) Lower-division requirements (56 units)
   a) ENGR 001M
   b) BUS 020
   c) CS 010A, CS 010B, or CS 013, CS 010C, CS 061
   d) CS 011/MATH 011
   e) ECON 002, ECON 003

All three of these degree programs at UCR, Computer Science B.S., Computer Engineering B.S., and Computer Science with Business Applications B.S., are accredited by the Engineering Accreditation Commission of ABET, abet.org.

Major Requirements

Computer Science with Business Applications Major

1) Lower-division requirements (59 units minimum)
   a) ENGR 001M
   b) BUS 020
   c) CS 010A, CS 010B, CS 010C, CS 061
   d) CS 011/MATH 011
   e) ECON 002, ECON 003
2) Upper-division requirements (85 units minimum)
   a) ENGR 101M
   b) BUS 103, BUS 104/STAT 104, BUS 106/ECON 134
   c) CS 100, CS 141, CS 153, CS 165
   d) At least two courses from CS 164, CS 166, CS 172, CS 180
   e) CS 111
   f) ENGR 180W
   g) SOC 150
   h) STAT 155
   i) Sixteen (16) units of upper division Computer Science technical electives, which must be distinct from the courses used to satisfy the above major requirements. These 16 units may be chosen from those courses listed as upper-division requirements or technical electives for the Computer Science major. At least four courses must be in the Department of Computer Science and Engineering.
   j) Sixteen (16) units of Business Administration technical electives, including at least 8 units of courses listed in the information Systems concentration within the Business Administration major. These 16 units must be distinct from the courses used to satisfy the above major requirements and may be chosen from any of the available Business Administration courses, with the following restrictions: no credit will be given for BUS 101, only one of BUS 171 and CS 180 can be taken for credit, only one of BUS 175 and CS 164 can be taken for credit, and only one of BUS 125 and CS 177 can be taken for credit.

Students may petition for exceptions to the above requirements.

2) Upper-division requirements (86 units minimum)
   a) ENGR 101M
   b) BUS 103, BUS 104/STAT 104, BUS 106/ECON 134
   c) CS 100, CS 141, CS 153
   d) At least two courses from CS 110, CS 160, CS 164, CS 166, CS 167, CS 169, CS 172, CS 180, CS 183
   e) CS 111
   f) ENGR 180W
   g) SOC 150
   h) STAT 155
   i) At least twenty (20) units of Computer Science technical electives to be chosen from an approved list of courses which currently includes CS 105, CS 108, CS 110, CS 120A, CS 120B, CS 122A, CS 122B, CS 130, CS 131, CS 133, CS 135, CS 142, CS 144, CS 145, CS/EE 147, CS 150, CS 152, CS 160, CS 161, CS 162, CS 164, CS 165, CS 166, CS 167, CS/EE 168, CS 169, CS 170, CS 171/EE 142, CS 172, CS 173, CS 175, CS 177, CS 178A, CS 179 (E-Z) (4 units maximum), CS 180, CS 181, CS 182, CS 183, CS 193 (4 units maximum).
   j) At least sixteen (16) units of Business Administration technical electives, including at least 8 units of courses listed in the information Systems concentration within the Business Administration major, which currently include BUS 110, BUS 125, BUS 128, BUS 163, BUS 166, BUS 171, BUS 172, BUS 173, BUS 174, BUS 175, BUS 179. Additionally, no credit will be given for BUS 101; and the following pairs of courses cannot both be taken for credit: BUS 125 and CS 177, BUS 163 and CS 175, BUS 171 and CS 180, BUS 173 and CS 166, BUS 175 and CS 164.

The technical electives selected for 2.i)-j) must be distinct from those used to satisfy the requirements specified in 2.a)–h) above.

Students may petition for exceptions to the above requirements.
degree requirements. Exceptions to Computer Science course requirements must be approved by the Computer Science and Engineering undergraduate advisor or chair.

Visit the Student Affairs Office in the College of Engineering or student.engr.ucr.edu for a sample program.

**JUSTIFICATION:**
The historical requirements for upper division requirements #2c (CS 100, 141, CS 153, 165) historically included introductory topics in networks and security that no longer aligns with CS 165 as taught today. Essential topics are covered in other courses, e.g., CS 152, 164, 166, 180, which students will take (see requirement #2d). CS 165 can be taken as a technical elective instead in #2i. CS department would like to increase CS technical electives from 16 to 20 units. In lieu of CS 165, any other CS technical elective will suffice. We added 4 more units of lower division breadth requirements bringing the total to 182 units (minimum for BCOE to graduate is 180, average across programs is 185.5). This addition helps satisfy the "quantitative analysis" category for ABET accreditation and adds a popular course requested by students, ECON 060 (Econ for Engineers), and others. We would like to remove BUS 177 from the business MIS technical electives (it can still be taken as part of the remaining business technical elective options). Several years ago, BUS 177 was relevant (an IT-related course). BUS 177 was deprecated after three years of not being taught, the number was recycled, and now it is back as a new course “Labor Relations” and simply is not the same course, that is to say, it is no longer an MIS course.

**APPROVALS:**
Approved by the faculty of the Department of Computer Science and Engineering: May 25, 2022
Approved by the Executive Committee of the Bourns College of Engineering: November 16, 2022
Approved by the Committee on Educational Policy: January 9, 2023
To be adopted:

Proposed Changes to Computer Science Undergraduate Minor Requirements

PRESENT:

Minor Requirements
Computer Science

The minor in Computer Science is designed to enhance majors with limited computational theory or practice. As such, students with majors in Computer Engineering, Computer Science, Computer Science and Business Applications, and Mathematics (Computational Mathematics option) are not eligible.

Requirements for the minor in Computer Science are:
1. Lower-division courses: CS 010, CS 010B or CS 013, CS 010C, CS 061, CS 011/MATH 011, MATH 008B or MATH 009A, MATH 009B, MATH 009C
2. Core courses: CS 100, CS 111
3. Three elective courses, each of four or more units, such that:
   a) Each is an upper-division requirement or a listed technical elective for the Computer Science major, excluding courses numbered 190-199
   b) No course may be an upper-division requirement of the student’s major
   c) At least two courses must be in the Department of Computer Science and Engineering
4. All courses for the minor must be taken for a letter grade.

Note: Students with a minor in Computer Science must obtain approval from the undergraduate advisor in Computer Science and Engineering for a specific program of electives consistent with their career goals.

PROPOSED:

Minor Requirements
Computer Science

The minor in Computer Science is designed to enhance majors with limited computational theory or practice. As such, students with majors in Computer Engineering, Computer Science, Computer Science and Business Applications, Data Science, and Mathematics (Computational Mathematics option) are not eligible.

Requirements for the minor in Computer Science are:
1. Lower-division courses: CS 010A, CS 010B, CS 010C, CS 061, CS 011/MATH 011, MATH 009A, MATH 009B, MATH 009C

{No change}

{No change}

JUSTIFICATION:

We would like to exclude data science from the CS minor eligibility as there is too much overlap as with CEN, CSBA, and Computational math. We will be adding a prerequisite option for CS 171 that opens this
course for Data Science majors. We will also be adding a prerequisite option for CS 179G to include a new course that opens this course for more students. In addition, we are updating lower division minor requirements to be in accordance with our CS undergraduate catalog offerings.

**APPROVALS:**

Approved by the faculty of the Department of Computer Science and Engineering: May 25, 2022
Approved by the Executive Committee of the Bourns College of Engineering: November 16, 2022
Approved by the Committee on Educational Policy: January 9, 2023
To be adopted:

Proposed Changes to the Undergraduate Business Administration major (BSAD)

**PRESENT:**

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 or STAT 010
   7. MATH 022

The major requirements for the B.S. in Business Administration are as follows:

1. 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:**

Business Administration Major
1. Preparation for Business Administration major (6 courses [at least 23 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. STAT 008 or STAT 010 or ECON 101
   6. MATH 022

The major requirements for the B.S. in Business Administration are as follows:

1. Upper-division major requirements (6 courses [at least 23 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

Concentration (At least 24 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.

No change.
Choose six courses from one of the concentrations listed below. Courses completed to meet core requirements may not be used to meet concentration requirements.

**Accounting and Auditing:** BUS 154, BUS 160/ECON 160, BUS 161, BUS 162/ECON 162, BUS 165A, BUS 165B, BUS 165C, BUS 166, BUS 167, BUS 168A, BUS 168B, BUS 169A, BUS 169B, BUS 170

**No change.**

**Business Analytics:** BUS 124A, BUS 125, BUS 130, BUS 123, BUS 124B, BUS 129, BUS 136, BUS 173

**No change.**

**Finance:** BUS 132, BUS 134, BUS 136, BUS 137, BUS 138, BUS 139, BUS 140E, BUS 141, BUS 142, BUS 147

**Financial:** BUS 132, BUS 134, BUS 136, BUS 137, BUS 138, BUS 139, BUS 140E, BUS 141, BUS 142, BUS 147

**No change.**

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

**Information Systems:** BUS 110, BUS 125, BUS 128, BUS 163, BUS 166, BUS 171, BUS 172, BUS 173, BUS 174, BUS 175, BUS 179, BUS 198i

**No change.**

**Management:** BUS 120, 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, BUS 177

**No change.**

**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

**No change.**

**Operations and Supply Chain Management:** BUS 123, BUS 124A, BUS 124B, BUS 125, BUS 126, BUS 127/STAT 127, BUS 128, BUS 129, BUS 130, BUS 173

**No change.**

**An additional 2 courses (at least 8 units) of Business Administration elective courses from BUS 110-BUS 199H, excluding BUS 190.** Courses completed to satisfy the six-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.

**No change.**
**Justifications:**

**Preparation for Business Administration major**
We are proposing to eliminate CS 008 from the major prerequisites, given that its content (a basic introduction of two weeks each to Microsoft Word, PowerPoint, Excel, and Access) is deemed unnecessary for students nowadays. Since transfer students graduating from a Community College will have completed all major prerequisites except for CS 008, doing so will also make our program more attractive to transfer students.

**Core courses**
We are proposing to add BUS 133 (Accelerated Foundations of Finance) to the core courses since students take either BUS 106 (Introduction to Financial Management) or BUS 133 in their core.

**Finance concentration:**
Following a vote by the Finance area, we are adding BUAS 101 (Foundations of Insurance) as a course that fulfills the Finance concentration requirement.

**Information Systems concentration:**
Following a vote by the IS area, we are adding BUS 166 (Accounting Information Systems) as a course that fulfills the Information Systems concentration requirement.

**Approvals:**
Approved by the School of Business Undergraduate Committee: November 3, 2022
Approved by the School of Business Executive Committee: November 16, 2022
Approved by the Committee on Educational Policy: January 9, 2023
EXECUTIVE COMMITTEE
SCHOOL OF BUSINESS
REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 21, 2023

To be adopted:

Proposed Changes to the Undergraduate Business Administration Minor

PRESENT:

Business Administration Minor
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.

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):

General Business:
Four core courses from the following list:
BUS 103, BUS 104/STAT104, BUS106/ECON134, BUS 107, BUS 108

Accounting:
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

Business Analytics:
a) Required: BUS 104, BUS 124A
b) Two additional upper-division business analytics courses selected from the fol-

PROPOSED:

Business Administration Minor
No change.

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 or STAT 010 or ECON 101

No change.

General Business:
Four core courses from the following list:
BUS 103, BUS 104/STAT104, BUS 106 or BUS 133 or ECON 134, BUS 107, BUS 108

No change.

Business Analytics:
No change.
Following: BUS 119, BUS 123, BUS 124B, BUS 125, BUS 129, BUS 130, BUS 136, BUS 173

Finance:

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

Finance:

a) Required: Either BUS 133 or BUS 106, BUS 132

b) Additional upper-division Business Administration finance courses to meet 4-course minor requirement selected from the following: BUAS 101, 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

No change.

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, BUS 177

Management: Strategy and Entrepreneurship:

a) Required: BUS 109, BUS 146

b) Two additional upper-division Business Administration courses selected from the following: BUS 120, 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:** No change.

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:**

Prerequisites for the minor
For greater student flexibility, we are adding STAT 010/ECON 101 as courses that fulfill the statistics requirement.

General Business Minor
We are adding BUS 133 as a course that fulfills the General Business minor requirement as an alternative to BUS 106, since students take either BUS 106 or BUS 133.

Finance minor
Following a vote by the Finance area, we are adding BUS 133 as a course that fulfills the required course since students take either BUS 133 or BUS 106 & BUS 132. We are also adding BUAS 101 as a course that fulfills the minor requirement.

**Approvals:**
Approved by the School of Business Undergraduate Committee: November 3, 2022
Approved by the School of Business Executive Committee: November 16, 2022
Approved by the Committee on Educational Policy: January 9, 2023
To be adopted:

Proposed alterations to Change of Minor Requirements, Chemistry

**PRESENT:**

**Minor**
The minor in Chemistry consists of 28 upper-division units in chemistry.

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.
2. At least one 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).
3. No more than 4 units of 190-199 courses may be used in fulfilling the upper-division units for a minor.

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 01HLA, CHEM 01HB and CHEM 01HLB, CHEM 01HC and CHEM 01LHC and most have CHEM 005 as a prerequisite.

Students with a minor in Chemistry should consult 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:**

**Minor**
The minor in Chemistry consists of 21 upper-division units in chemistry.

1. No Change.
2. At least one the courses used to satisfy the 21 units must be in CHEM 125, CHEM 111, CHEM 140, CHEM 155 or CHEM 166 (courses which include laboratory work).
3. No more than 8 units of 190-199 courses may be used in fulfilling the upper-division units for a minor.

No Change.
**Justification:**

The chemistry minor requirements were too onerous for students to achieve without a substantial number of additional preparatory courses, so have been lessened, to bring them more in line with other CNAS departments. Removing the ‘W’ in CHEM 125W Over the last few years, we have noticed that the writing elements are poorly aligned with the scientific writing required for this complex upper division class and are deleterious to the scientific aspects and learning outcomes of the course. there have been minimal improvements in the writing ability of the students after the class, despite the large time commitment for the writing component. We are proposing to remove the writing requirements from the Chem 125W course, and revert to a non-W course, Chem 125. Adding CHEM 155 gives students another option to choose for their laboratory course requirement.

**Approvals:**

Approved by the faculty of the Department of Chemistry: November 8, 2022
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: November 22, 2022
Approved by the Committee on Educational Policy: January 30, 2023
THE GRADUATE DIVISION AND EXECUTIVE COMMITTEES OF THE COLLEGES REPORT TO THE DIVISION FEBRUARY 21, 2023

To be received and placed on file:

Reports of Degrees Awarded – Summer 2022

Bourns College of Engineering
Bachelor of Science: ........................................................ 74

College of Humanities, Arts and Social Sciences
Bachelor of Arts: ............................................................... 505
Bachelor of Science: ......................................................... 29

College of Natural and Agricultural Sciences
Bachelor of Arts: ................................................................. 10
Bachelor of Science: ........................................................... 254

School of Business
Bachelor of Science: .......................................................... 106

School of Medicine
PhD: ................................................................................. 2
Master of Science ................................................................ 1

School of Public Policy
Bachelor of Arts: ............................................................... 24

Report of Degrees Awarded – Fall 2022

Graduate Division
Master of Arts: .................................................................... 11
Master of Business Administration: ..................................30
Master of Education: ......................................................... 9
Master of Finance: .............................................................. 23
Master of Fine Arts: ............................................................ 19
Master of Professional Accountancy: ............................... 24
Master of Public Policy: ......................................................1
Master of Science: ............................................................. 150
Doctor of Philosophy: ......................................................... 76

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

S. Axelrod, Secretary-Parliamentarian
Riverside Division of the Academic Senate
This Executive Council report lists items reviewed and actions taken in meetings held from September 2021 through August 2022.

Each Executive Council meeting included a report from Chair Jason Stajich on issues reviewed at Academic Council meetings, Chancellor’s meetings, Provost’s meetings, and other critical issues raised by the faculty or the administration. Chair Stajich also gave regular updates on the various subcommittees on which he serves in his capacity as the Chair of the Riverside Division of the Academic Senate. Meeting minutes are provided on the Academic Senate website.

Throughout the year, both internally and with Administration, Executive Council discussed and deliberated on campus and systemwide issues provided below. The first meeting of the year was an executive session emergency meeting to discuss the status of UCR’s campus in relation to instructors, students, and staff returning under evolving COVID-19 pandemic related protocols and safety measures. At its first regular meeting of the year, Executive Council reviewed and approved its conflict-of-interest statement. Council noted as “Received” the conflict-of-interest statements from Senate Standing Committees and Faculty Executive Committees at remaining meetings as they were submitted.

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

**Legislative (Bylaw, Regulation & Guideline) Items**

- Proposed Changes to Charge of the Medical Education Committee on Bylaw ME 05.03 Medical Education
- Proposed Changes to Charge of the Committee on Bylaw ME 05.04, ME 05.04.01 Admissions Committee
- Proposed changes to Graduate Council Bylaws 8.14.02 (Membership)
- Campus Guideline Proposal: Proposed New Guidelines for Courses and Instruction
- Proposed Changes to Committee on Planning & Budget Bylaw 8.18.01
  - 2nd 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
- Spring 2022 Extension of COVID-related Graduate Regulations GR1.5.7 & GR5.4
- Bylaw Change: 2nd Round - Proposed Changes to Committee Bylaws ME 05.04, ME 05.04.01
- Regulation Change: 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
- Proposal: 2nd Round - Role of the UCR Office of Financial Planning and Analysis in the Establishment and Financial Management of Self-Supporting Graduate Professional
- Bylaw Establishing a General Education Standing Committee

Discussion Regarding COVID-related Legislation Modifications Currently in Place Through Winter Quarter 2022: A. UCR Regulations (Grading System): R1.1.4, R1.1.5, R1.1.6, R1.2.2, R1.8.1; and B. UCR Graduate Division Regulations (re Dropping Courses): GR1.5.7
Spring 2022 Extension of COVID-related Regulations: R1.1.4, R1.1.5, R1.1.6, R1.2.2, R1.8.1
2nd Round-Proposed Changes to Committee on Planning & Budget Bylaw 8.18.01
Proposed Changes to the Charge of the Committee on International Education Bylaw 8.15.1., 8.15.2
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)
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)
Proposed Update to UCR Regulation 5 - Procedures for the Appeal of Grades UCR Appendix Sections 6.3 Types of Academic Misconduct and 6.5 Graduate Students
Bylaw Change: 3rd Round-Proposed Changes School of Medicine Bylaw ME 05.04, ME 05.04.01

**Campus Level Review and Other Discussion Items**
Draft Charge for General Education standing Academic Senate Committee
Course Modality Inquiry from UCR Registrar
Request for Senate Consultation on Draft WSCUC Special Visit Report
Job Announcement - Description: Associate Vice Chancellor for Diversity, Equity and Inclusion (50% AVCDEI Internal)
Charter of the UCR Research Integrated Safety Committee (RISC Charter)
COVID-related Senate Regulation Modifications
Request from Summer Sessions for Flexibility of Remote Options in Summer 2022
Internal Consultation: Shared Governance on Building and Land Use Designation
Sustainability at UCR and UC
New Department Pre-Proposal: Department of Environment, Sustainability, and Health Equity (ESHQ) in CHASS
3rd Round - Formalization of Division Status for Undergraduate Education
Proposal for an Undergraduate Major in Actuarial Science
Revised Proposal - Proposed Bachelor of Science in Robotics Engineering
Proposal - Role of the UCR Office of Financial Planning and Analysis in the Establishment and Financial Management of Self-Supporting Graduate Professional Degree Programs (SSGPDs)
Proposed Degree Program - Online Master of Business Administration (OMBA-SSGPDP)
New Graduate Program Proposal: Master of Medical Education Program (M.M.Ed. – Self-Supporting Graduate Degree Program)
Report and Proposal of the Senate Ad Hoc General Education Review Committee including Supplemental Reports 1, 2, and 3 (R’Horizons: Proposal for a New UCR General Education Curriculum)
Teaching Modality and Instructor Flexibility for Winter 2022 with Return to Campus January 31st
New Graduate Program Proposal - Program of Graduate Studies in Astronomy for the Ph.D. Degree

New Department Full Proposal – Department of Black Study

Proposal: Revised Proposal for Changes to the Search Approval Workflow

Proposal to Rename Ph.D. in Management to Ph.D. Business Administration in the School of Business

(Continued) Campus Review: Report and Proposal of the Senate Ad Hoc General Education Review Committee including Supplemental Reports 1, 2, and 3 (R’Horizons: Proposal for a New UCR General Education Curriculum)

Final - Formalization of Division Status for Undergraduate Education

Consultation: Waiver of Senate Regulation 636.B and 636.C for Spring, Summer and Fall 2022

Campus Naming Committee Request received January 20, 2022, in the Bourns College of Engineering.

Campus Naming Committee Request received February 16, 2022, in the School of Medicine.

Degree Programs (SSGPDs)

Updated - Extension of Exception to APM 275-16-f (3) Restrictions: 1/6 Limitation on Appointment to Professor of Clinical X Series

Draft of Proposed UCR Whistleblower and Whistleblower Protection – Local Procedures

Campus Naming Committee Request from the School of Medicine that was received March 4, 2022.

Endowed Chair Proposal - Esther and Daniel Hays Endowed Chair in Environmental Research (BCOE)

California Assembly Bill AB2046 re University of California, Merced, and University of California, Riverside

2nd Round-Life Events Accommodations Policy (formerly Proposed Modification to the Merit and Review Process (Extenuating Circumstances)

Reaffirmation of Teaching Evaluation Implementation Committee Charge

Endowed Chair Proposal: Won and Insook Yoo Endowed Term Chair in Environmental Engineering / John Babbage Endowed Term Chair in Environmental Presidential Policy on Affiliations with Certain Healthcare Organizations

Consultation: Campus Five-Year Planning Perspectives for 2022 to 2027

California AB-2046: University of California: Inland Rising Fund and California SB-1199:University of California, Riverside, School of Medicine: teaching hospital

Program Change - Proposed Change to Computer Science Major Undergraduate Curriculum

Policy on Retention of Graded Materials: iLearn and Retention of Graded Materials

Department Proposal: Department of Environment, Sustainability, and Health Equity (ESHE)

Pre-Proposal for a University Honors College at UC Riverside

Department Proposal: Department of Environment, Sustainability, and Health Equity (ESHE)
**Systemwide Review Items**
Revised Presidential Policy on Sexual Violence and Sexual Harassment

Proposed Revision to Senate Regulation 478 (IGETC)

Proposed Presidential Policy on Sustainable Practices

Proposed Presidential Policy on Integrated Pest Management (IPM)

Proposed Revised APM - 759, Leaves of Absence/Other Leaves Without Pay

Draft Presidential Policy -- Abusive Conduct/Bullying in the Workplace

Proposed Revisions to Academic Personnel Manual (APM) Section 025, Conflict of Commitment and Outside Activities of Faculty Members (APM - 025) and Section 671, Conflict of Commitment and Outside Activities of Health Sciences Compensation Plan Participants (APM - 671)

Second Review of Proposed Revision to Senate Regulation 478 (IGETC)

Consultation: Recommendations to Senate Divisions about Responding to Remote Teaching Requests from TAs and GSIs

Proposed Regulation Revision: Senate Regulation 424.A.3

Recommendations for Department Political Statements

Draft Presidential Policy – Supplement to Military Pay

Second Systemwide Senate Review-Proposed Presidential Policy on UC Research Data

Systemwide Senate Review - APM – 715: Leaves of Absence/Family and Medical Leave, and APM – 760: Family Accommodations for Childbearing and Childrearing

Report of the Negotiated Salary Trial Program Phase 2 Taskforce

**The following guests were received by Executive Council:**

Love Anderson, Deloitte Consultant

Ken Baerenklau, Associate Provost

Matthew Barth, UCR Faculty Director of Sustainability

Alli Berry, Deloitte Consultant

Gerry Bomotti, Vice Chancellor for Planning, Budget, and Administration

Stephanie Dingwall, Chair, Committee on Courses

Anthony Frisbee, Interim-Chief, UCR PD

Daniel Jeske, Vice Provost for Academic Personnel

Mariam Lam, Vice Chancellor & Chief Diversity Officer

Fortino Morales III, UCR Sustainability Officer

Seema K. Tiwari-Woodruff, Vice Chair SOM Executive Committee

Rodolfo Torres, Vice Chancellor for Research and Economic Development

Christine Victorino, Associate Chancellor
Elizabeth Watkins, Provost and Executive Vice Chancellor
Kim Wilcox, Chancellor
Denise Woods, Associate Vice Chancellor for Health, Wellbeing and Safety

**2021-2022 Executive Council Membership**
Professor Jason Stajich, Division Chair
Professor Jonathan Eacott, Division Vice Chair
Professor Peter Chung, Representative to the Assembly
Professor David Biggs, Representative to the Assembly
Professor Feng Xu, Secretary-Parliamentarian
Professor Juliann Allison, Chair, Educational Policy
Professor Richard Carpiano, Chair, SPP Exec Committee
Professor Wallace Cleaves, Chair, Undergraduate Admissions
Professor Don Collins, Chair, Graduate Council
Professor Sean Cutler, Chair, Academic Personnel
Professor Theodore Garland, Chair, CNAS Executive Committee
Professor Peter Graham, Chair, CHASS Executive Committee
Professor John Heraty, Chair, Faculty Welfare
Professor Joseph Kahne, Chair, SOE Exec Committee
Professor Declan McCole, Chair, SOM Executive Committee
Professor Barry Mishra, Chair, BUSINESS Executive Committee
Professor Chandra Reynolds, Physical Resources Planning
Professor Victor Rogers, Interim Chair, BCoE Executive Committee
Professor Richard Seto, Chair, Committees
Professor Dana Simmons, Chair, Planning & Budget
Professor Manu Sridharan, Chair, Library & Information Technology
Professor Katherine Stavropoulos, Chair, Diversity, Equity, & Inclusion
Professor Yinsheng Wang, Chair, Preparatory Education
Professor Weixin Yao, Chair, Research

Respectfully submitted on behalf of Senate Division Chair Sang-Hee Lee by Cherysa Cortez, Executive Director
# Undergraduate Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS 007</td>
<td>WORLD ART: IMAGES, ISSUES, AND IDEAS</td>
<td>4 Units</td>
</tr>
<tr>
<td>AHS 020</td>
<td>INTRODUCTION TO MEDIA ART</td>
<td>4 Units</td>
</tr>
<tr>
<td>AHS 021</td>
<td>INTRODUCTION TO ARCHITECTURE AND URBANISM</td>
<td>4 Units</td>
</tr>
<tr>
<td>AHS 136</td>
<td>HISTORY OF VIDEO ART</td>
<td>4 Units</td>
</tr>
<tr>
<td>AHS 165</td>
<td>WOMEN ARTISTS IN RENAISSANCE EUROPE, 1400-1600</td>
<td>4 Units</td>
</tr>
<tr>
<td>AHS 180</td>
<td>MODERN EUROPEAN ART 1: NINETEENTH-CENTURY</td>
<td>4 Units</td>
</tr>
<tr>
<td>ART 006</td>
<td>INTRODUCTION TO CONTEMPORARY CRITICAL ISSUES IN ART</td>
<td>4 Units</td>
</tr>
<tr>
<td>BCH 100</td>
<td>HONORS INTRODUCTORY BIOCHEMISTRY</td>
<td>4 Units</td>
</tr>
<tr>
<td>BUS 118</td>
<td>DIGITAL MARKETING</td>
<td>2 Units</td>
</tr>
<tr>
<td>BUS 123</td>
<td>SPREADSHEET MODELING FOR DECISION-MAKING</td>
<td>4 Units</td>
</tr>
<tr>
<td>BUS 124A</td>
<td>BUSINESS ANALYTICS</td>
<td>4 Units</td>
</tr>
<tr>
<td>BUS 125</td>
<td>SIMULATION FOR BUSINESS</td>
<td>4 Units</td>
</tr>
<tr>
<td>BUS 126</td>
<td>PRACTICAL BUSINESS FORECASTING</td>
<td>4 Units</td>
</tr>
<tr>
<td>BUS 149</td>
<td>ADVANCED TOPICS IN MANAGEMENT AND DECISION-MAKING</td>
<td>4 Units</td>
</tr>
<tr>
<td>CHN 005</td>
<td>SECOND-YEAR CHINESE</td>
<td>4 Units</td>
</tr>
<tr>
<td>CHN 006</td>
<td>THIRD-YEAR CHINESE</td>
<td>4 Units</td>
</tr>
<tr>
<td>CHN 101A</td>
<td>SECOND-YEAR CHINESE</td>
<td>4 Units</td>
</tr>
<tr>
<td>CHW 040</td>
<td>FICTION AND FILM</td>
<td>4 Units</td>
</tr>
<tr>
<td>CHW 041</td>
<td>POETRY AND FICTION: A READING COURSE FOR WRITERS</td>
<td>4 Units</td>
</tr>
<tr>
<td>CHW 045</td>
<td>THE PROSE POEM AND &quot;SHORT-SHORT&quot; STORY</td>
<td>4 Units</td>
</tr>
<tr>
<td>CRW 046</td>
<td>CRAFT OF WRITING: SURVEY IN CONTEMPORARY FICTION</td>
<td>4 Units</td>
</tr>
<tr>
<td>CRW 146</td>
<td>SPECIAL TOPICS: FICTION</td>
<td>4 Units</td>
</tr>
<tr>
<td>CRW 150</td>
<td>BEGINNING POETRY WORKSHOP</td>
<td>4 Units</td>
</tr>
<tr>
<td>CRW 152</td>
<td>BEGINNING FICTION WORKSHOP</td>
<td>4 Units</td>
</tr>
<tr>
<td>CS 006</td>
<td>EFFECTIVE USE OF THE WORLD WIDE WEB</td>
<td>4 Units</td>
</tr>
<tr>
<td>CS 008</td>
<td>INTRODUCTION TO COMPUTING</td>
<td>4 Units</td>
</tr>
<tr>
<td>CS 009A</td>
<td>DATA ORIENTED INTRODUCTION TO COMPUTING I</td>
<td>4 Units</td>
</tr>
<tr>
<td>CS 009A</td>
<td>DATA ORIENTED INTRODUCTION TO COMPUTING II</td>
<td>4 Units</td>
</tr>
<tr>
<td>CS 010A</td>
<td>INTRODUCTION TO COMPUTER SCIENCE FOR SCIENCE, MATHEMATICS, AND ENGINEERING I</td>
<td>4 Units</td>
</tr>
<tr>
<td>CS 010C</td>
<td>INTRODUCTION TO DATA STRUCTURES AND ALGORITHMS</td>
<td>4 Units</td>
</tr>
<tr>
<td>CS 100</td>
<td>SOFTWARE CONSTRUCTION</td>
<td>5 Units</td>
</tr>
<tr>
<td>CS 161</td>
<td>DESIGN AND ARCHITECTURE OF COMPUTER SYSTEMS</td>
<td>4 Units</td>
</tr>
<tr>
<td>CS 171</td>
<td>EE 142</td>
<td>INTRODUCTION TO MACHINE LEARNING AND DATA MINING</td>
</tr>
<tr>
<td>CS 175</td>
<td>ENTREPRENEURSHIP IN COMPUTING</td>
<td>4 Units</td>
</tr>
<tr>
<td>CS 179G</td>
<td>PROJECT IN COMPUTER SCIENCE: DATABASE SYSTEMS</td>
<td>4 Units</td>
</tr>
<tr>
<td>CS 305</td>
<td>INTRODUCTION TO MACROECONOMICS</td>
<td>4 Units</td>
</tr>
<tr>
<td>CS 310B</td>
<td>INTERMEDIATE MICROECONOMIC THEORY</td>
<td>5 Units</td>
</tr>
<tr>
<td>ENGL 012</td>
<td>SPECIAL TOPICS IN INTRODUCTION TO LITERATURE</td>
<td>4 Units</td>
</tr>
<tr>
<td>ENGL 012S</td>
<td>SPECIAL TOPICS IN INTRODUCTION TO LITERATURE</td>
<td>5 Units</td>
</tr>
<tr>
<td>ENGL 014</td>
<td>TOPICS: NORTH AMERICAN WRITERS</td>
<td>4 Units</td>
</tr>
<tr>
<td>ENGL 020A</td>
<td>INTRODUCTION TO BRITISH LITERARY TRADITION</td>
<td>5 Units</td>
</tr>
<tr>
<td>ENGL 020C</td>
<td>INTRODUCTION TO ALTERNATIVE CRITICAL PERSPECTIVES ON LITERATURE AND CULTURE</td>
<td>5 Units</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>MICS 104</td>
<td>FILM AND MEDIA THEORY</td>
</tr>
<tr>
<td>ENGL 120T</td>
<td>STUDIES IN NATIVE AMERICAN LITERATURE</td>
<td>4 Units</td>
</tr>
<tr>
<td>ENGL 121</td>
<td>SPECIAL TOPICS IN POSTCOLONIAL LITERATURES</td>
<td>4 Units</td>
</tr>
<tr>
<td>ENGL 122</td>
<td>QUEER TEXTS AND BODIES</td>
<td>4 Units</td>
</tr>
<tr>
<td>ENGL 128</td>
<td>MAJOR AUTHORS</td>
<td>4 Units</td>
</tr>
<tr>
<td>ENGL 134</td>
<td>AMERICAN LITERATURE, 1450 TO THE PRESENT</td>
<td>4 Units</td>
</tr>
<tr>
<td>ENGL 139T</td>
<td>STUDIES IN ASIAN AMERICAN LITERATURE</td>
<td>4 Units</td>
</tr>
<tr>
<td>ENGL 140</td>
<td>SPECIAL TOPICS IN LITERARY GENRES</td>
<td>4 Units</td>
</tr>
<tr>
<td>ENGL 141</td>
<td>SPECIAL TOPICS IN INTERDISCIPLINARY LITERARY STUDIES</td>
<td>4 Units</td>
</tr>
<tr>
<td>ENGL 142</td>
<td>SPECIAL TOPICS IN CULTURAL STUDIES</td>
<td>4 Units</td>
</tr>
<tr>
<td>ENGL 143</td>
<td>MICS 143</td>
<td>SPECIAL TOPICS IN GENDER, SEXUALITY AND VISUAL CULTURES</td>
</tr>
<tr>
<td>ENGL 147</td>
<td>STUDIES IN A MAJOR WORK</td>
<td>4 Units</td>
</tr>
<tr>
<td>ENGL 179A</td>
<td>HISTORY OF SPECULATIVE FICTION</td>
<td>4 Units</td>
</tr>
<tr>
<td>ENGL 179SA</td>
<td>HISTORY OF SPECULATIVE FICTION</td>
<td>5 Units</td>
</tr>
<tr>
<td>ENGR 088</td>
<td>SCREEN SPECULATIVE FICTION</td>
<td>5 Units</td>
</tr>
<tr>
<td>ENGR 118</td>
<td>ENGINEERING MODELING AND ANALYSIS</td>
<td>4 Units</td>
</tr>
<tr>
<td>ENGR 140</td>
<td>ITALIAN LITERATURE OF THE HOLOCAUST IN TRANSLATION</td>
<td>4 Units</td>
</tr>
<tr>
<td>ENGR 150</td>
<td>ITALIAN LITERATURE</td>
<td>4 Units</td>
</tr>
<tr>
<td>ENGR 008</td>
<td>EARTHQUAKE COUNTRY</td>
<td>4 Units</td>
</tr>
<tr>
<td>ENGR 011</td>
<td>GLOBAL CLIMATE CHANGE</td>
<td>4 Units</td>
</tr>
<tr>
<td>ENGR 010</td>
<td>WOMEN AND CULTURE</td>
<td>5 Units</td>
</tr>
<tr>
<td>ENGR 010S</td>
<td>WOMEN AND CULTURE</td>
<td>5 Units</td>
</tr>
<tr>
<td>ENGR 013</td>
<td>GENDER AND DISABILITY</td>
<td>4 Units</td>
</tr>
<tr>
<td>ENGR 013S</td>
<td>GENDER AND DISABILITY</td>
<td>5 Units</td>
</tr>
<tr>
<td>ENGR 020</td>
<td>WOMEN, FEMINISM, AND SOCIETY IN A GLOBAL PERSPECTIVE</td>
<td>4 Units</td>
</tr>
<tr>
<td>ENGR 020S</td>
<td>WOMEN, FEMINISM, AND SOCIETY IN A GLOBAL PERSPECTIVE</td>
<td>5 Units</td>
</tr>
</tbody>
</table>
To be received and placed on file:

The Committee on Courses has approved the following courses.

<table>
<thead>
<tr>
<th>Course(s):</th>
<th>Action:</th>
<th>Cross-listed</th>
<th>Title:</th>
<th>Units:</th>
<th>Course(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGST 190</td>
<td>Change:</td>
<td>SPECIAL STUDIES</td>
<td>THE SUPREME COURT AND THE CONSTITUTION</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>HISA 120B</td>
<td>Change:</td>
<td>SPN 110</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HISE 118</td>
<td>Change:</td>
<td>SPN 105</td>
<td>ANCESTRIC GREECE: THE HELLINIC AGE FROM ALEXANDER TO CLEOPATRA, 336-31 B.C.</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>HISE 173</td>
<td>Change:</td>
<td>SPN 110</td>
<td>RELIGION AND NATIONALITY IN IMPERIAL RUSSIA</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>HIST 004</td>
<td>Change:</td>
<td>ETST 004</td>
<td>INTRODUCTION TO CHICANO HISTORY</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>HIST 005</td>
<td>Change:</td>
<td></td>
<td>WORLD HISTORY: PREHISTORY TO 1500</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>HIST 005</td>
<td>Change:</td>
<td></td>
<td>WORLD HISTORY: 1500 TO 1900</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>HIST 104</td>
<td>Change:</td>
<td></td>
<td>SCIENTIFIC REVOLUTION, 1500-1700</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>HIST 106</td>
<td>Change:</td>
<td></td>
<td>SCIENCE IN THE 20TH CENTURY</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>HIST 107</td>
<td>Change:</td>
<td></td>
<td>DISEASE AND SOCIETY</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>HIST 195B</td>
<td>Change:</td>
<td></td>
<td>SENIOR THESIS</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>JPN 001</td>
<td>Change:</td>
<td></td>
<td>FIRST-YEAR JAPANESE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>JPN 002</td>
<td>Change:</td>
<td></td>
<td>FIRST-YEAR JAPANESE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>JPN 003</td>
<td>Change:</td>
<td></td>
<td>FIRST-YEAR JAPANESE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>JPN 004</td>
<td>Change:</td>
<td></td>
<td>SECOND-YEAR JAPANESE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>KOR 004</td>
<td>Change:</td>
<td></td>
<td>SECOND-YEAR KOREAN</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>LBST 001</td>
<td>Change:</td>
<td></td>
<td>INTRODUCTION TO LIBERAL STUDIES</td>
<td>5 Units</td>
<td></td>
</tr>
<tr>
<td>LBST 191</td>
<td>Change:</td>
<td></td>
<td>SEMINAR IN LIBERAL STUDIES</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>LING 020</td>
<td>Change:</td>
<td></td>
<td>LANGUAGE AND LINGUISTICS</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>LING 111</td>
<td>Change:</td>
<td></td>
<td>PHONETICS</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>LWSO 100</td>
<td>Change:</td>
<td></td>
<td>INTRODUCTION TO THE STUDY OF LAW AND SOCIETY</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>MATH 006A</td>
<td>Change:</td>
<td></td>
<td>PRECALCULUS: AN INTRODUCTION TO FUNCTIONS</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>MATH 006B</td>
<td>Change:</td>
<td></td>
<td>PRECALCULUS: AN INTRODUCTION TO FUNCTIONS</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>MATH 135A</td>
<td>Change:</td>
<td></td>
<td>INTRODUCTION TO NUMERICAL ANALYSIS</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MATH 135B</td>
<td>Change:</td>
<td></td>
<td>INTRODUCTION TO NUMERICAL ANALYSIS</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MATH 150A</td>
<td>Change:</td>
<td></td>
<td>INTERMEDIATE ANALYSIS</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>MATH 151A</td>
<td>Change:</td>
<td></td>
<td>FOUNDATIONS OF REAL ANALYSIS</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MATH 151B</td>
<td>Change:</td>
<td></td>
<td>FOUNDATIONS OF REAL ANALYSIS</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MATH 151C</td>
<td>Change:</td>
<td></td>
<td>FOUNDATIONS OF REAL ANALYSIS</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUS 149</td>
<td>Change:</td>
<td></td>
<td>COMPOSITION FORUM AND STUDIO</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>PHL 001</td>
<td>Change:</td>
<td></td>
<td>INTRODUCTION TO PHILOSOPHY</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>PHL 002</td>
<td>Change:</td>
<td></td>
<td>CONTEMPORARY MORAL ISSUES</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>PHL 003</td>
<td>Change:</td>
<td></td>
<td>ETHICS AND THE MEANING OF LIFE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>PHL 005</td>
<td>Change:</td>
<td></td>
<td>EVIL</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>PHL 007</td>
<td>Change:</td>
<td></td>
<td>INTRODUCTION TO CRITICAL THINKING</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>PHL 008</td>
<td>Change:</td>
<td></td>
<td>INTRODUCTION TO LOGIC</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>PHL 009</td>
<td>Change:</td>
<td></td>
<td>BIOMEDICAL ETHICS</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>PHL 111</td>
<td>Change:</td>
<td></td>
<td>PHILOSOPHY, FILM, AND REFLECTIVE POPULAR CULTURE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>PHL 112</td>
<td>Change:</td>
<td></td>
<td>MORTAL QUESTIONS</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>PHL 130</td>
<td>Change:</td>
<td></td>
<td>THEORY OF KNOWLEDGE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>PHL 131</td>
<td>Change:</td>
<td></td>
<td>TWENTIETH-CENTURY ANALYTIC PHILOSOPHY</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>PHL 132</td>
<td>Change:</td>
<td></td>
<td>PHILOSOPHY OF LANGUAGE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>PHL 133</td>
<td>Change:</td>
<td></td>
<td>METAPHYSICS</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>PHL 135</td>
<td>Change:</td>
<td></td>
<td>PHILOSOPHY OF PSYCHOLOGY</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>PHL 151</td>
<td>Change:</td>
<td></td>
<td>EXISTENTIALISM</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>PHL 152</td>
<td>Change:</td>
<td></td>
<td>TWENTIETH-CENTURY CONTINENTAL PHILOSOPHY</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>PHL 159</td>
<td>Change:</td>
<td></td>
<td>PHILOSOPHY OF RELIGION</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>PHL 162</td>
<td>Change:</td>
<td></td>
<td>HUMAN NATURE AND RADICAL EVIL</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>PHL 163</td>
<td>Change:</td>
<td></td>
<td>POLITICAL PHILOSOPHY</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>PHL 166</td>
<td>Change:</td>
<td></td>
<td>PHILOSOPHY OF FEMINISM</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>PHYS 039</td>
<td>Change:</td>
<td></td>
<td>ADVENTURES IN PHYSICS</td>
<td>3 Units</td>
<td></td>
</tr>
<tr>
<td>POSC 020</td>
<td>Change:</td>
<td></td>
<td>WORLD POLITICS</td>
<td>5 Units</td>
<td></td>
</tr>
<tr>
<td>POSC 108</td>
<td>Change:</td>
<td></td>
<td>POLITICS OF RACE, IMMIGRATION, AND ETHNICITY IN THE UNITED STATES</td>
<td>5 Units</td>
<td></td>
</tr>
<tr>
<td>POSC 112</td>
<td>Change:</td>
<td></td>
<td>THE POLITICS OF INTERNATIONAL TRADE, FINANCE, AND DEVELOPMENT</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>POSC 126</td>
<td>Change:</td>
<td></td>
<td></td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>POSC 126S</td>
<td>Change:</td>
<td></td>
<td>THE POLICIES OF INTERNATIONAL TRADE, FINANCE, AND DEVELOPMENT</td>
<td>5 Units</td>
<td></td>
</tr>
<tr>
<td>POSC 138S</td>
<td>Change:</td>
<td></td>
<td>LABOR AND GLOBALIZATION</td>
<td>5 Units</td>
<td></td>
</tr>
<tr>
<td>POSC 145</td>
<td>Change:</td>
<td></td>
<td>MONEY IN AMERICAN POLITICS</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>POSC 160S</td>
<td>Change:</td>
<td></td>
<td>GLOBALIZATION AND UNDERDEVELOPMENT</td>
<td>5 Units</td>
<td></td>
</tr>
<tr>
<td>POSC 162</td>
<td>Change:</td>
<td></td>
<td>LATIN AMERICA: THE QUEST FOR DEVELOPMENT AND DEMOCRACY</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>POSC 162S</td>
<td>Change:</td>
<td></td>
<td>LATIN AMERICA: THE QUEST FOR DEVELOPMENT AND DEMOCRACY</td>
<td>5 Units</td>
<td></td>
</tr>
<tr>
<td>POSC 186</td>
<td>Change:</td>
<td></td>
<td>REGULATION: A POLITICAL PERSPECTIVE</td>
<td>5 Units</td>
<td></td>
</tr>
<tr>
<td>PSYC 160</td>
<td>Change:</td>
<td></td>
<td>LIFE SPAN DEVELOPMENT</td>
<td>5 Units</td>
<td></td>
</tr>
<tr>
<td>PSYC 161</td>
<td>Change:</td>
<td></td>
<td>SOCIOEMOTIONAL AND PERSONALITY DEVELOPMENT</td>
<td>5 Units</td>
<td></td>
</tr>
<tr>
<td>PSYC 166C</td>
<td>Change:</td>
<td></td>
<td>ADOLESCENCE AND EMERGING ADULTHOOD</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>RLST 005</td>
<td>Change:</td>
<td></td>
<td>INTRODUCTION TO ASIAN RELIGIONS</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>RLST 005H</td>
<td>Change:</td>
<td></td>
<td>HONORS INTRODUCTION TO ASIAN RELIGIONS</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>SOC 110</td>
<td>Change:</td>
<td></td>
<td>MULTIVARIATE ANALYSIS</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>SOC 183 (E-Z)</td>
<td>Change:</td>
<td></td>
<td>SPECIAL TOPICS IN SOCIOLOGY</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>SPN 105</td>
<td>Change:</td>
<td></td>
<td>THE PHONOLOGY OF THE SPANISH LANGUAGE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>SPN 110</td>
<td>Change:</td>
<td></td>
<td>INTRODUCTION TO LITERARY CRITICISM AND ANALYSIS</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>Course</td>
<td>Cross-listed</td>
<td>Title</td>
<td>Units</td>
<td>Renumbered</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>--------------</td>
<td>-------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>Change</td>
<td>SFR 193</td>
<td></td>
<td>SENIOR SEMINAR IN THE LITERATURES AND CULTURES OF THE HISPANIC WORLD</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>STAT 146</td>
<td></td>
<td>STATISTICAL FORECASTING TECHNIQUES</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>STAT 155</td>
<td></td>
<td>PROBABILITY AND STATISTICS FOR SCIENCE AND ENGINEERING</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>STAT 156A</td>
<td></td>
<td>MATHEMATICAL STATISTICS WITH APPLICATIONS FOR DATA SCIENCE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>STAT 156B</td>
<td></td>
<td>MATHEMATICAL STATISTICS WITH APPLICATIONS FOR DATA SCIENCE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>STAT 160A</td>
<td></td>
<td>ELEMENTS OF PROBABILITY AND STATISTICAL THEORY</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>STAT 160B</td>
<td></td>
<td>ELEMENTS OF PROBABILITY AND STATISTICAL THEORY</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>STAT 161</td>
<td></td>
<td>INTRODUCTION TO PROBABILITY MODELS</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>TDHP 050</td>
<td></td>
<td>PUBLIC SPEAKING</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>TDHP 100</td>
<td></td>
<td>PLAY ANALYSIS</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>TDHP 142</td>
<td></td>
<td>THE ART OF FILM</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td>TDHP 151</td>
<td></td>
<td>TRANSITION TO THE FILM INDUSTRY</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>CHN 025</td>
<td></td>
<td>ACCELERATED SECOND-YEAR CHINESE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>CHN 105</td>
<td></td>
<td>CLASSICAL CHINESE PROSE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>CHN 108</td>
<td></td>
<td>INTRODUCTION TO CLASSICAL CHINESE POETRY</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>CPLET 015</td>
<td></td>
<td>LANGUAGE, LITERATURE, AND CULTURE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>CPLET 018</td>
<td></td>
<td>THE NATURE OF NARRATIVE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>CPLET 117</td>
<td></td>
<td>JAPANESE SUBCULTURE: THEATER AND MUSIC</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>CPLET 178</td>
<td></td>
<td>RELIGIOUS BIOGRAPHY</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>CS 009 (E-Z)</td>
<td></td>
<td>INTRODUCTION TO PROGRAMMING</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>CS 009M</td>
<td></td>
<td>INTRODUCTION TO PROGRAMMING</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 002</td>
<td></td>
<td>DEVELOPMENT OF PERFORMANCE EXCELLENCE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 012A</td>
<td></td>
<td>INTRODUCTION TO FICTION</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 012B</td>
<td></td>
<td>INTRODUCTION TO DRAMA</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 012C</td>
<td></td>
<td>GREAT AMERICAN SPEECHES</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 012D</td>
<td></td>
<td>THE SHORT NOVEL</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 012E</td>
<td></td>
<td>CRIME AND ATONEMENT</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 012F</td>
<td></td>
<td>URBAN LITERATURE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 012H</td>
<td></td>
<td>AMERICA ON THE ROAD</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 012I</td>
<td></td>
<td>SCIENCE FICTION: MAJOR THEMES AND MOTIFS</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 012J</td>
<td></td>
<td>CHILDREN'S LITERATURE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 012K</td>
<td></td>
<td>INTRODUCTION TO GAY AND LESBIAN FICTION</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 012M</td>
<td></td>
<td>INTRODUCTION TO ASIAN AMERICAN LITERATURE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 012N</td>
<td></td>
<td>MODERN AMERICAN WOMEN POETS</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 012O</td>
<td></td>
<td>AMERICAN INDIAN LITERATURE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 012P</td>
<td></td>
<td>LITERATURE AS PERFORMANCE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 012Q</td>
<td></td>
<td>INTRODUCTION TO CYBERPUNK</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 012R</td>
<td></td>
<td>CHICANA AND CHICANO LITERATURE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 012T</td>
<td></td>
<td>WOMEN AND LITERATURE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 012X</td>
<td></td>
<td>CRIME FICTION</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 015</td>
<td></td>
<td>MODERN LITERATURE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 017</td>
<td></td>
<td>SHAKESPEARE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 018</td>
<td></td>
<td>SHAKESPEARE ON FILM</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 121E</td>
<td></td>
<td>POSTCOLONIAL LITERATURES OF ASIA, AFRICA, AND THE CARIBBEAN</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 121F</td>
<td></td>
<td>POSTCOLONIAL LITERATURES OF ASIA, AFRICA, AND THE CARIBBEAN</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 121G</td>
<td></td>
<td>POSTCOLONIAL LITERATURES OF ASIA, AFRICA, AND THE CARIBBEAN</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 121H</td>
<td></td>
<td>POSTCOLONIAL LITERATURES IN ENGLISH FROM SOUTHEAST ASIA</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 122F</td>
<td></td>
<td>GOTHIC FICTION AND THE HISTORY OF SEXUALITY</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 122G</td>
<td></td>
<td>NEW QUEER BRIT LIT</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 122H</td>
<td></td>
<td>BRITISH LITERATURE AND THE HISTORY OF SEXUALITY</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 122J</td>
<td></td>
<td>QUEER &amp; ASIAN: GAY AND LESBIAN ASIAN AMERICAN LITERATURE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 122K</td>
<td></td>
<td>SEX AND POPULAR CULTURE IN THE POSTWAR UNITED STATES</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 122N</td>
<td></td>
<td>QUEER AESTHETICS</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 122O</td>
<td></td>
<td>QUEER AMERICAN LITERATURE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 122Q</td>
<td></td>
<td>LITERATURE OF AIDS: GAY MEN RESPOND TO A CRISIS</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 122R</td>
<td></td>
<td>QUEER AZTLAN: CHICANA/O QUEER NARRATIVE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 140E</td>
<td></td>
<td>AUTOBIOGRAPHY AND MEMOIR</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 140F</td>
<td></td>
<td>POETRY</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 140H</td>
<td></td>
<td>ROMANCE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 140I</td>
<td></td>
<td>THE MODES OF NARRATIVE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 140K</td>
<td></td>
<td>CHICANA/O CHILDREN'S LITERATURE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 140M</td>
<td></td>
<td>CALIFORNIA LITERATURE AND CULTURE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 140N</td>
<td></td>
<td>CHILDREN'S LITERATURE</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 140Q</td>
<td></td>
<td>COMEDY</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 140R</td>
<td></td>
<td>STUDIES IN LITERARY GENRES</td>
<td>4 Units</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 140V</td>
<td></td>
<td>STUDIES IN LITERARY GENRES</td>
<td>4 Units</td>
<td></td>
</tr>
</tbody>
</table>
### Course List

<table>
<thead>
<tr>
<th>Action</th>
<th>Course(s)</th>
<th>Cross-listed</th>
<th>Title</th>
<th>Units</th>
<th>Renumbered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discontinue</td>
<td>ENGL 140W</td>
<td></td>
<td>WAR LITERATURE</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 141E</td>
<td></td>
<td>SHAKESPEARE AND THE PURSUIT OF TRUTH</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 141I</td>
<td></td>
<td>THEORY AND PRACTICE OF EVERYDAY LIFE</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 141M</td>
<td></td>
<td>LITERATURE AND RELATED FIELDS</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 141N</td>
<td></td>
<td>HOLOCAUST LITERATURE</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 141P</td>
<td></td>
<td>LITERATURE AND RELATED FIELDS</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 141Y</td>
<td></td>
<td>FICTION AS SOCIAL PROTEST IN AMERICA</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 141Z</td>
<td></td>
<td>LITERATURE AND SEXOLOGY</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 142E</td>
<td></td>
<td>WITCHCRAFT AND CULTURAL PRACTICE IN EARLY MODERN ENGLAND</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 142F</td>
<td></td>
<td>PROBLEMS IN MATERIALISM AND CULTURE: THE VICTORIAN EXAMPLE</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 142G</td>
<td></td>
<td>READING SHOPPING</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 142I</td>
<td></td>
<td>THE HOLOCAUST IN CONTEMPORARY CULTURE</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 142J</td>
<td></td>
<td>SHAKESPEARE AND CARNIVAL</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 142K</td>
<td></td>
<td>MUSIC AND LITERATURE</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 142M</td>
<td></td>
<td>CULTURE OF THE DOG</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 142N</td>
<td></td>
<td>THE POLITICS OF VISUAL CULTURE</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 142O</td>
<td></td>
<td>CULTURAL MARX</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 142P</td>
<td></td>
<td>KINGS LEAR</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 142Q</td>
<td></td>
<td>GULLIVER'S TRAVELS</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 142R</td>
<td></td>
<td>ROBERT LOWELL'S LIFE STUDIES</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 142S</td>
<td></td>
<td>MORY DECK</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 143T</td>
<td></td>
<td>TROILUS AND CRESSIDA</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 143U</td>
<td></td>
<td>ULYSSES</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 147V</td>
<td></td>
<td>MIDDLEMARCH</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 147X</td>
<td></td>
<td>STUDIES IN MAJOR AUTHORS</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 147Y</td>
<td></td>
<td>SYLVIA PLATH</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 147Z</td>
<td></td>
<td>EDWARD MORGAN FORSTER</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 148M</td>
<td></td>
<td>CLIVE STAPLES LEWIS</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 148N</td>
<td></td>
<td>SHELLEY</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 148O</td>
<td></td>
<td>CHRISTOPHER MARLOWE</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 148P</td>
<td></td>
<td>KINGS ARTHUR</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 148Q</td>
<td></td>
<td>GERTRUIDE STEIN AND ERNEST HEMINGWAY</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 148R</td>
<td></td>
<td>WAR LITERATURE</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 148S</td>
<td></td>
<td>OSCAR WILDE: THE TROPS OF AUTHORITY</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 148T</td>
<td></td>
<td>WILLIAM BLAKE</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 148U</td>
<td></td>
<td>CHARLOTTE BRonte</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 148V</td>
<td></td>
<td>INTRODUCTION TO SCIENCE FICTION</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 148W</td>
<td></td>
<td>HISTORY OF FANTASY AND HORROR LITERATURE</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 148X</td>
<td></td>
<td>SCIENCE AND SCIENCE FICTION</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 148Y</td>
<td></td>
<td>STUDIES IN SPECULATIVE FICTION</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 148Z</td>
<td></td>
<td>PRINCIPLES OF ENVIRONMENTAL IMPACT ANALYSIS</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ENGL 148A</td>
<td></td>
<td>SCIENCE, INSTITUTIONS, AND THE ENVIRONMENT</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ITAL 125 (E-Z)</td>
<td></td>
<td>STUDIES IN ITALIAN LITERATURE</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ITAL 125G</td>
<td></td>
<td>STUDIES IN ITALIAN LITERATURE</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ITAL 125S</td>
<td></td>
<td>STUDIES IN ITALIAN LITERATURE</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ITAL 125T</td>
<td></td>
<td>STUDIES IN ITALIAN LITERATURE</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ITAL 125U</td>
<td></td>
<td>STUDIES IN ITALIAN LITERATURE</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ITAL 125V</td>
<td></td>
<td>STUDIES IN ITALIAN LITERATURE</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ITAL 010A</td>
<td></td>
<td>INTENSIVE FIRST-YEAR JAPANESE</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Discontinue</td>
<td>ITAL 010B</td>
<td></td>
<td>INTENSIVE FIRST-YEAR JAPANESE</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Merge</td>
<td>ENGL 179C</td>
<td></td>
<td>MATH SUPPORT PRACTICUM</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Merge</td>
<td>URST 172</td>
<td></td>
<td>URBAN POLITICS AND POLICIES</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Merge</td>
<td>ENGL 179C</td>
<td></td>
<td>SCREEN SPECULATIVE FICTION</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>ENGL 179B</td>
<td></td>
<td>STUDIES IN SPECULATIVE FICTION</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>AHS 021W</td>
<td></td>
<td>INTRODUCTION TO ARCHITECTURE AND URBANISM</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>ART 012</td>
<td></td>
<td>ART AFTER THE INTERNET: MEMETIC IMAGES AND VERNACULAR TECHNOLOGY</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>BLKS 001</td>
<td></td>
<td>INTRODUCTION TO BLACK STUDY 1: BLACK PEOPLE</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>BLKS 002</td>
<td></td>
<td>INTRODUCTION TO BLACK STUDY 2: IMAGINED AND EMBODIED FUTURES</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>BLKS 003</td>
<td></td>
<td>INTRODUCTION TO BLACK STUDY 3: BLACK WAYS OF KNOWING, DOING, AND (B)EING OTHERWISE</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>BLKS 004</td>
<td></td>
<td>TROUBLESOME POSSIBILITIES: REALITY, BLACK ALIVENESS, AND BECOMING</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>BLKS 011</td>
<td></td>
<td>THE BODY &amp; THE FLESH IN BLACK THOUGHT</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>BLKS 121</td>
<td></td>
<td>BLACKNESS AND CARCERALITY</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>BLKS 151</td>
<td></td>
<td>ARCHAEOLOGICAL IMPROVISATION</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>BLKS 191A</td>
<td></td>
<td>SEMINAR IN BLACK STUDY RESEARCH METHODS 1: GATEWAYS TO INQUIRY</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>BLKS 191B</td>
<td></td>
<td>SEMINAR IN BLACK STUDY RESEARCH METHODS 2: PRACTICING INQUIRY</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>BLKS 195</td>
<td></td>
<td>BLACK STUDY INLAND EMPIRE COMMUNITY INITIATIVE</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>BLKS 196</td>
<td></td>
<td>DIRECTED RESEARCH OR CREATIVE ACTIVITY, BLACK STUDY</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>ECON 158</td>
<td></td>
<td>ECONOMIC MOBILITY IN THE UNITED STATES</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Committee on Courses
Report to the Riverside Division
February 21, 2023

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

<table>
<thead>
<tr>
<th>Action</th>
<th>Course</th>
<th>Cross-listed</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>EE 140</td>
<td></td>
<td>FOUNDATIONS AND APPLICATIONS OF INTELLIGENT AND AUTONOMOUS SYSTEMS</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>MATH 06LA</td>
<td></td>
<td>PRECALCULUS STUDY GROUP: AN INTRODUCTION TO FUNCTIONS 1</td>
<td>1 Unit</td>
</tr>
<tr>
<td>New</td>
<td>MATH 06LB</td>
<td></td>
<td>PRECALCULUS STUDY GROUP: AN INTRODUCTION TO FUNCTIONS 2</td>
<td>2 Units</td>
</tr>
<tr>
<td>New</td>
<td>MATH 135C</td>
<td></td>
<td>INTRODUCTION TO NUMERICAL ANALYSIS 3</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>MATH 161</td>
<td></td>
<td>MATHEMATICAL FOUNDATIONS OF MACHINE LEARNING</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>MATH 163</td>
<td></td>
<td>APPLIED DYNAMICAL SYSTEMS</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>PBPL 100A</td>
<td></td>
<td>DATA ANALYSIS FOR PUBLIC POLICY 1</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>PBPL 100B</td>
<td></td>
<td>DATA ANALYSIS FOR PUBLIC POLICY 2</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>POSC 114L</td>
<td></td>
<td>THEORY AND METHODOLOGY OF POLITICAL SCIENCE</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>POSC 183E</td>
<td></td>
<td>ADMINISTRATIVE POLITICS AND THEORY</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>POSC 183F</td>
<td></td>
<td>ADMINISTRATIVE POLITICS AND THEORY</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>RLST 011</td>
<td></td>
<td>MEIS 012; ISLAM AND FEMINISM</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>RLST 011H</td>
<td></td>
<td>MEIS 012H; HONORS ISLAM AND FEMINISM</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>RLST 012</td>
<td></td>
<td>GSST 012</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>RLST 012H</td>
<td></td>
<td>GSST 012H</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>RLST 017</td>
<td></td>
<td>AST 017</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>RLST 067</td>
<td></td>
<td>LANGUAGE AND TEXT IN CONTEMPORARY SOUTH ASIAN RELIGIONS</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>RLST 068</td>
<td></td>
<td>AST 068</td>
<td>4 Units</td>
</tr>
<tr>
<td>Priority Enrollment</td>
<td>BPSC 104</td>
<td></td>
<td>BIOL 104; FOUNDATIONS OF PLANT BIOLOGY</td>
<td>4 Units</td>
</tr>
<tr>
<td>Priority Enrollment</td>
<td>ENTM 100</td>
<td></td>
<td>BIOL 100; GENERAL ENTOMOLOGY</td>
<td>4 Units</td>
</tr>
<tr>
<td>Priority Enrollment</td>
<td>ENTM 154</td>
<td></td>
<td>BIOL 154; FORENSIC ENTOMOLOGY</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>ENTM 162</td>
<td></td>
<td>BIOL 162; INSECT BEHAVIOR</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>ENTM 173</td>
<td></td>
<td>BIOL 173; INSECT PHYSIOLOGY</td>
<td>4 Units</td>
</tr>
<tr>
<td>Restore</td>
<td>HIST 103</td>
<td></td>
<td>HISTORY OF SCIENCE FROM ANTIQUITY TO COPERNICUS</td>
<td>4 Units</td>
</tr>
<tr>
<td>Graduate Courses:</td>
<td>ENTX 270</td>
<td></td>
<td>SEMINAR IN ENVIRONMENTAL TOXICOLOGY</td>
<td>1 Unit</td>
</tr>
<tr>
<td>Change</td>
<td>PSYC 262</td>
<td></td>
<td>DEVELOPMENTAL BIOPSYCHOLOGY</td>
<td>3 Units</td>
</tr>
<tr>
<td>Change</td>
<td>SPN 203</td>
<td></td>
<td>PROBLEMS IN SPANISH LINGUISTICS</td>
<td>4 Units</td>
</tr>
<tr>
<td>Change</td>
<td>STAT 208</td>
<td></td>
<td>STATISTICAL DATA MINING METHODS</td>
<td>4 Units</td>
</tr>
<tr>
<td>Discontinue</td>
<td>CPLT 219</td>
<td></td>
<td>DANTE AND ITALIAN CINEMA</td>
<td>4 Units</td>
</tr>
<tr>
<td>Discontinue</td>
<td>PHL 230</td>
<td></td>
<td>THEORY OF KNOWLEDGE</td>
<td>4 Units</td>
</tr>
<tr>
<td>Discontinue</td>
<td>PHL 231</td>
<td></td>
<td>TWENTIETH-CENTURY ANALYTIC PHILOSOPHY</td>
<td>4 Units</td>
</tr>
<tr>
<td>Discontinue</td>
<td>PHL 232</td>
<td></td>
<td>PHILOSOPHY OF LANGUAGE</td>
<td>4 Units</td>
</tr>
<tr>
<td>Discontinue</td>
<td>PHL 233</td>
<td></td>
<td>METAPHYSICS</td>
<td>4 Units</td>
</tr>
<tr>
<td>Discontinue</td>
<td>PHL 235</td>
<td></td>
<td>PHILOSOPHY OF PSYCHOLOGY</td>
<td>4 Units</td>
</tr>
<tr>
<td>Discontinue</td>
<td>PHL 251</td>
<td></td>
<td>EXISTENTIALISM</td>
<td>4 Units</td>
</tr>
<tr>
<td>Discontinue</td>
<td>PHL 252</td>
<td></td>
<td>TWENTIETH-CENTURY CONTINENTAL PHILOSOPHY</td>
<td>4 Units</td>
</tr>
<tr>
<td>Discontinue</td>
<td>PHL 259</td>
<td></td>
<td>PHILOSOPHY OF RELIGION</td>
<td>4 Units</td>
</tr>
<tr>
<td>Discontinue</td>
<td>PHL 262</td>
<td></td>
<td>HUMAN NATURE AND RADICAL EVIL</td>
<td>4 Units</td>
</tr>
<tr>
<td>Discontinue</td>
<td>PHL 263</td>
<td></td>
<td>POLITICAL PHILOSOPHY</td>
<td>4 Units</td>
</tr>
<tr>
<td>Discontinue</td>
<td>PHL 266</td>
<td></td>
<td>PHILOSOPHY OF FEMINISM</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>EE 227</td>
<td>CS 258</td>
<td>INTRODUCTION TO REINFORCEMENT LEARNING</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>EE 266</td>
<td></td>
<td>ADVANCED TOPICS IN CONNECTED AND AUTOMATED TRANSPORTATION SYSTEMS</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>ENTX 298</td>
<td></td>
<td>INDIVIDUAL INTERNSHIP</td>
<td>1 to 12 Units</td>
</tr>
<tr>
<td>New</td>
<td>MEC 282</td>
<td></td>
<td>CURRENT APPROACHES TO SYSTEM BIOLOGY</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>ME 227</td>
<td></td>
<td>VEHICLE PROPULSION</td>
<td>4 Units</td>
</tr>
<tr>
<td>New</td>
<td>RLST 206</td>
<td></td>
<td>QUEERING ISLAM</td>
<td>4 Units</td>
</tr>
</tbody>
</table>

Extension Proposals:

- **Instructor** EDUC X85.H  Supervised Field Experience for Early Childhood Education, Magda B. Franco, M.B.A.
- **Instructor** EDUC X88.B  Seminar in Administration and Supervision of Early Childhood Centers, Part B, Magda B. Franco, M.B.A.
- **Course** MATH XR007A  Calculus for Life Sciences I
- **Course** MATH XR007B  Calculus for Life Sciences II
- **Course** MATH XR009B  First-Year of Calculus
- **Instructor** PHYS XR037  The Origins, Tofigh Heidarzadeh, Ph.D.
The Committee on Courses has approved requests to allow the following instructors to teach upper division courses as indicated:

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>DEPARTMENT/SCHOOL</th>
<th>LIMITS OF AUTHORIZATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bryant-Horn, A.</td>
<td>Education</td>
<td>EDUC 160 W'23</td>
</tr>
<tr>
<td>Rocha, K.</td>
<td>Education</td>
<td>EDUC 240 W'23</td>
</tr>
<tr>
<td>Shubb, A.</td>
<td>Education</td>
<td>EDUC 132 W'23</td>
</tr>
<tr>
<td>Siglos, D.</td>
<td>English</td>
<td>ENGL 102W W'23</td>
</tr>
<tr>
<td>Espindola, L.</td>
<td>Hispanic Studies</td>
<td>SPN 165 W'23</td>
</tr>
<tr>
<td>Jiménez, M.</td>
<td>Hispanic Studies</td>
<td>SPN 109B W'23</td>
</tr>
<tr>
<td>Liedke, M.</td>
<td>Political Science</td>
<td>POSC 143S W'23</td>
</tr>
</tbody>
</table>
To be received and placed on file:

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

The following lists courses that were deleted and identified in the 2022-2023 Academic Year as part of the courses not offered for four or more year’s process.

| CHN 025 | ITAL 125G | PHIL 231 | MATH 002 |
| CHN 105 | ITAL 125S | PHIL 232 |
| CHN 108 | ITAL 125T | PHIL 233 |
| CPLT 015 | JPN 010A | PHIL 235 |
| CPLT 018 | JPN 010B | PHIL 251 |
| CPLT 117 | PHIL 252 |
| CPLT 178 | PHIL 259 |
| CPLT 219 | |

Courses scheduled to be approved for deletion:

| ARLC 158 | FREN 109A | MUS 011 | PHIL 237 | POSC 135 | MATH 137 |
| CLA 165 | FREN 109C | MUS 013 | PHIL 238 | POSC 152 | MATH 141 |
| CPLT 144 | FREN 109D | MUS 172 | PHIL 261 | POSC 156 | MATH 202 |
| CPLT 158 | JPN 134 | MUS 178 | POSC 172 | MATH 211b |
| CPLT 272 | VNM 189 | MUS 251 | |
| CPLT 273 | MUS 264 | |
| CPLT 275 | |
| CPLT 276 | |

The 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.

URST 172

Courses scheduled to be approved for deletion:

| EDUC 242C | URST 178 |
| EDUC 335B | URST 182 |
| EDUC 335C | URST 184 |

Courses previously approved for deletion:

<p>| CHEM 092 | CHEM 202 | EDUC 230A |
| CHEM 13HA | CHEM 264 | EDUC 230B |
| CHEM 281 | EDUC 247 |
| EDUC 249 | EDUC 258R |
| EDUC 274 | EDUC 289 |
| EDUC 295A |</p>
<table>
<thead>
<tr>
<th>DEPT</th>
<th>COURSE</th>
<th>TITLE</th>
<th>INSTRUCTOR FIRST NAME</th>
<th>INSTRUCTOR LAST NAME</th>
<th>INSTRUCTOR DEGREE</th>
<th>TYPE OF APPROVAL</th>
<th>APPROVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>X403.5</td>
<td>Content and Methods for Teaching Advanced Placement Biology (APSI)</td>
<td>Kurt</td>
<td>Smart</td>
<td>M.Ed.</td>
<td>I*</td>
<td>01/26/23</td>
</tr>
<tr>
<td>CS</td>
<td>X423.2</td>
<td>QuickBooks: Accounting and Finance Application for Business</td>
<td>Claudia</td>
<td>Garibello Jordan</td>
<td>B.S.</td>
<td>I</td>
<td>01/26/23</td>
</tr>
<tr>
<td>ECON</td>
<td>X475.1</td>
<td>Research, Instructional Strategies &amp; Equity in STEAM Education</td>
<td>Margaret</td>
<td>Ray</td>
<td>Ph.D.</td>
<td>I*</td>
<td>01/26/23</td>
</tr>
<tr>
<td>EDUC</td>
<td>X430.5</td>
<td>Research, Instructional Strategies &amp; Equity in STEAM Education</td>
<td>Amna</td>
<td>Ahmad</td>
<td>Ed.D.</td>
<td>I</td>
<td>01/26/23</td>
</tr>
<tr>
<td>EDUC</td>
<td>X430.5</td>
<td>Teaching the Gifted and Talented: Approaches to Curriculum and Design</td>
<td>Brianna</td>
<td>Sahagun</td>
<td>M.Ed.</td>
<td>I</td>
<td>01/26/23</td>
</tr>
<tr>
<td>EDUC</td>
<td>X428.08</td>
<td>Instructional Strategies for Teaching STEAM</td>
<td>Christine A.</td>
<td>Schmidt</td>
<td>M.A.</td>
<td>I*</td>
<td>01/26/23</td>
</tr>
<tr>
<td>EDUC</td>
<td>X430.3</td>
<td>Instructional Strategies for Teaching STEAM</td>
<td>Sharon Lee</td>
<td>Scott</td>
<td>M.A.</td>
<td>I*</td>
<td>01/26/23</td>
</tr>
<tr>
<td>EDUC</td>
<td>X430.4</td>
<td>STEAM Education Capstone</td>
<td>Jantina C.</td>
<td>Torres</td>
<td>Masters</td>
<td>I*</td>
<td>01/26/23</td>
</tr>
<tr>
<td>EDUC</td>
<td>X85.H</td>
<td>Supervised Field Experience for Early Childhood Education</td>
<td>Magda B.</td>
<td>Franco</td>
<td>M.B.A.</td>
<td>I</td>
<td>11/30/22</td>
</tr>
<tr>
<td>ENGL</td>
<td>X410.5</td>
<td>Content and Methods for Teaching Advanced Placement English Literature and Composition for Beginning Instructors</td>
<td>Jerry</td>
<td>Brown</td>
<td>M.M.E.</td>
<td>I*</td>
<td>01/26/23</td>
</tr>
<tr>
<td>ENSC</td>
<td>X451</td>
<td>Teaching Advanced Placement</td>
<td>Kristin</td>
<td>Shapiro</td>
<td>M.S.</td>
<td>I*</td>
<td>01/26/23</td>
</tr>
<tr>
<td>MATH</td>
<td>X435.01</td>
<td>AB Calculus for Advanced Placement Calculus</td>
<td>Frank</td>
<td>Spring</td>
<td>B.S.</td>
<td>I*</td>
<td>01/26/23</td>
</tr>
<tr>
<td>MATH</td>
<td>XR007A</td>
<td>Calculus for Life Sciences I</td>
<td></td>
<td></td>
<td>C</td>
<td>11/30/22</td>
<td></td>
</tr>
<tr>
<td>MATH</td>
<td>XR007B</td>
<td>Calculus for Life Sciences II</td>
<td></td>
<td></td>
<td>C</td>
<td>11/30/22</td>
<td></td>
</tr>
<tr>
<td>MATH</td>
<td>XR009B</td>
<td>First Year of Calculus</td>
<td></td>
<td></td>
<td>C</td>
<td>11/30/22</td>
<td></td>
</tr>
<tr>
<td>MGT</td>
<td>X410.A</td>
<td>Career Pathway Development</td>
<td>Claudia</td>
<td>Garibello Jordan</td>
<td>B.S.</td>
<td>I</td>
<td>01/26/23</td>
</tr>
<tr>
<td>MGT</td>
<td>X427.6</td>
<td>Taxation -- Partnerships</td>
<td>Amanda</td>
<td>Reiman</td>
<td>Ph.D</td>
<td>I</td>
<td>01/26/23</td>
</tr>
<tr>
<td>MGT</td>
<td>X439.1</td>
<td>Cannabis Compliance &amp; Risk Management I</td>
<td>Amanda</td>
<td>Reiman</td>
<td>Ph.D</td>
<td>I</td>
<td>01/26/23</td>
</tr>
<tr>
<td>MGT</td>
<td>X439</td>
<td>Cannabis Compliance &amp; Risk Management I</td>
<td>Amanda</td>
<td>Reiman</td>
<td>Ph.D</td>
<td>I</td>
<td>01/26/23</td>
</tr>
<tr>
<td>MGT</td>
<td>X457</td>
<td>Servant Leadership</td>
<td>Brenda</td>
<td>Kooiman</td>
<td>Master Instructor</td>
<td>I</td>
<td>01/26/23</td>
</tr>
<tr>
<td>MGT</td>
<td>X463.22</td>
<td>Management and Leadership in Sports</td>
<td>Jeremiah</td>
<td>Smith</td>
<td>M.A.</td>
<td>I</td>
<td>01/26/23</td>
</tr>
<tr>
<td>MGT</td>
<td>X463.24</td>
<td>The Financial Management of Sports</td>
<td>Jeremiah</td>
<td>Smith</td>
<td>M.A.</td>
<td>I</td>
<td>01/26/23</td>
</tr>
<tr>
<td>MGT</td>
<td>X492.4</td>
<td>Cross-Cultural Perspectives of Tourism</td>
<td>Stephen</td>
<td>Fritzenkotter</td>
<td>M.B.A.</td>
<td>I</td>
<td>01/26/23</td>
</tr>
<tr>
<td>NEW</td>
<td></td>
<td>Specialized Study in STEAM Education</td>
<td></td>
<td></td>
<td>X</td>
<td>01/26/23</td>
<td></td>
</tr>
<tr>
<td>PHYS</td>
<td>X452.1</td>
<td>Content and Methods for Teaching Advanced Placement Physics I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS</td>
<td>XR037</td>
<td>The Origins</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSC</td>
<td>X490</td>
<td>Government and Politics</td>
<td>Maria</td>
<td>Schmidt</td>
<td>J.D.</td>
<td>I*</td>
<td>01/26/23</td>
</tr>
<tr>
<td>DEPT</td>
<td>COURSE</td>
<td>TITLE</td>
<td>INSTRUCTOR FIRST NAME</td>
<td>INSTRUCTOR LAST NAME</td>
<td>INSTRUCTOR DEGREE</td>
<td>TYPE OF APPROVAL</td>
<td>APPROVED</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>------------------------------------------------------------</td>
<td>------------------------</td>
<td>----------------------</td>
<td>--------------------------------------------</td>
<td>------------------</td>
<td>----------</td>
</tr>
<tr>
<td>SPN</td>
<td>X412</td>
<td>Turfgrass Management</td>
<td>Rebecca</td>
<td>Mora</td>
<td>M.Ed</td>
<td>X</td>
<td>01/26/23</td>
</tr>
<tr>
<td>SPN</td>
<td>X481</td>
<td>Content and Methods for Teaching Advanced Placement Spanish</td>
<td>Ricardo</td>
<td>Dominguez</td>
<td>CA State Certified Interpreter</td>
<td>I*</td>
<td>01/26/23</td>
</tr>
<tr>
<td>SPN</td>
<td>X482</td>
<td>Introduction to Legal Interpretation and Sight Translation</td>
<td>Ricardo</td>
<td>Dominguez</td>
<td>CA State Certified Interpreter</td>
<td>I*</td>
<td>01/26/23</td>
</tr>
<tr>
<td>SPN</td>
<td>X483</td>
<td>Consecutive Translation for Interpreters and Translators</td>
<td>Ricardo</td>
<td>Dominguez</td>
<td>CA State Certified Interpreter</td>
<td>I*</td>
<td>01/26/23</td>
</tr>
<tr>
<td>SPN</td>
<td>X484</td>
<td>Simultaneous Interpretation for Interpreters and Translators</td>
<td>Ricardo</td>
<td>Dominguez</td>
<td>CA State Certified Interpreter</td>
<td>I*</td>
<td>01/26/23</td>
</tr>
<tr>
<td>SPN</td>
<td>X486.A</td>
<td>Consecutive Translation for Interpreters and Translators</td>
<td>Ricardo</td>
<td>Dominguez</td>
<td>CA State Certified Interpreter</td>
<td>I*</td>
<td>01/26/23</td>
</tr>
<tr>
<td>SPN</td>
<td>X486.B</td>
<td>Court Interpretation- Exam Preparation</td>
<td>Ricardo</td>
<td>Dominguez</td>
<td>CA State Certified Interpreter</td>
<td>I*</td>
<td>01/26/23</td>
</tr>
<tr>
<td>STAT</td>
<td>X450</td>
<td>Teaching Advanced Placement</td>
<td>Steven</td>
<td>Willott</td>
<td>M.A.</td>
<td>I*</td>
<td>01/26/23</td>
</tr>
</tbody>
</table>

* Denotes first time approval for Instructor
To be received and placed on file:

**Policy and Procedures on Endowed Chairs: Establishment, Administration, and Appointment of Faculty**

The Executive Council reports the following item that was reviewed per UCR Policy 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. Executive Council reviews committee recommendations and provides overall Senate recommendation to Provost/EVC or designee and Advancement Office:

Endowed Chair - John E. and Elizabeth S. Leonard Chair in Biochemistry in the College of Natural and Agricultural Sciences (CNAS)
To: Riverside Division of the Academic Senate

From: David Biggs, UCR Assembly Representative to the UC Academic Senate

RE: Report of the Meeting of the UC Academic Senate Assembly, December 8, 2022

Susan Cochran, Chair, opened the meeting with the Chair’s Announcements.

- The UC Budget has been submitted to the legislature.
- State contributions will increase by 5%.
- Over-enrollments are to be funded.
- UC systemwide is making progress on increasing junior transfers, expanding online courses, and achieving equity and inclusion goals.
- Terms of State support for the UC Budget are predicated on a 5-year compact established in 2021.
- There is no current pressure to increase employee contributions to pensions above 6%, however pension fund investments for the year 2022 are down 7-10%, long-term investments are down 15%.
- As of June 30, 2022, pension fund investments are “fossil fuel free.”

UCOP News:
- Provost Brown retired after 5 years of service.
- Catherine Newman, formerly System Chancellor at U Mass, commenced service as UCOP Provost on January 9, 2023. Provost Newman is a UC product, completing her BA at UCSB (Philosophy) and PhD at Berkeley (Anthro).

Fall Regents Meeting:
- Regents Policy 4405 – Regents announced new policies focused on women’s reproductive health and transgender health care at UC Hospitals and religious hospital affiliates.
- Regents were most concerned with UCLA leaving the Pac 12. This issue drew the Governor to the meeting to voice his concerns.

Systemwide Reviews:
- Updates to entry-level writing requirement.
- A new policy formed on prohibiting abusive conduct in the workplace.
- Revisions to conflict of commitment policy; but concerns about collaborations and academic freedom, extending the spectrum of Cat 1 activities needing approval.
- Climate Memorial: The Climate Memorial ratified by all campuses has been submitted to the Regents, and a new working group, “Pathways to a Fossil Fuel Free UC,” co-chaired by Robert Horwitz and James Steintrager, has been formed to advise the Regents.

Strike:
Discussion was confidential and limited to publicly known declarations by UCOP given that the bargaining groups were still actively meeting and there was a pending move to mediation. Senate members expressed concerns that, since December, have been articulated in various UCOP and campus-level communications. Systemwide Senate members expressed interest in forming a working group to address long-term concerns over “Academic Labor.”
Senate Regulation 479: CalGETC

Senators approved Senate Regulation 479 with regard to a single transfer pathway for students coming to UC from California community colleges, UC’s and Cal States. (This was the single-issue requiring votes from UCR representatives who voted with the unanimous majority. The motion to vote was interrupted by President Drake’s visit and was concluded at 12:27 pm.) In order to achieve the “single pathway,” UC’s dropped the requirement for students to have course credits in “a language other than English,” CSU’s removed an “oral communication” requirement, and revisions standardizing “Intersegmental General Education Transfer Courses” (IGETC) for all three pathways were approved. For a brief introduction to the issue, the following was published in Susan Cochran’s September 1, 2022, letter to Divisional Chairs:

“Senate Regulation 479 creating the California General Education Transfer Curriculum (Cal-GETC). The Intersegmental Committee of the Academic Senates (ICAS) designed Cal-GETC in response to State Assembly Bill 928 (AB 928), a new law which calls for the establishment of a single lower-division general education pathway that can meet the academic requirements necessary for transfer admission from the California Community Colleges (CCC) to both UC and the California State University (CSU).

Cal-GETC is based on the longstanding Intersegmental General Education Transfer Curriculum (IGETC, UC Senate Regulation 4781). It aligns UC and CSU transfer requirements without increasing the 34-unit ceiling for the course pattern, as mandated by AB 928, and will take effect for students entering a community college as of fall 2025 and beyond. Senate Regulation 478 eventually will sunset once it is replaced by Cal-GETC as the primary lower-division general education pathway used by prospective CCC transfer applicants to the CSU and UC systems.”

Announcements by UC President Drake and UC Provost Brown, Strike

President Drake spoke openly, candidly and confidentially over the course of 50 minutes communicating the status of UC’s negotiations with the UAW-represented groups and his concerns for the future. The discussion was for the most part a summation of UCOP’s published responses to the striking groups, and within a day or two after the December 8th meeting, the strike moved to mediation talks.

President Drake expressed concern about the unprecedented personal targeting by strikers on senior UC leaders and several Regents, including a few cases where Regents’ families were targeted.

Provost Brown bid farewell to the Systemwide Assembly in his final meeting before retiring from his post. He noted that, “We are at a model-disrupting moment as profound as any I know of,” and the conversation turned to matters of continuing concern:

- The possibility of declining undergraduate enrollments in ten years based on state demographic projections.
- A need for more re-investment from the State.
- Dramatic declines in transfers, caused partly from declines in CC enrollments.
- Students taking fewer credit hours.
- Housing, housing, housing…
EXECUTIVE COUNCIL

January 23, 2023

To: Riverside Division

From: Sang-Hee Lee, Chair, Executive Council

RE: Department Proposal: Department of Society, Environment, and Health Equity (SEHE) - formerly known as the Department of Environment, Sustainability, and Health Equity (ESHE)

Executive Council received the proposal to establish a new Department of Society, Environment, and Health Equity (SEHE) - formerly known as the Department of Environment, Sustainability, and Health Equity (ESHE) - during their January 23, 2023 meeting.

Included are:
1. Proposal to establish the Department of Society, Environment, and Health Equity (SEHE).
2. Senate comments on the establishment of the Department of Society, Environment, and Health Equity (SEHE).
3. Proponents' response to comments on the proposal for the Department of Environment, Sustainability, and Health Equity (ESHE) which ultimately resulted in the final proposal as SEHE.
4. Senate feedback on the proposal formerly known as the Department of Environment, Sustainability, and Health Equity (ESHE).
A Proposal for a Department of Society, Environment and Health Equity at the University of California, Riverside

Approved by CHASS Executive Committee on May 19, 2021
Revised for Submission to the Academic Senate June 21, 2021 (V.2)
Revised with Updates, October 21, 2021 (V.3)
Revised with Updates, March 21, 2022 (V.4)
Revised with Updates, October 3, 2022 (V.5)

Submitted by:
Juliann Allison, Associate Professor, Gender & Sexuality Studies, CHASS
Ann Cheney, Assistant Professor, Social Medicine Population and Public Health, SOM
Catherine Gudis, Associate Professor, History, CHASS
Chioun Lee, Assistant Professor, Sociology, CHASS
Bronwyn Leebaw, Associate Professor, Political Science, CHASS
Tanya Nieri, Associate Professor, Sociology, CHASS
Michelle Raheja, Associate Professor, English, CHASS
Ellen Reese, Professor of Sociology and Chair of Labor Studies, CHASS
Jade Sasser, Associate Professor, Gender & Sexuality Studies, CHASS
Dana Simmons, Associate Professor, History, CHASS
Jennifer Syvertsen, Assistant Professor, Anthropology, CHASS
Chikako Takeshita, Associate Professor, Gender & Sexuality Studies, CHASS
# Table of Contents

## EXECUTIVE SUMMARY

## RESPONSE TO ACADEMIC SENATE REPORTS

1. Table of Responses to Specific Committee Reports

## Rationale for a Department of Society, Environment and Health Equity

1. Serving community needs in Inland Southern California and beyond
2. Creating a foundation for transformative, interdisciplinary and innovative research
3. Engaging UC system commitment to carbon neutrality
4. Advancing UCR’s profile for external funders in health and the environment
5. Advancing diversity, equity and inclusion
6. Meeting UCR students’ needs
7. Bolstering student enrollment
8. Career and academic pathways
9. Support from stakeholders

## ACADEMIC PROGRAMS

1. Undergraduate Programs
2. Learning outcomes
3. The curricula
4. Anticipated enrollment
5. Relation to existing academic programs and distinct contribution to campus
6. Comparable undergraduate programs

## Operation of the New Department

1. FTE Forecast
2. Governance
3. Merits and Promotion

## Resources Required and Financial Plan

## Faculty affiliates and Letters of Support

## Appendix A: Recent Faculty Grants and Awards

## Appendix B: Proposal for Undergraduate Major in Environmental Studies

## Appendix C: Proposal for Undergraduate Major in Health Equity Studies

## Appendix D: Employment Record of Sustainability Studies alumni
EXECUTIVE SUMMARY

Environment, sustainability and health equity are at the center of UCR’s vision for its future role in scholarship and public service. The Department of Society, Environment and Health Equity (SEHE) proposes a curriculum and research program grounded in the tools and concepts of the humanities and social sciences. The department’s interdisciplinary orientation, and focus on local environmental and health equity needs, will encourage faculty to address complex social, medical, and environmental problems, and will attract future students interested in serving the complex and diverse needs of the Inland Southern California region.

