



**Academic Senate**

Professor Kenneth Barish

Division Chair

March 26, 2026

Bruce Babcock, Lead Proponent  
School of Public Policy

Kurt Schwabe, Chair  
School of Public Policy Faculty Executive Committee

**Re: 2nd Round-Flex Master of Public Policy (Flex MPP-SSGPDP)**

Dear Bruce and Kurt,

On March 23, 2026 the Academic Senate Executive Council included the subject proposal and related committee comments on our agenda. For this round of review, the Committee on Library and Scholarly Communications and the Graduate Council were tasked with review based on the outcome of the previous review round.

LSC noted the revisions made and fully supports the proposal. I call your attention to comments from the Graduate Council:

*The Council found the answer to the question about double-dipping confusing. The Council also would like clarification as to how there will be no additional faculty time required when this program will add 7 new graduate students. Updates to the faculty biosketches attached were not made, it appears some faculty biosketches were removed but most of their biosketches still include outdated courses taught that date back to 2014.*

The Executive Council is generally supportive and is interested in a resolution and/or response to Graduate Council's concerns. If a revision and/or response to this issue is received by me (with a courtesy copy to Senate Director Cherysa Cortez) **by 5pm on April 3, 2026** we will work to agendize the revised proposal for Executive Council with the aim for consideration of inclusion of the Spring 2026 Division meeting agenda.

Sincerely,

A handwritten signature in blue ink that reads "Kenneth Barish".

Kenneth Barish  
Chair, Academic Senate

Cc: Senate Director Cortez  
Student Affairs Coordinator Sedita

Enclosures



*Academic Senate*

March 6, 2026

To: Kenneth Barish, Chair  
Riverside Division

From: Joseph Genereux, Chair  
Committee on Library and Scholarly Communications

Re: 25-26. CR. 2<sup>nd</sup> Round Proposed Degree Program: Flex Master of Public Policy (Flex MPP-SSGPDP)

The committee has reviewed this resolution noting the changes made in response to the previous comments and extends its full support.



## *Academic Senate*

### **GRADUATE COUNCIL**

March 19, 2026

To: Kenneth Barish, Chair  
Riverside Division

From: Viji Santhakumar, Chair  
Graduate Council


**RE: [Campus Review] (Proposed Degree Program) 2nd Round-Flex Master of Public Policy (Flex MPP-SSGPDP)**

The Graduate Council reviewed and discussed the second version of the proposal for a Flex Master of Public Policy at their March 19, 2026 meeting. The Council found the answer to the question about double-dipping confusing. The Council also would like clarification as to how there will be no additional faculty time required when this program will add 7 new graduate students. Updates to the faculty biosketches attached were not made, it appears some faculty biosketches were removed but most of their biosketches still include outdated courses taught that date back to 2014.



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

TO: Ken Barish, Chair  
Riverside Division

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

RE: Revision/Comments: Senate Review of the School of Public Policy **Flex Master of Public Policy (Flex MPP-SSGPDP)**

Date: January 15<sup>th</sup>, 2026

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Dear Ken,

Please find within a revised version of SPP's proposal for the Flex Master of Public Policy that I am writing to request a vote for approval by the Academic Senate. The proposal was reviewed by the Senate in the Fall of 2025 but was not brought forward for a vote. I've also provided itemized responses to comments from the (i) Graduate Council and (ii) the Committee on Library and Scholarly Communications.

We would like to reiterate that this program will build off the current MPP program by creating an *optional route* to the MPP that will be more suitable for students who are working full-time and supporting their families. It will allow students to take courses at a pace that fits their capabilities. As we mention in the proposal, the "Flex MPP" is consistent with Regent Anguiano's call to "explore innovative ways to increase access for the Californians we serve and provide opportunities to the state's diverse community."

The program is not expected to put any noticeable strain on our current resources, including staff time or teaching loads, for two reasons. First, the FlexMPP students will be taking the same courses as the students from our current program; the only difference between the FlexMPP students and the current program students is that the former can take a longer time to complete their degree (and, of course, they pay by the number of units). Second, we do not expect a significant increase in enrollment from this program. Based on past applications and experiences, we expect around seven additional students in our MPP classes, which have the capacity for such expansion. This may beg the question as to why we are doing this. Again, we refer back to Regent Anguiano's quote above. In addition, we've noticed former MPP students with significant responsibilities outside of the classroom struggle to make time to balance personal and professional responsibilities with our program's demands. As such, we are creating this program to serve a population, perhaps small, who want to further their education but cannot do so in a two-year program.

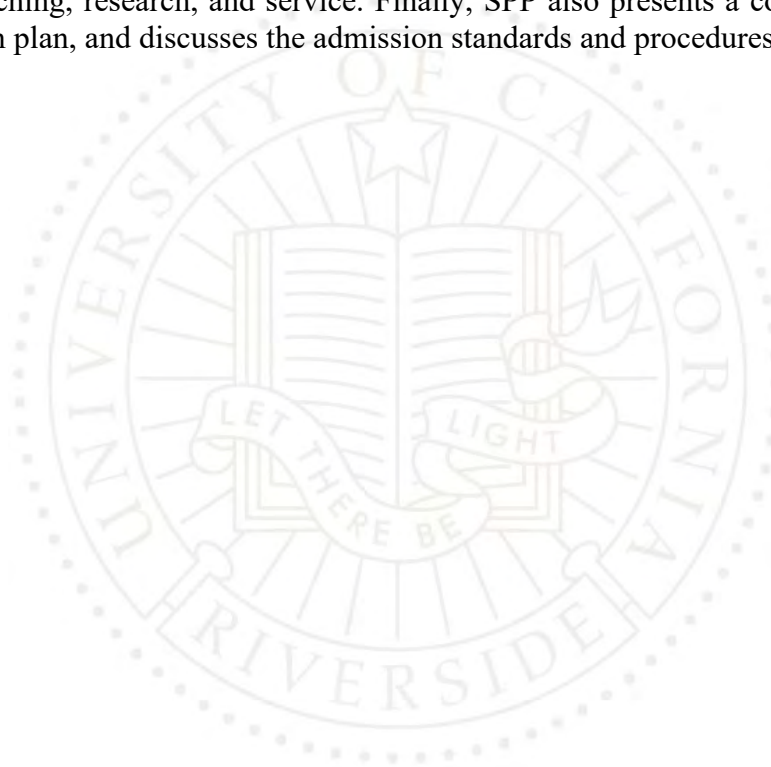
We'd also like to emphasize that the charges paid by students completing the FlexMPP program will be comparable to tuition and fees paid by California resident students in the

state-supported (i.e., “regular”) MPP program. The degree requirements for the “Flex MPP” will be identical to the regular MPP program.

In addition to the main proposal, and our responses to Academic Senate comment, we’ve also included:

- A cost analysis template
- A letter from Stephanie Flores, Executive Director of Financial Planning and Analysis, recommending approval of the financial plan.

As we’ve stated in the proposal, we feel a compelling academic and budgetary case for the program (including a discussion of student charges and financial accessibility) is outlined, and an explanation as to why this program will not have a detrimental impact on our state-supported teaching, research, and service. Finally, SPP also presents a cost analysis and fiscal phase-in plan, and discusses the admission standards and procedures.



## **Responses to Fall 2025 Senate Review**

Two committees provided comments about this proposal.

### **1. Graduate Council Comments**

We appreciate the comments from Graduate Council, most of which indicate the need for more clarity in our proposal. Each comment and our response is presented below.

- *Members expressed concern about the potential for double-dipping between the state supported program and the SSGPDP.*

Response: We share this concern and will work carefully to avoid such double-dipping. This concern is warranted as students in the Flex MPP program will be taking courses alongside regular MPP students (i.e., same course, taught by the same instructor, at the same time). To avoid double-dipping, we will maintain strict accounting and a system of internal payments. Our state-supported (regular MPP) program will charge the SSGPDP (Flex MPP program) on a quarterly basis for the cost of instruction provided by the instructor. For each student in each 4-credit course, the regular MPP program would charge the Flex MPP program  $(1/30) \times (1/8) \times \text{SPP's Average Faculty Salary and Benefits}$ . This accounting mechanism will ensure that our state-supported program will not be paying for the instruction of SSGPDP students. Additionally, the revenue from the SSGPDP will be used to pay for advising staff salaries and other operating costs associated with the program.

- *The Council would like an explanation of how there is no cost for equipment and space, as well as the cost for faculty teaching as \$33,750 seems much too low for a buyout, fractional buyouts do not exist.*

Response: There will be no buyout of courses or additional equipment cost nor space needed. The students from the FlexProgram will be taking the same courses taught by the same professors in our regular MPP program.

- *The Council would like to point out that some of the faculty bios in the proposal include faculty who are no longer working for UCR or have not taught courses for the program in several years, this should be corrected.*

Response: This section has been updated.

The Graduate Council also requested clarification on the following:

- *Minimum number of students that would need to be admitted for the program to be viable*

Response: The Flex-MPP program does not require a minimum number of students to be viable because it operates on a pay-as-you-go basis. The Master of Public Policy (MPP) program already exists, and the degree requirements and curriculum are fully developed. Flex-MPP students will complete the same requirements as full-time MPP students. The program requires very minimal resources and simply increases the total number of students enrolled in the MPP program, thereby improving its overall financial viability. The primary purpose of this option is to accommodate students who cannot attend full time due to life circumstances such as income, family responsibilities, or employment.

- *Maximum number of students that will be admitted, and how this will impact space needs and cost*

Response: There will be no impact on space needs or costs, as the program can easily absorb additional students without constraints. Based on past applications and experience, we anticipate enrolling around seven additional students per year. The intent is not to significantly increase enrollment but to provide access for students who otherwise would not be able to attend full time and earn their MPP.

- *How much faculty time will be spent on the Flex MPP?*

Response: We do not expect any additional faculty time to be required for this program. We have available space and resources that can accommodate the additional students associated with this program, and it would be no different than enrolling seven additional students in the full-time MPP program (although perhaps less given that the students in this Flex MPP will not be full-time students). We have the capacity to do this at minimal to no-impact to our current SPP resources.

- *Could this program eventually replace the state-supported program?*

Response: No

- *How will this impact merits and promotions as the course load for faculty should reflect their fractional commitment to the Flex MPP? Note that faculty cannot receive teaching credit for the Flex MPP component of their class as they are monetarily compensated for this effort.*

Response: There will be no impact on merit, promotions, or faculty course loads because Flex-MPP students will enter the regular program, which already has capacity for more students. Faculty teaching Flex-MPP students will not receive additional compensation. When discussing the unit-based payment structure, we identified the cost of faculty and

staff time to ensure that no state funds will support this program. This simply was a way to address the internal accounting how the program.

## 2. Committee on Library and Scholar Communications Comments

- *The committee was concerned that the degree proposal states, “We do not anticipate any additional costs for library, computing, equipment, space, or facilities to emerge from adding this Flex MPP program.” This trivializes the contribution that library infrastructure and staff provide to UCR’s pedagogical mission. Inevitably, faculty will be using library resources including access to scholarly publications at all stages of course design and implementation. Students will also access scholarly publications and will likely need training from library staff on how to access and properly use scholarly tools such as databases or GeoSIS. While the proposed program may not require acquisition of specific new resources or new hiring at this time, it will use existing resources and FTEs and that should be explicitly acknowledged.*

Response. Regarding library resources, we acknowledge that the past proposal’s wording did not accurately reflect the fact that there may be non-zero impacts outside the School of Public Policy (SPP). Based on past enrollment and applications, we expect the program to admit around seven students annually, which is why we believe additional costs to the rest of the campus will be minimal, though not zero.

We hope these responses along with the revisions in the updated proposal address all concerns satisfactorily. We look forward to launching the program as soon as possible given the population of potential students, albeit small, who would benefit from the additional flexibility this program offers.

# FLEX MASTER OF PUBLIC POLICY

A PROPOSAL TO THE  
UNIVERSITY OF  
CALIFORNIA,  
RIVERSIDE ACADEMIC  
SENATE, FEBRUARY  
2025 (REVISED JUNE  
2025, JANUARY 2026)

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# **A PROPOSAL FOR A SELF-SUPPORTING PROFESSIONAL GRADUATE DEGREE PROGRAM IN PUBLIC POLICY (MASTER OF PUBLIC POLICY, SSGPDP)**

## **Date of Preparation**

Approved by the School of Public Policy Executive Committee October 4, 2024

Approved by the School of Public Policy faculty December 10, 2024

Initial Version Submitted to UCR Academic Senate: 2/05/2025

Revised Version Submitted to UCR Academic Senate: 6/20/2025

Revision approved by School of Public Policy Executive Committee January 14, 2026

Version: 1/15/2026

## **Contact Information**

Bruce Babcock  
Associate Dean and Professor of Public Policy  
School of Public Policy  
University of California Riverside  
Tel: (951) 827-1256  
Email: babcockb@ucr.edu

## **Executive Summary**

The School of Public Policy (SPP) at UC-Riverside is preparing to celebrate the 10<sup>th</sup> anniversary of our very successful Master of Public Policy (MPP) program, which began in fall 2015. This program has produced 170 graduates (through our first 8 cohorts). This fall, we welcomed 32 new students (including 12 students in our BA/MPP program, which was initiated in 2022). Our MPP graduates are producing an enormous positive impact on the Inland Empire, the State of California, and the nation and world. They are the embodiment of our School's motto, "Solutions for the Region, Solutions for the World", and make our region more efficient, more equitable, more prosperous, and more just.

The MPP degree prepares students for a variety of careers in the public policy sector. Our degree prepares students to develop new, sound public policy that anticipates how policy will be implemented and prospectively estimates likely behavioral responses and impacts on efficiency, equity, prosperity, and justice; appropriately collect data on the implementation process and outcomes; utilize the best qualitative and quantitative methods to understand policy implementation and evaluate policy

effects; and to understand how and when advocacy for policy change is effective. Our students learn how to evaluate and interpret evidence, communicate with stakeholders, consider diverse perspectives, and make wise decisions. Our MPP program features experiential learning, including an internship and client-based capstone.

We are proposing to create an optional route to the MPP that will be more suitable for students who are working full-time and supporting their families. It will allow students to take courses at a pace that fits their capabilities. This program is consistent with Regent Anguiano's call to "explore innovative ways to increase access for the Californians we serve and provide opportunities to the state's diverse community." This "Flex MPP" program will be self-supporting. Total charges paid by students completing the program will be comparable to tuition and fees paid by California resident students in the state-supported (i.e., "regular") MPP program. The degree requirements for the "Flex MPP" will be identical to the regular MPP program.

In the proposal that follows, we present a compelling academic and budgetary case for the program (including a discussion of student charges and financial accessibility), we explain why this program will not have a detrimental impact on our state-supported teaching, research, and service, we present a cost analysis and fiscal phase-in plan, and we discuss the admission standards and procedures.

## Section 1. Introduction

*The academic case for SPP offering a Flex MPP degree is easy to make.* First, it will allow students who have financial needs that require full-time work and/or substantial family caretaking responsibilities the opportunity to take a rigorous course of study leading to a master's degree in public policy at a pace that fits with the students' needs. Further, it will lessen any incentives for faculty to lower their standards to accommodate students working full-time, which will enhance the quality of our existing "regular" MPP program.

In the spring of 2023, one of SPP's Co-Directors of Graduate Studies asked Dean Long if it was reasonable to send a notice to our MPP students notifying them that it was inadvisable to work *more than 40 hours* while being a full-time student in our MPP program. Dean Long responded that it was unreasonable to expect students to be both a full-time student *and* employed full-time.

Let's do the math: Our full-time MPP program requires students to complete 3 four-credit courses each quarter for a total of 12 credits. Each credit is expected to correspond to 3 hours of classwork (inclusive of lectures, reading, and assignments), for 36 hours total each week. Our program is conducted in-person, which for the typical student adds about 5 hours of commuting time each week. Now, suppose the student also works full-time, 40 hours a week, and with, let's say optimistically, an additional 5

hours of commuting.<sup>1</sup> The student is now up to 86 hours each week (i.e., 36+5+40+5). That is over 12 hours per day, including weekends (i.e.,  $86/7 = 12.2$ ). This leaves little time for doing the ordinary tasks of life. Each day, the average full-time worker in the U.S. spends 9.4 hours on personal care including sleep, 1.2 hours eating, 1.5 hours on household activities (e.g., housework, cooking, lawn care, or household management), 0.7 hours caring for household and non-household members, and 0.6 hours purchasing goods and services - a total of 13.4 hours.<sup>2</sup> Add these amounts together (i.e.,  $12.2 + 13.4 = 25.6$ ) and you have already exceeded a full 24 hours. And, this does not include any time for civic and religious activities and recreation (TV watching, internet surfing, etc.) - it is simply not realistic to expect that our students engage in *no* recreation.

Something must give! Perhaps that is sleep, which would not be good. More likely, it's time devoted to reading and studying, which limits the extent to which students learn.

Of course, faculty know about the obstacles that students face. They hear students' concerns about juggling their responsibilities of work, school, and family, and faculty are sympathetic to these challenges. It is natural for faculty to respond by lowering their expectations - reducing the quantity of assigned readings, making the assignments shorter, easing their expectations and grading standards. By creating a Flex MPP program, we can mitigate these challenges.

This program will not create a detrimental impact on SPP's state-supported teaching, research, or service. Quite the contrary. The quality of teaching and learning in our state-supported classes will be enhanced as faculty will no longer have an incentive to lower their expectations of what students can handle. Students who are in the Flex MPP program and taking one or two courses a quarter, rather than the standard three-course load in the regular program, will be able to successfully complete the more challenging work that faculty are now freed to require. Research and service will be unaffected as faculty workloads will be unchanged. Our faculty have a standard teaching load of four courses per year and this will be unchanged. For faculty teaching a course that is solely composed of Flex MPP students, this will count as one of their four courses and thus the number of state-supported classes that they teach will correspondingly fall to three. We do not anticipate this new program to substantially affect the average number of students in each class. As we attract more Flex students and as our regular MPP grows over time, we will add new class sections, maintaining relatively modest class sizes.

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<sup>1</sup> Average round trip commute time for Riverside residents is 59.6 minutes. <https://ktla.com/news/california/southern-california-is-home-to-the-worst-commutes-in-america-data-suggests/>

<sup>2</sup> <https://www.bls.gov/charts/american-time-use/activity-by-emp.htm>

### 1) Aims and objectives of the program

The aim of this program is to prepare postgraduate students to become “masters” of public policy and thus be prepared for a variety of careers in the public policy sector. This program is targeted at students who work full-time or have substantial outside commitments that make completion of our “regular” full-time MPP program infeasible. Target students are those who would benefit from having a self-paced MPP program.

Historically, 92% of our MPP students have been California residents. For this new Flex MPP program, we expect an even higher share of California residents as the target audience includes those who have existing work or personal commitments in California. This target population will include a mix of students who are fresh out of their undergraduate studies and those with more years of postgraduate experience. The program is not specifically aimed at mid-career students.

### 2) Historical development of the field and historical development of departmental strength in the field.

Public policy as a discipline and field of study was initiated in the late 1960s and early 1970s. This early period was characterized by Aaron Wildavsky, founder of the School of Public Policy School at UC-Berkeley<sup>3</sup>:

“The immediate impetus of graduate schools of public policy was undoubtedly the Great Society. Suddenly new major social programs were there, and, almost as quickly, many of them were widely judged to have performed poorly. Why?...For whatever reasons, by 1968 serious doubts were being expressed by evaluators...and by politicians. On the political right, social programs were damned for increasing dependency (and at high cost), on the left for buying off protest too cheaply while actually perpetuating institutions that oppressed the poor. Analyzing public policies to see what went wrong, to learn how to better, and to teach this understanding was the major motivation for establishing graduate school devoted to the analysis of public policies... ...schools of policy were designed to be organizations that would do for the public sector what business schools had done for the private sector: produce students to colonize the bureaucracies, to criticize what those bureaucracies were doing, and, in a modest way, to set things right.”

The growth of these new schools of public policy is described by Campbell and Rawson<sup>4</sup>:

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<sup>3</sup> Aaron Wildavsky. 1985. The Once and Future School of Public Policy, *The Public Interest*, 79, 25-41.

<sup>4</sup> Richard W. Campbell and George E. Rawson. 1981. The "New" Public Policy Programs and Their Effect on The Professional Status of Public Administration, *Southern Review of Public Administration*, 5(1), 91-113. <https://www.jstor.org/stable/40860016>

“The public policy programs received a significant boost when the Ford Foundation provided several million dollars in support in the early and middle 1970s. This funding decision reflects a conscious decision by the Ford Foundation to support the substantive focus of these schools of public policy as opposed to traditional schools of public administration. In a Ford Foundation letter in October, Robert Tolles (1976) emphasized the uniqueness of the school of public policy:

‘Compared with the traditional schools of public administration, which grew out of political science departments, the chief differences of the new public policy programs are their emphasis on problem solving, their multi-disciplinary approach to public policy, and their use of quantitative analysis.’”

Hundreds of universities in the United States now offer an MPP degree, including four UC campuses (Berkeley, Los Angeles, San Diego, and Riverside).

There are 272 universities ranked by U.S. News and World Report based on their graduate programs in Public Affairs, and UCR ranked 76<sup>th</sup> in 2024. The faculty of the School of Public Policy at UCR have particular strengths in Water and Environmental Policy, Criminal Justice, Education, Health, Immigration, Regional Development, Geospatial Policy Analysis, Democratic Reform, and Public Budgeting and Finance.

### *3) Timetable for development of the program*

This proposal was developed by the faculty of the School of Public Policy during the fall of 2024. Upon approval by the UCR Academic Senate and UCOP, we will begin immediate implementation and marketing of the program.

Our goal is to grow our MPP and BA/MPP programs at a rate of 6.5% per year through the fall of 2032. At that growth rate, we would have around 53 newly entering MPP or BA/MPP students during the 2032-33 school year (composed of about 33 MPP students and 20 BA/MPP students, assuming our current ratios). As discussed below, we expect the Flex MPP program to be attractive to about one-third of MPP students. With these assumptions, we would expect our Flex MPP program to have about 11 newly entering students during the 2032-33 school year (and our regular MPP program to have about 22 students in fall 2032).

This Flex MPP program will help meet the aspiration of UCR’s 2021 Long Range Development Plan to “increase proportional graduate enrollment from 14% to approximately 20% of students.” It will specifically help SPP to match this plan’s projected 2035 enrollment of SPP of 420 total students (graduate and undergraduate), an 83% increase over the 2018 level.<sup>5</sup>

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<sup>5</sup> UC Riverside 2021 Long Range Development Plan, [https://lrdp.ucr.edu/sites/default/files/2021-11/2021lrdp-final\\_0.pdf](https://lrdp.ucr.edu/sites/default/files/2021-11/2021lrdp-final_0.pdf)

#### *4) Relation of the proposed program to existing programs on campus and to the Campus Academic Plan*

We do not anticipate that this will have any effects on undergraduate programs at SPP or elsewhere at UCR. Our teaching assistants for undergraduate SPP courses are largely drawn from our MPP students. These positions would not be appropriate for students working full-time (in addition to being a 50% FTE teaching assistant and being a full-time or part-time student). Thus, we do not believe that our teaching assistants will be drawn from Flex MPP students.

The Flex MPP students fits well within UCR's Strategic Plan, as it helps "Improve Graduate Student Success and Pipelines" and "Decrease Equity Gaps".<sup>6</sup>

#### *5) Contributions to diversity*

This Flex MPP program will make earning a master's degree from the UCR School of Public Policy feasible for students for whom we were previously unable to serve or serve well. Our full-time regular MPP program is not well suited to students who work full-time or have substantial care responsibilities for their family. Students in the regular program need to be on-campus most weekdays to attend in-person classes and need to have sufficient time to complete rigorous assignments. This program will be attractive to students living greater distances away from UCR who would be unable to spare the time for daily commuting to UCR, and thus will enhance our geographic diversity.

Our classrooms will be enriched by having the voices of these Flex students who will bring to classroom discussions their experiences in the labor market and as caregivers. Ultimately, their contributions to dialog will make for better, more informed public policy enactment in the future.

Our MPP program has a strong appeal to applicants from the Inland Empire, a region known for its vibrant ethnic diversity and a history of underrepresentation. With over 4.6 million residents in Riverside and San Bernardino counties, this area is home to many historically underrepresented groups, including Latino, Black, and Native American communities. Since 2021, approximately 60% of incoming MPP students belong to underrepresented groups, 60% have been female, and 50% have been Latino. Over the next five years we will continue to focus our recruitment efforts on the region which should yield similar results. In addition, with the addition of a full-time recruiter we will expand our recruiting efforts to other areas of California which have a higher Black population than the Inland Empire. With regards to diversity among our faculty, we have implemented recruiting practices that have resulted in

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<sup>6</sup> UCR 2030 Central Campus Level Strategic Initiatives. <https://strategicplan.ucr.edu/>

deep and diverse pools of candidates for our recent advertised positions. We bring the best of the pool of applicants to campus for job interviews and faculty recommend to the dean the best of these candidates to hire. The result of these efforts over the last five years has been an increase in the percentage of our faculty who are female and who belong to underrepresented groups. We will continue to monitor our faculty recruiting efforts to make sure that our efforts to create a deep and diverse pool of excellent candidates are successful.

#### *6) Interrelationship of the program with other University of California institutions*

The most similar program within UCR is the Professional Master of Business Administration program. The similarities are that both the Professional MBA and the Flex MPP program are self-supported; designed to be flexible and allow students to complete degrees at their “own pace”; and features “the same exceptional faculty, curriculum, and course offerings” as their state-supported counterpart degrees (i.e., MBA and MPP, respectively).<sup>7</sup> Of course, the similarities end there as the degrees have different topical foci: business administration vs. public policy. It is not anticipated that the introduction of the Flex MPP program will have any impact on enrollment in the Professional MBA program.

There is some relation of the Flex MPP (and the regular MPP) with UCR’s Master of Public Health degree offered in the School of Medicine. This MPH degree program is designed to “train the next generation of public health leaders” with a “concentration in community health equity”. Course work in the program features the “public health disciplines of biostatistics, epidemiology, environmental health, health policy and management, and social and behavioral health, as well as practical experience in public health.”<sup>8</sup> The Flex MPP program will bring a broader lens with a public policy issues that might be equally appropriate to students seeking to work in public policy fields of water, energy, environment, criminal justice, welfare, education, immigration, housing, transportation, economic development, parks, and so on. As such, the Flex MPP curriculum does not substantively overlap with the MPH curriculum and we do not anticipate the Flex MPP program affecting enrollment in the MPH program.

The program that we are proposing will be unique within the UC system. The closest comparison program is UC-Berkeley’s Master of Public Affairs program. The UCB’s “Executive” program is targeted on “mid-career professionals” and features students with “an average of 7-10 years of professional experience” and who are ready for “transformative leadership and policy-centric roles in their respective domains”. The UCB program is shorter, 30 credits, and completed in 12-14 months at a pace of “20 hours weekly”.<sup>9</sup>

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<sup>7</sup> <https://business.ucr.edu/pmba>

<sup>8</sup> <https://smpph.ucr.edu/master-public-health>

<sup>9</sup> <https://gspp.berkeley.edu/programs/masters-of-public-affairs-mpa>

In contrast, the Flex MPP program is designed to be completed over a longer period and does not assume that program entrants have had any substantial experience in public policy or administration. It features a 72-credit curriculum that is mostly completed in-person.

### *7) Department or group which will administer the program*

This program will be administered by SPP's Associate Dean who directs the MPP program (e.g., Prof. Bruce Babcock for the 2025-26 school year). Curricular changes will be considered by our Graduate Committee prior to being considered by our full faculty. Course teaching assignments and scheduling will be overseen by our Associate Dean.

### *8) Plan for evaluation of the program*

Ongoing consideration, evaluation, and program review is the responsibility of our Curriculum Committee. Regular program reviews will be conducted by the UCR Graduate Division.

## **Section 2. Program**

Our regular MPP program is structured as an in-person, 2-year program (6 quarters), with a 72-credit requirement, consisting of the following courses:

PBPL 200	Introduction to Policy Analysis (4 credits)
PBPL 202	Policy Institutions and Processes (4)
PBPL 205	Research Design and Statistics for Public Policy (4)
PBPL 210	Quantitative Methods for Public Policy Analysis 1 (4)
PBPL 220	Quantitative Methods for Public Policy Analysis 2 (4)
PBPL 212	Qualitative Social Science Methods (4)
PBPL 214	Economics for Policy Analysis I (4)
PBPL 215	Economics for Policy Analysis II (4)
PBPL 216	Public Leadership and Management (4)
PBPL 222	Ethics, Professionalism, & the Normative Bases of Public Policies (4)
Electives	Five courses (20)
PBPL 298I	Individual Internship (4)
PBPL 289A,B	Capstone Research Project (8)

Students in this regular MPP program typically take 3 courses each quarter.

Students in the Flex MPP program would take the same courses taught by the same instructors with the same assignments and expectations. (See below for a discussion of the budgetary implications of this structure.) Flex students take the number of courses

that fit their responsibility for that quarter. Flex students could take the courses listed above in any order with the following exceptions: PBPL 205, 210, and 220 are a three-course sequence taught in Fall, Winter, and Spring, respectively, and must be taken in this order, and similarly PBPL 214 and 215 must be taken in sequence. Flex students are recommended, but not required, to take PBPL 205 before PBPL 212. Flex students are recommended, but not required, to complete the core courses before taking elective courses. However, note that our regular MPP students frequently take elective courses before completing all core courses given vagaries of course offerings and instructor availability. See Appendix A for examples of potential schedules.

Any future changes to the requirements of the regular MPP (e.g., new core courses) would also be made simultaneously to the Flex MPP program.

### *1) Undergraduate preparation for admission*

Applications for the Flex MPP program will be accepted year-round with program entry in the Fall quarter.

Admission to the Flex MPP program will be determined using the same criteria that are used to determine admission to the regular MPP program. Factors considered in the admission decision include the student's statement of purpose and personal narrative (used to evaluate written communication skills, evidence of persistence and motivation, and alignment of the student's goals with the MPP program goals); undergraduate grade point average; having completed recommended undergraduate coursework in statistics, economics and political science; letters of recommendation; and related work, research, volunteer, or leadership experience that would indicate likely success in the MPP program.

Any subsequent changes to the admission criteria used for the regular MPP program will be simultaneously enacted for the Flex MPP program, and vice versa.

### *2) Foreign language*

There is not a foreign language requirement for this degree.

### *3) Program of study:*

The Flex MPP program requires the completion of 72 credits, consisting of the following courses:

PBPL 200	Introduction to Policy Analysis (4 credits)
PBPL 202	Policy Institutions and Processes (4)
PBPL 205	Research Design and Statistics for Public Policy (4)

PBPL 210	Quantitative Methods for Public Policy Analysis 1 (4)
PBPL 220	Quantitative Methods for Public Policy Analysis 2 (4)
PBPL 212	Qualitative Social Science Methods (4)
PBPL 214	Economics for Policy Analysis I (4)
PBPL 215	Economics for Policy Analysis II (4)
PBPL 216	Public Leadership and Management (4)
PBPL 222	Ethics, Professionalism, & the Normative Bases of Public Policies (4)
Electives	Five courses (20)
PBPL 298I	Individual Internship (4)
PBPL 289A,B	Capstone Research Project (8)

Flex MPP students will culminate their studies with a 6-month capstone project. These capstone projects will involve a group of 2-3 students who answer a public policy question posed by a client (e.g., government agency, non-profit organization, business, or community group). Students begin work in January on these client-based capstone projects and present their work to the community and stakeholders in June. All students will be guided in the development of their capstone project by one or more School of Public Policy faculty members.

There are no required specific fields of emphasis. However, students' elective courses may emphasize our faculty's areas of research strength: Agricultural, Resource and Environmental Economics and Policy; Criminal Justice; Democracy, Technology, Communication; Education; Health; Immigration, Race, Ethnicity; Geospatial Analysis and Regional Development; and Public Economics, Budgeting, and Finance.

#### *4) Field examinations - written and/or oral*

There are no field examinations for this degree.

#### *5) Qualifying examinations - written and/or oral*

There are no qualifying examinations for this degree.

#### *6) Thesis and/or dissertation*

There is no thesis or dissertation for this degree.

#### *7) Final examination*

There is no final examination for this degree.

*8) Special requirements over and above Graduate Division minimum requirements*

None.

*9) Relationship of master's and doctor's programs (if applicable)*

Not applicable. The UCR School of Public Policy does not currently have a doctoral program.

*10) Special preparation for careers in teaching*

Not applicable.

*11) Sample program*

See Appendix A.

*12) Normative time from matriculation to degree*

For a student attending full-time (and thus taking three courses per quarter), the normative time from matriculation to degree is two years. However, this Flex MPP program is particularly designed for students who do not intend to be enrolled full-time. For Flex MPP taking two courses per quarter, completion of the degree would occur in three years. For Flex MPP taking one course per quarter, completion of the degree would occur in six years.

To ensure that students in the Flex MPP program are making timely progress toward degree completion, SPP's Student Services staff will perform an annual inspection of student records, meet with students to review their progress, and address any deficiencies.

## **Section 3. Projected need**

*1) Student demand for the program*

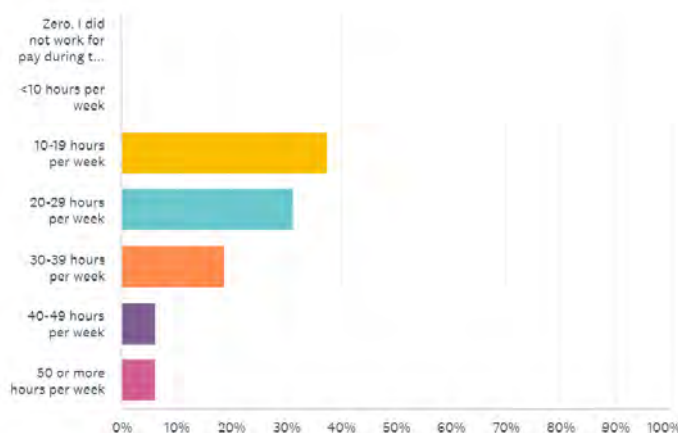
To help evaluate potential student demand for this program, we surveyed our returning second-year MPP students. We asked:

"During a typical week during the 2023-24 school year (Fall, Winter, and Spring), how many hours per week did you work for pay (excluding time for commuting)? Include paid work for UCR (excluding MPP classwork), work for other organizations, and gig/self-employment work."

All student respondents reported working more than 10 hours per week for pay, with most students (68.75%) working 10-29 hours per week. Full-time work, 40 or more hours, was less common (12.5%), with the remainder (18.75%) working 30-39 hours per week.

During a typical week during the 2023-24 school year (Fall, Winter, and Spring), how many hours per week did you work for pay (excluding time for commuting)? Include paid work for UCR (excluding MPP classwork), work for other organizations, and gig/self-employment work.

Answered: 16 Skipped: 0



Based on this evidence and our understanding of our interested student population, we estimate that this Flex MPP program will be attractive to about one-third of our students. As noted above, we would expect our Flex MPP program to have about 11 newly entering students during the 2032-33 school year. We expect that nearly all of these students to be in-state students as (a) historically, 92% of our MPP students have been from California, and (b) the program is designed for students with existing work or family care responsibilities, which will make the program more suited for local students.

## 2) Opportunities for placement of graduates

There are myriad and growing opportunities for placement of students with a master’s degree in public policy. Our training allows our graduates to be well positioned for work in the public sector: prospectively or retrospectively assessing the impact of specific public policies on humans, the built environment, and/or the natural world; crafting or advocating for new legislation; effectively implementing policy as a public administrator; and properly collecting and analyzing data to improve policy evaluation and implementation. Our training also appeals to those wanting to work in the for-profit and non-profit sectors who need to understand and respond to public policy.

Demand for workers with training in public policy analysis is strong and careers in federal, state, and local governments is readily available, as noted in this report by Deloitte<sup>10</sup>:

“The government workforce has grown at a steady pace over the years. As of April 2024, there were 23.3 million people on government payrolls, which made up 14.7% of the total payrolls in the economy. Local governments employed close to 64% of these people, followed by state governments (23.4%) and the federal government (12.9%). Since the beginning of the new millennium, the government workforce has been increasing steadily—13.3% over the years.” And, the “data doesn’t capture ... key workforces within the federal government”, including “contract and grant workers, which have been increasing steadily in the federal government over the years...” amounting “...to more than three times the figure for full-time employees in the federal government”.

