

November 15, 2017

To: Richard Cardullo, Interim Vice Provost for Undergraduate Education

From: Dylan Rodriguez, Chair

Riverside Division

CC: Gary Coyne, Director of Evaluation & Assessment

Re: Draft WASC Institutional Report

Dear Rich,

I write to offer the Senate's feedback on the Draft WASC Report. Executive Council met and discussed the Draft Report at its most recent November 13, 2017 meeting. While affirming the overall content of the Senate Committee feedback, Council raised the question of whether and to what extent your office would be able to respond to the concerns and issues raised by the review, given the existing timeline. Council affirms the Senate's commitment to assisting your office in preparing for the upcoming WASC visit, and hopes the attached compilation of Senate Committee responses will be helpful to this effort.

Peace dylan



November 6, 2017

To: Dylan Rodriguez, Chair

Riverside Division of the Academic Senate

From: John Levin, Chair

Committee on Academic Freedom

Re: Draft WASC Institutional Report

The Committee on Academic Freedom met to discuss the draft WASC Institutional Report and suggested the following revision to point number 22 to avoid misinterpretation:

#### Current language:

22. Because UCR has a robust climate of Academic Freedom, there is a great deal of flexibility in the various ways in which the undergraduates are challenged with the latest developments in advanced research. An English professor might shape a course around Disability Studies, an emerging field in that discipline; or a neuroscientist might lead students in explorations in nanotechnology. There is no restriction on what professors can teach or how they shape lectures and research activity. This works as well as it does because UCR's faculty is a faculty of educators.

## Proposed revision:

22. Because UCR has a robust climate of Academic Freedom, there is a great deal of flexibility in the various ways in which the undergraduates are challenged with the latest developments in advanced research. An English professor might shape a course around Disability Studies, an emerging field in that discipline; or a neuroscientist might lead students in explorations in nanotechnology. There is no restriction on how what professors can teach or how they shape lectures and research activity. This works as well as it does because UCR's faculty is a faculty of educators.



October 23, 2017

To: Dylan Rodriguez

Riverside Division Academic Senate

From: Vyjayanthi Chari, Chair

Committee on Academic Personnel

Re: Draft WASC Institutional Report

The Committee on Academic Personnel considered the draft WASC Institutional Report and did not have any substantial comments to add.



November 3, 2017

To: Dylan Rodríguez, Chair

Riverside Division

From: Tim Paine, Chair

**Committee on Educational Policy** 

Re: Draft WASC Institutional Report

The Committee on Educational Policy (CEP) reviewed the draft WASC Institutional Report at their November 3, 2017 meeting and was generally supportive of the report but did note several concerns.

The Committee noted concern with the following statement in #3 "Since our last WASC visit, assessments and learning outcomes have continued to be a central focus of undergraduate education" as it implies that assessment is a central focus of undergraduate education. The Committee recommends that the sentence be revised so that it does not imply that assessment is the central focus of undergraduate education.

The Committee noted concern with a statement in #23 that notes "most colleges have their own teaching awards" as only 3 of the 7 colleges and schools on campus have their own teaching awards. The Committee recommends that the statement be revised so that it does not imply that the majority of colleges and schools on campus have their own teaching awards.

In #32, the Committee recommends that the first sentence be revised to either list all of the interdisciplinary programs in CHASS or identify those programs listed as a selected group of interdisciplinary programs. The Committee also recommends that the acronym for the Lesbian, Gay, Bisexual, Intersex, and Transgender Studies program be updated to LGBIT Studies. Lastly, the Committee noted concern that Sustainability Studies was included as an interdisciplinary program as the major is not listed as an interdisciplinary program in the catalog and is instead listed as a program offered by the Department of Gender and Sexuality Studies.

The Committee noted concern with #42 as it identifies the issue of General Education assessment as an area for improvement on the campus but does not detail what is being done on to address the issue. The Committee recommends that more detail be provided in this section to document the plan to address the issue.

The Committee noted concern with the data table presented for #54 as the data for the Native American ethnicity drops off after Fall 2009, implying that retention rates for Native American Students have not exist since that year. Additionally, the Committee recommends that the set of data be updated to include retention for first generation students to further highlight campus diversity.