The mission of SEHE’s undergraduate programs is to integrate theoretical rigor, civic and social engagement, community service, and the methodological tools of community-based and community-facing research. SEHE undergraduate degrees will prepare students for some of the fastest growing areas of the United States labor market: health care/health policy, “green” jobs, and environment/sustainability. The SEHE Department will administer two undergraduate majors and minors: a B.A. in Environmental Studies and a B.A. in Health Equity Studies. The B.A. in Environmental Studies will replace the current (existing) Sustainability Studies B.S. degree, which enrolls over 100 students and is currently administered by the Gender and Sexuality Studies Department. We anticipate that the SEHE Department will draw new freshmen and transfer applicants to UCR.

By emphasizing equity and justice at the core of environmental practices, the SEHE Department will address the cascading factors deteriorating health and quality of life among impacted communities, and help devise solutions for overcoming barriers to sustainability and health equity. Building on our faculty members’ multidisciplinary expertise in gender studies, anthropology, history, English, environmental humanities, political science, public health, policy, statistics, sociology, ethnic studies, Indigenous studies, science and technology studies and social medicine, our new and dynamic program will contribute toward solutions to challenges to environmental sustainability and health equity.

In summary, the proposed department will: 1) serve community needs in Inland Southern California and beyond; 2) train students for socially relevant and equity-promoting careers in areas of high employment demand; and 3) create a platform for transformative, interdisciplinary and innovative research. By focusing on environmental and health equity, members of the SEHE Department will represent UCR’s values of inclusive excellence, social justice, and sustainability. We can establish this department now with minimal additional resources (new FTE are not required), and we will be prepared to attract innovative early career faculty and undergraduate applicants as economic conditions improve. We are excited to present this proposal to the Academic Senate and UCR Administration, and to carry out this work.
RESPONSE TO ACADEMIC SENATE REPORTS

Issue 1. Does Society, Environment and Health Equity describe a legitimate field of study in the humanities and social sciences? Does this area of study have the long-term viability necessary for departmental status?

Environmental Studies is a well established interdisciplinary academic field with over 500 degree-granting departments and programs in the U.S. (and even more international departments on nearly every continent) that studies the human relationship with the environment from multiple perspectives. Environmental humanities shed light on the human experiences with nature and environmental challenges through art, literature, history, philosophy, gender, ethnic, Indigenous studies, and critical theory. Environmental humanities provide cultural and historical perspectives on the natural sciences, promoting rich, capacious, and in-depth analyses of the narratives and storytelling practices that construct binary oppositions between nature and the human; the history of science and its impact on race, gender, and the natural world; public-facing models for explaining health disparities and environmental collapse, while also providing stewardship for individuals and communities to create positive, informed social, political, cultural and policy change. The social sciences generate knowledge on societal and cultural aspects of the environment utilizing methodologies in sociology, anthropology, political science, and geography. Humanities and social sciences contribute to a better understanding of how the environment affects humans and vice versa, and to the development of empirically supported societal responses to environmental challenges and creative community resilience strategies against an uncertain future.

Over one hundred universities in the U.S., including UCLA, UCSC, UCSB, and UCSD, offer Baccalaureate Environmental Studies programs. Professional associations and peer-reviewed journals dedicated to environmental studies in the humanities and social sciences include the American Society for Environmental History, Anthropology and Environment Society, Environmental Sociology, Association for the Study of Literature and Environment, International Association for Environmental Philosophy the Society of Environmental Journalists, Resilience: A Journal of Environmental Humanities, Journal of Ecocriticism, Journal of Ecohumanities, Arcadia: Explorations in Environmental History, and Environmental Humanities. Scholars in these areas and journals study relationships between humans, non-/more-than-human living beings, and the physical environment. Additionally, SEHE and other departments on campus offer courses on the history and culture of science and medicine, as well as medical and environmental humanities, both of which are interdisciplinary fields that attend to science concerns in conversation with scholars more strictly in STEM fields. This work does not displace the need for research on “the physical, chemical, and biological factors as well as processes that control transfer of mass and energy among multiple components of the Earth system as well as
the human system” (CNAS Executive Committee), but rather enhances and facilitates dialogue, collaboration and coordination across disciplinary boundaries.

The SEHE Department is innovative in joining environmental studies with health humanities and social sciences. This intersection is rapidly gaining attention at the global, national and local levels. The U.S. federal government’s Department of Health and Human Services recently established an Office of Climate and Health Equity to “address the impact of climate change on the health of the American people.” Training and education are central to the Office’s mission. UC has established a multicampus Center for Climate, Health and Equity. SEHE chose the term “health equity” rather than a negative term such as “health disparities,” which reflects a deficit perspective that can be used to further marginalize groups and communities. Health equity is an appropriate frame for an interdisciplinary department that spans the social sciences and humanities and engages with professional organizations including the Society for Medical Anthropology, American Association for the History of Medicine, Health Humanities Consortium and Medical Sociology. Many universities in the U.S. offer Baccalaureate programs related to health, humanities, and social sciences, with a variety of degree titles. The SEHE B.A. degree in Health Equity Studies fits within this well established group. By joining Society, Environment and Health Equity, SEHE draws on deep and broad disciplinary traditions, while charting an interdisciplinary field that joins two of the most pressing and intertwined challenges of the 21st century.

Issue 2. Will a department of Society, Environment and Health Equity replicate or compete with existing programs at UCR such as Environmental Sciences and the School of Public Policy? How will SEHE collaborate with existing departments and programs?

Multiple UC campuses offer both Environmental Science and Environmental Studies degrees (UCSB, UCSC, UCB, and UCSD, for example) that attract both funding and students interested in the intersections between STEM fields and environmental and medical humanities and social sciences. As SEHE is no longer proposing a B.S. degree, we hope that the concerns about “overlap” between SEHE and ENSC programs are alleviated. SEHE faculty have strong expertise in environmental studies, which is complementary to the scientific expertise of CNAS faculty. Students trained for the B.A. in Environmental Studies will have a broad understanding of the societal challenges we face amidst the changing environment from a humanities and social science standpoint.

There is some productive and exciting overlap between the proposed B.A. degree in Health Equity Studies and the School of Public Policy’s Health and Population Policy undergraduate degree track. This is due to the fact that the SPP Health and Population Policy track includes eleven courses taught by SEHE faculty and faculty affiliates. Should SEHE be approved, we
would be happy to continue to make these and other courses available to SPP undergraduates. Just as there is both an Economics Department in CHASS and an Economic Policy track in SPP, as well as an Urban Studies program in CHASS and an Urban and Environmental Policy track in SPP, we believe that there is justification for an SEHE undergraduate degree and SPP tracks in health and the environment.

UCR is currently developing a campus-wide task force on academic programming in sustainability led by the Faculty Director of Sustainability. All colleges are working to strengthen their undergraduate and graduate degree offerings that pertain to sustainability. The ESST major and the graduate degrees that SEHE can develop in the future will become the flagship programs for CHASS in this area and contribute to the robust education that UCR offers in inland southern California.

**Issue 3. How will SEHE recruit majors? What outcomes will the department offer to its majors? What are job opportunities for graduates?**

The B.A. in Environmental Studies will replace the existing Sustainability Studies major (in the Department of Gender and Sexuality Studies), which will sunset when the new department is established. The existing major already enrolls over 100 CHASS students, most of whom are expected to transfer to the new major. As the Senate Undergraduate Admissions committee suggests, SEHE is likely to attract new undergraduate applicants to UCR. Sustainability Studies currently is a “found” major, or one that students discover after matriculating at UCR; the new Environmental Studies and Health Equity Studies majors will be more visible in the SEHE department and more likely to attract majors to UCR before they enroll. Although the new major will “open” with some number of existing Sustainability Studies majors, we anticipate that enrollment will grow alongside faculty and staff resources. In addition, SEHE has potential to recruit majors from community colleges that have AA degrees in related fields. For instance, Riverside City College (RCC) has recently created a Social Justice program, is currently establishing a Sustainability Studies degree in consultation with SEHE faculty, and has various health-related and sociology courses that will serve as apt “feeders” to SEHE. SEHE faculty have also been working with and have interests in promoting the new major to Sherman Indian High School, and to Inland Southern California unified school districts. As K-12 teaching standards have changed to focus on inquiry-driven pedagogies, we see a role for faculty engagement with school teachers in the region.

According to California state labor market statistics, many of the top 100 fastest growing occupations in the state are related to health and the environment. This holds true for job growth in the field throughout the U.S., with an average salary of $68,000, slightly higher than that of comparable humanities and social science degrees. Please see Appendix D, Employment Record.
of Sustainability Studies Alumni, for employment record data for Sustainability Studies majors. Graduates of our environmental and health studies courses have found employment with the United Nations Development Program, Earth Justice, Skid Row Trust Health and Wellness, Mercy Corps, The People Concern, GRID Alternatives, Air Quality Management Districts (AQMDs) and Air Pollution Control Districts (APCDs) in California, Americorps, Climate Corps, Conservation Corps throughout the United States, Health Career Connection, San Diego Association of Governments (SDAG), the Sierra Club, and the U.S. Green Building Council.

**Issue 4. How will the department ensure short-term and long-term budgetary sustainability?**

In the short term, SEHE will build on the student and staff FTE currently housed in the Sustainability Studies major (now part of the GSST department, and scheduled to sunset when SEHE rolls out). Three faculty FTE currently are dedicated to SUST’s 100+ undergraduate majors. We intend for the department’s financial demands to track with enrollment. That said, departments have little control over operational and instructional income/expenses due to standard procedures for managing administrative units on campus and formulas for dispersing S&E and instructional funds. While we expect operational funds available to the department may be insufficient to start – i.e., S&E for the 9 FTE would be too low to fund normal office expenses, and no additional staff would be available – we don’t anticipate having office/administrative/staff needs beyond those already provided for the current Sustainability Studies major program. Departments do have some capacity to increase funds available through concurrent enrollment, summer sessions, and grants to support enhanced instructional opportunities, events, professional development, visiting lecturers, and research. SEHE faculty are committed to taking full advantage of these opportunities. SEHE faculty are actively seeking grant funding to bring resources to the university. Applications are pending for a $35,000 NEH Humanities Connections grant and a $10,000 UCHRI Living Through Upheaval grant. SEHE faculty won a $496,570 UCOP grant, “Advancing Faculty Diversity and Epistemologies in Black Study, Health, & Environmental Inequalities” (2021-2023).

Long-term budgetary planning is challenging for all units at UCR due to the vagaries of state financing. The foundation of a sustainable department is enrollment. SEHE would start with 100 majors and grow with our capacity to support more students. Alongside enrollment growth, SEHE is actively applying for federal and foundation funding. We are working with CHASS and UCR Development to build relationships with alumni donors and establish a development fund for strategic growth and expansion.
Issue 5. How will faculty FTE transfers to the new department impact their current home departments? How will FTE transfers impact faculty advancement, and what are SEHE’s standards for faculty merits and promotions?

SEHE faculty are currently affiliated with a variety of academic departments. Given this, their FTE transfers will not unduly impact any one department. Additionally, some SEHE faculty intend to stagger their FTE transfers over time or retain part of their FTE in their existing academic departments, which will help to reduce the immediate impacts of the proposed FTE transfers on existing academic departments (see ‘FTE forecasts’ and ‘FTE projections’ in the proposal for more details). The process of transferring FTE includes planning to cover the teaching, and sometimes also key service responsibilities (such as mentorship and personnel reviews) of faculty who change departments. For example, faculty often commit to teach courses in their previous home departments for some specified number of quarters or years, or until appropriate cross-listed courses can be developed. They may also or alternatively arrange to train former departmental colleagues to take on new roles, such as graduate or internship advisor.

SEHE faculty are prepared to develop formal MOUs with their existing departments in order to mitigate impacts on teaching responsibilities associated with their departures to ensure that their home departments will not need to hire lecturers or request faculty replacements. SEHE faculty transferring from the Department of Gender & Sexuality Studies are an exception to this arrangement. These faculty currently oversee the existing Sustainability Studies major, and their home department fully supports the creation of the SEHE Department and views it as a more appropriate academic home for students and faculty with interests in Environmental Studies.

SEHE faculty collectively developed, discussed, and unanimously voted in support of a research statement that specifies the standards that we plan to use for faculty merits and promotions. Our statement reflects our intellectual diversity and understanding that academic excellence takes multiple forms; we believe our collectively agreed upon standards will help to support the advancement of our faculty, who have been trained in, and contribute to, a variety of academic disciplines as well as the inter- and transdisciplinary fields of environmental, sustainability, and health equity studies. A copy of our research statement can be found here.

We are prepared to carry out the work of supporting faculty advancement. We are familiar with the procedures used for academic personnel reviews at UCR and providing mentorship to faculty preparing to pursue advancement. Our faculty have many years of experience in participating in academic personnel reviews at UCR and other universities; many of us have more than a decade, and some of us have more than two decades of experience as faculty members at UCR. Our faculty includes a Full Professor and several have also previously served as Department chair or co-chair at UCR. Already, many of our faculty are nearing advancement and are very likely to advance within the near future. Our intellectual synergies are also likely to help to advance and support our scholarship, which in turn will help to advance our careers.
Issue 6. Curriculum concerns: Should SEHE offer a B.S. degree in addition to the B.A.?
How were the unit requirements for the two majors set? Can there be more consistency in
the statistics requirements for the Health Equity major?

We take the CNAS EC concerns very seriously and we have removed the B.S. degree in
Environmental Studies from our proposal. The B.A. degree in Environmental Studies will
continue to require lower-division CNAS courses in environment and sustainability as we now
do in the current Sustainability Studies major (GSST), in order to develop scientific literacy and
students’ ability to advocate for science. This has and will continue to have positive impacts on
CNAS and their ability to support faculty and graduate student instructors. The B.A. curriculum
focuses on the humanities and social sciences approach to the environment and sustainability.
The B.A. degree remains consistent with our goal to equip students with knowledge, theory, and
skills necessary to engage and contribute to a world in which environmental degradation
occupies an increasingly significant place in economics, politics and governance, ethics, health
and well-being, and society in general. The B.A. will train students interested in using art and
culture as tools for communicating and advocating around environment, sustainability, and
health equity. A number of SEHE faculty represent this arena of art and cultural history as it
intersects with environmental and medical humanities, spanning visual culture, performance,
literature, and other modes of socially engaged public practice.

Unit requirements for the Environmental Studies and Health Equity Studies majors were set in
accordance with the 2015 Major Requirements Project directive from the Office of the Provost.
As UCR’s Graduation Rate Task Force noted in 2014, “streamlined majors could also allow
professors to teach more often in seminar and capstone courses, learning environments that can
be productive of high levels of intellectual growth for many students.” We are open to increasing
unit requirements should the Senate believe it necessary.
SEHE faculty affiliate Esra Kurum, Assistant Professor of Statistics, reviewed the Health Equity
Studies data science requirement in response to the Senate reports. Following her
recommendation, and having verified that the course can accommodate all Health Equity Studies
majors, we will narrow the requirement to STAT 004.

Issue 7. How will SEHE bolster UCR’s ability to recruit and retain faculty from diverse
backgrounds? How will SEHE ensure that students with different backgrounds learn about
and consider this new department?

SEHE can play a vital role in recruiting and retaining talented and diverse faculty by providing
the institutional and scholarly support necessary for interdisciplinary inquiries and
community-based research. Faculty working on issues of diversity and equity often struggle to
achieve recognition and support for community based research, teaching and service. SEHE places these activities at the core of our departmental project. It will regularly review department teaching/mentoring loads for equitable distribution (given that certain faculty subgroups disproportionately mentor certain student subgroups) and take steps to address inequities. We welcome collaborations with structures for Indigenous and Latinx research and scholarship, such as the California Center for Native Nations and the Latino and Latin American Studies Research Center. We look forward to supporting the foundation of a Department of Black Study. We expect and plan that our curriculum will complement and bolster these initiatives by offering courses that center rather than tokenize BIPOC and other radical intellectuals, communities, and issues. Our faculty already reflect the goals set by the Office of Diversity, Equity and Inclusion in terms of our gender, race, ethnic, and disability demographics. One of our faculty has just been named as the Co-Chair of UCR’s new Staff and Faculty Disability Network. We will also be proactive in recruiting and retaining BIPOC scholars working in environmental and health equity studies. As we mentioned above, SEHE faculty have already brought resources to the university in the form of a $496,570 UCOP grant, “Advancing Faculty Diversity and Epistemologies in Black Study, Health, & Environmental Inequalities” (2021-2023). Given UCR’s status as a Hispanic Serving Institution (HSI) and as one of the most diverse universities in the U.S. SEHE faculty feel it is incumbent upon us to become an international leader in recruiting and retaining diverse faculty in environmental studies and health equity. We have already discussed how we can work cooperatively and non-hierarchically to support and mentor one another at our 2021 Summer Retreat and we look forward to continuing to put those ideas into practice within our proposed department.

The Department will take action to recruit and retain diverse students. SEHE will state plainly on its website its commitment to diversity and provide links to relevant resources at UCR (e.g., diversity.ucr.edu; list of campus ethnic & gender centers/organizations; options/contacts for complaint resolution and statements regarding racial justice that are underscored by a demonstrable and proactive commitment to hiring and recruiting diverse faculty). It will advertise the new department to organizations serving diverse students, such as Cal State Universities and local Riverside and San Bernardino high schools. To promote teaching and mentoring that uplift all students and meet the specific needs of student subgroups, the Department will provide its faculty with information about available resources on how to teach/mentor diverse students and will consider in personnel reviews professional development and performance in this area.
Table of Responses to Specific Committee Reports

<table>
<thead>
<tr>
<th>Committee</th>
<th>Issue</th>
<th>Response and bookmarked page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAP</td>
<td>Outline how the promotion process will be managed; revise plan for promotion to Full in accordance with Bylaw 55.</td>
<td>Please see Issue 5 above and our revised merit and promotion process. SEHE will have at least one Full Professor FTE, who can manage promotions to Full.</td>
</tr>
<tr>
<td></td>
<td>Impact of the FTE transfer process on faculty advancement</td>
<td>Please see Issue 5 above.</td>
</tr>
<tr>
<td></td>
<td>Standards and expectations for merits and promotions</td>
<td>SEHE’s statement of department standards and expectations is linked in Issue 5 above.</td>
</tr>
<tr>
<td>CEP</td>
<td>Why a department vs. interdepartmental program?</td>
<td>Programs without departments lack the institutional structure and resources necessary to support the anticipated number of majors. See full justification here.</td>
</tr>
<tr>
<td></td>
<td>Will this disciplinary configuration be relevant in several years?</td>
<td>We anticipate that the climate and health nexus will be one of the major issues of the 21st century. See Issue 1 above and our Rationale for the department.</td>
</tr>
<tr>
<td>Co DEI</td>
<td>Insert a DEI section in the proposal. How will SEHE ensure/ promote DEI in faculty and student recruitment?</td>
<td>Please see Issue 7 above and the revised proposal’s DEI section here.</td>
</tr>
<tr>
<td>Research</td>
<td>Long term implications for budgetary and personnel resources</td>
<td>Please see Issue 4 above and our revised financial plan here.</td>
</tr>
<tr>
<td></td>
<td>How can existing centers and programs contribute?</td>
<td>We welcome faculty affiliates, cross-listed courses, and research collaborations.</td>
</tr>
<tr>
<td>Courses</td>
<td>Requesting to see letters of support from ENSC; Psychology; Urban Studies; SOM Dept of Social Medicine, Population and Public Health</td>
<td>Please see attached letters of support from the Chair of the Urban Studies program (Dr. Patricia Morton) and the Chair of the SOM Dept of Social Medicine, Population and Public Health (Dr. Mark Wolfson)</td>
</tr>
<tr>
<td>Faculty Welfare</td>
<td>Concern about lack of CNAS support for BS track</td>
<td>The revised proposal has removed the BS degree. See Issue 6 above.</td>
</tr>
<tr>
<td></td>
<td>Interdepartmental program would get better CNAS participation</td>
<td>We are committed to working hard to welcome cross-college collaborators. Programs without departments lack the</td>
</tr>
<tr>
<td><strong>Graduate Council</strong></td>
<td>Institutional structure and resources necessary to support the anticipated number of majors. See full justification here.</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Concern with the use of the term 'environment'</strong></td>
<td>Please see Issue 1 above.</td>
<td></td>
</tr>
<tr>
<td><strong>Concern regarding the level of scientific training in the BS degree</strong></td>
<td>The revised proposal has removed the BS degree. See Issue 6 above.</td>
<td></td>
</tr>
<tr>
<td><strong>Potential overlap with ENSC</strong></td>
<td>Please see Issue 2 above.</td>
<td></td>
</tr>
<tr>
<td><strong>Lack of Psychology courses in SEHE curriculum</strong></td>
<td>We are eager to collaborate with colleagues in Psychology. Given the impacted nature of that major, including courses in SEHE requirements may be unwise at this time.</td>
<td></td>
</tr>
<tr>
<td><strong>Planning &amp; Budget</strong></td>
<td>Will staff support be sufficient for the new department?</td>
<td></td>
</tr>
<tr>
<td><strong>What are employment and salary prospects for majors?</strong></td>
<td>Please see ‘Staff’ in the Resources Required section and see Issue 4 above.</td>
<td></td>
</tr>
<tr>
<td><strong>Why not an inter-college major?</strong></td>
<td>We wish that a cross-college department were possible. Freestanding programs (without departments) lack the institutional structure and resources necessary to support the anticipated number of majors. See full justification here.</td>
<td></td>
</tr>
<tr>
<td><strong>Why no graduate program?</strong></td>
<td>The Senate process for a department and undergraduate major precedes proposals for a graduate program. Upon approval, we will propose a 4+1 Masters (MA) degree.</td>
<td></td>
</tr>
<tr>
<td><strong>Does NSF support this proposal?</strong></td>
<td>The NSF Directorate for Social, Behavioral and Economic Sciences is a promising potential funder for SEHE’s work. See a list of potential funders below.</td>
<td></td>
</tr>
<tr>
<td><strong>Please highlight changes in the revised proposal and provide an Exec Summary</strong></td>
<td>Thank you for the suggestion, which we have attempted to follow.</td>
<td></td>
</tr>
<tr>
<td><strong>UG Admission</strong></td>
<td>SEHE is likely to encourage applications from new students and increase overall applications to UCR.</td>
<td></td>
</tr>
<tr>
<td><strong>CNAS EC</strong></td>
<td>Potential overlap and insufficient consultation with ENSC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Please see Issue 2 above. We continue to work to build dialogue and collaboration.</td>
<td></td>
</tr>
<tr>
<td><strong>SOM EC</strong></td>
<td>Request for greater inclusion and support from SOM faculty</td>
<td>We welcome that possibility and are making efforts to reach out.</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Request for letters of support from Dean Deas and Mark Wolfson</td>
<td>Please see a letter of support from Mark Wolfson attached to this proposal.</td>
<td></td>
</tr>
<tr>
<td>What is the process for faculty to join SEHE, and how will FTE positions be allocated?</td>
<td>Requests to move faculty FTE to SEHE will be voted on by core faculty (authors of the proposal) and will require approval by the Academic Senate. Any new positions would be allocated by the Dean of CHASS.</td>
<td></td>
</tr>
<tr>
<td><strong>SPP EC</strong></td>
<td>Proposers are practicing “institutional cannibalism and cooptation, …feeding off of existing campus units”</td>
<td>This language is offensive and not appropriate for an official Senate communication. Many of the authors of this proposal have supported SPP and SPP students with mentorship and teaching (including one third of the courses listed in the SPP ‘Health and Population Policy’ curriculum) for years.</td>
</tr>
<tr>
<td>Health Equity is an inappropriate name. SEHE should use Vanderbilt's name.</td>
<td>Please see Issue 1 above.</td>
<td></td>
</tr>
<tr>
<td><strong>CHASS</strong></td>
<td>&quot;does not have a patent on [health equity].&quot; CHASS's use of the term 'health equity' seeks to prevent others from doing so.</td>
<td>We have not applied for any patents and have no plans to do so. Many schools and colleges offer courses related to health, environment and sustainability, as should be the case.</td>
</tr>
<tr>
<td>PBPL courses cannot be cross-listed and should not appear on EHSE curriculum</td>
<td>With regret, we have removed PBPL courses from the SEHE curriculum.</td>
<td></td>
</tr>
<tr>
<td>Impacts on faculty home departments with movement of FTE</td>
<td>Please see Issue 5 above.</td>
<td></td>
</tr>
<tr>
<td>Who are the authors of this proposal?</td>
<td>Please see the list of authors on the cover page.</td>
<td></td>
</tr>
</tbody>
</table>
| Letters of support do not sufficiently justify a new department | We respectfully submit that the letters of support are strongly positive and reflect a
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why was a subject code approved prior to department approval?</td>
<td>We requested a subject code to put forward new course proposals, to be prepared should the department be approved. The subject code does not indicate department approval.</td>
</tr>
<tr>
<td>There is no science component in the SEHE curriculum</td>
<td>The proposed majors are humanities and social science majors. However SEHE majors do require lower division science courses. Please see Issue 6 and the curricula.</td>
</tr>
<tr>
<td>The SEHE majors have low unit requirements</td>
<td>Please see Issue 6 above.</td>
</tr>
<tr>
<td>Disparities across data analysis course options for the Health Equity major</td>
<td>Please see Issue 6 above.</td>
</tr>
<tr>
<td>Why not cooperate with existing departments, instead of establishing a new department?</td>
<td>Freestanding programs (without departments) lack the institutional structure and resources necessary to support the anticipated number of majors. See full justification here.</td>
</tr>
</tbody>
</table>
Rationale for a Department of Society, Environment and Health Equity

Building on our faculty members’ multidisciplinary expertise in gender studies, anthropology, history, political science, public health, policy, statistics, sociology, ethnic studies, Indigenous studies, literary studies, science and technology studies, and social medicine, our new and dynamic program will contribute to solutions to challenges to environmental sustainability and health equity. The humanities shed light on the human experiences of environmental change, health and illness, and social justice through art, literature, history, philosophy, gender, ethnic, and indigenous studies, and critical theory. The social sciences generate knowledge on societal and cultural aspects of environment, sustainability, and health equity by utilizing methodologies in sociology, anthropology, political science, and geography. Humanities and social sciences contribute not only to a better understanding of the topics, but also to developing community resilience towards an uncertain future.

Environmental Studies is a well established interdisciplinary academic field that studies the human relationship with the environment from multiple perspectives. Environmental humanities shed light on the human experiences with nature and environmental challenges through art, literature, history, philosophy, gender, ethnic, and indigenous studies, and critical theory. The social sciences generate knowledge on societal and cultural aspects of the environment utilizing methodologies in sociology, anthropology, political science, and geography. Humanities and social sciences contribute to a better understanding of how the environment affects humans and vice versa, and to the development of empirically supported societal responses to environmental challenges and creative community resilience strategies against an uncertain future. Professional associations dedicated to environmental studies in the humanities and social sciences include the American Society for Environmental History, Anthropology and Environment Society, Environmental Sociology, Association for the Study of Literature and Environment, International Association for Environmental Philosophy and the Society of Environmental Journalists. Scholars in these areas study relationships between humans, non-human living beings, and the physical environment. This work does not displace the need for research on “the physical, chemical, and biological factors as well as processes that control transfer of mass and energy among multiple components of the Earth system as well as the human system” (CNAS Executive Committee), but rather seeks dialogue, collaboration and coordination across disciplinary boundaries.

The SEHE Department is innovative in joining environmental studies with health humanities and social sciences. This intersection is rapidly gaining attention at the global, national and local levels. The U.S. federal government’s Department of Health and Human Services recently established an Office of Climate and Health Equity to “address the impact of climate change on the health of the American people.” Training and education are central to the Office’s mission.
UC has established a multicampus Center for Climate, Health and Equity. SEHE chose the term ‘health equity’ rather than a negative term such as ‘health disparities’, which reflects a deficit perspective that can be used to further marginalize groups and communities. Health equity is an appropriate frame for an interdisciplinary department that spans the social sciences and humanities and engages with professional organizations including the Society for Medical Anthropology, American Association for the History of Medicine, Health Humanities Consortium and Medical Sociology. Over one hundred universities in the U.S. offer Baccalaureate programs related to health humanities and social sciences, with a variety of degree titles. The SEHE B.A. degree in Health Equity Studies fits within this well established group. By joining Society, Environment and Health Equity, SEHE draws on deep and broad disciplinary traditions, while charting an interdisciplinary field that joins two of the most pressing and intertwined challenges of the 21st century.

Creating sustainable, healthy societies is one of the biggest challenges of contemporary life, given the imminent threats from climate change, global pandemics, and environmental catastrophes. Global health experts have asserted that addressing climate change could be the “greatest global health opportunity of the 21st century” (Watts, et al. 2015). As climate change disrupts systems for provision of food, clean air and water, shifts the landscapes where infectious diseases are transmitted, and increases the number of extreme heat and other weather events around the globe, the need for health interventions to address these challenges is all the more pressing. Research at the intersections of health and environment reveals the inherent tensions between contradictions that arise when societies put assumptions that have influenced strategies for economic growth and at the center of aspirations associated with the equitable and sustainable development, yielding inequitable sustainability goals (Berg and Hukkinen 2011; Krueger and Gibbs 2007; Redclift 2005).

A growing body of research demonstrates that environment, sustainability and public health are reciprocally linked. While sustainable development enhances health and quality of life, improved health and well-being also promote sustainable behaviors and values. At the same time, inequality also plays a significant role in both environmental exposures and health outcomes. Sociodemographic characteristics in various neighborhoods, specifically racial, ethnic or status compositions are inextricably linked and jointly influence access to clean air, water, green spaces, and healthy foods. For example, it is well documented that predominantly African-American/Black, Indigenous, and Latinx communities in California face a high vulnerability to climate change risks due to low air conditioning and car ownership (socio-economic status [SES] inequality related risk), threats from poor public transportation (governance and infrastructure related risks), low tree canopy coverage as well as wildfire risk (natural threats) and a big portion of elderly populations living alone (social risks) (English et al. 2013). Inequalities are socially and spatially concentrated in lower SES neighborhoods. Sustainability issues around one domain affect others in turn influencing community resilience at
both regional and city (macro) and neighborhood/individual (micro) as well as human (e.g. consumption patterns) and natural system levels (e.g. water flow and transport) scales. This is a complex problem of local and global significance, requiring urgent attention. By emphasizing equity and justice at the core of sustainability and environmental practices, the SEHE Department will address the cascading environment and sustainability factors deteriorating health and quality of life among at-risk communities and help devise solutions for overcoming barriers to sustainability and health equity.

Our faculty expertise on issues of environment, health and sustainability, coupled with our connections to local, regional and global stakeholders, will situate the SEHE Department at the forefront of new, socially inclusive and ‘just’ sustainabilities (Agyeman et al. 2016) and health equities research and educational paradigm that will benefit society as a whole.

Serving community needs in Inland Southern California and beyond

The California Environmental Protection Agency’s (CalEPA) analysis indicates that inland southern California is home to some of the worst census tracts in terms of pollution burdens and population vulnerability to ill-health and poverty according to the EPA’s Environmental Justice classification (California Office of Environmental Health Hazard Assessment 2021). Riverside itself is the UC campus that is most impacted by environmental justice (EJ), which means that our faculty, students, and staff are exposed to more pollution than any other UCs. As noted at the founding of the UCR School of Medicine, this region is in need of specialized personnel with training in health related issues. As a public institution, UCR is obliged to conduct research on the intersections of environment, sustainability, and health disparities in the region. To that end, research by members of the UCR BREATHE Center and Center for Health Disparities highlight intersections of health and environmental degradation in inland southern California.

The UCR Center for Health Disparities Research is an example of a successful multidisciplinary collaboration around the social and environmental determinants of health, grounded in inland southern California and oriented toward the social good. Employing community-engaged research approaches, campus-based researchers collaborate with community partners and healthcare providers to address local and regional health needs. This center creates opportunities for junior faculty development and builds the communities to meaningfully partner in research. An important aspect of this center is its ability to bring together investigators from diverse disciplinary backgrounds. The proposed department involves faculty currently affiliated with the center and can promote among other faculty members of the department the use of center resources. For example, it can promote submission of proposals for research grants funded by the center and participation in the training and consulting resources provided by the center. It can also share information about center events and resources so that students in the proposed department can avail themselves of the supplemental educational opportunities.
Serving the needs in Inland Southern California requires diverse methods of engagement and ongoing research in partnership with local communities. Practitioners with broad training in analyzing, communicating (especially in the dominant languages including Spanish) and building coalitions around health and sustainability are urgently needed in this region. Faculty in the proposed department have been engaged in research related to the region’s health and environmental impacts, notably surrounding the rapidly expanding logistics industry. The SEHE department is supported by UC Palm Desert, which administers the UC Climate Stewards and UC California Naturalists Programs, and the UCR/UCPD Center for Conservation Biology. This collaboration will promote more outreach to the Coachella Valley, Palm Desert, Palm Springs, tribal, and Salton Sea communities and will forge stronger relationships with UC Palm Desert, which has a strong record of community-based scholarship and partnership. The SEHE Department will significantly enhance UCR’s ability to respond to regional needs for community based studies by consolidating these practitioners and creating another focal point for UCR in CHASS.

Creating a foundation for transformative, interdisciplinary and innovative research

The COVID-19 pandemic and the ongoing climate crisis have taught us that a multidisciplinary scope is required to grasp the scale and nature of the challenges before us. As a general pattern, research in the fields of climate change, environmental justice and health inequity tends to engage teams of scholars from multiple disciplines. Faculty members of the proposed department have collaborated for over a decade on shared research and programming under the auspices of the Center for Ideas and Society (CIS), the BREATHE Center, the Center for Health Disparities (CHD), Healthy Campus Initiative, the Aging Initiative, the Basic Needs Working Group, the Health Inequities Faculty Commons, Center for Healthy Communities (CHC), the College of Engineering-Center for Environmental Research and Technology (CE-CERT) and other ad-hoc collaborations. Several of us share professional affiliation with the Society for Social Studies of Science and other professional organizations.

Many of the faculty entering the SEHE Department have worked together for over a decade in interdisciplinary collaborations around common areas of concern. Past collaborations have been ad-hoc and time limited, attached to particular grant funding, or to projects undertaken as overload. SEHE faculty have participated in founding and convening the Healthy Campus Initiative, UCR Committee on Sustainability, the Medical Humanities Designated Emphasis (DE) and minor, Medical Spanish DE, the Science Studies Interdisciplinary Research Group, the Speculative Fiction and Cultures of Science DE and minor, the BREATHE Center, California Agriculture and Food Enterprise (CAFE), the UCR Basic Needs Working Group, Health Inequities Faculty Commons, and the Center for Health Disparities Research. These projects are all sustainable only to the extent that individual faculty members devote extra time, on top of their departmental service and teaching. Historically, ad-hoc projects and interdisciplinary
programs tend to fade after a few years due to funding, faculty turnover or burnout. The SEHE Department will create a stable platform for deeper and ongoing collaborations.

Need for an academic department
There are limits to our capacity to support each others’ research without the institutional foundation of an academic department. When pursuing critical research needed to reduce environmental degradation, increase ecological and socio-economic sustainability, and achieve health equity is not highly rewarded by their home departments, faculty commitment to interdisciplinary work is difficult, especially for junior faculty. Furthermore, because not all of our established departments that excel in their own disciplines have been prepared for the challenges associated with evaluating interdisciplinary work, many well-documented grievances and concerns have been raised about underrating interdisciplinary scholarship. Fortunately faculty who have committed to join or affiliate with the SEHE Department are equipped intellectually and ethically to evaluate these types of research within the broader and more complex fields of study in which they are embedded. Departmentalization will provide the institutional and scholarly support necessary for ongoing, interdisciplinary collaborations in environmental studies, sustainability, and health equity and advancement of participating faculty.

The SEHE Department will join a growing number of academic departments in the U.S. that place an emphasis on the interconnections between environment and health. The University of Michigan’s six decade old Social Environment and Health (SEH) program has expanded its interdisciplinary focus on the environment and its relationship to health, health inequality in particular. Their research highlights the intersection of the social with the physical environment, including climate change and environmental hazards, on socioeconomic and racial inequalities in health. American University’s School of International Studies has a comparable Program (equivalent to a department) in Environmental Sustainability and Global Health. American University’s program is less than seven years old and is growing rapidly, with faculty in fields from anthropology, geography, political science to public health and economics, and 65 undergraduate majors. Considering such endeavors are still relatively rare, the proposed department will put UCR on the cutting edge by institutionalizing the academic response to the interconnected issues of sustainability and environmental and health inequity.

Engaging UC system commitment to carbon neutrality

In 2013, the University of California adopted its Carbon Neutrality Initiative, which commits the university to transitioning to 100 percent clean electricity and becoming carbon neutral by 2025, making the UC system the first institution of higher education to set such a bold goal. Additionally, the UC pledges to: make carbon neutrality and sustainability an integral part of the educational experience of students on every campus; expand and accelerate climate change and resilience research; and invest in climate change solutions. More recently, the University of
California formally partnered with the Biden Administration “on a new period of innovation and discovery and looks forward to seeing how our renowned faculty contribute to addressing this crisis” (UC Office of the President 2021). UCR, specifically, ranks #2 in systemwide renewable energy, #16 for greenest universities in the U.S. and #35 on Sierra Club's rankings of "cool schools" for energy and sustainability efforts, according to UCR's Office of Sustainability. SEHE majors, especially, Environmental Studies B.A. responds directly to the UC System’s commitment to educating its more than 250,000 students about climate change, especially its impacts on human and nonhuman life and social strategies available to make climate resilience more likely. SEHE courses will offer students opportunities to engage in original research relevant to the environmental, social, and public health impacts of climate change. Both majors emphasize campus- and community-based experiences in order to prepare our graduates to participate in local, federal, and global efforts to respond effectively to current and future challenges due to climate change.

Advancing UCR’s profile for external funders in health and the environment

One of the key advantages of the SEHE Department is its ability to respond to the contemporary challenges to environment, sustainability, and health equity simultaneously. These challenges on different domains often work in interlinked ways, with threats and risks affecting each other reciprocally and creating cascades of inequalities and unsustainabilities. Because SEHE faculty are from diverse disciplines and possess expertise on these different domains and their intersections, we will be exceptionally well-suited to address the impending challenges to environmental and human well-being that traverse each other. We expect that the SEHE Department will function as a multiplier, leveraging existing resources and collaborations across campus for ambitious research projects, attracting extramural grants as an appealing institutional home. SEHE faculty are actively seeking grant funding to bring resources to the university. Applications are pending for a $35,000 NEH Humanities Connections grant for “Creating Undergraduate Majors in Society, Environment and Health Equity” and a $10,000 UCHRI Living Through Upheaval grant for “After Epistemicide: Building Relations, Imagining Futures.” SEHE faculty won a $496,570 UCOP grant, “Advancing Faculty Diversity and Epistemologies in Black Study, Health, & Environmental Inequalities” (2021-2023).

Each contributing faculty member brings unique disciplinary perspectives (e.g., critical race theory, feminist theory, environmental justice, social theory, structural vulnerability in health) and methodological expertise including quantitative survey design, qualitative methods and ethnographic observation, mixed-methods research, deliberative methods, historical contextualization, and community-based research approaches, to the SEHE Department. Each faculty applies their disciplinary methods to a common set of research challenges around sustainability and health, and many currently address environmental and health equity needs in the local region through their research and public service. A number of them are recipients of
grants from the National Institutes of Health/National Institute of Minority Health and Health Disparities (NIH/NIMHD), Patient Centered Outcomes Research Institute (PCORI), the Robert Wood Johnson Foundation (RWJF), and the National Science Foundation (NSF), and various foundations (See Appendix A: Faculty Grants and Awards). The terrain for collaboration is rich and broad. We believe that these combined specializations and focus on local environmental and health equity needs will allow department members to succeed in competitive multidisciplinary research grants for solutions to complex social, medical, and environmental problems that require diverse disciplinary perspectives to address, which will attract future students interested to learn and eventually serve the complex and diverse needs of the inland southern California region.

The SEHE Department represents another means of institutionalizing academic research and training around issues concerning threats to the natural environment, sustaining socio-economic systems, and increasing health equity. These areas of both social and scholarly concerns are recognized as complex biosocial interactions requiring “multidisciplinary, multilevel, and multi-factorial research efforts that identify and account for the roles of multiple, complex, and interacting factors simultaneously” (Srinivasan and Williams 2014). A number of agencies and organizations increasingly acknowledge the importance of areas of inquiry that relate environment, sustainability, and health equity, and many have also committed to funding research, demonstrating rich opportunities for scholarship and other activities in the new department.

- **At the international level**, the United Nations, the Intergovernmental Panel on Climate Change (IPCC), and the World Health Organization all relate environment/sustainability and health to each other, as well as to economic development in some cases. They may support research that responds to climate change and seeks to establish equitable and adaptive systems that integrate global social issues/systems, environmental systems/resources, and political economies sufficient to support scientific and medical innovation in the interests of growing and increasingly diverse communities at all levels of activity/action. NIH’s Fogarty International Center facilitates global health research by US and international researchers, providing an excellent opportunity for faculty and students members of the SEHE Department to gain insight and knowledge in a global context to address local sustainability and health equity needs. In addition, independent organizations, such as the Research Program on Migration and Health/Programa de Investigación en Migración en Salud (PiMSA) fund interdisciplinary research projects related to environment, sustainability, and health equity.

- **Within the United States**, the Centers for Disease Control (CDC), the Department of Defense (DoD), the Environmental Protection Agency (EPA), the National Science Foundation Directorate on the Social, Behavioral and Economic Sciences, the National
Institutes of Health (NIH), and NIH/National Institute of Environmental Health Sciences, and the Patient-Centered Outcomes Research (PCORI) are among federal sources of funding for research that recognizes the impact of climate change on human health, with particular attention to ensuring equitable responses to the most vulnerable or least advantaged members of society. Additionally, the Department of Health and Human Services, in particular, emphasizes health equity, or “the attainment of the highest level of health for all people,” which is evident in its Healthy People 2020 initiative. Furthermore, the Robert Wood Johnson Foundation (RWJF)’s Culture of Health has brought to light the fifth wave in public health igniting a movement to create healthier and more equitable communities and bringing health into all policies. RWJF has invested millions into developing a future culture of health leaders and supporting multidisciplinary investigative and stakeholder teams. These research agendas for health equity require a multi-dimensional and multi-level approach that integrates biological, behavioral, community engaged, and social and humanistic approaches to be able to address complex and intersectional inequalities of health and health care. Independent organizations, such as the William T. Grant Foundation and the Social Science Research Council (SSRC) are sources of funding for related interdisciplinary research on environmental, sustainability, and health equity, such as that pursued by SEHE faculty.

- **State and local funding** for scholarly and community-based research related to the natural environment, sustainability, public health and social justice includes state and regional public agencies, such as the California Air Resources Board (CARB), the state Environmental Protection Agency (CalEPA), and the Department of Transportation (Caltrans) and foundations, including the California Endowment, the California Research Foundation, the Pacific Research Institute (PREI) and the Energy Foundation. Notably, the Inland Empire Health Plan (IEHP) Health Care Scholarship Fund has provided more than $8 million to medical schools in the region.

Our faculty representatives have discussed funding opportunities with UCR’s foundation development officers and received enthusiastic feedback as “immensely fundable” for its timeliness. They also lauded our effort to offer “real world challenges and solutions to students in CHASS.” They will support our engagement with foundations as a department that *engages the humanities* as partners and collaborators in the fields of environment, sustainability, and health in order to separate the new department from the other units on campus. This will keep us from inadvertently encroaching on the partnerships that other colleges have cultivated with the funders.

Donors are looking for programs that meet the challenges of the 21st century to fund. Donors are particularly excited about supporting students in these fields, not only through coursework but opportunities for hands-on research training with a social justice focus on our area. The
fundraising and development office at UCR calls our new department “immensely fundable” through foundation funding in the health and environmental humanities as well as opportunities on the federal grant side, including grants to support pipeline programs to diversify STEM fields. Some donors have already expressed interest in providing research and scholarship funding for a Department of Society, Environment and Health Equity. This is an opportunity that is available to UCR to seize.

Advancing diversity, equity and inclusion

The SEHE Department offers unique research synergies at the intersections of Society, Environment and Health Equity, research and educational programs that are currently lacking an institutional base at UCR. As noted above, interdisciplinary initiatives are sometimes difficult to receive recognition within departments bound to a particular discipline at UCR. As a result, we have had difficulties retaining faculty. UCR lost a medical sociologist to UC Santa Barbara a couple of years ago, another medical sociologist to Vanderbilt's Medicine, Health and Society department, and a social psychologist with research in health to the private sector. These losses arguably could have been prevented if UCR had greater investment in interdisciplinary collaborations, particularly focusing on health equity. Recognizing that the siloed nature of traditional academic institutions limits collaboration on research and teaching, many universities are moving towards interdisciplinary departments; and large funding agencies like NIH expect diverse disciplines to be present in a research team. The proposed department will bring UCR up to speed on these trends and play a vital role in retaining talented faculty by providing the institutional and scholarly support necessary for interdisciplinary inquiries into environmental and health inequality. Furthermore, with its explicit agenda on social justice and equity, our department will be among the departments carrying the torch in inclusive excellence. By providing an institutional home with an emphasis on sustainability, inclusion and equity, the SEHE Department would bolster UCR’s ability to recruit and retain faculty from diverse backgrounds in strategically important areas, and sustain long-term multidisciplinary research collaborations.

As we previously stated above (in response to Issue #7): “SEHE can play a vital role in recruiting and retaining talented and diverse faculty by providing the institutional and scholarly support necessary for interdisciplinary inquiries and community-based research. Faculty working on issues of diversity and equity often struggle to achieve recognition and support for community-based research, teaching and service. SEHE places these activities at the core of our departmental project. It will regularly review department teaching/mentoring loads for equitable distribution (given that certain faculty subgroups disproportionately mentor certain student subgroups) and take steps to address inequities. We welcome collaborations with structures for Indigenous and Latinx research and scholarship, such as the California Center for Native Nations and the Latino and Latin American Studies Research Center.” In addition “Our faculty already reflects the goals set by the Office of Diversity, Equity and Inclusion in terms of our gender, race,
ethnic, and disability demographics. One of our faculty has just been named as the Co-Chair of UCR’s new Staff and Faculty Disability Network. We will also be proactive in recruiting and retaining BIPOC scholars working in environmental and health equity studies. As we mentioned above, SEHE faculty have already brought resources to the university in the form of a $496,570 UCOP grant, “Advancing Faculty Diversity and Epistemologies in Black Study, Health, & Environmental Inequalities” (2021-2023). Given UCR’s status as a Hispanic Serving Institution (HSI) and as one of the most diverse universities in the U.S., SEHE faculty feel it is incumbent upon us to be international leaders in recruiting and retaining diverse faculty. We have already discussed how we can work cooperatively and non-hierarchically to support and mentor one another at our 2021 Summer Retreat and we look forward to continuing to put those ideas into practice within our proposed department.”

To be clear, the SEHE Department alone will not constitute a complete institutional response to the challenges of racism and social inequity. The establishment of an SEHE Department is not proposed as a substitute for academic programs specifically designed to further research and scholarship of Black, Latinx and Indigenous faculty and students. SEHE faculty look forward to supporting the foundation of a Department of Black Study. We welcome collaborations with structures for Indigenous and Latinx research and scholarship, such as the California Center for Native Nations and the Latino and Latin American Studies Research Center. We expect and plan that our curriculum will complement and bolster these initiatives by offering courses that center rather than tokenize Black, Indigenous, and other radical intellectuals, communities, and issues. Such courses would provide important interdisciplinary perspectives to expand the robustness of these initiatives and the SEHE curriculum alike.

The Department will take action to recruit and retain diverse students. It will state plainly on its website its commitment to diversity and provide links to relevant resources at UCR (e.g., diversity.ucr.edu; list of campus ethnic & gender centers/organizations; options/contacts for complaint resolution). It will advertise the new department to organizations serving diverse students, such as Cal State Universities, local Riverside and San Bernardino high schools, including alternative schools (e.g., YouthBuild Inland Empire), youth-serving government agencies (e.g., San Bernardino County GenerationGO!; City of Riverside Youth Opportunity Center), and youth-serving community organizations (e.g., Empower YOU Edutainment). We will coordinate with units on campus (e.g., Undergraduate Office of Student Engagement; University Extension Youth Programs) that have programs supporting local youth and promoting college attendance (e.g., tutoring programs; Summer Academy); we’ll ask their help in disseminating information about the department. To promote teaching and mentoring that uplift all students and meet the specific needs of student subgroups, the Department will provide its faculty with information about available resources on how to teach/mentor diverse students and will consider in personnel reviews professional development and performance in this area. It will regularly review department teaching/mentoring loads for equitable distribution (given that
certain faculty subgroups disproportionately mentor certain student subgroups) and take steps to address inequities.

**Meeting UCR students’ needs**

The SEHE Department provides an academic space in which students can process their lived experiences while building knowledge and skills that empower them to exercise their agency and promote change. It offers them the opportunity to study social inequities, health, and sustainability -- issues that deeply matter to them -- in theoretically grounded scholarly literature that transcends disciplinary boundaries. Our majors will gain methodological tools to grasp dynamic interactions of social, economic and political inequities, environmental toxicity and climate-related crises, health, disability and disease. They will be exposed to innovative and community-engaged approaches that prepare them to create and communicate evidence-based ideas and policy solutions to overcome these inequities. They will come to understand how to read statistical data and how to communicate it to broader audiences and be able to analyze relationships between the local, national and global scales, and to identify structural causes of individual phenomena.

SEHE distinguishes itself from related majors in its emphasis on combining critical ethnographic, historical and sociological methods, and practical, hands-on work building career skills and serving communities. We anticipate growing existing partnerships with community organizations, free clinics, the COPE Health Scholars program, Humanities Action Lab, California State Parks, and others. Our majors will be grounded in critical thinking, awareness of inequities and disparities, and ready to apply useful skills to serve their communities.

UCR students are extremely diverse. The breakdown of our undergraduates by ethnicity is: Hispanic (41.5%), Asian (33.8%), White (11%), Black or African American (3.3%), and less than 1% Native American, Alaskan, Pacific Islander or Native Hawaiian. The majority of them (58%) are first generation college students. A great number of students are from immigrant families and come from or live in low-income neighborhoods in Los Angeles, Riverside, and San Bernardino, which bear some of the heaviest pollution burdens and suffer the highest cases of asthma, cardiovascular disease, and poverty in the state of California. These same neighborhoods are also challenged by the effect of climate change, worsening air pollution and heatwaves in particular. The pandemic has also hit UCR students and their families hard owing to their intersectional vulnerabilities.

Our students will receive interdisciplinary education that will pave the way for a wide range of careers in some of the fastest growing job markets. The Health Equity Studies is suitable for students seeking to enter a profession in public health, health administration, community relations and policy in healthcare settings, social work, and government, community organizations, and mutual aid groups. The Environmental Studies major prepares students for
public administration and service, urban and environmental planning, policy advocacy, education, health care, green industry, consulting, research, international development, and non-profit organizations focused on the environment, sustainability, and social justice. Both programs will be an excellent gateway to postgraduate studies in medicine, public health, public policy, social work, urban planning, and Environmental Studies. The department will also provide a pathway toward continuing studies in a variety of academic fields, including anthropology, sociology, gender studies, ethnic studies, political science, or history.

It is extremely important that the two proposed majors are housed in their own department for their stability and ability to serve the students well. While successful interdisciplinary academic programming within existing departments or in a free-standing interdisciplinary program is possible, historically, with few exceptions, interdepartmental degrees and interdisciplinary programs have not been well supported at UCR. For instance, although the Law and Society major is widely considered to be a successful interdepartmental program, it still struggles to provide the consistent, coordinated support for students necessary for its sustained success. As such, the number of Law and Society degrees awarded has declined steadily from around 130 in 2012 and 2013 to less than 50 in the last couple of years. Freestanding interdisciplinary programs face even greater challenges because without FTE, there is no regular financial basis to sustain their activities, few, if any, faculty charged with teaching the courses required for students to complete their degrees, and no central space for students to gather or, at least, expect to encounter their professors, instructors, and TAs. Existing programs are generally administered by a steering committee of faculty whose primary affiliations are to their academic departments. They operate on extraordinarily slim budgets based on concurrent and summer session funds, ad hoc college support, and grants. And most courses are taught primarily by adjunct faculty. Such a faulty institutional structure would be no way to prepare students to confront challenges associated with existing and anticipated threats to the natural environment, the sustainability imperative, and the crushing need for health equity.

**Bolstering student enrollment**

Demand from students for academic programs in health and the environment is growing as these issues have been increasingly moved into the center of our daily concerns as well as on the national political stage. Majors in SEHE could serve as a powerful recruiting tool to attract applicants to UCR. The pool of potential majors in Health Equity Studies is deep: the Health Professions Advisory Center serves more than 5000 UCR undergraduates interested in a future career in the healthcare area. There are currently few options for pre-health undergraduates, relative to their number. The Health Equity Studies major would offer a humanities and social-science infused track toward a future career in medicine and allied professions such as public health and health administration. Student demand for a humanities major in environment and sustainability is already demonstrable: the number of majors for the Sustainability Studies in the Gender and Sexuality Studies Department has increased since 2015 from 12 to more than 100.
majors. Once the major transfers over to SEHE and the course offerings broadened, we expect the enrollment to double.

Results from a survey study conducted for this proposal also demonstrate student demand. In March-April 2021, 505 UCR students completed the Qualtrics survey distributed by UCR faculty. Sixty-two percent of the students were from CHASS, 25% were from CNAS, 10% were from Engineering, 2% were from Public Policy, and 1% were from Business.

- 93% reported that they thought UCR should have an undergraduate major in Environmental Studies in CHASS.
- 56% reported that they would consider majoring in Environmental Studies.
- 70% reported that they would consider minoring in Environmental Studies.
- 94% reported that they thought UCR should have an undergraduate major in Health Equity Studies in CHASS.
- 55% reported that they would consider majoring in Healthy Equity Studies.
- 65% reported that they would consider minoring in Healthy Equity Studies.

The proposed undergraduate programs will become much more visible to prospective students and transfer students under a department dedicated to the subjects. Our majors promise to become very competitive among comparable UC and CSU programs, attracting more inspired applicants to UCR. The minors will allow CHASS and non-CHASS majors to supplement their specialized education with humanities and social sciences concentration in environment and sustainability or health equity.

**Career and academic pathways**

Health and environment related careers are two of the fastest growing sectors in U.S. employment. According to California state labor market statistics, many of the top 100 fastest growing occupations in California are related to health and the environment. According to the Bureau of Labor Statistics (BLS), “employment in healthcare occupations is projected to grow 15 percent from 2019 to 2029, much faster than the average for all occupations, adding about 2.4 million new jobs. Healthcare occupations are projected to add more jobs than any of the other occupational groups” (U.S. BLS 2020a). Employment in community and social service occupations (primarily social work and counseling) is projected to grow 12 percent from 2019 to 2029 (U.S. BLS 2020b). California’s fastest growing health occupations include various types of health-related therapists, counselors, social workers, and managers. The course work our major provides will prepare students for health and health care related careers including health administration & management, health education, social work and health advocacy & policy in non-profits or government health organizations, hospitals, health or senior care centers, and educational settings or pursuing higher education in health sciences. SEHE offers an excellent foundation for students entering professional schools of medicine, nursing, pharmacy or public
health. For students who choose not to pursue postgraduate study, SEHE provides training and skills for work in community relations, community outreach, social services, administration and advocacy. While the UCR Medical School addresses these needs for the severe doctor shortage, the deficit of workforce in other health and health care professions in the Inland Empire is still unmet. Instituting a Health Equity Studies major in a Hispanic Serving Institution in the Inland Empire will both address the current demand for healthcare services workforce and contribute to the goal of diversifying health and health care workforce.

According to a recent report, the global green technology and sustainability market size is set to grow from $11.2 billion in 2020 to $36.6 billion by 2025. The BLS predicts that more than half of the growth in employment expected by 2026 will be in eco-friendly occupations. The U.S. government has recently announced plans for a more aggressive plan to counter climate change while acknowledging the importance of incorporating social and environmental justice into its ongoing policy and planning. Demand for employees with relevant backgrounds is more than likely to increase as organizations create dedicated positions related to sustainability and climate resilience. More environmental and sustainability-related job opportunities are slated to open up in green buildings, climate adaptation, sustainable energy, transportation, education, water, watershed, and waste management, food and agriculture, business and purchasing, outdoor recreation, and environmental law and regulation. The ESST and HQST majors prepare students for work in the fast-growing and intertwined fields of health, environment and sustainability with roles in planning, governance, business management, consulting, law, and community engagement.

Entry level jobs in the areas of environment/sustainability, health and safety, planning, and public service require education and training in environmental studies, health and safety, spatial analysis and other research and planning skills, environmental, health and safety regulatory regimes, and an understanding of socioeconomic contexts for environmental and health policy issues. SEHE majors will be versed in collaborative experience and practical training, leadership/management preparation, emotional intelligence and social awareness. They will be strong candidates in a competitive job market.

Career pathways are integrated into SEHE Department planning from the outset. SEHE faculty currently are working with the Career Center and the Health Professions Advising Center to integrate career-oriented opportunities within the major. The Career Center has already established internship opportunities with environment and health-related organizations including the Environmental Protection Agency, among others. In addition, SEHE will study the possibility of integrating professional certification programs into the curriculum. The APLU has identified integrated industry certifications as a central need and goal for public institutions of higher education (APLU 2020). Such an effort could fit with SEHE’s on community service and hands-on skills; for example, a Health Equity Studies major might take an SEHE 198I course in which they gain practical experience and pass a certification as a Certified Clinical Medical
Assistant, while analyzing these experiences critically under SEHE faculty supervision. The SEHE majors will ground such opportunities within a theoretically and methodologically rigorous academic curriculum.

We anticipate that our curriculum will inspire some students to pursue a career in advancing the common good. Alum of the environmental justice and human rights course of one of our core faculty demonstrate this. They are working for organizations such as the United Nations Development Program, Earth Justice, Skid Row Trust Health and Wellness, Mercy Corps, and The People Concern. A number of Sustainability Studies graduates have worked or are working for agencies and organizations such as GRID Alternatives, Air Quality Management Districts (AQMDs) and Air Pollution Control Districts (APCDs) in California, Americorps, Climate Corps, Conservation Corps throughout the United States, Health Career Connection, San Diego Association of Governments (SDAG), the Sierra Club, and the U.S. Green Building Council. Sustainability Studies alumni have also gone on to graduate school programs in public policy, urban and regional planning, and public health, in order to better serve their communities. Please see Appendix D, Employment Record for Sustainability Studies Alum, for positions successfully acquired by students with humanities and social sciences training.

SEHE majors will also be well positioned for medical training. They would be highly qualified to enter the Thomas Haider program at the UCR School of Medicine, which admits up to 24 qualified UCR undergraduates or recent UCR graduates via a unique pathway. The Haider program requires “strong academic ability, significant clinical and volunteer experience, and a demonstrated commitment to practice medicine in Inland Southern California.”\(^1\) The extensive grounding in health equity and/or sustainability, combined with skills in community-based research, will give SEHE majors an ideal preparation for this program or for other medical and health-care professional schools.

Finally, SEHE majors will be uniquely qualified to enter postgraduate programs in the humanities and social sciences. Alums of the existing Sustainability Studies major have been accepted by graduate and professional programs, such as CSU Long Beach’s M.S. in Sustainability Management and Policy, M.Ed. in the UCR School of Education and the UCR Business School. SEHE majors will have an understanding of how to translate academic research within community settings. SEHE majors moving into postgraduate study in the humanities and social sciences will already be oriented toward a career in community-engaged academic research.

Support from stakeholders

We have made an effort to inform as many UCR faculty members as we reasonably could while we were preparing this proposal so that stakeholders can communicate both support and concerns. In February 2022 we held an SEHE Open House, to which we invited members of Senate committees, CHASS faculty, CNAS, BCOE and SOM faculty with related research interests and faculty in the ENSC Department. We are in dialogue with Chairs and Deans in CNAS, SPP and SOM, and are planning to visit department meetings. We have tried to engage any raised concerns as best as we could, and we welcomed the participation of colleagues interested in the formation of the new department. Our proposal has received strong endorsements as reflected in the letters we received from internal and external stakeholders. In addition, some department chairs including History, Statistics, and Media and Cultural Studies have told us that department faculty responded positively to the proposed initiative during their meetings. Below are excerpts from the letters we received. (The original letters are provided to reviewers in a separate file).

Internal letters:

Gerald A. Maguire, the chair of UCR School of Medicine Psychiatry and Neuroscience Department writes that the SEHE: “will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. …Such a development is especially important to meet the unmet mental health needs of our region. To provide optimal behavioral health, one must utilize the skills and expertise of a diverse multidisciplinary team. Our faculty and trainees in Psychiatry and Neuroscience are eager to partner with our colleagues from the proposed Department of Society, Environment and Health Equity.”

Georgia Warnke writes as then Director of the Center for Ideas and Society (CIS) at UC Riverside: “[I] support enthusiastically the proposal for a new Department of Society, Environment and Health Equity... It will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related to environmental and healthcare careers and it has the potential of increasing diversity in related workforce areas.”

Matthew Barth, Director of the Bourns College of Engineering-Center for Environmental Research and Technology, and UCR Faculty Director of Sustainability enthusiastically supports the new Department of Society, Environment and Health Equity and its curriculums.

Matthew Barth, Brian Siana, Fortino Morales, and Francis Mitalo representing the UCR Office of Sustainability are particularly excited that “this new department will be offering a minor for students ... especially for those in other colleges (e.g. CNAS and BCOE). These future scientists and engineers can now leave UCR with a better understanding of the social impacts of their
work.” The office hopes to partner with the new department to facilitate internships, experiential learning, and within courses as relevant.

Derick Fay, Acting Chair of the Department of Anthropology writes: “this new department will bring exciting new curricular opportunities addressing environmental and health disparities through the university. … I fully support the development of the Department of Society, Environment and Health Equity, and welcome the many synergies between its programming and that of my own Department. Our students will be well-served by this curriculum as part of their education at UC Riverside, and its creation will further enhance the university’s reputation as a site of critical engagement with inequality and diversity.

Xinping Cui, Professor and Chair of Department of Statistics writes: “Our department faculty unanimously support the development of the Department of Society, Environment and Health Equity and we are also excited to see one of our faculty members is part of this important endeavor.”

Adem Orsdemir, Assistant Professor of Operations and Supply Chain Management writes: “As someone with a research interest in social responsibility and environmental sustainability, I believe that this new department will bring exciting new curricular opportunities addressing environmental and health disparities through the university.”

Michael McKibben, Chair and Associate Professor of Geology in the Department of Earth and Planetary Sciences (EPS) writes “It is important to supply tools for both scientific and critical thinking to the preparation pursuing this field [environmental and health disparities], making partnership between CNAS departments and the new CHASS program essential.” Knowing that the students in the existing Sustainability Studies Major had great success in upper-division GEO courses in Climate Change, the EPS Department welcomes students from the new department into its courses. The letter also notes that “courses developed by the SEHE Department are sure to interest majors in our department, particularly those focused on Climate Change. We wholeheartedly support the opportunity for our students to gain the rich interdisciplinary perspective that these courses will offer.”

Patricia Morton, Chair of Urban Studies program writes, “The establishment of this proposed new department would help to expand and enrich course offerings for UCR students and better serve students interested in understanding and responding to some of the most pressing urban problems locally and around the world that are related to public and environmental health and the growing climate crisis.” She also writes that the proposed new majors would help to better prepare UCR students “for a variety of graduate programs and careers related to public health, the environment, and sustainability. Occupations in these inter-related fields, and interest in them among UCR students, are on the rise both regionally and nationally, especially given recent
health crises, aging populations, and rising environmental problems that greatly affecting urban residents both locally and around the world.”

Judith Rodenbeck, representing the Department of Media and Cultural Studies as the Chair conveys the department faculty’s unanimous endorsement of the proposal and intention to cross-list a number of courses. She writes: “The proposed department responds in a meaningful and pro-active way to UCR’s position as a regional anchor for knowledge-production and employment as well as to the university’s stated core values of social justice, sustainability, and the common good. This new department will serve the Inland Empire and beyond, as well as our local students and community, by preparing students for behavioral, administrative, policy, and advocacy related environmental and healthcare careers. Additionally, it will increase the representation of well-prepared BIPOC advocates in the related workforce.”

David Lo, Senior Associate Dean of Research of School of Medicine enthusiastically elaborate on the synergies between SEHE and the interdisciplinary research conducted at the BREATH Center, the aim of the Center for Health Disparity Research to train and promote a new generation of researchers in topics related to health disparities, social equity, and community engagement, and the Thomas Haider Program that serves as a pathway for UCR students to pursue a medical career in the Inland Empire. He believes, as we do, that “the NIH and other agencies, including the California Air Resources Board (CARB) have begun to recognize the critical need to promote work in environmental and social justice to address health needs, and the necessary role of community networks as full partners in the research” and support our effort stating: “The growth in attention and funding in this area provides important opportunities for undergraduate education and future career opportunities, and the SEHE programs will be timely in helping to launch UCR students in entirely new types of careers of service to the community.”

External letters:

Steffanie Strathdee, Associate Dean of Global Health Sciences at the University of California, San Diego writes that she is excited by the innovative curriculum that addresses some of the most pressing global health concerns of our time. “The interdisciplinary program furthers the University of California’s commitment to innovative pedagogies and scholarship that addresses the diverse needs of our underserved communities. I hope that the program will grow to offer graduate education and serve as an interdisciplinary hub for learning opportunities and research collaborations across UC campuses.”

Noting that “approaches to understanding and addressing these environmental challenges have been constrained by the very disciplinary epistemologies its practitioners apply,” Ronnie Lipschutz, Professor Emeritus of Politics at the University of California, Santa Cruz reiterates the importance of the “interdisciplinary framework and scope required to educate and train
students in addressing the complex and ‘wicked problems’ … such as climate change (and all the social systems that give rise to it,) [which] are characterized by complex linkages among technological, political, social and economic systems and institutions.” He also notes that “there is a pressing need to acknowledge and incorporate the structural injustices and racism that are foundational to our social institutions and practices… UCR’s student demographic is well-placed to make important and significant contributions [in addressing the uneven distribution of the impacts of climate change and the benefits from the coming green economy.]” He concludes: “There are many other reasons to support the creation of an SEHE Department at UCR, not the least that similar initiatives exist or are being launched across the country and the world. I endorse this initiative in the strongest terms and hope UCR will create and fund this new department.”

Tracey Osborne, the Founding Director of the UC Center for Climate Justice writes: “Now is the right time for such a department, as the UC system continues to recognize the need for interdisciplinary social science and humanities approaches to environmental and sustainability-related issues to complement a science-based curriculum. … With the creation of this department, UC Riverside is poised to provide an innovative curriculum for its diverse student body as well as to lead the way for other UC campuses.” She offers her strongest support for this endeavor stating that: “The kinds of pedagogical approaches required to plan for and address holistic solutions to climate change and other environmental problems in California and beyond must address scientific, social, economic, and cultural components. The innovative, forward-thinking approach offered in the proposal for the Department of Society, Environment and Health Equity is exactly what is needed to broaden these offerings for UCR students.”

Elizabeth DeSombre of Wellesley College, who created its Environmental Studies Department notes that there is “no technology that will magically create sustainability; there are different choices, among different priorities, that need to be managed through decisions that society makes… An ability to examine the implications of these decisions on different populations (and the social structures that lead to inequities in the first place) is a key strength of many social science and interdisciplinary fields.” she strongly supports the creation of the new department by saying “The proposal of this new department brings together scholars and teachers who have decades of experience thinking about these issues and the intersections between them. It has the ability to contribute significant educational goals and prepare students to genuinely help the world navigate difficult issues with important equity implications.”

Sarah Jaquette Ray, Professor and Chair of the Environmental Studies Department at Humboldt University serves on the design team for UC Center for Climate justice and served as the CSU program leader for the UC/CSU Knowledge Action Network Transformation Climate Education and Action. She notes that “human health is the way that people are going to really experience and respond to both the urgent and long-term effects of climate change,” and as such, “[i]t is
imperative that we produce experts that bring these realms of expertise together for planetary health, to focus more on health in the sustainability world, and to respond the needs of future, not the past. Ray expresses her strong support for the new department by stating: As a result of being immersed in all of these discussions about why and how California’s institutions might rise to the occasion of the myriad accelerations and transitions that the world is facing—related to health, justice, climate, technology, information, and culture—I can attest to the need for institutions of higher education to respond at scale. A Department of Society, Environment and Health Equity is exactly such a response.”

Professor Danielle Celemajer, Deputy Director of the Sydney Environment Institute, University of Sydney, Australia offers that the proposal is designed to overcome the structural impediments of our universities for multidimensional research and teaching, when they are needed the most to address interlocking systems of inequality and exploitation of structural violence in environmental and health inequities. She finds particularly impressive, “the proposal[‘s] attentiveness to the contribution the department would make across different scales.” She elaborates: “That is, it has a clear focus on how research and graduates would contribute to addressing the complex social, medical, and environmental issues in Inland Southern California region. At the same time, it has a national and global vision.” She concludes: “Should this department be constituted, I know that many colleagues across the world will be eager to collaborate with its scholars. I certainly hope that you see the value of supporting it.”

Professor Tonya Huff of the Life Sciences Department at Riverside City College has seen interests in environmental issues grow among her students. In response to student demand and the expanding niche in the job market for eco-friendly occupations, RCC has begun developing a sustainability major that will create a pathway to the proposed ESST major in collaboration with UCR faculty. She believes that the transition between the majors “will be seamless” and is “excited about the potential for this pathway for [RCC] students.” She states: “I believe that these topics are relevant, necessary, and in demand and that such programs would be tremendously beneficial for the students of UCR.”

**ACADEMIC PROGRAMS**

**Undergraduate Programs**
The SEHE Department offers the following degree programs:

- B.A. in Environmental Studies
- B.A. in Health Equity Studies

Both programs also offer **Minors**.
The SEHE undergraduate curricula respond directly to major ecological and public health threats; provide students with opportunities to engage in research and related work in the areas of environment, sustainability, health equity and social justice; and prepare students to move into professional jobs and/or graduate programs after graduating from UCR. The Strategic Plan points to the need for “opportunities for students to learn in off-campus environments, through internships, study abroad, and state and federal leadership programs” (UC Riverside 2021, 11). The SEHE Department will offer a faculty-mentored internship option as a capstone experience for both majors. Community research and engagement, both on and off campus, is already at the core of many participating faculty members’ research and teaching; this strength will be amplified by the SEHE curriculum. Coursework will give students methods, contextual knowledge and experience in community-grounded research and service. Above all, through in-depth, engaged learning experiences, these majors nurture community leaders and global citizens who can meet the challenges of the 21st century. (Detailed curriculum proposals following the guidelines of the Committee on Education Policy are provided in Appendixes B & C).

Graduate Programs (Future goals)

No graduate programs will be offered by the SEHE Department at this time. Once the department is founded and undergraduate programs are functioning, we plan to submit a proposal for combined (4+1) Masters degrees in Environmental Studies and Health Equity Studies. Next the SEHE faculty will explore building the department’s Masters programs into a Ph.D. program.

Learning outcomes

Through humanities and social sciences education, Environmental Studies major program (ESST) equips students with knowledge, theory, and skills that advance their contribution to a world in which environmental degradation has become an increasingly significant societal subject of concern. In order to gain a deeper understanding of the complex interactions between the workings of human societies and ecological changes, the major engages a range of environmental challenges including climate change, air and water pollution, biodiversity loss, energy demands, toxic accumulations, waste management, deforestation and desertification, food security, and water scarcity as social phenomena and examines how they intersect with broader societal issues such as environmental justice, policy and governance, history of colonialism, global capitalism, hunger and poverty, structural racism, gender inequality, health inequity, and community resilience. The major also introduces humanities approaches such as critical theory, environmental philosophy, regional history, storytelling, and other creative expressions to enrich students’ intellectual relationships with nature and non-human elements.

Future workers in the field of health and sustainability require training in social determinants, ethnographic methods, complex systems and community engagement. Healthcare institutions,
companies, and community organizations increasingly recognize the need and the value of understanding the role of structural racism, gender and sexuality, economic disparity, and historical dispossession in the uneven impacts of health crises. The Health Equity Studies major program (HQST) will educate students in these critical areas of knowledge. Health Equity Studies majors will be equipped to carry out multi-dimensional and multi-level analyses that integrate biological, behavioral, social and humanistic approaches to address complex and intersectional inequalities of health and health care. They will learn how to read statistical data and how to communicate it to broader audiences, be able to analyze relationships between the local, national and global scales, and to identify structural causes of individual phenomena. They will have training in ethnographic methods, sociological analysis and historical research.

Both majors will bring humanist and social-scientific toolkits and critical consciousness to work in health and sustainability. Our majors will gain methodological tools to grasp dynamic interactions of social, economic and political inequities, environmental and climate-related crises, health, disability and disease. Both majors offer opportunities to gain experience with community-based research and engagement through coursework and off-campus internship opportunities.

The ESST and HQST minors allow students in biomedical or scientific degree programs to complement their curriculum with a social-scientific and humanities perspective. The minor would also be appropriate for students in Public Policy or CHASS majors, who wish to complement disciplinary study with more focused attention to environment, sustainability and health disparities and inequities. In the future, once the department is established, the ESST and HQST academic minors are well positioned to be part of UCR’s Strategic initiative to offer online academic minors to UC undergraduates systemwide (UC Riverside 2021, 2). SEHE programs offer unique advantages, which are not replicated by existing UC majors in Environmental Studies or Public Health (see “Comparable Programs” below). UC students may well find that a minor in Health Equity or Environmental Studies allows them to bolster their attention and skill in areas that matter to them, around social justice and equity.

The curricula

For full proposals for the two undergraduate majors in the format requested by the Academic Senate Committee on Education Policy, see Appendix B and C.

Environmental Studies (ESST)

B.A. degree in Environmental Studies consists of lower-division, methods, and upper-division requirements, which includes the capstone requirement. Total required units are 52 units.
Lower-division requirements (4 courses, 16 units) include:

a) SEHE 001 Health equity and Environmental Justice: Movements and Advocacy for Social Change
b) SEHE 002 Society, Culture, and the Environment
c) Two courses from a list of CNAS courses related to sustainability and environment (18 options)

Upper-division requirements (36 units) consist of three core areas and 2 electives, and a research methods or senior practicum course. Except for some elective courses, all courses are taught by core or affiliated faculty.

a) One course in climate change and society (5 options)
b) One course in environmental justice (5 options)
c) One course in environmental politics, policy, and governance (8 options)
d) Two additional SEHE courses in any area
e) Two electives from the seven areas that approach environmental studies from different angles. The seven areas are: i) gender, race, and structural inequity; ii) Native American and non-Western perspectives; iii) space, the built environment, and design; (iv) policy, economics, and development; (v) social movement, change, and activism; (vi) health and well-being; and (vii) science and technology studies.
f) Research methods or senior practicum course led by core faculty. (6 options)

Minor in Environmental Studies

Lower-division requirements include 1 course (4 units):
SEHE 002 Society, Culture, and the Environment

Upper-division requirements include 4 courses (16 units):
One course in climate change and society
One course in environmental justice
One course in environmental policy, politics, and governance
One additional course from the above core areas

A comprehensive proposal for ESST undergraduate curriculum may be found in Appendix B.
Health Equity Studies (HQST)

B.A. degree in Healthy Equity Studies consists of 52 units and focuses primarily on humanities and social science studies of health inequity.

**Lower-division requirements** include 4 courses (16 units):
- a) SEHE 001 Health equity and Environmental Justice: Movements and Advocacy for Social Change
- b) SEHE 003 Introduction to Health Equity
- c) One course in Data Science
- d) One course in Medical and Health Humanities from among eight course options

**Upper-division requirements** include 9 courses (36 units):
- a) One course in Climate Change, Environment and Health (7 course options)
- b) Three courses in Health Disparities and Inequities (17 course options)
- c) Three courses in Health Practices, Politics, and Policies (18 course options)
- d) One course in Gender, Race, and Structural Inequities (17 course options)
- e) One research methods course (6 course options)

**Minor in Health Equity Studies** consists of 20 units:

**Lower-division requirements** include 1 course (4 units):
- SEHE 003 Introduction to Health Equity

**Upper-division requirements** include 4 courses (16 units):
- Two courses in Health Disparities and Inequities
- Two courses in Health Practices, Politics, and Policies

A comprehensive proposal for HQST undergraduate curriculum may be found in Appendix C.

**Anticipated enrollment**

Student demand for Sustainability Studies is already demonstrable. The existing Sustainability Studies B.S. (in the Department of Gender and Sexuality Studies) has grown from 12 majors in 2015 to consistently enrolling 100+ majors during the last few years. In addition to CHASS students who add Sustainability Studies as double major or switch majors entirely, the Sustainability Studies B.S. has been popular among CNAS students who move to CHASS and transfer students from community colleges. From our experience, the majority of our students are third and fourth year students as we receive CNAS, transfer, and undeclared students joining the major as a junior.
The official data from ir.ucr.edu in the chart below shows a lower number of students than the information we gathered owing to the fact that the IR data is collected at the beginning of the academic year, whereas our data was gathered towards the end after more students have joined the major. 2021-2022 enrollment declined, as it did in most CHASS majors, due to the uncertainties and difficulties brought on by the COVID-19 pandemic. We expect the numbers to bounce back, especially once the major is housed in its own department.

<table>
<thead>
<tr>
<th>Year</th>
<th># of majors (mid-year)</th>
<th>Actual Enroll # (based on IR)</th>
<th>Degrees conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>12</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>2016</td>
<td>n/d</td>
<td>35</td>
<td>10</td>
</tr>
<tr>
<td>2017</td>
<td>80</td>
<td>77</td>
<td>22</td>
</tr>
<tr>
<td>2018</td>
<td>106</td>
<td>84</td>
<td>35</td>
</tr>
<tr>
<td>2019</td>
<td>n/d</td>
<td>95</td>
<td>51</td>
</tr>
<tr>
<td>2020</td>
<td>105</td>
<td>82</td>
<td>53</td>
</tr>
</tbody>
</table>

The table below shows where students came to the SUST major from.

<table>
<thead>
<tr>
<th>Year</th>
<th>Majors</th>
<th>Origin</th>
<th>Degrees Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>CHASS/double</td>
<td>CNAS</td>
</tr>
<tr>
<td>2015–2016</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016–2017</td>
<td>Data was not collected this year</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2017–2018</td>
<td>80</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>2018–2019</td>
<td>106</td>
<td>44</td>
<td>38</td>
</tr>
<tr>
<td>2019–2020</td>
<td>Data was not collected this year</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>2020–2021</td>
<td>105</td>
<td>25</td>
<td>29</td>
</tr>
</tbody>
</table>

By moving the major to a new department and expanding the range of course offerings, we anticipate that enrollment in the ESST program may double undergraduate students within
the first 6 years. Interdisciplinary programs such as Global Studies in other institutions have shown that the number of majors can grow exponentially reaching 500-800 once they departmentalize. Given the enrollment numbers and growth seen in comparable degrees in other UCs, the Environmental Studies Major has the potential to grow much quicker and near 300 students within 6 years. (For example, UCSB Environmental Studies has been enrolling 750-900 majors yearly. Environmental Studies at UCSC had 343 majors in 2020)

We anticipate that the Health Equity Studies major will attract a similar demographic of students who are already moving from CNAS to CHASS, transfer students, and, additionally, pre-medical students. The Public Health degrees offered by UC Merced, UC Irvine, UC Berkeley, and UCSD have almost uniformly seen a steady growth in the number of degrees awarded in the past 10 years. UC Irvine has been awarding more than 500 degrees a year. A conservative estimate of growth for HQST major is 120 and a rapid growth estimate is 170 in 6 years.

In summary, the conservative and the rapid growth scenarios of projected enrollment numbers (majors) per year are as follows. Please note that these estimates reflect anticipated student demand and faculty capacity; in consultation with the CHASS Dean, enrollment growth may be adjusted to track with available staff capacity.

**Conservative Projection**

<table>
<thead>
<tr>
<th>Spring/Year</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
<th>2026</th>
<th>2027</th>
<th>2028</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESST Majors*</td>
<td>42</td>
<td>117</td>
<td>140</td>
<td>160</td>
<td>180</td>
<td>190</td>
</tr>
<tr>
<td>HQST Majors</td>
<td>10</td>
<td>30</td>
<td>60</td>
<td>90</td>
<td>120</td>
<td>140</td>
</tr>
<tr>
<td>Total Majors</td>
<td>52</td>
<td>147</td>
<td>200</td>
<td>250</td>
<td>300</td>
<td>330</td>
</tr>
<tr>
<td>Total Degrees Conferred</td>
<td>0</td>
<td>0</td>
<td>60</td>
<td>80</td>
<td>80</td>
<td>120</td>
</tr>
</tbody>
</table>

**Rapid Growth Projection**

<table>
<thead>
<tr>
<th>Spring/Year</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
<th>2026</th>
<th>2027</th>
<th>2028</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESST Majors</td>
<td>42</td>
<td>119</td>
<td>149</td>
<td>197</td>
<td>270</td>
<td>310</td>
</tr>
<tr>
<td>HQST Majors</td>
<td>10</td>
<td>40</td>
<td>80</td>
<td>120</td>
<td>170</td>
<td>220</td>
</tr>
</tbody>
</table>
In addition, we will grow in the number of minors. We expect to have about 100 minors in total between the two majors within 5 years.

The break down of the 170 degrees conferred in 2028-2029 in the rapid growth model is:

- Environmental Studies B.A.: 100
- Health Equity Studies B.A.: 70

**Relation to existing academic programs and distinct contribution to campus**

The SEHE department would fit into an already existing ecosystem at UCR around environmental studies, medicine and community health. Sustainability and health equity call for multidisciplinary solutions, which cannot be contained in a single college or department. We have made an effort to talk to departments whose programs intersect with ESST and HQST in order to develop programs that are complementary and synergistic. SEHE faculty are committed to building bridges among BCOE, CHASS, CNAS, SPP, SOM, and the Business School through multidisciplinary research and undergraduate curriculum. We will work with the UCR Sustainability Curriculum committee and the Center for Health Disparities Research to foster cross-college collaborations.

Multiple UC campuses offer both Environmental Science and Environmental Studies degrees (UCSB, UCSC, UCB, and UCSD, for example) that attract both funding and students interested in the intersections between STEM fields and environmental and medical humanities and social sciences. As SEHE is no longer proposing a B.S. degree, we hope that the concerns about “overlap” between SEHE and ENSC programs are alleviated. SEHE faculty have strong expertise in environmental studies, which is complementary to the scientific expertise of CNAS faculty. Students trained for the B.A. in Environmental Studies will have a broad understanding of the societal challenges we face amidst the changing environment from a humanities and social science standpoint.

The SEHE department would diversify the undergraduate curriculum in the areas of health, environment and sustainability, offering breadth courses for majors in other departments. For example, the proposed majors will complement and enhance available offerings for students who pursue the global health and sustainability track through the global studies major. The proposed department will extend course offerings available to the subset of GBST majors who wish to
concentrate on health and sustainability (one of the four recommended concentrations within the global studies major). Three faculty members who are affiliated with the proposed department played leadership roles in developing the health and sustainability track for GBST majors, including former GBST chair, Bronwyn Leebaw, current GBST chair, Juliann Allison, and POSC professor, Kim Yi Dionne. As faculty members gathered informally to discuss the best way to develop the GBST tracks, it became very clear to us that there is a significant demand for broader offerings and opportunities for a deeper level of engagement on these themes—well beyond what could be accommodated under the umbrella of Global Studies. The proposed department will also expand opportunities for faculty collaboration on grants that will enable us to expand other avenues of opportunity to students at every level. It will provide an alternative pathway for the many UCR undergraduates who wish to pursue a concentration in environmental studies, sustainability, or health equity, yet do not wish to major in global studies. This is particularly important, given that we are in touch with many UCR alumni that have taken available courses on these themes in order to pursue career paths with a local or regional focus. These, and many other students could have benefited from the opportunity to pursue a major in the proposed department. However, they would not have been well served by the global studies curriculum.

Anthropology offers a concentration for its majors in Medical Anthropology; some of these courses will overlap with HQST because of shared faculty, but the anthropology degree has another set of unique requirements that go beyond the scope of health. Our courses will benefit anthropology majors interested in medicine and health.

There is also an undergraduate minor in Medical and Health Humanities (MHH), which draws from diverse courses in the humanities, social sciences, literature, English, and related areas. Students pursue the MHH minor in conjunction with another degree program. Whereas MHH engages with a broad humanities field concerned with representations of the body, health and disability, HQST offers a more focused set of requirements specifically around health disparities and health inequities. That said, HQST classes would also support the MHH program and the HQST major is entirely compatible with an MHH minor.

The Department of Psychology has a specialized subfield in health and well-being for graduate studies, but no specific program for undergraduates. Therefore, there is currently no significant overlap between the HQST major and the PSYC major. If psychology decides to generate an undergraduate curriculum for mental and behavioral health equity and/or when the proposed department considers building graduate programs in the future, SEHE faculty will work in tandem with the psychology faculty to create complementary and synergetic programs. Note that psychology majors interested in clinical or community work may benefit from courses offered by HQST.
The HQST program also has potential for productive collaboration with the UCR School of Business. Faculty in the UCR Healthy Campus Initiative (HCI) have found that HCI internships are in high demand among UCR Business students. Business students are extremely eager to use their skills to promote health and wellbeing; this experience builds the capacity of students wanting to use their marketing skills to promote public health.

The B.A. in Public Policy degree offers an Urban and Environmental Policy Track and Health and Population Policy Track. Our faculty have had a number of conversations with SPP faculty to discuss how our programs can coexist synergistically. SPP and SEHE have few overlapping faculty, which translates into very different methodological and pedagogical strategies in our undergraduate programs, making each major a unique experience. We recognize that there is some concern that SEHE and School of Public Policy might compete for students interested in environmental and health issues. SPP and SEHE representatives discussed this issue with our experienced undergraduate advisors, who reassured us that having more choices of majors is better for the students and makes UCR competitive against other universities. Just as there is both an Economics Department in CHASS and an Economic Policy track in SPP, as well as an Urban Studies program in CHASS and an Urban and Environmental Policy track in SPP, we believe that there is justification for an SEHE undergraduate degree and SPP tracks in health and the environment.

As a program that mostly focuses on social science and humanities, ESST in CHASS is distinct from Environmental Sciences (ENSC) in CNAS. ENSC and ESST are complementary, rather than competing or overlapping, programs. ESST faculty look forward to collaborating with ENSC faculty members to generate interdisciplinary experiences for students in both majors.