Eight of the ten largest employers in Riverside City are public entities, including the largest employer (County of Riverside with 24,290 employees).<sup>11</sup>

Our recent MPP alumni have taken the following positions after graduation:

#### *Public Sector*

- Regulatory Affairs & Compliance Analyst, CalOptima
- Research & Evaluation Specialist, County of Santa Clara
- Planner, Maricopa County Department of Transportation
- Population Health and Equity Program Administrator, OC Health Care Agency
- Director of Communications & Engagement, California 100
- Field Representative, Office of CA State Senator Richard D. Roth
- District Director, Office of CA State Senator Richard Roth
- District Director, Office of CA Assemblymember Sabrina Cervantes
- Assistant City Manager, City of Avalon

#### *Non-Profit Sector*

- Senior Project Manager, CA Forward
- Senior Legislative Manger, National LGBTQ Task Force
- Researcher & Policy Coordinator, Warehouse Workers Resource Center
- Director of Education & Workforce Development, Inland Empire Economic Partnership
- GIS & Data Management Associate, Inland Empire Community Collaborative

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<sup>10</sup> Patricia Buckley and Akrur Barua. 2024. Jobs in Government Have Rebounded Since 2020—The Harder Part Will Be To Fill These Roles.

<https://www2.deloitte.com/us/en/insights/economy/spotlight/government-workforce-rebound.html>

<sup>11</sup> City of Riverside, Community & Economic Development,

<https://riversideca.gov/cedd/economic-development/data-reports/top-employers>

#### Private Sector

- Government Relations Manager, Southern CA Edison
- Principal, Xara Public Affairs, LLC
- Program Coordinator, Loma Linda University Health

### *3) Importance to the discipline*

The UCR School of Public Policy, while young, is growing in its national and international reputation. SPP is currently ranked 76<sup>th</sup> by U.S. News & World Report among Graduate Schools of Public Affairs. Our faculty are distinguished and well regarded as recognized by, for example, the following awards: Prof. Kurt Schwabe–Fulbright U.S. Distinguished Chair Fellow, Prof. Ran Wei–Chuck ReVelle Rising Star Award, Prof. Robynn Cox–elected president of the National Economic Association, and Prof. Bruce Link–noted as the 17<sup>th</sup> highest cited Sociologist in the world.

Our faculty have been active and impactful in our field’s major research associations. For example, Dean Mark Long and past-Dean Anil Deolalikar have been elected by the membership of the Association for Public Policy Analysis and Management as Vice President, Chair of the Committee of Institutional Representatives, and Policy Council member.

### *4) Ways in which the program will meet the needs of society*

UC-Riverside hosts the only MPP program offered by a major research university in Inland Southern California, which is home to 4.8 million residents - greater than the population of 26 states. Consequently, our MPP is in a position to potentially improve the lives of a great many people.

### *5) Relationship of the program to research and/or professional interests of the faculty*

SPP faculty have diverse disciplinary training and topical areas of policy scholarship. Our faculty have PhDs in Agricultural Economics, Agricultural and Applied Economics, Agricultural and Resource Economics, Economics, Environmental Economics, Geographic Information Science, Geographical Sciences and Urban Planning, Geography, Government, International Relations, Political Science, Public Administration, Social Welfare, Sociology, and Sociomedical Sciences. We have substantive interest in Environmental Policy; Criminal Justice Policy; Education Policy; Democracy, Technology, and Communication; Health Policy; Immigration, Race, and Ethnicity; Public Economics, Budgeting, and Finance; and Geospatial Analysis & Regional Development.

What ties us together is our mission (<https://spp.ucr.edu/mission>) to:

*“...evaluate and develop solutions to societal problems and governance challenges to inform public policy through excellence in research, undergraduate and graduate education, and engagement with community members and leaders at the local, national, and international level.”*

Our current MPP program and this proposed Flex MPP program lie at the heart of our school’s mission and fit well with our faculty’s research and professional interests.

## 6) Program Differentiation

The most similar program within UCR is the Professional Master of Business Administration program. The similarities are that both the Professional MBA and the Flex MPP program are self-supported; designed to be flexible and allow students to complete degrees at their “own pace”; and feature “the same exceptional faculty, curriculum, and course offerings” as their state-supported counterpart degrees (i.e., MBA and MPP, respectively).<sup>12</sup> Of course, the similarities end there as the degrees have different topical foci: business administration vs. public policy. It is not anticipated that the introduction of the Flex MPP program will have any impact on enrollment in the Professional MBA program.

There is some relation of the Flex MPP (and the regular MPP) with UCR’s Master of Public Health degree offered in the School of Medicine. This MPH degree program is designed to “train the next generation of public health leaders” with a “concentration in community health equity”. Course work in the program features the “public health disciplines of biostatistics, epidemiology, environmental health, health policy and management, and social and behavioral health, as well as practical experience in public health.”<sup>13</sup> The Flex MPP program will feature a broader lens on public policy issues that might be equally appropriate to students seeking to work in public policy fields of water, energy, environment, criminal justice, welfare, education, immigration, housing, transportation, economic development, parks, and so on. As such, the Flex MPP curriculum does not substantively overlap with the MPH curriculum and we do not anticipate the Flex MPP program affecting enrollment in the MPH program.

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<sup>12</sup> <https://business.ucr.edu/pmba>

<sup>13</sup> <https://smpph.ucr.edu/master-public-health>

## 7) Program Differentiation (within UC System)

The program that we are proposing will be unique within the UC system. The closest comparison program is UC-Berkeley's Master of Public Affairs program. The UCB's "Executive" program is targeted on "mid-career professionals" and features students with "an average of 7-10 years of professional experience" and who are ready for "transformative leadership and policy-centric roles in their respective domains". The UCB program is shorter, 30 credits, and completed in 12-14 months at a pace of "20 hours weekly".<sup>14</sup>

In contrast, the Flex MPP program is designed to be completed over a longer period and does not assume that program entrants have had any substantial experience in public policy or administration. It features a 72-credit curriculum that is mostly completed in-person.

## Section 4. Faculty

The table below shows the names, titles, and Ph.D. discipline of our faculty. Faculty CVs are found in Appendix B.

Last Name	First Name	Title	Ph.D. Discipline
Ayon	Cecilia	Professor	Social Welfare
Babcock	Bruce	Professor, Associate Dean and Department Chair	Agricultural and Resource Economics
Barenklau	Ken	Professor and Associate Provost	Agricultural and Applied Economics
Carpiano	Rich	Professor	Sociomedical Sciences
Cox	Robynn	Associate Professor	Economics
Crosby	Andy	Assistant Professor of Teaching	Public Administration
Esterling	Kevin	Professor and Department Chair, Political Science	Political Science
Gaudette	Jennifer	Assistant Professor	Political Science
Guo	Wei	Assistant Professor	Agricultural and Resource Economics
Grubestic	Tony	Professor and Director, Center for Geospatial Sciences	Geographic Information Sciences
Kang	Wei	Assistant Professor	Geography
Link	Bruce	Distinguished Professor	Sociology
Long	Mark	Professor and Dean	Economics
Oklobdzija	Stan	Assistant Professor	Political Science
Nemati	Mehdi	Assistant Professor	Agricultural Economics
Newman	Ben	Professor	Political Science
Oselin	Sharon	Professor and Director, Presley Center	Sociology
Schwabe	Kurt	Professor	Environmental Economics
Wang	Qingfang	Professor and Director, Center for Community Solutions	Geography
Wei	Ran	Associate Professor	Geographical Sciences and Urban Planning

Since we estimate enrollment in this Flex MPP to be modest (in the range of 7 to 11 students for each cohort through fall 2032), there are insufficient numbers of students

<sup>14</sup> <https://gspp.berkeley.edu/programs/masters-of-public-affairs-mpa>

to offer separate courses for these students. Rather, these students will be incorporated into the same courses taught to regular MPP students. This means that there will be no change to our slate of course offerings as a result of adoption of this Flex MPP program.

Teaching loads for faculty will remain unchanged. Our standard teaching load is four quarter-long classes each academic year. From a faculty perspective, there will be no distinction between regular and Flex MPP students in their classrooms. Thus, we expect no change in our faculty members' level of support and commitment of energy to our existing state-supported program (i.e., the regular MPP).

Teaching assignments will be managed as they are currently. SPP's faculty chair works to develop the School's course offerings schedule. Our principles for such allocations note:

"It is the Chair's responsibility to develop a teaching schedule that meets the School's curriculum. ... In the interests of promoting equitable allocation of teaching duties across faculty members, the Chair should take steps to balance teaching loads across lower-division undergraduate level, upper-division undergraduate-level, and graduate-level courses. ... To help facilitate the need to equitably balance schedules and teaching responsibilities across the faculty, all faculty are expected to be willing to teach across the schedule (e.g., MW or TR days, prime or non-prime times) and across academic programs".

In 2023-24, all of our MPP courses were taught by ladder-rank faculty. We anticipate that the vast majority of our MPP courses will continue to be taught by our ladder-rank faculty. Nearly all faculty members teach at least one MPP course each year.

We will account for the teaching of Flex students through internal accounting and we will not pay faculty overload to teach additional courses. The mechanism of this accounting is discussed below. Notably, it does not entail any change in faculty's standard teaching loads, which will remain four courses each academic year. Rather, revenue from charges paid by Flex students will be used to compensate the "department" (i.e., the School of Public Policy) for having its faculty teach Flex students.

A hypothetical example will help illustrate. Suppose a faculty member taught three MPP courses and one undergraduate course in a given academic year. In the three MPP courses, assume one-third of the students in the class are Flex MPP students and two-thirds of the students are regular MPP students. Effectively, this teaching arrangement would be equivalent to the faculty member teaching two MPP classes composed solely of regular MPP students (as  $\frac{2}{3} + \frac{2}{3} + \frac{2}{3} = 2$ ) and one MPP class composed solely of Flex MPP students (as  $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} = 1$ ). Thus, for this example, we would account for the Flex students by "paying" the "faculty member's department" the cost of the instructor's time teaching one course.

More details on the accounting are given below in section 6.

This new Flex MPP program will not require the hiring of new tenure-track faculty and/or full or part-time lecturers.

Our Director of Graduate Studies (currently Prof. Robynn Cox) and our Graduate Student Affairs Coordinator (Jolene Sedita) will serve as principal points of contact for advising students on courses and curriculum. Our Career Counselor and Internship Program Coordinator (Laura Sosa) will assist with job placement. The Director of Graduate Studies is compensated with course release and the Graduate Student Affairs Coordinator and Career Counselor and Internship Program Coordinator are paid staff positions. Below, we show how the Flex MPP program pays for these services.

One faculty member oversees the two-quarter-long capstone course and currently serves about 25-30 students each year. Flex MPP student charges will be used to pay for this course, which is treated as equivalent to two MPP courses.

## Section 5. Courses

The following lists all of the courses that were approved for offering to our regular MPP students as of the 2025-26 school year and lists the instructor in italics if the course was offered in 2025-26. There are no changes in course offerings as a result of the introduction of this Flex MPP program.

*Prof. Wei Kang*

PBPL 200 Introduction to Policy Analysis 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. Studies the process by which policy decisions are made. Focuses on the analytical tools (benefit-cost, cost effectiveness, decision tree, and optimization analysis) that are used to choose among competing proposals as well as the analytical motivations for choice.

*Prof. Stan Oklobdjiza*

PBPL 202 Policy Institutions and Processes 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Explores the various institutions in a country that shape, formulate, implement, and enforce policy as well as the manner in which these institutions make or influence policy. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 204 Regional Policy-Making Across Administrative Jurisdictions 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Introduction to the analytical tools used in regional policy analysis as well as to the processes of policy development, implementation, and evaluation. Includes analysis of case studies of councils of government and other regional bodies that have emerged

or been created to provide regional governance. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

*Professor Andy Crosby*

PBPL 205 Research Design and Statistics For Public Policy 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. Introduces research design and techniques for writing graduate-level research papers. Covers measurement, sampling, experimental and quasi-experimental designs, survey research and instrumentation, field research, and research using available data. Also introduces data processing, elementary statistics, and data visualization techniques. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 206 State Governments as Laboratories of Change 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Examines the politics, institutions, and policy processes of state governments and assesses the extent to which variation in state political institutions shapes politics and policies across states. Substantive topics include health care, education, corrections, economic development, land use planning, environmental protection, and social welfare. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

*Prof. Stan Oklobdjiza*

PBPL 210 Quantitative Methods For Public Policy 1 4 Lecture, 3 hours; research, 2 hours; term paper, 1 hour. Prerequisite(s): graduate standing; or consent of instructor. Introduces statistical concepts and software with an emphasis on application. Covers correlation, bivariate and multivariate linear regression, | 591 regression diagnostics, nonlinear and interaction effects, and regression analysis for categorical dependent variables. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor.

*Prof. Qingfang Wang*

PBPL 212 Qualitative Social Science Methods 4 Lecture, 3 hours; extra reading, 1.5 hours; research, 1.5 hours. Prerequisite(s): graduate standing; or consent of instructor. Introduces the qualitative methods widely used in the social sciences and their use in analyzing policy formulation, policy implementation, and policy effects. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

*Prof. Wei Guo*

PBPL 214 Economics for Policy Analysis I 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. Shows how economic analysis impacts public policy issues. Identifies the relevant economic analyses to address various public policy problems and to comprehend and assess what professional economists can contribute to the shaping, implementation, and evaluation of public policies. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

*Prof. Bruce Babcock*

PBPL 215 Economics For Policy Analysis II 4 Seminar, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. Covers various market failures that justify government policy intervention; how economic analysis is used to measure impacts of policies; and how policy design can improve economic efficiency. Introduces policy issues confronting our society including access to health care, excess pollution, provision of public goods, education, social insurance, and taxation. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

*Prof. Andy Crosby*

PBPL 216 Public Leadership and Management 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. Introduction to the basic principles and practices of leadership suitable for local, regional, national, and global/international settings. Also assists in developing the capacity to be a public leader. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

*Prof. Kevin Esterling*

PBPL 220 Quantitative Methods For Public Policy 2 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. Introduces common statistical methods used to establish causality when evaluating policy impacts. Applies statistical techniques to current policy issues. Covers panel data, randomized control trials, matching methods and synthetic controls, difference in differences, instrumental variables, and regression discontinuity. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

*Prof. Rich Carpiano*

PBPL 222 Ethics, Professionalism, and the Normative Bases of Public Policies 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Examines the normative bases of public policies - in other words, the extent to which issues of fairness, social justice, and morality should factor into the choice of public policies. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 224 Global-Local Policy Connections: Case Studies in Poverty, Water, and Sustainable Development 4 Lecture, 3 hours; extra reading, 1.5 hours; research, 1.5 hours. Prerequisite(s): graduate standing; or consent of instructor. Illustrates how the United States can learn from the successful policy experiences of other countries, and vice versa. Explores global experiences in four topical areas including poverty, environment, urbanism, and health. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

*Prof. Bruce Link*

PBPL 230F Public Policy and Health 4 Seminar, 3 hours; term paper, 1 hour; extra Reading, 1 hour; research, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Introduces multiple public policy domains - housing, environment, immigration and others - affect the health of populations. It follows that as public policy is developed the health of populations is influenced. Students learn how public policy initiatives in multiple domains can be leveraged to improve population health. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

*Prof. Mehdi Nemati*

PBPL 233 Environmental Economics and Policy 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing; or consent of instructor. Theory and practice of environmental economics and its application to environmental policymaking. Applies tools of economic theory to problems of managing natural resources and environmental quality, with particular emphasis on externalities, sustainability, pollution control, resource extraction, and environmental valuation. Alternative public policy instruments for environmental management are considered and evaluated. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor. Credit is awarded for one of the following PBPL 233 or ECON 226.

PBPL 234 Poverty in Global Perspective 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. Interdisciplinary and international view of the social sciences of poverty. Topics include causes, consequences, and potential solutions to poverty. Compares different social science methodologies and theories. Evaluates and debates relevant social policies. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 235 Economic Development in United States Cities 4 Lecture, 3 hours; extra reading, 1.5 hours; term paper, 1.5 hours. Prerequisite(s): graduate standing; or consent of instructor. Introduces theories and models of urban growth and economic development. Analyzes and evaluates the strategies and practices in implementing these theories and models. Examines the challenges of developing regions, cities, and communities that are economically dynamic, socially equitable, and environmentally sustainable. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

*Prof Wei Kang*

PBPL 236E United States Census Data and Policy Studies 4 Seminar, 3 hours; term paper, 1 hour; research, 1 hour; extra reading, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Addresses in depth the census data as the primary resource for analyzing local and regional changes, especially in urban settings. Substantive topics include, but not limited to, immigration, racial and ethnic change, employment, health, and poverty issues. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 245 Comparative Global Water Policy 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Covers issues and problems faced by developing and industrialized countries. Compares and analyzes the debate about efficiency vs. equity and protection of the environment, prices vs. quotas, water as a public good, economic good or social good, and adaptation in the water sector to climate change. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 246 Agricultural and Food Policy 4 Seminar, 3 hours; written work, 2 hours; extra reading, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Focuses on the application of economic principles and data analysis to analyze current public policy issues affecting U.S. and world food systems and agricultural sectors. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 250 Public Budgeting and Finance 4 Units, Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. Addresses public budgeting and finance as critical components of public policy. Covers reading public financial documents; budget preparation and budget cycles; government and its relation to the economy, governmental revenues, and expenditures; capital budgeting; debt management; public accounting; financial reporting; and intergovernmental fiscal relations. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 252 Crime Mapping Analysis 4 Lecture, 3 hours; laboratory, 1 hour; research, 2 hours. Prerequisite(s): graduate standing; or consent of instructor. Covers crime mapping and crime analysis including the systematic application of geovisualization tools combined with statistical, geometric, and spatial analysis. Explores the distribution of criminal events in both space and time, the efficiency and efficacy of police services, and the interactions of offenders and targets.

*Prof. Ran Wei*

PBPL 255 Mapping For the Common Good 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. Provide a theoretical and technical understanding of maps, spatial data, and geovisualization. Highlights how geographic information technologies and spatial reasoning skills impact our understanding of the world. Explores how spatial data and mapping can develop strategies, plans, and policies to improve the quality of life for communities and their citizens. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 260 Education Policy Analysis 4 Seminar, 3 hours; term paper, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. Examines major issues and reform movements in public education that are at the forefront of the national policy

agenda today. Views each educational reform issue in light of its connection to four themes driving reform efforts: (1) equity, (2) adequacy, (3) autonomy, and (4) accountability. Credit is awarded for one of the following PBPL 260 or EDUC 209.

PBPL 261 Higher Education Policy 4 Seminar, 3 hours; extra reading, 2 hours; research, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Provides an advanced introduction to higher education policy and policymaking. Begins with theories of power and how they relate to higher education policy. Examines process models of policy making. Considers five areas of higher education policymaking: science policy, competitiveness policy, student aid policy, access and completion policy, and accountability policy. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 262 Economics in Higher Education 4 Seminar, 3 hours; extra reading, 2 hours; term paper, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Examines the economics of higher education from two perspectives. First, it examines the debate on why college costs have escalated, how that affects access, and what might be done. Second, it looks inside universities, where their money comes from, the debate over budgeting systems, and means of managing costs internally. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 264 Methods in Health Disparities Research: An Introduction to Community Engaged Research 4 Seminar, 3 hours; individual study, 2 hours; term paper, 1 hour. Prerequisite(s): PBPL 230F or SOC 288; graduate standing; or consent of instructor. Introduction to community-engaged methods in health disparities research. Examines health disparities and social determinants of health and conducts in-depth examination of community-engaged research methods. Provides theoretical principles, methods, and skills needed to plan and implement community-engaged research.

PBPL 265 Advanced Methods in Health Disparities Research: An Application of Community Engaged Research 4 Lecture, 1 hour; research, 6 hours; term paper, 3 hours. Prerequisite(s): PBPL 264; graduate standing; or consent of instructor. Advanced course in the application of community-engaged methods in health disparities research. Provides students with hands-on experience to plan and implement community-engaged health disparities research as an independent scholar. Course is repeatable to a maximum of 12 units.

PBPL 266 Transportation Policy 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. Introduces transportation planning, finance, and policymaking focusing on policies and practices in the United States. Discusses the interaction of transportation, land use, pricing, finance, and project evaluation. Includes a discussion of transportation equity, transportation technology, and the intersection of transportation and public health. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 270E General Perspectives On Immigration Policy 4 Lecture, 3 hours, discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Introduction to a global and comparative perspective on immigration policy, with a special focus as it applies to the United States. Focus on debates over the political rights of immigrants, immigration enforcement, unauthorized migration, economic migration, family migration, refugee flows, citizenship, social integration, and political participation. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 270F Borderland Policies and Community Processes 4 Seminar, 3 hours; term paper, 1 hour; research, 2 hours. Prerequisite(s): graduate standing or consent of instructor. Introduces the experiences of immigrants in the southwest borderland region of the U.S. Explores immigration history, trends, and legislation. Examines the immigration policy impact on economic and health indicators as well as the family systems and dynamics. Attention to change strategies used to empower the immigrant community. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor

PBPL 271 Racial Inequality in Politics and Policy 4 Lecture, 3 hours, discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Politics and policy of race and social inequality in the United States. Topics include disparities in health, education, income, wealth and civic engagement. Students gain an understanding of the history of racial inequality, including its changes over time, and the efficacy of contemporary solutions to address ongoing racial disparities. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

*Prof. Stan Oklobdjiza*

PBPL 272 Policy and Politics in California 4 Lecture, 3 hours, discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Introduction to politics and policy in California, paying particular attention to the nature of American federalism, institutions of state government, direct democracy, the role of partisanship and demographic diversity, and various problems of governance as they relate to issues at the state and local levels. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

*Prof. Ran Wei*

PBPL 273 Geographic Information Systems For Public Policy 4 Lecture, 4 hours. Prerequisite(s): graduate standing or consent of instructor. Introduction to geographic information systems (GIS), spatial data and applications of spatial analysis in the social sciences and public policy. Theoretical, technical, and policy dimensions of GIS in policy settings. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 274 Social Innovation in Theory and Practice 4 Seminar, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. Introduces the theories and practices associated with social innovation and public policy. Explores key concepts and debates that include discussions about social entrepreneurship, systems approaches, and design thinking. Follows with practices of social innovation including case studies at varying levels and applications specific to public policy areas. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

*Prof. Stan Oklobdjiza, Prof. Jennifer Gaudette*

PBPL 280 Special Topics in Public Policy 4 Seminar, 4 hours. Prerequisite(s): graduate standing; or consent of instructor. Seminars or lectures on current topics in public policy and other related fields presented by faculty members. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor. Course is repeatable as content or topic changes.

*Prof. Andy Crosby*

PBPL 289A Capstone Research Project 4 Seminar, 4 hours. Prerequisite(s): graduate standing or consent of instructor. Research and investigate a topic of policy significance and relevance, producing a technical paper of publishable quality. Includes specific topic of investigation designed to foster integration of learning by incorporating knowledge acquired throughout the 2-year program. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor. Graded In Progress (IP) until PBPL 289A and PBPL 289B are completed, at which time a final grade is assigned.

*Prof. Andy Crosby*

PBPL 289B Capstone Research Project 4 Seminar, 4 hours. Prerequisite(s): PBPL 289A; consent of instructor. Research and investigate a topic of policy significance and relevance, producing a technical paper of publishable quality. Includes specific topic of investigation designed to foster integration of learning by incorporating knowledge acquired throughout the 2-year program. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 290 Directed Studies 1 to 6 Activity, 3 to 18 hours. Prerequisite(s): graduate standing and consent of instructor. Advanced work in a topic or topics appropriate to the student's special interests and needs. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

PBPL 291 Individual Study in Coordinated Areas 1 to 12 Activity, 3 to 36 hours. Prerequisite(s): graduate standing and consent of instructor. A program of study designed to advise and assist candidates who are preparing for masters and/or doctoral examinations. Graded Satisfactory (S) or No Credit (NC). Course is repeatable

PBPL 297 Directed Research 1 to 6 Research, 3 to 18 hours. Prerequisite(s): graduate standing and consent of instructor. Individual research performed under the direction of a faculty advisor. Designed for students preparing their capstone prospectuses. Students meet in groups by appointment with a faculty advisor to discuss issues of capstone writing. Emphasis is placed on the development of research design. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

*Prof. Bruce Babcock*

PBPL 298I Individual Internship 1 to 12 Internship, 2 to 24 hours; written work 1 to 12 hours. Prerequisite(s): graduate standing or consent of instructor. Internship in a public or quasi-public agency concerning matters relating to public policy. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 16 units.

## Section 6. Resource requirements

The following are the estimated cost of the program, by year, for each of the first 5 years of the program, by expenditure category, as well as net revenue to SPP.

### FLEX MPP Program Expenses, Revenue, and Net Revenue 2025/26 to 2029/30

Category	2025-26	2026-27	2027-28	2028-29	2029-30
Faculty Cost for Teaching Courses	\$47,250	\$97,335	\$150,383	\$154,894	\$159,541
Library, Computing, Equipment, Space, Facilities	\$0	\$0	\$0	\$0	\$0
Other Operating Costs	\$44,370	\$60,501	\$77,561	\$79,888	\$82,285
<b>Total Direct Costs Subject to Indirect Cost Charge</b>	<b>\$91,620</b>	<b>\$157,836</b>	<b>\$227,944</b>	<b>\$234,782</b>	<b>\$241,825</b>
<b>Financial Aid Returned to Flex MPP Students</b>	\$33,600	\$69,216	\$106,939	\$110,147	\$113,451
<b>Indirect Costs</b>	\$32,433	\$55,874	\$80,692	\$83,113	\$85,606
<b>Total Costs</b>	\$157,653	\$282,926	\$415,575	\$428,042	\$440,883
<b>Self-Supporting Charges Total Received</b>	\$134,400	\$276,864	\$427,755	\$440,588	\$453,805
<b>Net Revenue to SPP</b>	-\$23,253	-\$6,062	\$12,180	\$12,546	\$12,922

Faculty cost for teaching the courses is estimated as follows. We start with the anticipated number of Flex MPP students, seven. We multiply this number by the expected number of courses taken by these students each year. For the first cohort, beginning in fall 2025, we expect them to take two courses each quarter and complete the MPP in three years. Under this assumption, we would expect to teach  $6 \times 7 = 42$  students by courses to Flex MPP students in 2025-26 (by cohort 1),  $6 \times 14 = 84$  students by courses in 2026-27 (by cohort 1 and cohort 2), and 126 students by courses in 2027-28 (by cohorts 1, 2, and 3), and  $6 \times 21 = 126$  for subsequent years. We define a full "class" as consisting of 30 students.<sup>15</sup> Thus, for 2025-26, we will effectively teach 1.4 "full" classes to Flex MPP students (i.e.,  $(7 \times 6) / 30 = 1.4$ ). Note that a regular course buyout for 2025-26 is estimated to cost \$33,750 for the average SPP faculty member in 2025-26, inclusive of salary and benefits.<sup>16</sup> We will use this figure for our internal accounting and in this example. Thus, the faculty cost of teaching Flex MPP students in 2025-26 is

<sup>15</sup> The classrooms that are under SPP scheduling control seat 27 and 33 students, respectively, and we anticipate utilizing these classrooms for the preponderance of MPP course offerings.

<sup>16</sup> We assume faculty salaries will rise 3% across the five years. The average faculty salary and benefits of SPP faculty for 2025-6 is anticipated to be roughly \$270,000. Our course buyout rate is 1/8<sup>th</sup> of the faculty member's annual salary plus benefits. Thus, a class buyout will cost  $\$270,000 / 8 = \$33,750$ .

estimated to be \$47,250 (i.e.,  $1.4 \times \$33,750$ ), and so on for subsequent years (adjusted for changes in average faculty salary and benefits).

We do not anticipate any additional direct costs for library, computing, equipment, space, or facilities to emerge from adding this Flex MPP program. (There will, however, be modest implicit costs on librarians and facilities via the impact of having more students needing services. These implicit costs are expected to be modest as the Flex MPP students is anticipated to draw a modest number of new students.)

“Other Operating Costs” include partial compensation for three staff members (Graduate Student Affairs Coordinator, Career Placement and Internship Placement Coordinator, and Student Recruiter), as well as a student recruitment/marketing budget (\$5,000 for cohort 1) and budget for miscellaneous expenses (student travel, supplies, celebrations, etc., (\$25,000 for cohort 1)). The cost of the Graduate Student Affairs Coordinator is prorated by the share of Flex MPP students to all graduate students (which is expected to rise from 9% in cohort 1 to 26% in cohort 3 and subsequent cohorts). The cost of the Career Placement and Internship Placement Coordinator and Student Recruiter are prorated by the share of Flex MPP students to all students, including undergraduates, and this share is expected to rise from 2% in cohort 1 to 5% in cohort 3 and subsequent cohorts. All salaries and budgets are assumed to rise by 3% each year due to inflation.

The total cost of the program is anticipated to be \$91,620 for 2025-26, more than doubling to \$227,944 by 2027-28 (at which point three cohorts of Flex MPP students are enrolled simultaneously), and then increasing by about 3% per year in subsequent years (due to inflation).

As required, we will return 25% of Flex MPP Students Self-Supporting Charges as Financial Aid to Flex MPP students. For 2025-26, this amount is \$33,600. This amount is computed as follows. First, our program will charge students \$800 per credit (see discussion below). SPP’s graduate courses each are taken for 4 credits, or \$3,200 per course. We multiply this amount by 7 students each taking 6 courses in their first year in the program:  $\$3,200 \times 7 \times 6 = \$134,400$ . We then multiply this amount by 25% to arrive at \$33,600. Correspondingly, the amount returned to students as financial aid rises across subsequent years given increases in the number of cohorts taking classes simultaneously and 3% inflation applied to the self-supporting charges per credit.

Indirect cost charges are 35.4% of direct costs (excluding financial aid returned to students). These indirect cost charges are \$32,433 in the first year, rising to \$85,606 by the fifth year.

The final row of the table shows that net revenue to SPP starts modestly negative (-\$23,253) and ends modestly positive \$12,922). Roughly speaking, the program is expected to break even over the course of its first five years.

In the next two subsections, we describe the budgetary case in more detail from the perspective of students and from the perspective of SPP.

*Student Perspective: Student Charges and Financial Accessibility*

In 2025-26, students in the Flex MPP program will pay student charges of \$800 per credit. With 72 credits required for degree completion, the student will pay \$57,600 in student charges. Additionally, students in this program will pay \$1,570 for the Grad Health Insurance Fee and \$3 for the UC Graduate and Professional Association Fee. Assuming six quarters to degree completion, the students in the Flex MPP program will pay \$67,041 in total.

Student charges in our proposed Flex MPP starting in fall 2025 compares favorably with other self-supporting programs in the UC system in similar fields based on their approved changers for fall 2024 <sup>17</sup>:

<b>Comparison of Charges of UCR’s Flex MPP with Other Self-Supported Master’s Degree Programs</b>		
UC-Berkeley	Computational Social Science,	\$72,800 program fee
UC-Berkeley	Social Welfare - ExtendedFlex,	\$70,740 program fee (\$1,310 per unit)
UCLA	Public Health Program-Executive,	\$70,000 program fee (\$35k annual fee)
UC-Berkeley	Public Affairs-Executive,	\$68,882 program fee
UC-Berkeley	Public Health Online,	\$65,184 program fee (\$1,552 per unit)
UCLA	Data Science in Health,	\$60,000 program fee (\$1,250 per unit)
UCLA	Public Health for Health Professionals,	\$59,884 program fee (\$29,942 ann. fee)
<b>UC-Riverside</b>	<b>Public Policy - Flex,</b>	<b>\$57,600 (\$800 per unit)</b>
UC-Irvine	Data Science,	\$57,400 program fee
UCLA	Quantitative Economics,	\$56,160 program fee (\$1,170 per unit)
UCLA	Social Science,	\$45,815 program fee
UC-Irvine	Criminology, Law and Society,	\$32,400 program fee (\$16,200 ann. fee)

As required, one-quarter of the total charges (\$14,400) will go back to students as financial aid, so that the average student will pay \$43,200 in charges.

As shown in the table below, we anticipate that our student charges (as well as health insurance and association fees) will grow with inflation (assumed to be 3% annually) and that total charges and fees will remain constant in inflation-adjusted terms (\$51,108 in 2024 dollars).

<sup>17</sup> [https://www.ucop.edu/operating-budget/ files/ssgpd/attachment a description and summary table.pdf](https://www.ucop.edu/operating-budget/files/ssgpd/attachment%20a%20description%20and%20summary%20table.pdf)

**California Resident, Flex MPP**

	Fall 2025		Fall					
	Per Quarter	Per Credit	2024	2025	2026	2027	2028	2029
UC Tuition and Fees				\$0	\$0	\$0	\$0	\$0
Prof Degree Supplement Tuition				\$0	\$0	\$0	\$0	\$0
UCR Campus Fees				\$0	\$0	\$0	\$0	\$0
Grad Health Insurance Fee	\$1,570			\$9,422	\$9,705	\$9,996	\$10,296	\$10,605
UC Graduate and Professional Association Fee	\$3			\$19	\$19	\$20	\$20	\$21
Student Technology Courses Fee				\$0	\$0	\$0	\$0	\$0
Self-Supporting Charges		\$800		\$57,600	\$59,328	\$61,108	\$62,941	\$64,829
Total				\$67,041	\$69,052	\$71,124	\$73,258	\$75,455
Required Financial Aid (i.e., one-quarter of Charges)				\$14,400	\$14,832	\$15,277	\$15,735	\$16,207
Net Cost to Average Student				\$52,641	\$54,220	\$55,847	\$57,522	\$59,248
Net Cost to Average Student in 2024 Dollars				\$51,108	\$51,108	\$51,108	\$51,108	\$51,108
Revenue to SPP (Excl. Required Financial Aid ) in 2024 Dollars				\$37,873	\$37,873	\$37,873	\$37,873	\$37,873

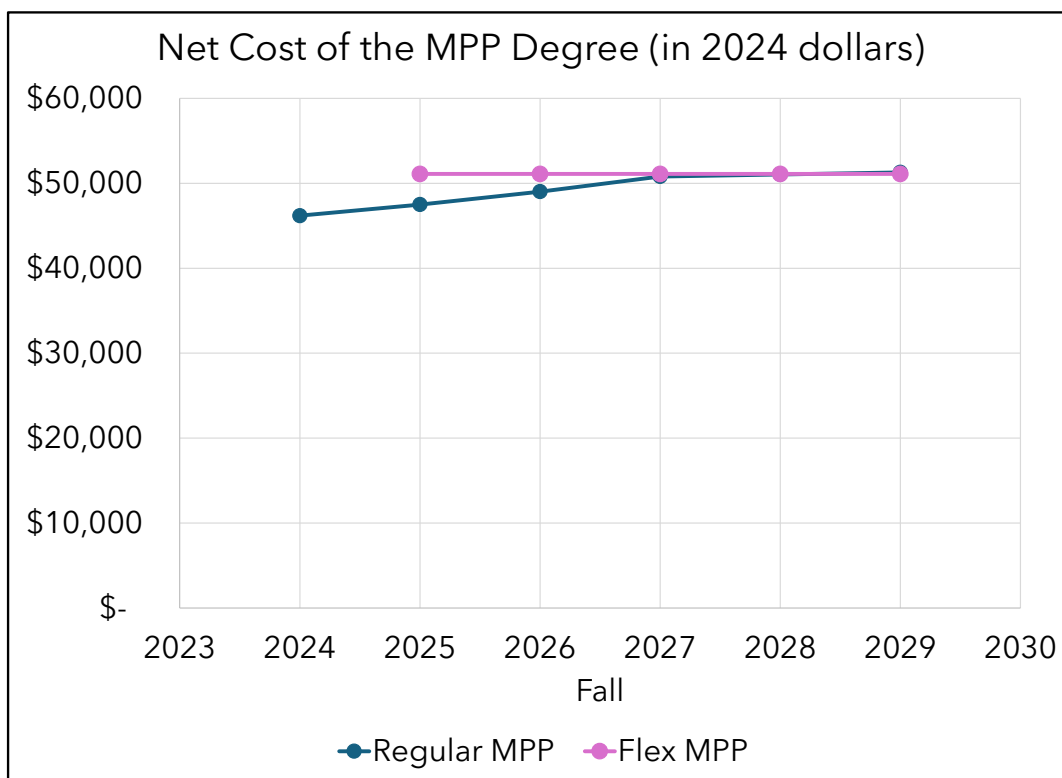
Not Applicable

Total charges and fees paid by our Flex MPP will also be comparable to the total cost to California resident students in the regular MPP program, as shown in the table and figure below.