The Committee noted concern with the last sentence of #77, which states that graduate program reviews include meetings with groups of students. This statement implies that undergraduate program reviews do not include meetings with students of the programs being reviewed when they do as detailed in the <a href="CEP's Undergraduate Program Procedures">CEP's Undergraduate Program Procedures</a>. The Committee requests that this statement be updated to include that both graduate and undergraduate program reviews include meetings with groups of students.

Lastly, the Committee noted concern with the statement in #78 that states the final undergraduate program review report is sent to "all appropriate committees for review". No committees other than CEP review undergraduate program review reports and all review reports are finalized by the CEP. The Committee requests that this statement be revised to reflect this. Additionally, the paragraph references an Implementation Plan, which CEP refers to as the Action Implementation Plan in their Procedures. The Committee requests that the name of this report be updated to the Action Implementation Plan in the report.

# UNIVERSITY OF CALIFORNIA, RIVERSIDE

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

RIVERSIDE, CALIFORNIA 92521-0132

October 23, 2017

TO: Dylan Rodriguez, Chair

Academic Senate

FROM: Kate Sweeny, Chair

**CHASS Executive Committee** 

RE: Report Review: Draft WASC Institutional Report

The CHASS Executive Committee discussed the Draft WASC Institutional Report at the regular meeting on October 18, 2017. There were no objections and the committee had nothing to add at this time.

Kate Sweeny, Chair

**CHASS Executive Committee** 



November 1, 2017

Dylan Rodriguez To:

Riverside Division Academic Senate

From:

Suveen Mathaudhu, Chair / Mathau

Re: **Draft WASC Institutional Report** 

CoDEO considered the draft WASC Institutional Report and noted that as an introduction to UCR the tone and gist of the report are good. However, additional details on diversity and inclusion would be helpful. In particular, CoDEO recommends adding examples to points 6, 7, 28 and 30.



November 3, 2017

To: Dylan Rodriguez, Chair

Riverside Division

From: Amit Roy-Chowdhury, Chair

Committee on Research

RE: Campus Review: [Report Review] Draft WASC Institutional Report

The Committee on Research reviewed the WASC report and the committee felt that it is clear, impassioned mean while maintaining a sense of self-awareness about weakness but at the same time highlighting a strong commitment to UCR's mission. The committee also noted several typos and felt that the Vice Chancellor of Diversity and Inclusion should be included in the report. The committee also felt that noting college differences between completion rates would be useful to have. Overall, the committee supports the report. Please find attached additional comments about the report.

Find below a list of other comments from the committee:

- para 23: line 7: 'teh' should be 'the'
- para 23: line 8: Teaching Assistants should be plural
- para 29: this is the first mention of the Highlanders, and I wondered if this should be referenced earlier so that the broad readership understand sooner that this is the UCR monika. (It suddenly leaped off the page and seemed a little out of place this far into the document.)
- para 32: should LGBT studies have a capital 'S' like the other Studies listed?
- para 43: should it be 'research intensive university' rather than 'research university intensive'?
- para 49 line 5: should it be 'associated with SOM'
- #34: Isn't Creative Writing also part of Medical Humanities?
- #58: "have been" should be "has been"
- #64: "program" should be "programs"
- #65: Clarify that these are programs for undergraduates.
- #108: Various professors across the disciplines, not just in math and science, are employing innovative pedagogy, including flipped classrooms. Also, you might mention here that the university's iLearn systems plays a key role in facilitating flipped classrooms.
- #17, page 10: We have already added about 100 full-time tenure track faculty members since 2013: I think the 100 number is from cluster hires only. There were more departmental hires, to the best of my knowledge. On #4 page 6, the number of faculty is mentioned as 650 in 2010.
- #72, page 28: Completion rates for PhD students are lower, at 50-60%. I think this varies widely by colleges. Since the numbers are low, some details on which colleges have the highest rates and which the lowest would be good to have.
- #87, page 33: While ABET is mentioned, there are no details on how the accreditation went. All BCOE depts. got 6 year accreditation in the last cycle, and the next review is coming up in the 2018-19 academic year.