**Comparable undergraduate programs**

*Environmental Studies B.A.*

Three UC Campuses offer interdisciplinary B.A. programs in Environmental Studies. Among them, UCSC and UCLA also offer a separate STEM Environmental Science B.S. degree run by another department. UCI offers their interdisciplinary Environmental Science and Policy degree as a B.A. The other four campuses only offer Environmental Science or Environment Systems B.S. degrees in STEM.

UC Santa Barbara offers both the B.A. and B.S degrees in Environmental Studies through the same program, which consists of courses in science, social sciences, and humanities. Similar to the proposed Environmental Studies major at UCR, Santa Barbara’s program is richly interdisciplinary with an emphasis on environmental justice, with the B.S degree requiring additional STEM courses. UCSB’s College of Letters and Science, which is equivalent to UCR’s College of Humanities Arts and Social Sciences (CHASS) and College of Natural and
Agricultural Sciences (CNAS) combined, enables close collaboration between faculty with environmental science expertise and those with social science and humanities expertise in the environment and sustainability. The UCSB Environmental Studies major has tracks in Environment-Human Health and Environmental Justice and Social Inequity. UCSB’s Environmental Studies program is the most successful model among the UC campuses with 50 years of history. The program has seen an increase in their enrollment from 750 in 2013 to over 900 in 2017 and they award over 250 Bachelor’s degrees each year.

UC Santa Cruz offers an Environmental Studies B.A. program in the Social Science Division in addition to the Environmental Science B.S. program jointly administered by the Ocean Science Department and the Earth and Planetary Sciences Department. The B.A. in Environmental Studies is offered by faculty in the sciences, social sciences, and humanities. Students can choose to concentrate in environmental justice, science and policy, or geographical information systems (GIS). The UCSC B.A. in Environmental Studies has also steadily increased its enrollments and degrees awarded, which rose from 164 in 2008 to 246 in 2020, with a peak of 304 in 2012. In addition, Rachel Carson’s College offers a Sustainability Studies Minor.

UCLA’s Geography Department in the Social Sciences Division of the UCLA College offers a B.A. in Geography/Environmental Studies in addition to a B.S. in Environmental Science offered by the Institute of Environment and Sustainability. Disaggregated numbers of enrollment and degrees awarded were not publicly available.

UC Irvine offers the Environmental Science and Policy B.A. through the School of Social Ecology (SSE), an interdisciplinary department. Related degrees in Social Ecology (B.A.) and Urban Studies (B.A.) are also offered through SEE. The aggregate number of degrees offered by the School has climbed by 25% in the last five years to 1,200+.

UC Berkeley, UC Merced, UC Davis, and UC San Diego offer B.S. degrees in Environmental Science or Systems, but no B.A. UC Berkeley, however, offers a Sustainability Studies Summer Institute that is open to non-Berkeley students and awards a certificate for completion.

Other R1 universities, including Yale, Rutgers, and Johns Hopkins University, the University of Oregon, Pittsburg, and North Carolina, have a separate or parallel Environmental Studies B.A. degree alongside an Environmental Science B.S. degree.

*Departments of Sustainable Development*, which support a multidisciplinary program around environment, health, and economic development, are relatively common in Anglophone and European universities (including the University of Keele’s Sustainable Development degree; the Sustainability and Environment program at the University of New South Wales; BSc in Sustainable Development at MLA College, UK; BSc in Global and Environmental Studies at
Leuphana University Luneburg; BA in Community Development at the University of Johannesburg; BA of Sustainability at Edith Cowan University, Australia; BA in Global Studies (Sustainability) at Bond University, Australia). Within the United States, Columbia University’s Department of Sustainable Development offers an undergraduate major. An analogous program with slightly different emphasis, is the undergraduate minor at Rice University’s Program in Poverty, Justice, and Human Capabilities. Arizona State University has established a School of Sustainability, offering B.A. and B.S. degrees in Sustainability, a B.A. in Sustainable Food Systems, and an accelerated B.A./M.A. in Sustainability. Alaska Pacific University and University of South Florida offer a BA in Sustainability Studies; Connecticut College has a BA in Social Justice and Sustainability. University of Florida has an interdisciplinary B.A. major in Sustainability Studies. University of Texas offers tracks in humanities, social sciences, and natural sciences. University of Indiana, Bloomington, offers a B.A. in Environmental Studies that integrates the humanities with social and natural sciences.

**Health Equity Studies**

As mentioned above, four UC campuses (UCM, UCSD, UCI, and UCB) have undergraduate degree programs in public health. UCLA offers a minor in public health. UCR’s medical school is currently considering creating a graduate program in public health. The proposed program in Health Equity is not a public health major per se. Rather, it is a strong feeder program for graduate degrees in public health that highlights the structural and biological factors that lead to health inequity and multidimensional strategies to promote health equity. The field reflects the increasing interest in health equity research, including the UCR Center for Health Disparities Research. UC Berkeley also hosts the California Initiative for Health Equity and Action, which provides grants to undergraduate Health Equity Scholars from across California. While UC Merced and CSUs are highly represented among the 2020 Health Equity Scholar cohort, UC Riverside did not send a single student to this program. (This should change.) Mills College offers B.A. and B.S. degrees in Public Health and Health Equity. Cal State San Bernardino offers an undergraduate Certificate in Health Equity and Health Disparities. UCR’s program will be the first of all UC campuses to offer an interdisciplinary program that prepares students for the emerging challenges in promoting health, healthcare systems, and health education.

Conceptually similar to the proposed major in Health Equity is Vanderbilt University’s B.A and minor in Medicine, Health, and Society. Courses in medical science, social science, and humanities train students to “think critically about complex social issues that impact health, healthcare, and health policy.” Vanderbilt University’s Medicine, Health and Society Department houses 18 FTE (including two Writers in Residence) organized in four research groups: Culture, Power and Science; Health Disparities and Policy; Critical Global Health; and Health Humanities and Public Practice.

The University of Arizona College of Social and Behavioral Science offers an undergraduate BS
in Care, Health and Society, designed to complement training for health care professions. The curriculum trains students “to understand the social dimensions of health and health care to inform public health initiatives and the provision of individual health care.” All majors fulfill an internship requirement in a community or health care organization as part of their degree program. The internship requirement is an intriguing model, toward which our department may build.

Columbia University recently announced the establishment of a Medical Humanities Major in response to the current health crisis, noting that issues like vaccine hesitancy and anti-Asian sentiments show that social factors sometimes loom larger than biological factors in dealing with a pandemic and often with stigmatized severe illnesses. Their program, as do ours, emphasizes the importance of a humanities approach to studying health and medicine, particularly in discussing social justice and structural inequity rooted historically in racism, sexism, and colonialism.

**Operation of the New Department**

We are preparing to be fully operational in 2022-2023 under the assumption that the department will be approved by Fall 2022.

**FTE Forecast**

Three faculty from Gender and Sexuality Studies, who have been the core faculty of Sustainability Studies Program, and two other faculty have committed to transferring their full FTEs to the new department. Additional faculty have committed to transferring their partial lines. One tenured hire from the $496,570 UCOP grant, “Advancing Faculty Diversity and Epistemologies in Black Study, Health, & Environmental Inequalities” (2021-2023) will be housed in SEHE. Because academic personnel issues are sensitive, we will not name those faculty. We do, however, anticipate that there will be enough faculty to cover the courses that need to be taught for both majors and operate as a department. Since many of the electives will be taught by affiliate faculty from their home departments, we will have enough department faculty to cover the core courses. Therefore, we do not anticipate significant problems administering the two majors during the first five years as the program builds up.

<table>
<thead>
<tr>
<th>1st year (5.5 FTE)</th>
<th>Assistant</th>
<th>Associate</th>
<th>Full</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100% (GSST)</td>
<td>100% (SOC)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100% (GSST)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100% (GSST)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Governance

The Department of Society, Environment and Health Equity will be housed within the College of Humanities, Arts, and Social Sciences (CHASS) of the University of California, Riverside. The SEHE Department will be dedicated to innovative research, teaching, and administration in the context of regulations established by the College, the campus, and the UC system more generally. The department will promote and support equitable labor standards that apply to all its employees (faculty, staff, and students) in their relationships with the University and the system. Its by-laws will not supersede the University of California Academic Personnel Manual, or other system-wide regulations. In addition, SEHE will strive to support our junior faculty, deploy non-hierarchical consensus-based and transparent decision making procedures, and facilitate the participation of affiliated faculty in the life of the department.

Mentorship and advancement

The founding SEHE faculty strive to establish a collaborative, community-centered and supportive working environment. One of our highest priorities will be to mentor and support pre-tenured colleagues through the personnel process. We will build a mentorship team consisting of at least two tenured faculty for each pre-tenured faculty member, which will remain in place through the tenure process. Each tenured mentor will meet with pre-tenured faculty regularly not only advising on academic and personnel matters but also offering support and encouragement through a constructive mentoring framework in both formal and informal settings. In personnel deliberations, we will situate colleagues’ research, teaching and service both in the multidisciplinary field of environment, sustainability and health, and in the context of particular disciplinary expectations. We will call on the expertise of affiliated faculty in specialized disciplines, where necessary, to that end. We also recognize that some pre-tenure faculty (particularly women and members of minority groups) often assume greater mentoring, emotional, and informal labor burdens, and face more challenges and barriers in institutional merit and promotion processes. Tenured faculty in the department will pay special attention to these imbalances and disparities, protecting the time of pre-tenure faculty and helping them to achieve their full potential in a supportive academic environment.

Merits and Promotions
SEHE faculty collectively developed, discussed, and unanimously voted in support of a research statement that specifies the standards that we plan to use for faculty merits and promotions. Our statement reflects our intellectual diversity and understanding that academic excellence takes multiple diverse forms; we believe our collectively agreed upon standards will help to support the advancement of our faculty, who have been trained in, and contribute to, a variety of academic disciplines as well as the inter- and transdisciplinary fields of environmental, sustainability, and health equity studies. A copy of our research statement can be found here.

We are prepared to carry out the work of supporting faculty advancement. We are familiar with the procedures used for academic personnel reviews at UCR and providing mentorship to faculty preparing to pursue advancement. Our faculty have many years of experience in participating in academic personnel reviews at UCR and other universities; many of us have more than a decade, and some of us have more than two decades of experience as faculty members at UCR. Our faculty includes a Full Professor and several have also previously served as Department chair or co-chair at UCR. Already, many of our faculty are nearing advancement and are very likely to advance within the near future. Our intellectual synergies are also likely to help to advance and support our scholarship, which in turn will help to advance our careers.

Service
While faculty course load is easily apportioned by FTE percentage, service is more challenging to manage across departments sharing FTE. We plan to make service transparent by listing each faculty member’s service load (department, college, campus and professional) on a shared document. We believe that the MOU between CHASS and SPP that allows a 50-50% shared FTE to perform service for each college/school in alternate years is a great model. We will work towards implementing similar agreements between CHASS departments so that split FTE faculty will not be excessively taxed with services. We will also work toward a consensus model of departmental decision making, following existing models in Ethnic Studies and elsewhere.

Research collaboration
We are invested in fostering collaboration with affiliated faculty. We plan to hold a department seminar monthly or bimonthly, in which core and affiliated faculty will discuss research and pedagogical methods. Affiliated faculty will be invited to a quarterly general department meeting to discuss curriculum and planning issues, and would be invited to serve on departmental committees if desired. Affiliated faculty would be encouraged to mentor SEHE majors’ capstone research projects or internships. To the greatest extent feasible, we will encourage and incentivize all faculty to collaborate on community-oriented teaching, external funding and research.

Resources Required and Financial Plan
The SEHE faculty have designed this program to accomplish large goals with minimal additional resources by drawing on existing faculty expertise. We expect that the SEHE Department will function as a multiplier, leveraging existing resources and collaborations across campus for ambitious research projects and innovative curricula.

A. Faculty

The core faculty who are moving full or partial FTE to the new Department of Society, Environment and Health Equity will be able to cover all the core courses for the two undergraduate majors initially.

B. TA

Initially, four to six TA positions per year are desired.

Currently GSST 021: Gender & Sustainability, a required course for Sustainability Studies majors, is taught twice a year with 75 students, utilizing two TAs. This requirement will be replaced by SEHE 002: Culture, Society, and the Environment in the new major of Environmental Studies. SEHE 002 will also be our recruiting course from undeclared freshmen and is likely to draw even more students due to its subject matter. We would need two TA-ships to continue teaching our introductory course twice a year with 75 students.

An additional two to four TA positions are desirable in order to support two new gateway courses: SEHE 001: Health equity and Environmental Justice: Movements and Advocacy for Social Change and SEHE 003: Introduction to Health Equity Studies. SEHE 001 will be required of all SEHE students in both majors. Depending on enrollment growth scenarios, this could require a twice-yearly course with 75-150 students. Given that ANTH 020: Culture, Health, and Healing easily enrolls 150 students every year, we anticipate that demand for SEHE 003 will also be high. We plan to teach the course twice a year with 75 students with sections. SEHE 003 will also be our recruiting course from undeclared freshmen to the Health Equity Studies major. Without the addition of the TAs, we will have to teach it as a smaller class, which would keep it from reaching its full recruitment potential.

C. Staff

The establishment of SEHE will initially require few additional staff resources because faculty and students will be redistributed rather than added. We fully expect that CHASS will resolve the existing staffing challenges apace with SEHE’s growth so that the needs of the department do not exceed the capacity and availability of staff. The MDU staff seems already stretched to maximum capacity. The SEHE /Department would not be
unique among the programs served by the MDU in advocating for an increase in staffing.

In the short term, SEHE can initiate the ESST major and transfer existing student and faculty FTE from the Sustainability Studies major (in GSST) with the current staff support available to the Sustainability Studies major. SEHE will work with the CHASS Dean’s Office to track faculty and student FTE growth alongside increased staff capacity.

Once SEHE rolls out fully, we recommend that a new CHASS unit be established to be shared among SEHE Department and other departments in order to relieve the impacted MDU staff. This would require:

- One shared FAO
- One shared Financial Analyst
- One full academic advisor covering both SEHE majors

D. Computer

No additional computer facilities are required for the new department.

E. Library

Tiffany Moxham, Associate University Librarian has been consulted. The UCR library maintains an extensive database, e-journal, and textbook collection that will support both these majors. This includes diverse subjects in journals from major publishers and societies and specialized databases such as GreenFILE and AGRICOLA. UCR is also home to a medical school and thus supports Health Equity topics through access to fulltext via PubMed, an extensive number of journals including those covered by the new Elsevier contract and specialty databases such as Access Medicine. All subject areas also have options to choose monographs that reflect their specific topics through Patron Driven acquisitions and have access to fast interlibrary loan services for unique journal content. As such, the additional costs to the library will be minimal and in line with existing majors needs i.e. supplementing current collections.

F. Space

Since SEHE founding core faculty are all current faculty members, we anticipate that the new department will not create additional need for office space. However, once
SEHE rolls out fully, we do wish to have a departmental space and a shared conference room that we can have access to. In due time, we would like SEHE faculty to be consolidated in one place when the opportunity arises for reshuffling office spaces.

- One departmental space/room for department chair and departmental material
- Shared conference room for meetings
- (Future) Consolidate faculty members on one floor in the same building.

**Faculty affiliates and Letters of Support**

**Affiliated faculty**

Juliann Allison, Associate Professor, Gender & Sexuality Studies, CHASS  
Cecilia Ayón, Professor, Public Policy, SPP  
Matthew Barth, Yeager Families Professor of Engineering, BCOE  
Ann Cheney, Associate Professor, Social Medicine Population and Public Health, SOM  
Allison Hedge Coke, Distinguished Professor, Creative Writing, CHASS  
Ariel Dinar, Distinguished Professor, Public Policy, SPP  
Kim Yi Dionne, Associate Professor, Political Science, CHASS  
Derick Fay, Associate Professor, Anthropology, CHASS  
Farah Godrej, Associate Professor, Political Science, CHASS  
Catherine Gudis, Associate Professor, History, CHASS  
Tabassum “Ruhi” Khan, Associate Professor, Media and Cultural Studies, CHASS  
Gloria Chan Sook Kim, Assistant Professor, Media and Cultural Studies, CHASS  
Matthew King, Associate Professor, Religious Studies, CHASS  
Esra Kurum, Assistant Professor, Statistics, CNAS  
Chioun Lee, Assistant Professor, Sociology, CHASS  
Bronwyn Leebaw, Associate Professor, Political Science, CHASS  
Philipp Lehmann, Assistant Professor, History, CHASS  
Antoine Lentacker, Assistant Professor, History, CHASS  
Bruce Link, Distinguished Professor of Sociology and Public Policy, CHASS and SPP  
Carla Mazzio, Associate Professor, English, CHASS  
Juliet McMullin, Professor of Anthropology, CHASS  
Keith Miyake, Assistant Professor, Ethnic Studies, CHASS  
Patricia Morton, Associate Professor, Media and Cultural Studies, CHASS  
Tanya Nieri, Associate Professor, Sociology, CHASS  
Michelle Raheja, Associate Professor, English, CHASS  
Ellen Reese, Professor of Sociology and Chair of Labor Studies, CHASS  
Judith Rodenbeck, Associate Professor, Media and Cultural Studies, CHASS  
Jade Sasser, Associate Professor, Gender & Sexuality Studies, CHASS
Freya Schiwy, Professor, Media and Cultural Studies, CHASS
Dana Simmons, Associate Professor, History, CHASS
Jennifer Syvertsen, Assistant Professor, Anthropology, CHASS
Chikako Takeshita, Associate Professor, Gender & Sexuality Studies, CHASS
Fuson Wang, Assistant Professor, English, CHASS
Rachel Wu, Assistant Professor, Psychology, CHASS

We have obtained letters of support from the following individuals on behalf of their organizations. The letters are provided in a separate file to the reviewers.

UCR

Matthew Barth, Director of the Bourns College of Engineering-Center for Environmental Research and Technology, and UCR Faculty Director of Sustainability
Matthew Barth, Director of Academic Sustainability, Brian Siana, Associate Director of Academic Sustainability, Fortino Morales, Sustainability Officer, Francis Mitalo, Sustainability Program Coordinator from the UCR Office of Sustainability
Xinping Cui, Professor and Chair, Department of Statistics, CNAS
Derick A. Fay, Associate Professor and Acting Chair, Department of Anthropology, CHASS
David Lo, Distinguished Professor of Biomedical Sciences Senior Associate Dean, Research School of Medicine, Founding Director, BREATHE Center Contact PI, Co-Director, U54 Center for Health Disparities Research at UCR
Gerald A. Maguire, Professor and Chair, Psychiatry and Neuroscience, School of Medicine
Michael A. McKibben, Chair and Associate Professor, Department of Earth and Planetary Sciences, CNASS
Patricia Morton, Urban Studies program Chair and Associate Professor, Department of Media and Cultural Studies
Adem Orsdemir, Assistant Professor of Operations and Supply Management, School of Business
Judith Rodenbeck, Associate Professor and Chair, Department of Media and Cultural Studies, CHASS
Jane Ward, Chair, Department of Gender and Sexuality Studies, CHASS
Georgia Warnke, Director, Center for Ideas and Society
Daryle Williams, Dean of CHASS
Mark Wolfson, Chair, Department of Social Medicine, Population, and Public Health
Danielle Celemajer, Professor and Deputy Director, Sydney Environment Institute, University of Sydney, Australia

Elizabeth DeSombre, Founding Director of the Environmental Studies Department, Wellesley College

Tonya Huff, Professor, Department of Life Sciences, Riverside City College

Ronnie D. Lipschutz, Professor Emeritus of Politics, University of California, Santa Cruz, President and Codirector, Sustainable Systems Research Foundation

Tracy Osborn, Founding Director of the UC Center for Climate Justice, Associate Professor, Vice Chair and Presidential Chair, Department of Management of Complex Systems, University of California, Merced

Sarah Jaquette Ray, Professor and Chair of the Environmental Studies Department at Humboldt University

Steffanie A. Strathdee, Professor and Harold Simon Chair, Associate Dean of Global Health Sciences, University of California, San Diego

REFERENCES


Shobha Srinivasan, PhD and Shanita D. Williams.


Appendix A: Recent Faculty Grants and Awards

Faculty Grants Received


Cheney, Ann. 2020-2021. PCORI (patient centered outcomes research institute). “MyPlate Dissemination for Latinos in Rural Communities.” Role: PI. $300,000, direct costs.


Gudis, Catherine. 2021-2022. ACLS-Mellon Foundation Society & Scholars Fellowship Program Funding. $16,000.


Kurum, Esra. 2021-2026. NIH/NIDDK. “Multilevel time-dynamic modeling of hospitalization and survival in patients on dialysis.” Role: Co-PI. $720,036.00 (UCR amount).


Lee, Chioun. 2018-2022. NIH/NIA Pathway to Independence Award (K99/R00) “Gender Differences in Early Life Adversity, Adult Obesity, and Cardiovascular Risk.” Role: PI. $763,000.


Leebaw, Bronwyn. 2016-2017 UCEAP. Study Abroad Development Grant for the Global Studies Program. $ 5,000.


Simmons, Dana. UC Humanities Research Institute Mid-Career Manuscript Workshop Grant 2019-2021. “Hungry, Thinking with Animals.” $5,000.


**Faculty Fellowships and Awards**


Lehmann, Philipp. 2021-2022. Mellon Second Project Fellowship, Center for Ideas and Society, UCR


Sasser, Jade S. 2017. Blum Initiative Faculty Seed Grant, UCR

Sasser, Jade S. 2019-2020. Dean’s Mellon Fellowship, Center for Ideas in Society, UCR

Syvertsen, Jennifer. 2021-2022. Mellon Second Project Fellowship, Center for Ideas and Society, UCR


Appendix B: Proposal for Undergraduate Major in Environmental Studies

A Proposal for

Bachelor of Arts and Science Degree Programs in

Environmental Studies

April 16, 2021

Revised
May 12, 2021

Revised March 2022

Submitted by:

Julliann Emmons Allison, Associate Professor, Gender & Sexuality Studies
Bronwyn Leebaw, Associate Professor, Political Science
Jade Sasser, Associate Professor, Gender & Sexuality Studies
Chikako Takeshita, Associate Professor, Gender & Sexuality Studies

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 Environmental Studies

   Department that will administer the program: Society, Environment and Health Equity
   (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 proposed curriculum replaces the existing Sustainability Studies B.S. administered by the Department of Gender and Sexuality Studies. The new program will be free from the disciplinary constraints established by the major’s current administering department, and significantly enhances it—both theoretically and substantively—by increasing the breadth and interdisciplinarity of its course offerings. These improvements are reflected in a newly designed curriculum, which is better suited for intra- and cross-college cooperation, including an Environmental Studies minor designed to complement major programs across campus.

**Background**

The Sustainability Studies B.S. has grown from 12 majors in 2015 to consistently enrolling 100+ majors during the last few years. In addition to CHASS students who add Sustainability Studies as double major or switch majors entirely, the Sustainability Studies B.S. has been popular among CNAS students who move to CHASS and transfer students from community colleges. The breakdown of enrollments is shown in the table below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Origin</th>
<th>Degrees Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>CHAS S/double</td>
<td>CNAS</td>
</tr>
<tr>
<td>2015–2016</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016–2017</td>
<td>80</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>2017–2018</td>
<td>106</td>
<td>44</td>
<td>38</td>
</tr>
<tr>
<td>2018–2019</td>
<td>Data for this period was not collected on enrollments &amp; place of origin</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>2019–2020</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020–2021</td>
<td>105</td>
<td>25</td>
<td>29</td>
</tr>
</tbody>
</table>
Rationale for the new program
Since we established the Sustainability Studies B.S. major in the Gender and Sexuality Studies Department, social and political interest in sustainability and the urgency to address climate change and environmental degradation have both intensified. While students appreciate the major’s emphasis on race, class, gender and other aspects of social and environmental justice, they increasingly express interest in access to greater breadth in course offerings than we have been able to provide from our current home departments. During the Spring 2019 Sustainability Retreat, students publicly expressed a strong desire for a more comprehensive major and an increased cooperation between departments offering sustainability content in CHASS, CNAS, SPP, and Bourns College. Their request coincides with the informal discussions we had been having with colleagues and students in the department in recent years. Reestablishing an Environmental Studies Major in the new Department of Environmental, Sustainability, and Health Equity will enable faculty members to offer courses that are not restricted by the need to approach the subject from a gender or feminist lens. Faculty members will be able to develop new courses for the major that capitalize on a broad range of expertise that they possess and effectively dispense them through various pedagogical approaches. We will also be able to integrate related courses offered by faculty in other departments more centrally into our curriculum.

Our primary motivation for proposing a new curriculum is to meet growing demand and serve the students’ needs. The goal of the Environmental Studies program is to equip students with knowledge, theory, and skills necessary to engage and contribute to a world in which environmental degradation occupies an increasingly significant place in human health and well-being, economics, politics, and governance, ethics, and society in general. The major exposes students to the complex relations between a range of sustainability-related challenges, including climate change, air and water pollution, toxic contamination, energy demands, deforestation and desertification, agriculture, and food and water scarcity, and the broader issues of economic growth and governance, globalization, hunger and poverty, social justice, structural racism, gender inequality, health equity, community resilience, and human/non-human coexistence.

The U.S. government has recently announced a more aggressive plan to counter climate change while acknowledging the importance of incorporating social and environmental justice into its ongoing policy and planning. Demand for employees with relevant backgrounds is more than likely to increase as organizations create dedicated positions related to sustainability and climate resilience. More sustainability-related job opportunities are slated to open up in green buildings, climate adaptation, sustainable energy, transportation, education, waste management, food and agriculture, business and purchasing, and outdoor recreation. Our students will receive interdisciplinary education that will prepare them for a wide range of careers, including public service, urban and environmental planning,
policy advocacy, education, health care, green industry, consulting, research, international development, and non-profit organizations focused on the environment, sustainability, and social justice. Above all, through in-depth, engaged learning experiences, this major nurtures community leaders and global citizens who can meet the challenges of the 21st century.

The Environmental Studies Major will also help attract more students to UCR. The visibility of the current Sustainability Studies program has been limited by the fact that it is embedded in the Gender and Sexuality Studies Department, which has made it difficult to “find” and caused some confusion about the program’s content and aims. While our freshmen enrollment has, consequently, been relatively low, transfer students from community colleges actively seek out our program. We are aware that this same pool of students are considering other programs related to environmental studies and sustainability in California and beyond before they decide to come to UCR. We expect that with a renewed and more robust curriculum, UCR’s major and minor programs in Environmental Studies will be more competitive against comparable programs offered by other UCs and CSUs, including those at UC Santa Cruz, UC Santa Barbara, and UC Irvine as well as CSUs in San Bernardino, East Bay, Humboldt, San Marcos, Monterey Bay, and San Jose.

UCR is currently developing a campus-wide task force on academic programming in sustainability led by the faculty director of sustainability. All colleges are working to strengthen their undergraduate and graduate degree offerings that pertain to sustainability. The ESST major and the graduate degrees that SEHE can develop in the future will become the flagship programs for CHASS in this area and contribute to the robust education that UCR offers in inland southern California.

3. Relationship of the new program to existing programs.

The B.A. in Environmental Studies (ESST) will replace the B.S. in Sustainability Studies (SUST) currently administered by the Department of Gender and Sexuality Studies. SUST will stop accepting new students once the new Department is approved and the new major is ready to accept students. SUST major will be gradually phased out as all the students graduate. We will cross-list SUST courses offered by the Gender and Sexuality Studies Department with corresponding ESST courses to be offered in the new Society, Environment and Health Equity Department so that SEHE faculty transferring from GSST to the new department will be able to administer and teach required courses for both programs during the transition period. Although the SUST major remains in the Department of GSST until Spring 2025 when all students are expected to graduate, GSST faculty will not have to teach courses that are uniquely required for SUST majors.

The existing SUST program currently receives 25–30% of its 100+ majors as transfers from CNAS. While most of these transfers are students who were unable to meet the requirements of the college and were required to transfer to a major program in CHASS,
some actively desire a social focus or application for their extant training in the natural or physical sciences. The new major is expected to continue to attract CNAS transfers and more importantly take the pressure off of impacted CHASS programs, especially in the social sciences.

As a program that mostly focuses on social science and humanities, ESST in CHASS is distinct from the Environmental Sciences (ENSC) major in CNAS. ENSC and ESST are complementary, rather than competing or overlapping, programs.

The B.A. in Public Policy degree offers an Urban and Environmental Policy Track. There are few overlapping required courses between ESST and PBPL and the faculty members’ research and theoretical approaches are significantly different. We recognize that there is some concern that ESST and PBPL might compete for students interested in environmental issues. Students will likely choose between the two learning experiences based on their various needs. However, it is unlikely that ESST will make a significant impact on PBPL, which is a strong program housed in a professional school that has five other tracks in various policy areas that students can also select from. If anything, ESST would increase student interest in environmental policy and draw more students to PBPL. We are hoping that we will draw more students to UCR to pursue studies in the environment and sustainability rather than divide a finite number of students.

A major advantage of the proposed department is that it will complement and enhance available offerings for students who pursue the global health and sustainability track through the global studies major. Three faculty members who are affiliated with the proposed department played leadership roles in developing the health and sustainability track for GBST majors, including former GBST chair, Bronwyn Leebaw, current GBST chair, Juliann Allison, and POSC professor, Kim Yi Dionne. As faculty members gathered informally to discuss the best way to develop the GBST tracks, it became very clear to us that there is a significant demand for broader offerings and opportunities for a deeper level of engagement on these themes—well beyond what could be accommodated under the umbrella of Global Studies. The proposed department will extend course offerings available to the subset of GBST majors who wish to concentrate on health and sustainability (one of four recommended concentrations within the global studies major) while expanding opportunities for faculty collaboration on grants that will enable us to expand other avenues of opportunity to students at every level. It will provide an alternative pathway for the many UCR undergraduates who wish to pursue a concentration in environmental studies, sustainability, or health equity, yet do not wish to major in global studies. This is particularly important, given that we are in touch with many UCR alumni that have taken available courses on these themes in order to pursue career paths with a local or regional focus. These, and many other students could have benefited from the opportunity to pursue a major in the proposed department. However, they would not have been well served by the global studies curriculum.

The ESST Minor will facilitate an undergraduate emphasis in Environmental Studies for majors across campus. Environmental issues are increasingly pertinent within a wide range of academic disciplines; however, not all of UCR’s departments are interested in
and/or equipped to support programming in environmental studies, sustainability and/or climate resilience. We anticipate that the new minor will be particularly attractive to students who are satisfied with their majors, but seek education and training in social and/or humanistic approaches to environmental issues which will be particularly useful for work in public policy, health care, and social action—all areas of high interest among young adults, and high growth in the workplace—as well as compliment the science and engineering training students receive in CNAS and BCOE.

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.

The full proposed curriculum is presented in section #13.

The standard B.A. major consists of lower-division, methods, and upper-division, and capstone requirements. Total required units are 52 units.

**Lower-division** requirements (16 units) include: a) introductory course on Health equity and Environmental Justice movements taught by core faculty, b) introductory course to environmental humanities and social sciences, and c) two courses for building scientific literacy chosen from a list of CNAS courses related to sustainability and the environment.

**Upper-division** requirements (36 units) consist of three core areas, one research methods or senior practicum course and 2 electives.

The three core areas -- a) climate change and society, b) environmental justice, and c) environmental politics, policy, and governance -- represent the fundamental topics all majors need to be informed about. Our students will be able to lead informed discussions on climate change and environmental justice, which are at the forefront of the public discourse. Knowledge of politics, policy, and governance will aid them in analyzing environmental issues, identifying obstacles, and devising solutions.

Two additional SEHE courses (requirement d) students may choose from the entire departmental and cross-listed offerings.

Students can choose two electives (requirement e), which are grouped into seven areas that approach environmental studies from different angles. The seven areas are: i) gender, race, and structural inequity; ii) Native American and non-Western perspectives; iii) space, the built environment, and design; (iv) policy, economics, and development; (v) social movement, change, and activism; (vi) health and well-being; and (vii) science and technology studies.

e) Research methods or senior practicum course
The Minor requires 20 units total, including the lower-division ESST introductory course and four upper-division ESST courses, which consist of the three core areas and one elective.

5. A list of faculty who will be involved in the program, including those teaching, advising, and administering.

Teaching will be distributed among core and affiliated faculty, who will teach elective courses from their home departments. Administration of the major will be conducted by FTE faculty who will be the first to transfer their lines to the new department. Advising will be done in coordination with the undergraduate advisors in the assigned unit.

**Affiliated faculty**

Juliann Emmons Allison, Associate Professor, GSST, (critical and feminist theory, community-based and participatory research, global environmental politics, environmental policy, sustainable design, social science research methods)

Matthew Barth, Yeager Families Professor of Engineering, Director of Center for Environmental Research and Technology (CE-CERT) (SEHE 172/ENGR 172/CNAS 172/PBPL 172)

Derick Fay, Associate Professor, ANTH (ANTH 132)

Farah Godrej, Associate Professor, POSC (POSC 106)

Tabassum Ruhi Khan, Associate Professor, MCS (MCS 122)

Gloria Kim, Assistant Professor, MCS, (MCS 108, MCS 117, MCS 118)

Bronwyn Leebaw, Associate Professor, POSC, (human rights, environmental justice, political theory)

Keith Miyake, Assistant Professor, ETST, (ETST 179)

Patricia Morton, Associate Professor, MCS (MCS 159)

Michelle Raheja, Associate Professor, ENGL (ENGL 22, ENGL 120A, and ENGL 120T)

Ellen Reese, Professor of Sociology, SEHE 002, SEHE 141, SEHE 190, SEHE 195, SEHE 191E, SEHE 198G, SOC 112/112S, SOC 122, SOC 135

Judith Rodenbeck, Associate Professor, MCS (MCS 163)

Freya Schiwy, Professor, MCS (MCS 1XX)
Jade Sasser, Associate Professor, GSST (climate justice, environmental health, environmental activism, international development, science and technology studies, intersectional feminist theory)

Chikako Takeshita, Associate Professor, GSST, (environmental discourse, environmental justice, science and technology studies, feminist theory, posthumanism)

Other

Faculty across CHASS, CNAS, SPP, and BCOE who offer courses that count toward the B.A. and B.S. in Environmental 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 Society, Environment and Health Equity. (proposed with this undergraduate program)

7. Projected enrollment in the program.

The current enrollment for Sustainability Studies is 100~110. By moving the major to a new department and expanding the range of course offerings, we anticipate that enrollment in the program will, at least, double--increasing to 200+ undergraduate students within the first 2-5 years. Our rapid growth scenario projects the number of majors to reach 300+

From our experience with the Sustainability Studies major, the majority of our students will initially be third and fourth year students as we receive undeclared students, CNAS transfers and transfer students joining the major as a junior. As visibility of the program improves, we anticipate enrolling more freshmen.

8. Name of degree, if applicable, and the anticipated number of degrees to be granted when the program reaches steady state.

B.A. in Environmental Studies

Anticipated number of degrees to be granted when the program reaches steady state in 6 years: Approximately 100 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.
ESST is anticipated to relieve pressure on impacted departments, particularly in the social sciences. Concerning the many departments in which ESST students will take courses, none is likely to be significantly impacted. Students have a wide range of choices in fulfilling the degree requirements; thus, no one course is likely to enroll more than a handful. The core and elective courses in ESST offered by the department, conversely, are likely to attract students from across campus. Approvals from the department listed under item #12 are included in a separate file.

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. One new faculty member through the UC Presidents and Chancellors Postdoc Fellowship Program is highly desirable.

Since the start of the Sustainability Studies B.S. Program 7 years ago, we lost Dr. Margie Waller to retirement. We never received a replacement for Dr. Waller. Three core GSST faculty members have administered the program with assistance from other GSST faculty who taught courses that SUST majors can take to fulfill their requirements.

The three core faculty who are moving their full lines to the new Department of Society, Environment and Health Equity will be able to cover all the ESST courses initially. As the department gradually grows to nine FTEs, we will build the capacity necessary to accommodate the growth in the major. However, additional faculty members are desired in order to broaden the curriculum and alternate administrative and advisory responsibilities across sabbaticals.

We currently have an opportunity to hire a Chancellor’s Postdoctoral fellow mentored by one of our core ESST faculty. This person’s teaching experience and research expertise not only coincide with the new department’s academic needs, but will also bolster its overall research profile.

B. Two TA positions per year are desired.

Currently GSST 021: Gender & Sustainability, a required course for Sustainability Studies majors, is currently taught twice a year with 75 students, utilizing two TAs. This requirement will be replaced by ESST 002: Culture, Society, and the Environment. ESST 002 will also be our recruiting course from undeclared freshmen and is likely to draw even more students due to its subject matter. We would need two TA-ships to continue teaching our introductory course twice a year with 75 students. In four years, the number of TAs required will grow to three for ESST 002. In the event that the
department has its Masters and Ph.D. programs in place, these TA ships would logically be drawn from among its own graduate students.

C. Staff

Staff requirements will be in accordance with that of establishing the Department of Society, Environment and Health Equity.

D. Computers

No additional computer facilities are required for the new curriculum

E. Library

Tiffany Moxham, Associate University Librarian has been consulted. The UCR library maintains an extensive database, e-journal, and textbook collection that will support the ESST major. This includes diverse subjects in journals from major publishers and societies and specialized databases such as GreenFILE and AGRICOLA. All subject areas also have options to choose monographs that reflect their specific topics through Patron Driven acquisitions and have access to fast interlibrary loan services for unique journal content. As such, the additional costs to the library will be minimal and in line with existing majors needs i.e. supplementing current collections.

F. Space

Since SEHE founding core faculty are all current faculty members, we anticipate that the new department will not create additional need for office space. However, it would be preferable to move faculty offices over time in order to consolidate SEHE faculty in the same building and floor. SEHE would also require access to a meeting space, which could be shared with other programs or units. We also wish to request a dedicated space for the Department of SEHE for the chair and department material.

G. Plans for obtaining resources

We are trying to maximize our capacity through collaboration among all the faculty involved in the departmentalization process.

If and when endowed, we will be able to provide awards to exceptional Environmental Studies undergraduate students from our late colleague Margie Waller’s Memorial Fund. About $1000 per year will be available to grant as scholarships to our undergraduate majors.

Professors Juliann Allison, Jade Sasser, and Chikako Takeshita have jointly been awarded a Remote Course Conversion grant (total $13,000 including training for Online Learning Certificates) from UCOP’s Instructional Technology project. With this, we will first be converting GSST 021 into a high quality online course offered system-wide.
With the skills earned, we will create a remote version of SEHE 002: Society, Culture, and the Environment.

We will work with the UCR Foundation to develop a departmental fund into which donations can be made over time by alumni of the program as well as by other donors interested in supporting the department, its students, and faculty.

We will receive 52% of the income from Summer ESST offerings.

Utilizing university resources such as the Academic Senate and Office of Research and Academic Development, and CHASS grants support, the department faculty will pursue internal and external funding to support their research. They will also encourage students to avail themselves of internal and external funding opportunities (e.g., Chancellor’s Research Fellowship, National Institutes of Health Undergraduate Research Grant) to support their academic work.

We are working with the Office of Development to solicit donors for the Department of SEHE.

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 Society, Environment and Health Equity, which includes this proposal for the new undergraduate program. Please see the SEHE Department Proposal for details.

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:

Juliann Emmons Allison, Associate Professor, GSST
Bronwyn Leebaw, Associate Professor, POSC
Jade Sasser, Associate Professor, GSST
Chikako Takeshita, Associate Professor, GSST
b. Chairs’ approval to include their courses in the new curriculum as listed

**CHASS**
- Juliann Allison, Program Director, Global Studies [approved]
- Derrick Fay, Chair, Anthropology [approved]
- Sherine Hafez, Chair, Gender and Sexuality Studies [approved]
- Steven Helfand, Chair, Economics [approved]
- David Lloyd, Chair, English [approved]
- Anne McKibben, Program Director, Japan Studies [approved]
- John Medearis, Chair, Political Science [approved]
- Jennifer Najera, Chair, Ethnic Studies [approved]
- Andrews Reath, Chair, Philosophy [approved]
- Ellen Reese, Chair, Sociology [approved]
- Judith Rodnbeck, Chair, Media and Cultural Studies [approved]
- Jeffrey Sacks, Chair, Comparative Literature [approved]
- Michele Salzman, Chair, History [approved]
- Melissa Wilcox, Chair, Religious Studies [approved]

**CNAS**
- Kenneth Barish, Chair, Physics [approved]
- James Borneman, Chair, Microbiology [approved]
- Xinping Cui, Chair, Statistics [approved]
- Michael McKibben, Chair, Earth and Planetary Sciences [approved]
- Leonard Nunney, Chair, Biology [no objections]
- Richard Redak, Chair Entomology [approved]
- Patricia Springer, Chair, Botany and Plant Science [approved]
- David Volz, Chair, Environmental Science [approved]

c. Executive Committee
   Approved: May 19th, 2021

d. Dean of CHASS
   Approved: June 21, 2021

13. Proposed Curriculum

**EXECUTIVE COMMITTEE**

**COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES**

**REPORT TO THE RIVERSIDE DIVISION**

(insert date)

To be adopted:

Proposed Changes to Environmental Studies

PRESENT: PROPOSED:
Program Description

Through humanities and social sciences education, this program equips students with knowledge, theory, and skills that advance their contribution to a world in which environmental degradation has become an increasingly significant societal subject of concern. In order to gain a deeper understanding of the complex interactions between the workings of human societies and ecological changes, the major engages a range of environmental challenges including climate change, air and water pollution, biodiversity loss, energy demands, toxic accumulations, waste management, deforestation and desertification, food security, and water scarcity as social phenomena and examines how they intersect with broader societal issues such as environmental justice, policy and governance, history of colonialism, global capitalism, hunger and poverty, structural racism, gender inequality, health inequity, and community resilience. The major also introduces humanities approaches such as critical theory, environmental philosophy, regional history, storytelling, and other creative expressions to enrich students’ intellectual relationships with nature and non-human elements. The interdisciplinary education will prepare students to make career choices that involve: promoting sustainable practices in various capacities as employees in public services, education, healthcare, or the private sector; joining nonprofit organizations with a focus on issues pertaining to environmental sustainability or social justice; and continuing their career development by pursuing professional and graduate education in sustainability, public policy, urban and regional planning, business, law, and public health.

The degree consists of 52 units and focuses on humanist and social science studies of the environment and sustainability, supplemented by related lower-division CNAS courses that support the development of scientific literacy and understanding of STEM approaches to sustainability.

The program also offers a 20 unit Minor, consisting of 1 lower-division and 4 upper-division core courses. The minor is designed to accommodate CHASS majors as well as UCR students pursuing majors in all colleges and schools who are motivated to complement their STEM, Public Policy, or Business and Finance training with studies of the natural
environment and sustainability from humanist and/or social science perspectives.

**Major Requirements (B.A)**
The major requirements for the general B.A. degree in Environmental Studies are as follows (48 units total):

1) Lower-Division Requirement (4 courses, 16~17 units)
   a) SEHE 001
   b) SEHE 002
   c) Two courses from the following list of courses in natural, earth, and environmental Sciences. (Cannot double count with the CHASS math and science 20 unit requirement): BIOL 003, BPSC 011, BPSC 021, ENGR/NAS/HASS 096, ENSC 001, ENSC 002, ENSC 003, ENSC 006/ECON 006, GEO 002, GEO 003, GEO 004, GEO 005, GEO 007, GEO 008, GEO 009 or GEO 009H, GEO 010, GEO 011 or GEO 011H, GEO 012, PHYS 018

2) Upper-Division Requirements (9 courses, 36 units)
   a) One course in climate change and society chosen from: SEHE 113, SEHE 123, SEHE 153, SEHE 172, GSST 173
   b) One course in environmental justice chosen from: SEHE 135, SEHE 141, ETST 179, GSST 171, POSC 137
   c) One course in environmental politics, policy, and governance chosen from: ANTH 132, SEHE 115, SEHE 136, SEHE 153, SEHE 155, POSC 106 or POSC 106S, POSC 127 or POSC 127S, POSC 139 or POSC 139S
   d) Three additional SEHE courses
   e) Two courses from the following list (i ~ vii)
      i) Gender, race, and structural inequality; ANTH 114, ANTH 127 or ANTH 127S, ANTH 174, ANTH 182, SEHE 124, ETST 102, ETST 111,
ETST 179, GSST 107, GSST 113, GSST 147, GSST 176, MCS 160, MCS 188, MCS 189, PHIL 117, SOC 161

ii) Native American and non-Western perspectives; ANTH 140E, ANTH 140G, ANTH 140I, ANTH 140P, ANTH 140S, ANTH 162, AST 120/RLST 120, AST 133/CPLT 144/RLST 144, ENGL 120A, ENGL 120B, ENGL 120T, ENGL 140M, ETST 121, ETST 158, ETST 185, ETST 187, ETST 188, HISA 128, HISA 140/ETST 180, HISA 141/ETST 181, HISA 142/ETST 182, HISA 144, HISA 146, MCS 177

iii) Space, the built environment, and design; ANTH 117, ANTH 118, ANTH 173, GEO 157, GSST 145, GSST 148, MCS 116, MCS 159, SOC 182

iv) Policy, economics, and development; ANTH 122, ANTH 127 or ANTH 127S, ANTH 132, ANTH 133, ANTH 139, ECON 119, ECON 125, ECON 143, ECON 146/URST 146, ECON 148, ECON 173 or ECON 173S, ECON 175, ECON 181, ECON 182, ECON 187/LNST 187, GSST 131, HISA 119, PHIL 116, POSC 116 or POSC 116S, POSC 160, POSC 173 or POSC 173S

v) Social movement, change, and activism; ANTH 182, ENGL 142N, ETST 113, ETST 163E, GSST 109, GSST 134/LGBS 134, GSST 136, GSST 169, GSST 181, MCS 106, MCS 119A, MCS 122, MCS 134, MCS 140, MCS 165, MCS 180/JPN 180/AST 180, POSC 141, SOC 112 or SOC 112S, SOC 122, SOC 135 or 135S, SOC 184

vi) Health and well-being; ANTH 144F/GSST 185, ANTH 144O, ANTH 147, ANTH 156, ANTH 158, ANTH 159, ANTH 160, ANTH 162, ANTH 166, ANTH 175, ANTH 187, SEHE 126, SEHE 154, SEHE 157, ETST 116/HISA 147, GBST 103, GSST 183, HIST 107, POSC 180 or POSC 180S, SOC 127, SOC 120, RLST 122, SOC 167

vii) Science and Technology Studies/Multi-species Studies; ENGL 179A, ENGL 179C, SEHE 177, GSST 104, GSST 161, HIST 104, HIST 105, HIST 106, HIST 107, HIST 109, MCS 108, MCS 109, MCS 117, MCS 146F/ENGL 146F, MCS 163 PHIL 109, PHIL 137

f) One research method or senior practicum (4
Minor Requirements (20 units)

1) Lower-division requirement (1 course, 4 units)
   SEHE 002

2) Upper-division requirement (4 courses, 16 units)
   a) One course in climate change and society
      chosen from: SEHE 113, SEHE 123, SEHE 153,
      SEHE 172, GSST 173
   b) One course in environmental justice chosen
      from: SEHE 135, SEHE 141, ETST 179, GSST
      171, POSC 137
   c) One course in environmental politics, policy,
      and governance chosen from: ANTH 132,
      SEHE 115, SEHE 136, SEHE 153, SEHE 155,
      POSC 106 or POSC 106S, POSC 127 or POSC
      127S, POSC 139 or POSC 139S
   d) One additional SEHE course on the
      environment and sustainability or 4 units of
      SEHE 197.

Justification:

Include justifications for EVERY change/addition/deletion that is made.

Approvals:

Approved by the faculty of the Department of __SEHE_____: (4/21/21)
Approved by the faculty of the College of ____________: (insert date)
Approved by the Executive Committee of the College of __Humanities, Arts, and Social Sciences_____: (5/19/21)
Approved by the Committee on Educational Policy: (insert date)

Course Descriptions for ESST Curriculum
1a)

SEHE 001 Health equity and Environmental Justice: Movements and Advocacy for Social Change 4 Lecture 3 hours; discussion, 1 hour. This class provides an overview of contemporary, comparative, and historical research on social and political movements, including legal and policy advocacy, that focus on health equity, sustainability, and/or environmental justice. It examines the motivations for, visions, and context shaping these movements as well as the interconnections among these movements. It also examines movement and advocacy outcomes as well as current and future challenges and opportunities for promoting Health equity and Environmental Justice.

1b)

SEHE 002: Society, Culture, and the Environment 4 Lecture, 3 hours; discussion, 1 hour; individual work 2 hours. Explores the relationship between human society and the natural environment; case studies focus on economic development, population, energy, resource use and management, technology, and environmental social movements. Course also introduces the roles of race, class, and gender in shaping environmental burdens, benefits, and activism.

1c)

BIOL 003 Organisms in Their Environment 4 Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): none. An introduction to the physiology, ecology, and evolution of living organisms with emphasis on humans. Not recommended for natural science majors. Either BIOL 002 or BIOL 003 may be taken as a breadth requirement in biology; together they provide a general introduction to the field of biology. Credit is not allowed for both BIOL 003 and BIOL 005B.

BPSC 011 Plants and Human Affairs 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. An introduction for non-science and nonBotany majors to the importance of plants and plant products in the shaping of human affairs and civilization. Covers the origin and practice of agriculture; the utilization of plant products; the latest agricultural advances, including genetic engineering; and the current agricultural and social issues. Plants and plant products are examined during class demonstrations and exercises.

BPSC 021 California’s Cornucopia: Food From the Field to Your Table 5 Lecture, 3 hours; discussion, 1 hour; outside activities, 30 hours per quarter. Prerequisite(s): none Examines California’s diverse agricultural products. Addresses related contemporary issues such as crop improvement by biotechnology, climate change, pollution, resource use, and nutrition. Also examines how the interplay of geography, history, and culture shapes the cuisine of a region.

ENGR 096 Environment and Society 4 Lecture, 3 hours, discussion, 1 hour. Prerequisite(s): lower-division standing or consent of instructor. Presents major environmental issues facing society from an interdisciplinary perspective. Topics may include water, energy, climate change, and urbanization. Cross-listed with NASC 096, and HASS 096.

ENSC 001 Introduction to Environmental Science: Natural Resources 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. An introduction to environmental science, focusing on natural resource description, management, and conservation. Covers ecosystem characteristics and function; material and energy flows; population dynamics and influence of population on the environment; energy resources and conservation; and mineral and soil resources and their management.

ENSC 002 Introduction to Environmental Science: Environmental Quality 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. An introduction to environmental science, focusing on the impact of human
development and technology on the quality of natural resources and living organisms. Topics include soil, water, and air pollution; water, land, and food resources; wildlife management and species endangerment; toxicology and risk management; and solid and hazardous waste management.

ENSC 003 Contemporary Issues in the Environmental Sciences 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. An issue-oriented approach to understanding the scientific principles behind environmental issues. Case studies of environmental issues appearing in the mass media provide the context for assessing the status of scientific knowledge and its role in human decision making.

ENSC 006 Introduction to Environmental Economics 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. An introduction to the basic principles of economics and their application to problems of environmental quality and natural resource utilization. Emphasis is on the failure of markets as a cause of environmental degradation and the role of government in resolving problems of resource scarcity. Does not satisfy the Natural Science breadth requirement for the College of Humanities, Arts, and Social Sciences. Crosslisted with ECON 006.

GEO 002 Earth’s Climate Through Time 4 Lecture, 3 hours; laboratory, 3 hours; one 2-day field trip. Prerequisite(s): none. An introduction to the history of Earth’s changing climate and its relationship to the evolution of life on human to geologic time scales. Topics include the interrelationships among short- and long-term carbon cycling; plate tectonics; ocean and atmosphere circulation; and greenhouse gases through time.

GEO 003 Headlines in the History of Life 4 Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): none. Evolution of life beginning with precellular life. Topics include the origin of sex, multicellularity, vertebrate classes, morphological specializations, adaptive radiations, extinction dynamics, and the biology of dinosaurs. Cross-listed with BIOL 010.

GEO 004 Natural Hazards and Disasters 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): ENGL 001A or equivalent (may be taken concurrently). Application of basic principles of climate and geology to recognition of natural hazards and their mitigation. Topics include fires, freezes, floods, winds, landslides, volcanic eruptions, earthquakes and tsunamis. Emphasis is on confronting hazards of concern to home-buyers, planners, and conservationists in the western United States, especially southern California.

GEO 005 Geoscience in Movies 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Introduction to Earth, Atmospheric and Planetary Sciences using movies as support for visual learning. Topics include: Earth structure and tectonic processes, climate change, impact craters and space exploration. Lectures: Earth science concepts and their portrayal in movies. Weekly assignments: reading from the class textbook, scientific magazines and journals; viewing films.

GEO 007 Minerals and Human Health 4 Lecture, 2 hours; discussion, 2 hours. Prerequisite(s): none. Overview of the role of minerals in human life and industrial activities. Topics include the impact of minerals on human health, the role of minerals in modern technologies, asbestos and silica problems, occupational diseases caused by inhalation of mineral dust, and environmental protection in California. May include a field trip.

GEO 008 Earthquake Country 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. An introduction to the study of earthquakes and the problems of living in earthquake country. Why earthquakes occur, how they are recorded, and what the effects are on man and his structures. The scientific and social consequences of earthquake prediction.

GEO 009 Oceanography 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. A general introduction to the geological, physical, chemical, and biological processes related to the characteristics and evolution of the ocean system. Explores the role oceans play in regulating climate and the cycling of elements on the Earth’s surface. Illustrates how the ocean system has been, and continues to be, one of the most important influences.

A Proposal for a Department of Society, Environment and Health Equity (SEHE)
GE010 Earth Resources and Sustainability 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. An introduction to the occurrence, availability, marketing, and usage of metals, minerals, fossil fuels, nuclear fuels and other geologic resources, including both historic and recent trends. Addresses conflicts between modern society’s need for increasingly scarce resources and mounting environmental problems. Also covers achieving sustainability through conservation, recycling, and substitution.

GE011 Global Climate Change 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Provides an understanding of Earth’s feedback systems that regulate the climate over long- and short-term time scales. Includes oceanic and atmospheric circulation patterns, the major reservoirs and global carbon cycle, and the influence and origin of greenhouse gases. Investigates sustainability, climate change policies, adaptation, and mitigation. Credit is awarded for only one of GE011 or GE011H.

GE012 At Home in the Universe 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Considers the place of humans in space and time and the means by which this is discerned. Presents a synopsis of the history of the cosmos, Earth, life, and humanity from a science-based perspective. Discuss the implications of such knowledge for how responsible individuals choose to conduct themselves.

PHYS018 Energy and the Environment 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Covers the physics of energy (thermal, kinetic, potential, chemical, nuclear), its storage and use, primary sources of energy (fossil fuel, nuclear, wind, solar) and their relative effects on the environment. Particular emphasis on determining individual carbon footprints, physical models of global climate change and identifying pathways toward a sustainable infrastructure.

SEHE113 Climate Justice 4 Lecture, 3 hours; extra reading, 2 hours, term paper, 1 hours. Prerequisite(s): upper division standing or consent of the instructor. Develops approaches to understanding climate change from a social, ethical, legal, and political perspective. Explores the history and contemporary work of climate justice organizing in global, regional, and local contexts. Explores how theories and concepts in environmental justice, intersectionality, and social movements apply to climate justice theorizing and activism. Addresses the ways activists draw from arguments based on race, gender, class, citizenship, and generational vulnerability to prioritize marginalized groups in climate policy and planning.

SEHE123 Climate Change and Society 4 Lecture, 3 hours, extra reading, 2 hours, term paper, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Interdisciplinary, critical examination of the social dimensions of climate change. Focuses on global and subnational variation in contemporary societies’ vulnerabilities and capacities to adapt to climate change. Topics include: gender and agricultural production; employment and social income support; migration and human settlement assistance; population policy; poverty and socio-economic inequality; intersectionality and disaster relief; determinants of human health.

SEHE153 Global Climate Politics and Policy 4 Lecture, 3 hours, extra reading, 2 hours, term paper, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Interdisciplinary examination of the relationship between politics and climate change and policy responses designed to reduce greenhouse gas emissions and conserve and enhance greenhouse sinks to stabilize the climate and its impacts on human societies. Topics include: relationship between climate science and politics; United Nations
Framework Convention on Climate Change (UNFCCC) history and progress; critique of neoliberal climate policies; the politics of climate justice; significance of the Paris Agreement; international and subnational low carbon challenges and opportunities; constraints on capacity of individual behavioral choices to address climate change.

**SEHE 172 Climate Change Solutions** 4 Lecture, 3 hours, Discussion, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Focuses on scalable solutions for carbon neutrality and climate stability drawing on knowledge and insights from climate scholars across the UC system. Covers many aspects of climate change and potential solutions ranging from climate science, social science, societal transformation, technology, ecosystem management, governance, economics and market incentives. Cross listed with ENGR172, PBPL172, NASC172.

**GSST 173 Gender and Climate Change** 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Examines the global social impacts of climate change that are magnified based on existing inequalities. Focuses on the disparity between men and women in their vulnerability and ability to cope with the global phenomenon. Investigates both women as “victims” of global warming and their positive roles in climate change mitigation.

**2b)**

**SEHE 135: Environmental War Crimes** 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour. Examines causes and consequences of wartime environmental destruction in local and global context. Surveys legal frameworks designed to limit environmental harms associated with war, with attention to their significance for debates on climate change, food justice, reproductive justice, and Indigenous self-determination. Focuses on the role of frontline communities in exposing and mitigating threats associated with environmental legacies of war.

**SEHE 141: Health equity and Environmental Justice: Movements and Advocacy for Social Change** 4 Lecture 3 hours; discussion, 1 hour. This class provides an overview of contemporary, comparative, and historical research on social and political movements, including legal and policy advocacy, that focus on health equity, sustainability, and/or environmental justice. It examines the motivations for, visions, and context shaping these movements as well as the interconnections among these movements. It also examines movement and advocacy outcomes as well as current and future challenges and opportunities for promoting Health equity and Environmental Justice.

**ETST 179 Race and the Environment: Nature, Colonialism, and Justice** 4 Lecture 3 hours; extra reading 1 hours; term paper 2 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores the interdependent relationships between race and environment through law, policy, culture, geography, (settler) colonialism, and (racial) capitalism, focused on the US. Topics include environmental and climate justice, decolonial and abolitionist thought, urban political ecology, and the social constructions of human, nonhuman, and "nature".

**GSST 171 Environmental Health and Social Justice** 4 Lecture, 3 hours; activity 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021; or consent of instructor. Interdisciplinary examination of the relationship between environmental health and social justice emphasizing gender, race, class, and globalization as analytical lenses. Topics include urban pollution, workplace exposure, industrial catastrophe, invisible environmental hazards, community activism, reproductive health, global capitalism, and new health challenges imposed by climate change.
POSC 137 Environmental Justice and Human Rights 4 Lecture, 3 hours; extra reading, 2 hours; written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Examines how notions of justice and human rights have been brought to bear on environmental and sustainability debates. Also examines the theoretical and historical basis of the environmental justice and human rights movements. Topics include local concerns (including “food deserts”) and air pollution, as well as global problems. Credit is awarded for only one of POSC 137 or POSC 137S.

2e)

ANTH 132 Cultural Ecology 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W or consent of instructor. Introduces people’s relationships to their total environment. Explores strategies for managing the environment and its resources, the effects of the environment on culture and society, the impact of human management on the ecosystem, and ways in which human groups view their surroundings.

SEHE 115 Political Ecology 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper division standing or consent of the instructor. Course addresses the relationships between political economy and ecological change. Addresses the ways people interact with nature/the environment, and the power relations that shape these interactions in political, social, economic, and gendered context. Topics include resource conservation, environmental management and surveillance, environmental conflict, and environmental social movements.

SEHE 136 Population, Environment, and Development 4 Lecture, 3 hours, extra reading, 1 hour, term paper, 2 hours. Prerequisite(s): upper division standing or consent of the instructor. This course addresses theories and concepts linking population growth to environmental change, and the development interventions and social movements that have arisen from them. Specifically, it explores neo-Malthusianism and anti-Malthusianism, population control, transnational sexual and reproductive health and rights organizing, reproductive justice, population-health-environment programs, international family planning policies, and the role of contemporary youth advocacy.

SEHE 155 Environmental Governance 4 Lecture, 3 hours, extra reading, 2 hours, term paper, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Introduces the roles of governments, markets, and civil society in the development, adoption and implementation of environmental rules and norms. Focuses on central strategies of environmental policy: traditional public regulation; market-based incentives; corporate social responsibility and other private forms of regulation; and community based resource management. Substantive emphases include: agriculture, air quality, climate change, (renewable) energy, fisheries, and forestry.

POSC 106 Environmental Political Thought 4 Lecture, 3 hours; extra reading, 2 hours; written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Addresses various philosophical aspects of the human relationship to the environment from social, political, and economic perspectives. Includes debates related to issues such as how should human beings interact with their environment, as well as the relationship of environmental practice to liberalism, democracy, and capitalism. Credit is awarded for only one of POSC 106 or POSC 106S.

POSC 127 Global Environmental Politics 4 Lecture, 3 hours; field, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): POSC 020 or POSC 020H. Introduces the study and practice of global environmental politics. Explores major developments in the evolution of international
environmental law and policy. Covers ozone depletion, acid rain, marine pollution and whaling, tropical deforestation, overpopulation, and the impact of environmental degradation. Credit is awarded for only one of POSC 127 or POSC 127S.

**POSC 139 Environment, Sustainability, and Society**

4 Lecture, 3 hours; individual study, 2 hours; written work, 1 hour. Prerequisite(s): POSC 017 or POSC 020 (or POSC 020H) or SOC 020; or consent of instructor. Examines the relationship of human society to the natural environment from a multi-disciplinary approach. Considers ways in which values, paradigms, policies, technologies, and their interactions have determined humans’ current unsustainable relationship with the earth. Explores challenges inherent in moving society toward a more environmentally sustainable future. Credit is awarded for only one of POSC 139 or POSC 139S.

2d)

2e-i)

**ANTH 114 Blackness and Mass Incarceration**

4 Lecture, 3 hours; research, 3 hours Prerequisite(s): upper-division standing or consent by instructor. Introduction to the data, policy, political debates, and grassroots initiatives addressing unprecedented current incarceration in the United States. Critically investigates role of race and blackness in incarceration trends, new trends in policy, and alternatives to incarceration.

**ANTH 127 Political Anthropology**

4 Lecture, | 114 3 hours; extra reading, 3 hours. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W or consent of instructor. Examines different overt and covert means by which power and social differentiation are produced, perpetuated, and challenged in societies across the world. Studies the politics of culture, ethnicity, nationalism, and gender. Credit is awarded for only one of ANTH 127 or ANTH 127S.

**ANTH 174 Afro-American Experience in the U.S.**

4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): ANTH 001 or consent of Instructor. Explores the racial politics of African American cultures and identities in juxtaposition with the making of the American nationhood and global capitalism. Critically examines the various anthropological discourses about African Americanness and portrays African Americans as nation-builders.

**ANTH 182 Anthropology of Human Rights**

4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines debates in the study of human rights and social injustice. Uses case studies in Asia, Africa, and Latin America to explore legal, cultural, and political practices and representations of rights and reconciliation in postconflict settings. Includes globalization of rights; cultural relativism; indigenous rights movements; advocacy; and gender and health rights.

**SEHE 124 Queer & Trans Ecologies**

4 Lecture, 3 hours; extra reading, 2 hours, term paper, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Course takes an intersectional approach to exploring how race, gender (including trans, genderqueer, and nonbinary folx), sexuality, disability, and class shape experiences of environmental and climate-based impacts, as well as approaches to activism.

**ETST 102 The Political Economy of Race and Class**

4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. This course explores the
interrelationships among race, class, ethnicity, and the operation of market processes. Readings for this course will center on the comparative economic well-being of African Americans, Chicanos, Asian Americans, and Native Americans.

ETST 111 Ethnic Politics: Practicum in Political Change 4 Lecture, 3 hours; practicum, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Studies theories and practices of comparative ethnic political change. Examines topics intrinsic to the understanding of how to effect political change within the Chicano, African American, Asian American, Native American, and other ethnic communities, as well as the dominant societies.

GSST 107 Feminisms, Race, and Antiracisms: Critical Theories and Intersectional Perspectives 4 Seminar, 3 hours; extra reading, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Examines how pathbreaking scholarship by women of color in the United States and developing countries has been central to rethinking theoretical foundations and developing new ways of knowing, understanding, and practicing politics. Focuses on scholarship that critiques and analyzes issues concerning race, antiracism, human rights, citizenship, empire, globalization, and social justice.

GSST 113 Queer Theory 4 Lecture, 3 hours; extra reading, 2 hours; written work, 1 hour. Prerequisite(s): GSST 001 or GSST 001S or GSST 001H or LGBS 001. Examines queer theory’s origins and relation to gender and sexuality studies. Critically explores queer of color critique and the intersections of race, class, and gender with sexuality. Looks at other interventions into the field of queer theory and key concepts and current debates.

GSST 147 Feminist Animal Studies 4 Lecture, 3 hours; extra reading, 3 hours; written work, 3 hours. Prerequisite(s): GSST 001 or GSST 001S or LGBS 001; GSST 011 or GSST 020 or GSST 020H or GSST 020S or GSST 021 or GSST 021A or GSST 022B or GSST 030 or GSST 030H or GSST 031H or GSST 040 or GSST 010 or GSST 030S or GSST 010S. Examines human-animal relationships from a feminist perspective. Explores the use of animals as pets, subjects and objects of scientific research, and food sources. Analyzes how these uses relate to the exploitation of women and to feminist ethics. Considers the connections between sexism and speciesism.

GSST 176 Gender, Human Rights, and Transnationalism 4 Lecture, 3 hours; individual study, 2 hours, written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Explores dynamics of gender and power in human rights activism. Examines the history and evolution of human rights discourse, discourses of liberation, and critical responses to the strategy of framing women’s rights as human rights in a comparative, transnational framework.

MCS 160 Race, State Violence, and Incarceration in the U.S. 4 Lecture, 3 hours; individual study, 6 hours; research, 1 hour; term paper, 2 hours. Prerequisite(s): MCS 010 with a grade of C- or better; or consent of instructor. Course offers a historical, analytical, and theoretical examination of the cultural formation of criminalization and incarceration in the United States. Contextualizes the US carceral regime’s roots in the cultural-political structures of racial chattel slavery, land conquest, settler colonization, and the statecraft of anti-Black violence.

MCS 188 Media & Militarism 4 Lecture, 3 hours; screening, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Studies the function and effects of militarism and media. Includes how militarism is represented through various media genres such as cinema, television, advertising, documentary films, video games, digital, and new media. Explores its intersection with gender, race, class, religion, and nation. Fulfills the Humanities requirement for the College of Humanities, Arts, and Social Sciences.
MCS 189 Political Culture of Race and Policing 4 Lecture, 3 hours; discussion, 1 hour; extra reading, 1 hour. Prerequisite(s): MCS 010; Or the consent of instructor; Offers a critical historical and theoretical approach to the politics and culture of United States police and policing. Course will focus on how racist state violence articulates through discourses of personal/community safety, peacekeeping, “law and order,” and (declared and undeclared) domestic warfare.

PHIL 117 Environmental Ethics 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): one course in philosophy or consent of instructor. A philosophic consideration of ethical problems that arise from the use and exploitation of the environment. Topics covered include workplace pollution hazards; environmental pollution and protection of collective natural resources; the rights of future generations; the rights of animals; the protection of endangered species.

SOC 161 Immigration and Society 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): SOC 001 or SOC 001H. Analyzes the origins of immigration and its nature, patterns, and trends in the twentieth century in Western societies, with special emphasis on the United States. Topics include theories of immigration, causes of immigration, sources of immigrants, immigration laws, reactions to immigrants, and the effects of immigration on the host society.

2e-ii)

ANTH 140E Ethnology of the Greater Southwest 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. An introduction to the many varied native cultures of the Greater Southwest. Major differences as well as similarities in the forms of language, social organization, religion, and material culture occurring in the Greater Southwest will be defined and described. The peoples of the Greater Southwest are considered, not only in terms of the ethnographic present, but also through a diachronic perspective, from the prehistoric past through the Spanish colonial era to the present.

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

ANTH 140I Cultures of Southeast Asia 4 Lecture, 3 hours; consultation, 1 hour. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W or equivalent. Anthropological interpretations of culture and society in southeast Asia including Indonesia. Topics include prehistory, ethnic groups, social organization and structure, human ecology, and folk and high culture.

ANTH 140P Cultures of the Pacific 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W or consent of instructor. Overview of the cultures and contemporary issues facing the people of Melanesia, Micronesia, and Polynesia. Examines the contribution of Oceanic studies to anthropological theories of kinship and exchange, gender, development studies, and indigenous knowledge systems. Emphasizes how Pacific Islanders draw on their cultural heritage in emerging from formal colonialism to establish new island nations.

ANTH 140S The Peoples of Mexico in 115 | Historical and Global Perspective 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Survey of the cultures and societies of Mexico in historical and global perspective. Emphasis on agrarian communities and the contributions of Mesoamerican ethnography to general anthropological theory systems. The treatment of these cultures follows a brief overview of the geography, history, and linguistic patterns of Africa.
ANTH 162 Culture and Medicine 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Interrelations of health, disease and culture; cross-cultural comparisons of “health,” “disease” and “curing” concepts; effects of cultural behavior on health and illness. Special focus on traditional societies and their belief systems, and on the effects of cultural change (historical and modern) on illness and curing.

AST 133 Buddhist Literature 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Readings in canonical and non-canonical Buddhist texts. Includes Buddhist-influenced literature written by Asian, European, and American authors. Examines themes of emptiness, impermanence, and no-self. Crosslisted with CPLT 144, and RLST 144.

ENGL 22 Writing Red 4 Lecture, 3 hours; extra reading, 3 hours. Indigenous perspectives on the more-than-human world that focuses on Traditional Ecological Knowledge (TEK), animal studies, Indigenous sustainability practices and epistemologies, health disparities, and climate change through the lens of literary and visual culture studies and theories.

ENGL 120A Native American Literature to 1900 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or lower division English course (other than composition) or consent of instructor. A critical study of Native American literature from the era of oral narrative to 1900, with special attention to environmental humanities, the anthropocene, impacts of settler colonialism on the environment, autobiography, fiction, criticism, and theory.

ENGL 120B Native American Literature After 1900 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or lower division English course (other than composition) or consent of instructor. A critical study of Native American literature from 1900 to the present, with special attention to poetry, visual culture, fiction, and self-life-narration, as well as criticism and theory.

ENGL 120T Studies in Native American Literature 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or lower division English course (other than composition) or consent of instructor. A focused study of a topic, genre, period, or author in Native American literature. Examples might include visual culture, oral narrative, collaborative autobiography, TEK, ethnography, or poetry.

ENGL 140M California Literature and Culture 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or lower-division English course (other than composition) or consent of instructor. Explores California—the idea, the history, the myth, the legend, the reality—through its writing. Discusses issues of mapping, community, and place as they relate to the central themes in California’s literary and cultural history, with some focus on Los Angeles.

ETST 121 California Native Cultures 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Introduces the culture and history of the diverse Indigenous peoples of California. Topics explored include oral histories, traditional ecological knowledge (TEK), material culture, and kinship practices. Discusses contemporary activities of cultural preservation and resistance to assimilation.

ETST 158 American Indian Intellectual Traditions 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Analyzes selected spiritual beliefs of America’s native peoples. Examines sacred beliefs, oral histories, ceremonies, customs, and the historical significance of selected tribes and bands. Explores the conditions and forces which shaped American Indians and influence them today.
ETST 185 Native American Law 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s):
upper-division standing or consent of instructor. Emphasis on traditional law, civil and criminal rights,
water rights, First Amendment religious freedom, and gaming on reservations.

ETST 187 Anticolonialist Thought 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s):
upper-division standing or consent of instructor. Examines the political-intellectual work of anticolonialist
struggle and independence movements.

ETST 188 Native American Women 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s):
upper-division standing or consent of instructor. An introduction to Native American gender systems and
the changing roles of women. Examines the cultural productions of indigenous women that make
important interventions in our understanding of gender and social justice in contemporary Native
America. Materials include testimonial literature, autobiographies, films, novels, and popular culture

HISA 128 American Nature Writing, Thoreau - Present 4 Lecture, 3 hours; written work, 3 hours.
Prerequisite(s): Restricted to class level standing of junior, or senior; or consent of instructor. Investigates
a broad range of ideas about nature and the place of humans in the natural world through a survey of
novels, poetry, essays, and polemics written by Americans since the mid-19th century. Topics include
conservation, ecology, environmental activism, and the sanctity of the natural world.

HISA 140 California Indian History 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s):
upper-division standing or consent of instructor. Provides students with a broad understanding of the rich
and varied heritage and history of California Indians from the invasion of the Spanish to the twentieth
century. Examines geographically and culturally diverse groups as a means of illustrating the various
Euro-American Indian policies that affected native Californians. Course is comparative and thematic.
Crosslisted with ETST 180.

HISA 141 Southwestern Indian History 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s):
upper-division standing or consent of instructor. Presents a historical examination of selected Native
American groups in the Southwest. Examines the relationship of Southwestern Indians to the Spanish,
Mexican, and United States governments. Focuses on Quechans, Tohono O’Odham, Yavapai, Chiricahuas,
Navajos, Zunis, Hopis, Comanches, and selected Pueblos along the Rio Grande. Cross-listed
with ETST 181.

HISA 142 Northwestern Indian History 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s):
upper-division standing or consent of instructor. Examines selected aspects of Northwestern Indian
History, from approximately the 1750s to the twentieth century. Deals with several native groups along
the Northwest coast from Alaska to Oregon. Compares policies of the Russian, Spanish, English, and
United States governments. Particular emphasis on the 1850s when the U.S. negotiated a number of
treaties with Native Americans in the Washington and Oregon territories. Cross-listed with ETST 182.

HISA 144 (E-Z) Topics in Native American History 4 Lecture, 3 hours; individual study, 3 hours.
Selected topics addressing the issues of the Native American. Includes reading, research, and discussion
on the Native American experience. F. Erly Amer:emergi Interpretatns. Cross-listed with ETST 115
(E-Z).

HISA 146 History of Native American Women 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s):
upper-division standing or consent of instructor. Examines selected important aspects of the lives of
Native North American women including their political, economic, and religious participation in their
societies. Further traces historic changes in Native women’s lives as a result of the colonization of the
New World and examines the complex imagery of Native women that developed from colonial contact. Cross-listed with GSST 146.

MCS 177 Indigenous Media 4 Lecture, 3 hours; screening, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines and compares the strategies indigenous videomakers use to counter the imperial gaze of cinema. Discusses possibilities for turning the art form of capitalism and colonialism into a tool for decolonization.

2e-iii)

ANTH 117 Anthropology of Cities 4 Lecture, 3 hours; field, 1 hour; extra reading, 2 hours. Prerequisite(s): upper-division standing or consent of the instructor. Examines theoretical and methodological debates in the anthropological study of cities and urban life. Uses ethnographic case studies in Asia, Africa, and Latin America to explore cultural practices and representations of urban space, and struggles over rights to the city. Topics include urban inequality, ecology, housing, planning, and redevelopment.

ANTH 118 Origins of Cities 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 003 or ANTH 005 or consent of instructor. Explores new forms of social, economic, and political organization that developed with the advent of cities. Examines case studies of the rise of urbanism in both the Old and New Worlds to investigate how and why cities emerged and consolidated.

ANTH 173 Social Meanings of Space 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines the range of meanings attached to spaces and places, from small-scale expressions such as houses to larger ones such as cities and landscapes. Explores how spaces can reflect and foster social conflict or social unity. Through a study of diverse cultural traditions, considers both the architecture and occupied but “unbuilt” spaces in ancient and current societies.

GEO 157 Introduction to Geographical Information Science 4 Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): upperdivision standing. Introduces the fundamental theory and application of geographical information science. Topics include geographic information systems, data structures, databases, and spatial data models. Explores various spatial data, including their coordinate systems, data acquisition, and associated errors. Introduces data analysis methods within geographical information systems.

GSST 145 Intersectionality, Ecology, and Community Design 4 Lecture, 3 hours; extra reading, 2 hours; research, 4 hours. Prerequisite(s): GSST 021. Introduces theoretical underpinnings of ecological utopias and ecotopias. Examines practical aspects of designing these intentional communities focused on sustainability. Includes discussion and critique of proposed ecotopias, analysis of egalitarian economic systems, inclusive and participatory political institutions, and social mores adopted by existing ecovillages and other sustainable intentional communities.

GSST 148 Intersectionality, Ecology, and Design Science 4 Lecture, 3 hours; practicum ,3 hours; extra reading, 2 hours; field, 2 hours; written work, 2 hours. Prerequisite(s): GSST 145 (GSST 145 may be taken concurrently). Introduces regenerative design. Emphasizes stability and resiliency of natural systems and intersectional praxis of environmental justice in agricultural and social design. Recognizes sustainable food, water, and shelter requires understanding structures of power that shape and maintain discrimination. Includes: agroecology; climate; health; permaculture; intentional communities; social activism; sustainability.
MCS 116 On Networks: Digital Culture, Media, Technology 4 Seminar, 3 hours; workshop, 1 hour; research, 1 hour; individual study, 2 hours. Prerequisite(s): MCS 005. Examines theories, histories, forms, aesthetics, and cultures of the network. Establishes touchpoints of network theory and history and uncovers key topic areas. Addresses how networked life transforms understandings of individuality and concepts of agency and helps foster collective units, propagate contagious affect, and re-organize space and place.

MCS 159 Race, Space, and Identity 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines the intersection of race, space and identity in modern and contemporary culture. Explores the critical and constitutive importance of race in the built environment. Topics include the racialization of space; colonialism and colonial cities; expositions and world’s fairs; segregation; race and the canon, decolonization; and urban renewal.

SOC 182 Urban Problems 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): upperdivision standing or consent of instructor. An interdisciplinary examination of selected urban problems such as civil disorders, transportation, housing, welfare, and planning. Cross-listed with URST 182.

2e-iv)

ANTH 122 Economic Anthropology 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W; or consent of instructor. Examines the social and cultural dimensions of production, exchange, saving, borrowing, and consumption. Topics covered include rationality and economizing, reciprocity, gender and household decisionmaking, and neoliberalism.

ANTH 127 Political Anthropology 4 Lecture, 114 3 hours; extra reading, 3 hours. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W or consent of instructor. Examines different overt and covert means by which power and social differentiation are produced, perpetuated, and challenged in societies across the world. Studies the politics of culture, ethnicity, nationalism, and gender. Credit is awarded for only one of ANTH 127 or ANTH 127S.

ANTH 133 Anthropology and International Development 4 Lecture, 3 hours; research, 2 hours; written work, 1 hour. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W or consent of instructor. Analyzes the concept of development by examining major theories and approaches in the anthropological study of international development. Focuses on the relationship between anthropology and the development industry. Topics include ethical issues in development anthropology, causes of failure and success in development interventions, and transformations in development theory and practice.

ANTH 139 Change and Development 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W or ANTH 003 or ANTH 005; upper-division standing or consent of instructor. Examines alternative theories of society, change, and development, as well as the assumptions and premises on which they are based. Considers how they are used to explain capitalist development, imperialism, colonial encounters, nationalism, decolonization, socialist revolution, modernization, unequal exchange, uneven development, globalization, and postcolonialism.

ECON 119 Law and Economics 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): ECON 003 or ECON 003H; or consent of instructor. Examines issues at the intersection of law and economics. Presents the tools needed for an economic analysis of law. Applies the tools to understand the economic logic of the law, especially property, contract, tort, and antitrust law.

87
ECON 125 History of Economic Thought 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): ECON 002 or ECON 002H; ECON 003 or ECON 003H. Study of the development of major economic theories, including those of Adam Smith, Karl Marx, and John Maynard Keynes. Focus is on how alternative theories define and address economic problems differently and the policy implications that follow.

ECON 143 Environmental Economics 4 Lecture, 3 hours; written work, 3 hours. Prerequisite(s): ECON 003 or ECON 003H; or equivalent; or consent of instructor. An introduction to economic analysis of natural resources, the environment, and environmental quality. Topics include interactions between the environment and the economy, social choice theory, source control costs, damage valuation, efficient pollution control, and design of efficient and equitable environmental policy.

ECON 146 Urban Economics 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): ECON 102 or ECON 104A. Applies basic microeconomic principles to the spatial concentration of economic activity, the operation of the urban land, housing, transportation, and labor markets, the role of government in the urban economy, and urban economic problems, including pollution, crime, and homelessness. Cross-listed with URST 146.

ECON 148 Land and Resource Economics 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): ECON 102 or ECON 104A. Explores distinctive qualities of land and its rent, as well as valuation of land as an investment. Addresses assembly, division, and development of land, efficiency of the land market and the effects of taxation. Covers concentrated ownership, separation of ownership and management, rent and taxable surplus, and origins and kinds of tenure.

ECON 173 Global Poverty 4 Lecture, 3 hours; written work, 3 hours. Prerequisite(s): ECON 002 or ECON 002H; ECON 003 or ECON 003H. Examines poverty around the world in a comparative perspective. Topics include concepts of poverty, measurement of poverty, and policies intended to reduce poverty. The regions studied include the U.S., other developed countries, and developing countries. Credit is awarded for one of ECON 173 or ECON 173S.

ECON 175 Comparative Economics 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines the roles of different economic, political, legal, financial, fiscal, and informal institutions in the economy. Topics also include the theoretical traditions of the debate between market and plan and of the boundaries of market and hierarchy.

ECON 181 Economic Development: Theory and Policy 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): ECON 002 or ECON 002H; ECON 003 or ECON 003H. A survey of the main theories of economic development and an analysis of the major development strategies and policies.

ECON 182 Trade, Globalization, and Development 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): ECON 002 or ECON 002H; ECON 003 or ECON 003H. Explores global development with an emphasis on empirical results regarding the effectiveness of foreign aid, trade, property rights, and other institutions that can influence economic growth. Analyzes the nature and consequences of globalization on individuals, countries, and the world economy.

ECON 187 Contemporary Public Policy Challenges in Latin America 4 Lecture, 3 hours; discussion, 1 hour; individual study, 3 hours. Prerequisite(s): ECON 002 or ECON 002H; ECON 003 or ECON 003H; consent of instructor. A survey of the wide-sweeping policy reforms since the 1980s and of contemporary public policy challenges in Latin America. Challenges discussed include extremely high levels of poverty and inequality; inadequate educational and healthcare systems; pressures for land reform; problems of
trade competitiveness; and recurring currency crises. Cross-listed with LNST 187.

GSST 131 Sustainability, Gender and Development in the Global South 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Investigates the intersection of sustainable practices, development pressures, and gender in the Global South. Explores nonwestern concepts of sex/gender and nature as epistemological resources in addressing the impact of climate change on livelihoods and social organization. Asks how sustainability theory and practice can be transnational and socially inclusive.

HISA 119 Modern U.S. Consumer Culture 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines the history and culture of mass consumerism in the United States. Includes the shift from mass production to mass consumption; the growth of advertising and product marketing; the rise of the department store and shopping mall; the relationship of race, ethnicity, and gender to the market; globalization; and anticonsumerism. Credit is awarded for only one of HISA 119 or HISA 119S.

PHIL 116 Business Ethics 4 Lecture, 3 hours, discussion, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. An inquiry into some of the moral issues arising from business life, such as conflicts of interest, responsibility to consumers, corporate culture and character, and the morality of competition. Also considers the history of ethics and the history business as an institution.

POSC 116 Capitalism, Socialism, and Political Theory 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines debates about economic life. Focuses on issues such as markets and marketization, labor, globalization, freedom, class, corporations, democracy, the welfare state, and power. Credit is awarded for only one of POSC 116 or POSC 116S.

POSC 160 Globalization and Underdevelopment Focuses on the political causes and consequences of the spread of the modern state, the competitive market, and political democracy. Examines how these political institutions interact with one another and shape the possibility of development.

POSC 173 Government and Politics of California 4 Lecture, 3 hours; individual study, 1 hour; extra reading, 1 hour; term paper, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Examines the political process of California. Focuses on both the electoral and legislative politics and the contribution they make to democratic governance under conditions of social diversity. Credit is awarded for only one of POSC 173 or POSC 173S.

ANTH 182 Anthropology of Human Rights 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines debates in the study of human rights and social injustice. Uses case studies in Asia, Africa, and Latin America to explore legal, cultural, and political practices and representations of rights and reconciliation in postconflict settings. Includes globalization of rights; cultural relativism; indigenous rights movements; advocacy; and gender and health rights.

ENGL 142N The Politics of Visual Culture 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or lower-division English course (other than composition) or consent of instructor. Intensive review of critical approaches to the politics of visual representation in art, activism, advertisement, and popular culture. Emphasis is on debates about the ethics of visual representation and on the strategic use of visual images to raise awareness about political issues.
ETST 113 Black Feminist Theory and Activism 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Considers the writings and collective organizational strategies of African American women intellectuals and activists developed in response to the ways racial, sexual, and economic oppression work interdependently and are institutionalized.

ETST 163E Introduction to Queer Studies 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Introduces the intersections between the social construction of sexuality and the political economy of capitalism. Focuses on the United States. Includes the legacies of queer social movement and coalition building as well as the role of the contemporary United States where capital circulates and sexual identities are produced, contested, and negotiated.

GSST 109 Women, Politics, and Social Movements: Global Perspectives 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): GSST 001 or GSST 001S or GSST 001H or GSST 020 or GSST 020H; or consent of instructor. Introduction to Third World women’s politics. Covers women’s politics from a global perspective emphasizing South Asia, sub-Saharan Africa, and the Caribbean.

GSST 134 Queer Identities and Movements in the United States 4 Lecture, 3 hours; extra reading, 1 hour; individual study, 2 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines important twentieth- and twenty-first century developments in queer culture and activism in the United States. Focuses on the origins of sexual identity; the relationship between sexuality, race, and gender; queer representation in art and media; and central issues in queer theory. Cross-listed with LGBS 134

GSST 136 Women and Grassroots Organizing 4 Seminar, 3 hours; extra reading, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S or GSST 020 or GSST 020H or GSST 020S. Examines women’s grassroots activism and organizing within the context of political and social structures, culture, and history at the local and global levels. Employs comparative and global perspectives to understand the diversity of women’s issues and women’s activism.

GSST 169 Gendering Revolution: Gender and Sexuality in “The Arab Spring 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): GSST 167 or GSST 168 or GSST 193; restricted to class level standing of junior, or senior. Addresses the gender politics of The Arab Spring focusing on revolutionary gender activism. Explores a world of dissent, chaos, and violence, but also one of beauty, ethics, and artistic expression as individuals come together to fight for “bread, freedom, and social justice.”

GSST 181 Feminisms and Environmentalisms 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Explores women’s and feminist involvement in environmental movements. Examines how gender shapes our relationships with and approaches to environmental problems in the United States and globally. Investigates intersections between feminist concerns (health, reproduction, mothering, gender equity, and social justice) and environmental issues (conservation, pollution and global warming, and sustainability).

MCS 106 Disability Culture and Media 4 Lecture, 3 hours; extra reading, 1 hours; written work, 1 hours; activity, 1 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines disability rights politics and activism through cultural production. Explores access to art production, aesthetics and disability, and the role of art in social change. Surveys several genres of art production including dance,
theatre, language and visual arts, and film and video.

MCS 119A Topics in Memory and Resistance I 4 Lecture, 1 hour; seminar, 1 hour; workshop, 1 hour; research, 3 hours. Prerequisite(s): restricted to class level standing of sophomore, junior, or senior; or consent of instructor. Introduces the theory, methods, ethics, and political stakes of Memory and Resistance work. Offers training in and application of needed media skills including the production of short form media. Course is repeatable as content or topic changes to a maximum of 8 units.