**California Resident, MPP**

	Fall 2024		Fall					
	Per Quarter	Per Credit	2024	2025	2026	2027	2028	2029
UC Tuition and Fees	\$4,490		\$26,940	\$27,748	\$28,581	\$29,438	\$30,321	\$31,231
Prof Degree Supplement Tuition	\$1,984		\$11,904	\$14,285	\$17,142	\$20,570	\$21,599	\$22,679
UCR Campus Fees	\$299		\$1,791	\$1,845	\$1,901	\$1,958	\$2,016	\$2,077
Grad Health Insurance Fee	\$1,525		\$9,148	\$9,422	\$9,705	\$9,996	\$10,296	\$10,605
UC Graduate and Professional Association Fee	\$3		\$18	\$19	\$19	\$20	\$20	\$21
Student Technology Courses Fee		\$5	\$360	\$371	\$382	\$393	\$405	\$417
Self-Supporting Charges			\$0	\$0	\$0	\$0	\$0	\$0
Total			\$50,161	\$53,690	\$57,729	\$62,375	\$64,658	\$67,029
Required Financial Aid (i.e., one-third of PDST)			\$3,968	\$4,762	\$5,714	\$6,857	\$7,200	\$7,560
Net Cost to Average Student			\$46,193	\$48,928	\$52,015	\$55,518	\$57,458	\$59,470
Net Cost to Average Student in 2024 Dollars			\$46,193	\$47,503	\$49,029	\$50,807	\$51,051	\$51,299
Revenue to SPP (Excl. Required Financial Aid ) in 2024 Dollars			\$19,156	\$21,080	\$23,331	\$25,974	\$27,027	\$28,126

In the figure below, we show the net-of-financial-aid cost of the MPP degree for the Flex and Regular degree programs given 3% anticipated annual inflation. The Flex MPP is only modestly more expensive than the regular program, and this gap disappears over time given the schedule of PDST increases.



From the student perspective, the choice of whether to pursue the Regular or the Flex option will be decided more on whether the flexibility suits the student’s needs and responsibilities than on the cost considerations.

*SPP Perspective: Revenue and Expenditures*

The final row in each of the tables above shows the revenue that SPP receives.

For California residents in the regular MPP program, SPP currently receives \$19,156 (net of required financial aid). This total is comprised of \$5,610 per student per year × 2 years to degree completion + two-thirds of PDST charges (which are \$1,984 per quarter × 6 quarters to degree completion). With the UC Regents approval to increase our PDST, which was approved earlier this year, this net revenue will rise to \$28,126 by 2029.

For each Flex MPP student, SPP will retain \$37,873. This amount is comprised of the self-supporting charges paid by these students (\$57,600) net of 9.7% retained by UCR central administration and 25% returned to self-supporting students as financial aid.

**Section 7. Graduate Student Support**

As noted above, the School of Public Policy will return one-quarter of revenue from the charges paid by Flex MPP students as financial aid in the form of fellowships for these students. These fellowship offers will be made at the point of admission and are contingent upon the student remaining in good academic standing. Students in this program will also be eligible to apply for a pool of donor scholarships which are awarded annually in the School of Public Policy. Many of these donor-funded scholarships are targeted to low-income students and those in the greatest need, and this will increase the diversity of students who will be able complete our MPP program.

In addition to support from Fellowships and Scholarships, students in the Flex MPP program may be considered for a Readership and/or TA position within the School of Public Policy if they meet eligibility requirements. We currently hire approximately 24 MPP students each year to serve as Teaching Assistants in our programs. Finally, we will be beginning the first cohort of Randall Lewis Policy Fellows in Fall 2025. These fellows receive \$8,000 and work 400 hours with a government agency or community-based organization, further connecting the student with potential post-MPP employment opportunities.

## **Section 8. Governance**

The UCR School of Public Policy will administer the Flex MPP program, using the same guidelines and governance structure as our regular MPP Programs. As with all graduate programs at UCR, the Flex MPP will be overseen by the Graduate Division and will defer to their policies and procedures.

SPP's Associate Dean will manage the program and provide leadership to the MPP program by working with staff and students to assess how the programs are working and to propose changes that would lead to improvements. Duties include:

- Make offers of admission and funding to MPP program;
- Help recruit prospective students;
- Help with incoming student orientation;
- Approve non-SPP courses as substitutes;
- Approve advancement to candidacy;
- Handle student petitions;
- Advise students experiencing academic difficulty;
- Annual assessment;
- Monitor student progress; and
- Serve as member of the SPP Curriculum and Student Affairs Committee

Any curricular revisions will first be considered by SPP's Curriculum Committee, followed by SPP's Executive Committee and UCR's Academic Senate.

SPP's Associate Dean and Chair (one position, prepares the schedule of courses and the times and places for class meetings, as well as the assignment of faculty responsibilities to meet program teaching needs and demands.

## **Section 9. Changes in Senate Regulations**

No changes are required.

## Appendix A: Sample Flex MPP Program Outline

### Regular MPP

	Fall	Winter	Spring
<b>Year 1</b>	PBPL 200 : Introduction to Policy Analysis PBPL 205 : Research Design and Statistics for Public Policy PBPL 222: Ethics, Professionalism, & the Normative Bases of Public Policies	PBPL 214 : Economics for Policy Analysis I PBPL 210 : Quantitative Methods for Public Policy Analysis 1 PBPL 212 : Qualitative Social Science Methods	PBPL 215: Economics for Policy Analysis II PBPL 220 : Quantitative Methods for Public Policy Analysis 2 PBPL 202 : Policy Institutions and Processes
<b>Year 2</b>	PBPL 216: Public Leadership and Management PBPL 298I : Individual Internship PBPL ###: Elective	PBPL 289A: Capstone Research Project PBPL ###: Elective PBPL ###: Elective	PBPL 289B: Capstone Research Project PBPL ###: Elective PBPL ###: Elective

### Flex MPP, 2 Courses Per Quarter, Starting in Fall

	Fall	Winter	Spring
<b>Year 1</b>	PBPL 200 : Introduction to Policy Analysis PBPL 222: Ethics, Professionalism, & the Normative Bases of Public Policies	PBPL 214 : Economics for Policy Analysis I PBPL 212 : Qualitative Social Science Methods	PBPL 215: Economics for Policy Analysis II PBPL 202 : Policy Institutions and Processes
<b>Year 2</b>	PBPL 205 : Research Design and Statistics for Public Policy PBPL 298I : Individual Internship	PBPL 210 : Quantitative Methods for Public Policy Analysis 1 PBPL ###: Elective	PBPL 220 : Quantitative Methods for Public Policy Analysis 2 PBPL ###: Elective
<b>Year 3</b>	PBPL 216: Public Leadership and Management PBPL ###: Elective	PBPL 289A: Capstone Research Project PBPL ###: Elective	PBPL 289B: Capstone Research Project PBPL ###: Elective

### Flex MPP, 1 Course Per Quarter, Starting in Fall

	Fall	Winter	Spring
<b>Year 1</b>	PBPL 200 : Introduction to Policy Analysis	PBPL 214 : Economics for Policy Analysis I	PBPL 215: Economics for Policy Analysis II
<b>Year 2</b>	PBPL 222: Ethics, Professionalism, & the Normative Bases of Public Policies	PBPL 212 : Qualitative Social Science Methods	PBPL 202 : Policy Institutions and Processes
<b>Year 3</b>	PBPL 205 : Research Design and Statistics for Public Policy	PBPL 210 : Quantitative Methods for Public Policy Analysis 1	PBPL 220 : Quantitative Methods for Public Policy Analysis 2
<b>Year 4</b>	PBPL 298I : Individual Internship	PBPL ###: Elective	PBPL ###: Elective
<b>Year 5</b>	PBPL ###: Elective	PBPL ###: Elective	PBPL ###: Elective
<b>Year 6</b>	PBPL 216: Public Leadership and Management	PBPL 289A: Capstone Research Project	PBPL 289B: Capstone Research Project

## **Appendix B: Faculty CVs**



## Bio-Sketch

**Name:** Cecilia Ayón

**POSITION TITLE:** Professor, Step IV O/S

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:**

**HIGHEST DEGREE EARNED:** PhD., University of Washington, 2008

**POSTDOCTORAL TRAINING:**

**AREAS OF RESEARCH SPECIALIZATION:** Latinx Immigrant Family Wellbeing, Immigration Policy, Health Disparities, Intervention Research, Social Policies

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 72

### FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS

1.	Ayón, C. (2016). Talking to children about race, inequality, and discrimination: Raising families in an anti-immigrant political environment. <i>Journal of the Society for Social Work Research</i> , 7(3), 449-477.
2.	Ayón C. (2017b). Perceived Immigration Policy Effects Scale: Development and validation of a scale on the impact of state-level immigration policies on Latino immigrant families. <i>Hispanic Journal of Behavioral Sciences</i> , 39(1), 19-33.
3.	Ayón, C. (2015). Economic, social and health effects of discrimination on Latino immigrant families. Migration Policy Institute: Washing DC. Available at: <a href="http://www.migrationpolicy.org/research/economic-social-and-health-effects-discrimination-latino-immigrant-families">http://www.migrationpolicy.org/research/economic-social-and-health-effects-discrimination-latino-immigrant-families</a>
4.	Nieri, T., Ramachandran, M., Link, B., Bruckner, T. & Ayón, C. (2023). Sanctuary city policy: A mechanism for reducing inequalities by immigrant origin status in Latinx adults' mental health? Submitted to <i>Social Science and Medicine- Population Health</i> , 21, 101319. <a href="https://doi.org/10.1016/j.ssmph.2022.101319">https://doi.org/10.1016/j.ssmph.2022.101319</a>
5.	Barajas-Gonzalez, R.G., Ayón, C., Brabeck, K., Rojas-Flores, L. & Valdez, C.R. (2021). An ecological expansion of the adverse childhood experiences (ACEs) framework to include threat and deprivation associated with U.S. immigration policies and enforcement practices: An examination of the Latinx immigrant experience. <i>Social Science and Medicine</i> <a href="https://doi.org/10.1016/j.socscimed.2021.114126">https://doi.org/10.1016/j.socscimed.2021.114126</a>

**SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:**

2024	2024 Society for Social Work and Research <a href="#">Fellow</a>
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**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

2023-present	Director of Undergraduate Studies
2023-present	Member, Curriculum Committee
Winter 2024	Member, MPP Transition Committee
2022-2023	Member, Assistant Professor of Teaching Search Committee
2022-2023	Chair, Assistant Professor Search Committee
09/2017- 2022	Graduate Advisor for Admissions
2020-2022	Member, BA/MPP Steering Committee
2017-2022	Co-chair, Graduate Program Committee

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

Fall 2021	PBPL264 Health Disparities and Community Engaged Research
Spring 2021	PBPL270F Borderland Immigration Policy and Community Change Processes
Winter 2018, 2020, 2023	PBPL270F Borderland Immigration Policy and Community Change Processes
Fall 2018	PBPL 216 Public Leadership & Management

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	16	8
MPP students in progress		
MPP students supervised in other graduate programs		

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

Student Category (PhD. or Masters)	Program	Thesis Chair	Thesis Member
PhD.	Psychology		2

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

TITLE OF GRANTING AGENCY	TOTAL AWARD	NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT
William T. Grant Foundation	158,000	1
NIH/NIHMD	16,000,000	1



## Bio-Sketch

**Name:** Bruce Babcock

**POSITION TITLE:** Professor of Public Policy, Step IX

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:**

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., University of California, Berkeley, 1987

**POSTDOCTORAL TRAINING:**

**AREAS OF RESEARCH SPECIALIZATION:** Agricultural Production Economics, Food and Agricultural Policy, Technology Adoption

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 104

**FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:**

1.	Babcock, B.A. "Explaining Anomalous Crop Insurance Purchase Decisions Using Prospect Theory." <i>American Journal of Agricultural Economics</i> 27(2015):1371
2.	Wu, J., D. Zilberman, and B.A. Babcock, "Environmental and Distributional Impacts of Conservation Targeting Strategies." <i>Journal of Environmental Economics and Management</i> 41(2001):333-350.
3.	Babcock, B. A., P. G. Lakshminarayan, J. Wu, and D. Zilberman. "Targeting Tools for the Purchase of Environmental Amenities." <i>Land Economics</i> 73(1997):325-339.
4.	Babcock, B. A., J. Wu, P. G. Lakshminarayan and D. Zilberman. "The Economics of a Public Fund for Environmental Amenities." <i>American Journal of Agricultural Economics</i> , 78(1996):961-971.
5.	Babcock, B. A., and D. Hennessy. "Input Demand Under Yield and Revenue Insurance." <i>American Journal of Agricultural Economics</i> , 78(1996):416-27.

**SELECTED HONORS AND AWARDS OVER THE PAST FIVE YEARS:**

**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

07/2023 -	Associate Dean, SPP
09/2023-06/2024	Director of Undergraduate Studies, SPP
09/2021-06/2022	Chair-Search committee for Director, CGS
09/2017-06/2020	Member- SPP Graduate Committee
09/2017-06/2020	Member- SPP Executive Committee
04/2019-12/2019	Member- Ad-Hoc Committee on Weighted Credit Hours, UCR

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

Spring 2024	PBPL 214-Applied Microeconomics For Public Policy
Spring 2019	PBPL 241- Climate Change Policy
Winter 2019	PBPL 214- Applied Microeconomics For Public Policy

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree		
MPP students in progress		
MPP students supervised in other graduate programs		

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

Student Category (PhD. or Masters)	Program	Thesis Chair	Thesis Member

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

TITLE OF GRANTING AGENCY	TOTAL AWARD (DIRECT COST)	NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT



## Bio-Sketch

**Name:** Kenneth A. Baerenklau

**POSITION TITLE:** Associate Provost; Professor of Public Policy and Environmental Economist, Step II

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR**

**CENTERS:** Cooperating Faculty Member – Department of Economics, Cooperating Faculty Member – Department of Environmental Sciences, Faculty Affiliate – UCR Center for Conservation Biology

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD.; University of Wisconsin, Madison; 2002

**POSTDOCTORAL TRAINING:** N/A

**AREAS OF RESEARCH SPECIALIZATION:** Water Resource Economics, Non-Market Valuation, Non-Point Source Pollution Control, Mathematical and Statistical Programming, Conservation Technology Adoption

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 35

**FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:**

1.	A finite mixture logit model of recreational angling with serially correlated random utility. 2002. B Provencher, KA Baerenklau, RC Bishop. American Journal of Agricultural Economics 84 (4), 1066-1075
2.	Toward an understanding of technology adoption: Risk, learning, and neighborhood effects. 2005. KA Baerenklau. Land Economics 81 (1), 1-19
3.	Dynamics of agricultural technology adoption: Age structure, reversibility, and uncertainty. 2007. KA Baerenklau, KC Knapp. American Journal of agricultural economics 89 (1), 190-201
4.	Spatial allocation of forest recreation value. KA Baerenklau, A González-Cabán, C Paez, E Chavez. 2010. Journal of Forest Economics 16 (2), 113-126
5.	The residential water demand effect of increasing block rate water budgets. 2014. KA Baerenklau, KA Schwabe, A Dinar. Land Economics 90 (4), 683-699

**SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:** None in the past 5 years.

**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

09/2015-present	Associate Provost & Chief of Staff. Campus leader who serves as a cabinet member for both the Chancellor and the Provost & Executive Vice Chancellor. Responsible for leading a variety of strategic, institutional, and academic planning efforts; coordinating faculty hiring and student success initiatives; assisting with capital planning, campus budgeting, and enrollment management; leading campus-level assessment activities and serving as the campus Accreditation Liaison Officer; supervising the UCR Palm Desert Center; liaising with deans, vice chancellors, and the Academic Senate; and working with the Provost & Executive Vice Chancellor on a range of issues both internal and external to the campus.
2022-2023	Vice Provost and Dean for Undergraduate Education (interim). Supervised 110 professional staff and an annual budget of \$25M in support of instructional innovation, student success programs, high impact practices, and the campus writing program. Reorganized to expand academic leadership, secured additional campus funding, hired new student success professionals, drafted a strategic plan, initiated enhancements to academic advising, and raised donor funds for student programming.
2014-2023	Editorial Board Member, Water Economics and Policy

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:** None in the past 5 years.

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	0	0
MPP students in progress	0	0
MPP students supervised in other graduate programs	0	0

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):** None in the past 5 years.

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

<b>TITLE OF GRANTING AGENCY</b>	<b>TOTAL AWARD (DIRECT COST)</b>	<b>NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT</b>
No current extramural grants.		



## Bio-Sketch

**Name:** Richard M. Carpiano

**POSITION TITLE:** Professor Step V

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR**

**CENTERS:** (Currently) Sociology; (July 2018-August 2019) Center for Healthy Communities, UCR SOM

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** Ph.D., Columbia University, 2004

**POSTDOCTORAL TRAINING:** Robert Wood Johnson Health and Society Scholars Program, University of Wisconsin-Madison

**AREAS OF RESEARCH SPECIALIZATION:** Population Health; Health Disparities; Place and Network Based Community; Social Capital; Vaccination Uptake, Hesitancy, and Policy; Research Methods

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 75

**FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:**

1.	Carpiano, R. M. (2006). Toward a neighborhood resource-based theory of social capital for health: Can Bourdieu and sociology help? <i>Social Science &amp; Medicine</i> , 62(1), 165-175.
2.	Carpiano, R. M. (2009). Come take a walk with me: The "Go-Along" interview as a novel method for studying the implications of place for health and well-being. <i>Health &amp; Place</i> , 15(1), 263-272.
3.	Carpiano, R. M., & Daley, D. M. (2006). A guide and glossary on postpositivist theory building for population health. <i>Journal of Epidemiology &amp; Community Health</i> , 60(7), 564-570.
4.	Carpiano, R. M., & Fitterer, L. M. (2014). Questions of trust in health research on social capital: What aspects of personal network social capital do they measure? <i>Social Science &amp; Medicine</i> , 116, 225-234.
5.	Carpiano, Richard M., Callaghan, Timothy, DiResta, Renee, Brewer, Noel T., Clinton, Chelsea, Galvani, Alison P., Lakshmanan, Rekha, Parmet, Wendy E., Omer, Saad B. B. Buttenheim, Alison M., Benjamin, Regina M., Caplan, Arthur, Elharake, Jad A., Flowers, Lisa C., Maldonado, Yvonne A., Mello, Michelle M., Opel, Douglas J., Salmon, Daniel A., Schwartz, Jason L., Sharfstein, Joshua M., & Hotez, Peter J. (2023). Confronting the evolution and expansion of anti-vaccine activism in the United States in the COVID-19 Era. <i>The Lancet</i> , 401(10380), 967-970. <a href="https://doi.org/10.1016/S0140-6736(23)00136-8">https://doi.org/10.1016/S0140-6736(23)00136-8</a>

**SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:**

Invited member (2024)	Academic Advisory Committee - Infodemic Project, University of Auckland
Invited Speaker (2023)	"Lessons from COVID-19 vaccine introduction – the current state of behavioral & social determinants of vaccination" conference, Merieux Foundation, Annecy, France.
Invited panelist (2023)	California Immunization Coalition annual meeting
Invited speaker (2022)	California Immunization Coalition annual meeting
Invited Speaker (2022)	Special panel on vaccination hesitancy at American Association of Immunologists annual meeting.

Invited member (2021)	COVID-19 Steering Committee, California Council on Science and Technology
Invited member (2020)	<i>The Lancet</i> Commission on Vaccine Refusal, Acceptance, and Demand in the United States
Invited Alumni Keynote Speaker (2020)	20 <sup>th</sup> Anniversary of Case Western Reserve University Master of Public Health Program

**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

7/2024-1/2025	Chair, Search Committee for two separate searches to hire up to 4 faculty.
9/2022-5/2023	Member, Search Committee for SPP Dean
9/2020-8/2026	Chair, SPP Executive Committee (and Senate Executive Council member)
07/2018-06/2019	Member- SPP Graduate Program Committee
07/2018-07/2019	Chair- SOC Medical Sociology Specialization

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

Fall term 2021-2023	PBPL 222 - Ethics and Professionalism in Public Policy
Winter 2019	SOC 291- Individual Study in Coordinated Areas
Winter and Spring 2019	SOC 297- Directed Research
Winter 2019-2021	SOC 167- Medical Sociology

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	2	0
MPP students in progress	0	0
MPP students supervised in other graduate programs	0	0

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

\*NOTE: I was joint appointed with Sociology until 2021; here I also list students I mentor/ed at other schools in past 5 years while as faculty here at UCR.

Student Category (PhD. or Masters)	Program	Thesis Chair	Thesis Member
Masters	Sociology	1	3
PhD.	Sociology	1	1
PhD.	Sociology (UC, Irvine)	0	1
PhD.	Sociology (Vanderbilt U.)	0	1
PhD.	Sociology (Univ. of British Columbia)	0	1
PhD.	Oral Health Sciences (Univ. of British Columbia)	0	1
PhD.	Population & Public Health (Univ. of British Columbia)	0	1

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

<b>TITLE OF GRANTING AGENCY</b>	<b>TOTAL AWARD (DIRECT COST)</b>	<b>NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT</b>
National Science Foundation	Total: \$498,498.00 (\$316,506.00)	0
Centers for Disease Control and Prevention	Total: \$17,500,000 (\$486,540 Co-PI portion)	0
National Science Foundation	Total: \$1,000,000 (\$49,875, my Co-PI portion) (Direct cost unavailable)	0
Novo Nordisk Foundation (Denmark)	\$120,591.00 (UCR Subcontract portion) (Direct cost unavailable)	0



## Bio-Sketch

**Name:** Robynn Cox

**POSITION TITLE:** Associate Professor, Step III

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:**

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., Georgia State University, 2009

**POSTDOCTORAL TRAINING:** Duke University, Postdoctoral Associate

**AREAS OF RESEARCH SPECIALIZATION:** Fields of crime, health, labor, housing, and social and racial inequality

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 15 (1 forthcoming)

**FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:**

1.	Amaro, H., Sanchez, M., Bautista, T., & Cox, R. (2021). Social vulnerabilities for substance use: Stressors, socially toxic environments, and discrimination and racism. <i>Neuropharmacology</i> , 108518. <a href="https://doi.org/10.1016/j.neuropharm.2021.108518">https://doi.org/10.1016/j.neuropharm.2021.108518</a>
2.	Cox, R., Henwood, B., Rodnyansky, S., Rice, E., & Wenzel, S. (2019). Road Map to a Unified Measure of Housing Insecurity. <i>Cityscape</i> , 21(2), 93-128. <a href="https://www.huduser.gov/portal/periodicals/cityscpe/vol21num2/ch5.pdf">https://www.huduser.gov/portal/periodicals/cityscpe/vol21num2/ch5.pdf</a>
3.	Cox, R., & Wallace, S. (2016). Identifying the link between food security and incarceration. <i>Southern Economic Journal</i> , 82(4), 1062-1077. <a href="https://doi.org/10.1002/soej.12080">https://doi.org/10.1002/soej.12080</a>
4.	Cox, R., Lahey, J., Rhoades, H., Henwood, B., Wenzel, S. (2020). Does the Timing of Incarceration Impact the Timing and Duration of Homelessness? Evidence from “The Transitions to Housing” Study. <i>Justice Quarterly</i> . <a href="https://doi.org/10.1080/07418825.2019.1709883">https://doi.org/10.1080/07418825.2019.1709883</a>
5.	Cox, R., & Cunningham, J. P. (2021). Financing The War On Drugs: The Impact Of Law Enforcement Grants On Racial Disparities In Drug Arrests. <i>Journal of Policy Analysis and Management</i> , 40(1), 191-224. <a href="https://doi.org/10.1002/pam.22277">https://doi.org/10.1002/pam.22277</a>

**SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:**

2024-present	elected president of the national economic association
2021-Present	Invited to be on the Advisory Committee of the National Academy of Medicine's Culture of Health Program (CoHP)
2019	Masters Fall Commencement Speaker - Andrew Young School of Policies Studies, Georgia State University

**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

2024-Present	Director of Graduate Studies UCR SPP
2024- President	President-elect of the National Economic Association

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

2023-2024	UCR: PBPL 271
2022-2023	UCR: PBPL 271
2021-2022	USC: Methods for Equity Analysis, Policy and Advocacy in Professional Social Work, Research and Evaluation for Community, Organization, and Business Environments
2020-2021	USC: Policy and Advocacy in Professional Social Work, Research and Evaluation for Community, Organization, and Business Environments, Policy and Advocacy in a Comparative Social Policy Context (Ph.D.)

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	4	Enter text.
MPP students in progress		2
MPP students supervised in other graduate programs	Enter text.	Enter text.

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

Student Category (Ph.D. or Masters)	Program	Thesis Chair	Thesis Member
Ph.D.	UCR Department of Economics		3

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

TITLE OF GRANTING AGENCY	TOTAL AWARD (DIRECT COST)	NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT
Robert Wood Johnson Foundation and Urban Institute's WorkRise Network	\$244,199	0 - MPP 2-UCR Students obtaining their Ph.D. in Economics



## Bio-Sketch

**Name:** Andrew Crosby

**POSITION TITLE:** Assistant Professor of Teaching, Step 4

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:** N/A

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., University of Illinois at Chicago, 2016

**POSTDOCTORAL TRAINING:** N/A

**AREAS OF RESEARCH SPECIALIZATION:** Public budgeting and financial management, intergovernmental relations, and survey methodology

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 13

**FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:**

1.	Holbrook, A. L., Lavrakas, P. J., Johnson, T. P., <b>Crosby, A. W.</b> , Polskaia, P., Wang, X., Hu, X., Kaposouz, E., Cho, Y., & Silber, H. (forthcoming). Using Experimental Vignettes to Study how Survey Methods and Findings Affect the Public's Evaluation of Public Opinion Polls: Considering A Dual Process Approach. <i>Survey Research Methods</i> .
2.	Kass, A., <b>Crosby, A. W.</b> , & Parker, B. (2023). A Vicious Cycle: Fiscal Intervention, Pension Underfunding, and Instability in (Re)Making Racialized Geographies. <i>Environment and Planning A: Economy and Space</i> , 55(7): 1780-1798.
3.	Stanica, C., <b>Crosby, A. W.</b> , & Larson, S. E. (2023). Trust in Government and COVID-19 Response Policy: A Comparative Approach. <i>Journal of Comparative Policy Analysis: Research and Practice</i> , 25(2): 156-171.
4.	<b>Crosby, A. W.</b> & Holbrook, A. L. (2019). Public Support for a Balanced Budget Amendment to the U.S. Constitution: Trends and Predictors. <i>Public Budgeting &amp; Finance</i> , 39(2): 44-67.
5.	<b>Crosby, A. W.</b> & Robbins, D. (2013). Mission Impossible: Monitoring Municipal Fiscal Sustainability and Stress in Michigan. <i>Journal of Public Budgeting, Accounting, &amp; Financial Management</i> , 25(3), 522-555.

**SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:**

Public Administration Quarterly	Best Reviewer Award, 2022
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**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

Curriculum/Student Affairs	Fall 2023-Present
Faculty Executive Committee	Fall 2024-Present
Faculty Search Committee	Fall 2024-Present

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

PBPL 200	Intro to Policy Analysis (F23)
PBPL 205	Research Design and Intro Statistics (F24)
PBPL 250	Public Budgeting and Finance (S24)
PBPL 289A	Capstone Part I (W24)
PBPL 289B	Capstone Part II (S24)
PBPL 298I	Internship (F24)

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	19	0
MPP students in progress	19	0
MPP students supervised in other graduate programs	0	0

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

Student Category (PhD. or Masters)	Program	Thesis Chair	Thesis Member

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

TITLE OF GRANTING AGENCY	TOTAL AWARD (DIRECT COST)	NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT
Eastern Municipal Water District (co-investigator with Kurt Schwabe)	\$19,053	1



## Bio-Sketch

**Name:** Kevin Michael Esterling

**POSITION TITLE:** Professor, Step III

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:** Political Science

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., University of Chicago, 1999

**POSTDOCTORAL TRAINING:** Robert Wood Johnson Scholar in Health Policy Research, Postdoc, UC Berkeley (2000-2002); Brown University, Taubman Center for Public Policy, Postdoc in Health Policy (2002-2003)

**AREAS OF RESEARCH SPECIALIZATION:** Democracy in American National Politics

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 27

**FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:**

1.	M.A. Neblo, K.M. Esterling, and D.M.J. Lazer, 2018. Politics with the People: Building a Directly Representative Democracy. New York: Cambridge University Press.
2.	Kevin M. Esterling. 2004. The Political Economy of Expertise: Information and Efficiency in American National Politics. Ann Arbor, M.I.: University of Michigan Press
3.	Kevin M. Esterling. 2007. "Buying Expertise: Campaign Contributions and Attention to Policy Analysis in Congressional Committees." American Political Science Review 101 (Feb.): 93-109.
4.	Neblo, Michael A., Kevin M. Esterling, David M.J. Lazer, Ryan Kennedy, and Anand Sokhey. 2010. "Who Wants to Deliberate -- and Why?" American Political Science Review, 104 (Aug.): 566-583.
5.	McCabe, Stefan D., Diogo Ferrari, Jon Green, David M.J. Lazer. and Kevin M. Esterling (2024) "Post-January 6th deplatforming reduced the reach of misinformation on Twitter." Nature, 630, 132-140

**SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:**

2019	Democracy Fund – Democracy Tracker Online Town Halls
2017	Sloan Foundation – Conference on Graphical and Econometric Methods for Causal Analysis in the Social Sciences
2017	Templeton Foundation - Intellectual Humility in Public Discourse.
2016	National Institute of Health- Research Transparency and Reproducibility Training
2015	NSF-Institutional Transformation: Institutional Re-Engineering of Ethical Discourse in STEM (iREDS)

**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

07/2017-	Faculty Director- GradQuant: The Graduate Quantitative Methods Training Center
09/2016-06/2017	Interim Dean- Graduate Division
07/2012-08/2016	Associate Dean for Graduate Academic Affairs, Graduate Division
07/2018-	Secretary-Parliamentarian, Academic Senate
03/2018-	Editor – Research & Politics (peer reviewed journal)

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

Spring 2019	POSC 299- Thesis or Dissertation
Spring 2019	PBPL 290- Directed Studies
Winter 2019	PBPL 220- Policy Evaluation
Winter 2019	POSC 299- Thesis or Dissertation
Winter 2019	POSC 205- Advanced Regression Analysis
Fall 2018	POSC 299- Thesis or Dissertation
Fall 2018	POSC 302- Teaching and Practicum
Spring 2018	POSC 299- Thesis or Dissertation
Spring 2018	POSC 302- Teaching Practicum
Winter 2018	POSC 299- Thesis or Dissertation
Winter 2018	PBPL 220- Policy Evaluation
Fall 2017	POSC 299- Thesis or Dissertation
Spring 2017	POSC 299- Thesis or Dissertation
Winter 2017	POSC 299- Thesis or Dissertation
Fall 2016	POSC 297- Directed Research
Fall 2016	POSC 299- Thesis or Dissertation
Fall 2016	POSC 302- Teaching Practicum
Spring 2016	PBPL 220- Policy Evaluation
Spring 2016	POSC 207- Advanced Quantitative Analysis
Spring 2016	POSC 299- Thesis or Dissertation
Winter 2016	POSC 299- Thesis or Dissertation
Winter 2016	POSC 291- Individual Study: Coord
Fall 2015	POSC 297- Directed Research
Fall 2015	POSC 299- Thesis or Dissertation
Fall 2015	POSC 291- Individual Study: Coord
Spring 2015	POSC 299- Thesis or Dissertation
Spring 2015	POSC 285- Professional Research Paper
Spring 2015	POSC 230- Research Colloquium in Political Science
Spring 2015	POSC 291- Individual Study: Coord
Winter 2015	POSC 249- American Politics
Winter 2015	POSC 299- Thesis or Dissertation
Fall 2014	STAT 288- Literature Seminar
Fall 2014	POSC 299- Thesis or Dissertation
Spring 2014	POSC 230- Research Colloquium in Political Science

Spring 2014	POSC 299- Thesis or Dissertation
Winter 2014	POSC 285- Professional Research Paper

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

<b>STUDENT CATEGORIES</b>	<b>CAPSTONE</b>	<b>MENTOR</b>
MPP students who have completed their degree	(8) Andrea Cuellar, Tristan Rightner, Tiffany Tran, Juan Baldelomar, Jonathan Ramos-Santiago, Shaina Ho, Jessica Hernandez	(3) Jessica Fernandez, Cassidy Lee, Elizabeth Ruano
MPP students in progress		
MPP students supervised in other graduate programs		

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

<b>Student Category (PhD. or Masters)</b>	<b>Program</b>	<b>Thesis Chair</b>	<b>Thesis Member</b>
PhD.	Political Science	2	14

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

<b>TITLE OF GRANTING AGENCY</b>	<b>TOTAL AWARD (DIRECT COST)</b>	<b>NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT</b>
National Science Foundation	\$430,000	0
Institute of Education Sciences	\$2,000,000	0
National Science Foundation	\$3,000,000	0



## Bio-Sketch

**Name:** Jennifer Gaudette

**POSITION TITLE:** Assistant Professor, Step II

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:**

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD, UC San Diego, 2025

**INSTITUTION:** UC San Diego

**POSTDOCTORAL TRAINING:**

**AREAS OF RESEARCH SPECIALIZATION:** Local politics and policy; political economy; polarization; interest groups

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 4

### FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:

1.	Gaudette, Jennifer. 2024. <a href="#">“Polarization in Police Union Politics”</a> . <i>American Journal of Political Science</i> .
2.	Gaudette, Jennifer, Seth Hill, Thad Kousser, Mackenzie Lockhart, and Mindy Romero. 2025. <a href="#">“Can Official Messaging on Trust in Elections Break Through Partisan Polarization?”</a> . <i>British Journal of Political Science</i> .
3.	Lockhart, Mackenzie, Jennifer Gaudette, Seth Hill, Thad Kousser, Mindy Romero, and Laura Uribe. 2024. <a href="#">“Voters Distrust Delayed Election Results, But a Prebunking Message Inoculates Against Distrust”</a> . 3(10): 414-419. <i>PNAS Nexus</i> .
4.	Uribe, Laura, Jennifer Gaudette, and Thad Kousser. 2025. “How Did Voters Facing Disabilities Experience the 2022 Midterm Elections?” <i>Journal of Election Administration, Research, and Practice</i> .

### SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:

2024	Barbara and Paul Saltman Excellent Teaching Award for Graduate Students (UCSD), 2024
2024	State Politics and Policy Quarterly Best Paper Award for “Why American Federalism is a Recipe for Distrust in Elections (And What to Do About It)” with S. Hill, T. Kousser, M. Lockhart, M. Romero, and L. Uribe (under review at Election Law Journal)

**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

2026	Advisory Committee for Social Science Lab (UCR)
2025-present	Seminar Committee for School of Public Policy (UCR)

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

Spring 2026	Litigation and Public Policy

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree		
MPP students in progress	1	Enter text.
MPP students supervised in other graduate programs	Enter text.	Enter text.

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

TITLE OF GRANTING AGENCY	TOTAL AWARD (DIRECT COST)	NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT
		Enter value.
		Enter value.
		Enter value.



## Bio-Sketch

**Name:** Tony Grubestic

**POSITION TITLE:** Professor, Step 7

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:** Center for Geospatial Science (Director)

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., Ohio State University, 2001

**POSTDOCTORAL TRAINING:** Ohio State University, Regional Science

**AREAS OF RESEARCH SPECIALIZATION:** Geographic Information Science, Geocomputation, location modeling, remote sensing, spatial statistics, mathematical optimization, network analysis

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 205

**FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:**

1.	Grubestic, T. H., & Matisziw, T. C. (2006). On the use of ZIP codes and ZIP code tabulation areas (ZCTAs) for the spatial analysis of epidemiological data. <i>International journal of health geographics</i> , 5, 1-15.
2.	Grubestic, T. H., & Mack, E. A. (2008). Spatio-temporal interaction of urban crime. <i>Journal of Quantitative Criminology</i> , 24, 285-306.
3.	Grubestic, T. H., Matisziw, T. C., Murray, A. T., & Snediker, D. (2008). Comparative approaches for assessing network vulnerability. <i>International regional science review</i> , 31(1), 88-112.
4.	Grubestic, T. H., & Murray, A. T. (2002). Constructing the divide: Spatial disparities in broadband access. <i>Papers in regional science</i> , 81, 197-221.
5.	Grubestic, T. H., Wei, R., & Murray, A. T. (2014). Spatial clustering overview and comparison: Accuracy, sensitivity, and computational expense. <i>Annals of the Association of American Geographers</i> , 104(6), 1134-1156.

**SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:**

None	

**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

2022-Current	Director, Center for Geospatial Sciences
2023-Current	UCR Planning and Budget Committee
2024-Current	Chair, SPP Curriculum Committee
2024-Current	Faculty Development Lead, Bachelors in Spatial Data Science and Public Policy

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

2023	Crime Mapping and Analysis
2023, 2024	Mapping for the Common Good

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	3	Enter text.
MPP students in progress	Enter text.	Enter text.
MPP students supervised in other graduate programs	Enter text.	Enter text.

