



November 15, 2017

To: Professor Jane Ward
Gender & Sexuality Studies

From: Dylan Rodriguez, Chair
Riverside Division

A handwritten signature in grey ink, appearing to be "DR", is placed over the text "Chair" and "Riverside Division".

Re: Gender and Sexuality Studies Breadth Requirement Proposal

Dear Jane:

I write to offer an overview of the Senate's full review of the Proposal, and to communicate Executive Council's comments from its November 13, 2017 discussion. At this meeting, i informed Council that you and i had a conversation about the next steps in the Proposal's review process, and that you would be withdrawing the proposal to make revisions based on the Senate review. In addition to the committee memo comments attached, Council added a few other insights and questions. Some members of Council reiterated the concern about the Breadth Requirement increasing the time to degree, while others suggested that schools and colleges could actually propose their own courses to cover the breadth requirement. This discussion also noted that UCR would be the first UC with such a requirement, thus putting it in a position of vision and leadership if the proposal is passed.

I've attached a PDF that compiles all Senate Committee responses, along with a PDF and (converted) Word version of the proposal itself. As always, i'm appreciative of the energy that you and others are putting into this effort.

Peace
dylan



November 1, 2017

TO: Dylan Rodríguez, Chair
Riverside Division

FR: Thomas Stahovich, Chair
Executive Committee, Bourns College of Engineering

A handwritten signature in black ink, appearing to read "Thomas Stahovich".

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

On 26 October 2017, the executive committee of Bourns College of Engineering reviewed the "Proposal for the Implementation of a Gender Studies Breadth Requirement at UCR." While the Committee is strongly supportive of this change in breadth requirements, the Committee is concerned that it may increase the number of units BCOE students must complete to graduate. As Engineering majors already have heavy unit requirements, an increase in units is problematic. More concerning, the proposal may also lead to an increase in the time to graduation for BCOE students. These concerns are grounded in the following analysis:

BCOE students would have a limited selection of courses:

In the proposal, the feasibility of the Gender and Sexuality Studies Breadth Requirement (GSSBR) is based on the availability of over "200 classes offered by the University of California, Riverside, that meet" the GSSBR requirements. However, the actual number of courses available to BCOE students is vastly smaller. First, of the over 200 classes, only 108 are unique – the rest are cross-listed versions of these. Second, of the 108, only 22 are approved for the BCOE breadth requirements, and of these, only 18 are upper division courses that could be used to satisfy the BCOE "Depth requirement" (see below). Because only a small number of GSSBR courses satisfy BCOE requirements, the GSSBR could result in an increase in overall units and delay of graduation for BCOE students.

The GSSBR courses would satisfy a limited subset of the BCOE breadth requirements:

The proposal states that BCOE Students could satisfy the GSSBR by choosing an appropriate course to satisfy one of the existing six breadth requirements. However, the proposed courses for the GSSBR have restricted application to these six requirements.

BCOE students are required to take six breadth courses in the following areas:

(Hum-A) Humanities A: One course in World History

(Hum-B) Humanities B: One course in Fine Arts, Literature, Philosophy or Religious Studies

(Hum-C) Humanities C: One course in Human Perspectives on Science & Technology

(SS-A) Social Sciences A: One course in Economics or Political Science

(SS-B) Social Sciences B: One course in Anthropology, Psychology or Sociology

(SS-C) Social Sciences C: One course from General Social Science (SS-C) or from SS-A or SS-B

The courses used to complete these six requirements may not overlap one another. Additionally, students must also complete one course in Ethnicity and two upper division breadth courses, which may overlap with the courses used to satisfy the six humanities / social sciences requirements. The two upper division courses comprise the College's "Depth requirement."

Of the 22 proposed GSSBR courses that are approved for BCOE students, none satisfy the Humanities A or C requirements, and only six satisfy the Humanities B requirement. Similarly, only one course satisfies the Social Sciences A requirement, while eleven satisfy the Social Sciences B requirement and 15 satisfy the Social Sciences C requirement. Thus, the proposed GSSBR has only limited overlap with the existing BCOE breadth requirements and may result in an increase in overall units and delay of graduation for BCOE students.

BCOE's breadth requirements are constrained both by campus requirements and by accreditation:

As with all colleges at UCR, BCOE's breadth requirements are constrained by senate bylaws. In addition, engineering programs must be accredited by ABET, which places additional constraints on the breadth requirements. More specifically, ABET requires that all engineering program include "a general education component that complements the technical content of the curriculum and is consistent with the program and institution objectives." BCOE's breadth requirements are designed to satisfy ABET requirements.