MCS 122 Sustainability as the Future of Democracy 5 Lecture, 3 hours; screening, 3 hours; activity, 3 hours. Prerequisite(s): upper division standing or consent of instructor. A critical cultural analysis of the discourses underlining and validating the degradation and destruction of our natural environments, engendering vast income inequalities.

MCS 134 Transmedia: Demonstration Project 4 Lecture, 2 hours; workshop, 1 hour; screening, 3 hours. Prerequisite(s): upper division standing or consent of instructor. Introduces strategies for organizing and presenting materials, ideas, and arguments in various media. Includes visual, written, and audio texts; the spoken word; and performance.

MCS 140 Alternative Media Production and Social Movements 4 Lecture, 3 hours; screening, 3 hours. Prerequisite(s): upper division standing or consent of instructor. Introduces the history, theory, and practice of alternative forms of media production. Focuses on how various media forms were used to disseminate information in order to motivate audiences to take action for social change. Provides opportunities to learn documentary making, experiment with media forms, and produce alternative media projects. Course is repeatable as topics change to a maximum of 12 units.

MCS 165 The Queer 1980s 4 Lecture, 3 hours; screening, 3 hours. Prerequisite(s): MCS 001. An examination of film, video, print media, music, and other expressive forms from the U.S. and the United Kingdom during the 1980s. Considers how the Reagan/Thatcher era and the emergence of the AIDS pandemic gave rise to various forms of activism leading to the development of queer studies.

MCS 180 Japanese Documentary 4 Lecture, 3 hours; screening, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Studies the history of Japanese documentary cinema. Teaches strategies for reading nonfiction visual narrative. Explores other forms of documentation controversial in modern Japanese history including oral testimony, photography, and internet activism. Topics may include war, war protest, peace activism, environmental activism, nuclear politics, and green energy. Course is repeatable as topics and instructor change to a maximum of 8 units. Cross-listed with JPN 180, and AST 180.

POSC 141 Women and the American Political Process 4 Lecture, 3 hours; individual study, 1 hour; term paper, 1 hour; written work, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. A general introduction to the field of women and politics. Explores the ways in which gender enters and shapes politics, primarily in the U.S. context. Topics include women’s activism, voting behavior, and opinions. Also addresses women as candidates and in government.

SOC 112 Sociology of the Labor Movement 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): SOC 001 or SOC 001. Introduces sociological literature related to the labor movement. Provides a comparative and historical overview of research on unions, workers’ centers, and other organizational forms and collective actions through which workingclass people have sought to improve their working
and living conditions. Credit is awarded for only one of SOC 112 or SOC 112S.

SOC 122 Social Change 5 Lecture, 3 hours; research, 3 hours; extra reading, 3 hours. Prerequisite(s): SOC 003 with a grade of “C-” or better or consent of instructor. A study of patterns of social change, resistance to change, and change-producing processes and agencies.

SOC 135 Conflict 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): SOC 001 or SOC 001H. Analysis of the sources of social conflict, especially class conflict. Studies social movements arising out of such conflicts, which attempt to bring about fundamental social change. Credit is awarded for only one of SOC 135 or SOC 135S.

SOC 184 Environmental Sociology 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): SOC 001 (or SOC 001H) and SOC 004 and SOC 005 with grades of “C” or better, or consent of instructor. A sociological approach to the study of mainstream environmentalism. Addresses societal implications of environmental reform; the nature of distributive impacts (costs and benefits); environmental conflict resolution; land-use decision making; and the placement of noxious facilities in minority, working class, and poor communities.

2e-vi)

ANTH 144F Gender, Race, and Medicine 4 Lecture, 3 hours; written work, 1 hour; extra reading, 1 hour; individual study, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Explores the relationship between Western medicine and women, racial minorities, and non-Western citizens. Investigates how gender ideology, racial inequity, and colonialism shape the medical representation of bodies, sexuality, and pathology. Examines how patients have renegotiated their relationships with medicine through health movements and alternative healing practices. Cross-listed with GSST 185.

ANTH 144O - ANTHROPOLOGY OF BODIES
4 Units, Lecture, 3 hours; research, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Explores various anthropological discourses about the constitution of bodies focusing on how bodies differ across cultures and historical moments.

ANTH 147 Reproduction: Policies, Politics, and Practices 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines reproductive policies, politics, and practices from a cross-cultural and historical perspective. Discusses political and economic processes and sociocultural dynamics; population control; sex preference; infanticide and neonatal neglect; adoption and foster parenting; abortion; technologically assisted conception; and gestational surrogacy. Cross-listed with GSST 140.

ANTH 156 Anthropology of Human Immunodeficiency Virus (hiv) 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): Restricted to class level standing of junior, or senior; or consent of instructor. Cross-cultural examination of the global Human Immunodeficiency Virus (HIV) epidemic from an anthropological perspective.

ANTH 158 Biological Approaches to Medical Anthropology 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): ANTH 002 or consent of instructor. Introduces medical anthropology from the biological perspective. Explores topics on evolution, health, and medicine; human biological variation in relation to disease; bioarchaeology; and the history of health. Takes the integrative and multidisciplinary approach.

ANTH 159 Drugs and Culture 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): Restricted to class
level standing of junior, or senior; or consent of instructor. A cross-cultural examination of drug use and its relation to race, class, gender, morality, laws, and health policy.

ANTH 160 Political Economy of Health 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines critical medical anthropology. Focuses on the linkages between political economy, health, and healthcare systems in modern societies. Considers the effects of poverty, occupation, and environmental transformation in particular social contexts. Reviews four case studies: the political economy of HIV/AIDS, poverty, famine, and nuclear regulation.

ANTH 162 Culture and Medicine 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Interrelations of health, disease and culture; cross-cultural comparisons of “health,” “disease” and “curing” concepts; effects of cultural behavior on health and illness. Special focus on traditional societies and their belief systems, and on the effects of cultural change (historical and modern) on illness and curing.

ANTH 166 Anthropology of Global Health 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines the overlaps, debates, and potential of medical anthropology to address contemporary issues in global health. Focuses on how the historical development, theoretical frameworks, methodological approaches, and ethical debates within medical anthropology can contribute to a just and inclusive version of “global health.”

ANTH 175 Public Health, Media, and Risk Management 4 Seminar, 3 hours; research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines media and politics in public health and risk management. Focuses on the role that effective communication, public relations, media, and crisis management can play in both informing the public and reducing and preventing serious threats to human health.

ANTH 187 Anthropology of Risk 4 Lecture, 3 hours; extra reading, 1 hour; research, 1 hour; term paper, 10 hours per quarter. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W; upper-division standing; or consent of instructor. Examines theoretical and ethnographic works related to the perception of risk. Focuses on a range of arguments that view risk as an objective hazard, a symbolic construction, or as historically, politically, and socially contingent. Topics include law, health, pollution, and migration.

SEHE 126 Toxic Bodies 4 Lecture, 3 hours; extra reading, 1 hour, term paper, 2 hours. Prerequisite(s): upper division standing or consent of the instructor. This course explores the embodied effects of various kinds of toxic environmental exposures in local, national, and transnational contexts. It addresses the effects of exposure to radiation, polluted air, water, soil, and food. It also surveys the history and current manifestations of community based and policy oriented responses.

SEHE 154 The Good, the Bad and the Ugly: Scientific Research on Inequalities and Well-being 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Investigates scientific approaches to the study of inequalities, well-being and their relationship. The course is organized into two sections. The first half focuses on social inequalities and various implicit and explicit biases. The second half covers the brighter side of human relationships including happiness, diversity and sustainable living practices.

SEHE 157 Global Environmental Change and Mental Health 4 Lecture, 3 hours, extra reading, 2 hours, term paper, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Introduces
mental health concepts of disorder, distress, well-being, and resilience in the context of global environmental change. Focuses on research and public health policy related to: climate change impacts on mental health and well-being; social and environmental justice challenges associated with mental health; individual and community resilience and psychosocial adaptation to climate-related environmental change. Topics include: the psychology of climate change denial; ecological grief and mourning; mindful response to extreme weather events and natural disasters; and best practices for coping with environmental change.

ETST 116 Medicine Ways of Native Americans 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores the medical history of Native Americans. Focuses on traditional Native American medicine and how Western diseases, medical practices, health care, and policies influenced American Indian health. Topics include medicine people, rituals, ceremonies, smallpox, measles, influenza, anomie, accidents, diabetes, suicides, mental illness, and murders. Cross-listed with HISA 147.

GBST 103 Food and Globalization 4 Seminar, 3 hours; extra reading, 3 hours; research, 3 hours; written work, 3 hours. Prerequisite(s): GBST 001; GBST 002. Investigates globalization through the lens of food. Topics include world hunger, food security, agribusiness and health, genetically modified foods, sustainability, labor, migration, fast food, and “slow food.” Introduces various research methods including analysis of statistics, semiotics, and the study of social interaction.

GSST 183 Feminist Politics of Food 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021; or consent of instructor. Explores politics of food using gender, race, class, and globalization as analytical lenses. Examines expressions of gender and sexuality in food consumption. Investigates relationships between diet and structural racism and between feminist politics and food movements. Topics include food and advertisement, industrial and sustainable agriculture, food security, health, and bioengineering.

HIST 107 Disease and Society 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Covers a world history of disease and how it relates to massive population change, cultural shocks, and globalization. Evaluates the complex and reciprocal relationship between illness and society. Analyzes how cultures, states, and individuals shape the spread of contagious disease, as well as how disease affects societies.

POSC 180 The Politics of Public Health 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Focuses on the social, environmental, and political factors that shape population health. Utilizes public health topics to illustrate the fundamental problems of the politics of regulation and social policy. Credit is awarded for only one of POSC 180 or POSC 180S.

SOC 127 Sociological Determinants of Health 4 Units, Lecture, 3 hours; discussion, 1 hour; extra reading, 5 hours; research, 3 hours. Prerequisite(s): SOC 001 with a grade of C- or better or SOC 001H with a grade of C- or better; or consent of instructor. Introduces the role that social factors play in shaping the occurrence and distribution of disease and death in populations with an emphasis on socioeconomic status, racism, social relationships and social stress. A particular emphasis is placed on sociological origins of health inequalities.

RLST 122 Medicine and Asian Religions in Global Circulation 4 Lecture, 3 hours; individualized study, 6 hours; research, 1 hour; term paper, 2 hours. Prerequisite(s): Restricted to class level standing of Sophomore, Junior, or Senior. Considers the relationship between religious cosmologies, the organization
of knowledge, and the practices for managing bodily and natural order that underpin three major medical traditions of Asia in premodern and modern periods: Ayurveda, Traditional Chinese Medicine, and Tibet’s Four Tantra Tradition.

SOC 167 Medical Sociology 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s) upper-division standing or consent of instructor. Introduces key concepts and theories in medical sociology and their application to a variety of health issues. Exemplar topics include social construction of health and illness, medicalization, stigma and labeling, patient-provider interaction, sociology of medical professionals, social determinants of health, and political economy of health.

2e-vii)

ENGL 179A History of Science Fiction 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or lower-division English course (other than composition) or consent of instructor. A historical survey of science fiction literature from the nineteenth century to the present. Covers major works by H.G. Wells, Arthur C. Clarke, Stanislaw Lem, Ursula K. Le Guin, and William Gibson.

ENGL 179C Science and Science Fiction 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or lower-division English course (other than composition) or consent of instructor. Investigates the relationship between science and science fiction and the role of culture in producing scientific knowledge. Readings include novels and scholarship in the history and sociology of science. Covers work by Nancy Kress, Greg Bear, Greg Egan, Thomas Kuhn, Donna Haraway, and Bruno Latour.

SEHE 177: Non-human Agents and the Environment 4 Seminar, 3 hours; extra reading, 2 hours; term paper, 1 hour. Prerequisite(s): upper-division standing. Develops methods for thinking about non-human organisms and non-living environmental elements as actants. Examines the interactions between human and non-human agents and their implications for ecological thinking. Topics include: political artifacts, trans-species becoming, trans-corporeality, human microbiome and microvirome, micorrhizal network, symbiosis, symbiogenesis, and human/non-human coexistence.

GSST 104 Witches, Magic, and Religion 4 Lecture, 3 hours; activity 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines magic and witchcraft as distinctive forms of epistemology articulated by women throughout history. Traces the position of religion and science versus these intellectual fields led by women in various settings around the world. Investigates how masculinization of the knowledge production process enabled male dominance.

GSST 161 Gender and Science 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Focuses on the intersections of Western constructions of gender and scientific knowledge since the sixteenth century. Considers the cultural and political roles of the scientist in terms of gender; the structuring of objectivity and objects of study; the status of scientific knowledge; and the emergence of feminist science studies. Credit is awarded for one of the following GSST 161 or GSST 161S.

HIST 104 The Scientific Revolution 4 Lecture, 3 hours; online discussion, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. History of the scientific revolution of the sixteenth and seventeenth centuries from Copernicus through Newton, stressing the cultural interaction of science, philosophy, and religion, with secondary attention to the historical sociology of science.
HIST 105 Science in the Modern World 4 Lecture, 3 hours; online discussion, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. History of science in the nineteenth and early twentieth centuries, stressing the rise of the Darwinian worldview, the genetic revolution and its social consequences, and the romantic rejection of science.

HIST 106 Science in Triumph and Crisis 4 Lecture, 3 hours; online discussion, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. History of science in the twentieth century with attention to the revolutions in physics and biology, the role of scientists in the world wars, the social responsibility debate, and the rise of the United States as a scientific power.

HIST 109 Technology in Modern Europe and America, 1700-Present 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines the emergence of modern Europe through the first and second industrial revolutions in Europe and America. Explores the development of device commodities as the typical form of consumer technology in the nineteenth and twentieth centuries, as well as addresses philosophical issues in understanding technology. Cross-listed with ENGR 109

MCS 108 Electric Earth: Media Ecology Theory Culture 4 Seminar, 3 hours; individualized study, 3 hours. Prerequisite(s): MCS 001 with a grade of C- or better. Introduces media ecology theory and history. Explores key topics, concepts, and issues at the upper-division level. Develops methods for thinking about contemporary media ecology, examining objects such as smart cities, animal technologies, and the media saturated planet. Outside class assignments include readings and conducting individual research and writing projects.

MCS 109 Algorithms and Everyday Life 4 Seminar, 3 hours; individualized study, 3 hours. Prerequisite(s): MCS 005 with a grade C- or better; Examines technologies including artificial intelligence, Tinder, and Uber to examine cultures of algorithms, data, and code. Explores the use of algorithms to shape futures, govern bodies, advance systemic violence, and conceal injustices. Also addresses the use of data to intervene in these unjust data scapes

MCS 117 Posthuman Bodies in Science, Media, and Culture 4 Seminar, 3 hours; workshop, 1 hour; research, 1 hour; individual study, 2 hours. Prerequisite(s): MCS 005. Introduces cultures and theories of posthuman media. Examines media technologies, representations, and representative practices in the sciences. Topics include biopolitics, posthumanism, ecosickness, and speculation. Approaches posthuman media studies with perspectives from queer theory, eco-feminist theory, and disability studies.

MCS 146F/ENGL 146F Special Topics in Technoculture and Digital Media 4 Lecture, 3 hours; screening, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior. Advanced study of theories and practices of reader and audience interaction with technologies of cultural production in general and digital media in particular. Includes praxis-oriented composition or research. F. Media, Materialism, and the Environment : While narratives of technological development. This course restores a materialist history and theorization of media, specifically exploring the entanglements between digital culture and the elemental world (eg conflict minerals in geology of media, ocean cables as internet infrastructures, the data bunkers of cloud storage.)

MCS 163 Special Topics in Art Criticism and Theory: The Anthropocene
PHIL 109 Philosophy of Technology 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): Restricted to class level standing of junior, or senior; or consent of instructor. An introduction to philosophical issues concerning technology. Includes the nature of technology; technical artifacts and design; technological knowledge; techno-science; the development of technology; ethical problems concerning technology; technology and gender; socio-technological systems and technocracy; anti-technology; technology and art; and technology and the environment

PHIL 137 Philosophy of Science 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): one course in philosophy or consent of instructor. Topics discussed include understanding scientific objectivity in the light of history and sociology of science; realism and anti-realism about scientific theories; scientific methodology and its logic; and the nature of scientific explanation. Credit is awarded for only one of PHIL 137 or PHIL 237.

SEHE 180 Quantitative Research in Health, Environment and Sustainability 4 Lecture, 3 hours, extra reading, 2 hours, research, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Survey of quantitative methods frequently used in Environmental Studies, focusing on statistical methods and geospatial data analysis. Provides methodological foundation and tools needed to conduct and understand quantitative data and spatial analysis relevant to social scientific inquiry about the natural environment and sustainability.

SEHE 181 Qualitative Research in Health, Environment and Sustainability 4 Lecture, 3 hours, extra reading, 2 hours, research, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Introduction to the epistemology of qualitative social science and survey of qualitative methods frequently used in Environmental Studies. Focuses on: historical and comparative case study analysis, ethnography, actor-network analysis, environmental narrative and discourse analysis. Provides methodological foundation and tools needed to conduct and understand qualitative data and analysis relevant to social scientific inquiry about the natural environment and sustainability.

SEHE 182 Community Based and Participatory Approaches to Research in Health, Environment and Sustainability 5 Lecture, 3 hours, Discussion, 1 hour, extra reading, 2 hours, research, 1 hour, practicum, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Research seminar in Community-Based Participatory Research (CBPR) and Participatory Action Research (PAR), two related approaches to collaborative knowledge production and action designed to address environmental and/or health disparities at the community level. Students will apply community based, and participatory research strategies in a project that builds on community partnerships previously initiated by the instructor.

SEHE 193 Capstone Prerequisite(s): Upper division standing. Under the guidance of an SEHE faculty member, completion of a capstone project that synthesizes and integrates the knowledge and skills obtained throughout the program. Develops skills in the formulation and selection of research questions on topics in Society, Environment and Health Equity. Includes the identification of research questions and the use of primary or secondary data, and theory to seek answers. Addresses techniques in the organization and presentation of writing.
SEHE 197 Research for Undergraduates (1 to 4) variable hours, Prerequisite(s): upper-division standing with consent of instructor. Directed original research. Graded (S) or No Credit (NC). Course is repeatable.

SEHE 198I Individual Internship (1-12) laboratory, 4-36 hours. Prerequisite(s): consent of instructor and upper-division standing. Individual interns will learn about the policies and operations of cooperating agencies, such as community organizations, social service agencies, clinics and hospitals. Students will become familiar with the on-going operations of these organizations, and will conduct relevant research under faculty supervision. Course is repeatable to a maximum of 16 units.

SEHE 199 Senior Research (1-5) Outside research, 3-12 hours. Prerequisite(s): SEHE 191 and consent of instructor; not open to students in the University Honors Program. Work individually with the instructor to continue and expand a research paper or project begun in an SEHE course. Course is repeatable to a maximum of 8 units.

SEHE 199H Senior Honors Research (1-5) Outside research, 3-15 hours. Prerequisite(s): admission to the University Honors Program or consent of instructor. Offers the opportunity for directed research at an honors level. Course is repeatable to a maximum of 8 units.
Appendix C: Proposal for Undergraduate Major in Health Equity Studies

A Proposal for

Bachelor of Arts Degree Program in

Health Equity Studies

April 16, 2021

Revised March 2022

Submitted by:

Juliann Allison, Associate Professor, Gender & Sexuality Studies
Kim Yi Dionne, Associate Professor, Political Science
Rengin Fırat, Assistant Professor, Sociology
Tanya Neri, Associate Professor, Sociology
Chioun Lee, Assistant Professor, Sociology
Jade Sasser, Associate Professor, Gender & Sexuality Studies
Dana Simmons, Associate Professor, History
Jennifer Syvertsen, Assistant Professor, Anthropology
Chikako Takeshita, Associate Professor, Gender & Sexuality Studies
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 Health Equity Studies
   Department that will administer the program: Society, Environment and Health Equity

2. A thorough justification, including the motivation for the creation of the program in terms of student interest and professional or academic importance.

   Mounting disparities of health across racial, ethnic, socio-economic status and sexuality among other social characteristics are very well documented. However, evidence-based strategies and interventions to reduce or eliminate these disparities are limited, pushing the current research and public agenda towards health equity. The U.S. Department of Health and Human Services defines health equity as “the attainment of the highest level of health for all people.” This shift in emphasizing health equity, just and fair ways of attaining the highest level of health for all people, are also evident in the recent federal efforts such as the U.S. Dept. of Health and Human Services’ Healthy People 2020 initiative (https://health.gov/healthypeople). This new research agenda for health equity studies requires a multi-dimensional and multi-level approach that integrates biological, behavioral, social, and humanistic approaches to be able to address complex and intersectional inequalities of health and health care.

   The proposed major responds to the vision statement in UCR’s Future Fluent Strategic Plan, to “drive knowledge creation, innovation, economic development, and human, social, and environmental sustainability” through “inclusive excellence.” The Strategic Plan outlines four key areas of research strength at UCR, which the university will build upon in coming years, including social equity and health. The Health Equity Studies major responds directly to the intersection of health and social equity.

   Health and health care occupations are among the fastest growing occupational sectors. According to the US Bureau of Labor Statistics, healthcare occupations are expected to “grow 15 percent from 2019 to 2029, much faster than the average for all occupations, adding about 2.4 million new jobs” (https://www.bls.gov/ooh/healthcare/home.htm). The course work our major provides will prepare students for health and health care related careers including health administration & management, health education, social work and health advocacy & policy in non-profits or government health organizations, hospitals, health or senior care centers, and educational settings or pursuing higher education in health sciences. With the Health Equity Studies major, UCR will offer undergraduates an innovative and timely degree, which prepares students for healthcare-related careers focusing on human, social, and environmental sustainability.
The Health Equity Studies major offers an excellent foundation for students entering professional schools of medicine, nursing, pharmacy or public health. For students who choose not to pursue postgraduate study, Health Equity Studies provides training and skills for work in community relations, community outreach, social services, administration and advocacy. Please see Appendix A below, “Careers in Health Care and Policy.” For example, Kaiser Permanente provides its members (including one in four Inland Empire residents) a “Thrive Local” program linking health and community social services; this is a staff-intensive program that also requires a robust network of community service providers, each with their own staff. In 2013, the California State Legislature established an Office of Health Equity within the California Department of Health. The OHE vision is that “everyone in California has equal opportunities for optimal health, mental health and well-being.” The Center for Disease Control and Prevention’s Office of Minority Health and Health Equity (OMHHE) “supports internship opportunities for eligible undergraduate and graduate students to gain meaningful experiences in public health settings.” Such programs are currently expanding rapidly under the pressure of pandemic needs and increased state funding for community health research and interventions.

Furthermore, our major will address the pressing problems of a) health and healthcare workforce shortage within the Inland Empire and b) underrepresentation of Hispanic/Latinx and Black people among California health professions workforce. The Inland Empire has one of the lowest per capita ratios of behavioral health professionals. Compared with other California regions, the Inland Empire has fewer primary care and specialty physicians per person, yet Inland Empire residents report poorer health than other Californians. Health disparities in the Inland Empire are particularly pronounced in areas related to social inequities: metabolic disease (diabetes and obesity), asthma, mental distress, and suicide.

While the relatively newly formed UCR Medical School addresses these needs for the severe doctor shortage, the deficit of workforce in other health and health care professions in the Inland Empire are still unmet. Instituting a Health Equity Studies major in a Hispanic Serving Institution in the Inland Empire will both address the current demand for healthcare services workforce and contribute to the goal of diversifying health and health care workforce.

Many of us teaching health-related courses have observed that demand for these courses is very high; our courses fill quickly and students ask us for more. In particular, the HQST major is an excellent option for students transitioning from CNAS or BCOE to

---

2 [About OHE](#)
5 ibid.
CHASS, and who wish to build on prior data science, health or biomedical knowledge. The HQST minor allows students in biomedical or scientific degree programs to complement their curriculum with a social-scientific and humanities perspective. The HQST minor would also be appropriate for students in Public Policy or any CHASS major, who wishes to complement disciplinary study with more focused attention to health and health disparities and inequities.

The HQST program offers students an opportunity to focus their learning on inequities -- an issue that deeply matters to them -- in theoretically grounded scholarly literature that transcends disciplinary boundaries, includes innovative and community-engaged approaches, and prepares students to create and communicate evidence-based ideas and solutions to overcome these inequities. Our majors will gain methodological tools to grasp dynamic interactions of social, economic and political inequities, health, disability and disease. Majors will understand how to read statistical data and how to communicate it to broader audiences. They will be able to analyze relationships between the local, national and global scales, and to identify structural causes of individual phenomena. They will gain experience with community-based research and engagement. They will have training in ethnographic methods, sociological analysis and historical research. Majors will bring a humanist, social-scientific toolkit and a critical consciousness to work in health-related fields.

HQST will also well-prepare our undergraduate students with a strong foundation to transition right into health-related graduate, medical and clinical programs at UCR, including in the UCR School of Medicine, the proposed Masters of Public Health program currently under development, and other graduate and medical coursework that includes a Designated Emphasis in Medical and Health Humanities.

The proposed HQST major is part of a national trend, as witnessed by similar programs recently established at peer institutions. American University School of International Studies offers an undergraduate program in Environmental Sustainability and Global Health. American University’s program is less than seven years old and is growing rapidly, with faculty in fields from anthropology, geography, political science to public health and economics, and 65 undergraduate majors.

Vanderbilt University’s Medicine, Health and Society Department houses 18 FTE (including two Writers in Residence) organized in four research groups: Culture, Power and Science; Health Disparities and Policy; Critical Global Health and Health Humanities and Public Practice. The department offers an undergraduate BA and minor, a combined BA+MA, and an MA degree in Medicine, Health and Society.

The University of Arizona School of Sociology offers an undergraduate BS in Care, Health and Society, designed to complement training for health care professions. The curriculum trains students “to understand the social dimensions of health and health care to inform public health initiatives and the provision of individual health care.” All majors fulfill an internship requirement in a community or health care organization as part of their degree program. The internship requirement is an intriguing model, toward which
the HQST major may build.

Several universities offer undergraduate degrees in Public Health as part of a school of medicine or public health. Johns Hopkins University, UC Berkeley and UC Merced, among others, offer a Public Health undergraduate major; UCLA has a Public Health minor. UC Berkeley also hosts the California Initiative for Health Equity and Action, which provides grants to undergraduate Health Equity Scholars from across California. While UC Merced and CSUs are highly represented among the 2020 Health Equity Scholar cohort, UC Riverside did not send a single student to this program. (This should change.) Mills College offers B.A. and B.S. degrees in Public Health and Health Equity. Cal State San Bernardino offers an undergraduate Certificate in Health Equity and Health Disparities.

Once established we expect the new major in Health Equity Studies to be in high demand as interest among young adults in health disparities are surging and demand for trained individuals in various segments of healthcare is growing. Establishing the Health Equity Studies major now will put UCR to be ahead of the game in capturing talented undergraduates from underrepresented communities who will play a significant role in fulfilling the healthcare needs of the state of California.

3. Relationship of the new program to existing programs.

This program responds to undergraduate interest and demand for coursework in public health, pre-medicine, and health equity studies without duplicating existing programs. The School of Public Policy (SPP) offers an undergraduate degree with a track in Health and Population Policy, which focuses on issues related to policy and public health. HQST courses would support SPP students in this track by providing more options to fulfill their major. Anthropology offers a concentration for its majors in Medical Anthropology; some of these courses will overlap with HQST because of shared faculty, but the anthropology degree has another set of unique requirements that go beyond the scope of health. In addition, there is an undergraduate minor in Medical and Health Humanities (MHH), which draws from diverse courses in the humanities, social sciences, literature, English, and related areas. Students pursue the MHH minor in conjunction with another degree program. Whereas MHH engages with a broad humanities field concerned with representations of the body, health and disability, HQST offers a more focused set of requirements specifically around health disparities and health inequities. That said, HQST classes would also support the MHH program and the HQST major is entirely compatible with an MHH minor.

A major advantage of the proposed department is that it will complement and enhance available offerings for students who pursue the global health and sustainability track through the global studies major. Three faculty members who are affiliated with the proposed department played leadership roles in developing the health and sustainability track for GBST majors, including former GBST chair, Bronwyn Leeaw, current GBST chair, Juliann Allison, and POSC professor, Kim Yi Dionne. As faculty members gathered informally to discuss the best way to develop the GBST tracks, it became very
clear to us that there is a significant demand for broader offerings and opportunities for a
deepen level of engagement on these themes—well beyond what could be accommodated
under the umbrella of Global Studies. The proposed department will extend course
offerings available to the subset of GBST majors who wish to concentrate on health and
sustainability (one of four recommended concentrations within the global studies major)
while expanding opportunities for faculty collaboration on grants that will enable us to
expand other avenues of opportunity to students at every level. It will provide an
alternative pathway for the many UCR undergraduates who wish to pursue a
concentration in environmental studies, sustainability, or health equity, yet do not wish to
major in global studies. This is particularly important, given that we are in touch with
many UCR alumni that have taken available courses on these themes in order to pursue
career paths with a local or regional focus. These, and many other students could have
benefited from the opportunity to pursue a major in the proposed department. However,
they would not have been well served by the global studies curriculum.

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.

The B.A. degree in Healthy Equity Studies consists of 48 units and focuses primarily on
humanities and social science studies of health inequity. See section 13 in this document
for full details.

**Lower-division requirements** include 4 courses (16 units):

a) SEHE 001: Health equity and Environmental Justice: Movements and Advocacy
for Social Change

b) SEHE 003: Introduction to Health Equity

c) One course in Data Science from among three course options

d) One course in Medical and Health Humanities from among eight course options

**Upper-division requirements** include 10 courses (40 units):

a) One course in climate change, environment and health from among 7 course
options.

b) Three courses in HEALTH DISPARITIES AND INEQUITIES from among 17
course options.

c) Three courses in HEALTH PRACTICES, POLITICS AND POLICIES from
among 18 course options.

d) One research methods course from among 3 course options

e)
The requirements for an undergraduate minor in Health Equity Studies consist of 20 units:

**Lower-division requirements** include 1 course (4 units):
SEHE 003 Introduction to Health Equity

**Upper-division requirements** include 4 courses (16 units):
Two courses from among the HEALTH DISPARITIES AND INEQUITIES course options.
Two courses from among the HEALTH PRACTICES, POLITICS AND POLICIES course options.

5. A list of faculty who will be involved in the program, including those teaching, advising, and administering.

Teaching will be distributed among affiliated faculty, some of who will teach elective courses from their home department. Administration of the major will be conducted by FTE faculty who will be the first to transfer their full lines to the new department. Advising will be done in coordination with the undergraduate advisors in MDU.

Juliann Allison, Associate Professor, Gender & Sexuality Studies, SEHE 191E

Cecilia Ayón, Professor, Public Policy

Kim Yi Dionne, Associate Professor, Political Science, SEHE 131, SEHE 191

Esra Kurum, Assistant Professor, Statistics

Chioun Lee, Assistant Professor, Sociology, SEHE 128, SOC 127, SOC 167, SOC 183H

Bruce Link, Distinguished Professor of Sociology and Public Policy, SOC 127, SOC 120

Tanya Nieri, Associate Professor, Sociology, SEHE 191, SOC 127, SOC 167

Ellen Reese, Professor, Sociology, SEHE 002, SEHE 141, SEHE 142, SEHE 143, SEHE 191E, SEHE 1981, SEHE 199/199H, SEHE 193Q

Jade Sasser, Associate Professor, Gender & Sexuality Studies, SEHE 010, SEHE 126, SEHE 136

Dana Simmons, Associate Professor, History, SEHE 001, HIST 042, HIST 107, SEHE 134, SEHE 140, SEHE 150

Jennifer Syvertsen, Assistant Professor, Anthropology, ANTH 020/ANTH 020S,
ANTH 144F, ANTH 144I, ANTH 144K, SEHE 140, ANTH 144N

Chikako Takeshita, Associate Professor, Gender & Sexuality Studies, SEHE 001, SEHE 015, SEHE 110, SEHE 111

Rachel Wu, Assistant Professor, Psychology

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 Society, Environment and Health Equity (proposed with this undergraduate program)

7. Projected enrollment in the program.

   We anticipate that enrollment in the program will be about 140 undergraduate students in six years in our conservative estimate and 220 in our rapid growth estimate.

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 Healthy Equity Studies.

   Anticipated number of degrees to be granted when the program reaches steady state: 40 in the conservative estimate and 70 per year in the rapid growth estimate.

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.

   HQST is anticipated to relieve pressure on impacted departments, particularly in the social sciences. Concerning the many departments in which HQST students will take courses, no one of them is likely to be significantly impacted. Students have a wide range of choices in fulfilling the degree requirements, and no one course is likely to enroll more than a handful. The core and elective courses in HQST offered by the department, conversely, are likely to attract students from across campus. Approvals from the department listed under item #12 are included in a separate file.

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 Health Equity Studies major does not require new faculty hires in order to begin accepting students. Four core faculty members are already faculty in CHASS departments, as are six affiliated faculty. One affiliated faculty member is in the School of Medicine, one in the School of Public Policy and one is in CNAS. Most of the proposed courses for the HQST major will be cross-listed with faculty’s home departments and therefore can be taught without any additional cost.

We anticipate that faculty will be available within the Department of Society, Environment and Health Equity (proposal attached) to teach the HQST core courses. If the new department is not approved, we would require funds for a faculty to direct the major, and funds to buy out three courses each year for the HQST core curriculum.

B. Teaching Assistants

An additional two TA positions are desirable in order to support the new gateway course, SEHE 001: and SEHE 003: Introduction to Health Equity Studies. We anticipate that the gateway courses will easily attract 75 students or more, including non-majors. If TAs are not approved, the course will have to be smaller and taught without discussion sections. We plan to offer the gateway courses at least once a year.

C. Staff

Staff needs for the HQST major correspond to requirements for the SEHE department (proposal attached).

D. Computer facilities

No additional computer facilities are required for the new curriculum.

E. Library

Tiffany Moxham, Associate University Librarian has been consulted. The UCR library maintains an extensive database, e-journal, and textbook collection that will support the HQST major. UCR is home to a medical school and thus supports Health Equity topics through access to fulltext via PubMed, an extensive number of journals including those covered by the new Elsevier contract and specialty databases such as Access Medicine. All subject areas also have options to choose monographs that reflect their specific topics through Patron Driven acquisitions and have access to fast interlibrary loan services for unique journal content. As such, the additional costs to the library will be minimal and in line with existing majors needs i.e. supplementing current collections.
F. Space

Since SEHE founding core faculty are all current faculty members, we anticipate that the new department will not create additional need for office space. However, it would be preferable to move faculty offices over time in order to consolidate SEHE faculty in the same building and floor. SEHE would also require access to a meeting space, which could be shared with other programs or units. We also wish to request a dedicated space for the Department of SEHE for the chair and department material.

G. Plans for obtaining resources

We will maximize our capacity through collaboration among all the faculty involved in the departmentalization process. Foundation funding is expanding rapidly in this area, as the pandemic laid bare the power of structural inequities to drive unequal health outcomes. We are working with the UCR Foundation Development and CHASS Development officers to identify grant opportunities to fund course development, undergraduate community engagement, a teaching postdoctoral fellowship and research within the major.

We will work with the UCR Foundation to develop a departmental fund into which donations can be made over time by alumni of the program as well as by other donors interested in supporting the department, its students, and faculty.

As demand for SEHE 001 grows, we will teach it during the summer, which will bring in 52% of the revenue to the department.

Utilizing university resources such as the Academic Senate and Office of Research and Academic Development, and CHASS grants support, the department faculty will pursue internal and external funding to support their research. They will also encourage students to avail themselves of internal and external funding opportunities (e.g., Chancellor’s Research Fellowship, National Institutes of Health Undergraduate Research Grant) to support their academic work.

11. Letters of support are included for the Department of Society, Environment and Health Equity, which includes this proposal for the new undergraduate program.

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:

Juliann Allison, Associate Professor, Gender and Sexuality Studies
Cecila Ayón, Professor, Public Policy
Kim Yi Dionne, Associate Professor, Political Science
Rengin Firat, Assistant Professor, Sociology
Esra Kurum, Assistant Professor, Statistics
Chioun Lee, Assistant Professor, Sociology
Bruce Link, Distinguished Professor of Sociology and Public Policy
Tanya Nieri, Associate Professor, Sociology
Jade Sasser, Associate Professor, Gender and Sexuality Studies
Dana Simmons, Associate Professor, History
Jennifer Syvertsen, Assistant Professor, Anthropology
Chikako Takeshita, Associate Professor, Gender and Sexuality Studies

b. Chairs associated with the courses included in the new curriculum

List of chairs from whom approvals have been requested

**CHASS**

Derrick Fay, Chair, Anthropology [approved]
Sherine Hafez, Chair, Gender and Sexuality Studies [approved]
Steven Helfand, Chair, Economics [approved]
John Medearis, Chair, Political Science [approved]
Jennifer Najera, Chair, Ethnic Studies [approved]
Andrews Reath, Chair, Philosophy [approved]
Ellen Reese, Chair, Sociology [approved]
Judith Rodnbeck, Chair, Media and Cultural Studies [approved]
Michele Salzman, Chair, History [approved]
Melissa Wilcox, Chair, Religious Studies [approved]
Fuson Wang, Program Director, Medical and Health Humanities [approved]

**CNAS**

Xinping Cui, Chair, Statistics [approved]

c. Dean of CHASS

Approved June 21, 2021

d. Executive Committee

Approved May 19, 2021
13. Proposed Curriculum

EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES

REPORT TO THE RIVERSIDE DIVISION
(insert date)

To be adopted:

Proposed Changes to Health Equity Studies

**PRESENT:**

**PROPOSED:**

**Program Description**

The goal of the Health Equity Studies curriculum is to equip students with the knowledge, theory, and skills necessary to understand health disparities and promote the goal of health equity. Drawing on courses primarily in the humanities and social sciences with the explicit framework of delivering health justice—fair and just health opportunities to everyone—this interdisciplinary field transcends traditional biomedical approaches to provide a historically-grounded, multi-level understanding of health and illness, systems of healing, and evidence-based solutions to health inequities. Health Equity Studies students learn to think critically about complex issues that affect health, healthcare, and health policy. The major investigates how political, economic, demographic, cultural, social, and biological factors interact to produce health (in)equity. It prepares students for a wide range of careers, including public service in healthcare, public health, social work, policy advocacy, consulting, research, and non-profit organizations focused on health and equity. Through in-depth, engaged learning experiences, this major nurtures community leaders and global citizens who can meet the global health challenges of the 21st century.

The B.A. degree consists of 52 units and focuses primarily on humanities and social science studies of health inequity.

The program also offers a 20 unit Minor, consisting of 1 lower-division and 4 upper-division core courses. The minor is designed to accommodate CHASS majors as well as UCR
students pursuing majors in all colleges and schools who are motivated to complement their STEM, Public Policy, or Business and Finance training with studies of health equity from humanist and/or social science perspectives.

**Major Requirements**

1) Lower-Division Requirement (4 courses, 16 units)

   a) SEHE 001

   b) One course in Data Science: STAT 004 (may be substituted by a data science course taken in another major)

   c) One course in Medical and Health Humanities from the following: ANTH 20 or ANTH 20S, ENGL 022, GSST013 or GSST013S, SEHE 010, SEHE 015, HIST 042, MHHS 001, PHIL 009 or PHIL 009H

   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) One course in climate change, environment and health from among the following: SEHE 123, SEHE 124, SEHE 126, SEHE 142, SEHE 157, ETST 179, GSST 171

   b) Three courses in health disparities and inequities from among the following: ANTH 144F, ANTH 144I, ANTH 144K, ECON 129, SEHE 111, SEHE 126, SEHE 128, SEHE 142, SEHE 143, SEHE 154, SEHE 157, HIST 107, MCS 160, SOC 127, SOC 120, SOC 167, SOC 183H,

   c) Three courses in health practices, politics, and policies from among the following: ANTH 144N, SEHE 110, SEHE 130, SEHE 131, SEHE 134, SEHE 136, SEHE 140, SEHE 141, SEHE 150, SEHE 189E, SEHE 189F, ETST116/HISA 147, GBST 103, MCS 106, PHIL 167, POSC180 or POSC 180S, RLST 110, RLST 122
d) One course in gender, race, and structural inequities from among the following: ANTH 114, ANTH 127 or ANTH 127S, ANTH 174, ANTH 182, ETST 102, ETST 111, ETST 113, ETST 163E, GSST 107, GSST 109, GSST 113, GSST 131, GSST 176, MCS 109, MCS 160, MCS 189, SOC 161

e) One research methods course from among the following: SEHE 180, SEHE 181, SEHE 182; or 4 units of SEHE 193, SEHE 197, SEHE 199/SEHE 199H, SEHE 198G or SEHE 198I

Minor requirements

1) Lower-division requirements (1 course, 4 units)

a) SEHE 003 Introduction to Health Equity

Upper-division requirements (4 courses, 16 units)

a) Two courses in health disparities and inequities from among the following: ANTH 144F, ANTH 144I, ANTH 144K, ECON 129, SEHE 111, SEHE 126, SEHE 128, SEHE 142, SEHE 143, SEHE 154, SEHE 157, HIST 107, MCS 160, SOC 127, SOC 120, SOC 167, SOC 183H,

b) Two courses in health practices, politics, and policies from among the following: ANTH 144N, SEHE 110, SEHE 130, SEHE 131, SEHE 134, SEHE 136, SEHE 140, SEHE 141, SEHE 150, SEHE 189E, SEHE 189F, ETST116/HISA 147, GBST 103, MCS 106, PHIL 167, POSC 180 or POSC 180S, RLST 110, RLST 122

Justification:

Include justifications for EVERY change/addition/deletion that is made.

Approvals:
Approved by the faculty of the Department of _SEHE_______: (4/16/21)
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 HQST B.A. Curriculum

1a)

SEHE 001 Health equity and Environmental Justice: Movements and Advocacy for Social Change 4 Lecture 3 hours; discussion, 1 hour. This class provides an overview of contemporary, comparative, and historical research on social and political movements, including legal and policy advocacy, that focus on health equity, sustainability, and/or environmental justice. It examines the motivations for, visions, and context shaping these movements as well as the interconnections among these movements. It also examines movement and advocacy outcomes as well as current and future challenges and opportunities for promoting Health equity and Environmental Justice.

1b)

SEHE 001 Introduction to Health Equity 4 Lecture, 3 hours; extra reading 3 hours. Introduces theories and methodologies for the study of health equity and health disparities. Identifies health disparities trends, patterns and causes in the US and globally, including historical, social and structural factors. Considers policies and interventions addressing health disparities, including community-engaged research and patient-centeredness.

1c)

STAT 004 Elements of Data Science 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. With simulation and data visualization, exploring basic concepts, algorithms and techniques of data science. Topics include summarizing and visualizing data using R or Python; causality, randomness, decision making in the presence of uncertainty, prediction and classification.

1d)

ANTH 020 Culture, Health, and Healing 4 Lecture, 3 hours; consultation, 1 hour. Surveys health, disease, curing, and nutrition in a cross-cultural perspective. Covers how different cultural groups consider disease, health maintenance, and healing; how traditional beliefs about health and nutrition arise; and what one can and cannot learn from traditional health seeking practices. Credit is awarded for one of the following ANTH 020 or ANTH 020S. Cross-listed with ANTH 020 (and 20S).

ENGL 022 Writing Red 4 Lecture, 3 hours; extra reading, 3 hours. Indigenous perspectives on the more-than-human world that focuses on Traditional Ecological Knowledge (TEK), animal studies, Indigenous sustainability practices and epistemologies, health disparities, and climate change through the lens of literary and visual culture studies and theories.
GSST013/GSST 013S Gender and Disability 5 Lecture, 3 hours; discussion, 1 hour; written work, 1 hour; extra reading, 2 hours. Examines gender and disability from a feminist perspective. Explores how gender and disability shape all aspects of social life: institutions, identities, bodies, discourses. Introduces feminist and queer theories of disability. Critically engages with societal responses to disability such as eugenics, exclusion, and institutionalization. Considers possibilities for feminist disability justice. Credit is awarded for one of the following GSST 013S or GSST 013.

HIST 042 Medical Racism, Eugenics and the Tuskegee Study of Untreated Syphilis 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): none. Grapples with the history of racism, eugenics and medicine in 20th-century United States, through close study of the Tuskegee Study of Untreated Syphilis (1932-1972). Examines medical racism and healthcare activism before, during and after the Tuskegee Study.

SEHE 010 Climate Change and Health Equity 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Introduces the health impacts associated with climate change in local and global contexts. Addresses shifting temperatures, extreme weather events, sea level rise, and other climate effects, and related outcomes in respiratory, cardiovascular, reproductive, and mental health, as well as infectious diseases and injuries.

SEHE 015 Giving Birth 4 Lecture 3 hours; extra reading 1 hours; activity 1 hours; term paper 1 hours. Examines the history of childbirth methods from the medieval period to the present. Compares obstetrics to alternative models of maternity care including midwifery care, homebirth, and traditional birth attendants in the global South. Considers health equity in the context of maternal care and childbirth.

MHHS 001 Introduction to Medical and Health Humanities 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): none. Introduces medical and health humanities. Explores the importance of humanities and arts to medicine, the diverse understandings of health and illness, and the complex social and economic forces that inform how people are cared for during times of illness. Mandatory course in the Medical and Health Humanities minor.

PHIL 009/PHIL 009H Biomedical Ethics 4 Lecture, 3 hours, discussion, 1 hour. Prerequisite(s): none. Introduces the major camps in ethical theory - utilitarianism, deontology, virtue ethics, and feminist ethics. Applies these theories to critically examine contemporary issues in bioethics. Includes stem-cell research, assisted reproductive technologies, contract gestation, maternal-fetal conflicts, genetic and pharmacological enhancements, access to health care, and physician-assisted suicide. Credit is awarded for only one of PHIL 009 or PHIL 009H.
2a)

**SEHE 123 Climate Change and Society** 4 Lecture, 3 hours, extra reading, 2 hours, term paper, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Interdisciplinary, critical examination of the social dimensions of climate change. Focuses on global and subnational variation in contemporary societies’ vulnerabilities and capacities to adapt to climate change. Topics include: gender and agricultural production; employment and social income support; migration and human settlement assistance; population policy; poverty and socio-economic inequality; intersectionality and disaster relief; determinants of human health.

**SEHE 124 Queer & Trans Ecologies** 4 Lecture, 3 hours; extra reading, 2 hours, term paper, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Course takes an intersectional approach to exploring how race, gender (including trans, genderqueer, and nonbinary folx), sexuality, disability, and class shape experiences of environmental and climate-based impacts, as well as approaches to activism.

**SEHE 126 Toxic Bodies** 4 Lecture, 3 hours; extra reading, 1 hour, term paper, 2 hours. Prerequisite(s): upper division standing or consent of the instructor. This course explores the embodied effects of various kinds of toxic environmental exposures in local, national, and transnational contexts. It addresses the effects of exposure to radiation, polluted air, water, soil, and food. It also surveys the history and current manifestations of community based and policy oriented responses.

**SEHE 136 Population, Environment, and Development** 4 Lecture, 3 hours, extra reading, 1 hour, term paper, 2 hours. Prerequisite(s): upper division standing or consent of the instructor. This course addresses theories and concepts linking population growth to environmental change, and the development interventions and social movements that have arisen from them. Specifically, it explores neo-Malthusianism and anti-Malthusianism, population control, transnational sexual and reproductive health and rights organizing, reproductive justice, population-health-environment programs, international family planning policies, and the role of contemporary youth advocacy.

**SEHE 142 Toxic Jobs and Healthier Futures: Health and Work in the United States** 4 Lecture 3 hours; Extra reading 1 hour; Research 1 hour; Written work 1 hour. This class provides an overview of research on the interconnections between health and work in the contemporary United States, including comparative and historical perspectives on these topics. It also examines research on occupational health, how work and employment impact health outcomes and access to health care, and the work experiences of health care providers. It also considers research on the role of policies and organized efforts by workers and/or their allies and clients to improve health and well-being at work and in the community.

**SEHE 157 Global Environmental Change and Mental Health** 4 Lecture, 3 hours, extra reading, 2 hours, term paper, 1 hour. Prerequisite(s): upper division standing or consent of the
instructor. Introduces mental health concepts of disorder, distress, well-being, and resilience in the context of global environmental change. Focuses on research and public health policy related to: climate change impacts on mental health and well-being; social and environmental justice challenges associated with mental health; individual and community resilience and psychosocial adaptation to climate-related environmental change. Topics include: the psychology of climate change denial; ecological grief and mourning; mindful response to extreme weather events and natural disasters; and best practices for coping with environmental change.

GSST 171 Environmental Health and Social Justice 4 Lecture, 3 hours; activity 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021; or consent of instructor. Interdisciplinary examination of the relationship between environmental health and social justice emphasizing gender, race, class, and globalization as analytical lenses. Topics include urban pollution, workplace exposure, industrial catastrophe, invisible environmental hazards, community activism, reproductive health, global capitalism, and new health challenges imposed by climate change.

2b)

ANTH 144F Gender, Race, and Medicine 4 Lecture, 3 hours; written work, 1 hour; extra reading, 1 hour; individual study, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Explores the relationship between Western medicine and women, racial minorities, and non-Western citizens. Investigates how gender ideology, racial inequity, and colonialism shape the medical representation of bodies, sexuality, and pathology. Examines how patients have renegotiated their relationships with medicine through health movements and alternative healing practices. Cross-listed with GSST 185.

ANTH 144I Anthropology of Human Immunodeficiency Virus (hiv) 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): Restricted to class level standing of junior, or senior; or consent of instructor. Crosscultural examination of the global Human Immunodeficiency Virus (HIV) epidemic from an anthropological perspective.

ANTH 144K Drugs and Culture 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): Restricted to class level standing of junior, or senior; or consent of instructor. A cross-cultural examination of drug use and its relation to race, class, gender, morality, laws, and health policy.

ECON 129 Health Economics 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): ECON 102 or ECON 104A. Analyzes the demand and supply of health care. Uses economic models to analyze health care choices of individuals. Covers the market for health insurance and the behavior of for-profit and not-for-profit health care providers regarding price, quantity, and service quality under various market structures.
SEHE 111 Political History of Birth Control Technologies 4 Lecture 3 hours; extra reading 1 hours; activity 1 hours; term paper 1 hours. Examines the relationship between reproductive politics and the development of modern contraceptives. Examines the relationship between birth control technologies and women’s (dis)empowerment. Topics include: eugenics, population control, women’s health movement, anti-abortion movement, racial economy, side effects, hormonal contraceptive methods, IUD, male methods, female condoms, long-acting reversible methods.

SEHE 126 Toxic Bodies 4 Lecture, 3 hours; extra reading, 1 hour, term paper, 2 hours. Prerequisite(s): upper division standing or consent of the instructor. This course explores the embodied effects of various kinds of toxic environmental exposures in local, national, and transnational contexts. It addresses the effects of exposure to radiation, polluted air, water, soil, and food. It also surveys the history and current manifestations of community based and policy oriented responses.

SEHE 128 Aging, Life Course, and Health 4 Lecture, 3 hours; Research 3 hours. Prerequisite(s): upper division standing or consent of the instructor. This course provides students an overview of theories and methods across disciplines for life-course or lifespan approaches to investigate health and aging. It will cover substantive topics on aging and health research, including minority aging, early origins of adult health, linked lives and intergenerational influences, and historical impact, structural constraints, and the role of human agency on health and wellbeing.

SEHE 142 Toxic Jobs and Healthier Futures: Health and Work in the United States 4 Lecture 3 hours; Extra reading 1 hour; Research 1 hour; Written work 1 hour. This class provides an overview of research on the interconnections between health and work in the contemporary United States, including comparative and historical perspectives on these topics. It also examines research on occupational health, how work and employment impact health outcomes and access to health care, and the work experiences of health care providers. It also considers research on the role of policies and organized efforts by workers and/or their allies and clients to improve health and well-being at work and in the community.

SEHE 143 Poverty, Inequality, and Health in the United States 4 Lecture 3 hours, extra reading 1 hours; research 1 hours; term paper 1 hours. This class provides an overview of research on how poverty and social and economic inequalities, including inequalities based on race, nativity, gender, and class affect health, health care, and well being in the U.S. context, considering contemporary, comparative, and historical perspectives on these topics. It also examines research on the impacts of current and alternative social policies and strategies for improving health, well being, and health care access among various groups of low-income people.
SEHE 154 The Good, the Bad and the Ugly: Scientific Research on Inequalities and Well-being 4 Lecture, 3 hours; extra reading 2 hours, activity 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Investigates scientific approaches to the study of inequalities, well-being and their relationship. The course is organized into two sections. The first half focuses on social inequalities and various implicit and explicit biases. The second half covers the brighter side of human relationships including happiness, diversity and sustainable living practices.

SEHE 157 Global Environmental Change and Mental Health 4 Lecture, 3 hours, extra reading, 2 hours, term paper, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Introduces mental health concepts of disorder, distress, well-being, and resilience in the context of global environmental change. Focuses on research and public health policy related to: climate change impacts on mental health and well-being; social and environmental justice challenges associated with mental health; individual and community resilience and psychosocial adaptation to climate-related environmental change. Topics include: the psychology of climate change denial; ecological grief and mourning; mindful response to extreme weather events and natural disasters; and best practices for coping with environmental change.

HIST 107 Disease and Society 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Covers a world history of disease and how it relates to cultural shocks, environmental change, and survival. Evaluates the complex and reciprocal relationship between illness and society, and the historical dynamics around power, race, gender, and class which define disease and shape life chances, medicine and health.

MCS 160 Race, State Violence, and Incarceration in the U.S. 4 Lecture, 3 hours; individual study, 6 hours; research, 1 hour; term paper, 2 hours. Prerequisite(s): MCS 010 with a grade of C- or better; or consent of instructor. Course offers a historical, analytical, and theoretical examination of the cultural formation of criminalization and incarceration in the United States. Contextualizes the US carceral regime’s roots in the cultural-political structures of racial chattel slavery, land conquest, settler colonization, and the statecraft of anti-Black violence.

SOC 120 Society and Mental Health 4 Units, Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Covers the social causes and patterns of mental health and disorder in the United States. Examines scientific research on the social determinants of mental health and disorder, inequalities of mental health and access to mental health care and US mental health care policies.

SOC 127 Sociological Determinants of Health 4 Units, Lecture, 3 hours; discussion, 1 hour; extra reading, 5 hours; research, 3 hours. Prerequisite(s): SOC 001 with a grade of C- or better or SOC 001H with a grade of C- or better; or consent of instructor. Introduces the role that social
factors play in shaping the occurrence and distribution of disease and death in populations with an emphasis on socioeconomic status, racism, social relationships and social stress. A particular emphasis is placed on sociological origins of health inequalities.

2c) ANTH 144N Anthropology of Global Health 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines the overlaps, debates, and potential of medical anthropology to address contemporary issues in global health. Focuses on how the historical development, theoretical frameworks, methodological approaches, and ethical debates within medical anthropology can contribute to a just and inclusive version of “global health.”

SEHE 130 Health and the Body Politic. 4 Lecture 3 hours; extra reading 1 hours; activity 1 hours; term paper 1 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines the relationships between government policy and health focusing on bodies as sites for enacting and contesting power. Topics include health and the state, health and globalization, shifting healthcare landscapes, body as agents, and liberation theology.

SEHE 131 Pandemics and Politics 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines the intersection of politics and disease pandemics. Covers state and society responses to historical and recent pandemics, comparing across countries. Builds on ideas from the study of political institutions, public opinion, social movements, public policy, and public administration. Topics include health inequities, colonial legacies, and pandemic othering and blame. Cross-listed with POSC 1XX.

SEHE 134 Health and Disability Activism 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Analyzes social movement activism around medicine, health and disability. Topics include Black Panther Party survival programs, medicine and civil rights, occupational safety, HIV/AIDS, environmental justice, genetic testing, food systems, disability rights and healthcare access.

SEHE 136 Population, Environment, and Development 4 Lecture, 3 hours, extra reading, 1 hour, term paper, 2 hours. Prerequisite(s): upper division standing or consent of the instructor. This course addresses theories and concepts linking population growth to environmental change, and the development interventions and social movements that have arisen from them. Specifically, it explores neo Malthusianism and anti-Malthusianism, population control, transnational sexual and reproductive health and rights organizing, reproductive justice, population-health-environment programs, international family planning policies, and the role of contemporary youth advocacy.
SEHE 140 Harm Reduction and Social Justice 4 Lecture, 3 hours, extra reading, 2 hours, term paper, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Considers how communities address harm from a social justice standpoint. Examines theories of justice and healing related to drug addiction, violence and trauma; evaluates practices of harm reduction in social activism and public health. Considers practices of community accountability, restorative and transformative justice, which seek to repair collective damage.

SEHE 150 Healing and Historical Trauma 4 Lecture 3 hours; extra reading 1 hour; activity 1 hour; term paper 1 hour. Analyzes health and healing through the framework of historical trauma. Through specific case studies such as obesity and diabetes, stress, respiratory diseases and disability, evaluates the bodily legacies of colonization, racism, misogyny and ableism. Considers the ways in which medical experts and community groups structure healing in light of historical trauma.

SEHE 189E Medical Spanish in Clinical and Public Health Settings, 4 Lecture, 3 hours; experiential learning, 4 hours. Prerequisites: SPN 001, SPN 002; SPN 003; SPN 004; SPN 005; SPN 006; ANTH 020. Focuses on Spanish-language learning in clinical and public health settings. Includes classroom instruction and experiential learning opportunities in Spanish-speaking clinics and public health contexts in inland southern California. Lays a foundation to understand how structure and inequality influence patient and population health and well-being.

SEHE 189F Medical Spanish in Research Settings, 4 Lecture, 3 hours; research involvement, 4 hours. Prerequisites: SPN 001, SPN 002; SPN 003; SPN 004; SPN 005; SPN 006; ANTH 020. Focuses on Spanish-language learning in health disparities research. Includes classroom instruction and involvement in research studies engaging Spanish-speaking immigrant communities. Lays a foundation to understand inequality in health among Spanish-speaking immigrant communities.

ETST 116 Medicine Ways of Native Americans 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores the medical history of Native Americans. Focuses on traditional Native American medicine and how Western diseases, medical practices, health care, and policies influenced American Indian health. Topics include medicine people, rituals, ceremonies, smallpox, measles, influenza, anomie, accidents, diabetes, suicides, mental illness, and murders. Cross-listed with HIST 147.

MCS 106 Disability Culture and Media 4 Lecture, 3 hours; extra reading, 1 hours; written work, 1 hours; activity, 1 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines disability rights politics and activism through cultural production. Explores access to
art production, aesthetics and disability, and the role of art in social change. Surveys several genres of art production including dance, theatre, language and visual arts, and film and video.

PHIL 167 Biomedical Ethics 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. A philosophical discussion of newly emerging issues, both ethical and social, in biology and medicine, such as genetic engineering, euthanasia, experimentation with human subjects, abortion, behavior control, and patient’s right to know.

POSC 180/POSC 180S The Politics of Public Health 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Focuses on the social, environmental, and political factors that shape population health. Utilizes public health topics to illustrate the fundamental problems of the politics of regulation and social policy. Credit is awarded for only one of POSC 180 or POSC 180S.

RLST 110 Yoga: Ancient and Modern 4 Lecture, 3 hours; individual study, 1 hour; research, 1 hour; term paper, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Investigates yoga in its transition from an ancient Indic system of contemplative practice to its modern postural forms. Engages the history of yoga in India and its primary texts and current cultural and religious debates activated through the globalization of modern postural yoga.

RLST 122 Medicine and Asian Religions in Global Circulation 4 Lecture, 3 hours; individualized study, 6 hours; research, 1 hour; term paper, 2 hours. Prerequisite(s): Restricted to class level standing of Sophomore, Junior, or Senior. Considers the relationship between religious cosmologies, the organization of knowledge, and the practices for managing bodily and natural order that underpin three major medical traditions of Asia in premodern and modern periods: Ayurveda, Traditional Chinese Medicine, and Tibet’s Four Tantra Tradition.

2d)

ANTH 114 Blackness and Mass Incarceration 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): upper-division standing or consent by instructor. Introduction to the data, policy, political debates, and grassroots initiatives addressing unprecedented current incarceration in the United States. Critically investigates role of race and blackness in incarceration trends, new trends in policy, and alternatives to incarceration.

ANTH 127 Political Anthropology 4 Lecture, 114 3 hours; extra reading, 3 hours. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W or consent of instructor. Examines different overt and covert means by which power and social differentiation are produced, perpetuated, and challenged in societies across the world. Studies the politics of culture, ethnicity, nationalism, and gender. Credit is awarded for only one of ANTH 127 or ANTH 127S.

ANTH 174 Afro-American Experience in the U.S. 4 Lecture, 3 hours; research, 3 hours.
Prerequisite(s): ANTH 001 or consent of Instructor. Explores the racial politics of African American cultures and identities in juxtaposition with the making of the American nationhood and global capitalism. Critically examines the various anthropological discourses about African Americanness and portrays African Americans as nation-builders.

ETST 102 The Political Economy of Race and Class 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. This course explores the interrelationships among race, class, ethnicity, and the operation of market processes. Readings for this course will center on the comparative economic well-being of African Americans, Chicanos, Asian Americans, and Native Americans.

ETST 111 Ethnic Politics: Practicum in Political Change 4 Lecture, 3 hours; practicum, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Studies theories and practices of comparative ethnic political change. Examines topics intrinsic to the understanding of how to effect political change within the Chicano, African American, Asian American, Native American, and other ethnic communities, as well as the dominant societies.

ETST 113 Black Feminist Theory and Activism 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Considers the writings and collective organizational strategies of African American women intellectuals and activists developed in response to the ways racial, sexual, and economic oppression work interdependently and are institutionalized.

ETST 163E Introduction to Queer Studies 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Introduces the intersections between the social construction of sexuality and the political economy of capitalism. Focuses on the United States. Includes the legacies of queer social movement and coalition building as well as the role of the contemporary United States where capital circulates and sexual identities are produced, contested, and negotiated.

ETST 179 Race and the Environment: Nature, Colonialism, and Justice 4 Lecture 3 hours; extra reading 1 hours; term paper 2 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores the interdependent relationships between race and environment through law, policy, culture, geography, (settler) colonialism, and (racial) capitalism, focused on the US. Topics include environmental and climate justice, decolonial and abolitionist thought, urban political ecology, and the social constructions of human, nonhuman, and "nature".

GSST 107 Feminisms, Race, and Antiracisms: Critical Theories and Intersectional Perspectives 4 Seminar, 3 hours; extra reading, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Examines how pathbreaking scholarship by women of color in the United States and developing countries has been central to rethinking theoretical foundations and developing new ways of knowing, understanding, and practicing politics. Focuses on scholarship that critiques and analyzes issues concerning race, antiracism, human rights, citizenship, empire, globalization, and social justice.

GSST 109 Women, Politics, and Social Movements: Global Perspectives 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): GSST 001 or GSST 001S or GSST 001H or GSST 020 or
GSST 020H; or consent of instructor. Introduction to Third World women’s politics. Covers women’s politics from a global perspective emphasizing South Asia, sub-Saharan Africa, and the Caribbean.

GSST 113 Queer Theory 4 Lecture, 3 hours; extra reading, 2 hours; written work, 1 hour. Prerequisite(s): GSST 001 or GSST 001S or GSST 001H or LGBS 001. Examines queer theory’s origins and relation to gender and sexuality studies. Critically explores queer of color critique and the intersections of race, class, and gender with sexuality. Looks at other interventions into the field of queer theory and key concepts and current debates.

GSST 134 Queer Identities and Movements in the United States 4 Lecture, 3 hours; extra reading, 1 hour; individual study, 2 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines important twentieth- and twenty-first century developments in queer culture and activism in the United States. Focuses on the origins of sexual identity; the relationship between sexuality, race, and gender; queer representation in art and media; and central issues in queer theory. Cross-listed with LGBS 134.

GSST 136 Women and Grassroots Organizing 4 Seminar, 3 hours; extra reading, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S or GSST 020 or GSST 020H or GSST 020S. Examines women’s grassroots activism and organizing within the context of political and social structures, culture, and history at the local and global levels. Employs comparative and global perspectives to understand the diversity of women’s issues and women’s activism.

GSST 176 Gender, Human Rights, and Transnationalism 4 Lecture, 3 hours; individual study, 2 hours, written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Explores dynamics of gender and power in human rights activism. Examines the history and evolution of human rights discourse, discourses of liberation, and critical responses to the strategy of framing women’s rights as human rights in a comparative, transnational framework.

GSST 181 Feminisms and Environmentalisms 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Explores women’s and feminist involvement in environmental movements. Examines how gender shapes our relationships with and approaches to environmental problems in the United States and globally. Investigates intersections between feminist concerns (health, reproduction, mothering, gender equity, and social justice) and environmental issues (conservation, pollution and global warming, and sustainability).

MCS 109 Algorithms and Everyday Life 4 Seminar, 3 hours; individualized study, 3 hours. Prerequisite(s): MCS 005 with a grade C- or better; Examines technologies including artificial intelligence, Tinder, and Uber to examine cultures of algorithms, data, and code. Explores the use of algorithms to shape futures, govern bodies, advance systemic violence, and conceal injustices. Also addresses the use of data to intervene in these unjust data scapes.

MCS 160 Race, State Violence, and Incarceration in the U.S. 4 Lecture, 3 hours; individual study, 6 hours; research, 1 hour; term paper, 2 hours. Prerequisite(s): MCS 010 with a grade of C- or better; or consent of instructor. Course offers a historical, analytical, and theoretical...
examination of the cultural formation of criminalization and incarceration in the United States. Contextualizes the US carceral regime’s roots in the cultural-political structures of racial chattel slavery, land conquest, settler colonization, and the statecraft of anti-Black violence.

MCS 189 Political Culture of Race and Policing 4 Lecture, 3 hours; discussion, 1 hour; extra reading, 1 hour. Prerequisite(s): MCS 010; Or the consent of instructor; Offers a critical historical and theoretical approach to the politics and culture of United States police and policing. Course will focus on how racist state violence articulates through discourses of personal/ community safety, peacekeeping, “law and order,” and (declared and undeclared) domestic warfare.

SOC 161 Immigration and Society 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): SOC 001 or SOC 001H. Analyzes the origins of immigration and its nature, patterns, and trends in the twentieth century in Western societies, with special emphasis on the United States. Topics include theories of immigration, causes of immigration, sources of immigrants, immigration laws, reactions to immigrants, and the effects of immigration on the host society.

2e)

SEHE 180 Quantitative Research in Health, Environment and Sustainability 4 Lecture, 3 hours, extra reading, 2 hours, research, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Survey of quantitative methods frequently used in Environmental Studies, focusing on statistical methods and geospatial data analysis. Provides methodological foundation and tools needed to conduct and understand quantitative data and spatial analysis relevant to social scientific inquiry about the natural environment and sustainability.

SEHE 181 Qualitative Research in Health, Environment and Sustainability 4 Lecture, 3 hours, extra reading, 2 hours, research, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Introduction to the epistemology of qualitative social science and survey of qualitative methods frequently used in Environmental Studies. Focuses on: historical and comparative case study analysis, ethnography, actor-network analysis, environmental narrative and discourse analysis. Provides methodological foundation and tools needed to conduct and understand qualitative data and analysis relevant to social scientific inquiry about the natural environment and sustainability.

SEHE 182 Community Based and Participatory Approaches to Research in Health, Environment and Sustainability 5 Lecture, 3 hours, Discussion, 1 hour, extra reading, 2 hours, research, 1 hour, practicum, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Research seminar in Community-Based Participatory Research (CBPR) and Participatory Action Research (PAR), two related approaches to collaborative knowledge production and action designed to address environmental and/or health disparities at the community level. Students will apply community based, and participatory research strategies in a project that builds on community partnerships previously initiated by the instructor.

SEHE 193 Capstone Prerequisite(s): Upper division standing. Under the guidance of an SEHE faculty member, completion of a capstone project that synthesizes and integrates the knowledge and skills obtained throughout the program. Develops skills in the formulation and selection of
research questions on topics in Society, Environment and Health Equity. Includes the identification of research questions and the use of primary or secondary data, and theory to seek answers. Addresses techniques in the organization and presentation of writing.

SEHE 197 Research for Undergraduates (1 to 4) variable hours, Prerequisite(s): upper-division standing with consent of instructor. Directed original research. Graded (S) or No Credit (NC). Course is repeatable.

SEHE 198I Individual Internship (1-12) laboratory, 4-36 hours. Prerequisite(s): consent of instructor and upper-division standing. Individual interns will learn about the policies and operations of cooperating agencies, such as community organizations, social service agencies, clinics and hospitals. Students will become familiar with the on-going operations of these organizations, and will conduct relevant research under faculty supervision. Course is repeatable to a maximum of 16 units.

SEHE 199 Senior Research (1-5) Outside research, 3-12 hours. Prerequisite(s): SEHE 191 and consent of instructor; not open to students in the University Honors Program. Work individually with the instructor to continue and expand a research paper or project begun in an SEHE course. Course is repeatable to a maximum of 8 units.

SEHE 199H Senior Honors Research (1-5) Outside research, 3-15 hours. Prerequisite(s): admission to the University Honors Program or consent of instructor. Offers the opportunity for directed research at an honors level. Course is repeatable to a maximum of 8 units.
Appendix D: Employment Record of Sustainability Studies Alumni

A search of the website LinkedIn during September 2022 and found 97 UCR Sustainability Studies alums with information on their paths after graduation (2017–2021). Information on whether individuals came from CNAS was not readily available. One in five have advanced to a master’s degree to apply themselves to a specific area of sustainability or another profession. The majority of alum work in positions that are related to environmental sustainability or social justice in one way or another. Here is a summary of the findings:

21 alum pursued or are pursuing a Master’s Degree:
UCR Master of Public Policy (6), UCR MBA, USC Master of City Planning, University of Wisconsin MS in Sustainable Management, UC Davis MS in Environmental Policy and Management, San Diego State University MA in City Planning, UCI MA in Urban and Regional Planning, Johns Hopkins University MS in Environmental Science and Policy, University of Redlands Master of Education, Keck Graduate Institute Master of Business Science, Brandon University Master of Business Administration, Cal Baptist University MS in Psychology, University of Redlands MA in Organizational Leadership, Arizona State University Master of Technology in Information Technology, Madonna University MS in Human Leadership, University of Arizona Masters in Public Health (One alum is in the Ph.D. program in Ecology at UC Davis)

Several others have pursued other forms of continuing education, for example: Leed Certifications, Data Analytics, Speech Pathology, Aquarium Science, Insurance License, CompTIAA+, and GIS.

The majority of the Sustainability Studies alum, whose information we were able to recover from LinkedIn, are working in fields or positions that are related to environmental sustainability (38) or social justice (14). Most have been involved in sustainability or social justice work or volunteering before and after graduation in one way or another, including Green Campus Action Plan, Office of Sustainability, and CAFE. This information was not recorded for the purpose of this report.

Current Employment of UCR Sustainability Studies Class of 2017–2021:

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-profit</td>
<td>18 (+2 overlap with health)</td>
</tr>
<tr>
<td>Government</td>
<td>13</td>
</tr>
<tr>
<td>Education</td>
<td>13</td>
</tr>
<tr>
<td>Health related</td>
<td>10</td>
</tr>
<tr>
<td>For-profit</td>
<td>32</td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>10 (Attending school or volunteering)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>96</td>
</tr>
</tbody>
</table>
Job placement examples:

Non-profit organizations:
California Conservation Corps Foundation, Water Education for Latino Leaders, Japanese
Community Youth Council (sustainability content producer), The Sustainability Institute,
Climate Resolve, One Cool Earth, Pathways Management Group (education project manager),
Leadership Council for Justice and Accountability (policy advocate), OC API Community
Alliance (policy intern), National Community Renaissance (Affordable Housing), Southern
California Mountains Foundation

Government:
San Francisco Recreation & Park Department (environmental educator), US Forest Service,
Inland Empire Utilities (composting assistant), US EPA (environmental protection trainee), City
of El Cajon (Administrative/Planning Intern), Hawaii State Energy Office (community
engagement specialist), EPA Regional WaterBoard, Riverside County (recycling specialist),
California State Assembly (field representative), CivicSpark/Americorp (regional coordinator)

Education:
UCR CNAS BEES (contracts and grants analyst), ICEF Public Schools (science teacher), UC
Cooperative Extension (volunteer service coordinator), USC Department of Population & Public
Health (Research Project Specialist), Woodbury University (Community Outreach), UCR
(Academic Advisor for Biology)

Health:
Southern Arizona AIDS Foundation (prevention navigator), AIDS Healthcare Foundation (HIV
testing counselor), IECP (Behavioral Therapist),

For-profit:
Mark Thomas (Urban planning consultant), Avocado Green Brands (sustainable evolution team),
Confluence Environmental Field Services (sampling technician), Triumvirate Waste
Management (environmental specialist), Fireclay Tile (environmental health and safety
specialist), Brimstone (associate chief of staff, LEED holder), Babcock Laboratories, VCA
Green (Project administrator, LEED holder)

We will state in our documents and websites that the Environmental Studies program will
prepare students to make career choices that involve: promoting sustainable practices in various
capacities as employees in public services, education, healthcare, or the private sector; joining
nonprofit organizations with a focus on issues pertaining to environmental sustainability or social
justice; or continuing their career development by pursuing professional and graduate education
in sustainability, public policy, social science, urban and regional planning, business, law, and public health.
May 18, 2022

Jason Stajich, Chair
Riverside Division
Academic Senate
University of California, Riverside

Dear Prof. Stajich,

I am pleased to make formal notification to the Senate of the CHASS endorsement of the Department of Black Study and the Department of Environment, Sustainability, and Health Equity. Please feel free to share this endorsement with all Senate members at the May 24 divisional meeting.

I made this endorsement public late last month, at my State of the College address (April 27, 2022). Here, I restate the importance of these two units to our academic and intellectual communities, to student success, to retention of Black students, and to a strengthened future of inclusive faculty recruitment and development.

I also restate that the lingering persistence of pandemic-related constraints across the College, compounded by troublesome trends in undergraduate enrollments, introduce headwinds in establishing new departments in CHASS. Our faculty and staff have been quite vocal in calling attention to the organizational challenges and the significant understaffing in the Multidisciplinary Unit, where both new departments will be housed at the outset. Nonetheless, the members of the Black Study Initiative have shown the energy and vision necessary for success on a tight budget and lean staffing. They have garnered support from across campus, and have envisioned important partnerships with other schools and colleges at UCR, community organizations, and foundations. A comparable case is to be made for the Department of Environment, Sustainability, and Health Equity.

Both initiatives have the boost of a UCOP Advancing Faculty Diversity funded proposal “Epistemologies in Black Study, Health & Environmental Inequities.” This $500K grant, approved last summer just before I stepped into my current role, provides financial investment and faculty development opportunities for four new Academic Senate faculty. Yesterday, I wrote to Vice Provost Susan Carlson to restate our commitments to the timely fulfillment of the grant’s deliverables.
Each of the new departments, when approved, will be responsible for the immediate tasks of space reallocation, student recruitment, and communications. Each faculty member seeking any FTE transfer into a new unit will have to work with their existing home department to develop memoranda of understanding about shared or relinquished instructional activities, space, sponsored research, and Bylaw 55 rights. Staff support will initially have to be drawn from existing personnel, though I am hopeful that I can secure new staff leadership in the MDU to aid the various departments and research centers in operational efficiencies and climate improvements.

As I understand, each department will also be working with the CHASS Executive Committee and the Senate Committee on Educational Policy to organize new undergraduate degree programs. Thankfully, some of this work has already been mapped out in the proposals, and a BA in Sustainability Studies is already thriving within the Department of Gender and Sexuality Studies. When new curricula are in place, the departments will be invited to submit requests for a permanent allocation of teaching assistantships and/or temporary teaching support, subject to available resources and enrollment needs. Under the leadership of a new Associate Dean, CHASS Academic Advising will already begin to build the new majors into a vision and metrics of student success and opportunity. In the immediate term, I give active encouragement to each new unit to stand up robust summer term offerings, for curricular visibility and for the generation of discretionary revenue.

Unit leadership will in all likelihood begin as interim. However, I will commit to a national recruitment for a chair of each new unit. I make this offer as part of a larger strategy of strengthening infrastructure, leadership, curriculum, and degree offerings in black studies and environmental, sustainability, and health equity studies across CHASS and Campus.

Respectfully,

Daryle Williams
Professor and Dean

Cc
joão vargas, Chair, BSI
Chikako Takeshita
April 11, 2022

To Whom It May Concern,

Faculty of the Gender and Sexuality Studies Department have had many thoughtful conversations about the best institutional home for our current major in Sustainability Studies. Over the past year, we have come to a clear consensus that the proposed department of Environment, Sustainability, and Health Equity (ESHE) is the major’s ideal home.

Sustainability Studies is a relatively new major to our department, created as a legacy project by Professor Emeritus Marguerite Waller. Placing Sustainability Studies in a feminist studies department was a bold, innovative, and exciting approach, initially welcomed by our faculty. However, as the major grew rapidly, it became clear that the department did not have the resources to keep pace with the growth of Sustainability Studies without directing all FTE to the SUST degree at the expense of the department’s many other research and teaching specializations. Moving the Sustainability Studies major to a new home in ESHE makes sense from a curricular and programmatic perspective, and would allow Gender and Sexuality Studies to continue to grow and expand in ways that are commensurate with our long-term vision as a department.

We deeply respect our colleagues in Sustainability Studies and their decision to departmentalize. This is how new disciplines and departments are formed. The decision to relocate the Sustainability Studies degree is ESHE is a harmonious one, with GSST colleagues expressing a strong wish for our colleagues in Sustainability Studies to be able to invest in the growth of their program and build partnerships with disciplines outside of gender and sexuality studies.

Sincerely,

Jane Ward
Professor and Chair
Department of Gender and Sexuality Studies
University of California at Riverside
March 18, 2022

Academic Senate
Campus Administration
University of California, Riverside

Re: Proposed Department of Environment, Sustainability, and Health Equity (ESHE)

I am writing to express my enthusiastic support for the proposal to the UCR Faculty Senate for a new Department of Environment, Sustainability, and Health Equity (ESHE). I understand that if approved, ESHE will be a new academic unit within the College of Humanities, Arts, and Social Sciences (CHASS).

I believe that the proposed department will address some of the most important health challenges of our time. It will provide training to UCR undergraduate students to address health issues related to climate change, sustainability, and the widening global inequities that affect our health and wellbeing. The department will offer innovative new educational opportunities for undergraduate students, equipping them with the critical skills needed to successfully pursue graduate training and careers in medicine, public health, health humanities, and related fields.

Speaking as a chair and faculty member in the UCR School of Medicine (SOM), I believe that the new department will serve as a critical bridge between CHASS and the SOM. I envision three important consequences of this bridge. First, ESHE will serve as a foundation for CHASS and SOM scholars, as well as scholars from other schools (e.g., Public Policy, Engineering, CNAS, Education), to engage in multidisciplinary dialogue on the critical and interrelated issues of environment, sustainability, and health equity. This should lead to important scholarly collaborations on these topics, as well as competitive proposals for funding from the National Science Foundation, the National Endowment for the Humanities, the National Institutes of Health, and other federal, state, and foundation funders.

Second, I believe that ESHE will serve as a critical pathway for undergraduate students—especially students who are underrepresented in public health and medicine—to be introduced to career options in public health and medicine. As you may be aware, we are working with a group of colleagues from across campus to establish an interdepartmental Master of Public Health degree program here at UCR. ESHE should serve as an excellent conduit for UCR undergraduates to pursue an MPH or medical degree, either at UCR or elsewhere.

Finally, the strong emphasis in the ESHE proposal on community engagement and addressing local health issues is in close alignment with the missions of the UCR SOM, including our Center for Healthy Communities. I believe ESHE will create synergies that will enhance our ability in the SOM meet our mission goals of increasing the health workforce and positively
impacting population health--including reducing health disparities--in Inland Southern California.

I offer my strongest possible support for the proposed program.

Sincerely,

Mark Wolfson, Ph.D.
Professor and Chair
Department of Social Medicine, Population and Public Health
William R. and S. Sue Johnson Endowed Chair
University of California, Riverside | School of Medicine
3333 14th Street
Riverside, CA 92501
Phone: (951) 715-2709
Email: mark.wolfson@medsch.ucr.edu
March 3, 2022

To Whom It May Concern,

I have reviewed the proposal for the Department of Environment, Sustainability, and Health Equity (ESHÉ) at UCR and fully support it.

The establishment of this proposed new department would help to expand and enrich course offerings for UCR students and better serve students interested in understanding and responding to some of the most pressing urban problems locally and around the world that are related to public and environmental health and the growing climate crisis.

The proposed department brings together an exciting and talented group of scholars across the disciplines whose research and teaching link problems related to public health, environment, and sustainability to larger systems of inequality; they also link the solutions to such pressing problems to movements for greater equity within the region, nation, and globally.

This proposed ESHE department would help to further enrich the education and training of UCR students and help to better prepare them for a variety of graduate programs and careers related to public health, the environment, and sustainability. Occupations in these inter-related fields, and interest in them among UCR students, are on the rise both regionally and nationally, especially given recent health crises, aging populations, and rising environmental problems that greatly affecting urban residents both locally and around the world; new statewide and national funding initiatives seeking to address those problems are also contributing to increased interest in, and demand for, greater training in these fields. For all these reasons, I strongly support the proposal to establish the new ESHE Department.

Sincerely,

Patricia Morton
Chair, Urban Studies Program
April 5th, 2021

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Bourns College of Engineering-Center for Environmental Research and Technology (CE-CERT) in enthusiastic support of the proposal for a new Department of Environment, Sustainability and Health Equity. Created in response to the Future Fluent Strategic Plan, to “drive knowledge creation, innovation, economic development, and human, social, and environmental sustainability,” this new department will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Department of Environment, Sustainability, and Health Equity (ESHQ) will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. ESHQ will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in related workforce.

As Director of CE-CERT and also serving as UCR’s Faculty Director of Sustainability, I am eager to see new courses offered by ESHQ that will further our curricular goals through innovative pedagogies that connect undergraduate academics to the many learning opportunities within and beyond the UC Riverside community. I fully support the development of Department of Environment, Sustainability and Health Equity. Our students will be well-served by this curriculum as part of their education at UC Riverside.

Sincerely,

Matthew Barth
Yeager Families Professor of Engineering
Director, Center for Environmental Research and Technology
UCR Faculty Director of Sustainability
University of California, Riverside
April 2021

To members of the UCR Academic Senate,

The Office of Sustainability at the University of California, Riverside is writing in support of the establishment of a Department of Environment, Sustainability, and Health Equity in the College of Humanities and Social Sciences.

In our office, we organize and facilitate sustainability-oriented curriculum and research, and student sustainability projects. In this role, it is clear that our students are deeply interested in sustainability, addressing climate change and other environmental damage, and addressing inequities borne by marginalized communities. Indeed, the students believe, as do we, that addressing these issues is one of the principal struggles of their generation. The proposed department will help address this growing demand for sustainability-oriented curriculum and research by accommodating more student sustainability majors and broadening the scope of sustainability curriculum in CHASS.

Sustainability is becoming an increasingly interdisciplinary subject. It is important for those working on the science and technology aspects of sustainability to also understand the policies, incentives, and structures that have led to ecological breakdown, environmental racism and health inequities. Therefore, it is exciting that this new department will be offering a minor for students in other majors, and especially for those in other colleges (e.g. CNAS and BCOE). These future scientists and engineers can now leave UCR with a better understanding of the social impacts of their work.

The Office of Sustainability is excited about the possibility for student participation in making changes on campus and within the UC system in regards to climate change. We hope to partner with the new department to facilitate internships, experiential learning, and within courses as relevant. While there has more than a decade of campus sustainability efforts within the UC system, there is a growing realization that those changes have been operations based, and have not fully addressed social and cultural changes or solutions. We are excited that this department would be make these concepts and understandings central to their curriculum and learning. It’s exactly what the world needs today.

The UCR Office of Sustainability

Matthew Barth
Director of Academic Sustainability

Brian Siana
Associate Director of Academic Sustainability

Fortino Morales
Sustainability Officer

Francis Mitalo
Sustainability Program Coordinator
Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Statistics at UC Riverside College of Natural and Agricultural Sciences in enthusiastic support of the proposal for a new Department of Environment, Sustainability and Health Equity. Created in response to the Future Fluent Strategic Plan, to “drive knowledge creation, innovation, economic development, and human, social, and environmental sustainability,” this new department will bring exciting new curricular opportunities addressing environmental and health disparities through the university. The campus effort in forming this new department on a timely theme is outstanding.

The Department of Environment, Sustainability, and Health Equity (ESHQ) will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in related workforce.

As the Chair of the Department of Statistics, I am eager to see new courses offered by ESHQ that will further our curricular goals through innovative pedagogies that connect undergraduate academics to the many learning opportunities within and beyond the UC Riverside community. Our department faculty unanimously support the development of Department of Environment, Sustainability and Health Equity and we are also excited to see one of our faculty members is part of this important endeavor. Our students will be well-served by this curriculum as part of their education at UC Riverside.

Sincerely,

Xinping Cui, Ph.D.
Professor and Chair
Department of Statistics
University of California, Riverside
Tel: (951) 827-2563 | Fax: (951) 827-3286
E-mail: Xinping.Cui@ucr.edu
April 6, 2021

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Anthropology at UC Riverside in enthusiastic support of the proposal for a new Department of Environment, Sustainability and Health Equity. Created in response to the Future Fluent Strategic Plan, to “drive knowledge creation, innovation, economic development, and human, social, and environmental sustainability,” this new department will bring exciting new curricular opportunities addressing environmental and health disparities through the university. It will speak to concerns at the center of contemporary anthropology, include many anthropology courses as electives, and includes anthropology faculty and members of other departments trained in anthropology among its leaders.

Moreover, the Department of Environment, Sustainability, and Health Equity (ESHQ) will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. ESHQ will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in related workforce.

As Acting Chair of the Department of Anthropology, I am eager to see new courses offered by ESHQ that will further our curricular goals through innovative pedagogies that connect undergraduate academics to the many learning opportunities within and beyond the UC Riverside community. I fully support the development of Department of Environment, Sustainability and Health Equity, and welcome the many synergies between its programming and that of my own Department. Our students will be well-served by this curriculum as part of their education at UC Riverside, and its creation will further enhance the university’s reputation as a site of critical engagement with inequality and diversity.

Sincerely,

Derick A. Fay, Ph.D.
Associate Professor and Acting Chair
Department of Anthropology
May 10, 2021

Academic Senate
Campus Administration
University of California, Riverside

Re: Proposal for a Department of Environment, Sustainability, and Health Equity

I am writing to express my enthusiastic support for the proposal for a Department of Environment, Sustainability, and Health Equity (ESHQ) as a new academic unit within the College of Humanities, Arts, and Social Sciences (CHASS). This is a timely proposal that addresses a critically important need among undergraduate programs. While many of the elements of the proposal draw from existing strengths among multiple units across campus, it provides an important opportunity to launch an innovative new integrative program to meet the needs of a new generation of undergraduate students.

My enthusiasm for this program comes from my activities in areas of direct relevance to this proposal. First, I have always had a long standing interest in interdisciplinary studies of relevance to medical humanities, starting from my undergraduate liberal arts education, and continuing through my activities since arriving on campus in 2006, including teaching an Ignition Seminar in the Undergraduate Honors program, to participating in a number of programs in the Center for Ideas and Society (including recently being added to the CIS Advisory Board). These reflect my conviction that health sciences is also necessarily a human(ities) subject, and that the best approaches to health care must also identify with the needs of the human patient.