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

Student Category (PhD. or Masters)	Program	Thesis Chair	Thesis Member
None			

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

TITLE OF GRANTING AGENCY	TOTAL AWARD (DIRECT COST)	NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT
National Science Foundation	\$230,000	None
UCOnline	\$140,000	None
UCR OASIS	\$100,000	None



## Bio-Sketch

**Name:** Wei Guo

**POSITION TITLE:** Assistant Professor, Step III

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:**

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD, UC Berkeley, 2023

**INSTITUTION:** UC Berkeley

**POSTDOCTORAL TRAINING:** Euro-Mediterranean Center on Climate Change, RFF-CMCC European Institute on Economics and the Environment

**AREAS OF RESEARCH SPECIALIZATION:** Environmental Economics and Policy

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 3

### FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:

1.	Guo, W., Wenz, L., & Auffhammer, M. (2024). The visual effect of wind turbines on property values is small and diminishing in space and time. <i>Proceedings of the National Academy of Sciences</i> , 121(13), e2309372121.
2.	Miao, Q., Guo, W., Hou, Y., & Davlasheridze, M. (2024). Fiscal implications of disasters and the managed retreat thereafter: Evidence from hurricane sandy. <i>Natural Hazards Review</i> , 25(4), 04024036.
3.	Guo, W., Wenz, L., & Auffhammer, M. (2024). Reply to Lang et al.: The use of DEMs versus DSMs in viewshed analysis. <i>Proceedings of the National Academy of Sciences</i> , 121(33), e2409845121.
4.	
5.	

### SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:

2024	Socioeconomic Pathways, Adaptation, and Resilience to a Changing Climate in Europe (SPARCCE), Horizon Europe
2022	Economic Implication of Agritourism Industry, Giannini Foundation of Agricultural Economics Grant
2022	Visibility Cost of Wind Power Generation, Fisher Center Research Grant
2021	Spatial Impact of Wildfire Damage, Giannini Foundation of Agricultural Economics Grant

**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

11/2025-	SPP Research Seminar Committee

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

Winter 2026	PBPL172 Environmental Policy
Fall 2025	PBPL214 Applied Microeconomics for Public Policy

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree		
MPP students in progress	Enter text.	Enter text.
MPP students supervised in other graduate programs	Enter text.	Enter text.

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

TITLE OF GRANTING AGENCY	TOTAL AWARD (DIRECT COST)	NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT
		Enter value.
		Enter value.
		Enter value.



## Bio-Sketch

**Name:** Wei Kang

**POSITION TITLE:** Assistant Professor, Step III

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:** Center for Geospatial Science

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., Arizona State University, 2018

**POSTDOCTORAL TRAINING:** Center for Geospatial Science, University of California Riverside, 2018-2020

**AREAS OF RESEARCH SPECIALIZATION:** Spatial data science, housing, and spatial inequality

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 32

### FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:

1.	Kang, W., & Wang, Q. (2023). The Impact of COVID-19 on Small Businesses in the US: A Longitudinal Study from a Regional Perspective. <i>International Regional Science Review</i> , 46(3), 235-265.
2.	Kang, W., Knaap, E., & Rey, S. (2022). Changes in the economic status of neighbourhoods in US metropolitan areas from 1980 to 2010: Stability, growth and polarisation. <i>Urban Studies</i> , 59(13), 2774-2800.
3.	Rey, S.J., Anselin, L., Amaral, P., Arribas-Bel, D., Cortes, R.X., Gaboardi, J.D., Kang, W., Knaap, E., Li, Z., Lumnitz, S., Oshan, T.M., Shao, H. & Wolf, L.J. (2022). The PySAL Ecosystem: Philosophy and Implementation. <i>Geogr Analysis</i> , 54, 467-48.
4.	Kang, W., Rey, S., Wolf, L., Knaap, E., & Han, S. (2020). Sensitivity of sequence methods in the study of neighborhood change in the united states. <i>Computers, Environment and Urban Systems</i> , 81, 101480.
5.	Fotheringham, A. S., Yang, W., & Kang, W. (2017). Multiscale Geographically Weighted Regression (MGWR). <i>Annals of the American Association of Geographers</i> , 107(6), 1247–1265.

### SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:


**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

Editorial Board Member	Computers, Environment and Urban Systems	2023-present
Committee member	Environmental Science (ENSC) Graduate Program Admissions Committee at the University of North Texas	2023
Member	National Science Foundation Grant Review Panel	2024
Committee member	Search Committee for Assistant Professor of Quantitative Human-Environment Geography	2023-2024
Committee member	Geography Department Strategic Planning Committee at the University of North Texas	2023-2024
Committee member	IT Computing Committee at the University of North Texas	2023-2024
Committee member	Geography Department Graduate Studies Committee at the University of North Texas	2022-2023
Committee member	Search Committee for GIS Lecturer at the University of North Texas	2022-2023
Board Member	AAG Spatial Analysis and Modeling Specialty Group	2019-2022

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

GEOG 5550 - Advanced Geographic Information Systems	Spring 2024
GEOG 5560 - Python Programming	Fall 2023
GEOG 5550 - Advanced Geographic Information Systems	Spring 2023
GEOG 5560 - Python Programming	Fall 2022

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	Enter text.	Enter text.
MPP students in progress	Enter text.	Enter text.
MPP students supervised in other graduate programs	Enter text.	Enter text.

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

Student Category (PhD. or Masters)	Program	Thesis Chair	Thesis Member

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

<b>TITLE OF GRANTING AGENCY</b>	<b>TOTAL AWARD (DIRECT COST)</b>	<b>NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT</b>
NSF: POSE: Phase II: An Open Source Ecosystem for Spatial Data Science	\$102,113	0
NSF: Forced Displacement and Community Resilience: Housing Insecurity under COVID-19 in Inland Southern California (PI: Qingfang Wang)		1



## Bio-Sketch

**Name:** Bruce Link

**POSITION TITLE:** Distinguished Professor, A/S

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR**

**CENTERS:** Sociology Department and School of Public Policy, University of California, Riverside

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., Columbia University, 1980

**POSTDOCTORAL TRAINING:** N.I.M.H. funded Training Program in Biostatistics- Columbia University School of Public Health

**AREAS OF RESEARCH SPECIALIZATION:** Health Policy, Epidemiology, Mental Health, Public Health

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 242

**FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:**

1.	Link, Bruce G., Francis T. Cullen, Elmer L. Struening, Patrick E. Shrout and Bruce P. Dohrenwend. "A Modified Labeling Theory Approach to Mental Disorders: An Empirical Assessment." <i>American Sociological Review</i> 54:400-423. 1989.
2.	Link, Bruce and Jo Phelan. "Social Conditions as Fundamental Causes of Disease." <i>Journal of Health and Social Behavior Extra Issue</i> :80-94. 1995.
3.	Link, Bruce, Jo Phelan, Michaeline Bresnahan, Ann Stueve, and Bernice Pescosolido. "Public Conceptions of Mental Illness: Labels, Causes, Dangerousness, and Social Distance" <i>American Journal of Public Health</i> 89:1328-1333. 1999.
4.	Link, Bruce and Jo Phelan. "Conceptualizing Stigma." <i>Annual Review of Sociology</i> 27:363-85. 2001.
5.	Phelan, J. C., & Link, B. G. (2015). Is Racism a Fundamental Cause of Inequalities in Health?. <i>Annual Review of Sociology</i> , 41, 311-330.

**SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:**

2023	Clarivate Analytics' Highly Cited Researchers list
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**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

07/2019-06/2024	Member- Sociology Medical Sociology Specialization
04/2021 - 3/2022	Ad Hoc Committee Reimagining Sociology at UCR
04/2021 - 3/2022	Search Committee Social Medicine, Population and Public Health Associate/Full Professor
07/2019-6/2024	Member- Sociology- Social Psychology Specialization Committee
07/2019-6/2023	Board Member- University of California Global Health Institute
04/2022 - 6/2024	Association for Public and Land Grant Universities Innovation & Economic Prosperity Advisory Committee
11/2020 - 6/2024	Masters of Public Health Development Committee
11/2020 - 01/2022	Strategic Planning Committee – Chair of Public Good
07/2019 - 6/2024	Center for Health Disparities Steering Committee
7/2023 - 3/2024	SPP Recruitment Committee Junior faculty position
7/2023-6/2024	Senate Committee – Student Health Advisory Committee
11/2023 -6/2024	Recruitment Committee for Medical School Department of Psychiatry Associate/Full Professor
7/2019 - 2024	Multiple Add Hoc NIH grant Review Committees
11/2022 - 5 2024	SPP Dean’s Search Committee

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

Fall 2019	PBPL 222- Ethics, Prof., & Norm Bases/Public Policy
Spring 2020	PBPL 230F- Topics in Health Policy
Spring 2020	SOC 203B- Quantitative Methods II
Winter 2021	PBPL 230F- Topics in Health Policy
Spring 2021	SOC 203B - Quantitative Methods II
Spring 2021	SOC 127 - Sociological Determinants of Health
Fall 2021	PBPL 230F- Topics in Health Policy
Spring 2022	PBPL 162 - Health in All Policies
Spring 2022	SOC 203B- Quantitative Methods II
Spring 2023	SOC 127 - Sociological Determinants of Health
Fall 2023	PBPL 162 - Health in All Policies
Spring 2024	PBPL 230F- Topics in Health Policy
Spring 2024	SOC-284 Medical Sociology

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

<b>STUDENT CATEGORIES</b>	<b>CAPSTONE</b>	<b>MENTOR</b>
MPP students who have completed their degree	6	6
MPP students in progress	0	7
MPP students supervised in other graduate programs	0	0

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

<b>Student Category (PhD. or Masters)</b>	<b>Program</b>	<b>Thesis Chair</b>	<b>Thesis Member</b>
Masters	Sociology	1	7
PhD.	Sociology	3	7

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

<b>TITLE OF GRANTING AGENCY</b>	<b>TOTAL AWARD (DIRECT COST)</b>	<b>NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT</b>
NIH -- National Institute on Aging	\$110,239	
NIH – National Institute on Aging- National Institute of Mental Health	\$204,034	
NIH - National Institute of Minority Health and Health Disparities	\$17,102,085	
NIH - National Institute of Neurological Disorders and Stroke	\$52,787	



## Bio-Sketch

**Name:** Mark C. Long

**POSITION TITLE:** Dean and Professor, Step VI

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:** NA

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., University of Michigan, 2002

**POSTDOCTORAL TRAINING:** NA

**AREAS OF RESEARCH SPECIALIZATION:** Effects of public policies on economic opportunity and efficient social mobility, with emphasis on estimating the benefits and costs of those policies

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 45

**FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:**

1.	Jardim, E, Long, MC, Plotnick, R, van Inwegen, E, Vigdor, J, Wething, H. "Minimum Wage Increases, Wages and Low-Wage Employment: Evidence from Seattle." <i>American Economic Journal: Economic Policy</i> 14(2), 263-314, 2022.
2.	Conger, D, Kennedy, A, Long, MC, McGhee Jr., R. "Effects of Advanced Placement Science Courses on Skill, Confidence, and Interest in Science." <i>The Journal of Human Resources</i> , 56, 93-124, 2021.
3.	Long, MC. "Is There a 'Workable' Race-Neutral Alternative to Affirmative Action in College Admissions?" <i>Journal of Policy Analysis and Management</i> , 34(1), 162-183, 2015.
4.	Cullen, JB, Long, MC, Reback, R. "Jockeying for Position: Strategic High School Choice Under Texas' Top-Ten Percent Plan." <i>Journal of Public Economics</i> , 97(1), 32-48, 2013.
5.	Long, M, Conger, D, Iatarola, P. "Effects of High School Course-Taking on Secondary and Post-Secondary Success." <i>American Educational Research Journal</i> , 49(2), 285-322, 2012.

**SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:**

2023	Selected for participation in the Greater Riverside Chambers of Commerce, Leadership Riverside 2023-24 cohort.
2019-20	Washington Center for Equitable Growth, "New Evidence on Local Minimum Wage Laws and Earnings Inequality," Co-PI with PI Jennifer Romich (UW) and Co-PIs Heather Hill and Scott Allard (UW), \$50,000.

**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

2018-21	Association for Education Finance and Policy, Board of Directors
2023-25	Association for Public Policy Analysis and Management, Chair of the Committee of Institutional Representatives and Executive Committee member.
2023-Present	Dean, UCR School of Public Policy

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

2020, 2021, 2022	University of Washington: Quantitative Analysis II
2020	University of Washington: Advanced Quantitative Methods For Policy Analysis
2021	University of Washington: Data Analysis Practicum
2020	University of Washington: Advanced Policy Analysis
2022	University of Washington: Economics For Policy Analysis And Management I
2022	University of Washington: Applied Cost Benefit Analysis

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree		
MPP students in progress		
MPP students supervised in other graduate programs		University of Washington: Becca Xie (2021), Erik Olson, (2021).

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

Student Category (PhD. or Masters)	Program	Thesis Chair	Thesis Member
PhD (University of Washington)	Public Policy and Management		Hilary Wething (2020) and Lizzy Pelletier (2024)
PhD (University of Washington)	Public Policy and Management	Ben Glasner (2021) and Austin Sell (2022)	
PhD (University of Washington)	Economics		Shikha Agarwal (2020)
PhD (University of Washington)	Education		Erik S. Gimness (2022)





## Bio-Sketch

**Name:** Mehdi Nemati

**POSITION TITLE:** Assistant Professor

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:**

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., University of Kentucky, 2018

**POSTDOCTORAL TRAINING:**

**AREAS OF RESEARCH SPECIALIZATION:** Environmental and Water Resource Economics, Agricultural Economics, Applied Econometrics, Climate change economics and policy, policy evaluation

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 34

### FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:

1.	Lee , J., Nemati, M., Allaire, M., & Dinar, A. (2024). The impact of pricing structure change on residential water demand: A long-term analysis of water utilities in California. <i>Water Resources and Economics</i> .
2.	Nemati, M., Tran†, D., & Schwabe, K. (2023). Residential water conservation and the rebound effect: A temporal decomposition and investigation. <i>Water Resources Research</i> .
3.	Nemati, M., & Schwabe, K. (2022). Re-examining water affordability: A comparison of alternative measures. <i>Journal of the American Water Resources Association</i> , 59, 356–375.
4.	Buck, S., Nemati, M., & Sunding, D. (2021). Consumer welfare consequences of the California drought conservation mandate. <i>Applied Economic Perspectives and Policy</i> .
5.	Schwabe, K., Nemati, M., Amin, R., Tran, Q., & Jassby, D. (2020). Unintended consequences of water conservation on the use of treated municipal wastewater. <i>Nature Sustainability</i> , 3, 628-635.

### SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:

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### ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:

2023-2024	Assistant Professor in Public Policy Search Committee
2019-present	Chair- Lecturer Recruitment Committee
2020-2023	SPP Graduate Committee
2022-2023	SPP Undergraduate Committee

2021-2022	Associate/Full Professor in Public Policy and Director of the Center for Geospatial Sciences Search Committee
2021-2022	Member, School of Public Policy Dean Search Committee
2019-present	Chair- Water Seminar Series
2019-2020	Member- Outreach / Alumni Committee
2018-2019	Co-Chair- Water Seminar Series
2018-Present	Member- R'water Executive Committee

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

PBPL 233 - Environmental Economics and Policy	Fall 2024
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**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	13	6
MPP students in progress	1	1
MPP students supervised in other graduate programs	0	0

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

Student Category (PhD. or Masters)	Program	Thesis Chair	Thesis Member
PhD	Department of Environmental Sciences		Member
PhD	Chemical & Environmental Engineering	Co-Chair	
PhD	Economics		Member

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

TITLE OF GRANTING AGENCY	TOTAL AWARD (DIRECT COST)	NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT
UCR OASIS	200,000	3
Eastern Municipal Water District	80000	2
USDA NIFA	650000	3
<i>UC Giannini Foundation of Agricultural Economics</i>	\$30,000.00	1

University of California Agriculture and Natural Resources California Institute for Water Resources	\$25,000.00	1
Eastern Municipal Water District	\$60,000.00	1
UC ANR	\$30,000.00	1



## Bio-Sketch

**Name:** Benjamin J. Newman

**POSITION TITLE:** Associate Professor, Step IV

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:** Political Science

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** Ph.D., Stony Brook University, 2012

**POSTDOCTORAL TRAINING:**

**AREAS OF RESEARCH SPECIALIZATION:** American Politics, Public Opinion and Political Behavior, Race and Ethnic Politics, Class and Inequality, Urban Politics and Policy, Research Methods

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 35

### FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:

1.	Acculturating contexts and Anglo opposition to immigration in the United States
2.	Politics at the checkout line: Explaining political consumerism in the United States
3.	Decoding prejudice toward Hispanics: Group cues and public reactions to threatening immigrant behavior
4.	False consciousness or class awareness? Local income inequality, personal economic position, and belief in American meritocracy
5.	Protecting the Right to Discriminate: The Second Great Migration and Racial Threat in the American West

### SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:

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### ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:

03/2018-03/2018	Host- Invited Speaker Melissa Sands, UC Merced, Invited Talk
02/2018-03/2018	Host- Melissa Sands Visit
10/2017-10/2017	Host- Invited Speaker - Nick Carnes, Duke University
09/2016-10/2017	Member- Graduate Committee School of Public Policy
02/2016-08/2017	Member- Rudy Alamillo Dissertation Committee
01/2016-10/2018	Member- Presley Center for Crime and Justice Studies

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

Spring 2019, Spring 2020,, Spring 2024	PBPL 206 - State Governments as Labs of Change
Spring 2019	POSC 249- American Politics

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	0	0
MPP students in progress	0	0
MPP students supervised in other graduate programs	0	2

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

Student Category (PhD. or Masters)	Program	Thesis Chair	Thesis Member
PhD.	Political Science		3

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

TITLE OF GRANTING AGENCY	TOTAL AWARD (DIRECT COST)	NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT



## Bio-Sketch

**Name:** Stan Oklobdzija

**POSITION TITLE:** Assistant Professor, Step IV

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:** NA

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., UC San Diego, 2019

**INSTITUTION:** School of Public Policy

**POSTDOCTORAL TRAINING:** NA

**AREAS OF RESEARCH SPECIALIZATION:** Housing Policy, State/Local Politics, Political Economy

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:**

### FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:

1.	Elmendorf, Christopher, Clayton Nall and Stan Oklobdzija. 2025. "The Folk Economics of Housing." <i>Journal of Economic Perspectives</i> 39(3): 45–66.
2.	Elmendorf, Christopher, Clayton Nall and Stan Oklobdzija. 2024. "What State Housing Policies Do Voters Want? Evidence from a Platform-Choice Experiment." <i>Journal of Political Institutions and Political Economy</i> . 5(1): 117-152.
3.	Oklobdzija, Stan. 2024 "Dark Parties: Unveiling Nonparty Communities in American Political Campaigns." <i>The American Political Science Review</i> , 118(1): 401-422.
4.	Schwemmer, Carsten, Carly Knight, Emily Bello-Pardo, Jeffrey Lockhart, Stan Oklobdzija and Martijn Schoonvelde. 2020. "Diagnosing Gender Bias in Image Recognition Systems." <i>Socius</i> , 6.
5.	Oklobdzija, Stan. 2019. "Public Positions, Private Giving: Dark Money and Political Donors in the Digital Age." <i>Research &amp; Politics</i> . 6(1): 1-8.

### SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:

Marie Skłodowska-Curie Actions Postdoctoral	€230,774.40, 2021–2023 (Declined)
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Fellowship (European Commission)	

**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

Director	Center for Public Policy, The Murphy Institute, Tulane University (2023-2025)

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

<b>PBPL 280:</b> Housing Policy	UC Riverside, <b>Winter 2023, Fall 2025</b>
PBPL 210: Quantitative Methods for Public Policy	UC Riverside, Winter 2026
<b>POLS 7112:</b> Quantitative Methods I	Tulane University, <b>Fall 2024</b>

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	1	1
MPP students in progress	Enter text.	Enter text.
MPP students supervised in other graduate programs	Enter text.	Enter text.

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

TITLE OF GRANTING AGENCY	TOTAL AWARD (DIRECT COST)	NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT



## Bio-Sketch

**Name:** Sharon Oselin

**POSITION TITLE:** Professor, Step 3

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR**

**CENTERS:** Sociology, Director of the Presley Center of Crime and Justice Studies

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., University of California, Irvine, 2008

**POSTDOCTORAL TRAINING:**

**AREAS OF RESEARCH SPECIALIZATION:** Crime, deviance, and criminal justice institutions, gender and sexuality, organizations, and urban conditions

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 23

### FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:

1.	Oselin, Sharon S., Justine Ross, Qingfang Wang, and Wei Kang. 2024. "Fair Chance Act Failures? Employers' Hiring of People with Criminal Records." <i>Criminology &amp; Public Policy</i> 23: 361–390.
2.	Harari, Lexi*, Sharon S. Oselin, and Bruce Link. 2023. "The Power of Self-Labels: Examining Self-Esteem Consequences for Youth with Mental Health Problems." <i>Journal of Health and Social Behavior</i> 64(4): 578–592.
3.	Oselin, Sharon S., Matthew C. Mahutga, and Humberto Flores*. 2023. "Day Reporting Centers and Recidivism: The Role of Social Support." <i>Criminal Justice and Behavior</i> 50(10): 1526–1546.
4.	Hail-Jares, Katie and Sharon S. Oselin. 2022. "Street-Based Sex Work in a Digital Age." In <i>Sex for Sale</i> (3rd edition), edited by Ron Weitzer. New York: Routledge.
5.	Oselin, Sharon S., and Katie Hail-Jares. 2022. "It's Not Just Sex: Relational Dynamics Between Street-Based Sex Workers and Their Regular Customers." <i>Work, Employment and Society</i> 36(5): 893–910.

### SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:

2024	Faculty Fellowship, <i>The John Randolph Haynes and Dora Haynes Foundation</i> . "To Hire or Not? Employers' Decisions to Hire Applicants with Criminal Records."
2024	<i>Outstanding Faculty Mentor to Graduate Students Award</i> , Department of Sociology, UC Riverside.

2022	<i>Christopher Chase-Dunn Outstanding Co-Authored Paper Award, Department of Sociology, UC Riverside. "The Power of Self-Labels: Examining Self-Esteem Consequences for Youth with Mental Health Problems" (with Lexi Harari and Bruce Link)</i>
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**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

2018-present	Director, Presley Center of Crime and Justice Studies
2021-2024	SPP Executive Committee Member

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

2024	Urban Problems (SPP)
2023	Deviant Behavior (Sociology)
2021	Criminology (Sociology)
2021	Gender (Sociology)

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	Enter text.	Enter text.
MPP students in progress	Enter text.	Enter text.
MPP students supervised in other graduate programs	Enter text.	Enter text.

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

Student Category (PhD. or Masters)	Program	Thesis Chair	Thesis Member
Lexi Harari	Sociology	Y	
Elvira De La Torre	Sociology	Y	
Emily Angelo	Sociology		Y
Megan Webb	Sociology		Y

FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:

<b>TITLE OF GRANTING AGENCY</b>	<b>TOTAL AWARD (DIRECT COST)</b>	<b>NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT</b>
<i>California Workforce Development Board. (2024-2026)</i>	500,000	2
<i>California Workforce Development Board. (2021-2024)</i>	500,000	0
<i>The John Randolph Haynes and Dora Haynes Foundation. (2020-2022)</i>	159,091	0



## Bio-Sketch

**Name:** Kurt Schwabe

**POSITION TITLE:** Professor of Environmental Economics & Policy, Step V

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR**

**CENTERS:** Collaborating faculty member in Environmental Sciences; and Economics

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., North Carolina State University, 1996

**POSTDOCTORAL TRAINING:**

**AREAS OF RESEARCH SPECIALIZATION:** Water Economics, Alternative Policy Instruments for Pollution Control, Wildlife and Fisheries Management, Valuing Ecosystem and Forest Services, Revealed the Stated Preference Valuation Methods

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 63

**FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:**

1.	Schwabe, K.A., Nemati, M., Amin, R., Tran, Q. and Jassby, D. 2020. Unintended consequences of water conservation on treated municipal wastewater use. <i>Nature Sustainability</i> <a href="https://doi.org/10.1038/s41893-020-0529-2">https://doi.org/10.1038/s41893-020-0529-2</a> .
2.	Schwabe, K.A., Kan, I., Knapp, K.C. 2006. Drainwater Management to Reduce Salinity Problems in Irrigated Agriculture. <i>American Journal of Agricultural Economics</i> . Vol. 88:133-149.
3.	Knapp, K.C., Schwabe, K.A. 2008. Spatial Dynamics of Water and Nitrogen Management in Irrigated Agriculture. <i>American Journal of Agricultural Economics</i> . 90(2): 524-539.
4.	Vincent, J., Carson, R., DeShazo, J., Schwabe, K.A., Ahmad, I., Chong, S., Chang, Y., Potts, M.D. 2014. Tropical countries may be willing to pay more to protect their forests. <i>Proceedings of the National Academy of Sciences</i> . Vol. 111: 28 p.10113-10118.
5.	Mukherjee, M., Schwabe, K.A. 2015. Irrigated Agricultural Adaptation to Water and Climate Variability: The Economic Value of a Water Portfolio. <i>American Journal of Agricultural Economics</i> 97(3):809-832.

**SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:**

2023-24	Fulbright Distinguished Chair in Science, Technology, and Innovation (Australia)
2015-present	Adjunct Policy Fellow, Water Policy Center, Public Policy Institute of California
2015-present	Adjunct Professor, Center for Global Food and Resources, Univ. of Adelaide

**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

07/2018-06/2023	Associate Dean/Chair, School of Public Policy, UC Riverside
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07/2021-06/2023	Graduate Committee
07/2020-06/2022	Chair, Lecturer hiring Committee
10/2017 - 09/2020	Chair- CE Specialist Search Committee (Chair)
10/2017 - 09/2023	Speaker- School of Public Policy Highlander Day
10/2017 - 09/2020	Member- Chancellors Stewardship Review Committee
10/2017 - 09/2020	Member- 4th Annual Climate Assessment Team (Inland Empire)
07/2020-06/2022	SPP Outreach and Alumni Committee Chair
07/2017 -	Member- UC Water
05/2017 - 06/2023	Member- SPP MPP Commencement Speaker Selection Committee
07/18-06/2023	SPP Scholarship Committee
07/2018-06/2023	SPP Leadership Committee
10/2022-present	Latinxs and the Environment: Partnerships to Pave Pathways to the Professoriate
07/2019-06/2023	Course Demand/Availability Workgroup
07/2019-06/2023	Course Scheduling Committee Advisory Committee
10/2022-present	UC Wide Drought Impact Expert Panel
11/2021-07/2023	UC Agricultural Issues Task Force
9/2019-present	UCR Salton Sea Task Force
10/2020-09/2021	Junior Faculty Workshop Series
10/2020-09/2022	Undergraduate Events Steering Committee
10/2020-06/2023	Scaffold Committee
08/2022-08/2022	Associate Dean of Student Success Search Committee
02/2023 - 05/2023	Personnel Analyst Search Committee for SPP

#### GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:

PBPL 200	Intro to Policy Analysis
PBPL 289A	Capstone A
PBPL 289B	Capstone B
PBPL 233	Environmental Economics

#### NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	10	2
MPP students in progress	0	1
MPP students supervised in other graduate programs	0	0

#### OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):

Student Category (PhD. or Masters)	Program	Thesis Chair	Thesis Member
Masters	Environmental Sciences/ Environmental Management	0	1

PhD.	Chemical and Environmental Engineering	0	1
PhD.	Economics	0	1
PhD.	Environmental Sciences	0	3
PhD.	Biology and Ecology	0	1

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

<b>TITLE OF GRANTING AGENCY</b>	<b>TOTAL AWARD (DIRECT COST)</b>	<b>NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT</b>
Riverside County Office of Aging	\$90,000	2
Metropolitan Municipal Water District	\$125,000	1
Eastern Municipal Water District	\$40,000	0
UCR AES/CE AESMF	\$52,500	1
UC Water	\$26,762	1
California Travel and Tourism	\$29,864	0
Jurupa Community Services District	\$25,000	0
Jurupa Community Services District	\$25,000	2
USDA NIFA	\$10,000,000	1
Elsinore Valley Municipal Water District	\$25,000	0
National Institute of Health	\$408,573	1
Western Municipal Water District	\$30,000	1
National Science Foundation	\$2,431,217	0



## Bio-Sketch

**Name:** Qingfang Wang

**POSITION TITLE:** Professor, Step III

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:**

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., University of Georgia, 2005

**POSTDOCTORAL TRAINING:**

**AREAS OF RESEARCH SPECIALIZATION:** Immigration, Race and Ethnicity, Gender, and Urban Labor Markets; Entrepreneurship, Community, and Regional Development; Mobility and Transactional Migration of the Highly Skilled; Higher Education as Knowledge-Production Industry

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 39

### FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:

1.	<b>Wang, Q.</b> , Li, Y., Yang, Y., Little, M. G., Basnight, E. B., & Fryberger, C. B. (2024). University-Led Entrepreneurship Ecosystem Building in Underserved Communities: from a Network Perspective. <i>Geographical Review</i> , 114(3), 353-377.
2.	<b>Wang, Q.</b> , & Kang, W. 2023. Small businesses and government assistance during COVID-19: Evidence from the paycheck protection program in the US. <i>Environment and Planning A: Economy and Space</i> , 0308518X231166407.
3.	Yu, W. and <b>Wang, Q.</b> 2023. Transnational or Not: COVID Pandemic and Chinese Academic Migrants. <i>Journal of Immigrant &amp; Refugee Studies</i> .
4.	<b>Wang, Q.</b> 2022. Planning for an Inclusive Entrepreneurial Ecosystem: Covid-19 and Business Resilience in Underserved Communities. <i>Journal of the American Planning Association</i> . <i>Journal of the American Planning Association</i> (89)3.
5.	Wang, Q. 2010. How Does Geography Matter in the Ethnic Labor Market Segmentation Process? A Case Study of Chinese Immigrants in the San Francisco CMSA. <i>The Annals of the Association of American Geographers</i> 100 (1): 182 – 201.

### SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:

2019/20	2021. Kauffman Foundation and Association of American Geographers (AAG) Best Paper on Entrepreneurship
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	<p>2020. Association of American Geographers (AAG) Ethnic Geography Specialty Group Distinguished Scholar Award</p> <p>2019. Haynes Fellowship Award</p>
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**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

Director, Center for Community Solutions (formerly known as Inland Center for Sustainable Development) 2019-present

Senate Executive Committee of School of Public Policy 2019 -2024

UCR Sustainability Committee 2021-present

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

Spring 2019	PBPL 290- Independent Studies
Winter 2019-2024	PBPL 212- Quantitative Social Science Methods
Spring 2019, 2021, 2022, 2023	PBPL 235- Economic Development: U.S. Cities
Winter 2020, 2021, 2023, 2024	PBPL 103- Economic Development Policy

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	12	3
MPP students in progress	0	
MPP students supervised in other graduate programs		

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

Student Category (PhD. or Masters)	Program	Thesis Chair	Thesis Member
PhD.	Graduate School of Education		3

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY: Since joining UCR in 2015**

2023-2025. Co-PI (PI, Juliann Allison). UC Sustainability Literacy Assessment: Assessing UC Students' Understanding of Environmental, Social & Economic

Sustainability. Global Climate Leadership Council, UCOP. \$140,000. (SPP portion: \$124,181)

2023-2024. PI (Co-PI Bruce Link and Wei Kang). The impact of the COVID-19 pandemic on mental health, particularly among sub-populations at increased risk such as the elderly, children, people with pre-existing conditions, and communities with underlying social vulnerabilities. California Collaborative for Pandemic Recovery & Readiness Research (CPR3) at University of California, San Francisco, \$200,000.

2022-2025 PI (Co-PI Michael Verchot). Fostering Inclusive Entrepreneurship Ecosystem. Ewing Marion Kauffman Foundation Knowledge Challenge grant. \$429,693

2022-2025. PI. (Co-PI Wei Kang). Forced Displacement and Community Resilience: Housing Insecurity under COVID-19 in Inland Southern California. National Science Foundation (CMMI 2151970) \$336,050.

2020-2021. PI. Impacts of COVID-19 on Latina Businesses in the Inland Empire Region. National Latina Business Women Association (NLBWA-IE) \$20,000

2020-2021. PI. (Co-PI Huili Hao). RAPID: How Do Small Businesses Cope with the Impacts of COVID-19? A Community Perspective. National Science Foundation (CMMI 2029516) \$53,196.

2018-2020. PI. Latina Owned Businesses in Inland Empire, Southern California. The Haynes Faculty Fellowship; National Latina Business Women Association (NLBWA-IE) \$28,000

2015-2017. PI. "Ethnic Entrepreneurship and Economic Disparities: Revisited from a Development Perspective." The Washington Center for Equitable Growth and the Kauffman Foundation. \$78,000



## Bio-Sketch

**Name:** Ran Wei

**POSITION TITLE:** Assistant Professor, Step V

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:** Center for Geospatial Science

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., Arizona State University, 2013

**INSTITUTION:** Arizona State University

**POSTDOCTORAL TRAINING:** Oregon State University

**AREAS OF RESEARCH SPECIALIZATION:** Geographic Information Science, Spatial Data Uncertainty, Spatial Analysis & Optimization, Transportation & Energy Infrastructure, Public Health and Crime

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 79

### FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:

1.	R. Wei, N. C. Clay, M. Dai and R. Hsia. "Injury-Based Geographic Access to Trauma Centers", <i>Academic Emergency Medicine</i> , vol. 26(2), pp. 192-204
2.	R. Wei, X. Liu, Y. Ou and K. Fayyaz. "Optimizing the Spatio-temporal Deployment of Battery Electric Bus System", <i>Journal of Transport Geography</i> , vol. 68, pp. 160-168
3.	R. Wei, X. Liu, Y. Mu, L. Wang, A. Golub, and S. Farber. "Evaluating Public Transit Services for Operational Efficiency and Access Equity", <i>Journal of Transport Geography</i> , vol. 65, pp.70-79
4.	<b>R. Wei</b> , Y. Zhang, S. Gao, B.J. Brown, <u>S. Hu</u> and B.G. Link. "Health Disparity in the Spread of COVID-19: Evidence from Social Distancing, Risk of Interactions, and Access to Testing. <i>Health &amp; Place</i> , vol. 82, p.103031.
5.	A. Pulver, R. Wei and N. C. Mann. "Locating AED Enabled Medical Drones to Enhance Cardiac Arrest Response Times", <i>Prehospital Emergency Care</i> , vol. 20(3), pp. 378-389

### SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:

2019	Academic Senate Regents Faculty Development Award, University of California, Riverside
2018	Academic Senate Regents Faculty Fellowship, University of California, Riverside
2021	<b>Chuck ReVelle Rising Star Award</b> , INFORMS Section on Location Analysis
2020	<b>Emerging Scholar Award, AAG Spatial Analysis and Modeling Specialty Group</b>

**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

2023-2026	Member- Academic Senate Committee on International Education
2023-2024	Chair- SPP Curriculum Development Committee
2021-2024	School Equity Advisor

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

Fall 2024, Winter 2023, Fall 2021, Fall 2020, Fall 2019	PBPL 010-Intro to GIS
Winter 2024, Winter 2023, Winter 2021	PBPL 273-GIS and Public Policy
Fall 2021, Fall 2020, Winter 2020	PBPL 252- Crime Mapping and analysis

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	4	4
MPP students in progress	Enter text.	Enter text.
MPP students supervised in other graduate programs	Enter text.	Enter text.

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

TITLE OF GRANTING AGENCY	TOTAL AWARD (DIRECT COST)	NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT
NSF	\$2M	Enter value.
NIH	\$1M	Enter value.
UCR OASIS	\$200,000	Enter value.

Cost Analysis for Self-Supporting Program Fee Proposals

2025-26 Department-based SSGDDP  
 Program: Flex Master of Public Policy

Location: Select One from Dropdown: Select One from Dropdown:

line #		2026-27	2027-28
<b>FTE ENROLLMENT</b>			
1	Year-average Program Enrollment (FTE)	14	14
2	Year-average Program Headcount	21	21
<b>REVENUE</b>			
3	Annual Fee Per Student (Fee detail is optional)	\$874	\$900
	Program Fee	\$0	\$0
	Student Services Fee	\$0	\$0
	Campus-Based Fees (SU+FL+SP)	\$0	\$0
	Health Insurance	\$0	\$0
	Other (Example: Transit Fees)	\$0	\$0
4	Total Fee Revenue Generated	\$440,588	\$453,805
5	Total Other Funds (describe _____)	\$0	\$0
6	<b>TOTAL PROGRAM REVENUE</b>	<b>\$440,588</b>	<b>\$453,805</b>
<b>COSTS</b>			
<b>A. Program Direct Costs, Subject to IDC</b>			
7	Total Faculty Salaries	\$99,132	\$102,106
8	Total Staff Salaries	\$32,781	\$33,764
9	Faculty and Staff Benefits	\$70,087	\$72,190
10	General Assistance	\$0	\$0
11	S&E	\$5,464	\$5,628
12	Equipment	\$0	\$0
13	Travel	\$27,318	\$28,138
14	Campus-based fee-funded activities (if any)	\$0	\$0
15	Other (describe _____)	\$0	\$0
16	<b>TOTAL DIRECT COSTS, SUBJECT TO IDC</b>	<b>\$234,782</b>	<b>\$241,825</b>
<b>B. Program Direct Costs, Exempt from IDC</b>			


17	Financial Aid	\$110,147	\$113,451
18	Other S&E (describe _____)	\$0	\$0
19	Other Equipment (describe _____)	\$0	\$0
20	Other (describe Ex: payment to University Extension, _____)	\$0	\$0
21	<b>TOTAL DIRECT COSTS, EXEMPT FROM IDC</b>	<b>\$110,147</b>	<b>\$113,451</b>
<b>C. Total Direct Costs</b>			
22	<b>TOTAL PROGRAM DIRECT COSTS (line 16 + line 21)</b>	<b>\$344,929</b>	<b>\$355,277</b>
<hr/>			
<b>ANNUAL COST PER FTE STUDENT</b>			
23	Program Direct Costs (line 22 / line 1)	\$24,638	\$25,377
24	Program IDC Rate	35.40%	35.40%
25	Program Indirect Costs ([line 24 x line 16] / line 1)	\$5,937	\$6,115
26	<b>TOTAL COST PER FTE STUDENT</b>	<b>\$30,574</b>	<b>\$31,492</b>
<hr/>			
27	<b>TOTAL PROGRAM COST (line 1 x line 26)</b>	<b>\$428,042</b>	<b>\$440,883</b>
28	<b>SURPLUS (DEFICIT) (line 6 minus line 27)</b>	<b>\$12,546</b>	<b>\$12,922</b>
29	<b>SURPLUS (DEFICIT) PER HEADCOUNT STUDENT</b>	<b>\$597</b>	<b>\$615</b>

**Financial Planning & Analysis**

900 University Avenue  
3108 Hinderaker Hall  
Riverside, CA 92521

7/24/2025

To: Kenneth N. Barish  
Chair, Academic Senate

From: Stephanie Flores   
Executive Director, Financial Planning and Analysis

Re: Flex Master of Public Policy (Flex MPP) Proposal Review and Recommendation

Following a review of the School of Public Policy Flex MPP Proposal and its accompanying financial analysis, I am pleased to submit my recommendation for approval of the financial plan presented. The proposal presents strong financial justification for a flexible, self-supporting graduate degree pathway.