October 27, 2017

To: Dylan Rodríguez, Chair

**Riverside Division** 

From: Wee Liang Gan, Chair

**Committee on Courses** 

Re: Draft WASC Institutional Report

The Committee on Courses reviewed the draft WASC Institutional Report at their October 26, 2017 meeting and did not note any concerns regarding the Committee's purview of courses and instruction.



October 31, 2017

To: Dylan Rodriguez

Riverside Division Academic Senate

From: Daniel Jeske, Chair

Committee on Faculty Welfare

Re: Draft WASC Institutional Report

The Faculty Welfare Committee endorsed, in general terms, the draft report of UCR's response to the WASC, preparatory to the University's accreditation. Two comments of note from our discussion are: 1) multiple discussants thought it would be useful to mention in item #102 that SOM has recently completed their accreditation process and received full accreditation for the next five years, and 2) one discussant suggests consideration be given to more substantiation for the assertions of success and weakness.



#### **Graduate Council**

October 20, 2017

To: Dylan Rodriguez, Chair

Riverside Division

From: Christiane Weirauch, Chair

**Graduate Council** 

Re: **Draft WASC Institutional Report** 

The Graduate Council reviewed the draft of the WASC institutional report at their October 19, 2017 meeting. The committee found a couple areas that can be improved. On page 25 of the report, there is a significant dip in 4-year completion rates for Native American students; it would be helpful to explain the reason for this in the text. The committee also thinks that more charts should be created that show the growth in enrollment, faculty, and grants that are mentioned in the introduction. Other than these two items, the committee feels that the members of the committee who drafted the report did a great job.



October 20, 2017

To: Dylan Rodriguez, Chair

**Riverside Division** 

From: Jiayu Liao

Committee on Library and Information Technology

Jung lin

Re: Campus Review. Draft WASC Institutional Report

The Committee on Library and Information Technology reviewed the [Campus Review] Draft WASC Institutional Report at their October 19, 2017 meeting and voted to support the draft report.



#### PLANNING & BUDGET

October 26, 2017

To: Dylan Rodriguez, Chair

Riverside Division

From: Christian Shelton, Chair Chair Chair

Committee on Planning and Budget

**RE:** Draft WASC Institutional Report

The Committee on Planning and Budget reviewed the Draft WASC Institutional Report at their October 24<sup>th</sup> meeting. The committee feels that including comparison data in the report would be beneficial. For example, in number 69 referencing success after graduation, it may be worth comparing UCR's numbers to the national average, to other UC campuses, or to other universities. The committee also believes that using better metrics and analysis to compare how UCR fares against other comparable universities would be useful.



November 3, 2017

To: Dylan Rodríguez, Chair

**Riverside Division** 

From: Deborah Willis, Chair dwolla

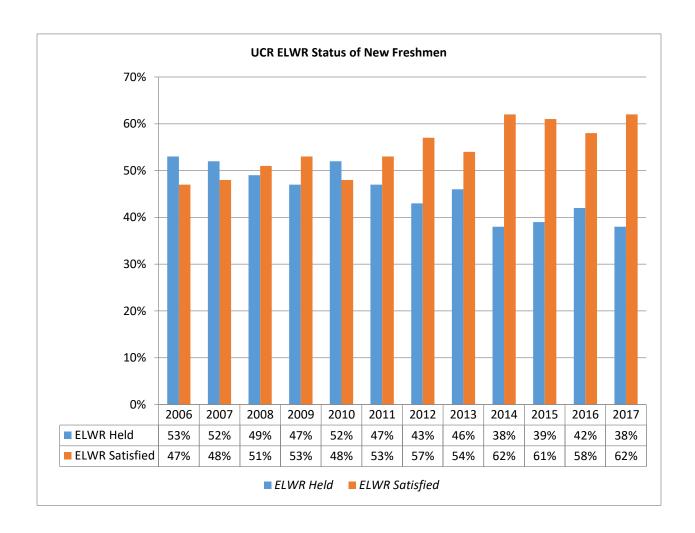
Committee on Preparatory Education

Re: Draft WASC Institutional Report

The Committee on Preparatory Education reviewed the Draft WASC Institutional Report at their October 31, 2018 meeting and was generally supportive of the report, but did note several concerns and recommendations.