Prerequisite Requirements

Seven of the 22 proposed GSSBR courses that are approved for BCOE students have prerequisite course requirements. Thus, satisfying the proposed GSSBR may require BCOE students to take prerequisite courses that may or may not satisfy other breadth requirements. Two of the 22 courses have numerous prerequisites --- SOC 141 has three, and PSYC 171 has five --- including prerequisites that are not

approved for BCOE students. Thus, because of prerequisite requirements, satisfying the proposed GSSBR may result in an increase in overall units and a delay in graduation.

Constrained Schedule:

BCOE students have highly constrained curricula and must take major-specific courses in a prescribed sequence. Each BCOE major has a course plan prescribing the courses to be taken each quarter. Deviations from the course plan typically result in an increased time to graduation by at least one year. To satisfy the current breadth requirements, BCOE students must find approved courses during quarters prescribed by the course plan and at times that do not conflict with major-specific courses. Because of scheduling constraints and course enrollment limits in breadth courses, BCOE students already have difficulty satisfying the current breadth requirements. The addition of the GSSBR will increase the complexity of scheduling and may result in an increase in overall units and a delay in graduation.

Course Availability:

While the proposal provides no data about the frequency with which GSSBR courses are offered, it is likely that some may not be offered frequently. This could increase the difficulty for BCOE students to satisfy the GSSBR, which might contribute to an increase in overall units and a delay in graduation.

Conclusion:


The proposal for the GSSBR is based on an analysis suggesting that the “requirement would not extend students’ length of time to graduation.” However, the Committee’s analysis of the proposal suggests that the new requirement may in fact (a) increase the number of units BCOE students must complete to graduate and (b) increase the time to graduation for BCOE students. The Committee’s analysis is based on a variety of factors not considered in the proposal. Thus, while the BCOE Executive Committee is strongly supportive of the goals of the GSSBR, the committee requests that proposal be modified as necessary to ensure that there is no increase in units or time to graduation for BCOE students.

The logo for the University of California, Riverside Academic Senate. It features the text "UC RIVERSIDE" in large, bold, blue letters, with "UNIVERSITY OF CALIFORNIA" in smaller blue letters above "RIVERSIDE". To the right of "RIVERSIDE" is a vertical orange bar, followed by the words "Academic Senate" in blue. Below this, the text "COMMITTEE ON ACADEMIC FREEDOM" is written in bold, black, uppercase letters.

COMMITTEE ON ACADEMIC FREEDOM

November 6, 2017

To: Dylan Rodriguez, Chair
Riverside Division of the Academic Senate

From: John Levin, Chair 
Committee on Academic Freedom


Re: Proposal for Gender Studies Breadth Requirement

The Committee on Academic Freedom reviewed the proposal for a Gender and Sexualities Breadth Requirement at its November 3, 2017 meeting. The Committee did not find any concerns that impact the mission or purview of academic freedom 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: Proposed Gender Studies Breadth Requirement

The Committee on Educational Policy reviewed the proposal for a Gender Studies Breadth proposal and noted several concerns.

The Committee noted concern that the list of courses that were included in the proposal as options for the breadth included a large amount of upper division courses, which could potentially be problematic if the courses require prerequisites. Approximately 89% of the course options required students to have prerequisites, upper division standing, or both to enroll. The Committee commented that the inclusion of prerequisites could potentially extend time to graduation for students, especially those with majors not in CHASS.

Additionally, a majority of the Committee noted concern that a course that counts towards both the Ethnic Studies breadth requirement and proposed Gender Studies breadth requirement would only count for one of the requirements. With only a single exception, the Committee recommends that if students elect to take a course that satisfies both breadth requirements that they should also get credit for the two requirements. This action would remove additional burden from student's course loads and also shorten time to graduation.

The Committee also noted that the proposal did not include discipline authority for the requirement or establish if the Gender and Sexuality Studies department will have oversight over the courses to fulfill the requirement unlike the requirement for the Ethnic Studies breadth, which directs the Department of Ethnic Studies to provide courses for the requirement.

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

RIVERSIDE, CALIFORNIA 92521-0132

October 4, 2017

TO: Dylan Rodriguez, Chair
Academic Senate

FROM: Kate Sweeny, Chair
CHASS Executive Committee

RE: Breadth Requirement Proposal Gender Studies Breadth Requirement

The CHASS Executive Committee discussed the request to the Breadth Requirement Proposal Gender Studies Breadth Requirement at the regular meeting on October 4, 2017. The committee agrees there is a great deal of merit regarding the inclusion of a gender and sexuality course as a requirement in breadth. There were no objections and our committee approved the proposal.