While modest deficits are projected in the initial years, the program is forecast to become self-sustaining by the third year, with stable enrollments and positive net revenues thereafter.

FP&A believes the program to be financially viable and will be able to meet the required financial obligations and reporting outlined in the current policy, *The Role of FP&A in the Establishment and Financial Management of SSGDPs*.

cc: Dean Long  
CFAO Tavizon  
Executive Director Cortez  
Faculty Director Carpiano



*Academic Senate*

*Professor Kenneth Barish  
Division Chair*

November 17, 2025

**To: Kurt Schwabe, Chair, SPP Faculty Executive Committee**

**RE: Proposed Flex Master of Public Policy (Flex MPP-SSGPDP)**

Dear Kurt,

The [subject proposal](#) was received from then School of Public Policy Faculty Executive Committee Chair Richard Carpiano on August 7, 2025. On November 10, 2025 Executive Council discussed the Flex MPP along with comments received from committees. I am writing to share this feedback for your review in consideration of a revised proposal.

Should a revision be put forward for review, please keep in mind that committees may take approximately six weeks to review and transmit comments. In writing back, please include “[New Business]” in the subject line and email them to my attention ([barish@ucr.edu](mailto:barish@ucr.edu)) with a courtesy copy to Senate Director Cherysa Cortez ([cherysac@ucr.edu](mailto:cherysac@ucr.edu)).

Sincerely,

A handwritten signature in blue ink that reads "Kenneth Barish".

Kenneth Barish  
Chair, Academic Senate

Cc: Executive Council  
Senate Director Cortez

Attachment



## *Academic Senate*

### **GRADUATE COUNCIL**

October 20, 2025

To: Kenneth Barish, Chair  
Riverside Division

From: Viji Santhakumar, Chair  
Graduate Council

**RE: [Campus Review] (Proposed Degree Program) Flex Master of Public Policy (Flex MPP-SSGPDP)**

Graduate Council reviewed the proposal for a Flex Master of Public Policy (Flex MPP-SSGPDP) at their October 16, 2025 meeting. Members expressed concern about the potential for double-dipping between the state supported program and the SSGPDP. The Council would like an explanation of how there is no cost for equipment and space, as well as the cost for faculty teaching as \$33,750 seems much too low for a buyout, fractional buyouts do not exist. The Council would like to point out that some of the faculty bios in the proposal include faculty who are no longer working for UCR or have not taught courses for the program in several years, this should be corrected. The Council would also like clarification on the following:

- Minimum number of students that would need to be admitted for the program to be viable
- Maximum number of students that will be admitted, and how this will impact space needs and cost
- How much faculty time will be spent on the Flex MPP?
- Could this program eventually replace the state-supported program?
- How will this impact merits and promotions as the course load for faculty should reflect their fractional commitment to the Flex MPP? Note that faculty cannot receive teaching credit for the Flex MPP component of their class as they are monetarily compensated for this effort.



*Academic Senate*

October 30, 2025

To: Kenneth Barish, Chair  
Riverside Division

From: Joseph Genereux, Chair  
Committee on Library and Scholarly Communications

Re: 25-26. CR. Proposed Degree Program: Flex Master of Public Policy (Flex MPP-SSGPDP)

The committee was concerned that the degree proposal states, "We do not anticipate any additional costs for library, computing, equipment, space, or facilities to emerge from adding this Flex MPP program." This trivializes the contribution that library infrastructure and staff provide to UCR's pedagogical mission. Inevitably, faculty will be using library resources including access to scholarly publications at all stages of course design and implementation. Students will also access scholarly publications and will likely need training from library staff on how to access and properly use scholarly tools such as databases or GeoSIS. While the proposed program may not require acquisition of specific new resources or new hiring at this time, it will use existing resources and FTEs and that should be explicitly acknowledged.



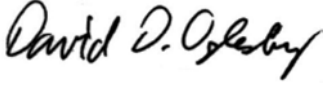
*Academic Senate*

**PLANNING AND BUDGET**

October 29, 2025

To: Kenneth Barish, Chair  
Riverside Division

From: David Oglesby, Chair  
Committee on Planning and Budget



Re: **[Campus Review] Proposed Degree Program: *Flex Master of Public Policy (Flex MPP-SSGDP)***

The Committee on Planning and Budget (CPB) reviewed the proposal for a Flex Master of Public Policy (Flex MPP) self-supporting graduate professional degree program. CPB did not see any budget-related red flags and has no objections to the proposed degree program.



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

TO: Ken Barish, Chair  
Riverside Division

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

RE: **[Comments] Campus Review: Flex Master of Public Policy (Flex MPP-SSGPDP)**

Date: October 23, 2025

The Executive Committee of the School of Public Policy would simply like to reiterate the purpose of this new Flex Masters program.

This program will build off the current MPP program by creating an *optional route* to the MPP that will be more suitable for students who are working full-time and supporting their families. It will allow students to take courses at a pace that fits their capabilities. As we mention in the proposals, the “Flex MPP” is consistent with Regent Anguiano’s call to “explore innovative ways to increase access for the Californians we serve and provide opportunities to the state’s diverse community.” Furthermore, this program will be self-supporting. That is, total charges paid by students completing the program will be comparable to tuition and fees paid by California resident students in the state-supported (i.e., “regular”) MPP program. The degree requirements for the “Flex MPP” will be identical to the regular MPP program.

In the proposal, we feel a compelling academic and budgetary case for the program (including a discussion of student charges and financial accessibility) is outlined, and an explanation as to why this program will not have a detrimental impact on our state-supported teaching, research, and service. Finally, SPP also presents a cost analysis and fiscal phase-in plan, and discusses the admission standards and procedures.



**School of Public Policy**  
University of California, Riverside  
INTS 4133 | 900 University Ave  
Riverside, CA 92521

TO: Kenneth Barish, Chair  
Riverside Division

FR: Richard M. Carpiano, Chair  
Senate Executive Committee, School of Public Policy

RE: Senate review of the School of Public Policy Flex Master of Public Policy Proposal

Date: August 7, 2025

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On behalf of the School of Public Policy, I wish to submit the following documents for Senate review and approval of the proposed Flex Master of Public Policy (MPP) degree.

1. The Flex MPP proposal
2. Cost Analysis template
3. A letter from Stephanie Flores, Executive Director of Financial Planning and Analysis, recommending approval of the financial plan

Please let me know if you need any additional materials or information.

I thank you for your attention in this matter.

Sincerely,

A handwritten signature in black ink that reads "Richard M. Carpiano". The signature is written in a cursive, flowing style.

Richard M. Carpiano, Ph.D., M.P.H.  
Professor of Public Policy

Received 8/7/2025  
Academic Senate

# FLEX MASTER OF PUBLIC POLICY

ROUND 1 PROPOSAL

A PROPOSAL TO THE  
UNIVERSITY OF  
CALIFORNIA,  
RIVERSIDE ACADEMIC  
SENATE, FEBRUARY  
2025 (REVISED JUNE  
2025)

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# **A PROPOSAL FOR A SELF-SUPPORTING PROFESSIONAL GRADUATE DEGREE PROGRAM IN PUBLIC POLICY (MASTER OF PUBLIC POLICY, SSGPDP)**

## **Date of Preparation**

Approved by the School of Public Policy Executive Committee October 4, 2024

Approved by the School of Public Policy faculty December 10, 2024

Initial Version Submitted to UCR Academic Senate: 2/05/2025

Revised Version Submitted to UCR Academic Senate: 6/20/2025

## **Contact Information**

Bruce Babcock  
Associate Dean and Professor of Public Policy  
School of Public Policy  
University of California Riverside  
Tel: (951) 827-1256  
Email: babcockb@ucr.edu

## **Executive Summary**

The School of Public Policy (SPP) at UC-Riverside is preparing to celebrate the 10<sup>th</sup> anniversary of our very successful Master of Public Policy (MPP) program, which began in fall 2015. This program has produced 170 graduates (through our first 8 cohorts). This fall, we welcomed 32 new students (including 12 students in our BA/MPP program, which was initiated in 2022). Our MPP graduates are producing an enormous positive impact on the Inland Empire, the State of California, and the nation and world. They are the embodiment of our School's motto, "Solutions for the Region, Solutions for the World", and make our region more efficient, more equitable, more prosperous, and more just.

The MPP degree prepares students for a variety of careers in the public policy sector. Our degree prepares students to develop new, sound public policy that anticipates how policy will be implemented and prospectively estimates likely behavioral responses and impacts on efficiency, equity, prosperity, and justice; appropriately collect data on the implementation process and outcomes; utilize the best qualitative and quantitative methods to understand policy implementation and evaluate policy effects; and to understand how and when advocacy for policy change is effective. Our students learn how to evaluate and interpret evidence, communicate with stakeholders, consider diverse perspectives, and make wise decisions. Our MPP

program features experiential learning, including an internship and client-based capstone.

We are proposing to create an optional route to the MPP that will be more suitable for students who are working full-time and supporting their families. It will allow students to take courses at a pace that fits their capabilities. This program is consistent with Regent Anguiano's call to "explore innovative ways to increase access for the Californians we serve and provide opportunities to the state's diverse community." This "Flex MPP" program will be self-supporting. Total charges paid by students completing the program will be comparable to tuition and fees paid by California resident students in the state-supported (i.e., "regular") MPP program. The degree requirements for the "Flex MPP" will be identical to the regular MPP program.

In the proposal that follows, we present a compelling academic and budgetary case for the program (including a discussion of student charges and financial accessibility), we explain why this program will not have a detrimental impact on our state-supported teaching, research, and service, we present a cost analysis and fiscal phase-in plan, and we discuss the admission standards and procedures.

## **Section 1. Introduction**

*The academic case for SPP offering a Flex MPP degree is easy to make.* First, it will allow students who have financial needs that require full-time work and/or substantial family caretaking responsibilities the opportunity to take a rigorous course of study leading to a master's degree in public policy at a pace that fits with the students' needs. Further, it will lessen any incentives for faculty to lower their standards to accommodate students working full-time, which will enhance the quality of our existing "regular" MPP program.

In the spring of 2023, one of SPP's Co-Directors of Graduate Studies asked Dean Long if it was reasonable to send a notice to our MPP students notifying them that it was inadvisable to work *more than 40 hours* while being a full-time student in our MPP program. Dean Long responded that it was unreasonable to expect students to be both a full-time student *and* employed full-time.

Let's do the math: Our full-time MPP program requires students to complete 3 four-credit courses each quarter for a total of 12 credits. Each credit is expected to correspond to 3 hours of classwork (inclusive of lectures, reading, and assignments), for 36 hours total each week. Our program is conducted in-person, which for the typical student adds about 5 hours of commuting time each week. Now, suppose the student also works full-time, 40 hours a week, and with, let's say optimistically, an additional 5

hours of commuting.<sup>1</sup> The student is now up to 86 hours each week (i.e., 36+5+40+5). That is over 12 hours per day, including weekends (i.e.,  $86/7 = 12.2$ ). This leaves little time for doing the ordinary tasks of life. Each day, the average full-time worker in the U.S. spends 9.4 hours on personal care including sleep, 1.2 hours eating, 1.5 hours on household activities (e.g., housework, cooking, lawn care, or household management), 0.7 hours caring for household and non-household members, and 0.6 hours purchasing goods and services - a total of 13.4 hours.<sup>2</sup> Add these amounts together (i.e.,  $12.2 + 13.4 = 25.6$ ) and you have already exceeded a full 24 hours. And, this does not include any time for civic and religious activities and recreation (TV watching, internet surfing, etc.) - it is simply not realistic to expect that our students engage in *no* recreation.

Something must give! Perhaps that is sleep, which would not be good. More likely, it's time devoted to reading and studying, which limits the extent to which students learn.

Of course, faculty know about the obstacles that students face. They hear students' concerns about juggling their responsibilities of work, school, and family, and faculty are sympathetic to these challenges. It is natural for faculty to respond by lowering their expectations - reducing the quantity of assigned readings, making the assignments shorter, easing their expectations and grading standards. By creating a Flex MPP program, we can mitigate these challenges.

This program will not create a detrimental impact on SPP's state-supported teaching, research, or service. Quite the contrary. The quality of teaching and learning in our state-supported classes will be enhanced as faculty will no longer have an incentive to lower their expectations of what students can handle. Students who are in the Flex MPP program and taking one or two courses a quarter, rather than the standard three-course load in the regular program, will be able to successfully complete the more challenging work that faculty are now freed to require. Research and service will be unaffected as faculty workloads will be unchanged. Our faculty have a standard teaching load of four courses per year and this will be unchanged. For faculty teaching a course that is solely composed of Flex MPP students, this will count as one of their four courses and thus the number of state-supported classes that they teach will correspondingly fall to three. We do not anticipate this new program to substantially affect the average number of students in each class. As we attract more Flex students and as our regular MPP grows over time, we will add new class sections, maintaining relatively modest class sizes.

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<sup>1</sup> Average round trip commute time for Riverside residents is 59.6 minutes. <https://ktla.com/news/california/southern-california-is-home-to-the-worst-commutes-in-america-data-suggests/>

<sup>2</sup> <https://www.bls.gov/charts/american-time-use/activity-by-emp.htm>

### *1) Aims and objectives of the program*

The aim of this program is to prepare postgraduate students to become “masters” of public policy and thus be prepared for a variety of careers in the public policy sector. This program is targeted at students who work full-time or have substantial outside commitments that make completion of our “regular” full-time MPP program infeasible. Target students are those who would benefit from having a self-paced MPP program.

Historically, 92% of our MPP students have been California residents. For this new Flex MPP program, we expect an even higher share of California residents as the target audience includes those who have existing work or personal commitments in California. This target population will include a mix of students who are fresh out of their undergraduate studies and those with more years of postgraduate experience. The program is not specifically aimed at mid-career students.

### *2) Historical development of the field and historical development of departmental strength in the field.*

Public policy as a discipline and field of study was initiated in the late 1960s and early 1970s. This early period was characterized by Aaron Wildavsky, founder of the School of Public Policy School at UC-Berkeley<sup>3</sup>:

“The immediate impetus of graduate schools of public policy was undoubtedly the Great Society. Suddenly new major social programs were there, and, almost as quickly, many of them were widely judged to have performed poorly. Why?...For whatever reasons, by 1968 serious doubts were being expressed by evaluators...and by politicians. On the political right, social programs were damned for increasing dependency (and at high cost), on the left for buying off protest too cheaply while actually perpetuating institutions that oppressed the poor. Analyzing public policies to see what went wrong, to learn how to better, and to teach this understanding was the major motivation for establishing graduate school devoted to the analysis of public policies... ...schools of policy were designed to be organizations that would do for the public sector what business schools had done for the private sector: produce students to colonize the bureaucracies, to criticize what those bureaucracies were doing, and, in a modest way, to set things right.”

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<sup>3</sup> Aaron Wildavsky. 1985. The Once and Future School of Public Policy, *The Public Interest*, 79, 25-41.

The growth of these new schools of public policy is described by Cambell and Rawson<sup>4</sup>:

“The public policy programs received a significant boost when the Ford Foundation provided several million dollars in support in the early and middle 1970s. This funding decision reflects a conscious decision by the Ford Foundation to support the substantive focus of these schools of public policy as opposed to traditional schools of public administration. In a Ford Foundation letter in October, Robert Tolles (1976) emphasized the uniqueness of the school of public policy:

‘Compared with the traditional schools of public administration, which grew out of political science departments, the chief differences of the new public policy programs are their emphasis on problem solving, their multi-disciplinary approach to public policy, and their use of quantitative analysis.’”

Hundreds of universities in the United States now offer an MPP degree, including four UC campuses (Berkeley, Los Angeles, San Diego, and Riverside).

There are 272 universities ranked by U.S. News and World Report based on their graduate programs in Public Affairs, and UCR ranked 76<sup>th</sup> in 2024. The faculty of the School of Public Policy at UCR have particular strengths in Water and Environmental Policy, Criminal Justice, Education, Health, Immigration, Regional Development, Geospatial Policy Analysis, Democratic Reform, and Public Budgeting and Finance.

### *3) Timetable for development of the program*

This proposal was developed by the faculty of the School of Public Policy during the fall of 2024. Upon approval by the UCR Academic Senate and UCOP, we will begin immediate implementation and marketing of the program.

Our goal is to grow our MPP and BA/MPP programs at a rate of 6.5% per year through the fall of 2032. At that growth rate, we would have around 53 newly entering MPP or BA/MPP students during the 2032-33 school year (composed of about 33 MPP students and 20 BA/MPP students, assuming our current ratios). As discussed below, we expect the Flex MPP program to be attractive to about one-third of MPP students. With these assumptions, we would expect our Flex MPP program to have about 11 newly entering students during the 2032-33 school year (and our regular MPP program to have about 22 students in fall 2032).

This Flex MPP program will help meet the aspiration of UCR’s 2021 Long Range Development Plan to “Increase proportional graduate enrollment from 14% to approximately 20% of students.” It will specifically help SPP to match this plans’

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<sup>4</sup> Richard W. Campbell and George E. Rawson. 1981. The "New" Public Policy Programs and Their Effect on The Professional Status of Public Administration, *Southern Review of Public Administration*, 5(1), 91-113. <https://www.jstor.org/stable/40860016>

projected 2035 enrollment of SPP of 420 total students (graduate and undergraduate), an 83% increase over the 2018 level.<sup>5</sup>

#### *4) Relation of the proposed program to existing programs on campus and to the Campus Academic Plan*

We do not anticipate that this will have any effects on undergraduate programs at SPP or elsewhere at UCR. Our teaching assistants for undergraduate SPP courses are largely drawn from our MPP students. These positions would not be appropriate for students working full-time (in addition to being a 50% FTE teaching assistant and being a full-time or part-time student). Thus, we do not believe that our teaching assistants will be drawn from Flex MPP students.

The Flex MPP students fits well within UCR's Strategic Plan, as it helps "Improve Graduate Student Success and Pipelines" and "Decrease Equity Gaps".<sup>6</sup>

#### *5) Contributions to diversity*

This Flex MPP program will make earning a master's degree from the UCR School of Public Policy feasible for students for whom we were previously unable to serve or serve well. Our full-time regular MPP program is not well suited to students who work full-time or have substantial care responsibilities for their family. Students in the regular program need to be on-campus most weekdays to attend in-person classes and need to have sufficient time to complete rigorous assignments. This program will be attractive to students living greater distances away from UCR who would be unable to spare the time for daily commuting to UCR, and thus will enhance our geographic diversity.

Our classrooms will be enriched by having the voices of these Flex students who will bring to classroom discussions their experiences in the labor market and as caregivers. Ultimately, their contributions to dialog will make for better, more informed public policy enactment in the future.

Our MPP program has a strong appeal to applicants from the Inland Empire, a region known for its vibrant ethnic diversity and a history of underrepresentation. With over 4.6 million residents in Riverside and San Bernardino counties, this area is home to many historically underrepresented groups, including Latino, Black, and Native American communities. Since 2021, approximately 60% of incoming MPP students belong to underrepresented groups, 60% have been female, and 50% have been

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<sup>5</sup> UC Riverside 2021 Long Range Development Plan, [https://lrdp.ucr.edu/sites/default/files/2021-11/2021lrdp-final\\_0.pdf](https://lrdp.ucr.edu/sites/default/files/2021-11/2021lrdp-final_0.pdf)

<sup>6</sup> UCR 2030 Central Campus Level Strategic Initiatives. <https://strategicplan.ucr.edu/>

Latino. Over the next five years we will continue to focus our recruitment efforts on the region which should yield similar results. In addition, with the addition of a full-time recruiter we will expand our recruiting efforts to other areas of California which have a higher Black population than the Inland Empire. With regards to diversity among our faculty, we have implemented recruiting practices that have resulted in deep and diverse pools of candidates for our recent advertised positions. We bring the best of the pool of applicants to campus for job interviews and faculty recommend to the dean the best of these candidates to hire. The result of these efforts over the last five years has been an increase in the percentage of our faculty who are female and who belong to underrepresented groups. We will continue to monitor our faculty recruiting efforts to make sure that our efforts to create a deep and diverse pool of excellent candidates are successful.

#### *6) Interrelationship of the program with other University of California institutions*

The most similar program within UCR is the Professional Master of Business Administration program. The similarities are that both the Professional MBA and the Flex MPP program are self-supported; designed to be flexible and allow students to complete degrees at their "own pace"; and features "the same exceptional faculty, curriculum, and course offerings" as their state-supported counterpart degrees (i.e., MBA and MPP, respectively).<sup>7</sup> Of course, the similarities end there as the degrees have different topical foci: business administration vs. public policy. It is not anticipated that the introduction of the Flex MPP program will have any impact on enrollment in the Professional MBA program.

There is some relation of the Flex MPP (and the regular MPP) with UCR's Master of Public Health degree offered in the School of Medicine. This MPH degree program is designed to "train the next generation of public health leaders" with a "concentration in community health equity". Course work in the program features the "public health disciplines of biostatistics, epidemiology, environmental health, health policy and management, and social and behavioral health, as well as practical experience in public health."<sup>8</sup> The Flex MPP program will bring a broader lens with a public policy issues that might be equally appropriate to students seeking to work in public policy fields of water, energy, environment, criminal justice, welfare, education, immigration, housing, transportation, economic development, parks, and so on. As such, the Flex MPP curriculum does not substantively overlap with the MPH curriculum and we do not anticipate the Flex MPP program affecting enrollment in the MPH program.

The program that we are proposing will be unique within the UC system. The closest comparison program is UC-Berkeley's Master of Public Affairs program. The UCB's "Executive" program is targeted on "mid-career professionals" and features students

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<sup>7</sup> <https://business.ucr.edu/pmba>

<sup>8</sup> <https://smpph.ucr.edu/master-public-health>

with “an average of 7-10 years of professional experience” and who are ready for “transformative leadership and policy-centric roles in their respective domains”. The UCB program is shorter, 30 credits, and completed in 12-14 months at a pace of “20 hours weekly”.<sup>9</sup>

In contrast, the Flex MPP program is designed to be completed over a longer period and does not assume that program entrants have had any substantial experience in public policy or administration. It features a 72-credit curriculum that is mostly completed in-person.

### *7) Department or group which will administer the program*

This program will be administered by SPP’s Director of Graduate Studies (e.g., Prof. Robynn Cox for the 2024-5 school year). Curricular changes will be considered by our Curriculum Committee prior to being considered by our full faculty. Course teaching assignments and scheduling will be overseen by our Associate Dean (Prof. Bruce Babcock for 2024-25).

### *8) Plan for evaluation of the program*

Ongoing consideration, evaluation, and program review is the responsibility of our Curriculum Committee. Regular program reviews will be conducted by the UCR Graduate Division.

## **Section 2. Program**

Our regular MPP program is structured as an in-person, 2-year program (6 quarters), with a 72-credit requirement, consisting of the following courses:

PBPL 200	Introduction to Policy Analysis (4 credits)
PBPL 202	Policy Institutions and Processes (4)
PBPL 205	Research Design and Statistics for Public Policy (4)
PBPL 210	Quantitative Methods for Public Policy Analysis 1 (4)
PBPL 220	Quantitative Methods for Public Policy Analysis 2 (4)
PBPL 212	Qualitative Social Science Methods (4)
PBPL 214	Applied Microeconomics for Public Policy (4)
PBPL 216	Public Leadership and Management (4)
PBPL 222	Ethics, Professionalism, & the Normative Bases of Public Policies (4)
Electives	Six courses (24)

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<sup>9</sup> <https://gspp.berkeley.edu/programs/masters-of-public-affairs-mpa>

PBPL 298I Individual Internship (4)  
 PBPL 289A,B Capstone Research Project (8)

(Note: during 2024-5, SPP will be proposing to the UCR Academic Senate to rename PBPL 214 to “Economics for Policy Analysis I”, add “PBPL 215 Economics for Policy Analysis II” as a core requirement, and drop the number of elective courses from six to five. Subsequent discussion in this proposal assumes that these changes will be approved.)

Students in this regular MPP program typically take 3 courses each quarter.

Students in the Flex MPP program would take the same courses taught by the same instructors with the same assignments and expectations. (See below for a discussion of the budgetary implications of this structure.) Flex students take the number of courses that fit their responsibility for that quarter. Flex students could take the courses listed above in any order with the following exceptions: PBPL 205, 210, and 220 are a three-course sequence taught in Fall, Winter, and Spring, respectively, and must be taken in this order, and similarly PBPL 214 and 215 must be taken in sequence. Flex students are recommended, but not required, to take PBPL 205 before PBPL 212. Flex students are recommended, but not required, to complete the core courses before taking elective courses. However, note that our regular MPP students frequently take elective courses before completing all core courses given vagaries of course offerings and instructor availability. See Appendix A for examples of potential schedules.

Any future changes to the requirements of the regular MPP (e.g., new core courses) would also be made simultaneously to the Flex MPP program.

### *1) Undergraduate preparation for admission*

Applications for the Flex MPP program will be accepted year-round with program entry in the Fall quarter.

Admission to the Flex MPP program will be determined using the same criteria that are used to determine admission to the regular MPP program. Factors considered in the admission decision include the student’s statement of purpose and personal narrative (used to evaluate written communication skills, evidence of persistence and motivation, and alignment of the student’s goals with the MPP program goals); undergraduate grade point average; having completed recommended undergraduate coursework in statistics, economics and political science; letters of recommendation; and related work, research, volunteer, or leadership experience that would indicate likely success in the MPP program.

Any subsequent changes to the admission criteria used for the regular MPP program will be simultaneously enacted for the Flex MPP program, and vice versa.

## *2) Foreign language*

There is not a foreign language requirement for this degree.

## *3) Program of study:*

The Flex MPP program requires the completion of 72 credits, consisting of the following courses:

PBPL 200	Introduction to Policy Analysis (4 credits)
PBPL 202	Policy Institutions and Processes (4)
PBPL 205	Research Design and Statistics for Public Policy (4)
PBPL 210	Quantitative Methods for Public Policy Analysis 1 (4)
PBPL 220	Quantitative Methods for Public Policy Analysis 2 (4)
PBPL 212	Qualitative Social Science Methods (4)
PBPL 214	Economics for Policy Analysis I (4)
PBPL 215	Economics for Policy Analysis II (4)
PBPL 216	Public Leadership and Management (4)
PBPL 222	Ethics, Professionalism, & the Normative Bases of Public Policies (4)
Electives	Five courses (20)
PBPL 298I	Individual Internship (4)
PBPL 289A,B	Capstone Research Project (8)

Flex MPP students will culminate their studies with a 6-month capstone project. These capstone projects will involve a group of 2-3 students who answer a public policy question posed by a client (e.g., government agency, non-profit organization, business, or community group). Students begin work in January on these client-based capstone projects and present their work to the community and stakeholders in June. All students will be guided in the development of their capstone project by one or more School of Public Policy faculty members.

There are no required specific fields of emphasis. However, students' elective courses may emphasize our faculty's areas of research strength: Agricultural, Resource and Environmental Economics and Policy; Criminal Justice; Democracy, Technology, Communication; Education; Health; Immigration, Race, Ethnicity; Geospatial Analysis and Regional Development; and Public Economics, Budgeting, and Finance.

## *4) Field examinations - written and/or oral*

There are no field examinations for this degree.

*5) Qualifying examinations - written and/or oral*

There are no qualifying examinations for this degree.

*6) Thesis and/or dissertation*

There is no thesis or dissertation for this degree.

*7) Final examination*

There is no final examination for this degree.

*8) Special requirements over and above Graduate Division minimum requirements*

None.

*9) Relationship of master's and doctor's programs (if applicable)*

Not applicable. The UCR School of Public Policy does not currently have a doctoral program.

*10) Special preparation for careers in teaching*

Not applicable.

*11) Sample program*

See Appendix A.

*12) Normative time from matriculation to degree*

For a student attending full-time (and thus taking three courses per quarter), the normative time from matriculation to degree is two years. However, this Flex MPP program is particularly designed for students who do not intend to be enrolled full-time. For Flex MPP taking two courses per quarter, completion of the degree would occur in three years. For Flex MPP taking one course per quarter, completion of the degree would occur in six years.

To ensure that students in the Flex MPP program are making timely progress toward degree completion, SPP's Student Services staff will perform an annual inspection of

student records, meet with students to review their progress, and address any deficiencies.

### Section 3. Projected need

#### 1) Student demand for the program

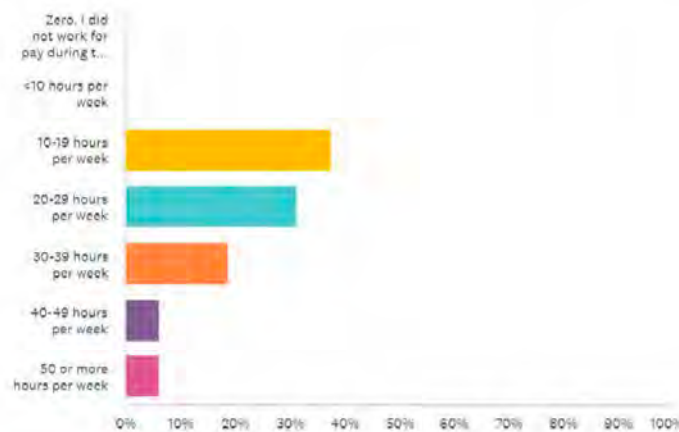
To help evaluate potential student demand for this program, we surveyed our returning second-year MPP students. We asked:

“During a typical week during the 2023-24 school year (Fall, Winter, and Spring), how many hours per week did you work for pay (excluding time for commuting)? Include paid work for UCR (excluding MPP classwork), work for other organizations, and gig/self-employment work.”

All student respondents reported working more than 10 hours per week for pay, with most students (68.75%) working 10-29 hours per week. Full-time work, 40 or more hours, was less common (12.5%), with the remainder (18.75%) working 30-39 hours per week.

During a typical week during the 2023-24 school year (Fall, Winter, and Spring), how many hours per week did you work for pay (excluding time for commuting)? Include paid work for UCR (excluding MPP classwork), work for other organizations, and gig/self-employment work.

Answered: 16 Skipped: 0



Based on this evidence and our understanding of our interested student population, we estimate that this Flex MPP program will be attractive to about one-third of our students. As noted above, we would expect our Flex MPP program to have about 11 newly entering students during the 2032-33 school year. We expect that nearly all of these students to be in-state students as (a) historically, 92% of our MPP students have been from California, and (b) the program is designed for students with existing work or family care responsibilities, which will make the program more suited for local students.

## 2) Opportunities for placement of graduates

There are myriad and growing opportunities for placement of students with a master's degree in public policy. Our training allows our graduates to be well positioned for work in the public sector: prospectively or retrospectively assessing the impact of specific public policies on humans, the built environment, and/or the natural world; crafting or advocating for new legislation; effectively implementing policy as a public administrator; and properly collecting and analyzing data to improve policy evaluation and implementation. Our training also appeals to those wanting to work in the for-profit and non-profit sectors who need to understand and respond to public policy.

Demand for workers with training in public policy analysis is strong and careers in federal, state, and local governments is readily available, as noted in this report by Deloitte<sup>10</sup>:

"The government workforce has grown at a steady pace over the years. As of April 2024, there were 23.3 million people on government payrolls, which made up 14.7% of the total payrolls in the economy. Local governments employed close to 64% of these people, followed by state governments (23.4%) and the federal government (12.9%). Since the beginning of the new millennium, the government workforce has been increasing steadily—13.3% over the years." And, the "data doesn't capture ... key workforces within the federal government", including "contract and grant workers, which have been increasing steadily in the federal government over the years..." amounting "...to more than three times the figure for full-time employees in the federal government".

Eight of the ten largest employers in Riverside City are public entities, including the largest employer (County of Riverside with 24,290 employees).<sup>11</sup>

Our recent MPP alumni have taken the following positions after graduation:

### *Public Sector*

- Regulatory Affairs & Compliance Analyst, CalOptima
- Research & Evaluation Specialist, County of Santa Clara
- Planner, Maricopa County Department of Transportation

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<sup>10</sup> Patricia Buckley and Akrur Barua. 2024. Jobs in Government Have Rebounded Since 2020—The Harder Part Will Be To Fill These Roles.  
<https://www2.deloitte.com/us/en/insights/economy/spotlight/government-workforce-rebound.html>

<sup>11</sup> City of Riverside, Community & Economic Development,  
<https://riversideca.gov/cedd/economic-development/data-reports/top-employers>

- Population Health and Equity Program Administrator, OC Health Care Agency
- Director of Communications & Engagement, California 100
- Field Representative, Office of CA State Senator Richard D. Roth
- District Director, Office of CA State Senator Richard Roth
- District Director, Office of CA Assemblymember Sabrina Cervantes
- Assistant City Manager, City of Avalon

#### Non-Profit Sector

- Senior Project Manager, CA Forward
- Senior Legislative Manger, National LGBTQ Task Force
- Researcher & Policy Coordinator, Warehouse Workers Resource Center
- Director of Education & Workforce Development, Inland Empire Economic Partnership
- GIS & Data Management Associate, Inland Empire Community Collaborative

#### Private Sector

- Government Relations Manager, Southern CA Edison
- Principal, Xara Public Affairs, LLC
- Program Coordinator, Loma Linda University Health

### *3) Importance to the discipline*

The UCR School of Public Policy, while young, is growing in its national and international reputation. SPP is currently ranked 76<sup>th</sup> by U.S. News & World Report among Graduate Schools of Public Affairs. Our faculty are distinguished and well regarded as recognized by, for example, the following awards: Prof. Kurt Schwabe–Fulbright U.S. Scholar, Prof. Ran Wei–Chuck ReVelle Rising Star Award, Prof. Robynn Cox–elected president of the National Economic Association, and Prof. Bruce Link–noted as the 17<sup>th</sup> highest cited Sociologist in the world.

Our faculty have been active and impactful in our field’s major research associations. For example, Dean Mark Long and past-Dean Anil Deolalikar have been elected by the membership of the Association for Public Policy Analysis and Management as Vice President, Chair of the Committee of Institutional Representatives, and Policy Council member.

### *4) Ways in which the program will meet the needs of society*

UC-Riverside hosts the only MPP program offered by a major research university in Inland Southern California, which is home to 4.8 million residents - greater than the population of 26 states. Consequently, our MPP is in a position to potentially improve the lives of a great many people.

### *5) Relationship of the program to research and/or professional interests of the faculty*

SPP faculty have diverse disciplinary training and topical areas of policy scholarship. Our faculty have PhDs in Agricultural Economics, Agricultural and Applied Economics, Agricultural and Resource Economics, Economics, Environmental Economics, Geographic Information Science, Geographical Sciences and Urban Planning, Geography, Government, International Relations, Political Science, Public Administration, Social Welfare, Sociology, and Sociomedical Sciences. We have substantive interest in Environmental Policy; Criminal Justice Policy; Education Policy; Democracy, Technology, and Communication; Health Policy; Immigration, Race, and Ethnicity; Public Economics, Budgeting, and Finance; and Geospatial Analysis & Regional Development.

What ties us together is our mission (<https://spp.ucr.edu/mission>) to:

*"...evaluate and develop solutions to societal problems and governance challenges to inform public policy through excellence in research, undergraduate and graduate education, and engagement with community members and leaders at the local, national, and international level."*

Our current MPP program and this proposed Flex MPP program lie at the heart of our school's mission and fit well with our faculty's research and professional interests.