Second, I am founding Director of the BREATHE Center (that is, Bridging Regional Ecology, Aerosolized Toxins, and Health Effects), which is a broadly interdisciplinary collaborative of researchers across campus studying topics related to air quality and health effects. Faculty recruitments under the original BREATHE cluster proposal included five hires in the original cluster with two additional hires resulting from the searches. These hires reflect the truly interdisciplinary nature of the research, which includes two hires in CHASS, one in BCOE, two in CNAS, and two in SOM. The research themes among the BREATHE faculty broadly integrate humanities, engineering, environmental sciences, and biomedical research, which I believe illustrates and mirrors quite well the intent of the proposed ESHQ department.

Third, I am Principal Investigator and co-Director (with Juliet McMullin) of the NIH-funded U54 Center for Health Disparities Research at UCR, a new center entirely funded by extramural (NIH) funds, establishing a new model for research centers on campus. This center aims to train and promote a new generation of researchers in topics related to health disparities, social equity, and community engagement. The NIH and other agencies, including the California Air Resources Board (CARB) have begun to recognize the critical need to promote work in environmental and social justice to address health needs, and the necessary role of community networks as full partners in the research. The growth in attention and funding in this area provides important opportunities for undergraduate education and future career opportunities,
and the ESHQ programs will be timely in helping to launch UCR students in entirely new types of careers of service to the community. The fact that so many UCR students are first generation and from underserved communities will mean that the ESHQ programs can promote a pipeline of workers in areas such as medicine and public policy that also draws directly from the communities most in need of this important work.

While this proposal does not yet include graduate programs, the existing Designated Emphasis in Medical Humanities may yet pave the way for graduate programs in this area. Accordingly, the Center for Health Disparities Research hopes to be instrumental in providing training and research opportunities for graduate and post-graduate researchers in this area as the ESHQ department grows.

While it is not an exclusive goal of the department and undergraduate programs, I am most excited by the potential of the undergraduate program in health equity to build a pool of students that will be ideal candidates for the Thomas Haider Program at the UCR School of Medicine. This program is a pathway to the UCR School of Medicine, and was created by Dr. Thomas Haider, who has long supported the mission of the School of Medicine to train physicians for service to the inland California underserved communities. The goals of the ESHQ undergraduate programs will clearly imbue the students with an appreciation of the issues of racial and social equity, and a dedication to the mission of the SOM.

Again, I reiterate my strong enthusiasm for the proposed department and its potential to integrate a host of complementary topics in environmental and social justice that will have a major impact on campus intellectual and community life. I look forward to seeing this promise come to fruition, and to working actively with the department as it grows.

Sincerely,

David D. Lo, M.D., Ph.D.
Distinguished Professor of Biomedical Sciences
Senior Associate Dean, Research
School of Medicine

Founding Director, BREATHE Center
Contact PI, Co-Director, U54 Center for Health Disparities Research at UCR
Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Earth and Planetary Sciences in enthusiastic support of the proposal for a new Department of Environment, Sustainability, and Health Equity. Created in response to the Future Fluent Strategic Plan, to “drive knowledge creation, innovation, economic development, and human, social, and environmental sustainability,” this new department will bring exciting new curricular opportunities addressing environmental and health disparities through the University. It is important to supply tools for both scientific and critical thinking to the preparation of students pursuing this field, making partnerships between CNAS departments and the new CHASS program essential.

The Department of Environment, Sustainability, and Health Equity (ESHQ) will further our campus’ research and educational priorities and respond to UCR’s stated core values of social justice, sustainability, and the common good. ESHW will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy, and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Chair of the Department of Earth and Planetary Sciences, I can attest that my colleagues and I are eager to see new courses offered by ESHQ that will further our curricular goals through innovative pedagogies that connect undergraduate academics to the many learning opportunities within and beyond the UC Riverside community. The Department of Earth and Planetary Sciences had a long history of active research, teaching, and outreach addressing sustainability and climate change. Our lower division course offerings covering these and related topics are taken by hundreds of students from the College of Humanities, Arts and Social Sciences each year. We are excited to welcome students from the newly proposed B.A., B.S., and minor in Environmental and Sustainability Studies into these courses. Moreover, we welcome students from these programs into our multiple upper-division offerings in Climate Change. Our faculty have previously taught students from the existing Sustainability Studies Major in these upper division courses with great success. Finally, courses developed by the ESHQ department are sure to interest majors in our department, particularly those focused on Climate Change. We wholeheartedly support the opportunity for our students to gain the rich interdisciplinary perspective that these courses will offer.

Sincerely,

Michael A McKibben, Ph.D.
Chair and Associate Professor of Geology
Department of Earth and Planetary Sciences
michaelmekibben@ucr.edu
(951) 581-5459 (cell)
April 15, 2021

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing as Chair of the Department of Psychiatry and Neuroscience at UC Riverside School of Medicine to voice my enthusiastic support of the proposal for a new Department of Environment, Sustainability and Health Equity. Created in response to the Future Fluent Strategic Plan, to "drive knowledge creation, innovation, economic development, and human, social, and environmental sustainability," this new department will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Department of Environment, Sustainability, and Health Equity (ESHQ) will further the research and educational priorities and respond to UCR's stated core values in social justice, sustainability and the common good. ESHQ will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in related workforce. Such a development is especially important to meet the unmet mental health needs of our region. To provide optimal behavioral health, one must utilize the skills and expertise of a diverse multidisciplinary team. Our faculty and trainees in Psychiatry and Neuroscience are eager to partner with our colleagues from the proposed Department of Environment, Sustainability and Health Equity.

As Chair of Psychiatry and Neuroscience, I am eager to see new courses offered by ESHQ that will further our curricular goals through innovative pedagogies that connect undergraduate academics to the many learning opportunities within and beyond the UC Riverside community. I fully support the development of Department of Environment, Sustainability and Health Equity. Our students will be well-served by this curriculum as part of their education at UC Riverside.

Sincerely,

[Signature]

Gerald A. Maguire, MD
Professor and Chair, Psychiatry and Neuroscience
May 4, 2021

Dear Colleagues:

The Department of Media & Cultural Studies writes to express our unanimous support for the establishment of a Department of Environment, Sustainability, and Health Equity. We find the proposal urgent, future-oriented, and fully in keeping with the Strategic Plan of the university. We also believe the subject area of the proposed department to be vital to a sense of the university’s place locally and regionally.

The proposed department responds in a meaningful and pro-active way to UCR’s position as a regional anchor for knowledge-production and employment as well as to the university’s stated core values of social justice, sustainability, and the common good. This new department will serve the Inland Empire and beyond, as well as our local students and community, by preparing students for behavioral, administrative, policy, and advocacy related environmental and healthcare careers. Additionally, it will increase the representation of well-prepared BIPOC advocates in the related workforce.

MCS envisions cross-listing a number of our course offerings with this new department. We have offerings in theorizing the Anthropocene, in data-visualization, in sustainability, and in creative/artistic intervention already in our curriculum and are therefore very pleased to see that pedagogical work taken up and extended synergistically by this proposed department. We fully support the development of this new department and are positive that our students at UCR will be well-served by the proposed curriculum.

Sincerely,

Judith Rodenbeck
Associate Professor and Chair
Media & Cultural Studies
March 29, 2021

To the Members of the UCR Academic Senate and UCR Administration:

I am writing as the current director of the Center for Ideas and Society (CIS) at UC Riverside to support enthusiastically the proposal for a new Department of Environment, Sustainability and Health Equity (ESHQ).

Geared to UCR goals of creating knowledge, innovating, helping to drive economic development, and enhancing human, social, and environmental sustainability, this new department will offer exciting new curricular opportunities to UCR students. It will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and it has the potential of increasing diversity in related workforce areas.

As CIS Director I look forward to the new courses offered by ESHQ as they will further curricular goals through innovative pedagogies and connect undergraduate academics to the many learning opportunities within and beyond the UC Riverside community. Our students will be well-served by this curriculum as part of their education at UC Riverside. Moreover, it will further UCR’s research and educational priorities and respond to its commitment to social justice, sustainability and the common good.

Sincerely,

Georgia Warnke
Director, Center for Ideas and Society
Professor, Political Science
12 June, 2021

To whom it may concern,

I wish to express my support for the proposed Department of Environment, Sustainability, and Health Equity (ESHQ) at UCR. As a scholar committed to universities making tangible research and teaching contributions to the critical environment and justice challenges of our time, I read the proposal for this new department with real excitement.

As has been repeatedly observed, the types of environmental, health and sustainability challenges that we face today can be neither understood nor addressed through one dimensional approaches. Just as the problems along each dimension are interlocking and produced through larger systems of inequality, exploitation and structural violence, so too, they can only be addressed through multidimensional interventions. And yet, even while researchers across disciplines document the interdependent nature of the underlying causes of the wicked problems in each area, for the most part, the structures of our universities impede multidimensional research and teaching.

As the proposal observes, scholars with different types of expertise at UCR have historically mounted various efforts to overcome the siloed nature of disciplinary or field specific research and teaching, and they have done so because of their justice commitments. They have, however, been doing so against the grain of the institution. By forming an explicitly interdisciplinary department that brings together environmental, health and sustainability studies through the lens of equity, UCR would be providing a framework where such work would take place as a matter of course. Students would similarly be the beneficiaries, both by virtue of being able to make sense of problems more powerfully and being afforded the training to take up positions where they can more effectively address them. What I find particularly impressive about the proposal is its attentiveness to the contributions the department would make across different scales. That is, it has a clear focus on how research and graduates would contribute to addressing the complex social, medical, and environmental issues in Inland Southern California region. At the same time, it has a national and global vision.

Should this department be constituted, I know that many colleagues across the world would be eager to collaborate with its scholars. I certainly hope that you see the value of supporting it.

Kind regards,

Professor Danielle Celermajer
Deputy Director
Sydney Environment Institute
University of Sydney

Sydney Environment Institute
L4.00, The Quadrangle
The University of Sydney
NSW 2006 Australia

T +61 437 067 670
E danielle.celermajer@sydney.edu.au
W sei.sydney.edu.au
To Whom It May Concern:

I am writing to give my support for a new Department of Environment, Sustainability, and Health Equity at UC Riverside. I was hired at Wellesley College for the creation of our Environmental Studies Department, after previously being hired at Colby College for the creation of the Environmental Studies program there, so I have much experience creating new interdisciplinary departments. This one fills what seems to be an important gap at UC Riverside.

The social sciences and humanities are a key part of any examination of environment, sustainability, and health. Science and engineering can answer important questions about how and why certain environmental or health problems are created, but preventing or mitigating them is a fundamentally social endeavor. There is no one right way to determine how to act and no magical solution to how to conserve precious resources (or even which resources one should be conserving) and keep everyone healthy. And science will not save us from having to make social decisions – there is no one right solution to environmental problems, only tradeoffs among options with different advantages and disadvantages for varying groups of people. There is no technology that will magically create sustainability; there are different choices, among different priorities, that need to be managed through decisions that society makes.

This is even more true when it comes to the issue of equity; different populations are differently affected by society’s decisions – or lack of decisions – about pollution, resource use, and other environmental conditions. An ability to examine the implications of these decisions on different populations (and the social structures that lead to inequities in the first place) is a key strength of many social science and interdisciplinary fields.

Students and scholars need an interdisciplinary background, that draws from science and medicine, social sciences, and humanities. The proposal for this new department brings together scholars and teachers who have decades of experience thinking about these issues and the intersections between them. It has the ability to contribute significant educational goals and prepare students to genuinely help the world navigate difficult issues with important equity implications. I strongly support the creation of this new academic unit.

Please feel free to contact me if there is any additional information I can provide.

Sincerely,

Elizabeth R. DeSombre
Camilla Chandler Frost Professor
June 6, 2021

To Whom it May Concern,

I am writing in support of the proposed Department of Environment, Sustainability, and Health Equity and the B.A. and B.S. degrees in Environmental and Sustainability Studies. I believe that these topics are relevant, necessary, and in-demand and that such programs would be tremendously beneficial for the students of UCR.

I am a faculty member in the Life Sciences Department at Riverside City College where I teach Environmental Science, Introductory Biology (both for majors and non-majors), Natural History of Southern California Ecosystems, International Field Ecology, and other courses. Additionally, I am a faculty co-advisor for the Student Sustainability Collective on our campus and faculty chair of our campus Sustainability Committee. Since the beginning of my teaching career approximately 13 years ago, I have seen a steady increase in interest in topics of sustainability among my students. As issues of equity and sustainability have been hot topics in the news during the last several years, I have seen interest climb even more. Additionally, according to a recent report, the global green technology and sustainability market size is set to grow from $11.2 billion in 2020 to $36.6 billion by 2025. And, according to the U.S. Bureau of Labor Statistics, more than half of the growth in employment expected by 2026 will be in eco-friendly occupations.

Due to this clear niche in the job market and demand by students, RCC has recently begun developing a Sustainability major for our students. This major is meant to be a pipeline from RCC to the ESST major at UCR. We have developed a list of courses that will allow our students to earn IGETC certification while simultaneously completing several of the requirements for the ESST major. We believe it will be a seamless transition and we are so excited about the potential for this pathway for our students. As our cohort of Sustainability students begins to grow, we hope to continue to collaborate with the proposed Department at UCR to create events, workshops, and research opportunities for our RCC students. Evidence shows that if a community college student spends time on a university campus, they begin to feel like they belong and are more likely to transfer and continue their educational journey. We would love for the Sustainability students at RCC to have that opportunity.

Thank you!

Sincerely,

Tonya M. Huff, Ph. D.
Department of Life Sciences, Riverside City College
Academic Senate & Administration  
University of California, Riverside  

Dear Colleagues,

I write this letter in support of the proposal by UCR Sustainability Studies faculty to move the program into a new Department of Environment, Sustainability and Health Equity. As I understand the matter, the Sustainability Studies degree has been administered by the Department of Gender and Sexuality Studies since 2014. I assume this placement was a result of the composition of the collaborating faculty and the likely reluctance of other, more closely related departments to take on the task of administering another degree program (certainly, that reluctance has been the case at UCSC). Before I give three reasons—out of many—for supporting this proposal, I will give some background on my experience and qualifications.

I was a faculty member of the UCSC Politics Department from 1990-2020, teaching among other things international relations and global environmental politics. I have done policy, research and technical work in environmental and policy field since the late 1970s, after receiving a Masters’ in Physics at MIT. I came to UCSC with a PhD in Energy Resources from UC Berkeley (1987) and, beginning in 2008, was part of a faculty group trying to establish a Sustainability Studies program at UCSC. In 2012, I was appointed Provost of Rachel Carson College (I was able to obtain the $5,000,000 endowment required to name a UCSC residential college) and established a minor in Sustainability Studies, the first such minor in a college since the university’s founding. I am presently President and Co-director of the Sustainable Systems Research Foundation in Santa Cruz, a nonprofit green think tank focused on development and deployment of local sustainability projects.

First, at this moment of environmental crisis, and especially with the looming threat of climate change, the inter-disciplines of sustainability studies and sustainability science are more essential than ever. Over the past 40 years, approaches to understanding and addressing these environmental challenges have constrained by the very disciplinary epistemologies its practitioners apply. Biologists see everything through a biological lens; economists, through and econometrics one; humanists through philosophy, art and literature. But “wicked problems” such as climate change (and all of the social systems that give rise to it) are characterized by complex linkages among technological, political, social and economic systems and institutions. No single discipline is sufficient to deal with such problems, and few academics and
policymakers trained in single disciplines lack the broad knowledge to integrate across disciplines. The proposed ESHQ Department and its degree programs will be able to provide the interdisciplinary framework and scope required to educate and train students in addressing the complex and wicked problems the world currently faces.

Second, and at the same time, there is a pressing need to acknowledge and incorporate the structural injustices and racism that are foundational to our social institutions and practices and reproduced in the environmental crisis. This is especially the case in terms of the distribution of current and future impacts of climate change and the benefits that will accrue from the coming green economy. UCR’s student demographic is well-placed to make important and significant contributions to this transition and an ESHQ Department will position them to do so.

Finally, in this time of limited (and even declining) instructional budgets, the bane of new degree programs is the cost of administering and running them and the frequent refusal of university administrations to provide the necessary funds and personnel. Few existing departments are willing to take on this burden and putting new programs under the care and feeding of departments whose disciplinary focus is not directly related risks shortchanging the new ones and even obscuring their existence. (That has certainly been the case at UCSC.) The proposed ESHQ Department will be highly visible, appropriately funded (I hope) and able to provide students with the focused care, advising and training required to succeed in sustainability studies and science (as well as health equity).

There are many other reasons to support the creation of an ESHQ Department at UCR, not the least that similar initiatives exist or are being launched across the country and the world. I endorse this initiative in the strongest terms and hope UCR will create and fund this new department.

Please do not hesitate to contact me with any questions you may have.

Yours sincerely,

Ronnie D. Lipschutz
Professor Emeritus of Politics
President & Codirector, Sustainable Systems Research Foundation
April 15, 2021

Dear members of the UC Riverside Academic Senate,

I write to enthusiastically express my support for the creation of the Department of Environment, Sustainability, and Health Equity in the UC Riverside College of Humanities, Art, and Social Sciences. Now is the right time for such a department, as the UC system continues to recognize the need for interdisciplinary social science and humanities approaches to environmental and sustainability-related issues to complement a science-based curriculum. Such programs and departments have been growing at universities nationwide, as well as across the UC system. Further, health equity issues are often interrelated with the forces that shape the distribution of environmental benefits and burdens in places where human communities live, work, and play. As the COVID-19 pandemic demonstrates, health inequities and disparate health outcomes for marginalized communities are pressing national problems in the United States—challenges that are not disconnected from the environmental challenges facing us today. With the creation of this department, UC Riverside is poised to provide an innovative curriculum for its diverse student body as well as to lead the way for other UC campuses. In my view, this proposed department charts a course that is reinforced by trends showing increases in interdisciplinary environmental and sustainability studies programs.

In my capacity as Director of the new, system-wide UC Center for Climate Justice, I am working to raise awareness and develop curriculum and programming focused on addressing climate change as a social justice and equity issue across the UC campuses. The kinds of pedagogical approaches required to plan for and address holistic solutions to climate change and other environmental problems in California and beyond must address scientific, social, economic, and cultural components. The innovative, forward-thinking approach offered in the proposal for the Department of Environment, Sustainability, and Health Equity is exactly what is needed to broaden these offerings for UCR students. I offer my strongest support to this endeavor.

Sincerely,

Tracey Osborne, PhD
Founding Director, UC Center for Climate Justice
Associate Professor, Vice Chair and Presidential Chair
Department of Management of Complex Systems
University of California, Merced
April 23, 2021

To whom it may concern:

I write to support the proposal for a new department of Environment, Sustainability, and Health Equity at UC-Riverside.

My 12 years building and growing environmental studies departments that center social justice afford me an important perspective on supporting such a proposal as UCR’s. I have worked with colleagues around the nation to identify demand for and best ways to implement justice and equity-focused environmental programming at institutions of higher ed. I currently serve on the design team for UC Center for Climate Justice and served as the CSU program leader for the UC/CSU Knowledge Action Network for Transformation Climate Education and Action (2016-2019). Crucially, I am also on the planning committee for the UC Climate Justice Symposium for Transforming Education happening this week (April 28-May 1). The principal investigators on the grant for this event were from USCB’s otherwise very distinct and separate health school and Sustainability office. The reason it was funded is because it brings together these fields—testament to the UC’s investment in enlisting the health professions in a just transition and in focusing on justice as key to any sustainable and effective response to climate change.

As a result of being immersed in all of these discussions about why and how California’s institutions might rise to the occasion of the myriad accelerations and transitions that the world is facing—related to health, justice, climate, technology, information, and culture—I can attest to the need for institutions of higher education to respond at scale. A Department of Environment, Sustainability, and Health Equity is exactly such a response.

The proposed department offers a crucial intervention in the historic focus of sustainability and environmental programs on technological, policy, or scientific solutions. That intervention is evident in the work of climate and environmental justice scholarship and action that has entered the mainstream in the past year or more. It is increasingly evident that sustainable solutions won’t last if they don’t also account for human systems, including justice and culture.

Furthermore, it is increasingly clear that human health is the way that people are going to really experience and respond to both the urgent and long-term effects of climate change (see the work of David Pellow, Catherine Flowers, Rob Nixon, and many others). It is imperative that we produce experts that bring these realms of expertise together for planetary health, to focus more on health in the sustainability world, and to respond the needs of future, not the past. I would also add that environmental psychology and disaster mental health are part of this vision.
of a sustainable future, and am encouraged by the proposal’s focus on a holistic (and justice-based) definition of “health” to include mind, body, community, and ecosystem.

Please let me know if I can offer any stronger endorsement of this proposal. I wholeheartedly agree with everything written in the proposal and will also be working on developing similarly interventions in sustainability and health at my institution. I look forward to learning from the team that will successfully launch this important initiative.

Sincerely,

Sarah Jaquette Ray
Chair and Professor
Environmental Studies Department
Humboldt State University
Sarah.ray@humboldt.edu
March 30, 2021

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Division of Infectious Diseases and Global Public Health at the University of California, San Diego (UCSD) in enthusiastic support of the proposal for a new Department of Environment, Sustainability and Health Equity at the University of California, Riverside (UCR). The proposed department will bring exciting new curricular opportunities to address environmental and health disparities in California and beyond.

The Department of Environment, Sustainability, and Health Equity (ESHQ) will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability, and the common good. ESHQ will serve the community and student needs in the Inland Empire by preparing students for a variety of environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in higher education and the general workforce.

As the Associate Dean of Global Health Sciences at UCSD, I am excited by the innovative curriculum that addresses some of the most pressing global health concerns of our time. The interdisciplinary program furthers the University of California’s commitment to innovative pedagogies and scholarship that addresses the diverse needs of our underserved communities. I hope that the program will grow to offer graduate education and serve as an interdisciplinary hub for learning opportunities and research collaborations across the UC campuses.

In sum, I strongly support the development of the Department of Environment, Sustainability and Health Equity at UCR. Students will be well-served by this cutting edge curriculum. I look forward to fruitful cross-campus collaborations with this department in the future.

Sincerely,

Steffanie A. Strathdee, PhD
Professor and Harold Simon Chair,
Associate Dean of Global Health Sciences
Dear Department Chairs and Program Directors,

I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals before the proposals can be reviewed.

To give a little background, a group of faculty in CHASS, SPP, and CNAS are working on a proposal for a new Department of Environment, Sustainability, and Health Equity (ESHQ) in CHASS. The proposed department will offer two majors:

- Health Equity Studies (B.A. & Minor)
- Environmental and Sustainability Studies (B.A., B.S., and Minor), which is a renewal of the Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies.

As interdisciplinary programs, both majors allow students to take courses outside of the ESHQ department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

I am attaching a table of courses that we wish to include in our proposal with catalog descriptions of the proposed two curriculums. Most of your courses are included in the Environmental and Sustainability Studies (ESST) curriculum. Courses that are included in the Health Equity Studies (HQST) curriculum are listed in Red. **Bold Red** courses are included in both curriculums.

If you need additional information, please let me know. If everything looks good, please send me your approval to include your department's or program's course(s) in the proposals at your earliest convenience before April 9th. A short email message will be sufficient.

Thank you very much for considering this request.

Best regards,

Chikako

---

Chikako Takeshita
Associate Professor
Gender & Sexuality Studies Department
University of California, Riverside
Andrews Reath <reath@ucr.edu>  
To: Chikako Takeshita <chikakot@ucr.edu>  

Der Chikako,

I approve including Philosophy 109, 116, 117 and 137 in the Environmental and Sustainability Studies (ESST) curriculum; and Philosophy 9/9H in the Health Equity Studies (HQST) curriculum. You might also want to include Philosophy 167: Biomedical Ethics in the HQST curriculum. Best regards,

Andy Reath

Andrews Reath  
Chair, Department of Philosophy  
University of California, Riverside  
Riverside, CA 92521

http://philosophy.ucr.edu/andrews-reath/

Like abstract art? Check out www.saintoyantstudio.com

Ellen Reese <ellenr@ucr.edu>  
To: Chikako Takeshita <chikakot@ucr.edu>, B Glenn Stanley <stanley@ucr.edu>  

Hi Chikako,
Just acknowledging receipt of your request. I would like to consult with Sociology faculty on this at our next regular faculty meeting, which is scheduled for 4/13 before I consider this request. We already have a workshop scheduled for Tues, 4/6 so our next regular faculty meeting will be held on Tues, 4/13. Can we respond to your request sometime after 4/13?

Best,
Ellen Reese
[Quoted text hidden]
--
Ellen Reese
Professor and Acting Co-Chair of Sociology
Chair of Labor Studies
UC-Riverside

Most recent book
https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/

Other Books
Backlash Against Mothers Past & Present (UC Press, 2005)
They Say Cutback, We Say Fight Back! (ASA Rose Series/Russell Sage, 2011)
Handbook of World Social Forum Activism (co-edited, Routledge, 2015)

Leonard Nunney <nunney@ucr.edu>
To: Chikako Takeshita <chikakot@ucr.edu>

Hi Chikako:
  For BIOL courses you listed 30, 40 and 5C; however, Biol 5C has a lot of prerequisites, so you might want to consider a couple of alternatives - Biol3 is the closest to 5C (but without the prerequisites) and another option that might be good for some students is Biol34.

Regards,
Len

On Thu, Apr 1, 2021 at 9:26 AM Chikako Takeshita <chikakot@ucr.edu> wrote:
[Quoted text hidden]
Sorry, but I cannot approve of this. Given the proposed curriculum the students will be ill-prepared for the upper division courses, and the lower division bee keeping course is already maxed out with a waiting list exceeding 100% capacity; it cannot handle any more.

On Thu, Apr 1, 2021 at 9:26 AM Chikako Takeshita <chikakot@ucr.edu> wrote:
[Quoted text hidden]

Hi Chikako,

The course listed under my name, URST 146, is not my course. I’m not sure who teaches that course. You and I had discussed MCS 159 Race, Space and Identity, which is cross-listed with Urban Studies as URST 159.

Best,

Pat

[Quoted text hidden]

<Table of courses from other departments.pdf>

Dear Chikako,

A Proposal for a Department of Society, Environment and Health Equity (SEHE)

Thu, Apr 1, 2021 at 11:37 AM

Rick Redak <richard.redak@ucr.edu>
To: Chikako Takeshita <chikakot@ucr.edu>, Thomas Perring <perring@ucr.edu>
Cc: Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven Helfand <shelfand@ucr.edu>, David Lloyd <dclloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Jennifer Najera <jnajera@ucr.edu>, Juliann Allison <julian@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Sherine Hafez <sherineh@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne Mc Knight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judgethr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, John Medearis <medearis@ucr.edu>, Daniel Ozer <dozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>
The English courses you list can be added to this new major's list of electives. However, 096 appears to be a typo. Can you clarify what course you intend here? It is not a number we have.

Thank you,

David

On Apr 1, 2021, at 9:26 AM, Chikako Takeshita <chikakot@ucr.edu> wrote:

[Quoted text hidden]

[Quoted text hidden]

Steven M Helfand <steven.helfand@ucr.edu> Thu, Apr 1, 2021 at 3:17 PM
To: Chikako Takeshita <chikakot@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, David Lloyd <dclloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Sherine Hafez <sherine.hafez@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gagular@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, John Medearis <medearis@ucr.edu>, Daniel Ozer <daniel.oz@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Hi Chikako,

Thanks for sharing this info. about this wonderful proposal and the list of courses. I have no objection personally, but I would need to run this sort of issue past the faculty in my department. I am not sure if this can happen by 4/9 as we don’t have a meeting scheduled.

More importantly, I would like to ask if the CHASS Executive Committee has already discussed and approved this issue. This is the first that I have heard of it, and it seems like a broad discussion should happen in CHASS surrounding the proposal to create a new Department.

Best wishes,

Steven
Chikako Takeshita <chikakot@ucr.edu>  Thu, Apr 1, 2021 at 8:05 PM
To: Andrews Reath <reath@ucr.edu>

Thank you very much. I will pass on that recommendation.

Chikako

Chikako Takeshita <chikakot@ucr.edu>  Thu, Apr 1, 2021 at 8:08 PM
To: Ellen Reese <ellenr@ucr.edu>  Cc: B Glenn Stanley <stanley@ucr.edu>

Ellen,
Thank you for the acknowledgement. Please note that this is not a request to cross-list any courses. It is simply including them in the new curriculums.
I am submitting the proposal to the CHASS Executive committee on April 15th, so if we can get a response right after your department meeting, that would be great.

Best,
Chikako

Chikako Takeshita <chikakot@ucr.edu>  Thu, Apr 1, 2021 at 8:14 PM
To: Leonard Nunney <nunney@ucr.edu>

Hi Len,
I realized that I made a typo. I meant to say 003, 005C, and 040.
But I will take your suggestion and drop 005C and add 034.

So could we have permission to include 003, 034, 040?

Thank you,
Chikako
Chikako Takeshita <chikakot@ucr.edu>  
To: Pat Morton <patmorton@riseup.net>  
Thu, Apr 1, 2021 at 8:18 PM

Hi Pat,
Yes, I have MCS 159 as one of the courses we would like to cross-list. That would come later.
URST 146 turns out to be an ECON course.
So I will see what the ECON department will say.

Thank you,
Chikako

Chikako Takeshita <chikakot@ucr.edu>  
To: Steven M Helfand <steven.helfand@ucr.edu>  
Thu, Apr 1, 2021 at 8:28 PM

Dear Steven,

Thank you for considering our request. To answer your question, we are submitting our proposal to the CHASS Executive Committee on April 15th for review during their meeting on April 21st. I am trying to put all the ducks in a row since I expect them to be reviewing everything carefully. If your department does not meet before April 15th, I can submit the proposal with "pending approval" from ECON.

I am aware that upper-division ECON courses have a lot of prerequisites. So I do not expect a lot of our students to enroll in them. However, my thought is that if a student has fulfilled the requirements and can take those courses, then it would be great to let them count for the major requirement. But I will of course defer to your department's decision.

Thank you,
Chikako

Leonard Nunney <nunney@ucr.edu>  
To: Chikako Takeshita <chikakot@ucr.edu>  
Cc: eeobchair <eeobchair@ucr.edu>  
Thu, Apr 1, 2021 at 8:29 PM

Hi Chikako:
At this point in the process, I think I can safely say that I don't see any major hurdles in including Biol 003, 034, 040 as options. I presume that there is still a Senate process to be followed, and I guess it is possible that something might crop up, so I can't give an absolute answer. I hope this is enough for you for right now.

Regards,
Len
[Quoted text hidden]

Chikako Takeshita <chikakot@ucr.edu>  Thu, Apr 1, 2021 at 8:30 PM
To: David Lloyd <dclloyd@ucr.edu>

Dear David,
I am sorry, the 096 was a mistake. So you can ignore the 096.

Thank you,
Chikako
[Quoted text hidden]

Chikako Takeshita <chikakot@ucr.edu>  Thu, Apr 1, 2021 at 8:37 PM
To: Leonard Nunney <nunney@ucr.edu>
Cc: eeobchair <eeobchair@ucr.edu>

Hi Len,
I understand that there is no guarantee.
The Committee on Education Policy's procedure for submitting new curriculum proposals require that I acquire all the permissions before I submit the proposal to them. I can understand that CEP would not want to review a proposal and approve something that the departments did not approve of. So that is why I am soliciting responses that says "it is okay with the department" now.

Best,
Chikako
[Quoted text hidden]

Chikako Takeshita <chikakot@ucr.edu>  Thu, Apr 1, 2021 at 8:59 PM
To: Rick Redak <richard.redak@ucr.edu>
Cc: Thomas Perring <perring@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven Helfand <shelfand@ucr.edu>, David Lloyd <dclloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Jennifer Najera <jnajera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Sherine Hafez <sherineh@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknight@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <kurt.schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, John Medearis <medearis@ucr.edu>, Daniel Ozer <dozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Rick,
That is unfortunate. I will take out the bee keeping course.
Dear Amy, Alec, and Alexander

You were very generous to allow me to include ENTM 111 and ENTM 126 as one of the courses in our proposal for Environmental and Sustainability Studies. I still believe that some of our students can handle your courses and would benefit from gaining scientific knowledge of disease vectors like mosquitoes given that we will be seeing more of them due to climate change.

Chikako Takeshita <chikakot@ucr.edu> Thu, Apr 1, 2021 at 9:14 PM

Draft To: Alec Gerry <alecg@ucr.edu>, Alexander Raikhel <araikhel@ucr.edu>, Amy Murillo <alock001@ucr.edu>

You were very generous to allow me to include ENTM 111 and ENTM 126 as one of the courses in our proposal for Environmental and Sustainability Studies. I still believe that some of our students can handle your courses and would benefit from gaining scientific knowledge of disease vectors like mosquitoes given that we will be seeing more of them due to climate change.

Chikako

[Quoted text hidden]
As you see in the following exchange, Rick Redak is not giving permission to include your courses in our curriculum. Please know that I was very much looking forward to including them and that I welcome your continued support.

---------- Forwarded message --------
From: Chikako Takeshita <chikakot@ucr.edu>
Date: Thu, Apr 1, 2021 at 8:59 PM
Subject: Re: Request for Permission to include Courses in new curriculum proposals

Rick Redak <richard.redak@ucr.edu>
To: Chikako Takeshita <chikakot@ucr.edu>

Thu, Apr 1, 2021 at 9:22 PM

I am not sure who you spoke with but both Gerry and Raikhel agreed with my decision. At a minimum for Forensics they will need a full year of the Biol 5 series and a full year of Chem 1 series (They need to start the chem prior to starting the Bio). For the molecular course they will need a full year of O chem and a genetics course to survive. They have those courses they can try and get in. The Forensics course, like beekeeping, has waitlists if 100% capacity.

I am curious to see the data that tells us how many students in CHASS have these courses completed.

--
Rick Redak Sent from mobile phone

Steven M Helfand <steven.helfand@ucr.edu>
To: Chikako Takeshita <chikakot@ucr.edu>

Thu, Apr 1, 2021 at 9:26 PM

Hi Chikako,

I am scheduling a dept. meeting on Friday 4/23. I can put it on the agenda then.

Good luck,

[Quoted text hidden]

Ellen Reese <ellenr@ucr.edu>
To: Chikako Takeshita <chikakot@ucr.edu>
Cc: B Glenn Stanley <stanley@ucr.edu>

Thu, Apr 1, 2021 at 9:50 PM

Yes, we can report on the faculty vote on this after our meeting on 4/13. Thanks Chikako. -Ellen

[Quoted text hidden]
Hi Chikako,

Similarly, thanks for putting this together and sharing. I know there’s been a committed group of faculty who have been working hard for some time to further develop and build upon the sustainability major on campus; thus it's exciting to see this moving forward in multiple dimensions.

As far as specific comments, I haven’t had a chance to present this to our faculty or Executive Committee, but do have a meeting with some representatives mid-week next week to discuss. But, we look forward to working with you to see this develop but also to (i) ensure your new program/department can interact in a synergistic (and not cannibalistic) manner with two of our tracks in Public Policy (i.e., the Environment and Urban policy track, and the Health and Population Policy track), (ii) that redundancies are minimized with our programs, and (iii) that capacities are considered for any courses your students will be expected to take that we may be teaching (which will be useful for planning). I really appreciate you already having reached out to us to start considering these issues and ways we can address them.

I'm not sure what sort of approvals I can get to you by the 9th -- it will depend on the discussions I have with our exec committee chair, the chair of our undergrad committee, and a few others -- but we will get comments back to you.

Best,
Kurt

---

Kurt Schwabe, Ph.D.
Associate Dean and Professor of Environmental Economics and Policy
School of Public Policy
University of California
Adjunct Professor, Center for Global Food and Resources
University of Adelaide
Adjunct Fellow, Water Policy Center
Public Policy Institute of California
Ph: (951) 827-2361
https://profiles.ucr.edu/app/home/profile/schwabe
Pronouns: He/His

[Quoted text hidden]
Hi Chikako, hi all,

Thanks so much for this, Chikako; this is a great initiative.

And thanks for asking about CPLT 144; I don't think we've offered it in recent memory, but I'm asking around.

I'm also checking in to see if any other courses offered in Comp Lit might make sense to think of including as well.

All best wishes,

Jeff

[Quoted text hidden]
Jeff,
Thank you for asking around to see if there are any other courses in CPLT that might go well with our majors!

Best,
Chikako

[Quoted text hidden]
On Fri, Apr 2, 2021 at 12:33 PM Kurt Schwabe <schwabe@ucr.edu> wrote:

Quoted text hidden

On Fri, Apr 2, 2021 at 12:39 PM Jeffrey Sacks <jeffsack@ucr.edu> wrote:

Quoted text hidden

On Fri, Apr 2, 2021 at 12:39 PM Michael A McKibben <michael.mckibben@ucr.edu> wrote:

Quoted text hidden
Dear Chikako:

EPS approves the inclusion of the listed GEO courses for your proposed major curriculum.

Mike McKibben

Prof. Michael A. McKibben
Chair, Dept. of Earth and Planetary Sciences
407 Geology Building
University of California, Riverside 92521
(951) 581-5459 (cell)
https://epsci.ucr.edu/
Dear Department Chairs and Program Directors,

A Proposal for a Department of Society, Environment and Health Equity (SEHE)

[Quoted text hidden]

Anne McKnight <amcknigh@ucr.edu>  Fri, Apr 2, 2021 at 4:41 PM
To: Michael A McKibben <michael.mckibben@ucr.edu>
Cc: Chikako Takeshita <chikakot@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dcloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Sherine Hafez <sherine.hafez@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, John Medearis <medearis@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Dear Chikako~

JPN 180/Japanese Doc Film is a great fit for the new redesigned program. I do units on both Minamata (health disparities are a big part of this unit) and Fukushima (health disparities are a big part of the topic, but would require independent research to bring in to the class, given existing doc films) in that class. Looking forward to working with everyone.

With best wishes,

Anne McKnight

~~~~~~~~~~~~~~~~~~~~~~
Associate Professor, Dept of Comparative Literature and Languages
Mailing: 2401 HMNSS Building, UC Riverside, Riverside CA, 92521 USA
Office: 2508 HMNSS Building
Office hours 2020~1: M 1-2; Th 2-3:20 and 5:30-6-30

[Quoted text hidden]

Juliann Allison <juliann@ucr.edu>  Fri, Apr 2, 2021 at 4:43 PM
To: Michael A McKibben <michael.mckibben@ucr.edu>

218
Great. Thank you!
~ jea

Juliann Emmons Allison
(she/her/hers)
Associate Professor, Gender & Sexuality Studies
Director, Global Studies Program

Most Recent Publications:


Juliann Allison <juliann@ucr.edu>
To: Chikako Takeshita <chikakot@ucr.edu>

Hi Chikako,

~ jea

Juliann Emmons Allison  
(she/her/hers)  
Associate Professor, Gender & Sexuality Studies  
Director, Global Studies Program  
Most Recent Publications:

Xinping Cui <xpcui@ucr.edu>
To: Chikako Takeshita <chikakot@ucr.edu>

Dear Chikako,

Thank you for including STAT010 and STAT 040 in your programs. Although I believe Statistics Department will likely approve it, I would need to discuss this issue at the faculty meeting on 4/9 and will get back to you with confirmation.

Thanks,

Xinping

[Quoted text hidden]

Sandra Turner <sandrakt@ucr.edu>

Sun, Apr 4, 2021 at 11:16 AM

A Proposal for a Department of Society, Environment and Health Equity (SEHE)
Hi Chikako,

As Mike indicated in his previous email, EPS approved the courses you listed, but we had a few comments.

First, we suggest adding GEO 003, 'Headlines in the History of Life,' to your list of lower-division courses. This class covers how climate has influenced the evolution of life through Earth history.

Next, in the upper division, we have not offered GEO 167, 'Conservation Biogeography,' in many years and do not have any faculty intending to offer this class in the near future. For that reason, you may not want to include it in your suggested curriculum.

Best,
Sandy

On Fri, Apr 2, 2021 at 4:35 PM Michael A McKibben <michael.mckibben@ucr.edu> wrote:

---
Sandra Kirtland Turner, Ph.D.
Associate Professor of Paleoclimate/Paleoceanography
Department of Earth and Planetary Sciences
University of California, Riverside
Riverside, CA 92521
(951) 827-3191 (office)

Dear Judith,

Among the courses we asked you to give us permission to list in our curriculum, could we also ask you to consider cross-list the following with ESHQ? I believe these are all courses that are taught by either you, Gloria, Pat, Ruhi, or Freya (still missing her number). By cross-listing, students will recognize them more easily as one of the courses they can choose from.

MCS 108, MCS 116, MCS 117, MCS 122, MCS 146F/ENGL 146F, MCS 159, MCS 163,

The other ones we requested are for electives, so they do not need to be cross-listed.

Thank you for your consideration.

Best,
Chikako

---------- Forwarded message ----------
From: Chikako Takeshita <chikakot@ucr.edu>
Date: Thu, Apr 1, 2021 at 9:26 AM
Subject: Request for Permission to include Courses in new curriculum proposals

To: Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven Helfand <shelfand@ucr.edu>, David Lloyd <dclloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer Najera <jnajera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Sherine Hafez <sherineh@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, John Medearis <medearis@ucr.edu>, Daniel Ozer <dozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Table of courses from other departments.pdf
126K

Judith Rodenbeck <judithr@ucr.edu> Sun, Apr 4, 2021 at 3:10 PM
To: Chikako Takeshita <chikakot@ucr.edu>

Dear Chikako,

These courses all belong as cross-listed for ESHQ. We have our faculty meeting on Tuesday and I will put this approval to our colleagues. It will only be a formality, I am sure—especially as so many of us are teaching relevant content already.

All best,

Judith

Judith Rodenbeck
Chair, Media & Cultural Studies
University of California, Riverside

Mind is primarily a verb. - John Dewey

Chikako Takeshita <chikakot@ucr.edu> Sun, Apr 4, 2021 at 3:31 PM
To: Judith Rodenbeck <judithr@ucr.edu>

Thank you, Judith.
I look forward to hearing from you!
Hi Chikako,

You can also put Ethnic Studies down as pending departmental review. Our next faculty meeting is April 19th, so I will put it on the agenda.

Warmly,

Jennifer

--

Jennifer R. Nájera
Associate Professor & Chair
Department of Ethnic Studies
University of California, Riverside

Author of The Borderlands of Race (University of Texas Press, 2015)

http://utpress.utexas.edu/index.php/books/najera-borderlands-of-race

Patricia S Springer <patricia.springer@ucr.edu>  
To: Chikako Takeshita <chikakot@ucr.edu>  
Mon, Apr 5, 2021 at 11:00 AM

Cc: Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dclloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Sherine Hafez <sherine.hafez@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <j Judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews
Hi Chikako

I have no objections to these courses being listed, with a caveat that BPSC11 and 21 are both heavily impacted courses that typically have much more demand than we can accommodate.

BPSC166 is offered every other year, but provided the students have the prerequisites and there are a small number of them, this course could accommodate them.

I have other concerns about the proposal however (the proposed department name for example), but I can discuss that with you separately.

Patty

Patricia Springer
Professor and Chair, Department of Botany and Plant Sciences
University of California
Riverside, CA 92521

pspringer@ucr.edu
bpschair@ucr.edu
951-827-4413 (Chair’s office)
951-827-5785 (Faculty office)
http://plantbiology.ucr.edu

On Apr 1, 2021, at 9:26 AM, Chikako Takeshita <chikakot@ucr.edu> wrote:

[Quoted text hidden]
[Quoted text hidden]
Thank you, Patricia, for the course approvals.

I would be happy to discuss any concerns that you may have about the proposal.

Best,
Chikako

Rick Redak <richard.redak@ucr.edu>

Chikako,

You originally asked for support/provide permission to these proposed students. I indicated I do not support it as two of the three courses were already heavily impacted with waitlists exceeding 100% of max enrollment (more people on the wait list than are allowed to enroll), and two of the three classes require students to have completed Biol 5A series (which in turn requires them to have completed the Chem 1 series as well as two quarters of calculus). One of the courses requires the full life sciences core curriculum to enroll. Thus I do not see these courses as realistically viable options for this major. Having said that, you can of course list them for the major and if the students can get in, great. But my objection basically comes down to listing these courses (and other upper division life science courses) provides students with an unrealistic expectation of available courses.

Perhaps more importantly, do you wish us to only comment on a course listing, a new major, a new program (how is that different than a major) or a new department? By now I am not really clear on what you are requesting.

Chikako Takeshita <chikakot@ucr.edu>

Rick,

You basically wish to only comment on a course listing, a new major, a new program (how is this different than a major) or a new department? By now I am not really clear on what you are requesting.

[Quoted text hidden]
Thank you for pointing out all of the prerequisites. You might be right that we are raising students' expectations too much. I will go back and confirm with our undergraduate advisors that CNAS transfers to CHASS, at least some of them, have the BIOL 005 series completed (This was the impression I was under after my first conversation with them).

At this time, on this email, I am only asking for permission to include everyone's courses in our curriculum proposal. However, we are reaching out to faculty, groups, and departments whose interests might coincide with ours to get their input. And if anyone is interested in our efforts in any way, we are happy to engage sooner than later because we want to create synergies with existing programs and the best time to do that is now at this early stage. But we can do this off this list individually.

Thank you!
Chikako

Anne McKnight <amcknigh@ucr.edu> Mon, Apr 5, 2021 at 1:06 PM
To: Chikako Takeshita <chikakot@ucr.edu>

Hi Chikako,

I have a very long list of doc films about Fukushima from Yamagata Film Fest, 4 years ago. It is seriously long…I could make a copy, if you want some titles to look at. Some of my colleagues at UCI and Berkeley have been working with Kawakami Hitomi. I have a bunch of her DVDs, I think, in my office, if you are interested and don’t have them…And Nuclear Nation/双葉から遠く離れて by Funahashi is available on Kanopy. You may know those already but I will see if I can find the Yamagata list. It's such a great festival, and they regularly do programs on Fukushima, as they are so close in Tohoku...https://www.yidff.jp/2017/program/17p7.html

BTW, I have also been working with a community garden in Riverside pretty extensively, as volunteer and also grant-writer. They are doing a LOT in terms of health disparity, though that language is not really their thing. They are closely connected to IEHP and host social work in terms from CBU as well as nutrition interns from CSUSB. I have found it a lot easier to work with them than with the farm at UCR, which was a bit difficult. I haven't really seen UCR people besides UCR grads from Riverside Mutual Aid there, and I am sure they would be open to some interns or programming. I used to teach Japanese lit and film in community gardens @ UCLA and USC, and work with policy and bio students quite extensively too, and am hoping to do that kind of thing again...

Anyway, when you are not totally harried, maybe we could get coffee or something. Good luck on your project…I’m interested to hear about it, when you have time, one of these days.

Anne

~~~~~~~~~~~~~~~~~~~~~
Associate Professor, Dept of Comparative Literature and Languages
Mailing: 2401 HMNSS Building, UC Riverside, Riverside CA, 92521 USA
Office & Office Hours: 2508 HMNSS Building, M 1-2pm, Th 2-3:20pm and 5:30-6:30. Email for link.
email: anne.mcknight@ucr.edu

Kenneth N. Barish <Kenneth.Barish@ucr.edu> Mon, Apr 5, 2021 at 1:07 PM
To: Chikako Takeshita <chikakot@ucr.edu>

Dear Chikako,

The department of Phys & Astro approves of the inclusion of Phys 18. We can't guarantee how often it will be offered, but I don't think that is being asked.
I also wanted to mention that **Phys 168 is also relevant**, and could be added as an option. It will likely only happen in rare cases (sine requires a year of physics), but maybe that possibility should be left open (e.g., for students who transfer from another major). I also mentioned this to Brian Sianna.

Thanks for developing this proposal, it looks quite compelling to me.

Best Regards,

Ken
Dear Department Chairs and Program Directors,

[Quoted text hidden]

Chikako Takeshita <chikakot@ucr.edu>  
To: John Medearis <medearis@ucr.edu>  
Cc: Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven Helfand <shelfand@ucr.edu>, David Lloyd <dclloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer Najera <jnajera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Sherine Hafez <sherineh@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguaril@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Sherine Hafez <sherineh@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguaril@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, Daniel Ozer <dozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellern@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Mon, Apr 5, 2021 at 1:57 PM

Thank you, John, for the approval to include the courses in the proposal.
Your interpretation is correct. We just entered the process of putting together the package that will be evaluated by the CHASS Executive Committee. From there the proposal will go to the Senate Committees where the merits of the proposal will be discussed thoroughly. Because I cannot list courses without permission from the home department, that is what I am doing right now.

At the same time, we are welcoming anyone who wants to get involved at this early stage. So please feel free to get in touch with me.

Chikako

[Quoted text hidden]

Rick Redak <richard.redak@ucr.edu>  
To: Chikako Takeshita <chikakot@ucr.edu>  
Cc: Patricia S Springer <patricia.springer@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven Helfand <shelfand@ucr.edu>, David Lloyd <dclloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer Najera <jnajera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Sherine Hafez <sherine.hafez@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguaril@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellern@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Mon, Apr 5, 2021 at 2:27 PM

I don't think you really need our permission to include a course on your list of options

[Quoted text hidden]
Dear Chikako,

The Religious Studies faculty have conferred about this over email, and we are happy to have you list our courses. In addition, we would suggest adding RLST 110: Yoga: Ancient and Modern to the Health Inequities major.

Thanks so much,

Melissa

Melissa M. Wilcox
Professor and Holstein Family and Community Chair
Department Chair
Department of Religious Studies
Affiliated Faculty, Department of Gender and Sexuality Studies
University of California, Riverside
melissa.wilcox@ucr.edu
@mellissamwilcox
http://religiousstudies.ucr.edu/full-time-faculty/melissa-m-wilcox/
Blogging occasionally at https://fqrs.blog
All pronouns used with respect are welcome.

In the spirit of Rupert and Jeanette Costo’s founding relationship to UCR’s campus, I would like to respectfully acknowledge and recognize my responsibility to the original and current caretakers of this land, water and air: the Cahuilla, Tongva, Luiseño, and Serrano peoples and all of their ancestors and descendants, past, present and future. Today this meeting place is home to many Indigenous peoples from all over the world, including UCR faculty, students, and staff, and I am grateful to have the opportunity to live and work on these homelands.

[Quoted text hidden]

Mon, Apr 5, 2021 at 5:24 PM
Thank you so much, Melissa.
I will relay your recommendation to the HQST curriculum team.

Best,
Chikako
Hi Chikako,

I am happy to give GSST's permission for these courses and look forward to working with your exciting new major!

Best,
Sherine

Sherine Hafez

Chair and Professor,
Department of Gender and Sexuality Studies, University of California, Riverside
https://profiles.ucr.edu/app/home/profile/sherineh

Co-Editor, Journal of Middle East Women's Studies (JMEWS)
https://jmews.org/current-editorial-team/sherine-hafez-co-editor/

An Islam of Her Own https://nyupress.org/books/9780814773048/


Pronouns: She | Her | Hers
Hi Chikako,

As discussed during our 3/2 meeting, our department is willing to approve inclusion of ENSC 001, 002, 003, and 006 to your proposed BA and BS programs. However, as all four courses fill up each academic year (and usually have long wait lists), we cannot guarantee that students within your programs will be able to enroll in our courses since we are currently unable to expand enrollment due to limitations in TA allocations from the CNAS Dean’s office.

In addition, our approval to include these courses in the proposed curricula does not imply that the department will be supportive of the proposed programs as currently written. We look forward to providing more extensive written feedback on the proposed programs after submission to the Committee on Educational Policy within the Academic Senate.

Dave

David C. Volz, Ph.D.
Professor & Chair
University of California, Riverside
Department of Environmental Sciences
Riverside, CA 92521

Office: (951) 827-4450
E-mail: david.volz@ucr.edu
http://envisci.ucr.edu/faculty/volz.html
Thank you, David.
I understand the condition that ENSC is put in due to the low allocation of TAs. Our students have many courses to select from, so it shouldn't be a problem for us. On the other hand, if you would like us to support your efforts to acquire more TAs, we might be able to help by placing the ENSC courses more prominently on our curriculum and go to the Dean together -- I can ask the CHASS Dean to help out as well -- and Brian mentioned that he was willing to help.

Best,
Chikako
Judith Rodenbeck  <judithr@ucr.edu>
To: Chikako Takeshita  <chikakot@ucr.edu>
Cc: Sherine Hafez  <sherinahafez@ucr.edu>, John Medearis  <medearis@ucr.edu>, Derick Fay  <derickf@ucr.edu>, Matthew King  <mking@ucr.edu>, Jingsong Zhang  <jzs@ucr.edu>, Leonard Nunney  <nunney@ucr.edu>, Patricia S Springer  <patspringer@ucr.edu>, Jeffrey Sacks  <jeffsack@ucr.edu>, Steven Helfand  <StevenHelfand@ucr.edu>, David Lloyd  <dlloyd@ucr.edu>, David Volz  <dvolz@ucr.edu>, Richard Redak  <richardredak@ucr.edu>, Jennifer R Najera  <jennifer.najera@ucr.edu>, Juliann Allison  <juliann@ucr.edu>, Michael A McKibben  <mckibben@ucr.edu>, Michele Salzman  <msalzman@ucr.edu>, Anne McKnight  <amcknight@ucr.edu>, James Borneman  <borneman@ucr.edu>, Guillermo Aguilar  <gaguilar@ucr.edu>, Fuson Wang  <fuson.wang@ucr.edu>, Kurt Schwabe  <schwabe@ucr.edu>, Andrews Reath  <reath@ucr.edu>, Kenneth Barish  <barish@ucr.edu>, Daniel Ozer  <daniel.ozer@ucr.edu>, Melissa Wilcox  <mwilcox@ucr.edu>, Ellen Reese  <ellen@ucr.edu>, Xinping Cui  <xp@ucr.edu>, Patricia Morton  <patricia.morton@ucr.edu>

MCS faculty yesterday voted unanimously and enthusiastically to support this effort.

Judith Rodenbeck  
Chair, Media & Cultural Studies  
University of California, Riverside  

Mind is primarily a verb. - John Dewey  

Chikako Takeshita  <chikakot@ucr.edu>
To: Judith Rodenbeck  <judithr@ucr.edu>
Cc: Sherine Hafez  <sherinahafez@ucr.edu>, John Medearis  <medearis@ucr.edu>, Derick Fay  <derickf@ucr.edu>, Matthew King  <mking@ucr.edu>, Jingsong Zhang  <jzs@ucr.edu>, Leonard Nunney  <nunney@ucr.edu>, Patricia S Springer  <patspringer@ucr.edu>, Jeffrey Sacks  <jeffsack@ucr.edu>, Steven Helfand  <StevenHelfand@ucr.edu>, David Lloyd  <dlloyd@ucr.edu>, David Volz  <dvolz@ucr.edu>, Richard Redak  <richardredak@ucr.edu>, Jennifer R Najera  <jennifer.najera@ucr.edu>, Juliann Allison  <juliann@ucr.edu>, Michael A McKibben  <mckibben@ucr.edu>, Michele Salzman  <msalzman@ucr.edu>, Anne McKnight  <amcknight@ucr.edu>, James Borneman  <borneman@ucr.edu>, Guillermo Aguilar  <gaguilar@ucr.edu>, Fuson Wang  <fuson.wang@ucr.edu>, Kurt Schwabe  <schwabe@ucr.edu>, Andrews Reath  <reath@ucr.edu>, Kenneth Barish  <barish@ucr.edu>, Daniel Ozer  <daniel.ozer@ucr.edu>, Melissa Wilcox  <mwilcox@ucr.edu>, Ellen Reese  <ellen@ucr.edu>, Xinping Cui  <xp@ucr.edu>, Patricia Morton  <patricia.morton@ucr.edu>

Thank you, Judith!

Chikako  

Xinping Cui  <xp@ucr.edu>
To: Chikako Takeshita  <chikakot@ucr.edu>
Cc: Derick Fay  <derickf@ucr.edu>, Matthew King  <mking@ucr.edu>, Jingsong Zhang  <jzs@ucr.edu>, Leonard Nunney  <nunney@ucr.edu>, Patricia Springer  <patspringer@ucr.edu>, Jeffrey Sacks  <jeffsack@ucr.edu>, Steven Helfand  <StevenHelfand@ucr.edu>, David Lloyd  <dlloyd@ucr.edu>, David Volz  <dvolz@ucr.edu>, Richard Redak  <richardredak@ucr.edu>, Jennifer Najera  <jnajera@ucr.edu>, Juliann Allison  <juliann@ucr.edu>, Michael A McKibben  <mckibben@ucr.edu>, Sherine Hafez  <sherinahafez@ucr.edu>, Michele Salzman  <msalzman@ucr.edu>, Anne McKnight  <amcknight@ucr.edu>, James Borneman  <borneman@ucr.edu>, Judith Rodenbeck  <judithr@ucr.edu>, Guillermo Aguilar  <gaguilar@ucr.edu>, Fuson Wang  <fuson.wang@ucr.edu>, Kurt Schwabe  <schwabe@ucr.edu>, Andrews Reath  

E-mail messages can be very interesting.
Dear Chikako,

Statistics Department unanimously and enthusiastically supports the inclusion of STAT010 and STAT004 in your new curriculum proposal. Note that STAT040 has been renumbered to STAT004 and will be effective in Fall 2021.

Thanks,

Xinping

Xinping Cui
Professor and Chair
Department of Statistics
University of California, Riverside

On Thu, Apr 1, 2021 at 9:26 AM Chikako Takeshita <chikakot@ucr.edu> wrote:

Thank you, Xinping.
I will make corrections to the course number.

Chikako
I will make corrections to the course number.

Michele Salzman <michele.salzman@ucr.edu> Thu, Apr 8, 2021 at 8:24 PM

Dear Chikako,

Xinping Cui <xpcui@ucr.edu>, Kenneth Barish <barish@ucr.edu>, John Medearis <medearis@ucr.edu>, Daniel Ozer <dozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Patricia Morton <patm@ucr.edu>
The History Department met today and approved these courses from History for your new major. There was much support for this initiative.

Best,
Michele

On Tue, Apr 6, 2021 at 8:18 AM Sherine Hafez <sherine.hafez@ucr.edu> wrote:

[Quoted text hidden]

--
Professor Michele Renee Salzman
Chair, Department of History
Associate Editor, Studies in Late Antiquity
University of California at Riverside
Riverside CA 92521

Michele Salzman <michele.salzman@ucr.edu>
To: Chikako Takeshita <chikakot@ucr.edu>

Dear Chikako:
I got the recommended courses earlier than anticipated.
Please confirm receipt of the additional courses.
Thanks!
Michele

[Quoted text hidden]

[Quoted text hidden]

ProposedCrossListingsESST_HQST4-9-21-1.doc
33K

Michele Salzman <michele.salzman@ucr.edu>
To: Chikako Takeshita <chikakot@ucr.edu>

Dear Chikako:
Just following up on the courses that History Approved.
I assume that you got my emails? Please confirm.
Thanks,
Michele

[Quoted text hidden]

James Borneman <borneman@ucr.edu>
To: Chikako Takeshita <chikakot@ucr.edu>, James Borneman <borneman@ucr.edu>
Cc: Emma Aronson <emmaa@ucr.edu>, Sydney Glassman <sydney.glassman@ucr.edu>, James Borneman <borneman@ucr.edu>

A Proposal for a Department of Society, Environment and Health Equity (SEHE)
Hi Chikako,

Please feel free to include MCBL 128 and MCBL 133 as electives in the Environmental and Sustainability Studies major.

All the Best,

James

---

On Apr 1, 2021, at 9:26 AM, Chikako Takeshita <chikakot@ucr.edu> wrote:

[Quoted text hidden]

<Table of courses from other departments.pdf>
Michele,
Thank you for the suggestions.
I added the courses to the list.
HISA 119 for the Policy, economics, and development electives
HISA 144 and 146 for the Native American and non-Western perspectives electives
HIST 198G in the Qualitative Methods requirement.

Best wishes,
Chikako

Chikako Takeshita <chikakot@ucr.edu>  Sat, Apr 10, 2021 at 4:37 PM
To: James Borneman <borneman@ucr.edu>
Cc: Emma Aronson <emmaa@ucr.edu>, Sydney Glassman <sydney.glassman@ucr.edu>, James Borneman <borneman@ucr.edu>

James,
Thank you very much for the permission!

Chikako

Chikako Takeshita <chikakot@ucr.edu>  Sat, Apr 10, 2021 at 4:38 PM
To: "Kenneth N. Barish" <Kenneth.Barish@ucr.edu>

Thank you very much, Ken.
I am going to ask Brian if he wants me to include his course.

Best,
Chikako

Michele Salzman <michele.salzman@ucr.edu>  Sat, Apr 10, 2021 at 4:47 PM
To: Chikako Takeshita <chikakot@ucr.edu>

Great!
Michele

Chikako Takeshita <chikakot@ucr.edu>  Sat, Apr 10, 2021 at 5:36 PM
To: Brian Siana <bsiana@ucr.edu>

Hi Brian,
Ken suggested adding PHYS 168 to the option and leaving it up to the students in case someone has the requirements.
I know you told me not to list it.
I can go either way.
What do you think?

Chikako

--------- Forwarded message ---------
From: Kenneth N. Barish <Kenneth.Barish@ucr.edu>
Date: Mon, Apr 5, 2021 at 1:07 PM
Subject: Re: Request for Permission to include Courses in new curriculum proposals
To: Chikako Takeshita <chikakot@ucr.edu>
[Quoted text hidden]
[Quoted text hidden]

Chikako Takeshita <chikakot@ucr.edu>
To: Matthew King <mking@ucr.edu>
Sat, Apr 10, 2021 at 6:20 PM

Hi Matt,
Are you the director of the Asian Studies program? If so, can I have your permission to use AST 120, AST 133, and AST 180 in the ESST curriculum?

Thank you,
Chikako
[Quoted text hidden]

Table of courses from other departments.pdf
126K

Steven M Helfand
4:53 PM (30 minutes ago)
to Derick, Matthew, Jingsong, Leonard, Patricia, Jeffrey, David, David, Richard, Jennifer, Juliann, Mia

Hi Chikako,

The Econ faculty met last Friday and discussed this issue. We are supportive of the creation of these majors, and would be happy to have these students take our classes so long as they have the prerequisites. Some of the classes that you list actually don’t require more than one lower div class, so those might be particularly attractive. Others, like Health Econ (129), require intermediate micro which might be more of an obstacle for many students.

Some faculty did express concern about the creation of a new department, rather than a program, given the difficult budgetary environment that we are in. There was a general feeling that it would be more prudent to create a program first, and wait to have a discussion about the creation of a department until there are sufficient students in the major to warrant it. We imagine that the CHASS Executive Committee, and Dean’s office, will be weighing the tradeoffs.

Good luck with the initiative!

Best,

Permission from Economics
good news-- Sociology approval of ES/HQ course inclusion
2 messages

Ellen Reese <ellenr@ucr.edu> Tue, Apr 13, 2021 at 3:19 PM
To: Chikako Takeshita <chikakot@ucr.edu>
Cc: B Glenn Stanley <stanley@ucr.edu>

Hi Chikako,

Today, the Sociology faculty met and they approved a motion to support the inclusion of the following courses in your ESHQ curriculum proposal. They also identified another proposed new course (Soc 120) that they suggested be included:

SOC 112 (requires Soc 1)
SOC 120 (no prerequisites, proposed new course on Mental Health by Dr. Firat and Dr. Link)
SOC 122 (requires Soc 3)
SOC 127 (requires Soc 1)
SOC 135 (requires Soc 1)
SOC 161 (requires Soc 1)
SOC 183H (no prerequisites)
SOC 184 (requires Soc 5)
SOC 167 (no prerequisites; cross-listed with SOPP)
SOC 182 (no prerequisites; cross-listed with SOPP)

We considered but faculty were not yet ready to vote on potential cross-listing of any of the above courses. They might support it but wanted additional information before voting.

Good luck with your proposal! I assume you don't need to vote count for this. If you do, let me know and I'll send it to you when I receive the tally.

All the best,

Ellen Reese
Professor and Acting Co-Chair of Sociology
Chair of Labor Studies
UC-Riverside

Chikako Takeshita <chikakot@ucr.edu> Tue, Apr 13, 2021 at 3:29 PM
To: Ellen Reese <ellenr@ucr.edu>
Cc: B Glenn Stanley <stanley@ucr.edu>

Dear Ellen,
Thank you very much for your department's approval.
We would be happy to provide any additional information the department needs to consider the cross-listing.

Best wishes,
Chikako

Chikako Takeshita
Associate Professor
Gender & Sexuality Studies Department
University of California, Riverside
https://profile.ucr.edu/chikako.takeshita
Again, I don't really think you need my permission to list a class so sure go ahead.

But this comes with a warning! Med Ent (126) is full of students that have had Entomology 100 (I don't know why it is not a pre-req as it should be) and is taught with the assumption that they know something about insects. Entm 111 is filled with premeds that have had Biol 102 and Biol 107A and is taught at that level as well (and it should at a minimum probably have Biol 102 [genetics] as a pre-req).
Advantages for UC Riverside

Department of Environment, Sustainability, and Health Equity

B.A. Environmental and Sustainability Studies
B.A. Health Equity Studies

Advances UCR’s Strategic Plan

- Vision: “to drive knowledge creation, innovation, economic development, and human, social, and environmental sustainability”
- Key Research Areas: “social equity, health, and mitigating climate change”

Drives Revenue for UCR

- Increase student enrollment
- Grow extramural research funding
- Attract targetted donations

Puts UCR on the Map of Employers

Our majors correspond to the growth in jobs

- Bureau of Labor Statistics project a 15% increase in healthcare occupation between 2019 & 2029
- According to BLA, half of the growth in employment expected by 2026 will be in eco-friendly jobs.

Employers are seeking employees who can address cross-disciplinary concerns in health and sustainability.

Provides Opportunities for Donors

Donors are looking for programs that meet the challenges of the 21st century such as climate change and healthcare to fund. Some are particularly interested in supporting students in social justice focused studies. UCR development office calls ESHE “immensely fundable”

Draws Prospective Students to UCR

ESHE programs directly address issues that students are interested in including:

- Growing job market in health and sustainability
- Climate Change
- Health inequity experienced in the pandemic
- Air Pollution and Environmental Issues in SoCal
- Social justice and community-focus

Essential & Impactful Academic Programs

Environmental and Sustainability Studies B.A.

Equips students with knowledge, theory, and skills necessary to engage and contribute to a world in which environmental degradation occupies an increasingly significant place locally, nationally, and globally.

- Student demand is already proven by Sustainability Studies B.S. (grew to 100+ majors from 12 in 2015)
- Interdisciplinary Environmental Studies programs in other UC campuses have seen significant growth (UCSC & UCSB award approx. 250 degrees/year)

Health Equity Studies B.A.

Equips future healthcare workers and health-disparities researchers with methodological tools necessary to address structural racism, gender and sexuality, economic disparity, and historical dispossession in the uneven distribution of wellness and healthcare.

- More than 5000 UCR students are planning a career in healthcare (Health Profession Advising Center)
- Health Equity Studies provide an educational background that students are seeking before moving on to professional schools in public health & medicine

Foundation for Innovative Research & Grants

- One of the first universities to institutionalize the academic response to the intertwining challenges of climate change, environmental degradation, health inequity, and social justice.
- Departmentalization increases core faculty’s capacity to collaborate sustainably on interdisciplinary research projects and compete for extramural funding.
COMMITTEE ON EDUCATIONAL POLICY

November 14, 2022

To: Sang-Hee Lee, Chair
   Riverside Division

From: Lorenzo Mangolini, Chair
       Committee on Educational Policy

RE: Revised Proposal for Department of Society, Environment, and Health Equity (SEHE)

The Committee on Educational Policy (CEP) reviewed the revised proposal for the Department of Society, Environment, and Health Equity (SEHE) at their November 4, 2022 meeting. Five members of the Committee voted to support the proposal while four members voted against the proposal, one member abstained, and four members were not present for the vote. Members in favor of the proposal highlighted the potential of the SEHE Department to attract students. Members who voted against the proposal expressed concerns about whether dedicating new staff and faculty resources to this department in the current budgetary environment would negatively impact undergraduate education by depriving existing departments in CHASS of necessary resources. They recommended instead that the program be developed as an interdisciplinary program.
November 7, 2022

To: Sang-Hee Lee, Chair
    Riverside Division

From: Weixin Yao, Chair
    Committee on Research

Re: 22-23. CR. Department of Society, Environment, and Health Equity (SEHE) - formerly known as the Department of Environment, Sustainability, and Health Equity (ESHE)

The committee on research reviewed the proposal and had no comments.
November 17, 2022

TO: Sang-Hee Lee, Ph.D., Chair, Academic Senate, UCR Division

FROM: Marcus Kaul, Ph.D., Chair, Faculty Executive Committee, UCR School of Medicine

SUBJECT: Response to [Campus Review] Department Proposal: Department of Society, Environment, and Health Equity (SEHE) - formerly known as the Department of Environment, Sustainability, and Health Equity (ESHE)

Dear Sang-Hee,

The SOM Faculty Executive Committee has reviewed the Department Proposal for the Department of Society, Environment, and Health Equity (SEHE) - formerly known as the Department of Environment, Sustainability, and Health Equity (ESHE).

We agree that all previous concerns were addressed in the current document. We would like to offer new feedback requesting a clear distinction that this department is not medical education. The language throughout the document should read “health” and not “medicine”, not to be used interchangeably. In addition, we request clearly defined plans of how they plan to integrate with the medical school given the claim of a pipeline to medical school.

Yours sincerely,

Marcus Kaul, Ph.D.
Chair, Faculty Executive Committee School of Medicine
TO: Sang-Hee Lee, Chair
   Riverside Division

FR: Richard M. Carpiano, Chair
    Executive Committee, School of Public Policy

RE: [Campus Review] Department Proposal: Department of Society, Environment, and Health Equity (SEHE) - formerly known as the Department of Environment, Sustainability, and Health Equity (ESHE)

Date: November 22, 2022

The Executive Committee of the School of Public Policy has again reviewed the documentation for “[Campus Review] Department Proposal: Department of Society, Environment, and Health Equity (SEHE) - formerly known as the Department of Environment, Sustainability, and Health Equity (ESHE)].” During the course of reviewing this latest revised draft, the SPP faculty also met with the SEHE proposal’s authors during SPP’s October 2022 faculty meeting to discuss their proposal. Also, some of our faculty and administration met with members of the Department of Environmental Science to hear their views and concerns on this proposed department.

In light of those meeting discussions and another extensive review of this revised proposal by our Executive Committee, we regret to say that this latest draft still does not satisfactorily address most of our concerns and the ongoing concerns of other Committees raised in reviews of their prior drafts. Additionally, our Committee and other SPP faculty members who reviewed the proposal noted that this latest draft contained factual errors, inaccurate claims (some about our School and willingness to engage with the proposal authors), and even logic fallacies such as “cherry-picking” data points and “bandwagon”/appealing to popularity (versus substance).

Beyond the specifics of this proposal, it is troubling that CHASS has posted a job ad for a faculty position for this proposed department when this proposal is still not even approved by Senate. We recognize that job postings are the prerogative of deans and the ad’s language enables a “work around” to hire someone legally for a department that does not yet exist. However, the act of proceeding with such a hire at this stage of the Senate review process—by both the Dean of CHASS and the proposal authors is a flagrant violation of joint campus governance. It also shows an outright disregard of this formal Senate review process that has now demanded extensive time and attention by Senate Executive Council and its constituent campus unit Committees in closely reviewing and discussing several draft versions. Ultimately, as noted by our committee, this job posting exemplifies the contention that we have raised in our prior
reviews: the need for university-level coordination of any proposed interdisciplinary programs that substantively intersects with other units throughout campus.

Below, we highlight our specific concerns on this latest draft. Given that our prior concerns have not been sufficiently addressed, rather than reiterate them here, we append our prior two reviews for the benefit of new and ongoing Executive Council members who may be unfamiliar with our concerns. Our comments are organized in terms of how we evaluated this proposal: matters related to SPP and matters related to the rest of campus (including CHASS and its students).

1. Concerns Related to SPP

a. SEHE has significant redundancies with SPP in terms of:
   i. our already-established major and minor curricula and two tracks in health and population policy and urban/environmental policy.
      Some examples from the current proposal draft:

      (p. 2) its curriculum is “…designed to prepare students for advanced study and community-based work related to social justice, environmental and health disparities.”

      (p. 73) (Course requirement) “One course in environmental politics, policy, and governance.”

      (p. 111) (Course requirement) “c) Three courses in health practices, politics, and policies”

      Much of our current teaching and training (including internships) focus on these areas. In their meeting with our faculty, some of the proposal authors claimed that there would be no competition with SPP. Yet, as detailed above, their curricula explicitly lists requirements for policy courses. Thus, consistent with our prior reviews, this suggests an avoidable situation of programmatic cannibalism.

2. Concerns Related to the Campus

NB: These are concerns that were raised by SPP and/or other ECs and Departments in prior review rounds or via discussions with CNAS stakeholders.

a. Redundancies with other programs on campus—notably Environmental Sciences (CNAS) and Medical and Health Humanities (CHASS) in addition to SPP.

   NOTE: In an effort to overcome these problems, the SPP EC have repeatedly proposed how there are exciting opportunities here for leveraging cross-campus synergies in environment, health, and their intersections to develop one or more truly campus-wide interdisciplinary programs that could be joint-governed (e.g., by CNAS, BCOE, CHASS, SPP) and provide students with a strong foundation in environment and health issues that span the natural sciences, social sciences, and humanities. Models of such efforts exist elsewhere, including
the multi-faceted, multi-track Environmental Studies program at UCSB and the Department of Health, Medicine, and Society at Vanderbilt University.

b. **Sustainability Studies is already a quickly shrinking major.** The proposal notes that SEHE will absorb Sustainability Studies (SUST), which is currently housed in GSST (and which wants to divest from SUST). SUST has been on a decline for several years. Yet, the proposal claims the program is growing. This is factually wrong, no matter which statistics are used. Per the UCR website, these are the Fall Headcount numbers from 2015-2022 (but declining trends are evident with other indicators too):

<table>
<thead>
<tr>
<th>Year</th>
<th>SUST</th>
<th>SPP</th>
<th>ENSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>4</td>
<td>156</td>
<td>201</td>
</tr>
<tr>
<td>2016</td>
<td>40</td>
<td>146</td>
<td>216</td>
</tr>
<tr>
<td>2017</td>
<td>82</td>
<td>197</td>
<td>200</td>
</tr>
<tr>
<td>2018</td>
<td>90</td>
<td>197</td>
<td>221</td>
</tr>
<tr>
<td>2019</td>
<td>100</td>
<td>237</td>
<td>224</td>
</tr>
<tr>
<td>2020</td>
<td>92</td>
<td>273</td>
<td>231</td>
</tr>
<tr>
<td>2021</td>
<td>68</td>
<td>276</td>
<td>236</td>
</tr>
<tr>
<td>2022</td>
<td>60</td>
<td>251</td>
<td>220</td>
</tr>
</tbody>
</table>

By comparison over this same period with SPP and Environmental Science:

<table>
<thead>
<tr>
<th>Year</th>
<th>SPP</th>
<th>ENSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>156</td>
<td>201</td>
</tr>
<tr>
<td>2016</td>
<td>146</td>
<td>216</td>
</tr>
<tr>
<td>2017</td>
<td>197</td>
<td>200</td>
</tr>
<tr>
<td>2018</td>
<td>197</td>
<td>221</td>
</tr>
<tr>
<td>2019</td>
<td>237</td>
<td>224</td>
</tr>
<tr>
<td>2020</td>
<td>273</td>
<td>231</td>
</tr>
<tr>
<td>2021</td>
<td>276</td>
<td>236</td>
</tr>
<tr>
<td>2022</td>
<td>251</td>
<td>220</td>
</tr>
</tbody>
</table>

Source: UCR Institutional Research [https://ir.ucr.edu/enrollments-programs](https://ir.ucr.edu/enrollments-programs)

Given these declining student numbers, we have concerns about creating a new department and major/minor programs that absorb SUST and divert scarce campus resources from programs with existing high student-to-faculty ratios in order to establish a new department to house what are essentially two smaller, minimally overlapping (in terms of faculty research areas) programs (see item c. below).

c. **SEHE has insufficient faculty to justify two new programs:** SEHE merges two areas with limited intersections into one department. This masks a significant problem: area-specific weaknesses for each of the two programs—especially for health. Many of the health-focused faculty do little to no research specifically related to environment/environmental health issues (e.g., Lee, Syvertsen, Nieri, Firat) and most of the environment faculty do no research related to health. Yet, the latest proposal draft states:

(p. 107) “The Health Equity Studies major does not require new faculty hires in order to begin accepting students. Four core faculty members are already faculty in CHASS departments, as are six affiliated faculty. One affiliated faculty member is in the School of Medicine, one in the School of Public Policy and one is in CNAS. Most of the proposed courses for the HQST major will be cross-listed with faculty’s home departments and therefore can be taught without any additional cost.”

d. **Inadequate science coursework for its environment and health equity tracks.**

Our consultation with CNAS department chairs and faculty since the last review revealed that the science courses included in the curricula (all lower division courses and not all immediately/optimally relevant versus being courses that do not have any/many pre-requisites) are insufficient for providing the necessary science foundations for environmental or health-related education.
e. **SEHE inadequately prepares students for careers it claims to train students for**

(p. 102) “HQST (the course code for Health Equity major) will also well-prepare our undergraduate students with a strong foundation to transition right into health-related graduate, medical and clinical programs at UCR, including in the UCR School of Medicine, the proposed Masters of Public Health program currently under development, and other graduate and medical coursework that includes a Designated Emphasis in Medical and Health Humanities.

This claim is entirely inaccurate—entry “right into” many of these programs (including pre-clinical programs) requires significant lower- and upper-division coursework in biology, chemistry, physics, and potentially even calculus.

f. **SEHE would create many substantial negative externalities for CHASS—overall and with respect to specific departments.** The proposal states that “The SEHE faculty have designed this program to accomplish large goals with minimal additional resources by drawing on existing faculty expertise.” Of course, that is impossible. Any time and courses dedicated to this program will come at the expense of existing departments in the following ways:

i. **SEHE will rely heavily on other departments to provide their courses.** The inclusion of three SPP (at least one of whom only attended one initial meeting and expressed concerns with this proposal) and other faculty listed as “supporting” the formation of this department does not help this problem and is misleading, especially given the abovementioned concern about program-related cannibalism and that SPP courses are not part of the SEHE curriculum, except in the few cases where an SPP course is cross-listed with a CHASS department.

ii. **SEHE will draw away faculty lines from high major (and high revenue-generating) departments.** Some of the departments for which SEHE faculty are currently appointed (Anthropology, Political Science, and Sociology) are already teaching many hundreds of majors and have very high student-to-faculty ratios. Presuming the proposal authors will all move to this new department, then ANTH, HIST, POSC, GSST, and SOC each stand to lose 1 (e.g., ANTH) to 3 (e.g., GSST and SOC) faculty to what will be a low enrollment department/program. These faculty members’ former departments will understandably need to replace them to cover their existing teaching loads (and SOC is already understaffed). Likewise, though Psychology faculty are not involved in this proposal, PSYC courses are extensively included in the SEHE curriculum. Yet, PSYC covers the highest teaching load in CHASS and have lost a substantial amount of faculty in recent years without replacement. In sum, CHASS already has substantial teaching load pressures. Despite this, the CHASS dean has recently promised SEHE a faculty line if the Department is approved (ad currently advertised).
g. **SEHE is functionally two CHASS interdisciplinary programs and thus does not justify creating a new department to house them.** CHASS currently has a very large number of low major interdisciplinary programs while five departments (Economics, History, Political Science, Psychology, Sociology) teach more than two-thirds of its undergraduates. SEHE is essentially two interdisciplinary programs housed under one roof, with few faculty who actually teach and do research regarding health (and whom do not work in the areas of environment—and vice versa).

Given this situation, we recommended in our last review that the proposal authors pursue one or two interdisciplinary programs for this instead of a department. Their response was that CHASS interdisciplinary programs are under-resourced. However, we contend that creating a department will not fix this resource problem and only draw resources away from existing departments.

**Conclusion**

We have made multiple, good faith efforts to provide the proposal authors with fair criticisms and constructive ideas and solutions to some of the issues we identified with the proposal and challenges it presents. Nevertheless, the proposal authors have not incorporated any of our suggestions while falsely claiming that we have neither met with them nor offered them ideas for helping them address our concerns. On the flip side, they have not provided us with any alternative ideas, expecting us to provide them all instead.

In light of our ongoing concerns raised from our multiple reviews of this proposal to date, the concluding paragraph from our last review memo nicely captures our current position on this proposal:

“Given the above issues, we arrive at the broader conclusion that there are aspects of these ESHQ (the dept. name at the time) major/minor programs that could be modified to make this a more unique, truly interdisciplinary initiative that is less co-opting and cannibalistic, more collaborative with existing campus units, and more beneficial to them and students seeking training in these areas. However, the need to create a brand new CHASS department (that monopolizes broad areas of campus research to name its own circumscribed focal areas) to offer a curriculum based on courses that are already extensively offered in existing UCR units in CHASS and beyond makes little practical sense in terms of student benefit and administrative burden. Lastly, given the enduring resource constraints on our campus, we find it difficult to support any initiative for a new department in the absence of new hires. In this case, CHASS would need to agree to replace the lines that will be depleted in existing departments if faculty move into this new department.”

In closing, there are many exciting models of cross-disciplinary, cross-campus undergraduate programs in the UC system and beyond focused on either environment or health. We appreciate the desire of the proposal authors to expand the coursework and training here at UCR on environment and/or health issues. However, as proposed, this department and its curricula will
not be competitive with those other programs, while drawing precious resources away from its college and the departments that already under high strain to meet student demand (in terms of majors and minors, as well as general education courses).

Sincerely,

Richard M. Carpiano, Ph.D., M.P.H.
Professor of Public Policy
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 Environment, Sustainability, and Health Equity (ESHQ) in CHASS

Date: June 10, 2022

The School of Public Policy Executive Committee (SPP EC) reviewed the revised and resubmitted proposal for a Department of Environment, Sustainability, and Health Equity (ESHQ) in CHASS. Upon close review, the SPP EC determined that:

a. the revised and resubmitted proposal still insufficiently addresses several significant, substantive concerns that we raised during our December 2021 review of the previous draft, notably evading a response to a very legitimate concern that we raised

b. the responses to the various concerns submitted by Executive Council committees raises new issues that we note below in detail.

Given these factors, SPP remains strongly opposed to this proposed department, its programs, and its procession to a Divisional vote. We stand by our contention raised in our previous memo that this proposed department has significant redundancy with existing programs in CHASS, CNAS, SPP, and elsewhere throughout campus and co-opts campus-wide strengths (Environment and Health Equity) for the benefit of a small group of existing faculty currently located in one college who wish to relocate to a new department focused on their specific interests.

Below, I offer new concerns and suggestions that arose in our review of this most recent draft. Also, for the sake of record and context (especially for the benefit of Executive Council members who may be previously unfamiliar), I append below our prior memo from December 2021 where we raised our concerns and suggestions pertaining to our review of the previous draft of this proposal—some of which were not addressed by the proposal authors in this revision.

1. Redundancy: The revised proposal discusses how “There is some productive and exciting overlap between the proposed B.A. degree in Health Equity Studies and the School of Public Policy’s Health and Population Policy undergraduate degree track” (page 4) but never addresses the original and reasonable concern about (a) redundancy and (b) potential cannibalism (an unfortunate potential consequence of the campus budget model, as often
honestly discussed in Senate Executive Council meetings). Though we raised these legitimate concerns in our previous memo, the authors’ response was evasive—claiming that our word choice was inappropriate (even though cannibalism is common terminology that we frequently encounter in the discourse of public policy, economics, political science, business, and other fields in which we engage) and retorting with a “red herring” point:

“Many of the authors of this proposal have supported SPP and SPP students with mentorship and teaching (including one third of the courses listed in the SPP ‘Health and Population Policy’ curriculum) for years.”

Though the authors’ response is off the point at hand, its focus on discussing existing courses organized around health (albeit as part of a non-CHASS program) actually substantiates our concern about redundancy with existing campus curriculum if a new program were created.

Our prior comments (see original memo below) on these two important matters were perhaps challenging. However, they were fair points, raised respectfully about a proposed program (not individuals) and in an effort to be constructive. These concerns were informed by our careful review of the proposal draft at that time and our earlier good faith efforts to meet with the ESHE proposal leadership to raise our concerns about programmatic redundancies and cannibalism and identify practical solutions to avert such undesirable outcomes. Therefore, given the extent of such practical concerns that we raised previously (which matter in terms of impact on the welfare of students, CHASS, and campus) the authors’ refusal to provide a response is unfortunate. Such refusal neither assuages these significant and legitimate concerns about the proposed initiative nor strengthens the proposal’s justification for this department and the programs it plans to offer. Instead and unfortunately, the response undermines the authors’ claims that they want to reach out and collaborate with other campus units. Given our efforts (via meetings, emails, and Executive Council memos) to voice our concerns to the authors about redundancy and potential programmatic cannibalism and develop beneficial solutions, such a response only serves to further reinforce our existing concerns about this initiative’s willingness to carefully listen to other campus members’ perspectives and potentially build cross-campus collaborations with them (as argued on pages 9 and 11 of this revised proposal).

2. The need for more science coursework in the curriculum. The foci of the proposed curricula sit at the nexus of the social sciences, humanities, and natural sciences. However, the scientific background that students will be required to take for such science-situated issues is still too limited (especially given the concern with providing students with sufficient—or ideally, better-than-sufficient—training for jobs and postgraduate training in many environment- and health-related programs).

Regarding the necessity of solid natural science (including statistics) training, we stand by our contention and constructive solution in our last review of the previous proposal draft:

“SPP faculty know well through their own involvement on policy panels and other advisement activities with decision-makers, many problems that we face in policy are based on ignorance of science. For issues related to environment, sustainability, and health
inequity, it is crucial for students to have some grounding in the natural sciences via a science component to the curriculum. This curricular need provides UCR with a unique opportunity to create a truly campus-wide, interdisciplinary major/minor program that is co-led by a steering committee of faculty from multiple colleges and schools across campus and, in doing so, ensures students receive a comprehensive interdisciplinary training experience in environment and sustainability or health equity.

3. Curricular Overlap in the Context of Strained Resources
   a. CHASS currently has a very large number of low major interdisciplinary programs while five departments (Economics, History, Political Science, Psychology, Sociology) teach more than two-thirds of its undergraduates. At a time of fiscal constraint and limited FTEs, it is difficult to justify the need for such a department in CHASS. Specifically, the claim that interdisciplinary (non-departmental) programs do not get the attention they need is inadequate to justify creating an entirely new department—especially one that, per the construction of its curricula, is essentially two interdisciplinary programs housed under one roof, with few faculty who actually teach and do research regarding health (and whom do not work in the areas of environment and sustainability—and vice versa). Creating a department will not fix this problem. Furthermore, while there is some overlap between environment and health, there are many unique areas to both spheres that make housing such a pairing under one department awkward and even ironically niche. Ultimately, the proposal conceptualizes Environment, Sustainability, and Health (though the choice of narrowly focusing on “health equity” versus “health” more broadly is curious and not consistent with other programs throughout the US) as encompassing so much of everything that it lacks specificity. Yet specificity is essential in justifying its novelty as value-added campus programs and a department, as well as contending that the potential faculty who will be part of this endeavor encompass the intellectual breadth needed to sufficiently meet what the authors are ultimately promising to the campus and students.

   b. In addition to impacts on units beyond CHASS, the proposal underestimates impact on existing CHASS departments given that the department will be formed by existing faculty moving their appointments out of their current departments and not via external recruitment. Notably, Sociology is down to 13 faculty members for more than 1000 majors. Three faculty members from Sociology are authors of this proposal (Lee, Nieri, and Reese). One can only infer that, if this proposal were to be approved, all three would move their appointments out of Sociology. If so, that would leave 10 faculty in Sociology—a loss of nearly 25% of faculty in a very small department that has a high teaching responsibility to CHASS. Likewise, History would lose two from its 25 faculty, GSST would lose three (25%) of its 12 ladder rank faculty, and, if author Ann Cheney moved from SOM to this new program, SPPM would lose one (25%) of its only four ladder rank faculty—at a time when that department is proposing a new graduate program (previously submitted to Executive Council for review).
This under-estimated impact also applies to consideration of existing, already-extended staff with the creation of a new department (page 49). It is easy to consider one’s own staffing needs, but difficult to consider how much impact such shared staffing proposals will have on established programs that are already under-resourced (as noted by the proposal). This includes grant administration (and the between-unit sharing of such personnel).