Kate Sweeny, Chair

CHASS Executive Committee



October 23, 2017

To: Dylan Rodriguez, Chair
Riverside Division

From: Ward Beyermann, Chair, Executive Committee
College of Natural and Agricultural Science

Re: Campus Review: Gender Studies Breadth Requirement

The committee reviewed the proposal for the implementation of a gender studies breadth requirement at UCR during its October 3, 2017 meeting. The committee recognizes the importance and relevancy of this issue, and incorporating it into the breadth requirements is one way to inform our students. However, the committee also had concerns about the impact this requirement would have on graduation rates for CNAS (and possibly BCOE) students. In principle, the course used to satisfy this new requirement could also satisfy another humanities or social science breadth requirement, thereby leaving the student's course load unchanged, but most of the courses in the extensive list provided in the proposal are upper-division courses that may have prerequisites. Also, it is not clear how many of these courses could be used to simultaneously satisfy another humanities or social science breadth requirement. Before adopting this new requirement, a more detailed analysis on its impact should be conducted. A list of courses, which CNAS students could take, that satisfy both the gender studies requirement and another existing breadth requirement without the need of an additional prerequisite should be compiled. Also, a comparison of the student capacity of this list to the projected demand would be informative. Without this additional information, it is difficult to judge the challenge this may pose to CNAS students and the impact on their time to degree.

Yours sincerely,

A handwritten signature in black ink that reads "Ward Beyermann".


Ward Beyermann, Chair
CNAS Executive Committee



COMMITTEE ON DIVERSITY & EQUAL OPPORTUNITY

November 1, 2017

To: Dylan Rodriguez
Riverside Division Academic Senate

From: Suveen Mathaudhu, Chair 
Committee on Diversity & Equal Opportunity


Re: Proposal for Gender Studies Breadth Requirement

At its meeting on October 19, 2017, CoDEO reviewed the documents supporting the Gender Studies Breadth Requirement. CoDEO was enthusiastic about the establishment of this new Breadth Requirement and voted in favor of the proposal (+6-0-0).



October 26, 2017

To: Dylan Rodríguez, Chair
Riverside Division

From: Wee Liang Gan, Chair 
Committee on Courses

Re: Proposed Gender Studies Breadth Requirement

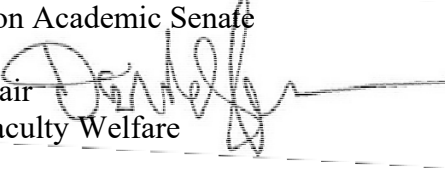
The Committee on Courses reviewed the proposal for a Gender Studies Breadth Requirement at their October 12, 2017 and October 26, 2017 meetings and were supportive of the proposal but had several concerns with the proposed list of courses to fulfill the requirement. The Committee recommends that a course(s) from CNAS and or BCOE be included in the list of courses to fulfill the proposed breadth so that courses are available from a broad range of disciplines. The Committee also noted significant concern that the majority of the proposed courses to fulfill the breadth requirement are upper division courses, which could potentially require the need for prerequisites. This could be potentially problematic for students from CNAS and BCOE as they would be limited to a smaller option of courses. The Committee recommends that the list of courses be broadened to include more lower division options and to add clarification as to if the upper division courses have prerequisites.

Additionally, the Committee noted concern that the proposal did not include consideration of the resources needed to implement the breadth requirement. The Committee commented that given the new budget model, in which seats filled is one relevant metric, the exact resource implications of mounting some 5,000 seats a year for the Gender Studies breadth requirement are unclear. As a result departments and colleges might avoid, or also rush to offer courses fulfilling the requirement. The Committee recommends that the proposal be updated to clarify this aspect.

UC RIVERSIDE UNIVERSITY OF CALIFORNIA **Academic Senate**
COMMITTEE ON FACULTY WELFARE

November 1, 2017

To: Dylan Rodriguez
Riverside Division Academic Senate

From: Daniel Jeske, Chair 
Committee on Faculty Welfare

Re: Proposal for Gender Studies Breadth Requirement


The Faculty Welfare Committee has met and discussed the proposal for a Gender and Sexualities Breadth Requirement. We support the proposal, subject to some pause that recognizes that it may compromise the number of choices students have to pursue their unique interests via breadth requirements. Two tactical questions came up that might be addressed:

1. Could an analysis be undertaken to ascertain what percentage of students will be impacted by such a change? For example, what percentage of students in a given previous cohort would have satisfied this proposed new requirement?
2. The second ad-hoc committee seems to have done a great job inspecting the proposed list of qualifying courses, but we did wonder how many of them had onerous pre-requisites that would render them unviable?