## 6) Program Differentiation

The most similar program within UCR is the Professional Master of Business Administration program. The similarities are that both the Professional MBA and the Flex MPP program are self-supported; designed to be flexible and allow students to complete degrees at their "own pace"; and feature "the same exceptional faculty, curriculum, and course offerings" as their state-supported counterpart degrees (i.e., MBA and MPP, respectively).<sup>12</sup> Of course, the similarities end there as the degrees have different topical foci: business administration vs. public policy. It is not anticipated that the introduction of the Flex MPP program will have any impact on enrollment in the Professional MBA program.

There is some relation of the Flex MPP (and the regular MPP) with UCR's Master of Public Health degree offered in the School of Medicine. This MPH degree program is designed to "train the next generation of public health leaders" with a "concentration in community health equity". Course work in the program features the "public health disciplines of biostatistics, epidemiology, environmental health, health policy and management, and social and behavioral health, as well as practical experience in public health."<sup>13</sup> The Flex MPP program will feature a broader lens on public policy issues that might be equally appropriate to students seeking to work in public policy fields of water, energy, environment, criminal justice, welfare, education, immigration,

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<sup>12</sup> <https://business.ucr.edu/pmba>

<sup>13</sup> <https://smpph.ucr.edu/master-public-health>

housing, transportation, economic development, parks, and so on. As such, the Flex MPP curriculum does not substantively overlap with the MPH curriculum and we do not anticipate the Flex MPP program affecting enrollment in the MPH program.

### 7) Program Differentiation (within UC System)

The program that we are proposing will be unique within the UC system. The closest comparison program is UC-Berkeley's Master of Public Affairs program. The UCB's "Executive" program is targeted on "mid-career professionals" and features students with "an average of 7-10 years of professional experience" and who are ready for "transformative leadership and policy-centric roles in their respective domains". The UCB program is shorter, 30 credits, and completed in 12-14 months at a pace of "20 hours weekly".<sup>14</sup>

In contrast, the Flex MPP program is designed to be completed over a longer period and does not assume that program entrants have had any substantial experience in public policy or administration. It features a 72-credit curriculum that is mostly completed in-person.

## Section 4. Faculty

The table below shows the names, titles, and Ph.D. discipline of our faculty. Faculty CVs are found in Appendix B.

Last Name	First Name	Title	Ph.D. Discipline
Ayon	Cecilia	Professor and Director of Undergraduate Studies	Social Welfare
Babcock	Bruce	Professor and Associate Dean and Chair of Public Policy	Agricultural and Resource Economics
Baerenklau	Ken	Professor and Associate Provost	Agricultural and Applied Economics
Brint	Steven (Steve)	Distinguished Professor	Sociology
Carpiano	Richard (Rich)	Professor	Sociomedical Sciences
Cox	Robynn	Associate Professor and Director of Graduate Studies	Economics
Crosby	Andy	Assistant Professor of Teaching	Public Administration
D'Anieri	Paul	Professor	Government
Esterling	Kevin	Professor	Political Science
Grubestic	Anthony (Tony)	Professor	Geographic Information Science
Kang	Wei	Assistant Professor	Geography
Link	Bruce	Distinguished Professor	Sociology
Long	Mark	Professor and Dean	Economics
Nemati	Mehdi	Assistant Professor	Agricultural Economics
Newman	Ben	Associate Professor	Political Science
Oselin	Sharon	Professor	Sociology
Schwabe	Kurt	Professor	Environmental Economics
Studer Noguez	Ma Isabel	Professor	International Relations
Wang	Qingfang	Professor	Geography
Wei	Ran	Associate Professor	Geographical Sciences and Urban Planning

<sup>14</sup> <https://gspp.berkeley.edu/programs/masters-of-public-affairs-mpa>

Since we estimate enrollment in this Flex MPP to be modest (in the range of 7 to 11 students for each cohort through fall 2032), there are insufficient numbers of students to offer separate courses for these students. Rather, these students will be incorporated into the same courses taught to regular MPP students. This means that there will be no change to our slate of course offerings as a result of adoption of this Flex MPP program.

Teaching loads for faculty will remain unchanged. Our standard teaching load is four quarter-long classes each academic year. From a faculty perspective, there will be no distinction between regular and Flex MPP students in their classrooms. Thus, we expect no change in our faculty members' level of support and commitment of energy to our existing state-supported program (i.e., the regular MPP).

Teaching assignments will be managed as they are currently. SPP's faculty chair works to develop the School's course offerings schedule. Our principles for such allocations note:

"It is the Chair's responsibility to develop a teaching schedule that meets the School's curriculum. ... In the interests of promoting equitable allocation of teaching duties across faculty members, the Chair should take steps to balance teaching loads across lower-division undergraduate level, upper-division undergraduate-level, and graduate-level courses. ... To help facilitate the need to equitably balance schedules and teaching responsibilities across the faculty, all faculty are expected to be willing to teach across the schedule (e.g., MW or TR days, prime or non-prime times) and across academic programs".

In 2023-24, all of our MPP courses were taught by ladder-rank faculty. We anticipate that the vast majority of our MPP courses will continue to be taught by our ladder-rank faculty. Nearly all faculty members teach at least one MPP course each year.

We will account for the teaching of Flex students "through compensation to a faculty member's department for a reduction in the faculty member's workload (a 'buy-out')" and we will not pay faculty overload to teach additional courses.<sup>15</sup> The mechanism of this buyout is discussed below. Notably, it does not entail any change in faculty's standard teaching loads, which will remain four courses each academic year. Rather, revenue from charges paid by Flex students will be used to compensate the "department" (i.e., the School of Public Policy) for having its faculty teach Flex students.

A hypothetical example will help illustrate. Suppose a faculty member taught three MPP courses and one undergraduate course in a given academic year. In the three MPP courses, assume one-third of the students in the class are Flex MPP students and two-thirds of the students are regular MPP students. Effectively, this teaching

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<sup>15</sup> Pp 4-5. "University of California Self-Supporting Graduate Professional Degree Programs (SSGPDP) Policy", [https://www.ucop.edu/institutional-research-academic-planning/files/2020\\_self-supportingdegreeprograms\\_policy.pdf](https://www.ucop.edu/institutional-research-academic-planning/files/2020_self-supportingdegreeprograms_policy.pdf)

arrangement would be equivalent to the faculty member teaching two MPP classes composed solely of regular MPP students (as  $\frac{2}{3} + \frac{2}{3} + \frac{2}{3} = 2$ ) and one MPP class composed solely of Flex MPP students (as  $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} = 1$ ). Thus, for this example, we would account for the Flex students by “paying” the “faculty member’s department” the cost of the instructor’s time teaching one course.

More details on the accounting are given below in section 6.

This new Flex MPP program will not require the hiring of new tenure-track faculty and/or full or part-time lecturers.

Our Director of Graduate Studies (currently Prof. Robynn Cox) and our Graduate Student Affairs Coordinator (Jolene Sedita) will serve as principal points of contact for advising students on courses and curriculum. Our Career Counselor and Internship Program Coordinator (Laura Sosa) will assist with job placement. The Director of Graduate Studies is compensated with course release and the Graduate Student Affairs Coordinator and Career Counselor and Internship Program Coordinator are paid staff positions. Below, we show how the Flex MPP program pays for these services.

One faculty member oversees the two-quarter-long capstone course and currently serves about 25-30 students each year. Flex MPP student charges will be used to pay for this course, which is treated as equivalent to two MPP courses.

## Section 5. Courses

The following lists all of the courses that were approved for offering to our regular MPP students as of the 2023-24 school year and lists the instructor in italics if the course was offered in 2023-24. There are no changes in course offerings as a result of the introduction of this Flex MPP program.

*Prof. Andy Crosby*

PBPL 200 Introduction to Policy Analysis 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. Studies the process by which policy decisions are made. Focuses on the analytical tools (benefit-cost, cost effectiveness, decision tree, and optimization analysis) that are used to choose among competing proposals as well as the analytical motivations for choice.

*Prof. Karthick Ramakrishnan*

PBPL 202 Policy Institutions and Processes 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Explores the various institutions in a country that shape, formulate, implement, and enforce policy as well as the manner in which these institutions make or influence policy. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 204 Regional Policy-Making Across Administrative Jurisdictions 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Introduction to the analytical tools used in regional policy analysis as well as to the processes of policy development, implementation, and evaluation. Includes analysis of case studies of councils of government and other regional bodies that have emerged or been created to provide regional governance. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

*Prof. Ben Newman*

PBPL 206 State Governments as Laboratories of Change 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Examines the politics, institutions, and policy processes of state governments and assesses the extent to which variation in state political institutions shapes politics and policies across states. Substantive topics include health care, education, corrections, economic development, land use planning, environmental protection, and social welfare. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

*Prof. Dave Brady*

PBPL 210 Quantitative Methods For Public Policy Analysis 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Provides students with the ability to understand and evaluate policy information obtained through quantitative research methods and to employ these methods in their own research. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

*Prof. Qingfang Wang*

PBPL 212 Qualitative Social Science Methods 4 Lecture, 3 hours; extra reading, 1.5 hours; research, 1.5 hours. Prerequisite(s): graduate standing; or consent of instructor. Introduces the qualitative methods widely used in the social sciences and their use in analyzing policy formulation, policy implementation, and policy effects. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

*Prof. Bruce Babcock*

PBPL 214 Applied Microeconomics For Public Policy 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. Shows how economic analysis impacts public policy issues. Identifies the relevant economic analyses to address various public policy problems and to comprehend and assess what professional economists can contribute to the shaping, implementation, and evaluation of public policies. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

*Prof. Paul D'Anieri*

PBPL 216 Public Leadership and Management 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. Introduction to the basic principles and practices of leadership suitable for local, regional, national, and global/international settings. Also assists in developing the capacity to be a public leader. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

*Prof. Kevin Esterling*

PBPL 220 Policy Evaluation 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. Introduces statistical methods for policy evaluation covering process evaluation and impact evaluation. Topics include randomized control trials, regression and matching, difference in differences, and regression discontinuity design. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

*Prof. Rich Carpiano*

PBPL 222 Ethics, Professionalism, and the Normative Bases of Public Policies 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Examines the normative bases of public policies - in other words, the extent to which issues of fairness, social justice, and morality should factor into the choice of public policies. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 224 Global-Local Policy Connections: Case Studies in Poverty, Water, and Sustainable Development 4 Lecture, 3 hours; extra reading, 1.5 hours; research, 1.5 hours. Prerequisite(s): graduate standing; or consent of instructor. Illustrates how the United States can learn from the successful policy experiences of other countries, and vice versa. Explores global experiences in four topical areas including poverty, environment, urbanism, and health. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 230 (E-Z) Topics in Health Policy 4 Prerequisite(s): graduate standing. Topics related to health policy. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

*Prof. Bruce Link*

PBPL 230F Public Policy and Health 4 Seminar, 3 hours; term paper, 1 hour; extra Reading, 1 hour; research, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Introduces multiple public policy domains - housing, environment, immigration and others - affect the health of populations. It follows that as public policy is developed the health of populations is influenced. Students learn how public policy initiatives in multiple domains can be leveraged to improve population health. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 233 Environmental Economics and Policy 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing; or consent of instructor. Theory and practice of environmental economics and its application to environmental policymaking. Applies tools of economic theory to problems of managing natural resources and environmental quality, with particular emphasis on externalities, sustainability, pollution control, resource extraction, and environmental valuation. Alternative public policy instruments for environmental management are considered and evaluated. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor. Credit is awarded for one of the following PBPL 233 or ECON 226.

*Prof. Dave Brady*

PBPL 234 Poverty in Global Perspective 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. Interdisciplinary and international view of the social sciences of poverty. Topics include causes, consequences, and potential solutions to poverty. Compares different social science methodologies and theories. Evaluates and debates relevant social policies. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 235 Economic Development in United States Cities 4 Lecture, 3 hours; extra reading, 1.5 hours; term paper, 1.5 hours. Prerequisite(s): graduate standing; or consent of instructor. Introduces theories and models of urban growth and economic development. Analyzes and evaluates the strategies and practices in implementing these theories and models. Examines the challenges of developing regions, cities, and communities that are economically dynamic, socially equitable, and environmentally sustainable. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 236 (E-Z) Urban and Spatial Analyses 4 Prerequisite(s): graduate standing. Topics related to urban and spatial analyses. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 236E United States Census Data and Policy Studies 4 Seminar, 3 hours; term paper, 1 hour; research, 1 hour; extra reading, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Addresses in depth the census data as the primary resource for analyzing local and regional changes, especially in urban settings. Substantive topics include, but not limited to, immigration, racial and ethnic change, employment, health, and poverty issues. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 241 Climate Change Policy 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Introduction to Climate Change policy at the local, regional, national and global levels. Examine the various policies and policy making organizations surrounding the issue of Climate Change. Includes channels for

disseminating Climate Change Policy, as well as, specific gendered, ethnic, class and racial dynamics of policy creation. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 245 Comparative Global Water Policy 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Covers issues and problems faced by developing and industrialized countries. Compares and analyzes the debate about efficiency vs. equity and protection of the environment, prices vs. quotas, water as a public good, economic good or social good, and adaptation in the water sector to climate change. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 246 Agricultural and Food Policy 4 Seminar, 3 hours; written work, 2 hours; extra reading, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Focuses on the application of economic principles and data analysis to analyze current public policy issues affecting U.S. and world food systems and agricultural sectors. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

*Prof. Andy Crosby*

PBPL 250 Public Budgeting and Finance 4 Units, Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. Addresses public budgeting and finance as critical components of public policy. Covers reading public financial documents; budget preparation and budget cycles; government and its relation to the economy, governmental revenues, and expenditures; capital budgeting; debt management; public accounting; financial reporting; and intergovernmental fiscal relations. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 252 Crime Mapping Analysis 4 Lecture, 3 hours; laboratory, 1 hour; research, 2 hours. Prerequisite(s): graduate standing; or consent of instructor. Covers crime mapping and crime analysis including the systematic application of geovisualization tools combined with statistical, geometric, and spatial analysis. Explores the distribution of criminal events in both space and time, the efficiency and efficacy of police services, and the interactions of offenders and targets.

*Prof. Tony Grubestic*

PBPL 255 Mapping For the Common Good 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. Provide a theoretical and technical understanding of maps, spatial data, and geovisualization. Highlights how geographic information technologies and spatial reasoning skills impact our understanding of the world. Explores how spatial data and mapping can develop strategies, plans, and policies to improve the quality of life for communities and their citizens. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 260 Education Policy Analysis 4 Seminar, 3 hours; term paper, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. Examines major issues and reform movements in public education that are at the forefront of the national policy agenda today. Views each educational reform issue in light of its connection to four themes driving reform efforts: (1) equity, (2) adequacy, (3) autonomy, and (4) accountability. Credit is awarded for one of the following PBPL 260 or EDUC 209.

PBPL 261 Higher Education Policy 4 Seminar, 3 hours; extra reading, 2 hours; research, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Provides an advanced introduction to higher education policy and policymaking. Begins with theories of power and how they relate to higher education policy. Examines process models of policy making. Considers five areas of higher education policymaking: science policy, competitiveness policy, student aid policy, access and completion policy, and accountability policy. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 262 Economics in Higher Education 4 Seminar, 3 hours; extra reading, 2 hours; term paper, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Examines the economics of higher education from two perspectives. First, it examines the debate on why college costs have escalated, how that affects access, and what might be done. Second, it looks inside universities, where their money comes from, the debate over budgeting systems, and means of managing costs internally. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 264 Methods in Health Disparities Research: An Introduction to Community Engaged Research 4 Seminar, 3 hours; individual study, 2 hours; term paper, 1 hour. Prerequisite(s): PBPL 230F or SOC 288; graduate standing; or consent of instructor. Introduction to community-engaged methods in health disparities research. Examines health disparities and social determinants of health and conducts in-depth examination of community-engaged research methods. Provides theoretical principles, methods, and skills needed to plan and implement community-engaged research.

PBPL 265 Advanced Methods in Health Disparities Research: An Application of Community Engaged Research 4 Lecture, 1 hour; research, 6 hours; term paper, 3 hours. Prerequisite(s): PBPL 264; graduate standing; or consent of instructor. Advanced course in the application of community-engaged methods in health disparities research. Provides students with hands-on experience to plan and implement community-engaged health disparities research as an independent scholar. Course is repeatable to a maximum of 12 units.

PBPL 266 Transportation Policy 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. Introduces transportation planning, finance, and policymaking focusing on policies and practices in the United

States. Discusses the interaction of transportation, land use, pricing, finance, and project evaluation. Includes a discussion of transportation equity, transportation technology, and the intersection of transportation and public health. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 270 (E-Z) Topics in Immigration Policy 4 Prerequisite(s): graduate standing. Topics related to immigration policy. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 270E General Perspectives On Immigration Policy 4 Lecture, 3 hours, discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Introduction to a global and comparative perspective on immigration policy, with a special focus as it applies to the United States. Focus on debates over the political rights of immigrants, immigration enforcement, unauthorized migration, economic migration, family migration, refugee flows, citizenship, social integration, and political participation. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 270F Borderland Policies and Community Processes 4 Seminar, 3 hours; term paper, 1 hour; research, 2 hours. Prerequisite(s): graduate standing or consent of instructor. Introduces the experiences of immigrants in the southwest borderland region of the U.S. Explores immigration history, trends, and legislation. Examines the immigration policy impact on economic and health indicators as well as the family systems and dynamics. Attention to change strategies used to empower the immigrant community. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor

*Prof. Robynn Cox*

PBPL 271 Racial Inequality in Politics and Policy 4 Lecture, 3 hours, discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Politics and policy of race and social inequality in the United States. Topics include disparities in health, education, income, wealth and civic engagement. Students gain an understanding of the history of racial inequality, including its changes over time, and the efficacy of contemporary solutions to address ongoing racial disparities. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 272 Policy and Politics in California 4 Lecture, 3 hours, discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Introduction to politics and policy in California, paying particular attention to the nature of American federalism, institutions of state government, direct democracy, the role of partisanship and demographic diversity, and various problems of governance as they relate to issues at the state and local levels. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

*Prof. Ran Wei*

PBPL 273 Geographic Information Systems For Public Policy 4 Lecture, 4 hours. Prerequisite(s): graduate standing or consent of instructor. Introduction to geographic information systems (GIS), spatial data and applications of spatial analysis in the social sciences and public policy. Theoretical, technical, and policy dimensions of GIS in policy settings. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 274 Social Innovation in Theory and Practice 4 Seminar, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. Introduces the theories and practices associated with social innovation and public policy. Explores key concepts and debates that include discussions about social entrepreneurship, systems approaches, and design thinking. Follows with practices of social innovation including case studies at varying levels and applications specific to public policy areas. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

*Prof. Sharon Oselin*

PBPL 280 Special Topics in Public Policy 4 Seminar, 4 hours. Prerequisite(s): graduate standing; or consent of instructor. Seminars or lectures on current topics in public policy and other related fields presented by faculty members. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor. Course is repeatable as content or topic changes.

*Prof. Andy Crosby*

PBPL 289A Capstone Research Project 4 Seminar, 4 hours. Prerequisite(s): graduate standing or consent of instructor. Research and investigate a topic of policy significance and relevance, producing a technical paper of publishable quality. Includes specific topic of investigation designed to foster integration of learning by incorporating knowledge acquired throughout the 2-year program. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor. Graded In Progress (IP) until PBPL 289A and PBPL 289B are completed, at which time a final grade is assigned.

*Prof. Andy Crosby*

PBPL 289B Capstone Research Project 4 Seminar, 4 hours. Prerequisite(s): PBPL 289A; consent of instructor. Research and investigate a topic of policy significance and relevance, producing a technical paper of publishable quality. Includes specific topic of investigation designed to foster integration of learning by incorporating knowledge acquired throughout the 2-year program. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

PBPL 290 Directed Studies 1 to 6 Activity, 3 to 18 hours. Prerequisite(s): graduate standing and consent of instructor. Advanced work in a topic or topics appropriate to

the student's special interests and needs. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

PBPL 291 Individual Study in Coordinated Areas 1 to 12 Activity, 3 to 36 hours. Prerequisite(s): graduate standing and consent of instructor. A program of study designed to advise and assist candidates who are preparing for masters and/or doctoral examinations. Graded Satisfactory (S) or No Credit (NC). Course is repeatable

*Prof. Ran Wei*

PBPL 297 Directed Research 1 to 6 Research, 3 to 18 hours. Prerequisite(s): graduate standing and consent of instructor. Individual research performed under the direction of a faculty advisor. Designed for students preparing their capstone prospectuses. Students meet in groups by appointment with a faculty advisor to discuss issues of capstone writing. Emphasis is placed on the development of research design. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

*Prof. Bruce Babcock, Prof. Kevin Esterling*

PBPL 298I Individual Internship 1 to 12 Internship, 2 to 24 hours; written work 1 to 12 hours. Prerequisite(s): graduate standing or consent of instructor. Internship in a public or quasi-public agency concerning matters relating to public policy. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 16 units.

## Section 6. Resource requirements

The following are the estimated cost of the program, by year, for each of the first 5 years of the program, by expenditure category, as well as net revenue to SPP.

### FLEX MPP Program Expenses, Revenue, and Net Revenue 2025/26 to 2029/30

Category	2025-26	2026-27	2027-28	2028-29	2029-30
Faculty Cost for Teaching Courses	\$47,250	\$97,335	\$150,383	\$154,894	\$159,541
Library, Computing, Equipment, Space, Facilities	\$0	\$0	\$0	\$0	\$0
Other Operating Costs	\$44,370	\$60,501	\$77,561	\$79,888	\$82,285
<b>Total Direct Costs Subject to Indirect Cost Charge</b>	<b>\$91,620</b>	<b>\$157,836</b>	<b>\$227,944</b>	<b>\$234,782</b>	<b>\$241,825</b>
<b>Financial Aid Returned to Flex MPP Students</b>	<b>\$33,600</b>	<b>\$69,216</b>	<b>\$106,939</b>	<b>\$110,147</b>	<b>\$113,451</b>
<b>Indirect Costs</b>	<b>\$32,433</b>	<b>\$55,874</b>	<b>\$80,692</b>	<b>\$83,113</b>	<b>\$85,606</b>
<b>Total Costs</b>	<b>\$157,653</b>	<b>\$282,926</b>	<b>\$415,575</b>	<b>\$428,042</b>	<b>\$440,883</b>
<b>Self-Supporting Charges Total Received</b>	<b>\$134,400</b>	<b>\$276,864</b>	<b>\$427,755</b>	<b>\$440,588</b>	<b>\$453,805</b>
<b>Net Revenue to SPP</b>	<b>-\$23,253</b>	<b>-\$6,062</b>	<b>\$12,180</b>	<b>\$12,546</b>	<b>\$12,922</b>

Faculty cost for teaching the courses is estimated as follows. We start with the anticipated number of Flex MPP students, seven. We multiply this number by the expected number of courses taken by these students each year. For the first cohort, beginning in fall 2025, we expect them to take two courses each quarter and complete the MPP in three years. Under this assumption, we would expect to teach  $6 \times 7 = 42$  *students by courses* to Flex MPP students in 2025-26 (by cohort 1),  $6 \times 14 = 84$  *students by courses* in 2026-27 (by cohort 1 and cohort 2), and 126 *students by courses* in 2027-28 (by cohorts 1, 2, and 3), and  $6 \times 21 = 126$  for subsequent years. We define a full “class” as consisting of 30 students.<sup>16</sup> Thus, for 2025-26, we will effectively teach 1.4 “full” classes to Flex MPP students (i.e.,  $(7 \times 6) / 30 = 1.4$ ). A course buyout for 2025-26 is estimated to cost \$33,750 for the average SPP faculty member in 2025-26, inclusive of salary and benefits.<sup>17</sup> Thus, the faculty cost of teaching Flex MPP students in 2025-26 is estimated to be \$47,250 (i.e.,  $1.4 \times \$33,750$ ), and so on for subsequent years.

We do not anticipate any additional costs for library, computing, equipment, space, or facilities to emerge from adding this Flex MPP program.

“Other Operating Costs” include partial compensation for three staff members (Graduate Student Affairs Coordinator, Career Placement and Internship Placement Coordinator, and Student Recruiter), as well as a student recruitment/marketing budget (\$5,000 for cohort 1) and budget for miscellaneous expenses (student travel, supplies, celebrations, etc., (\$25,000 for cohort 1)). The cost of the Graduate Student Affairs Coordinator is prorated by the share of Flex MPP students to all graduate students (which is expected to rise from 9% in cohort 1 to 26% in cohort 3 and subsequent cohorts). The cost of the Career Placement and Internship Placement Coordinator and Student Recruiter are prorated by the share of Flex MPP students to all students, including undergraduates, and this share is expected to rise from 2% in cohort 1 to 5% in cohort 3 and subsequent cohorts. All salaries and budgets are assumed to rise by 3% each year due to inflation.

The total cost of the program is anticipated to be \$91,620 for 2025-26, more than doubling to \$227,944 by 2027-28 (at which point three cohorts of Flex MPP students are enrolled simultaneously), and then increasing by about 3% per year in subsequent years (due to inflation).

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<sup>16</sup> The classrooms that are under SPP scheduling control seat 27 and 33 students, respectively, and we anticipate utilizing these classrooms for the preponderance of MPP course offerings.

<sup>17</sup> We assume faculty salaries will rise 3% across the five years. The average faculty salary and benefits of SPP faculty for 2025-6 is anticipated to be roughly \$270,000. Our course buyout rate is  $1/8^{\text{th}}$  of the faculty member’s annual salary plus benefits. Thus, a class buyout will cost  $\$270,000 / 8 = \$33,750$ .

As required, we will return 25% of Flex MPP Students Self-Supporting Charges as Financial Aid to Flex MPP students. For 2025-26, this amount is \$33,600. This amount is computed as follows. First, our program will charge students \$800 per credit (see discussion below). SPP's graduate courses each are taken for 4 credits, or \$3,200 per course. We multiply this amount by 7 students each taking 6 courses in their first year in the program:  $\$3,200 \times 7 \times 6 = \$134,400$ . We then multiply this amount by 25% to arrive at \$33,600. Correspondingly, the amount returned to students as financial aid rises across subsequent years given increases in the number of cohorts taking classes simultaneously and 3% inflation applied to the self-supporting charges per credit.

Indirect cost charges are 35.4% of direct costs (excluding financial aid returned to students). These indirect cost charges are \$32,433 in the first year, rising to \$85,606 by the fifth year.

The final row of the table shows that net revenue to SPP starts modestly negative (-\$23,253) and ends modestly positive \$12,922). Roughly speaking, the program is expected to break even over the course of its first five years.

In the next two subsections, we describe the budgetary case in more detail from the perspective of students and from the perspective of SPP.

#### *Student Perspective: Student Charges and Financial Accessibility*

In 2025-26, students in the Flex MPP program will pay student charges of \$800 per credit. With 72 credits required for degree completion, the student will pay \$57,600 in student charges. Additionally, students in this program will pay \$1,570 for the Grad Health Insurance Fee and \$3 for the UC Graduate and Professional Association Fee. Assuming six quarters to degree completion, the students in the Flex MPP program will pay \$67,041 in total.

Student charges in our proposed Flex MPP starting in fall 2025 compares favorably with other self-supporting programs in the UC system in similar fields based on their approved changers for fall 2024 <sup>18</sup>:

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<sup>18</sup> [https://www.ucop.edu/operating-budget/files/ssgpd/attachment a description and summary table.pdf](https://www.ucop.edu/operating-budget/files/ssgpd/attachment%20a%20description%20and%20summary%20table.pdf)

<b>Comparison of Charges of UCR’s Flex MPP with Other Self-Supported Master’s Degree Programs</b>		
UC-Berkeley	Computational Social Science,	\$72,800 program fee
UC-Berkeley	Social Welfare - ExtendedFlex,	\$70,740 program fee (\$1,310 per unit)
UCLA	Public Health Program-Executive,	\$70,000 program fee (\$35k annual fee)
UC-Berkeley	Public Affairs-Executive,	\$68,882 program fee
UC-Berkeley	Public Health Online,	\$65,184 program fee (\$1,552 per unit)
UCLA	Data Science in Health,	\$60,000 program fee (\$1,250 per unit)
UCLA	Public Health for Health Professionals,	\$59,884 program fee (\$29,942 ann. fee)
<b>UC-Riverside</b>	<b>Public Policy - Flex,</b>	<b>\$57,600 (\$800 per unit)</b>
UC-Irvine	Data Science,	\$57,400 program fee
UCLA	Quantitative Economics,	\$56,160 program fee (\$1,170 per unit)
UCLA	Social Science,	\$45,815 program fee
UC-Irvine	Criminology, Law and Society,	\$32,400 program fee (\$16,200 ann. fee)

As required, one-quarter of the total charges (\$14,400) will go back to students as financial aid, so that the average student will pay \$43,200 in charges.

As shown in the table below, we anticipate that our student charges (as well as health insurance and association fees) will grow with inflation (assumed to be 3% annually) and that total charges and fees will remain constant in inflation-adjusted terms (\$51,108 in 2024 dollars).

**California Resident, Flex MPP**

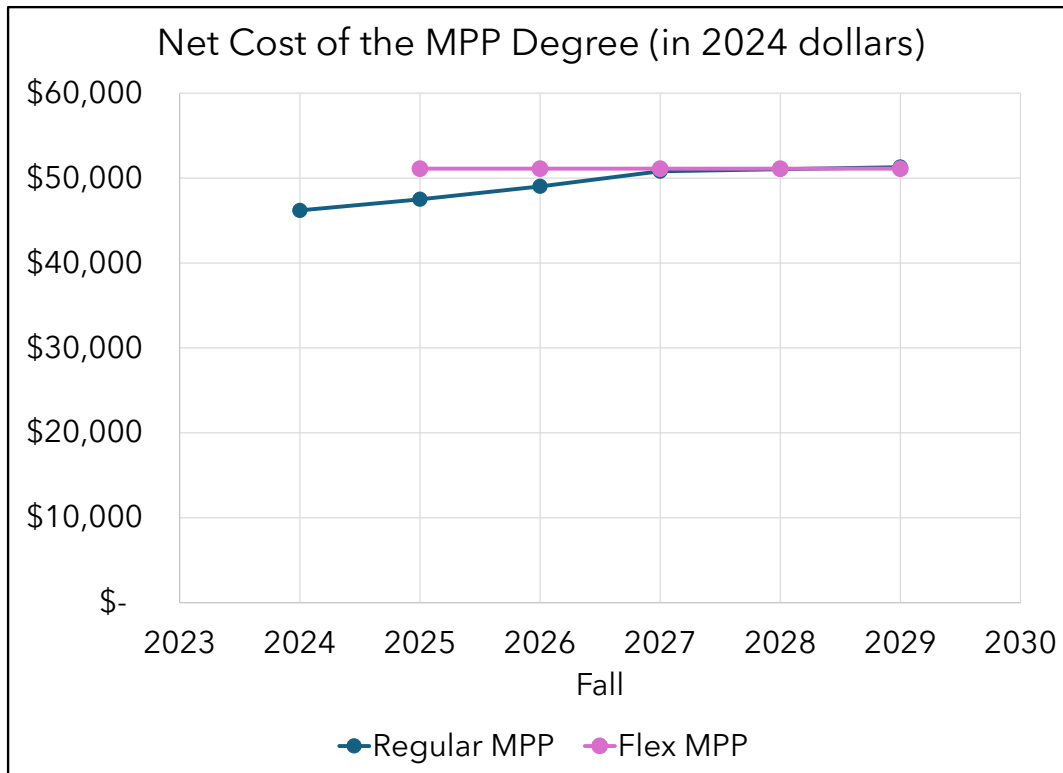
	Fall 2025		Fall					
	Per Quarter	Per Credit	2024	2025	2026	2027	2028	2029
UC Tuition and Fees				\$0	\$0	\$0	\$0	\$0
Prof Degree Supplement Tuition				\$0	\$0	\$0	\$0	\$0
UCR Campus Fees				\$0	\$0	\$0	\$0	\$0
Grad Health Insurance Fee	\$1,570			\$9,422	\$9,705	\$9,996	\$10,296	\$10,605
UC Graduate and Professional Association Fee	\$3			\$19	\$19	\$20	\$20	\$21
Student Technology Courses Fee				\$0	\$0	\$0	\$0	\$0
Self-Supporting Charges		\$800		\$57,600	\$59,328	\$61,108	\$62,941	\$64,829
<b>Total</b>				\$67,041	\$69,052	\$71,124	\$73,258	\$75,455
Required Financial Aid (i.e., one-quarter of Charges)				\$14,400	\$14,832	\$15,277	\$15,735	\$16,207
Net Cost to Average Student				\$52,641	\$54,220	\$55,847	\$57,522	\$59,248
Net Cost to Average Student in 2024 Dollars				\$51,108	\$51,108	\$51,108	\$51,108	\$51,108
Revenue to SPP (Excl. Required Financial Aid ) in 2024 Dollars				\$37,873	\$37,873	\$37,873	\$37,873	\$37,873

Total charges and fees paid by our Flex MPP will also be comparable to the total cost to California resident students in the regular MPP program, as shown in the table and figure below.

**California Resident, MPP**

	Fall 2024		Fall					
	Per Quarter	Per Credit	2024	2025	2026	2027	2028	2029
UC Tuition and Fees	\$4,490		\$26,940	\$27,748	\$28,581	\$29,438	\$30,321	\$31,231
Prof Degree Supplement Tuition	\$1,984		\$11,904	\$14,285	\$17,142	\$20,570	\$21,599	\$22,679
UCR Campus Fees	\$299		\$1,791	\$1,845	\$1,901	\$1,958	\$2,016	\$2,077
Grad Health Insurance Fee	\$1,525		\$9,148	\$9,422	\$9,705	\$9,996	\$10,296	\$10,605
UC Graduate and Professional Association Fee	\$3		\$18	\$19	\$19	\$20	\$20	\$21
Student Technology Courses Fee		\$5	\$360	\$371	\$382	\$393	\$405	\$417
Self-Supporting Charges			\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>			\$50,161	\$53,690	\$57,729	\$62,375	\$64,658	\$67,029
Required Financial Aid (i.e., one-third of PDST)			\$3,968	\$4,762	\$5,714	\$6,857	\$7,200	\$7,560
Net Cost to Average Student			\$46,193	\$48,928	\$52,015	\$55,518	\$57,458	\$59,470
Net Cost to Average Student in 2024 Dollars			\$46,193	\$47,503	\$49,029	\$50,807	\$51,051	\$51,299
Revenue to SPP (Excl. Required Financial Aid ) in 2024 Dollars			\$19,156	\$21,080	\$23,331	\$25,974	\$27,027	\$28,126

In the figure below, we show the net-of-financial-aid cost of the MPP degree for the Flex and Regular degree programs given 3% anticipated annual inflation. The Flex MPP is only modestly more expensive than the regular program, and this gap disappears over time given the schedule of PDST increases.



From the student perspective, the choice of whether to pursue the Regular or the Flex option will be decided more on whether the flexibility suits the student’s needs and responsibilities than on the cost considerations.

### *SPP Perspective: Revenue and Expenditures*

The final row in each of the tables above shows the revenue that SPP receives.

For California residents in the regular MPP program, SPP currently receives \$19,156 (net of required financial aid). This total is comprised of \$5,610 per student per year × 2 years to degree completion + two-thirds of PDST charges (which are \$1,984 per quarter × 6 quarters to degree completion). With the UC Regents approval to increase our PDST, which was approved earlier this year, this net revenue will rise to \$28,126 by 2029.

For each Flex MPP student, SPP will retain \$37,873. This amount is comprised of the self-supporting charges paid by these students (\$57,600) net of 9.7% retained by UCR central administration and 25% returned to self-supporting students as financial aid.

## **Section 7. Graduate Student Support**

As noted above, the School of Public Policy will return one-quarter of revenue from the charges paid by Flex MPP students as financial aid in the form of fellowships for these students. These fellowship offers will be made at the point of admission and are contingent upon the student remaining in good academic standing. Students in this program will also be eligible to apply for a pool of donor scholarships which are awarded annually in the School of Public Policy. Many of these donor-funded scholarships are targeted to low-income students and those in the greatest need, and this will increase the diversity of students who will be able complete our MPP program.

In addition to support from Fellowships and Scholarships, students in the Flex MPP program may be considered for a Readership and/or TA position within the School of Public Policy if they meet eligibility requirements. We currently hire approximately 24 MPP students each year to serve as Teaching Assistants in our programs. Finally, we will be beginning the first cohort of Randall Lewis Policy Fellows in Fall 2025. These fellows receive \$8,000 and work 400 hours with a government agency or community-based organization, further connecting the student with potential post-MPP employment opportunities.

## **Section 8. Governance**

The UCR School of Public Policy will administer the Flex MPP program, using the same guidelines and governance structure as our regular MPP Programs. As with all

graduate programs at UCR, the Flex MPP will be overseen by the Graduate Division and will defer to their policies and procedures.