It is commendable that the future faculty are “actively seeking grant funding to bring resources to the university” (page 6). But, at risk of stating the obvious, submitted proposals for competitive funding are not the same thing as proposals funded and unreliable sources of income, especially given the relative size of humanities grants and the overall small number of faculty.

The proposal makes much of the collaboration of the designated faculty, but there is no evidence provided about any co-authored papers and co-PIs on grants from among the faculty listed on the front page of the proposal. For example, it was noted that the $500,000 UCOP grant listed was not under grants awarded. Who was the PI and the co-PIs of that grant? Research on cluster hiring indicates that these kinds of interdisciplinary programs work better when the members of the clusters have published or submitted grants together prior to formation of the cluster.

Appendix A of this revised proposal lists grants by faculty, but none of the grants listed show any indication of collaboration among any of the authors of this proposal. Also, many of the grants listed are expired (some several years ago) or will expire this year and some are by people not affiliated with the program (Bruce Link in SPP).

5. Departmental leadership. This revised proposal is now much clearer in identifying who are the faculty actually involved with this initiative. However, of the proposal authors—whom we presume will all move into this new department—only one is a full professor. The other faculty listed are associate and assistant professors. This is unusual and certainly not ideal for any department (at UCR or any other UC campus). Also, in terms of administrative and service workload, such rank composition presents numerous challenges—especially to junior faculty in terms of service.

In closing, we wish to re-emphasize a point from our prior review: given the broad intellectual expanse that this proposed department tries to encompass and bridge, there is great potential and need for this proposal’s ideas to manifest in the form of a truly cross-campus, interdisciplinary program—one that draws on the relevant scholarly and training strengths found throughout all of UCR’s colleges and schools for maximum benefit to students and the campus alike, in a manner that reflects the campus-wide intellectual and programmatic culture of many of our R1 peer campuses. This point is critical given the extent of such environment, sustainability, and “health, society, and culture” programs throughout the US and the substantial opportunity costs this new initiative will present to our resource-strained campus and the college in which it will be located.
in its current conception. The point here extends beyond this particular proposal to proposals in general: given opportunity costs and resource constraints, it is crucial for our campus to consider how such ventures can be developed in a manner that offers an improvement on what similar programs exist on other campuses versus simply matching or, worse, suboptimally trying to replicate those programs.

Sincerely,

Richard M. Carpiano, Ph.D., M.P.H.
Professor of Public Policy

******************************************************************************

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 Environment, Sustainability, and Health Equity (ESHQ) in CHASS

Date: December 3, 2022

The Executive Committee of the School of Public Policy (SPP) reviewed and discussed “[Campus Review] New Department Pre-Proposal: Department of Environment, Sustainability, and Health Equity (ESHQ) in CHASS.” As faculty in an interdisciplinary school with research, teaching, community engagement, and professional training and internships focused on environment, sustainability, and health equity, our Committee recognizes the opportunities that interdisciplinary programs present for the campus. Nevertheless, for this specific proposed department, members raised a number of significant concerns with the proposal. In general, these concerns centered on how this proposal, in pragmatic terms:

a. attempts to establish a new department through engaging in, what appear to be, unproductive institutional cannibalism and co-optation—building its own fiefdom via feeding off existing campus units and cross-campus initiatives and
b. will generate student confusion due to the redundancies this department will have with already-existing majors and minors throughout campus with similar foci.

Specific issues are listed below in detail.

1. **“Health Equity” is inappropriate as the Department’s name.** The proposal outlines what is functionally a “Health, Medicine, Society and Culture” major/minor found at many other universities including Vanderbilt University and the University of British Columbia (for which one of our Committee members was its former chair). Yet, instead of using that or a similarly appropriate appellation, this proposal co-opts what is a well-established UCR campus theme and far-broader-than-this-proposal interdisciplinary field of scholarship, practice, and policy that has already been cultivated through many years of interdisciplinary collaboration between faculty located in all UCR colleges and schools, including SOM, SPP, CNAS, and CHASS. The UCR Center for Health Disparities Research is one prominent example of initiatives and collaborations that bring together the critical mass of faculty and students that our campus offers in health equity research and practice. Hence, to now take the focus for such a broad interdisciplinary area of research, teaching, and practice and apply it to this very narrowly-focused CHASS Department and major/minor monopolizes a truly collaborative campus initiative for its own self-interested ends. While there are many CHASS faculty concerned about issues in health equity, they do not have the patent on it. Thus using it in their program/department title gives the wrong impression that concern for equity and social justice is only a humanities and social science concern and not something that faculty throughout campus focus on in their research, teaching, and service. Intellectually, this is akin to if Economics requested to start a major in “Applied Math,” completely ignoring that many other units on campus also actively engage in research, teaching, and training on the subject (e.g., Mathematics, Statistics, Engineering, Computer Science, Psychology, GSOE, BUS, SOM, and SPP).

2. **Faculty Resource Scarcity and Sustainability:** Several items were raised for this issue.
   a. The proposal includes numerous courses taught by SPP faculty. However, SPP is unable to offer many of these courses every year—including PBPL 010, which is listed as part of the core curriculum and not as an elective.

   b. Given the extent of PBPL courses included in the proposal, concern was raised about potential requests for cross-listing our courses with the new program. SPP’s current policy is to not support cross-listing PBPL courses due to high student demand among majors/minors.
3. **Who Is Actually Involved in This New Department?** On page 2, the proposal includes a long list of faculty from various units all over campus, but uses vague language that obfuscates who actually is or is not planning to be involved with this potential department. This gives the impression of padding to make the potential department look more significant than it really is—especially considering that Environment, Sustainability, and Health Equity are far more distinct than overlapping in many areas of their respective foci (especially Health Equity vis-à-vis the Environment and Sustainability) and in terms of what specific faculty have scholarly and teaching expertise in. For example, three of our SPP colleagues are included on the list. When we asked them what their involvement was to understand the proposal better, all three indicated they attended a meeting and offered to have a course they teach be part of this curriculum, but never agreed to be involved with the department or indicated wanting to relocate their appointment. Furthermore, it is necessary to recognize that, while faculty members may develop a course and teach it regularly, the term-specific scheduling of course and which faculty member is assigned to teach it both fall outside faculty control.

4. **The letters of support do little to justify specifics as to why this should be a new department or even new majors/minors.** The support letters listed in the proposal cherrypickup particular comments from the letter writers, but, beyond broad platitudes (some by people with little familiarity of the social sciences and humanities in general and/or with regard to the three areas of environment, sustainability, and health equity; and some from campus units with no involvement in teaching undergraduates or at very least teaching undergraduates from these majors/minors like the BCOE dean), do little to justify specifics as to why this should be a new department or even new majors/minors. Further concerning is how the SPP Associate Dean Kurt Schwabe is listed on page 11 under a section that includes all unit heads with affiliated courses who have approved this proposal. Associate Dean Schwabe’s letter is listed as “Pending,” which, by inclusion in this section, gives the impression that he approves of this proposal/initiative, but has just not submitted his letter. Knowing this background makes us
question the extent and degree of campus support, particularly from other unit chairs and directors, as expressed in the proposal.

5. **Why is the Subject Code already approved?** It was brought to our attention that the subject code for ESHQ has already been approved (and now under review again for a modification to this subject code). Why was this request granted for a department that has not even been approved to exist?

6. **No Science Component:** As SPP faculty know well through their own involvement on policy panels and other advisement activities with decision-makers, many problems that we face in policy are based on ignorance of science. For issues related to environment, sustainability, and health inequity, it is crucial for students to have some grounding in the natural sciences via a science component to the curriculum. This curricular need provides UCR with a unique opportunity to create a truly campus-wide, interdisciplinary major/minor program that is co-led by a steering committee of faculty from multiple colleges and schools across campus and, in doing so, ensures students receive a comprehensive interdisciplinary training experience in environment and sustainability or health equity.

7. **Low Unit Bearing Major:** The health equity major only requires 48 units, which, compared to other UCR majors is very low and leaves it up to students to figure out how to make up the remaining credit hours they need to graduate.

8. **Disparity in Training across the Three Data Analysis Course Options.** Choosing from one of the three options means that students will graduate with vastly different levels of data literacy required for engaging in discourse of environment, sustainability, and health equity. Statistics courses like STAT 010 provide a broad, essential foundation for interpreting and engaging in research while PBPL 010 and STAT 004 respectively cover highly specialized topics in Geographic Information Systems and Data Science, but do not provide students with foundational skills to interpret research and even be prepared for many jobs listed in the proposal’s appendix as well as graduate training in the social sciences, public policy and administration, as well as public health and other health sciences.

9. **The Justification for a New Department is Insufficient.** Question 3 on page 129 offers weak rationales for needing to form a department. Notably, it conflates the activities of a research center with that of an academic department, the latter of which is a far broader administrative unit in terms of its activities. Realistically, no department or unit on campus (or elsewhere) has the extent of collaboration that is detailed in this section and, given the faculty who will likely be associated with the new department, it is unreasonable to conjecture that the new department will be anything different. One only has to look at SPP, a cohesive, supportive unit of teaching,
research, and engagement with a robust, successful program of faculty research, yet only a few collaborations between existing faculty. Hence, speaking from experience, the authors’ claim that “Consolidating our efforts into a department will enhance our ability to obtain competitive multidisciplinary research grants” is untrue and unrealistic.

10. **The Proposal needlessly tries to justify creating a New Department by conflating it with new major/minor programs.** Overall, it is difficult to read this proposal and not view it as the creation of new curricula to justify a new home for faculty who may, unfortunately, feel unhappy in their existing CHASS departments. There already exist ample teaching/mentoring, research, and community engagement opportunities throughout campus for faculty interested in these topics (e.g., CNAS, Global Studies, SPP, Center for Health Disparities Research). Notably, SPP offers many such opportunities as an existing program and is welcoming of petitions to serve as cooperating faculty. Given the extent to which the curricula are already based on existing courses offered throughout CHASS, there is no need to have a department to support these new majors.

**Conclusion**

Given the above issues, we arrive at the broader conclusion that there are aspects of these ESHQ major/minor programs that could be modified to make this a more unique, truly interdisciplinary initiative that is less co-opting and cannibalistic, more collaborative with existing campus units, and more beneficial to them and students seeking training in these areas. However, the need to create a brand new CHASS department (that monopolizes broad areas of campus research to name its own circumscribed focal areas) to offer a curriculum based on courses that are already extensively offered in existing UCR units in CHASS and beyond makes little practical sense in terms of student benefit and administrative burden. Lastly, given the enduring resource constraints on our campus, we find it difficult to support any initiative for a new department in the absence of new hires. In this case, CHASS would need to agree to replace the lines that will be depleted in existing departments if faculty move into this new department.

Sincerely,

Richard M. Carpiano, Ph.D., M.P.H.
Professor of Public Policy
October 3, 2022

To: Sang-Hee Lee  
Chair, Riverside Division of the Academic Senate

From: Chikako Takeshita, Associate Professor of Gender and Sexuality Studies and Dana Simmons, Associate Professor of History, Representing the Faculty Initiative on the Department of Society, Environment, and Health Equity (SEHE)

CC: Daryle Williams, Dean of CHASS  
John Kim, Chair, CHASS Faculty Executive Committee

RE: Proposal to Establish a Department of Society, Environment, and Health Equity (SEHE) at UC Riverside

Dear Sang-Hee,

As instructed by Jason Stajich, previous chair of the Academic Senate, we have prepared a response document to the committee reports (July 6, 2022) on our proposal to establish a Department of Society, Environment, and Health Equity (formerly known as the Department of Environment, Sustainability, and Health Equity). Conforming to the “strongly suggest[ed]” format from the Executive Council that “includes the restatement of question or issue followed immediately by the response,” we have provided our responses, in red font, immediately following each question or critique raised in the memos from the review committees. We have attached our proposal with minor revisions that pertain to the feedback so that “the proposal, critiques, and responses to Senate review comments are available to the Division.” We thank the Senate for your feedback, which has enabled us to further clarify our mission as the humanities and social sciences wing of a campus-wide effort to excel in scholarship and teaching on environment, sustainability and health.

We would like to emphasize the following points:

1. The Department of Society, Environment and Health Equity (SEHE) proposes a curriculum and research program grounded in the tools and concepts of the humanities and social sciences. Our faculty have expertise in arts, humanities, and social science methodologies: ethnography, sociology, history, literary analysis, geography, feminist theory and political science, with a particular expertise and emphasis on
community-based research methods. Our research spans areas such as rates of vaccine acceptance, the experience of aging, the history of nuclear radiation, occupational health, environmental harms related to the logistics industry, carbon accounting, environmental justice, race, health and medicine, and climate change narratives. Our curricula are designed to prepare students for advanced study and community-based work related to social justice, environment and health disparities.

2. The existing Sustainability Studies BS degree, housed in the Gender and Sexuality Studies Department (GSST), was reviewed and approved by the Academic Senate in 2015. It is the second-fastest growing major in CHASS. Alumni of the current Sustainability Studies major have found success in attaining advanced degrees in Sustainable Management, City Planning, Public Policy and Public Health, among other fields, and a majority of alumni are employed in the areas of social justice, resource management, and sustainability, more broadly. In 2020, GSST decided that the Sustainability Studies major no longer fit within the department’s future plans; the Sustainability Studies major will therefore need to find a new home or be eliminated. The proposers believe that we have designed a strong departmental structure to house this major alongside the proposed new Health Equity Studies major. The proposed department will build upon Sustainability Studies enrollment and faculty already in place, and will require minimal resources to launch. New FTE are not required.

3. All faculty to whom we have spoken agree that the fields of environment, sustainability and health require cross-disciplinary work across departments, schools and colleges. We recognize the urgent need for cross-college, cross-disciplinary collaboration in these fields and we are committed to contributing toward it. We have held initial conversations about possible cross-departmental programs. Such an effort may not have an institutional partner in CHASS, however, unless the proposed department is approved.

4. We are grateful for the honest feedback, revisions, encouragement and support that we have received from faculty across campus. We also have observed an unfortunate impact of the ‘new’ budget model. We learned from conversations with faculty that some objections to our proposal are primarily motivated by concern about the financial repercussions of competition for majors. This concern applies, in particular, to two programs which claim ‘overlap’ with our proposed majors, even when the overlap is negligible and the potential for beneficial complementarity is high. It would be highly unfortunate if the Academic Senate’s responsibility for curricular oversight became subordinated to financial calculations, particularly when those calculations are masked by unrelated objections.

We have made important revisions in response to our colleagues’ feedback. CNAS faculty, in particular have been especially helpful in working with us to find solutions that satisfy the needs
of different colleges and move towards a common goal for UCR. The most significant changes and additions we made to the proposal through listening to our colleagues’ input are as follows:

- The department name will now be the **Department of Society, Environment, and Health Equity (SEHE)**. We have made this change after many discussions with CNAS leadership and individual faculty about their concerns regarding the originally proposed name. The new name was suggested by one of the CNAS division deans and unanimously approved by the SEHE faculty (Please see page 20 & 22-23 for details).

- The majors will now be called **Environmental Studies B.A.** and Health Equity Studies B.A. Again, after consulting CNAS leadership and faculty, we dropped the term “sustainability” from the major name. We chose “Environmental Studies,” as it is a well-established field across the UC system, nationally, and internationally that is legible as an arts, humanities, and social sciences subject that co-exists in many other institutions with Environmental Science departments and programs. (Please see page 22 for details.)

- We have provided information on the **outcomes of 97 Sustainability Studies alumni**. Data shows that the majority of our students after graduation are pursuing a career related to promoting environmental sustainability or social justice in non-profit, government, private, education, and health sectors. One in five have obtained masters’ degrees, in public policy, city planning, and business to further their careers in a focused area of sustainability. (Please see pages 11~13 for a detailed summary of the findings.)

- We have **revised the catalog description** of the Environmental Studies major in order to communicate clearly that the program applies arts, humanities and social sciences methods to analyze and engage environmental challenges as social phenomena. The text now also reflects the available career choices that are in alignment with the post-graduation outcomes of the Sustainability Studies major. (Please see page 23 for the revised catalog description).

Per communication with Jason, we understand that Senate and Executive committees will be given four weeks to review our document and respond. I hope our responses are satisfactory to most, if not all, of our colleagues. We remain committed to the collaborative spirit and working with individual UCR faculty and departments on maximizing the impact of our talents to meet the needs of our students and major challenges of this century.

**Sincerely,**

/s/Chikako

/s/Dana
EXECUTIVE COUNCIL

July 6, 2022

To: Chikako Takeshita
Professor of Gender and Sexuality Studies and Lead Proponent

From: Jason Stajich
Chair, Riverside Division

RE: Proposal to Establish a Department of Environment, Sustainability, and Health Equity (ESHE) at UC Riverside

Dear Chikako,

I write to provide the review comments regarding the proposal to establish a Department of Environment, Sustainability, and Health Equity in the College of Humanities, Arts, and Social Sciences (ESHE) at UC Riverside. Below are discussion comments from Executive Council meetings on June 13 and June 27, 2022 and attached are response memos from committees tasked with review.

Some Executive Council members felt the proponents' response to pre-proposal critiques were casual and that the subsequent proposal does not make a strong case for the establishment of ESHE. A member mentioned that the faculty makeup is not diverse and expressed concern regarding potential faculty hiring in the new department. On the contrary, another member did not assess the proposed faculty makeup as lacking diversity.

We query by what standard the proposers would be described as “not diverse,” given the proposal’s leadership by faculty of color, women-identified faculty, and disabled faculty. Such a statement is truly confounding and we question the member’s motivation for making this assertion.

Our response to the last round of Senate comments extended over a dozen pages, including a hyperlinked table of responses to specific committee concerns. While members may not find the answers satisfactory, they were not casual.

Generally, Executive Council is mixed in their sentiment regarding the proposed department. Some emphatically against and others equally in favor of establishment. Nonetheless, the group agreed that it is imperative that proponents respond in writing with a clear and compact response to the review critiques so that the proposal, critiques, and responses to Senate review comments are available to the Division.

Now that review comments have been provided to you, please send to the attention of the Division Chair, with courtesy copy to the Executive Director, either option 1 or 2 below:

1. a response document, by October 3, 2022, that replies to critiques and questions put forth via this and the attached comment memos so that this information can be provided to Senate members at large as part of the Fall 2022 Division meeting agenda. (Executive Council strongly suggests a format that includes the restatement of the question or issue followed immediately by the response) or;

2. a revised proposal that utilizes the comments from this review. This would be considered a “revised proposal” and the document would not start at the beginning as a pre-proposal. I do not provide a due date here as a revision would, of course, be done in the timeframe that is best for the proponents.
COMMITTEE ON ACADEMIC PERSONNEL

May 16, 2022

To: Jason Stajich  
Chair, Riverside Division Academic Senate

Fr: Sean Cutler  
Chair, Committee on Academic Personnel

Re: [Campus Review] Department Proposal: Department of Environment, Sustainability, and Health Equity (ESHE)

CAP discussed the full proposal for the proposed Department of Environment, Sustainability, and Health Equity (ESHE) – in CHASS on May 2, 2022. By a vote of +9-0-0, CAP was unanimously supportive of the proposed new department.

CAP found that the proposing committee addressed the feedback CAP provided on the pre-proposal, including FTE transfers, standards for merits and promotions, and Bylaw 55 and the rank distribution of the department’s initial faculty cohort.
COMMITTEE ON EDUCATIONAL POLICY

June 1, 2022

To: Jason Stajich, Chair
Riverside Division

From: Lorenzo Mangolini, Vice Chair
Committee on Educational Policy

RE: Proposal for the Establishment of a Department of Environment, Sustainability, and Health Equity in CHASS

The Committee on Educational Policy* reviewed the proposal for the establishment of a Department of Environment, Sustainability, and Health Equity in CHASS at their May 6, 2022 meeting.

The Committee remains concerned with how the proposed department will interact with established departments in CHASS and the potential for the proposed new department to absorb resources from other departments and programs. The Committee recommends that the proposal be updated to document how this issue will be addressed.

The SEHE faculty have designed this program to accomplish large goals with minimal additional resources by drawing on existing faculty expertise. We have been in close contact with the CHASS Office of the Dean to ensure that the new department will not negatively impact other departments in CHASS. Faculty will transfer FTE and teaching responsibilities from their current departments in an intentional, stepwise manner so as to minimize impact. There is ample precedent for faculty transferring their lines to other CHASS departments; it is possible for such faculty to write MOUs with the current departments to continue to teach one or more courses for the latter department. We do not anticipate that SEHE will negatively impact enrollment in other CHASS majors. The existing Sustainability Studies major is already sizable and will constitute the basis of SEHE enrollment moving forward.

Most concerns we have heard about this topic center on potential impacts to the Department of Gender and Sexuality Studies (GSST). In 2020, GSST faculty decided that GSST will no longer support the existing Sustainability Studies major, which does not fit with the department’s vision for future development. This decision, in fact, was the original impetus for the new department proposal. GSST is therefore fully supportive of the transfer of the existing Sustainability Studies major (renamed Environmental Studies), and its associated faculty, to the new department. GSST will be minimally affected by the departure of the three faculty since they almost exclusively teach the Sustainability Studies major. The three will continue to teach the courses necessary for the current majors by cross-listing them with the new department. GSST supports the establishment of the proposed new department. Please see the letter from Jane Ward, Chair of

*Note: Committee on Educational Policy is not mentioned in the original text. It is added for context.
GSST, attached to our proposal.

The SEHE department would contribute to the CHASS curriculum in the areas of health, environment and sustainability, offering breadth courses for majors in other departments. We expect that SEHE courses will benefit students across CHASS, and other colleges, interested in the environment and health. For example, our courses will benefit anthropology majors interested in medicine and health. Anthropology offers a concentration for its majors in Medical Anthropology and some of these courses will overlap with the Health Equity Studies major because of shared faculty. However, the anthropology degree has another set of unique requirements that go beyond the scope of health. The increased breadth of courses in this area will benefit students in both programs. Likewise, Psychology majors interested in clinical or community work may benefit from courses offered by SEHE.

The Committee recommends that the proposal be updated to document how the proposed new department will benefit undergraduate students and how the proposed department plans to attract undergraduate students to the majors to be offered.

The SEHE Department will provide an academic space in which students can understand their own and others’ lived experiences of environmental damage and/or health disparity using arts, humanities and social sciences methodologies while building knowledge and skills that empower them to exercise their agency and promote change. SEHE courses in CHASS will offer students the opportunity to study social inequities, health, and sustainability -- issues that deeply matter to them -- in theoretically grounded scholarly literature that transcends disciplinary boundaries. SEHE curriculums will provide students with tools to analyze the dynamic interactions between the social phenomena of environmental toxicity, climate-related crises, and health disparity and social, economic, and political inequities that they have witnessed throughout their lives. They will be exposed to innovative and community-engaged approaches that prepare them to create and communicate evidence-based ideas and policy solutions to overcome these inequities. Majors will come to understand how to read statistical data and how to communicate it to broader audiences and be able to analyze relationships between the local, national and global scales, and to identify structural causes of individual phenomena.

SEHE distinguishes itself from related majors in its emphasis on combining critical ethnographic, historical and sociological methods, and practical, hands-on work building career skills and serving communities. We anticipate growing existing partnerships with community organizations, free clinics, the COPE Health Scholars program, Humanities Action Lab, California State Parks, and others. Our majors will be grounded in critical thinking, awareness of inequities and disparities, and ready to apply useful skills obtained through a liberal arts education to serve their communities.

Demand from students for academic programs in health and the environment is growing as these issues have been increasingly moved into the center of our daily concerns as well as on the national political stage. The pool of potential majors in Health Equity Studies is deep: the Health Professions Advisory Center serves more than 5000 UCR undergraduates interested in a future career in the healthcare area. There are currently few options for pre-health undergraduates, relative to their number. The Health Equity Studies major would offer a humanities and social-science infused track toward a future career in medicine and allied professions such as public health and health administration.
There is an increased demand across the country from undergraduate students for courses that support their understanding of the environmental challenges we face in the 21st century. (see for example: "Student Demand for Environmental Studies Surges" (Rice University News and Media)) Student demand for an arts, humanities, and social sciences major in environment and sustainability at UCR is already demonstrable: the number of majors for the Sustainability Studies in the Gender and Sexuality Studies Department has increased since 2015 from 12 to more than 100 majors. Once the major transfers over to SEHE and the course offerings broadened, we expect the enrollment to grow apace. SEHE faculty is collaborating with the Riverside City College (RCC) in their effort to create an associate degree in Sustainability, Economics, and Society, which will function as a feeder program for SEHE’s Environmental Studies major. (RCC’s associate degree program will receive some of its students from the J.W. North High School Pathway Program in Sustainability). More generally, SEHE will be actively involved in recruiting students to the program through the community colleges and local high schools, collaborating with the UCR OASIS project for streamlining K-PhD sustainability education.

Lastly, the Committee recommends that the proposal be sent to BCoE for review, as there is potential overlap between the proposed new department and Engineering disciplines.

As part of the Senate process, the BCoE Executive Committee has reviewed the pre-proposal and the proposal. They have not expressed any concerns or comments. Furthermore, our focus on arts, humanities, and social sciences approaches to health and the environment eliminates the possibility of any significant overlap between the new department and engineering disciplines.

*The Committee on Educational Policy Chair Juliann Allison recused themself from the Committee’s discussion and finalization of the response due to a conflict of interest.*
COMMITTEE ON DIVERSITY, EQUITY, & INCLUSION

May 24, 2022

To: Jason Stajich  
Riverside Division Academic Senate

From: Katherine Stavropoulos, Chair  
Committee on Diversity, Equity, & Inclusion

Re: [Campus Review] Department Proposal: Department of Environment, Sustainability, and Health Equity (ESHE)

The DEI committee reviewed the Proposal for a Department of Environment, Sustainability, and Health Equity (ESHE) and has no additional comments.
June 2, 2022

To: Jason Stajich, Chair
   Riverside Division

From: Weixin Yao, Chair
   Committee on Research

Re: 21-22. CR. Department of Environment, Sustainability, and Health Equity

The committee on research reviewed the proposal and would like further explanation on how the FTE transfer would function and more details on potential impact on existing departments.

Faculty will transfer FTE and teaching responsibilities from their current departments in an intentional, stepwise manner so as to minimize impact. There is ample precedent for faculty transferring their lines to other departments within CHASS; some write MOUs with their current departments to continue to teach one or more courses for the previous department. The Department of Gender and Sexuality Studies will be minimally affected by the departure of the three faculty since they almost exclusively teach the Sustainability Studies major. The three will continue to teach the courses necessary for the current majors by cross-listing them with the new department. The Department of Gender and Sexuality Studies fully supports the transfer of the sustainability studies major to the proposed new department (see GSST Chair Jane Ward’s letter attached to the proposal).
COMMITTEE ON COURSES

June 3, 2022

To: Jason Stajich, Chair
Riverside Division

From: Stephanie Dingwall, Chair
Committee on Courses

Re: New Department Proposal for the Department of Environment, Sustainability, and Health Equity in CHASS

The Committee on Courses reviewed the proposal for a Department of Environment, Sustainability and Health Equity in CHASS and had no concerns related to the Committee’s charge of courses and instruction.
COMMITTEE ON FACULTY WELFARE

May 17, 2022

To: Jason Stajich
Riverside Division Academic Senate

Fr: John Heraty, Chair
Committee on Faculty Welfare

Re: [Campus Review] Department Proposal: Department of Environment, Sustainability, and Health Equity (ESHE)

The Committee on Faculty Welfare met on May 17, 2022 to evaluate the proposal for the establishment of the Department of Environment, Sustainability, and Health Equity (ESHE) in CHASS. Faculty Welfare approved the proposal and the responses the proposers provided to Faculty Welfare’s review of the pre-proposal.
Graduate Council reviewed the proposal for a new Department of Environment, Sustainability, and Health Equity (ESHE) at their May 19, 2022 meeting. The Council approved the new department but would like to provide some comments that will hopefully be considered for a future version of the proposal. Based on the information included in the proposal (nature of training provided by the proposed courses and expertise of the associated faculty), it was unclear how the students will be prepared for the type of green jobs and environmental related careers that are listed in the proposal. The Council encourages the proposers to be clear and transparent in the proposal body and the proposed catalog description of the department/program/major what types of sustainability-related jobs their majors are qualified to apply to. Including concrete numbers of where recent graduates from the existing Sustainability Studies major (those who started in the major as Freshmen and not transfers from CNAS) are currently working will help.

SEHE faculty searched the website LinkedIn during September 2022 and found 97 UCR Sustainability Studies alums with information on their paths after graduation (2017~2021). Information on whether individuals transferred from CNAS was not readily available. One in five have advanced to a master’s degree to apply themselves to a specific area of sustainability or another profession. The majority of alumni work in positions that are related to environmental sustainability or social justice in one way or another. Here is a summary of the findings:

**21 alum pursued or are pursuing a Master’s Degree:**
UCR Master of Public Policy (6), UCR MBA, USC Master of City Planning, University of Wisconsin MS in Sustainable Management, UC Davis MS in Environmental Policy and Management, San Diego State University MA in City Planning, UCI MA in Urban and
Regional Planning, Johns Hopkins University MS in Environmental Science and Policy, University of Redlands Master of Education, Keck Graduate Institute Master of Business Science, Brandon University Master of Business Administration, Cal Baptist University MS in Psychology, University of Redlands MA in Organizational Leadership, Arizona State University Master of Technology in Information Technology, Madonna University MS in Human Leadership, University of Arizona Masters in Public Health (One alum is in the Ph.D. program in Ecology at UC Davis)

Several others have pursued other forms of continuing education, for example: Leed Certifications, Data Analytics, Speech Pathology, Aquarium Science, Insurance License, CompTIAA+, and GIS.

The majority of the Sustainability Studies alum, whose information we were able to recover from LinkedIn, are working in fields or positions that are related to environmental sustainability (38) or social justice (14). Most have been involved in sustainability or social justice work or volunteering before and after graduation in one way or another, including Green Campus Action Plan, Office of Sustainability, and CAFE. This information was not recorded for the purpose of this report.

Current Employment of UCR Sustainability Studies Class of 2017~2021:

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-profit</td>
<td>18 (+2 overlap with health)</td>
</tr>
<tr>
<td>Government</td>
<td>13</td>
</tr>
<tr>
<td>Education</td>
<td>13</td>
</tr>
<tr>
<td>Health related</td>
<td>10</td>
</tr>
<tr>
<td>For-profit</td>
<td>32</td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
</tr>
<tr>
<td>Other (Attending school or volunteering)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>96</strong></td>
</tr>
</tbody>
</table>

Job placement examples:

Non-profit organizations:
- California Conservation Corps Foundation, Water Education for Latino Leaders, Japanese Community Youth Council (sustainability content producer), The Sustainability Institute, Climate Resolve, One Cool Earth, Pathways Mgmt Group (education project manager), Leadership Council for Justice and Accountability (policy advocate), OC API Community Alliance (policy intern), National Community Renaissance (Affordable Housing), Southern California Mountains Foundation

Government:
- San Francisco Recreation & Park Department (environmental educator), US Forest Service, Inland Empire Utilities (composting assistant), US EPA (environmental protection trainee), City of El Cajon (Administrative/Planning Intern), Hawaii State Energy Office (community engagement specialist), EPA Regional WaterBoard, Riverside County (recycling specialist), California State Assembly (field representative), CivicSpark/Americorp (regional coordinator)

Education:
● UCR CNAS BEES (contracts and grants analyst), ICEF Public Schools (science teacher), UC Cooperative Extension (volunteer service coordinator), USC Dept. Population & Pub H (Research Project Specialist), Woodbury University (Community Outreach), UCR (Academic Advisor for Biology)

Health:
● Southern Arizona AIDS Foundation (prevention navigator), AIDS Healthcare Foundation (HIV testing counselor), IECP (Behavioral Therapist),

For-profit:
● Mark Thomas (Urban planning consultant), Avocado Green Brands (sustainable evolution team), Confluence Environmental Field Services (sampling technician), Triumvirate Waste Management (environmental specialist), Fireclay Tile (environmental health and safety specialist), Brimstone (associate chief of staff, LEED holder), Babcock Laboratories, VCA Green (Project administrator, LEED holder)

Based on these findings, we have revised the catalog description of the proposed Environmental Studies B.A. in order to suggest future career paths that reflect the existing record of the Sustainability Studies alumni. We will state in our documents and websites that the Environmental Studies program will prepare students to make career choices that involve:

- promoting sustainable practices in various capacities as employees in public services, education, healthcare, or the private sector; joining nonprofit organizations with a focus on issues pertaining to environmental sustainability or social justice; and continuing their career development by pursuing professional and graduate education in a variety of fields, including sustainability, public policy, social sciences, urban and regional planning, business, law, and public health.

Additionally, they are encouraged to reach out to the School of Public Policy to be able to provide more course offerings with a technical background to their students.

SEHE degrees are humanities and social sciences degrees, which provide training in ethnographic, sociological, historical, political, literary and theoretical methodologies. SEHE majors will achieve proficiency in community-based research methods. These are tools and methods, typical of a CHASS major. SEHE proposers include faculty with expertise in technical fields such as carbon accounting, and the SEHE majors require basic fluency in some technical fields (such as data science); however, the core of the degree is humanistic and social scientific, as befits a major in CHASS.
June 6, 2022

To: Jason Stajich, Chair
    Riverside Division

From: Manu Sridharan, Chair
    Committee on Library and Information Technology

Re: 21-22. CR. Department of Environment, Sustainability, and Health Equity

The Committee on Library and Information Technology reviewed the proposal and was overall supportive. The committee felt that the proposal would be stronger with additional data from outside sources like Emsi or EAB showing the demand for the new major from prospective students and in the labor market.

Chikako Takeshita spoke with an Emsi (now Lightcast) representative (Sandra Ryan) on July 13, 2022. A quick search on their end turned up around 108 data points for sustainability studies alumni (Chikako found 97 by manually scrubbing LinkedIn, which turned out to be more effective in capturing more nuanced data). Please see our response above regarding enrollment and employment outcomes for existing Sustainability Studies majors on page 11~12 of this document.

Currently UCR does not offer market analysis services (such as Berkeley’s NAV-B) to potential programs. However we have proof of concept in the existing major.
May 17, 2022

To: Jason Stajich, Chair
   Riverside Division

From: Dana Simmons, Chair
   Planning & Budget

Re: [Campus Review] Department Proposal: Department of Environment, Sustainability, and Health Equity (ESHE)

Planning & Budget reviewed the proposal for a new department of Environment, Sustainability, and Health Equity (ESHE) at their May 17, 2022 meeting. A majority of the committee voted to approve the proposal as written.
COMMITTEE ON UNDERGRADUATE ADMISSIONS

May 20, 2022

To: Jason Stajich, Chair
   Riverside Division

From: Wallace Cleaves, Chair
       Committee on Undergraduate Admissions

Re: Campus Review - New Department Proposal for the Department of Environment, Sustainability, and Health Equity in CHASS

The Committee on Undergraduate Admissions reviewed the New Department Proposal for the Department of Environment, Sustainability, and Health Equity (ESHE) in CHASS and are supportive of the proposal.
June 09, 2022

TO: Jason Stajich, Chair  
Riverside Division of the Academic Senate

FROM: John Kim, Chair  
CHASS Executive Committee

RE: Department Proposal: Department of Environment, Sustainability, and Health Equity (ESHE)

The CHASS Executive Committee (EC) has reviewed the proposal, dated March 31, 2022, for the establishment of a Department of Environment, Sustainability and Health Equity (ESHE) to be housed in CHASS; we enthusiastically endorse this proposal and commend the proposers for their comprehensive and meticulous revisions responding to the comments by other executive committees and Senate committees on their pre-proposal.

In this memorandum, we reaffirm the previous CHASS EC’s endorsement, dated June 21, 2021, of ESHE’s core mission focusing on the humanistic and social scientific dimensions of environmental studies, sustainability studies and health equity studies. Additionally, we highlight how the proposers have superbly addressed the various concerns that were raised in the campus-wide review of its pre-proposal.

The departmentalization of ESHE will address a significant lacuna in UCR’s existing strengths in environmental studies, sustainability studies and health equity studies across UCR’s colleges/schools and will certainly create new synergies among them. To name a few, UCR is the home to the Department of Environmental Engineering (BCOE); the Center for Environmental Research and Technology (BCOE); the Department of Environmental Science (CNAS); the Center for Conservation Biology (CNAS); the Environmental Dynamics and Geology Institute (CNAS); the California Agriculture and Food Enterprise (CNAS), the Center for Health Disparity Research (SoM); Department of Social Medicine, Population and Public Health (SoM); a undergraduate major in Public Policy with one track in Health and Population Policy and another in Urban/Environmental Policy (SPP); as well as an undergraduate major in Operations and Supply Chain Management with a faculty focused on sustainable procurement (SoB).
Missing in these rich and diverse offerings is an academic unit dedicated to the humanistic and social scientific dimensions: How do humans reflect upon and respond to environmental disaster? How is climate change affecting societal values and young people’s worldviews and their relationship to nature? How do societies grapple with questions of sustainability under unsustainable conditions? What are the social, political, and philosophical implications of massive inequalities in health care? How can we conceptualize and promote environmental and health justices in light of historical racism, sexism, and colonialism as well as the neoliberal global capitalism? ESHE complements other academic units’ work on the scientific and pragmatic aspects of environmental and health and brings it to a full circle by addressing the human and social dimensions of environment, sustainability, and health equity. Departmentalization is essential to providing a stable institutional home for this critical work.

In this sense, the proposers of ESHE have superbly addressed the various concerns that have been raised by other executive committees. In addition to their responses, the CHASS EC notes the following: the wide range of units that use the term “environment” or “environmental” in their names demonstrates that this term is not exclusive to a specific discipline. Rather, the notion of the “environment” is necessarily multifaceted as it is literally all-encompassing having aspects that pertain to engineering, the physical and biological sciences, medicine, public policy, business and the humanities and social sciences. There are in fact multiple UC campuses that offer both an Environmental Studies B.A. that is oriented towards the humanities and social sciences along with a B.S. in the environmental sciences, demonstrating that this is a common practice.

The CHASS EC also notes the proposers’ response to SPP EC’s objections, which call the ESHE proposal “cannibalistic.” We note, in concert with the proposers, that the perception of “cannibalism” stems from the fact that 11 of SPP’s courses are taught by the ESHE proposers themselves. Far from “cannibalism,” this overlap between ESHE and SPP points to the kind of productive collaborative synergies that can arise when colleges/schools work together toward the common goal of educating our students. Moreover, the CHASS EC also notes the fundamentally differing missions of CHASS and SPP. The fundamental mission of SPP is to develop answers for policy-based implementation; the fundamental mission of CHASS is to develop questions for philosophical and historical reflection as well as social practice. The two pedagogical missions overlap in appearance but remain fundamentally different. It should be further noted that ESHE has made concessions at the request from SPP to remove all PBPL courses from ESHE’s curricula. However, ESHE faculty’s courses will continue to be open to PBPL students.

In view of the proposers’ demonstrated success with the Sustainability Studies major which has grown to 100 majors in just seven years, it is without a doubt that ESHE will continue to grow as it serves CHASS students who are interested in the humanistic and social scientific aspects of environmental studies, sustainability studies, and health equity studies. ESHE’s two proposed majors in Health Equity Studies and Environmental and Sustainability Studies would go hand-in-hand with majors in thematically related areas in BCOE, CNAS, SoB, and SPP and could serve as a pipeline for prospective graduate students in a broad range of social science and humanistic disciplines as well as the SoM, SPP and SoB. As the proposers note on page 127 of their proposal, many of the top 100 fastest growing occupations in California are related to health and
the environment, many of which do not require highly specialized scientific, engineering or medical knowledge but do require a broad philosophical understanding of issues related to healthcare and the environment, such as, public relations specialists, educators, community organizers, attorneys, or health care administrators and medical social workers, to name just a few.

The proposers of ESHE have already demonstrated their own sustainability and prospects for future growth through their impressive $496,570 UCOP grant in their collaborative project with the newly established Department of Black Study. Their grant, “Advancing Faculty Diversity and Epistemologies in Black Study, Health and Environmental Inequalities,” demonstrates the possibilities available when other units on campus collaborate with ESHE to address some of the most urgent questions of our time, namely, the environment, sustainability and health equity. The ESHE proposers also won a $35,000 NEH Humanities Connection grant that supports “innovative curricular approaches that foster partnerships among humanities faculty and their counterparts in the social and natural sciences and in pre-service or professional programs.” The collaborative possibilities with BCOE, CNAS, SoB, SoM, SPP or other units in applying for grants are potentially boundless.

It is in this sense that the CHASS EC enthusiastically endorses the ESHE proposal, as its implementation will contribute greatly in complementing and completing UCR’s impressive profile in these three areas by introducing the currently missing humanistic and social scientific aspects of these most urgent questions of our time.
31 May 2022

To: Jason Stajich, Chair
   Riverside Division

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

Re: Campus Review - CNAS EC Response to Revised ESHE Department Proposal

The CNAS Executive Committee (EC) has reviewed the revised proposal for the establishment of a Department of Environment, Sustainability, and Health Equity, (ESHE) to be housed in CHASS. The revised proposal has addressed some of our previous concerns, most substantively by removing the bachelors of science degree plan. However, many of the problems that we identified with the initial proposal have not been addressed. The response of the proposers to these issues were insufficient and, in some cases, dismissive.

Since receiving this memo, we have held personal conversations with approximately thirty CNAS faculty including the CNAS FEC Chairs (outgoing and incoming), the Divisional Dean of ANR, the Chairs of EEOB, Botany, Microbiology/ Plant Pathology and Entomology, and faculty working in fields of agricultural sciences, conservation biology, botany, entomology, earth sciences, chemistry and physics. We have visited an Environmental Sciences faculty meeting and met with the Environmental Sciences Chair, Vice Chair and Graduate Advisor, in addition to holding individual conversations with five Environmental Science faculty members. We previously met with the CNAS Dean. We would like to thank CNAS faculty for your willingness to engage with us and to find solutions such that our programs may complement and reinforce each other, toward a common goal of producing students ready to work on pressing global challenges. Their feedback and concerns have moved us to be more precise and deliberate, including revising our proposed catalog
description, renaming our proposed department and major in light of your feedback, and further highlighting our social scientific and humanistic approach (as we discuss more fully below).

The following major problems remain:

(1) overlap with the ENSC undergraduate program,

There is little to no overlap with the ENSC undergraduate program. The proposed Environmental Studies B.A. requires two lower-division CNAS courses from a list that includes ENSC 001, 002, 003, and 006 among a dozen others. The ENSC department has approved the use of these courses in SEHE’s Environmental Studies curriculum. All other courses in Environmental Studies are social science and humanities courses that do not overlap with ENSC.

(2) a misalignment between the potential composition of ESHE faculty and some of the proposed undergraduate major fields of study, and

Our faculty have expertise in methodologies including ethnography, sociology, history, literary analysis, geography, feminist theory, labor studies and political science, with a particular expertise and emphasis on community-based research methods. Our faculty are experts in arts, humanities, and social sciences approaches to environmental studies and health, and well-versed in teaching these subjects in CHASS.

(3) a lack of evidence of post-graduation outcomes for previous Sustainability Studies majors.

We have acquired data. Please see our responses to (3, 4, and 5) below (p.26).

We continue to believe that advancing sustainable and equitable interactions between humans and the environment is a critical part of the University and CNAS missions, and we welcome efforts to bring together humanities and natural sciences disciplines in this pursuit.

(1) We now formally request that “Environment” be removed from the proposed department name. The term “Environment” continues to be used loosely throughout the proposal. We reiterate our previous statement on this topic: a comprehensive description of the environment as it relates to finding...
sustainable environmental solutions is defined as the physical, chemical and biological factors as well as processes that control transfer of mass and energy among multiple components of the Earth system as well as the human system that interacts with them. The new Department only marginally captures training in the latter. Therefore, a more appropriate name might be the “Department of Sustainability and Health Equity.” However, “sustainability” implies having science represented, which it is not, so this is still problematic.

In our conversations with CNAS Chairs over the past weeks, it became apparent that this item in the FEC report does not reflect the full range of faculty opinions within CNAS. All the Chairs of departments whom we consulted, other than ENSC, requested that we keep the term ‘environment’ and remove the term ‘sustainability’. In order to find a solution to these divergent requests, Divisional Dean of ANR Isgouhi Kaloshian convened a meeting of the Chairs of Botany and Plant Sciences, Microbiology/ Plant Pathology, Entomology and Environmental Science, and the Director of Agricultural Operations, on 8/30/22. At that meeting, Divisional Dean Kaloshian suggested the following name change as a compromise, which clearly demarcates the proposed department as a CHASS department engaging in social science and humanities: Department of Society, Environment and Health Equity. The proposers agreed to adopt Divisional Dean Kaloshian’s suggested name change, as reflected in this submission to the Senate.

Environmental Studies is a well established interdisciplinary academic field with over 500 degree-granting departments and programs in the U.S. (and even more international departments on nearly every continent). Over one hundred universities in the U.S., including UCLA, UCSC, UCSB, and UCSD, offer Baccalaureate Environmental Studies programs. In some cases, such as at Yale and UCSB, the BA (social science) and the BS (natural science) degrees are offered within the same department. These are generally institutions where letters and science share the same college. In other institutions, such as UCLA, an Environmental Studies BA is offered within a Social Sciences college, and an Environmental Science BS is offered within a Natural Sciences college. Professional associations and peer-reviewed journals dedicated to environmental studies in the humanities and social sciences include the American Society for Environmental History, Anthropology and Environment Society, Environmental Sociology, Association for the Study of Literature and Environment, International Association for Environmental Philosophy, the Society of Environmental Journalists; Resilience: A Journal of Environmental Humanities; Journal of Ecocriticism, Journal of Ecohumanities, Arcadia: Explorations in Environmental History, and Environmental Humanities.
In sum, the artistic, social scientific and humanistic study of the environment is neither “loose” nor unique within the academic landscape. The B.A. in Environmental Studies is a legible degree to peer institutions and to potential students, who are comparing degree options across universities.

In response to concerns expressed by colleagues that students might mistake the proposed program as a science-oriented major, we have revised the catalog description in order to clearly communicate that the curriculum consists of humanities and social sciences education. The revised catalog description of the Environmental Studies major reads as follows:

Through humanities and social sciences education, this program equips students with knowledge, theory, and skills that advance their contribution to a world in which environmental degradation has become an increasingly significant societal subject of concern. In order to gain a deeper understanding of the complex interactions between the workings of human societies and ecological changes, the major engages a range of environmental challenges including climate change, air and water pollution, biodiversity loss, energy demands, toxic accumulations, waste management, deforestation and desertification, food security, and water scarcity as social phenomena and examines how they intersect with broader societal issues such as environmental justice, policy and governance, history of colonialism, global capitalism, hunger and poverty, structural racism, gender inequality, health
inequity, and community resilience. The major also introduces humanities approaches such as critical theory, environmental philosophy, regional history, storytelling, and other creative expressions to enrich students’ intellectual relationships with nature and non-human elements. The interdisciplinary education will prepare students to make career choices that involve: promoting sustainable practices in various capacities as employees in public services, education, healthcare, or the private sector; joining nonprofit organizations with a focus on issues pertaining to environmental sustainability or social justice; and continuing their career development by pursuing professional and graduate education in various fields, such as sustainability, public policy, social sciences, urban and regional planning, business, law, and public health.

Furthermore, ENSC was again not directly consulted before submission of the revised proposal. This is consistent with the lack of consultation with ENSC noted in the CNAS EC comments on the initial proposal, and contrary to the disingenuous statement in the revised proposal that the proposers “continue to work to build dialogue and collaboration” (page 11). As a result, potential overlap with ENSC as well as inaccurate and misleading statements of ENSC’s mission and undergraduate programs continue to be an issue. Once again, further consultation with CNAS departments, particularly ENSC, is recommended, as it will result in a better union of natural and social sciences topics and training, which is required to advance sustainability. The EC continues to see many potential opportunities for synergy between a Department of Sustainability and Health Equity and CNAS Departments.

Proposers contacted the Chair of ENSC regarding the new department proposal on 4/1/21, 2/26/22, 5/4/22, 8/12/22, 8/30/22, 9/6/22 and 9/12/22. The ENSC Chair and several ENSC faculty responded positively to a personal invitation to attend an ESHE Open House on 3/4/22, and we were pleased to be able to speak with them there. In an email exchange in February 2022, the Chair suggested that “once we have a better sense of how you have addressed the Senate comments within the revised proposal, then we can discuss the possibility of having you all join one of our monthly faculty meetings.” We therefore waited until after submitting our revised proposal to the Senate to request a meeting with ENSC faculty. We visited an ENSC faculty meeting on 6/6/22, at which we gave a presentation and took questions and comments. We met with the ENSC Graduate Advisor on 7/20/22; we met with the ENSC Chair and other ANR Division Chairs on 8/30/22; we met with the ENSC Chair, Vice Chair and Graduate Advisor on 9/8/22. At the latter meeting, we were informed that ENSC is concerned that it may lose majors to
the new department. The ENSC Chair unilaterally canceled a scheduled meeting of proposers with the ENSC faculty, which was to take place on 9/21/22. As a result of our discussions with ENSC leadership, we have rewritten the catalog description of the Environmental Studies major. We pledged to communicate precisely and clearly that it is a humanities and social science degree, so that there is no confusion among students about the differences between the two programs. We offered to promote ENSC alongside the new department when we visit high schools for recruitment. We remain excited about potential cross-college collaborations with ENSC and other relevant departments. Please find an account of our broader consultation with CNAS faculty above (p.19).

(2) We remain disappointed in the potential creation of a department where required scientific expertise is completely missing among the participating faculty (pages 50-51 of the proposal). It remains unlikely that the participating faculty will be able to deliver and achieve many of the stated educational/research goals of the proposed department, as strong scientific and technical expertise in the natural sciences serve as the foundation for identification and mitigation of environmental health challenges that we continue to face at multiple scales within the United States and abroad. The fact that such expertise is required from faculty outside of ESHQ continues to highlight the importance for deeper consultation with relevant CNAS Departments during the development of the new Department.

As befits a department in CHASS, the teaching and research objectives of the proposed department are not equivalent to the work of natural scientists. Our faculty have expertise in arts, humanities, and social science methodologies: ethnography, sociology, history, literary analysis, geography, feminist theory, labor studies and political science, with a particular expertise and emphasis on community-based research methods. Our faculty already “deliver and achieve” this work in our publications and teaching in CHASS, as recognized by our peers and grantors. Our research spans areas such as rates of vaccine acceptance, environment and the emotions, the experience of aging, the history of nuclear radiation, environmental justice, race and medicine, and climate change narratives. Just as CNAS majors are required to engage with the broader social context in their Lower Division breadth courses, SEHE majors will be required to have a Lower Division-level understanding of the relevant sciences. Once majors reach the Upper Division level, they will receive humanities and social science training, including in their capstone research methods courses.

That said, we recognize the urgent need for cross-college, cross-disciplinary
collaboration in the areas of environment, sustainability and health. In our
conversations with CNAS faculty we floated the possibility of creating a non-
degree-granting structure, a Sustainability Studies Program, under which any
college or department could offer a Sustainability Studies track. We hope to
see such a structure emerge and we are committed to contributing toward it.
Such an effort may not have an institutional partner in CHASS, however,
unless the proposed department is approved.

(3) We continue to be concerned that the students graduating with degrees
in the proposed majors will have poor post-graduation outcomes as a result of
the training and education insufficiencies noted above. Although the proposal
still claims that the new Department will prepare students to effectively enter
the workforce and contribute to the solutions of environmental and
sustainability problems, the proposers continue to provide anecdotal evidence
of outcomes for previous Sustainability Studies majors and have added a new
list of “Careers related to ESHE for Undergraduate Majors” (Appendix D).

(4) Many of the potential careers in Appendix D appear to be poorly
matched to the proposed undergraduate program. Two environmental related
occupations with projected growth in CA are identified: "Solar photovoltaic
installers," and "zoologists and wildlife biologists." How would a BA degree in
the proposed program prepare a student for these careers? Solar
photovoltaic installers do not require a BA, and the groundwork to be a
zoologist/wildlife biologist does not exist in the proposed curriculum. For the
proposed BA degree, students take only 2 science courses, of which only one
is in biology. Although the proposal contains a list of different areas under
“Best Careers for Environmental Studies majors” (p. 131), there is still no
evidence how the proposed curriculum prepares students for these career
titles. For example, a graduate with a BA degree obtained under this
curriculum will not be qualified for an "environmental engineer" position as
claimed. Some of the other positions require higher degrees (law, teaching
credential, etc.). Lastly, the proposers refer to the list of careers from UCSB's
Environmental Studies major; however, the scope of the program at UCSB is
very different than the proposed curriculum under review here at UCR. The
Environmental Studies major at UCSB is under the Division of Mathematical,
Life, and Physical Sciences.

(5) Finally, we reiterate our request that the proposal include a good-faith effort to
assess post-graduation outcomes for the nearly 187 students that have
graduated with a BS in Sustainability Studies since 2016/2017, as these data
are critical for justifying expansion of enrollment within the new Sustainability
and Health Equity program. This information can be obtained by reaching out
to SUST alumni and tracking down these data since 2016/2017. This is
important information that needs to be provided, as we suspect that a large
percentage of these students ended up in jobs outside of the field of sustainability studies.

(3,4,and 5)

We thank the writers for their feedback and acknowledge that the list of environmental careers in our previous proposal included some careers that were not appropriate to the proposed major. We kindly request to retract that list. We have gathered data about employment outcomes for Sustainability Studies alumni.

A search of the website LinkedIn during September 2022 found 97 UCR Sustainability Studies alums with information on their paths after graduation (2017~2021). Information on whether individuals came from CNAS was not readily available. One in five have advanced to a master’s degree to apply themselves to a specific area of sustainability or another profession. The majority of alumni work in positions that are related to environmental sustainability or social justice in one way or another. Here is a summary of the findings:

21 alum pursued or are pursuing a Master’s Degree:
UCR Master of Public Policy (6), UCR MBA, USC Master of City Planning, University of Wisconsin MS in Sustainable Management, UC Davis MS in Environmental Policy and Management, San Diego State University MA in City Planning, UCI MA in Urban and Regional Planning, Johns Hopkins University MS in Environmental Science and Policy, University of Redlands Master of Education, Keck Graduate Institute Master of Business Science, Brandon University Master of Business Administration, Cal Baptist University MS in Psychology, University of Redlands MA in Organizational Leadership, Arizona State University Master of Technology in Information Technology, Madonna University MS in Human Leadership, University of Arizona Masters in Public Health (One alum is in the Ph.D. program in Ecology at UC Davis)

Several others have pursued other forms of continuing education, for example: Leed Certifications, Data Analytics, Speech Pathology, Aquarium Science, Insurance License, CompTIAA+, and GIS.

The majority of the Sustainability Studies alumni, whose information we were able to recover from LinkedIn, are working in fields or positions that are related to environmental sustainability (38) or social justice (14). Most have been involved in sustainability or social justice work or volunteering before and after graduation in one way or another, including Green Campus Action Plan, Office of Sustainability, and CAFE. This information was not recorded for the purpose of this report.

Current Employment of UCR Sustainability Studies Class of 2017~2021:
Non-profit 18 (+2 overlap with health)
Government 13
Education 13
Health related 10
For-profit 32
Law 1
Other (Attending school or volunteering) 10
Total 96

**Job placement examples:**

Non-profit organizations:
- California Conservation Corps Foundation, Water Education for Latino Leaders, Japanese Community Youth Council (sustainability content producer), The Sustainability Institute, Climate Resolve, One Cool Earth, Pathways Mgmt Group (education project manager), Leadership Council for Justice and Accountability (policy advocate), OC API Community Alliance (policy intern), National Community Renaissance (Affordable Housing), Southern California Mountains Foundation

Government:
- San Francisco Recreation & Park Department (environmental educator), US Forest Service, Inland Empire Utilities (composting assistant), US EPA (environmental protection trainee), City of El Cajon (Administrative/Planning Intern), Hawaii State Energy Office (community engagement specialist), EPA Regional WaterBoard, Riverside County (recycling specialist), California State Assembly (field representative), CivicSpark/Americorp (regional coordinator)

Education:
- UCR CNAS BEES (contracts and grants analyst), ICEF Public Schools (science teacher), UC Cooperative Extension (volunteer service coordinator), USC Dept. Population & Pub H (Research Project Specialist), Woodbury University (Community Outreach), UCR (Academic Advisor for Biology)

Health:
- Southern Arizona AIDS Foundation (prevention navigator), AIDS Healthcare Foundation (HIV testing counselor), IECP (Behavioral Therapist),

For-profit:
- Mark Thomas (Urban planning consultant), Avocado Green Brands (sustainable evolution team), Confluence Environmental Field Services (sampling technician), Triumvirate Waste Management (environmental specialist), Fireclay Tile (environmental health and safety specialist), Brimstone (associate chief of staff, LEED holder), Babcock Laboratories, VCA Green (Project administrator, LEED holder)

Based on these findings, we have revised the catalog description of the proposed Environmental Studies B.A. in order to suggest future career paths that reflect the existing record of the Sustainability Studies alumni. From here on, we will state in our documents and websites that the Environmental Studies program will prepare students to make career choices that involve:
promoting sustainable practices in various capacities as employees in public services, education, healthcare, or the private sector; joining nonprofit organizations with a focus on issues pertaining to environmental sustainability or social justice; or continuing their career development by pursuing professional and graduate education in sustainability, public policy, urban and regional planning, business, law, and public health.

The bottom line is that the CNAS Executive Committee is strongly opposed to this proposal and we do not want to see it put up for a vote in the Divisional Meeting.

We hope that the CNAS FEC will reconsider this position, which is not consonant with the comments we received from CNAS faculty and Chairs.
June 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: Response to [Campus Review] Department Proposal: Department of Environment, Sustainability, and Health Equity (ESHE)

Dear Jason,

The SOM Faculty Executive Committee has reviewed the Proposal for the Department of Environment, Sustainability, and Health Equity (ESHE).

Given the focus of the new Department to promote the preparation and training of UCR undergraduate students for careers related to social and health equity, we see the new Department serving as a possible complement to the work of the SOM. Notably, the new Department has potential to support/bolster the work and mission of the SOM Center for Healthy Communities and Department of Social Medicine, Population, and Public Health by preparing UCR students to pursue graduate education within our (1) forthcoming health equity-focused Masters of Public Health program, and (2) current medical school curriculum.

At the same time, several concerns with this proposal remain, despite the attempts to respond to the list of substantive issues raised and communicated to the proposers, not just by ourselves, but by the faculty executive committees (FEC) of CNAS and SPP in particular.

- Concerns remain about the potential damage this will do to other Departments who already have courses that overlap with this proposed new Dept., and whether this will create unnecessary competition for limited resources.

The SOM FEC may be referring to the SPP FEC’s objection to the proposed Health Equity Studies major. The SPP undergraduate Health and Population Policy track is the only program that has curricular overlap with SEHE majors. As we describe below in our response to SPP, the curriculum overlap between the proposed major and SPP’s Health and Population Policy track consists entirely of our own courses in CHASS. When SPP established its Health track, SPP asked us (the proposers) to include our courses in its curriculum. We happily agreed. Now we are proposing a major within CHASS built on our own course offerings, and the SPP FEC is objecting because our curricula overlap. There is a solution to this issue: we could request to withdraw our own CHASS courses from SPP. Then there would be no overlap. That would be an unfortunate outcome in our opinion.
The SOM FEC may also be referring to the comment in the CNAS FEC report regarding “overlap” between the proposed Environmental Studies major and Environmental Science. In this case there is in fact little to no overlap. The proposed Environmental Studies B.A. requires two lower-division CNAS courses from a list that includes ENSC 001, 002, 003, and 006 among a dozen others. The ENSC department has approved the use of these courses in the Environmental Studies curriculum. All other courses in the SEHE Environmental Studies curriculum are social science and humanities courses that do not overlap with ENSC.

We do not anticipate that SEHE will negatively impact enrollment in other majors, especially given the anticipated student enrollment growth overall on our campus. The existing Sustainability Studies major is already sizable and will constitute the basis of SEHE enrollment moving forward. We expect that SEHE courses will benefit students in all colleges interested in the environment and health. For example, our courses will benefit anthropology majors interested in medicine and health. Anthropology offers a concentration for its majors in Medical Anthropology and some of these courses will overlap with the Health Equity Studies major because of shared faculty. However, the anthropology degree has another set of unique requirements that go beyond the scope of health. The increased breadth of courses in this area will benefit students in both programs. Likewise, Psychology majors interested in clinical or community work may benefit from courses offered by SEHE. The SEHE department will contribute to UCR’s curriculum in the areas of health, environment and sustainability, offering breadth courses for majors in other departments.

- There appears to be a lack of tangible discussion and negotiations with these overlapping programs that preclude it from being truly interdisciplinary. This is reflected by language used in response to prior comments raised by SOM FEC (see Table of Responses to Specific Committee Reports – page 12).

As stated in our responses to CNAS and SPP FECs, we have consulted with faculty and leadership in both programs that previously have been identified as “overlapping,” ENSC and SPP’s Health and Population Policy (though we would not agree that “overlap” is a correct characterization). Specifically, we have had seven email exchanges and four meetings with Environmental Science Department leadership. We have met individually with approximately 30 CNAS faculty, including five department Chairs, the relevant Divisional Dean and CNAS Dean, and the outgoing and incoming CNAS FEC Chairs. We also met with the outgoing SOM FEC Chair and current Senate Vice Chair, Declan McCole. As a result of meetings with CNAS and SOM faculty, as described above, we have changed our proposed department and major names and catalog description. Chair McCole also indicated that SOM FEC has some concern regarding the potential transfer of Ann Cheney’s FTE from SOM to the new department. We would like to reassure SOM FEC that Professor Cheney will join the new department as a faculty affiliate and will not transfer FTE.

We requested meetings with SPP FEC leadership multiple times and have been deferred. We asked SPP FEC leadership for guidance on specific changes that SPP would like to see in the proposal, and have not received any response. We have met individually with at least five SPP faculty members, the majority of whom are supportive of the proposal.
In fact, three SPP faculty (1/7 of the total SPP faculty) are affiliated with the proposed SEHE department.

- In addition, a more robust effort at being truly interdisciplinary appears to have been assumed by many of the external letter writers than has actually been engaged in by the proposers.

The majors offered in the proposed department do not cover every discipline or methodology relevant to the environment and health. Rather, the proposed department specializes in arts, humanities and social science methodologies in these areas. Our faculty have expertise in methodologies including ethnography, sociology, history, literary analysis, geography, feminist theory, labor studies and political science, with a particular expertise and emphasis on community-based research methods. (This variety of arts, humanities and social science methodologies justified our self-description as interdisciplinary.) Our research spans areas such as rates of vaccine acceptance, environment and the emotions, the experience of aging, the history of nuclear radiation, environmental justice, race and medicine, and climate change narratives.

We recognize the urgent need for cross-college, cross-disciplinary collaboration in the areas of environment, sustainability and health. For example, we are discussing with CNAS and other colleagues the possibility of creating a Sustainability Studies Program, under which any college or department could offer a Sustainability Studies track. A similar effort may develop around health curricula. We hope to see such structures emerge and we are committed to contributing toward them. Such efforts may not have an institutional partner in CHASS, however, unless the proposed department is approved. We believe that our letter writers understand the arts, humanities and social scientific nature of the proposed majors; most have reviewed the curricula prior to submitting their support.

- In response to SOM FEC comment regarding a need for greater involvement and support from SOM faculty - including the SOM Dean -, the very non-committal response is provided that “We welcome that possibility and are making efforts to reach out”. This does not inspire confidence that the SOM FEC concerns are being taken seriously.

The December 2021 SOM FEC’s report specifically requested that we submit two letters of support: one from Mark Wolfson, Chair of SMPPH, and one from Dean Deas. The proposers complied with the request and a letter from Prof. Wolfson was included in the March 2022 revised proposal. In addition to the extensive outreach to CNAS and SPP faculty detailed in our responses to the relevant FEC reports, we also met with the outgoing Chair of the SOM FEC in June 2022. We have consulted with Prof. Wolfson and Senior Associate Dean of Research David Lo regarding the appropriateness of the Health Equity Studies curriculum for students interested in continuing to a Masters in Public Health or to a medical degree. We have also consulted with the Director of the Health Professions Advising Center, about employment opportunities for Health Equity Studies majors. We kindly indicate to the SOM FEC that we are building a proposal for a new department, winning grants to support the construction of the new department, and consulting with faculty across UCR about the proposal, while maintaining a full teaching, research and service load. We are doing the best that we can, and if SOM FEC would offer suggestions as to relevant faculty to consult, who we may have missed, we would be grateful. We note that the most recent new program proposal to appear before the Senate referenced exactly one meeting with faculty from a related program in a
different college. We have exceeded that precedent by at least 500%. We have sent the proposal and Health Equity Studies curriculum to Dean Deas, who has promised to review it in the near future. It is not usual to request a Dean’s letter of approval for a program proposal not under that Dean’s purview. We have not seen any previous Senate proposal for a department or program be required to submit approval from Deans outside the relevant college.

- There is also concern about the potential exaggeration of how beneficial this degree will be to graduates on the job market. It is unclear how this B.A. degree (now that the B.Sc. degree option has been dropped due to an acknowledgement of the lack of a sufficiently scientific foundation of this program) will enable graduates to access careers as therapists, zoologists, wildlife biologists or solar voltaic installers (the top listed “fastest-growing occupations” in Appendix D: Careers related to ESHE for undergraduate majors).

We recognize that the list of environmental careers in our previous proposal included careers that were not appropriate to the proposed major, and we kindly request to retract that list. We have gathered data about employment outcomes for Sustainability Studies alumni:

A search of the website LinkedIn during September 2022 found 97 UCR Sustainability Studies alums with information on their paths after graduation (2017~2021). One in five have advanced to a master’s degree to apply themselves to a specific area of sustainability or another profession. The majority of alumni work in positions that are related to environmental sustainability or social justice in one way or another. Here is a summary of the findings:

**21 alum pursued or are pursuing a Master’s Degree:**
UCR Master of Public Policy (6), UCR MBA, USC Master of City Planning, University of Wisconsin MS in Sustainable Management, UC Davis MS in Environmental Policy and Management, San Diego State University MA in City Planning, UCI MA in Urban and Regional Planning, Johns Hopkins University MS in Environmental Science and Policy, University of Redlands Master of Education, Keck Graduate Institute Master of Business Science, Brandon University Master of Business Administration, Cal Baptist University MS in Psychology, University of Redlands MA in Organizational Leadership, Arizona State University Master of Technology in Information Technology, Madonna University MS in Human Leadership, University of Arizona Masters in Public Health (One alum is in the Ph.D. program in Ecology at UC Davis).

Several others have pursued other forms of continuing education, for example: Leed Certifications, Data Analytics, Speech Pathology, Aquarium Science, Insurance License, CompTIAA+, and GIS.

**The majority of the Sustainability Studies alumni,** whose information we were able to recover from LinkedIn, are working in fields or positions that are related to environmental sustainability (38) or social justice (14). Most have been involved in sustainability or social justice work or volunteering before and after graduation in one
way or another, including Green Campus Action Plan, Office of Sustainability, and CAFE. This information was not recorded for the purpose of this report.

**Current Employment of UCR Sustainability Studies Class of 2017~2021:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-profit</td>
<td>18 (+2 overlap with health)</td>
</tr>
<tr>
<td>Government</td>
<td>13</td>
</tr>
<tr>
<td>Education</td>
<td>13</td>
</tr>
<tr>
<td>Health related</td>
<td>10</td>
</tr>
<tr>
<td>For-profit</td>
<td>32</td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>10 (Attending school or volunteering)</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
</tr>
</tbody>
</table>

**Job placement examples:**

**Non-profit organizations:**
- California Conservation Corps Foundation, Water Education for Latino Leaders, Japanese Community Youth Council (sustainability content producer), The Sustainability Institute, Climate Resolve, One Cool Earth, Pathways Mgmt Group (education project manager), Leadership Council for Justice and Accountability (policy advocate), OC API Community Alliance (policy intern), National Community Renaissance (Affordable Housing), Southern California Mountains Foundation

**Government:**
- San Francisco Recreation & Park Department (environmental educator), US Forest Service, Inland Empire Utilities (composting assistant), US EPA (environmental protection trainee), City of El Cajon (Administrative/Planning Intern), Hawaii State Energy Office (community engagement specialist), EPA Regional WaterBoard, Riverside County (recycling specialist), California State Assembly (field representative), CivicSpark/Americorp (regional coordinator)

**Education:**
- UCR CNAS BEES (contracts and grants analyst), ICEF Public Schools (science teacher), UC Cooperative Extension (volunteer service coordinator), USC Dept. Population & Pub H (Research Project Specialist), Woodbury University (Community Outreach), UCR (Academic Advisor for Biology)

**Health:**
- Southern Arizona AIDS Foundation (prevention navigator), AIDS Healthcare Foundation (HIV testing counselor), IECP (Behavioral Therapist),

**For-profit:**
- Mark Thomas (Urban planning consultant), Avocado Green Brands (sustainable evolution team), Confluence Environmental Field Services (sampling technician), Triumvirate Waste Management (environmental specialist), Fireclay Tile (environmental health and safety specialist), Brimstone (associate chief of staff, LEED holder), Babcock Laboratories, VCA Green (Project administrator, LEED holder)
Based on these findings, we have revised the catalog description of the proposed Environmental Studies B.A. in order to suggest future career paths that reflect the existing record of the Sustainability Studies alumni. From here one, we will state in our documents and websites that the Environmental Studies program will prepare students to make career choices that involve:

promoting sustainable practices in various capacities as employees in public services, education, healthcare, or the private sector; joining nonprofit organizations with a focus on issues pertaining to environmental sustainability or social justice; or continuing their career development by pursuing professional and graduate education in sustainability, public policy, urban and regional planning, business, law, and public health.

As mentioned above, we have consulted with the Director of the Health Professions Advising Center about potential employment outcomes for Health Equity Studies majors. We are committed to working with the Advising Center to develop innovative programs that make our graduates competitive for entering the health professions as well as for employment in health-oriented corporations and community organizations.

- The overarching concern with this proposal seems to be one of: does the need for this new Department outweigh the ‘cons’? Given the high levels of concern from the aforementioned faculty executives, and the remaining concerns from an SOM perspective, this need does not appear to have been met in the present proposal.

The ‘cons’ raised by SOM FEC include: potential for “overlap” with other programs, the proposed department’s commitment to interdisciplinarity, and the number of faculty with whom the proposers have consulted. We believe that we have responded to these three concerns and respectfully suggest that the need is pressing for a department promoting humanities and social science research and education in these growing and essential fields. The existing Sustainability Studies major is strong and should not be allowed to sunset without a departmental home. We want to build a partner and a pipeline for SOM, in a spirit of collaboration.

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] New Department Pre-Proposal: Department of Environment, Sustainability, and Health Equity (ESHQ) in CHASS

Date: June 10, 2022

The School of Public Policy Executive Committee (SPP EC) reviewed the revised and resubmitted proposal for a Department of Environment, Sustainability, and Health Equity (ESHQ) in CHASS. Upon close review, the SPP EC determined that:

a. the revised and resubmitted proposal still insufficiently addresses several significant, substantive concerns that we raised during our December 2021 review of the previous draft, notably evading a response to a very legitimate concern that we raised
b. the responses to the various concerns submitted by Executive Council committees raises new issues that we note below in detail.

Given these factors, SPP remains strongly opposed to this proposed department, its programs, and its procession to a Divisional vote. We stand by our contention raised in our previous memo that this proposed department has significant redundancy with existing programs in CHASS, CNAS, SPP, and elsewhere throughout campus and co-opts campus-wide strengths (Environment and Health Equity) for the benefit of a small group of existing faculty currently located in one college who wish to relocate to a new department focused on their specific interests.

We respectfully disagree with the premise of this and following comments. The proposers in no way are proposing to operate to the exclusion of research and degree programs elsewhere on campus. If all research on health were to be contained within a single college, by the logic of the SPP FEC report, only faculty in the School of Medicine would be allowed to teach or research anything having to do with health. By the same logic, a degree program in Environmental Engineering would not be allowed to co-exist in the same institution as a degree program in Environmental Science. Our proposal is a distinctively humanistic and social scientific project that in no way co-opts or detracts from work in the natural scientific, medical, public policy, or engineering disciplines.

SPP’s Health and Population Policy track is the only program on campus that overlaps more than three or four courses with the proposed SEHE majors’ curriculum. The overlapping courses are
courses within CHASS that we developed, teach and voluntarily share, at this time, with SPP. Please see a fuller discussion of this issue below.

Below, I offer new concerns and suggestions that arose in our review of this most recent draft. Also, for the sake of record and context (especially for the benefit of Executive Council members who may be previously unfamiliar), I append below our prior memo from December 2021 where we raised our concerns and suggestions pertaining to our review of the previous draft of this proposal—some of which were not addressed by the proposal authors in this revision.

1. **Redundancy:** The revised proposal discusses how “There is some productive and exciting overlap between the proposed B.A. degree in Health Equity Studies and the School of Public Policy’s Health and Population Policy undergraduate degree track” (page 4) but never addresses the original and reasonable concern about (a) redundancy and (b) potential cannibalism (an unfortunate potential consequence of the campus budget model, as often honestly discussed in Senate Executive Council meetings). Though we raised these legitimate concerns in our previous memo, the authors’ response was evasive—claiming that our word choice was inappropriate (even though cannibalism is common terminology that we frequently encounter in the discourse of public policy, economics, political science, business, and other fields in which we engage) and retorting with a “red herring” point: “Many of the authors of this proposal have supported SPP and SPP students with mentorship and teaching (including one third of the courses listed in the SPP ‘Health and Population Policy’ curriculum) for years.”

   Though the authors’ response is off the point at hand, its focus on discussing existing courses organized around health (albeit as part of a non-CHASS program) actually substantiates our concern about redundancy with existing campus curriculum if a new program were created.

   To clarify our response regarding redundancy between the proposed Health Equity Studies major and the SPP Health and Population Policy undergraduate track: When SPP established the Health and Population track, SPP requested to use the proposers’ courses, which we were already teaching within CHASS. We happily agreed. These courses now constitute approximately one-third of that SPP track’s curriculum. We are now proposing to build a major on the basis of our own courses (again, courses that we proposed, developed and taught in CHASS, entirely independent of SPP and mostly prior to SPP’s existence), and the SPP FEC here objects that our proposed curriculum overlaps with their own track. There is a simple solution to this problem, which we were perhaps too polite to mention explicitly in our previous response. We can simply request to withdraw our CHASS courses from the SPP track, and any overlap or redundancy will be eliminated. We have no desire to have recourse to this solution but it would solve the issue.

   Our prior comments (see original memo below) on these two important matters were perhaps challenging. However, they were fair points, raised respectfully about a proposed program (not individuals) and in an effort to be constructive.

   Forgive us if we do not read these comments as constructive or challenging. We have asked the SPP FEC Chair and Chair of the SPP faculty to inform us what specific changes SPP is suggesting that we make to our proposal. We have not received any response. We held a parallel set of conversations with CNAS and SOM faculty, which have resulted in significant changes to our proposal. We are not rigid; we have responded to Senate members’ suggestions. Our reading of the SPP FEC’s report does not offer any avenues for accommodation. Our understanding from conversations with SPP faculty is that the SPP FEC is most concerned that SEHE will compete for enrollment with SPP’s undergraduate program. The FEC seems to
wish our proposal to fail entirely. In this we must respectfully disagree.

These concerns were informed by our careful review of the proposal draft at that time and our earlier good faith efforts to meet with the ESHE proposal leadership to raise our concerns about programmatic redundancies and cannibalism and identify practical solutions to avert such undesirable outcomes. Therefore, given the extent of such practical concerns that we raised previously (which matter in terms of impact on the welfare of students, CHASS, and campus) the authors’ refusal to provide a response is unfortunate. Such refusal neither assuages these significant and legitimate concerns about the proposed initiative nor strengthens the proposal’s justification for this department and the programs it plans to offer. Instead and unfortunately, the response undermines the authors’ claims that they want to reach out and collaborate with other campus units. Given our efforts (via meetings, emails, and Executive Council memos) to voice our concerns to the authors about redundancy and potential programmatic cannibalism and develop beneficial solutions, such a response only serves to further reinforce our existing concerns about this initiative’s willingness to carefully listen to other campus members’ perspectives and potentially build cross-campus collaborations with them (as argued on pages 9 and 11 of this revised proposal).

We are unaware of any efforts by the SPP FEC to reach out and meet with the proposers. The proposers contacted the SPP FEC Chair and Chair of SPP faculty several times, requesting meetings. An initial meeting took place in Summer 2021. The proposers’ follow-up email after that meeting did not receive any response. Multiple requests to meet the SPP FEC Chair and Chair of SPP faculty in August and September 2022 were deferred. The Chair of Faculty has invited the proposers to attend an SPP faculty meeting in October 2022, unfortunately too late to include in this Senate response. In the absence of communication from the SPP leadership, we are unable to glean any practical solutions from the SPP FEC’s reports. We have asked the SPP FEC Chair and Chair of SPP Faculty to specify changes that they would like to see us make to our proposal, and have not received any response as of this writing. That said, proposers have spoken individually with multiple SPP faculty, who do not share the SPP FEC reports’ assessment of our proposal and are supportive. We currently have three SPP faculty affiliated with the proposal.

1. The need for more science coursework in the curriculum. The foci of the proposed curricula sit at the nexus of the social sciences, humanities, and natural sciences. However, the scientific background that students will be required to take for such science-situated issues is still too limited (especially given the concern with providing students with sufficient—or ideally, better-than-sufficient—training for jobs and postgraduate training in many environment- and health-related programs).

Regarding the necessity of solid natural science (including statistics) training, we stand by our contention and constructive solution in our last review of the previous proposal draft:

“SPP faculty know well through their own involvement on policy panels and other advisement activities with decision-makers, many problems that we face in policy are based on ignorance of science. For issues related to environment, sustainability, and health inequity, it is crucial for students to have some grounding in the natural sciences via a science component to the curriculum. This curricular need provides UCR with a unique opportunity to create a truly campus-wide, interdisciplinary major/minor program that is co-led by a steering committee of faculty from multiple colleges and schools across campus and, in doing so, ensures students receive a comprehensive
interdisciplinary training experience in environment and sustainability or health equity.

We thank the School of Public Policy FEC for your assessment of our scientific and data science requirements. We have consulted with CNAS and SOM faculty regarding these requirements. As we mentioned in our response to the previous SPP FEC report, our data science requirement was designed and validated by Esra Kurum, SEHE faculty affiliate and member of the Statistics Department.

Just as CNAS or BCOE majors are required to engage with the broader social context in their Lower Division breadth courses, SEHE majors will be required to have a Lower Division-level understanding of the relevant sciences. Once majors reach the Upper Division level, they will receive humanities and social science training, including in their capstone research methods courses. As befits a CHASS degree, SEHE majors will receive advanced undergraduate training in arts, humanities and social science methods such as ethnography, sociology, literary theory, history and public humanities. Please see the report on employment outcomes of current Sustainability Studies alumni above, for evidence that such social science and humanities training is valuable on the job market.

We recognize that there is an urgent need for cross-college, cross-disciplinary collaboration in the areas of environment, sustainability and health. For example, in our conversations with CNAS faculty we floated the possibility of creating a non degree-granting structure, a Sustainability Studies Program, under which any college or department could offer a Sustainability Studies track. We hope to see such a structure emerge and we are committed to contributing toward it. A similar effort might emerge around health. Such efforts may not have an institutional partner in CHASS, however, unless the proposed department is approved.

2. Curricular Overlap in the Context of Strained Resources
   a. CHASS currently has a very large number of low major interdisciplinary programs while five departments (Economics, History, Political Science, Psychology, Sociology) teach more than two-thirds of its undergraduates. At a time of fiscal constraint and limited FTEs, it is difficult to justify the need for such a department in CHASS.

   The Sustainability Studies degree does not qualify as a “low major program” by any definition. In fact, it is the second fastest-growing major in CHASS. We anticipate that as the major gains visibility in the new department, and as we undertake recruitment campaigns, the major will maintain or increase its current enrollment of 85-100. Furthermore, we reject the logic denigrating “low major” programs. As of 2021, SPP has 283 undergraduate majors, which puts the entire SPP undergraduate enrollment well below the enrollment of several individual CHASS departments. Low enrollment in itself does not in any way reduce the value or importance of SPP or the SPP undergraduate program to UCR.

   Fortunately, fiscal and staffing conditions at UCR are improving. Already, the CHASS Dean’s office is currently hiring additional staff and reorganizing staff and CHASS administrative units to better serve CHASS departments, especially those previously housed in the Multidisciplinary Unit (MDU). In addition, California legislators and the Governor approved increased levels of spending for the UC system through the 2022 state budget. They also approved an additional $201 million for UCR in particular through passage of AB 2046. Moreover, UCR enrollment is also
growing, and expected to grow to 35,000 by 2030 according to the campus’ 2021
Long Range Development Plan. Given that we have an infusion of new state funds
and a growing student population, we believe this is an excellent time to develop new
majors at UCR, especially ones that address important public problems. Developing
new majors within CHASS will help us to better serve our growing undergraduate
student population by offering them additional classes and majors. In turn, this will
help to relieve enrollment pressures on impacted CHASS majors and enable more
students within those majors to access the classes they need to graduate on time.
Importantly, the CHASS Faculty Executive Committee is strongly supportive of the
proposed new department and the CHASS Dean supports the proposed department.

Specifically, the claim that interdisciplinary (non-departmental) programs do not get
the attention they need is inadequate to justify creating an entirely new department—
especially one that, per the construction of its curricula, is essentially two
interdisciplinary programs housed under one roof, with few faculty who actually
Teach and do research regarding health (and whom do not work in the areas of
environment and sustainability—and vice versa).

Creating a department will not fix this problem. Furthermore, while there is some
overlap between environment and health, there are many unique areas to both spheres
that make housing such a pairing under one department awkward and even ironically
niche.

Ultimately, the proposal conceptualizes Environment, Sustainability, and Health
(though the choice of narrowly focusing on “health equity” versus “health” more
broadly is curious and not consistent with other programs throughout the US) as
encompassing so much of everything that it lacks specificity.

SEHE is innovative in joining environmental studies with health, the arts, humanities
and social sciences. This intersection, far from “niche,” is rapidly gaining attention at
the global, national and local levels. The U.S. federal government’s Department of
Health and Human Services recently established an Office of Climate and Health
Equity to “address the impact of climate change on the health of the American
people.” Training and education are central to the Office’s mission. UC recently
established a multicampus Center for Climate, Health and Equity; a SEHE faculty
member, Jade Sasser, is among the Center’s leadership. Health equity is an
appropriate frame for an interdisciplinary department that spans the social sciences,
arts and humanities and engages with professional organizations including the Society
for Medical Anthropology, American Association for the History of Medicine, Health
Humanities Consortium and Medical Sociology. Many universities in the U.S. offer
Baccalaureate programs in health humanities and social sciences, with a variety of
degree titles; new programs are emerging, such as American University’s highly
successful degree in Environmental Sustainability and Global Health, that merge
environmental studies and health. The B.A. degree in Health Equity Studies fits
within this well established group. The two majors within SEHE are interwoven; they
share gateway and capstone research methods courses, as well as common Lower
Division and Upper Division courses. By joining environmental studies and health
equity, SEHE draws on deep and broad disciplinary traditions, while charting a
humanistic and social scientific field that joins two of the most pressing and
intertwined challenges of the 21st century.

Yet specificity is essential in justifying its novelty as value-added campus programs
and a department, as well as contending that the potential faculty who will be part of
this endeavor encompass the intellectual breadth needed to sufficiently meet what the authors are ultimately promising to the campus and students.

We suggest that the proposers’ collective expertise is more than sufficient to offer a full range of courses spanning health and environmental humanities, arts, and social sciences. Three of the proposers already offer a complete curriculum for the Sustainability Studies major; they are joined in this proposal by four additional faculty with expertise in environmental humanities and social sciences. Proposers with expertise in health humanities and social sciences include Tanya Nieri, Chioun Lee, Dana Simmons, Jennifer Syvertsen, Chikako Takeshita, Jade Sasser and Kim Yi Dionne. It is unclear whether the SPP FEC believes that our proposal is too narrow (“niche”) or too broad (“specificity is essential.”) We think our proposal is nicely balanced. Should any specificity be missing from our 130-page proposal, please indicate where.

b. In addition to impacts on units beyond CHASS, the proposal underestimates impact on existing CHASS departments given that the department will be formed by existing faculty moving their appointments out of their current departments and not via external recruitment. Notably, Sociology is down to 13 faculty members for more than 1000 majors. Three faculty members from Sociology are authors of this proposal (Lee, Nieri, and Reese). One can only infer that, if this proposal were to be approved, all three would move their appointments out of Sociology. If so, that would leave 10 faculty in Sociology—a loss of nearly 25% of faculty in a very small department that has a high teaching responsibility to CHASS. Likewise, History would lose two from its 25 faculty, GSST would lose three (25%) of its 12 ladder rank faculty, and, if author Ann Cheney moved from SOM to this new program, SPPM would lose one (25%) of its only four ladder rank faculty—at a time when that department is proposing a new graduate program (previously submitted to Executive Council for review).

We thank SPP FEC for your concerns regarding CHASS departments. The CHASS Faculty Executive Committee, whose purview includes all the departments mentioned above save SPPM, is strongly supportive of the proposed new department. The CHASS Dean supports the proposed department. We have been in close contact with the CHASS Office of the Dean to ensure that the new department will not negatively impact other departments in CHASS. Some faculty are planning partial transfers of FTE in order to continue to serve their home departments. Faculty will also transfer FTE and teaching responsibilities from their current departments in an intentional, stepwise manner so as to minimize impact. There is ample precedent for faculty transferring their lines to other CHASS departments (and indeed to SPP); it is possible for such faculty to write MOUs with the current departments to continue to teach one or more courses for the latter department. Only 1.5 FTE transfers from Sociology is projected (see FTE forecast on pages 44-45 in the proposal). Ann Cheney will remain a faculty affiliate and will not transfer FTE from SOM to CHASS.

In 2020, GSST faculty decided that GSST will no longer support the existing Sustainability Studies major, which does not fit with the department’s vision for future development. This decision, in fact, was the original impetus for the new department proposal. GSST is therefore fully supportive of the transfer of the existing Sustainability Studies major (renamed Environmental Studies), and its associated
faculty, to the new department. GSST will be minimally affected by the departure of the three faculty since they almost exclusively teach the Sustainability Studies major. (Please see GSST Chair Jane Ward’s letter of support attached to the proposal.) The three will continue to teach the courses necessary for the current majors by cross-listing them with the new department.

This under-estimated impact also applies to consideration of existing, already-extended staff with the creation of a new department (page 49). It is easy to consider one’s own staffing needs, but difficult to consider how much impact such shared staffing proposals will have on established programs that are already under-resourced (as noted by the proposal). This includes grant administration (and the between-unit sharing of such personnel).

The CHASS Dean, in a letter to Senate Chair Stajich, committed to supporting the proposed SEHE department. CHASS is developing staffing plans that account for SEHE’s future existence.

It is commendable that the future faculty are “actively seeking grant funding to bring resources to the university” (page 6). But, at risk of stating the obvious, submitted proposals for competitive funding are not the same thing as proposals funded and unreliable sources of income, especially given the relative size of humanities grants and the overall small number of faculty.