The logo for the University of California Riverside Academic Senate. It features the text "UNIVERSITY OF CALIFORNIA" in small blue letters above "UCRIVERSIDE" in large blue letters. To the right, "Academic Senate" is written in blue. Below this, "COMMITTEE ON RULES AND JURISDICTION" is written in black.**UCRIVERSIDE | Academic Senate**
COMMITTEE ON RULES AND JURISDICTION

October 16, 2017

To: Dylan Rodríguez, Chair
Riverside Division

From: Kambiz Vafai 
Chair, Committee on Rules and Jurisdiction

Re: 17-18. Campus Review. Proposed changes to Regulation 6.6

The Committee on Rules and Jurisdiction reviewed the proposed changes to Regulation 6.6. The committee was in support of the revision and approves the proposal and although these changes do not violate the code of the Academic Senate, the Committee has the following suggestions:

R.6.6 Gender and Sexuality Studies: one

- 1) The word “course” is missing above, or remove the word “one”.
- 2) The general requirement should be called “Gender and Sexuality” (not "Gender and Sexuality Studies," which is the department's title), following the precedent set by “Ethnicity” (versus “Ethnic Studies”).



A. GARY ANDERSON GRADUATE SCHOOL OF MANAGEMENT

MEMORANDUM

DATE: November 8, 2017

TO: Dylan Rodriguez, Chair
Riverside Division of Academic Senate

FROM: Jean Helwege, Chair
School of Business Executive Committee

Re: Breadth Requirement Proposal: Gender Studies

The Executive Committee of the School of Business has reviewed the revised proposal for a Gender Studies Breadth Requirement. The committee was not unanimous in its views but the majority of the members were not in favor of the proposal. Only one member voted to approve the proposal as it stands. All members of the committee could see the value of allowing gender studies courses to serve as a breadth option, but most were against the idea of forcing students to take these courses in order to graduate. In particular, the view was expressed that adding required courses to the curriculum one at a time has a large impact in the long run despite the fact that no effort is ever made to consider the value of the entire educational experience.

A more specific reason for disapproval is the concern that students will be forced to take general education requirements that prevent them from taking valuable courses in their major. Students often hit the unit cap at UCR and in their efforts to graduate "on time" they often take the minimum number of credits in their major. By reducing the focus on the skills and knowledge that students come to UCR to learn, required breadth courses limit the students' job opportunities and their understanding of the careers they intend to pursue. Furthermore, these requirements are likely to delay graduation. The Committee notes that the list of courses allowed for the requirement is very long, but many of the courses are at the 100 level and have pre-requisites. For example, the course FREN 152 Food and French Literature is available as a gender requirement course. It is taught in French and has FREN 101A as a pre-requisite. To take FREN 101A, a student must have already taken FREN 001, 002, 003 015A and 015B. When one considers the list of courses that have no pre-requisites the list is much shorter.

The fact that the proposal requires students to take a different course than the one used to satisfy the ethnic studies course is also a major concern. There are many topics raised in the proposal

that would be addressed in courses that meet the ethnic studies requirement and in fact would shed light on both topics in a very effective way.

It is also not clear that the courses listed, many of which are seminar courses designed for groups of less than 50, would work as lectures with hundreds of students. By making these courses required for all 18,000 undergraduates, a few departments will end up teaching thousands of students each year. It is likely to put a strain on limited resources, which surely reduces the effectiveness of the requirement.

Some members of the committee questioned whether the courses really served the stated purpose. The proposal states that the courses that fulfill the requirement must focus on gender differences or sexualities, but many of the listed courses have a different focus and are unlikely to serve the main goal of the proposal. For example, CPLT 132 Rousseau and Revolution states "topics include social inequality, slavery, gender, subjectivity, violence and political rights." Except for inserting the word gender into a long list of items to be covered in a 10-week course, there is little in the course that would help students at UCR fight the "culture of rape" or mitigate the problem of "UC campuses as often hostile or unsafe environments for women students." One member argued that the proposal seems to be a form of indoctrination of political views, which is explicitly prohibited by California law.



Jean Helwege, Chair

School of Business Executive Committee

TO: Dylan Rodriguez, Chair
Riverside Division

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

RE: [Campus Review] Breadth Requirement Proposal: Gender Studies Breadth
Requirement

Date: October 6, 2017

The Executive Committee of the School of Public Policy voted unanimously to support
the Gender Studies Breadth Requirement.