We recommend that the section on "Student Success" include information about the contributions of UCR's preparatory education programs in composition and mathematics to student success. John Briggs, Director of the University Writing Program, proposes that the following paragraph and chart be included in the report:

As a result of the University Writing Program's outreach efforts and the steadily growing strength of UCR applicants, there has been impressive growth in the portion of UCR's entering class that has passed the University of California's Entry-Level Requirement upon matriculation. In the fall of 2016, 58% of UCR's entering freshmen had satisfied the requirement before registering as full-time students. A large and growing number of freshmen (25% in Fall 2016) came to UCR with AP credits that placed them in advanced portions of the writing program: English 1B or 1C. Almost all those who placed in Entry-Level courses passed the requirement within their first three quarters, 75% in the fall alone. Only seven students were required to leave UCR at the end of the year solely for failing to satisfy the requirement. These figures indicate a steady improvement in new students' preparation in writing, a likely contributor to the campus's award-winning improvement in sophomore retention and overall graduation rates.



(This chart is taken from the 2016-2017 Report on the Entry-Level Writing Requirement, included as an Appendix to this memo.) Further information, if desired, is available from Professor Briggs upon request. While our committee did not have time to draft similar text about recent outcomes and/or initiatives of UCR's preparatory math program, we recommend that the WASC Report Committee contact Academic Coordinator Rob Lam for such information and consider it for inclusion in the report.

In addition, Committee members expressed concern about the representation of UCR's general education program, especially in Paragraph 42 (p. 18). This brief paragraph is unlikely to impress WASC. Several members thought specific additions could be made showing that some "attention to assessment" has already been paid, such as by the recent student-initiated review of General Education. Members also thought that learning outcomes of particular courses commonly used to satisfy breadth requirements, such as History 10, 15, and 20 or science courses designed especially for non-majors, could be used to show that some assessment has already been done, even if not "systematic." Another member of the committee, noting the difficulty of any systematic review, found the paragraph "aggressive in tone" and misleadingly hopeful in stating that assessment "could easily be done." In general, we encourage the WASC Report committee to expand and revise this paragraph to address more forcefully how the campus is working to review this issue.

Our committee also noted several smaller areas of concern:

- In paragraph 119, no mention is made of problems associated with the implementation of BANNER. This paragraph perhaps should acknowledge these and go on to mention the current evaluation and testing of new software such as Edunav and the new tools designed to make advising more sophisticated.
- There is a typo in paragraph 10. CHASS should be listed as the College of Humanities, Arts, and Social Sciences, not College of Arts, Humanities and Social Sciences. Another typo was noted in the fourth sentence of paragraph 52, where the word "earned" should be changed to "learned."
- In paragraph 56, the text does not match the data in the linked documents. The Committee also
  identified a typo in the last sentence of the paragraph and noted that CHASS should be replaced
  by BCOE so that the sentence states "participants in BCOE and CNAS." For the second chart in
  the report hyperlinked on page 56, SOBA should replace the second occurrence of BCOE on the
  extreme right.

On the positive side, the committee was very impressed by the readability and clarity of the WASC Report. It is definitely heading in the right direction. We appreciate the opportunity to review it.

# COMMITTEE ON PREPARATORY EDUCATION REPORT TO THE RIVERSIDE DIVISION DECEMBER 5, 2017

To be received and placed on file:

Report on the Entry-Level Writing Requirement: 2016-2017

In the fall of 2016, 58% of UCR's entering freshmen had satisfied the Entry-Level Writing Requirement before registering as full-time students. Many students passed the AWPE or the AP English exam, or took summer school. A large number of freshmen (25% in Fall 2016) came to UCR with AP credits that placed them in English 1B or 1C.

The remaining 42% placed in Entry-Level Writing courses. The great majority made good progress once they arrived at UCR.

2016 ELWR Students: Initial Placement

	English 4	Basic Writing	Total ELWR
Colleges		1 & 3 (ESL)	Students
BCOE	94	30	124
CNAS	535	137	672
CHASS	1035	259	1294
TOTAL	1664	426	2090

Of the 1664 students who placed into English Writing 4 in the fall, only seven were required to leave UCR at the end of the year solely for failure to satisfy the requirement. One additional student was required to leave UCR due to never taking the Analytical Writing Placement Exam to either satisfy the ELWR or receive the proper Entry-Level placement. Of the 95 students initially placed in English 4 who did not satisfy the ELWR by the spring 2017 quarter, 54 were academically dismissed or left the university due to impending dismissal because of their overall academic records. Fifteen students withdrew voluntarily from the university. Eight students satisfied the ELWR during the summer 2017 quarter. Two students were granted an additional quarter to satisfy the ELWR by their respective colleges. Nine students have time remaining in the ELWR time-limit due to withdrawing from UCR for one or more quarters.