Thank you for this prompt to share our success in gaining grants and funding for the proposed new department. Proposers have been awarded the following grants to support development of SEHE: the UCOP Advancing Faculty Diversity award ($500,000); the NEH Humanities Connections Award ($35,000); and the UCHRI “Living Through Upheaval” Grant ($10,000). Although we are proud of our success in this area, we would be surprised to see the Senate make prior fundraising a prerequisite for successful curricular proposals.


The proposal makes much of the collaboration of the designated faculty, but there is no evidence provided about any co-authored papers and co-PIs on grants from among the faculty listed on the front page of the proposal. For example, it was noted that the $500,000 UCOP grant listed was not under grants awarded. Who was the PI and the co-PIs of that grant? Research on cluster hiring indicates that these kinds of interdisciplinary programs work better when the members of the clusters have published or submitted grants together prior to formation of the cluster. Appendix A of this revised proposal lists grants by faculty, but none of the grants listed show any indication of collaboration among any of the authors of this proposal.

As we state in the proposal, we have been working together on intellectual and institutional projects for (in most cases) over a decade. Co-PIs on the UCOP grant include proposers Kim Yi Dionne and Jennifer Syvertsen (alongside João Costa Vargas and Melissa Wilcox). Co-PIs on the NEH grant include fourteen of the proposal’s authors and affiliates. Co-PIs on the UCHRI grant include Michelle Raheja and Dana Simmons. Co-PIs of an OASIS grant awarded this past summer, “CREATE-IE” (which focuses on the electrification of the region’s logistics industry), include Emmons Allison, Gudis, and Reese. Chikako Takeshita’s
OASIS grant on building community resilience to extreme heat was also awarded. To be clear, our proposal for a new department is not related to cluster hiring.

Also, many of the grants listed are expired (some several years ago) or will expire this year and some are by people not affiliated with the program (Bruce Link in SPP).

We included recent grants on that list, including some that have expired. A correction: Bruce Link is a faculty affiliate of SEHE, and he submitted his grants for inclusion on our list.

4. **Departmental leadership.** This revised proposal is now much clearer in identifying who are the faculty actually involved with this initiative. However, of the proposal authors—whom we presume will all move into this new department—only one is a full professor. The other faculty listed are associate and assistant professors. This is unusual and certainly not ideal for any department (at UCR or any other UC campus). Also, in terms of administrative and service workload, such rank composition presents numerous challenges—especially to junior faculty in terms of service.

Thank you for your concern about the proposers’ administrative and service workload and our promotions. As our FTE projections (pages 44-45 in the proposal) indicate, we expect that at least two of our faculty will have advanced to Full prior to joining the proposed department. There is only one assistant professor currently listed in the proposal who we expect to be advanced to an associate professor this year. Initially, the department will have no nontenured faculty members.

We agree that it is important to keep administrative and service workloads manageable, commensurate to one’s rank, and to protect the research time of assistant professors, and we have collectively developed various strategies for doing this based on our collective university and leadership experiences. Combined, the faculty proposers have 170 years of experience as UCR faculty and another 26 years of experience at other universities. Moreover, our group of faculty proposers includes multiple faculty with advanced leadership experience (including two former department chairs, one former department co-Chair, two past and present directors of the Global Studies program, a present director of the Labor Studies program, former Director of the California Center for the Native Nations, incoming Faculty Director of the Office of Sustainability, several FEC and Executive Council members and one former Vice Chair of the Academic Senate). We are fully prepared to invest in this endeavor.

In closing, we wish to re-emphasize a point from our prior review: given the broad intellectual expanse that this proposed department tries to encompass and bridge, there is great potential and need for this proposal’s ideas to manifest in the form of a truly cross-campus, interdisciplinary program—one that draws on the relevant scholarly and training strengths found throughout all of UCR’s colleges and schools for maximum benefit to students and the campus alike, in a manner that reflects the campus-wide intellectual and programmatic culture of many of our R1 peer campuses. This point is critical given the extent of such environment, sustainability, and “health, society, and culture” programs throughout the US and the substantial opportunity costs this new initiative will present to our resource-strained campus and the college in which it will be located in its current conception. The point here extends beyond this particular proposal to proposals in general: given opportunity costs and resource constraints, it is crucial for our campus to consider how such ventures can be developed in a manner that offers an improvement on what similar programs exist on other campuses versus simply matching or, worse, suboptimally trying to replicate
those programs.

Please see our comments above regarding cross-campus collaboration and “replication.” We do not believe that the SPP FEC has demonstrated any unusual or excessive opportunity costs associated with the proposed new department SPP FEC seems most strongly, and perhaps unusually (given the FEC’s purview), concerned about internal matters within CHASS and the proposers’ workload. The CHASS FEC, CHASS Dean, and the proposers feel that the outcome is valuable enough to merit our college’s investment. We suggest that SEHE will open new and valuable opportunities for UCR students and faculty.

Sincerely,

Richard M. Carpiano, Ph.D., M.P.H.
Professor of Public Policy
EXECUTIVE COUNCIL

July 6, 2022

To: Chikako Takeshita
Professor of Gender and Sexuality Studies and Lead Proponent

From: Jason Stajich
Chair, Riverside Division

RE: Proposal to Establish a Department of Environment, Sustainability, and Health Equity (ESHE) at UC Riverside

Dear Chikako,

I write to provide the review comments regarding the proposal to establish a Department of Environment, Sustainability, and Health Equity in the College of Humanities, Arts, and Social Sciences (ESHE) at UC Riverside. Below are discussion comments from Executive Council meetings on June 13 and June 27, 2022 and attached are response memos from committees tasked with review.

Some Executive Council members felt the proponents' response to pre-proposal critiques were casual and that the subsequent proposal does not make a strong case for the establishment of ESHE. A member mentioned that the faculty makeup is not diverse and expressed concern regarding potential faculty hiring in the new department. On the contrary, another member did not assess the proposed faculty makeup as lacking diversity.

Generally, Executive Council is mixed in their sentiment regarding the proposed department. Some emphatically against and others equally in favor of establishment. Nonetheless, the group agreed that it is imperative that proponents respond in writing with a clear and compact response to the review critiques so that the proposal, critiques, and responses to Senate review comments are available to the Division.

Now that review comments have been provided to you, please send to the attention of the Division Chair, with courtesy copy to the Executive Director, either option 1 or 2 below:

1. a response document, by October 3, 2022, that replies to critiques and questions put forth via this and the attached comment memos so that this information can be provided to Senate members at large as part of the Fall 2022 Division meeting agenda. (Executive Council strongly suggests a format that includes the restatement of the question or issue followed immediately by the response) or;

2. a revised proposal that utilizes the comments from this review. This would- be considered a “revised proposal” and the document would not start at the beginning as a pre-proposal. I do not provide a due date here as a revision would, of course, be done in the timeframe that is best for the proponents.

Sincerely,

/s/ Jason
COMMITTEE ON ACADEMIC PERSONNEL

May 16, 2022

To: Jason Stajich  
Chair, Riverside Division Academic Senate

Fr: Sean Cutler  
Chair, Committee on Academic Personnel

Re: [Campus Review] Department Proposal: Department of Environment, Sustainability, and Health Equity (ESHE)

CAP discussed the full proposal for the proposed Department of Environment, Sustainability, and Health Equity (ESHE) – in CHASS on May 2, 2022. By a vote of +9-0-0, CAP was unanimously supportive of the proposed new department.

CAP found that the proposing committee addressed the feedback CAP provided on the pre-proposal, including FTE transfers, standards for merits and promotions, and Bylaw 55 and the rank distribution of the department’s initial faculty cohort.
COMMITTEE ON EDUCATIONAL POLICY

June 1, 2022

To: Jason Stajich, Chair
    Riverside Division

From: Lorenzo Mangolini, Vice Chair
      Committee on Educational Policy

RE: Proposal for the Establishment of a Department of Environment, Sustainability, and Health Equity in CHASS

The Committee on Educational Policy* reviewed the proposal for the establishment of a Department of Environment, Sustainability, and Health Equity in CHASS at their May 6, 2022 meeting.

The Committee remains concerned with how the proposed department will interact with established departments in CHASS and the potential for the proposed new department to absorb resources from other departments and programs. The Committee recommends that the proposal be updated to document how this issue will be addressed.

The Committee recommends that the proposal be updated to document how the proposed new department will benefit undergraduate students and how the proposed department plans to attract undergraduate students to the majors to be offered.

Lastly, the Committee recommends that the proposal be sent to BCoE for review, as there is potential overlap between the proposed new department and Engineering disciplines.

*The Committee on Educational Policy Chair Juliann Allison recused themself from the Committee’s discussion and finalization of the response due to a conflict of interest.
To: Jason Stajich  
Riverside Division Academic Senate

From: Katherine Stavropoulos, Chair  
Committee on Diversity, Equity, & Inclusion

Re: [Campus Review] Department Proposal: Department of Environment, Sustainability, and Health Equity (ESHE)

The DEI committee reviewed the Proposal for a Department of Environment, Sustainability, and Health Equity (ESHE) and has no additional comments.
June 2, 2022

To: Jason Stajich, Chair  
Riverside Division

From: Weixin Yao, Chair  
Committee on Research

Re: 21-22. CR. Department of Environment, Sustainability, and Health Equity

The committee on research reviewed the proposal and would like further explanation on how the FTE transfer would function and more details on potential impact on existing departments.
COMMITTEE ON COURSES

June 3, 2022

To: Jason Stajich, Chair
Riverside Division

From: Stephanie Dingwall, Chair
Committee on Courses

Re: New Department Proposal for the Department of Environment, Sustainability, and Health Equity in CHASS

The Committee on Courses reviewed the proposal for a Department of Environment, Sustainability and Health Equity in CHASS and had no concerns related to the Committee’s charge of courses and instruction.
COMMITTEE ON FACULTY WELFARE

May 17, 2022

To: Jason Stajich
Riverside Division Academic Senate

Fr: John Heraty, Chair
Committee on Faculty Welfare

Re: [Campus Review] Department Proposal: Department of Environment, Sustainability, and Health Equity (ESHE)

The Committee on Faculty Welfare met on May 17, 2022 to evaluate the proposal for the establishment of the Department of Environment, Sustainability, and Health Equity (ESHE) in CHASS. Faculty Welfare approved the proposal and the responses the proposers provided to Faculty Welfare’s review of the pre-proposal.
Graduate Council reviewed the proposal for a new Department of Environment, Sustainability, and Health Equity (ESHE) at their May 19, 2022 meeting. The Council approved the new department but would like to provide some comments that will hopefully be considered for a future version of the proposal. Based on the information included in the proposal (nature of training provided by the proposed courses and expertise of the associated faculty), it was unclear how the students will be prepared for the type of green jobs and environmental related careers that are listed in the proposal. The Council encourages the proposers to be clear and transparent in the proposal body and the proposed catalog description of the department/program/major what types of sustainability-related jobs their majors are qualified to apply to. Including concrete numbers of where recent graduates from the existing Sustainability Studies major (those who started in the major as Freshmen and not transfers from CNAS) are currently working will help. Additionally, they are encouraged to reach out to the School of Public Policy to be able to provide more course offerings with a technical background to their students.
June 6, 2022

To: Jason Stajich, Chair
    Riverside Division

From: Manu Sridharan, Chair
      Committee on Library and Information Technology

Re: 21-22. CR. Department of Environment, Sustainability, and Health Equity

The Committee on Library and Information Technology reviewed the proposal and was overall supportive. The committee felt that the proposal would be stronger with additional data from outside sources like Emsi or EAB showing the demand for the new major from prospective students and in the labor market.
To: Jason Stajich, Chair
    Riverside Division

From: Dana Simmons, Chair
      Planning & Budget

Re: [Campus Review] Department Proposal: Department of Environment, Sustainability, and Health Equity (ESHE)

Planning & Budget reviewed the proposal for a new department of Environment, Sustainability, and Health Equity (ESHE) at their May 17, 2022 meeting. A majority of the committee voted to approve the proposal as written.
COMMITTEE ON UNDERGRADUATE ADMISSIONS

May 20, 2022

To: Jason Stajich, Chair
   Riverside Division

From: Wallace Cleaves, Chair
   Committee on Undergraduate Admissions

Re: Campus Review - New Department Proposal for the Department of Environment, Sustainability, and Health Equity in CHASS

The Committee on Undergraduate Admissions reviewed the New Department Proposal for the Department of Environment, Sustainability, and Health Equity (ESHE) in CHASS and are supportive of the proposal.
June 09, 2022

TO: Jason Stajich, Chair
Riverside Division of the Academic Senate

FROM: John Kim, Chair
CHASS Executive Committee

RE: Department Proposal: Department of Environment, Sustainability, and Health Equity (ESHE)

The CHASS Executive Committee (EC) has reviewed the proposal, dated March 31, 2022, for the establishment of a Department of Environment, Sustainability and Health Equity (ESHE) to be housed in CHASS; we enthusiastically endorse this proposal and commend the proposers for their comprehensive and meticulous revisions responding to the comments by other executive committees and Senate committees on their pre-proposal.

In this memorandum, we reaffirm the previous CHASS EC’s endorsement, dated June 21, 2021, of ESHE’s core mission focusing on the humanistic and social scientific dimensions of environmental studies, sustainability studies and health equity studies. Additionally, we highlight how the proposers have superbly addressed the various concerns that were raised in the campus-wide review of its pre-proposal.

The departmentalization of ESHE will address a significant lacuna in UCR’s existing strengths in environmental studies, sustainability studies and health equity studies across UCR’s colleges/schools and will certainly create new synergies among them. To name a few, UCR is the home to the Department of Environmental Engineering (BCOE); the Center for Environmental Research and Technology (BCOE); the Department of Environmental Science (CNAS); the Center for Conservation Biology (CNAS); the Environmental Dynamics and Geo-Ecology Institute (CNAS); the California Agriculture and Food Enterprise (CNAS), the Center for Health Disparity Research (SoM); Department of Social Medicine, Population and Public Health (SoM); a undergraduate major in Public Policy with one track in Health and Population Policy and another in Urban/Environmental Policy (SPP); as well as an undergraduate major in Operations and Supply Chain Management with a faculty focused on sustainable procurement (SoB).
Missing in these rich and diverse offerings is an academic unit dedicated to the *humanistic* and *social scientific* dimensions: How do humans reflect upon and respond to environmental disaster? How is climate change affecting societal values and young people’s worldviews and their relationship to nature? How do societies grapple with questions of sustainability under unsustainable conditions? What are the social, political, and philosophical implications of massive inequalities in health care? How can we conceptualize and promote environmental and health justices in light of historical racism, sexism, and colonialism as well as the neoliberal global capitalism? ESHE complements other academic units’ work on the scientific and pragmatic aspects of environmental and health and brings it to a full circle by addressing the human and social dimensions of environment, sustainability, and health equity.

Departmentalization is essential to providing a stable institutional home for this critical work.

In this sense, the proposers of ESHE have superbly addressed the various concerns that have been raised by other executive committees. In addition to their responses, the CHASS EC notes the following: the wide range of units that use the term “environment” or “environmental” in their names demonstrates that this term is not exclusive to a specific discipline. Rather, the notion of the “environment” is necessarily multifaceted as it is literally all-“encompassing” having aspects that pertain to engineering, the physical and biological sciences, medicine, public policy, business and the humanities and social sciences. There are in fact multiple UC campuses that offer both an Environmental Studies B.A. that is oriented towards the humanities and social sciences along with a B.S. in the environmental sciences, demonstrating that this is a common practice.

The CHASS EC also notes the proposers’ response to SPP EC’s objections, which call the ESHE proposal “cannibalistic.” We note, in concert with the proposers, that the perception of “cannibalism” stems from the fact that 11 of SPP’s courses are taught by the ESHE proposers themselves. Far from “cannibalism,” this overlap between ESHE and SPP points to the kind of productive collaborative synergies that can arise when colleges/schools work together toward the common goal of educating our students. Moreover, the CHASS EC also notes the fundamentally differing missions of CHASS and SPP. The fundamental mission of SPP is to develop answers for policy-based implementation; the fundamental mission of CHASS is to develop questions for philosophical and historical reflection as well as social practice. The two pedagogical missions overlap in appearance but remain fundamentally different. It should be further noted that ESHE has made concessions at the request from SPP to remove all PBPL courses from ESHE’s curricula. However, ESHE faculty’s courses will continue to be open to PBPL students.

In view of the proposers’ demonstrated success with the Sustainability Studies major which has grown to 100 majors in just seven years, it is without a doubt that ESHE will continue to grow as it serves CHASS students who are interested in the humanistic and social scientific aspects of environmental studies, sustainability studies, and health equity studies. ESHE’s two proposed majors in Health Equity Studies and Environmental and Sustainability Studies would go hand-in-hand with majors in thematically related areas in BCOE, CNAS, SoB, and SPP and could serve as a pipeline for prospective graduate students in a broad range of social science and humanistic disciplines as well as the SoM, SPP and SoB. As the proposers note on page 127 of their proposal, many of the top 100 fastest growing occupations in California are related to health and
the environment, many of which do not require highly specialized scientific, engineering or medical knowledge but do require a broad philosophical understanding of issues related to healthcare and the environment, such as, public relations specialists, educators, community organizers, attorneys, or health care administrators and medical social workers, to name just a few.

The proposers of ESHE have already demonstrated their own sustainability and prospects for future growth through their impressive $496,570 UCOP grant in their collaborative project with the newly established Department of Black Study. Their grant, “Advancing Faculty Diversity and Epistemologies in Black Study, Health and Environmental Inequalities,” demonstrates the possibilities available when other units on campus collaborate with ESHE to address some of the most urgent questions of our time, namely, the environment, sustainability and health equity. The ESHE proposers also won a $35,000 NEH Humanities Connection grant that supports “innovative curricular approaches that foster partnerships among humanities faculty and their counterparts in the social and natural sciences and in pre-service or professional programs.” The collaborative possibilities with BCOE, CNAS, SoB, SoM, SPP or other units in applying for grants are potentially boundless.

It is in this sense that the CHASS EC enthusiastically endorses the ESHE proposal, as its implementation will contribute greatly in complementing and completing UCR’s impressive profile in these three areas by introducing the currently missing humanistic and social scientific aspects of these most urgent questions of our time.
31 May 2022

To: Jason Stajich, Chair
    Riverside Division

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

Re: Campus Review - CNAS EC Response to Revised ESHE Department Proposal

The CNAS Executive Committee (EC) has reviewed the revised proposal for the establishment of a Department of Environment, Sustainability, and Health Equity, (ESHE) to be housed in CHASS. The revised proposal has addressed some of our previous concerns, most substantively by removing the bachelors of science degree plan. However, many of the problems that we identified with the initial proposal have not been addressed. The response of the proposers to these issues were insufficient and, in some cases, dismissive. The following major problems remain:

(1) overlap with the ENSC undergraduate program,

(2) a misalignment between the potential composition of ESHE faculty and some of the proposed undergraduate major fields of study, and

(3) a lack of evidence of post-graduation outcomes for previous Sustainability Studies majors.

We continue to believe that advancing sustainable and equitable interactions between humans and the environment is a critical part of the University and CNAS missions, and we welcome efforts to bring together humanities and natural sciences disciplines in this pursuit.
(1) We now formally request that “Environment” be removed from the proposed department name. The term “Environment” continues to be used loosely throughout the proposal. We reiterate our previous statement on this topic: a comprehensive description of the environment as it relates to finding sustainable environmental solutions is defined as the physical, chemical and biological factors as well as processes that control transfer of mass and energy among multiple components of the Earth system as well as the human system that interacts with them. The new Department only marginally captures training in the latter. Therefore, a more appropriate name might be the “Department of Sustainability and Health Equity.” However, “sustainability” implies having science represented, which it is not, so this is still problematic.

Furthermore, ENSC was again not directly consulted before submission of the revised proposal. This is consistent with the lack of consultation with ENSC noted in the CNAS EC comments on the initial proposal, and contrary to the disingenuous statement in the revised proposal that the proposers “continue to work to build dialogue and collaboration” (page 11). As a result, potential overlap with ENSC as well as inaccurate and misleading statements of ENSC’s mission and undergraduate programs continue to be an issue. Once again, further consultation with CNAS departments, particularly ENSC, is recommended, as it will result in a better union of natural and social sciences topics and training, which is required to advance sustainability. The EC continues to see many potential opportunities for synergy between a Department of Sustainability and Health Equity and CNAS Departments.

(2) We remain disappointed in the potential creation of a department where required scientific expertise is completely missing among the participating faculty (pages 50-51 of the proposal). It remains unlikely that the participating faculty will be able to deliver and achieve many of the stated educational/research goals of the proposed department, as strong scientific and technical expertise in the natural sciences serve as the foundation for identification and mitigation of environmental health challenges that we continue to face at multiple scales within the United States and abroad. The fact that such expertise is required from faculty outside of ESHQ continues to highlight the importance for deeper consultation with relevant CNAS Departments during the development of the new Department.

(3) We continue to be concerned that the students graduating with degrees in the proposed majors will have poor post-graduation outcomes as a result of the training and education insufficiencies noted above. Although the proposal still claims that the new Department will prepare students to effectively enter
the workforce and contribute to the solutions of environmental and sustainability problems, the proposers continue to provide anecdotal evidence of outcomes for previous Sustainability Studies majors and have added a new list of “Careers related to ESHE for Undergraduate Majors” (Appendix D). Many of the potential careers in Appendix D appear to be poorly matched to the proposed undergraduate program. Two environmental related occupations with projected growth in CA are identified: "Solar photovoltaic installers," and "zoologists and wildlife biologists." How would a BA degree in the proposed program prepare a student for these careers? Solar photovoltaic installers do not require a BA, and the groundwork to be a zoologist/wildlife biologist does not exist in the proposed curriculum. For the proposed BA degree, students take only 2 science courses, of which only one is in biology. Although the proposal contains a list of different areas under "Best Careers for Environmental Studies majors" (p. 131), there is still no evidence how the proposed curriculum prepares students for these career titles. For example, a graduate with a BA degree obtained under this curriculum will not be qualified for an "environmental engineer" position as claimed. Some of the other positions require higher degrees (law, teaching credential, etc.). Lastly, the proposers refer to the list of careers from UCSB's Environmental Studies major; however, the scope of the program at UCSB is very different than the proposed curriculum under review here at UCR. The Environmental Studies major at UCSB is under the Division of Mathematical, Life, and Physical Sciences.

Finally, we reiterate our request that the proposal include a good-faith effort to assess post-graduation outcomes for the nearly 187 students that have graduated with a BS in Sustainability Studies since 2016/2017, as these data are critical for justifying expansion of enrollment within the new Sustainability and Health Equity program. This information can be obtained by reaching out to SUST alumni and tracking down these data since 2016/2017. This is important information that needs to be provided, as we suspect that a large percentage of these students ended up in jobs outside of the field of sustainability studies.

The bottom line is that the CNAS Executive Committee is strongly opposed to this proposal and we do not want to see it put up for a vote in the Divisional Meeting.
June 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: Response to [Campus Review] Department Proposal: Department of Environment, Sustainability, and Health Equity (ESHE)

Dear Jason,

The SOM Faculty Executive Committee has reviewed the Proposal for the Department of Environment, Sustainability, and Health Equity (ESHE).

Given the focus of the new Department to promote the preparation and training of UCR undergraduate students for careers related to social and health equity, we see the new Department serving as a possible complement to the work of the SOM. Notably, the new Department has potential to support/bolster the work and mission of the SOM Center for Healthy Communities and Department of Social Medicine, Population, and Public Health by preparing UCR students to pursue graduate education within our (1) forthcoming health equity-focused Masters of Public Health program, and (2) current medical school curriculum.

At the same time, several concerns with this proposal remain, despite the attempts to respond to the list of substantive issues raised and communicated to the proposers, not just by ourselves, but by the faculty executive committees (FEC) of CNAS and SPP in particular.

- Concerns remain about the potential damage this will do to other Departments who already have courses that overlap with this proposed new Dept., and whether this will create unnecessary competition for limited resources.
- There appears to be a lack of tangible discussion and negotiations with these overlapping programs that preclude it from being truly interdisciplinary. This is reflected by language used in response to prior comments raised by SOM FEC (see Table of Responses to Specific Committee Reports – page 12). In response to SOM FEC comment regarding a need for greater involvement and support from SOM faculty - including the SOM Dean -, the very non-committal response is provided that “We welcome that possibility and are making efforts to reach out”. This does not inspire confidence that the SOM FEC concerns are being taken seriously.
In addition, a more robust effort at being truly interdisciplinary appears to have been assumed by many of the external letter writers than has actually been engaged in by the proposers.

There is also concern about the potential exaggeration of how beneficial this degree will be to graduates on the job market. It is unclear how this B.A. degree (now that the B.Sc. degree option has been dropped due to an acknowledgement of the lack of a sufficiently scientific foundation of this program) will enable graduates to access careers as therapists, zoologists, wildlife biologists or solar voltaic installers (the top listed “fastest-growing occupations” in Appendix D: Careers related to ESHE for undergraduate majors).

The overarching concern with this proposal seems to be one of: does the need for this new Department outweigh the ‘cons’? Given the high levels of concern from the aforementioned faculty executives, and the remaining concerns from an SOM perspective, this need does not appear to have been met in the present proposal.

Yours sincerely,

Declan F. McCole, Ph.D.
Chair, Faculty Executive Committee School of Medicine
The School of Public Policy Executive Committee (SPP EC) reviewed the revised and resubmitted proposal for a Department of Environment, Sustainability, and Health Equity (ESHQ) in CHASS. Upon close review, the SPP EC determined that:

a. the revised and resubmitted proposal still insufficiently addresses several significant, substantive concerns that we raised during our December 2021 review of the previous draft, notably evading a response to a very legitimate concern that we raised
b. the responses to the various concerns submitted by Executive Council committees raises new issues that we note below in detail.

Given these factors, SPP remains strongly opposed to this proposed department, its programs, and its procession to a Divisional vote. We stand by our contention raised in our previous memo that this proposed department has significant redundancy with existing programs in CHASS, CNAS, SPP, and elsewhere throughout campus and co-opts campus-wide strengths (Environment and Health Equity) for the benefit of a small group of existing faculty currently located in one college who wish to relocate to a new department focused on their specific interests.

Below, I offer new concerns and suggestions that arose in our review of this most recent draft. Also, for the sake of record and context (especially for the benefit of Executive Council members who may be previously unfamiliar), I append below our prior memo from December 2021 where we raised our concerns and suggestions pertaining to our review of the previous draft of this proposal—some of which were not addressed by the proposal authors in this revision.

1. **Redundancy:** The revised proposal discusses how “There is some productive and exciting overlap between the proposed B.A. degree in Health Equity Studies and the School of Public Policy’s Health and Population Policy undergraduate degree track” (page 4) but never addresses the original and reasonable concern about (a) redundancy and (b) potential cannibalism (an unfortunate potential consequence of the campus budget model, as often
honestly discussed in Senate Executive Council meetings). Though we raised these legitimate concerns in our previous memo, the authors’ response was evasive—claiming that our word choice was inappropriate (even though cannibalism is common terminology that we frequently encounter in the discourse of public policy, economics, political science, business, and other fields in which we engage) and retorting with a “red herring” point:

“Many of the authors of this proposal have supported SPP and SPP students with mentorship and teaching (including one third of the courses listed in the SPP ‘Health and Population Policy’ curriculum) for years.”

Though the authors’ response is off the point at hand, its focus on discussing existing courses organized around health (albeit as part of a non-CHASS program) actually substantiates our concern about redundancy with existing campus curriculum if a new program were created.

Our prior comments (see original memo below) on these two important matters were perhaps challenging. However, they were fair points, raised respectfully about a proposed program (not individuals) and in an effort to be constructive. These concerns were informed by our careful review of the proposal draft at that time and our earlier good faith efforts to meet with the ESHE proposal leadership to raise our concerns about programmatic redundancies and cannibalism and identify practical solutions to avert such undesirable outcomes. Therefore, given the extent of such practical concerns that we raised previously (which matter in terms of impact on the welfare of students, CHASS, and campus) the authors’ refusal to provide a response is unfortunate. Such refusal neither assuages these significant and legitimate concerns about the proposed initiative nor strengthens the proposal’s justification for this department and the programs it plans to offer. Instead and unfortunately, the response undermines the authors’ claims that they want to reach out and collaborate with other campus units. Given our efforts (via meetings, emails, and Executive Council memos) to voice our concerns to the authors about redundancy and potential programmatic cannibalism and develop beneficial solutions, such a response only serves to further reinforce our existing concerns about this initiative’s willingness to carefully listen to other campus members’ perspectives and potentially build cross-campus collaborations with them (as argued on pages 9 and 11 of this revised proposal).

2. **The need for more science coursework in the curriculum.** The foci of the proposed curricula sit at the nexus of the social sciences, humanities, and natural sciences. However, the scientific background that students will be required to take for such science-situated issues is still too limited (especially given the concern with providing students with sufficient—or ideally, better-than-sufficient—training for jobs and postgraduate training in many environment- and health-related programs).

Regarding the necessity of solid natural science (including statistics) training, we stand by our contention and constructive solution in our last review of the previous proposal draft:

“SPP faculty know well through their own involvement on policy panels and other advisement activities with decision-makers, many problems that we face in policy are based on ignorance of science. For issues related to environment, sustainability, and health
inequity, it is crucial for students to have some grounding in the natural sciences via a science component to the curriculum. This curricular need provides UCR with a unique opportunity to create a truly campus-wide, interdisciplinary major/minor program that is co-led by a steering committee of faculty from multiple colleges and schools across campus and, in doing so, ensures students receive a comprehensive interdisciplinary training experience in environment and sustainability or health equity.

3. Curricular Overlap in the Context of Strained Resources

a. CHASS currently has a very large number of low major interdisciplinary programs while five departments (Economics, History, Political Science, Psychology, Sociology) teach more than two-thirds of its undergraduates. At a time of fiscal constraint and limited FTEs, it is difficult to justify the need for such a department in CHASS. Specifically, the claim that interdisciplinary (non-departmental) programs do not get the attention they need is inadequate to justify creating an entirely new department—especially one that, per the construction of its curricula, is essentially two interdisciplinary programs housed under one roof, with few faculty who actually teach and do research regarding health (and whom do not work in the areas of environment and sustainability—and vice versa). Creating a department will not fix this problem. Furthermore, while there is some overlap between environment and health, there are many unique areas to both spheres that make housing such a pairing under one department awkward and even ironically niche. Ultimately, the proposal conceptualizes Environment, Sustainability, and Health (though the choice of narrowly focusing on “health equity” versus “health” more broadly is curious and not consistent with other programs throughout the US) as encompassing so much of everything that it lacks specificity. Yet specificity is essential in justifying its novelty as value-added campus programs and a department, as well as contending that the potential faculty who will be part of this endeavor encompass the intellectual breadth needed to sufficiently meet what the authors are ultimately promising to the campus and students.

b. In addition to impacts on units beyond CHASS, the proposal underestimates impact on existing CHASS departments given that the department will be formed by existing faculty moving their appointments out of their current departments and not via external recruitment. Notably, Sociology is down to 13 faculty members for more than 1000 majors. Three faculty members from Sociology are authors of this proposal (Lee, Nieri, and Reese). One can only infer that, if this proposal were to be approved, all three would move their appointments out of Sociology. If so, that would leave 10 faculty in Sociology—a loss of nearly 25% of faculty in a very small department that has a high teaching responsibility to CHASS. Likewise, History would lose two from its 25 faculty, GSST would lose three (25%) of its 12 ladder rank faculty, and, if author Ann Cheney moved from SOM to this new program, SPPM would lose one (25%) of its only four ladder rank faculty—at a time when that department is proposing a new graduate program (previously submitted to Executive Council for review).
This under-estimated impact also applies to consideration of existing, already-extended staff with the creation of a new department (page 49). It is easy to consider one’s own staffing needs, but difficult to consider how much impact such shared staffing proposals will have on established programs that are already under-resourced (as noted by the proposal). This includes grant administration (and the between-unit sharing of such personnel).

It is commendable that the future faculty are “actively seeking grant funding to bring resources to the university” (page 6). But, at risk of stating the obvious, submitted proposals for competitive funding are not the same thing as proposals funded and unreliable sources of income, especially given the relative size of humanities grants and the overall small number of faculty.


The proposal makes much of the collaboration of the designated faculty, but there is no evidence provided about any co-authored papers and co-PIs on grants from among the faculty listed on the front page of the proposal. For example, it was noted that the $500,000 UCOP grant listed was not under grants awarded. Who was the PI and the co-PIs of that grant? Research on cluster hiring indicates that these kinds of interdisciplinary programs work better when the members of the clusters have published or submitted grants together prior to formation of the cluster.

Appendix A of this revised proposal lists grants by faculty, but none of the grants listed show any indication of collaboration among any of the authors of this proposal. Also, many of the grants listed are expired (some several years ago) or will expire this year and some are by people not affiliated with the program (Bruce Link in SPP).

5. Departmental leadership. This revised proposal is now much clearer in identifying who are the faculty actually involved with this initiative. However, of the proposal authors—whom we presume will all move into this new department—only one is a full professor. The other faculty listed are associate and assistant professors. This is unusual and certainly not ideal for any department (at UCR or any other UC campus). Also, in terms of administrative and service workload, such rank composition presents numerous challenges—especially to junior faculty in terms of service.

In closing, we wish to re-emphasize a point from our prior review: given the broad intellectual expanse that this proposed department tries to encompass and bridge, there is great potential and need for this proposal’s ideas to manifest in the form of a truly cross-campus, interdisciplinary program—one that draws on the relevant scholarly and training strengths found throughout all of UCR’s colleges and schools for maximum benefit to students and the campus alike, in a manner that reflects the campus-wide intellectual and programmatic culture of many of our R1 peer campuses. This point is critical given the extent of such environment, sustainability, and “health, society, and culture” programs throughout the US and the substantial opportunity costs this new initiative will present to our resource-strained campus and the college in which it will be located.
in its current conception. The point here extends beyond this particular proposal to proposals in general: given opportunity costs and resource constraints, it is crucial for our campus to consider how such ventures can be developed in a manner that offers an improvement on what similar programs exist on other campuses versus simply matching or, worse, suboptimally trying to replicate those programs.

Sincerely,

Richard M. Carpiano, Ph.D., M.P.H.
Professor of Public Policy

*******************************************************************************

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 Environment, Sustainability, and Health Equity (ESHQ) in CHASS

Date: December 3, 2022

The Executive Committee of the School of Public Policy (SPP) reviewed and discussed “[Campus Review] New Department Pre-Proposal: Department of Environment, Sustainability, and Health Equity (ESHQ) in CHASS.” As faculty in an interdisciplinary school with research, teaching, community engagement, and professional training and internships focused on environment, sustainability, and health equity, our Committee recognizes the opportunities that interdisciplinary programs present for the campus. Nevertheless, for this specific proposed department, members raised a number of significant concerns with the proposal. In general, these concerns centered on how this proposal, in pragmatic terms:

a. attempts to establish a new department through engaging in, what appear to be, unproductive institutional cannibalism and co-optation—building its own fiefdom via feeding off existing campus units and cross-campus initiatives and
b. will generate student confusion due to the redundancies this department will have with already-existing majors and minors throughout campus with similar foci.

Specific issues are listed below in detail.

1. **“Health Equity” is inappropriate as the Department’s name.** The proposal outlines what is functionally a “Health, Medicine, Society and Culture” major/minor found at many other universities including Vanderbilt University and the University of British Columbia (for which one of our Committee members was its former chair). Yet, instead of using that or a similarly appropriate appellation, this proposal co-opts what is a well-established UCR campus theme and far-broader-than-this-proposal interdisciplinary field of scholarship, practice, and policy that has already been cultivated through many years of interdisciplinary collaboration between faculty located in all UCR colleges and schools, including SOM, SPP, CNAS, and CHASS. The UCR Center for Health Disparities Research is one prominent example of initiatives and collaborations that bring together the critical mass of faculty and students that our campus offers in health equity research and practice. Hence, to now take the focus for such a broad interdisciplinary area of research, teaching, and practice and apply it to this very narrowly-focused CHASS Department and major/minor monopolizes a truly collaborative campus initiative for its own self-interested ends. While there are many CHASS faculty concerned about issues in health equity, they do not have the patent on it. Thus using it in their program/department title gives the wrong impression that concern for equity and social justice is only a humanities and social science concern and not something that faculty throughout campus focus on in their research, teaching, and service. Intellectually, this is akin to if Economics requested to start a major in “Applied Math,” completely ignoring that many other units on campus also actively engage in research, teaching, and training on the subject (e.g., Mathematics, Statistics, Engineering, Computer Science, Psychology, GSOE, BUS, SOM, and SPP).

2. **Faculty Resource Scarcity and Sustainability:** Several items were raised for this issue.
   a. The proposal includes numerous courses taught by SPP faculty. However, SPP is unable to offer many of these courses every year—including PBPL 010, which is listed as part of the core curriculum and not as an elective.

   b. Given the extent of PBPL courses included in the proposal, concern was raised about potential requests for cross-listing our courses with the new program. SPP’s current policy is to not support cross-listing PBPL courses due to high student demand among majors/minors.
c. If the creation of this department means that some units throughout CHASS will lose faculty, then it is difficult to see how the departments these faculty leave behind will be able to continue offering the same range of courses as they do now—many of which are listed as being necessary to comprise this major/minor. Sociology offers an instructive example. In the past two to three years, it has lost multiple faculty and is struggling to maintain its current teaching demands. If faculty leave SOC to join this new department, their current situation will only become more fraught, further undermining its ability to admit non-majors into many of its courses. The proposal does not indicate how an EHSQ department would be able to regulate outside course offerings to ensure their consistent availability so as to avoid a bottleneck for these majors/minors.

3. Who Is Actually Involved in This New Department? On page 2, the proposal includes a long list of faculty from various units all over campus, but uses vague language that obfuscates who actually is or is not planning to be involved with this potential department. This gives the impression of padding to make the potential department look more significant than it really is—especially considering that Environment, Sustainability, and Health Equity are far more distinct than overlapping in many areas of their respective foci (especially Health Equity vis-à-vis the Environment and Sustainability) and in terms of what specific faculty have scholarly and teaching expertise in. For example, three of our SPP colleagues are included on the list. When we asked them what their involvement was to understand the proposal better, all three indicated they attended a meeting and offered to have a course they teach be part of this curriculum, but never agreed to be involved with the department or indicated wanting to relocate their appointment. Furthermore, it is necessary to recognize that, while faculty members may develop a course and teach it regularly, the term-specific scheduling of course and which faculty member is assigned to teach it both fall outside faculty control.

4. The letters of support do little to justify specifics as to why this should be a new department or even new majors/minors. The support letters listed in the proposal cherrypick particular comments from the letter writers, but, beyond broad platitudes (some by people with little familiarity of the social sciences and humanities in general and/or with regard to the three areas of environment, sustainability, and health equity; and some from campus units with no involvement in teaching undergraduates or at very least teaching undergraduates from these majors/minors like the BCOE dean), do little to justify specifics as to why this should be a new department or even new majors/minors. Further concerning is how the SPP Associate Dean Kurt Schwabe is listed on page 11 under a section that includes all unit heads with affiliated courses who have approved this proposal. Associate Dean Schwabe’s letter is listed as “Pending,” which, by inclusion in this section, gives the impression that he approves of this proposal/initiative, but has just not submitted his letter. Knowing this background makes us
question the extent and degree of campus support, particularly from other unit chairs and directors, as expressed in the proposal.

5. **Why is the Subject Code already approved?** It was brought to our attention that the subject code for ESHQ has already been approved (and now under review again for a modification to this subject code). Why was this request granted for a department that has not even been approved to exist?

6. **No Science Component:** As SPP faculty know well through their own involvement on policy panels and other advisement activities with decision-makers, many problems that we face in policy are based on ignorance of science. For issues related to environment, sustainability, and health inequity, it is crucial for students to have some grounding in the natural sciences via a science component to the curriculum. This curricular need provides UCR with a unique opportunity to create a truly campus-wide, interdisciplinary major/minor program that is co-led by a steering committee of faculty from multiple colleges and schools across campus and, in doing so, ensures students receive a comprehensive interdisciplinary training experience in environment and sustainability or health equity.

7. **Low Unit Bearing Major:** The health equity major only requires 48 units, which, compared to other UCR majors is very low and leaves it up to students to figure out how to make up the remaining credit hours they need to graduate.

8. **Disparity in Training across the Three Data Analysis Course Options.** Choosing from one of the three options means that students will graduate with vastly different levels of data literacy required for engaging in discourse of environment, sustainability, and health equity. Statistics courses like STAT 010 provide a broad, essential foundation for interpreting and engaging in research while PBPL 010 and STAT 004 respectively cover highly specialized topics in Geographic Information Systems and Data Science, but do not provide students with foundational skills to interpret research and even be prepared for many jobs listed in the proposal’s appendix as well as graduate training in the social sciences, public policy and administration, as well as public health and other health sciences.

9. **The Justification for a New Department is Insufficient.** Question 3 on page 129 offers weak rationales for needing to form a department. Notably, it conflates the activities of a research center with that of an academic department, the latter of which is a far broader administrative unit in terms of its activities. Realistically, no department or unit on campus (or elsewhere) has the extent of collaboration that is detailed in this section and, given the faculty who will likely be associated with the new department, it is unreasonable to conjecture that the new department will be anything different. One only has to look at SPP, a cohesive, supportive unit of teaching,
research, and engagement with a robust, successful program of faculty research, yet only a few collaborations between existing faculty. Hence, speaking from experience, the authors’ claim that “Consolidating our efforts into a department will enhance our ability to obtain competitive multidisciplinary research grants” is untrue and unrealistic.

10. **The Proposal needlessly tries to justify creating a New Department by conflating it with new major/minor programs.** Overall, it is difficult to read this proposal and not view it as the creation of new curricula to justify a new home for faculty who may, unfortunately, feel unhappy in their existing CHASS departments. There already exist ample teaching/mentoring, research, and community engagement opportunities throughout campus for faculty interested in these topics (e.g., CNAS, Global Studies, SPP, Center for Health Disparities Research). Notably, SPP offers many such opportunities as an existing program and is welcoming of petitions to serve as cooperating faculty. Given the extent to which the curricula are already based on existing courses offered throughout CHASS, there is no need to have a department to support these new majors.

**Conclusion**

Given the above issues, we arrive at the broader conclusion that there are aspects of these ESHQ major/minor programs that could be modified to make this a more unique, truly interdisciplinary initiative that is less co-opting and cannibalistic, more collaborative with existing campus units, and more beneficial to them and students seeking training in these areas. However, the need to create a brand new CHASS department (that monopolizes broad areas of campus research to name its own circumscribed focal areas) to offer a curriculum based on courses that are already extensively offered in existing UCR units in CHASS and beyond makes little practical sense in terms of student benefit and administrative burden. Lastly, given the enduring resource constraints on our campus, we find it difficult to support any initiative for a new department in the absence of new hires. In this case, CHASS would need to agree to replace the lines that will be depleted in existing departments if faculty move into this new department.

Sincerely,

Richard M. Carpiano, Ph.D., M.P.H.
Professor of Public Policy
To: Riverside Division

From: Sang-Hee Lee, Division Chair

Re: Campus Review (Proposed Degree Program) 2nd Round - Master of Public Health (MPH)

Executive Council received the second and final proposal regarding a Master of Public Health (MPH) degree during their January 9, 2023 meeting and had no additional comments to add to those provided by responding committees.

Included are:
1. The final proposal for a Master of Public Health program that includes a summary of comments and responses to the original version of the proposal.
2. Senate comments on the final proposal.
Master of Public Health Program

A Proposal to the University of California, Riverside Academic Senate

October 2022
Executive Summary

This is a proposal for a new Master of Public Health (MPH) degree program to start in Fall 2022. We propose to establish an interdepartmental MPH program to train the next generation of public health leaders. The program will build upon the existing strengths of UCR in teaching, research, and service in the core principles of public health and other fields related to public health. Our overarching goal is to create a program that will serve the needs of Inland Southern California.

The University of California, Riverside (UCR) recently identified increasing graduate enrollment as a campus priority. Establishment of an MPH program at UCR will contribute to the goal, articulated in UCR’s Strategic Plan, of doubling student enrollment in master’s programs. The proposed MPH program will build on and complement:

- Existing School of Medicine (SOM) and campus educational and research programs, which will help fulfill its mission of training the next generation of health professionals
- Campus-wide faculty expertise in key public health issues, such as obesity; HIV/AIDS and other infectious diseases; mental health; substance misuse; chronic diseases in children, adolescents, and adults caused by environmental exposures; social determinants of health; and health inequities
- Recent campus-wide expansions in research, training, and service in the health of communities and populations. These include the UCR Center for Health Disparities Research, the Center for Healthy Communities, and the Center for Social Innovation.

The program will recruit and train graduates of UCR and other undergraduate programs from Inland Southern California and beyond for careers in public health practice. The program will also provide public health training to individuals who are trained in the health professions, including resident physicians and fellows, as the program continues to grow.

Our proposed 66-unit interdisciplinary program can be completed in two years. Students will be provided rigorous instruction in the core public health disciplines of biostatistics, epidemiology, environmental health sciences, health policy and management, and social and behavioral health. Coursework will be made up of core and elective courses, a practicum experience, and a capstone project.

We aim to enroll the first MPH class in Fall 2024. The program will be marketed to UCR graduates as well as graduates from institutions from throughout Southern California and beyond, including individuals with undergraduate, medical, health professional (e.g., PharmD, MSN, DDS), and other degrees (MPP, MEd, MSW, JD, PhD) who seek training in public health. We project that 15 students will matriculate in the first year of the program, increasing 10% each year. Total enrollments in the 2-year program are projected to be 15 in Year 1, 32 in Year 2, 35 in Year 3, 39 in Year 4, and 43 in Year 5.

In summary, the proposed MPH program will address the increasing local, national, and global demand for public health expertise; build on existing strengths of UCR faculty in research and teaching; and provide students with exemplary education to prepare them for successful and impactful careers in public health.
Section 1. Introduction

This is a proposal to establish an interdepartmental graduate program in public health to train the next generation of public health leaders. We aim to build on the considerable existing strengths of UCR in teaching, research, and service in fields related to public health to create an academically rigorous and in-demand program that will serve the health needs of Inland Southern California and beyond.

The public health needs of Inland Southern California are pronounced. Based on the Robert Wood Johnson Foundation’s 2020 County Health Rankings (https://www.countyhealthrankings.org/reports/state-reports/2020-california-report), of California’s 58 counties, Riverside County ranks 26th in health outcomes and 35th in health factors. San Bernardino ranks 40th in health outcomes and 41st in health factors. While these statistics are concerning, they mask pockets of extreme public health need such as the eastern Coachella Valley, while failing to accurately convey the pronounced disparities in health by race, Hispanic ethnicity, and location affecting the region.

UCR has demonstrated unique and pronounced strengths that will serve as a foundation for a program of excellence in public health. These strengths include expertise in understanding and effectively intervening upon key public health issues, such as obesity; HIV/AIDS and other infectious diseases; mental health; substance misuse; chronic diseases in children, adolescents, and adults caused by environmental exposures; and social determinants of health. Another strength is the widespread interest of many UCR faculty in health disparities and health equity; one reflection of this is the Inequities in Health scholarly community supported by the Faculty Commons Pilot Program. UCR’s Center for Health Disparities Research, funded by the National Institute on Minority Health and Health Disparities, provides critical infrastructure and support for faculty, postdoctoral fellows, graduate and undergraduate students, and staff with interests in health disparities. UCR’s longstanding status as both a Hispanic-Serving Institution and an Asian American and Native American Pacific Islander-Serving Institution is an additional institutional strength for public health. Finally, a key strength is the expertise of UCR faculty in community-engaged research, coupled with robust relationships with community organizations and community members sustained by such units as the Center for Healthy Communities, the Center for Social Innovation, and the Center for Health Disparities Research.

We propose a Master of Public Health (MPH) program that will build and expand upon UCR’s existing strengths to better serve the public health needs of the region. The program we propose is aligned with UCR’s mission of providing routes to educational success for underrepresented and first-generation college students. The proposed program is also consistent with UCR School of Medicine’s mission to “improve the health of the people of California and, especially, to serve Inland Southern California by training a diverse workforce of physicians and by developing innovative research and health care delivery programs that will improve the health of the medically underserved in the region and become models to be emulated throughout the state and nation.” We believe that the proposed master’s program mission focus, along with our effort to intentionally build on institutional strengths, will result in a program that is distinct from others in the region, state, and nation. Our strong focus on health disparities and underserved populations is expected to attract well-qualified and motivated degree-seeking students from Inland Southern California and beyond—providing excellent training and growing the public health force in the region.
1.1 Program Aims and Objectives

The overall aim of the proposed MPH Program is to prepare well-trained professionals to plan, implement, and evaluate public health efforts in Inland Southern California and beyond. The program will also prepare selected students to pursue doctoral training in public health at UC and other institutions.

We envision a program that is closely aligned with UCR’s educational mission to foster educational success for underrepresented and first-generation college students, and social mission to improve the health and well-being of the population of Inland Southern California and beyond—with a particular focus on underserved communities. By building on the existing strengths of UCR in teaching, research, and service related to public and population health, the program will be optimally positioned to promote and achieve academic excellence. We have designed the program to reflect the evolution of the field of public health to meet the needs of the 21st Century, including the increased awareness among the public and students of the important role of public health in society, driven in significant part by the COVID pandemic (Galea and Vaughn, 2021).

The MPH Program will include training in the core areas of public health, which include biostatistics, epidemiology, social and behavioral health, environmental health, and health policy and management. It will also provide both didactic and applied training in essential public health methods, including needs assessment and program evaluation. Reflecting a growing recognition of the tools needed for effective public health practice, the program will cultivate students’ skills in interdisciplinary teamwork, coordination, management, and leadership. Positioning our program as a singular force in the public health arena, our program will also increase the readiness and skills of students to work with underserved communities and patients and target the root causes of health disparities (e.g., food deserts, poor healthcare access) using innovative community-based public health strategies.

1.2 Historical Development of the Field and Department Strengths

The genesis of public health as a field of study is usually identified with the 1915 Welch and Rose report to the Rockefeller Foundation, which advocated for development of a system of graduate education, mainly targeting health practitioners (such as physicians and nurses) and others (such as engineers), who would then be equipped to lead federal, state, and local government public health agencies (Riegelman et al., 2015). The American Public Health Association (APHA) was instrumental in identifying and promoting a somewhat standardized curriculum beginning in 1919 (Leider et al., 2018). Initiatives to establish some degree of uniformity in a broad field that educated individuals who would go on to work in a wide variety of roles (e.g., toxicology, sanitation, public health education, epidemiology, and government and health care administration) continued through subsequent decades, first led largely by APHA then, starting in 1974, by the newly established Association of Schools of Public Health (subsequently renamed the Association of Schools and Programs of Public Health) (Leider et al., 2018).

There has been continuing growth in MPH degrees awarded throughout the 20th Century and first decades of the 21st Century, with corresponding growth in doctoral degrees in public health (both Ph.D. and Dr.P.H. degrees) and, more recently, baccalaureate degrees (Leider et al., 2018). At the time of the preparation of this proposal, there are over 100 MPH programs accredited by the Council on Education in Public Health (CEPH),
with about 60% situated in a School of Public Health and about 40% in a different setting, such as a School of Medicine or other campus unit (Association of Schools and Programs of Public Health, 2021).

Curricula associated with the MPH degree continue to evolve, largely corresponding to the changing roles and needs of the workforce. Historically, the core subdisciplines in public health education have included biostatistics, epidemiology, social and behavioral health, environmental health, and health policy and management. In recent years, in addition to these core areas, curricula have also expanded to include an intentional focus on “soft skills” (e.g., teamwork, coordination, management, and leadership) often identified as critical for work in public health, as well as social determinants of health, health disparities, and population health management (DeSalvo et al., 2017; Maani and Galea, 2020).

We propose an interdepartmental program, which will best serve the multi- and inter-disciplinary nature of public health education and practice. The Department of Social Medicine, Population, and Public Health (SMPPH), which is a unit within the UCR School of Medicine, will provide administrative support for the program. The School of Medicine’s Center for Healthy Communities (CHC), which was founded in 2014, preceded the development of the department. Faculty at that time had primary appointments in CHC. SMPPH was subsequently established as a department in 2016. The Department currently has eight faculty, including five ladder-rank faculty (Dr. Mark Wolfson (Professor and Chair); Dr. Brandon Brown (Professor); Dr. Ann Cheney (Associate Professor); Dr. Andrew Subica (Associate Professor); Dr. Mario Sims (Professor)) and three Health Sciences Clinical faculty (Dr. Daniel Teraguchi (Associate Professor), Dr. Rosemary Tyrrell (Assistant Professor), and Dr. Daniel Novak (Assistant Professor). An open-rank search is being launched for up to two additional ladder-rank faculty, who should be onboard by Fall 2023, well before the expected launch of the MPH program in 2024. We expect three additional individuals, whose faculty appointments are currently being processed, to join the SMPPH faculty by the end of the 2012 calendar year: Dr. Jenna LeComte-Hinely (who will be an Adjunct Assistant Professor), Dr. Simon Linwood (who will be a Health Sciences Clinical Professor), and Dr. Denise Woods (who will be a Health Sciences Clinical Assistant Professor). Each of these individuals has expressed a strong interest in teaching, and have asked to be affiliated with the MPH graduate faculty. In summary, we expect SMPPH to have 13 faculty available for teaching, advising, course development, and administration of the MPH program by the time it is launched.

Other members of SMPPH include Ms. Michelle Burroughs, MPH, who is the Director of Community Engagement and Outreach in the Center for Health Communities, as well as a professional researcher, a postdoctoral fellow, and additional staff. SMPPH will bring substantive and methodological expertise in several key areas of public health, including health disparities, substance misuse and mental health, public policy, obesity, HIV/AIDS, cardiovascular disease, student health and safety, data science, research ethics, and community-based participatory research. As the department grows, we expect it to draw increased notice in Inland Southern California, throughout the state, and nationally. One example of the attention the department is receiving is publicity following the recent election of newest faculty member, Dr. Mario Sims, as well as Dean Deborah Deas, to the National Academy of Medicine (https://news.ucr.edu/articles/2022/10/17/two-school-medicine-faculty-elected-national-academy-medicine#:~:text=Deborah%20Deas%2C%20vice%20chancellor%20of,Academy%20of%20Medicine%2C%20or%20NAM).
In addition to the strengths of the department itself, SMPPH’s organizational location within the UCR School of Medicine is a strength. The School of Medicine, which has a strong focus on primary care, includes several faculty members and administrators with public health training or focus. Beyond SMPPH (described above), these units include the Department of Family Medicine, the Department of Internal Medicine, the Department of Obstetrics and Gynecology, the Department of Pediatrics, and the Department of Psychiatry. This will facilitate educational and research experiences that bridge public health and medicine. In addition, the Division of Biomedical Sciences includes expertise in biological mechanisms that contribute to population health, including genetics, cardiovascular disease, environmental health, and brain science, as well as methodological expertise in health informatics.

We propose an interdepartmental program, which will build on strengths associated with multiple departments and centers across campus. These strengths include expertise in understanding and effectively intervening upon key public health issues, such as obesity; HIV/AIDS and other infectious diseases; cardiovascular disease, cancer, mental health; substance misuse; environmental exposures; health disparities, and social determinants of health. This expertise is distributed across multiple units on campus, including the Departments of Anthropology, Economics, Gender and Sexuality Studies, Political Science, Psychology, and Sociology in the College of Humanities, Arts, and Social Sciences; the Departments of Environmental Sciences and Statistics in the College of Natural and Agricultural Sciences; the School of Public Policy; the Departments of Chemical & Environmental Engineering and Computer Science & Engineering in the Marlan and Rosemary Bourns College of Engineering; the Departments of Management and Marketing in the A. Gary Anderson Graduate School of Management; and the Graduate School of Education.

Several existing UCR centers provide additional strengths that may be relevant to the proposed MPH program. These include UCR’s Center for Health Disparities Research, funded by the National Institute on Minority Health and Health Disparities, which provides critical infrastructure and support for faculty, postdoctoral fellows, graduate and undergraduate students, and staff with interests in health disparities and community engagement. In addition, the Center for Healthy Communities and the Center for Social Innovation provide additional strengths in community engagement, and the Center for Geospatial Sciences provides strength in spatial aspects of health. Finally, UCR’s longstanding status as both a Hispanic-Serving Institution and an Asian American and Native American Pacific Islander-Serving Institution is an additional institutional strength for public health.

1.3 Relation of Proposed Program to Existing Programs/Departments on Campus

As described in Section 1.2 above, the proposed MPH program will draw on faculty in multiple departments across campus. We anticipate that in addition to the faculty already identified, others from departments across campus will be invited and may choose to affiliate with the MPH program. The UCR School of Medicine has extensive experience with these arrangements, as it is the sponsoring college for interdepartmental master’s and doctoral programs in Biomedical Sciences. As explained in Section 8 (“Governance”) below, faculty affiliated with the program, convened annually by the Program Director, will develop and update (as needed) bylaws and operating procedures. Participating faculty will meet annually to review the performance and
outcomes of the program, and review and make decisions on changes in curriculum, recruitment, and advising, and other aspects of program governance to recommend to the UCR Graduate Council. Affiliated faculty will participate in teaching (as course directors of core courses and electives and as guest lecturers), advising, and/or serving on thesis committees or committees related to administration of the program (e.g., admissions committee). Affiliated faculty in departments from across campus will also play a critical role in educating undergraduate majors in their home departments about public health as an option for graduate study and professional careers.

1.4 Program Differentiation

We propose a program that will be markedly distinct from existing programs in Southern California and at the five University of California campuses that offer an MPH degree (UC-Davis, UCLA, UC-Berkeley; UC-San Diego, UC-Irvine; see Section 1.5 for details on these programs). Differentiation of the proposed MPH program from these existing programs stems from (1) tailoring of the proposed UCR program to serve the unmet public health needs of Inland Southern California, and (2) building on the distinct strengths of UCR in such areas as health disparities, community-engaged research, public policy, and environmental health.

1.4.1 Relation to Campus Priorities and Enrollment

The proposed MPH Program aligns with several components of the February 2021 penultimate draft of UCR’s Strategic Plan. These include the following institutional goals and objectives.

I. Distinctive, Transformative Research and Scholarship

While not its primary objective, we believe that the development of an interdepartmental graduate program in public health will help establish a community of scholars interested in public health research at UCR. This will contribute to the Strategic Plan objective of enhancing UCR’s research profile in alignment with the institution’s mission and vision. Development of this community of scholars positions the campus for growth in the extramurally-funded research enterprise (including increases in the number of foundation, multi-campus, training, and center grants applied for and awarded), strengthening of key research centers and core facilities to promote their long-term sustainability (including the Health Disparities Research Center and the Center for Healthy Communities), and expanding the number and depth of international research collaborations.

II. A Rigorous, Engaging, and Empowering Learning Environment

The Strategic Plan calls for expansion of engagement and collaboration throughout the University as one means for achieving this goal. The proposed MPH program, which will draw on at least five UCR schools and colleges (CHASS, CNAS, SPP, BCOE, SOM), can serve as a critical mechanism for expanding engagement across campus. The Strategic Plan also calls for “[making] campus-community boundaries more permeable.” The focus of the proposed MPH program on community engagement as an essential feature of public health practice, which will be realized not only by didactic instruction but also by providing students with direct experience working in community agencies and with community residents, will further UCR’s achievement of this objective. We also propose a Community Advisory
Board for the program; this will also contribute to enhancing UCR’s campus-community connections and community input and support for future UCR educational and health initiatives. Development of the MPH program will also further the Strategic Plan’s vision of “[expanding] the number, depth, and geographic scope of performances, talks, and symposia that showcase UCR and are responsive to community interests, and [increasing] campus and community attendance at these events.”

III. A Welcoming, Inclusive, and Collaborative Community

The Strategic Plan speaks of “[building] an educational community of diverse learning partners.” The proposed MPH program includes features that dovetail with several of the mechanisms the plan puts forward to achieve this. These include “broadening the scope of professional student advising to better coordinate academic, co-curricular, and professional/career advising and peer mentoring.” We envision professional/career advising and peer mentoring as essential features of the MPH program. The Plan also envisions “creating opportunities for each graduate and undergraduate student to make an original intellectual or creative contribution to their field.” The thesis option proposed for the MPH program will serve to advance UCR’s realization of this goal. Similarly, the Plan’s vision of “engaging community and alumni partners to expand on- and off-campus and remote experiential learning opportunities that foster research and professional skills in students and strengthen stakeholder connections to the university” should be well served by the proposed MPH’s program’s concerted focus on student experiential learning experiences in community organizations.

IV. Advancing the Public Good

The proposed MPH program will contribute in a number of ways to the Plan’s vision of advancing the public good. For example, the Plan proposes “[creating] infrastructure and incentives for sustained community engagement.” The proposed MPH program will, by choice and by necessity, involve community engagement that is both broad and deep. The Plan also envisions “[widening] education pipelines,” extending UCR’s established reputation as “a university where a diverse student body succeeds.” As detailed below, we propose to incorporate tested strategies for establishing pipelines of underrepresented students into the MPH program. The MPH program will also reflect the Plan’s vision of “integrating opportunities for and the examination of contributions to the public good into formal curricula.” Finally, the proposed program will further the Plan’s aspiration for UCR to “provide leadership on pressing societal issues” through community education and engagement and translation of knowledge into widespread practice in Inland Southern California and beyond.

1.5 Interrelationship of the Program with Other UC Institutions

Existing MPH programs at five other University of California campuses—UC Davis, UCLA, UC Berkeley, UC San Diego, and UC Irvine—are described below. We envision a productive, synergistic relationship with the existing UC MPH programs, whereby we learn from each other with respect to best practices in professional education for the public health workforce. We believe that the development of the proposed MPH program at UCR will
also contribute to the furtherance of research collaborations across the UC campuses to improve the health of
the people of California.

1.5.1 UC Davis MPH Program

The UC Davis M.P.H. Program is an accelerated, 56-unit program that focuses on the essentials of public
health. It offers students three concentration areas – General Public Health, Epidemiology, & Biostatistics –
and includes a practicum experience, or internship, in a public health setting. The program consists of 40-units
of core public health courses, which includes a 10-unit practicum as stated above. The program also consists of
16-units of electives that students select based on their area of concentration.

1.5.2 UCLA Fielding School of Public Health (FSPH)

The UCLA Fielding School of Public Health is comprised of five departments: Biostatistics, Community Health
Sciences, Environmental Health Sciences, Epidemiology, and Health Services. Programs leading to the MPH and
DrPH degrees emphasize solving public health problems by applying professional disciplinary approaches and
methods in professional environments such as local, state, or national public health agencies and health care
organizations. Three of the programs (Community Health Sciences, Environmental Health Sciences, and
Epidemiology), and a certificate in Global and Immigrant Health have elements in common with some of those
in the proposed program.

1.5.3 UC Berkeley School of Public Health

The UC Berkeley School of Public Health offers both a two-year and an eleven-month Master’s of Public Health
degree, as well as a six-semester, on-line, part-time program. Students applying to the eleven-month program
must hold a Ph.D. or doctoral level clinical degree. Students in the two-year program must complete a 3-month
internship. Students must either pass a comprehensive final examination or complete a master’s thesis.
Students in the two-year program may obtain the degree with an area of concentration in: Environmental
Health Sciences, Epidemiology/Biostatistics, Health and Social Behavior, Health Policy and Management,
Infectious Disease, and Maternal & Child Health and Public Health Nutrition. Students in the eleven-month
program may concentrate in Environmental Health Sciences, Epidemiology, Health Policy and Management,
and Maternal and Child Health.

UC Berkeley also offers a Master of Science in Global Health & Environment that is oriented towards students
in environmental sciences. This is an interdisciplinary, campus-wide program based in the School of Public
Health. The objective of the program is to help people in developing countries achieve a sustainable level of
well-being and to stabilize populations, while protecting the local, community, and global environments. The
program requires two years of study (plus one summer) in several departments across the campus, including
environmental health sciences, biostatistics, epidemiology, development theory and policy, and risk analysis.
1.5.4 UC San Diego MPH Program

The UCSD MPH Program requires the completion of 64 units, and is comprised of 36 units of core courses, 16 units within the student’s area of concentration, and 12 units of elective courses. Areas of concentration include epidemiology, health behavior, public mental health, technology & precision health, and general public health. The program also requires students to complete a public health practicum and a capstone project/thesis.

1.5.5 UC Irvine MPH Program

The UCI MPH Program offers four areas of concentration: (1) environmental health, (2) epidemiology, (3) sociocultural diversity and health and (4) biostatistics. The latter area of concentration is a 63-unit program consisting of seventeen courses. Fourteen of those courses must be taken including a public health practicum in addition to three elective courses. The concentrations in environmental health, epidemiology, and sociocultural diversity & health are all 64-unit programs consisting of seventeen courses. Thirteen of those must be taken including a public health practicum in addition to three elective courses.

1.6 Timeline for Development of the MPH Program

We have engaged in a process of interdepartmental planning and development of this proposal which started in Fall 2020, continuing to the present. This proposal was initially submitted to the Senate in June, 2021, and reviewed by multiple Senate committees and college Faculty Executive Committees. In the event that final UC approval for the program is obtained by December 31, 2022, and UC System approval is completed by the end of the 2023 calendar year, we will ramp up and begin the student recruitment process by early 2024, with the first class enrolling in Fall 2024. The target enrollment for the initial cohort will be 15 students. Thereafter, new cohort size will increase by 10% year-over-year.

1.7 Contributions to Diversity

The proposed MPH program will contribute to diversity in at least three ways. First, the faculty and staff supporting the program will reflect racial, ethnic, and socioeconomic diversity. While academic public health is more diverse than many other academic fields, there is still a long way to go to achieve equity. For example, 2017 data on faculty at member institutions of the Association of Schools and Programs of Public Health indicate that 74.5% are White, 13.6% are Asian, 5.9% are Hispanic, 5.7% are Black, and 0.3% are Native American (Goodman et al., 2020). Data from multiple sources used to estimate the diversity of the pool of applicants for our current faculty search in SMPPH indicate that 49.3% of the members of the pool are female; in terms of racial and ethnic diversity 62.1% are White, 12.7% are Asian, 7.6% are African American, 3.5% are Hispanic, and 0.0% are Native American. As we recruit new faculty to the administering department, SMPPH, we will aggressively implement best practices in recruitment and hiring, supported by the affirmative action goals of the School of Medicine and UCR at large.
A second contribution to diversity will involve recruitment of a highly diverse student body, reflecting the diversity of the population of Inland Southern California. UCR, including the School of Medicine, has been extremely successful in recruiting and retaining a highly diverse student body. For example, U.S. News & World Report rated the School of Medicine 6th in the country with respect to recruitment and retention of a diverse student body. We will use best practices in recruitment in retention, including the development of “pipeline” programs at UCR and other undergraduate programs with diverse student bodies (e.g., UC Merced), implementation of a holistic admissions strategy, and intensive advising and student support practices. The School of Medicine’s Student Affairs office has agreed to support the new program in these efforts.

Finally, the curriculum of the proposed MPH program will contribute to student understanding of diversity, equity, and inclusion and their relevance for public health. This will be achieved by offering courses related to these topics (e.g., Social Determinants of Health, Racial Inequality in Politics and Policy, Methods in Health Disparities Research, Advanced Methods in Health Disparities Research—see Table 1), as well as integrating considerations of diversity, equity, and inclusion across the curriculum (i.e., we plan to require that each core course will include a focus on these issues). In the proposed practice-focused courses and the practicum, we will include skill-based training in effectively addressing issues of diversity, equity, and inclusion.

1.8 Administering Department

The MPH program falls under the governance of the UCR Graduate Division and will be administered by the Department of Social Medicine, Population, and Public Health within the UCR School of Medicine.

1.9 Evaluation Plan for Program

Graduate programs at UCR are formally evaluated in their third year (initially, after launch of the program) and then every seven years thereafter. This includes both an external review by a panel of nationally recognized scholars and an internal review by a subcommittee of the UCR Graduate Council.

The MPH program will conduct both formative and summative evaluation activities. Formative evaluation will assess institutional development with the purpose of improving implementation and/or procedures. Summative evaluation will assess the overall impact of the program. Taken together, both methods provide considerable insight concerning overall program performance against set objectives. Specific methods used to systematically gather data can be employed in both categories of evaluation and will include annual surveys of students, alumni, faculty and employers, as well as syllabi audits and institutional reports (e.g., GPA, graduation rates, attrition rates). Data collection will involve the efforts of many program constituents, including current students, alumni, program faculty and staff, community partners, institutional officers, and employers. The evaluation processes used by the MPH program will enable faculty, staff, students and community partners to enhance program operations and student learning.

Section 2. MPH Application Requirements/Program Implementation
2.1 Preparation for Admission

To be eligible to apply to the MPH Program, an applicant must meet the minimum academic requirements:

1. Successful completion or expected completion of a bachelor’s degree from a recognized, accredited institution prior to enrollment in the program.
2. Have a minimum cumulative undergraduate grade point average of 3.0 (B average)

As the Master of Public Health is an interdisciplinary program, we encourage students from a variety of majors to apply.

Following the recommendation by the Graduate Council in its review of the initial version of this proposal, basic proficiency in a second language, while not a requirement for admissions, will be considered a desirable attribute in prospective students (i.e., a desired qualification).

In addition, applicants must submit the following materials:

1. Three (3) letters of recommendation, including at least two (2) from faculty who are in applicant’s major area and can assess the applicant’s academic ability and potential to succeed in our program.
2. Official transcripts from all institutions
3. Resume/CV
4. One (1) Personal Statement that describes the following criteria:
   a. What is your interest in Public Health?
   b. Short and Long-Term goals you look to accomplish
   c. How/why do you believe UCR’s MPH Program will help you achieve your goals and interests

2.2 Foreign Language

Although there will not be a specific language requirement for all students, basic proficiency in a second language is highly encouraged among applicants, and will be considered a desired qualification for admission, as noted in 2.1, above. Fluency in Spanish is very useful for public health practice in Inland Southern California, as Spanish is widely spoken as a first language in many households. Fluency in other languages, such as Tagalog, Mandarin, Cantonese, Vietnamese, Korean, Punjabi, and Armenian, may be desirable for working with specific populations.

2.3 UCR Program Description

The proposed program will require completion of 66 units. All students will receive formal instruction in the traditional core areas of public health, including epidemiology, environmental health, social and behavioral health, biostatistics, and health policy and management. In addition, students will be trained in an integrated approach to examining public health issues that are not attributable to a single cause, but are instead the result of a confluence of factors related to socio-economic factors, the built environment, and social disparities and inequities that work concurrently and synergistically to adversely affect human health. This is consistent with the evolution of the field of public health—sometimes dubbed “Public Health 3.0” (Shah, 2020; DeSalvo et
al., 2017). It also exploits the strengths of UCR faculty and staff—who bring specialized expertise in health disparities, community-engaged research, and social determinants of health.

The proposed program will employ an approach to education that is interdisciplinary and requires bringing a diverse group of faculty and students to work together to understand the social-biological-cultural determinants of health. The goal is not to simply juxtapose different perspectives, but instead to bring them into rapprochement through a process of creative, cross-disciplinary engagement focused on a shared object of scrutiny. Students will learn to assess and respond to public health problems and to design, implement, and evaluate practical, cost-effective, and sustainable solutions that focus on the foundations of health in collaboration with local partners. Students will demonstrate competencies in communicating public health information, in both oral and written forms, and to locate, use, evaluate, and synthesize public health information. The ultimate goal is to develop public health professionals who will be equipped to provide integrated public health and policy interventions that holistically address the multiple causes of poor human health in Inland Southern California and beyond.

2.3.1 Degree Type

All qualified students will obtain the Master’s degree in Public Health (MPH).

2.3.2 Curriculum Track(s)

The UCR MPH Program will be a two-year, full-time program. The program will require students to complete 66 units composed of core and elective courses, a practicum, and capstone project.

2.3.3 Unit Requirements

All candidates for the degree will required to complete all the general requirements specified below:

1. A core curriculum, which will consist of 28 units.
2. Three courses in health behavior & policy interventions (12 units).
3. One course in theory/evaluation methods (4 units).
4. Four elective courses (16 units).
5. A practicum course. The practicum will enable students to apply learned knowledge in a practical experience working in partnership with a community organization.
6. A Capstone Experience. The Capstone Experience will have two options. The first option involves directly building on knowledge and competencies acquired during the practicum and would involve a critical analysis of the practicum. The second option would be a thesis option. The thesis will enable research-focused students to conduct research that will demonstrate the student’s ability to study a research area, identify an open problem, and make a research contribution in the area of public health. Each option will require a formal presentation and written report.

The course breakdown to fulfill these requirements is presented in Table 1, below:
<table>
<thead>
<tr>
<th>Category</th>
<th>Units</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PBHL 2xx: Foundations of Public Health</td>
<td>4.0</td>
<td>Must be taken Fall I</td>
</tr>
<tr>
<td>PBHL 2xx: Health Policy and Administration</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>PBHL 2xx: Epidemiology</td>
<td>4.0</td>
<td>Must be Taken Winter I</td>
</tr>
<tr>
<td>STAT 2xx: Statistics for Public Health - I</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>STAT 2xx: Statistics for Public Health - II</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>PBHL 2xx: Environmental Health Sciences</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>PBHL 2xx: Community Health Theory and Practice I</td>
<td>4.0</td>
<td>Must be Taken Winter I</td>
</tr>
<tr>
<td>PBHL 2xx: Ethics in Public Health</td>
<td>4.0</td>
<td>Must be taken Fall I</td>
</tr>
<tr>
<td>PBHL 298i: Applied Public Health Practice Experience (Practicum)</td>
<td>4.0</td>
<td>Taken over summer session or during a regular quarter (student’s convenience)</td>
</tr>
<tr>
<td>PBHL 299 Integrative Practice Experience (Thesis/Project))</td>
<td>4.0</td>
<td>Must be taken in final quarter</td>
</tr>
<tr>
<td><strong>Health Behavior &amp; Policy Interventions Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 286: Life Course and Health</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>SOC 287: Migration and Health</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>SOC 288: Social Determinants of Health</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>PBPL 271: Racial Inequality in Politics and Policy</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>SOC 284: Medical Sociology Graduate Seminar</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>PBPL 230F: Public Policy and Health</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td><strong>Theory/Evaluation Methods</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PBHL 2xx Community Health Theory and Practice II</td>
<td>4.0</td>
<td>Must be Taken Spring I</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PBHL 2xx: Epidemiology and Control of Alcohol, Drug, and Tobacco Use</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>PBHL 2xx: Epidemiology and Control of Cardiovascular Disease</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>PBHL 2xx: Epidemiology and Control of Infectious Disease</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>PBHL 2xx: HABLAMoS for Public Health I</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>PBHL 2xx: HABLAMoS for Public Health II</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>PBHL 2xx: HABLAMoS for Public Health III</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>ANTH 262: Seminar in Medical Anthropology</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>ANTH 201: Critical Theories of Gender, Race, and Blackness</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>ANTH 2: Anthropology of the Body</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>ECON 275: Health Economics</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>PBPL 220: Policy Evaluation</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>PBPL 230 (E-Z): Topics in Health Policy</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>PBPL 264: Methods in Health Disparities Research</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>PBPL 265: Advanced Methods in Health Disparities Research</td>
<td>4.0</td>
<td></td>
</tr>
</tbody>
</table>
2.3.4 Applied Practice Experience

All accredited MPH programs must incorporate an applied practice experience. The proposed program includes a required Public Health Practicum (4 units), in which students must complete at least 150 hours at a pre-approved field experience placement. This is equivalent to approximately one month (4 weeks) of full-time (8 hours per day) work. Students can complete the field experience as a full-time or part-time experience in the summer months between the first and second year, or they can complete the field experience longitudinally throughout the first year during the Fall, Winter, and/or Spring quarters. Through the applied practice experience students will have the opportunity to integrate and apply their learning in a practical and pragmatic way during their applied practice experience.

The Practicum sites will be outside of academic and classroom settings and meet the criteria set forth by the Council on Education for Public Health (CEPH), which is the accrediting body for MPH programs. CEPH delineates that sites may include governmental, non-governmental, non-profit, and for-profit settings. Sites may also include practice-based settings associated with UCR, but only within specific parameters: university-affiliated sites must be primarily focused on community engagement, typically with partners external to the university. Sites such as university health promotion or wellness centers may also be appropriate sites. Decisions on the Practicum site, nature of the work, specific learning objectives, and activities of the Practicum are arrived at following discussions and agreements among the student, the program coordinator (who reports to the MPH Director), and the site preceptor. The Center for Healthy Communities will serve as liaisons to pair students with community partners within the IE, in the case that the student chooses to gain Practicum experience within the IE. Practicum experiences will allow each student to demonstrate attainment of at least five foundational competencies. Competency attainment is assessed through the “portfolio approach” recommended by CEPH, and may include one or more of the following to demonstrate the designated competencies: written assignments, journal entries, completed tests, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos or other digital artifacts of learning.

2.3.5 Public Health Core Knowledge

The areas of knowledge basic to public health include the following:

- Biostatistics
- Environmental Health Sciences
- Epidemiology
- Health Policy and Management
- Social and Behavioral Sciences

All graduate professional public health degree students must complete sufficient coursework to attain depth and breadth in the five core areas of public health knowledge as identified in the section 2.3.2.

2.3.6 Required and Recommended Courses
A description of the required and recommended courses is listed in Section 5 of this proposal.

2.3.7 Licensing or Certification

There will be no specialized licensing or certification required for the degree in public health.

2.4 Field Examinations

There will be no field examinations required for the degree in public health.

2.5 Qualifying Examinations

There will be no qualifying examinations required for the degree in public health.

2.6 Capstone Experience Requirements

Successful completion of the MPH degree will require a capstone experience. The MPH program will adopt an academically rigorous approach for the capstone, and include both a project and thesis option as described in sections 2.6.1 and 2.6.2. We anticipate that many research-oriented MPH students will select the thesis option. However, the MPH will also include capstone experiences and projects more suitable for students focused on public health practice. Each option will require a formal presentation and written report.

2.6.1 Capstone Project Option

The capstone will be designed to review, integrate, and apply concepts and methods presented in the MPH curriculum, and enhance the student’s preparation for post-graduation public health practice, research, or education. Many capstones will build upon the practicum field-experience and integrate classroom learning with the public health field experience gained during the practicum. The breadth of capstone options will be similar to that offered at other UC campuses as part of their MPH programs as described below. Students will need to complete an individual written report approved by their faculty academic advisor and the graduate committee as part of the capstone. A capstone agreement form will be completed and signed prior to the start of the project. All capstone reports will be reviewed by two or more independent faculty reviewers. A faculty capstone coordinator will be designated and will review and approve all capstone projects. The capstone project may focus on public health field-work or training, a public health practice or program proposal, a report on epidemiology or behavioral science methods, or be based upon the student’s practicum experience. In all cases the capstone must be a product demonstrating mastery and synthesis of public health principles consistent with the MPH degree and will lead to a written report.

2.6.2 Thesis Option
The MPH program will adopt an academically rigorous approach for the capstone, including a thesis option. We anticipate that many research-oriented MPH students will select the thesis option. The scope of the thesis will be decided by mutual agreement among the student, thesis advisor, and thesis committee members, and a thesis agreement form will be completed and signed. Students and their advisors will be responsible for identification of appropriate thesis topics. Each student will be required to prepare a thesis proposal that will be reviewed and approved by the entire thesis committee before embarking on the thesis project.

The MPH thesis’ provides an opportunity for students to demonstrate their understanding of public health principles and methodology applied to a specific topic. The student may define a research or public health practice problem and, using existing data or field experiences, carry out the necessary data synthesis and/or analysis to answer or illuminate the problem. The student may also define a research problem and design and carry out the research necessary to answer or illuminate the problem posed. The thesis may also be based upon an in-depth analysis of existing literature leading to the development of a research proposal. The proposal should include objectives, rationale, well-defined methods, and a discussion of proposed analyses; moreover, the proposal should represent a feasible project, particularly with respect to human subjects review. The thesis must meet University standards, and can be structured to facilitate preparation of one or more manuscripts for submission to the peer-reviewed literature, although acceptance for publication is not a requirement. Students will also be encouraged, but not required, to defend their thesis in a public academic setting. The thesis report should follow the usual research paper format.

2.7 Special Requirements Over and Above Minimum Requirements

There will be no special requirements required for the degree in public health.

2.8 Sample Program

A sample program outline can be found in Appendix A.

2.9 Normative Time from Matriculation to Degree Confirmation

The normative time to complete the MPH degree will be six quarters (approximately 24 months), with the option to continue beyond the two-years if needed. For all students, there will be a 5-year time limit from matriculation to completion of the MPH degree. Students who cannot complete degrees in that time period may petition for extended time periods. The program Director will have ultimate authority to approve or deny petitions, and will act in accordance with University policy.

2.10 Professional Fees

Students in this program will pay a professional fee of $1,984 per quarter for a total annual amount of $5,952 for three quarters in addition to other fees. The choice of assessing a Professional Degree Supplemental Tuition (PDST) fee aligns with other graduate professional degree programs throughout the University of
California (UC) system with over 90% of students enrolled in graduate programs paying PDST. The amount of PDST was set based on comparing the proposed MPH program with similar programs across the UC system (Table 2).

Table 2. Comparison of Professional Degree Supplemental Tuition fees at several UC locations:

<table>
<thead>
<tr>
<th>University</th>
<th>In-State PDST</th>
<th>Out-of-State PDST</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC Berkley</td>
<td>$ 7,974.00</td>
<td>$ 7,974.00</td>
</tr>
<tr>
<td>UC Davis</td>
<td>$ 7,638.00</td>
<td>$ 8,121.00</td>
</tr>
<tr>
<td>UCLA</td>
<td>$ 7,200.00</td>
<td>$ 7,656.00</td>
</tr>
<tr>
<td>UC Irvine</td>
<td>$ 6,189.00</td>
<td>$ 6,189.00</td>
</tr>
</tbody>
</table>

Given these comparisons and the PDST level for the UCR Master’s degree in Public Policy being $5,952 annually, we propose that the PDST amount administered to incoming UCR MPH students be set at $5,952 for both in- and out-of-state students.

The revenue provided by the PDST will be used to maintain program quality and expand access to resources for students and faculty within the program. A majority of PDST revenue will be used towards faculty, instructional resources, and student resources that are necessary to train future generations of highly skilled professionals. PDST revenue will also be used for financial aid that will allow the program to provide targeted grant and scholarship assistance to allow the program to be more accessible and affordable for students (Table 3).

Table 3. Annual breakdown for matriculating students:

<table>
<thead>
<tr>
<th>Monetary Category</th>
<th>In-State Students</th>
<th>Out-of-State Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$ 3,384.00</td>
<td>$ 3,834.00</td>
</tr>
<tr>
<td>Professional Degree Supplemental Tuition (Professional Fees)</td>
<td>$ 1,984.00</td>
<td>$ 1,984.00</td>
</tr>
<tr>
<td>Student Services Fee</td>
<td>$ 376.00</td>
<td>$ 376.00</td>
</tr>
<tr>
<td>Campus-based Fees</td>
<td>$ 348.16</td>
<td>$ 408.00</td>
</tr>
<tr>
<td>Total</td>
<td>$ 6,542.18</td>
<td>$ 10,624.18</td>
</tr>
</tbody>
</table>

| GSHP                                                       | $ 1,188.06        | $ 1,188.06            |

<table>
<thead>
<tr>
<th>Monetary Category</th>
<th>Total with GSHIP</th>
<th>Total with GSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual</td>
<td>$ 19,626.50</td>
<td>$ 31,872.50</td>
</tr>
<tr>
<td>Total with GSHP</td>
<td>$ 23,190.68</td>
<td>$ 35,436.68</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monetary Category</th>
<th>Total with GSHIP</th>
<th>Total with GSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total with GSHP</td>
<td>$ 23,190.68</td>
<td>$ 35,436.68</td>
</tr>
</tbody>
</table>
Section 3. Projected Need

3.1 Student Demand

According to the Association of Schools of Public Health (ASPH), 250,000 more public health workers were needed in the U.S. by 2020; that demand has still not been met as evidenced by an expected job growth of between 10 to 21 percent through 2022. Many of these positions require MPH graduates.

California in particular ranks high in terms of job growth projections. According to the U.S. Bureau of Labor Statistics, California is projected to see a strong growth in public health sector jobs over the 10-year period from 2016-2026 (Public Health Degrees California, 2021).

In response to growing demand for public health professionals, programs across the country have seen increased growth in student enrollment. To determine the student demand here in California, an EMSI marketing tool was used to gauge student demand and the viability of an MPH program at UCR. The research, conducted by UCR Extension, focused on a 150 mile radius of the local area (eight counties, including Riverside County and San Bernardino County). The market report found growth regionally, state-wide, and nationally with respect to public health programs. Notably, among target occupations tied to Public Health majors, local growth is expected to increase 24.8% by 2024, exceeding national growth, which is expected to increase 19.6% by 2024. Thus, offering an MPH program at UCR that is accessible and affordable is likely to prove effective in attracting students and fulfilling the need for well-trained public health professionals.

This analysis was completed prior to our having a full understanding of the scope of the COVID-19 pandemic. Recent data shows a 20% increase in applications for admission to accredited MPH programs in 2020, compared to the previous year (Smith and Young, 2020). Moreover, the pandemic has sparked widespread awareness of U.S. underinvestment in public health, which is expected to contribute to continued growth in support for, and careers in, the field (Maani and Galea, 2020).

We also note the observations of Dr. Geoffrey Leung, M.D., who is the Riverside County Public Health Officer (see Letter of Support from Dr. Leung in Appendix B). Dr. Leung notes that Riverside County is the 10th most populous county in the U.S., is ethnically and socioeconomically diverse, and has high public health needs. He goes on to say that the proposed program “will address a critical need in Inland Southern California: to increase the supply of individuals with excellent training and skills in public health.” We believe that this is a good indicator of continuing demand for students with MPH degrees on the part of a major employer: the largest of Inland Southern California’s county health departments. Student demand for professional education is of course significantly affected by the availability of desirable jobs after graduation.

In this revised proposal, we have lowered our student enrollment estimates, from an entering class of 20 students with a 10% increase in new enrollment in each subsequent year (original proposal) to an entering class of 15 students and 10% increase in new enrollment in each subsequent year (this revised proposal).
3.2 Opportunities for Placement of Graduates

Individuals who have earned the MPH degree are competitive to fill positions with a number of job titles, including health educator, public health educator, health promotion specialist, health education coordinator, community health educator, and epidemiologist.

Self-report data from individuals graduating from an accredited MPH program from 2015 through 2018 indicate that 95% were employed; 4% of those not employed were seeking employment, and 1% were not seeking employment. Among those who were employed, 29% reported working in a health care organization; 21% in a for-profit organization (exclusive of health care); 19% in federal, state, or local government; 18% in an academic setting, and 12% in a nonprofit organization (Plepys et al., 2020).

Examples of typical settings into which persons earning this degree are hired into include:
- Health Care Organizations
- For-Profit Organizations
- Non-Profit Organizations
- Federal, State, and Local Government Agencies
- Academic Settings
- Health Systems

As noted in Section 3.1 above, national, state, and local data indicate strong and growing employer demand for individuals with training in public health, including those with MPH degrees.

3.3 Importance to the Discipline and Community

We face unprecedented health challenges in the United States and around the world. As a public research university and school of medicine, it is our responsibility to protect and improve the health of individuals and communities while training the next generation of health professionals. Public health has a responsibility to protect and care for the population at large by: (1) assuring an adequate local public health infrastructure, (2) promoting healthy communities and healthy behaviors, (3) preventing the spread of communicable disease, (4) protecting against environmental health hazards, (5) preparing for and responding to emergencies, and (6) assuring health services. The proposed MPH program will provide students with rigorous academic training in the core public health disciplines. The training received during the MPH program will ultimately equip students to pursue careers in public health and provide valuable services to society by conducting health research, community interventions, and developing policy to protect the population from health hazards and address the aspects of public health identified above.