SPP's faculty Director of Graduate Studies will manage the program. The Director of Graduate Studies provides leadership to the MPP program by working with the SPP associate dean, staff, and students to assess how the programs are working and to propose changes that would lead to improvements. Duties include:

- Make offers of admission and funding to MPP program;
- Help recruit prospective students;
- Help with incoming student orientation;
- Approve non-SPP courses as substitutes;
- Approve advancement to candidacy;
- Handle student petitions;
- Advise students experiencing academic difficulty;
- Annual assessment;
- Monitor student progress; and
- Serve as member of the SPP Curriculum and Student Affairs Committee

Any curricular revisions will first be considered by SPP's Curriculum Committee, followed by SPP's Executive Committee and UCR's Academic Senate.

SPP's Associate Dean and Chair (one position, prepares the schedule of courses and the times and places for class meetings, as well as the assignment of faculty responsibilities to meet program teaching needs and demands.

## **Section 9. Changes in Senate Regulations**

No changes are required.

## Appendix A: Sample Flex MPP Program Outline

### Regular MPP

	Fall	Winter	Spring
<b>Year 1</b>	PBPL 200 : Introduction to Policy Analysis PBPL 205 : Research Design and Statistics for Public Policy PBPL 222: Ethics, Professionalism, & the Normative Bases of Public Policies	PBPL 214 : Economics for Policy Analysis I PBPL 210 : Quantitative Methods for Public Policy Analysis 1 PBPL 212 : Qualitative Social Science Methods	PBPL 215: Economics for Policy Analysis II PBPL 220 : Quantitative Methods for Public Policy Analysis 2 PBPL 202 : Policy Institutions and Processes
<b>Year 2</b>	PBPL 216: Public Leadership and Management PBPL 298I : Individual Internship PBPL ###: Elective	PBPL 289A: Capstone Research Project PBPL ###: Elective PBPL ###: Elective	PBPL 289B: Capstone Research Project PBPL ###: Elective PBPL ###: Elective

### Flex MPP, 2 Courses Per Quarter, Starting in Fall

	Fall	Winter	Spring
<b>Year 1</b>	PBPL 200 : Introduction to Policy Analysis PBPL 222: Ethics, Professionalism, & the Normative Bases of Public Policies	PBPL 214 : Economics for Policy Analysis I PBPL 212 : Qualitative Social Science Methods	PBPL 215: Economics for Policy Analysis II PBPL 202 : Policy Institutions and Processes
<b>Year 2</b>	PBPL 205 : Research Design and Statistics for Public Policy PBPL 298I : Individual Internship	PBPL 210 : Quantitative Methods for Public Policy Analysis 1 PBPL ###: Elective	PBPL 220 : Quantitative Methods for Public Policy Analysis 2 PBPL ###: Elective
<b>Year 3</b>	PBPL 216: Public Leadership and Management PBPL ###: Elective	PBPL 289A: Capstone Research Project PBPL ###: Elective	PBPL 289B: Capstone Research Project PBPL ###: Elective

### Flex MPP, 1 Course Per Quarter, Starting in Fall

	Fall	Winter	Spring
<b>Year 1</b>	PBPL 200 : Introduction to Policy Analysis	PBPL 214 : Economics for Policy Analysis I	PBPL 215: Economics for Policy Analysis II
<b>Year 2</b>	PBPL 222: Ethics, Professionalism, & the Normative Bases of Public Policies	PBPL 212 : Qualitative Social Science Methods	PBPL 202 : Policy Institutions and Processes
<b>Year 3</b>	PBPL 205 : Research Design and Statistics for Public Policy	PBPL 210 : Quantitative Methods for Public Policy Analysis 1	PBPL 220 : Quantitative Methods for Public Policy Analysis 2
<b>Year 4</b>	PBPL 298I : Individual Internship	PBPL ###: Elective	PBPL ###: Elective
<b>Year 5</b>	PBPL ###: Elective	PBPL ###: Elective	PBPL ###: Elective
<b>Year 6</b>	PBPL 216: Public Leadership and Management	PBPL 289A: Capstone Research Project	PBPL 289B: Capstone Research Project

## **Appendix B: Faculty CVs**



## Bio-Sketch

**Name:** Cecilia Ayón

**POSITION TITLE:** Professor, Step IV O/S

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:**

**HIGHEST DEGREE EARNED:** PhD., University of Washington, 2008

**POSTDOCTORAL TRAINING:**

**AREAS OF RESEARCH SPECIALIZATION:** Latinx Immigrant Family Wellbeing, Immigration Policy, Health Disparities, Intervention Research, Social Policies

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 72

### FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS

1.	Ayón, C. (2016). Talking to children about race, inequality, and discrimination: Raising families in an anti-immigrant political environment. <i>Journal of the Society for Social Work Research</i> , 7(3), 449-477.
2.	Ayón C. (2017b). Perceived Immigration Policy Effects Scale: Development and validation of a scale on the impact of state-level immigration policies on Latino immigrant families. <i>Hispanic Journal of Behavioral Sciences</i> , 39(1), 19-33.
3.	Ayón, C. (2015). Economic, social and health effects of discrimination on Latino immigrant families. Migration Policy Institute: Washing DC. Available at: <a href="http://www.migrationpolicy.org/research/economic-social-and-health-effects-discrimination-latino-immigrant-families">http://www.migrationpolicy.org/research/economic-social-and-health-effects-discrimination-latino-immigrant-families</a>
4.	Nieri, T., Ramachandran, M., Link, B., Bruckner, T. & Ayón, C. (2023). Sanctuary city policy: A mechanism for reducing inequalities by immigrant origin status in Latinx adults' mental health? Submitted to <i>Social Science and Medicine- Population Health</i> , 21, 101319. <a href="https://doi.org/10.1016/j.ssmph.2022.101319">https://doi.org/10.1016/j.ssmph.2022.101319</a>
5.	Barajas-Gonzalez, R.G., Ayón, C., Brabeck, K., Rojas-Flores, L. & Valdez, C.R. (2021). An ecological expansion of the adverse childhood experiences (ACEs) framework to include threat and deprivation associated with U.S. immigration policies and enforcement practices: An examination of the Latinx immigrant experience. <i>Social Science and Medicine</i> <a href="https://doi.org/10.1016/j.socscimed.2021.114126">https://doi.org/10.1016/j.socscimed.2021.114126</a>

**SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:**

2024	2024 Society for Social Work and Research <a href="#">Fellow</a>
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**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

2023-present	Director of Undergraduate Studies
2023-present	Member, Curriculum Committee
Winter 2024	Member, MPP Transition Committee
2022-2023	Member, Assistant Professor of Teaching Search Committee
2022-2023	Chair, Assistant Professor Search Committee
09/2017- 2022	Graduate Advisor for Admissions
2020-2022	Member, BA/MPP Steering Committee
2017-2022	Co-chair, Graduate Program Committee

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

Fall 2021	PBPL264 Health Disparities and Community Engaged Research
Spring 2021	PBPL270F Borderland Immigration Policy and Community Change Processes
Winter 2018, 2020, 2023	PBPL270F Borderland Immigration Policy and Community Change Processes
Fall 2018	PBPL 216 Public Leadership & Management

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	16	8
MPP students in progress		
MPP students supervised in other graduate programs		

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

Student Category (PhD. or Masters)	Program	Thesis Chair	Thesis Member
PhD.	Psychology		2

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

TITLE OF GRANTING AGENCY	TOTAL AWARD	NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT
William T. Grant Foundation	158,000	1
NIH/NIHMD	16,000,000	1



## Bio-Sketch

**Name:** Bruce Babcock

**POSITION TITLE:** Professor of Public Policy, Step IX

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:**

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., University of California, Berkeley, 1987

**POSTDOCTORAL TRAINING:**

**AREAS OF RESEARCH SPECIALIZATION:** Agricultural Production Economics, Food and Agricultural Policy, Technology Adoption

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 104

**FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:**

1.	Babcock, B.A. "Explaining Anomalous Crop Insurance Purchase Decisions Using Prospect Theory." <i>American Journal of Agricultural Economics</i> 27(2015):1371
2.	Wu, J., D. Zilberman, and B.A. Babcock, "Environmental and Distributional Impacts of Conservation Targeting Strategies." <i>Journal of Environmental Economics and Management</i> 41(2001):333-350.
3.	Babcock, B. A., P. G. Lakshminarayan, J. Wu, and D. Zilberman. "Targeting Tools for the Purchase of Environmental Amenities." <i>Land Economics</i> 73(1997):325-339.
4.	Babcock, B. A., J. Wu, P. G. Lakshminarayan and D. Zilberman. "The Economics of a Public Fund for Environmental Amenities." <i>American Journal of Agricultural Economics</i> , 78(1996):961-971.
5.	Babcock, B. A., and D. Hennessy. "Input Demand Under Yield and Revenue Insurance." <i>American Journal of Agricultural Economics</i> , 78(1996):416-27.

**SELECTED HONORS AND AWARDS OVER THE PAST FIVE YEARS:**

**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

07/2023 -	Associate Dean, SPP
09/2023-06/2024	Director of Undergraduate Studies, SPP
09/2021-06/2022	Chair-Search committee for Director, CGS
09/2017-06/2020	Member- SPP Graduate Committee
09/2017-06/2020	Member- SPP Executive Committee
04/2019-12/2019	Member- Ad-Hoc Committee on Weighted Credit Hours, UCR

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

Spring 2024	PBPL 214-Applied Microeconomics For Public Policy
Spring 2019	PBPL 241- Climate Change Policy
Winter 2019	PBPL 214- Applied Microeconomics For Public Policy

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree		
MPP students in progress		
MPP students supervised in other graduate programs		

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

Student Category (PhD. or Masters)	Program	Thesis Chair	Thesis Member

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

TITLE OF GRANTING AGENCY	TOTAL AWARD (DIRECT COST)	NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT



## Bio-Sketch

**Name:** Kenneth A. Baerenklau

**POSITION TITLE:** Associate Provost; Professor of Public Policy and Environmental Economist, Step II

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR**

**CENTERS:** Cooperating Faculty Member – Department of Economics, Cooperating Faculty Member – Department of Environmental Sciences, Faculty Affiliate – UCR Center for Conservation Biology

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD.; University of Wisconsin, Madison; 2002

**POSTDOCTORAL TRAINING:** N/A

**AREAS OF RESEARCH SPECIALIZATION:** Water Resource Economics, Non-Market Valuation, Non-Point Source Pollution Control, Mathematical and Statistical Programming, Conservation Technology Adoption

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 35

**FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:**

1.	A finite mixture logit model of recreational angling with serially correlated random utility. 2002. B Provencher, KA Baerenklau, RC Bishop. American Journal of Agricultural Economics 84 (4), 1066-1075
2.	Toward an understanding of technology adoption: Risk, learning, and neighborhood effects. 2005. KA Baerenklau. Land Economics 81 (1), 1-19
3.	Dynamics of agricultural technology adoption: Age structure, reversibility, and uncertainty. 2007. KA Baerenklau, KC Knapp. American Journal of agricultural economics 89 (1), 190-201
4.	Spatial allocation of forest recreation value. KA Baerenklau, A González-Cabán, C Paez, E Chavez. 2010. Journal of Forest Economics 16 (2), 113-126
5.	The residential water demand effect of increasing block rate water budgets. 2014. KA Baerenklau, KA Schwabe, A Dinar. Land Economics 90 (4), 683-699

**SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:** None in the past 5 years.

**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

09/2015-present	Associate Provost & Chief of Staff. Campus leader who serves as a cabinet member for both the Chancellor and the Provost & Executive Vice Chancellor. Responsible for leading a variety of strategic, institutional, and academic planning efforts; coordinating faculty hiring and student success initiatives; assisting with capital planning, campus budgeting, and enrollment management; leading campus-level assessment activities and serving as the campus Accreditation Liaison Officer; supervising the UCR Palm Desert Center; liaising with deans, vice chancellors, and the Academic Senate; and working with the Provost & Executive Vice Chancellor on a range of issues both internal and external to the campus.
2022-2023	Vice Provost and Dean for Undergraduate Education (interim). Supervised 110 professional staff and an annual budget of \$25M in support of instructional innovation, student success programs, high impact practices, and the campus writing program. Reorganized to expand academic leadership, secured additional campus funding, hired new student success professionals, drafted a strategic plan, initiated enhancements to academic advising, and raised donor funds for student programming.
2014-2023	Editorial Board Member, Water Economics and Policy

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:** None in the past 5 years.

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	0	0
MPP students in progress	0	0
MPP students supervised in other graduate programs	0	0

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):** None in the past 5 years.

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

<b>TITLE OF GRANTING AGENCY</b>	<b>TOTAL AWARD (DIRECT COST)</b>	<b>NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT</b>
No current extramural grants.		



## Bio-Sketch

**Name:** Steven Brint

**POSITION TITLE:** Distinguished Professor, AS

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR**

**CENTERS:** College of Humanities, Arts, and Social Sciences, Department of Sociology

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., Harvard University, 1982

**POSTDOCTORAL TRAINING:** Boston College, New York University

**AREAS OF RESEARCH SPECIALIZATION:** Sociology of Higher Education, Sociology of Professions, Sociology of Organizations and Institutions, Higher Education Policy

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 85

**FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:**

1.	Two Cheers for Higher Education: Why American Universities Are Stronger than Ever – And How to Meet the Challenges They Face (Princeton University Press, 2018)
2.	The Diverted Dream: Community Colleges and the Promise of Educational Opportunity in America, 1900-1985 (with Jerome Karabel) (Oxford University Press, 1989)
3.	In An Age of Experts: The Changing Role of Professionals in Politics and Public Life (Princeton University Press, 1994)
4.	Schools and Societies, 3rd ed. (Stanford University Press, 2016)
5.	“Institutional Origins and Transformations: The Case of Community Colleges” (with Jerome Karabel). In Paul DiMaggio and Walter W. Powell (eds.), The New Institutionalism in Organizational Studies (University of Chicago Press, 1991).

**SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:**

2019	Selection as CHASS Distinguished Research Lecturer
2019	Pierre Bourdieu Book Award (honorable mention)
2018	Election to the Sociological Research Association
2018	Selection as Keynote Speaker, Ann Ferren Conference, American University
2019-2020	Lectures at Princeton, Columbia, Harvard, Stanford, and UC Berkeley in honor of Two Cheers for Higher Education
2022	Member, National Advisory Board, Foundation for Individual Rights and Expression
2024	Elected Member, Academic Freedom Alliance

**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

01/2019-	Chair- Executive Committee
08/2018-	Member- Academic Senate Executive Committee
07/2018	Co-Chair- Graduate Advisor
07/2017-06/2018	Chair- Colloquium Committee
07/2017-06/2018	Member- Undergraduate Affairs Committee
09/2016-07/2018	Member- Mellon-Mays Committee
09/2016-03/2017	Member- Search Committee for UCEAP Director
07/2016-	Chair- Theory Specialization Committee
07/2016-	Chair- Organizations and Institutions Specialization Committee
06/2016-10/2018	Co-Chair- Thursday Nights Live Advisory Committee

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

Spring 2019	SOC 202B- Contemporary Sociology Theory
Spring 2019	SOC 293- Research Topics
Winter 2019	SOC 291- Individual Study in Coordinated Areas
Winter 2018	SOC 245- Large Scale Organizations
Spring 2018	PBPL 261- Higher Education Policy
Spring 2018	PBPL 290- Directed Studies
Fall 2018	SOC 291- Individual Studies in Coordinated Areas
Winter 2017	SOC 290- Directed Studies
Fall 2017	SOC 297- Directed Research
Winter 2015	SOC 299- Thesis or Dissertation
Spring 2014	EDUC 290- Directed Studies
Fall 2014	SOC 299- Thesis or Dissertation
Spring 2014	SOC 299- Thesis or Dissertation
Winter 2014	SOC 299- Thesis or Dissertation

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	Enter text.	Enter text.
MPP students in progress	Enter text.	Enter text.
MPP students supervised in other graduate programs	Enter text.	Enter text.

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

Student Category (PhD. or Masters)	Program	Thesis Chair	Thesis Member
PhD.	Sociology	4	4
Masters	Sociology/PhD Program	3	4

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

<b>TITLE OF GRANTING AGENCY</b>	<b>TOTAL AWARD (DIRECT COST)</b>	<b>NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT</b>
National Science Foundation	\$248,379.00	0
Department of Education	\$2,500,000.00	0
Foundation for Individual Rights and Expression	\$48,0000	0



## Bio-Sketch

**Name:** Richard M. Carpiano

**POSITION TITLE:** Professor Step V

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR**

**CENTERS:** (Currently) Sociology; (July 2018-August 2019) Center for Healthy Communities, UCR SOM

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** Ph.D., Columbia University, 2004

**POSTDOCTORAL TRAINING:** Robert Wood Johnson Health and Society Scholars Program, University of Wisconsin-Madison

**AREAS OF RESEARCH SPECIALIZATION:** Population Health; Health Disparities; Place and Network Based Community; Social Capital; Vaccination Uptake, Hesitancy, and Policy; Research Methods

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 75

**FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:**

1.	Carpiano, R. M. (2006). Toward a neighborhood resource-based theory of social capital for health: Can Bourdieu and sociology help? <i>Social Science &amp; Medicine</i> , 62(1), 165-175.
2.	Carpiano, R. M. (2009). Come take a walk with me: The "Go-Along" interview as a novel method for studying the implications of place for health and well-being. <i>Health &amp; Place</i> , 15(1), 263-272.
3.	Carpiano, R. M., & Daley, D. M. (2006). A guide and glossary on postpositivist theory building for population health. <i>Journal of Epidemiology &amp; Community Health</i> , 60(7), 564-570.
4.	Carpiano, R. M., & Fitterer, L. M. (2014). Questions of trust in health research on social capital: What aspects of personal network social capital do they measure? <i>Social Science &amp; Medicine</i> , 116, 225-234.
5.	Carpiano, Richard M., Callaghan, Timothy, DiResta, Renee, Brewer, Noel T., Clinton, Chelsea, Galvani, Alison P., Lakshmanan, Rekha, Parmet, Wendy E., Omer, Saad B. B. Buttenheim, Alison M., Benjamin, Regina M., Caplan, Arthur, Elharake, Jad A., Flowers, Lisa C., Maldonado, Yvonne A., Mello, Michelle M., Opel, Douglas J., Salmon, Daniel A., Schwartz, Jason L., Sharfstein, Joshua M., & Hotez, Peter J. (2023). Confronting the evolution and expansion of anti-vaccine activism in the United States in the COVID-19 Era. <i>The Lancet</i> , 401(10380), 967-970. <a href="https://doi.org/10.1016/S0140-6736(23)00136-8">https://doi.org/10.1016/S0140-6736(23)00136-8</a>

**SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:**

Invited member (2024)	Academic Advisory Committee - Infodemic Project, University of Auckland
Invited Speaker (2023)	"Lessons from COVID-19 vaccine introduction – the current state of behavioral & social determinants of vaccination" conference, Merieux Foundation, Annecy, France.
Invited panelist (2023)	California Immunization Coalition annual meeting
Invited speaker (2022)	California Immunization Coalition annual meeting
Invited Speaker (2022)	Special panel on vaccination hesitancy at American Association of Immunologists annual meeting.

Invited member (2021)	COVID-19 Steering Committee, California Council on Science and Technology
Invited member (2020)	<i>The Lancet</i> Commission on Vaccine Refusal, Acceptance, and Demand in the United States
Invited Alumni Keynote Speaker (2020)	20 <sup>th</sup> Anniversary of Case Western Reserve University Master of Public Health Program

**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

7/2024-1/2025	Chair, Search Committee for two separate searches to hire up to 4 faculty.
9/2022-5/2023	Member, Search Committee for SPP Dean
9/2020-8/2026	Chair, SPP Executive Committee (and Senate Executive Council member)
07/2018-06/2019	Member- SPP Graduate Program Committee
07/2018-07/2019	Chair- SOC Medical Sociology Specialization

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

Fall term 2021-2023	PBPL 222 - Ethics and Professionalism in Public Policy
Winter 2019	SOC 291- Individual Study in Coordinated Areas
Winter and Spring 2019	SOC 297- Directed Research
Winter 2019-2021	SOC 167- Medical Sociology

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	2	0
MPP students in progress	0	0
MPP students supervised in other graduate programs	0	0

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

**\*NOTE:** I was joint appointed with Sociology until 2021; here I also list students I mentor/ed at other schools in past 5 years while as faculty here at UCR.

Student Category (PhD. or Masters)	Program	Thesis Chair	Thesis Member
Masters	Sociology	1	3
PhD.	Sociology	1	1
PhD.	Sociology (UC, Irvine)	0	1
PhD.	Sociology (Vanderbilt U.)	0	1
PhD.	Sociology (Univ. of British Columbia)	0	1
PhD.	Oral Health Sciences (Univ. of British Columbia)	0	1
PhD.	Population & Public Health (Univ. of British Columbia)	0	1

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

<b>TITLE OF GRANTING AGENCY</b>	<b>TOTAL AWARD (DIRECT COST)</b>	<b>NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT</b>
National Science Foundation	Total: \$498,498.00 (\$316,506.00)	0
Centers for Disease Control and Prevention	Total: \$17,500,000 (\$486,540 Co-PI portion)	0
National Science Foundation	Total: \$1,000,000 (\$49,875, my Co-PI portion) (Direct cost unavailable)	0
Novo Nordisk Foundation (Denmark)	\$120,591.00 (UCR Subcontract portion) (Direct cost unavailable)	0



## Bio-Sketch

**Name:** Robynn Cox

**POSITION TITLE:** Associate Professor, Step III

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:**

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., Georgia State University, 2009

**POSTDOCTORAL TRAINING:** Duke University, Postdoctoral Associate

**AREAS OF RESEARCH SPECIALIZATION:** Fields of crime, health, labor, housing, and social and racial inequality

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 15 (1 forthcoming)

**FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:**

1.	Amaro, H., Sanchez, M., Bautista, T., & Cox, R. (2021). Social vulnerabilities for substance use: Stressors, socially toxic environments, and discrimination and racism. <i>Neuropharmacology</i> , 108518. <a href="https://doi.org/10.1016/j.neuropharm.2021.108518">https://doi.org/10.1016/j.neuropharm.2021.108518</a>
2.	Cox, R., Henwood, B., Rodnyansky, S., Rice, E., & Wenzel, S. (2019). Road Map to a Unified Measure of Housing Insecurity. <i>Cityscape</i> , 21(2), 93-128. <a href="https://www.huduser.gov/portal/periodicals/cityscpe/vol21num2/ch5.pdf">https://www.huduser.gov/portal/periodicals/cityscpe/vol21num2/ch5.pdf</a>
3.	Cox, R., & Wallace, S. (2016). Identifying the link between food security and incarceration. <i>Southern Economic Journal</i> , 82(4), 1062-1077. <a href="https://doi.org/10.1002/soej.12080">https://doi.org/10.1002/soej.12080</a>
4.	Cox, R., Lahey, J., Rhoades, H., Henwood, B., Wenzel, S. (2020). Does the Timing of Incarceration Impact the Timing and Duration of Homelessness? Evidence from "The Transitions to Housing" Study. <i>Justice Quarterly</i> . <a href="https://doi.org/10.1080/07418825.2019.1709883">https://doi.org/10.1080/07418825.2019.1709883</a>
5.	Cox, R., & Cunningham, J. P. (2021). Financing The War On Drugs: The Impact Of Law Enforcement Grants On Racial Disparities In Drug Arrests. <i>Journal of Policy Analysis and Management</i> , 40(1), 191-224. <a href="https://doi.org/10.1002/pam.22277">https://doi.org/10.1002/pam.22277</a>

**SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:**

2024-present	elected president of the national economic association
2021-Present	Invited to be on the Advisory Committee of the National Academy of Medicine’s Culture of Health Program (CoHP)
2019	Masters Fall Commencement Speaker - Andrew Young School of Policies Studies, Georgia State University

**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

2024-Present	Director of Graduate Studies UCR SPP
2024- President	President-elect of the National Economic Association

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

2023-2024	UCR: PBPL 271
2022-2023	UCR: PBPL 271
2021-2022	USC: Methods for Equity Analysis, Policy and Advocacy in Professional Social Work, Research and Evaluation for Community, Organization, and Business Environments
2020-2021	USC: Policy and Advocacy in Professional Social Work, Research and Evaluation for Community, Organization, and Business Environments, Policy and Advocacy in a Comparative Social Policy Context (Ph.D.)

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	4	Enter text.
MPP students in progress		2
MPP students supervised in other graduate programs	Enter text.	Enter text.

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

Student Category (Ph.D. or Masters)	Program	Thesis Chair	Thesis Member
Ph.D.	UCR Department of Economics		3

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

<b>TITLE OF GRANTING AGENCY</b>	<b>TOTAL AWARD (DIRECT COST)</b>	<b>NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT</b>
Robert Wood Johnson Foundation and Urban Institute's WorkRise Network	\$244,199	0 - MPP 2-UCR Students obtaining their Ph.D. in Economics



## Bio-Sketch

**Name:** Andrew Crosby

**POSITION TITLE:** Assistant Professor of Teaching, Step 4

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:** N/A

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., University of Illinois at Chicago, 2016

**POSTDOCTORAL TRAINING:** N/A

**AREAS OF RESEARCH SPECIALIZATION:** Public budgeting and financial management, intergovernmental relations, and survey methodology

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 13

**FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:**

1.	Holbrook, A. L., Lavrakas, P. J., Johnson, T. P., <b>Crosby, A. W.</b> , Polskaia, P., Wang, X., Hu, X., Kaposouz, E., Cho, Y., & Silber, H. (forthcoming). Using Experimental Vignettes to Study how Survey Methods and Findings Affect the Public's Evaluation of Public Opinion Polls: Considering A Dual Process Approach. <i>Survey Research Methods</i> .
2.	Kass, A., <b>Crosby, A. W.</b> , & Parker, B. (2023). A Vicious Cycle: Fiscal Intervention, Pension Underfunding, and Instability in (Re)Making Racialized Geographies. <i>Environment and Planning A: Economy and Space</i> , 55(7): 1780-1798.
3.	Stanica, C., <b>Crosby, A. W.</b> , & Larson, S. E. (2023). Trust in Government and COVID-19 Response Policy: A Comparative Approach. <i>Journal of Comparative Policy Analysis: Research and Practice</i> , 25(2): 156-171.
4.	<b>Crosby, A. W.</b> & Holbrook, A. L. (2019). Public Support for a Balanced Budget Amendment to the U.S. Constitution: Trends and Predictors. <i>Public Budgeting &amp; Finance</i> , 39(2): 44-67.
5.	<b>Crosby, A. W.</b> & Robbins, D. (2013). Mission Impossible: Monitoring Municipal Fiscal Sustainability and Stress in Michigan. <i>Journal of Public Budgeting, Accounting, &amp; Financial Management</i> , 25(3), 522-555.

**SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:**

Public Administration Quarterly	Best Reviewer Award, 2022
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**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

Curriculum/Student Affairs	Fall 2023-Present
Faculty Executive Committee	Fall 2024-Present
Faculty Search Committee	Fall 2024-Present

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

PBPL 200	Intro to Policy Analysis (F23)
PBPL 205	Research Design and Intro Statistics (F24)
PBPL 250	Public Budgeting and Finance (S24)
PBPL 289A	Capstone Part I (W24)
PBPL 289B	Capstone Part II (S24)
PBPL 298I	Internship (F24)

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	19	0
MPP students in progress	19	0
MPP students supervised in other graduate programs	0	0

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

Student Category (PhD. or Masters)	Program	Thesis Chair	Thesis Member

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

TITLE OF GRANTING AGENCY	TOTAL AWARD (DIRECT COST)	NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT
Eastern Municipal Water District (co-investigator with Kurt Schwabe)	\$19,053	1



## Bio-Sketch

**Name:** Paul D'Anieri

**POSITION TITLE:** Professor V

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR**

**CENTERS:** Professor, School of Public Policy

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., Cornell University, 1991

**POSTDOCTORAL TRAINING:**

**AREAS OF RESEARCH SPECIALIZATION:**

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:**

### FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:

1.	"Explaining the Success and Failure of Post-Communist Revolutions," <i>Communist and Post-Communist Studies</i> 39, 3 (2006): 331-350.
2.	Paul D'Anieri, <i>Ukraine and Russia: From Civilized Divorce to Uncivil War</i> , 2nd ed. (Cambridge: Cambridge University Press, 2023)
3.	Paul D'Anieri, <i>Understanding Ukrainian Politics: Power, Politics, and Institutional Design</i> (Armonk, NY: M.E. Sharpe, 2007).
4.	"Commitment Problems and the Failure of the Minsk Process: the Second-Order Commitment Challenge" <i>Post-Soviet Affairs</i> 39:4 (2022): 257-272. DOI: 10.1080/1060586X.2022.2158685.
5.	Paul D'Anieri, <i>Economic Interdependence in Ukrainian-Russian Relations</i> , (Albany: SUNY Press, 1999).

### SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:

2017	Eugene and Daymel Shklar Research Fellowship in Ukrainian Studies, Harvard University
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### ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:

08/2018-	Member- Diversity, Equity and Inclusion Advisory Committee
07/2022-	Director of Graduate Admissions, Department of Political Science
07/2023-06/2024	Member, Executive Committee, School of Public Policy

### GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:

Fall 2023	POSC 216 - International Relations
Fall 2023	PBPL 216 - Public Leadership and Management
Spring 2023	POSC 263 - Seminar on Conflict and Peace
Fall 2022	PBPL 216- Public Leadership and Management

Winter 2022	POSC 216 - International Relations
Winter 2022	PBPL 216 - Public Leadership and Management
Fall 2020	POSC 263 - Seminar on Conflict and Peace
Fall 2020	PBPL 216 - Public Leadership and Management
Fall 2019	POSC 216 - International Relations

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

<b>STUDENT CATEGORIES</b>	<b>CAPSTONE</b>	<b>MENTOR</b>
MPP students who have completed their degree		
MPP students in progress		
MPP students supervised in other graduate programs		

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

<b>Student Category (PhD. or Masters)</b>	<b>Program</b>	<b>Thesis Chair</b>	<b>Thesis Member</b>
PhD.	Political Science	3	6

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

<b>TITLE OF GRANTING AGENCY</b>	<b>TOTAL AWARD (DIRECT COST)</b>	<b>NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT</b>



## Bio-Sketch

**Name:** Kevin Michael Esterling

**POSITION TITLE:** Professor, Step III

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:** Political Science

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., University of Chicago, 1999

**POSTDOCTORAL TRAINING:** Robert Wood Johnson Scholar in Health Policy Research, Postdoc, UC Berkeley (2000-2002); Brown University, Taubman Center for Public Policy, Postdoc in Health Policy (2002-2003)

**AREAS OF RESEARCH SPECIALIZATION:** Democracy in American National Politics

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 27

**FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:**

1.	M.A. Neblo, K.M. Esterling, and D.M.J. Lazer, 2018. Politics with the People: Building a Directly Representative Democracy. New York: Cambridge University Press.
2.	Kevin M. Esterling. 2004. The Political Economy of Expertise: Information and Efficiency in American National Politics. Ann Arbor, M.I.: University of Michigan Press
3.	Kevin M. Esterling. 2007. "Buying Expertise: Campaign Contributions and Attention to Policy Analysis in Congressional Committees." American Political Science Review 101 (Feb.): 93-109.
4.	Neblo, Michael A., Kevin M. Esterling, David M.J. Lazer, Ryan Kennedy, and Anand Sokhey. 2010. "Who Wants to Deliberate -- and Why?" American Political Science Review, 104 (Aug.): 566-583.
5.	McCabe, Stefan D., Diogo Ferrari, Jon Green, David M.J. Lazer. and Kevin M. Esterling (2024) "Post-January 6th deplatforming reduced the reach of misinformation on Twitter." Nature, 630, 132-140

**SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:**

2019	Democracy Fund – Democracy Tracker Online Town Halls
2017	Sloan Foundation – Conference on Graphical and Econometric Methods for Causal Analysis in the Social Sciences
2017	Templeton Foundation - Intellectual Humility in Public Discourse.
2016	National Institute of Health- Research Transparency and Reproducibility Training
2015	NSF-Institutional Transformation: Institutional Re-Engineering of Ethical Discourse in STEM (iREDS)

**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

07/2017-	Faculty Director- GradQuant: The Graduate Quantitative Methods Training Center
09/2016-06/2017	Interim Dean- Graduate Division
07/2012-08/2016	Associate Dean for Graduate Academic Affairs, Graduate Division
07/2018-	Secretary-Parliamentarian, Academic Senate
03/2018-	Editor – Research & Politics (peer reviewed journal)

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

Spring 2019	POSC 299- Thesis or Dissertation
Spring 2019	PBPL 290- Directed Studies
Winter 2019	PBPL 220- Policy Evaluation
Winter 2019	POSC 299- Thesis or Dissertation
Winter 2019	POSC 205- Advanced Regression Analysis
Fall 2018	POSC 299- Thesis or Dissertation
Fall 2018	POSC 302- Teaching and Practicum
Spring 2018	POSC 299- Thesis or Dissertation
Spring 2018	POSC 302- Teaching Practicum
Winter 2018	POSC 299- Thesis or Dissertation
Winter 2018	PBPL 220- Policy Evaluation
Fall 2017	POSC 299- Thesis or Dissertation
Spring 2017	POSC 299- Thesis or Dissertation
Winter 2017	POSC 299- Thesis or Dissertation
Fall 2016	POSC 297- Directed Research
Fall 2016	POSC 299- Thesis or Dissertation
Fall 2016	POSC 302- Teaching Practicum
Spring 2016	PBPL 220- Policy Evaluation
Spring 2016	POSC 207- Advanced Quantitative Analysis
Spring 2016	POSC 299- Thesis or Dissertation
Winter 2016	POSC 299- Thesis or Dissertation
Winter 2016	POSC 291- Individual Study: Coord
Fall 2015	POSC 297- Directed Research
Fall 2015	POSC 299- Thesis or Dissertation
Fall 2015	POSC 291- Individual Study: Coord
Spring 2015	POSC 299- Thesis or Dissertation
Spring 2015	POSC 285- Professional Research Paper
Spring 2015	POSC 230- Research Colloquium in Political Science
Spring 2015	POSC 291- Individual Study: Coord
Winter 2015	POSC 249- American Politics
Winter 2015	POSC 299- Thesis or Dissertation
Fall 2014	STAT 288- Literature Seminar
Fall 2014	POSC 299- Thesis or Dissertation
Spring 2014	POSC 230- Research Colloquium in Political Science

Spring 2014	POSC 299- Thesis or Dissertation
Winter 2014	POSC 285- Professional Research Paper

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

<b>STUDENT CATEGORIES</b>	<b>CAPSTONE</b>	<b>MENTOR</b>
MPP students who have completed their degree	(8) Andrea Cuellar, Tristan Rightner, Tiffany Tran, Juan Baldelomar, Jonathan Ramos-Santiago, Shaina Ho, Jessica Hernandez	(3) Jessica Fernandez, Cassidy Lee, Elizabeth Ruano
MPP students in progress		
MPP students supervised in other graduate programs		

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

<b>Student Category (PhD. or Masters)</b>	<b>Program</b>	<b>Thesis Chair</b>	<b>Thesis Member</b>
PhD.	Political Science	2	14

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

<b>TITLE OF GRANTING AGENCY</b>	<b>TOTAL AWARD (DIRECT COST)</b>	<b>NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT</b>
National Science Foundation	\$430,000	0
Institute of Education Sciences	\$2,000,000	0
National Science Foundation	\$3,000,000	0



**Bio-Sketch**

**Name:** Tony Grubestic

**POSITION TITLE:** Professor, Step 7

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR**

**CENTERS:** Center for Geospatial Science (Director)

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., Ohio State University, 2001

**POSTDOCTORAL TRAINING:** Ohio State University, Regional Science

**AREAS OF RESEARCH SPECIALIZATION:** Geographic Information Science, Geocomputation, location modeling, remote sensing, spatial statistics, mathematical optimization, network analysis

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 205

**FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:**

1.	Grubestic, T. H., & Matisziw, T. C. (2006). On the use of ZIP codes and ZIP code tabulation areas (ZCTAs) for the spatial analysis of epidemiological data. <i>International journal of health geographics</i> , 5, 1-15.
2.	Grubestic, T. H., & Mack, E. A. (2008). Spatio-temporal interaction of urban crime. <i>Journal of Quantitative Criminology</i> , 24, 285-306.
3.	Grubestic, T. H., Matisziw, T. C., Murray, A. T., & Snediker, D. (2008). Comparative approaches for assessing network vulnerability. <i>International regional science review</i> , 31(1), 88-112.
4.	Grubestic, T. H., & Murray, A. T. (2002). Constructing the divide: Spatial disparities in broadband access. <i>Papers in regional science</i> , 81, 197-221.
5.	Grubestic, T. H., Wei, R., & Murray, A. T. (2014). Spatial clustering overview and comparison: Accuracy, sensitivity, and computational expense. <i>Annals of the Association of American Geographers</i> , 104(6), 1134-1156.

**SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:**

None	

**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

2022-Current	Director, Center for Geospatial Sciences
2023-Current	UCR Planning and Budget Committee
2024-Current	Chair, SPP Curriculum Committee
2024-Current	Faculty Development Lead, Bachelors in Spatial Data Science and Public Policy

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

2023	Crime Mapping and Analysis
2023, 2024	Mapping for the Common Good

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	3	Enter text.
MPP students in progress	Enter text.	Enter text.
MPP students supervised in other graduate programs	Enter text.	Enter text.

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

Student Category (PhD. or Masters)	Program	Thesis Chair	Thesis Member
None			

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

TITLE OF GRANTING AGENCY	TOTAL AWARD (DIRECT COST)	NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT
National Science Foundation	\$230,000	None
UCOnline	\$140,000	None
UCR OASIS	\$100,000	None



**Bio-Sketch**

**Name:** Wei Kang

**POSITION TITLE:** Assistant Professor, Step III

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:** Center for Geospatial Science

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., Arizona State University, 2018

**POSTDOCTORAL TRAINING:** Center for Geospatial Science, University of California Riverside, 2018-2020

**AREAS OF RESEARCH SPECIALIZATION:** Spatial data science, housing, and spatial inequality

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 32

**FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:**

<b>1.</b>	Kang, W., & Wang, Q. (2023). The Impact of COVID-19 on Small Businesses in the US: A Longitudinal Study from a Regional Perspective. <i>International Regional Science Review</i> , 46(3), 235-265.
<b>2.</b>	Kang, W., Knaap, E., & Rey, S. (2022). Changes in the economic status of neighbourhoods in US metropolitan areas from 1980 to 2010: Stability, growth and polarisation. <i>Urban Studies</i> , 59(13), 2774-2800.
<b>3.</b>	Rey, S.J., Anselin, L., Amaral, P., Arribas-Bel, D., Cortes, R.X., Gaboardi, J.D., Kang, W., Knaap, E., Li, Z., Lumnitz, S., Oshan, T.M., Shao, H. & Wolf, L.J. (2022). The PySAL Ecosystem: Philosophy and Implementation. <i>Geogr Analysis</i> , 54, 467-48.
<b>4.</b>	Kang, W., Rey, S., Wolf, L., Knaap, E., & Han, S. (2020). Sensitivity of sequence methods in the study of neighborhood change in the united states. <i>Computers, Environment and Urban Systems</i> , 81, 101480.
<b>5.</b>	Fotheringham, A. S., Yang, W., & Kang, W. (2017). Multiscale Geographically Weighted Regression (MGWR). <i>Annals of the American Association of Geographers</i> , 107(6), 1247–1265.

**SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:**


**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

Editorial Board Member	Computers, Environment and Urban Systems	2023-present
Committee member	Environmental Science (ENSC) Graduate Program Admissions Committee at the University of North Texas	2023
Member	National Science Foundation Grant Review Panel	2024
Committee member	Search Committee for Assistant Professor of Quantitative Human-Environment Geography	2023-2024
Committee member	Geography Department Strategic Planning Committee at the University of North Texas	2023-2024
Committee member	IT Computing Committee at the University of North Texas	2023-2024
Committee member	Geography Department Graduate Studies Committee at the University of North Texas	2022-2023
Committee member	Search Committee for GIS Lecturer at the University of North Texas	2022-2023
Board Member	AAG Spatial Analysis and Modeling Specialty Group	2019-2022

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

GEOG 5550 - Advanced Geographic Information Systems	Spring 2024
GEOG 5560 - Python Programming	Fall 2023
GEOG 5550 - Advanced Geographic Information Systems	Spring 2023
GEOG 5560 - Python Programming	Fall 2022

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	Enter text.	Enter text.
MPP students in progress	Enter text.	Enter text.
MPP students supervised in other graduate programs	Enter text.	Enter text.

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

Student Category (PhD. or Masters)	Program	Thesis Chair	Thesis Member

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

<b>TITLE OF GRANTING AGENCY</b>	<b>TOTAL AWARD (DIRECT COST)</b>	<b>NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT</b>
NSF: POSE: Phase II: An Open Source Ecosystem for Spatial Data Science	\$102,113	0
NSF: Forced Displacement and Community Resilience: Housing Insecurity under COVID-19 in Inland Southern California (PI: Qingfang Wang)		1



## Bio-Sketch

**Name:** Bruce Link

**POSITION TITLE:** Distinguished Professor, A/S

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR**

**CENTERS:** Sociology Department and School of Public Policy, University of California, Riverside

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., Columbia University, 1980

**POSTDOCTORAL TRAINING:** N.I.M.H. funded Training Program in Biostatistics- Columbia University School of Public Health

**AREAS OF RESEARCH SPECIALIZATION:** Health Policy, Epidemiology, Mental Health, Public Health

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 242

**FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:**

1.	Link, Bruce G., Francis T. Cullen, Elmer L. Struening, Patrick E. Shrout and Bruce P. Dohrenwend. "A Modified Labeling Theory Approach to Mental Disorders: An Empirical Assessment." <i>American Sociological Review</i> 54:400-423. 1989.
2.	Link, Bruce and Jo Phelan. "Social Conditions as Fundamental Causes of Disease." <i>Journal of Health and Social Behavior Extra Issue</i> :80-94. 1995.
3.	Link, Bruce, Jo Phelan, Michaeline Bresnahan, Ann Stueve, and Bernice Pescosolido. "Public Conceptions of Mental Illness: Labels, Causes, Dangerousness, and Social Distance" <i>American Journal of Public Health</i> 89:1328-1333. 1999.
4.	Link, Bruce and Jo Phelan. "Conceptualizing Stigma." <i>Annual Review of Sociology</i> 27:363-85. 2001.
5.	Phelan, J. C., & Link, B. G. (2015). Is Racism a Fundamental Cause of Inequalities in Health?. <i>Annual Review of Sociology</i> , 41, 311-330.

**SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:**

2023	Clarivate Analytics' Highly Cited Researchers list
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**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

07/2019-06/2024	Member- Sociology Medical Sociology Specialization
04/2021 - 3/2022	Ad Hoc Committee Reimagining Sociology at UCR
04/2021 - 3/2022	Search Committee Social Medicine, Population and Public Health Associate/Full Professor
07/2019-6/2024	Member- Sociology- Social Psychology Specialization Committee
07/2019-6/2023	Board Member- University of California Global Health Institute
04/2022 - 6/2024	Association for Public and Land Grant Universities Innovation & Economic Prosperity Advisory Committee
11/2020 - 6/2024	Masters of Public Health Development Committee
11/2020 - 01/2022	Strategic Planning Committee – Chair of Public Good
07/2019 - 6/2024	Center for Health Disparities Steering Committee
7/2023 - 3/2024	SPP Recruitment Committee Junior faculty position
7/2023-6/2024	Senate Committee – Student Health Advisory Committee
11/2023 -6/2024	Recruitment Committee for Medical School Department of Psychiatry Associate/Full Professor
7/2019 - 2024	Multiple Add Hoc NIH grant Review Committees
11/2022 - 5 2024	SPP Dean’s Search Committee

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

Fall 2019	PBPL 222- Ethics, Prof., & Norm Bases/Public Policy
Spring 2020	PBPL 230F- Topics in Health Policy
Spring 2020	SOC 203B- Quantitative Methods II
Winter 2021	PBPL 230F- Topics in Health Policy
Spring 2021	SOC 203B - Quantitative Methods II
Spring 2021	SOC 127 - Sociological Determinants of Health
Fall 2021	PBPL 230F- Topics in Health Policy
Spring 2022	PBPL 162 - Health in All Policies
Spring 2022	SOC 203B- Quantitative Methods II
Spring 2023	SOC 127 - Sociological Determinants of Health
Fall 2023	PBPL 162 - Health in All Policies
Spring 2024	PBPL 230F- Topics in Health Policy
Spring 2024	SOC-284 Medical Sociology

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

<b>STUDENT CATEGORIES</b>	<b>CAPSTONE</b>	<b>MENTOR</b>
MPP students who have completed their degree	6	6
MPP students in progress	0	7
MPP students supervised in other graduate programs	0	0

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

<b>Student Category (PhD. or Masters)</b>	<b>Program</b>	<b>Thesis Chair</b>	<b>Thesis Member</b>
Masters	Sociology	1	7
PhD.	Sociology	3	7

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

<b>TITLE OF GRANTING AGENCY</b>	<b>TOTAL AWARD (DIRECT COST)</b>	<b>NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT</b>
NIH -- National Institute on Aging	\$110,239	
NIH – National Institute on Aging- National Institute of Mental Health	\$204,034	
NIH - National Institute of Minority Health and Health Disparities	\$17,102,085	
NIH - National Institute of Neurological Disorders and Stroke	\$52,787	



## Bio-Sketch

**Name:** Mark C. Long

**POSITION TITLE:** Dean and Professor, Step VI

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:** NA

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., University of Michigan, 2002

**POSTDOCTORAL TRAINING:** NA

**AREAS OF RESEARCH SPECIALIZATION:** Effects of public policies on economic opportunity and efficient social mobility, with emphasis on estimating the benefits and costs of those policies

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 45

**FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:**

1.	Jardim, E, Long, MC, Plotnick, R, van Inwegen, E, Vigdor, J, Wething, H. "Minimum Wage Increases, Wages and Low-Wage Employment: Evidence from Seattle." <i>American Economic Journal: Economic Policy</i> 14(2), 263-314, 2022.
2.	Conger, D, Kennedy, A, Long, MC, McGhee Jr., R. "Effects of Advanced Placement Science Courses on Skill, Confidence, and Interest in Science." <i>The Journal of Human Resources</i> , 56, 93-124, 2021.
3.	Long, MC. "Is There a 'Workable' Race-Neutral Alternative to Affirmative Action in College Admissions?" <i>Journal of Policy Analysis and Management</i> , 34(1), 162-183, 2015.
4.	Cullen, JB, Long, MC, Reback, R. "Jockeying for Position: Strategic High School Choice Under Texas' Top-Ten Percent Plan." <i>Journal of Public Economics</i> , 97(1), 32-48, 2013.
5.	Long, M, Conger, D, Iatarola, P. "Effects of High School Course-Taking on Secondary and Post-Secondary Success." <i>American Educational Research Journal</i> , 49(2), 285-322, 2012.

**SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:**

2023	Selected for participation in the Greater Riverside Chambers of Commerce, Leadership Riverside 2023-24 cohort.
2019-20	Washington Center for Equitable Growth, "New Evidence on Local Minimum Wage Laws and Earnings Inequality," Co-PI with PI Jennifer Romich (UW) and Co-PIs Heather Hill and Scott Allard (UW), \$50,000.

**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

2018-21	Association for Education Finance and Policy, Board of Directors
2023-25	Association for Public Policy Analysis and Management, Chair of the Committee of Institutional Representatives and Executive Committee member.
2023-Present	Dean, UCR School of Public Policy

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

2020, 2021, 2022	University of Washington: Quantitative Analysis II
2020	University of Washington: Advanced Quantitative Methods For Policy Analysis
2021	University of Washington: Data Analysis Practicum
2020	University of Washington: Advanced Policy Analysis
2022	University of Washington: Economics For Policy Analysis And Management I
2022	University of Washington: Applied Cost Benefit Analysis

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree		
MPP students in progress		
MPP students supervised in other graduate programs		University of Washington: Becca Xie (2021), Erik Olson, 2021).

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

Student Category (PhD. or Masters)	Program	Thesis Chair	Thesis Member
PhD (University of Washington)	Public Policy and Management		Hilary Wething (2020) and Lizzy Pelletier (2024)
PhD (University of Washington)	Public Policy and Management	Ben Glasner (2021) and Austin Sell (2022)	
PhD (University of Washington)	Economics		Shikha Agarwal (2020)
PhD (University of Washington)	Education		Erik S. Gimness (2022)





## Bio-Sketch

**Name:** Mehdi Nemati

**POSITION TITLE:** Assistant Professor

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:**

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., University of Kentucky, 2018

**POSTDOCTORAL TRAINING:**

**AREAS OF RESEARCH SPECIALIZATION:** Environmental and Water Resource Economics, Agricultural Economics, Applied Econometrics, Climate change economics and policy, policy evaluation

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 34

### FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:

1.	Lee , J., Nemati, M., Allaire, M., & Dinar, A. (2024). The impact of pricing structure change on residential water demand: A long-term analysis of water utilities in California. <i>Water Resources and Economics</i> .
2.	Nemati, M., Tran†, D., & Schwabe, K. (2023). Residential water conservation and the rebound effect: A temporal decomposition and investigation. <i>Water Resources Research</i> .
3.	Nemati, M., & Schwabe, K. (2022). Re-examining water affordability: A comparison of alternative measures. <i>Journal of the American Water Resources Association</i> , 59, 356–375.
4.	Buck, S., Nemati, M., & Sunding, D. (2021). Consumer welfare consequences of the California drought conservation mandate. <i>Applied Economic Perspectives and Policy</i> .
5.	Schwabe, K., Nemati, M., Amin, R., Tran, Q., & Jassby, D. (2020). Unintended consequences of water conservation on the use of treated municipal wastewater. <i>Nature Sustainability</i> , 3, 628-635.

### SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:

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### ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:

2023-2024	Assistant Professor in Public Policy Search Committee
2019-present	Chair- Lecturer Recruitment Committee
2020-2023	SPP Graduate Committee
2022-2023	SPP Undergraduate Committee

2021-2022	Associate/Full Professor in Public Policy and Director of the Center for Geospatial Sciences Search Committee
2021-2022	Member, School of Public Policy Dean Search Committee
2019-present	Chair- Water Seminar Series
2019-2020	Member- Outreach / Alumni Committee
2018-2019	Co-Chair- Water Seminar Series
2018-Present	Member- R'water Executive Committee

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

PBPL 233 - Environmental Economics and Policy	Fall 2024
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**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	13	6
MPP students in progress	1	1
MPP students supervised in other graduate programs	0	0

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

Student Category (PhD. or Masters)	Program	Thesis Chair	Thesis Member
PhD	Department of Environmental Sciences		Member
PhD	Chemical & Environmental Engineering	Co-Chair	
PhD	Economics		Member

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

TITLE OF GRANTING AGENCY	TOTAL AWARD (DIRECT COST)	NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT
UCR OASIS	200,000	3
Eastern Municipal Water District	80000	2
USDA NIFA	650000	3
<i>UC Giannini Foundation of Agricultural Economics</i>	\$30,000.00	1

University of California Agriculture and Natural Resources California Institute for Water Resources	\$25,000.00	1
Eastern Municipal Water District	\$60,000.00	1
UC ANR	\$30,000.00	1



## Bio-Sketch

**Name:** Benjamin J. Newman

**POSITION TITLE:** Associate Professor, Step IV

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:** Political Science

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** Ph.D., Stony Brook University, 2012

**POSTDOCTORAL TRAINING:**

**AREAS OF RESEARCH SPECIALIZATION:** American Politics, Public Opinion and Political Behavior, Race and Ethnic Politics, Class and Inequality, Urban Politics and Policy, Research Methods

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 35

### FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:

1.	Acculturating contexts and Anglo opposition to immigration in the United States
2.	Politics at the checkout line: Explaining political consumerism in the United States
3.	Decoding prejudice toward Hispanics: Group cues and public reactions to threatening immigrant behavior
4.	False consciousness or class awareness? Local income inequality, personal economic position, and belief in American meritocracy
5.	Protecting the Right to Discriminate: The Second Great Migration and Racial Threat in the American West

### SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:

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### ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:

03/2018-03/2018	Host- Invited Speaker Melissa Sands, UC Merced, Invited Talk
02/2018-03/2018	Host- Melissa Sands Visit
10/2017-10/2017	Host- Invited Speaker - Nick Carnes, Duke University
09/2016-10/2017	Member- Graduate Committee School of Public Policy
02/2016-08/2017	Member- Rudy Alamillo Dissertation Committee
01/2016-10/2018	Member- Presley Center for Crime and Justice Studies

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

Spring 2019, Spring 2020,, Spring 2024	PBPL 206 - State Governments as Labs of Change
Spring 2019	POSC 249- American Politics

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	0	0
MPP students in progress	0	0
MPP students supervised in other graduate programs	0	2

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

Student Category (PhD. or Masters)	Program	Thesis Chair	Thesis Member
PhD.	Political Science		3

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

TITLE OF GRANTING AGENCY	TOTAL AWARD (DIRECT COST)	NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT



## Bio-Sketch

**Name:** Sharon Oselin

**POSITION TITLE:** Professor, Step 3

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR**

**CENTERS:** Sociology, Director of the Presley Center of Crime and Justice Studies

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., University of California, Irvine, 2008

**POSTDOCTORAL TRAINING:**

**AREAS OF RESEARCH SPECIALIZATION:** Crime, deviance, and criminal justice institutions, gender and sexuality, organizations, and urban conditions

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 23

### FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:

1.	Oselin, Sharon S., Justine Ross, Qingfang Wang, and Wei Kang. 2024. "Fair Chance Act Failures? Employers' Hiring of People with Criminal Records." <i>Criminology &amp; Public Policy</i> 23: 361–390.
2.	Harari, Lexi*, Sharon S. Oselin, and Bruce Link. 2023. "The Power of Self-Labels: Examining Self-Esteem Consequences for Youth with Mental Health Problems." <i>Journal of Health and Social Behavior</i> 64(4): 578–592.
3.	Oselin, Sharon S., Matthew C. Mahutga, and Humberto Flores*. 2023. "Day Reporting Centers and Recidivism: The Role of Social Support." <i>Criminal Justice and Behavior</i> 50(10): 1526–1546.
4.	Hail-Jares, Katie and Sharon S. Oselin. 2022. "Street-Based Sex Work in a Digital Age." In <i>Sex for Sale</i> (3rd edition), edited by Ron Weitzer. New York: Routledge.
5.	Oselin, Sharon S., and Katie Hail-Jares. 2022. "It's Not Just Sex: Relational Dynamics Between Street-Based Sex Workers and Their Regular Customers." <i>Work, Employment and Society</i> 36(5): 893–910.

### SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:

2024	Faculty Fellowship, <i>The John Randolph Haynes and Dora Haynes Foundation</i> . "To Hire or Not? Employers' Decisions to Hire Applicants with Criminal Records."
2024	<i>Outstanding Faculty Mentor to Graduate Students Award</i> , Department of Sociology, UC Riverside.

2022	<i>Christopher Chase-Dunn Outstanding Co-Authored Paper Award, Department of Sociology, UC Riverside. "The Power of Self-Labels: Examining Self-Esteem Consequences for Youth with Mental Health Problems" (with Lexi Harari and Bruce Link)</i>
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**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

2018-present	Director, Presley Center of Crime and Justice Studies
2021-2024	SPP Executive Committee Member

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

2024	Urban Problems (SPP)
2023	Deviant Behavior (Sociology)
2021	Criminology (Sociology)
2021	Gender (Sociology)

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	Enter text.	Enter text.
MPP students in progress	Enter text.	Enter text.
MPP students supervised in other graduate programs	Enter text.	Enter text.

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

Student Category (PhD. or Masters)	Program	Thesis Chair	Thesis Member
Lexi Harari	Sociology	Y	
Elvira De La Torre	Sociology	Y	
Emily Angelo	Sociology		Y
Megan Webb	Sociology		Y

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

<b>TITLE OF GRANTING AGENCY</b>	<b>TOTAL AWARD (DIRECT COST)</b>	<b>NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT</b>
<i>California Workforce Development Board. (2024-2026)</i>	500,000	2
<i>California Workforce Development Board. (2021-2024)</i>	500,000	0
<i>The John Randolph Haynes and Dora Haynes Foundation. (2020-2022)</i>	159,091	0



## Bio-Sketch

**Name:** Kurt Schwabe

**POSITION TITLE:** Professor of Environmental Economics & Policy, Step V

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR**

**CENTERS:** Collaborating faculty member in Environmental Sciences; and Economics

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., North Carolina State University, 1996

**POSTDOCTORAL TRAINING:**

**AREAS OF RESEARCH SPECIALIZATION:** Water Economics, Alternative Policy Instruments for Pollution Control, Wildlife and Fisheries Management, Valuing Ecosystem and Forest Services, Revealed the Stated Preference Valuation Methods

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 63

**FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:**

1.	Schwabe, K.A., Nemati, M., Amin, R., Tran, Q. and Jassby, D. 2020. Unintended consequences of water conservation on treated municipal wastewater use. <i>Nature Sustainability</i> <a href="https://doi.org/10.1038/s41893-020-0529-2">https://doi.org/10.1038/s41893-020-0529-2</a> .
2.	Schwabe, K.A., Kan, I., Knapp, K.C. 2006. Drainwater Management to Reduce Salinity Problems in Irrigated Agriculture. <i>American Journal of Agricultural Economics</i> . Vol. 88:133-149.
3.	Knapp, K.C., Schwabe, K.A. 2008. Spatial Dynamics of Water and Nitrogen Management in Irrigated Agriculture. <i>American Journal of Agricultural Economics</i> . 90(2): 524-539.
4.	Vincent, J., Carson, R., DeShazo, J., Schwabe, K.A., Ahmad, I., Chong, S., Chang, Y., Potts, M.D. 2014. Tropical countries may be willing to pay more to protect their forests. <i>Proceedings of the National Academy of Sciences</i> . Vol. 111: 28 p.10113-10118.
5.	Mukherjee, M., Schwabe, K.A. 2015. Irrigated Agricultural Adaptation to Water and Climate Variability: The Economic Value of a Water Portfolio. <i>American Journal of Agricultural Economics</i> 97(3):809-832.

**SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:**

2023-24	Fulbright Distinguished Chair in Science, Technology, and Innovation (Australia)
2015-present	Adjunct Policy Fellow, Water Policy Center, Public Policy Institute of California
2015-present	Adjunct Professor, Center for Global Food and Resources, Univ. of Adelaide

**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

07/2018-06/2023	Associate Dean/Chair, School of Public Policy, UC Riverside
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07/2021-06/2023	Graduate Committee
07/2020-06/2022	Chair, Lecturer hiring Committee
10/2017 - 09/2020	Chair- CE Specialist Search Committee (Chair)
10/2017 - 09/2023	Speaker- School of Public Policy Highlander Day
10/2017 - 09/2020	Member- Chancellors Stewardship Review Committee
10/2017 - 09/2020	Member- 4th Annual Climate Assessment Team (Inland Empire)
07/2020-06/2022	SPP Outreach and Alumni Committee Chair
07/2017 -	Member- UC Water
05/2017 - 06/2023	Member- SPP MPP Commencement Speaker Selection Committee
07/18-06/2023	SPP Scholarship Committee
07/2018-06/2023	SPP Leadership Committee
10/2022-present	Latinxs and the Environment: Partnerships to Pave Pathways to the Professoriate
07/2019-06/2023	Course Demand/Availability Workgroup
07/2019-06/2023	Course Scheduling Committee Advisory Committee
10/2022-present	UC Wide Drought Impact Expert Panel
11/2021-07/2023	UC Agricultural Issues Task Force
9/2019-present	UCR Salton Sea Task Force
10/2020-09/2021	Junior Faculty Workshop Series
10/2020-09/2022	Undergraduate Events Steering Committee
10/2020-06/2023	Scaffold Committee
08/2022-08/2022	Associate Dean of Student Success Search Committee
02/2023 - 05/2023	Personnel Analyst Search Committee for SPP

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

PBPL 200	Intro to Policy Analysis
PBPL 289A	Capstone A
PBPL 289B	Capstone B
PBPL 233	Environmental Economics

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	10	2
MPP students in progress	0	1
MPP students supervised in other graduate programs	0	0

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

Student Category (PhD. or Masters)	Program	Thesis Chair	Thesis Member
Masters	Environmental Sciences/ Environmental Management	0	1

PhD.	Chemical and Environmental Engineering	0	1
PhD.	Economics	0	1
PhD.	Environmental Sciences	0	3
PhD.	Biology and Ecology	0	1

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

<b>TITLE OF GRANTING AGENCY</b>	<b>TOTAL AWARD (DIRECT COST)</b>	<b>NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT</b>
Riverside County Office of Aging	\$90,000	2
Metropolitan Municipal Water District	\$125,000	1
Eastern Municipal Water District	\$40,000	0
UCR AES/CE AESMF	\$52,500	1
UC Water	\$26,762	1
California Travel and Tourism	\$29,864	0
Jurupa Community Services District	\$25,000	0
Jurupa Community Services District	\$25,000	2
USDA NIFA	\$10,000,000	1
Elsinore Valley Municipal Water District	\$25,000	0
National Institute of Health	\$408,573	1
Western Municipal Water District	\$30,000	1
National Science Foundation	\$2,431,217	0



**Bio-Sketch**

**Name:** Qingfang Wang

**POSITION TITLE:** Professor, Step III

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:**

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., University of Georgia, 2005

**POSTDOCTORAL TRAINING:**

**AREAS OF RESEARCH SPECIALIZATION:** Immigration, Race and Ethnicity, Gender, and Urban Labor Markets; Entrepreneurship, Community, and Regional Development; Mobility and Transactional Migration of the Highly Skilled; Higher Education as Knowledge-Production Industry

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 39

**FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:**

1.	<b>Wang, Q.</b> , Li, Y., Yang, Y., Little, M. G., Basnight, E. B., & Fryberger, C. B. (2024). University-Led Entrepreneurship Ecosystem Building in Underserved Communities: from a Network Perspective. <i>Geographical Review</i> , 114(3), 353-377.
2.	<b>Wang, Q.</b> , & Kang, W. 2023. Small businesses and government assistance during COVID-19: Evidence from the paycheck protection program in the US. <i>Environment and Planning A: Economy and Space</i> , 0308518X231166407.
3.	Yu, W. and <b>Wang, Q.</b> 2023. Transnational or Not: COVID Pandemic and Chinese Academic Migrants. <i>Journal of Immigrant &amp; Refugee Studies</i> .
4.	<b>Wang, Q.</b> 2022. Planning for an Inclusive Entrepreneurial Ecosystem: Covid-19 and Business Resilience in Underserved Communities. <i>Journal of the American Planning Association</i> . <i>Journal of the American Planning Association</i> (89)3.
5.	Wang, Q. 2010. How Does Geography Matter in the Ethnic Labor Market Segmentation Process? A Case Study of Chinese Immigrants in the San Francisco CMSA. <i>The Annals of the Association of American Geographers</i> 100 (1): 182 – 201.

**SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:**

2019/20	2021. Kauffman Foundation and Association of American Geographers (AAG) Best Paper on Entrepreneurship
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	<p>2020. Association of American Geographers (AAG) Ethnic Geography Specialty Group Distinguished Scholar Award</p> <p>2019. Haynes Fellowship Award</p>
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**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

Director, Center for Community Solutions (formerly known as Inland Center for Sustainable Development) 2019-present

Senate Executive Committee of School of Public Policy 2019 -2024

UCR Sustainability Committee 2021-present

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

Spring 2019	PBPL 290- Independent Studies
Winter 2019-2024	PBPL 212- Quantitative Social Science Methods
Spring 2019, 2021, 2022, 2023	PBPL 235- Economic Development: U.S. Cities
Winter 2020, 2021, 2023, 2024	PBPL 103- Economic Development Policy

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	12	3
MPP students in progress	0	
MPP students supervised in other graduate programs		

**OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS AT UCR (MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):**

Student Category (PhD. or Masters)	Program	Thesis Chair	Thesis Member
PhD.	Graduate School of Education		3

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY: Since joining UCR in 2015**

2023-2025. Co-PI (PI, Juliann Allison). UC Sustainability Literacy Assessment: Assessing UC Students' Understanding of Environmental, Social & Economic

Sustainability. Global Climate Leadership Council, UCOP. \$140,000. (SPP portion: \$124,181)

2023-2024. PI (Co-PI Bruce Link and Wei Kang). The impact of the COVID-19 pandemic on mental health, particularly among sub-populations at increased risk such as the elderly, children, people with pre-existing conditions, and communities with underlying social vulnerabilities. California Collaborative for Pandemic Recovery & Readiness Research (CPR3) at University of California, San Francisco, \$200,000.

2022-2025 PI (Co-PI Michael Verchot). Fostering Inclusive Entrepreneurship Ecosystem. Ewing Marion Kauffman Foundation Knowledge Challenge grant. \$429,693

2022-2025. PI. (Co-PI Wei Kang). Forced Displacement and Community Resilience: Housing Insecurity under COVID-19 in Inland Southern California. National Science Foundation (CMMI 2151970) \$336,050.

2020-2021. PI. Impacts of COVID-19 on Latina Businesses in the Inland Empire Region. National Latina Business Women Association (NLBWA-IE) \$20,000

2020-2021. PI. (Co-PI Huili Hao). RAPID: How Do Small Businesses Cope with the Impacts of COVID-19? A Community Perspective. National Science Foundation (CMMI 2029516) \$53,196.

2018-2020. PI. Latina Owned Businesses in Inland Empire, Southern California. The Haynes Faculty Fellowship; National Latina Business Women Association (NLBWA-IE) \$28,000

2015-2017. PI. "Ethnic Entrepreneurship and Economic Disparities: Revisited from a Development Perspective." The Washington Center for Equitable Growth and the Kauffman Foundation. \$78,000



## Bio-Sketch

**Name:** Ran Wei

**POSITION TITLE:** Assistant Professor, Step V

**JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:** Center for Geospatial Science

**HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:** PhD., Arizona State University, 2013

**INSTITUTION:** Arizona State University

**POSTDOCTORAL TRAINING:** Oregon State University

**AREAS OF RESEARCH SPECIALIZATION:** Geographic Information Science, Spatial Data Uncertainty, Spatial Analysis & Optimization, Transportation & Energy Infrastructure, Public Health and Crime

**TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:** 79

### FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:

1.	R. Wei, N. C. Clay, M. Dai and R. Hsia. "Injury-Based Geographic Access to Trauma Centers", <i>Academic Emergency Medicine</i> , vol. 26(2), pp. 192-204
2.	R. Wei, X. Liu, Y. Ou and K. Fayyaz. "Optimizing the Spatio-temporal Deployment of Battery Electric Bus System", <i>Journal of Transport Geography</i> , vol. 68, pp. 160-168
3.	R. Wei, X. Liu, Y. Mu, L. Wang, A. Golub, and S. Farber. "Evaluating Public Transit Services for Operational Efficiency and Access Equity", <i>Journal of Transport Geography</i> , vol. 65, pp.70-79
4.	<b>R. Wei</b> , Y. Zhang, S. Gao, B.J. Brown, <u>S. Hu</u> and B.G. Link. "Health Disparity in the Spread of COVID-19: Evidence from Social Distancing, Risk of Interactions, and Access to Testing. <i>Health &amp; Place</i> , vol. 82, p.103031.
5.	A. Pulver, R. Wei and N. C. Mann. "Locating AED Enabled Medical Drones to Enhance Cardiac Arrest Response Times", <i>Prehospital Emergency Care</i> , vol. 20(3), pp. 378-389

### SELECTED AWARDS AND HONORS OVER THE PAST FIVE YEARS:

2019	Academic Senate Regents Faculty Development Award, University of California, Riverside
2018	Academic Senate Regents Faculty Fellowship, University of California, Riverside
2021	<b>Chuck ReVelle Rising Star Award</b> , INFORMS Section on Location Analysis
2020	<b>Emerging Scholar Award, AAG Spatial Analysis and Modeling Specialty Group</b>

**ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST FIVE YEARS, INCLUDING DATES OF SERVICE:**

2023-2026	Member- Academic Senate Committee on International Education
2023-2024	Chair- SPP Curriculum Development Committee
2021-2024	School Equity Advisor

**GRADUATE COURSES TAUGHT OVER THE PAST FIVE YEARS:**

Fall 2024, Winter 2023, Fall 2021, Fall 2020, Fall 2019	PBPL 010-Intro to GIS
Winter 2024, Winter 2023, Winter 2021	PBPL 273-GIS and Public Policy
Fall 2021, Fall 2020, Winter 2020	PBPL 252- Crime Mapping and analysis

**NUMBER MASTERS OF PUBLIC POLICY (MPP) GRADUATE STUDENTS SUPERVISED IN THE PAST FIVE YEARS:**

STUDENT CATEGORIES	CAPSTONE	MENTOR
MPP students who have completed their degree	4	4
MPP students in progress	Enter text.	Enter text.
MPP students supervised in other graduate programs	Enter text.	Enter text.

**FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRISE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:**

TITLE OF GRANTING AGENCY	TOTAL AWARD (DIRECT COST)	NUMBER OF MPP STUDENTS SUPPORTED THROUGH GRANT
NSF	\$2M	Enter value.
NIH	\$1M	Enter value.
UCR OASIS	\$200,000	Enter value.

**Cost Analysis for Self-Supporting Program Fee Proposals**

**2025-26**

Department-based SSGPDP

Select One from Dropdown:

**Program:**

Flex Master of Public Policy

**Location:**

Select One from Dropdown:

line #		2026-27	2027-28
<b>FTE ENROLLMENT</b>			
1	Year-average Program Enrollment (FTE)	14	14
2	Year-average Program Headcount	21	21
<b>REVENUE</b>			
3	Annual Fee Per Student (Fee detail is optional)	\$874	\$900
	Program Fee	\$0	\$0
	Student Services Fee	\$0	\$0
	Campus-Based Fees (SU+FL+SP)	\$0	\$0
	Health Insurance	\$0	\$0
	Other (Example: Transit Fees)	\$0	\$0
4	Total Fee Revenue Generated	\$440,588	\$453,805
5	Total Other Funds (describe _____)	\$0	\$0
6	<b>TOTAL PROGRAM REVENUE</b>	<b>\$440,588</b>	<b>\$453,805</b>
<b>COSTS</b>			
<b>A. Program Direct Costs, Subject to IDC</b>			
7	Total Faculty Salaries	\$99,132	\$102,106
8	Total Staff Salaries	\$32,781	\$33,764
9	Faculty and Staff Benefits	\$70,087	\$72,190
10	General Assistance	\$0	\$0
11	S&E	\$5,464	\$5,628
12	Equipment	\$0	\$0
13	Travel	\$27,318	\$28,138
14	Campus-based fee-funded activities (if any)	\$0	\$0
15	Other (describe _____)	\$0	\$0
16	<b>TOTAL DIRECT COSTS, SUBJECT TO IDC</b>	<b>\$234,782</b>	<b>\$241,825</b>
<b>B. Program Direct Costs, Exempt from IDC</b>			

17	Financial Aid	\$110,147	\$113,451
18	Other S&E (describe _____)	\$0	\$0
19	Other Equipment (describe _____)	\$0	\$0
20	Other (describe Ex: payment to University Extension_ _____)	\$0	\$0
21	<b>TOTAL DIRECT COSTS, EXEMPT FROM IDC</b>	<b>\$110,147</b>	<b>\$113,451</b>

**C. Total Direct Costs**

22	<b>TOTAL PROGRAM DIRECT COSTS (line 16 + line 21)</b>	<b>\$344,929</b>	<b>\$355,277</b>
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**ANNUAL COST PER FTE STUDENT**

23	Program Direct Costs (line 22 / line 1)	\$24,638	\$25,377
24	Program IDC Rate	35.40%	35.40%
25	Program Indirect Costs ([line 24 x line 16] / line 1)	\$5,937	\$6,115
26	<b>TOTAL COST PER FTE STUDENT</b>	<b>\$30,574</b>	<b>\$31,492</b>

27	<b>TOTAL PROGRAM COST (line 1 x line 26)</b>	<b>\$428,042</b>	<b>\$440,883</b>
28	<b>SURPLUS (DEFICIT) (line 6 minus line 27)</b>	<b>\$12,546</b>	<b>\$12,922</b>
29	<b>SURPLUS (DEFICIT) PER HEADCOUNT STUDENT</b>	<b>\$597</b>	<b>\$615</b>



**Financial Planning & Analysis**

900 University Avenue  
3108 Hinderaker Hall  
Riverside, CA 92521

7/24/2025

To: Kenneth N. Barish  
Chair, Academic Senate

From: Stephanie Flores   
Executive Director, Financial Planning and Analysis

Re: Flex Master of Public Policy (Flex MPP) Proposal Review and Recommendation

Following a review of the School of Public Policy Flex MPP Proposal and its accompanying financial analysis, I am pleased to submit my recommendation for approval of the financial plan presented. The proposal presents strong financial justification for a flexible, self-supporting graduate degree pathway.

While modest deficits are projected in the initial years, the program is forecast to become self-sustaining by the third year, with stable enrollments and positive net revenues thereafter.

FP&A believes the program to be financially viable and will be able to meet the required financial obligations and reporting outlined in the current policy, *The Role of FP&A in the Establishment and Financial Management of SSGDPs*.

cc: Dean Long  
CFAO Tavizon  
Executive Director Cortez  
Faculty Director Carpiano