A total of 426 entering freshmen initially placed in ESL classes. Since they were "off the clock" for up to their first three quarters of residence, no students among those placed in ESL classes in the fall of 2016 were required to leave UCR solely for failure to satisfy the ELWR. 249 ESL students satisfied the ELWR during their first year of residence. Of the remaining 177 ESL students, 7 satisfied the requirement during the summer 2017 quarter and 144 continue to make progress in satisfying the ELWR. (They have up to two years to satisfy the ELWR.) Twenty-four students have been academically dismissed or have left the university due to impending dismissal because of their overall academic records. Two students have withdrawn voluntarily from the university.

#### Update on Fall 2015 Basic Writing 1 and 3 Students

We have a more complete picture of BW 1 and BW3 students' progress when we look at the two-year records of students who placed in an ESL course when they entered UCR in the fall of **2015**. Of the 273 entering freshmen who were placed in ESL classes that year, 177 students satisfied the ELWR during their first year of residence. 49 students satisfied the ELWR during their second year of residence. Three students satisfied during the summer 2017 quarter. Of the remaining 44 ESL students, 14 students were academically dismissed or left the university due to impending dismissal on the basis of their overall records. Eleven students withdrew from the university. **13 students in the ESL group that started in Fall 2015 were eventually required to leave UCR solely for failure to satisfy the ELWR; however, 6 of these students satisfied the ELWR through concurrent enrollment, were readmitted, and are now in good standing. Six students have time remaining in the ELWR time-limit due to withdrawing from UCR for one or more quarters.** 

#### 2015 Basic Writing 1 & 3 (ESL) Admits Not Satisfying ELWR (listed according to initial placement)

Colleges	Total Basic Writing 1 & 3 (ESL) Students	Total BSWT 1 & 3 (ESL) Students; ELWR not satisfied	Academically Dismissed or Withdrew	Withdrew (in good standing)	ELWR Lapse	Time Remains	Returned in good standing
BCOE	15	0	0	0	0	0	0
CNAS	73	6	1	3	2	0	1
CHASS	185	38	13	8	11	6	5
TOTAL	273	44	14	11	13	6	6

# <u>IN PROGRESS:</u> 2016 Admits Not Satisfying ELWR by end of Spring 2017 (listed according to initial placement)

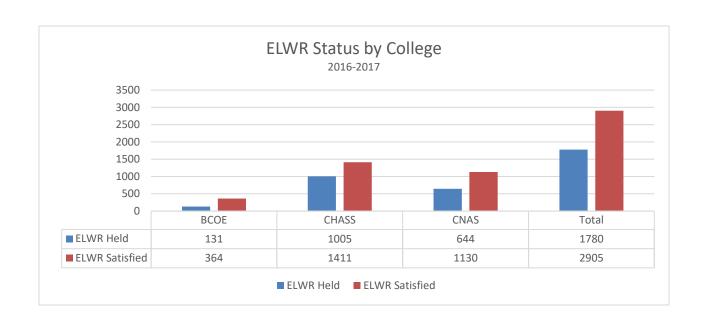
	Total ELWR	ELWR Students Not Satisfying ELWR by end	English 4; ELWR not satisfied	BSWT 1 & 3 (ESL); ELWR not satisfied	
Colleges	Students	of Spring 2017			
BCOE	124	20	8	12	
CNAS	672	66	17	49	
CHASS	1294	186	70	116	
TOTAL	2090	272	95	177	