3.4 Relation to Professional Interests of the Faculty

The interdisciplinary nature of the proposed MPH program will bring together individual faculty members who conduct research on specific aspects of public health. These include faculty in the biological, social, physical, medical, and engineering sciences. Bringing this expertise together in a graduate program in public health will strengthen interactions among these faculty members, likely leading to increased inter- and trans-disciplinary
research. Prominent examples of ongoing research include studies of HIV and aging, cardiovascular disease in different racial and ethnic populations, mental health and mental health services, health behavior interventions in underserved populations, tobacco control interventions, epidemiologic studies of the health consequences of environmental toxicants, and assessments of policies & introducing interventions to improve the well-being of the Inland Empire community. The combined strengths of the faculty and their research interests will come together to enhance students’ experience.

Section 4. Faculty

Participating faculty will include a program director and an interdisciplinary group of faculty to create the curriculum, teach, and advise students in the MPH program. The program director, assisted by a program coordinator, will oversee administrative and day-to-day operational tasks of the program.

Core faculty will be comprised of interested faculty from across campus. In addition to teaching in the MPH program, faculty will also serve as faculty advisors to assigned MPH students. All students will be advised by an assigned faculty advisor, who will meet with the student to assess initial skills and learning needs, review program requirements, serve as a mentor for students, provide feedback on academic progress, and assist with career planning.

A preliminary list of potential faculty members is provided in Table 4, below. Please note that the number of faculty who have volunteered to affiliate with the MPH Program faculty has increased from 11 in the original proposal to 27 in this revised proposal. While the vast majority of course directorships will be covered by SMPPH faculty, the program will be greatly enriched by drawing on the broad and deep expertise in public health offered by faculty from multiple UCR departments and schools. As in other UCR interdepartmental graduate programs, these faculty will be expected to contribute by giving occasional guest lectures, advising, committee participation, and, more broadly, being a part of the intellectual community at UCR interested in public health.

Table 4. MPH Program Faculty

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Title and Primary Affiliation</th>
<th>Courses Able to Teach/Research Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moazzum Bajwa, MD, MPH</td>
<td>Assistant Clinical Professor, Department of Family Medicine</td>
<td>Primary Care-Public Health Linkages&lt;br&gt;Health Promotion in Community Settings&lt;br&gt;Cased-Based and Active Learning&lt;br&gt;Social Justice in Medicine &amp; Public Health</td>
</tr>
<tr>
<td>Richard Carpiano PhD, MPH</td>
<td>Professor, School of Public Policy</td>
<td>Ethics and Professionalism&lt;br&gt;Sociological Aspects of Public Health&lt;br&gt;Infectious Disease Prevention &amp; Control&lt;br&gt;Public Policy</td>
</tr>
<tr>
<td>Brandon Brown PhD, MPH</td>
<td>Professor, SMPPH</td>
<td>Public Health Ethics&lt;br&gt;Infectious Disease&lt;br&gt;HIV/AIDS&lt;br&gt;Epidemiology</td>
</tr>
<tr>
<td>Name</td>
<td>Title/Department/Division</td>
<td>Research Interests</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Ann Cheney PhD, MA          | Associate Professor, SMPPH                                     | Structural Inequities in Health  
Substance Abuse and Mental Health Services  
Latinx Immigrant Health  
Community Assessment  
Community Engagement  
Diet and Obesity  
Veteran Health  
HABLAMoS Public Health |
| Xinping Cui, PhD            | Professor, Department of Statistics                             | Statistics in Health and Medicine  
Experimental Design  
Health Services Research  
Data Mining |
| Marcus Kaul, PhD            | Professor, Division of Biomedical Sciences                     | Epidemiology of Neurocognitive Disorders  
Pharmaco-Epidemiology |
| Esra Kurum, PhD             | Assistant Professor, Department of Statistics                  | Statistics in Health and Medicine  
Models of Infections Disease Transmission |
| Chioun Lee PhD              | Assistant Professor, Department of Sociology                   | Life Course and Health  
Health Disparities  
Gender and Health  
Tobacco Use and Health |
| Paea LePendu, PhD           | Assistant Teaching Professor, Department of Computer Science & Engineering | Biomedical Informatics  
Public Health Informatics  
Social Determinants of Health |
| Geoffrey Leung, MD          | Assistant Clinical Professor, Department of Family Medicine Riverside County Health Officer | Public Health Administration  
Public Health Practice  
Health Policy and Administration |
| Yehua Li, PhD               | Professor and Chair, Department of Statistics                  | Statistics in Health and Medicine  
Spatial Statistics |
| Bruce Link PhD              | Distinguished Professor, School of Public Policy and Department of Sociology | Social Epidemiology  
Mental Health  
Social Determinants of Health |
| Simon Linwood, MD, MBA      | Chief Information Officer UCR School of Medicine/UCR Health (faculty appointment in the Department of SMPPH is pending) | Medical & Public Health Informatics  
Data Science |
| Samar Nahas, MD, MPH         | Associate Clinical Professor and Chair, Department of Gynecology & Oncology | Women’s Health  
Reproductive Health |
| Daniel Novak, PhD           | Assistant Clinical Professor, Department of SMPPH Director of Scholarly Activities, UCR SOM | Innovations in Teaching and Learning  
Curriculum Development and Renewal  
Identification, Prevention, and Mitigation of Teacher Bias  
Online/Mobile and Hybrid Learning  
Digital Health  
Health Systems Science  
Continuous Quality Improvement  
Health Systems Science  
Health Justice |
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Affiliation</th>
<th>Research Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adwoa Osei, MD</td>
<td>Assistant Clinical Professor, Department of Pediatrics</td>
<td>Child and Youth Health&lt;br&gt;Clinical-Community Connections&lt;br&gt;Adverse Childhood Experiences&lt;br&gt;Neurodevelopment and Behavior&lt;br&gt;Pathways to Health Careers for Underrepresented Minorities</td>
</tr>
<tr>
<td>Ramdas Pai, MD</td>
<td>Professor and Chair, Division of Clinical Sciences and Department of Internal Medicine</td>
<td>Health Promotion in Clinical Settings&lt;br&gt;Cardiovascular Disease Prevention &amp; Control</td>
</tr>
<tr>
<td>William Porter, PhD</td>
<td>Assistant Professor, Department of Environmental Sciences</td>
<td>Environmental Health&lt;br&gt;Environmental Racism&lt;br&gt;Environmental Assessment Methods in Community-Engaged Research</td>
</tr>
<tr>
<td>Mario Sims, PhD</td>
<td>Professor, SMPPH</td>
<td>Cardiovascular Disease Prevention &amp; Control&lt;br&gt;Health Disparities&lt;br&gt;Social Determinants of Health&lt;br&gt;Social Epidemiology</td>
</tr>
<tr>
<td>Andrew Subica PhD</td>
<td>Associate Professor, SMPPH</td>
<td>Health and Mental Health Disparities in Vulnerable Populations&lt;br&gt;Native Hawaiian &amp; Pacific Islander Health&lt;br&gt;Substance Misuse Prevention&lt;br&gt;Cancer Prevention &amp; Control</td>
</tr>
<tr>
<td>Jennifer Syvertsen PhD, MPH</td>
<td>Associate Professor, Department of Anthropology</td>
<td>Ethnographic Methods; Global Health; Cultural Factors affecting Health, Illicit Drug Use; Harm Reduction</td>
</tr>
<tr>
<td>Daniel Teraguchi, PhD</td>
<td>Associate Professor, Department of SMPPH&lt;br&gt;Associate Dean, Student Affairs, UCR SOM</td>
<td>Wholistic Student Admissions Processes&lt;br&gt;Pathway Programs for Students Underrepresented in Health Professions&lt;br&gt;The Arts and Health</td>
</tr>
<tr>
<td>Shunling Tsang, MD</td>
<td>Riverside County Deputy Public Health Officer&lt;br&gt;Associate Clinical Professor, Department of Family Medicine</td>
<td>Population Health&lt;br&gt;Public Health and Health Care Administration</td>
</tr>
<tr>
<td>Vassilis Tsotras, PhD</td>
<td>Professor, Department of Computer Science &amp; Engineering</td>
<td>Data Science&lt;br&gt;Informatics</td>
</tr>
<tr>
<td>Rosemary Tyrrell, EdD</td>
<td>Assistant Professor, Department of SMPPH&lt;br&gt;Director, Office of Faculty Development, UCR SOM</td>
<td>Curriculum Development and Mapping&lt;br&gt;Assessment of Teaching and Learning&lt;br&gt;Immersive Teaching and Learning</td>
</tr>
<tr>
<td>Mark Wolfson PhD.</td>
<td>Professor &amp; Chair, Department of SMPPH</td>
<td>Foundations of Public Health&lt;br&gt;Substance Misuse Epidemiology and Intervention&lt;br&gt;Public Health Policy&lt;br&gt;Social &amp; Behavioral Health</td>
</tr>
<tr>
<td>Denise Woods, DrPH</td>
<td>Vice Chancellor for Health, Safety, and Wellness&lt;br&gt;(faculty appointment in the Department of SMPPH is pending)</td>
<td>Health Promotion in Educational Settings&lt;br&gt;College Health and Safety</td>
</tr>
</tbody>
</table>
Faculty with expertise and interest in issues related to public health are widely distributed across campus. We anticipate recruiting several additional individuals with relevant expertise to be members of the program faculty prior to program start up.

Section 5. Courses

5.1 Courses and Course Descriptions

The MPH Program will consist of required core courses for all students, in addition to three courses focused on health behavior and policy intervention, four elective courses, one practicum and a thesis totaling 66 units. Below is a description of each course:

Table 3. MPH Program Course Descriptions

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBHL 2xx: Foundations of Public Health (4 units)</td>
<td>This course provides an introduction to the history, science, and principles of public health, as well as opportunities to learn about current issues and approaches in the field. The course will also provide a public health perspective and provide insight into social, cultural, behavioral, biological, environmental, and economic factors and how they manifest to impact the health of the public.</td>
</tr>
<tr>
<td>PBHL 2xx: Health Policy and Administration (4 units)</td>
<td>Structure and function of public and private medical care. Topics include categories and trends in national medical spending, predictors of patient use, causes of death, managed care, HMOs, Medicare, Medicaid, costs of technology, and medical care in other countries. Also examines the structure and functioning of global, national, state, and local public health systems.</td>
</tr>
<tr>
<td>PBHL 2xx: Epidemiology (4 units)</td>
<td>Basic epidemiologic concepts and approaches to epidemiologic research, with examples from veterinary and human medicine, including outbreak investigation, infectious disease epidemiology, properties of tests, and an introduction to epidemiologic study design and surveillance.</td>
</tr>
<tr>
<td>STAT 2xx: Statistics for Public Health I (4 units)</td>
<td>First course in a two-course sequence. Defines the role of statistics in contemporary public health research and practice. Introduction to descriptive and inferential statistics and their application to real-world public health questions and problems. Introduction to statistical analysis software. Experience creating a basic dataset and exploratory data analysis. In addition to classroom instruction, students will participate in a learning laboratory facilitated by a Department of Statistics Teaching Assistant.</td>
</tr>
<tr>
<td>STAT 2xx: Statistics for Public Health II (4 units)</td>
<td>Second course in a two-course sequence. Students will develop skills to conduct graphical and numerical exploratory data analysis, comparative tests of categorical, ordinal, and continuous data, linear and logistic regression analysis applied in a public health context. In addition to classroom instruction, students will participate in a learning laboratory facilitated by a Department of Statistics Teaching Assistant.</td>
</tr>
<tr>
<td>PBHL 2xx: Environmental Health Sciences (4 units)</td>
<td>Interdisciplinary examination of the relationship between environmental health and social justice emphasizing gender, race, class, and globalization as analytical</td>
</tr>
<tr>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>PBHL 2xx: Community Health Theory and Practice I (4 units)</strong></td>
<td>This course examines personal, social, and environmental factors that influence health-related behaviors, as well as the role of individuals, groups, institutions, societal structures, and policy in encouraging and discouraging healthy behaviors. The course focuses on behavior change theories and application of these theories to health promotion.</td>
</tr>
<tr>
<td><strong>PBHL 2xx: Ethics in Public Health (4 units)</strong></td>
<td>Introduction to ethical issues in public health practice/policy. Ethical analysis, recognizing/analyzing moral issues concerning public health topics such as weighing individual versus community rights, health inequalities, surveillance, interventions, and policies.</td>
</tr>
<tr>
<td><strong>PBHL 2xx: Community Health Theory and Practice II (4 units)</strong></td>
<td>Skill development for developing community health interventions, budgets, implementation plans, and grant proposals.</td>
</tr>
<tr>
<td><strong>PBHL 2xx: Health Behavior &amp; Policy Interventions (12-units in total)</strong></td>
<td>Catalog of courses to choose from as identified in Table 1 from section 2.3.3.</td>
</tr>
<tr>
<td><strong>PBHL 298i: Applied Public Health Practice Experience (Practicum) (4 units)</strong></td>
<td>The Applied Public Health Practice Experience (Practicum) is a hands-on opportunity to implement public health knowledge and skills in a real world setting as described in section 2.3.3.</td>
</tr>
<tr>
<td><strong>PBHL 299: Integrative Practice Experience (Thesis/Project) (4 units)</strong></td>
<td>An integrated learning experience that demonstrates synthesis of foundational and program competencies as described in section 2.6.1 &amp; 2.6.2.</td>
</tr>
<tr>
<td><strong>PBHL 2xx: Public Health Electives (16-units in total)</strong></td>
<td>Catalog of courses to choose from as identified in Table 1 from section 2.3.3.</td>
</tr>
<tr>
<td><strong>PBHL 2xx: Epidemiology and Control of Alcohol, Drug, and Tobacco Use</strong></td>
<td>Epidemiology of drug use (including illicit drugs, prescription drugs, alcohol, and tobacco) and associated health and social problems. Special attention to disparities in substance-use related health and social problems by income, race, and ethnicity. Survey of intervention approaches, with a focus on primary prevention. Policy, mass media, harm reduction, and demand reduction strategies will be reviewed.</td>
</tr>
<tr>
<td><strong>PBHL 2xx: Epidemiology and Control of Cardiovascular Disease</strong></td>
<td>Epidemiology of heart and vascular disease, which constitutes the leading cause of mortality in the U.S. Special attention to disparities in CVD by income, race, and ethnicity. Survey of intervention approaches, with a focus on primary prevention through exercise, diet, and policy change.</td>
</tr>
<tr>
<td><strong>PBHL 2xx: Epidemiology and Control of Infectious Disease</strong></td>
<td>Epidemiology of the major infectious diseases, including HIV/AIDS, COVID, Influenza, and sexually transmitted diseases. Social and behavioral factors affecting spread of infections. Special attention to disparities in infectious disease morbidity and mortality by income, race, and ethnicity. Survey of intervention approaches, including vaccination campaigns, behavior change campaigns, and policy change.</td>
</tr>
<tr>
<td><strong>PBHL 2xx: HABLAMoS for Public Health I</strong></td>
<td>First course in a 3-course series to provide Spanish-language and Latinx cultural immersion experience for public health students. Builds on the existing Hispanic And Bilingual Ambulatory Medical Studies (HABLAMoS) program for medical students at UCR. The first course in the series will include Assessment of Spanish language skills and targeted language instruction and practice.</td>
</tr>
</tbody>
</table>
PBHL 2xx: HABLAMoS for Public Health II  
Second course in a 3-course series to provide Spanish-language and Latinx cultural immersion experience for public health students. Builds on the existing Hispanic And Bilingual Ambulatory Medical Studies (HABLAMoS) program for medical students at UCR. Continuing Spanish-language instruction, introducing vocabulary commonly used in community-engaged public health efforts. Practice speaking with native speakers.

PBHL 2xx: HABLAMoS for Public Health III  
Third course in a 3-course series to provide Spanish-language and Latinx cultural immersion experience for public health students. Builds on the existing Hispanic And Bilingual Ambulatory Medical Studies (HABLAMoS) program for medical students at UCR. Students will be paired with a governmental or nonprofit public health agency to gain practical experience using their developing language skills to interact in supervised settings with community members.

5.1.1 Core Competencies of Health Policy and Management

Health policy and management is a multidisciplinary field of inquiry and practice concerned with the delivery, quality and costs of health care for individuals and populations as well as laws and regulations aimed at influencing health-related behaviors. Upon graduation, a student with an MPH should be able to:

- Define public health and the related roles and responsibilities of government, non-government agencies, and private organizations.
- Recognize the impact of policies, laws, and regulations on both individual behaviors and population health.
- Apply the principles of policy analysis to the evaluation of policy interventions.
- Undertake analyses of legislation, administrative regulations, and interpretations of judicial opinions and agency rulings.

5.1.2 Core Competencies of Epidemiology

Epidemiology is the study of the distribution and determinants of disease, disabilities, and death in human populations; the characteristics and dynamics of human populations; the natural history of disease and the biologic basis of health. Upon graduation, a student with an MPH should be able to:

- Explain the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues
- Define the basic concepts and terminology used in epidemiology
- Calculate basic epidemiology measures
- Describe the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations
- Describe the risk factors and modes of transmission for infectious and chronic diseases and explain how these diseases affect both personal and population health
- Apply epidemiology measures to evaluate strategies to safeguard the population’s health

5.1.3 Core Competencies of Biostatistics

Biostatistics is the development and application of statistical reasoning and methods in addressing, analyzing and solving problems in public health; health care; and biomedical, clinical and population-based research. Upon graduation, a student with an MPH should be able to:
• Describe the basic concepts of probability, random variation, and commonly used statistical probability distributions
• Explain common descriptive techniques used to summarize public health data
• Analyze basic public health data using common statistical methods for inference
• Interpret results of statistical analyses found in public health studies

5.1.4 Core Competencies of Environmental Health Sciences

Environmental health sciences represents the study of environmental and occupational factors including biological, physical, and chemical factors that affect the health of a workforce and the community. Upon graduation, a student with an MPH should be able to:
• Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents
• Describe federal and state regulatory programs, guidelines and authorities that control environmental and occupational risk assessment methods
• Specify current environmental and occupational risk assessment methods
• Evaluate different approaches for assessing and controlling environmental hazards that affect occupational and community health

5.1.5 Core Competencies of Social and Behavior Sciences

The social and behavioral sciences in public health address the behavioral, social, economic, political, and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contribute to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and lives for individuals and populations. Upon graduation, a student with an MPH should be able to:
• Describe the multiple determinants of health and the interconnectedness of the physical, social, and environmental levels of influence
• Identify the basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice
• Identify the causes of, and disparities in, social and behavioral factors that affect the health of individuals and populations
• Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions to improve public health.

Section 6. Resource Requirements

Program revenue collected via tuition and PDST are projected to fully support the program expenses by year two and at a steady state thereafter. The budget builds to support 15 incoming students with an increase in cohort size of 10% year-over-year. The budget also takes into account the costs of the Program Director, Program Coordinator, Administrative Specialist, costs to buy-out courses, faculty stipends (to incentivize faculty from outside the program to teach in the program), financial aid, and all other operational costs. The proposed program also has a commitment for using FTE faculty within the UCR School of Medicine Department of Social Medicine, Population, and Public Health (SMPPH) as core program faculty. The program has the ability
to adjust revenue (student numbers) and costs to refine the budget model as needed. The use of the course buy-out model for some of the course load is one lever to manage costs.

6.1 FTE Faculty

The proposed program has a commitment of 7.0 FTE ladder rank faculty from SMPPH for dedicated teaching in the program (Dr. Cheney, Dr. Brown, Dr. Sims, Dr. Subica, Dr. Wolfson, plus two new faculty, to be hired by the end of calendar year 2023).

We are proposing nine required classes, plus a required thesis and/or a practicum (please see Table 1 and Table 3). These are listed below, along with our current plans for ensuring that a qualified instructor will be available to teach the course each year following the first year of the program (since some required courses will be taken by students in the second year of their programs):

- **Foundations of Public Health** (4 units). This course will be taught by an SMPPH faculty member (Dr. Mark Wolfson has been tentatively identified as the instructor for this course).
- **Health Policy and Administration** (4 units). This course will be taught by an current adjunct faculty member in the Department of Family Medicine, Dr. Geoffrey Leung (who is the Riverside County Public Health Director—please see his Letter of Support in Appendix B).
- **Epidemiology** (4 units). This course will be taught by an SMPPH faculty member (Dr. Brandon Brown and Dr. Mario Sims have been tentatively identified as potential instructors for this course).
- **Statistics for Public Health I** (4 units). This course will be taught by a faculty member in the Department of Statistics, assisted by a Teaching Assistant. Funding to support teaching of this course has been included in our proposed budget (please see Appendix C: MPH Program Budget Narrative, and Letter of Support from Dr. Yehua Li in Appendix B).
- **Statistics for Public Health II** (4 units). This course will be taught by a faculty member in the Department of Statistics, assisted by a Teaching Assistant. Funding to support teaching of this course has been included in our proposed budget (please see Appendix C: MPH Program Budget Narrative, and Letter of Support from Dr. Yehua Li in Appendix B).
- **Environmental Health Sciences** (4 units). This course will be taught by either one of the two faculty members to be hired under our current ladder-rank faculty search (if there is alignment with their expertise) or by an adjunct faculty member. (As noted in Appendix C: MPH Program Budget Narrative, funds have been budgeted for per-course teaching, when needed.)
- **Community Health Theory and Practice I** (4 units). This course will be taught by an SMPPH faculty member (Dr. Andrew Subica, Dr. Ann Cheney, or one of our two faculty members to be hired under our current ladder-rank search have been tentatively identified as potential instructors for this course).
- **Ethics in Public Health** (4 units). This course will be taught by an SMPPH faculty member (Dr. Brandon Brown has been tentatively identified as a potential instructor for this course).
- **Community Health Theory and Practice II** (4 units). This course will be taught by an SMPPH faculty member (Dr. Andrew Subica, Dr. Ann Cheney, or one of our two faculty members to be hired under our current ladder-rank search have been tentatively identified as potential instructors for this course).
• **Applied Public Health Practice Experience (Practicum)** (4 units). An SMPPH faculty member or one of the other faculty affiliated with the graduate program may serve as the instructor-of-record for each student’s practicum experience. We will seek to match students with instructors who have an interest in the substantive or methodological focus of the practicum.

• **PBHL 299 Integrative Practice Experience (Thesis/Project)** (4 units). An SMPPH faculty member or one of the other faculty affiliated with the graduate program may serve as the instructor-of-record for each student’s practicum experience. We will seek to match students with instructors who have an interest in the substantive or methodological focus of the practicum.

In addition, we have proposed a number of elective courses, which would be offered either by the home department (SMPPH) or another department offering courses that would be appropriate for MPH students (see Table 1 and Table 3). The courses to be offered by SMPPH are aligned with the substantive and methodological interests of current SMPPH faculty. We acknowledge that courses to be offered by other departments will not always be available to MPH students; for example, sometimes enrollment caps are placed on especially popular graduate electives. Department chairs consulted in preparing this proposal were largely enthusiastic about opening the identified courses to MPH students; they were equally enthusiastic about opportunities for their graduate students to take selected MPH course offerings (please see Letters of Support in Appendix B).

Faculty who affiliate with the program, in addition to the core faculty in the Department of SMPPH, will be available to serve as advisors and on thesis committees.

### 6.2 Other Operating Costs

The program will require administrative support and student services support, including admissions and support once students are enrolled to ensure success. Support will also be needed for career exploration and job placement. We propose the following (non-faculty) staffing for the program:

- **Program Coordinator (1.0 FTE).** This individual will report to the (faculty) Program Director, and will be responsible for the overall day-to-day management of the program (please see Appendix C – MPH Program Budget Narrative -- for details).

- **Administrative Specialist (.25 FTE).** This individual will provide administrative coordination, programmatic and budgetary support services for the Program Director, Program Coordinator, faculty, and students (please see Appendix C – MPH Program Budget Narrative -- for details).

In addition to these new positions specifically budgeted for the program, several existing (or in one case, planned) staff members in the Department of Social Medicine, Population, and Public Health will have a percentage of their time allocated to the program (these individuals are supported by current, recurring departmental and School of Medicine funds, so are not reflected in the budget presented in this proposal). These include:
The $66,728.52 deficit projected in the first year of the program (2024-2025) will be covered by $100,000 in funds in the Department of Social Medicine, Population, and Public Health budget that have been earmarked for initial support of the MPH program (see Letter of Support from Dr. Mark Wolfson in Appendix B). The School of Medicine’s commitment of financial support for the program (see Letter of Support from Dean Deborah Deas in Appendix B) is reflected in Section 2.6.3, below.

Table 5: Operating budget for the first five years.

<table>
<thead>
<tr>
<th>Monetary Category</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27</th>
<th>2027-28</th>
<th>2028-29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Cost</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Director (faculty)</td>
<td>$25,000.00</td>
<td>$25,000.00</td>
<td>$25,000.00</td>
<td>$25,000.00</td>
<td>$25,000.00</td>
</tr>
<tr>
<td>Program/internship Coordinator (100%)</td>
<td>$70,000.00</td>
<td>$72,100.00</td>
<td>$74,263.00</td>
<td>$76,490.89</td>
<td>$78,785.62</td>
</tr>
<tr>
<td>Administrative Specialist (25%)</td>
<td>$15,051.00</td>
<td>$15,543.73</td>
<td>$16,010.04</td>
<td>$16,490.34</td>
<td>$16,985.05</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>$38,461.13</td>
<td>$39,614.97</td>
<td>$40,803.41</td>
<td>$42,027.52</td>
<td>$43,288.34</td>
</tr>
<tr>
<td>Support for Adjunct Faculty</td>
<td>$10,000.00</td>
<td>$20,000.00</td>
<td>$20,000.00</td>
<td>$20,000.00</td>
<td>$20,000.00</td>
</tr>
<tr>
<td>Course Buy-Out for Teaching Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Health Statistics (buyout or overload)</td>
<td>$31,627.20</td>
<td>$31,627.20</td>
<td>$31,627.20</td>
<td>$31,627.20</td>
<td>$31,627.20</td>
</tr>
<tr>
<td>TA support for Public Health Statistics</td>
<td>$20,000.00</td>
<td>$43,246.84</td>
<td>$43,246.84</td>
<td>$43,246.84</td>
<td>$43,246.84</td>
</tr>
<tr>
<td>Support for Core and/or Elective Courses</td>
<td>$8,500.00</td>
<td>$37,497.84</td>
<td>$37,497.84</td>
<td>$37,497.84</td>
<td>$37,497.84</td>
</tr>
<tr>
<td>Student Recruitment Costs</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>Miscellaneous - HABLA MoS</td>
<td>$ -</td>
<td>$25,500.00</td>
<td>$25,500.00</td>
<td>$25,500.00</td>
<td>$25,500.00</td>
</tr>
<tr>
<td>Total Operating Cost</td>
<td>$223,679.33</td>
<td>$315,130.58</td>
<td>$318,948.34</td>
<td>$322,880.63</td>
<td>$326,930.89</td>
</tr>
<tr>
<td>Total Adjusted Operating Income</td>
<td>$223,679.33</td>
<td>$315,130.58</td>
<td>$326,922.05</td>
<td>$330,952.65</td>
<td>$335,104.17</td>
</tr>
<tr>
<td>Total Operating Income</td>
<td>$ (66,728.52)</td>
<td>$6,707.05</td>
<td>$27,099.34</td>
<td>$8,832.44</td>
<td>$38,659.43</td>
</tr>
</tbody>
</table>

Notes:
1. Teaching will be done by core faculty in the program, including faculty from the Department of SMMPH as well as faculty from other departments across campus and adjunct faculty. Funds are included for teaching stipends and/or course buy-outs, as needed. As additional faculty are recruited in the Department of SMPPH, the need for course buy-outs and/or stipends will diminish.
2. Student Recruitment Cost also factored to grow and establish the program.
3. Fringe Benefits are based on UCR established benefit guidelines for staff members qualified for full benefits at 43.9%.
https://accounting.ucr.edu/payroll-coordination/benefits-and-assessments
4. Course Buy-Outs:
   a. Internal buyout (from other campus departments or units): $8,000 per course
   b. External buyout (from extramural funding): 10% of 9-month salary and benefits for one course and 25% of 9-month salary and benefits for two courses
   c. Units reserve the right to approve buyout requests at lower rates; if a course or buyout is granted at a negotiated rate, it must be used in the unit in which it was granted.
6.2.1 Library Acquisitions

No major library acquisitions will be needed for the MPH Program, as most journals (printed and electronic) and books in the area of public health are already available in the UCR and UC library system.

6.2.2 Space and Other Capital Facilities

The School of Medicine has committed to providing the space needed to implement the program (see Letter of Support from Dean Deborah Deas in Appendix D). This is made possible by the opening up of considerable space in School of Medicine Education Building I (the currently operational SOM education building on campus) with the planned opening of School of Medicine Education Building II (which will have 57,000 assignable square feet) in late 2023.

Specific space needs of the program are as follows:

- **Space for program staff.** As noted in the *5-Year MPH Program Operating Costs Budget* table above, we have budgeted for a (Faculty) Program Director (who will receive a stipend), a Program Coordinator (1.0 FTE), and an Administrative Specialist (.25 FTE). Space needs and sources for these individuals are detailed below.
  - **Program Director:** This individual will be a full-time faculty member in the Department of Social Medicine, Population, and Public Health (SMPPH). SMPPH is scheduled to move into the Medical Education 1 Building on campus from its current location (rented space at 3333 14th Street) early in the 2014 calendar year. Private offices for current and additional department faculty members (to accommodate planned growth) have been programmed into space allocations in Medical Education 1 (see Letter of Support from Dean Deborah Deas in Appendix D). The faculty member who will serve as MPH Program Director will be allocated one of these offices.
  - **Program Coordinator:** This individual will require a private office. As noted above, SMPPH is scheduled to move into the Medical Education 1 Building on campus from its current location (rented space at 3333 14th Street) early in the 2014 calendar year. A private office for the MPH Program Coordinator has been programmed for this space (see Letter of Support from Dean Deborah Deas in Appendix D).
  - **Administrative Specialist:** This individual will require a workstation or cubicle. Multiple workstations/cubicles have been programmed into the space plan for SMPPH’s move to the Medical Education 1 Building.

- **Classroom Space**
  - Space in SOM Education Building I will be available for instruction. The building includes eight Problem Based Learning rooms (each with a capacity between 10-20) and two large classrooms (Room 1670, which has a capacity of 83, and Room G650, which has a capacity of 112).
  - This space will be utilized by students pursuing master’s and doctoral degrees in Biomedical Sciences in addition to the Public Health program. Classroom scheduling will be handled by the SOM. The majority of the demand for these classrooms by the Biomedical Sciences
programs is in the morning and early afternoon; there is expected to be considerable available
time for these rooms available in afternoons and evenings, which we expect to be a good fit
for the public health students we recruit, many of whom will already be in the workforce.

6.2.3 Overall MPH Program Cost-Structure

<table>
<thead>
<tr>
<th>Monetary Category</th>
<th>2024-25</th>
<th>2025-26</th>
<th>2026-27</th>
<th>2027-28</th>
<th>2028-29</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State Student Tuition</td>
<td>$205,117.50</td>
<td>$410,235.00</td>
<td>$451,258.50</td>
<td>$496,384.35</td>
<td>$546,022.79</td>
</tr>
<tr>
<td>Less Campus + SOM Distribution (75% of Rev.)</td>
<td>$97,430.81</td>
<td>$194,861.63</td>
<td>$214,347.79</td>
<td>$186,144.13</td>
<td>$204,758.54</td>
</tr>
<tr>
<td>Out-of-State Student Tuition*</td>
<td>$ -</td>
<td>$51,841.00</td>
<td>$57,025.10</td>
<td>$62,727.61</td>
<td>$69,000.37</td>
</tr>
<tr>
<td>Less Campus + SOM Distribution (100% Rev.)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Professional Fees</td>
<td>$89,280.00</td>
<td>$190,454.00</td>
<td>$203,510.40</td>
<td>$230,461.44</td>
<td>$253,507.58</td>
</tr>
<tr>
<td>Less 1/3 Professional Fees for Student Aid</td>
<td>$29,766.67</td>
<td>$63,488.00</td>
<td>$68,386.80</td>
<td>$76,820.48</td>
<td>$84,502.53</td>
</tr>
<tr>
<td>Adjusted Tuition Fees Retention</td>
<td>$9,520.00</td>
<td>$126,976.00</td>
<td>$139,673.80</td>
<td>$153,640.93</td>
<td>$169,005.06</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$156,950.81</td>
<td>$321,837.63</td>
<td>$354,021.39</td>
<td>$339,785.09</td>
<td>$373,763.60</td>
</tr>
<tr>
<td><strong>Operating Cost</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Director (faculty)</td>
<td>$25,000.00</td>
<td>$25,000.00</td>
<td>$25,000.00</td>
<td>$25,000.00</td>
<td>$25,000.00</td>
</tr>
<tr>
<td>Program/Internship Coordinator (100%)</td>
<td>$70,000.00</td>
<td>$72,100.00</td>
<td>$74,253.00</td>
<td>$76,490.89</td>
<td>$78,785.60</td>
</tr>
<tr>
<td>Administrative Specialist (25%)</td>
<td>$15,091.00</td>
<td>$15,543.73</td>
<td>$16,010.04</td>
<td>$16,490.34</td>
<td>$16,985.05</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>$38,461.33</td>
<td>$39,614.97</td>
<td>$40,803.41</td>
<td>$42,027.52</td>
<td>$43,288.34</td>
</tr>
<tr>
<td>Support for Adjunct Faculty</td>
<td>$10,000.00</td>
<td>$20,000.00</td>
<td>$20,000.00</td>
<td>$20,000.00</td>
<td>$20,000.00</td>
</tr>
<tr>
<td>Course Buy-Out for Teaching Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Health Statistics (buyout or overload)</td>
<td>$31,627.20</td>
<td>$31,627.20</td>
<td>$31,627.20</td>
<td>$31,627.20</td>
<td>$31,627.20</td>
</tr>
<tr>
<td>TA support for Public Health Statistics</td>
<td>$20,000.00</td>
<td>$43,246.84</td>
<td>$43,246.84</td>
<td>$43,246.84</td>
<td>$43,246.84</td>
</tr>
<tr>
<td>Support for Core and/or Elective Courses</td>
<td>$8,500.00</td>
<td>$37,497.84</td>
<td>$37,497.84</td>
<td>$37,497.84</td>
<td>$37,497.84</td>
</tr>
<tr>
<td>Student Recruitment Costs</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>Miscellaneous – HABLABS</td>
<td>$ -</td>
<td>$25,500.00</td>
<td>$25,500.00</td>
<td>$25,500.00</td>
<td>$25,500.00</td>
</tr>
<tr>
<td><strong>Total Operating Cost</strong></td>
<td>$223,679.33</td>
<td>$315,130.58</td>
<td>$318,948.34</td>
<td>$322,880.63</td>
<td>$326,930.89</td>
</tr>
<tr>
<td><strong>Total Adjusted Operating Income</strong></td>
<td>$73,271.48</td>
<td>$315,130.58</td>
<td>$326,922.05</td>
<td>$330,952.05</td>
<td>$335,104.17</td>
</tr>
<tr>
<td><strong>Total Operating Income</strong></td>
<td>$ (65,728.52)</td>
<td>$6,707.05</td>
<td>$27,099.34</td>
<td>$8,832.44</td>
<td>$38,659.43</td>
</tr>
</tbody>
</table>

Note:
1. The budget projections do not have GSHIP calculated in student tuition & has a starting cohort in 2024 of 15 students.
   a. Starting in 2024-2025 cohort size takes into account two simultaneous cohorts with a 10% increase in entering
cohorts moving forward.
2. SOM Dean will provide 90% of Actual Campus Allocation of In-State Student Tuition generated for Years 1-3, and 50% of
   Actual Campus Allocation generated in Years 4 and 5, to the Department of Social Medicine, Population, and Public Health to
   support the MPH program. This constitutes financial support of the MPH program as follows:
   ○ Year 1: $46,151
   ○ Year 2: $92,302
   ○ Year 3: $101,533
   ○ Year 4: $62,048
   ○ Year 5: $68,252
   Total monetary investment of the SOM in the program in the first five years: $370,286
3. Program would not retain Out-of-State Student Tuition revenue.
4. Retain all professional fees
   a. 1/3 of retained professional fees have to be reinvested in students
6.3 Future Program Development Plans

As the proposed MPH program becomes further established, we intend to develop formalized tracks of specialization in core public health disciplines. Once the MPH program has been approved and is enrolling and graduating students, UCR will meet the CEPH requirements for a Public Health Program. At that point we will advise CEPH of this change and begin the process of seeking accreditation as a Public Health Program. CEPH accreditation and ASPPH membership will be covered by Department and Institutional funds.

Section 7. Graduate Student Support

Students enrolled in the MPH program will pay a professional fee of $1,984.00 per quarter in addition to quarterly resident or non-resident graduate fees and tuition. For 2024-2025, projected costs are $19,626 for in-state and $31,872 for out-of-state students without GSHIP. If students require UC-mandated insurance, those projected costs will go up to $23,190 and $35,436, respectively. In addition, as per UC policy, one-third of the fees will be put towards financial aid, with the remaining professional fees returned to the program. Therefore, the importance of structuring the portion of the professional fee monies to be used for student support in the most impactful way will be a top priority of the program.

7.1 Financial Aid, Awards, and Fellowships

The primary goal is to ensure that financial issues do not prevent qualified, motivated students from matriculating into, and graduating from, the MPH Program. The School of Medicine financial aid department will provide prospective students and enrolled students with information and resources to facilitate access to their educational needs. The MPH Program will award aid to students based on the program’s mission as well as student financial need, ensuring federal, state, and university compliance. These awards will include a combination of need-based and merit-based grants, student-aid packages, and scholarships. The MPH Program will also encourage students to compete for campus, state, federal, and foundation awards and fellowships.

7.2 Underrepresented Students

A central goal of the proposed MPH program is to provide routes to educational success for underrepresented and first-generation college students and to build a diverse workforce that will serve Inland Southern California. This will be accomplished through a concerted and intentional approach that will include: (1) cultivation of “pipeline” programs, (2) a holistic admissions process, (3) a robust and targeted financial aid program, (4) intensive mentoring and advising, and (5) evaluation and assessment.

We will model our pipeline program after the existing successful pipeline initiatives of UCR’s School of Medicine, which is recognized as a national leader among medical schools in recruitment and retention of a diverse student body. Specifically, we will target undergraduate programs in Inland Southern California with highly diverse student bodies (e.g., UCR, UC-Merced, California State University-San Bernardino) to educate
potential applicants about careers in public health and opportunities provided by the UCR MPH program. UCR’s Health Professions Advising Center encounters many UCR undergraduates who express interest in graduate education in public health, and will serve as an effective vehicle for connecting with those students.

We will also model our holistic admissions process after the approaches used by the UCR School of Public Policy and UCR School of Medicine. A holistic admissions process creates a structure by which members of the admissions committee consider students’ experiences, attributes, and metrics (or “EAMs”) to provide a wider lens for assessing applicants. Following best practices in holistic review, reviewers will be blinded to the student’s academic performance (including GPA and GRE scores) while evaluating EAMs. This will include an interview process, modelled after the multi-mini interview process used by the UCR SOM; this approach has demonstrated a reduction in the role of subjective bias compared with traditional interviews (Bates et al., 2020).

Financial aid for students will be another means by which we will work to recruit a diverse student body. As noted in Section 2.10, a significant portion of revenue from Professional Degree Supplemental Tuition will be allocated to provide targeted grant and scholarship assistance to allow the program to be more accessible and affordable for students, with an emphasis on students historically underrepresented in graduate and professional education.

Mentoring and advising is a critical element in ensuring the success of all students, especially students who are historically underrepresented. All students will be assigned a faculty advisor, who will meet with the student to assess initial skills and learning needs, review program requirements, serve as a mentor, provide feedback on academic progress, and assist with career planning.

A critical element of program evaluation and assessment (see Section 7.4) will be a systematic annual assessment of the extent to which the program is meeting its goals with respect to recruitment, retention, and job placement of historically underrepresented students. We will establish metrics for each of these objectives; compilation of these data will be one of the responsibilities of the Program Coordinator. The data will be reviewed by the Program Director on a routine basis, and by all affiliated faculty in the annual faculty governance meeting.

7.3 Additional Financial Aid Programs

Additional resources can be found at the UCR graduate program funding site at the link provided below:

https://graduate.ucr.edu/funding#fellowships

7.4 Program Evaluation, Assessment, & Feedback

The results of the evaluative measures discussed in Section 1.9 will be regularly used to enhance the quality of the program. Course evaluations will be compiled and reviewed by the MPH program director. These evaluations can impact subsequent teaching assignments, sequencing of course offerings, or specific teaching
strategies. In the event of lower than average scores, MPH teaching faculty will be counseled and opportunities provided for professional development with respect to teaching philosophy and skills. Course content or evaluative criteria may also be revised in the light of student comments. Student surveys, particularly exit and alumni surveys, will provide important information concerning student satisfaction with program curriculum, attainment of competencies, and overall program operations. These data will be used by the MPH program director and appropriate program committees to identify new content areas and methods to improve student services. In addition, shortly prior to graduation from the program, each student’s advisor will conduct an exit interview to gather information on student perspectives of, and experience in, the program. These data will be compiled and reviewed collectively by program faculty to inform quality improvement efforts, including needed revisions of the curriculum. We will also develop and implement a system for tracking alumni to assess job placement, career satisfaction, and post-employment perspectives on strengths and weaknesses of the MPH program.

Section 8. Governance

8.1 Program Governance

We propose an interdepartmental program drawing faculty from throughout campus, including adjunct faculty. The program will be sponsored by the UCR School of Medicine, with administrative support provided by the Department of Social Medicine, Population, and Public Health. Bylaws and operating procedures will be developed by the faculty affiliated with the program, convened by the Program Director. The participating faculty will meet annually to review and make decisions on any changes in curriculum structure, student mentorship, collaborations with faculty across schools, and relationships with local, state, and national agencies.

Section 9. Changes in Senate Regulations

No changes in Senate Regulations are required for the MPH Program.
References


## Appendix A: Sample MPH Program Outline

### Sample Year 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter</th>
<th>Units</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Public Health</td>
<td>Fall I</td>
<td>4.0</td>
<td>Must be taken Fall I</td>
</tr>
<tr>
<td>Health Services Administration</td>
<td>Fall I</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>Ethics in Public Health</td>
<td>Fall I</td>
<td>3.0</td>
<td>Must be taken Fall I</td>
</tr>
<tr>
<td>Public Health Journal Club</td>
<td>Fall I</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Units Fall Quarter I</strong></td>
<td></td>
<td>12.0</td>
<td></td>
</tr>
</tbody>
</table>

| Community Theory and Practice I            | Winter I| 4.0   | Must be Taken Winter I|
| Epidemiology                               | Winter I| 4.0   | Must be Taken Winter I|
| Biostatistics                              | Fall II | 4.0   | Must be Taken Winter I|
| Health Behavior & Policy Interventions I    | Spring I| 4.0   |                     |
| **Total Units Winter Quarter I**           |         | 12.0  |                     |

| Community Theory and Practice II           | Spring I| 4.0   | Must be Taken Spring I|
| **Total Units Spring Quarter I**           |         | 12.0  |                     |

### Summer Session

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter</th>
<th>Units</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum (Requires x amount of hours)</td>
<td>Summer I</td>
<td>3.0</td>
<td>Taken over summer session or during summer break (student convenience)</td>
</tr>
</tbody>
</table>

### Sample Year 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Quarter</th>
<th>Units</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Health Sciences</td>
<td>Winter I</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>Health Behavior &amp; Policy Interventions I</td>
<td>Winter I</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Fall II</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Units Fall Quarter II</strong></td>
<td></td>
<td>12.0</td>
<td></td>
</tr>
</tbody>
</table>

| Health Behavior & Policy Interventions I    | Winter I| 4.0   |                     |
| Elective                                    | Fall II | 2.0   |                     |
| **Total Units Winter Quarter II**           |         | 8.0   |                     |

| Thesis                                      | Spring I| 5.0   | Must be taken in final semester  |
| Elective                                    | Spring I| 2.0   |                     |
| **Total Units Spring Quarter II**           |         | 7.0   |                     |

### Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Course</td>
<td>28.0</td>
</tr>
<tr>
<td>Health Behavior &amp; Policy Intervention Courses</td>
<td>32.0</td>
</tr>
<tr>
<td>Theory/Evaluation Methods</td>
<td>4.0</td>
</tr>
<tr>
<td>Electives</td>
<td>36.0</td>
</tr>
<tr>
<td>Integrated Practice Experience (Thesis)</td>
<td>3.0</td>
</tr>
<tr>
<td>Applied Practice Experience (Practicum)</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>66.0</td>
</tr>
</tbody>
</table>
Appendix B: Letters of Support (LoS)

- Deas SOM Financial Commitment
- Deas SOM LoS and Space Commitment
- LoS Costa Vargas Anthropology
- LoS Deolalikar School of Public Policy
- LoS Leung Riverside County Public Health
- LoS Li Department of Statistics
- LoS Simmons SEHE
- LoS Tsotras and Li Data Science Major
- Wolfson Memo
October 24, 2022

Dr. Wolfson
Chair, Department of Social Medicine,
Population and Public Health (SMPPH)

RE: MPH Program Multi-Year Support

Dear Dr. Wolfson:

I am pleased to approve funding support for the Social Medicine, Population & Public Health MPH Program, effective FY24-25. This commitment will be for five years through FY28-29, as outlined below.

Funding will be provided based on actuals at the end of each fiscal year and for the following:

<table>
<thead>
<tr>
<th>Funding Period</th>
<th>Commitment Amount</th>
<th>Multi-Year (Y/N)</th>
<th>Reimbursement Basis (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 1-3: FY24-25</td>
<td>90% of Actual Campus Allocation to SOM</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>through FY26-27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Years 4-5: FY27-28</td>
<td>50% of Actual Campus Allocation to SOM</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>through FY28-29</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Funding will be provided based on the actual allocation received by SOM, and on the formula used by Central Campus to allocate the funds.

Funds will be transferred each fiscal year, prior to fiscal year end close once SOM receives the allocation from Central Campus.

Thank you for your continued commitment and contribution to the SOM Mission.

Sincerely,

Deborah Deas, MD, MPH
Vice Chancellor, Health Sciences
Pam and Mark Rubin Dean
cc:  Associate Dean and CFAO, Maria Aldana
   SOM Controller, Dylan Smith
   Operations Manager, Shellee Kreuter
   Executive Assistant, Jakquelyn Sullivan
   Financial Administrative Officer, Doris Lee

<table>
<thead>
<tr>
<th>Commitment Number</th>
<th>Date Issued</th>
<th>Recipient FAU</th>
<th>Controller Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>3259</td>
<td>4/15/22</td>
<td>A02191-19900-40-BC75</td>
<td>4.15.22 DS</td>
</tr>
</tbody>
</table>

Final Proposal - Master of Public Health (MPH)
October 27, 2022

Dear Members of the UC Riverside Academic Senate,

I am writing to express my highest degree of support for the proposal from a cross-campus committee, led by Dr. Mark Wolfson of the Department of Social Medicine, Public, and Population Health within the School of Medicine, to establish a Master of Public Health (MPH) program here at the University of California, Riverside.

I believe that establishing a UCR MPH program is the right thing to do, and it is the right time to do it. Inland Southern California has critical public health needs, including unaddressed health disparities that have become even more apparent since the onset of the COVID-19 pandemic. An MPH program would build directly on existing strengths of UCR, including faculty expertise in a variety of health issues and conditions, including environmental health, occupational health, health disparities, health policy, and social determinants of health. This expertise is distributed widely across UCR’s schools and colleges, indicating that an interdepartmental program, such as the one proposed, is the right approach.

The program would benefit from infrastructure that has already been put in place, including the School of Medicine’s Health Disparities Research Center and Center for Healthy Communities.

The MPH Program will also help advance a number of institutional goals articulated in UCR’s Strategic Plan, including furthering “distinctive, transformative research and scholarship,” “a rigorous, engaging, and empowering learning environment,” “a welcoming, inclusive, and collaborative community,” and “advancing the public good.”

Having earned an MPH degree prior to my medical degree, I am quite familiar with the content and methods of public health. I commit to supporting the success of the proposed MPH program, which I firmly believe will benefit UCR, the community we serve, and the State of California.
As noted in my October 24, 2022 letter to Dr. Wolfson (which is included in the proposal submitted to the UCR Academic Senate), the School of Medicine is making a significant financial commitment to the success of the MPH program. In addition, the School commits to providing the space needed to implement the program. We have programmed space for the program, starting in 2024, in the School of Medicine Education Building I.

Please do not hesitate to contact me if you have any questions or if I can provide any additional information on the commitment of the UCR School of Medicine to this critical initiative.

Sincerely,

Deborah Deas, MD, MPH
Vice Chancellor for Health Sciences
Mark and Pam Rubin Dean
October 24, 2022

Mark Wolfson, Ph.D.
Professor and Chair
Department of Social Medicine, Population and Public Health
William R. and S. Sue Johnson Endowed Chair
University of California, Riverside | School of Medicine
3333 14th Street
Riverside, CA 92501

Dear Mark,

I am writing to convey my enthusiasm and full support for the proposal that you and your colleagues in the School of Medicine and from across campus have developed for a master of public health (MPH) program here at the University of California, Riverside.

The development of an MPH program is of critical importance for the region we serve. As you are aware, Inland Southern California has critical public health needs, which include marked health disparities by race, ethnicity, income, wealth, and geography. Developing a workforce of individuals equipped with outstanding training in public health will go a long way towards improving public health in the region.

I am also struck by the ways in which the proposed MPH program builds on existing strengths of UCR, which include our mission, our expertise in developing and implementing effective mechanisms for recruiting and retaining students who have historically been underrepresented in higher education, and our faculty’s expertise in a variety of health issues and conditions-- including environmental health, health disparities, and social determinants of health.

The Department of Anthropology will be delighted to collaborate with you and your colleagues on the MPH program. Some of our faculty (including Dr. Jennifer Syvertsen, who has been part of the planning committee, and myself) have already opted to affiliate with the program, as noted in the proposal. These individuals will be able to participate in advising, guest lecturing, and serving on thesis committees, as well as being part of the emerging community of scholarship and practice around public health at UCR. This community of practice will provide critical structure and focus with the development of this graduate program.

In addition, I envision that an important benefit of this collaboration will be enjoyed by graduate students in both Anthropology and Public Health. Graduate students in our
department may be drawn to several of the planned course offerings in public health, including Foundations of Public Health, Epidemiology, and Community Theory and Practice.

In addition, MPH students may be drawn to some of our course offerings, including Seminar in Medical Anthropology; Critical Theories of Gender, Race, and Blackness; Anthropology of the Body).

Finally, my departmental colleagues and I are excited about the UCR MPH program providing a meaningful and attractive option for further professional training on the part of our majors after graduation. Our students often ask us about options for training and careers in public health, and will be excited to see this program in place at UCR.

My colleagues and I are very excited about this new chapter in our collaborations with multiple colleges across UCR in the public health domain. You have my full and enthusiastic support for the proposed MPH program.

Sincerely,

joão costa vargas
Professor and Chair
Department of Anthropology
October 27, 2022

Professor Mark Wolfson, Ph.D.
Professor and Chair
Department of Social Medicine, Population and Public Health
University of California, Riverside School of Medicine
3333 14th Street
Riverside, CA 92501

Dear Mark:

I am writing to convey my enthusiasm and full support for the proposal that you and your colleagues in the School of Medicine and from across campus, including the School of Public Policy, have developed for a Master of Public Health (MPH) program here at the University of California, Riverside.

The development of an MPH program is of critical importance for the region we serve. As you know, Inland Southern California has critical public health needs, which include marked health disparities by race, ethnicity, income, wealth, and geography. Developing a workforce of individuals equipped with outstanding training in public health will help improve the health of the region’s population and increase health equity.

I am struck by the ways in which the proposed MPH program will build on existing strengths of UCR, including our mission, our expertise in developing and implementing effective mechanisms for recruiting and retaining students who have historically been underrepresented in higher education, and our faculty’s expertise in a variety of health issues and conditions – including environmental health, occupational health, health disparities, health policy, and social determinants of health.

The School of Public Policy will be delighted to collaborate with you and your colleagues on the MPH program. Some of our faculty (including Professors Richard Carpiano and Bruce Link, who have both been part of the planning committee for the MPH program) have agreed to be members of the graduate faculty of the program, as noted in the proposal. These faculty members will be able to participate in advising, guest lecturing, and serving on thesis committees, as well as being part of the emerging community of scholarship and practice around public health at UCR.
In addition, I envision that an important benefit of this collaboration will be enjoyed by graduate students in both Public Policy and Public Health. Graduate students in Public Policy may be drawn to several of the planned course offerings in public health, including *Foundations of Public Health*, *Epidemiology*, *Community Theory and Practice*, *Public Health Administration*, and HABLABMoS *Public Health*. MPH students may be drawn to some Public Policy course offerings, including *Public Policy and Health*, *Policy Evaluation*, *Methods in Health Disparities Research*, and *Advanced Methods in Health Disparities Research*.

My colleagues and I are very excited about this new chapter in our collaborations with multiple colleges across UCR in the public health domain. You have my full and enthusiastic support for the proposed MPH program.

Regards,

Anil B. Deolalikar  
*Founding Dean,*
*School of Public Policy*
*Professor of Economics*
April 28, 2022

Mark Wolfson, Ph.D.
Professor and Chair
Department of Social Medicine, Population and Public Health
William R. and S. Sue Johnson Endowed Chair
University of California, Riverside | School of Medicine
3333 14th Street
Riverside, CA 92501

Dear Dr. Wolfson,

I am writing in strong support of the proposal that you and your colleagues at the University of California, Riverside have developed for a Master of Public Health (MPH) program. As you may know, I serve as the Riverside County Public Health Officer. My colleagues and I serve the 10th most populous county in the U.S., with a population of 2.5 million, spread over 7,206 square miles. The county has an ethnically and socioeconomically diverse population (52% Hispanic/Latino; almost 15% of the total county population lives below the poverty line), and high public health needs. Riverside County has 4 to 5 times as many individuals living in the least healthy quartile (of the Healthy Places Index or HPI) when compared to other California counties. I firmly believe that the proposed MPH degree program will address a critical need in Inland Southern California: to increase the supply of individuals with excellent training and skills in Public Health.

As you know, I have an appointment as a Health Science Clinical Professor in the UCR Department of Family Medicine. I believe the proposed workforce development initiative will deepen our already strong relationship with UCR.

I anticipate supporting the proposed MPH program in the following ways:

- We expect to be able to provide internship opportunities for selected MPH students in a wide variety of public health functional areas and settings in the Riverside County Department of Public Health.
- We will help identify employment opportunities for graduating students in the Department and in community partner organizations.
- We expect to be able to leverage expertise from throughout the Riverside University Health System (an integrated health system, inclusive of the RUHS Medical Center, RUHS Community Health Centers, RUHS Behavioral Health, and RUHS Public Health) in order to support the instruction of MPH students (e.g., as guest lecturers, etc.)
- Selected staff in Riverside County Public Health who already serve in the public health workforce, but do not currently hold an MPH or other advanced degree, may participate in the MPH program.
In response to your gracious invitation, my colleague Dr. Shunling Tsang (who holds a UCR faculty appointment and an MPH degree in addition to her medical degree; and who currently serves as the Riverside County Deputy Public Health Officer and Riverside University Health System Outpatient Quality Medical Director) and I will be delighted to serve as affiliated faculty members in the program. We understand that in this capacity we will be engaged in contributing to the program by providing guest lectures, serving on committees (including thesis committees), and advising students. In addition, as we discussed, I would be pleased to serve as course director for the Health Services Administration course that is being planned as one of the core courses.

The development of an MPH program is of critical importance for the region we serve. As you are aware, Inland Southern California has pronounced public health needs, which include marked health disparities by race, ethnicity, income, wealth, and geography. Developing a workforce of individuals equipped with outstanding training in public health will go a long way towards improving public health in the region.

You have my full and enthusiastic support for the proposed MPH program.

Sincerely,

[Signature]

Geoffrey Leung, M.D., Ed.M.
Riverside County Public Health Officer
Riverside University Health System
4065 County Circle Drive, #412
Riverside CA 92503

Email: g.leung@ruhealth.org
Phone: 951-358-5077

cc: Dr. Shunling Tsang
April 29, 2022

Mark Wolfson, Ph.D.
Professor and Chair
Department of Social Medicine, Population and Public Health
William R. and S. Sue Johnson Endowed Chair
University of California, Riverside | School of Medicine
3333 14th Street
Riverside, CA 92501

Dear Dr. Wolfson,

I am writing in strong support of the proposal that you and your colleagues in the School of Medicine and from across campus have developed for a Master of Public Health (MPH) program here at the University of California, Riverside.

The development of an MPH program is of critical importance for the region we serve. As you are aware, Inland Southern California has critical public health needs, which include marked health disparities by race, ethnicity, income, wealth, and geography. Developing a workforce of individuals equipped with outstanding training in public health will go a long way towards improving public health in the region.

I am also struck by the ways in which the proposed MPH program builds on existing strengths of UCR, which include our mission, our expertise in developing and implementing effective mechanisms for recruiting and retaining students who have historically been underrepresented in higher education, and our faculty’s expertise in a variety of health issues and conditions— including environmental health, health disparities, and social determinants of health.

The Department of Statistics will be delighted to collaborate with you and your colleagues on the MPH program. Several of our faculty (including myself!) have opted to affiliate with the program, as noted in the proposal. These individuals will be able to participate in advising, guest lecturing, and serving on thesis committees. In addition, the Department of Statistics will take responsibility for developing and teaching a two-course sequence on data, measurement, analysis, and research and evaluation designs for public health. We are pleased that you have been able to include in the budget proposed for the program salary support for our faculty to teach these two courses (15% salary support per course, including coverage of fringe benefits) as well as support for a teaching assistant for each of these courses, enabling there to be a learning laboratory component.
My departmental colleagues and I are very excited about this new chapter in our collaborations with multiple colleges across UCR in the public health domain. You have my full and enthusiastic support for the proposed MPH program.

Sincerely,

Yehua Li, Ph.D.
Professor and Chair
Department of Statistics
October 24, 2022

Mark Wolfson, Ph.D.
Professor and Chair
Department of Social Medicine, Population and Public Health
William R. and S. Sue Johnson Endowed Chair
University of California, Riverside | School of Medicine
3333 14th Street
Riverside, CA 92501

Dear Mark,
I am writing to convey my enthusiasm and full support for the proposal that you and your colleagues in the School of Medicine and from across campus have developed for a master of public health (MPH) program here at the University of California, Riverside. The development of an MPH program is of critical importance for Inland Southern California. Our region demonstrates critical public health needs, including marked health disparities by race, ethnicity, income, wealth, and geography. Developing a workforce of individuals equipped with outstanding training in public health will contribute greatly to improving public health in the region.

As you know, I am working with a group of colleagues from across campus to establish a Department of Society, Environment and Health Equity (SEHE) in the College of Humanities, Arts and Social Sciences here at UCR. I firmly believe that, if approved, the SEHE Department and the new Public Health MPH program will work synergistically in a number of ways. First, SEHE and the MPH program will serve as foundations for students and scholars from across campus to engage in multidisciplinary dialogue on the critical and interrelated issues of environment, sustainability, and health equity. This should lead to important scholarly collaborations on these topics, as well as competitive proposals for funding from the National Science Foundation, the National Endowment for the Humanities, the National Institutes of Health, and other federal, state, and foundation funders. Second, I believe that SEHE will serve as a critical pathway for undergraduate students —especially students who are underrepresented in public health and medicine— to be introduced to career options in public health and medicine. SEHE should serve as an excellent conduit for UCR undergraduates to pursue an MPH or medical degree, either at UCR or elsewhere.
Finally, the strong emphasis in the SEHE proposal on community engagement and addressing local health issues is in close alignment with the focus of the proposed MPH program. Collaborations involving SEHE and the MPH program should enhance the SOM mission of increasing the health workforce and positively impacting population health—including reducing health disparities—in Inland Southern California.

My colleagues and I are very excited about the fruitful collaborations and enhanced impact we think will result from the development of SEHE and of the MPH program. You have our full and enthusiastic support for the MPH proposal.

Sincerely,

Dana Simmons, Ph.D.
Associate Professor
Department of History
May 4, 2022

Mark Wolfson, Ph.D.
Professor and Chair
Department of Social Medicine, Population, and Public Health
University of California, Riverside School of Medicine

Dear Mark,

This letter is to express our enthusiastic support for the proposal you and your colleagues have developed for a Master of Public Health (MPH) program here at UCR. This will be an important program for the region, as there is a pressing need to develop the public health workforce in Inland Southern California.

We believe the MPH program will also contribute to interdisciplinary collaborations at UCR. We applaud your successful efforts to bring together faculty from across campus with interests and expertise in areas that are critical for understanding and effectively addressing the public health challenges faced by the region we serve.

As Co-Directors of the Data Science program at UCR, we would like to express our interest in partnering with you and your colleagues on the MPH program. Data science is a critical piece of contemporary public health efforts. We have appreciated our past collaborations with you and your colleagues in this area—such as our 2021 proposal to the U.S. Department of Health and Human Services to create a regional public health informatics workforce development initiative here at UCR.

As you know, we currently offer an undergraduate major in data science. While it is unlikely that MPH students would have the extensive prerequisites that are required for courses in the undergraduate major (which in any case are not now open to graduate students for credit), we are very interested in developing more accessible course offerings in the future. We look forward to partnering with the faculty of the MPH program on this front.

In addition, we are pleased that several faculty affiliated with the Data Science program have chosen to affiliate with the proposed MPH program. These include Dr. Yehua Li, Dr. Esra Kurum, and Dr. Xinping Cui from the Department of Statistics, and Dr. Paea LePendu and myself (Tsotras) from the Department of Computer Science and Engineering. Please let us know if there's anything else we can do at this point to support the proposed MPH degree program.

Vassilis J. Tsotras
Director, Data Science Major
Professor of Computer Science and Engineering

Jun Li
co-Director, Data Science Major
Professor, Department of Statistics
October 28, 2022

TO: Deborah Deas, M.D., M.P.H
   Vice Chancellor for Health Sciences
   Mark and Pam Rubin Dean
   UCR School of Medicine

From: Mark Wolfson, Ph.D.
   Professor and Chair
   Department of Social Medicine, Population, and Public Health

CC: Maria Aldana, MBA
    Associate Dean and Chief Finance and Accounting Officer
    UCR School of Medicine

Doris Lee
Finance and Administrative Officer
Department of Social Medicine, Population, and Public Health

RE: Commitment of $100,000 in my Start-Up Funds to Support Proposed MPH Program

As you are aware, I am working with a planning committee with representation from multiple UCR schools and colleges to establish an interdepartmental Master of Public Health (MPH) degree program here at UCR.

As we’ve discussed, we are projecting a $66,728.52 deficit by the end of the first year of the program (2024-2025). In all subsequent years (Year 2 (2025-2026), Year 3 (2026-2027), Year 4 (2027-2028), and Year 5 (2028-2029), we project surpluses.

I am writing to let you know that I plan to commit up to $100,000 in my start-up funds to support the MPH program—specifically, to cover this projected deficit. This will be taken from the $200,000 commitment by the School of Medicine in my LOI for “departmental [SMPPH] growth and activities,” of which $150,000 is currently remaining and reserved for this purpose.

Thank you for your enthusiastic dedication to, and support for, establishing an MPH degree program here at UCR.
Appendix C: MPH Program Budget Narrative

Program Director:
The Program Director will oversee administrative and day-to-day operational tasks of the program, in addition to compiling and reviewing course evaluations. An annual stipend of $25,000 will be provided.

Program Coordinator (100%):
The Program Coordinator will contribute to program activities including independently managing the scheduling and delivery of classes, coordinating professional development events, developing online and print materials, maintain project database system, generate reports and analyze data to make programmatic recommendations, assisting the Program Director with program-related activities, and work collaboratively with faculty, staff, and students with respect to program goals and will perform other duties as assigned.

Administrative Specialist (25%):
The Administrative Specialist will provide administrative coordination, programmatic and budgetary support services for the Program Director, Program Coordinator, faculty, and students.

Fringe Benefits:
UCR salaries and wages were estimated using UC Riverside’s academic and staff salary scales and established guidelines. Fringe benefits are based on a percentage of the employee’s salary and include University contributions to the UC Retirement Plan (UCRP). Employee benefits are charged at the composite benefit rate agreed upon by the University of California. An additional 8% or 9% for vacation accrual are assessed based on the employee groups and are included in the rates listed above.

In addition to fringe benefits for the GSR, University policy requires inclusion of partial fees remissions (PFR) and Graduate Student Health Insurance (GSHIP) for GSRs employed during each academic year with an appointment of 25% time or more. Non-resident tuition will not be necessary as the GSR proposed here will be a California resident. These are included in the budget as fringe benefits for the GSR. It is anticipated that the GSR tuition and Student Services fees would escalate by 3% effective 2020/21 and beyond. The GSHIP would escalate by 7% effective 7/01/2016 per year. These escalation factors are also included in the budgeted costs.

Adjunct Faculty:
Support for Adjunct Faculty is budgeted to incentivize these faculty to teach in the program, where needed.

Course Buy-out for Teaching Courses:
- Funds are budgeted for 15% salary support plus fringe benefits for course buyout or overload payment for Public Health Statistics
- Teaching Assistant Support for Public Health Statistics
- Support for Core and/or Elective Courses
**Student Recruitment Costs:**
Funds are budgeted for potential travel to various college fairs, conferences, and/or meetings to promote the MPH program, in addition to printing flyers/brochures and/or marketing costs.

**Miscellaneous:**
Funds are budgeted to support faculty salaries for the Public Health HABLAMoS program, which will build on the existing HABLAMoS (Hispanic And Bilingual Ambulatory Medical Studies) program for medical students at UCR.
October 24, 2022

Mark Wolfson, Ph.D.
Professor and Chair
Department of Social Medicine, Population and Public Health
*William R. and S. Sue Johnson Endowed Chair*
*University of California, Riverside | School of Medicine*
3333 14th Street
Riverside, CA 92501

Dear Mark,

I am writing to express my enthusiastic support for the proposal that you and your colleagues in the School of Medicine and from across campus have developed for a master of public health (MPH) program here at the University of California, Riverside.

Development of an MPH program at UCR is of great importance for in order to address critical public health needs, which include marked health disparities by race, ethnicity, income, wealth, and geography, in the Inland Empire. Developing a workforce of individuals equipped with outstanding training in public health will contribute to improving public health in the region.

I believe that the proposed MPH program builds on existing strengths of UCR, which include our mission, our expertise in developing and implementing effective mechanisms for recruiting and retaining students who have historically been underrepresented in higher education, and our faculty’s expertise in a variety of health issues and conditions-- including environmental health, health disparities, and social and structural determinants of health.

The Department of Sociology will be delighted to collaborate with you and your colleagues on the MPH program. Some of our faculty (including Dr. Bruce Link (who has been part of the planning committee to develop the program) and Dr. Chioun Lee) have agreed to participate in the proposed program, as noted in the proposal. These individuals will be able to participate in advising, guest lecturing, and serving on thesis committees, as well as being part of the emerging community of scholarship and practice around public health at UCR.

I believe that an important benefit of this collaboration will be enjoyed by graduate students in both Sociology and Public Health. Graduate students in our department may be drawn to several of the planned course offerings in public health, including *Foundations of Public Health*, *Epidemiology*, *Health Policy and Administration*, and *Health Behavior and Policy Interventions*, as well elective course that will be developed focused on infectious diseases, chronic diseases, and behavioral Health. And MPH students may be draw to some of our course offerings, including *Life Course and Health* (Soc 286), *Migration and Health* (SOC 287), *Social Determinants of Health* (SOC 288), and *Medical Sociology Graduate Seminar* (Soc 284).

Finally, my colleagues and I are excited about the UCR MPH program providing a meaningful and attractive option for further professional training on the part of our majors after graduation. Our
students often ask us about options for career paths and further training based after completing their undergraduate degree in sociology; I believe pursuing a master of public health degree at UCR will be an attractive option for many of them.

My colleagues and I are very excited about this new chapter in our collaborations with multiple colleges across UCR in the public health domain. You have my full and enthusiastic support for the proposed MPH program.

Sincerely,

Adalberto Aguirre Jr.
Professor and Chair
Department of Sociology
Summary

Response to Senate Committee and School/College Executive Committee Reviews of MPH Proposal

Mark Wolfson, Ph.D. on behalf of the Master of Public Health Degree Development Committee

10/31/2022

Background

The original version of the proposal was submitted on May 17, 2021. Feedback from multiple Senate committees and school and college executive councils was received on July 29, 2021. Since that time the cross-campus planning committee for the MPH program worked to revise the proposal, including consultations with various partners and stakeholders across campus.

The planning committee believes that we have responded to all of the questions and concerns that were raised in the review of the original proposal. Please note that significant endorsement and support was expressed in the original review of the proposal. We believe that our revisions in response to the feedback provided has made this an even stronger proposal. We are happy to answer any remaining questions or address any remaining concerns on the part of the Senate leaders and committees.

Summary of Response/Revisions

<table>
<thead>
<tr>
<th>Committee</th>
<th>Feedback</th>
<th>Response/Revisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Riverside Division</td>
<td>• During their July 26, 2021 meeting, Executive Council discussed the subject proposal for a Master of Public Health (MPH) degree program and had no comments to add to the attached consultative feedback memos from Senate standing committees and college and school faculty executive committees. I trust this feedback proves helpful to the proponents.</td>
<td>• The feedback was extremely useful. Our planning committee carefully considered all feedback that was provided. Our responses to the feedback, including modifications and/or clarifications reflected in this version of the proposal, are noted below.</td>
</tr>
<tr>
<td>Committee on Diversity, Equity, &amp; Inclusion</td>
<td>• The Committee on Diversity, Equity, and Inclusion reviewed the proposed Master of Public Health degree program and unanimously supports the proposal.</td>
<td>• We appreciate the endorsement and support.</td>
</tr>
</tbody>
</table>
| Committee on Courses | • The Committee on Courses reviewed the proposal for a Master in Public Health Program at their June 2, 2021 meeting and are generally supportive of the proposal.  
• The Committee does recommend that the proposal be updated to include letters of support from the departments whose courses will be used for the program including Sociology, Economics, Public Policy, and Statistics. | • We appreciate the support.  
• We have engaged in productive conversations with chairs/deans of each of these departments or schools, as well as other key UCR partners for the proposed MPH program. **Letters of support may be found in Appendix B of the proposal.** These include letters from the Dean of the School of Public Policy; the Chair of the Department of Anthropology, the Chair of the Department of Statistics; a leader of the proposal to establish a Department of Society, Environment, and Health Equity; and the Program Directors of the Data Science Major. We also have a commitment to being provided a letter from the Department of Economics, and are in discussions about a letter from the Department of Sociology, but did not have these letters in hand at the time of this submission.  
• We consulted with Melinda Miller, Course Specialist in the Office of the Registrar. She confirmed that the PBHL code is available for use by the proposed MPH program. |
<table>
<thead>
<tr>
<th>Committee on Planning and Budget</th>
<th>Committee on Planning and Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Committee also recommends that the program consult with the Registrar’s Office and Business Services to coordinate the fees for the program.</td>
<td>• We consulted with Linda Coco, Assistant Registrar, Courses and Academic Scheduling, in the Office of the Registrar. She directed us to the Tuition and Fees page of the website. The tuition and fees presented in our proposal are based on the information contained on that webpage.</td>
</tr>
<tr>
<td>• The committee requests a letter of commitment from the SoM Dean clearly outlining the economic responsibility between the college and the program. The proposal outlined the need for space, staff, and financial support, but the Dean’s letter does not commit those resources.</td>
<td>• Two letters from the Dean of the School of Medicine are provided in this version of the proposal, and may be found in Appendix B. The letter dated 10/24/2022 states the School of Medicine’s financial commitment to the program (above and beyond ongoing financial support provided to the home department, Social Medicine, Population, and Public Health). The letter dated 10/27/2022 states the School of Medicine’s commitment to provide space for instructional and administrative activities of the program. Please also see Section 6, Resource Requirements, for additional details).</td>
</tr>
<tr>
<td>• It is unclear to the committee who will cover the deficit from the program’s first year.</td>
<td>• The $66,728.52 deficit projected in the first year of the program (2024-2025) will be covered by $100,000 in funds in the Department of Social Medicine, Population, and Public Health budget that have been earmarked for initial support of the MPH program. (Please see P. 28 of the proposal and Letter of Support from Dr. Mark Wolfson in Appendix B.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Council</th>
<th>Graduate Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Council was supportive and enthusiastic about the proposed new program as there is great need for a program like this at UCR.</td>
<td>• We appreciate Graduate Council’s support, enthusiasm, and recognition of need for the program.</td>
</tr>
<tr>
<td>• The Council would like clarification about the faculty and staff support. Some interdepartmental graduate programs appear</td>
<td>• We appreciate the concern about adequacy of institutional support, as this has been an issue for some interdepartmental programs, and is critical to the proposed program’s</td>
</tr>
</tbody>
</table>

Graduate Council was supportive and enthusiastic about the proposed new program as there is great need for a program like this at UCR. The Council would like clarification about the faculty and staff support. Some interdepartmental graduate programs appear.
to struggle from lack of institutional support. Are the FTE, staff, and tuition revenues mentioned in the proposal enough to support the program?

We believe that this revised version of the proposal will demonstrate that generous institutional support has been committed, and that resources will be more than adequate to support the program’s success. Specifically:

- **FTE.** As noted in Section 6.1 (starting on P. 26), the department that will administer the program (the Department of Social Medicine, Population, and Public Health, or “SMPPH”) has a commitment of 7.0 FTE ladder rank faculty for dedicated teaching in the program. Funds have been included in the proposed budget for the program for the Department of Statistics to teach a 2-course statistics series (see P. 26). As noted in this section (as well as in the Budget Narrative—see Appendix C), we have budgeted for paid (or in some cases, volunteer) adjunct faculty to cover one or two classes, as needed). We will also benefit from electives offered by other schools and departments, as they will correspondingly benefit from our allowing enrollment of their majors in elective courses in the MPH program.

- **Staff.** As noted in Section 6.2 (starting on P. 27), we have budgeted for 1.25 staff FTE. As noted on P. 27 and P. 28, in addition to these new positions specifically budgeted for the program, several existing (or in one case, planned) staff members in SMPPH will have a percentage of their time allocated to the program. These allocations will provide a total of an additional 1.0 FTE.
The Council would also like to encourage that the recommended basic proficiency in a second language be folded into the language describing the admissions criterion and explained as a valuable attribute in prospective students that will serve to augment the program's diversity.

- Tuition Revenues. As shown in our financial projects (P. 28 and P. 30), the program is projected to be in a deficit at the end of the first year, and generate small to moderate surpluses in subsequent years. As noted elsewhere in this response, the School of Medicine has committed financial support by sharing 90% of Actual Campus Allocation of In-State Student Tuition generated for Years 1-3, and 50% of Actual Campus Allocation generated in Years 4 and 5 (see P. 30 and SOM Dean’s letters of support in Appendix B). (This is in addition to providing space for the program in Medical Education Building I and recurring allocations for operating expenses to the Department of SMPPH).

CHASS Executive Committee

- The CHASS Executive Committee reviewed and approved the proposal for a Master of Public Health Program for its possible impact on CHASS. In particular, we hope that this program will develop a fruitful collaboration with the proposed Department.

- We agree with this recommendation, and have incorporated this into the current version of the proposal (see Pp. 21-22). Please also note that we propose to offer a 3-series course, HABLEMoS for Public Health, which will enable students to obtain Spanish language and Latinx cultural competence/humility (please see Pp. 23-24).

- We agree and have collaborated with the ESHQ (now SEHE) program leaders to foster a productive collaboration. We have provided a letter of support for the proposal to establish the SEHE department. One of the program leaders in the effort to establish SEHE, Dr. Dana Simmons, has provided a letter of support for the MPH proposal (please see Appendix B).
of Environment, Sustainability, and Health Equity (ESHQ), which would be housed in CHASS if it is established.

### Executive Committee College of Natural and Agricultural Science

- The CNAS Executive Committee supports this proposal. Some comments follow.

- A goal of 30 students admitted a year (so 60 student program?) seems high for such a tiny hosting department.

- How many students will exercise the thesis option? Who will supervise those?

- Master’s programs with capstones generally result in less faculty time available for proposal writing and other scholarship, not more. The demands of this student population should not be underestimated.

### Proponents response to comments on first round of review

- We appreciate the support.

- We appreciate this feedback. The planning committee considered this carefully, and decided to revise the program goals with respect to enrollment. We now project that 15 students will matriculate in the first year of the program, increasing 10% each year. Total enrollments in the 2-year program are projected to be 15 in Year 1, 32 in Year 2, 35 in Year 3, 39 in Year 4, and 43 in Year 5. These new enrollment goals, which we believe to be both realistic and manageable, are reflected in the **Executive Summary and throughout the proposal**.

- This is a difficult question to answer, but our best guess is that 1/4 to 1/2 of students will exercise this option. Students writing a thesis will be supervised by faculty affiliated with the program. *Please note that the number of faculty who have volunteered to affiliate with the MPH Program faculty has increased from 11 in the original proposal to 27 in this revised proposal* (see Pp. 19-21).

- We appreciate this reminder. That said, we believe that with the significant reduction in projected enrollments, the teaching demands of home department (SMPPH) faculty will be well within the norms of ladder-rank faculty in the School of Medicine (see Pp. 26-27), and expectations of other affiliated faculty will be well within the norms for interdepartmental programs.
UCR campus-community boundaries are already permeable -- except perhaps between the med school and the rest of campus, so maybe this program would be positive in that regard.

The proposal says that "Several existing UCR centers provide additional strengths that are relevant" and "the Center for Geospatial Sciences provides strength in spatial aspects of health" but does not appear (?) to list any PBPL or other courses on spatial analysis methods (offered by Center faculty) in the electives. Why not?

I am not sure what the incentive structure is for faculty outside the host unit to become affiliated faculty.

We appreciate this observation and fully agree. Public health is a big tent, is by nature interdisciplinary, and addresses challenging problems that can only be solved by interdisciplinary efforts. We anticipation that the development and launch of this degree program will bring together faculty from across campus (as reflected in the list of faculty who have already chosen to affiliate with the proposed program—see Pp. 19-21).

The electives that are listed are not exhaustive; we are very open to including additional courses as electives, if such courses are being offered by the sponsoring department and there are not caps on enrollment. We have collaborated with CGS faculty in the past on research proposals, and look forward to continuing collaborations on mutually beneficial educational efforts.

We have been intentional in trying to establish reasonable expectations of faculty from units outside of SMPPH who wish to affiliate with the program. As noted on P. 19 of the revised proposal, these include giving occasional guest lectures, advising, committee participation, and, more broadly, being a part of the intellectual community at UCR interested in public health. Based on conversations with many of the large number of individuals who have either sought us out to volunteer to affiliate with the program, or have responded positively to our invitation to affiliate, incentives include (1) being part of a interdisciplinary research and education community focused on public health, (2) learning from colleagues in other fields, (3) learning about research grant opportunities, (4) identifying potential collaborators, and (5) contributing to
| Committee on Library and Information Technology | The LIT Committee discussed this program. No concerns were raised pertaining to the Library or ITs. It seems like a worthwhile program to develop. | We appreciate the committee’s assessment that the MPH program seems worthwhile to develop. |
| Executive Committee School of Medicine | The SOM Executive Committee reviewed the Proposed Degree Program: Master of Public Health (MPH) at the regular meeting on June 24, 2021. SOM FEC does not have any concerns with this proposal and strongly supports the proposed MPH degree program. | We appreciate the strong support expressed by the committee. |
| Executive Committee School of Public Policy | Market Demand: Regional & UC Program Competition | As noted in Sections 3.1 and 3.2 of the revised proposal (Pp. 17-18), national, state, and local data indicate strong and growing employer demand for individuals with training in public health, including those with MPH degrees. There is increasing awareness of the importance of, and careers in, public health, driven in significant part by the COVID epidemic. Note also the observation by the Riverside County Public Health Officer, Dr. Geoffrey Leung, that the proposed program “will address a critical need in Inland Southern California: to increase the supply of individuals with excellent training and skills in public health” (P. 17). |
| | Small Faculty Size of SMPPH | As noted on P. 3 and elsewhere, SMPPH is growing rapidly, and expects to have 7 ladder-rank faculty and 13 faculty overall available for teaching, advising, course development, and administration of the MPH program by the time it is launched. Note also that the MPH is being proposed as an interdepartmental program. |

Impact on the public health workforce in Inland Southern California.
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How sustainable [is the proposed program] given heavy reliance on other campus units?</td>
<td>We agree that this is an important concern. In the revised version of the proposal, we have included a number of proposed elective courses that are aligned with SMPPH faculty interests, and can be taught by these faculty (please see Pp. 26-27). This substantially reduces dependence of the program on other units—although as mentioned above, the planning committee for the program believes that a key strength of the program is it that it is interdepartmental.</td>
</tr>
<tr>
<td>Involvement of non-SOM faculty and resulting teaching/advising demands on existing campus academic units</td>
<td>As noted in the response to CNAS Executive Committee (above), the MPH planning committee has been intentional in trying to establish reasonable expectations of faculty from units outside of SMPPH who wish to affiliate with the program. As noted on P. 19 of the revised proposal, these include giving occasional guest lectures, advising, committee participation, and, more broadly, being a part of the intellectual community at UCR interested in public health. With a current total of 27 affiliated faculty, and reduced enrollment projections (topping out at 43 in Year 5 (as shown in the Executive Summary and throughout the proposal), we believe that the demands on affiliated faculty outside the SOM will be well within the norms of interdepartmental programs at UCR.</td>
</tr>
<tr>
<td><strong>BCOE Executive Committee</strong></td>
<td><strong>CBOE hopes that there are opportunities to participate in the program, for example, by interacting</strong></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td><strong>The Committee supports the proposal.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>We appreciate the committee’s support.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>We appreciate this and welcome collaboration in teaching and advising on environmental justice. In response to this suggestion, Dr. Will Porter of the</strong></td>
</tr>
</tbody>
</table>

**Summary and Proponents response to comments on first round of review.**

- Funding the Staffing and Enrollment of Cross-Listed Courses
- MPH Program Budget Estimates
- In the revised proposal, we no longer refer to cross-listed courses; instead, we discuss opening up MPH electives to students from other departments, similarly, we discuss MPH students taking relevant graduate courses offered by multiple other departments. As noted on P. 27 of the proposal, Department chairs consulted in preparing this proposal were largely enthusiastic about opening the identified courses to MPH students; they were equally enthusiastic about opportunities for their graduate students to take selected MPH course offerings (please see Letters of Support in Appendix B). We expect only a small number of students from the MPH program to gravitate to any particular elective offered by an outside department in any given year. Thus, we believe that we can work fruitfully with department chairs across campus under a system of “generalized reciprocity.” However, if an elective offered by an outside department proves to be especially popular with MPH students, we can negotiate a course buyout or subsidy (e.g., paying for a teaching assistant) using funds included in the budget for course buy outs (see Table 5 on P. 28).
- We have reworked the budget, based on various changes in the proposal compared to the original version. If there are remaining questions or concerns about the budget after review of this version, we will be happy to examine and address them, as needed.
through CE-CERT on environmental justice issues; CECERT faculty could, for example, supervise thesis option students.

- Another fruitful direction would be to see if MPH students could take some of the new Data Science courses, as discovering patterns in data and learning may become integrate for competence in the field of MPH.

- One committee member opined that the statistical package STATA proposed for the biostatistics category is old-fashioned and may be out-of-date by the time that the program officially launches.

Department of Environmental Sciences was approached and agreed to collaborate with the proposed MPH program (please see P. 21). We would be delighted to collaborate with additional faculty from CE-CERT.

- We agree with this as well. Please see letter of support from the Co-Leaders of the Data Science Program (Appendix B). Also please note that several members of the program have chosen to affiliate with the proposed MPH program, including Dr. Yehua Li, Dr. Vassilis Tsotras, Dr. Paea LePendu, Dr. Xinping Cui, and Dr. Esra Kurum (please see Pp. 19-21).

- We indeed cited STATA in the original proposal, but are not at all wedded to any particular statistical package. We have deleted reference to any specific package, and refer instead to “statistical analysis software” (please see P. 22). We will work with program faculty with expertise in statistics, data science, and public health practice to identify the most useful statistical package for our students to use to prepare them to be members of the public health workforce.
December 8, 2022

To: Sang-Hee Lee, Chair
    Riverside Division

From: Christiane Weirauch, Chair
    Graduate Council

Re: [Campus Review] Proposed Degree Program: 2nd Round - Master of Public Health (MPH)

Graduate Council reviewed the revised proposal for a Master of Public Health at their December 8, 2022 meeting. The Council appreciates and thanks the proposers for their thorough response. The Council was very impressed by the clear and organized way in which each of the points raised in the previous review were addressed. The Council voted in favor of approving the revised version of the proposal.
PLANNING & BUDGET

December 14, 2022

To: Sang-Hee Lee, Chair
   Riverside Division

From: Peter Atkinson, Chair
      Committee on Planning and Budget

RE: [Campus Review] Proposed Degree Program: 2nd Round - Master of Public Health (MPH)

Planning & Budget reviewed the revised proposal for a Master of Public Health at their December 13, 2022 meeting. The committee was fully supportive of the revised proposal and it was approved.
December 13, 2022

To: Sang-Hee Lee, Division Chair of the UCR Division of the Academic Senate and Cherysa Cortez, Executive Director of the UCR Academic Senate

From: Raquel M. Rall, Ph.D., Faculty Chair of the School of Education Executive Committee

Subject: Response to Senate Committee and School/College Executive Committee Reviews of MPH Proposal

The SOE Executive Committee reviewed the Senate Committee and School/College Executive Committee Reviews of the MPH Proposal and discussed any comments/feedback at our executive committee meeting on November 22, 2022. Additional comments were also received via email.

The school of education really appreciated the attention and detail that went into delineating how the committee responded to feedback. The two-column format was clear and useful for the review. The additional supporting documents in the appendix also were helpful. We do not have any additional comments and support moving forward with the MPH.

Thank you for the opportunity to provide feedback.

Sincerely,

Raquel M. Rall
Faculty Executive Committee Chair 2022-2025
School of Education
University of California, Riverside
TO: Sang-Hee Lee, Chair
Riverside Division

FR: Richard M. Carpiano, Chair
Executive Committee, School of Public Policy

RE: [Campus Review] Proposed Degree Program: 2nd Round - Master of Public Health (MPH)

Date: December 21, 2022

The Executive Committee of the School of Public Policy reviewed the documents for “[Campus Review] Proposed Degree Program: 2nd Round - Master of Public Health (MPH).” We have no further comments or concerns.

In the interest of transparency, I note here that I have served as a member of the MPH planning committee for formulating and designing the program curriculum. To aid my SPP Faculty Executive Committee colleagues’ evaluations of the proposed program, I offered them my insights from those planning meetings, simply to provide them context and only in response to questions raised. In the course of the Committee members’ reviews, I neither advocated for nor against the proposal/program and the lack of further comments or concerns refers to my FEC colleagues. Ultimately, I did not recuse myself from our FEC’s review because there is no conflict of interest—i.e. as a faculty member in SPP, I gain nothing from the outcome of the Senate vote for what is effectively an SOM program (though described in the proposal as an interdepartmental program)—and no one on the SPP FEC raised this concern.

Sincerely,

Richard M. Carpiano, Ph.D., M.P.H.
Professor of Public Policy