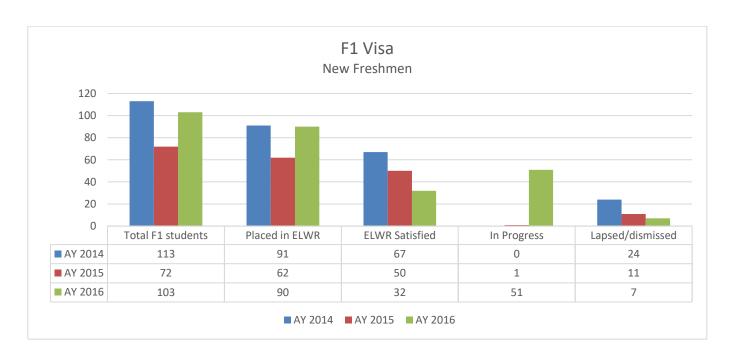
Colleges	Total 2016 English 4 Students	2016 ENGL 4 Students; ELWR not satisfied	Satisfied ELWR during 17U	Academically Dismissed or Withdrew	Withdrew (in good standing)	ELWR Lapse	Time Remains
BCOE	94	8	1	5	0	1	1
CNAS	535	17	1	5	6	1	4
CHASS	1035	71	6	44	9	6	6
TOTAL	1664	96*	8	54	15	8*	11

Colleges	Total 2016 Basic Writing 1 & 3 (ESL) Students	2016 BSWT 1 & 3 (ESL) Students; ELWR not satisfied	Satisfied ELWR during 17U	Academically Dismissed or Withdrew	Withdrew (in good standing)	ELWR Lapse	Time Remains
BCOE	30	12	1	0	0	0	11
CNAS	137	49	2	7	0	0	40
CHASS	259	116	4	17	2	0	93
TOTAL	426	177	7	24	2	0	144

<sup>\*</sup>One student never took the AWPE in order to satisfy the ELWR or receive the proper placement.







	Total F1		ELWR	% of F1 ELWR		
	students	Placed in ELWR	Satisfied	satisfied	In Progress	Lapsed/dismissed
AY 2014	113	91	67	74%	0	24
AY 2015	72	62	50	81%	1	11
AY 2016	103	90	32	36%	51	7



November 2, 2017

To: Dylan Rodriguez, Chair

Riverside Division

From: Richard Seto

Committee on Physical Resources Planning

Re: [Campus Review] Report Review: Draft WASC Institutional Report

The Committee on Physical Resources Planning reviewed the [Campus Review] Report Review, Draft WASC Institutional Report and note that a majority of the information in the report does not directly concern the committee. The one item in the purview of the committee is the construction of the Student Success Center, a project supported by the committee. The Center will provide badly needed flexible classroom space, allowing for the reconfiguration of some rooms to accommodate teaching methods that facilitate active learning.

#### School of Public Policy UNIVERSITY OF CALIFORNIA, RIVERSIDE INTS 4133 | 900 University Ave Riverside CA, 92521



TO: Dylan Rodriguez, Chair Riverside Division

FR: Kurt Schwabe, Chair

Executive Committee, School of Public Policy

RE: [Campus Review]: Report Review Draft WASC Institutional Report

Date: October 30, 2017

The Executive Committee of the School of Public Policy has reviewed the draft WASC Institutional Report. We commend the work group's efforts to develop this report. We have provided suggestions regarding issues related to the School of Public Policy in addition to some general suggestions/edits to improve clarity.

#### Gaps regarding information related to the School of Public Policy

- Page 8. Item 10. SPP will be managing and accepting students in Public Policy Major starting in the fall of 2018.
- Page 11. Item 20/21. SPP developed a student ambassadors program for a select group of undergraduate students and the SPP advisers have set up internships for students in the Public Policy major. See Mark Manalang for details.
- Pages 14 and 15. Section titled, "Interdisciplinary". SPP has a very diverse group of
  faculty whose area of expertise spans economics, sociology, health, political science,
  immigration, geography, spatial relationships, etc. The main areas of emphasis for the
  MPP program are policies and policy-related issues focused on health, inequality, crime,
  immigration, and the environment. See Mark Manalang and Jolene Sedita for more
  information.
- Page 15. Section titled, "Engagement with Community." SPP facilitates student internships at local, regional, and statewide agencies/businesses. SPP also provides a seminar series that focus on local, regional, and statewide issues of concern to the region/communities. See Mark Manalang and Jolene Sedita for more information.
  - O Page 20. Section titled, "School of Public Policy". This section can be updated with discussions of major themes of the MPP program, faculty expertise, internship and ambassador program advising, and expectations to manage and offer an undergraduate degree in Public Policy. See Karthick Ramakrishnan, Mark Manalang, Jolene Sedita for details.

### **Minor suggestions / comments**

- Page 6. Item 4. May be useful to add what the baseline contract and grants were for comparison (i.e., grown to over \$139 million from what?).
- Page 6. Item 6. Strike either "increased" or "doubled"
- Page 9. Item 13. Switch flip "to" and "better" (so reads, "...to better understand")
- Page 12. Item 23. Spelling the; strike "good" and replace with "effective"; Teaching Assistants (add an "s"); strike "in this well" and replace with "well". Add to the end something to the effect that each college's executive committee reviews new class proposals as well.
- Page 12. Item 24. Strike "a" in second line.
- Page 13. Item 27. Strike "determine what really works to" and replace with "evaluate what factors"
- Page 14. Item 30. "...because hiring multiple faculty members means a greater diversity of applicants are likely to be successful." Is this true because we say it or is there some evidence of this? Also, a bit awkwardly worded.
- Page 16. Item 37. Strike "run"
- Pages 16 and 17. Section titled, "Core Competencies". Many departments offer professional development courses that focus on resume writing, presentation skills, interviewing, job search strategies and how to write grants, abstracts, etc. (see, e.g., Environmental Sciences Department).
- Page 18. Item 43. Two "trainings" in same sentence perhaps replace second with "skills"
- Page 24. Item 59. Strike "that sequences" and replace with "those sequences"
- Page 28. Item 72. SPP's MPP program can also be included in having a graduate rate over 90%.
- Page 36. Item 95. A bity ambiguous who "they" refers to; suggest replace with "graduate students are evaluated..."
- Page 39. Subsection titled, "Assessment of Student Affairs". Seems misplaced under Section, "Assessment of Graduate Learning-Professional Schools". Similar indictment re the next few subsections.
- Page 43. Item 115. Insert "the" before "Multidisciplinary Research Building", and a comma after it.
- In terms of areas of weakness or concern, we could probably identify "space" and both instructional and research facilities. Seems that this issue receives little attention in the document, and that the attention it receives is (nearly) uniformly rosy.



October 25, 2017

To: Dylan Rodríguez, Chair

**Riverside Division** 

From: Pete Sadler, Chair PMSadle

Committee on Undergraduate Admissions

Re: Draft WASC Institutional Report

The Committee on Undergraduate Admissions reviewed the draft WASC Institutional Report at their October 24, 2017 meeting and did not note any concerns regarding the Committee's purview of undergraduate admissions.



November 7, 2017

TO: Dylan Rodriguez, Chair

**UCR Academic Senate** 

FROM: Jan Blacher, Chair

**GSOE Executive Committee** 

SUBJ: Review of Draft WASC Institutional Report

The Executive Committee of the Graduate School of Education met on November 7, 2017, to review the draft WASC report submitted for campus review. We appreciate the superior efforts of Rich Cardulo, Gary Coyne and George Haggerty. The report was lucid, concise, and informative.

We offer some additions below, in the spirit of more inclusivity:

Point 18: We believe the new focus on undergraduate education in the GSOE should be mentioned, as this is a burgeoning trend now for UC's.

Point 28: There should be mention of increasing neurodiversity on campus, and the SEARCH Center in the GSOE certainly exemplifies this.

Point 33: The GSOE should be mentioned under neuroscience as well; our colleague Katherine Stavropoulos has brought neuroscience research on autism to the SEARCH Center, to our teaching offerings, and to collaboration with colleagues in psychology.

Point 38: The SEARCH Center is a good example of a university-community collaborative, offering free autism screening services, most to underrepresented and under-resourced families. In addition, Rita Kohli has established the Institute for Teachers of Color Committed to Racial Justice within the GSOE.

Point 45: It is important to add neurodiversity to the list here. (This refers to the variations in cognitive functioning that occurs among the population, and certainly among individuals at UCR, that results in learning differences.)

Point 125: The mention of President Trump is a bit off-topic and possibly not even correct here. There has been an ongoing shift in politics that threatened the funding of scientific research even before Trump's election. We strongly feel that this point detracts from the objectivity of the entire report.